

# Marshall Memo 987

A Weekly Round-up of Important Ideas and Research in K-12 Education  
May 22, 2023

## In This Issue:

1. [Masculinity and academic engagement among young men of color](#)
2. [Advice on adolescent sleep deprivation](#)
3. [SLOs and teacher evaluation: how policymakers led educators astray](#)
4. [The “Six Thinking Hats” problem-solving strategy](#)
5. [Why do people hesitate to give helpful feedback?](#)
6. [Apologizing right](#)
7. [Teaching SEL skills in Socratic seminars](#)
8. [Leave one, add one: an end-of-year retrieval activity](#)
9. [Jewish-themed children’s books](#)
10. [Books to read with the film, \*Are You There God? It’s Me, Margaret\*](#)

## Quotes of the Week

“Merit is determined by putting your education to good use after finishing college, not by the arbitrary number your school was assigned by some rankings conglomerate.”

Quinn Winters in a letter to *The New York Times* on [“SATs and Measuring Merit”](#)  
May 14, 2023

“At the time that a child is asking for a phone, they will agree to anything. Parents should not squander the massive leverage they have.”

Lisa Damour (quoted in item #2)

“The cognitive science about math learning indicates that, yes, students do need to develop fluency with their multiplication tables and single-digit addition – sometimes called ‘number combinations’ – and be able to recall them automatically. The main reason why? Having these facts at their fingertips frees up working memory for students to attend to problem-solving, applying procedures to more-difficult problems, and other tasks.”

Stephen Sawchuk in [“Kids Need to Know Their Math Facts. What Schools Can Do to Help”](#) in *Education Week*, May 10, 2023 (Vol. 42, #32, pp. 4-7)

“When you get to the edge of hard, you are learning. That’s when you are really growing.”

Kelly DeLong, Kentucky Center for Mathematics, quoted in [“Parents Are Often Nervous About Math. They Can Still Help Their Children Learn It”](#) by Evie Blad in *Education Week*, May 10, 2023 (Vol. 42, #32, pp. 20-22)

“Apologizing is how we coexist as imperfect beings.”

Angela Haupt (see item #6)

“Expecting silent diligence from students longing for social interaction may be counter-productive for young men whose identities are wrapped up in their social engagement.”

Suneal Kolluri (see item #1)

---

## 1. Masculinity and Academic Engagement Among Young Men of Color

In this *American Journal of Education* article, Suneal Kolluri (University of California/Riverside) says that young men in urban high schools are often more reluctant than their female peers to engage in “cultural straddling” as they navigate the divide between school and community. Kolluri explores why some young men are able to “skillfully (and playfully) balance the distinct cultures of urban masculinity and school, and others stumble across these jagged cultural terrains.”

Kolluri embedded himself in an urban high school and spent considerable time with two groups of black and Latino boys during their junior year: the “Alpha Gentlemen” – cool, athletic, socially active, academically disengaged – and the “Serpents of Steel” – quieter, passionate about robotics, academically hardworking, involved in AP courses. The Alphas were “intellectually capable students who desired educational success but resisted culturally disconnected curricula,” says Kolluri. The Serpents were “cultural straddlers... Though still adhering to notions of urban masculinity, [they] constructed a culture more aligned with classroom realities.”

“For the Alpha Gentlemen,” says Kolluri, “a public show of masculinity magnified its traditional impulses – its toughness, its playfulness, and its orientation around status. The Alpha Gentlemen were socially adept leaders whose concern with reputation made for a boisterous and argumentative form of masculinity. They conveyed strength through social status and competed loudly for laughter and attention. They exhibited their toughness through commitment to the collective norms of the group and through playful and spirited banter. Somewhat chauvinistically, they competed over women.”

The Serpents “produced a version of masculinity borne of the same ingredients melded into a distinct concoction,” says Kolluri. “They were playful and competitive, but these attributes were applied less to the maintenance of social status and more toward feats of engineering.” The boys showed “apathy toward traditionally masculine ideals... Instead, they were builders, applying their technical expertise and strategic thinking to achieve engineering success. They carried toolboxes into school gymnasiums to assemble complicated machinery. They wrote complex lines of computer code: the intricate artistry of teenage boys with a deep curiosity for the inner workings of their favorite gadgets. They were proud tacticians and skilled engineers, and the Robotics club fostered and reified these attributes.”

