Marshall Memo 1112

A Weekly Round-up of Important Ideas and Research in K-12 Education
November 10, 2025

In This Issue:

Quotes of the Week

"You never know what's going to stick in the littlest minds."
Angela Haupt (see item #1)

"Higher education aims to create cognitively mature adults, which in turn requires us to ensure students learn to read, think, and write all on their own. It is easier than we think: creating tech-free spaces and incentivizing students to spend time in them requires no new resources. All it takes is will. Many of our students still have it. Do their teachers?"
Anastasia Berg in "Artificial Intelligence Will Destroy the Way We Think" in *The New York Times*, November 3, 2025

"Students need to know a real person is reading and responding to their writing."
Bryan Goodwin in "How Effective Is AI in Giving Writing Feedback?" in *Educational Leadership*, Nov. 2025 (Vol. 83, #3, pp. 6-7); Goodwin is at bgoodwin@mcrel.org.

"How do you inculcate basic competencies in an age when the world's best homework machine snuggles into every student's pocket?"
Kwame Anthony Appiah (see item #4)

"As a Sabbath-observing Jew, I do not use my phone for 25 hours every week. And the benefits are quite remarkable. There is a built-in pause that dramatically shifts the way I interact with others. Without phones buzzing, pinging, or tempting people to check social media, conversations are deeper and more focused. Eye contact is stronger, and people really listen to one another. You don't have one foot in the conversation and one foot in your phone, so to speak. Everyone is more fully present, which strengthens bonds and creates shared experiences that feel richer and more memorable."
Michael Feldstein in a letter to *The New York Times*, November 3, 2025

"Radical empathy is not about abandoning our best idea of what is true but creating a space for dialogue so we can understand the worldviews of others. Practicing radical empathy means

avoiding the mistake of assuming that those with whom we disagree are ignorant or that hitting them over the head with evidence will change their minds. Instead of arguing, we need to adhere to the cardinal rule of communication – know your audience."

Amanda Townley in "Science Is Losing the Battle for America's Trust. Schools Can Help" in *Education Week*, November 2025 (Vol. 45, #4, pp. 48-50)

"When anyone says to me, 'Can you keep a secret?' I say, 'Why should I, if you can't?'"

Gore Vidal

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1. Promoting Positive Self-Talk in Kids

"You never know what's going to stick in the littlest minds," says Angela Haupt in this article in *Time*. She lists five ideas that therapists she interviewed wish every child would internalize:

• *Listen to your shoulder angel*. A helpful image for children is a devil on one shoulder giving bad advice (it might feel good but isn't) and an angel on the other shoulder telling them to do the right thing. Children need to know they have the power to decide which one they're going to follow.

• *Bullies are just showing how they feel about themselves*. "Mean people's words and behaviors are a reflection of what's going on inside of them, not you," says author/therapist Amy Morin. This gets a child seeing there's something else going on with this person that they don't know about. Bullying is still wrong and needs to be dealt with, but empathy helps a child not take name-calling and bullying so personally.

• *Asking for help is a kind of bravery*. Becoming increasingly independent is important for children, but they can't figure out everything for themselves and need to know there are times when being vulnerable and reaching out is the best thing to do.

• *Just because you have a thought doesn't make it true*. A common misconception is that everything that pops into kids' heads has equal value. They need to understand that this isn't true and treat random (especially negative) thoughts with curiosity, like an investigator.

• *You are loved for who you are, not what you do*. When kids get too wrapped up in their performance in a softball game or a piano recital, messing up can be taken as a judgment on their worth as a person. A key message from adults is that these activities aren't their identity. "The sooner that message becomes imprinted on a kid's brain," says Haupt, "the less likely they are to lean into the anxiety and perfectionism that could chase them for a lifetime."

"5 Things Therapists Wish Every Kid Knew" by Angela Haupt in *Time*, November 10, 2025

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2. Helping Introverted Teachers and Students Flourish

In this article in *Principal*, Rochelle Green (University of Wyoming) describes a faculty meeting where the principal jumped onto a table, drew an imaginary sword, and proclaimed loudly about *engagement*. Some teachers laughed, a few cheered, but Green was mortified. For introverted teachers like her, this just wasn't their style. "Before you install a trampoline in the staff room or require karaoke as a team-building activity," she says, "let's talk about introverted educators – who they are, how they thrive, and how you can support them."

