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FALL 2021

1  NEW BOOKS
13  RECENT RELEASES
14  AWARD WINNERS

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STUDENTS FIRST
Equity, Access, and Opportunity in Higher Education
Paul LeBlanc
Foreword by Bridget Terry Long

“Paul LeBlanc’s book is a critical contribution to the debate around the future of higher education and it could not come at a more important time.”
—MARIA FLYNN, PRESIDENT AND CEO, JOBS FOR THE FUTURE

Paul LeBlanc has reimagined higher education, with a focus on the most fundamental of functions: student learning. In Students First, he advocates for an entire higher education ecosystem in which students have the flexibility to gain, assess, and certify their knowledge on their own terms and timelines.

In a perceptive analysis, LeBlanc provides a clear-eyed view of how and why higher education is failing to reach and serve a great many potential students. He then deftly explores how reform can address systemic inequities, improve college affordability, and broaden accessibility. Through case studies, he highlights alternative delivery models such as online, distance, and just-in-time learning, and he envisions a learning environment that values competencies rather than credit hours.

LeBlanc describes how these innovations and others will allow colleges and universities to help close the skills gap and respond to a rapidly evolving, technology-driven job market.

Although a college education remains one of the great drivers of socioeconomic mobility, today’s higher education industry has built financial, logistical, and practical barriers that keep out the very students who are most in need of opportunity. Students First makes a persuasive case that realigning US educational priorities will enable larger populations of graduates to enjoy a return on investment in the form of good pay, meaningful work, and a stable future. As the book emphasizes, such change is imperative, for in better serving its students, higher education will better serve society.

PAUL LEBLANC is president of Southern New Hampshire University and has served on the board of the American Council of Education, the Association of Governing Boards President’s Council, and the Academy of Sciences Board on Workforce and Higher Education. In 2018, he was honored with the Hesburgh Award for Leadership Excellence in Higher Education.
SCHOOLS UNDER SIEGE
The Impact of Immigration Enforcement on Educational Equity
Edited by Patricia Gándara and Jongyeon Ee

Using original qualitative and quantitative data, Schools Under Siege confronts the many ways, direct and indirect, in which US Immigration and Customs Enforcement (ICE) policies and practices disrupt education. The book explores not only the impact of these policies on the six-million-plus K–12 students in the US at risk for being directly affected by enforcement but also the wide-ranging consequences for their classmates, educators, and communities.

Fear, stress, and trauma invoked by the threat of ICE detention and deportation contribute to increased absenteeism, decreased student achievement, and parent disengagement. Bullying becomes more widespread, and a multitude of other elements affect school climate and student health and well-being. Amplifying the burden, these effects are experienced disproportionately in poorly funded districts and Title I schools and are felt more acutely among vulnerable populations such as immigrant students, English language learners, and Latinx students.

Schools Under Siege highlights the work of teachers, counselors, and administrators who are addressing these day-to-day challenges in support of students and families. It provides a profile of a model sanctuary school and offers practical advice for how educators, local governments, and nonprofit agencies can work together to mitigate the collateral damage of immigration enforcement. The book suggests how concerned persons can advocate for immigration policy reform at the local, state, and federal levels.

Ultimately, editors Patricia Gándara and Jongyeon Ee chart a course into a future that makes good on the promise of equitable education for all students.

PATRICIA GÁNDARA is research professor and codirector of the Civil Rights Project at University of California, Los Angeles, and director of education for the University of California–Mexico Initiative.
JONGYEON EE is an assistant professor at the School of Education at Loyola Marymount University.

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Core Practices for Project-Based Learning offers a framework and an essential set of strategies for successfully implementing project-based learning (PBL) in the classroom. Centering on teaching practice, this work moves beyond project planning to focus on the complex instructional demands of the student-centered PBL approach.

Pam Grossman and her colleagues draw on their research with teachers, educational leaders, and curriculum designers to identify the instructional goals, practices, and mindsets that enable educators to effectively facilitate deep learning in PBL environments.

The authors first define the four primary teaching goals of the PBL model: supporting subject-area learning, engaging students in authentic work, encouraging student collaboration and agency, and building an iterative culture where students are always prototyping, reflecting, and trying again. Grossman and her coauthors then equip educators with ten key practices that serve these goals. These practices include methods to elicit higher-order thinking, to engage students in disciplinary and interdisciplinary practice, and to mentor student decision making. The authors guide educators from a clear starting place through a series of concrete, manageable steps that apply whether they are initiating PBL or working to improve existing PBL efforts. Extended case studies illustrate the use of the core practices in real-world situations.

Core Practices for Project-Based Learning is an invaluable resource to help educators realize their instructional vision and create meaningful student experiences.