Needless to say, the Alphas’ style was not a good match for the school’s classrooms. “They were loud, proud, and unafraid,” says Kolluri. “Classes asked them to be quiet, fearful, and disconnected from their social worlds. They could not fathom how textbooks full of

biological structures or math problems would support who they were or who they aspired to be... They were ‘chill dudes,’ not ‘academic-type students.’”

The Serpents fit more naturally into academic settings. “A vision of masculinity,” says Kolluri, “was rafted and reinforced among their family and friends that was less concerned with social reputation and outward presentations of masculine strength. Their expertise, fashioned by way of the Robotics club and their favorite video games, was technical and strategic... In classes, they were given math and science problems to figure out, sentence structures to analyze, and historical documents to decipher. They did so quietly and productively... They could be ‘academic-type’ students’ without sacrificing their vision of masculinity. Masculinity and academic identity developed along webs of relational ties.”

What are the implications of Kolluri’s ethnographic study for high schools? “The importance of educational success cannot be overstated,” he says, “and comprehending how masculinity might develop distinctly across a relational landscape is essential to the future of young men.” His two takeaways:

- Invite more young men into programs (like robotics) that combine academics and play, where they can align their desire for fun and friendly competition with academic engagement.
- Re-engineer classroom pedagogy to include young men with “a more vocal, status-oriented vision of masculinity,” says Kolluri. “Expecting silent diligence from students longing for social interaction may be counterproductive for young men whose identities are wrapped up in their social engagement.”

[“Chill Dudes’ and ‘Academic-Type Students’: Relational Masculinity and Straddling Culture at an Urban High School”](#) by Suneal Kolluri in *American Journal of Education*, May 2023 (Vol. 129, #3, pp. 355-381); Kolluri can be reached at [suneal.kolluri@ucr.edu](mailto:suneal.kolluri@ucr.edu).

[Back to page one](#)

## **2. Advice on Adolescent Sleep Deprivation**

In this *New York Times* article, Catherine Pearson reports that when kids hit puberty, their circadian rhythms change: falling-asleep and waking-up times shift forward a couple of hours. This biological fact, along with the “lure of screens” and ramped-up peer interaction, result in widespread sleep deprivation and significant health risks: 60 percent of middle-school students aren’t getting the recommended 9-12 hours of nightly sleep, and 70 percent of high-school students aren’t getting the 8-10 hours they need. Pearson interviewed adolescent health experts for their suggestions:

- *Improving sleep hygiene* – Few adolescents suffer from what doctors would call chronic insomnia; rather, they need to make one or two small changes – for example, not eating a large meal or consuming caffeine close to bedtime and darkening their bedrooms.
- *Screen limits* – No one – adults included – should have a cellphone in their bedroom at night, says psychologist/author Lisa Damour, citing “truckloads of research showing how destructive technology is to sleep.” She suggests that parents use the “massive leverage” they

have when kids first get a phone (“They will agree to anything!”) to set a hard-and-fast rule about parking cellphones overnight at a charging station away from bedrooms.

- *Timing and content* – It’s a good idea to limit exposure to blue-light screens an hour or two before sleep, as well as engaging in passive viewing versus gaming or texting in the evening, watching sitcoms versus suspenseful movies, and using a small screen versus a large TV. If teens must be on a screen late in the evening (big deadline tomorrow), they should wear blue-light blocking glasses or use an app that cuts down on blue light from their devices.

- *Caution on melatonin* – Doctors advise against adolescents using this sleep-inducing substance without consulting a health care provider. Melatonin might interfere with normal growth and development, and since it’s unregulated, dosages and quality are uneven.

- *Weekends and napping* – Some teens binge-sleep on weekends and then have difficulty getting to sleep on Sunday night. Better to get enough sleep during the week and sleep in moderately on weekends and vacation days. Naps can be helpful if they’re short and happen before five in the afternoon.

- *Stress-loop thinking* – *I still have so much work to do! If I don’t get enough sleep, I’ll fail the test tomorrow. I couldn’t get to sleep last night and tonight will be worse.* Keeping a journal can be helpful, listing worries, what’s been accomplished, and what can wait until tomorrow. Parents and educators can also help kids get out of their own heads, reassuring them and putting day-to-day worries in perspective. Sleep experts advise that after lying awake for 20-30 minutes, it’s a good idea to get up and do something relaxing like reading or listening to calming music and then trying again.

