Marshall Memo 1042

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 24, 2024

In This Issue:

Quotes of the Week

"Although most managers believe that they give each of their team members equal attention, respect, and consideration, four decades' worth of empirical research says otherwise."

Ginka Toegel and Jean-Louis Barsoux (see item #1)

"Too often, I see parents try to impose limits on their children's screen time without first educating their children on *why* this is important, getting input from their kids, or reflecting on their *own* screen habits."

Catherine Price (see item #7)

"It's demoralizing that an 18-year-old student, with literally no effort, can come up with something that I, as an English teacher and professional writer, would struggle to do."

Lisa Lieberman (see item #5)

"No school or its prestige is worth 300K unless your family has that kind of pocket change just lying around. It's your work and your effort that makes you successful, not your college name."

Prashant Sehgal (see item #3)

"On the day they leave for college, you will ask yourself: Have I taught them how to make good decisions?"

Liam Bossi, 44, Portland, Oregon in "The Best Advice for Dads (According to These Dads)" in *The New York Times*, June 16, 2024

"You provide a safe place for your kids when the storm hits, but harbors are meant to be sailed from. Let them leave the harbor, but always be there for them when they need it."

Peter Maree, 57, Hobart, Tasmania (*ibid*.)

"Every childhood is filled with daily magical fleeting moments of joy. Train yourself to pause and savor them for just one extra moment, a few precious seconds."

Tom Ruppert, 60, Minneapolis (*ibid*.)

---

1. Avoiding Favoritism in the Workplace

In this *Harvard Business Review* article, Ginka Toegel and Jean-Louis Barsoux (IMD Business School, Switzerland) describe sitting in on a leadership team meeting and afterward telling the CEO that he had spoken to and consulted with just three of the nine people in the room; the others didn't participate in a meaningful way. The boss was shocked; no one had dared to tell him before.

This happens a lot, say Toegel and Barsoux. "Although most managers believe that they give each of their team members equal attention, respect, and consideration, four decades' worth of empirical research says otherwise. Studies show that nearly all bosses have – or are seen to have – in-groups with whom they have warmer, more-personal relationships and out-groups with whom they operate more transactionally."

This really matters, because employees' antennae are tuned in to a variety of signals their bosses send as they interact with team members:

- Sincerity and emotional support;
- Criticism and praise, especially how detailed the appreciation is;
- Body language and style;
- Tone and sincerity;
- Emotional support and flexibility;
- How often people's views are solicited and their suggestions built on;
- Whether their efforts are noticed;
- Whether people's needs and preferences are considered;
- Whether they feel they are working *for* or *with* their boss.

"We've seen some people who were driven to tears by managers' favoritism," say Toegel and Barsoux; "others who have vented about it outside the team, damaging everyone's standing; and many who have simply quit in search of an in-group elsewhere, even if it means taking a pay cut."

When bosses hear about these perceptions, they often discount them, saying the differences are unintended and people are making a mountain out of a molehill. "Both claims may be true," say the authors. "However, it is the view from below that counts. Perceived

unfairness has real consequences" – undermining morale and team performance, not addressing mediocre performance, and losing effective colleagues (the "quiet quitters"). A 2021 study by McKinsey found that 52 percent of people who quit did so in part because they didn't feel valued by their bosses. The push for greater diversity can heighten in-group/out-group tensions.

What can leaders do? Toegel and Barsoux suggest conducting a weekly audit of interactions with direct reports – weekly because that's long enough to capture a meaningful chunk of work, short enough to remember the details. Ask three questions and answer Yes or No to keep it simple:

• *Did I seek the person's company?* Did interactions go beyond immediate tasks and include big-picture issues or social conversation?

• *Did I acknowledge the person's capabilities?* Did this involve asking for opinions and suggestions in meetings and picking up on their ideas?

• *Did I support the person's growth?* This might include stretch assignments, coaching, constructive feedback, and contributions to their learning and development.

