STEM Education Reform in Urban High Schools
Opportunities, Constraints, Culture, and Outcomes
MARGARET A. EISENHART AND LOIS WEIS

“This careful and powerfully analytic double case study of educational provision and its results in student-learning careers sheds light on an enduring problem that makes deep educational change so difficult—that labels on the packages of new provisions often do not match what’s inside each box.”
—FREDERICK ERICKSON, G. F. Kneller Professor of Anthropology and Education Emeritus, University of California, Los Angeles

STEM Education Reform in Urban High Schools gives a nuanced view of the obstacles marginalized students face in STEM education—and explores how schools can better support STEM learners.

Reporting the results of a nine-year ethnographic study, the book chronicles the outcomes of various STEM education reforms in eight public high schools with nonselective admissions policies and high proportions of low-income and minoritized students: four schools in Denver, Colorado, and four in Buffalo, New York.

Margaret A. Eisenhart and Lois Weis follow the educational experiences of high-ability students from each school, tracking the students’ high school-to-college-to-career trajectories. Through interviews with students, educators, and parents, as well as classroom and campus observations, the authors identify patterns in the educational paths of students who go on to great success in STEM occupations and those who do not. They discuss common mechanisms that undermine the stated goals of STEM programming—opportunity structures that are inequitable, erosion of program quality, and diversion of resources—as well as social and cultural constructs (the figured worlds of STEM) that exclude many minoritized students with potential for success from the STEM pipeline.

On a broader scope, the book explores how and why STEM education reform efforts fail and succeed. With an eye toward greater access to STEM learning, the authors show how lessons of past measures can inform future STEM initiatives.

MARGARET A. EISENHART is University Distinguished Professor Emerita of Educational Foundations and Research Methodology at the University of Colorado Boulder. LOIS WEIS is State University of New York Distinguished Professor of Sociology of Education at the University at Buffalo.

A Message from the Executive Director

This fall marks our 20th anniversary of bringing practitioners and policy makers the knowledge, tools, and information they need to understand and address the educational issues facing our society. As the new Executive Director of Harvard Education Publishing Group, I am honored to be part of this team of authors and publishing professionals dedicated to driving improvement in education.

While I am a newcomer to Harvard Education Press, our books are not new to the education community. From the first title we published, Racial Inequity in Special Education, to those we bring you in this catalog, our unwavering commitment to exploring the most important issues of our times has brought you the information you need, from the best and brightest in the field.

Thank you for joining me in celebrating this milestone anniversary. We look forward to the next 20 years of working with you, providing you with a forum for sharing thoughts and ideas, and driving the conversation about education.

In honor of our anniversary, we are offering 20% off all our titles now through December 31, 2022, when you use sales code HEPG20 at checkout on our website.

Jessica Fiorillo
Executive Director
Harvard Education Publishing Group

FALL 2022
1 NEW BOOKS
13 RECENT RELEASES
14 BESTSELLERS
Equality or Equity
Toward a Model of Community-Responsive Education
JEFFREY M. R. DUNCAN-ANDRADE

“Equality or Equity sets forth a compelling argument urging us to shift our understanding of the role of our education system from providing equal opportunity to building an equitable society.

A leading scholar-practitioner and ardent proponent of culturally responsive forms of education, Jeffrey M. R. Duncan-Andrade aims to settle the debates over whether we should work toward a public education system built on the goal of equality, in which identical resources are provided for all students, or equity, in which different resources are offered in response to differences in student interests and needs. Duncan-Andrade centers his argument on the importance of creating meaningful education experiences for all students, particularly for low-income students of color and immigrant students, who have gained relatively fewer benefits from decades of equality-focused education reform.

Drawing on research from across a range of disciplines, including neuroscience, social epidemiology, public health, and social work, Duncan-Andrade introduces three essential domains of a pedagogy that are both culturally and community responsive: relationships, relevance, and responsibility. He enlists the voices of practitioners to provide grounded examples of what community-responsive pedagogy looks like in each of these domains. These examples demonstrate how equitable classroom practices can enrich student engagement, enhance trauma responsiveness, and improve educational outcomes.

