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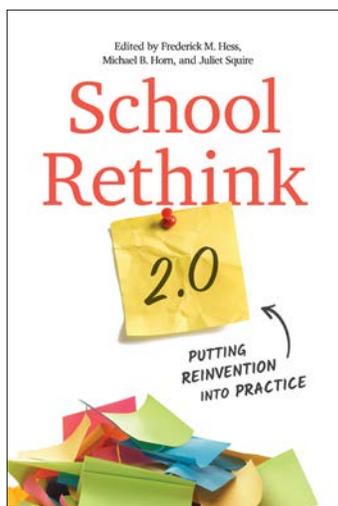
**Harvard
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SPRING2025

1 NEW BOOKS
15 RECENT RELEASES

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FEBRUARY 2025

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272 PAGES

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SCHOOL REFORM

School Rethink 2.0

Putting Reinvention into Practice

EDITED BY FREDERICK M. HESS, MICHAEL B. HORN, AND JULIET SQUIRE

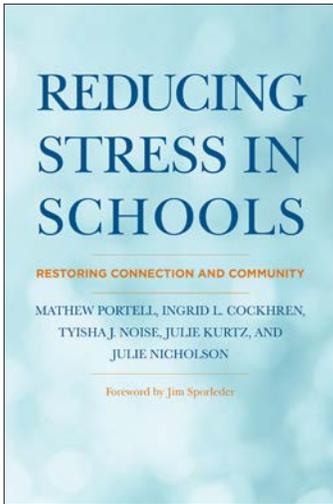
Ten brilliant approaches that are disrupting US education and actionable advice for their broader implementation

In *School Rethink 2.0*, editors Frederick M. Hess, Michael B. Horn, and Juliet Squire gather leaders immersed in the nuts-and-bolts work of educational reinvention to present ten promising education improvements and ways to implement them. Contributors, including acclaimed education pioneers Sal Khan, Beth Rabbitt, and Larry Berger, explain what it takes to reinvent schooling and the hurdles that emerge when tackling everything from curricula to staffing to assessment. These entrepreneurs and practitioners detail both the challenges and successes they've experienced in putting their ideas into practice, and they offer wise advice to administrators, policymakers, and educators who hope to adopt these approaches.

Many of the approaches described in the book were driven by the COVID-19 pandemic, which forced the nation to rethink core tenets of schooling. Contributors find solutions in robust career and technical education and new staffing models. They champion best-fit environments achieved via school choice programs and variations in school size, from colossal, highly resourced school systems to microschools. They turn to technology, leveraging adaptive software programs and generative artificial intelligence for learning and assessment. And they highlight a range of alternative instructional models such as mastery-based learning, personalized instruction, and multimodal learning labs for math instruction.

This collection offers a host of actionable solutions to help accommodate different learning needs.

FREDERICK M. HESS is the director of Education Policy Studies at the American Enterprise Institute. He writes *Education Week's* popular blog *Rick Hess Straight Up* and is both an executive editor of *Education Next* and a senior contributor to *Forbes*. His books include *The Great School Rethink*, *Spinning Wheels* and *Cage-Busting Leadership*. **MICHAEL B. HORN** is the author of several books on the future of education, including *From Reopen to Reinvent: (Re)creating School for Every Child*. He is the cofounder of and a distinguished fellow at the Clayton Christensen Institute for Disruptive Innovation and teaches at the Harvard Graduate School of Education. He cohosts the top education podcasts *Future U* and *Class Disrupted*. **JULIET SQUIRE** is a senior partner in the Policy and Evaluation practice area at Bellwether, where she has studied and written about federal and state policies on charter schools, school governance, private school management organizations, and microschools, among other topics.



FEBRUARY 2025

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CLASSROOM MANAGEMENT

Reducing Stress in Schools

Restoring Connection and Community

MATHEW PORTELL, INGRID L. COCKHREN, TYISHA J. NOISE,
JULIE KURTZ, AND JULIE NICHOLSON

FOREWORD BY JIM SPORLEDER

Essential, accessible guidance for using trauma-informed practices to relieve student and educator stress in schools

In *Reducing Stress in Schools*, Mathew Portell, Ingrid L. Cockhren, Tyisha J. Noise, Julie Kurtz, and Julie Nicholson provide a toolkit of actionable, evidence-based practices for PreK–12 teachers, administrators, and staff to support students’ and adults’ nervous system regulation. Rooted in the tenets of trauma-responsive education and current neuroscience, these strategies address stress-related behavioral challenges present in schools. Unique in its approach, this book raises awareness of the collective trauma caused by the pandemic, highlights the effects of racial and historical trauma, draws attention to educators’ stress and burnout, and proposes strategies for stress reduction drawn from a diverse range of practitioner experience.

