



**Harvard
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FALL 2025 catalog





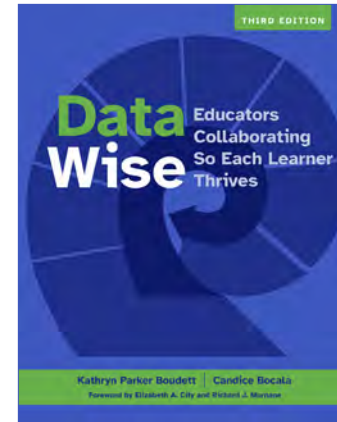
Harvard
Education
Press

FALL2025

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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.

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AUGUST 2025

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SCHOOL REFORM

Data Wise, Third Edition

Educators Collaborating So Each Learner Thrives

KATHRYN PARKER BOUDETT AND CANDICE BOCALA

FOREWORD BY ELIZABETH A. CITY AND RICHARD J. MURNANE

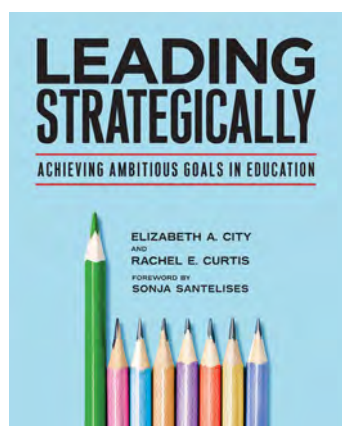
This revised and updated edition presents field-tested strategies to foster equity, inclusion, and continuous improvement in educational practice

In this third edition of *Data Wise*, Kathryn Parker Boudett and Candice Bocala update the research-based eight-step collaborative inquiry process and demonstrate how it can be used to build more equitable schools. As Boudett and Bocala define it, equity occurs when each student has access to rigorous learning opportunities and is provided with the support they need to be successful. Therefore, improvement work is equity work.

This new edition provides a step-by-step guide for how teachers, counselors, and school leaders can address inequities and improve learning outcomes for all students. It shows how the evidence-focused analysis of the Data Wise improvement process, coupled with the disciplined way of thinking known as the ACE Habits of Mind (a shared commitment to action, assessment, and adjustment; intentional collaboration; and a relentless focus on evidence), can foster mindset shifts and fundamentally change the way educators work.

Data Wise is a world-renowned approach that has been used to address challenges not only in K–12 classrooms but also in higher education, professional learning, and administrative settings. This essential work delivers solid, relevant guidance for integrating data inquiry into institutional practice.

KATHRYN PARKER BOUDETT is senior lecturer on education and executive director of the Data Wise Project at the Harvard Graduate School of Education. She teaches degree-program and professional education courses that focus on coaching with equity in mind and using evidence and collaborative time well. Her other books include *System Wise*, *Meeting Wise*, and *Data Wise in Action*. **CANDICE BOCALA** is a lecturer on education and research director of the Data Wise Project at the Harvard Graduate School of Education. She teaches degree-program and professional education courses about continuous improvement, leadership and facilitation, using evidence, and program evaluation. She is the coauthor of *The Internal Coherence Framework*.



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LEADERSHIP

Leading Strategically

Achieving Ambitious Goals in Education

ELIZABETH A. CITY AND RACHEL E. CURTIS

FOREWORD BY SONJA SANTELISES

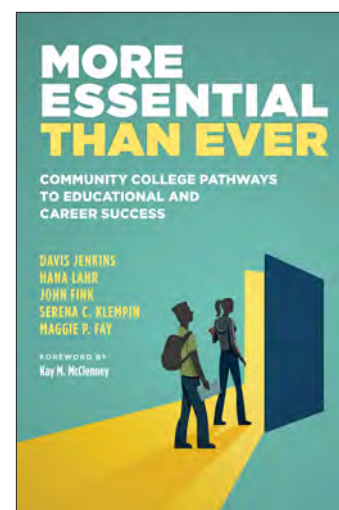
A practical, accessible framework to help education leaders at all levels turn goals into effective action

In *Leading Strategically*, Elizabeth A. City and Rachel E. Curtis introduce an actionable leadership framework that supports education leaders in developing and executing cohesive strategy and in taking action in their daily work in ways that make them more effective. Their approach helps leaders navigate challenges and dilemmas in ways that build ownership, collaboration, and capacity within their schools, school systems, and nonprofit educational organizations.

City and Curtis center their framework on five essential elements of strategic leadership: discernment, or figuring out what is important to achieve the organization's vision; cultivation of relationships by tending to interpersonal interactions and social networks with intentionality; deep knowledge of organizational context and history; identification of where power resides, what it looks like in action, and how to marshal it in service of shared purpose; and maintaining a lean and flexible mindset by thinking big, acting small, and learning fast. Throughout the work, reflective questions and tools invite readers to interrogate how each element can apply to their work, guide decision-making, and inform their leadership. Real-world mini case studies show these principles in practice, and a final chapter synthesizes the book into a set of questions leaders can use to guide them to lead strategically.

Overall, this practical, hope-filled work encourages leaders—from teachers to superintendents and CEOs—to think expansively about what they can do on behalf of all students, their families, and their communities.

ELIZABETH A. CITY is senior lecturer on education at the Harvard Graduate School of Education, where she is executive director of Reach Every Reader and where she previously served as director of the Doctor of Education Leadership Program. She is the author or coauthor of many books, including *Data Wise*, *Strategy in Action*, and *Instructional Rounds in Education*. **RACHEL E. CURTIS** is a consultant to urban school systems and their partners on strategy, senior leadership development, and professional learning. She is the director of the Aspen Institute's Urban Superintendents Network, an advisor to the Charles and Lynn Schusterman Family Philanthropies, and a leadership coach to senior leaders in school systems and nonprofits. She is the coauthor of *Strategy in Action* and *Skillful Leader II* and a coeditor of *Teaching Talent*.