JEFFREY M. R. DUNCAN-ANDRADE is professor of Latina/o Studies and Race and Resistance Studies at San Francisco State University.
Race and Culturally Responsive Inquiry in Education

Improving Research, Evaluation, and Assessment


“This brilliant book shows how theoretically rich, empirically rigorous, equity-based educational perspectives, practices, and policies can help to reclaim the soul of the nation.”
—Walter R. Allen, Allan Murray Carter Professor of Higher Education, University of California, Los Angeles

This ambitious volume sheds light on the detrimental effects of educational praxis and policies that have characterized communities of color and historically underserved communities as deficient. It reveals how such bias has affected many facets of educational inquiry, from research design and planning to education policy making and evaluation practices. The provocative essays in Race and Culturally Responsive Inquiry in Education challenge traditional suppositions about whose evidence matters, highlighting approaches for reframing educational inquiry and arguing for the adoption of a culturally responsive stance that can correct inequities by accounting for students’ diverse backgrounds and needs.

Edited by Stafford L. Hood, Henry T. Frierson, Rodney K. Hopson, and Keena N. Arbuthnot and featuring contributions from leading and emerging scholars, the collection is organized around three key areas—education research, educational assessment, and program evaluation. The contributors identify provocative problems that exist at the intersection of race and education in these areas, and they illuminate the many ways in which education reform can address intersectionality. Calling for effective action, they suggest compelling solutions for consideration by policy makers and practitioners as well as researchers.

Stafford L. Hood is the founding director of the Center for Culturally Responsive Evaluation and Assessment and Sheila M. Miller Professor of Education/Curriculum Instruction Emeritus in the College of Education at the University of Illinois Urbana-Champaign. Henry T. Frierson is a professor of education at the University of Florida. Rodney K. Hopson is a professor of evaluation in the Department of Educational Psychology, College of Education, at the University of Illinois Urbana-Champaign. Keena N. Arbuthnot is special advisor to the president, associate vice president of Research and Economic Development, and Joan Pender McManus Distinguished Professor of Education at Louisiana State University.

Trans Studies in K–12 Education

Creating an Agenda for Research and Practice

Edited by Mario I. Suárez and Melinda M. Mangin

“This stellar collection of essays by the rock stars of trans studies in K–12 education offers invaluable resources for addressing a frontline struggle in the contemporary culture wars. It could not be more timely, or more urgently needed.”
—Susan Stryker, author of Transgender History: The Roots of Today’s Revolution

Edited by two prominent figures in trans studies, Mario I. Suárez and Melinda M. Mangin, Trans Studies in K–12 Education brings together scholars and professionals representing a range of academic traditions, research methodologies, and career backgrounds to explore why and how schools should affirm gender diversity and challenge gender-based inequities.

The collection offers a comprehensive examination of how gender is manifested in the educational context. Gathering a wealth of evidence, the book’s contributors expose the prevailing norm of gendered environments, which are entrenched in the very design and execution of educational research. The collection also lays out a critical overview of US laws and policies related to gender equity, gender identity, and gender expression and how these frameworks impact educational environments. These findings draw attention to deficit-oriented, pathologizing ideologies that surround nonconforming gender identities and the detrimental, often traumatizing effects on transgender students and educators.

Throughout, the contributors recommend methods for establishing gender-affirming research, policy, and practice. They outline the sociopolitical and legal pathways that trans and nonbinary students and school employees may use to secure education and workplace rights. They discuss the positive gains made by professional development for teachers, LGBTQ+ advocacy, and community programs that successfully support transgender and gender-nonconforming individuals.

Ultimately, the volume highlights the promise of creating K–12 education spaces that are liberating rather than constraining.

Mario I. Suárez is an assistant professor of Cultural Studies in the School of Teacher Education and Leadership at Utah State University. Melinda M. Mangin is an associate professor in the Graduate School of Education at Rutgers University.
Entry Planning for Equity-Focused Leaders
Empowering Schools and Communities
JENNIFER PERRY CHEATHAM, RODNEY THOMAS, AND ADAM PARROTT-SHEFFER
FOREWORD BY CARL A. COHN

“Disrupting inequities and creating more culturally responsive schools and systems requires intentional leadership moves. Cheatham, Thomas, and Parrott-Sheffer offer the gift of lifting stories of leaders who entered their leadership journeys with purpose and who model what it looks like to display your values and center equity in how you listen, learn, and iterate even when things get tough.”
—NANCY GUTIERREZ, President & CEO of The Leadership Academy

In this practitioner-focused and action-oriented work, Jennifer Perry Cheatham, Rodney Thomas, and Adam Parrott-Sheffer consolidate their extensive experience centering equity in leadership. They affirm that the entry of a new leader, or the pivot of an established one, affords an unparalleled opportunity to garner the insight, trust, and commitment that will establish a basis for positive, equitable transformation within a system.

