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SPRING 2021

1  NEW BOOKS
13 RECENT RELEASES
14 AWARD WINNERS
Restorative Justice in Education makes the case for restorative justice as a practice as much as it is a paradigm. Through essays, case studies, and interviews, the book outlines for educators and teacher educators how restorative justice can be leveraged to teach across disciplines.

Building on the success of Justice on Both Sides, this book consists of four sections that explore instructional practices in history, race, justice, and language. The contributors examine a variety of educational issues and questions for teachers to explore through a transformative justice lens. Topics include how access to history and histories can promote agency for and among marginalized students; how science and mathematics education can be reimagined to catalyze the creativity and capacity of Black math learners; and how restorative justice practices can foster healthy student identities.

The book includes the voices of leading practitioners and scholars, who address the need for both restorative and transformative justice work within, across, and beyond the core disciplines. Particular attention is given to areas of education often omitted from these conversations: early childhood, special education, and ethnic studies.

Restorative Justice in Education offers educators the pedagogical tools they need to transform their classrooms into just, inclusive, and uplifting spaces.

Maisha T. Winn is the associate dean and Chancellor’s Leadership Professor in the School of Education at the University of California, Davis, where she cofounded and codirects the Transformative Justice in Education (TJE) Center. Lawrence T. Winn is the executive director and cofounder of the TJE Center at the University of California, Davis, and assistant teaching professor in the School of Education.
TEACHER DIVERSITY AND STUDENT SUCCESS
Why Racial Representation Matters in the Classroom
Seth Gershenson, Michael Hansen, and Constance A. Lindsay

“This text is a must-read for practitioners, policy makers, and researchers seeking to understand the underrepresentation of teachers of color in US public schools.”
—TRAVIS J. BRISTOL, ASSISTANT PROFESSOR, UNIVERSITY OF CALIFORNIA, BERKELEY, GRADUATE SCHOOL OF EDUCATION

Teacher Diversity and Student Success makes a powerful case for diversifying the teaching force as an important policy lever for closing achievement gaps and moving schools closer to equity goals.

Written by three leading scholars, the book provides nuanced solutions on how to diversify the teaching force, increase student exposures to same-race teachers, and improve teacher training for a culturally diverse student body. They argue that teacher diversity should be seen as one element of teacher quality, and policies focused on improving teacher quality should take race explicitly into consideration.

The authors also address the historic and contemporary factors that have kept people of color out of teaching and highlight emerging research showing the significant, long-lasting impact of same-race teacher exposures, particularly for Black and Latino students.

This timely book is a call to action for building teacher diversity to ensure student success.

SETH GERSHENSON is associate professor of public policy in the School of Public Affairs at American University and research fellow at the Institute of Labor Economics. MICHAEL HANSEN is a senior fellow at the Brookings Institution and the director of the Brown Center on Education Policy. CONSTANCE A. LINDSAY is an assistant professor of education leadership in the School of Education at the University of North Carolina at Chapel Hill.
CREATING ENTREPRENEURIAL COMMUNITY COLLEGES
A Design Thinking Approach
Carrie B. Kisker

“In this engaging book, Carrie Kisker wows us with the stories, data, and practices of community colleges that are using design thinking to create opportunity for students and prosperity for communities.”

—REBECCA A. CORBIN, PRESIDENT AND CHIEF EXECUTIVE OFFICER, THE NATIONAL ASSOCIATION FOR COMMUNITY COLLEGE ENTREPRENEURSHIP

In this book, Carrie B. Kisker illustrates how community colleges can utilize design thinking to identify and evaluate entrepreneurial opportunities, and experiment with the internal changes necessary to optimize outcomes for stakeholders. Kisker outlines a process whereby college leaders can empower faculty and staff to think creatively about how to reduce their institution’s dependence on state allocations in ways that not only are consistent with the college’s mission and values, but also provide the greatest likelihood for institutional and student success.

The book presents evidence drawn from case studies at four community colleges along with in-depth qualitative interviews with leaders, faculty, and staff who have been involved in their institution’s entrepreneurial efforts. The featured colleges—Maricopa Community Colleges (AZ), Tarrant County College (TX), North Iowa Area Community College, and Valencia College (FL)—all have long histories of engaging in entrepreneurial initiatives.

