



**Harvard  
Education  
Press**

**SPRING 2024 catalog**

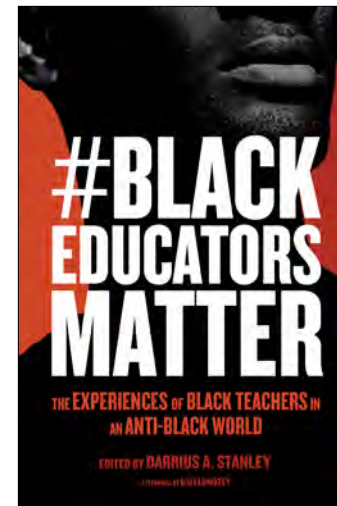


**Harvard  
Education  
Press**

**SPRING 2024**

**1 NEW BOOKS**  
**14 RECENT RELEASES**  
**16 AWARDS**

Harvard Education Press's mission is to provide practitioners and policymakers with the knowledge, tools, and information they need to understand and address the educational issues facing our society today and tomorrow. As a forum for the variety of thought in the field, we drive the conversation about education.



## #BlackEducatorsMatter

### The Experiences of Black Teachers in an Anti-Black World

EDITED BY DARRIUS A. STANLEY  
AFTERWORD BY KOFI LOMOTÉY

A stirring testament to the realities of Black teaching and learning in the United States and to Black educators' visions for the future

The personal accounts, educator portraits, and research findings assembled by Darrius A. Stanley in *#BlackEducatorsMatter* constitute an unstinting exploration of the experiences of Black K–12 teachers in the United States. Spotlighting the invaluable work of Black educators, this volume reveals that although they are underrepresented in educational institutions, they have profound positive influence not only on students of color but also on school climate and ultimately on all of society.

Contributions from both emerging and established scholars lay out the historical and contemporary issues that confront Black educators. Viewing this landscape through the lens of BlackCrit and other race-centric perspectives, the contributors critically frame and explicitly name the challenges. They make plain that a common thread in the Black experience in US schools is antiblackness, which remains an endemic feature of US society even as recent social justice campaigns, including the Black Lives Matter movement, and public discourse on Critical Race Theory have brought greater awareness to longstanding inequities.

This work also illuminates the efforts of Black educators to fight oppression and institutionalized racism in schools. It provides strategies that district and school leadership, including superintendents and principals, can adopt to recruit, retain, and support Black educators in K–12 schools. As this volume makes clear, such efforts will play a key role in shaping a more equitable and just educational system.

**DARRIUS A. STANLEY** is an assistant professor of educational leadership and Carmen Starkson Campbell Faculty Fellow of Innovation and Teacher Development at the University of Minnesota.

## FEBRUARY 2024

9781682538869

\$38.00 PAPER

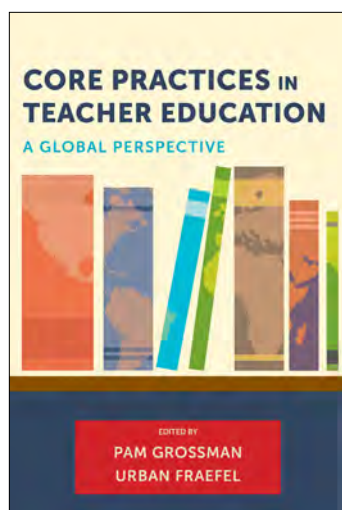
232 PAGES

9781682538876 EBOOK

### RACE AND EQUITY

Race and Education

Front and inside covers: Endpaper Studio;  
Charles River near Harvard University campus, Adobe Stock Images.



MARCH 2024

9781682538685

\$36.00 PAPER

200 PAGES

9781682538692 EBOOK

TEACHER EDUCATION |  
PROFESSIONAL DEVELOPMENT

Core Practices in Education

## Core Practices in Teacher Education

### A Global Perspective

EDITED BY PAM GROSSMAN AND URBAN FRAEFEL

An exploration of teacher education programs around the world finds common focus in the use of core practices to better prepare teachers for the classroom

In *Core Practices in Teacher Education*, Pam Grossman and Urban Fraefel bring together international voices in a global showcase of practice-based approaches to teacher education. This generous volume presents the work of teacher educators and researchers from Australia, Germany, the Netherlands, Norway, and Switzerland, among others, highlighting various methods for teacher preparation and instruction rooted in core practices. The contributors describe real-world implementation of methods that give preservice and novice teachers opportunities to enact practices during professional training. Examples from classrooms around the world demonstrate how this approach allows student teachers to engage in problem solving and receive feedback, providing a foundation for adaptive expertise.

Grossman and Fraefel show how a growing global movement has embraced core practices to better prepare teachers for ambitious teaching. In a thoughtful overview of the sociocultural theory and pedagogy that grounds this shift, they discuss the relationship of this work to that of 20th-century Swiss psychologist Hans Aebli and follow its trajectory through the present and beyond to predictions of where the field will move in the future.

With this volume, teacher educators and researchers interested in teacher education and professional development will gain a critical cross-national perspective and fresh insight that can be applied to their own programs. Administrators will find ample inspiration for policy and program redesign.

**PAM GROSSMAN** is professor of education and former dean at the University of Pennsylvania Graduate School of Education. **URBAN FRAEFEL** is professor emeritus of education at the University of Northwestern Switzerland.



