Learning While Black and Queer
Understanding the Educational Experiences of Black LGBTQ+ Youth
ED BROCKENBROUGH

Research-based guidance for educators, teacher educators, and community learning partners to effectively support LGBTQ+ students of color

In *Learning While Black and Queer*, Ed Brockenbrough outlines common obstacles to educational equity for Black youth in the LGBTQ+ community and suggests ways for educators to foster the success of Black queer students. This compassionate and actionable work advances what Brockenbrough calls a queerly responsive pedagogy, which addresses the nuances of LGBTQ+ youths’ learning experiences in ways that other assets-based approaches, including culturally responsive and sustaining pedagogies, do not.

Providing evidence-based recommendations for creating educational spaces and school cultures that promote safety and belonging, Brockenbrough draws on recent empirical studies of urban Black youths aged fourteen to twenty-four who identify as LGBTQ+, as well as personal accounts of Black queer individuals and his own experiences as a secondary school teacher and teacher educator. Among other suggestions, he advocates the adoption of a queer-inclusive curriculum that covers health and sexuality, queer-affirming classrooms, and access to peer and intergenerational kinship networks for Black queer students. He implores educators to reject the deficit narrative of queer victimhood and instead cultivate youth agency. He shows how Black queer resistant capital can be used to confront systemic oppressions such as anti-Blackness, anti-queerness, and cisnormativity in educational environments.

The guidance offered in this work gives educators in schools and community-based organizations ways to advocate for educational and social justice with and for Black queer youth.

ED BROCKENBROUGH is an associate professor of education at the University of Pennsylvania. His scholarship examines identity, pedagogy, and power in urban educational contexts, particularly through the lenses of Black masculinity studies and Queer of Color Critique.
Discredited
Power, Privilege, and Community College Transfer
LAUREN SCHUDDDE AND HURIYA JABBAR
FOREWORD BY KEVIN J. DOUGHERTY

An incisive investigation of the often fraught student-transfer pathways from community colleges to four-year institutions—and a blueprint for process reform

In Discredited, education scholars Lauren Schudde and Huriya Jabbar illuminate the successes and failures of the systems that support student transfer among postsecondary institutions. Summarizing the key challenges of various transfer pathways, Schudde and Jabbar show how the current decentralized, bureaucracy-ridden, and often confusing process undermines equity and access in higher education. They illustrate how transfer success is closely tied to how educational institutions disseminate information about credit portability, especially for vertical transfer between community colleges and destination universities, in which prospective transfer students often confront hidden curricula and unfounded biases about their academic preparedness.

This deeply considered work is grounded in hundreds of interviews of students and personnel, data from a six-year longitudinal study in Texas, and a synthesis of five decades of research on college transfer. Presenting a field perspective, Schudde and Jabbar use strategic action fields, a framework that considers how rules and norms are maintained in an existing power structure, to examine the political–ecological contexts in which transfer-intending students and transfer-related college personnel interact within and across organizations. They frame transfer policy as a complex public higher education issue rather than an isolated community college problem.

Schudde and Jabbar call for transfer reform and offer insight into how transfer outcomes could be improved through better transparency, centralized policy, and even government intervention.

LAUREN SCHUDDDE is an associate professor of educational leadership and policy at The University of Texas at Austin. She studies how to ameliorate social inequities in the United States through higher education policy. HURIYA JABBAR is an associate professor of education policy in the Rossier School of Education at the University of Southern California. Her research uses sociological and critical theories to examine how market-based ideas in PK-12 and higher education shape inequality, opportunity, and democracy in the US.

The Privateers
How Billionaires Created a Culture War and Sold School Vouchers
JOSH COWEN

A deep dive investigation of education privatization that reveals voucher programs as the faulty products of decades of work by wealthy patrons and influential conservatives

In The Privateers, Josh Cowen lays bare the surprising history of tax-funded school choice programs in the United States and warns of the dangers of education privatization. A former evaluator of state and local school voucher programs, Cowen demonstrates how, as such programs have expanded in the United States, so too has the evidence-informed case against them.