By telling the stories of several influential community college leaders’ experiences with entrepreneurship—using design thinking as a framework for understanding their successes and failures—Kisker provides a road map for colleges to move beyond their historical pattern of incremental responses to external pressures, and instead begin to innovate in a creative, mission-oriented way.

CARRIE B. KISKER is an education research and policy specialist with Kisker Education Consulting in Los Angeles, California, and a director of the Center for the Study of Community Colleges.
BETWEEN THE STATE AND THE SCHOOLHOUSE

Understanding the Failure of Common Core

Tom Loveless

Between the State and the Schoolhouse examines the Common Core State Standards from the initiative’s promising beginnings to its disappointing outcomes. Situating the standards in the long history of state and federal efforts to shape education, the book describes a series of critical lessons that highlight the political and structural challenges of large-scale, top-down reforms.

Education policy expert Tom Loveless argues that there are too many layers between the state and the classroom for a national standards approach to be effective. Specifically, he emphasizes the significant gap between states’ roles in designing education policy and teachers’ roles as implementers of policy. In addition, he asserts that top-down policies are unpredictable, subject to political and ideological pressures, and vulnerable to the pendulum effect as new reforms emerge in response to previous ones.

One of the most ambitious education reforms of the past century, the Common Core aimed to raise student success, prepare larger numbers of students for both college and careers, and close achievement gaps. Yet, as Loveless documents, a decade later there remains a lack of significant positive impact on student learning.

Between the State and the Schoolhouse marks an important contribution to the debate over the standards movement and the role of federal and state governments in education reform.

TOM LOVELESS is an education researcher, former senior fellow at the Brookings Institution, and former representative of the United States at the General Assembly of the International Association for the Evaluation of Educational Achievement.
A NEW CANON
Designing Culturally Sustaining Humanities Curriculum
Evan C. Gutierrez

A New Canon is the first book to provide a framework for designing and utilizing rigorous, standards-aligned curriculum to address the lack of representation for marginalized communities in formal education. Grounded in literature around cultural relevance and responsive teaching practice, the book provides step-by-step guidance for curriculum development that connects students to the intellectual traditions of their communities.

Evan C. Gutierrez outlines a design process that makes asset-based pedagogy actionable and curriculum development equitable. Inspired by the College, Career, and Civic Life Framework for Social Studies, the process is currently in use across the country with educators creating new projects around authentic questions relevant to Black, Latinx, LGBTQ, or other marginalized communities. Modular and interdisciplinary in nature, these units can be used as part of an existing course or in combination to create new courses in English language arts, social studies, and the humanities. Educators using this process nationally report observing students engage deeply with authentic questions and take more ownership over their own learning.

A New Canon provides a powerful call to action for educators to ensure that all students will have an opportunity to learn about the intellectual traditions of their communities and, together, build a new foundation for learning in the humanities.

EVAN C. GUTIERREZ is the managing director for curriculum and assessment at Summit Learning.
In *The Path to Free College*, Michelle Miller-Adams argues that tuition-free college, if pursued strategically and in alignment with other sectors, can be a powerful agent of change. She makes the case that broadly accessible and affordable higher education is in the public interest, yielding dividends not just for individuals but also for the communities, states, and nation in which they reside.

Miller-Adams offers a comprehensive analysis of the College Promise movement—its history, impacts, and unintended consequences—and its relationship to access, affordability, and workforce readiness.

The author explores these factors through data, analysis, and case studies of existing place-based scholarship programs. She also examines historical precursors of the free-college movement and evaluates the possibility of national action.

*The Path to Free College* outlines how the design of free-college programs should relate to programmatic goals and explores the suitability of different approaches. In addition, the book describes both the need for and the challenges of implementing a nationwide free-college program, as well as the variety of models and research-based evidence.

Given the raging national debate about tuition-free college, the moment is right for a book that assesses state and local efforts and offers policy leaders and practitioners guidance going forward. *The Path to Free College* asserts that the promise of private and public gains warrants public investment in tuition-free college.