The authors show that, in the post-COVID-19 era, as students and educators contend with unprecedented exposure to mental health stressors, research supports classroom management via relationship-building interventions. They demonstrate how alternatives to exclusionary discipline practices can promote social-emotional learning, counter learning loss, and improve student skills such as sensory literacy, resilience, and frustration tolerance.

This work delivers clear guidance throughout chapters that feature real-world case studies, sample conversations, and questions for reflection and discussion. It also includes recommendations for countering resistance to the implementation of trauma-responsive practices for classroom management. Ultimately, it gives educators the tools to build schools that reduce stress and strengthen racial justice, equity, healing, and safety.

MATHEW PORTELL is an elementary school principal in the Metro Nashville Public School system, podcaster, and leader of the international Trauma-Informed Educators Network. **INGRID L. COCKHREN** is an internationally known leader in trauma-informed care with experience in childhood development, mental healthcare, PreK–12, and higher education. **TYISHA J. NOISE** is a practitioner scholar with extensive experience working with underserved students. **JULIE KURTZ** is the CEO of the Center for Optimal Brain Integration® and an international speaker, trainer, and consultant on trauma-responsive practices. **JULIE NICHOLSON** is an early childhood expert and nonprofit leader. As a professor at Mills College, she directed the Leadership Program in Early Childhood and the Center for Global Play Research.



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HIGHER EDUCATION

Who Needs College Anymore?

Imagining a Future Where Degrees Won't Matter

KATHLEEN DELASKI

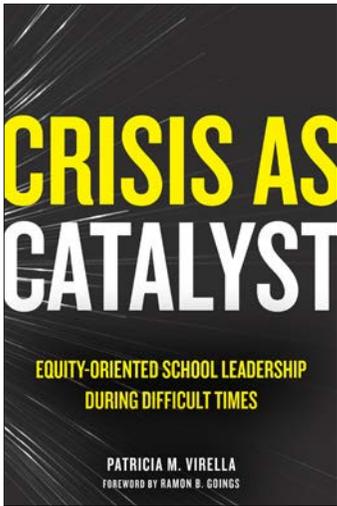
An optimistic yet practical assessment of how postsecondary education can evolve to meet the needs of next-generation learners

With keen insight, Kathleen deLaski reimagines what higher education might offer and whom it should serve in *Who Needs College Anymore?* In the wake of declining US university enrollment and widespread crises of confidence in the value of a college degree, deLaski urges a mindset shift regarding the learning routes and credentials that best prepare students for success after high school.

The work draws on a decade of design-thinking research from the nonprofit Education Design Lab as well as 150 interviews of educational experts, college and career counselors, teachers, employers, and learners. DeLaski applies human-centered design to higher education reform, engaging the perspective of end users to search for better solutions. She highlights ten top principles based on user feedback and considers how well they are currently being enacted by colleges.

In particular, she urges institutions to better attend to the needs of new-majority learners, often described as nontraditional students, including people from low- or moderate-income backgrounds, people of color, first-generation students, veterans, single mothers, rural students, part-time attendees, and neurodivergent students. She finds ample opportunity for colleges to support learners by embracing alternative pathways to marketable knowledge, including bootcamps, skills-based learning, and apprenticeships, career training, and other types of workplace learning. This work suggests innovation as a means of evolution.

KATHLEEN DELASKI spent twenty years as a journalist, including time as ABC News White House correspondent. In the second half of her career, she has focused on education reform, cofounding or founding several national nonprofits, notably the Education Design Lab, which led her toward this book. After stepping down as founder to become board chair, Kathleen also spends time as a senior advisor to the Project on Workforce at Harvard University and teaches human-centered design and higher ed reform as an adjunct professor at George Mason University.



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LEADERSHIP

Crisis as Catalyst

Equity-Oriented School Leadership During Difficult Times

PATRICIA M. VIRELLA

FOREWORD BY RAMON B. GOINGS

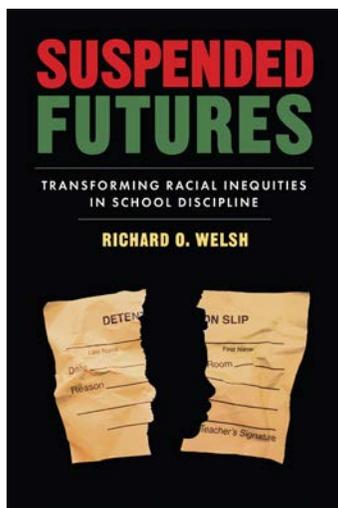
A flexible framework that enables school leaders to proactively set up systems and structures that will support equitable responsiveness during crises

In *Crisis as Catalyst*, Patricia M. Virella uncovers opportunities for school leaders to act as agents of equity and inclusivity during crisis situations. Virella interviewed dozens of school principals across the United States and Puerto Rico, and in this book she shares the key lessons from their experiences with crisis events of all magnitudes, including student mental health emergencies, school elopement, criminal violence, racial harm, natural disasters, and the COVID-19 pandemic.

