Marshall Memo 1130

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 23, 2026

In This Issue:

Quotes of the Week

"She taught us that scholarship is a moral practice, that theory earns its worth in classrooms and communities, and that listening is itself a form of action."

Kris Gutiérrez, Allan Luke, Mary Kalantzis, Bill Cope, Sarah Michaels, and James Paul Gee in a tribute to Courtney Cazden, who died December 25, 2025 at 100 (see item #7)

"Learning to teach well is inherently challenging and inefficient. It requires false starts, revision, and wrestling with complexity. It demands that we sit with uncertainty, engage in difficult conversations, and continuously refine our practice in response to our students' evolving needs. These inefficiencies aren't bugs to be fixed; they're features of meaningful professional growth. In other words, professional learning depends on friction."

B. Busselle (see item #1)

"Teachers *believe* AI saves them 5-6 hours a week. They *believe* it improves their teaching methods. They may be right. But two years into widespread adoption, the K-12 evidence base is empty."

Mike Kentz (see item #4)

"Many districts are using a curriculum where the lessons are written to be 60 minutes long but the schools' class periods are only 45 minutes. If you go into a tool like CoTeachAI and say, 'Modify this lesson to be 45 minutes long, instead of 60 minutes long,' it will draw on all the information it has about the curriculum to suggest ways to do it that are aligned with the curriculum's goals and materials."

Mohammad Ghassemi in "Putting AI to Work for Professional Learning" by Suzanne Bouffard in *The Learning Professional,* February 2026 (Vol. 47, #1, pp. 16-18)

"AI may assist with efficiency and synthesis, but it does not replace professional judgment, ethical reasoning, or contextual understanding."

Dan Florell in "Human in the Loop Means Active Engagement with AI" in *Communiqué*, March/April 2026 (Vol 54, #6, p. 7)

"Many teachers in the United States think it's their right to defy the institutional endeavor if they disagree with it. And it's very difficult to execute any idea when that's the case, which makes it hard to learn what works and what doesn't."

Doug Lemov, interviewed in "What Policymakers Get Wrong About 'High-Quality' Curriculum: England Can Teach the U.S. About Strong Curricula" by Rick Hess in *Education Week*, March 10, 2026

---

1. "Friction by Design" in Teacher Professional Development

In this article in *The Learning Professional*, B. Busselle (WestEd) worries that the use of AI in schools' PD might bypass the cognitive work needed for teachers to grow professionally. "Learning to teach well is inherently challenging and inefficient," says Busselle. "It requires false starts, revision, and wrestling with complexity. It demands that we sit with uncertainty, engage in difficult conversations, and continuously refine our practice in response to our students' evolving needs. These inefficiencies aren't bugs to be fixed; they're features of meaningful professional growth. In other words, professional learning depends on friction."

But artificial intelligence is designed to reduce friction! If it's used in professional development, asks Busselle, could AI deprive teachers of that vital element?

For starters, she asks us to distinguish between productive and unproductive friction. The latter is present in compliance-driven bureaucratic activities, "draining energy without deepening expertise." *Productive* friction happens when teachers:

- Grapple with instructional dilemmas;
- Revise their thinking in response to evidence;
- Engage in intellectually challenging discourse with colleagues.

These are generative and support growth. As we consider how to use AI, says Busselle, the key is "to make intentional decisions about which forms of effort serve learning and which simply exhaust educators without benefit." Here is the *Friction by Design* framework she's developed, with lenses for examining teachers' learning experiences in these areas:

• *Cognitive ownership* – "Professional judgment develops through wrestling with pedagogical choices," says Busselle, "not through implementing predetermined solutions. The way AI is deployed can either support or undermine this process." If AI generates a complete instructional sequence and the teacher is unable to articulate the rationale for that sequence, the way it addresses students' misconceptions, and what modifications might be needed, there's no cognitive ownership and problems will crop up as the sequence is implemented.

What we need to ensure, says Busselle, is that AI is used "as a thinking partner rather than a thinking replacement." For example, instead of asking AI to generate the best way to teach fractions, ask it to produce three contrasting approaches, each grounded in different learning theories, and then decide which is best for students. This preserves cognitive ownership, with the teacher evaluating assumptions, recognizing trade-offs, and making contextual decisions.

