Harvard Education Press (HEP) publishes innovative and authoritative books covering critical issues in education. These titles inform education practice and administration, explore ongoing policy debates, and synthesize important research in the field. As a mission-driven educational publisher, HEP is fully committed to serving as a forum for different perspectives. We invite you to investigate today’s most vital education issues with us.

SPRING 2020

1  NEW BOOKS
15 AWARDS
16 RECENT RELEASES
19 BESTSELLERS
START WHERE YOU ARE, BUT DON’T STAY THERE
H. Richard Milner IV

“This work beautifully strikes the delicate balance between theoretical and practical. Professor Milner’s ‘Opportunity Centered Teaching’ and the ideas that generate from it are essential to teaching and learning.”

—CHRISTOPHER EMDIN, ASSOCIATE PROFESSOR OF SCIENCE EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

In the thoroughly revised second edition of Start Where You Are, But Don’t Stay There, H. Richard Milner IV addresses the knowledge and insights required on the part of teachers and school leaders to serve students of color. Milner focuses on a crucial issue in teacher training and professional education: the need to prepare teachers for the racially diverse student populations in their classrooms.

The book, anchored in real-world experiences, centers on case studies that exemplify the challenges, pitfalls, and opportunities facing teachers in diverse classrooms. The case studies—of teachers in urban and suburban settings—are presented amid current discussions about race and teaching. In addition, the second edition includes a new chapter dedicated to opportunity gaps in education and an expanded discussion of how Opportunity Centered Teaching can address these gaps.

Start Where You Are, But Don’t Stay There strives to help educators in the fight for social justice, equity, inclusion, and transformation for all students. It is a book urgently needed in today’s increasingly diverse classrooms.

H. RICHARD MILNER IV is Cornelius Vanderbilt Distinguished Professor of Education and professor of education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. A fellow of the American Educational Research Association (AERA), Milner delivered the AERA’s fifteenth annual distinguished Brown lecture. He is the editor-in-chief of Urban Education and editor of Harvard Education Press’s Race and Education series.

ALSO AVAILABLE
RAC(E)ING TO CLASS
Confronting Poverty and Race in Schools and Classrooms
H. Richard Milner IV
Foreword by Tyrone C. Howard
978-1-61250-786-6 $32.00 PAPER
232 PAGES/2015
A SINGLE GARMENT
Creating Intentionally Diverse Schools That Benefit All Children
Genevieve Siegel-Hawley

“In Based on rich evidence from four schools, Siegel-Hawley provides powerful strategies for educators, policy makers, and parents who are committed to school integration.”
— JOHN B. DIAMOND, KELLNER FAMILY DISTINGUISHED CHAIR IN URBAN EDUCATION, UNIVERSITY OF WISCONSIN–MADISON

In A Single Garment, Genevieve Siegel-Hawley explores the leadership, policies, and practices that support contemporary school integration. Drawing on a wide range of sources, as well as her own experience as a parent, former student, and teacher, Siegel-Hawley provides a richly layered account of four Richmond, Virginia schools, each committed to building successful, diverse communities as a foundation for a just, democratic society.

Siegel-Hawley explores a range of internal and external considerations for promoting integration through portraits of four schools: a preschool, a suburban elementary school, an urban middle school, and a regional high school. She takes an in-depth look at how students are assigned to classrooms, how families are engaged, and who gets access to what curricula and which teachers. Siegel-Hawley also delves into what it takes to bring students together in the first place, and how policies and practices regarding student assignment and school choice, transportation, and outreach can work to support or undermine integration.

Timely and compelling, A Single Garment makes a powerful argument in favor of local, intentional integration efforts at a critical moment. The book illuminates a way forward for school leaders, policy makers, and others interested in pursuing equitable education in an age of shifting demographics and divisive politics.

GENEVIEVE SIEGEL-HAWLEY is an associate professor in educational leadership at Virginia Commonwealth University.
JANUARY 2020

978-1-68253-429-8 $32.00 PAPER
978-1-68253-430-4 $62.00 CLOTH
264 PAGES/INDEX

RACE AND EQUITY
EDUCATIONAL PHILOSOPHY

SCHOOLING FOR CRITICAL CONSCIOUSNESS

Engaging Black and Latinx Youth in Analyzing, Navigating, and Challenging Racial Injustice

Scott Seider and Daren Graves

“This book is essential for educators in and beyond school walls who are concerned with the positive and healthy success of marginalized and minoritized young people preparing to be productive contributors to our democracy.”