This insightful work distills this research and more into a framework for equity-oriented crisis leadership in K–12 schools. Virella shows how this adaptable framework, based in foundational tenets such as effective crisis communication, inclusive decision-making, community collaboration, and equitable resource allocation, can strengthen leadership and in turn fortify school communities.

In each chapter, Virella presents a case study of a principal whose crisis experience demonstrates one of the tenets in action. She pairs these narratives with specific leadership strategies and advises leaders to enhance their related skills through professional development, mentorship, and continuous learning. The book's guided discussion questions will spark conversations among current and aspiring school leaders. Leaders will be inspired to engage in critical self-reflection and to cultivate hope, an equity-oriented mindset, and a willingness to advocate for radical change.

PATRICIA M. VIRELLA is an assistant professor in the Department of Educational Leadership at Montclair State University. Her research focuses on implementing equity-oriented leadership through leader responses, organizational transformation, and preparation. For fifteen years, she was a teacher and urban school principal.



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RACE AND EQUITY /
SCHOOL REFORM

Race and Education Series

Suspended Futures

Transforming Racial Inequities in School Discipline

RICHARD O. WELSH

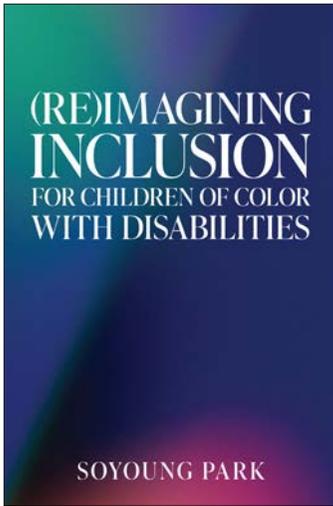
An incisive examination of the school discipline crisis and a strategic, evidence-driven playbook for educational decision-makers who aim to resolve disciplinary disparities

Richard O. Welsh takes on the school discipline crisis in *Suspended Futures*, delineating the persistent racial disparities in how educators perceive and respond to the behavior of students. Welsh offers a framework for disrupting and dismantling a disciplinary system that disproportionately disadvantages students of Black, Latinx, and Indigenous identities. Underscoring the urgency of the dilemma, he discusses how the prevalence of exclusionary discipline in school—in which students are punished with removal from the classroom through suspension, expulsion, or alternative placement—results in significant loss of instructional time, which can lead to a cascade of negative student outcomes, from low achievement to carceral consequences.

Welsh synthesizes research and analyzes data from sources such as the Civil Rights Data Collection and New York City Public Schools to lay out context for the ongoing disagreement over the root causes of and solutions to student misbehavior.

The book argues for a shift from student-focused to educator-focused approaches to education reform and a shift from blaming to supporting teachers, principals, and administrators. Welsh emphasizes the need for school discipline reform that improves the school climate, addresses pervasive anti-Blackness, and supports inclusive learning. An ideal transformation, he proposes, incorporates restorative justice and Afrofuturism to create spaces of student healing, validation, and reward in schools.

RICHARD O. WELSH is an associate professor of education and public policy in the Peabody College of Education and Human Development at Vanderbilt University. His research is focused on understanding and transforming inequality in K–12 education. He is the founding director of the School Discipline Lab.



(Re)Imagining Inclusion for Children of Color with Disabilities

SOYOUNG PARK

A transformative vision to shift educator practice and make systemic changes that can advance educational inclusion of students of color with disabilities

In *(Re)Imagining Inclusion for Children of Color with Disabilities*, Soyoung Park argues that the disproportionate segregation and isolation of children of color with disabilities from their nondisabled peers is the product of an educational system which upholds a racist, ableist agenda. Park puts forth a visionary call to end these exclusionary practices through shifting educators' mindsets to view children of color with disabilities not as problems to be fixed but as individuals who are capable and worthy of learning in the least restrictive environment—the inclusion classroom.

The book gives an incisive historical and sociopolitical overview of special education practices in US schools. Park shows how the process of referral, identification, and placement of students with individualized education plans is based on culturally biased assessment tools and rooted in racism and ableism. Enacting long-lasting, sustainable reform, she argues, requires systemic change.