"If the answer to even one of these questions is no," say Toegel and Barsoux, "– particularly if that happens two or three weeks in a row – you must address the deficit." Some possible steps:

- Identify and talk about something you have in common – for example, children, hobbies, upbringing. "Perceived similarity is a strong driver of liking."
- Invite suggestions and ideas.
- Give the person a chance to tackle a challenging task in their own way.
- Acknowledge their expertise and accomplishments with public praise.
- Stay open to explanations if they don't perform well.
- Discuss their career aims.

"Stop Playing Favorites" by Ginka Toegel and Jean-Louis Barsoux in *Harvard Business Review*, July-August 2024 (Vol. 102, #4, pp. 147-151)

Back to page one

2. Breaking the Grip of Teens' Loneliness and Isolation

In this *Boston Globe* article, author Joe Keohane reports that in the last decade college instructors have noticed much less social banter among students – mostly silence in crowded corridors and classrooms before instruction begins. In the same time period, there's been a major increase in American teens with anxiety and depression. "As an ultrasocial species," says Keohane, "we humans draw our strength and resiliency from the robustness of our social circles." But technology and the pandemic have inhibited many young people's daily in-person interactions and skills at making friends.

Researcher Louis Schmidt and a team of psychologists at McMaster University described a self-reinforcing loop:

- Technology reduces young people's in-person interactions…

- Which deprives them of the chance to develop social skills (they want to connect but don't know how)…
- Which leads to an avoidance of in-person interactions…
- Which produces social isolation, social inhibition, and worry…
- Which increases reliance on technology.

"Any effort to address the mental health crisis affecting young people," says Keohane, "needs to sever that loop."

But how? One strategy is to encourage people to strike up conversations with strangers. In several experiments with adults and teens in the U.S. and U.K., people resisted the idea and were pessimistic that it would help: they predicted that the conversations would be awkward, daunting, and lead nowhere, and that strangers would rebuff the outreach. People also remembered the repeated warnings they received as children not to talk to strangers, reinforced by adult norms about avoiding eye contact in public spaces.

But when people in these experiments did initiate conversations with strangers (on one college campus, students were sent out carrying signs with large-print conversation-starters), they almost universally found the interactions pleasant and refreshing. They felt happier, got a sense of belonging and connectedness, and their feelings of loneliness, isolation, and distrust were reduced.

These experiments relate directly to teens' difficulty connecting to others. "If you have a hard time talking to strangers," says Keohane, "you're going to have a hard time making friends. And if you don't make friends, you're going to have a rough time." One student said, "This study reminded me that most people are friendly and you just need to put yourself out there." Another commented, "Made a new mate, felt good."

Writing about the experience, a third student said, "It makes me sad to hear when I ask my classmates what they do for fun for the answer to be related to spending time on their phone. The time you have on this earth is never for certain and I hate to think about my life wasted on a dopamine box."

"The Case for – Gasp! – Teaching Kids to Talk to Strangers" by Joe Keohane in *The Boston Globe*, June 9, 2024

Back to page one

3. A Father Gives Online Advice to College Applicants

In this *Chronicle of Higher Education* article, Francie Diep reports on Prashant Sehgal, who has a son in college and a daughter getting ready to apply and has established himself as an unpaid online college admissions advisor. As a moderator for three Reddit forums (one with 1.1 million users), Sehgal spends several hours before and after his day job as an independent filmmaker answering questions from thousands of stressed-out high-school students.

Sehgal urges students to focus on fit and affordability, not name-brand colleges. "No school or its prestige is worth 300K," he wrote recently, "unless your family has that kind of pocket change just lying around. It's your work and your effort that makes you successful, not

your college name." Replying to a student who was bothered when friends said a college was an "ivy reject school," Sehgal wrote, "Your friends are idiots, so ignore them."

Too many students are fixated on the T20 – shorthand for top twenty colleges as defined by *U.S. News and World Report* and other list-makers. But these rankings have limited meaning, says Sehgal. For example, Washington University in St. Louis was ranked 15th in 2022 and is now 24th, leading some students to turn up their noses. "It's the same school," he says. "A magazine just changed their formula of how they come up with these things."