—DORINDA CARTER ANDREWS, CHAIRPERSON, DEPARTMENT OF TEACHER EDUCATION, MICHIGAN STATE UNIVERSITY

Schooling for Critical Consciousness addresses how schools can help Black and Latinx youth resist the negative effects of racial injustice and challenge its root causes. Scott Seider and Daren Graves draw on a four-year longitudinal study examining how five different mission-driven urban high schools foster critical consciousness among their students. The book presents vivid portraits of the schools as they implement various programs and practices, and traces the impact of these approaches on the students themselves.

The authors make a unique contribution to the existing scholarship on critical consciousness and culturally responsive teaching by comparing the roles of different schooling models in fostering various dimensions of critical consciousness and identifying specific programming and practices that contributed to this work. Through their research with more than three hundred students of color, Seider and Graves aim to help educators strengthen their capacity to support young people in learning to analyze, navigate, and challenge racial injustice.

Schooling for Critical Consciousness provides school leaders and educators with specific programming and practices they can incorporate into their own school contexts to support the critical consciousness development of the youth they serve.

SCOTT SEIDER is an associate professor of applied developmental psychology at the Boston College Lynch School of Education and Human Development. DAREN GRAVES is an associate professor of education at Simmons University.

ALSO AVAILABLE

CHARACTER COMPASS
How Powerful School Culture Can Point Students Toward Success
Scott Seider
Foreword by Howard Gardner

978-1-61250-486-5 $31.00 PAPER
978-1-61250-488-9 E-BOOK
296 PAGES/2012
CAREER PATHWAYS FOR ALL YOUTH
Lessons from the School-to-Work Movement
Stephen F. Hamilton

“This book makes a powerful case for the importance of building the necessary infrastructure at the regional labor market level to support the sustained engagement of employer organizations and all the other stakeholders who are critical actors in a career pathways system.”

—FROM THE SERIES FOREWORD BY ROBERT B. SCHWARTZ

Career pathways (CP) has gained prominence as a strategy to ensure that high school students and displaced workers acquire the college and career readiness skills needed in a fast-changing, globalized economy. In an effort to ensure future success for CP, Stephen F. Hamilton examines the School-to-Work (STW) movement of the 1980s and 1990s and explores how the lessons learned from that campaign’s demise can pave the way for a CP program that endures and serves the most deserving students.

Hamilton recounts the history and trajectory of STW and CP and outlines the components of a career pathways program that can stand the test of time. He recommends a plan that includes work-based learning, dual enrollment opportunities, coordination at the K–12 and postsecondary levels, private and public funding, and above all, the creation of a CP infrastructure or “system” rather than a loose collection of programs that characterized the earlier STW initiative.

Guided by the latest research, Career Pathways for All Youth features vignettes and interviews with educators, leaders, and school-to-work industry veterans, including High Tech High, YouthBuild, Linked Learning, CareerWise Colorado, and Apprenticeship Carolina. Showcasing CP’s many manifestations and possibilities, the book will help educators learn from the past and secure a more equitable future.

STEPHEN F. HAMILTON is professor emeritus of Human Development at Cornell University, where he was also associate director of the Bronfenbrenner Center for Translational Research and associate provost for outreach. He is a past dean of the High Tech High Graduate School of Education.
STEPS TO SCHOOLWIDE SUCCESS
Systemic Practices for Connecting Social-Emotional and Academic Learning
Stacey A. Rutledge, Marisa Cannata, Stephanie L. Brown, and Daniel G. Traeger

Steps to Schoolwide Success makes a powerful case for the implementation of a school reform that bridges academic and social-emotional learning systems in high schools. Based on a multiyear project in Broward County, Florida, the book describes how the biggest difference in academic success from school to school was not in instructional practice but in the systematic attention to personal relationships between adults and students. In the higher performing schools, educators made deliberate efforts to engage with students; established organizational structures to support students; and encouraged a language and culture of personalization.

Working with the National Center on Scaling Up Effective Schools, a research-practice partnership that included Vanderbilt University, Florida State University, and the University of North Carolina at Chapel Hill, educators in Broward County identified five core practices and specific implementation strategies to improve student academic, social-emotional, and behavioral outcomes—practices whose efficacy is supported by prior research and theory. This approach, called Personalization for Academic and Social Emotional Learning (PASL), emphasizes systemic personalization where adults intentionally attend to practices in schools that improve relationships with students. The book delves into the five components of PASL, providing stories from educators and students to illustrate how they were adapted in different schools through a process of continuous improvement.

Steps to Schoolwide Success challenges conventional, fragmented, and top-down reform efforts, and points the way to a new generation of efforts that emphasize continuous, systematic improvement. Readers will learn how high schools can be stronger and more responsive when educators employ strategies that bridge academic and social-emotional systems.