Informed by DisCrit theory, this book draws from a decade of research in inclusion classrooms in California, Texas, and New York. Park eschews the medical model of disability, instead offering pedagogical and solidarity practices that view students through an asset-based lens. She showcases these practices at work in real-life classrooms, where teachers respond with respect not restriction, make room for the unexpected, center inquiry, recognize the gifts of resistance, and center relationships. The book concludes with practical recommendations for teachers, and proposes changes to teacher education and disciplinary procedures for policymakers and school administrators who seek to aid transformation.

SOYOUNG PARK is director of online programs in Early Childhood and Childhood Special Education at the Bank Street College Graduate School of Education. She has worked in the field of special education in a variety of roles, including teacher, interventionist, coach, researcher, and teacher educator. Her work specifically aims to advance justice for children of color with disabilities, their families, and their teachers.

MARCH 2025

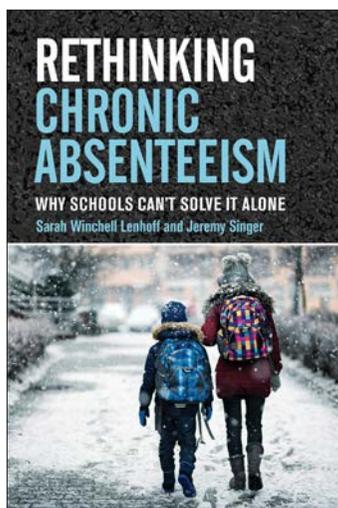
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**SPECIAL EDUCATION /
RACE AND EQUITY**



MARCH 2025

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DISTRICT-BASED REFORM / POLICY

Rethinking Chronic Absenteeism

Why Schools Can't Solve It Alone

SARAH WINCHELL LENHOFF AND JEREMY SINGER

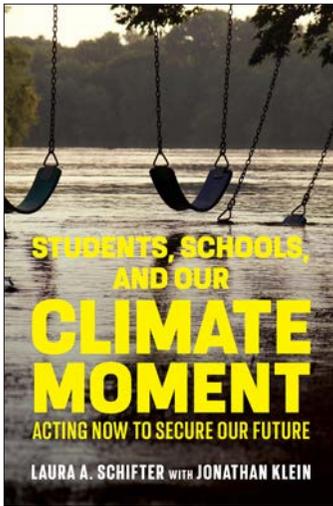
A call for community-based approaches to reducing the barriers that prevent regular attendance in K-12 schools

In *Rethinking Chronic Absenteeism*, Sarah Winchell Lenhoff and Jeremy Singer reframe chronic absenteeism as a symptom of a complex set of factors affecting the student, family, and community rather than simply an accountability metric for educators, schools, or districts. Lenhoff and Singer identify chronic absenteeism—often defined as missing 10 percent or more of instructional days—as an issue of social and economic inequality as much as an educational one, and they explore the role of K-12 schools and other organizations in solving this growing problem.

The book is based on research conducted over eight years as part of a research-practice partnership with urban school systems in Detroit. Their results show the challenges of relying on school-based approaches to improve attendance, particularly in high absenteeism contexts where the causes of absenteeism are due to inequalities that are outside the scope of schools or districts to address.

Lenhoff and Singer caution that school-based measures like punishments, parent fines, and even rewards can reinforce the social inequality that makes accessing school difficult. They stress that schools and districts should address factors within their purview: change the role of attendance-focused staff to act as navigators to help families remove barriers, improve school-home communication, help families access resources, and focus on building and sustaining positive relationships with students and families. The book also calls for broader societal change with recommendations for how policymakers, district and school leaders, and community partners can together adopt a more ecological approach to attendance.

SARAH WINCHELL LENHOFF is the Leonard Kaplan Endowed Professor and associate professor of educational leadership and policy studies at Wayne State University. She is the director of the Detroit Partnership for Education Equity & Research (Detroit PEER). She began her career as a middle school teacher in New York City Public Schools and was previously the director of research and policy at the Education Trust-Midwest. **JEREMY SINGER** is a research assistant professor in educational leadership and policy studies at Wayne State University and the associate director of the Detroit Partnership for Education Equity & Research (Detroit PEER). He formerly taught in the Detroit Public Schools.



Students, Schools, and Our Climate Moment

Acting Now to Secure Our Future

LAURA A. SCHIFTER WITH JONATHAN KLEIN

A call to action that promotes K–12 schools and students as key contributors to climate solutions

Laura A. Schifter and Jonathan Klein highlight the many ways in which K–12 schools and students have tremendous potential to advance solutions on environmental issues, and they provide frameworks for enacting change, in *Students, Schools, and Our Climate Moment*. Schifter and Klein demonstrate how the effects of climate change intersect with US public schools on multiple levels—for example, schools must prepare students to face the challenges of an uncertain future, accommodate disruptions brought about by extreme weather conditions, and evaluate their systems’ energy consumption and carbon emissions.