This thought-provoking work traces the origins of voucher-based education reform to mid-twentieth-century fears over school desegregation. It shows how, in the intervening decades, a cabal of billionaire conservatives supporting a host of special political interests—including economic libertarianism, religious choice, and parental rights—have converged around the issue of education freedom in an ongoing culture war. Through deliberate policymaking, legislation, and litigation, Cowen reveals, an insular advocacy network has enacted a flawed system for education finance driven largely by dogma.

Far from realizing the purported goal of educational equity, privatization is failing students and exacerbating income inequality, Cowen finds. He cites multiple research studies that conclude that voucher programs return poorer academic outcomes, including lower test scores on state exams, especially among students who are at greater academic risk because of their race, their religion, their gender identity, or their family’s income.

Continued advancement of these policies, Cowen argues, is an assault on public education as a defining American institution.

JOSH COWEN is a professor of education policy at Michigan State University and an author on topics related to education politics, school choice, and culture wars in the United States. In addition to all of the major academic outlets in his research field, his popular writing has appeared in outlets such as the Dallas Morning News, Detroit Free Press, Hechinger Report, Houston Chronicle, New Republic, Philadelphia Inquirer, Slate, Time, The Tennessean, and Washington Spectator. He lives in mid-Michigan with his family.
The Big Lie About Race in America’s Schools
EDITED BY ROYEL M. JOHNSON AND SHAUN R. HARPER

A survey of the ways in which misinformation campaigns damage race relations and educational integrity in US public schools and universities and a blueprint for how to counteract such efforts

The Big Lie About Race in America’s Schools delivers a collective response to the challenge of racially-charged misinformation, disinformation, and censorship that increasingly permeates and weakens not only US education but also our democracy. In this thought-provoking volume, Royel M. Johnson and Shaun R. Harper bring together leading education scholars and educators to confront the weaponized distortions that are currently undermining both public education and racial justice. The experts gathered in this work offer strategies to counter these dangerous trends and uphold truth in education.

In focused, practical chapters, the contributors examine efforts both broad and specific, from restrictive education legislation, to book bans, to twisting terminology like Critical Race Theory (CRT) and diversity, equity, and inclusion (DEI), that are obscuring truth in public education. They demonstrate how this narrowing of allowable ideas does a disservice to all students and especially to those who are underrepresented in curricula, including students of color and LGBTQ+ students.

Ultimately, the book offers clear, actionable insights for educators, policymakers, and advocates who seek solutions that will counter recent trends and transform educational contexts within both K–12 and higher education. Among other actions, this volume advocates strengthening educational alliances through shared leadership, organized collaboration, and parental involvement. It also presents innovative countermeasures to help defend public education.

ROYEL M. JOHNSON is an associate professor and PhD program chair in the Rossier School of Education at the University of Southern California. He also serves as the director of the National Assessment of Collegiate Campus at USC’s Race and Equity Center and is a faculty member in the Pullias Center for Higher Education. SHAUN R. HARPER is the Clifford and Betty Allen Chair in Urban Leadership, University Professor, and Provost Professor of Education, Business and Public Policy at the University of Southern California. He also is the founder and executive director of USC’s Race and Equity Center.

Learning Together
Organizing Schools for Teacher and Student Learning
ELHAM KAZEMI, JESSICA CALABRESE, TERESA LIND, BECCA LEWIS, ALISON FOX RESNICK, LYNSEY K. GIBBONS

A blueprint for structuring the school environment around teacher learning and collaboration as a foundation for equitable learning and student engagement

In Learning Together, Elham Kazemi, Jessica Calabrese, Teresa Lind, Becca Lewis, Alison Fox Resnick, and Lynsey K. Gibbons share findings from their decade of experience in nurturing collaborative learning cultures in elementary schools. The work offers guidance for intentionally and explicitly organizing educational institutions to prioritize and support teacher learning, which can, as the authors show, create flourishing learning systems for teachers and students alike.