Studies show that between 33 and 50 percent of U.S. adults are introverts, and introverted teachers prefer a more low-key approach. "They might not recite poetry while kicking a soccer ball," says Green, "but they know how to build classroom communities where all students – even the introverted ones – feel seen… While the loudest teachers might fill the hallways with sound and energy, the quietest ones often fill their students with confidence, courage, and calm."

In faculty meetings, rather than demanding rah-rah types of participation – blindfolds, trust falls, human pyramids – it might be better to engage teachers in small-group discussions, Google doc sharing, journaling, anonymous notepads, silently reading a short article, and exit slips. Whole-group discussions and sharing are enriched when people have time to process, and great insights might come after the meeting via e-mail. Some teachers do their best work alone in their classrooms, contributing to the curriculum behind the scenes.

"Many introverted educators possess a secret superpower," says Green. "They see their introverted students in ways others might not. Where others might label a student as disengaged, they recognize a quiet brilliance brewing beneath the surface. They create environments where silence is not a void but rather a signal of processing, safety, and potential. And they build relationships with students, one soft-spoken conversation at a time – sometimes with a smile or a sticky note left on a desk but always with intention."

"So administrators," Green concludes, "when you make your way through classrooms looking for engagement, remember that volume is not a reliable metric. Sometimes the quietest classrooms are doing the deepest thinking and are equally engaged."

"You Don't Have to Be Loud to Make Magic" by Rochelle Green in *Principal*, November/ December 2025 (Vol 105, #2, pp. 16-19); Green can be reached at rmccoy3@uwyo.edu.

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3. Making the Most of AI's Potential

(Originally titled "Better, Faster, Stronger? There's More to AI-Powered Assessment")

In this *Educational Leadership* article, Narmeen Makhani says artificial intelligence has the remarkable ability to generate test items and checks for understanding, score essays, translate feedback, predict student performance, and personalize study plans. And yet "in most classrooms," she says, "assessments remain periodic snapshots detached from daily learning and constrained by what's easy to score." If all GenAI does is jazz up old practices, she believes, it will be a lost opportunity.

Rather than using technology to make assessments better, faster, and stronger, Makhani urges schools to use it to craft assessments that are "embedded, continuous, multimodal, and deeply human – capable of understanding not just what students know, but how they think, communicate, create, and grow." That means moving…

• *From compliance to curiosity* – "Most current assessments serve institutions, not individuals," says Makhani. "We need assessments that generate insight, not just evidence. What is this particular student learning? Where are they stuck? What helps them thrive?" GenAI tools like Khanmigo and Formative can serve as a continuous feedback loop, giving real-time feedback to students and teachers.

• *From discrete events to continuous signals* – Emerging AI tools can capture student learning as it unfolds. Amira Learning is an AI-powered reading tutor that listens to a young student read aloud, flags errors, and tracks fluency, allowing the teacher to intervene earlier.

• *From one-size-fits-all to multimodal expression* – MIT's Media Lab is working on AI tools that can assess learning not only through students' writing and speech but also from their drawings, diagrams, gestures, and physical movements. In early trials, teachers are getting better insights into students' understanding, especially students with learning challenges.

• *From tools to ecosystems* – The future is not one app, says Makhani, but a web of platforms that "talk" to one another and provide rich insights into teaching and learning – with ethical guardrails to protect students' privacy.

• *From tech-first to teacher-first* – In a recent survey, only 31 percent of teachers said they'd received adequate training on AI. Schools need workshops, guidance, and support that involve teachers and make optimal use of the best new technologies. "If we don't design *with* teachers, we'll end up building tools that work against them," says Makhani. "The next era of assessment won't be defined by faster grading or cheaper content. It will be defined by how bravely we reimagine what it means to understand a learner and how urgently we build systems that reflect that."

