Marshall Memo 974

A Weekly Round-up of Important Ideas and Research in K-12 Education
February 20, 2023

In This Issue:

Quotes of the Week

"School is one of the first places where society as a whole begins to shape our sense of what it means to be an American… Each day of first grade in my elementary school in Piedmont, W.Va., in 1956 began with the Pledge of Allegiance to the flag, followed by 'America (My Country 'Tis of Thee).' To this day, I cannot prevent my right hand from darting to my heart the minute I hear the words of either."

Henry Louis Gates Jr. in "America's Long Tradition of Rewriting Black History" in *The New York Times*, February 19, 2023

"Young people who feel connected in middle school and high school, 20 years later have better mental health, are less likely to be perpetrators or victims of violence, are less likely to use substances, and are less likely to attempt suicide. So school connectedness is a very powerful protective factor."

Dr. Kathleen Ethier, head of the CDC adolescent and school health program, quoted in "Teen Girls Report Record Levels of Sadness" by Azeen Ghorayshi and Roni Caryn Rabin in *The New York Times*, February 14, 2023

"If we continue to just singularly focus on calculus as the standard or the proxy for rigor, or a high-quality student, it doesn't just hurt us equity-wise. It… hurts our ability to compete globally."

Melodie Baker (quoted in item #1)

"Just as we had to acknowledge our own limited memory and calculation capabilities, we'll acknowledge that retrieving and digesting large amounts of information is something that we can do well but artificial minds can do better."

Steven Pinker (see item #2)

"All feedback is a gift you can use to strengthen your leadership, influence, and relationships with others for the good of your school or district. *How* you receive that gift is up to you."

Dwight Carter in "How to Handle Negative Feedback: A Guide for Principals" in *Education Week*, February 14, 2023

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1. Calculus and Equity in College Admissions

In this *WBEZ Chicago* article, Lisa Philip says an increasing number of colleges no longer require applicants to submit standardized test scores. This policy change, accelerated by the pandemic, is intended to make colleges more accessible, especially for disadvantaged students.

But the shift, says Philip, has led colleges, especially the most selective, to use a "shadow" criterion for determining a student's academic achievement. "Without the ability to compare students' SAT and ACT scores," she says, "admissions officers are placing more importance on signs of rigor on an applicant's transcript." And what they're looking at, experts say, is the course long considered one of the most difficult in high school: calculus.

The problem, says Philips, is that many students don't have a chance to take the course. Being on track for calculus requires an accelerated math track by eighth grade; federal data show that students of color are less likely to have that head start, and therefore don't have calculus on their transcripts. In addition, half of high schools don't even offer calculus, and only one-third of high schools serving mainly students of color offer it.

In a 2021 survey, college admissions officers said they wouldn't hold not taking calculus against an applicant if the high school didn't offer it, but the same survey found that 80 percent of officers said their colleges believed calculus was a sign of rigor on high-school transcripts – and 79 percent agreed with the statement, "Students who have taken calculus are more likely to succeed in college."

Melodie Baker, the national policy director of Just Equations, a nonprofit working on K-12 equity, believes calculus is more a sign of privilege than rigor. "Calculus, for all intents and purposes, is a status symbol," she says. "Taking calculus or abstract math… doesn't make you any more intelligent than someone who was taking AP English or AP World History." But it works that way in the college admission process.

Baker is advocating two changes: (a) making calculus more accessible to more students; and (b) convincing admissions officers to take calculus off its pedestal and consider courses like data science and statistics, which offer more-relevant preparation for college and career success in the social sciences and some science-related fields. "If we continue to just

singularly focus on calculus as the standard or the proxy for rigor," says Baker, "or a high-quality student, it doesn't just hurt us equity-wise. It… hurts our ability to compete globally."

"With Test Optional Now the Norm in College Admissions, Another Gatekeeper Arises: Calculus" by Lisa Philip in *WBEZ Chicago*, February 6, 2023

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2. Steven Pinker Weighs in on ChatGPT

In this *Harvard Gazette* interview conducted by Adrian Powell, Harvard psychologist Steven Pinker fields questions on the new artificial intelligence writing bot. Some excerpts:

The bot is impressive, he says, drawing on half a trillion words and 100 billion parameters to generate plausible, well-written essays and answer lots of questions. But it also spits out nonsense – for example, confidently asserting that there have been four female U.S. presidents, and that nine women can make a baby in one month. ChatGPT lacks that basic human capability, common sense. When asked, *If Mabel was alive at 9 a.m. and 5 p.m., was she alive at noon?*, it responded, *It was not specified whether Mabel was alive at noon. She's known to be alive at 9 and 5, but there's no information provided about her being alive at noon*. Apparently the search engine couldn't find an explicit statement that people live for continuous stretches of time, and when they're dead, they're dead.

