Marshall Memo 1093

A Weekly Round-up of Important Ideas and Research in K-12 Education
June 23, 2025

In This Issue:

Quotes of the Week

"If students forget what we teach, it's not a sign that they aren't smart. It's a sign that we need to build stronger connections to help them hold on to it. Memory isn't built by covering content once; it comes through retrieving, connecting, using, and revisiting over and over, until it sticks."

Cathleen Beachboard in "3 Ways to Help Students Overcome the Forgetting Curve" in *Edutopia*, June 13, 2025

"In an era of generative AI and ubiquitous digital tools, human memory faces a paradox: the more we offload knowledge to external aids, the less we exercise and develop our own cognitive capacities."

Barbara Oakley et al. (see item #2)

"What students really need is the ability to make sound decisions, form reliable beliefs, and take appropriate action in complex, uncertain situations."

Tim Dasey (see item #1)

"I knew going in that I was thin-skinned, and I initially thought the way to deal with that was to toughen up. But over time I learned that the most important thing was to feel the things I needed to feel – because isn't that empathy? And isn't that a character trait we want to see more of in leaders? Criticism – or a feedback loop – can drive us to reexamine decisions and work harder on issues."

Jacinda Ardern in "Life's Work," an interview with Alison Beard in *Harvard Business Review*, July-August 2025 (Vol. 103, #4, p. 152)

"I've spent a good portion of my career writing op-ed columns or guiding others to do so, and I always give the same advice to writers: your goal is not to change readers' minds, but to expand their thinking by inserting an idea that embeds itself in their brains."

Joanna Weiss in her debut editor's letter in *Harvard Magazine*, July-August 2025 (Vol. 127, #6, p. 4)

"We cannot expect new educators to value mental health if we model the opposite. Do we send late-night e-mails? Do we normalize exhaustion? Do we celebrate teachers for working weekends or skipping lunch? Gen Z is watching us, and they're taking notes."

Meagan Booth in "'Gen Z Isn't Lazy': Let's Rethink What We Expect of New Teachers" in *Education Week*, June 11, 2025 (Vol. 44, #29, p. 19)

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1. Shifting from Teaching Critical Thinking Skills to Teaching Judgment

In this online article, writer/consultant Tim Dasey says many educators and employers believe students need to develop *critical thinking skills*. But do we really know what they are? There's vague talk about *analyzing information* and *thinking deeply*, but critical thinking is in fact "a giant junk drawer of cognitive parts," says Dasey, "– analysis, inference, evaluation, reflection" – and these look different depending on the context. Critical thinking is contextual, he believes; it's not a "monolithic capability that transfers seamlessly across all situations."

What passes for critical thinking instruction in schools has been a muddle, says Dasey. "How do you design curriculum around something you can't define? How do you measure progress toward a goal you can't articulate? The honest answer is that mostly, schools don't. They teach isolated analytical skills, hope for the best, and wonder why students can ace standardized assessments but still make terrible decisions."

Meanwhile, artificial intelligence can now outperform humans at critical thinking, spotting patterns in data, identifying logical inconsistencies, and processing information at blinding speed. We're doing a poor job teaching skills that AI can do better.

A better approach is teaching *judgment*, a skillset that is "distinctively human," says Dasey. "What students really need is the ability to make sound decisions, form reliable beliefs, and take appropriate action in complex, uncertain situations." He offers four reasons why judgment makes a better educational target:

• It's inherently contextual. "Good judgment in a medical emergency looks different from good judgment in a business negotiation or a classroom discussion," he says. This means teachers can be specific about the kinds of judgment they're trying to develop, according to the domain.

• Judgment combines deliberate analysis and rapid intuition. "An experienced coach reads the game at a level that transcends rule-following," says Dasey. "This tacit knowledge is crucial but gets marginalized when education focuses narrowly on explicit reasoning."

• Judgment includes values and goals as well as logic. "Real decisions involve trade-offs, competing priorities, and value judgments that can't be resolved through pure analysis," he says – in medicine, the patient's quality of life versus lifespan; in business, short-term profits or long-term sustainability. Making a good judgment requires wisdom, experience, and thinking through the consequences.

