Marshall Memo 1029

A Weekly Round-up of Important Ideas and Research in K-12 Education
March 25, 2024

In This Issue:

Quotes of the Week

"If you love a book, talk about it! If you love a story, let other people know!"
New York City teacher Rick Ouimet during a visit by novelist Tommy Orange discussing his book, *There There*, quoted in a March 19, 2024 *New York Times* story, "Bronx Students Embraced a Book That Spoke to Them" by Elizabeth Egan

"When you're feeling emotionally triggered, it can be incredibly helpful to take one step away from yourself mentally and think of yourself as an observer of your own mind, rather than letting your emotions dictate how you interpret a situation."
Jennifer Gonzalez (see item #1)

"Being a good explainer is not always the same thing as being a good teacher."
Jill Barshay (see item #2)

"The best you can do is offer multiple pathways to engage with the material, and hope that everyone in the room will discover the one that makes the difference for them."
James Lang (see item #4)

"Boys and girls sit together in most classrooms, but do they interact?"
Carol Lynn Martin et al. (see item #7)

"If there is one lesson that the past four decades of education reform have taught us, it's that well-meaning policies rarely work as their proponents expect and hope. Sometimes they even backfire, producing the opposite of what was intended."
Vladimir Kogan (see item #6)

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1. Jennifer Gonzalez on Crying in Front of Students

In this *Cult of Pedagogy* article, Jennifer Gonzalez remembers a day in her fourth year as a middle-school ELA teacher (she'd arrived at the school in mid-January to replace a teacher who'd just retired) when she felt her gorge rising. She'd worked hard the night before preparing a card-sorting activity, but some students weren't getting started after she'd given instructions, a boy grabbed a girl's purse, and the girl squealed flirtatiously and started hitting his arm.

"As I tried to get them back on track," says Gonzalez, "I found myself getting in my head. *They would never act this way in Tony's class*, I thought like I often did, comparing myself to my much more experienced mentor down the hall. *They don't respect me*." When she saw two students laughing, she assumed they were laughing at her. Then a desk got knocked over, students laughed, and she lost her temper and yelled loudly at the class. "They sat in stunned silence while I ranted for another twenty seconds or so, and then for a moment, I just looked at them and they looked back at me." That's when Gonzalez felt a wave of shame. The tears were coming and she headed out the door, asked the teacher next door to watch her class, and locked herself in the bathroom and cried and cried.

Are tears in front of students – this kind of loss-of-control crying – okay? If it's a one-time thing, Gonzalez says it's pretty common, especially among first-year teachers, and should not be seen as the end of the world. It's part of growing a thicker skin. Students may even show remorse, turn on their misbehaving and disrespectful classmates, and play a part in improving classroom dynamics. But if crying becomes a pattern, it can lead colleagues and administrators to believe you can't handle the job. That may be true, or it could be a poorly-run school, a mismatched teaching assignment, or personal problems outside of school.

In Gonzalez's case, the incident made her determined that it would not happen again. For starters, she analyzed the factors that produced that moment:

- Taking things personally – "When we let our thoughts go in this direction," she says, "it's easy to get our feelings hurt."
- Feeling disrespected – When Gonzalez compared the way students acted with her versus her colleague down the hall, it made her feel weak and ineffective, triggering the tears.
- Overwhelming demands on time and attention – Students need help, technology breaks down, a desk crashes to the floor.
- Shame – "Feeling incompetent is awful," she says, especially when a supervisor or colleague sees your out-of-control class.

Gonzalez then suggests some strategies to prevent and cope with these moments:

• *Pay attention to early signs and regulate your emotions* – Take slow, deep breaths, count to ten, or go for a short walk after getting someone to cover your class.

• *Do something totally unexpected*. Here's a move Gonzalez has used successfully more than once. Stop teaching, sit in a chair at the front of the class, open a notebook to a blank page, and start writing. "Within a minute," she says, "this calm, simple act would silence the whole class, because they had no idea what I was doing, and my sudden stillness caught them off guard. As I wrote, I felt my adrenaline and anxiety dropping, my breathing becoming slower, my sense of self-control returning. Then I would often switch tactics. I'd start looking around the room and writing down things that had actually gone well in the last few minutes, whether it was the groups who did, in fact, attempt to do the activity as planned, the folder on my desk of make-up work one of them had just handed in minutes before I lost it, or the funny thing another one had said at the beginning of the hour.

