Marshall Memo 1084

A Weekly Round-up of Important Ideas and Research in K-12 Education
April 21, 2025

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Quotes of the Week

"Over the centuries, people built the sinews of civilization: constitutions to restrain power, international alliances to promote peace, legal systems to peacefully settle disputes, scientific institutions to cure disease, news outlets to advance public understanding, charitable organizations to ease suffering, businesses to build wealth and spread prosperity, and universities to preserve, transmit, and advance the glories of our way of life. These institutions make our lives sweet, loving, and creative, rather than nasty, brutish, and short."

David Brooks in "What's Happening Is Not Normal" in *The New York Times*, April 17, 2025

"Research has proven that adolescents are not geared to be passive recipients of information. Their brains are wired for inquiry, exploration, and for challenging systems of injustice. They seek purpose, test assumptions, and scan constantly for inauthenticity. When they detect disingenuity or manipulation, they withdraw – not because they don't care but because they care enough to demand truth and mutual respect."

Fernande Raine and Susan Rivers in "Patriotism Done Right: We Can't Lecture Teens Into Loving Our Country" in *Education Week*, April 16, 2025

"If we're no longer confident that A.D.H.D. has a purely biological basis, does it make sense that our go-to treatment is still rooted in biology?"

Paul Tough (see item #2)

"Students don't need to be taught how to think. They need to be liberated to think."

Peter Liljedahl in "Building Thinking Classrooms" in *Mathematics Teacher*, April 2025 (Vol. 118, #4, pp. 309-310); see Memos 976 and 992 for more on Liljedahl's work, and here's a 53-minute interview with him by Brittany Hege of Mix and Math.

"The best time for school leaders to start visiting classrooms is the first day of their tenure. The second best time is today."

Matt Renwick (see item #4)

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1. Advice and Insights from Years of Parent-Teacher Conferences

"Here's why I went to every single parent-teacher conference," says New York City mother of three Alina Adams in *The 74*: "because I wanted to hear how my children were doing. I wanted to hold my children accountable. I wanted to hold their teachers accountable. I wanted the teachers to know my children had someone looking out for them… Parent-teacher conferences can be a chance to see your child through fresh eyes, to find out what issues they're having, to decide on a plan of action – and to push back when you don't agree with the school's perspective. It can be a chance to stand up for your child, and an opportunity to let your child know they were in the wrong." Pointers from Adams and her husband:

• *Get teachers talking*. "Don't bring up issues first," says Adams's husband. "You don't want the teacher to mirror you. You want them to provide information of their own. Always ask for numbers to go with words. It's nice that you're a joy to have in class. But that doesn't tell you how they're really doing. Ask for hard data."

• *Teachers are often right*. Adams remembers three times teachers had insights about their oldest child that contradicted what both parents thought. When the boy was four, his preschool teacher said he could read. "Oh, no," said both parents. "He just memorized a lot of sight words." The teacher was right – he could read. A few years later, this boy was struggling in his school's lowest math group, and the teacher suggested moving him up a level, which made no sense to the parents. But in the more-challenging group, he did better; the teacher realized that he was bored in the lower group. A few years later, the boy was diagnosed with a hearing loss/auditory processing disorder that the parents had missed. "It took professionals to point that out," she says. "We're grateful for the intervention."

• *Teachers are sometimes wrong*. When Adams's daughter was in second grade, her teachers said her sloppy written work, full of misspellings and other errors, was a sign of a learning disability. "No," said Adams. "She just doesn't check her work." The teacher went ahead and referred the girl, and a few weeks later reported back: "We heard from the learning specialist. It appears she just doesn't check her work."

• *Sometimes don't listen to your child*. When Adams's younger son got a D on an assignment, his teacher thought it might be a learning issue. The boy said the work was too

hard, he didn't understand it, he couldn't do it. The next week, he asked his mother to let him take part in his dance school's pre-professional program. "It's a multi-hour-a-week commitment," said Adams. "You can't accept if it takes you hours to finish one homework assignment." The boy's learning issue miraculously cleared up.