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HIGHER EDUCATION

More Essential Than Ever

Community College Pathways to Educational and Career Success

DAVIS JENKINS, HANA LAHR, JOHN FINK, SERENA C. KLEMPIN, AND MAGGIE P. FAY

FOREWORD BY KAY M. MCCLENNEY

An evidence-based approach to community college transformation featuring innovative practices that strengthen offerings and foster student success

In *More Essential Than Ever*, researchers Davis Jenkins, Hana Lahr, John Fink, Serena C. Klempin, and Maggie P. Fay center US community colleges as critical to upward mobility and workforce development in their communities, highlighting new practices these institutions are using to build high-quality programs and support students' educational and career success.

Drawing on a decade of research on whole-college guided pathways reforms at more than 100 community colleges nationally, they illustrate how colleges have implemented large-scale changes to help students better navigate the journey to completion. They argue, however, that to achieve better and more equitable outcomes—and to recruit and retain more students in a highly competitive market—colleges must not only remove barriers to completion but also strengthen pathways to student goals after graduation, thus making their investment of money, time, and effort worth it.

The book provides compelling case studies of how colleges are achieving this along five frontiers: strengthening program career and baccalaureate transfer outcomes, teaching students to be versatile learners, strengthening recruitment and onboarding, ensuring students complete in as little time and at as low a cost as possible, and building on-ramps to high-opportunity postsecondary pathways from high school. The book also gives practical guidance for college leaders on managing and funding these innovations and for state policymakers on encouraging and supporting them.

DAVIS JENKINS is a senior research scholar at the Community College Research Center, Teachers College, Columbia University, and a research professor in education and social policy analysis at Teachers College. He is the coauthor of *Redesigning America's Community Colleges: A Clearer Path to Student Success*, which helped to catalyze the national guided pathways community college reform movement. **HANA LAHR** is assistant director of research and director of applied learning, **JOHN FINK** is a senior research associate and program lead, **SERENA C. KLEMPIN** is a research associate, and **MAGGIE P. FAY** is a senior research associate, all at the Community College Research Center, Teachers College, Columbia University.



SEPTEMBER 2025

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HIGHER EDUCATION |
PROFESSIONAL DEVELOPMENT

Equity Learning Communities

Leveraging Data to Transform Instruction in Higher Education

DANIEL L. REINHOLZ
FOREWORD BY NIRAL SHAH

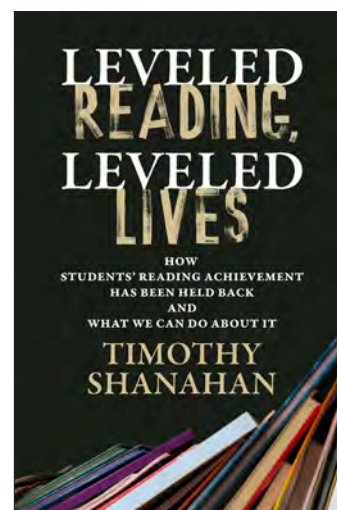
Concrete strategies for making higher education instruction more equitable via professional learning groups that use empirical classroom data to guide iterative, incremental changes

In *Equity Learning Communities*, Daniel L. Reinholz recommends sustained, collaborative professional development group meetings as a launchpad for higher education instructors to enhance classroom equity and inclusivity. In Reinholz's approach, community members make use of debrief sessions, collaborative problem solving, and empirical classroom data, such as participation data, to guide iterative, incremental changes in instruction that increase empathy and trust, improve instructor-student relationships, and build from student strengths.

The book offers a comprehensive look at the process of professional learning via equity learning communities. Reinholz makes evident the tremendous benefits of such communities and community cultural wealth. He presents in-depth case studies of six instructors, diverse in terms of race, gender, disability, discipline, and professional experience, who made transformative changes to their mindset, perspective, and instruction as participants in such communities.

This work gives instructors a host of explicit strategies and educational moves for becoming aware of and quashing inequities as they arise. It also provides a wealth of practical wisdom that faculty leaders, instructional coaches, and professional developers could apply to their own equity work. It serves as a blueprint for readers to create and sustain their own learning communities, from picking an appropriate measure to collecting data and organizing collaborative professional learning around those data.

DANIEL L. REINHOLZ is a professor of mathematics and statistics at San Diego State University. He is the cocreator of the EQUIP app, which generates actionable data to illuminate subtle inequities in classroom participation according to student social markers such as race, gender, and disability.



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LITERACY

Leveled Reading, Leveled Lives

How Students' Reading Achievement Has Been Held Back and What We Can Do About It

TIMOTHY SHANAHAN

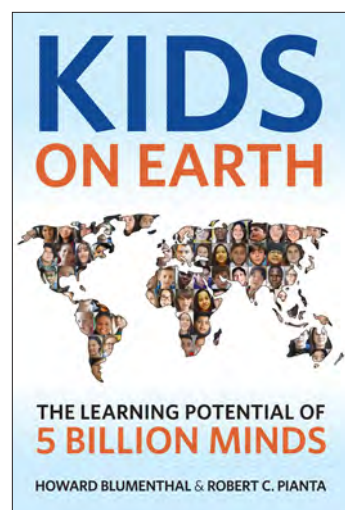
An engaging and evidence-based examination of how reading instruction has been misinterpreted and misapplied for decades and how to right the course to improve reading skills for all students

In *Leveled Reading, Leveled Lives*, leading literacy expert Timothy Shanahan curates a lively tour of the history of reading instruction in the United States, arguing that the most popular reading instruction method is failing students and suppressing their literacy achievement. He breaks down the reasons why teachers and researchers alike have favored this accepted wisdom, known as instructional-level theory, in US schools over the past five decades—and presents a compelling case for a new way forward that will bolster students' reading skills.