Will students cheat using the bot? "The College has asked us to remind students that the honor pledge rules out submitting works they didn't write," says Pinker. "I'm not naïve; I know that some Harvard students might be barefaced liars, but I don't think there are many. Also, at least so far, a lot of ChatGPT output is easy to unmask because it mashes up quotations and references that don't exist."

What about disinformation and jobs rendered obsolete? Certainly some boilerplate writing can be automated (like an uncomplicated divorce agreement), says Pinker, and that will cut into some lawyers' billable hours. But there are "deep intuitions about causal connections to people," he says. "The awareness that there's a real human you can connect it to changes its status and acceptability." Also, ChatGPT can't be fact-checked. "With an ordinary writer," he says, "you could ask the person and track down the references, but in an LLM [large language model], a 'fact' is smeared across billions of tiny adjustments to quantitative variables, and it's impossible to trace and verify a source."

Are there positive uses? Pinker believes ChatGPT can do better than current search engines because it can answer questions about ideas. That means high-level searches are one more mental function we can choose to outsource. "Just as we had to acknowledge our own limited memory and calculation capabilities," he says, "we'll acknowledge that retrieving and digesting large amounts of information is something that we can do well but artificial minds can do better." But the bot still makes things up and will continue to do so, even as it's steadily improved.

Will artificial intelligence supplant the human mind? That's the wrong framing, says Pinker: "There isn't a one-dimensional scale of intelligence that embraces all conceivable minds. Sure, we use IQ to measure differences among humans, but that can't be extrapolated

upward to an everything deducer, if only because its knowledge about empirical reality is limited by what it can observe. There is no omniscient and omnipotent wonder algorithm: there are as many intelligences as there are goals and worlds."

"Will ChatGPT Supplant Us as Writers, Thinkers?" by Adrian Powell in *The Harvard Gazette*, February 14, 2023

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3. Daniel Willingham on Research-Based Study Habits

In this *Edutopia* article, Laura McKenna interviews cognitive psychologist Daniel Willingham (University of Virginia) on what students need to learn about taking good notes, mastering complex texts, and studying for tests. Some excerpts:

• *Misplaced confidence* – Willingham's university students were sure their study strategies worked: underlining, highlighting, reading texts two or three times. When he taught them better strategies, they didn't follow up. Asked why, they said, "Yeah, I know you told me that. And I tried it, and it just seemed stupid. It didn't feel like it was working at all."

What's going on? Willingham suggests an analogy with pushups. Doing them properly – with your toes on the ground and your arms lifting your whole body – is difficult for a novice. Doing them with your knees on the ground is easier and you can do a lot, so it seems like a good way to build strength and stamina.

But it's not; to improve, it's best to do regular pushups, perhaps supplemented by the super-hard version – launching yourself into the air and clapping your hands. "Students gravitate toward cognitive strategies that are the mental equivalent of pushups on your knees," says Willingham. "It feels like things are going great, and it's also not that difficult, so it seems like a great strategy – but a more challenging approach will pay off more in the long run."

• *Learning strategies early* – By the time they're high-school seniors, says Willingham, we expect students to be able to study independently, commit material to memory, resist distractions, avoid procrastination, and be resourceful when they're stuck. "But the brain doesn't come with a user's manual," he says, "and independent learning calls for many separate skills." This is especially true with strategies for remembering important material. Students should be learning these strategies as early as fourth or fifth grade.

• *Taking lecture notes* – Students think classroom lectures are like watching a movie, where the plot unfolds sequentially. "Lectures are not structured that way," says Willingham, "they're structured as a hierarchy, not a narrative." A tree is a better analogy – a trunk and several branches with causal connections among the main arguments and facts. The challenge with note-taking is not to write everything down but to see and record those connections.