[“Proper Rest for Teenagers Is a Real Challenge”](#) by Catherine Pearson in *The New York Times*, May 16, 2023

[Back to page one](#)

### **3. SLOs and Teacher Evaluation: How Policymakers Led Educators Astray**

In this article in *Educational Evaluation and Policy Analysis*, Linda Mayger (The College of New Jersey) reports on her study of the intellectual underpinnings of using Student Learning Objectives as part of teachers’ evaluations. The basic idea is that teachers:

- Set data-based learning goals for their students;
- Identify appropriate assessments;
- Track students’ progress over time;
- Report to the principal the extent to which students meet learning goals.

SLOs were part of Race to the Top, launched in 2009, aiming at holding teachers accountable for their students’ learning progress. SLOs were included because the core teacher-accountability metric – value-added measurement (VAM) based on student test scores – was possible with only the 20-30 percent of teachers whose students take standardized tests.

Mayger studied 43 policy papers and state handbooks that were instrumental in SLOs being adopted in half of U.S. states’ high-stakes teacher-evaluation policies. Her basic question: how did policymakers create a rationale for “an evaluation process at odds with the

reformers’ original intent” of teacher accountability – that is, many teachers were “in essence grading themselves,” with a strong incentive to set low learning targets.

Mayger’s analysis points to a number of problems in the policy papers and state handbooks: use of anecdotal data, citing advocacy research, appeals to experts, misrepresentation of evidence, issue bias, sloppy citation practices, rhetorical devices, and unbalanced claims. Some of the policy documents acknowledged possible problems with SLOs but then dismissed them. One noted that “poorly set targets, badly timed meetings, a lack of consistent training, and myriad other problems can limit the quality of SLOs and make the process a cumbersome routine with little meaning” – but said these concerns would be handled with professional development and “further innovation.”

Given the basic problems with using Student Learning Objectives as part of high-stakes teacher evaluation, says Mayger, it’s not surprising that “SLO implementation has often resulted in teachers and principals adopting compliance orientations and engaging in behaviors that undermine the integrity of their evaluation systems. Such lackluster results may explain why states such as Georgia, Rhode Island, and Pennsylvania dropped SLOs from their teacher evaluation systems once Congress granted flexibility to the states through ESSA.”

But despite the 2015 ESSA rollback of mandates to use student learning data for teacher evaluation, those policies are still being implemented in a number of states, indicating “blind spots in the field of education regarding data-based decision-making that have yet to be fully examined,” says Mayger. “This myopia was evident in teacher accountability advocates’ credulous faith in standardized test scores without regard to their practical limitations. It was also present in authors’ tendencies to conflate SLOs with other forms of data-based instruction, as if all data uses were equally beneficial.”

The deeper problem, Mayger concludes, is the “mistaken assumption that evaluating school and teacher effectiveness are solely technical matters. But in a society where the very purposes of public schools remain contested, determining what makes an education, or a teacher, effective has ethical and political dimensions. Technocratic rationalism can obscure these dimensions and fuel issue bias when it focuses a policy discourse on ‘what works’ without considering varying perspectives about what it means for something to ‘work.’ The unfortunate results of policymakers’ incomplete causal assumptions are unsound policies with unintended consequences that schools are ill-equipped to buffer.”

[“Evaluating Technical and Issue Bias in Teacher Evaluation Policy Briefs and State Handbooks”](#) by Linda Mayger in *Educational Evaluation and Policy Analysis*, June 2023 (Vol. 45, #2, pp. 336-364); Mayger can be reached at [maygerl@tnj.edu](mailto:maygerl@tnj.edu); see Memo 942 for a complementary article on SLOs by Mayger.

[Back to page one](#)

#### **4. The “Six Thinking Hats” Problem-Solving Strategy**

This *MindTools* article describes Six Thinking Hats – a brainstorming strategy designed to maximize the number of perspectives a team considers as a problem is discussed. Six Thinking Hats was originally developed by the late Edward de Bono, a Maltese physician,

psychologist, and philosopher, in his 1985 book. The purpose is to get colleagues thinking differently than their default cognitive style, exploring a range of approaches in a format that reduces conflict and avoids snap judgments.