• *Productive struggle* – "As educators, we develop expertise not by having complexity resolved for us," says Busselle, "but by learning to navigate that complexity with increasing sophistication. AI can support productive struggle when it provides feedback that extends thinking without foreclosing possibilities" – for example, looking at patterns in student data that teachers hadn't thought of, or posing questions that reveal hidden assumptions in the way they've been teaching. AI should be called in only after teachers have done some initial grappling.

• *Career stage* – Of course, what's productive struggle for a novice teacher might be an easy routine for a veteran, suggesting the need for differentiation. "Early-career educators are still constructing foundational schema," says Busselle. "They are learning to recognize patterns in student thinking, developing instructional routines, and building the pedagogical content knowledge that allows them to diagnose misconceptions." Too much AI assistance at this point can short-circuit professional growth, resolving complexity too readily. For veteran teachers, AI can surface tacit knowledge and catalyze reflection based on years of accumulated wisdom.

• *Social sensemaking* – "Teaching has always been a collective endeavor," says Busselle. "Professional knowledge develops and spreads through dialogue, debate, and collaborative inquiry." If AI does all the work, it can atomize the work of teacher teams, short-circuiting collaboration. But a team can critique an AI-generated lesson plan and decide what needs to be revised, or use an AI-generated rubric to figure out the best way to assess students' writing. Teachers should always ask whether AI is replacing dialogue or providing grist for lively, collaborative, student-centered discussion.

• *Start-up energy* – Teachers won't engage energetically in PLC meetings if they see them as compliance exercises not geared to their specific concerns or relevant to their classrooms. AI can make this problem worse if it delivers standardized action plans, but it can spark interest and engagement if it generates personalized discussion prompts based on teachers' specific contexts, what they're curious about, assessment data, and student work.

• *Barriers to access* – Academic jargon, rigid formats, and technical gobbledegook can exclude educators, especially novices, those less proficient in English, and teachers working in a new context. "AI excels at reducing these unproductive barriers," says Busselle. "It can translate complex texts, reformat rigid materials, provide multiple representations of ideas, or clarify opaque instructions. These applications don't diminish the rigor of professional learning or lower standards; they ensure the cognitive challenges educators face are the ones that actually develop professional expertise."

• *A critical stance* – AI artifacts are far from perfect because they are drawn from the materials used to train them, which include biases, pedagogical orientations, and certain definitions of success. Educators need to examine AI material critically, asking:

- What vision of good teaching does this lesson plan assume?
- Whose students are imagined in this feedback template?
- Which perspectives are amplified, and which are absent?

"When educators have opportunities to ask and address these questions collectively," says Busselle, "they can reveal and refine their pedagogical commitments. This is precisely the kind of intellectual work that develops adaptive expertise."

"Using AI in Professional Learning? Don't Eliminate Friction – Design It" by B. Busselle in *The Learning Professional,* February 2026 (Vol. 47, #1, pp. 20-23)

Back to page one

2. Teachers' "Time Poverty" When Launching New Curriculum Initiatives

In this article in *Kappan*, Kaellen Williams, Mallory Mattimore-Malan, and Amy Noelle Parks (Michigan State University) report on a $25 million initiative in Michigan to improve the teaching of mathematics through a research-based framework, new curriculum materials, instructional coaches, and statewide PD. Interviewed about the program, teachers expressed gratitude for the resources, said they were excited about making shifts in their math teaching, and reported some "early wins" with more students enjoying math classes.

But *every single teacher* identified the same obstacle to changing their practice: not enough time. A fifth-grade teacher estimated that implementing the new curriculum expectations as required would take two more hours each day. "When the minutes demanded by mandated curricula exceed the amount of time in a school day," say Williams, Mattimore-Malan, and Parks, "teaching with fidelity becomes impossible. Instead, teachers are left in a state of 'time poverty' lacking enough time in the day to accomplish what is expected."

Observing classes, the researchers saw teachers skipping important parts of key segments of the curriculum – especially those that involved open-ended questions, student participation, and working with manipulatives. Teachers said they were stressed about fitting everything in; a third-grade teacher allowed a successful lesson to continue for an hour (her students didn't want to stop), but was visibly anxious about deviating from the schedule.