Stacey A. Rutledge is associate professor in the Department of Educational Leadership and Policy Studies at the Florida State University. Marisa Cannata is a research associate professor in the Peabody College of Education and Human Development at Vanderbilt University. Stephanie L. Brown is an assistant professor at York College of Pennsylvania in the Department of Education. Daniel G. Traeger is a district liaison representative for Florida Broward County Public Schools at National Center on Scaling Up Effective Schools.
Eminent historian and educator Larry Cuban provides a thorough examination of, and challenge to, past and present definitions of what constitutes educational success in the United States. Cuban argues that in the history of American education, standards of achievement and inadequacy—as well as the reform efforts issuing from them—have been neither stable nor consistent. Nor are these standards untainted by political considerations. Rather, schools thrive or decline based on a variety of factors, including social and political dynamics, leadership in school districts and communities, and policy improvisations.

*Chasing Success and Confronting Failure in American Public Schools* features profiles of two California high schools, Social Justice Humanitas Academy and MetWest, that are grappling with what it means to be successful (or failing) in the current moment. Each school is expanding conventional views of achievement beyond standard measures, such as test scores, graduation rates, and college admissions. But even as these schools’ missions, sense of community, and curricula create an innovative form of success, both remain bound by traditional criteria set forth by district policy makers, practitioners, and parents.

Through his exemplary research, Cuban illustrates how school reform is propelled by, and subject to, changing social and political fortunes. He maintains that this understanding offers educators an opportunity to re-envision school performance against an American value system that too often rewards individual merit and competitive capitalism.
FORMATIVE ASSESSMENT IN THE DISCIPLINES
Framing a Continuum of Professional Learning
Margaret Heritage and E. Caroline Wylie

In *Formative Assessment in the Disciplines*, Margaret Heritage and E. Caroline Wylie explore the interconnection of ambitious teaching, formative assessment, and disciplinary knowledge. The authors outline a framework to help teachers develop and extend their proficiency in enacting discipline-based formative assessment practices across the continuum of preservice and professional learning.

The book examines the interaction of formative assessment and disciplinary knowledge in mathematics, science, English language arts, and social studies. Through extended, real-life classroom vignettes, the authors argue that formative assessment is not a set of generic practices but rather is embedded in disciplinary learning. The authors illustrate how teachers’ knowledge and skills in discipline-based formative assessment can be developed across each phase of professional expertise, from preservice programs through induction to in-service learning opportunities for teachers and teacher leadership. This approach supports the premise that teachers never stop learning and continue to hone their expertise over many years.

*Formative Assessment in the Disciplines* is a valuable tool for those planning professional learning for teachers at any stage, including teacher educators, professional learning providers, and teacher leaders.

**Margaret Heritage** is an independent consultant in education focused on research and practice. **E. Caroline Wylie** is a research director at Educational Testing Service.
Jonathan Cohen and Dorothy L. Espelage, two leading authorities in the fields of school climate and prevention science, have gathered experts from around the globe to highlight policy and practice recommendations in support of students feeling safe in school.

Featuring analysis and commentaries from experts in public health, psychology, and school improvement, Feeling Safe in School addresses social, emotional, and intellectual aspects of safety as well as physical safety. The experts offer candid and unique insights into the way eleven different countries view and define what it means to feel safe in school, the types of goals and strategies that are being used to promote safety, and whether and how measures are being used to gauge progress.

Interest in supporting the physical as well as the social and emotional safety of students as a prerequisite for learning and healthy development is now a global phenomenon. Feeling Safe in School adds to the understanding of the possibilities for increasing student safety by examining the experiences of other countries that are tackling this issue.

JONATHAN COHEN is the co-president of the International Observatory for School Climate and Violence Prevention, co-founder and president emeritus of the National School Climate Center, adjunct professor in psychology and education at Teachers College, Columbia University, and a practicing clinical psychologist and psychoanalyst. DOROTHY L. ESPELAGE is the William C. Friday Distinguished Professor of Education at the University of North Carolina. She is the recipient of the APA Lifetime Achievement Award in Prevention Science and the 2016 APA Award for Distinguished Contributions to Research in Public Policy.