• *Sometimes do listen to your child*. Adams's middle son had a major problem with a classmate in third grade. "They fought, using words and fists," says Adams. "The teacher advised us that this was a personality conflict between two boys who'd taken a strong dislike to each other; both were equally at fault." Her son insisted the other kid started it and the teacher was being unfair. Years later, Adams learned from other parents that her son's antagonist was a bully who picked on a number of kids, and the teacher was not listening. "My son told me," says Adams. "But I believed his teacher instead."

• *Be sure to go to the final conference*. Adams and her husband used the year-end meetings to thank teachers who had done great work – an English teacher who made Bronte and Shakespeare compelling and had gone above and beyond advising the school play; the marine biology teacher who brought in live samples; the coach who launched an Ultimate Frisbee team with no budget; the AP Government teacher who made the subject relevant; the AP Calculus teacher who tutored their daughter before school.

"Lessons Learned from 44 Years of Parent-Teacher Conferences" by Alina Adams in *The 74*, March 30, 2025

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2. Do We Need to Rethink Our Approach to A.D.H.D.?

In this *New York Times Magazine* article, Paul Tough reports that in the early 1990s, only about 3 percent of the nation's children (2 million) were diagnosed with attention disorders, and a comprehensive 1999 report said that Ritalin was an effective treatment. Since then, A.D.H.D. diagnoses have risen sharply, reaching 11.4 percent of children (7 million) and a growing number of adults in 2024. The condition is more common among males, affecting 21 percent of fourteen-year-old and 23 percent of seventeen-year-old boys.

Stimulant medications like Ritalin and Adderall remain the preferred treatment, with millions of prescriptions written for children and adults every year. This approach to A.D.H.D. treatment rests on three assumptions:

- A.D.H.D. is a medical disorder that calls for a medical solution.
- It is caused by inherent deficits in children's brains.
- Medications repair those deficits.

Scientists are now challenging each of those assumptions, says Tough, uncovering new evidence for the role of children's environment in the progression of symptoms. There's growing consensus that it's time to rethink our approach to diagnosis and treatment.

Until recently, the accepted view was that A.D.H.D. could be distinguished from certain common, annoying childhood behaviors – fidgeting, losing things, not following directions – in the following way: documenting six symptoms in the Diagnostic and Statistical Manual of Mental Disorders (DSM), in two settings (usually school and home), over six

months, before age 12. One prominent researcher called it "diabetes of the brain," and in a widely viewed YouTube video said it's "a chronic disorder that must be managed every day to prevent the secondary harms it's going to cause."

The idea that A.D.H.D. is something wired deep in your brain – that you have or don't – is under attack. The condition has no known biological markers (unlike diabetes), and experts note overlapping symptoms with other conditions, including head injury, fetal alcohol syndrome, childhood lead exposure, early trauma, anxiety, depression, autism. "This all complicates the effort to portray A.D.H.D. as a distinct, unique biological disorder," says Tough. "If we're no longer confident that A.D.H.D. has a purely biological basis, does it make sense that our go-to treatment is still rooted in biology?"

Another question is whether stimulant medications actually work. Multiple studies show a marked improvement in children's behavior, concentration, interest, and confidence (most noticeably in school), but there's little or no impact on cognitive ability and academic learning. True, the positive benefits of stimulants are helpful – that's also been the case with the use of amphetamines by soldiers on the battlefield, pilots flying long missions, sailors keeping watch at night, long-distance truckers tolerating the tedium of the road, and college students slogging through term papers.

But with Ritalin, the absence of improvement in learning is troubling, and there's more bad news: studies show the initial benefits to behavior fade over time, getting to zero by the third year, and long-term use stunts children's growth by more than an inch. There are other side effects – being addictive and in some instances, psychosis and mania. But many doctors maintain that Ritalin, Adderall, and similar medications are relatively safe, easy to quit, don't linger in the bloodstream, and are worth the possible downsides.

James Swanson, a University of California/Irvine psychologist and a leading authority on the medications, is not persuaded. "I don't agree with people who say that stimulant treatment is good. It's not good… If you're honest, you should tell kids that, look, if you're interested in next week or next month or even the next year, this is the right treatment for you. But in the long run, you're going to be shorter. How many kids would agree to take medication? Probably none."