"In between short bursts of writing, I'd breathe and look around the room, taking in all of their faces and mentally noting all the ones who really hadn't caused any trouble at all. Every time I did this, I was surprised to discover that what I thought was an out-of-control class was actually more like 3 or 4 kids who were giving me trouble, another handful that were merely distracted by the show and a whole lot more who were mostly just waiting for things to get back to normal. *Huh*. That's the sound my brain would make upon realizing this."

• *Tell yourself a different story*. Using cognitive reframing with the incident described above would have consisted of acknowledging that the activity she had planned wasn't working, that she should have modeled how the cards were supposed to be used by groups, and she needed to scrap it or start again.

• *Move into third person*. "When you're feeling emotionally triggered," says Gonzalez, "it can be incredibly helpful to take one step away from yourself mentally and think of yourself as an observer of your own mind, rather than letting your emotions dictate how you interpret a situation." By creating some distance from the situation, almost like an actor contemplating a scene they're in, you can create enough space to handle things more calmly and effectively.

• *Approach situations with curiosity and care*. "By doing this," she says, "it makes students seem less threatening, it moves the focus off of yourself, and it helps get you into problem-solving mode." When a student doesn't follow instructions you've just given, it seems disrespectful and rude, but what else could be going on? The student is preoccupied? Simply didn't hear you? If the student really is upset with me, what could be going on? Of course, this approach works best if you know students really well.

The day after Gonzalez's meltdown with the seventh graders, she spent a few minutes talking to the class about what happened: "Although they hadn't seen me cry, I wanted them to know that I had kind of lost it, that I was a little embarrassed, and that it made me realize that I needed to get better about communicating expectations and giving clearer instructions. Then we moved on and it never happened again."

"Some Thoughts on Teachers Crying in the Classroom" by Jennifer Gonzalez in *Cult of Pedagogy*, March 17, 2024

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2. Timothy Shanahan on Instructional versus Grade-Level Texts

In this online article, Timothy Shanahan (University of Illinois/Chicago) addresses the perennial question of whether students who are below grade level should be reading texts at their current level or should be stretched reading grade-level texts. The argument for "just-right" texts is that if passages are too hard or too easy, students won't make progress. Shanahan says he believed that when he was a teacher and spent "a lot of time testing kids to find out which books they could learn from and trying to prevent their contact with the verboten ones."

But there's no solid research behind this theory of action, he says. Back in the 1940s, literacy expert Emmett Betts asserted that the threshold for an instructional-level book was 95-98 percent word reading accuracy and 75-89 percent comprehension. But these numbers were "made up," says Shanahan, not based on actual research. Recent reexaminations of the claim have shown it's simply not true; students can learn from texts that are below their reading level, and, with support and scaffolding, can get a lot from texts that are above their current level.

"It still makes sense to start kids out with relatively easy texts when they are in K-1," says Shanahan, "since they must learn to decode. Beginning reading texts should have enough repetition and clear exposure to the most frequent and straightforward spelling patterns in our language. But once that hurdle is overcome, it makes no sense to teach everybody as if they were 5-year-olds. From grade 2 on, it appears that kids can learn plenty when taught with more-challenging texts."

Responding to recent queries he's received from teachers, Shanahan adds these thoughts on the instructional level question:

• *Engagement* – Another reason for reading grade-level texts is that they're closer to students' intellectual levels and age-level interests. But with older students who are still reading at kindergarten or first grade levels, it's best to stick with easy books until they've mastered decoding.

• *Teaching skill* – Providing scaffolding and support for students reading texts above their reading levels demands more of teachers. "One suspects that part of the popularity of the instructional level is that teachers don't have to do as much," says Shanahan, "since kids already know most of the words and can comprehend the texts on their own." Is doing the necessary scaffolding too difficult for the average teacher? Not so, says Shanahan. Providing support to below-level readers as they tackle challenging texts comes naturally to most teachers, and is a teachable skill.

