Marshall Memo 1004

A Weekly Round-up of Important Ideas and Research in K-12 Education
September 25, 2023

In This Issue:

Quotes of the Week

"It is profoundly important that the commitment to equity not be interpreted as a retreat from the pursuit of academic excellence."

Pedro Noguera and Joaquín Noguera (see item #1)

"By reducing teacher isolation and providing greater clarity on curriculum and instructional expectations, leaders can increase teacher quality throughout a school – a key starting point for equity."

Pedro Noguera and Joaquín Noguera (*ibid*.)

"There is nothing in the realm of work – no matter how interesting or exciting or desired – that does not entail, at some point, the experience of frustration, self-doubt, loneliness, and anxiety."

Corey Robin (see item #3)

"Time pressure rewards students who think fast and shallow – and punishes those who think slow and deep."

Adam Grant (see item #5)

"What a long way we have come from when I was a child! I could have never dreamed of seeing myself in the pages of picturebooks."

Saba Khan Vlach (see item #8)

"Please remember to say *please* and *thank you*."

A sign placed in a school's main office when the principal noticed that one student after another was asking for things without common courtesy. Students complied, not only in the office but throughout the school (quoted in "Missing in Action" by Stephanie Borges Folarin, a Maryland school leader, in *Independent School*, Fall 2023, pp. 41-43)

1. Five Key Drivers of Equity in Schools

(Originally titled "Creating Clarity on Equity in Schools")

In this *Educational Leadership* article, Pedro Noguera (University of Southern California) and Joaquín Noguera (Loyola Marymount University) say we're living through "a particularly perilous time for equity efforts in education." That's because K-12 equity work is being questioned by the political right (for being "woke" on race and LGBTQ) and by K-12 leaders (defensive about their lack of measurable progress).

When the 2001 No Child Left Behind Act proclaimed that all students would receive an adequate education by 2014, there was lots of support in red and blue states and lofty slogans and exhortations around equity. "However," say Noguera and Noguera, "support for what equity work truly entails never ran deep, and it soon became clear that many policymakers and education leaders who espoused support for equity did not actually understand what was required to achieve it… Lack of progress combined with lack of clarity on equity has left schools open to backlash."

Some schools *are* making solid progress, say Noguera and Noguera, and that's because they have articulated a clear vision that responds to student and community needs, decided on effective strategies, implemented an action plan, and monitored progress. Successful schools embrace a vision of equity that provides historically underserved students with the support they need, identifies the root causes of disparities in special education and disciplinary referrals, and maintains high standards and expectations for all – which includes keeping honors and advanced placement courses. "It is profoundly important," say the authors, "that the commitment to equity not be interpreted as a retreat from the pursuit of academic excellence."

To be successful, they say, schools must somehow work on "everything, everywhere, and almost all at once" – curriculum, learning materials, cultural responsiveness, high-quality teaching, school climate, and more. To keep from being overwhelmed and scattering their efforts too widely, Noguera and Noguera recommend the five essentials for school improvement identified in 2010 by the Chicago Consortium on School Improvement. They believe these are what today's equity warriors should focus on:

• *A coherent approach to learning and teaching* – School leaders articulate a clear instructional framework and bring teachers together to plan lessons and assessments, analyze student results, and continuously adapt and improve instruction. "By reducing teacher isolation and providing greater clarity on curriculum and instructional expectations," say Noguera and Noguera, "leaders can increase teacher quality throughout a school – a key starting point for equity."

• *Ongoing development of professional quality* – "Like students, teachers vary in their abilities and needs," say the authors; "teachers cannot teach what they do not know." Schools must provide high-quality, differentiated professional development that addresses pedagogical and cultural gaps, and give teachers opportunities to plan and analyze student work with experienced colleagues, observe other classrooms, and get specific feedback and coaching that is helpful, not threatening.

• *A student-centered school culture* – "The schools that make the greatest progress in meeting their equity goals," say Noguera and Noguera, "work to create a culture that prioritizes *students'* needs. This means faculty and staff must be curious about students' needs and students' interests. They must work to become students of local culture and keepers of community knowledge." This includes finding curriculum materials that affirm students' culture and heritage and address their developmental needs.