As part of research-practice partnerships in six US elementary schools engaged in school improvement efforts, the authors observed that such deliberate school reorganization is the first step in meaningfully shifting practices from teacher-centered, procedure-based learning to student-centered, discussion-intensive learning that develops student agency. Through interviews with teachers and members of instructional leadership teams, they illustrate the myriad benefits of mutual learning in which educators are encouraged to grow their practice as part of teacher teams and as members of a likeminded professional community. The authors recommend practical actions—from establishing vision-driven hiring and retention practices to aligning resources such as time, funding, and professional development opportunities—that can help to cultivate a schoolwide ethos of instructional collaboration.

The wisdom highlighted in this work will be invaluable for teachers, instructional coaches, principals, district leaders, and anyone who makes decisions for students or teachers.

ELHAM KAZEMI is a professor of mathematics education at the University of Washington. JESSICA CALABRESE is the chief of School Improvement in the Renton School District and was the principal at Lakeridge Elementary, the school at which the research-practice partnership originated. TERESA LIND was the mathematics coach at Lakeridge Elementary for seven years and the former leader of the mathematics coaching network for the schools at the center of the book. BECCA LEWIS is the current leader of the mathematics coaching network for the schools discussed in the book. ALISON FOX RESNICK is a researcher at the National Center for Research in Policy and Practice at the School of Education at the University of Colorado, Boulder. LYNSEY K. GIBBONS is an associate professor of mathematics education at the University of Delaware.
How Schools Make Race
Teaching Latinx Racialization in America
LAURA C. CHÁVEZ-MORENO

An investigation into how schooling can enhance and hinder critical-racial consciousness through the making of the Latinx racialized group

In How Schools Make Race, Laura C. Chávez-Moreno uncovers the process through which schools implicitly and explicitly shape their students’ concept of race and the often unintentional consequences of this on educational equity. Chávez-Moreno sheds light on how the complex interactions among educational practices, policies, pedagogy, language, and societal ideas interplay to form, reinforce, and blur the boundaries of racialized groups, a dynamic which creates contradictions in classrooms and communities committed to antiracism.

In this provocative book, Chávez-Moreno urges readers to rethink race, to reconceptualize Latinx as a racialized group, and to pay attention to how schools construct Latinidad (a concept about Latinx experience and identity) in relation to Blackness, Indigeneity, Asianness, and Whiteness. The work explores, as an example, how Spanish-English bilingual education programs engage in race-making work. It also illuminates how schools can offer ambitious teachings to raise their students’ critical consciousness about race and racialization.

Ultimately, Chávez-Moreno’s groundbreaking work makes clear that understanding how our schools teach about racialized groups is crucial to understanding how our society thinks about race and offers solutions to racial inequities. The book invites educators and scholars to embrace ambitious teaching about the ambivalence of race so that teachers and students are prepared to interrogate racist ideas and act toward just outcomes.

LAURA C. CHÁVEZ-MORENO is assistant professor in the César E. Chávez Department of Chicana/o and Central American Studies at the University of California, Los Angeles. Her research has been recognized with multiple awards, including from the American Educational Research Association and the National Academy of Education/Spencer Foundation. She was a high school teacher for five years in the School District of Philadelphia.

A Blueprint for Equity-Driven Community College Leadership
PAMELA L. EDDY AND KIM E. VANDERLINDEN

Expert advice and effective strategies for community college leaders who endeavor to embed equity and social justice in institutional policies, practices, and structures

Pamela L. Eddy and Kim E. VanDerLinden offer discerning guidance for advancing social justice and addressing persistent opportunity gaps in US higher education in A Blueprint for Equity-Driven Community College Leadership. Eddy and VanDerLinden argue that, given the diverse population of students that community colleges serve, these institutions are uniquely positioned to enact impactful equity-informed agendas that can promote social change, remedy inequitable and unjust structures and systems, and build opportunities for all students to be successful. They encourage presidents, provosts, directors, and faculty at community colleges to seize the chance afforded by COVID-19 upheavals to address urgent issues of equity on campus.