APRIL 2024

9781682538746

\$34.00 PAPER

256 PAGES

9781682538753 EBOOK

SCIENCE AND TECHNOLOGY |  
TEACHING METHODS AND  
MATERIALS

## Transformative Science Teaching

### A Catalyst for Justice and Sustainability

DANIEL MORALES-DOYLE

A call to action championing equity and social justice in K–12 science curriculum

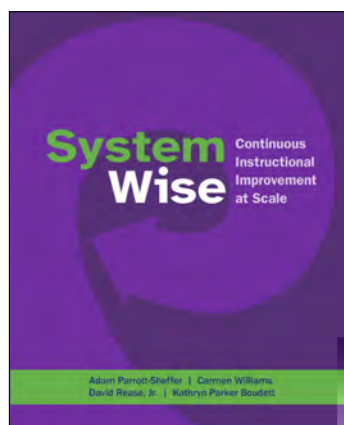
*Transformative Science Teaching* reveals Daniel Morales-Doyle's vision for science education that supports meaningful learning in the sciences. In this sensible and sensitive assessment of science instruction in the United States, Morales-Doyle outlines both what science education is and what it could be. He suggests that a judicious shift in the field's goals and methods—for example, incorporating practice-based teacher education, justice-centered science pedagogy, and youth participatory science—could give all students, not just those preparing for STEM careers, opportunities to be engaged with the sciences, with their communities, and in the world.

Challenging science teachers to think differently about instructional priorities, Morales-Doyle draws on more than a decade's worth of teaching experience in high school science classrooms as well as recent studies in science curricula and instruction. He offers advice for middle and high school teachers on ways to center social justice science issues (SJSIs) within the context of Next Generation Science Standards and bring forward urgent topics, such as racial and environmental justice, that are relevant to students' lives. The book features lesson plans, instructional materials, activities, and questions to help STEM educators develop their pedagogy.

This thought-provoking work promotes science instruction as a venue to fuel students' imaginations, complex thinking, and commitments to sustainability while also cultivating their sense of wonder about the world.

**DANIEL MORALES-DOYLE** is an associate professor of science education in the Department of Curriculum and Instruction at the University of Illinois Chicago. Prior to joining the faculty at UIC, he was a high school teacher in the Chicago Public Schools for just over a decade.





APRIL 2024

9781682538777

\$34.00 PAPER

304 PAGES

9781682538784 EBOOK

DISTRICT-BASED REFORM

## System Wise

### Continuous Instructional Improvement at Scale

ADAM PARROTT-SHEFFER, CARMEN WILLIAMS, DAVID REASE, JR., AND KATHRYN PARKER BOUDET

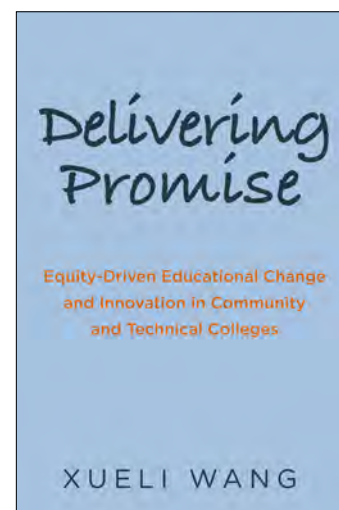
Actionable and adaptable guidance for extending the proven Data Wise process from the classroom to entire school systems

In *System Wise*, Adam Parrott-Sheffer, Carmen Williams, David Rease, Jr., and Kathryn Parker Boudett provide a blueprint to scale up the Data Wise process for continuous improvement, extending it from classrooms and schools to broader educational contexts. The System Wise approach highlights the adaptability of the Data Wise protocols, which promote agency among students and teachers, data literacy among educators, and capacity building within organizations to achieve better learning outcomes system wide.

Using real-world stories, the authors demonstrate how their data-driven model for system-level continuous improvement can respond to the specific needs and challenges of different learning communities and types of schools. They encourage team leaders, principals, and district administrators to root their leadership within the ACE habits of mind (which focus on action, collaboration, and evidence) and to work in partnership with teachers to bring coherence and symmetry to instruction throughout an educational system. The book includes detailed descriptions of strategic tasks, accompanied by examples, planning checklists, and implementation templates, to help educational teams manage continuous organization-wide improvement.

This highly useful work empowers educators to align values, strategy, and resources to create the conditions in which equitable schools can be built and sustained. The practices and approaches of *System Wise* will be immediately applicable to any large-scale challenges educational leaders seek to solve.

**ADAM PARROTT-SHEFFER** is the strategy advisor for the Data Wise Project and cochair of the Data Wise in Action Program. He is the coauthor of *Entry Planning for Equity-Focused Leaders: Empowering Schools and Communities*. **CARMEN WILLIAMS** is the assistant superintendent of Instruction and Innovation in a Massachusetts public school district and cochair of the Data Wise in Action Program. **DAVID REASE, JR.**, is the director of Equity, Diversity, and Belonging in the Prince George's County Public Schools. **KATHRYN PARKER BOUDET** is a senior lecturer on education at the Harvard Graduate School of Education and the director of the Data Wise Project. She is a coeditor of *Data Wise* and *Data Wise in Action* and coauthor of *Meeting Wise*.