"Time poverty works against teachers' efforts to prioritize the needs of the children in front of them," say Williams, Mattimore-Malan, and Parks. "Squelching conversations to keep to a 20-minute limit, calling on only one child to share their thinking, or rushing through a math game so all parts of the lesson can be completed limits children's access to meaningful mathematics. If educational leaders want teachers to engage in dialogue with children; assess their understanding; take stock of their energy; and make in-the-moment, responsive decisions, they must find ways to reduce time pressure." The researchers have three suggestions:

• *Reduce planning demands*. Teachers were especially stressed with the curriculum's required anchor charts, math games, calendar markers, handouts, and manipulatives. Several

teachers said they dreaded the beginning of each month when they had to prepare materials for a new unit. Some teachers said they asked their own mothers to come in and help. Principals should recruit instructional coaches and math specialists to support this work and modify teachers' schedules to give them the time they need.

• *Reduce curriculum demands*. "Each year, more is added to our plate and nothing is taken off," said one teacher. New programs ask teachers to squeeze new activities into the day, adding to the sense of time poverty. Williams, Mattimore-Malan, and Parks advise administrators to hold off on adopting a new program if teachers are overloaded, or explore how certain curriculum activities or routines could serve multiple needs – for example, turn-and-talk moments and making math errors part of the learning process might make parts of the stand-alone SEL curriculum redundant.

• *Reduce fidelity demands*. Curriculum developers say their research-based materials will work if teachers and building principals will only do what they are told to do. Many of the teachers interviewed for this study viewed fidelity as a clear expectation – and an impossible one. "There's just no way," said one teacher. Williams, Mattimore-Malan, and Parks question whether perfect fidelity is even desirable, and suggest that principals allow teachers more autonomy to adapt lessons while keeping an eye on the big-picture goals of the Michigan math initiative.

"Teachers need the wiggle room to pause, assess what is happening, consider the possibilities, and respond," they say. "Of course, teachers may need support in deciding what to cut from curriculums, but these conversations create more learning opportunities for teachers than offering up curriculums where decisions have already been made."

"'There's Just No Way': Time Poverty As an Obstacle to Pedagogical Change" by Kaellen Williams, Mallory Mattimore-Malan, and Amy Noelle Parks in *Kappan*, Spring 2026 (Vol. 107, #6, pp. 13-16); Williams can be reached at kaellen@msu.edu.

Back to page one

3. The Supports Needed to Implement High-Quality Instructional Materials

In this *Kappan* article, Sara Pixley (formerly at Great Minds) says that across the U.S., schools are using so-called high-quality instructional materials as never before, spurred on by more-robust methods of reviewing materials and pressure from state leaders and advocates. "Yet, student achievement hasn't rebounded from historic lows seen during the pandemic," says Pixley. "So why aren't better materials leading to better results at scale?"

The answer is that many teachers are making only partial use of the new materials, mixing them with supplements and self-created resources to accommodate the needs of their students. The conclusion she has reached after studying dozens of districts across the nation: "materials alone cannot overcome the systemic conditions that undermine their use." Specifically:

• *Barrier #1: Teachers are being asked to do the impossible*. They are trying to implement rigorous, grade-level materials in classrooms where many students suffer from

Covid-related gaps in knowledge and skills. A Louisiana curriculum director said, "We tell teachers not to water down the lessons, but we also tell them to meet students where they are. Without tools to bridge the gap, they default to what feels doable." The tools that are needed include:

- A quick pre-unit assessment to pinpoint which prerequisite skills are missing;
- A small set of curriculum-aligned activities to address the gaps identified;
- Intervention resources that map directly to the core program to prepare students for upcoming lessons

"Without such tools," says Pixley, "teachers pull whatever they can and modify and skip lessons, finding themselves unable to get students caught up." A recent RAND study found that nearly all teachers alter curriculum content by trimming, supplementing, and simplifying in ways that dilute rigor, disrupt instructional design, and undermine coherence.