Today it's not uncommon to find students in a fourth-grade classroom reading books suitable for third-, second-, or even first-graders. Teachers suggest books to students at their deemed "instructional levels," but how these instructional levels are determined is suspect. With a comprehensive, critical analysis of instructional-level pedagogy, Shanahan exposes its shaky foundations and shows how faulty research findings have become so entrenched. He gathers an extensive body of research studies that overwhelmingly contradict the instructional-level theory and offers an evidence-based consideration of how educators must instead use grade-level reading to bring about maximum learning gains.

This seminal book concludes with practical advice for implementing grade-level reading instruction, including detailed descriptions of the types of instruction and scaffolding needed to increase students' reading achievement, from teaching decoding and challenging texts, to scaffolding reading to motivation. Shanahan asserts that a better approach can ensure that all students have an opportunity to leave high school with reading abilities commensurate with their personal, social, civic, and economic goals.

TIMOTHY SHANAHAN is distinguished professor emeritus at the University of Illinois at Chicago. He served as the director of reading for the Chicago Public Schools, is the former president of the International Literacy Association, and served on the advisory board of the National Institute for Literacy under Presidents George W. Bush and Barack Obama. In 2007, he was inducted into the Reading Hall of Fame.



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SCHOOL REFORM

Kids on Earth

The Learning Potential of 5 Billion Minds

HOWARD BLUMENTHAL AND ROBERT C. PIANTA

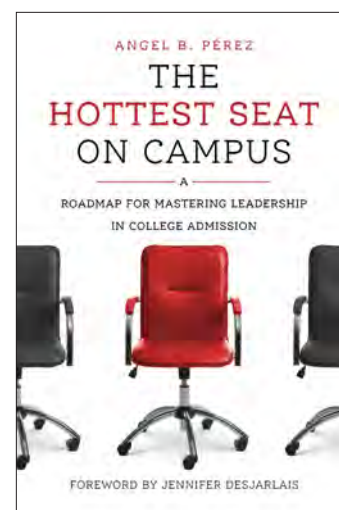
In this visionary effort, students take the lead in reimagining public education for the twenty-first century, advocating for a more active, personalized, and relational approach to learning

Twenty-first century youth are hungry for new ways to learn. Their world is global, mobile, and rich with opportunities previous generations couldn't possibly have imagined. As they make clear in this book, the old standards of schooling no longer apply. In *Kids on Earth*, Howard Blumenthal and Robert C. Pianta go straight to the source to rethink public education for the five billion young minds likely to learn by 2050, asking students about learning for their future.

Blumenthal and Pianta interview children and teenagers from more than seventy countries, along with parents, teachers, and learning experts, to build, from their perspectives, a scalable global framework for radical educational change. “New School,” in contrast to old school, is a foundational concept with three guiding pillars: learning is active, learning is personal, and learning is relational. Its teachings emphasize cognitive science, memory, and relationships—aligning learning with contemporary lived experience. New School also appreciates “Not School,” external instruction that involves media, technology, and other forms of learning. Integrating these spheres, Blumenthal and Pianta argue, would better reflect our hyperconnected, innovative world, motivating students to succeed within it.

Kids on Earth calls not for reform but reinvention, an ambitious, all-hands-on-deck effort to remake school for current and future generations, preparing them best for global citizenship. Unlike many books on education, this volume gives kids the chance to make it alright.

HOWARD BLUMENTHAL is best known as the cocreator and producer of the public television series for children and teenagers, *Where in the World Is Carmen Sandiego?* He is a longtime media executive, strategist, producer, and writer, who now focuses on growing up, learning, and primary and secondary education for children and teenagers all over the world. **ROBERT C. PIANTA** is the Batten Bicentennial Professor of Education in the School of Education and Human Development at the University of Virginia. He is an international leader in research on teacher-student relationships and early education. His work has appeared in leading journals and has shaped educational practice and policy.



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HIGHER EDUCATION

The Hottest Seat on Campus

A Roadmap for Mastering Leadership in College Admission

ANGEL B. PÉREZ

FOREWORD BY JENNIFER DESJARLAIS

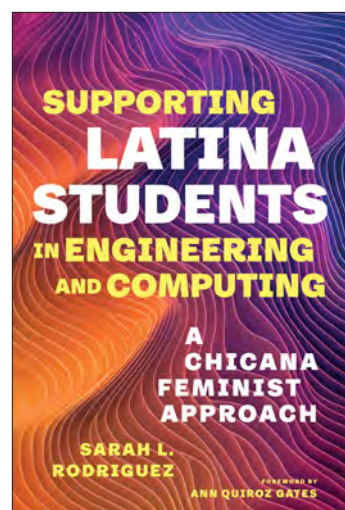
An essential aid for training sitting and aspiring admissions officers in the skills required to succeed in higher education today

The college admission deanship—often called “the hottest seat on campus”—requires navigating institutional politics, legal hurdles, revenue allocation, and more, all while overseeing enrollment that meets demographic and financial objectives. A seat with high turnover, its opportunities for professional growth, in terms of extending networks, burnishing leadership credentials, and gaining invaluable institutional insight, are nevertheless unmatched. In *The Hottest Seat on Campus*, veteran counselor Angel B. Pérez helps newly appointed and rising admission deans get a handle on the role's core expectations and nuances for success.