CONTRIBUTORS
Monisa Aijaz
Ron Avi Astor
Claire Beaumont
Rami Benbenishty
Karen Blase
Antonella Brighi
Eric Debarbieux
He Er’lin
Dean L. Fixsen
Michael Fullan
Hagit Glickman
Antoinette Hetzler
Einav Luke
Verónica López
Mao Yaqing
Sanjay K. Nanwani
David Ratner
Tal Raz
Santiago Rincón-Gallardo
Hila Segal-Zadvil
Hanna Shadmi
Grace Skrzypiec
Phillip T. Sleek
Peter K. Smith
Barbara A. Spears
Mitsuru Taki
ON MY OWN

The Challenge and Promise of Building Equitable STEM Transfer Pathways
Xueli Wang

On My Own: The Challenge and Promise of Building Equitable STEM Transfer Pathways is the first book of its kind to provide a detailed, on-the-ground examination of the difficult paths—curricular, interpersonal, and institutional—that students must chart through community college. The book follows 1,670 two-year college students over four years as they begin STEM programs in the Midwest and documents their educational and life experiences as they moved toward, or away, from the prospect of transfer to a four-year institution. Their stories reveal that they were on their own, left to navigate the pathways to transfer without meaningful institutional support.

The students pursued one of four pathways, or momentum trajectories: linear upward, detoured, deferred, or taking a break. The preexisting and lasting disparities in their access to educational and financial resources; their experiences with teaching and advising; and the conundrum between support from and for family, among others, propelled them onto different trajectories in their quest for transfer. As this book makes painfully clear, the current state of transfer acts as a mechanism that perpetuates and worsens inequities in educational outcomes.

As Xueli Wang argues, to cultivate an equitable STEM transfer pathway, culturally relevant and responsive supports that are accessible, welcoming, and validating must be put in place at the institutional level and appeal to the talent, motivation, and unique needs of historically marginalized students. In doing so, two-year colleges will be better positioned to fulfill their promise as an equitable pathway to bachelor’s degrees and beyond.

XUELI WANG is a professor of higher education in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin–Madison.
Supervising Principals for Instructional Leadership
A Teaching and Learning Approach
Meredith I. Honig and Lydia R. Rainey

Supervising Principals for Instructional Leadership specifies the conditions that district leaders can implement to help principal supervisors take a teaching and learning approach to their work. In particular, Meredith I. Honig and Lydia R. Rainey explore how these supervisors can most effectively support principals in becoming instructional leaders and developing the capacity to lead their own learning.

The authors argue for a shift in supervisors’ focus from a compliance and evaluation orientation to one in which they serve as learning partners for these principals. The professional development the supervisors offer principals must advance from group meetings focused on the delivery of information to intensive coaching differentiated to meet principals’ needs. Using extended cases and detailed examples, the authors illustrate how supervisors associated with positive results teach rather than tell. These successful supervisors guide principals’ learning with specific teaching moves such as modeling how to think and act like an instructional leader.

Based on extensive research of district central offices, Supervising Principals for Instructional Leadership advocates for a transformation to the role of principal supervisors.

MEREDITH I. HONIG is a professor of Education Policy, Organizations, and Leadership at the University of Washington, Seattle. LYDIA R. RAINNEY is a research scientist at the University of Washington and the director of research for the District Leadership Design Lab.
Six Shifts to Improve Special Education and Other Interventions

A Commonsense Approach for School Leaders

Nathan Levenson

Six Shifts to Improve Special Education and Other Interventions offers a set of bold, new ideas for dramatically raising the achievement of students with mild to moderate disabilities and students experiencing serious academic, social and emotional, and behavioral difficulties.

Despite much effort and caring on the part of educators, a new approach to supporting struggling students is critically needed so they can master grade-level skills and complete college, argues author Nathan Levenson. Combining research with evidence from his own implementation work in more than a hundred districts, Levenson makes the case for a wholesale rethinking of how interventions are delivered summarized by six essential “shifts.” Designed to be practical and draw on the talents of existing staff, Levenson’s shifts are paired with concrete advice and lessons learned from the field to improve special education and general education interventions such as Response to Intervention and Multi-Tiered Student Supports.

Six Shifts to Improve Special Education and Other Interventions serves as both a call to action and a critical guide for administrators looking for more effective, affordable ways to close the achievement gap.

NATHAN LEVENSON, a former school board member and superintendent, is the managing director of the District Management Group.
Teaching Students About the World of Work

A Challenge to Postsecondary Educators
Edited by Nancy Hoffman and Michael Lawrence Collins
Foreword by Garrett Moran

Teaching Students About the World of Work argues that educational institutions—especially two-year and four-year public institutions serving low-income students—need to make the topic of employment a central element in their educational offerings. Indeed, the book demonstrates that a far greater emphasis on teaching students about the work world will be necessary if colleges are to give disadvantaged students a realistic chance for professional and economic success. The recommendation is a reconfiguration of postsecondary education that represents a paradigm shift in career preparation and learning.

Editors Nancy Hoffman and Michael Lawrence Collins and their authors provide a rich and comprehensive view of both today’s work world and the challenges facing many young people who are determined to find a place within it. The book offers detailed accounts of how several community colleges have put employment at the center of the curriculum; provides practical insights into the twenty-first-century labor market and ways to improve the choices and outcomes for low-income job seekers; and explores the daunting structural barriers to securing successful and satisfying employment.