• *Reading groups* – Small-group reading can be productive with harder texts since it makes it easier for the teacher to provide support. "We do the opposite now," says Shanahan. "We place kids in relatively easy text and then place them in small groups to get the extra attention that isn't needed under those circumstances."

• *Differentiation* – Shanahan is not in favor of small groups with each group reading the same leveled book. "There is a large and growing body of research," he says, "that suggests

that we would be better off varying the scaffolding provided to different students who are working with the same books… Start with texts students cannot yet read successfully; then teach them to read those texts so well that people would think those texts were at their instructional levels. Make it the outcome, not the input."

• *Common Core levels* – Students who are reading below level need to be challenged with on-grade material, says Shanahan, but they should also read easier texts to build their reading muscles, and have exposure to a variety of text types and read-alouds.

"The Instructional Level Concept Revisited: Teaching with Complex Text" by Timothy Shanahan in *Shanahan on Literacy*, March 23, 2024; Shanahan can be reached at shanahan@uic.edu.

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3. What's the Best Way to Get Ready for an Algebra Exam?

In this *Hechinger Report* article, Jill Barshay reports on a 2016 experiment comparing two approaches to reviewing for a test – in this case, the New York Regents algebra exam. Groups of eighth graders were enrolled in an summer review course. For the first four weeks, half the students took a traditional review class with teachers guiding them through a Barron's review study guide with lots of practice problems. The other students alternated between taking practice tests and, the next day, having the teacher go over their errors. For the next four weeks of the summer session, students and teachers switched methods.

Which worked best? "On the surface," says Barshay, "it was a tie. Students improved by about the same amount – an average of 12 percent – whether they learned through explicit instruction or error review." But there were two big differences:

First, teachers using the test-and-correct approach had to put in only 180 minutes of actual teaching time (the other half students were independently taking tests), whereas the traditional instructors were working with students all 360 minutes of class time. In terms of active teaching, the test-and-correct method was twice as efficient.

Second, not all of the test-and-correct teachers got the same 12 percent student gains; one got much better results. Videos of classroom interactions revealed that the more-effective teacher displayed student errors and asked students, *Why would somebody get this wrong?* "He asked them to talk about what they found difficult," says Barshay. "Students would often explain their thinking to each other. Finally, the teacher would ask his students to come up with ideas on how to recognize and avoid such mistakes in the future."

What's intriguing is that this teacher wasn't more effective than his colleagues in the traditional half of the study, where teachers walked students through the Barron's algebra study guide. "They were all good explainers," says Barshay. "But being a good explainer is not always the same thing as being a good teacher." The Socratic method used by the stand-out test-and-correct teacher was far more effective.

Another test-and-correct teacher had the lowest test-score gains – only 6 percent improvement. Videos of his classes showed that he lectured students on the right way to solve

the problems they had gotten wrong. His focus was on corrections, not the reasons for the errors, and his classes were not interactive.

The difference in student outcomes from these two teachers shows that the test-and-correct method was necessary but not sufficient; it had to be handled well pedagogically. But there's no great magic in what the more-effective teacher did; it was simply a matter of getting students to do the work by focusing on their errors and figuring out what they needed to change to improve their performance.

Barshay adds that this study is by no means a repudiation of conventional instruction. In order to make meaning of their errors in the summer course mini-tests, students needed to have engaged in weeks of algebra instruction, much of it fairly traditional.

Barshay concludes with a piece of advice for students: the best way to prepare for a math test is take a practice test, go over mistakes, and see why you made them.

"Proof Points: The Surprising Effectiveness of Having Kids Study Why They Failed" by Jill Barshay in *The Hechinger Report*, March 4, 2024. The full study by Janet Metcalfe et al. was published in the *British Journal of Educational Psychology* in January 2024. Barshay can be reached at barshay@hechingerreport.org.

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4. A Thoughtful, Take-It-Slow Approach to ChatGPT

In this *Chronicle of Higher Education* article, James Lang (University of Notre Dame) says discussions of new artificial intelligence tools "are creeping like kudzu vines into every corner of the higher-education landscape, blocking out our views of everything else." Lang sees the potential of AI, but advises educators to proceed cautiously – not resisting but "creating more space for reflection and discussion as we enter this new era of human history." He suggests four guiding principles:

• *Variety* – Students in any classroom learn in different ways and it's impossible for teachers to cater to each individual preference. "The best you can do," says Lang, "is offer multiple pathways to engage with the material, and hope that everyone in the room will discover the one that makes the difference for them." It's also good for students to struggle with using a learning modality that isn't their strong suit.