Drawing from interviews and surveys of longtime community college leaders as well as literature on community college leadership and social justice initiatives, Eddy and VanDerLinden outline a three-part model that can strengthen collaboration among institutional leaders and create resilient, equitable communities of practice. They advise stakeholders to increase self-awareness through reflective exercises and examination of personal bias. Their model directs leaders to develop contextual competency by evaluating external forces that influence focus in institutions of higher education, including employer and community needs; state and national campaigns and calls for graduates; and backlash against diversity, equity, and inclusion (DEI) measures.

This insightful work gives community college leaders across all positions and titles an introduction to strategies to promote organization-level change.

PAMELA L. EDDY is the associate provost of faculty affairs and faculty development and a professor of higher education in Educational Policy, Planning, and Leadership at William & Mary. She serves as a consultant for campuses, system offices, and on funded grants regarding strategies to support community college student success and to promote leadership development. KIM E. VANDERLINDEN is a clinical assistant professor at the University at Buffalo (SUNY) in the Interdisciplinary Social Sciences program. Her research is focused on assessment strategies and organizational processes that support student success, as well as administrative leadership and the ways in which data-driven leadership can transform higher education.
Critical Conditions
Addressing Education Emergencies through Integrated Student Supports
ELAINE WEISS, BRUCE LEVINE, AND KIMBERLY STERIN
FOREWORD BY C. J. HUFF

A proactive, ground-level approach to student support that helps ameliorate the effects of socioeconomic challenges and improves outcomes for students, families, and communities.

In Critical Conditions, Elaine Weiss, Bruce Levine, and Kimberly Sterin outline successful strategies for whole child and whole community support that can help school systems meet broader student needs in times of disruption. They take a deep look at Integrated Student Support (ISS), an approach to education policy and practice aligned with Maslow’s hierarchy of needs, in which schools focus on attending to students’ basic physical, social, and emotional needs before learning occurs. Providing indispensable insight, Weiss, Levine, and Sterin demonstrate how the ISS approach is especially effective in educational contexts rocked by trauma and crisis.

The work draws on extensive research on the ISS model in theory and practice, as well as case studies of five very different communities across the United States—Berea, Kentucky; Salem, Massachusetts; Grain Valley, Missouri; Minneapolis, Minnesota; and Frederick County, Virginia—that had been using ISS when the COVID-19 pandemic closed schools. It highlights how the planning, flexibility, and wraparound services central to ISS improve the capacity of education systems to confront a wide variety of emergency situations, from natural disasters to longstanding socioeconomic pressures such as unemployment, addiction, food scarcity, homelessness, and poverty.

Distilling the ISS model into actionable steps, from assessing community needs through maintaining a cohesive network of community assets, the work prepares educational institutions to help students, families, and communities weather the turbulence of challenging events.

ELAINE WEISS is an education policy analyst who has conducted research and led advocacy work at the National Academy of Social Insurance, Economic Policy Institute, and Pew Charitable Trusts. She is the coauthor, with Paul Reville, of Broader, Bolder, Better: How Schools and Communities Help Students Overcome the Disadvantages of Poverty. BRUCE LEVINE is a clinical professor and director of the Education Policy Program in Drexel University’s School of Education, where he co-founded the online Community Schools Hub. KIMBERLY STERIN is the manager of Research Operations at the Justice-Oriented Youth (JoY) Education Lab housed in the School of Education at Drexel University.

When Reform Meets Reality
The Power and Pitfalls of Instructional Reform in School Districts
EDITED BY JONATHAN A. SUPOVITZ

An insightful inside perspective on the implementation of instructional improvement measures in a large urban K–12 district.