APRIL 2024

9781682538890

\$38.00 PAPER

280 PAGES

9781682538906 EBOOK

HIGHER EDUCATION

## Delivering Promise

### Equity-Driven Educational Change and Innovation in Community and Technical Colleges

XUELI WANG

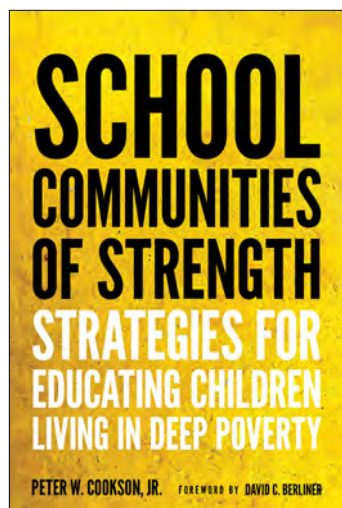
An invigorating take on how community and technical colleges can center equity in fostering institutional transformation

In *Delivering Promise*, award-winning scholar of higher education Xueli Wang tells a story of educational change and innovation that has and continues to occur at countless campuses of community and technical colleges. Wang weaves together a careful account of how faculty, staff, administrators, institutional researchers, and college leaders rapidly adjusted to crisis during the COVID-19 pandemic, while grappling with a new or renewed commitment to centering equity in their work. Her rich analysis of their successes and struggles is based on interviews with more than a hundred college stakeholders across several states, site visits, and reviews of voluminous media sources and internal documents.

In this inspiring and insightful work, Wang highlights compelling examples of equity-driven innovation in community and technical colleges across a wide range of areas, including classroom instruction, student supports, institutional research, external partnerships, leadership, and policymaking. She discusses ways to remove long-existing barriers to access so that these colleges may increase enrollment and better serve minoritized student populations. She also illustrates how to ground humanity in institutional practices, structures, and policies to serve the whole student and holistically support faculty and staff.

Culminating with a path forward toward equity-driven innovation for community and technical college education, Wang brings to the forefront optimal strategies for change that center equity as both a process and outcome, both in times of dire need and into the far future.

**XUELI WANG** is the Barbara and Glenn Thompson Endowed Professor in Educational Leadership at the University of Wisconsin-Madison. She serves as president of the Council for the Study of Community Colleges during 2024–2025.



APRIL 2024

9781682538807

\$33.00 PAPER

176 PAGES

9781682538814 EBOOK

SCHOOL REFORM

## School Communities of Strength

### Strategies for Educating Children Living in Deep Poverty

PETER W. COOKSON, JR.

FOREWORD BY DAVID C. BERLINER

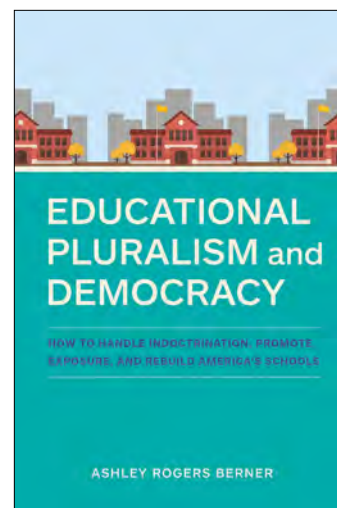
An evidence-based plan of action to achieve educational justice for K–12 public school students from families whose income is 50% or more below the US poverty threshold

In *School Communities of Strength*, Peter W. Cookson, Jr., lays out a blueprint for providing equitable educational opportunities for students from all socioeconomic strata, and particularly for the five million American children who live with the extreme material hardship known as deep poverty. This work issues an urgent call to action for K–12 schools to put in place the policies, practices, and programs that enable economically vulnerable students to thrive.

Drawing from up-to-date findings in the science of learning and development as well as analyses of schools that serve students in poverty, Cookson pinpoints success strategies that can help schools improve their poverty responsiveness. He shows how these strategies, including whole-child teaching and learning, asset-based approaches, and relationship-centered school culture, can help educators create the culturally responsive, inclusive environments that provide a base of safety from which students can better engage with their education.

Offering astute analysis, Cookson notes that school communities of strength require adequate funding and also meaningful collaboration among families, neighborhood partners, and educators. This book amplifies the idea that communities working together can drive transformative change, and it brings into focus three primary policy initiatives—to fully invest in whole students, to fully invest in schools, and to fully invest in eliminating the causes of deep poverty—that can advance educational equity.

**PETER W. COOKSON, JR.**, is a senior research fellow at the Learning Policy Institute and teaches at the McCourt School of Public Policy at Georgetown University.



APRIL 2024

9781682538951

\$35.00 PAPER

224 PAGES

9781682538968 EBOOK

POLICY

## Educational Pluralism and American Democracy

### How to Handle Indoctrination, Promote Exposure, and Rebuild America's Schools

ASHLEY ROGERS BERNER

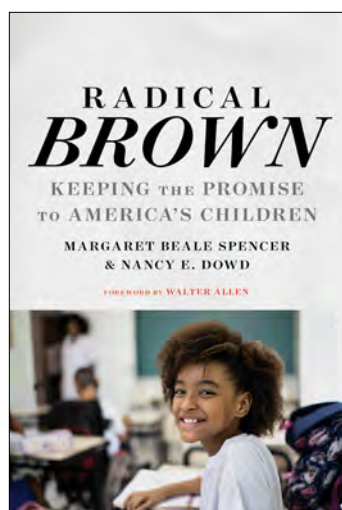
A revolutionary proposal for a conceptual and organizational framework for US public education that benefits all citizens

In *Educational Pluralism and American Democracy*, education policy expert Ashley Rogers Berner envisions a K–12 education system that serves both the individual and the common good. Calling for education reform that will enable US public schools to fulfill the longstanding promise of American education, Berner proposes a radical reimagining of both the structure and content of US public school systems. She urges policymakers to embrace educational pluralism, an internationally common model in which the government funds diverse types of schools that deliver more universal content.