"That's actually serious mental work," he says. "You have to listen to content which is new to you – and usually quite complicated. You have to decide what's important enough to write down, and then decide how you're going to phrase it. You have to then either type it or physically write it out. You're shifting attention between the instructor and your notes and visual aids. And crucially, you don't get to decide how quickly or slowly you do it. The teacher is setting the pace." No wonder so many students are on cognitive overload.

The best note-taking strategy, says Willingham, is not trying to be a courtroom stenographer but getting down what you're *thinking*: "That will ensure that the notes are actually serving the purpose," he says. "You're actually going to be listening, processing, and understanding, and that's going to help you remember better."

• *Reading matter* – Textbook chapters, like classroom lectures, are hierarchical, and students need strategies like SQ3R to attack them. Two key skills: (a) Quickly scanning the passage's subheadings and generating a few questions; and then (b) actively engaging with the text, looking for answers to your questions and predictions, not just slogging through.

• *The retrieval effect* – Reviewing and highlighting notes the night before a test gives students "the illusion of mastery," says Willingham. It's far more effective to read a passage, cover it, and test yourself. "Actively trying to retrieve things from memory is a good way to cement things into memory," he says. It gets the student thinking about the meaning and uses a proven strategy to commit material to memory.

But studying this way is difficult, like doing pushups with hand-clapping. "Thinking about what things mean is hard," says Willingham. "Quizzing yourself is hard when you are still learning the content. It's unpleasant. It feels like it's not going very well as you're doing it, but it's really, really good for memory." Reading over your notes and re-reading a textbook chapter is like knee pushups: "It doesn't really support memory, but it makes you feel like you're learning."

• *Distributed practice* – Cramming the night before a test is a formula for long-term forgetting, says Willingham. A better strategy is spreading the work over several nights, a little bit of study and retrieval every day. But adopting this approach demands a lot from students: understanding why it works, time management, self-discipline, and a commitment to long-term understanding versus doing well on a test and then forgetting almost everything.

• *Distractions* – Many students think they can study while keeping up with social media and listening to music. "The research is pretty clear on this," says Willingham: "There's always a cost to multitasking… Demanding tasks, like texting your friend, have huge costs." Once again, students' brains fool them; they think they can get their work done with lots of other things going on, but the work suffers.

Music is a little more complicated, says Willingham. It's a distraction, but it also stimulates brain activity, heart rate, and alertness. Whether it helps or hurts study time depends on the difficulty of the work and the student's energy, focus, and motivation.

• *Stand-alone study skills classes?* Willingham is skeptical of this approach. Instead, he suggests, starting around fourth grade, asking specifically how students are expected to work independently – for example, reading independently, taking notes, studying for a test – and then teaching the specific skills and strategies that work.

"Why Studying Is So Hard, and What Teachers Can Do to Help" by Laura McKenna in *Edutopia*, February 10, 2023; Willingham's new book is *Outsmart Your Brain: Why Learning Is Hard and How You Can Make It Easy*; he can be reached at willingham@virginia.edu.

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4. Principles for Effective Mathematics Instruction in Japan

In this *Mathematics Teacher* article, Blake Peterson and Douglas Corey (Brigham Young University), Benjamin Lewis (with the U.S. Department of Defense in Japan), and Jared Bukarau (a middle-school teacher in Japan) say Japanese educators seem to have a clear consensus on what good math teaching looks like. Here are the key principles, gleaned from the authors' conversations with Japanese educators:

• *Intellectual engagement with important mathematics* – A cooperating teacher critiques a student teacher's draft lesson plan in which he plans to ask students a series of questions about the price of eggs in a Japanese noodle restaurant – an engaging context. The cooperating teacher asks, "Are there any places that students used their heads?" The student teacher admits that the questions were too straightforward and students were not being asked to think mathematically.

Japanese and U.S. teachers agree on the value of engagement – interesting contexts, hands-on work – but Japanese teachers "seem to emphasize going a step further," say Peterson, Corey, Lewis, and Bukarau, "to get students to do intellectual work, not just demonstrate engaged behavior."

• *Lesson goals at three levels* – Japanese teachers are pushed to plan each lesson for (a) understanding the key concept (e.g., the meaning of *variable*); (b) being able to do something with that understanding (e.g., writing a mathematical expression with a variable); and (c) seeing the relevance and usefulness of the concept (increased interest and motivation).