• *Barrier #2: Support systems don't match the complexity of teaching*. "Effective implementation requires sustained, curriculum-specific coaching," says Pixley, "not general coaching or one-off professional development days that are all too common in schools." Teachers need to understand what a new curriculum requires and why its pedagogy matters, and school-based administrators need to know what to look for in classrooms so they can be part of the coaching and support effort. That's not present in most schools, and only 40 percent have instructional coaches to support the implementation of new materials.

• *Barrier #3: Unfinished learning requires an ecosystem, not more intervention*. In too many schools, there's a disconnect between Tier 1 instruction in core classes and small-group Tier 2 support for struggling students. That can create a perfect storm of misalignment:

- Students practice isolated skills disconnected from core instruction.
- Students may miss core classes to get extra help, pushing them further behind.
- Special education teachers often work from different materials than core classes.
- Diagnostic assessments don't provide a road map back to the core curriculum.

"As a result," says Pixley, "students return to core instruction still unprepared – and teachers modify lessons once again." Her research shows that unfinished learning must be built into the instructional ecosystem, which requires:

- Just-in-time diagnostic tests tied to upcoming general education units;
- Curriculum-connected scaffolds within lessons that make core content accessible to all students while maintaining grade-level rigor;
- Pullout interventions that explicitly align with Tier 1 instruction;
- Scheduling that prevents students from missing core instruction.

An Arizona elementary school that implemented this approach schoolwide saw multiyear gains across subjects, with the strongest growth for students who had been the furthest behind.

• *Barrier #4: Time, coherence, and leadership structures aren't designed for HQIM*. Teachers need the time to implement ambitious curriculum materials and relief from competing initiatives, says Pixley. School and district leaders also need to have a detailed understanding of what effective implementation looks like, which means sitting through the same training that teachers receive.

Unfortunately, she's found, many administrators "can speak about instructional priorities in general terms but struggle to recognize when instruction diverges from the curriculum or when essential models, routines, or representations are missing. This gap matters. Leaders make critical decisions about scheduling, planning time, initiative load, and professional learning. Without detailed curriculum knowledge, they may protect the wrong minutes, overlook misalignments, or assume instruction is on track when it is not."

Pixley closes with sections on the importance of ensuring that curriculum packages are culturally responsive and meet the needs of multilingual learners and students with special needs. She also discusses the difference between comprehensive and domain-specific curriculum packages.

"Beyond 'Adopt and Hope'" by Sara Pixley in *Kappan*, Spring 2026 (Vol. 107, #6, pp. 34-37)

Back to page one

4. Five Things We Know About How Teachers Are Using AI

In this article in *How We Frame Machines*, Mike Kentz reports on what he learned from 25 studies on the use of GenAI in schools:

• Teachers are using AI a lot. Between 25 and 87 percent of teachers have used it for school, ranging from "once or twice" to much more.

• Almost all of teachers' use is preparing lessons, creating assessments, editing content, and drafting communications. "Student-facing use is minimal," says Kentz. "Teachers are not handing AI to students. They're using it to do their own work faster."

• No one has measured whether any of this helps students learn. Not a single study Kentz reviewed had data on the impact of teacher AI use on student outcomes. "The benefits are perceived, not demonstrated," he says. "Teachers *believe* AI saves them 5-6 hours a week. They *believe* it improves their teaching methods. They may be right. But two years into widespread adoption, the K-12 evidence base is empty."

• Teachers are neither skeptics nor believers; they're pragmatists. The studies show that sizeable percentages of teachers worry that AI is unreliable, needs verification work, and involves risks. But similar percentages say it improves their pedagogy, gives them more time with students, and will boost student engagement. "If they were true skeptics," says Kentz, "they wouldn't use it. If they were true believers, they wouldn't flag the risks. What the data actually show is a middle position that neither the AI hype cycle nor the AI panic cycle acknowledges: teachers are adopting tools they find imperfect because, on balance, they perceive the trade-off is worth it."

• Half of teachers have had no training in AI. About half of teachers are self-taught and 60 percent of schools offer no AI guidance at all. "Adoption has outpaced institutional readiness," says Kentz. "Teachers are making those judgment calls without institutional support."