In When Reform Meets Reality, Jonathan A. Supovitz and contributors examine the qualities that make ambitious educational reforms impactful and identify common tensions that can thwart continuous improvement. Supovitz brings together educational researchers, district and school leaders, teachers, and professional development providers to reflect on the successes and stumbles of an ambitious district-wide reform effort—the Ongoing Assessment Project (OGAP), a program for mathematics education—as it was introduced and scaled up over five years in the School District of Philadelphia.

Using OGAP as a lens, the volume explores larger themes of instructional reform, including the potential of new instructional approaches to improve the quality of teaching and learning, the contexts that can either support or hinder efforts to introduce meaningful pedagogical change, and how supporters can engage in ongoing, deeper implementation of reform measures at different levels of the educational system through multi-level reform. It also addresses the utility of metrics of learning and performance, including benchmark and formative assessments, that can provide the rare and sought-after evidence that correlates reform efforts with increases in student performance.

The book underscores the ways in which school systems can foster sustained organizational learning. It suggests actions by which school faculty, working in conjunction with district leaders, reform developers, and staff, can cultivate a culture of inquiry to build deep ownership of ambitious instructional reforms.

JONATHAN A. SUPOVITZ is a professor of policy and leadership at the Graduate School of Education at the University of Pennsylvania and the director of the Consortium for Policy Research in Education.
The Enduring Promise of America’s Great City Schools
MICHAEL CASSERLY
FOREWORD BY ARNE DUNCAN

A sober yet encouraging look at how urban public schools have confronted challenges, defied expectations, and continued to improve

In The Enduring Promise of America’s Great City Schools, Michael Casserly presents a forthright assessment of the past performance and future potential of large urban PreK–12 school districts in the United States. From a vantage of nearly five decades of work within the Council of the Great City Schools, which now represents seventy-eight of the nation’s largest urban public school districts, Casserly expertly distills data on student performance, school enrollment, and the impact of strategic reforms to draw a balanced picture of progress and setbacks in urban schools.

Casserly contends that America’s urban public schools have played a critical role in expanding democracy, advancing equity, and enhancing opportunities, especially for students from historically underserved groups. He illustrates how urban school leaders have proven themselves adept at handling crises, including the global pandemic. The book outlines the many strengths of large urban districts: they were early adopters of the college and career-ready standards, stalwart supporters of reforms that raised expectations for their students, and engineers of instructional and systems improvements that have led to landmark gains in both math and reading achievement.

Casserly leaves readers with thoughts on organizational change in the wake of declining enrollment and funding, among other challenges in education, confident that urban districts will continue to be architects of their own improvement.

MICHAEL CASSERLY served for thirty years as the executive director of the Council of the Great City Schools, the nation’s primary coalition of large urban school districts. Over the decades, he worked directly with the nation’s urban school leaders on many of their most difficult challenges.

Organizational Betrayal
How Schools Enable Sexual Misconduct and How to Stop It
CHAROL SHAKESHAFT

A path to safety for protecting students from educator sexual misconduct, based on lessons learned from decades of past cases

In Organizational Betrayal, educational researcher Charol Shakeshaft advocates a system-wide approach for safeguarding K–12 students against educator sexual misconduct. She shows that practical interventions such as simply asking questions can advance the safety of children.

Based on decades of inquiry into cases of student abuse in educational systems, the work reveals that sexual abuse of children in US K–12 schools is more prevalent than we’d like to believe. Examining the root causes and contexts, Shakeshaft concludes that school cultures and institutional structures are often complicit in cases of sexual misconduct. Disrupting a culture of enablement is an organizational responsibility, she contends.

The work presents an ecological model of prevention that can shield students by breaking the cycle of institutional betrayal through protections such as clear policies, widespread training, supervision, and reporting. Shakeshaft suggests straightforward actions that can interrupt patterns of abuse and trauma, including teaching both potential bystanders and potential victims of school employee sexual misconduct the policies regulating adult–student interactions in schools; training all members of a school community to recognize red flags and boundary crossing; and investigating the difference between good teaching and questionable tactics that should trigger suspicion.