• *Parent and community involvement* – The key is going beyond bake sales and engaging family members as thought partners, collaborators, co-designers, and community leaders who are valued and respected partners in providing all students with high-quality learning experiences. Effective schools also develop partnerships with community organizations, churches, universities, hospitals, and local nonprofits.

• *Shared leadership that drives change* – Research on effective schools has always emphasized the critical role of the principal, say Noguera and Noguera, and that role has even more impact when school leaders distribute decision making and responsibility. "When a school staff embraces a *common vision* of how things should be done," they say, "and when staff are able to take ownership of common goals, progress can grow exponentially."

"Creating Clarity on Equity in Schools" by Pedro Noguera and Joaquín Noguera in *Educational Leadership*, September 2023 (Vol. 81, #1, pp. 28-34); the authors can be reached at rossier.dean@usc.edu and joaquin.noguera@lmu.edu.

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2. Tweaking Students' Mindsets About the Purpose of College

In this article in *Independent School*, Wendy Fischman (Harvard Graduate School of Education) reports on a ten-year study she conducted with Howard Gardner about the purpose of college. They interviewed more than 2,000 students and other stakeholders at ten quite different colleges and universities. Going into the study, Fischman and Gardner posited four "mental models" for being in college:

- Inertial – *I go to college because I don't know what else to do*.
- Transactional – *I go to college to get the degree and build my résumé*.
- Exploratory – *I go to college to marinate in new ideas, learn about new disciplines, and meet new people*.
- Transformational – *I go to college to think about the person I am and want to be, with the recognition – and possibly the aspiration – that college might change my ways of thinking*.

What did the study reveal? Nearly half of college students had a transactional approach, rather than seeing college as a once-in-a-lifetime opportunity to develop their minds. The same percentage still held a transactional view at graduation. Only 10 percent had a transformational mindset.

By contrast, virtually all faculty members and administrators interviewed for the study said the goal of their institution was to broaden students' minds and prepare them for a life of citizenship. Clearly students (and their parents, interviews showed) had quite different goals.

What is the origin of students' transactional view of college? Fischman believes an important source is the laser-like focus in many high schools on getting into college, versus savoring the high-school experience. This is unfortunate, Fischman believes, because it sets students up to have a parallel mindset in college – focusing on a getting a job or getting into graduate school rather than soaking up all that college has to offer.

Fischman believes strongly that high-school administrators, educators, and college counselors need to shift this narrative. "Those who work with high-school students," she says, "need to refocus attention on preparing students for the 'higher' learning for intellectual growth that *can and should* occur in college." Here are her recommendations:

• *Structure, facilitate, and actively engage students in direct conversations about the purpose of higher education (and education in general) – what it is and isn't – as well as the reasons they should pursue it*. This includes the courses they might take, books they might read, research they might conduct, how to choose a major. "While passion can be useful when writing essays for college applications," she says, "students should be encouraged to keep an open mind about interests and career goals."

• *Give students the opportunity to reflect on open-ended questions about their education*. "Encourage them to share their thoughts about their most transformative educational experiences to date," says Fischman, "goals and expectations, fears, what they consider to be 'time well spent' and 'wastes of time,' types of pedagogy or instruction that work for them and those that don't, and why."

• *Introduce students to a variety of liberal arts and sciences academic departments*. This helps them see connections and explore areas they might not have considered.

• *Help students understand how to make best use of adults on the college campus who are there to teach, help, and support them*. College instructors, academic advisors, residential advisors, and therapists play different roles than those in similar positions in a high school. College students often complain about poor advising and limited access to professors, while at the same time college faculty members say very few students take advantage of office hours.

• *Push students to think beyond what they know about today's jobs*. Employment possibilities that seem enticing now may disappear in the future. What then? These questions should get high-school students thinking about their lifelong goals and stretch their concept of what college might be all about.

"Higher Learning" by Wendy Fischman in *Independent School*, Fall 2023 (pp. 72-77); Fischman can be reached at wendy_fischman@harvard.edu; her book, with Howard Gardner,

is *The Real World of College: What Higher Education Is and What It Can Be* (MIT Press, 2022)

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3. Is This the End of the Take-Home Essay?