What does all this mean? "The research base we have is shallow," he concludes. "Almost every study counts users and lists tasks. Almost none examine the depth or quality of

AI use, the invisible labor behind 'seamless' integration, or whether the tools are actually changing how students think. That's what twenty-five studies and two years of data gave us – a clear picture of the gaps. Now it's time to fill them in."

"I Read 25 Studies on AI in Education. Here's What Teachers Are Actually Doing" by Mike Kentz in *How We Frame Machines*, February 24, 2026; Kentz can be reached at mikekentz@substack.com.

Back to page one

5. A Low-Floor/High-Ceiling Activity for Young Students' Math Reasoning

In this article in *Mathematics Teacher*, Tacey Miller (North Carolina State University) describes the Goldilocks Numbers Thinking Routine (GNTR), a fun way to help primary-grade students see numbers in context and build their mathematical reasoning power. Here's how Miller introduced the routine to a class of second graders. She said they were going to think about the number 25 and where it might be too small, too big, or just right. "We're going to stick with that number the whole time," she said. "We're not going to change it; instead, we're going to change what it's about." She gave some examples:

- Eating 25 donuts for breakfast would be too many for me.
- Getting 25 oats for my oatmeal wouldn't be enough.
- 25 jellybeans would be enough for one person, but not for a whole class.

Miller then told students there was no right answer as they imagined different situations for 25, things they were familiar with and cared about – people, objects, time, money – starting with *too small,* then *too big,* then *just right*. As students worked, she asked clarifying questions:

- What could you be measuring or counting?
- Who is this number for?
- When would this be true? For whom would this be true?
- Can you explain why that's too much?
- What would you need to change for that to become *just right*?

"Classroom discourse during this phase becomes a platform not only for reasoning but also for recognizing and appreciating diverse experiences," says Miller. If a student says 25 chairs is too small to seat their extended family at Thanksgiving, they're making a connection to their personal world.

After students have come up with ideas and presented them in three columns, Miller has an all-class discussion about what came up, asking questions like:

- Did any patterns emerge across contexts and categories?
- Could someone's *too big* be your *just right*? Why?
- Why does that context make the number feel *just right*? What makes it *too much* or *too little*?

Agency is an important theme, Miller believes. She tells students, "Today you built the unit to fit the number – you got to decide what that number meant." Different perspectives is another theme. In a GNTR she did with the number 100, a student said that 100 water bottles would be *just right* and got immediate pushback from other students, who were thinking in terms of that

many bottles for one student. But the student clarified that it was 100 water bottles for 100 students. "This sparked a rich discussion about how context and audience shape number interpretations," says Miller.

In another lesson, students worked with fraction, which were above their grade level: how two slices of pizza could be *too little* if the slices were small, and how half a cookie would be *just right* only "if it's half of those big ones," said a student. This revealed an understanding that the value of a fractional part depends on the size of the whole – an essential understanding when working with fractions. "In this way," says Miller, "GNTR acted as a scaffold for future rational number learning by encouraging students to shift their interpretation of a number based on changing contexts and quantities."

She's found that insights from the Goldilocks routine have carried over to students checking to see if their answers to other math problems make sense. She asks, "Would that answer be *too much, too little,* or *just right* for this situation?" Over time, Miller has found that students internalize this kind of reasoning and use it to judge the reasonableness of their answers.

"By engaging with the GNTR regularly," she concludes, "students began to approach numbers not as fixed facts to memorize, but as ideas to reason about, adapt, and make meaningful. This empowered them to participate more confidently in mathematical conversations and laid the foundation for the kind of flexible, context-sensitive reasoning that will support them in future learning."

"Math That Fits: Goldilocks Numbers Thinking Routine" by Tacey Miller in *Mathematics Teacher*, March 2026 (Vol. 119, #3, pp. 193-196); Miller can be reached at tlmille3@ncsu.edu.

Back to page one

6. Creative Performance Tasks to Boost World Language Learning

In this *Edutopia* article, Pennsylvania teacher/author/consultant Rachelle Dené Poth says that as a new teacher, she used traditional memorization-focused teaching methods and assessments in her world language classes. After a few years, she shifted to performance tasks, and this changed everything, she says, because students had to "demonstrate their knowledge in authentic and meaningful ways, which amplifies knowledge retention and boosts confidence in communicating." Here are eight performance tasks she's come up with over the years, with an assist from the Learning Genie AI tool:

• Debates – Upper-level students take part in structured debates on contemporary issues using formal language. Students can use AI tools like MagicSchool or SchoolAI to practice with a historical character or a chatbot to build confidence before a live debate in class.