Thinking about how he will teach essay writing next year (Lang is returning to the classroom after a three-year hiatus), he is considering a hybrid use of AI. First, he'll have students spend ten minutes in class drafting an outline in longhand, sharing their ideas in small groups, getting feedback from him, and making revisions. Then he'll invite students to paste a rough thesis into ChatGPT, ask it to produce an outline, evaluate the result in a short written in-class assignment, then revise the AI outline and compose their essays.

• *Transparency* – Students undoubtedly will ask why they should do part one of this two-part exercise when ChatGPT could have done it for them. Lang believes that organizing one's thoughts – along with writing, speaking, understanding other viewpoints, and solving difficult problems – are skills that can only be learned through repeated, hands-on, AI-free

practice. In an age of chatbot shortcuts, he believes teachers need to be explicit with this message: students need to do the work or they won't develop thinking and presenting skills that will be vital in their lives.

• *Sequencing* – A calculator can be used as a short-cut for laborious mathematical computations – but to use a calculator effectively, people must understand numbers. In the same way, says Lang, teachers need to make sure students have writing and thinking skills before diving into ChatGPT. The two-part lesson plan described above – getting students to first think through an assignment without AI – can assess and develop key skills and help teachers decide when it's appropriate for students to use technology.

• *Reflection* – "Most skills will benefit from a combination of practice and reflection," says Lang. "We try something, we think about what happened, and then we try again. The space between these two attempts gives our brains time to process and improve." This happens when students write multiple drafts of an essay, with feedback and refining between each one. While ChatGPT can accelerate this process, human reflection is essential, and teachers need to slow things down so that will happen frequently.

"The Case for Slow-Walking AI" by James Lang in *The Chronicle of Higher Education*, March 15, 2024 (Vol. 70, #14, pp. 46-47); Lang can be reached at jamesmlang7@gmail.com.

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5. Comparing Human to AI Tutors

In this *Mathworlds* article, Dan Meyer says tech enthusiasts sing the praises of chatbot tutors, but he wonders, *Have these people ever once been a tutor or been tutored?* From his recent experience remotely tutoring a fifth grader in math for several months, being tutored himself on web technologies, and engaging ChatGPT 3.5 and other chatbots as tutors, Meyer believes the differences are "stark." He lists five attributes that a good human tutor brings to the table:

• *Human tutors seek context*. A chatbot tutor usually asks, *Do you know the first step here?* A human tutor might ask:

- What have you been up to since our last session?
- How did your teacher explain it in class?
- Where did you get stuck?
- What have you tried so far?
- How far can you go here?
- Can I see your work? What's on your paper?

"Human tutors understand that learners are not starting from nothing or nowhere," says Meyer, "that the context of their current homework assignment or their last test or their recollections from class are all useful assets in a tutoring session… One glance at their paper might reveal it is the second-to-last step where they're struggling."

• *Human tutors use visuals*. Working with his fifth grader, Meyer realized the boy "was too deep in the operational weeds of fractions and had lost sight of what a fraction even is." So

he used his document camera to draw some pies, a number line, and area diagrams and had the student do sketches and hold them up to the camera. With his own tutor, Meyer shared his screen and they sometimes switched roles. "Effective human tutors coordinate many different forms of media to support student learning," he says. "Chatbots use text."

• *Human tutors create relationships*. Meyer quotes a San Francisco-area tutor: "I take significant time at the beginning of a session to develop relationships with each of my students and tailor the approach to make the learning process fun, exciting, and something they want to look forward to." Meyer's own tutor draws on their history and makes a point of encouraging and challenging him. With his fifth-grade tutee, Meyer watches for signs of confusion and mastery and responds accordingly.