• Judgment can be improved through practice, feedback, and reflection. Medical schools, law schools, and business schools do this all the time – through patient scenarios, moot courts, and case studies where students have to grapple with complex situations, practice, and get feedback. K-12 teachers can implement a "junior" version of this, posing realistic, age-appropriate simulations and helping students gradually improve their judgment.

Where will teachers get simulations? It turns out that the new chatbots excel at this. "Instead of relying on static case studies," says Dasey, "educators can use AI to create dynamic simulations that adapt to student decisions. AI can generate scenarios, provide feedback, and create the iterative experiences that build judgment skills." The key factors in effective judgment-building lessons:

- Making good use of case studies, simulations, games, and structured debates;
- Using authentic problems with real stakes;
- Exposing students to varied scenarios within specific domains;
- Providing rapid feedback on students' efforts;
- Encouraging continuous improvement.

"Teach Judgment, Not Critical Thinking" by Tim Dasey, June 2, 2025

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2. What Doesn't Need to be Committed to Memory – and What Does

In this Social Science Research Network (SSRN) article, Barbara Oakley (Oakland University), Michael Johnston (New Zealand Initiative), Ken-Zen Chen (National Yang Ming Chiao Tun University), Eulho Jung (Uniformed Service University of Health Sciences), and Terrence Sejnowski (The Salk Institute for Biological Sciences) say, "In an era of generative AI and ubiquitous digital tools, human memory faces a paradox: the more we offload knowledge to external aids, the less we exercise and develop our own cognitive capacities."

Accompanying *Just Google It* has been a shift toward constructivism and teaching critical thinking skills – *learning how to learn* – versus direct instruction. Oakley and her co-authors believe that the plateauing and decline in IQ scores in developed nations is due to three things: a reduction of explicit content instruction and memorization; increasing reliance on external memory aids; and constant digital distractions. Are we "quietly eroding the very cognitive abilities we aim to enhance?" they ask.

The authors take us back to basics: the distinction between skills that humans acquire naturally, without explicit instruction – language and facial recognition – and culturally important academic learning that generally requires explicit instruction and practice – reading, math, science and more. "Our brains simply aren't wired to effortlessly internalize this kind of secondary knowledge," they say, "– in other words, formally taught academic skills and content – without deliberate practice and repeated retrieval. Excessive cognitive offloading interrupts this necessary internalization, leaving us with superficial schemata – weak mental frameworks that can't adequately support critical thinking or creative problem-solving."

Essential to learning are the brain's dual systems: *declarative memory* for explicit facts and concepts, and *procedural memory* for skills and routines that can become second nature – riding a bicycle, speaking in one's native language, playing a musical instrument. "Building genuine expertise often involves moving knowledge from the declarative system to the procedural system," say the authors, "– practicing a fact or skill until it embeds deeply in the subconscious circuits that support intuition and fluent thinking." Hence a chess master can instantly recognize patterns on an opponent's board.

Excessive reliance on external memory aids interrupts this process, preventing knowledge and skills from becoming procedural and automatic. "Constantly looking things up instead of internalizing them results in shallow schemata, limiting deep understanding and cross-domain thinking," say Oakley et al. "In an age saturated with external information, genuine insight still depends on robust internal knowledge… Storing knowledge in our own memory remains crucial, even (and especially) when technology offers to do the remembering for us." Excessive use of external memory aids avoids necessary mental work and leads to "metacognitive laziness." In fact, say the authors, "an offloaded mind may become an under-exercised mind – one that increasingly lacks awareness of its own knowledge gaps."

Recent brain research has reinforced what good teachers have always known: direct teaching, retrieval practice, and spaced review are essential to embedding knowledge and skills in students' long-term memory. "A strong memory foundation actually empowers skillful thinking," the authors continue. "We can absolutely embrace smart technologies and abundant information, but we must also keep exercising our biological memory and attention. If we preserve that balance, we won't have to choose between a nimble mind and an encyclopedic one. In a world where we can look up almost everything, the ironic truth is that the knowledge we carry *inside our heads* is more valuable than ever."