• *Logical and natural flow* – The ideal Japanese lesson starts with a problem, question, or dilemma that students see as problematic; builds on their prior knowledge; and leads them step by step at a manageable pace through a series of tasks and transitions – a "natural path" – to mastery. "Another characteristic of the flow of a lesson," say the authors, "is how student thinking is used. Not only should the problem be accessible to the student at his or her current level of mathematical understanding; it should also build toward subsequent mathematical ideas in the unit."

• *The unit context* – Each lesson is situated within a progression of past and future lessons, naturally connecting to ideas in previous lessons and building a foundation for future work. "For teachers," say Peterson, Corey, Lewis, and Bukarau, "having a clear direction in mind for how to help students explore the mathematical terrain seems to be as important as knowing where students have been."

• *Checking for understanding and adapting during the lesson* – Japanese students usually sit in groups with a mix of strengths, talents, and achievement, and are given several tasks of varying difficulty. The teacher then walks around looking over students' shoulders to assess their progress, spending more time with struggling students. Two key teacher preoccupations: preparing scaffolding for students who will need help, and challenging students who finish early.

• *Planning for coherence* – "High-quality instruction," say the authors, "requires a well-thought-out, detailed plan that addresses the previous five principles and ties them together in a coherent lesson." Preparation includes anticipating students' misconceptions and other

contingencies, preparing engaging tasks and activities and good questions, and orchestrating the overall flow of the lesson so that it culminates in students understanding the key mathematics skills and concepts involved – and why they matter.

"Intellectual Engagement and Other Principles of Mathematics Instruction" by Blake Peterson, Douglas Corey, Benjamin Lewis, and Jared Bukarau in *The Mathematics Teacher*, February 2013 (Vol. 106, #6, pp. 446-450), republished in the February 2023 issue of *The Mathematics Teacher: Learning & Teaching PK-12,* (Vol. 116, #2); Peterson can be reached at blake@byu.edu.

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5. Dealing with Mediocre and Poor Grades in College

In this *Boston Globe* article, Maitland Jones Jr. revisits his highly publicized firing after many of his NYU students complained that he was giving too many low grades in his organic chemistry course. For years, says Jones, he had engineered the difficulty of his tests so the average grade was 65, or a B/B-. There were complaints, but Jones believed that getting a 65 wasn't the end of the world – and certainly wouldn't prevent a student from getting into medical school. "It has always seemed to me," he says, "that getting about two-thirds of difficult material right was actually pretty good in an introductory course."

But over the last decade, students' grades on his tests declined, and then plummeted during the pandemic. Jones made his tests easier, but grades were still low. As Covid waned, he continued to give less-demanding tests, but students' grades didn't rebound. A bi-modal distribution emerged: there were single-digit grades and zeroes, and at the upper end of the distribution, where high-achieving students had previously been scoring in the 90s, there were a number of 100s.

The very low grades were obviously a cause for concern, but Jones was also unhappy about the 100s. Why? Because with a score of 100, students believed there was nothing more to learn. Previously, when students scored in the 90s on a harder test, they would scrutinize the questions they got wrong – questions designed to get them working at the limits of their knowledge – and learned from them by further study, coming to office hours, re-watching lecture videos. High-scoring students were stretched by that process, says Jones, and serious learning took place.

Reflecting on the bitter complaints he received about his tough grading policies at NYU, Jones is concerned about students' ability to handle difficulty and failure. "I fear that many of today's students have little or no experience in climbing out of holes," he says, "or recovering from adversity. Possibly, they have never felt they were in a hole. Digging out of holes is a critical life skill."

When Jones was in college, he hit the wall in difficult math courses. "I could struggle and pass," he says, "but not easily. I could not internalize the concepts and had to survive by blindly learning how to solve certain kinds of problems. Anything else was out of reach. It was clear that for me, heading toward math and physics was a bad idea. I wish that weren't true, but it was."

For students who were getting zeroes or single-digit scores in his organic chemistry course, the first step is "not complicated," says Jones: "Go to class. Sit in front. Go to office hours with your problems… Take notes." And don't be afraid to say you're struggling and ask for help. "If you follow those suggestions and things still don't work, do what I did and change direction. You are not a bad person if you don't fully grasp chemistry; go find what does work for you. Among other things, college is for discovering what you were born to do."