Tough interviewed several teens who were taking Ritalin, and they described the way it helped them get through boring SAT prep and do better at batting practice. But they also said the medication impaired their socializing (one boy said he felt like a horse with blinders) and noted that withdrawal could be hard. Most kids took Ritalin reluctantly and did not feel positively about it at all. Many stopped taking it over the summer when their A.D.H.D. symptoms were not an issue. Fluctuations like these show how different A.D.H.D. is than diabetes, which does not go away over the summer.

"Conceiving A.D.H.D. as a yes-or-no, black-or-white diagnosis, the way the profession has often done," Tough continues, "has obscured the fact that certain children with AD.H.D. symptoms are at much greater risk than others." Those whose early A.D.H.D. symptoms are accompanied by anger (about a third of those diagnosed) are at much higher risk of negative outcomes than those with just A.D.H.D. symptoms. They can experience a "diagnostic cascade

that leads to real problems in adolescence and adulthood, including school dropout, criminal behavior, and elevated risk of serious injury or early death."

They need early intervention and comprehensive treatment, and part of the treatment needs to focus on their environment – perhaps a hard life, lack of social support, being in the wrong niche. This way of thinking about A.D.H.D. is more like a medical model, says Tough; it recognizes that there is a continuum of severity and rejects the idea that people with A.D.H.D. are "biologically deficient, categorically different from… typical, healthy individuals," and focuses on "the distress children feel as they try to make their way in the world."

Some preliminary studies indicate that yes, changing a person's environment can change their A.D.H.D. symptoms. Tough gives several examples of young people who hated school and exhibited all the symptoms of A.D.H.D. and were completely "cured" when they were doing something they loved. "Stuff I'm into, I am so immersed in it," said one teen who was fascinated with hair styling. "If you sit up there and give me a lecture on a haircut, I will remember everything you said, word for word."

When young people are introduced to this approach, it's welcome news. "Believing the problem lay in their environments rather than solely in themselves helped individuals allay feelings of inadequacy," says Tough. "Characterizing A.D.H.D. as a personality trait rather than a disorder, they saw themselves as different rather than defective." Maybe these young people just had a low tolerance for boredom.

The new way of thinking about A.D.H.D. is not as cut-and-dried as the biological model, concludes Tough, where parents and kids get a crisp diagnosis and a prescription for medication. "But it has two important advantages… First, the new model more accurately reflects the latest scientific understanding of A.D.H.D. And second, it gives children a vision of their future in which things might actually improve – not because their brains are chemically refashioned in a way that makes them better able to fit into the world, but because they find a way to make the world fit better around their complicated and distinctive brains."

"Rethinking A.D.H.D." by Paul Tough in *The New York Times Magazine*, April 20, 2025 (pp. 22-29, 44-46)

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3. Some Unhelpful Beliefs About Working with a Boss

In this article in *Psychology Today*, Bruce Tulgan (RainmakerThinking) talks us through ten misconceptions about establishing a good working relationship with a boss:

• *Misconception #1: If you're a high performer, you don't need to be told how to do your job*. "Even if you know more about the specific task, responsibility, or project than your boss does, you are not operating in a vacuum," says Tulgan. "Everybody needs guidance, direction, and support to succeed" – and that includes deadlines, timelines, and benchmarks of progress.

• *Misconception #2: To be creative, you need autonomy*. Freelancing without knowing the bigger picture is can be problematic, says Tulgan. "You need to know the requirements of every task, responsibility, or project before you can even think about being creative."

• *Misconception #3: If someone else is getting special treatment, you should, too*. If a colleague is getting kudos and privileges and you aren't, "take that as a big reality check," says Tulgan. "Figure out exactly what that person did to earn the special treatment and what exactly you need to do to earn that special treatment you want."

• *Misconception #4: You need to cater to your boss's style and preferences*. But what if the boss's style and preferences are ineffective, or not a good fit for you? The key to your own effectiveness, says Tulgan, is setting clear and realistic expectations, having the resources needed to complete your tasks, and getting fair and accurate feedback along the way.