Providing an incisive assessment of democratic education throughout the world, Berner argues that educational pluralism can build students' exposure to diverse viewpoints and shared knowledge within distinctive school communities. She shows how pluralism steers a middle path that enables equitable access, promotes academic excellence, and avoids the zero-sum games that characterize US education policy. Pluralism, she observes, will ultimately serve democracy by defusing polarization and increasing social mobility, political tolerance, and civic engagement.

In this thought-provoking proposal, Berner lays out a roadmap for big-picture reform, expertly delineating the mechanisms through which educational norms can change. A practical conclusion describes concrete moves that advocates can pursue to garner support and advance new legislation.

**ASHLEY ROGERS BERNER** is director of the Johns Hopkins Institute for Education Policy and associate professor of education.



MAY 2024

9781682538715

\$36.00 PAPER

320 PAGES

9781682538722 EBOOK

RACE AND EQUITY | POLICY

Race and Education

## Radical Brown

### Keeping the Promise to America's Children

MARGARET BEALE SPENCER AND NANCY E. DOWD

FOREWORD BY WALTER ALLEN

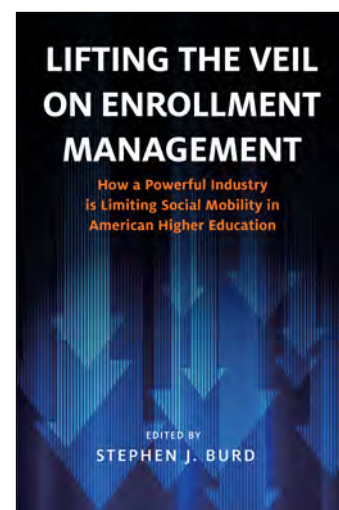
A rallying cry for equitable education informed by a revolutionary re-reading of *Brown v. Board of Education*, on the 70th anniversary of the ruling

In *Radical Brown*, renowned developmental scholar Margaret Beale Spencer and critical legal analyst Nancy E. Dowd offer a fresh perspective on the *Brown v. Board of Education* decision. Noting that decades of flawed implementation have subverted *Brown*'s great promise of educational equality for K–12 public school students, Spencer and Dowd propose a bold framework for a new interpretation of the Supreme Court decision, one that is inclusive, identity affirming, and culturally sensitive.

Even as they envision a more equitable future for US students, Spencer and Dowd look critically at the historical context of *Brown v. Board of Education*, examining the roots of the inequality and segregation the ruling attempted to address, the resistance that the resulting school integration met, and the legacy of attempts to enforce the ruling. They trace the ways in which post-*Brown* policies have reinforced race privilege for white students and race subordination for Black and marginalized students and show how structural and cultural racism in education have impeded youth development and caused collective identity injury for all.

Ultimately, this galvanizing work introduces a way forward that upholds the *Brown* ruling's intended meaning and mandate. *Radical Brown* offers suggestions for action, from everyday practice to policy change, to help legislators, school boards, scholars, and educators correct course and enact the decision's true intent—of safeguarding rights based on a common humanity.

**MARGARET BEALE SPENCER** is Charles F. Grey Distinguished Service Professor Emerita and Marshall Field IV Professor Emerita of Urban Education and Life Course Development in the Department of Comparative Human Development at the University of Chicago. **NANCY E. DOWD** is University of Florida Distinguished Professor Emerita and David H. Levin Chair in Family Law Emerita at the University of Florida Levin College of Law.



MAY 2024

9781682538920

\$38.00 PAPER

340 PAGES

9781682538937 EBOOK

POLICY | HIGHER EDUCATION

## Lifting the Veil on Enrollment Management

### How a Powerful Industry is Limiting Social Mobility in American Higher Education

EDITED BY STEPHEN J. BURD

A shrewd examination and critique of an industry that exerts a far-reaching influence on college admissions in the United States

In *Lifting the Veil on Enrollment Management*, Stephen J. Burd brings together higher education journalists, researchers, and industry insiders to examine how this industry has evolved to shape US college admissions since its inception in the 1980s. Noting the inequities that have been caused or perpetuated by enrollment management strategies, the contributors offer specific recommendations and policy proposals to reduce the industry's influence and restore equitable access to education.

The book begins with a lively historical overview of the enrollment management industry, tracing its roots to college efforts to maintain financial viability, including early data-mining projects that focused on metrics such as yield rates, draw rates, and recruitment spending. Trenchant essays explore how the industry became established and reveal some of the factors that contributed to its rise, including fervid interest in college rankings, the privatization of public higher education, and the structure of federal financial aid.

The work reveals how the industry's practices for student recruiting effectively disadvantage minoritized and low-income students, limiting college access and affordability both directly and indirectly. It ends with suggestions for systemic changes in the business of higher education, making the case for efforts such as price controls for public universities and enhanced cooperation among institutions and with the federal government that could lead to fairer admissions practices at both public and private universities.