**MICHELLE MILLER-ADAMS** is a senior researcher at the W.E. Upjohn Institute for Employment Research and a professor of political science at Grand Valley State University.
COLLABORATIVE ACTION FOR EQUITY AND OPPORTUNITY

A Practical Guide for School and Community Leaders

Paul Reville and Lynne Sacks

Collaborative Action for Equity and Opportunity provides a how-to guide for education, government, and community leaders interested in creating cross-sector systems of support for students. These collaborations strive to close achievement and opportunity gaps and to help children overcome problems stemming from poverty, racism, and other societal ills.

Based on a framework developed at Harvard’s By All Means Initiative, Paul Reville and Lynne Sacks walk readers through the process of jump-starting a successful collaboration between school, government, and community leaders. The authors describe how to form a local Children’s Cabinet to lead the effort, identify goals and strategies, and ensure the long-term sustainability of the collaboration.

In addition to a clear sequential set of implementation steps, Reville and Sacks provide field-tested tools, examples of communities that have undertaken this work, and specific strategies and guidance gleaned from their collaborations with more than thirty communities across the country.

Collaborative Action for Equity and Opportunity highlights the roles that school and municipal leaders play in creating comprehensive systems of support and opportunity for all children in a community.

PAUL REVILLE is the Francis Keppel Professor of Practice of Educational Policy and Administration at the Harvard Graduate School of Education (HGSE) and the founding director of HGSE’s Education Redesign Lab. LYNNE SACKS is the research director at the Education Redesign Lab and a lecturer at HGSE.

ALSO AVAILABLE

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
BEYOND STANDARDS

The Fragmentation of Education Governance and the Promise of Curriculum Reform

Morgan Polikoff

Beyond Standards highlights the structural conditions that have undermined the success of the standards movement and challenges us to confront them. The book offers an impassioned argument about the ways that our decentralized educational systems undermine the pursuit of educational equity and excellence.

Morgan Polikoff applies a wide array of quantitative and qualitative data to provide a pointed critique of the US educational system. He addresses why standards have failed, whether standards-based reform can be salvaged, and what we can do to improve teaching and learning at scale across America’s thirteen thousand school districts.

Polikoff argues that no amount of tinkering can fix standards. Rather, we need to tackle the big, structural issues, such as decentralization. The author identifies curriculum reform as a high-leverage strategy for making meaningful progress at scale and emphasizes that states need to play a greater role in evaluating and recommending high-quality curriculum materials.

Beyond Standards proposes a new, progressive vision that emphasizes the central role of states in challenging the antiquated, segregating structures that have thwarted educational improvement.

MORGAN POLIKOFF is an associate professor of education at the University of Southern California’s Rossier School of Education.
DISTRICTS THAT SUCCEED

Breaking the Correlation Between Race, Poverty, and Achievement

Karin Chenoweth

In *Districts That Succeed*, long-time education writer Karin Chenoweth turns her attention from effective schools to effective districts. Leveraging new, cutting-edge national research on district performance as well as in-depth reporting, Chenoweth profiles five districts that have successfully broken the correlation between race, poverty, and achievement.

Focusing on high-performing or rapidly improving districts that serve children of color and children from low-income backgrounds, the book explores the common elements that have led to the districts’ successes, including leadership, processes, and systems. *Districts That Succeed* reveals that helping more students achieve is not a matter of adopting a program or practice. Rather, it requires developing a district-wide culture where all adults feel responsible for the academic well-being of students and adopt systems and processes that support that culture.

Chenoweth explores how districts, from urban Chicago, Illinois, to suburban Seaford, Delaware, have organized themselves to look at data to guide improvement. Her research highlights the essential role of districts in closing achievement gaps and illustrates how successful outliers can serve as resources for other districts.

With important lessons for district leaders and policy makers alike, Chenoweth offers the hard-won wisdom of educators who understand the power of schools to, as one superintendent says, “change the path of poverty.”

KARIN CHENOWETH is the writer-in-residence at The Education Trust.