As CEO of the National Association for College Admission Counseling (NACAC), Pérez knows firsthand how underprepared deans can be for the “business” side of their job. Drawing on his own experience, as well as from interviews with current and former admission leaders who represent a range of perspectives and institutions, Pérez demystifies the deanship and shares strategies for building teams, leading through crisis, navigating shared governance, leveraging the power of storytelling, and self-management.

Pérez points to the deeper characteristics and qualities that make for enduring success as a chief enrollment officer and admission counselor, such as self-awareness, reflection, and the ability to ask the right questions before offering solutions. Grounded in Pérez's clear sense of the diverse skills practitioners need, the book offers an action plan professionals can quickly adapt to their own contexts.

ANGEL B. PÉREZ is CEO of the National Association for College Admission Counseling. In this role, he represents over 28,000 admission and counseling professionals worldwide. He is recognized as a national thought leader and sought-after speaker on issues of educational equity, access, and success. Prior to his current role, he served as vice president for Enrollment and Student Success at Trinity College in Connecticut.



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HIGHER EDUCATION |
RACE AND EQUITY

Supporting Latina Students in Engineering and Computing

A Chicana Feminist Approach

SARAH L. RODRIGUEZ

FOREWORD BY ANN QUIROZ GATES

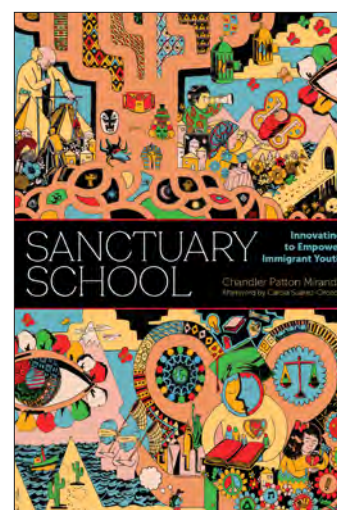
Research-based strategies for creating inclusive higher education spaces that encourage Latina student success in engineering and computing

In *Supporting Latina Students in Engineering and Computing*, Sarah L. Rodriguez presents a series of evidence-based strategies to foster a sense of belonging and inclusion among Latina students in engineering and computing programs. This work emphasizes the need for asset-based, culturally rooted perspectives to shift departmental culture and enrich the educational experiences of Latina students, who have been historically underrepresented in these fields.

Rodriguez suggests a multipronged approach involving practitioners in all areas of higher education, including administration, faculty, advisory staff, student organizations, and community partners, to achieve a collective impact. She demonstrates how efforts such as inclusive curricula, relationship building, and robust peer resources increase equity in higher education spaces. Drawing on Chicana feminist theory, she calls for antiracist, restorative, and critical methods as ways to resist systemic exclusion and oppression as well as honor and shape the intersectional identities of Latina students in undergraduate STEM programs.

Through vignettes of student and practitioner experiences and spotlights on organizational successes, the work shows how targeted supports can engage students through their interests, improve student competence and confidence, and expand diversity of thought, which can in turn lead to Latina student persistence in college and later success in the engineering and computing workforce.

SARAH L. RODRIGUEZ is an associate professor of engineering education and an affiliate faculty member with the Higher Education Program at Virginia Tech. She is the coeditor of *Latin* Students in Engineering*.



OCTOBER 2025

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RACE AND EQUITY

Sanctuary School

Innovating to Empower Immigrant Youth

CHANDLER PATTON MIRANDA

AFTERWORD BY CAROLA SUÁREZ-OROZCO

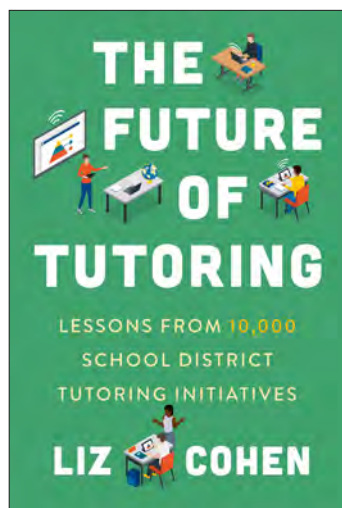
A compassionate examination of a topic of urgent concern in US education

In *Sanctuary School*, Chandler Patton Miranda highlights the many ways that K–12 schools can provide safe educational spaces and relevant, responsive resources for immigrant students. Miranda prompts educators to think beyond the baseline definition of sanctuary schools as protective institutions that practice legally supported noncooperation with Immigration and Customs Enforcement (ICE) activities. She envisions a whole-school approach to sanctuary that empowers marginalized students, including immigrant, migrant, and undocumented youth, via radical welcoming and innovation.

In this timely book, Miranda issues a call to action for educators and school leadership to create school spaces where immigrant youth can find belonging even in an era of increased anti-immigrant rhetoric. This ethnographic work examines effective moves made at a New York City public high school during a pivotal and turbulent period in US immigration politics: the first presidential administration of Donald J. Trump. A forward-looking conclusion equips educators with radical mindset shifts and actionable strategies to navigate a second Trump presidency and an uncertain future for immigrant students.

Among other takeaways, Miranda urges educational leaders to align school policy and hiring practices to promote a school culture that nurtures curiosity and ensures that the social and emotional needs of students are being met. This necessary book serves as a blueprint for educators, families, and students to organize within and outside the school community to secure positive outcomes for immigrant students.

CHANDLER PATTON MIRANDA is an assistant professor of education at Molloy University. Her research focuses on immigration and education in the US as it relates to policy, school culture, and the politics of language learning. She is a former high school science teacher.