In this *Chronicle of Higher Education* article, political science professor Corey Robin (Brooklyn College, CUNY) says that at first he wasn't worried about ChatGPT. The skills it took for a student to coax a plausible essay out of artificial intelligence, he reasoned, were similar to those involved in actually writing the essay. "I could rest easy," thought Robin, "in the knowledge that, at least, I wasn't *not* teaching my students what they needed to learn how to do."

But then he explored the second generation of large language models and was alarmed. He asked his high-school daughter to prompt GPT-4 to write an essay he'd assigned the previous year. The first draft was competent but lacked a clear thesis and had other flaws. But when his daughter prompted it to fix those shortcomings, the second draft was impressive. Further prompts produced an essay that Robin says was "as good as what many of my students produce after a semester of effort."

With current technology, all a student has to do to produce high-quality essays is be able to see the difference between good and not-as-good work and prompt AI to improve drafts. Even students who struggle academically can do that, says Robin – but it doesn't mean they can write a good essay themselves. Now, thanks to large language models, they don't have to.

Why do teachers ask students to write essays? he asks. And why do we grade them? Because writing is a helpful medium for students to explore, inhabit, and make sense of worlds that may be alien to them. "None of that is easy," says Robin. "Through requiring students to write multiple drafts, intensive comments on each draft, ongoing revision, and conversation, I teach them that all writing is rewriting, and good work is just that: work."

"Academic writing," he continues, "has never simply been about producing good papers. It's about ordering one's world, taking the confusion that confronts us and turning it into something intelligible, wresting coherence from chaos. And knowing that that doesn't happen spontaneously or instinctively. That's not a skill for college only. It's a life-long practice. Being able to see a situation, picking out those elements that matter and lend it significance, bringing clarity to obscurity: these are what good readers and good writers do. They're what good friends, good parents, and good citizens do, too."

In spoken conversation, we can replicate some of these processes, says Robin, but writing is different. It gets our thoughts down on paper (or on a screen), objectifies them, freezes them in time, and lets us look at them from a distance, as if they weren't our own, allowing us to revise and improve them. "That's what makes writing, and rewriting, such a distinctive experience – and opportunity," he says. "It requires you to make your fleeting thought a hard fact in the world, and to make yourself answerable for that fact."

This is hard work, and it doesn't come naturally to most of us. "It's effortful," says Robin. "It's frustrating. It's disappointing. Failure looms large. We need incentives to do it. All of us are vulnerable to shortcuts and escape hatches." He describes his own procrastination strategies: surfing the web, lying on the couch, doing e-mail, looking out the window, doing everything but the work that needs to be done. His students describe similar evasions.

How do teachers deal with students' struggles? By helping them break daunting assignments into smaller parts, develop resilience, know where to get help, push back on their evasions, become patient with their inadequacies. But teachers also need to set clear expectations and make good use of deadlines, reminders, and sanctions (often in the form of grades). Robin believes it's a fantasy to think that teachers can get students to produce excellent work solely through charisma, teaching skill, and inspiration.

"There is nothing in the realm of work," he says, "– no matter how interesting or exciting or desired – that does not entail, at some point, the experience of frustration, self-doubt, loneliness, and anxiety. Experiences that most of us (realistically, all of us) flee from, especially when we're by ourselves, without the helping hand or reassurance or conversational ease of another." The threat of bad grades is not what produces this discomfort in students. It's intrinsic to the work, even if teachers are doing everything right. Our goal is not to eliminate that discomfort but to give students the tools to deal with it.

"But for students to really get that," Robin continues, "– to believe it, to feel it – they have to do the work. They have to go through the process in order to learn that they can't run from it, or outsource it to AI, and, more important, that they don't need to run from it." Sometimes the shock of a critical comment or a low grade turns things around and gets students doing the kind of work that leads to discovery, clear thinking, and deep satisfaction. If students know they get by via GPT-4, will they ever achieve that exalted state of mind?

What is to be done? Should teachers assign take-home essay assignments so artfully framed that AI can't psyche them out? Should students' writing be assessed every step of the way? Should we resign ourselves to the fact that some students will cheat with AI and that's their decision?