Pam Grossman is the dean of the Graduate School of Education at the University of Pennsylvania (Penn GSE) and the George and Diane Weiss Professor of Education. Zachary Herrmann is the executive director of the Center for Professional Learning at Penn GSE. Sarah Schneider Kavanagh is an assistant professor at Penn GSE. Christopher G. Pupik Dean is a codirector of the Independent School Teaching Residency program and a senior fellow at Penn GSE.
Preparing and Sustaining Social Justice Educators

Preparation and Sustaining Social Justice Educators spotlights the challenging and necessary work of fostering social justice in schools. Integral to this work are the teachers and school leaders who enact the principles of social justice—racial equity, cultural inclusivity, and identity acceptance—daily in their classrooms. This volume makes the case that high-quality public education relies on the recruitment, professional development, and retention of educators ready to navigate complex systemic and structural inequities to best serve vulnerable student populations.

Annamarie Francois and Karen Hunter Quartz, along with contributing scholars and practitioners, present an intersectional approach to educational justice. The approach is grounded in research about deeper learning, community development, and school reform. Throughout the book, the contributors detail professional activities proven to sustain social justice educators. They show, for example, how effective teacher coaching encourages educators to confront their explicit and implicit biases, to engage in critical conversations and self-reflection, and to assess teacher performance through a social justice lens.

The book illustrates how professional learning collaborations promote diverse, antiracist, and socially responsible learning communities. Case studies at three university-partnered K–12 schools in Los Angeles demonstrate the benefits of these professional alliances and practices.

Francois and Quartz acknowledge the difficulty of the social justice educator’s task, a challenge heightened by a K–12 teacher shortage, an undersupplied teacher pipeline, and school closures. Yet they keep their sights set on a just and equitable future, and in this work, they give educators the tools to build such a future.

Annamarie Francois is the executive director of Center X and a faculty member at the University of California, Los Angeles (UCLA) Graduate School of Education and Information Studies.

Karen Hunter Quartz directs the Center for Community Schooling and is a faculty member at the UCLA Graduate School of Education and Information Studies.
Deep in Thought
A Practical Guide to Teaching for Intellectual Virtues
Jason Baehr

“For teachers who yearn to guide students towards meaningful thoughtful lives, rather than cramming them with marketable skills, Jason Baehr’s book is water to the thirsty.”
—SUSAN ENGEL, SENIOR LECTURER IN PSYCHOLOGY, WILLIAMS COLLEGE

Deep in Thought provides an introduction to intellectual virtues—the personal qualities and character strengths of good thinkers and learners—and outlines a pragmatic approach for teachers to reinforce them in the classroom.

With a combination of theoretical expertise and practical experience, philosopher Jason Baehr endorses intellectual virtues as a rich, meaningful way to think about and understand the purpose of education. He makes a persuasive case for prioritizing intellectual virtues in the classroom to facilitate deeper learning, encourage lifelong learning, and enrich teacher practice.

Baehr profiles nine key virtues that enable learners to initiate the process of learning, maintain forward momentum, and overcome common obstacles. With engaging anecdotes and concrete examples, he presents a wealth of principles, postures, and practices that educators can employ in promoting essential habits of mind such as curiosity, open-mindedness, and intellectual courage. Baehr illustrates how opportunities to practice these intellectual habits can be integrated into the classroom in ways that align with current teaching practices. In addition, he shows how educators can adapt these practices to accommodate students’ identities, developmental abilities, and interests.

This thought-provoking book supports all educators, especially middle and high school teachers, in teaching for intellectual virtues. Deep in Thought is a philosophical and yet practical guide to one of the most important aims of education: helping students become skilled thinkers and learners.

JASON BAEHRR is professor of philosophy at Loyola Marymount University in Los Angeles.
This inspiring account of bipartisan political success delivers an expert breakdown of how and why Kansas—a politically conservative state—was able to craft a stable, balanced, and equitable system of funding for its public schools. Beyond a chronicle of one state’s achievements, School Finance and Education Equity provides invaluable policy guidance and lays out a blueprint that other states can use to strengthen their own public education systems.

Readers are given an insider’s tour of the Kansas story by Bruce D. Baker, an academic researcher and expert witness in school finance litigation. With more than two decades of involvement with the state, Baker combines historical background, legal analysis, and political and economic contextual data—along with a gleaming wit—to present a thorough, enlightening narrative of Kansas’s K–12 funding journey.

As Baker points out, other states can find much to learn here. He shows that, when it comes to school finance, Kansas serves as an exemplar in aligning resources to meet the promises of its constitution. State leaders rejected the pervasive notion that money doesn’t matter in education, and they gathered the data to prove that it does. Baker emphasizes that this kind of slow and steady success hinges on the ability of stakeholders to remain involved over time. Continuity is vitally important.

Baker’s account highlights how persistence can overcome opposition, continuity can aid reform, and incremental gains can lead to big change. In an era of national ideological polarization and political and economic volatility, the lessons from Kansas are especially illuminating.