Oakley and colleagues stress that they're not advocating a return to mindless "drill and kill"; they advocate a thoughtful use of technology coupled with direct instruction and deliberate practice. "Just as you can't build a house starting with the roof," they say, "the brain struggles to grasp advanced concepts without first mastering the basics. Calculators and AI tools that let students skip this foundation make higher-level learning inherently unstable." They conclude with these suggestions for teachers:

- Embrace desirable difficulty for students, with 85 percent mastery as the benchmark.
- Decide on key foundational knowledge that needs to be committed to memory, recognizing that it is the glue for higher-order thinking.

- Allocate class time for practicing skills without external aids – mental math, handwritten notes, reciting important passages and proofs from memory.
- Intentionally integrate technology as a supplement, not a substitute – for example, AI tutors, search tools, and chatbots to give students immediate feedback on their writing.
- Help students build robust mental frameworks by ensuring that the connections happen inside their brains, not just on paper.
- Teach students to reflect before they produce, understand before they prompt, and engage before they automate.
- Teach students about metacognition and the illusion of knowledge, including that knowing where to find information is fundamentally different from truly knowing it. "Guide students to reflect on their own learning processes so they can make more intentional choices about what to commit to memory."

"A student with strong internal memory and well-honed thinking skills will use technology more effectively than one who uses it as a crutch," conclude Oakley et al. "They will know what to ask, how to evaluate responses, and how to integrate new information into existing knowledge structures… By thoughtfully balancing what our minds and machines each do best, we ensure that external innovations enhance rather than diminish our intelligence."

"The Memory Paradox: Why Our Brains Need Knowledge in an Age of AI" by Barbara Oakley, Michael Johnston, Kenzen Chen, Eulho Jung, and Terrence Sejnowski in SSRN, May 11, 2025 (pp. 1-50); Oakley can be reached at oakley@oakland.edu.

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3. "Conflict Intelligence" – The Art of Handling Difficult Conversations

"Conflict and incivility in the workplace are rising, fueled by society's increasing polarization," says Peter Coleman (Columbia University) in *Harvard Business Review*. "To navigate thorny situations, leaders must develop conflict intelligence – a blend of self-awareness, social skills, situational adaptability, and systemic thinking." Drawing on his studies of conflict resolution techniques around the world, Coleman and his colleagues say that leaders need these core competencies to successfully navigate conflict:

- Self-awareness and self-regulation – recognizing and managing your personal reactions so you can remain calm and strategic;
- Strong social-conflict skills – deep listening, balancing advocacy with collaboration, and checking biases;
- Situational adaptivity – knowing how to tailor strategies to fit different types of conflict; when to lean in, step back, and adjust for cultural nuances;
- Systemic wisdom – seeing the bigger picture, embracing complexity, and learning from past successes and failures.

When leaders are strong in these areas, conflicts get resolved, there's increased psychological safety in the workplace, and colleagues have greater job satisfaction, are more creative, feel empowered, and have a greater sense of well-being.

Conflict intelligence is different from emotional intelligence, says Coleman. Emotional intelligence is about managing your own emotions and those of others and is vital to leadership. Conflict intelligence includes a broader set of competencies specific to managing and resolving disagreements. A key difference is the fourth item above: understanding social dynamics, situational factors, and systemic forces that affect disputes.

Coleman lists seven factors he's noticed in successful conflict-resolution situations (see the full article for examples):

- Laying the groundwork – identifying key players, establishing communication channels, and building trust;
- Growing rapport – taking steps that will increase each side's confidence in the other;
- Balancing discipline with creativity – "If you watch master negotiators work," says Coleman, "you'll notice that they seamlessly shift between firm boundary setting and collaborative problem-solving, between public strength and private flexibility. One moment they're establishing clear red lines, the next they're exploring innovative compromises."
- Mastering adaptivity – different conflicts require different strategies and leaders need to pivot and use what works best;
- Seizing opportunities – "Skilled mediators," says Coleman, "learn to watch for emotional turning points, informal channels, surprising areas of alignment, and other subtle opportunities that can transform conflicts."
- Leveraging the broader context – when things are at an impasse, leaders with high conflict intelligence look outside the immediate situation and find other leverage points;
- Aiming for generational peace – "Like peacemakers who plant trees whose shade they'll never sit under," says Coleman, "they invest in gradual changes that create lasting organizational harmony."