**STEPHEN J. BURD** is a senior writer and editor at New America, a progressive public policy institute in Washington, DC. An award-winning journalist, Burd has helped shaped New America's work on higher education policy and student aid.





MAY 2024

9781682538838

\$36.00 PAPER

208 PAGES

9781682538845 EBOOK

POLICY

## Deliberative Policymaking

### Redesigning How We Make Education Policy

ELIZABETH GRANT

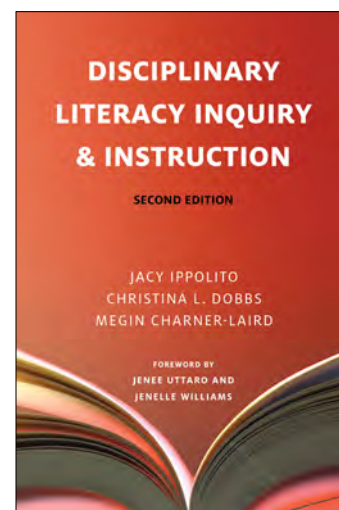
An essential read for rethinking and improving how education policy is made and implemented

In *Deliberative Policymaking*, Elizabeth Grant advances a fresh framework for making collective decisions about US schools. Grant argues that education policy itself can be made fundamentally better by improving education policymaking methods. Informed by accounts of recent policymaking actions as well as her own considerable experience as a federal-level policymaker, she offers a keen assessment of which components of existing education policy and policymaking have been effective and which have not.

In this deeply reasoned work, Grant presents new approaches to the art and craft of policymaking—specifically, the processes by which policymakers define public problems, determine a theory of change, aid implementation, and test policy approaches. She endorses policy design thinking, including user-centered design; greater attention to education statecraft, such as reinforcing federal-state relations; and partnering with intermediaries who can help policymakers determine where the public interest lies. She underscores how these deliberative practices support democratized policymaking and implementation, which can lead to more inclusive and equitable policy.

In a discussion of the implications of this deliberative approach, Grant notes that the success of policy work depends on civic capacity to initiate and sustain improvement efforts, and on policy's ability to meet the demands of the time. This book is essential reading for anyone who makes policy and anyone interested in how education reform is realized.

**ELIZABETH GRANT** is the superintendent of schools for the Salt Lake City School District and former associate professor of education at George Washington University's Graduate School of Education and Human Development.



MAY 2024

9781682539019

\$37.00 PAPER

296 PAGES

9781682539026 EBOOK

LITERACY | TEACHING METHODS  
AND MATERIALS

## Disciplinary Literacy Inquiry and Instruction, Second Edition

JACY IPPOLITO, CHRISTINA L. DOBBS, AND  
MEGIN CHARNER-LAIRD

FOREWORD BY JENEE UTTARO AND JENELLE WILLIAMS

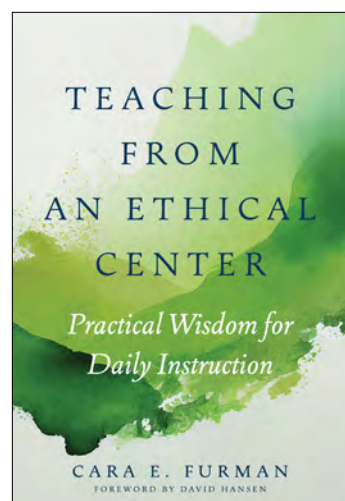
A revised and expanded edition that promotes inquiry and teaching practices to help students gain the discipline-specific literacy skills they need to succeed in college, the workplace, and the society of tomorrow

In this second edition of *Disciplinary Literacy Inquiry and Instruction*, Jacy Ippolito, Christina L. Dobbs, and Megin Charner-Laird update their framework for guiding discipline-specific teaching and learning in K–12 classrooms. With new and revised chapters, the book outlines disciplinary literacy professional learning that not only supports the development of new instructional skills but also inspires hope, authentic engagement, and collaboration among teachers and educational teams.

Ippolito, Dobbs, and Charner-Laird show how their adaptable framework, which is based on the RAND model of reading comprehension, allows educators across grade levels to embrace the language, genre, and modality of their particular subject areas while attuning specifically to texts, tasks, students, and classroom cultures. Offering research-based best practices, guiding questions, and concrete real-world examples, they prepare teachers to meet the demands of today's educational climate.

This useful resource for professional learning demonstrates how the disciplinary literacy framework can guide both larger-scale and hyperlocal implementation. It maintains a special focus on critical disciplinary literacy work, which interweaves the ideas of disciplinary literacy with critical, culturally sustaining, and antiracist pedagogies. It also prepares educators to serve diverse student populations with specific literacy-learning needs, including neurodivergent students, deaf students, and multilingual learners. This book gives teachers and school leaders the tools to equip a more technically proficient, informed, and creative citizenry.

**JACY IPPOLITO** is a professor in literacy and leadership at the McKeown School of Education at Salem State University, where he codirects graduate programs in Educational Leadership and the Center for Educational Leadership. **CHRISTINA L. DOBBS** is an assistant professor and director of the English Education for Equity and Justice program at Boston University. **MEGIN CHARNER-LAIRD** is a professor in leadership and elementary education at the McKeown School of Education at Salem State University, where she codirects graduate programs in Educational Leadership and the Center for Educational Leadership.