"Better, Faster, Stronger? There's More to AI-Powered Assessment" by Narmeen Makhani in *Educational Leadership*, November 2025 (Vol. 83, #3, pp. 10-15)

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4. Generative AI in Historical Perspective

In this article in *The Atlantic*, Kwame Anthony Appiah (New York University) says the fears about artificial intelligence have moved from whether a runaway AI monster will wipe out humanity to anxiety about brain rot – "from apocalypse to atrophy." Teachers are noticing something disturbing in their students: *de-skilling*.

This is a real thing, says Appiah. "Kids who turn to Gemini to summarize *Twelfth Night* may never learn to wrestle with Shakespeare on their own. Aspiring lawyers who use Harvey AI for legal analysis may fail to develop the interpretive muscles their predecessors took for granted." A recent study in the U.K. found that people who used technology more heavily scored lower on a critical thinking test. The takeaway for your brain: *use it or lose it*.

But is all de-skilling bad? Socrates worried that writing would breed forgetfulness, with people using marks on papyrus to shortcut the necessary work of recollection. But writing opened new mental territories – commentary, science, reliable history, jurisprudence – and the reason we know about Socrates's worries is that Plato wrote them down. Some other examples of when it's okay to move on from an old skill:

- Sailors' use of the stars, supplanted by the sextant, then satellite navigation;
- Telegraphy operators using Morse Code giving way to radio and digital messages;
- Mental arithmetic yielding to slide rules, then calculators, then computers;
- Model T owners who moonlighted as mechanics – setting ignition timing by ear, restarting a stalled engine – now we have highly reliable, sealed-off engines;
- Hand-scrubbing laundry giving way to the washing machine.

"It's a reassuring pattern," says Appiah, "something let go, something else acquired." De-skilling can also be democratizing, widening the circle of who can do certain jobs. And low-level work can migrate to higher levels – for example, accountants moving from totting up columns of numbers to planning tax strategy and risk analysis.

But gains may have costs. They unsettle what people can do and who they feel themselves to be. Pulp mill workers in the southern U.S. used to judge pulp by touch – *slick? sticky?* – but now sit in air-conditioned rooms watching numbers on computer screens. The system is faster, cleaner, and safer, but the work has been drained of meaning. "Doing my job through computer," said one worker, "it feels different. It is like you're riding a big, powerful horse, but someone is sitting behind you on the saddle holding the reins."

Similarly, in a Boston bakery in the 1970s, the bakers used their noses and eyes to judge when bread was ready and took pride in their craft. By the 1990s, they used a touch screen and bread became an icon, its color communicated by data. "The thinning of skills brought a thinning of identity," says Appiah. "The bread was still good, but the kitchen workers knew they weren't really bakers anymore."

Another example: in the 1800s, families in Europe experienced music by playing it. "It took skill," says Appiah, "reading notation, mastering technique, evoking an orchestra through your fingers. To hear the music you wanted, you had to practice. Then the gramophone took off, and the parlor pianos started to gather dust. The gains were obvious: you could summon the orchestra itself into your living room, expand your ear from salon trifles to Debussy,

Strauss, Sibelius. The modern music lover may have been less of a performer, but, in a sense, more of a listener. Still, breadth came at the expense of depth. Did your kid with the shiny Victrola get that?"

Actually, humans have always outsourced information. "From the time of tally bones and to the era of clay tablets, we're been storing thought in the world for tens of millennia," says Appiah. "Plenty of creatures use tools, but their know-how dies with them; ours accumulates as culture – a relay system for intelligence. We inherit it, extend it, and build upon it, so that each generation can climb higher than the last: moving from pressure-flaked blades to bone needles, to printing presses, to quantum computing. This compounding of insight – externalized, preserved, shared – is what sets *Homo sapiens* apart. Bonobos live in the ecological present. We live in history."

Because all that knowledge can't reside in one person's head, outsourcing drives specialization. In early human bands, almost everyone could track game, gather plants, and make a fire. But as civilization advanced, there were toolmakers, masons, glassblowers, and more. Over time, the division of labor led to a division of *cognitive* labor, and people increasingly depended on others to understand things for which they only knew the words. Today, two physicists may barely speak the same language; one models dark matter, the other builds quantum sensors. That means collaboration is essential to getting anything done.