Through rousing case studies of climate efforts in schools across the United States, Schifter and Klein show what it means to center children and young people in climate solutions and illustrate how educators and institutions can take comprehensive action. They share step-by-step plans for applying the lessons of these situations to future action, rooting their frameworks in the climate action plan of the Aspen Institute’s K12 Climate Action Commission and the Coherence Framework developed by the Public Education Leadership Project at Harvard University.

The tools and key takeaways offered here can help raise climate literacy among students and also foster a climate collaboration mindset within districts, inspire community mobilization toward equity and sustainability, and enact policy change to shift society and mitigate the climate crisis.

LAURA A. SCHIFTER is a senior fellow at the Aspen Institute, where she founded and directs This Is Planet Ed, an initiative to unlock the power of education as a force for climate action. She is also a lecturer on education at the Harvard Graduate School of Education and serves on the Committee on Climate Education at Harvard University. **JONATHAN KLEIN** is cofounder and CEO of UndauntedK12, which works to support America’s public schools to make an equitable transition to zero carbon emissions while preparing youth to build a sustainable future in a rapidly changing climate. His work at UndauntedK12 has been recognized with a fellowship from the Emerson Collective and the McNulty Catalyst Prize.

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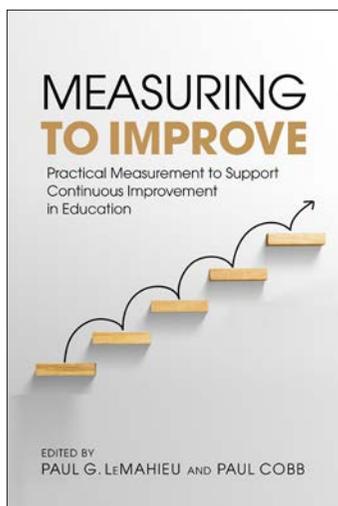
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SCIENCE AND TECHNOLOGY



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SCHOOL REFORM

Continuous Improvement in
Education Series

Measuring to Improve

Practical Measurement to Support Continuous
Improvement in Education

EDITED BY PAUL G. LEMAHIEU AND PAUL COBB

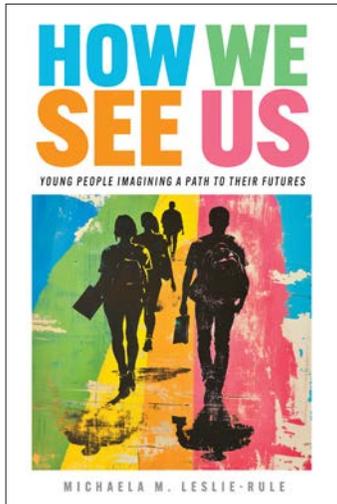
A first-in-field compilation of best practices for the design and implementation of practical measurement for improvement in K–12 education

In *Measuring to Improve*, Paul G. LeMahieu, Paul Cobb, and contributors introduce educational practitioners, administrators, and policymakers to the foundational elements of practical measurement to support continuous improvement efforts in K–12 schools. They begin by defining practical measurement as data collection and analysis that is relevant to practice, useful to practitioners, and designed to guide and even be integrated into practice. LeMahieu and Cobb discuss the importance of practical measurement as it relates to and informs the core principles of improvement science.

Contributors present five detailed case studies of practical measurement in action across a variety of contexts and improvement efforts in districts throughout the United States. The outcomes of these research-practice partnerships show how solutions to issues—including increasing high school graduation rates, improving college entrance rates, redesigning mathematics instruction, enhancing student literacy and writing skills, and redressing systemic inequities—can be informed by practical measurement. And they describe proven approaches for the design and implementation of measurement systems that align with a validity framework. They provide actionable suggestions for core elements such as tracking, testing, administering exit tickets and surveys, and collaboration.

This useful work provides a blueprint that can guide practitioners in incorporating practical measurement as a central element of educational improvement efforts.

PAUL G. LEMAHIEU is a senior advisor to the president of the Carnegie Foundation for the Advancement of Teaching, on the graduate faculty in education at the University of Hawai'i at Mānoa, and the former superintendent of education for the State of Hawai'i. For the past decade, he has researched and written extensively to develop a field of practice that brings networked improvement science into education to rigorously address persistent problems of equity in performance. **PAUL COBB** is a professor emeritus at Vanderbilt University. His work focuses on improving the quality of mathematics teaching and student learning on a large scale. He is currently involved in a project that is developing practical measures of key aspects of high-quality mathematics and investigating their use as both measures of and supports for instructional improvement.