This essential work provides a flexible framework for leadership entry that is customized to fit the complex social, political, and economic demands of a given organization and the community it serves. It highlights how such an approach prepares leaders to begin addressing one of the most entrenched and persistent issues in education: structural and systemic racism.

Appealing to community and school leadership at all levels—superintendents, principals, project managers, and nonprofit partners, among others—Entry Planning for Equity-Focused Leaders presents seven components needed to enact an entry plan, from understanding context, to establishing transparency, to galvanizing partners for action. Through case studies and interviews, the authors explore the key skills necessary for each component. They then offer a wide range of supplementary tools and exercises to help leaders begin or recast their tenures and advance their agendas successfully.

JENNIFER PERRY CHEATHAM is a senior lecturer on education at the Harvard Graduate School of Education and cochair of the Public Education Leadership Project at Harvard University. RODNEY THOMAS is an independent consultant and speaker. ADAM PARROTT-SHEFFER is managing partner at Post Script Coaching and Consulting.

Early Colleges as a Model for Schooling
Creating New Pathways for Access to Higher Education
JULIE A. EDMUNDS, FATIH UNLU, ELIZABETH J. GLENNIE, AND NINA ARSHAVSKY

“Edmunds and her coauthors have built a compelling case for why and how early colleges create a vision for transforming the American high school and its relationship to higher education.”
—JOEL VARGAS, vice president, Jobs for the Future

Early Colleges as a Model for Schooling advocates for early college high schools as an effective means of reducing academic, cultural, and financial obstacles to postsecondary education.

This perceptive work evaluates, both quantitatively and qualitatively, the impacts of early colleges—hybrids that blend elements of secondary and postsecondary education. It examines the strengths and challenges of early college models of different designs and explores their place in the greater education system.

Julie A. Edmunds, Fatih Unlu, Elizabeth J. Glennie, and Nina Arshavsky craft their narrative around the findings of one of the most ambitious studies to date on early college high schools, a fifteen-year longitudinal study involving more than four thousand students across nineteen secondary schools that have adopted the model. They offer insight into the student experience within early college high schools and beyond.

The authors demonstrate how the well-structured and supportive educational environment of early college not only prepares students academically for college-level coursework but also helps students navigate logistical challenges in applying for colleges and universities. They show how the positive outcomes of the early college experience can help tip the balance toward successful postsecondary educational experiences, especially for historically underserved students such as low-income students, minority students, and first-generation college students.

JULIE A. EDMUNDS is Program Director for Secondary School Reform at SERVE Center at the University of North Carolina at Greensboro. FATIH UNLU is a senior economist and the director of the Labor, Workforce Development, and Postsecondary Education Program at the RAND Corporation. ELIZABETH J. GLENNIE is a senior research analyst in RTI International’s Education Workforce Development division. NINA ARSHAVSKY is a senior research specialist at the SERVE Center at the University of North Carolina at Greensboro.
A Dream Defaulted

The Student Loan Crisis Among Black Borrowers

JASON N. HOULE and FENABA R. ADDO

FOREWORD BY AYANNA PRESSLEY

“Houle and Addo not only examine the racialized scope and impact of the student debt crisis but also provide recommendations for pathways out of the catastrophe.”
—WILLIAM A. DARITY JR., founding director, Samuel DuBots Cook Center on Social Equity, Duke University

A Dream Defaulted explores how the student loan crisis disproportionately affects Black borrowers and why rising student debt is both a cause and consequence of social inequality in the United States.

Jason N. Houle and Fenaba R. Addo offer a deft analysis of the growing financial crisis in education, examining its sources and its impacts. Based on more than five years of ongoing qualitative and quantitative research, this incisive work illustrates how the student loan system has not benefited all students equally. The authors tell the story of how first-generation college students, low-income students, and students of color are disadvantaged in two opposing phases of the process: debt accumulation and debt repayment. They further demonstrate that policies intended to mitigate financial burden and prevent default have failed to assist the people who most need help.