None of these feel right to Robin. "We shouldn't let our fear of being cops prevent us from being good teachers," he says. "The issue is not punishment but pedagogy. Unlike policing, teaching is a two-way street. To throw myself into my students' work, I need to know that they're willing to do the work. But neither of us can know that, for certain, until we're doing the work, together. Simply leaving it up to students to decide whether they're going to do the work, without further comment or intervention or negative sanction from me, is a failure of pedagogy."

His solution? This semester, for the first time in 30 years in the classroom, he won't assign take-home essays, instead requiring students to write papers, midterms, and finals in class. This will cut into the amount of class time used for discussing the texts being read, and it will eliminate some opportunities for revision that are so important to writing. He's not sure how this will work out, but he's giving it a try. It's a challenge, an experiment, a draft, up for revision as they proceed.

"The End of the Take-Home Essay? How ChatGPT Changed My Plans for the Fall" by Corey Robin in *The Chronicle of Higher Education*, September 15, 2023 (Vol. 70, #2, pp. 34-37); Robin can be reached at crobin@brooklyn.cuny.edu.

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4. An Australian PD Program That Built Teachers' Collective Efficacy

In this article in *Theory Into Practice*, Andrea de Carvalho, Tracy Durksen, and Kim Beswick (University of New South Wales) say studies have shown that a key factor in student achievement is *collective teacher efficacy* – the belief of teachers in a school that they can make a positive educational difference in their students, over and above the influences of students' families and community.

What creates this sense of efficacy? De Carvalho, Durksen, and Beswick describe a PD initiative in Sydney, Australia that seems to have done just that. The Mathematical Expertise and Excellence (MEE) program aimed to improve students' numeracy and increase the number of students studying, or aspiring to study, higher levels of mathematics and other STEM subjects. Over a period of five years, MEE trained primary-grade teachers in these key elements:

- Designing, implementing, and evaluating cognitively challenging math tasks;
- Noticing and responding to student thinking in productive, inclusive learning environments;
- Balancing new learning with practice and mastery through high expectations and goal-setting;
- Sequencing learning to maximize communication, problem-solving, reasoning, understanding, and fluency.

Small teams of expert teachers in each school worked with school leaders to build their colleagues' math knowledge and introduce and embed these elements in classrooms. There were regular workshops, team meetings, readings, modeled lessons, pre-lesson discussions, teachers "doing the mathematics" themselves, lesson observations, and collaborative analysis of teaching.

What boosted student achievement and teachers' collective sense of efficacy in this PD intervention aligned with Albert Bandura's theory of teacher efficacy:

• *Mastery experiences* – The multi-year span of MEE training gave teachers sustained time to engage in deliberate practice, try out different approaches with adequate intervals between trainings, and see their students making progress. The structure enabled two Bandura principles: breaking down complex skills into easily mastered subskills and allowing diagnostic information to be cognitively processed. Teachers planning lessons together and "doing the mathematics" themselves helped them develop a deeper understanding of what students were striving to learn.

• *Vicarious experiences* – There were multiple opportunities in the MEE program for teachers to see effective (and not-so-effective) math practices in action: observing other classes, modeling of lessons, planning and discussing lessons with colleagues, seeing the math

from students' point of view, and looking at student work. All this often sparked an important emotion: *If they can do it, so can I.*

• *Social persuasion* – MEE provided teachers with encouragement from credible colleagues over a period of several years. "A clear workshop structure for engagement in high-quality collaborative and reflective activities," say De Carvalho, Durksen, and Beswick, "supported development of new instructional practices… The presence of credible others on their own staff, who modeled, supported, guided, and challenged colleagues, built the knowledge and practice of most teachers, and helped convince them of their collective efficacy."

• *Affective states* – All the components of MEE described above, especially the collegial support and long-term nature of the program, helped teachers overcome their math jitters and build confidence in their ability to calmly and confidently teach the content to their students.

"Developing Collective Teacher Efficacy in Mathematics Through Professional Learning" by Andrea de Carvalho, Tracy Durksen, and Kim Beswick in *Theory Into Practice*, Summer 2023 (Vol. 62, #3, pp. 279-292); de Carvalho can be reached at a.decarvalho@student.unsw.edu.au.