It's all about fit, he contends. "Make sure you research the schools and figure out what really works best according to your demands, not according to what some magazine has ranked the particular school." He points students to the College Scorecard, which has data on the kind of jobs and salaries graduates of different colleges are getting. "It's amazing to see some public schools leading to great salaries for some of the more sought-after majors."

Sehgal believes his advice is most helpful to students who aren't that savvy about the admissions process and may be the first in their families to apply to four-year colleges. "They may not know that some universities do give such students a lot of preference," he says. The trick is how to show that in the application. Admissions officers love students who write in their essay something along the lines of, *Okay, I had these issues with my family, or with my educational background, and still I was able to achieve quite a lot*.

Sehgal says every year kids latch onto a different trend, believing it's the secret to getting into elite colleges. One year it was self-publishing a book on Amazon, another taking online courses on Udemy, another doing a "passion project." According to the many admissions officers he's in touch with, "Universities know all this is fake." These people are reading 30 to 40 applications a day, thousands of essays over their careers, and say they can tell when an applicant is going with the hot trend of the year, exaggerating, or lying.

Sehgal hears from students who are wondering whether to go to college at all, or considering trade schools or community colleges. He encourages them to think through their priorities: "I hope more people will become aware of the fact that community colleges are a great way for them to start their college journey. They'll save a ton of money."

Sehgal is worried about the talk of colleges shifting from four to three years, which he believes will lead to the elimination of many general education courses – philosophy, theater, criminal psychology – that broaden students' experience and impart critical-thinking skills. "When a student comes out of a four-year university," he says, "it's not just the skills for their major, but so many other things that they've learned in those four years. When colleges enter into this big rush to just churn out degrees, to make their own institutions the most profitable ones, then the students, in the long run, suffer the most."

"Meet the Internet's 'Admissions Dad'" by Francie Diep in *The Chronicle of Higher Education*, June 18, 2024

Back to page one

4. Mathematics Grading Reform in a Maryland Middle School

In this *Mathematics Teacher* article, Maryland educators Alycia Donati, Charlene Linkous, Chris Ryals, and Stacey Spanier say the success of their multi-year effort to improve grading practices was clear when students no longer asked, "Is this graded?" and "Do I have to show my work?" Instead, teachers were hearing questions like, "When will we get our feedback?" and "I know what I need to do better; can I have a second chance?" Changes in how work was graded produced marked improvements in students' mindsets, behaviors, learning, and grades, and the reforms are spreading to other schools in the district.

Donati, Linkous, Ryals, and Spanier describe the grading problems they identified in 2019 when they were math teachers in a suburban public middle school:

- There was classroom-to-classroom variation in the grades students received for the same work.
- Teachers were giving letter or percentage grades that didn't necessarily convey students' mathematical understanding.
- Students got zeroes for missing work, which drastically pulled down their final grade.
- Grades included class participation, timely work submission, behavior, and contributing classroom supplies.

In addition, say the authors, "The grading system we were using made receiving grades scary for students, because they did not truly know how grades worked or how they were calculated." When students got poor grades, they often shut down and stopped trying.

All this pointed to three goals: (a) grades should provide meaningful feedback on progress toward mathematics learning goals, and should be for academic performance only; (b) students should feel safe taking risks and working tenaciously toward mastery; and (c) students should know how grades are calculated and what they mean, which will motivate and empower them to improve their learning and grades.

Math teachers at the school pursued these goals one step at a time, trying out ideas and making mid-course corrections. Here's how the changes rolled out:

- 2019-20 – Baby steps: teachers stopped grading homework, implemented minimum grading, and started grading on a continuum of mastery.
- 2020-21 (virtual) – Teachers began using a holistic rubric to score assignments and shifted the gradebook to emphasize summative assessments.
- 2021-22 – Teachers used a redesigned rubric for all assignments, created a missing work policy, implemented standards-based grading, and began collaborative scoring.
- 2022-23 – Teachers replaced scores with mastery level feedback and developed a second-chance learning plan.
- 2023-24 – Teachers considered Depth of Knowledge on assessments when scoring.