• *Misconception #5: Making friends with the boss is smart workplace politics*. In fact, says Tulgan, "the smartest workplace politics is to keep your work relationships focused on the work." If a friendship does develop, "you'll need to protect that friendship from the realities of the workplace."

• *Misconception #6: Avoid trouble by hiding mistakes and problems*. Wrong, says Tulgan: "The best way to avoid trouble is to immediately come clean about the details of any mistakes or problems… When you deal with mistakes and problems as they occur, you are much more likely to solve them while they are still small and manageable."

• *Misconception #7: Being left alone by your boss is good news; being coached means you're deficient*. "No news may not be bad," says Tungan, "but it definitely does not do you any good. Being coached on your performance, on the other hand, is an opportunity to improve."

• *Misconception #8: If your boss doesn't like paperwork, no need to track your performance in writing*. Even though most managers monitor people's work only sporadically, it's a good idea to have a written track record on the most important data – for yourself and for that occasional check-in.

• *Misconception #9: If you're not a people person, you won't get ahead*. "Relationship mojo" is not the most important thing, says Tulgan. Consistently delivering valuable contributions and adapting to changing circumstances are the essentials. But working well with colleagues and your boss is also important and needs to be developed and honed.

• *Misconception #10: Your boss is too busy to meet with you*. No matter how frazzled this person seems, says Tulgan, it's essential to check in regularly. Otherwise, "you miss crucial opportunities to keep projects going in the right direction, avoid unnecessary mistakes, and improve your overall performance."

"10 Myths Making Your Relationship with Your Boss Worse" by Bruce Tulgan in *Psychology Today*, April 10, 2025; Tulgan can be reached at brucet@rainmakerthinking.com.

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4. Principals Being "Productively Present" in Classrooms

In this *Read by Example* article, Matt Renwick remembers being asked, in February of his first year as principal of a Wisconsin school, how often he was visiting classrooms. Not very often, he had to confess. So far he'd focused on management improvements and getting schoolwide agreement on a literacy initiative, and he worried that observing teachers and having critical conversations might spoil the honeymoon. Big mistake.

"While communication and management skills are important," says Renwick, "none of them move the needle on instructional improvement. They create the conditions for professional growth, but to achieve schoolwide excellence and student equity, there has to be a focus on teaching and learning. And that includes frequent visits by the principal in every classroom that lead to coaching conversations with teachers from a place of genuine curiosity… The best time for school leaders to start visiting classrooms is the first day of their tenure. The second best time is today."

From that point on, Renwick worried less about being an expert in each teacher's curriculum, having a great feedback technique, or avoiding difficult conversations and pushed himself to get into classrooms every day. "All you need is one hour a day and an open mind," he says. "Come into classrooms without an agenda. Look for areas to recognize and affirm. If you see something that you feel isn't best practice, get curious about the teacher's decision-making process versus being certain that it is wrong. Above all, approach these classroom visits as an opportunity for you to learn. The teachers will follow your lead."

"The Best Time for School Leaders to Start Visiting Classrooms" by Matt Renwick in *Read by Example*, April 19, 2025; Renwick can be reached at renwickme@gmail.com.

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5. Two Approaches to Grouping Students in Mixed-Ability Math Classes

In this article in *Mathematics Teacher*, Cassandra Kinder and Corey Webel (University of Missouri/Kansas City) say decisions on how students are grouped in math classes "carry explicit and implicit assumptions about student capability, what it means to work together in mathematics, and the purpose of group work." A common and well-intentioned practice is grouping students by math ability so that struggling students can get extra support and more-advanced students can take on additional challenges.

But there's been strong pushback on ability grouping, and in 2020, the National Council of Teachers of Mathematics called on schools to stop the practice. "This sorting and ranking," say Kinder and Webel, "has the potential to exacerbate inequality when policies create different-quality learning opportunities for 'advanced' groups and those who are 'behind' and need intervention. Students who are placed in 'low' groups suffer from lower-quality learning opportunities and are reinforced with negative narratives about their mathematical competence."