JUNE 2024

9781682538982

\$35.00 PAPER

304 PAGES

9781682538999 EBOOK

PHILOSOPHY |  
TEACHER EDUCATION

## Teaching from an Ethical Center

### Practical Wisdom for Daily Instruction

CARA E. FURMAN

FOREWORD BY DAVID HANSEN

A methodology for using philosophy to guide teaching preparation and practice

In *Teaching from an Ethical Center*, Cara E. Furman proposes a process for bringing philosophical inquiry into teacher education and adopting it as a centering tool to enrich teaching practice and help teachers act justly. Under Furman's thoughtful guidance, both experienced and preservice teachers will find that engagement with philosophy can be a useful means of clarifying for themselves the educational ethics, values, and pedagogy that guide their work. Using firsthand accounts, recommended resources, and thought exercises, Furman prompts readers to explore the many benefits for both educators and their students of the act of reading and making sense of philosophical texts and thinking philosophically through daily dilemmas.

Furman encourages teachers to engage in philosophical reflection as part of their professional preparation as well as their in-classroom practice. She illustrates how the focus on core values that emerges from this practice can be applied to everyday teaching dilemmas such as student behavior concerns and conflict management. Offering tips for adapting activities to different audiences, she shows how student participation in such inquiry supports hermeneutics, cultivates student voice, and helps build a culture of trust and interdependence through classroom collaboration.

Filled with practical wisdom, this insightful work advances philosophical inquiry as a foundation for an inclusive education. Furman's tools and methods offer continuous opportunities for reflection and affirmation, enhancing educators' ability to adapt to new challenges and, when necessary, to resist.

**CARA E. FURMAN** is an associate professor of early childhood education at Hunter College and a former teacher. Integrating philosophy and education, she publishes widely and is the coauthor of *Descriptive Inquiry in Teacher Practice: Cultivating Practical Wisdom to Create Democratic Schools*.



# Harvard Educational Review

Founded in 1930, the  
*Harvard Educational Review*  
publishes work by groundbreaking  
researchers and scholars about  
education's most vital issues

10% Off Subscriptions with  
Discount Code **CATALOG24!**

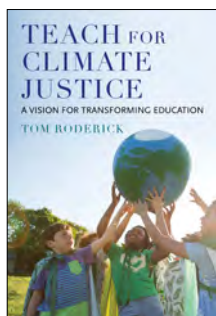
LIMITED TIME OFFER

HER articles have been featured in the *National Review*,  
*Washington Post*, *The Atlantic*, *Slate*, *NPR*, *Education*  
*Week*, and *Chronicle of Higher Education*, among others

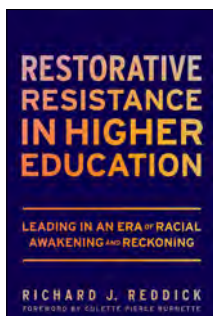
Published four times a year

**Subscribe Today!**

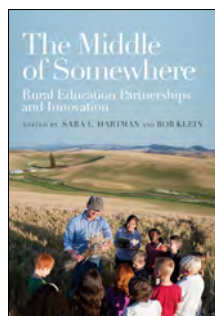




*Teach for Climate Justice*  
Tom Roderick  
296 pages • \$37.00 paper  
9781682538074  
*Teaching Methods and Materials* | Curriculum



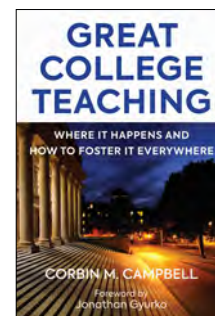
*Restorative Resistance in Higher Education*  
Richard J. Reddick  
224 pages • \$36.00 paper  
9781682538371  
*Higher Education* | *Race and Equity*



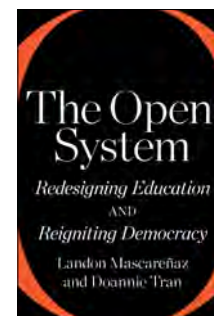
*The Middle of Somewhere*  
Edited by Sara L. Hartman and Bob Klein  
264 pages • \$36.00 paper  
9781682537862  
*Policy* | *School Reform*



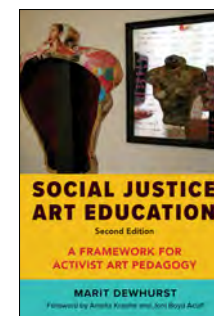
*The Great School Rethink*  
Frederick M. Hess  
176 pages • \$37.00 paper  
9781682538104  
*School Reform*



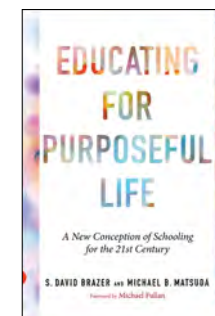
*Great College Teaching*  
Corbin M. Campbell  
200 pages • \$38.00 paper  
9781682537923  
*Higher Education* | *Professional Development*



*The Open System*  
Landon Mascareñaz and Doannie Tran  
280 pages • \$37.00 paper  
9781682538135  
*School Reform*



*Social Justice Art Education, Second Edition*  
Marit Dewhurst  
176 pages • \$37.00 paper  
9781682538494  
*Art Education* | *Teaching Methods and Materials*



*Educating for Purposeful Life*  
S. David Brazer and Michael B. Matsuda  
208 pages • \$36.00 paper  
9781682538586  
*District-Based Reform*