These skills help resolve conflicts and also inculcate in the organization the skills needed to handle everyday frictions. "By embedding conflict resolution skills throughout the ranks," Coleman concludes, "leaders can ensure that their organizations thrive even in the face of internal tensions. That means moving beyond seeing conflict as something to be avoided and framing it as a potential source of energy, innovation, and growth."

"The Conflict-Intelligent Leader" by Peter Coleman in *Harvard Business Review*, July-August 2025 (Vol. 103, #4, pp. 46-55); Coleman can be reached at pc84@tc.columbia.edu.

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4. Should an Eighth Grader Be Retained? An Ethical Case Simulation

In this *Teachers College Record* article, Tatiana Geron (Harvard University) describes a PD experience designed to get 149 Chicago Public School educators thinking about their professional values and core beliefs. Geron was especially interested in whether the case study revealed ways in which educators' values came into conflict with their schools' policies, triggering ethical concerns involving students and the possibility of "moral injury."

Prior to getting the details of the case study, teachers and administrators viewed a video on ethical choices and how common they are in K-12 schools. Participants were then asked to discuss whether Ada, a 15-year-old eighth grader performing far below grade level in a K-8 innovation academy, should be promoted or kept back. The details:

- The school was struggling to regain credibility after a failed turnaround effort.
- The school felt accountable for implementing its standards-based promotion policy.
- Ada had been kept back in second grade.
- She began the year reading at third-grade level and improved to fifth-grade level.
- This was the result of her own efforts and after-school help from her ELA teacher.
- Even so, her subject grades did not meet the school's standards.
- Ada had a 55% average in social studies and a failing grade in science.
- Her science teacher was replaced midyear by a substitute without a science degree.
- Ada witnessed the murder of her older brother earlier in the school year.
- After that, she moved between foster homes and missed 17 days of school.
- Ada's teachers and friends at the school were an important anchor in this difficult year.
- Several of Ada's classmates have worked hard to graduate but are also at risk of retention.
- If Ada is promoted, there are two high-school options: a traditional school and an alternative school.
- Summer school is not an option due to budget cuts.

The principal asked Ada's four core teachers to make a decision on whether to promote her, retain her, or send her to an alternative school. The teachers are divided:

- The social studies teacher is concerned that retaining Ada will cause her to drop out of school, becoming "another poverty and pregnancy statistic."
- The math teacher, who grew up in the neighborhood, is concerned that promoting Ada would send a message that grades and effort don't matter.
- The ELA teacher is concerned that Ada won't be able to keep up in high school.
- The substitute science teacher questions the safety and viability of the alternative school.

In addition to these details, educators taking part in the PD watched a brief video about Ada and looked at various artifacts – her report card, samples of her work, items from her locker, information about the school and foster care, and research on the pros and cons of retention. Participants wrote in journals and discussed the case in small groups with facilitators.

Geron reports on how the case study affected the 149 participants, focusing on three of them as they articulated their values and thought through how they applied in this ethical dilemma. She believes PD like this, with a detailed and realistic case study and time to think about, write about, rank their values, and discuss them in depth, is a valuable exercise for K-12 educators. Experiences like this, Geron concludes, "can support teachers in developing the values at the core of their practice, understand complex concepts such as values interpretability and flexibility, and share those values with colleagues to support schoolwide ethical decision-making."

"'Creating Justice in My Practice': Supporting Teachers' Values Through Professional Development in Educational Ethics" by Tatiana Geron in *Teachers College Record*, March 2025 (Vol. 127, #3, pp. 40-66); Geron can be reached at tatiana_geron@gse.harvard.edu.