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DISTRICT-BASED REFORM

The Future of Tutoring

Lessons from 10,000 School District Tutoring Initiatives

LIZ COHEN

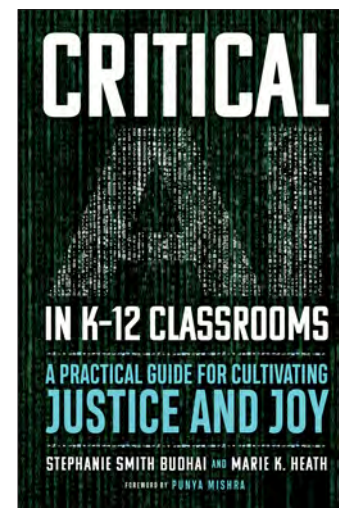
The inspiring story of the high-impact tutoring movement and its revitalization of the post-pandemic classroom

Public education isn't a sector known for quick change, but the COVID-19 pandemic turned schools into labs of innovation nationwide. By the pandemic's end, a remarkable number of K–12 classrooms had come to embrace tutoring, particularly “high-impact tutoring” and its adaptable design. In *The Future of Tutoring*, Liz Cohen looks back at a unique revolution and finds that, with effective buy-in and thoughtful implementation, tutoring programs can improve academic performance for all students.

Within a year into the pandemic, 10,000 US school districts were offering some sort of tutoring initiative after years of almost none. The lessons learned are vast. Traveling to Ohio, Louisiana, Maryland, New York, North Carolina, Texas, Virginia, and Washington, DC, Cohen covers the ups and downs of this massive shift, with a special focus on high-impact tutoring, in which a small group of students work consistently with an adult at least three days a week. Whether the instruction was in-person or virtual, performed by district staff or college students, or focused on math or reading, this renewed investment in the student-tutor relationship helped educators design curricula around students' specific needs and motivators, with measurable results.

Cohen tells an inspiring story of administrators, practitioners, and state leaders all staking their reputations on a bold intervention. As leaders struggle with how to combat students' learning loss, *The Future of Tutoring* shows where resources can make a real difference.

LIZ COHEN is the vice president of policy at 50CAN, a national nonprofit education advocacy organization, and a research fellow at the Johns Hopkins University Institute for Education Policy. She previously served as policy director of FutureEd and as assistant professor of the practice in the McCourt School of Public Policy at Georgetown University. Cohen has worked at the district, state, and federal level in education and served as a consultant for nonprofit organizations, ed tech companies, and foundations in the education sector.



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SCIENCE AND TECHNOLOGY |
RACE AND EQUITY

Critical AI in K–12 Classrooms

A Practical Guide for Cultivating Justice and Joy

STEPHANIE SMITH BUDHAI AND MARIE K. HEATH

FOREWORD BY PUNYA MISHRA

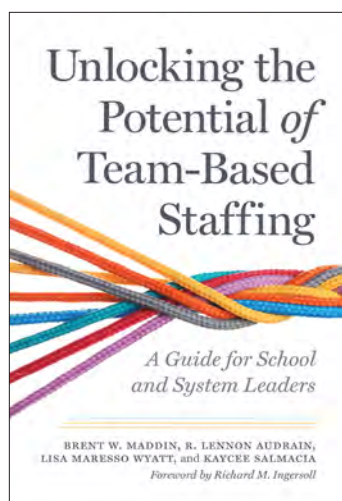
A practical guide for teachers and students navigating the complicated intersection of artificial intelligence, education, and justice

Artificial intelligence is rapidly integrating into today's classrooms, but unlike other new technologies, AI has the potential to harm, making it difficult to take advantage of its benefits. In *Critical AI in K–12 Classrooms*, Stephanie Smith Budhai and Marie K. Heath draw attention to the biases embedded within AI algorithms, such as those powering OpenAI's ChatGPT and DALL-E, to guide students and teachers in developing strategies to best incorporate AI—or not—into equitable learning.

AI's reliance on existing data and knowledge systems means Black, queer, those with disabilities, and other marginalized students are at greater risk of being harmed by built-in limitations and bias. Smith Budhai and Heath show how to circumvent if not actively resist such harms as machine learning, NLPs, LLMs, and GenAI enter the classroom, with practical examples rooted in culturally sustaining, abolitionist, and fugitive pedagogies across disciplines. Their practical guide creatively answers the concerns of educators committed to forward-thinking yet fair instruction and the needs of students eager to use AI for just ends.

Critical AI in K–12 Classrooms meets the challenges of a key STEM technology with an eye toward cultivating a more just world. Balancing responsible learning with the joy of discovery, Smith Budhai and Heath build a framework for AI instruction that all educators can confidently use.

STEPHANIE SMITH BUDHAI teaches in the Educational Technology program at the University of Delaware and is the recipient of an Excellence in Teacher Education Award from the International Society for Technology in Education (ISTE). She is a council chair for the Society for Information Technology and Teacher Education (SITE) and on the advisory boards of *Tech & Learning* and the Association for Educational Communications and Technology's (AECT) Center of Excellence for Publishing. **MARIE K. HEATH** is an associate professor of learning design and technology and a faculty fellow at the Center for Leadership and Social Justice Education at Loyola University Maryland. She is coeditor of the social studies education section of *Contemporary Issues in Technology and Teacher Education (CITE)*, and cofounder of the Civics of Technology project. She is a former high school social studies teacher in Baltimore County Public Schools.