Here's how Six Thinking Hats works. The problem or issue is presented and everyone is assigned a "thinking hat" and adopts that style for the discussion:

- The blue "conductor" hat – Organization and planning, focusing on managing the decision-making process through an agenda, asking for summaries, and reaching conclusions;
- The green "creative" hat – Open-ended thinking, exploring a range of ideas and possible ways forward;
- The red "heart" hat – Feelings and instincts, expressing them without requiring a logical justification;
- The yellow "optimist" hat – Benefits and values, looking at issues in the most positive light, accentuating the value that ideas will add;
- The black "judge's" hat – Risk assessment, using critical judgment to think through possible problems and explaining exactly what those concerns are.
- The white "factual" hat – Information gathering, thinking about the knowledge and insights already collected, information that's missing, and where to get it.

Six Thinking Hats improves the quality of decisions by orchestrating more-organized thinking, getting team members to consider every angle in an efficient manner, sparking creative and novel solutions, and strengthening everyone's thinking and interpersonal skills – including listening to different viewpoints, spotting when others need support, and being more confident in resolving conflicts when they arise.

["Six Thinking Hats"](#) by the Mind Tools Content Team in *MindTools*, 2023

[Back to page one](#)

## **5. Why Do People Hesitate to Give Helpful Feedback?**

In this *Behavioral Scientist* article, Nicole Abi-Esber (London School of Economics) and Juliana Schroeder (University of California/Berkeley) describe situations where someone would have benefited from feedback on a mistake they were making (for example, mispronouncing a word in rehearsals for a theatrical performance) – but nobody spoke up. "Why do people hesitate to give others constructive feedback," ask the authors, when it would clearly make a positive difference? Past research suggests two explanations:

- Not wanting to embarrass the person or hurt their feelings;
- Not wanting to seem rude or be the bearer of bad news.

But Abi-Esber and Schroeder believe there's another reason: not recognizing how much the other person wants to be told about a mistake in real time.

In a series of experiments, the authors demonstrated that potential feedback-givers frequently underestimate another person's desire for and openness to feedback. In one simulation, 86 percent of potential feedback-receivers said they wanted feedback, while only

48 percent of feedback-givers wanted to give it. The more consequential the problem, the more inaccurate was the potential feedback-giver's appraisal of the other person's desire for feedback.

Abi-Esber and Schroeder tried several interventions to see if they could close the feedback-giving gap. Perspective-taking – asking advice-givers to imagine themselves in the other person's shoes – was the most effective, but even that didn't close the gap. Reluctance to tell another person about a problem is deep-seated, even when we know that giving feedback would make a positive difference – and would probably be greatly appreciated.

[“Give More Feedback – Others Want It More Than You Think”](#) by Nicole Abi-Esber and Juliana Schroeder in *Behavioral Scientist*, April 17, 2023; the authors can be reached at [nabiesber@hbs.edu](mailto:nabiesber@hbs.edu) and [jschroeder@haas.berkeley.edu](mailto:jschroeder@haas.berkeley.edu).

[Back to page one](#)

## 6. Apologizing Right

“Apologizing is how we coexist as imperfect beings,” says Angela Haupt in this article in *Time*. “Yet few of us know how to do it well – and not defensively.” Her suggestions:

- *Don't rush.* This can come across as insincere, an attempt to quickly move on. Take the time to apologize properly, says Haupt.
- *Really say you're sorry.* “I regret...” “I feel bad about...” and “I'm sorry if you were offended” are non-apologies. It's important to focus squarely on the wronged person's feelings, not your own.
- *Accept responsibility.* There's a natural tendency to point to something the other person did as part of an apology. Save that till later in the conversation, says Haupt.
- *Try to repair the damage.* That might be straightforward – replacing a broken wine glass, paying for dry cleaning for a coffee-stained dress – or it might be a promise to change our behavior in the future.
- *Be patient with forgiveness.* The other person will often need time and space to heal, says Haupt. A possible follow-up comment: “I understand this isn't going to fix everything, and I want to continue to do whatever I can to make this right by you.”

“5 Ways to Craft the Perfect Apology” by Angela Haupt in *Time*, April 10/17, 2023

[Back to page one](#)

## 7. Teaching SEL Skills in Socratic Seminars

In this *Edutopia* article, teacher Mary Davenport describes how she's using Socratic seminars to build five social and emotional learning skills:

- *Relationship skills* – At first, Socratic seminars “feel like a verbal social media feed,” says Davenport, “students just ‘posting’ their points, trying to earn points, without any consideration for the ideas of others.” The most important skill in building healthy relationships, she believes, is being an active and thoughtful listener. She works on students to

recognize when the conversation has shifted and their point is no longer relevant – and “that their voice is not the only one that matters and that the people around them have value.”