"The adventure continues," say the authors. Here are details on several components:

• *The grading system* – Over four years, teachers agreed on a holistic four-tier rubric for all student work, formative and summative, aimed at helping students understand what they needed to do to demonstrate mastery. The team chose to use percentages because with a 4-point scale, student work at Level 3 would translate as 75% or a C, which would not convey

that students were approaching mastery. Here's how the four-level rubric coupled with percentages works:

• ***Got It*** – The student essentially has the target concept:
  - *Meeting/Exceeding*: 100% – Student successfully answers the questions and includes a logical and complete explanation.
  - *Approaching*: 85% – Correct answer with minor flaws in explanation OR incorrect answer with logical and complete explanation.

• ***Not Yet There*** – The student has major misunderstandings, errors, or incomplete work.
  - *Developing*: 70% – Correct answer with incomplete explanation OR incorrect answer with explanation that communicates partial understanding.
  - *Beginning*: 55% – Incorrect answer with incorrect explanation or without an explanation.

Note that each scoring level includes both the correctness of students' answers and their explanation and understanding (written, verbal, or visual), giving more weight to explanation. Thus a student with an incorrect answer but a strong explanation scores at Level 3 (Approaching), whereas a student with a correct answer but a weak explanation scores only at Level 2 (Developing).

To help students understand the new grading system, teachers had them score work and discuss the scores they gave, including specific improvements needed to reach mastery. "To demonstrate the power of clear and complete explanations," say Donati, Linkous, Ryals, and Spanier, "we had students compare correct and incorrect responses with various levels of explanation. This helped students see that complete and logical explanations are more convincing and demonstrated understanding more than just a correct answer."

Teachers also redesigned their gradebook to reflect these changes, emphasize mastery, be transparent on each student's status on standards each quarter of the year, and mesh with the district's grading policy.

• *Homework* – As the grading reforms were implemented, the most frequent question teachers were asked was how they got students to do homework when it wasn't graded. The answer: homework was considered extra practice, typically completed outside of class, and not every student needed to do it in order to understand new math concepts. Some students didn't do homework and were successful on assessments, others didn't do homework and failed assessments. If students in the latter category asked for a second chance on the assessment, "the first thing we asked them to do was go back and complete their homework," say the authors. This helped students understand the value of homework as practice and checking for understanding. Because teachers weren't checking for homework accuracy and completion, students had no incentive to cheat.

• *Missed or incomplete assignments* – Teachers decided not to score these because they wanted grades to provide meaningful feedback. "If a student has not completed the assessment item," ask Donati, Linkous, Ryals, and Spanier, "how can we accurately determine their level of understanding?" As they implemented the policy of not giving zeroes or reduced grades for missed or incomplete assignments, there was a decrease in students not handing in work. When

students missed assignments, teachers spoke to them individually; late in the semester, teachers became "more adamant" about completing work. The emphasis was on learning as a process, multiple opportunities to show progress on formative assessments, timely feedback, and ultimately, mastery.

"Redefining Grades as Feedback, Not a Finish Line" by Alycia Donati, Charlene Linkous, Chris Ryals, and Stacey Spanier in *Mathematics Teacher: Learning & Teaching PK-12*, June 2024 (Vol. 117, #6, pp. 406-414); the authors can be reached at alyciadonati@gmail.com, linkous2more@gmail.com, c.ryals@icloud.com, and sbspanier@yahoo.com.

Back to page one

5. An English Instructor's Lament About Generative AI

In this *Chronicle of Higher Education* article, California community college instructor Lisa Lieberman says she used to pride herself on giving students essay assignments that were plagiarism-proof – for example, Compare totalitarian regimes in *1984* and *The Handmaid's Tale*. But recently, students have been handing in essays on topics like this that were clearly produced by ChatGPT, Grammarly, or another artificial intelligence program. One student, challenged to demonstrate his knowledge of *depiction*, a word he'd used in his essay, sheepishly confessed that he hadn't written a single word of the piece.