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SCHOOL REFORM

Unlocking the Potential of Team-Based Staffing

A Guide for School and System Leaders

BRENT W. MADDIN, R. LENNON AUDRAIN,
LISA MARESSO WYATT, AND KAYCEE SALMACIA
FOREWORD BY RICHARD M. INGERSOLL

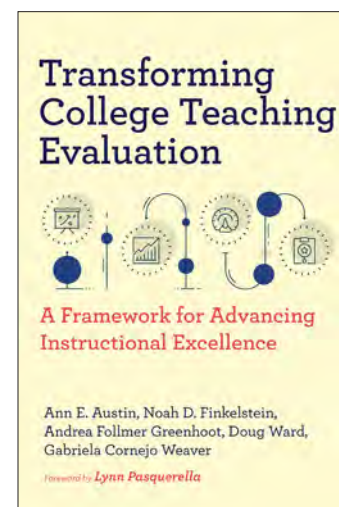
A practical approach to strategic school-staffing reforms that benefit both educators and students

In *Unlocking the Potential of Team-Based Staffing*, Brent W. Maddin, R. Lennon Audrain, Lisa Maresso Wyatt, and Kaycee Salmacia make a persuasive case for redesigning the education workforce to facilitate deeper and more personalized learning experiences in K–12 schools. They advocate disrupting the traditional one-teacher, one-classroom model in favor of team-based school-staffing models in which multiple educators are responsible for rosters of students.

Maddin, Audrain, Wyatt, and Salmacia show that these innovative staffing models are associated with positive outcomes for both educators and students. Based on early evidence from the Next Education Workforce team, they demonstrate that strategic team-staffing models can increase educator job satisfaction, enable schools to best utilize human capital, and make complex, sought-after pedagogical approaches such as interest-based, differentiated learning more doable in resource-limited settings.

The book offers school leaders concrete actions for the successful design and launch of team-based staffing. It presents clear guidance for navigating implementation challenges, including change management, instructional scheduling, and common infrastructural issues ranging from family communication to rethinking the physical spaces within schools to better support team-based instruction.

BRENT W. MADDIN is executive director of the Next Education Workforce at Arizona State University. **R. LENNON AUDRAIN** is a research assistant professor at Arizona State University. **LISA MARESSO WYATT** is senior director of Implementation and Design at the Next Education Workforce at Arizona State University. **KAYCEE SALMACIA** is senior director of Partnerships, Strategy, and Operations at the Next Education Workforce at Arizona State University.



NOVEMBER 2025

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HIGHER EDUCATION

Transforming College Teaching Evaluation

A Framework for Advancing Instructional Excellence

ANN E. AUSTIN, NOAH D. FINKELSTEIN,
ANDREA FOLLMER GREENHOOT, DOUG WARD,
AND GABRIELA CORNEJO WEAVER
FOREWORD BY LYNN PASQUERELLA

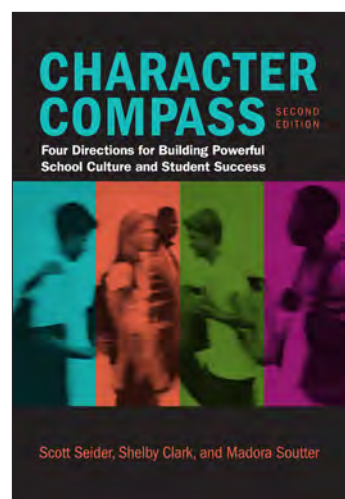
An impactful approach to teaching assessment that boosts teaching practice while ensuring student success

More effective learning goes hand-in-hand with a commitment to instructional excellence, but institutional approaches to instructor evaluation often fall short in assessing quality. In *Transforming College Teaching Evaluation*, the authors propose a thorough reform of teaching evaluation that strengthens teaching and learning processes, enriches faculty practice, and enhances the institutional culture of teaching and learning for long-term success.

This work understands that the academic department is the basic unit of change in a college and to truly transform teaching evaluation, department-level, college-level, and central institutional efforts must link together to drive reform. Leveraging data from the seven-year TEval study conducted at University of Colorado Boulder, University of Kansas, and University of Massachusetts, Amherst, the authors introduce a model for high-quality teaching evaluation that considers seven dimensions of educational practice, spanning the full array of teaching activities inside and out of the classroom. This framework incorporates a constellation of evaluative tools and data, such as faculty self-report, external reviews, and student surveys, and different approaches to evaluation that leaders can adapt to institutional needs.

For administrators and educators seeking to advance modern teaching practices and fair teaching evaluation, this book provides a robust plan for reorienting the faculty reward system toward excellence.

ANN E. AUSTIN is University Distinguished Professor of Higher, Adult, and Lifelong Education at Michigan State University, and has served as interim dean of the College of Education and interim vice provost for Faculty and Academic Staff Affairs. **NOAH D. FINKELSTEIN** is a professor and vice chair in the Department of Physics at the University of Colorado Boulder. **ANDREA FOLLMER GREENHOOT** is professor of psychology, director of the Center for Teaching Excellence, and Gault Teaching Scholar at the University of Kansas. **DOUG WARD** is associate director of the Center for Teaching Excellence and an associate professor of journalism and mass communications at the University of Kansas. **GABRIELA CORNEJO WEAVER** is assistant dean for Student Success and professor of chemistry at the University of Massachusetts, Amherst.



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YOUTH DEVELOPMENT

Character Compass, Second Edition

Four Directions for Building Powerful School Culture and Student Success

SCOTT SEIDER, SHELBY CLARK, AND MADORA SOUTTER

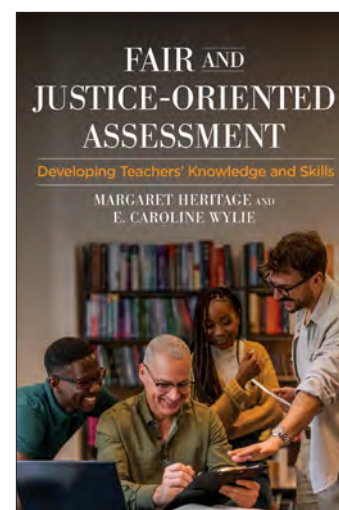
The popular volume on the power of character development in the classroom now features new chapters on intellectual risk-taking and open-mindedness, plus student, teacher, and school leader reflections on the value of the practice

Character Compass, Second Edition returns to three high-performing urban schools in Boston to reassess their distinct commitments to character education. Classical Academy prizes moral character, College Bound Middle School emphasizes performance character, and Civitas Prep prioritizes civic character. To this group, Scott Seider, Shelby Clark, and Madora Soutter add Bright Ideas Middle School, which champions intellectual character. They describe the ways in which these four school's distinctive character goals lead them to emphasize different programming and practices and to nurture different dimensions of their students' characters.