Throughout all its chapters, the book highlights increasing inequalities—in both opportunities and outcomes—within our society. In order to redress those disparities, it argues, postsecondary educators will need to offer enhanced insights and sophistication to disadvantaged young people preparing to enter and navigate the work world. An urgent but unfailingly reasonable book for our times, Teaching Students About the World of Work will be required reading for educators determined to create practical opportunities for young people in search of good employment and better lives.

Nancy Hoffman is a senior advisor at Jobs for the Future and a co-founder of the Pathways to Prosperity Network. Michael Lawrence Collins is vice president at Jobs for the Future.
TEACHING WITH A SOCIAL, EMOTIONAL, AND CULTURAL LENS

A Framework for Educators and Teacher Educators

Nancy Lourié Markowitz and Suzanne M. Bouffard

Teaching with a Social, Emotional, and Cultural Lens goes beyond existing social and emotional learning programs to introduce a new framework for integrating the development of key skills needed for academic success into daily classroom practice.

The framework spells out the competencies, processes, and strategies that effective P–12 educators need to employ in order to build students’ social and emotional learning. The book is based on a decade of pioneering work by the Center for Reaching and Teaching the Whole Child at San José State University, building on the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL) and on research about effective teaching and learning and culturally responsive practices.

Teaching with a Social, Emotional, and Cultural Lens serves as a critical roadmap for educators, whether they are university faculty searching for how to bring a social, emotional, and cultural lens into their methods or foundations course and field work experiences, or classroom teachers hoping to infuse critical skill building into the everyday academic learning that is the traditional focus of schools.

NANCY LOURIÉ MARKOWITZ is the founder and executive director of the Center for Reaching and Teaching the Whole Child. SUZANNE M. BOUFFARD is the vice president of publications at Learning Forward and editor of The Learning Professional magazine.
THE WAY WE DO SCHOOL
The Making of Oakland’s Full-Service Community School District
Milbrey McLaughlin, Kendra Fehrer, and Jacob Leos-Urbel

The Way We Do School: The Making of Oakland’s Full-Service Community School District offers an in-depth profile of the nation’s most ambitious community school initiative. The book focuses on a nearly ten-year effort to transform all eighty-six district schools in Oakland, California into community schools in order to better meet the academic and personal needs of all students.

Based on six years of research, the authors detail the implementation of the effort at both the district and school levels. Their work covers the detailed, community-wide planning process, the policy “levers” for system change, and the organizational shifts and other tools that were employed.

Under extraordinarily difficult conditions, Oakland’s Community Schools, Thriving Students initiative spurred system change at both the central office and school levels. Though still a work in progress, the initiative’s “whole-child approach” has resulted in positive outcomes for students and for the district. In addition, several elements of Oakland’s full-service community schools (FSCS) work have been recognized nationally, including the African American Male Achievement program, its district partnership model, and its restorative justice and social-emotional learning practices.

The Way We Do School illustrates how the implementation of Oakland’s full-service community school initiative and its remarkable stability over time provide many lessons for the community school field and most especially for policy makers and practitioners interested in launching a district-led FSCS system.

Milbrey McLaughlin is the David Jacks Professor Emerita of Education and Public Policy at Stanford University and the founding director of the John W. Gardner Center for Youth and Their Communities. Kendra Fehrer is senior research associate at the John W. Gardner Center for Youth and Their Communities at Stanford. Jacob Leos-Urbel is a senior analyst at Tipping Point Community.
WHERE TEACHERS THRIVE
Organizing Schools for Success
Susan Moore Johnson
978-1-68253-358-1 $34.00 PAPER
304 PAGES/2019
SCHOOL REFORM
2019 Outstanding Academic Title, Choice
“This clearly written and absorbing analysis should be required reading for all those involved in educational decision-making.”
—CHOICE

MILLENNIAL TEACHERS OF COLOR
Edited by Mary E. Dilworth
Foreword by H. Richard Milner IV
Afterword by James Earl Davis
978-1-61250-987-7 $31.00 PAPER
272 PAGES/2018
RACE AND EQUITY
Race and Education Series
2019 Outstanding Book Award, AACTE
“Dilworth shines needed light on the work, divergent experiences, nuanced views, and complexities of millennial teachers of color.”
—NATHAN BOWLING, TACOMA PUBLIC SCHOOLS, 2016 WASHINGTON STATE TEACHER OF THE YEAR