- *Social awareness* – The danger in any class discussion is the most extroverted and verbose students taking air time from those who are less assertive. Davenport sees Socratic seminars as the perfect arena to teach students how to have a more-balanced discussion. She has students decide on a signal when someone wants to speak, and expects each student to look around before speaking to see who wants to join the conversation.

- *Self-awareness and self-management* – “Part of social awareness is situating oneself in a group,” says Davenport, “but that cannot happen without being in touch with oneself. I teach and expect students to recognize the dominant voices, the absent voices, and the interaction patterns within the group – along with their own styles of interaction.” Talkative students get better at stepping back, and quiet students gather their courage to participate more.

- *Responsible decision-making* – Davenport inserts herself into the conversation and is explicit on the SEL skill that’s being demonstrated – or is missing. Some examples:

- *Look at your tracker: how many times have you spoken?*
- *Let’s take a minute to reflect on the conversation. Whose voices are missing, and how can we kindly encourage them?*
- *I’ve noticed a lot of disconnected points; how can we build on one another instead of holding so tightly to what we planned to say?*
- *It feels like we are very attached to speaking; how can we think about bettering the group rather than ourselves?*

Davenport suggests [this rubric](#) for keeping track of key SEL skills during Socratic seminars.

The skills she’s working on in her classes are important in school – and in many areas of life. Surely we all want:

- Friends who listen deeply;
- Bosses who can read a group and respond appropriately;
- Significant others who are aware of their own strengths, weaknesses, and effect;
- Team members who value building community;
- Workplaces where every voice matters.

That’s why it’s so important, Davenport concludes, that teachers design instructional experiences that teach students to become “the very kind of humans they want to have in their lives.”

[“Using Socratic Seminars to Build Social and Emotional Learning Competencies”](#) by Mary Davenport in *Edutopia*, May 12, 2023

[Back to page one](#)

## **8. Leave One, Add One: An End-of-Year Retrieval Activity**

In this *Retrieval Practice* article, psychologist Pooja Agarwal (Berklee School of Music) suggests this 30-minute classroom activity for the final days of the school year (suitable for grade 6 through post-graduate):

- Each student is given a blank sheet of paper.

- Students sketch an animal of their choice in the top right-hand corner of their paper to anonymously identify their paper.
- Everyone silently writes down one idea or concept they've learned over the semester or year – at least one full sentence.
- Papers are collected and the teacher explains the subsequent steps.
- Papers are randomly redistributed and students silently write on the paper they received one additional thing they learned in the class – different from their initial thought and different from what the student wrote on the paper they just received.
- As each student finishes writing another idea, they hold up their paper and the teacher collects it and gives it to another student. The activity is now self-paced.
- This continues for 5-6 rounds, becoming “a bit zany as you run around collecting and handing out papers,” says Agarwal, “but it’s a lot of fun, too.”
- The teacher collects all papers and, calling out the name of each animal sketch, hands them back to the original student.
- In an all-class discussion, students share one cool thing that someone else wrote on their paper, perhaps two thoughts if there’s time.
- Students can keep their papers as a vivid reminder of the many things that were learned in the class, or give them to the teacher for a self-assessment of what was learned – and what wasn’t.

This is an ungraded activity, Agarwal emphasizes. “Retrieval practice is a learning strategy, not an assessment strategy.” It also serves to boost long-term learning.

[“Classroom Activity for: Leave One, Add One”](#) by Pooja Agarwal in *Retrieval Practice*, May 2023; Agarwal can be reached at [ask@retrievalpractice.org](mailto:ask@retrievalpractice.org).

[Back to page one](#)

## 9. Jewish-Themed Children’s Books

“Jewish representation in children’s books can’t just be about holidays, the Holocaust, and antisemitism,” says Marlaina Cockcroft in this *School Library Journal* article.

“Increasingly, writers are telling different types of stories – fantasy or contemporary, funny or serious – about characters who happen to be Jewish.” Cockcroft recommends these books with a diverse mix of characters and genres (click the link below for cover images and commentary):

- *Honey and Me* by Meira Drazin
- *When the Angels Left the Old Country* by Sacha Lamb
- *Aviva vs. the Dybbuk* by Mari Lowe
- *Big Dreams, Small Fish* by Paula Cohen
- *AfterMath* by Emily Barth Isler
- *The Ghosts of Rose Hill* by R.M. Romero
- *From Dust, a Flame* by Rebecca Podos
- *The City Beautiful* by Aden Polydoros
- *The Light of the Midnight Stars* by Rena Rossner