Seider, Clark, and Soutter reconnect with the students that were interviewed more than a decade ago to ask how character education influenced their trajectories, and they invite the volume's original school leaders to share how their thinking has and has not changed. Their research reaffirms the foundational strength of character education in building a powerful school culture where students can thrive, and a new case study on a school emphasizing intellectual character broadens the framework's reach.

With its rare longitudinal and retrospective perspective, *Character Compass, Second Edition* provides K–12 educators and school leaders with powerful guidance for making character development central to their mission of supporting student success. Updates also help practitioners hone their chosen approach to best complement their own unique institutional commitments, community, and context.

SCOTT SEIDER is a professor of applied developmental and educational psychology at Boston College. A former secondary teacher, he is the author or coauthor of several books, including *Schooling for Critical Consciousness* and *Educating for Justice*. **SHELBY CLARK** is a principal investigator and project director at The Good Project, based at Project Zero at the Harvard Graduate School of Education, where she studies how teachers within a community of practice implement dilemma-based lessons and how these lessons potentially foster student character growth. **MADORA SOUTTER** is an assistant professor of education at Villanova University, where she also directs the undergraduate teacher education program. She has worked as a classroom teacher in public, private, and charter schools.



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Fair and Justice-Oriented Assessment

Developing Teachers' Knowledge and Skills

MARGARET HERITAGE AND E. CAROLINE WYLIE

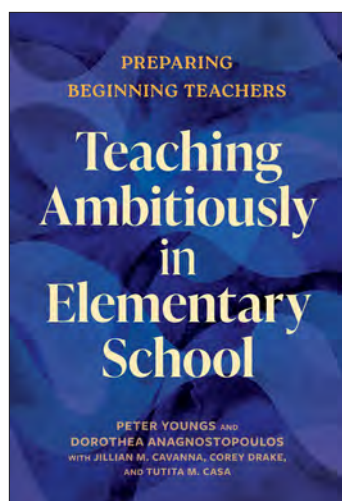
A practitioner-centered, equity-oriented approach to assessing student learning in the context of ambitious teaching

In *Fair and Justice-Oriented Assessment*, Margaret Heritage and Caroline Wylie propose that the key to improving learning opportunities for all students lies in increasing educators' assessment literacy. Only by examining various assessment practices through a lens of fairness and equity can practitioners best judge their use and value and then develop strategies for implementation that truly elevate student learning in alignment with school and district standards and in ways that are fair and just.

To build better assessment literacy, Heritage and Wylie seek to strengthen professional knowledge of ambitious teaching and use of both formative and summative classroom assessment practices. They clearly describe the knowledge and skills teachers need to better orient classroom assessment practices toward more positive learning experiences for all students. Critically, they urge educators to establish substantive learning goals, attend to the ways of eliciting evidence of student learning towards those goals, and reflect on the evidence to take action that intends to advance learning.

This book features real-world examples of assessment practices across a range of contexts and content areas, grade levels, and student populations, and shows how assessment literacy competencies can be achieved at scale with support from school and district leaders. *Fair and Justice-Oriented Assessment* provides a research-based and yet practical perspective on classroom assessment and advocates for the use of equity-oriented curricula and ambitious teaching.

MARGARET HERITAGE is an independent consultant in education. For many years her work has centered primarily on formative assessment, including how formative assessment supports regulatory processes, how it contributes to educational equity goals, and, more generally, how teachers can develop assessment literacy knowledge and skills. **E. CAROLINE WYLIE** is a senior associate at the National Center for the Improvement of Educational Assessment. She has focused her research and development work on formative assessment, the role it plays within balanced assessment systems, and the learning supports that teachers need to engage in these practices with their students. She regularly works with states and districts to support their work related to these issues.



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TEACHER EDUCATION

Teaching Ambitiously in Elementary School

Preparing Beginning Teachers

PETER YOUNGS AND DOROTHEA ANAGNOSTOPOULOS
WITH JILLIAN M. CAVANNA, COREY DRAKE, AND TUTITA M. CASA

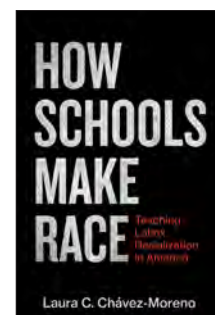
A richly researched guide to the core competencies and wrap-around supports required for quality, ambitious instruction

Through targeted assignments, tailored support, and skillful feedback, ambitious teaching promotes deep, conceptual learning, even at the elementary school level. To help beginning teachers excel at this increasingly in-demand—and demanding—practice, Peter Youngs, Dorothea Anagnostopoulos, Jillian M. Cavanna, Corey Drake, and Tutita M. Casa thoroughly evaluate, in *Teaching Ambitiously in Elementary School*, the core knowledge and supports necessary for teaching ambitiously across a range of school contexts.

The authors draw their insights from an extensive, mixed-methods study involving more than one thousand hours of classroom practice in nearly seventy US school districts. They examine how five elementary teacher preparation programs help beginning teachers develop their craft in pre-service preparation and then enact ambitious instruction in mathematics and English language arts. Considering multiple aspects, including individual teachers' characteristics, goals, and beliefs; the learning opportunities and resources available to them; and their strategies for teaching diverse students, the authors draw an explicit link between learning opportunities during pre-service preparation and the early pedagogy of elementary teachers.