AMBITIOUS SCIENCE TEACHING
Mark Windschitl, Jessica Thompson, and Melissa Braaten
978-1-68253-162-4 $33.00 PAPER
312 PAGES/2018
TEACHING METHODS AND MATERIALS
2018 Outstanding Academic Title, Choice
“Windschitl, Thompson, and Braaten have made a welcome and important contribution to science teaching with equitable access to science learning for all students.”
—MARYMARGARET WELCH, PK-12 SCIENCE PROGRAM MANAGER, SEATTLE PUBLIC SCHOOLS

EXCELLENCE GAPS IN EDUCATION
Expanding Opportunities for Talented Students
Jonathan A. Plucker and Scott J. Peters
978-1-61250-992-1 $31.00 PAPER
240 PAGES/2016
POLICY
2017 National Association of Gifted Children Scholar Book of the Year Award
2017 Texas Association for the Gifted and Talented Legacy Scholar Book Award

URBAN PREPARATION
Young Black Men Moving from Chicago’s South Side to Success in Higher Education
Chezare A. Warren
Foreword by H. Richard Milner IV
Afterword by James Earl Davis
978-1-68253-077-1 $32.00 PAPER
248 PAGES/2017
RACE AND EQUITY
Race and Education Series
2018 Society of Professors of Education Outstanding Book Award
2018 American Educational Studies Association Critics’ Choice Book Award

BEYOND THE SKILLS GAP
Preparing College Students for Life and Work
Matthew T. Hora with Ross J. Benbow and Amanda K. Oleson
978-1-61250-989-1 e-book
272 PAGES/2018
HIGHER EDUCATION
2018 Frederic W. Ness Book Award, AAC&U

FAILING OUR BRIGHTEST KIDS
The Global Challenge of Educating High-Ability Students
Chester E. Finn, Jr. and Brandon L. Wright
978-1-61250-841-2 $32.00 PAPER
312 PAGES/2015
POLICY
Educational Innovations Series
2016 Outstanding Academic Title, Choice

VISUAL THINKING STRATEGIES
Using Art to Deepen Learning Across School Disciplines
Philip Yenawine
978-1-61250-609-8 $28.00 PAPER
978-1-61250-611-1 e-book
308 PAGES/2013
TEACHING METHODS AND MATERIALS
2014 Outstanding Academic Title, Choice

PREPARING EVERY TEACHER TO REACH ENGLISH LEARNERS
A Practical Guide for Teacher Educators
Edited by Joyce W. Nutta, Kouider Mokhtari, and Carine Strebel
978-1-61250-127-7 $32.00 PAPER
320 PAGES/2012
TEACHING METHODS AND MATERIALS
2013 Outstanding Book Award, AACTE
CAREER PATHWAYS IN ACTION
Case Studies from the Field
Edited by Robert B. Schwartz and Amy Loyd
978-1-68253-379-6 $34.00 PAPER
280 PAGES/2019
POLICY
Work and Learning Series
“Career Pathways in Action takes the goal of collaboration across K–12, higher education, and industry to the next level.”
—Maura Banta, Former Chair of the Massachusetts Board of Elementary and Secondary Education

VOCATIONAL EDUCATION AND TRAINING FOR A GLOBAL ECONOMY
Lessons from Four Countries
Edited by Marc S. Tucker
Foreword by Robert B. Schwartz and Nancy Hoffman
978-1-68253-389-5 $34.00 PAPER
248 PAGES/2019
POLICY
Work and Learning Series

OPPORTUNITY FOR ALL
A Framework for Quality and Equality in Education
Jennifer A. O’Day and Marshall S. Smith
978-1-68253-363-5 $34.00 PAPER
288 PAGES/2019
POLICY

BROADER, BOLDER, BETTER
How Schools and Communities Help Students Overcome the Disadvantages of Poverty
Elaine Weiss and Paul Reville
978-1-68253-348-2 $33.00 PAPER
312 PAGES/2019
POLICY

SAFE IS NOT ENOUGH
Better Schools for LGBTQ Students
Michael Sadowski
Foreword by Kevin Jennings
978-1-61250-942-6 $29.00 PAPER
232 PAGES/2016
YOUTH DEVELOPMENT
Youth Development and Education Series

CULTURALLY AND LINGUISTICALLY RESPONSIVE EDUCATION
Designing Networks That Transform Schools
Edited by Martin Scanlan, Cristina Hunter, and Elizabeth R. Howard
978-1-68253-399-4 $33.00 PAPER
248 PAGES/2019
SCHOOL REFORM

SYSTEMS FOR INSTRUCTIONAL IMPROVEMENT
Creating Coherence from the Classroom to the District Office
Paul Cobb, Kara Jackson, Erin Henricks, Thomas W. Smith, and the MIST team
Afterword by Michael Sorum
978-1-68253-177-8 $33.00 PAPER
336 PAGES/2018
SCHOOL REFORM