Houle and Addo present these social and racial disparities within a broader context, tracing how centuries of institutionalized racism have contributed to social and economic inequities, perpetuating the racial wealth gap and leading to intergenerational inequality. Through interviews with borrowers, they illuminate the ways in which racial disparities affect who has college access, how and why people take on debt, and who has the ability to repay student loan debt after leaving college.

Recognizing that the affordability crisis cannot be solved by higher education reform alone, Houle and Addo consider solutions. They argue that policy must extend beyond debt reduction and financial aid to address entrenched patterns of racial inequality and racial discrimination, both inside and outside institutions of higher education.

JASON N. HOULE is an associate professor of sociology at Dartmouth College. FENABA R. ADDO is an associate professor of public policy at the University of North Carolina–Chapel Hill.

Co-Creating Equitable Teaching and Learning

Structuring Student Voice into Higher Education

ALISON COOK-SATHER

FOREWORD BY ELENA MARCOVICI

“This new work offers a compelling argument for engaging practices of co-creation to implement a practice of equity and justice in higher education. It is essential reading for instructors, institutional leaders, and staff, as well as students.”
—STEVEN S. VOLK, Co-director, Consortium for Teaching and Learning, Great Lakes Colleges Association

Co-Creating Equitable Teaching and Learning invites readers to help forge a more inclusive and accessible college education by incorporating student voices via pedagogical partnerships.

Alison Cook-Sather, a pioneer of this co-creative approach, draws on more than twenty years of experience developing student–teacher partnerships in higher education to offer a wise and generous work that speaks to both students and educators. As her research underscores, a co-creative learning environment, in which relationships and communication between students and teachers are prioritized, benefits the educational experience on many levels. Cook-Sather demonstrates how pedagogical partnerships give students the tools to advocate for their own learning while giving educators the feedback they need to improve classroom experiences. She shows how the co-creative model helps to bring about inclusive spaces and equitable teaching practices that better foster student success, especially among underrepresented and minority student populations.

Offering actionable guidance, Cook-Sather advocates enacting the following four principles to structure student voice into higher education: embracing a commitment to equity and justice; providing structure rather than prescriptions for engagement; making rather than taking up space; and developing a partnership mindset. She grounds these principles in examples of practices drawn from an undergraduate education course; a faculty development program; and cross-disciplinary, cross-institutional dialogues.

ALISON COOK-SATHER is Mary Katharine Woodworth Professor of Education and Director of the concentration in Peace, Conflict, and Social Justice Studies at Bryn Mawr College, as well as Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges.
The Instructional Leadership Cycle

DANIEL ALLEN

FOREWORD BY LEE TEITEL

"Daniel Allen’s practical guide is a wonderful blend of theory, practical wisdom, and personal experience.”
—RICK MINTROP, Professor, University of California, Berkeley, and author of Design-Based School Improvement

The Instructional Leadership Cycle introduces a multifaceted model for continuous school and system improvement, founded on an adaptable set of professional practices for K–12 leaders.

Daniel Allen draws on a breadth of education system experience, spanning from classroom to top office, to outline a flexible framework—the Instructional Leadership Cycle—that supports school leaders in advancing equitable, high-quality instruction. In this comprehensive and deeply practical work, Allen mentors leaders through the framework’s cycles of implementation, analysis, reflection, and improvement, which are anchored in the rhythms of the annual school calendar.

As Allen counsels readers on the application of the Instructional Leadership Cycle, he also explains the genesis of the framework, which has been successfully implemented in more than sixty California schools, resulting in dramatic annual student achievement gains. With ample real-world examples, Allen demonstrates how leaders can move beyond strategic planning to fulfill the promise of organizational change. Incorporating elements of universal design for learning, multi-tiered systems of support, and key performance indicators, Allen’s approach encourages leaders to develop an instructional vision for their institution and then set it in motion. The work shows how the process circles back to a few key tenets: ensure that all educators have access to a common set of tools to use in support of instructional improvement, effectively measure progress with school data analysis, and leverage organizational learning.