"I Got a 65 on My Chemistry Exam. Is My Future Ruined?" by Maitland Jones Jr. in *The Boston Globe*, February 14, 2023

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6. Career and Technical Education: Progress and Impact

In this *Educational Evaluation and Policy Analysis* article, Walter Ecton (Florida State University) and Shaun Dougherty (Vanderbilt University) say that in the late 1900s, studies showed that many graduates of vocational education – especially students with disabilities and students of color – were not getting access to college and high-paying careers. But in the last 20 years, "voke ed" has been reinvented as Career and Technical Education, joined the "college and career readiness" agenda, and given much more financial support.

"While many traditional vocational programs remain in place," say Ecton and Dougherty, "new CTE programs tend to emphasize pathways that were explicitly designed to prepare students for postsecondary education as well as careers in high-demand, high-wage areas." But there's variation in postsecondary outcomes, earnings, and graduates' economic futures. The authors' study found the following:

- High-school students of color, lower-income students, and those scoring low on eighth-grade tests saw the most positive downstream results in earnings and postsecondary enrollment.
- Among high-school graduates, CTE graduates had higher predicted earnings, even seven years after graduation, but no change in postsecondary enrollment.
- CTE graduates were less likely to have earnings below the poverty level, disengage from education and employment, and become dependent on government assistance programs.
- Male CTE graduates had the biggest boost in future earnings, while female graduates had the biggest increase in postsecondary enrollment.
- This was because male CTE students disproportionately enrolled in fields like construction, manufacturing, and transportation, which led directly into the workplace and higher earnings, but less likelihood of postsecondary enrollment.
- Female CTE students, on the other hand, disproportionately opted for fields like health care and education, which were more likely to lead to postsecondary enrollment.
- Graduates of some CTE fields, including health care, education, and IT, performed well on both career and postsecondary outcomes.

- The future benefits of CTE diminished over time for those who opted for some concentrations, including arts and communication, hospitality, agriculture, and transportation.
- "For some," conclude Ecton and Dougherty, "postsecondary education may come later, as they are better able to afford college and as they need additional education and training to advance their careers."

"Heterogeneity in High School Career and Technical Education Outcomes" by Walter Ecton and Shaun Dougherty in *Educational Evaluation and Policy Analysis*, March 2023 (Vol. 45, #1, pp. 157-181); the authors can be reached at wecton@fsu.edu and shaun.dougherty@vanderbilt.edu.

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7. A Baker's Dozen of Reasons for Strong Science Instruction

In this *Solution Tree* article, author/consultant Elliott Seif bemoans the fact that many schools are not providing comprehensive, coherent, high-quality, inquiry-based K-12 science teaching. Here's why he believes this trend must be reversed:

- Learning science is interesting, meaningful, and can motivate students.
- Science knowledge provides a basic understanding of the natural world.
- Science teaches students to be skeptical about claims of truth and look for rigorous evidence to support claims.
- Science teaches that knowledge is tentative and subject to change, and that changes based on rigorous research and experimentation have great value.
- Science promotes democratic values by teaching students to be open to new ideas, different ways of thinking, persuasion based on evidence, and peaceful resolution of disagreements.
- Science builds positive lifelong habits, behaviors, and attitudes, among them: patience, persistence, questioning, incremental problem-solving, and a growth mindset.
- Science develops essential intellectual skills including creativity, imagination, tolerance, and adaptability.
- Science builds reading skills, learning-to-learn skills, and important background knowledge and vocabulary.
- Science helps students learn and apply mathematical thinking. "As students 'do' science," says Seif, "they learn how to measure, manipulate numbers, collect and analyze data, form patterns, develop spatial and geometric relationships, and apply many of the higher-level and complex math systems to scientific problem solving."
- Science enriches learning in other subjects, including history, technological and social change, and pressing contemporary issues like climate change.
- Science builds students' ability to work in teams, which develops cultural competence and leads to a more harmonious school climate.
- Science expands career opportunities in a growing number of fields.
- Scientific understanding is a critical part of good citizenship in the 21st century.

"Why We Need K-12 High-Quality Science Instruction in a 21st-Century World" by Elliott Seif, *Solution Tree*, January 24, 2023; Seif can be reached at elliottseif4@gmail.com.