They also stress the critical importance of mentoring, coaching, professional training, and effective classroom management in supporting ambitious teaching practice. An essential reference for preservice teachers, practitioners, and researchers focused on qualitative assessments of teacher preparation and practice, *Teaching Ambitiously in Elementary School* makes a key contribution to enriching the ecosystem in which ambitious teachers can thrive when they first enter the profession.

PETER YOUNGS is professor and chair of the Department of Curriculum, Instruction, and Special Education at the University of Virginia. **DOROTHEA ANAGNOSTOPOULOS** is a professor of curriculum and instruction in the Neag School of Education at the University of Connecticut. **JILLIAN M. CAVANNA** is an associate professor of elementary education, STEM, and innovation at the University of Hartford and current president of the Association of Mathematics Teacher Educators in Connecticut. **COREY DRAKE** is the director of professional learning at The Math Learning Center. **TUTITA M. CASA** is an associate professor of elementary mathematics education in the Neag School of Education at the University of Connecticut.



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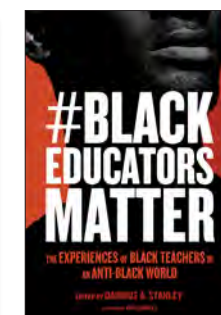
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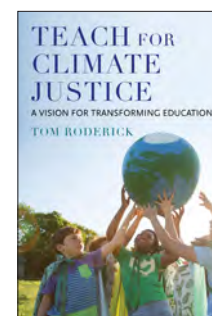
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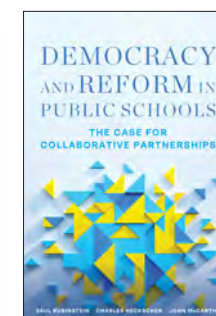
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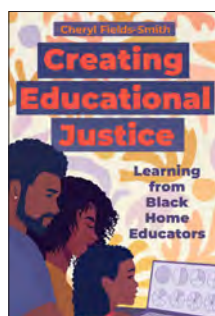


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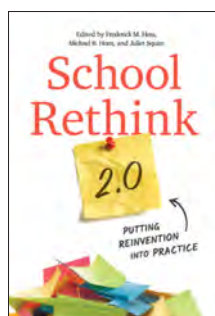
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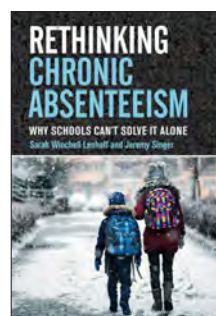
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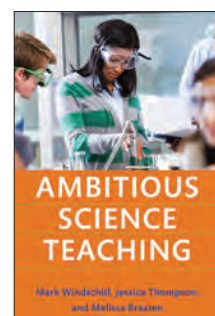
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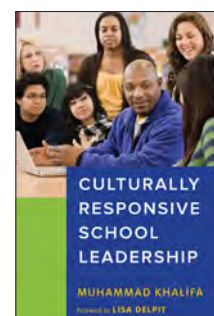
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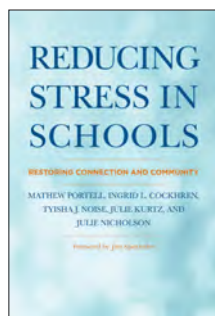
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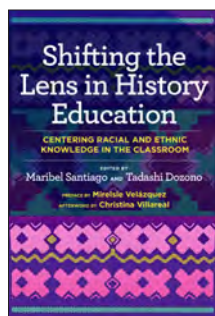
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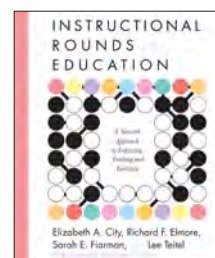
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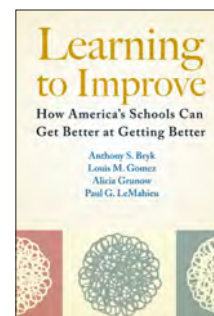
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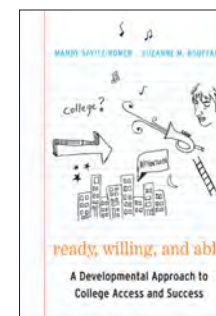
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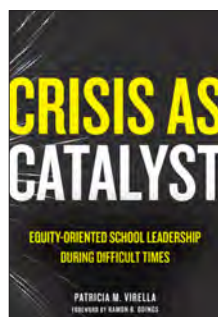
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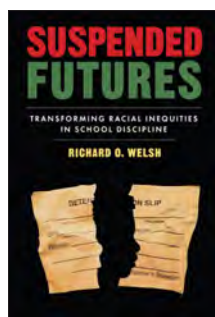
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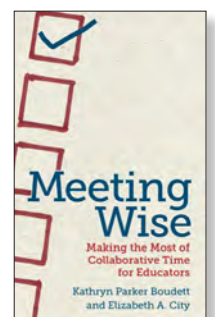
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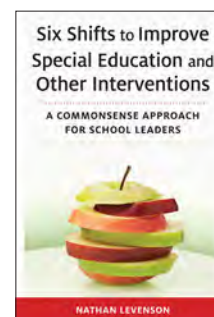
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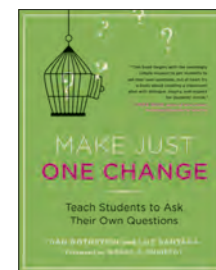
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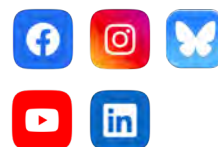
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