How We See Us

Young People Imagining a Path to Their Futures

MICHAELA M. LESLIE-RULE

A compelling appeal to center the perspectives of young people to support them in mapping pathways to future success

In *How We See Us*, Michaela Leslie-Rule amplifies the voices of young people approaching adulthood as they consider their experiences, needs, and goals for their education, early careers, and lives. Leslie-Rule encourages adults who support young people to listen more closely to youth voices so that their perspectives are centered in interventions made on their behalf.

Based on the findings of a research project of remarkable breadth and scale, with in-depth interviews, surveys, and focus groups of nearly 4,000 students from Black and Hispanic communities and low-income households in both urban and rural regions across the United States, the book finds thoughtful self-reflection and an optimistic mindset in the stories of the youths' successes and challenges. The rich accounts of how they experience their identities, communities, education, and employment refute dominant narratives that so often frame their abilities in terms of deficits and that suggest that young people, and students of color especially, live in a perpetual state of crisis.

Leslie-Rule advocates for listening more deeply to young people and provides a framework, as well as tools, prompts, worksheets, and other resources, to improve practice. Such consideration, she argues, enables educators, policymakers, and researchers to better address the barriers students experience in building and navigating pathways to education, career, and adulthood.

MICHAELA M. LESLIE-RULE is a researcher, cultural strategist, and storyteller. For over two decades, she has supported communities, nonprofit leaders, and philanthropic institutions to advance racial and gender justice by leveraging the power of stories.

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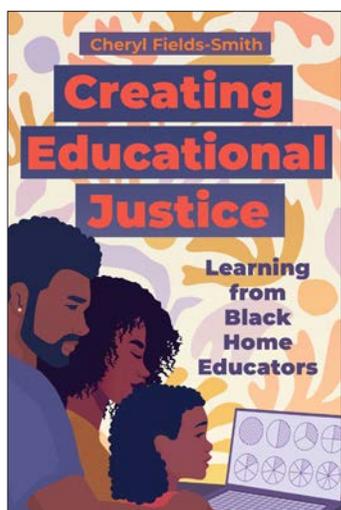
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YOUTH DEVELOPMENT

Work and Learning Series



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RACE AND EQUITY

Creating Educational Justice

Learning from Black Home Educators

CHERYL FIELDS-SMITH

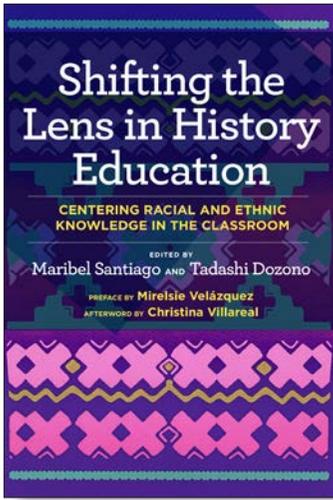
A thoughtful, research-based discussion of Black homeschool experiences as models for educational improvement in K–12 public education

In *Creating Educational Justice*, Cheryl Fields-Smith upholds the decisions of Black parents to homeschool their children as acts of empowerment, resistance, and educational justice. The work spotlights the various motivations of Black families to home educate, bringing attention to key issues facing K–12 public schooling in the United States.

Fields-Smith shares the voices and perspectives of sixty Black home educators from a range of demographic backgrounds. Many of these families moved to homeschooling after students began their formal education in public schools, citing both problems endemic to US public schools (curriculum limitations, teacher shortages, and inadequate resources) and those faced particularly by Black students (marginalization of Black parents' engagement, deficit narratives surrounding Black student ability, discriminatory disciplinary practices, and overrepresentation in special education) as reasons for their switch. Their stories demonstrate the many ways in which Black home education curates learning opportunities that promote positive identity development and racial healing, as well as academic success, in ways that traditional schools often cannot.

Fields-Smith argues that public educators can learn much from Black homeschool parents' decision-making, folk pedagogy, and educational practice. This work offers a wealth of constructive feedback for teachers, school administrators, and policymakers that can inform teacher education practices, school administration approaches, and education reform measures and help build stronger school-family-community partnerships.

CHERYL FIELDS-SMITH is professor of elementary education in the Department of Educational Theory and Practice at the Mary Frances Early College of Education, University of Georgia. She is a former elementary school teacher.