The documentation provided in this book is persuasive, and it compels examination of school cultures, decisions, and practices, with a goal of preventing the abuse of students by school employees.

CHAROL SHAKESHAFT is a professor in the School of Education, Virginia Commonwealth University. She has been studying sexual misconduct by school employees for over three decades and has served as an expert witness in 250 lawsuits brought against K–12 schools and universities.
Navigating School Board Politics
A Framework for Advancing Equity
CARRIE R. SAMPSON

A visionary overview of the political role of publicly elected school boards and a proactive take on the work they can accomplish toward social justice

In Navigating School Board Politics, Carrie R. Sampson examines the political power of the US education system’s publicly elected school boards, the reality of how they apply that power, and the resounding impact of their governance. The work makes the case that school boards, as both the direct candidates and equitable policies and practices, can be driving forces to diminish inequities in public education.

Sampson begins with a historical overview of the role of school boards in the United States. She shows that, despite the recent ideological deadlocks publicized as “school board wars,” board members can accomplish vital work as advocates for their communities: forming effective coalitions with superintendents, administrators, and community leaders; scrutinizing budgets that represent millions of dollars of public investment; and maintaining a deep understanding of local issues.

The work highlights the School Board Governance for Equity framework, an evidence-based set of principles that current and prospective board members can adopt to advance social justice in their districts. Through case studies, Sampson demonstrates that equity-focused school board governance requires a collective effort: just as elected board members must maintain awareness of structural inequities and provide representation for marginalized community members, community members must speak up at board meetings and vote for both equity-focused candidates and equitable policies and practices.

CARRIE R. SAMPSON is an associate professor in the Division of Educational Leadership and Innovation at Arizona State University. Her scholarship explores how educational leadership and policymaking at the K–12 level influence equity and social justice for minoritized communities.

Going the Distance
The Teaching Profession in a Post-COVID World
LORA BARTLETT, ALISUN THOMPSON, JUDITH WARREN LITTLE, AND RILEY COLLINS

An unflinching yet ultimately hopeful appraisal of the workplace factors that determine career risk and resilience among K–12 teachers, informed by the lessons of the COVID-19 crisis

In Going the Distance, Lora Bartlett, Alisun Thompson, Judith Warren Little, and Riley Collins examine the professional conditions that support career commitment among K–12 educators—and the factors that threaten teacher retention. Drawing insight from the period of significant teacher turnover and burnout both during and beyond COVID-19 school shutdowns in the United States, the authors offer clear guidance for policies and practices that meet the needs of teachers and nourish a robust teaching workforce.

The work presents vivid firsthand accounts of teaching during crisis that were captured as part of the Suddenly Distant Research Project, a longitudinal study of the experiences of seventy-five teachers in nine states over thirty months, from the school closures of spring 2020 through two full school years. The authors characterize the pandemic as a perspective-shifting experience that exposed existing structural problems and created new ones: a widespread sociopolitical framing of teaching as an occupation constrained by strict regulation and oversight, an overreliance on test-based accountability, a decline in public investment in education, and growing legislative constraints on what teachers could teach.

Identifying contextual differences between teachers who left and those who persevered, the work calls for solutions—including increased teacher voice, collaborative workplace cultures, and reforming school accountability systems—that support teachers to pursue ambitious educational goals in ordinary times and equip them to respond rapidly and capably in times of crisis.

LORA BARTLETT is an associate professor of education at the University of California, Santa Cruz. ALISUN THOMPSON is an assistant professor and teacher educator at the University of Puget Sound. JUDITH WARREN LITTLE is the Carol Liu Professor of Education Policy, emerita, at the University of California, Berkeley, and an elected member of the National Academy of Education. RILEY COLLINS is a doctoral candidate in the Education Department at the University of California, Santa Cruz, whose work centers on teacher labor organizing.
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