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5. Adam Grant on Test-Taking Time Pressure

Why do we have timed tests? asks Adam Grant (University of Pennsylvania) in this *New York Times* article. Because many educators believe that speed is a sign of students' aptitude and mastery. In fact, says Grant, completing a test more quickly isn't an accurate measure of knowledge or intelligence; it assesses the much narrower skill of how well students perform under stress. Time pressure means we're underestimating how well many students are actually doing.

What's the hurry? We wouldn't consider a surgeon more proficient for finishing an operation quickly, or an accountant more trustworthy for galloping through our tax returns. "Although it pays to be quick," says Grant, "it also pays to be determined, disciplined, and dependable… Time pressure rewards students who think fast and shallow – and punishes those who think slow and deep." So why should being able to zip through a ninth-grade algebra test be rewarded with a higher grade and taken as a sign that a student is smart?

Time pressure can also trigger stereotype threat. There's a gender gap on math tests involving mentally rotating 3-D shapes – boys usually do better than girls. But when the test is untimed, the gap is significantly reduced. That's because girls taking math tests are dealing with the incorrect societal belief that they aren't as good at the subject, and with pressure, stereotype threat is exacerbated, draining working memory and making them more prone to errors.

The same dynamic can kick in with any student who has doubts about their ability, including students of color, English learners, and those with learning disabilities. Without time pressure, these students can rethink their approaches, double-check answers, and feel more comfortable making educated guesses, achieving to their true potential.

Grant says that in recent years, there's been an "arms race" with some parents demanding additional time as a test accommodation because their children have specific learning disabilities. Why not give *all* students more time, says Grant, leveling the playing field for anyone whose performance is undermined by the pressure to finish more quickly.

Significantly, the SAT recently decided to make the test shorter so almost all students can finish each section with time to spare. Teachers should take the same approach with classroom tests, says Grant: "If a significant number of the students run out of time, it means the test is too long or the time period is too short."

"In school," he concludes, "timed tests teach kids that success is a sprint. But in life, success is a marathon. Wisdom is less about the speed of thought than the complexity of thinking. The students with the greatest potential aren't always the ones who can rapidly spit out the right answers. They're often the ones who take the time to ask the right questions."

"Timed Tests Are Biased Against Your Kids" by Adam Grant in *The New York Times*, September 22, 2023; Grant can be reached at grantad@wharton.upenn.edu.

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6. Helping First Graders Distinguish Between Equity and Fairness

In this article in *Social Studies for the Young Learner*, Debbie Sonu (Hunter College, CUNY) and Eve Herold (Teachers College, Columbia University) describe a New York City first-grade class reading and discussing the book *Fair Is Fair* in which three animals in a zoo – a hare, giraffe, and elephant – get different amounts of food (here's a 10-minute video of the class: https://vimeo.com/848024021). Is this fair? ask the teachers. What happens if the food is divided equally among the three animals? This raises the question of equity versus equality, and a lively discussion ensues, extending to questions of fairness and equity in the community.

Is first grade too young to raise issues like these? Not at all, say Sonu and Herold. Young children have strong feelings about fairness, and talking them through helps kids understand why, for example, some peers in this neurodiverse inclusion class might have accommodations for their learning differences. Students need help shifting from feelings of envy, frustration, perhaps contempt to acceptance, understanding, and even advocacy for their classmates.

More broadly, say Sonu and Herold, lessons like this address children's evolving beliefs about economic inequality. As young as preschool, kids can distinguish between those who are rich and poor, tending to express sympathy for the less fortunate. But as children get older (age 10-12), they are "more likely to describe poor people negatively and attribute economic circumstances to individual characteristics," say the authors. "These beliefs manifest in ways children socialize with each other, perform class differences with their peers, and, at worst, instigate acts of teasing, bullying, or public shaming, most often directed at those with fewer material belongings."

So a lesson about the nutritional needs of an elephant, giraffe, and hare can help children begin to build mental models about equality, equity, and fairness.

"Meeting Individual Needs: Teaching First Graders About Resource Allocation and Equity-versus-Equality in an Integrated Co-Teaching Classroom" by Debbie Sonu and Eve Herold in *Social Studies for the Young Learner*, September/October 2023 (Vol. 36, #1, pp. 3-8); the authors can be reached at dsonu@huntersoe.org and erh2163@tc.columbia.edu.