• *Human tutors are pushy*. Chatbot tutors are patient to a fault, which can be helpful but may not move things along quickly enough. With his fifth grader, Meyer says, "I decide that we're done talking about the video game we like and recommend we get to work now. When he says he had a substitute teacher that day and didn't get any homework, I make up a few problems. When I notice he's taking a long time to solve a particular problem, I decide whether or not to intervene. If he's on a productive path and working slowly, I'll wait. If he's moving along a counterproductive path, I'll intervene earlier."

• *Human tutors know their limits*. Meyer's tech tutor admits when she doesn't know the latest version of a program, while chatbots "present themselves with the same confidence whether they're right or wrong."

"Five Differences Between Human and AI Tutors" by Dan Meyer on *Mathworlds*, March 13, 2024

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6. Should Student Surveys Be Part of Teachers' Evaluations?

In this *Education Next* article, Vladimir Kogan (Ohio State University) says that attempts during the 2010s to revamp the way teachers were evaluated, including value-added measures (VAM) and student learning objectives (SLOs), were "a bust" – in the words of one recent analysis, they had "null effects." Subsequently, some accountability advocates have suggested using anonymous student surveys as part of teachers' evaluations. Proponents of this idea believe surveys capture important teacher actions and can also measure school climate. The Dallas schools are making student survey data an important part of their current reform initiative, and report gains in low-performing schools.

"Promising as these developments may seem," says Kogan, "it is concerning that the hype surrounding student surveys has gotten well ahead of the evidence. Researchers have devoted too little attention to validating survey-based measurements to confirm that they assess the things policymakers hope to measure. Nor have decision-makers sufficiently considered the potential consequences of attaching high stakes to student survey responses."

Unintended consequences include teachers "teaching to the survey" – mimicking traits that students will be asked about – or trying to game the process by, for example, inflating

students' grades, assigning less-demanding work, and handing out sweets on the day of the survey. Kogan cites troubling evidence from the field of medicine, where doctors – trying to boost their high-stakes patient-satisfaction data – have been too quick to prescribe antibiotics whose overuse can contribute to antibiotic resistance in the population.

"If there is one lesson that the past four decades of education reform have taught us," Kogan concludes, "it's that well-meaning policies rarely work as their proponents expect and hope. Sometimes they even backfire, producing the opposite of what was intended."

[Using student survey data for high stakes in teacher evaluation is definitely problematic, but students' observations can be very helpful feedback for teachers. Students, after all, are in classrooms every day, compared to infrequent visits by school administrators. Ron Ferguson (Harvard University and the Tripod Project) has solid research indicating that students are generally perceptive and honest in their assessment of teachers. Using high-quality survey questions (like those from Tripod and Panorama) twice a year (perhaps November and June), getting the results to teachers quickly (within 48 hours), and having teachers look at students' comments with a supervisor or trusted colleague – this combination can be powerful professional development for teachers. It's helpful for the administrator or colleague to ask three questions as they scan the survey results with the teacher:

- What are some positive comments students made about your teaching?
- Are there any questions where students may have misunderstood or been unfair?
- What are a couple of improvements you could make in your teaching based on students' comments? K.M.]

"Are Student Surveys the Right Tools for Evaluating Teacher Performance?" by Vladimir Kogan in *Education Next*, Spring 2024 (Vol. 24, #2, pp. 32-36); Kogan can be reached at kogan.18@osu.edu.

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7. Gender Segregation in Elementary Classrooms

"Boys and girls sit together in most classrooms, but do they interact?" ask Carol Lynn Martin (Arizona State University) and five colleagues in this *Elementary School Journal* article. Their study of coeducational grade 3-5 classrooms in three racially and economically diverse U.S. schools sought to find out how frequently, and how well, boys and girls worked together. Their findings echo those of a similar study conducted 40 years ago: boys mostly worked with boys and girls mostly with girls. Asked about the quality of their peer interactions in class, boys said they worked better with boys and girls said they worked better with girls.

Unlike racial segregation, most educators and parents haven't focused on this *de facto* gender segregation in schools – and if they do, they don't see it as something to worry about. "Individuals of all ages tend to prefer spending time with others they believe are like themselves," say Martin et al. This "reinforces gender-typical behaviors, and it also provides children with information about the interaction styles, communication, and interests of their 'in-group.'" If this gender-based affinity-seeking manifests itself in classrooms, what's the problem?