With ability grouping "off the table," ask Kinder and Webel, how should teachers handle classes with a wide range of math achievement? They describe two approaches:

• *Hierarchical mixed-ability grouping* – Standardized test scores are used to level students (for example high, medium-high, medium-low, and low), students are sorted into groups with a mix of levels, and students then work on grade-level problems, with the higher-achieving students helping their lower-achieving groupmates. There are obvious problems with this approach, say Kinder and Webel: (a) test scores decide who is more or less competent, which preserves ability labels; (b) students who are seen as more proficient are expected to explain the math to their peers; and (c) negative beliefs about math ability may be reinforced for students labeled as "low."

In short, say the authors, mixed-ability grouping has the same disadvantages as straight ability grouping in that it "supports a general narrative, or story, that sees mathematical ability as innate, mathematics learning as linear, and mathematical competence as the ability to get correct answers without making mistakes."

• *Non-hierarchical grouping* – Students are grouped in a variety of ways (working with partners, in small groups, or individually) based on how they solved an initial problem. The teacher:

- Selects a rich task that can be solved in a variety of ways;
- Provides students individual time to solve the problem;
- Observes students' strategies, noting similarities and differences;
- Groups students keeping the lesson's math objective in mind.

The teacher might group students who used a similar strategy and ask them to refine it, or group students who used different strategies and ask them to make connections and debate which is best. Both ways, say Kinder and Webel, "foreground students' mathematical reasoning and support collaboration and collective sense-making." The teacher then follows up with whole-class discussion of how students thought about and solved the problem.

Non-hierarchical grouping has significant advantages, the authors believe. It "allows the creation of student groups with targeted support in mind, but those groups are based on the assumption that all students have valuable ideas to contribute to a shared understanding… This approach encourages recognizing differences without describing some students as lacking mathematical understanding. This advances the (productive) narrative that all students are capable and have valuable mathematical ideas."

"Beyond Mixed-Ability Grouping: What to Consider?" by Cassandra Kinder and Corey Webel in *Mathematics Teacher*, April 2025 (Vol. 118, #4, pp. 273-279); the authors can be reached at c.kinder@umkc.edu and WebelCM@missouri.edu.

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6. Timothy Shanahan on Teaching Sight Words

"The whole point of learning to decode or to recognize words is to develop an extensive sight vocabulary," says Timothy Shanahan (University of Illinois/Chicago) in this online article. Being able to recognize lots of words immediately, without having to decode or figure

them out by the context, is what allows mature readers to read texts rapidly, fluently, and with good comprehension.

In 1936, Edward Dolch drew on 1920s reading textbooks and other sources to create a list of "function words" – high-frequency pronouns, verbs, adverbs, and adjectives – that he thought would be useful for early reading instruction. His notion was that automaticity with these words would help primary-grade students become better readers. Many of the words on the Dolch list are still in common use, but an update from century-old textbook vocabulary was clearly in order.

Edward Fry stepped up with a list of 300 high-frequency words, drawing on textbooks from the 1960s and 70s (the Dolch and Fry lists have only 70 words in common). Shanahan believes students should recognize the first 100 of Fry's words by the end of first grade, the whole list by the end of second grade. "Those are arbitrary goals," he says, "but reachable and useful." The first 100 constitute about half of the words kids will see in any text; the full Fry list is about three-quarters of words in early-grade texts.

Shanahan distinguishes between sight words, high-frequency words, and words with irregular spellings.

- Sight words are any words a reader can recognize immediately (within a second or two) in isolation. Naturally, each student has a different repertoire of sight words.
- High-frequency words come from tabulations of words that crop up often in texts, making them good candidates for mastery in the early grades.
- Words with irregular spellings (for example, *the, of, where* and exceptions to the CVCe spelling pattern – *there, where, done*). These words are good candidates for sight-word instruction; they're not entirely irregular, and can benefit from analytical introduction – for example, the word *of* is the only word in the English language where the *f* has a *v* sound; it might be introduced as a one-off, contrasting it to *if* and *fan*.