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7. "Math Traps" from Which Many Students Don't Escape

In this article in *Urban Education*, Federick Ngo (University of Nevada/Las Vegas) and David Velasquez (University of Southern California/Los Angeles) report on their study of transcripts of mathematics courses urban students took in high school and then community college. "Although students may anticipate having new and different academic experiences in community college," say Ngo and Velasquez, "the reality, at least in the area of mathematics, is that college can be much like high school all over again." About 70 percent of U.S. community college students take a remedial math course, including those who graduate from high school supposedly college ready. Many of these math courses are below high-school level.

Ngo and Velasquez found that 92 percent of students took the same course two or more times, 53 percent at least three times. They found that 48 percent of college math enrollees got stuck in "math traps" from which they didn't escape – never surpassing in college the highest level they reached in high school. This pattern, which was most common with African-American and Latin students, to a lesser degree Asian-American students, halted students' forward progress and prevented them from taking higher-level math courses and being exposed to new math concepts and ideas. For many students who believed they were on track for college success, repeating courses constituted a "microinvalidation" of their ability in math.

Ngo and Velasquez point to the need for stronger math instruction in high schools, coordination between high-school math instructors and their counterparts in college to map out the curriculum progression and students' trajectories over time, and a more-accurate system for assessing and placing students in college math courses. "Linking up data," they conclude, "may also help to identify persistent equity gaps within math pathways and thereby offer insights into interventions that address the geospatial and temporal dimensions of inequities in urban education."

"Inside the Math Trap: Chronic Math Tracking from High School to Community College" by Federick Ngo and David Velasquez in *Urban Education*, October 2023 (Vol. 58, #8, pp. 1629-1657); the authors can be reached at federick.ngo@unlv.edu and david.velasquez@lmu.edu.

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8. Picture Books on South Asian Culture in the U.S.

"What a long way we have come from when I was a child!" says Saba Khan Vlach (University of Iowa) in this article in *Social Studies for the Young Learner*. "I could have never dreamed of seeing myself in the pages of picturebooks." Now there are a number of children's

books on the South Asian diaspora, culture, religion, and experiences in the U.S., and she recommends these (click the link below for cover images and commentary):

- *Priya Dreams of Marigolds and Masala* by Meenal Patel
- *Bilal Cooks Daal* by Aisha Saeed, illustrated by Anoosha Syed
- *The Many Colors of Harpreet Singh* by Supriya Kelkar, illustrated by Alea Marley
- *Leila in Saffron* by Rukhsanna Guidroz, illustrated by Dinara Mirtalipova
- *The Yellow Suitcase* by Meera Sriram, illustrated by Meera Sethi
- *Binny's Diwali* by Thrity Umrigar, illustrated by Nidhi Chanani
- *Archie Celebrates Diwali* by Mitali Banerjee Ruths, illustrated by Parwinder Singh
- *Bindiya in India* by Monique Kamaria Chheda, illustrated by Debasmita Dasgupta
- *Bindu's Bindis* by Supriya Kelkar, illustrated by Parvati Pillai
- *Hair Twins* by Raakhee Mirchandani, illustrated by Holly Hatam
- *Laxmi's Mooch* by Shelly Anand, illustrated by Nabi Ali
- *Home Is in Between* by Mitali Pekins and Lavanya Naidu
- *Fatima's Great Outdoors* by Ambreen Tariq, illustrated by Stevie Lewis

Culturally conscious books like these are especially important additions to social studies classrooms, says Vlach, because of misconceptions, stereotypes, and bullying experienced by South Asian Americans since the 9/11 attack, Muslim ban, and Covid-19. These books (and others like them) vividly portray the identity, skills, intellect, religious beliefs, cultural practices, and joy in South Asian families.

"Pedagogical Possibilities with Culturally Conscious Picturebooks Centering South Asian American Youth" by Saba Khan Vlach in *Social Studies for the Young Learner*, September/October 2023 (Vol. 36, #1, pp. 9-14); Vlach can be reached at saba-Vlach@uiowa.edu.

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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 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.

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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
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 Ed (formerly Ed. Magazine)
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