And now we have generative AI, which vacuums much of human knowledge to generate responses on the fly. It does what Socrates complained writing couldn't: answer questions, adjust to the interlocutor, carry on a conversation. "It wasn't hard to imagine Google as an extension of memory," says Appiah; "a large language model feels, to many, more like a stand-in for the mind itself. In harnessing new forms of artificial intelligence, is our own intelligence being amplified – or is it the artificial kind that, on little cat feet, is coming into its own?"

This genie can't be put back in the bottle, he says, but "we *can* decide what spells to have it cast. Most modern work is collaborative, and the arrival of AI hasn't changed that. The issue isn't how humans compare to bots but how humans who use bots compare to those who don't."

Take the example of colonoscopies. Studies showed that gastroenterologists using an AI program became a little less skilled at detecting polyps. But the combination of a specialized AI program and a competent doctor raised the overall detection rate by 20 percent. This "centaur" approach is plainly beneficial, says Appiah, saving lives. "Gastroenterologists would be irresponsible to insist on flying solo out of pride."

This *humans in the loop* approach to using AI applies to many situations, he says. And when the stakes are high, "skilled human agents have to remain accountable for the call – noticing when the model has drifted from reality and treating its output as a hypothesis to test, not an answer to obey. It's an emergent skill, and a critical one. The future of expertise will depend not just on how good our tools are but on how well we think alongside them."

What about K-12 schools? "A centaur goes in circles if the human half doesn't know what it's doing," says Appiah. "That's where the panic over pedagogy comes in. You can't

become de-skilled if you were never skilled in the first place. And how do you inculcate basic competencies in an age when the world's best homework machine snuggles into every student's pocket? Those of us who teach have a lot of homework of our own to do."

One possibility, he says, is using tutoring chatbots that can interact with students, helping students with low-level knowledge and skills and freeing up teachers to serve as mentors who can focus on "explaining the big ideas, pushing for elegance, talking about careers, noticing when a student is burning out." But the take-home essay is another matter. "For all its tedium," says Appiah, "[it] teaches a discipline that's hard to reproduce in conversation: building an argument step by step, weighing evidence, organizing material, honing a voice." Some teachers are using oral presentations to guard against AI cheating on papers. Ironically, will Socrates, the great defender of dialogue, have the last laugh?

Students who come to rely on GenAI (one college kid confessed to majoring in ChatGPT) run the risk of losing basic thinking and writing skills. Like an airline pilot who spends thousands of hours supervising the autopilot, will they fall apart when they have to perform in a non-AI situation – when it's not *humans in the loop* but *humans on the loop*. Similarly, will a lifeguard who spends days watching capable swimmers in calm waters be able to spring into action when someone is drowning? "It's the paradox of partial automation," says Appiah; "the better the system performs, the less people have to stay sharp, and the less prepared they are for the rare moments when performance fails."

Some of Appiah's younger colleagues insist that GenAI is teaching students a new kind of craftsmanship: prompting, probing, catching bias and hallucination, and learning to think in tandem with the machine. "These are emergent skills, born of entanglement with a digital architecture that isn't going anywhere," he says. "Important technologies, by their nature, will usher forth crafts and callings we don't yet have names for."

What's hard is deciding which skills are keepers and which we can let go of, trying not to be too sentimental. "Every advance has cost something," says Appiah. "Literacy dulled feats of memory but created new powers of analysis. Calculators did a number on mental arithmetic; they also enabled more people to 'do the math.' Recorded sound weakened everyday musical competence but changed how we listen. And today? Surely we have some say in whether LLMs expand our minds or shrink them."

The challenge, Appiah concludes, is how to keep human agency intact – "how to remain the authors of the systems that are now poised to take on so much of our thinking. Each generation has had to learn how to work with its newly acquired cognitive prostheses, whether stylus, scroll, or smartphone. What's new is the speed and intimacy of the exchange: tools that learn from us as we learn from them. Stewardship now means ensuring that the capacities in which our humanity resides – judgment, imagination, understanding – stay alive within us. If there's one skill we can't afford to lose, it's the skill of knowing which of them matter."