Actually, there is a downside, say Martin and her colleagues. Life outside of school almost always requires us to interact with people who are different, and getting students to interact across differences is helpful in developing that skillset. "Returning attention to the importance of this type of diversity exposure for students is essential for educators," they say, "through structuring and encouraging mixed-gender interactions formally through 'buddy' or work groups. Students have the potential to benefit in many ways from these efforts: they gain larger social networks, increased academic support, and increased understanding of their classmates if they are encouraged to work with a broader array of students."

"Are Coeducational Classes Truly Coeducational?" by Carol Lynn Martin, Sonya Xinyue Xiaw, Richard Fabes, Laura Hanish, Dawn DeLay, and Krista Oswalt in *Elementary School Journal*, March 2024 (Vol. 124, #3, pp. 413-433); Martin can be reached at cmartin@asu.edu.

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8. Are Students Getting Enough Physical Activity During the School Day?

In this *Elementary School Journal* article, Xiaoxia Zhang (West Virginia University) and four colleagues report on their study (in four elementary schools in the same U.S. district) of how active or inactive third-grade boys and girls with different "weight status" were during recess, lunchtime, and physical education classes. The good news is that 95 percent of the students got at least the recommended 60 minutes of moderate to vigorous physical activity during the day. The researchers also found that boys were more active than girls during recess and lunchtime (for example, soccer and tag versus make-believe games), overweight students were less active during these unstructured parts of the day, and boys engaged in more-vigorous activities than girls during physical education classes.

Zhang and colleagues urge educators to monitor students' level of physical activity and encourage students who are less active to get at least 60 minutes of moderate to vigorous exercise every day.

"Weight Status and Socio-Demographic Disparities in Children's Physical Activity Intensity During Different Segments of the School Day" by Xiaoxia Zhang, Xiangli Gu, Tsz Lun Chu, Joonyoung Lee, and Tao Zhang in *Elementary School Journal*, March 2024 (Vol. 124, #3, pp. 499-512); Gu can be reached at xiangli.gu@uta.edu.

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9. Recommended Books on Olympic-Level Athletes

In this *School Library Journal* feature, Ellen Williams suggests books about the lives of top-tier athletes.

Picture books:

- *Sakamoto's Swim Club: How a Teacher Led an Unlikely Team to Victory* by Julie Abery, illustrated by Chris Sasaki, grade K-3

- *Courage in Her Cleats: The Story of Soccer Star Abby Wambach* by Kim Chaffee, illustrated by Alexandra Badiu, grade 2-4
- *Zion Unmatched* by Zion Clark and James Hirsch, grade 2-4
- *Swimming Toward a Dream: Yusra Mardini's Incredible Journey from Refugee to Olympic Swimmer* by Reem Faruqi, illustrated by Asma Enayeh, grade PreS-3
- *Stronger Than She Thinks* by Nancy Kerrigan and Ryan Van Cleave, illustrated by Arief Putra, grade PreS-2
- *Fearless Heart: An Illustrated Biography of Surya Bonaly* by Frank Murphy and Surya Bonaly, illustrated by Anastasia Magloire Williams, grade K-3

Chapter book:

- *The Story of Simone Biles: A Biography for New Readers* by Rachelle Burk, illustrated by Steffi Walthall, grade 2-5

Middle grades:

- *Boundless* by Chaunté Lowe, grade 5-7
- *Just Don't Fall (Adapted for Young Readers): A Hilariously True Story of Childhood Cancer and Olympic Greatness* by Josh Sundquist, grade 5-8

Young adult:

- *The Boys in the Boat: The True Story of an American Team's Epic Journey to Win Gold at the 1936 Olympics* by Daniel Brown, adapted by Gregory Mone, grade 8 and up
- *Inaugural Ballers: The True Story of the First U.S. Women's Olympic Basketball Team* by Andrew Maraniss, grade 8 and up
- *Victory. Stand!: Raising My Fist for Justice* by Tommie Smith, Derrick Barnes, and Dawud Anyabwile, grade 8 and up

"The Olympic Spirit" by Ellen Williams in *School Library Journal*, March 2024 (Vol. 70, #3, pp. 56-58)

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

About the Marshall Memo

Mission and focus:

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

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

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