Shifting the Lens in History Education

Centering Racial and Ethnic Knowledge in the Classroom

EDITED BY MARIBEL SANTIAGO AND TADASHI DOZONO
 PREFACE BY MIRELSIE VELÁZQUEZ
 AFTERWORD BY CHRISTINA VILLAREAL

A persuasive collection that considers how centering the knowledge and perspectives of historically marginalized groups enriches K–12 history teaching and learning

In *Shifting the Lens in History Education*, Maribel Santiago and Tadashi Dozono and a team of educational scholars call for history education that honors and respects the past and future agency of historically marginalized communities. This collection encourages history educators to extend their focus past conventional, inquiry-driven learning; to center the ways racially and ethnically marginalized communities preserve history; and to uphold Black, Latinx, Indigenous, Arab, and Asian American student knowledge in the classroom.

In these mind-expanding essays, contributors offer context and a theoretical framework for their proposed paradigm shift in social studies and history pedagogy. They invite educators to consider the full emotional complexity of humans throughout history to avoid teaching racialized emotions. And they demonstrate how non-traditional approaches to history such as storytelling, oral history, and testimonios, which are often linked to anticolonial practices, complicate dominant narratives and support both historical inquiry and healing.

Taken together, these essays show that approaches to history and ways of knowing practiced in historically marginalized communities are expansive, legitimate, community-oriented, and restorative. They call for educators committed to social justice to embrace racial and ethnic community knowledge in tandem with traditional, inquiry-driven history education to engage in more holistic, nuanced understandings of the past.

MARIBEL SANTIAGO is an associate professor of justice and teacher education at the University of Washington. She is also an affiliated faculty member in the Department of American Ethnic Studies. Her research focuses on the teaching and learning of race/ethnicity in K–12 history. **TADASHI DOZONO** is an associate professor of history/social science education at California State University Channel Islands. His research emphasizes accountability towards the experiences of marginalized students by examining the production of knowledge in high school social studies classrooms. He is the author of *Discipline Problems: How Students of Color Trouble Whiteness in Schools*.

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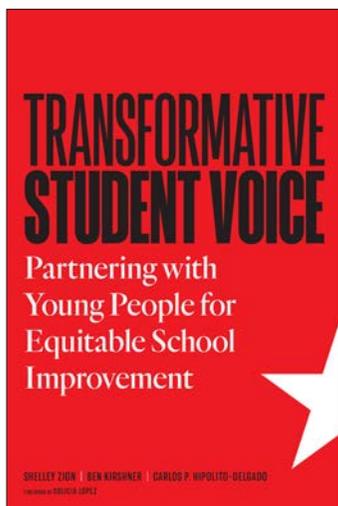
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MULTICULTURAL EDUCATION



MAY 2025

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DISTRICT-BASED REFORM

Transformative Student Voice

Partnering with Young People for Equitable School Improvement

SHELLEY ZION, BEN KIRSHNER, AND
CARLOS P. HIPOLITO-DELGADO

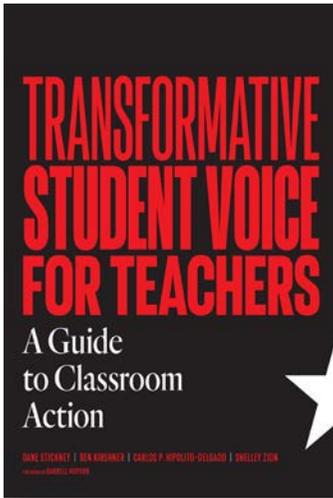
A testament to the power of centering youth voices in planning and implementing school reform

In *Transformative Student Voice*, Shelley Zion, Ben Kirshner, and Carlos P. Hipolito-Delgado introduce readers to Transformative Student Voice (TSV), a framework that promotes student agency and activism through youth-adult partnerships, with tangible outcomes for school improvement.

Grounded in 15 years' research on youth voice in school reform in urban, suburban, and rural schools and districts, this revelatory work illustrates the benefits of the TSV framework as a strategy for both student development and systems change. Zion, Kirshner, and Hipolito-Delgado advocate this student-led, bottom-up approach as a means of raising critical consciousness, encouraging civic inquiry, and promoting engagement in school and community reform efforts. Each chapter showcases a specific, real-world application of TSV, identifies possible tensions, and provides evidence of the framework's effectiveness. Together, they explore how TSV can be implemented at the district level as well as in classrooms and curricula and in extracurricular settings such as afterschool clubs and summer programming in a way that prepares students to claim their power by identifying problems, proposing solutions, and driving change.

This book gives school leaders, administrators, and other stakeholders a host of conceptual and practical tools for making student voice a core feature of decision-making and equity-focused transformation.