Lieberman checked with her department head and learned that the college had given students Grammarly for free. For a small cost, students could supplement the basic program with an enhanced version that was capable of writing entire essays. Lieberman complained to her department head, saying, "What the school is doing is the same as handing out cigarettes on campus and telling the students not to get addicted."

Before this new generation of AI, she says that when she read good student writing, "My heart would leap with joy. *The students are getting it!* I'd think. Now my heart sinks because I know those sentences/paragraphs/whole essays are probably computer-generated." She estimates that a third of the work she's grading is not written by students. What's most troubling is that "the level of cheating is just *so damn good*… It's demoralizing that an 18-year-old student, with literally no effort, can come up with something that I, as an English teacher and professional writer, would struggle to do."

What is the solution? Some of Lieberman's colleagues are trying to strike a bargain, encouraging students to use AI to generate ideas, then writing papers themselves. Other instructors are using AI to grade papers, raising the possibility that one computer is grading another computer's "work."

Lieberman admits she may be overly pessimistic about AI, but she resists making these compromises. She wistfully remembers how she would take a book – maybe Wallace Stevens or Chaucer – "pick a nice, sunny spot on campus on a grassy knoll underneath a tree, lay out my blanket, and spend the afternoon reading and scribbling notes in my books. It was just me and my books and my thoughts. There was nothing better.

"As I lay there reading the writer's words, they came to life – as if the author were whispering in my ear. And when I scribbled my notes, and wrote my essays, I was talking back to the author. It was a special and deep relationship – between reader and writer. It felt like magic.

"This is the kind of magic so many college students will never feel. They'll never feel the sun on their faces as they lie in the grass, reading words from writers hundreds of years ago. They won't know the excitement and joy of truly interacting with texts one-on-one and coming up with new ideas all by themselves, without the aid of a computer. They will have no idea what they're missing."

"AI and the Death of Student Writing" by Lisa Lieberman in *The Chronicle of Higher Education*, June 21, 2024 (Vol. 70, #21, pp. 46-47)

Back to page one

6. Four Provisos When Using Artificial Intelligence

In this *Harvard Business Review* assessment of several books on artificial intelligence, Eben Harrell quotes the key principles in Ethan Mollick's book, *Co-Intelligence* (2024):

- Always invite AI to the table, experimenting with it in all your projects.
- Be the human in the loop, looking skeptically at the output; it sometimes "hallucinates."
- Treat AI like an intelligent yet inexperienced intern needing instruction.
- Assume this is the worst AI you will use, because it will keep getting better.

"The Promise and Peril of AI at Work" by Eben Harrell in *Harvard Business Review*, July-August 2024 (Vol. 102, #4, pp. 158-159)

Back to page one

7. Tips for Parents on Kids' Cellphones and Screen Time

In this *After Babel* article, Catherine Price suggests ten ideas for parents as they grapple with their children's devices and screen time (click the article link for specifics and links):

• *Have a family talk about the negative effects of phones, social media, and screen time*. "Too often," says Price, "I see parents try to impose limits on their children's screen time without first educating their children on *why* this is important, getting input from their kids, or reflecting on their *own* screen habits." It's important to focus on how devices are designed to be irresistible and how kids feel about their parents' phone use.

• *Choose devices that are as basic as possible*. This might be a Kindle without Internet access rather than a iPad, or starting with a flip phone rather than a smartphone. Parents can also lend their own phones to their children with most apps and connectivity turned off (using products like *The Brick*).

• *Allow devices and screens to be used only in your home's public spaces*. The point is getting entertainment (including television), social media, and other devices out of bedrooms – including parents' – and into the open, where the content can be shared and supervised.

• *Create "no-phone zones."* These are areas – bedrooms and dining spaces, for starters – where phones and devices are simply not allowed.