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8. Handling Student Crushes in Elementary School

In this *New York Times* article, Christina Caron has advice for parents and teachers on handling young children's infatuations. Caron's six-year-old daughter got a crush on a boy who sat next to her at a ballet performance, drawing pictures of him the next day surrounded by hearts and wondering if he was drawing similar pictures of her. Children as young as kindergarten sometimes chatter about who is in love with whom and who's getting married. Caron's suggestions:

• *Don't panic*. Young children's crushes are not the same as those of older kids, she says: "They may express strong feelings for one another that are more akin to admiration, and because they are influenced by societal expectations, television and movies, older siblings, and their own peers, they can start to view their affection for one another through a romantic lens." They're experimenting with more-complex relationships.

• *Don't trivialize or escalate*. The feelings children are experiencing are powerful and real, says Caron, and are best discussed as friendships (*What are the things you like about Timmy?*), not dismissed with teasing (*Are you going to get married?*), or escalated with language more suited to older relationships (*Is this your new boyfriend?*).

• *Keep it elementary*. Focusing on boyfriend-girlfriend bonds can suggest that "these relationships are critical to being a complete person and to being happy" says Amanda Rose, a psychologist at the University of Missouri. "It really reinforces traditional gender roles. Better to explore the relationship with open-ended questions like, *What does that mean for you to have a crush?* or *Tell me more.*

• *Discuss consent*. Elementary students are learning about boundaries, says Caron, and if they're chasing each other around the playground or planting kisses on their crush's cheeks, teachers and parents need to talk about limits and permission – and how it feels to the other person. *What did their body language say? What did their faces convey? What did they say?* And more directly, *Kissing is for grown-ups*. Some children's books are helpful, including *Don't Hug Doug (He Doesn't Like it)* and *C is for Consent*.

• *Teach assertiveness*. Kids need to know they have a right to refuse physical contact: *I don't want to play that way,* or *I don't like it when people touch my hair*. A teacher or parent might stage a role-play in which one child is asked for a hug and says, *No, thanks. I don't feel like getting a hug,* or *Maybe another time. I'd rather do a thumbs up*. Reinforce the idea that a good friend will say *Okay* and back off.

"A Child's First Crush Is a Teachable Moment" by Christina Caron in *The New York Times*, February 14, 2023

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9. Recommended Comic Books with African-American Heroes

In this *School Library Journal* feature, Brigid Alverson recommends comic books featuring African-American heroes (click the link below for cover images and short summaries):

- *History Comics: Rosa Parks and Claudette Colvin: Civil Rights Heroes* by Tracy Baptiste, illustrated by Shauna Grant, grade 4-6
- *Buckhead* by Shobo Coker, illustrated by George Kambadais, grade 8 and up
- *Mimi and the Cutie Catastrophe* by Shauna Grant, grade 1-3
- *Garvey's Choice: The Graphic Novel* by Nikki Grimes, illustrated by Theodore Taylor III, grade 4-7
- *Leon the Extraordinary* by Jamar Nicholas, grade 3-7
- *Shuri: Wakanda Forever* by Nnedi Okorafor and Vita Ayala, illustrated by Leonardo Romero, Rachel Stott, and Paul Davidson, grade 5-9
- *Now Let Me Fly: A Portrait of Eugene Bullard* by Ronald Wimberly, illustrated by Brahm Revel, grade 10 and up

"Standout Black Comics" by Brigid Alverson in *School Library Journal*, February 2023 (Vol. 69, #2, pp. 25-29)

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If you have feedback or suggestions,
please e-mail kim.marshall48@gmail.com

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTMI version as well.

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Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Ed. Magazine
Education Digest
Education Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
Elementary School Journal
English Journal
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Harvard Business Review
Harvard Educational Review
Independent School
Journal of Adolescent and Adult Literacy
Journal of Education for Students Placed At Risk (JESPAR)
Kappa Delta Pi Record
Kappan (Phi Delta Kappan)
Knowledge Quest
Language Arts
Learning for Justice (formerly Teaching Tolerance)
Literacy Today (formerly Reading Today)
Mathematics Teacher: Learning & Teaching PK-12
Middle School Journal
Peabody Journal of Education
Principal
Principal Leadership
Psychology Today
Reading Research Quarterly
Rethinking Schools
Review of Educational Research
School Administrator
School Library Journal
Social Education
Social Studies and the Young Learner
Teachers College Record
Teaching Exceptional Children
The Atlantic
The Chronicle of Higher Education
The Journal of the Learning Sciences
The Language Educator
The Learning Professional (formerly Journal of Staff Development)
The New York Times
The New Yorker
The Reading Teacher
Theory Into Practice
Time
Urban Education