This clear-sighted work guides equity-focused school leaders to reliably bring about instructional transformation, moving toward positive learning outcomes for all students.

DANIEL ALLEN is the general director for the Lincoln School in San Jose, Costa Rica, one of the largest private international schools in Central and South America.

Rethinking College Admissions

Research-Based Practice and Policy

EDITED BY OIYAN A. POON AND MICHAEL N. BASTEDO

“This groundbreaking book presents research that will inform new policy and inspire creative new practices for professionals. If you care deeply about the future of college access in America, this book is a must-read.”
—ANGEL B. PéREZ, CEO, National Association for College Admission Counseling

Edited by scholars OiYan A. Poon and Michael N. Bastedo, Rethinking College Admissions gives readers an evidence-based understanding of postsecondary admissions practices and structures, exploring many factors that affect college access and educational equity in the United States. These collected essays from leading experts present boundary-pushing applied research on admissions, with implications for policy, practice, and leadership.

The volume considers admissions issues from three angles. In the opening essays, contributors offer critical analyses of current admissions approaches in higher education, delineating the delicate balance of equity-building efforts and legal pressures. The contributors offer reflections on whether and how admissions systems further inclusion or inequality. They examine topics such as race-conscious admissions, holistic review without standardized test scores, and student test preparation. The volume’s next part discusses the many different ways in which admissions work can be done, outlines ethical hazards, and considers potential areas for organizational change. The final essays provide inroads and examples for developing reciprocal relationships in research and practice for the future. They discuss promising approaches for advancing campus diversity, such as admissions lotteries, direct enrollment, and leadership.

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A must-read for practitioners, policy makers, and anyone interested in gaining a better understanding of postsecondary admissions structures, including K–12 educators and counselors, advocacy groups, and students, this work supports data-informed approaches to higher education admissions.

OIYAN A. POON is a program officer at the Spencer Foundation and a faculty affiliate at Colorado State University and the University of Maryland, College Park. MICHAEL N. BASTEDO is a professor in the Center for the Study of Higher and Postsecondary Education at the University of Michigan, where he also serves as Associate Dean for Research and Graduate Affairs.
Making Black Girls Count in Math Education
A Black Feminist Vision for Transformative Teaching
NICOLE M. JOSEPH
FOREWORD BY ERICA N. WALKER

"With its focus on strategies and recommendations to improve mathematics attainment among Black girls and women, this book is groundbreaking."
—JACQUELINE LEONARD, professor emeritus of elementary and early childhood education, University of Wyoming

Nicole M. Joseph investigates factors that contribute to the glaring underrepresentation of Black female students in the mathematics pipeline. Joseph’s unflinching account calls attention to educational structures and practices that contribute to race- and gender-based stratification in science, technology, engineering, and mathematics disciplines. In Making Black Girls Count in Math Education, she also disentangles a complex network of historical and sociopolitical elements that influence the perception and experiences of Black girls and women both inside and outside of mathematics education.

In her clear-eyed assessment of the intersectional difficulties facing this marginalized group, Joseph offers a critical view of the existing mathematics education research, practice, and policies that have neglected Black girls and women; confronts the problematic history of mathematics education policy; and considers imbalances in the current teacher workforce in US mathematics programs. She then provides practical, actionable suggestions for reform.

Joseph invites students, families, and educators, as well as researchers, policy makers, and other relevant stakeholders to disrupt systems, structures, and ideologies. She calls for an end to racism and sexism in many areas of mathematics education, including learning environments, curriculum design and implementation, and testing and assessments.

This is an essential read for anyone concerned about supporting the mathematical learning and development of Black girls and women.

NICOLE M. JOSEPH is an associate professor in the department of Teaching and Learning at Vanderbilt University. She is also the Director of the Joseph Mathematics Education Research Lab.
INSTRUCTIONAL ROUNDS IN EDUCATION

A Network Approach to Improving Teaching and Learning

Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel

Foreword by Andrew Lachman

“Listen up! Instructional Rounds redefines the teaching profession. There is no other book on school improvement like it. This is a powerful, specific, accessible treatment of what it means to get in the classroom in order to make a difference in the daily lives of teachers and their students.”

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Foreword by Linda Darling-Hammond
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