• Digital storytelling – Students are prompted to draft a short story or think about a cultural folktale and then retell it in the target language. Students record a narration and add photos, drawings, or video shorts using tools like Book Creator, Canva, or WeVideo. Classmates do a gallery walk in Padlet or Wakelet and give feedback.

• Jobs and career explorations – Students explore careers that interest them and investigate how those connect to countries or communities where the target language is spoken. Then they collaborate with a partner, engaging in a mock interview. Students in Poth's Spanish IV classes create résumés and digital portfolios and take turns interviewing each other in class.

• Podcasting and vlogs – Students script and record conversations, interviews, or cultural commentaries, using their listening and speaking skills. Themes have included a restaurant, cooking show, travel agency, or interviews with historical figures. Another option is recording short podcasts or vlogs interviewing classmates, teachers, or family members about their daily lives, traditions, or opinions on a topic.

• Posters and visual projects – Students design posters or infographics to advertise a product, educate others about a cultural holiday, or make comparisons and provide key facts about a country or community where the target language is spoken. Classmates do a gallery walk and interview each creator about their creation.

• Role-plays and skits – Students act out real-life scenarios – for example, ordering at a restaurant, making travel plans, shopping, or getting medical assistance – which encourages spontaneous speaking and teamwork, all in the target language.

• Storytelling circles – Students take turns adding lines to a collective story using vocabulary from a curriculum unit. "This builds listening comprehension and encourages students to be creative and have fun learning," says Poth.

• Travel itinerary – Students plan a three-day trip to a city or region in a target language country including lodging, meals, and activities. They present their travel plans using a tool like Canva or Genially, or use Snorkl and receive immediate AI-powered and teacher feedback.

"8 Creative Performance Tasks for World Language Classes" by Rachelle Dené Poth in *Edutopia*, October 28, 2025

Back to page one

7. A Tribute to Courtney Cazden

Courtney Cazden, longtime Harvard Graduate School of Education professor, died December 25, 2025 at 100. One of her most durable contributions was naming and critiquing the IRE (Initiate, Respond, Evaluate) sequence: the teacher asks a known-answer question, a student responds, and the teacher evaluates the response and moves on. Cazden saw this pattern as limiting student voice and reinforcing inequity.

Here is the concluding paragraph of a tribute by several colleagues in *Reading Research Quarterly*:

> What endures is a way of being an intellectual: attentive to talk, alert to power, impatient with false dichotomies, and unwaveringly committed to the dignity and capacity of learners and teachers alike. She taught us that scholarship is a moral practice, that theory earns its worth in classrooms and communities, and that listening is itself a form of action. Across generations, geographies, and disciplines, Courtney modeled a dialogic life, one in which ideas were always provisional, inquiry was

always collective, and education was always, at heart, a project of justice. Her voice continues to resonate in the questions we ask and the futures we are still learning to design.

"Remembering Courtney Cazden, 1925-2025" by Kris Gutiérrez, Allan Luke, Mary Kalantzis, Bill Cope, Sarah Michaels, and James Paul Gee in *Reading Research Quarterly*, April/May/June 2026 (Vol. 61, #2, pp. 1-62)

Back to page one

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

About the Marshall Memo

Mission and focus:

This weekly memo is designed to keep principals, teachers, superintendents, and other educators very well-informed on current research and effective practices in K-12 education. Kim Marshall, drawing on 54 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers early Tuesday (there are 50 issues a year). Every week there's a podcast and HTML version. Artificial intelligence is not used.

Subscriptions:

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

Website:

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

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

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

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

Core list of publications covered

Those read this week are underlined.

All Things PLC
American Educational Research Journal
American Educator
American Journal of Education
American School Board Journal
AMLE Magazine
ASCA School Counselor
ASCD SmartBrief
Cult of Pedagogy
District Management Journal
Ed Magazine
Education 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