There isn't one right way to learn these categories of words, says Shanahan. "Kids can acquire words through memorization with lots of repetition or through partial or full decoding. Nevertheless, our methods for teaching should encourage students to recognize and understand the ortho-phonetic structure of the words." And students should write and spell them and play around with adding prefixes and endings – *washed, washing, unwashed, prewashed, rewashed* – and word families and rimes – *old, bold, fold, gold, hold, mold, sold, told*.

The key is learning how to recognize and remember words and patterns, says Shanahan, versus memorizing a list. "Instead of just showing the word and saying its name and then having the children repeat the name, we should draw attention to the spelling and sounds." With this base of understanding patterns, memorization can be boosted with flashcards, word ladders, racetracks, games, and lots of practice in texts. It's okay to use pictures with words at first, to make those mental associations, but the pictures should be put aside as students focus on the words themselves.

Will memorizing words undermine students' ability to decode? "There is absolutely no credible evidence that memorizing words interferes with or interrupts decoding development," says Shanahan, "and there is much evidence to suggest that to be unlikely." Memorization

might even help build decoding proficiency, which makes sense "since our spelling system is a system." In terms of classroom time, he recommends 25-30 minutes a day on decoding and no more than 4-5 minutes on memorizing – "brief, spirited, and fun" – and using the cognitive strategy of interleaving – mixing up different words and groupings.

"The Whats, Hows, and Whys of Teaching Sight Vocabulary" by Timothy Shanahan in *Shanahan on Literacy*, April 19, 2025; Shanahan can be reached at shanahan@uic.edu.

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7. Avoiding Troubling Nursery Rhymes and Seeking Alternatives

In this article in *School Library Journal*, Betsy Bird explores the racist roots of some popular nursery rhymes, including *Five Little Monkeys, Eeny Meeny Miny Mo, Pop Goes the Weasel, Do Your Ears Hang Low, Jimmy Crack Corn,* and *Camptown Races*. The words of some have been airbrushed over time, says Bird, but their roots in the antebellum South are still there.

"Knowing that there are a plethora of nursery rhymes sullied by racism," she concludes, "the best that anyone can do is to acknowledge that fact from the start. Do what research you can. Know what you don't know, then determine how you can do better." She also suggests some alternative rhymes:

- *Arroz Con Leche: Popular Songs and Rhymes from South America* by Lulu Delacre
- *De Colores and Other Latin American Folk Songs for Children* by José-Luis Orozco, illustrated by Elisa Kleven
- *The Hebrew Alphabet: Books and Rhymes for English-Speaking Kids* by Yael Rosenberg and Sarah Mazor
- *Hip Hop Speaks to Children: A Celebration of Poetry with a Beat* edited by Nikki Giovanni
- *Korean and English Nursery Rhymes: Wild Geese, Land of Goblins and Other Favorite Songs and Rhymes* by Danielle Wright, illustrated by Helen Acraman
- *Little Mouse and Other Charming Chinese Rhymes* by Faye-Lynn Wu, illustrated by Kieren Dutcher
- *Singing Black: Alternative Nursery Rhymes for Children* by Mari Evans, illustrated by Ramon Price

"Inescapable History" by Betsy Bird in *School Library Journal*, April 2025 (Vol. 71, #4, pp. 33-35); Bird's 2024 book is *Pop! Goes the Nursery Rhyme*.

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8. Outstanding 2023 Young Adult Books

In *English Journal*, Saba Khan Vlach (University of Iowa) shares the honors list of prize-winning 2023 young adult books:

- *Huda F. Cares?* by Huda Fahmy

- *Family Style: Memories of an American from Vietnam* by Thien Pham
- *Monstrous: A Transracial Adoption Story* by Sarah Myer
- *First Time for Everything* by Dan Santat
- *America Redux: Visual Stories from Our Dynamic History* by Ariel Aberg-Riger

"The Honor List of 2023 Prize-Winning Young Adult Books: Celebrating Dynamic (Hi)Stories in Pictures and Words" by Saba Khan Vlach in *English Journal*, November 2024 (Vol. 114, #2, pp. 27-32); Vlach can be reached at saba-vlach@uiowa.edu.

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

About the Marshall Memo

Mission and focus:

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

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

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Core list of publications covered

Those read this week are underlined.

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