- *Juniper and Thorn* by Ava Reid
- *The Life and Crimes of Hoodie Rosen* by Isaac Blum
- *Best Wishes* by Sarah Mlynowski
- *Don't Care High* by Cordon Korman
- *The Magical Imperfect* by Chris Baron
- *Sydney A. Frankel's Summer Mix-Up* by Danielle Joseph
- *Ethel's Song: Ethel Rosenberg's Life in Poems* by Barbara Krasner
- *Shoham's Bangle* by Sarah Sassoon and Noa Kelner
- *I Hate Borsch!* by Yevgenia Nayberg
- *Anya's Secret Society* by Yevgenia Nayberg

[“Beyond Tradition”](#) by Marlaina Cockcroft in *School Library Journal*, May 2023 (Vol. 69, #5, pp. 28-31)

[Back to page one](#)

## 10. Books to Read with the Film, *Are You There God? It's Me, Margaret*

In this *School Library Journal* article, Abby Johnson suggests four “read-alikes” for students who’ve seen the new film adaptation of the classic coming-of-age novel, *Are You There God? It's Me, Margaret* (click the link below for cover images and brief summaries):

- *Real Friends* by Shannon Hale, grade 3-6
- *Amina's Voice* by Hena Khan, grade 4-6
- *P.S. I Miss You* by Jen Petro-Roy, grade 4-7
- *The Moon Within* by Aida Salazar, grade 4-8

[“Faith, Friends, and Growing Up”](#) by Abby Johnson in *School Library Journal*, May 2023 (Vol. 69, #5, pp. 19)

[Back to page one](#)

© Copyright 2023 Marshall Memo LLC, all rights reserved; permission is granted to clip and share individual article summaries with colleagues for educational purposes, being sure to include the author/publication citation and mention that it's a Marshall Memo summary.

If you have feedback or suggestions,  
please e-mail [kim.marshall48@gmail.com](mailto: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 48 years' experience as a teacher, principal, central office administrator, writer, and consultant lightens the load of busy educators by serving as their "designated reader."

To produce the Marshall Memo, Kim subscribes to 60 carefully-chosen publications (see list to the right), sifts through more than a hundred articles each week, and selects 5-10 that have the greatest potential to improve teaching, leadership, and learning. He then writes a brief summary of each article, pulls out several striking quotes, provides e-links to full articles when available, and e-mails the Memo to subscribers every Monday evening (with occasional breaks; there are 50 issues a year). Every week there's a podcast and HTML version as well.

## ***Subscriptions:***

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

## ***Website:***

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

- How to subscribe or renew
- A detailed rationale for the Marshall Memo
- Publications (with a count of articles from each)
- Article selection criteria
- 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 14 years

## ***Core list of publications covered***

Those read this week are underlined.

All Things PLC  
American Educational Research Journal  
American Educator  
American Journal of Education  
American School Board Journal  
AMLE Magazine  
ASCA School Counselor  
ASCD SmartBrief  
Cult of Pedagogy  
District Management Journal  
Ed. Magazine  
Education Digest  
Education Gadfly  
Education Next  
Education Week  
Educational Evaluation and Policy Analysis  
Educational Horizons  
Educational Leadership  
Educational Researcher  
Edutopia  
Elementary School Journal  
English Journal  
Exceptional Children  
Harvard Business Review  
Harvard Educational Review  
Independent School  
Journal of Adolescent and Adult Literacy  
Journal of Education for Students Placed At Risk (JESPAR)  
Kappa Delta Pi Record  
Kappan (Phi Delta Kappan)  
Knowledge Quest  
Language Arts  
Learning for Justice (formerly Teaching Tolerance)  
Literacy Today (formerly Reading Today)  
Mathematics Teacher: Learning & Teaching PK-12  
Middle School Journal  
Peabody Journal of Education  
Principal  
Principal Leadership  
Psychology Today  
Reading Research Quarterly  
Rethinking Schools  
Review of Educational Research  
School Administrator  
School Library Journal  
Social Education  
Social Studies and the Young Learner  
Teachers College Record  
Teaching Exceptional Children  
The Atlantic  
The Chronicle of Higher Education  
The Journal of the Learning Sciences  
The Language Educator  
The Learning Professional (formerly Journal of Staff Development)  
The New York Times  
The New Yorker  
The Reading Teacher  
Theory Into Practice  
Time  
Urban Education