BRUCE D. BAKER is a professor in the Graduate School of Education at Rutgers University in New Brunswick.
An incisive case study of changemaking in action, *Stuck Improving* analyzes the complex process of racial equity reform within K–12 schools. Scholar Decoteau J. Irby emphasizes that racial equity is dynamic, shifting as our emerging racial consciousness evolves and as racism asserts itself anew. Those who accept the challenge of reform find themselves “stuck improving,” caught in a perpetual dilemma of both making progress and finding ever more progress to be made. Rather than dismissing stuckness as failure, Irby embraces it as an inextricable part of the improvement process.

Irby brings readers into a large suburban high school as school leaders strive to redress racial inequities among the school’s increasingly diverse student population. Over a five-year period, he witnesses both progress and setbacks in the leaders’ attempts to provide an educational environment that is intellectually, socioemotionally, and culturally affirming.

Looking beyond this single school, Irby pinpoints the factors essential to the work of equity reform in education. He argues that lasting transformation relies most urgently on the cultivation of organizational conditions that render structural racism impossible to preserve. Irby emphasizes how schools must strengthen and leverage personal, relational, and organizational capacities in order to sustain meaningful change.

*Stuck Improving* offers a clear-eyed accounting of school-improvement practices, including data-driven instructional approaches, teacher cultural competency, and inquiry-based leadership strategies. This timely work contributes both to the practical efforts of equity-minded school leaders and to a deeper understanding of what the work of racial equity improvement truly entails.

**Decoteau J. Irby** is associate professor in the Department of Educational Policy Studies at University of Illinois at Chicago.
ETHICS IN HIGHER EDUCATION
Promoting Equity and Inclusion Through Case-Based Inquiry
Edited by Rebecca M. Taylor and Ashley Floyd Kuntz
Foreword by Michael McPherson and Harry Brighouse

In this thought-provoking volume, editors Rebecca M. Taylor and Ashley Floyd Kuntz invite readers to explore the many facets of on-campus ethical dilemmas and the careful, nuanced decision-making processes required to address them.

Taylor and Kuntz demonstrate how to apply collaborative, multidisciplinary, philosophical inquiry to deeply complex issues. They present seven normative case studies focusing on a variety of campus quandaries, from urgent matters such as Title IX violations and free speech in social media policy to long-simmering concerns such as admissions and the future of historically Black colleges and universities. The editors then bring together a diverse group of scholars and practitioners with a broad array of disciplinary and personal backgrounds to offer their commentary and insight on the cases.

Leaders in higher education are under immense pressure to respond to campus crises quickly, to quell controversy, and to avoid the backlash of public scrutiny in an ever-shifting sociopolitical terrain. Yet, in tension with such pressures, adequate responses to these dilemmas require leaders to make ethical, contextual choices that effectively foster inclusion, respect individual and institutional freedoms, and promote equity.

Expanding the scope of inquiry, the contributors challenge underlying assumptions, raise points that had been omitted from the original cases, and imagine alternative solutions. *Ethics in Higher Education* appeals to readers to do the same, in the interest of advancing ethical decision-making on campuses.

REBECCA M. TAYLOR is an assistant professor in the Department of Educational Policy, Organization and Leadership at the University of Illinois at Urbana-Champaign. ASHLEY FLOYD KUNTZ is clinical assistant professor of higher education and director of prestigious scholar development at Florida International University.

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ENGLISH LEARNERS AT HOME AND AT SCHOOL
Stories and Strategies
Joyce W. Nutta

The engaging profiles of English Learners at Home and at School offer access to a deeper and broader understanding of the lived experiences of English learners and their families. Such knowledge is essential for all educators who want to anticipate the needs of, and best support, English learners.

In this highly readable volume, Joyce W. Nutta helps build the bridge of knowledge and empathy between teachers and the English learners they support. In an inspired approach to the topic, she presents six compelling portraits of English learners who come from different cultural backgrounds and who are at different points in their educational journeys, from preschool to community college. Informed by real-life observations, extensive interviews, and academic research, these lively portrayals highlight issues and concerns that commonly arise in multicultural and multilingual learning and teaching.

Nutta accompanies each profile with details on the specific cultural, linguistic, and educational factors at play and offers sound practical guidance for supporting English learner achievement in classrooms. She suggests educational strategies, including establishing dual-language classrooms, adapting instruction, and inviting parent participation, that can scaffold English learners’ academic success.

English Learners at Home and at School will help educators develop a better awareness of all their students—even those who come from backgrounds vastly different from their own.

Joyce W. Nutta is professor of World Languages Education and coordinator of the ESOL Endorsement, Dual Language Certificate, and TESOL PhD Track at the University of Central Florida.