"The Age of De-Skilling" by Kwame Anthony Appiah in *The Atlantic*, October 26, 2025; Appiah can be reached at Anthony.Appiah@nyu.edu.

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5. How Principals Can Maximize Communication

In this article in *Principal*, Massachusetts principal Liz Garden takes inventory of the many channels school leaders can use to communicate with students, colleagues, parents, and outside stakeholders: face-to-face (individual, group, or an assembly), PA announcements, e-mail, phone calls, texts, newsletters, communication apps, staff meetings, parent conferences, coffee chats, and community forums. There are also digital tools, including Facebook, Instagram, ClassDojo, Canva, Smore + E-mail, ParentSquare, and TalkingPoints. Garden offers these six points:

• Treat communication like a curriculum plan. Using a digital spreadsheet or a wall calendar, map out how to reach different groups, including entries for specific, recurring messages like a weekly staff bulletin or monthly newsletter.

• Make communication predictable and transparent. "Consistency builds engagement," says Garden. "If you have to adjust a scheduled communication, let people know about the change and why it's happening." Standard templates are helpful so people get accustomed to the look and feel of a particular format.

• Mix delivery methods. Mass e-mails work for general announcements, while sensitive topics work best in a face-to-face meeting or a phone call.

• Protect time for communication. Block out times in your calendar to communicate in different modes – for example, when to write the weekly staff bulletin.

• Close the loop. "Follow-through is key," says Garden. "If stakeholders reach out to you for feedback, action, or information, respond in a timely manner. People will notice how you model accountability."

• Audit and adjust. Periodically review what's working and what isn't. Ask people if they are getting the information they need in a way that works for them.

"In the end," Garden concludes, "effective communication does more than push out information… Every message you send (or fail to send) shapes the culture, trust, and direction of your school."

"A Principal's Cheat Sheet to a Universe of Messaging Tools" by Liz Garden in *Principal*, November/December 2025 (Vol 105, #2, pp. 12-15)

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6. A Basic Flaw in the 2014 Heggerty Phonemic Awareness Curriculum

In this *Elementary School Journal* article, Michael Coyne (University of Connecticut) and five colleagues say that phonemic awareness is widely accepted as a vital component of learning to read and spell – a bridge from basic letter knowledge to automatic, fluent word recognition. Students who have mastered phonemic awareness understand that spoken words are made up of individual speech sounds and can manipulate those sounds orally. Basic phonemic awareness skills include:

- Blending – individual sounds can be blended to make a word - /f/-/i/-/n/ make *fin*.

- Isolation – seeing that the first sound in the word *log* is /l/.
- Segmentation – the word *mud* can be broken into its individual sounds - /m/-/u/-/d/.

Advanced phonemic awareness skills:

- Deletion – the word *slip* without the /l/ sound is *sip*.
- Substitution – replacing the /a/ sound in the word *mast* with a /u/ sound makes *must*.

New research suggests that the two advanced skills – deletion and substitution – are especially important in basic reading and even more important for students experiencing reading difficulty.

In this article, Coyne et al. report on their study of 468 first graders using the Heggerty Phonemic Awareness curriculum over 35 weeks and 314 first graders using a business-as-usual reading curriculum (the study was in 13 schools in a diverse U.S. district). The Heggerty classes learned advanced phonemic awareness through oral language activities in 15-20-minute daily whole-class lessons supplementing regular reading instruction.

The Heggerty curriculum in this study was the 2014 edition, which teaches all the phonemic awareness skills – basic and advanced – solely through oral language activities, without students seeing letters and words. The theory behind this approach is that students should focus on phonology – the sound structure of language – without orthography (letters).

What did the study find? Students using the Heggerty program did better on phonemic awareness than the control group, but not at word reading or reading connected text. Why? Coyne et al. hypothesize that it was because the Heggerty curriculum taught phonemic awareness in isolation, without students seeing letters and words. "In other words," they say, "a sound-only approach that emphasized advanced phonemic awareness skills was not sufficient to support growth in key early reading skills such as decoding, word reading, and fluency."