• *Create a central charging station for devices*. This is for the whole family's devices and is not in sleeping areas.

• *Give devices a "bedtime."* This should be at least one hour before actual bedtimes to buffer the stimulating effect of "blue light" and allow everyone's brains and bodies to wind down for sleep. It's a complement to a no-phones-in-bedrooms policy for everyone.

• *Create schedules for Internet access*. The goal is to allow kids to focus on homework and quiet reading time. Another approach is using scheduling apps that limit Internet access to certain time blocks.

• *Communicate your policies to other families*. This is helpful for playdates and minimizes distracting communication during homework time and close to bedtime. Also talk up the idea of kids maximizing in-person and phone communication versus texting and social media.

• *Learn about and activate parental controls for kids' devices and apps*. These features can be complicated and confusing, says Price, and ingenious kids can find ways around them. That's another reason for deferring access to the Internet and social media as long as possible.

• *Consider subscribing to a third-party family protection plan*. These can block websites, apps, and Internet access across devices and create access schedules.

"A Parents Guide to Understanding the Harms of the Phone-Based Childhood, Along with Ten Tips for Rolling It Back" by Catherine Price in *After Babel*, June 18, 2024

Back to page one

8. Data on School-Parent Communications

In this *EdSurge* article, Nadia Tamez-Robledo reports on an analysis of 40 million messages between educators and parents using the TalkingPoints app. Here's the breakdown:

- 44 percent dealt with logistics – snow days, school closures, etc.
- 34 percent were standard replies – for example, *Thank you* and *Have a good day*.
- 8 percent about academics;
- 5 percent on homework and assessments;
- 5 percent on student attendance;
- 3 percent on a student's class participation;
- 2 percent on student behavior.

Researchers were disappointed with how few of the interchanges dealt with teaching and learning. They believe that high-quality interaction about academic substance – beginning early in the school year – would have a positive impact on student learning. With students who are chronically absent, early communication and intervention could also get at the root causes.

"What 40 Million Messages Tell Us About Parent-Teacher Communication" by Nadia Tamez-Robledo in *EdSurge*, June 20, 2024

Back to page one

9. Graphic Novels Featuring Grandparents

In this *School Library Journal* feature, Brigid Alverson recommends graphic novels in which grandparents play a key role:

- *Baby-Sitters Little Sister #9: Karen's Grandmothers* by Ann Martin, illustrated by DK Yingst, grade 2-5
- *The Inventor Vol. 1: The Dangerous Discovery* by Lars Henrik Eriksen, grade 2-6
- *Alterations* by Ray Xu, grade 3-7
- *Monster Locker* by Jorge Aguirre, illustrated by Andrés Vera Martínez, grade 4-6
- *The Nhia mal: Losing It in Translation* by Sheelue Yang, illustrated by Karen Donnelly, grade 4-6
- *The Effects of Pickled Herring* by Alex Schumacher, grade 4-8
- *Lunar New Year Love Story* by Gene Luen Yang, illustrated by LeUyen Pham, grade 6 and up
- *Age 16* by Rosena Fung, grade 10 and up

"The Grands" by Brigid Alverson "in *School Library Journal*, June 2024 (Vol. 70, #6, pp. 32-35)

Back to page one

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 54 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.

Subscriptions:

Individual subscriptions are $50 for a year. Rates decline steeply for multiple readers within the same organization. See the website for these rates and how to pay by check, credit card, or purchase order.

Website:

If you go to http://www.marshallmemo.com you will find detailed information on:

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Article selection criteria
- Publications (with a count of articles from each)
- Topics (with a count of articles from each)
- Headlines for all issues
- Reader opinions
- About Kim Marshall (including links to articles)
- A free sample issue

Subscribers have access to the Members' Area of the website, which has:

- The current issue (in Word or PDF)
- All back issues (Word and PDF) and podcasts
- An easily searchable archive of all articles so far
- The "classic" articles from all 20 years

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
Exceptional Children
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