SHELLEY ZION is professor of urban education in the Department of Educational Leadership, Administration, and Research at Rowan University, where she directs three research labs. **BEN KIRSHNER** is a professor of education at the University of Colorado Boulder. He works collaboratively with educators, community organizers, and students to design and study supportive learning environments. **CARLOS P. HIPOLITO-DELGADO** is a professor in counseling at the University of Colorado Denver. His research examines the sociopolitical development of marginalized youth and training to improve the cultural competence of counselors.



MAY 2025

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TEACHING METHODS AND
MATERIALS

Transformative Student Voice for Teachers

A Guide to Classroom Action

DANE STICKNEY, BEN KIRSHNER, CARLOS P. HIPOLITO-DELGADO, AND SHELLEY ZION

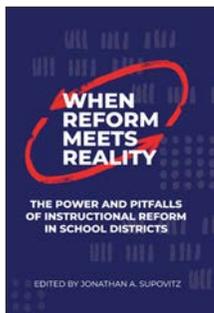
A step-by-step guidebook for teachers on how to build a classroom community that empowers students through critical reflection, inquiry, and action to drive school transformation

In *Transformative Student Voice for Teachers*, Dane Stickney, Ben Kirshner, Carlos P. Hipolito-Delgado, and Shelley Zion offer clear frameworks that support student agency and center the voices of young people in the process of school improvement and transformation. They illustrate how the frameworks, Critical Civic Inquiry and Transformative Student Voice, give educators the tools to adopt a youth-centered approach to learning that runs counter to the top-down leadership and behaviorist and adultist practices common to the US K–12 educational system.

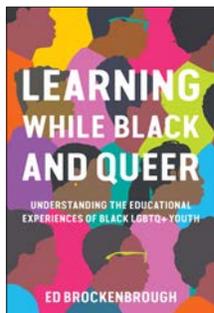
This practical companion to *Transformative Student Voice* guides teachers and other adults to cultivate self-awareness and recognize unearned power, form authentic student-educator partnerships, facilitate critical inquiry in student groups, and sustain this work. Each chapter highlights a specific, real-world application of these approaches in a classroom community that organizes student learning around cycles of critical reflection, civic inquiry, and action. Each also identifies challenges, cautions against common pitfalls, and provides key questions and takeaways to aid implementation.

These actionable guidelines help set the course for adults and young people to develop critical consciousness and capacity for engagement in sociopolitical activism, transforming both themselves and the settings where they live and work.

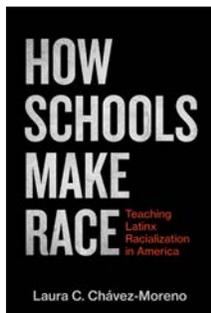
DANE STICKNEY is an assistant teaching professor in education at the University of Colorado Denver, where he supports teacher development and conducts YPAR research. **BEN KIRSHNER** is a professor of education at the University of Colorado Boulder. He works collaboratively with educators, community organizers, and students to design and study supportive learning environments. **CARLOS P. HIPOLITO-DELGADO** is a professor in counseling at the University of Colorado Denver. His research examines the sociopolitical development of marginalized youth and training to improve the cultural competence of counselors. **SHELLEY ZION** is professor of urban education in the Department of Educational Leadership, Administration, and Research at Rowan University, where she directs three research labs.



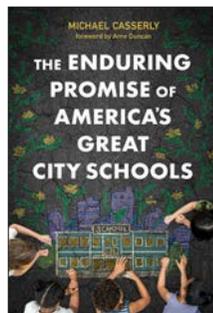
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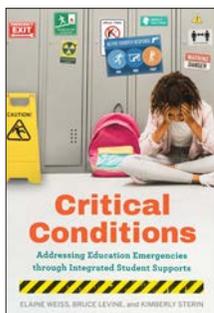
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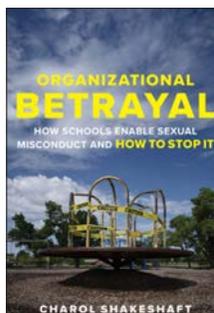
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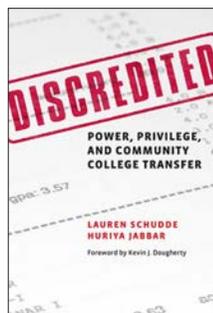
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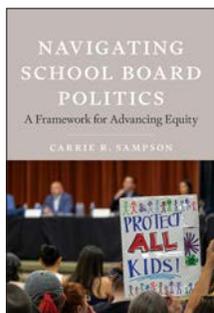
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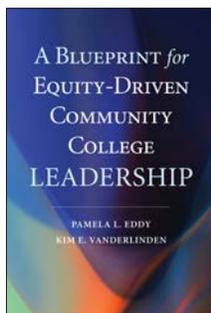
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