ALSO AVAILABLE
SHOW, TELL, BUILD
Twenty Key Instructional Tools and Techniques for Educating English Learners
Joyce W. Nutta, Carine Strebel, Florin M. Mihai, Edwidge Crevecoeur Bryant, and Kouider Mokhtari
978-1-68253-222-5  $32.00 PAPER
256 PAGES/2018
Science Education Through Multiple Literacies
Project-Based Learning in Elementary School
Edited by Joseph Krajcik and Barbara Schneider
Foreword by Andreas Schleicher

Science Education Through Multiple Literacies explores how the use of project-based learning in elementary science education fosters a lifelong scientific mindset in students. The book provides educators with the teaching practices to help students develop an overall science literacy that aligns with Next Generation Science Standards.

Editors Joseph Krajcik and Barbara Schneider and the book’s contributors offer a comprehensive overview of a multifaceted approach to science learning. Multiple Literacies in Project-Based Learning (ML-PBL) interweaves scientific ideas and practices, language literacy, and mathematical thinking. ML-PBL supports the teaching of science by paralleling what scientists do: it engages students and their teachers in investigating real-world questions, constructing models, and using evidence to evaluate claims.

The book presents compelling case studies of ML-PBL, how teachers use this approach, and how ML-PBL transforms the classroom into an environment that builds and supports academic and student social-emotional learning. Representing both urban and suburban schools, the case studies include classroom observations, student and teacher interviews, and student artifacts to illustrate how to make science relevant in students’ lives.

Krajcik and Schneider note that application of ML-PBL in the classroom requires intentional instructional practices and new ways of thinking about what it means to learn. Easing this challenge, the editors equip elementary science teachers with curricular resources including high-quality instructional materials, professional-learning exercises, and formative assessments.

Science Education Through Multiple Literacies provides the necessary elements to transform science teaching and learning so that students learn the skills to navigate with confidence through our complex world.

JOSEPH KRAJCIK serves as director of the CREATE for STEM Institute and is the Lappan-Phillips Professor of Science Education at Michigan State University. BARBARA SCHNEIDER is the John A. Hannah University Distinguished Professor in the College of Education and the Department of Sociology at Michigan State University.
Continuous Improvement in High Schools gives educators and policymakers an accessible, actionable framework to address one of the nation’s most important educational priorities: improving high school graduation and postsecondary preparedness rates.

Martha Abele Mac Iver and Robert Balfanz, national experts in dropout prevention, apply the Carnegie Foundation’s continuous improvement framework to the issue of student success in high school, starting with the critical ninth-grade year. A proven tool for organizational change, the framework provides a systematic structure for examining the root causes of problems and testing possible solutions.

Mac Iver and Balfanz draw on their decades of experience working with educators and their deep knowledge of challenges faced by high schools to customize the framework to the high school context. They model the use of improvement science principles such as establishing practical measures, conducting disciplined inquiry, and accelerating learning through networked communities. With real-world examples and ideas for change, the authors show how attention to five key areas can enrich student educational experience and improve high school outcomes. These five areas are early warning and intervention systems; family engagement; students’ sense of connectedness to school; social, emotional, and academic development; and teacher instructional practices.

The guidance offered in this useful work will enable educators and their collaborating partners to create their own powerful solutions for student success.

Martha Abele Mac Iver is an associate research professor at the School of Education at Johns Hopkins University and is affiliated with the Center for Social Organization of Schools and the Everyone Graduates Center. Robert Balfanz is a research professor at the Center for Social Organization of Schools at the School of Education, Johns Hopkins University, and director of the Everyone Graduates Center.
In Confessions of a School Reformer, eminent historian of education Larry Cuban reflects on nearly a century of education reforms and his experiences with them as a student, educator, and administrator.

Cuban begins his own story in the 1930s, when he entered first grade at a Pittsburgh public school, the youngest son of Russian immigrants who placed great stock in the promises of education. With a keen historian’s eye, Cuban expands his personal narrative to analyze the overlapping social, political, and economic movements that have attempted to influence public schooling in the United States since the beginning of the twentieth century. He documents how education both has and has not been altered by the efforts of the Progressive Era of the first half of the twentieth century, the Civil Rights Movement of the 1950s through the 1970s, and the standards-based school reform movement of the 1980s through today.

Cuban points out how these dissimilar movements nevertheless shared a belief that school change could promote student success and forge a path toward a stronger economy and a more equitable society. He relates the triumphs of these school reform efforts as well as more modest successes and unintended outcomes.

Interwoven with Cuban’s evaluations and remembrances are his “confessions,” in which he accounts for the beliefs he held and later rejected, as well as mistakes and areas of weakness that he has found in his own ideology. Ultimately, Cuban remarks with a tempered optimism on what schools can and cannot do in American democracy.

Larry Cuban is professor emeritus of education at Stanford University.
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