DIVERSE FAMILIES, DESIRABLE SCHOOLS
Public Montessori in the Era of School Choice
Mira Debs
978-1-68253-307-9 $33.00 PAPER
240 PAGES/2019
SCHOOL REFORM

DISTRUST AND EDUCATIONAL CHANGE
Overcoming Barriers to Just and Lasting Reform
Katherine Schultz
978-1-68253-297-3 $32.00 PAPER
184 PAGES/2019
SCHOOL REFORM

THE ALLIANCE WAY
The Making of a Bully-Free School
Tina M. Owen-Moore
978-1-68253-287-4 $34.00 PAPER
312 PAGES/2019
ADMINISTRATION

RETHINKING RECESS
Creating Safe and Inclusive Playtime for All Children in School
Rebecca A. London
978-1-68253-414-4 $34.00 PAPER
224 PAGES/2019
ADMINISTRATION | POLICY
RACE, SPORTS, AND EDUCATION
Improving Opportunities and Outcomes for Black Male College Athletes
John N. Singer
978-1-68253-409-0 $32.00 PAPER
224 PAGES/2019
HIGHER EDUCATION | SPORTS
Race and Education Series
“Race, Sports, and Education brings the debate over the status and circumstances of Black male collegiate athletes into the twenty-first century.”
—HARRY EDWARDS, PROFESSOR EMERITUS, SOCIOLOGY, UNIVERSITY OF CALIFORNIA, BERKELEY

TRANSFORMATIONAL LEARNING IN COMMUNITY COLLEGES
Charting a Course for Academic and Personal Success
Chad D. Hoggan and Bill Browning
Foreword by Robert G. Templin, Jr.
978-1-68253-404-5 $34.00 PAPER
264 PAGES/2019
HIGHER EDUCATION

DESIGN THINKING IN SCHOOLS
A Leader’s Guide to Collaborating for Improvement
John B. Nash
978-1-68253-419-9 $31.00 PAPER
192 PAGES/2019
LEADERSHIP

MAKING SCHOOL RELEVANT WITH INDIVIDUALIZED LEARNING PLANS
Helping Students Create Their Own Career and Life Goals
V. Scott H. Solberg
978-1-68253-384-0 $31.00 PAPER
184 PAGES/2019
COUNSELING

FULFILLING THE PROMISE
Reimagining School Counseling to Advance Student Success
Mandy Savitz-Romer
978-1-68253-353-6 $33.00 PAPER
232 PAGES/2019
COUNSELING

RACE ON CAMPUS
Debunking Myths with Data
Julie J. Park
978-1-68253-232-4 $31.00 PAPER
208 PAGES/2018
HIGHER EDUCATION

ABSENT FROM SCHOOL
Understanding and Addressing Student Absenteeism
Edited by Michael A. Gottfried and Ethan L. Hutt
Foreword by Elaine Allensworth and Robert Balfanz; Afterword by Todd Rogers and Johannes Demarzi
978-1-68253-277-5 $34.00 PAPER
288 PAGES/2019
POLICY

OUTSIDE MONEY IN SCHOOL BOARD ELECTIONS
The Nationalization of Education Politics
Jeffrey R. Henig, Rebecca Jacobsen, and Sarah Reckhow
978-1-68253-282-9 $33.00 PAPER
240 PAGES/2019
POLICY
Education Politics and Policy Series

COMPETE OR CLOSE
Traditional Neighborhood Schools Under Pressure
Julia A. McWilliams
Foreword by Maia Cucchiara
978-1-68253-312-3 $32.00 PAPER
272 PAGES/2019
SCHOOL REFORM
Education Politics and Policy Series

DEMOCRATIC DISCORD IN SCHOOLS
Cases and Commentaries in Educational Ethics
Edited by Meira Levinson and Jacob Fay
Foreword by Margot Stern Strom and Adam Strom
978-1-68253-302-4 $34.00 PAPER
360 PAGES/2019
EDUCATIONAL PHILOSOPHY
CULTURALLY RESPONSIVE SCHOOL LEADERSHIP
Muhammad Khalifa
Foreword by Lisa Delpit
978-1-68253-207-2  $32.00 PAPER
232 PAGES/2018
LEADERSHIP
Race and Education Series

JUSTICE ON BOTH SIDES
Transforming Education Through Restorative Justice
Maisha T. Winn
978-1-68253-182-2  $30.00 PAPER
216 PAGES/2018
CLASSROOM MANAGEMENT
Race and Education Series