*Hope and Healing*  
John Silvanus Wilson, Jr.  
280 pages • \$38.00 paper  
9781682538043  
*Higher Education* | *Race and Equity*



*The Double Bind in Physics Education*  
Maria Ong  
272 pages • \$38.00 paper  
9781682537831  
*Race and Equity* | *Higher Education*



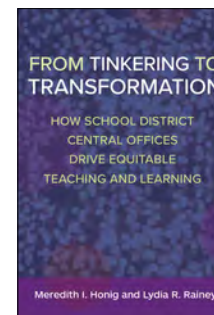
*Emotional Intelligence for School Leaders*  
Janet Patti and Robin Stern  
304 pages • \$38.00 paper  
9781682538647  
*Leadership*



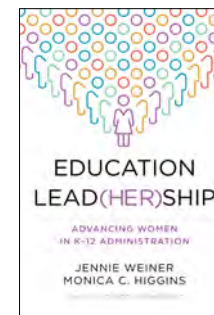
*"Whatever It Is, I'm Against It"*  
Brian Rosenberg  
224 pages • \$38.00 paper  
9781682538289  
*Higher Education* | *Reform*



*Bullying and Cyberbullying, Second Edition*  
Elizabeth Kandel Englander  
240 pages • \$38.00 paper  
9781682538616  
*Classroom Management* | *Youth Development*



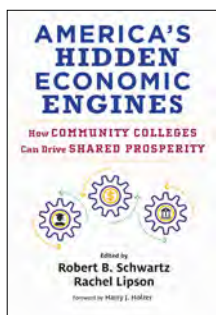
*From Tinkering to Transformation*  
Meredith I. Honig and Lydia R. Rainey  
224 pages • \$38.00 paper  
9781682538432  
*Administration*



*Education Lead(her)ship*  
Jennie Weiner and Monica C. Higgins  
192 pages • \$37.00 paper  
9781682538319  
*Leadership* | *Professional Development*



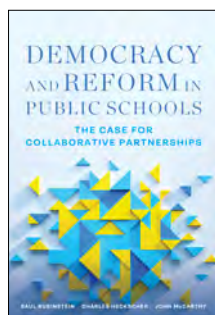
*Teaching Climate Change*  
Mark Windschitl  
240 pages • \$38.00 paper  
9781682538340  
*Science and Technology* | *Teaching Methods and Materials*



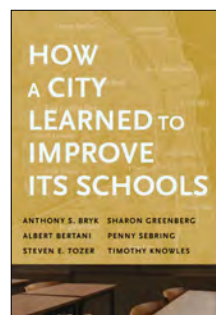
*America's Hidden Economic Engines*  
Edited by Robert B. Schwartz and Rachel Lipson  
224 pages • \$36.00 paper  
9781682538166  
*WORK AND LEARNING SERIES*  
*Higher Education* | *Policy*



*Coaching in Communities*  
Melissa Mosley Wetzel, Erica Holyoke, Kerry H. Alexander, Heather Dunham, and Claire Collins  
232 pages • \$37.00 paper  
9781682538197  
*Professional Development*



*Democracy and Reform in Public Schools*  
Saul Rubinstein, Charles Heckscher, and John McCarthy  
240 pages • \$37.00 paper  
9781682538500  
*District-Based Reform* | *Policy*



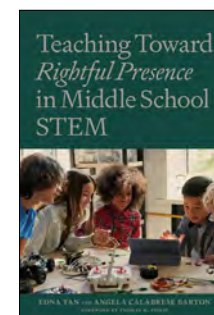
*How a City Learned to Improve Its Schools*  
Anthony S. Bryk, Sharon Greenberg, Albert Bertani, Penny Sebring, Steven E. Tozer, and Timothy Knowles  
424 pages • \$41.00 paper  
9781682538227  
*School Reform* | *Policy*



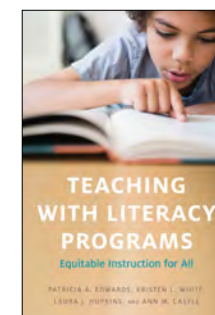
*Growing and Sustaining Student-Centered Science Classrooms*  
David Stroupe  
176 pages • \$37.00 paper  
9781682537954  
*Teaching Methods and Materials*



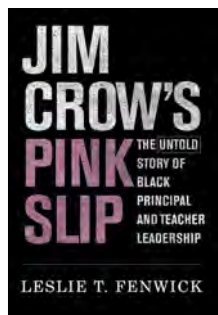
*Preparing Leaders for Deeper Learning*  
Marjorie E. Wechsler and Steven K. Wojcikiewicz  
216 pages • \$38.00 paper  
9781682538401  
*Leadership* | *Professional Development*



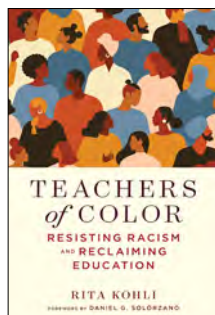
*Teaching Toward Rightful Presence in Middle School STEM*  
Edna Tan and Angela Calabrese Barton  
176 pages • \$36.00 paper  
9781682538463  
*Science and Technology* | *Teaching Methods and Materials*