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5. Jennifer Gonzalez on Better Topics for the First-Day-of-School Essay

In this *Cult of Pedagogy* article, Jennifer Gonzalez says many teachers' standard beginning-of-year essay prompt for students is to write about what they did over the vacation. The problem is that some students didn't go to exotic places and some may have had not-so-pleasant, even traumatic experiences. Gonzalez suggests some better topics:

- *What is something new you learned or experienced over the past few weeks or months?*
- *What is something memorable you did over the break?*
- *How are you different now than you were a year ago?*
- *What is something you're looking forward to in the upcoming month?*
- *What is a goal you've set for yourself this school year?*

"EduTip 32: Don't Put Kids in Charlie Bucket Situations" by Jennifer Gonzalez in *Cult of Pedagogy*, June 16, 2025; Gonzalez can be reached at gonzjenn@cultofpedagogy.com.

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6. Ideas for Great Conversations

In this *Leadership Freak* article, Dan Rockwell lists says his mother often urged him not to interrupt during a conversation – but there are exceptions to that rule:

- Interjections can energize a conversation when they show interest and curiosity. *Do you mean…? Wait, did you say…? Hold on, that seems important.*
- Circle back so good ideas don't slip away. *Before we go on, I'd like to go back to… That reminds me of something important…*
- Get nosey. *How did that affect you? What are you not saying? Tell me what you really think.*
- Overshare a little, but don't hijack the conversation. *The same thing happened to me. I've felt like that.*
- Judge gently. *You're kidding… I can't believe it…*
- Have fun speaking the truth, but only when there's trust. *You're nuts. Have you lost your mind?*

Location matters, says Rockwell. Take a walk; have coffee.

"Great Conversations Break the Rules" by Dan Rockwell l in *Leadership Freak*, June 9, 2025; Rockwell can be reached at dan@leadershipfreak.com.

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7. Getting Students Reading Full Novels, Textbooks, and Historical Texts

"Being able to read longer texts matters not only for ELA but also for history, science, and other subjects," says Meredith Coffey in *Education Gadfly*. She suggests four ways schools and districts can counteract the widely discussed trend of students not reading full-length books:

• *Protect and increase in-class reading time*. For students who are not reading books outside school hours, a double ELA period (or longer schedule blocks) can create quiet, focused time to put miles on the odometer, build reading skills, and fall in love with authors and books.

• *Set schoolwide expectations for longer assigned readings*. "Short stories, poems, and excerpts hardly preprare students for the book-a-week expectation typical in college," says Coffey. She liked the cadence at one of the schools where she taught: a complete novel or play every 6-8-week unit.

• *Foster a culture of reading books for fun*. Coffey tells her students that reading is like running: to improve, you need to start with a manageable amount, do it regularly, and build up. "And just as it's easier to start running in pleasant weather," she says, "it's also easier to build reading stamina with an enjoyable book." She's uses "gateway" novels to get her students going: *Salt to the Sea* (historical fiction), *Black and White* (contemporary fiction), and *One of Us Is Lying* (mystery). She also lets students know the book she's currently reading, which models reading for fun and sparks conversations.

• *Rethink test prep*. The usual way students are prepared for standardized tests – skill questions on short passages – "is neither ideal nor necessary," says Coffey. "They can identify symbolism just as well in *Fahrenheit 451* or *Fences* as they can in a shorter passage, and, what's more, they can explore it in more depth in an extended text, ideally even better preparing them for an assessment (if that's the short-term goal). In fact, I'm particularly wary of teaching excerpts because a student cannot fully understand a literary device or an author's message without looking at the text as a whole. Assigning complete books better serves both short-term (test prep) and long-term (humanities education) purposes."

"How Schools Can Get Teens to Read More Full-Length Books" by Meredith Coffey in *Education Gadfly*, June 19, 2025

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8. Using ChatGPT to Find the Right Books for Middle School Students

"The most underestimated aspect of a school librarian's job," say Lauren Capotosto (Holy Cross) and Sarah Connell Sanders (middle-school librarian) in this *Knowledge Quest* article, "is igniting a passion for reading by helping learners find books that not only resonate with their increasingly specialized interests, but also match their ability."