Coyne et al. point to recent research indicating that phonemic awareness is more effective when it's integrated with letters and words. "It is possible," they say, "that without this integration, students were unable to develop strong connections between phonology (sounds) and orthography (letters) that lead to fully specified representations of words in memory."

In a November 4, 2025 article in *Education Week*, "A Popular Method for Teaching Phonemic Awareness Doesn't Boost Reading," Sarah Schwartz reported that the 2018 and 2022 editions of the Heggerty curriculum connect phonemic awareness to printed letters and words and include explicit instructions to teachers on making those connections. In this article, Schwartz interviewed Michael Coyne. One quote: "Kids learn what we teach them. It's not surprising to me that if you're teaching phonemic awareness sound-only… you wouldn't see improvement in those other areas."

"The Effects of Advanced Phonemic Awareness in First Grade" by Michael Coyne, Betsy McCoach, Lana Santoro, Michael Gentile, Clarisa Rodrigues, and Pamela Kastner in *The Elementary School Journal,* October 23, 2025 (pp. 1-59); Coyne can be reached at mike.coyne@uconn.edu.

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7. The Compounding Effect of Chronic Absenteeism in Elementary Schools

In this *JESPAR* article, Henry May and Lauren Bailes (University of Delaware) and Danielle Riser (American Institutes for Research) report on their study of K-3 student absences in 109 Delaware elementary schools from 2014 to 2019. The researchers found that chronic absenteeism (defined as a student missing more than 10 percent of the school year for any reason) was clustered in certain schools, and in those schools, there was a surprising phenomenon. There was, of course, a negative effect on the students who missed a lot of school, but there was also a much larger effect on the whole school – more than 20 times the impact of absences on individual students.

What explains this? For starters, teachers are constantly re-teaching material missed by absent students. There's also a correlation between schools with a high rate of chronic absenteeism and schools with fewer resources, less-experienced teachers, and higher proportions of students living in poverty, with special education needs, and affected by issues associated with distance and transportation. But there is "a distinct absence of theory," say May, Bailes, and Riser, "to explain the ways in which absenteeism functions at the school level and its subsequent effect for individual students within a high-absence school."

"Taken together," they conclude, "these results support the hypothesis that organizations with a high level of absenteeism have substantial additional difficulty facilitating student learning and that organization-wide absenteeism hurts every student in the school – not just those who are themselves chronically absent… The findings reported here clearly indicate that absenteeism is a dysfunction at the organizational level with consequences for many individual students, whether or not they are individually chronically absent."

The authors conclude: "Conceptualizing chronic absenteeism as both a condition of reduced organizational function and a cause of reduced organizational effectiveness may, in turn, shape the kinds of interventions that schools employ. That is, not only should schools attend to the needs of individual students so that they are present in school, but schools should also turn their attention and resources to their own organizational function so they can meet the instructional, social, and psychological needs of students when they are in school."

"Absenteeism and Achievement in Early Elementary Grades: A Multilevel Organizational Analysis" by Henry May, Lauren Bailes, and Danielle Riser "in *Journal of Education for Students Placed at Risk*, October-December 2025 (Vol. 30, #4, pp. 311-336); May can be reached at hmay@udel.edu.

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8. Discernment 101

"When you lack discernment, manipulators run your life," says Dan Rockwell in *Leadership Freak*. "Discernment navigates the tension between change and stability. It chooses the right move at the right time." Here's what it looks like day to day:

- *Pause before acting.*
- *Listen beneath the noise.*
- *Anchor decisions to purpose.*

- *Match pace to people's readiness*.

"Discernment or Gullibility" by Dan Rockwell in *Leadership Freak*, November 6, 2025; Rockwell can be reached at dan@leadershipfreak.com.

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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 early Tuesday (there are 50 issues a year). Every week there's a podcast and HTML version. Artificial intelligence is not used.

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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 Gadfly
Education Next
Education Week
Educational Evaluation and Policy Analysis
Educational Horizons
Educational Leadership
Educational Researcher
Edutopia
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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