LEARNING TO IMPROVE
How America’s Schools Can Get Better at Getting Better
Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, and Paul G. LeMahieu
978-1-61250-791-0  $35.00 PAPER
978-1-61250-793-4  E-BOOK
280 PAGES/2015
SCHOOL REFORM

CAGE-BUSTING LEADERSHIP
Frederick M. Hess
978-1-61250-506-0  $32.00 PAPER
978-1-61250-508-4  E-BOOK
256 PAGES/2013
LEADERSHIP
Educational Innovations Series

WHY KNOWLEDGE MATTERS
Rescuing Our Children from Failed Educational Theories
E. D. Hirsch, Jr.
978-1-61250-952-5  $31.00 PAPER
978-1-61250-954-9  E-BOOK
280 PAGES/2016
SCHOOL REFORM

SURPASSING SHANGHAI
An Agenda for American Education Built on the World’s Leading Systems
Edited by Marc S. Tucker
Foreword by Linda Darling-Hammond
978-1-61250-103-1  $30.00 PAPER
978-1-61250-457-5  E-BOOK
288 PAGES/2011
POLICY

COMPETENCY-BASED EDUCATION
A New Architecture for K–12 Schooling
Rose L. Colby
978-1-68253-100-6  $31.00 PAPER
978-1-68253-102-0  E-BOOK
232 PAGES/2017
PROFESSIONAL DEVELOPMENT

SCHOOLS THAT SUCCEED
How Educators Marshal the Power of Systems for Improvement
Karin Chenoweth
978-1-68253-027-6  $30.00 PAPER
240 PAGES/2017
SCHOOL REFORM

WHAT EXCELLENT COMMUNITY COLLEGES DO
Preparing All Students for Success
Joshua S. Wyner
Foreword by Anthony P. Carnevale
978-1-61250-649-4  $28.00 PAPER
200 PAGES/2014
HIGHER EDUCATION

CREATING A DATA-INFORMED CULTURE IN COMMUNITY COLLEGES
A New Model for Educators
Brad C. Phillips and Jordan E. Horowitz
978-1-68253-087-0  $30.00 PAPER
216 PAGES/2017
HIGHER EDUCATION

BLUEPRINT FOR TOMORROW
Redesigning Schools for Student-Centered Learning
Prakash Nair
978-1-61250-704-0  $30.00 PAPER
978-1-61250-706-4  E-BOOK
216 PAGES/2014
SCHOOL REFORM
SALES, RIGHTS, AND COURSE ADOPTIONS

HARVARD EDUCATION PRESS
8 Story Street, First Floor
Cambridge, MA 02138
Phone: (617) 495-3432
Toll-free phone: (800) 513-0763
Fax: (617) 496-3584

BOOK ORDERS, US AND CANADA
Harvard Education Press
c/o PSSC
46 Development Road
Fitchburg, MA 01420
Toll-free phone: (888) 437-1437
Fax: (978) 348-1233
E-mail: orders@pssc.com
Web: hepg.org

Returns
Harvard Education Press
c/o PSSC
46 Development Road
Fitchburg, MA 01420

INTERNATIONAL SALES
Eurospan
Gray’s Inn House
127 Clerkenwell Road
London EC1R 5DB
United Kingdom
Phone: +44 (0) 1767 604972
Email: info@eurospan.co.uk
Online: eurospanbookstore.com/
harvardeducation
Customer service phone: +44 (0) 20 7240 0856
Customer service email: eurospan@turpin-distribution.com

PRICING
Prices are effective 12/1/19 and are subject to change.

PERMISSIONS
For information on classroom uses, alternative formats, quotes, or excerpts, please contact:
Laura Clos
Harvard Education Press
8 Story Street, First Floor
Cambridge, MA 02138
Phone: (617) 384-7257
Fax: (617) 496-3584
E-mail: laura_clos@harvard.edu

SUBSIDIARY RIGHTS
For information on foreign language translations for books in their entirety, please contact:
Laura Clos
Harvard Education Press
8 Story Street, First Floor
Cambridge, MA 02138
Phone: (617) 384-7257
Fax: (617) 496-3584
E-mail: laura_clos@harvard.edu

COURSE ADOPTIONS
Examination and Desk Copies
Examination copies are available to college professors and instructors. Complimentary desk copies are available for instructors who have adopted the book for their course. To learn how to submit an examination or desk copy request, please visit www.hepg.org and select “Desk/Exam Copies.”

E-BOOKS
Many of our bestselling titles are now available as e-books through major online booksellers, including Amazon, iBookstore, and Barnes & Noble.

E-NEWS
Sign-up for the Harvard Education Publishing Group e-newsletter. Please visit www.hepg.org and select “E-news.”