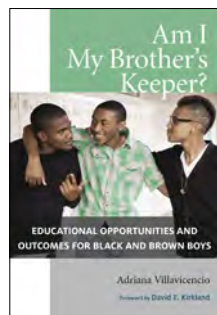
*Teaching with Literacy Programs*  
Patricia A. Edwards, Kristen L. White, Laura J. Hopkins, and Ann M. Castle  
240 pages • \$37.00 paper  
9781682538258  
*Literacy* | *Teaching Methods and Materials*



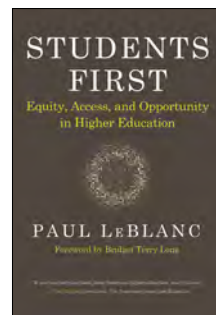
*Jim Crow's Pink Slip*  
Leslie T. Fenwick  
**2023 AACTE Gloria J. Ladson-Billings Outstanding Book Award**  
216 pages • \$34.00  
paper 9781682537190  
ebook 9781682537206  
RACE AND EDUCATION SERIES  
*Policy | History*



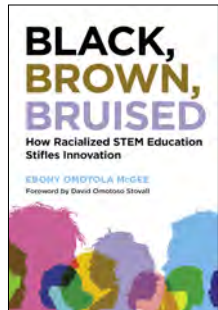
*Teachers of Color*  
Rita Kohli  
**2023 AERA Division K's Exemplary Research in Teaching and Teacher Education Award**  
200 pages • \$31.00  
paper 9781682536377  
ebook 9781682536391  
RACE AND EDUCATION SERIES  
*Teacher Education | Multicultural Education*



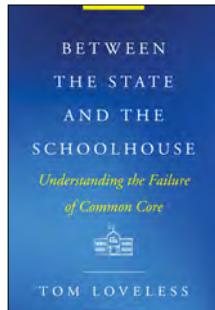
*Am I My Brother's Keeper?*  
Adriana Villavicencio  
**2022 AESA Critics' Choice Book Award**  
**A 2022 Choice Outstanding Academic Title**  
240 pages • \$33.00  
paper 9781682536216  
ebook 9781682536230  
*Race and Equity*



*Students First*  
Paul LeBlanc  
**2022 UPCEA Phillip E. Frandson Award for Literature**  
224 pages • \$34.00  
paper 9781682536759  
ebook 9781682536773  
*Higher Education | Leadership*



*Black, Brown, Bruised*  
Ebony Omotola McGee  
**2022 PROSE Award Finalist**  
208 pages • \$32.00  
paper 9781682535356  
ebook 9781682535370  
*Higher Education | Race and Equity*



*Between the State and the Schoolhouse*  
Tom Loveless  
**A 2022 Choice Outstanding Academic Title**  
224 pages • \$34.00  
paper 9781682535905  
ebook 9781682535929  
EDUCATIONAL INNOVATIONS SERIES  
*Policy*



*Ethics in Higher Education*  
Edited by Rebecca M. Taylor and Ashley Floyd Kuntz  
**A 2022 Choice Outstanding Academic Title**  
280 pages • \$36.00  
paper 9781682537008  
ebook 9781682537022  
*Higher Education | Education Philosophy*



*Science in the City*  
Bryan A. Brown  
**2021 AACTE Outstanding Book Award**  
192 pages • \$31.00  
paper 9781682533741  
ebook 9781682533789  
RACE AND EDUCATION SERIES  
*Teaching Methods and Materials*

### HARVARD EDUCATION PRESS

8 Story Street, First Floor  
Cambridge, MA 02138  
Email: [harvardedpress@gse.harvard.edu](mailto:harvardedpress@gse.harvard.edu)

### BOOK ORDERS, US AND CANADA

Harvard Education Press  
c/o PSSC  
46 Development Road  
Fitchburg, MA 01420  
Toll-free phone: (888) 437-1437  
Email: [orders@pssc.com](mailto:orders@pssc.com)  
Web: [hep.gse.harvard.edu](http://hep.gse.harvard.edu)

### Returns

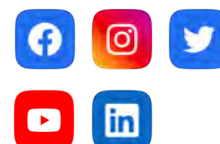
Harvard Education Press  
c/o PSSC  
46 Development Road  
Fitchburg, MA 01420

### INTERNATIONAL SALES

Eurospan  
Gray's Inn House  
127 Clerkenwell Road  
London EC1R 5DB  
United Kingdom  
Phone: +44 (0) 207 240 0856  
Email: [direct.orders@marston.co.uk](mailto:direct.orders@marston.co.uk)  
Online: [eurospanbookstore.com/harvardeducation](http://eurospanbookstore.com/harvardeducation)

### PRICING

Prices are effective 11/15/23 and are subject to change.



**Harvard  
Education  
Press**

### 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  
Email: [laura\\_clos@harvard.edu](mailto: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  
Email: [laura\\_clos@harvard.edu](mailto: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 [hep.gse.harvard.edu](http://hep.gse.harvard.edu) and select "Desk/Exam Copies."

### E-BOOKS

Many HEP titles are now available as e-books through major library, school, and retail outlets such as EBSCO, VitalSource, Apple, and Amazon. For bulk institutional sales, please contact HEP directly.

### E-NEWS

Sign-up for the Harvard Education Press e-newsletter. Please visit [hep.gse.harvard.edu](http://hep.gse.harvard.edu) and select "E-news."



# Harvard Education Press

Harvard Graduate School of Education

8 Story Street, First Floor

Cambridge, MA 02138