But what if students make requests that go beyond the librarian's knowledge of books and don't show up in library databases? Capotosto and Sanders wondered if artificial intelligence could help, and recruited 38 seventh graders in Sanders's Massachusetts school to find out. Each student asked ChatGPT to find books catering to their specific interests, with the

understanding that the school would purchase their top choice, they could take it home for the summer, and in the fall it would be added to the school library.

Students' requests of ChatGPT went beyond typical requests for genre, age-range, and author. Here are some of their requests:

- *I am looking for a young adult book with some romance, drama, a splash of comedy, and a bit of mystery.*
- *Can you recommend a book about sports that is mysterious and action-packed?*
- *I like historical fiction with some suspense and horror about the 1940s.*
- *What about a love story with dark romance and more gloomy vibes?*
- *A graphic novel that is fiction, funny, but can have some serious moments.*
- *I am a girl in grade 7 and I like fantasy books – any good suggestions?*
- *I am a young adult, looking for a book of romance and murder mystery. (When six of the seven recommendations from the chatbot had female main characters, the student said, "I am male," and got a different list.)*
- *Find more books about young teens that are Hispanic.*
- *Books about groups who suffer from racial injustice.*
- *I am looking for a book that is from the villainess's perspective that includes romance and the different ways that the villainess hurt the hero.*
- *I'm looking for more school girl crush love where the main character is girly and pink and bubbly.*

ChatGPT produced 589 book suggestions (averaging 15.5 per student), 81 percent of them unique titles. Students then chose their top selection and the school ordered the books.

Capotosto and Sanders report that there was great enthusiasm among students, many of whom began reading the books the moment they arrived. The authors see real potential in having students use a chatbot to find books they're eager to read and will build skills and knowledge. Of course, school librarians must monitor the selections to make sure they are age-appropriate, suitable for each student, and in synch with the school's educational mission.

"Beyond Databases: AI and the Future of Personalized Book Searches in School Libraries" by Lauren Capotosto and Sarah Connell Sanders in *Knowledge Quest*, May/June 2025 (Vol. 53, #5, pp. 42-45); the authors are at lcapotos@holycross.edu and sanderss@worcesterschools.net.

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9. Award-Winning Children's Nonfiction Books

This *Language Arts* feature presents the 2024 winner of the NCTE Orbis Pictus Award, honor titles, and recommended titles:

Winner:

- *Border Crossings* by Sneed Collard III, illustrated by Howard Gray

Honor books:

- *Ketanji Brown Jackson: A Justice for All* by Tami Charles, illustrated by Jemma Skidmore

- *Indigenous Ingenuity: A Celebration of Traditional North American Knowledge* by Deidre Havrelock, illustrated by Edward Kay
- *The Fire of Stars: The Life and Brilliance of the Woman Who Discovered What Stars Are Made Of* by Kirsten Larson, illustrated by Katherine Roy
- *Hidden Systems: Water, Electricity, the Internet, and the Secrets Behind the Systems We Use Every Day* by Dan Nott
- *Game of Freedom: Mestre Bimba and the Art of Capoeira* by Duncan Tonatiuh

Recommended titles:

- *The Bees of Notre Dame* by Meghan Browne, illustrated by E.B. Goodale
- *Polar! Wildlife at the Ends of the Earth* by L.E. Carmichael, illustrated by Byron Eggenschwiler
- *This Is Tap: Savion Glover Finds His Funk* by Selene Castrovilla, illustrated by Laura Freeman
- *Cool Green: Amazing Remarkable Trees* by Lulu Delacre
- *Benito Juárez Fights for Justice* by Beatriz Gutierrez Hernandez
- *On the Tip of a Wave: How Ai Weiwei's Art Is Changing the Tide* by Joanna Ho, illustrated by Catia Chien
- *Breaking the Mold: Changing the Face of Climate Science* by Dana Alison Levy
- *Stars of the Night* by Caren Stelson, illustrated by Selina Alko

"NCTE Orbis Pictus Award for Outstanding Nonfiction for Children" by Julia Lopez-Robertson, Eliza Braden, Caryl Crowell, Jason Griffith, Janelle Mathis, Melissa Summer Wells, and Becki Maldonado in *Language Arts*, November 2024

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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 HTMI 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
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
Language Magazine
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