MAY 2021

978-1-68253-626-1  $32.00 PAPER
978-1-68253-627-8  $60.00 CLOTH
224 PAGES/INDEX

SCHOOL REFORM | LEADERSHIP

ALSO AVAILABLE

SCHOOLS THAT SUCCEED

How Educators Marshal the Power of Systems for Improvement

Karin Chenoweth

978-1-68253-027-6  $30.00 PAPER
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240 PAGES/2017
AM I MY BROTHER’S KEEPER?
Educational Opportunities and Outcomes for Black and Brown Boys
Adriana Villavicencio
Foreword by David E. Kirkland

Am I My Brother’s Keeper? provides a powerful cautionary tale about the challenges involved in enacting large-scale educational change. The book, chronicling the Expanded Success Initiative (ESI), a four-year study focused on improving the educational outcomes of fifteen thousand Black and Latinx males in New York City public high schools, covers what worked, what didn’t, and what we can learn from the experience.

The ESI model, a precursor to President Obama’s My Brother’s Keeper, highlights the ways that school districts can embed educational equity into the principles and policies that guide their work with students, in contrast to implementing stand-alone initiatives that may come and go. Through the voices of students, teachers, and administrators, the book informs the implementation of other large-scale district-community partnerships designed to improve opportunities and outcomes for young people who have systematically been denied both. Most critically, the book provides policy, practice, and research recommendations to inform the next generation of work with this student population.

As sustained protests across the United States call attention to the ravages of systemic racism, Am I My Brother’s Keeper? highlights concrete steps that school districts can take to confront racist structures and support young people of color.

ADRIANA VILLAVICENCIO is an assistant professor in the School of Education at the University of California, Irvine.
BEHIND THE DIVERSITY NUMBERS

Achieving Racial Equity on Campus

W. Carson Byrd

Foreword by Walter R. Allen

Behind the Diversity Numbers uncovers how frequently used approaches to examine and understand race-related issues on college campuses can reinforce racism and inequality, rather than combat them. The book argues that educational leaders must look beyond quantitative metrics in order to develop institutional policies and practices that promote racial equality.

Utilizing nearly thirty years of data and research, W. Carson Byrd shows that limiting conversations about racial inequality to numeric representation and outcomes fails to take into account that inequality is also an experience. Quantitative-heavy approaches can turn students into numbers, devaluing their lived experiences of marginalization on campus. Byrd repositions these experiences to better understand how to design effective analytic and policy strategies to promote racial equity and justice in higher education.

Behind the Diversity Numbers focuses on how racial stratification and inequality can hide in plain sight behind analyses of diversity, equity, and inclusion. It provides readers with a range of suggestions for institutional change, including how to incorporate racial equity as a central component of higher education, especially when it comes to analyzing and monitoring data that can inform decision-making and policy making. The conclusion offers recommendations for systemic institutional change and for incorporating racial justice and equity as central components of higher education.

Behind the Diversity Numbers will enhance how institutions, higher education agencies, and policy makers think about what should be done to reduce racial inequality and to create diverse and equitable campuses.

W. CARSON BYRD is faculty director of research initiatives for the National Center for Institutional Diversity at the University of Michigan and associate professor of sociology at the University of Louisville.
TEACHERS OF COLOR
Resisting Racism and Reclaiming Education
Rita Kohli
Foreword by Daniel G. Solórzano

*Teachers of Color* describes how racism serves as a continuous barrier against diversifying the teaching force and offers tools to support educators who identify as Black, Indigenous, or people of Color on both a systemic and interpersonal level. Based on in-depth interviews, digital narratives, and questionnaires, the book analyzes the toll of racism on their professional experiences and personal well-being, as well as their resistance and reimagination of schools.

Teacher educator and educational researcher Rita Kohli documents the hostile racial climate that teachers of Color experience over the course of their academic and professional lives—first as students and preservice teachers and later in their classrooms and schools. She also highlights the tools of resistance these teachers employ to challenge institutionalized oppression and the kinds of professional development and support they need to thrive.

Analyzed through the lens of critical race theory, *Teachers of Color* exposes the ongoing racialization via counterstories from thirty racially, geographically, and professionally diverse educators. The book concludes with recommendations that various education stakeholders can employ to improve the racial climates of schools and support the growing diversity of the teaching force.

At this critical moment, Kohli offers readers an opportunity to strengthen their racial literacies and better understand the strengths, struggles, and power of teachers of Color.

**RITA KOHLI** is an associate professor of teaching and teacher education in the Graduate School of Education at the University of California, Riverside, and the cofounder and codirector of the Institute for Teachers of Color Committed to Racial Justice.
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