



**Harvard
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SPRING 2026 CATALOG

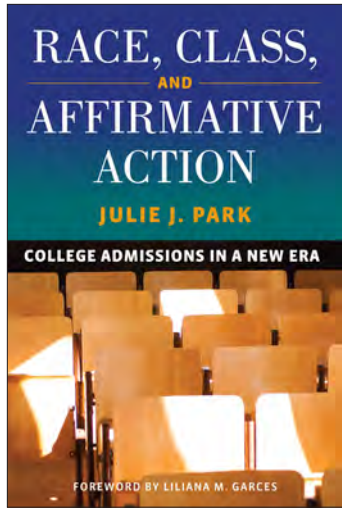


Harvard
Education
Press

SPRING 2026

- 1 NEW BOOKS
- 18 AWARDS
- 19 RECENT RELEASES

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.



JANUARY 2026

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272 PAGES
9798895570463 EBOOK

HIGHER EDUCATION |
RACE AND EQUITY

Race, Class, and Affirmative Action

College Admissions in a New Era

JULIE J. PARK
FOREWORD BY LILIANA M. GARCES

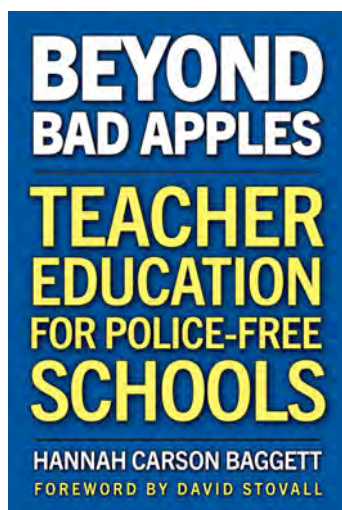
A rich, nuanced examination of the effects of the 2023 Supreme Court ruling restricting race-conscious college admissions policies—and food for thought for future transformation

In *Race, Class, and Affirmative Action*, Julie J. Park offers deft analysis of the changes to college admissions and campus life since the US Supreme Court ruled to restrict race-conscious policies in two 2023 cases: *Students for Fair Admissions (SFFA) v. Harvard* and *SFFA v. the University of North Carolina, Chapel Hill*. Park offers clear explanations of the rulings, their historical context, and their implications for higher education policy. She highlights how the Supreme Court still allows campuses to consider the role of race in students' experiences and that numerous tools to advance diversity in admissions remain.

In this lively, timely work, Park points out the swift and stark post-ruling shifts in campus demographics and grapples with questions of how to push toward a more equitable admissions system. She investigates alternative initiatives, such as test-optional and test-free admissions, percent plans, and others, weighing their merits and drawbacks. She also examines inequality affecting college applications themselves and offers ideas for reform. Integrating up-to-the minute research on admissions, standardized testing, enrollment management, and the campus racial climate, Park recommends actions that can advance equity-oriented access to higher education despite the current restrictions on race-conscious admissions.

Park ends with a call to campus leaders, policymakers, and practitioners to reimagine selective college admissions and attendance and offers a glimpse of what the future could hold.

JULIE J. PARK is a professor in the College of Education at the University of Maryland, College Park. An expert on race and diversity in higher education, she served as a consulting expert in the landmark case *Students for Fair Admissions v. Harvard* on the side of Harvard. She is the author of three books on college admissions and campus life, including *Race on Campus: Debunking Myths with Data*



FEBRUARY 2026

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TEACHER EDUCATION |
PROFESSIONAL DEVELOPMENT

Beyond Bad Apples

Teacher Education for Police-Free Schools

HANNAH CARSON BAGGETT
FOREWORD BY DAVID STOVALL

A measured appraisal of police presence in public schools and advice for educators who teach in these systems

In *Beyond Bad Apples*, Hannah Carson Baggett addresses the widespread presence of police in K–12 schools in the United States and provides essential guidance for educators who teach in policed environments. Baggett’s work helps fill in a glaring gap in teacher education, offering preservice and practicing teachers and administrators a set of skills, strategies, and practices that can help them navigate police-staffed schools to advocate for their students.

Applying a critical eye to what is now a billion-dollar industry, Baggett gives a historical overview of policing in schools, deftly underscoring the systemic issues and policies that have invited police and school resource officers into public schools, all in the name of student safety. Calling on student and teacher voices, she demonstrates how in-school policing is harmful, including racial injustice, youth criminalization, and police violence as well as a culture of surveillance and deficit thinking. In a carceral society, she argues, police involvement shapes the school-prison nexus.

An advocate for abolition, Baggett calls for police-free schools. This urgently necessary work invites readers to reimagine school safety. In support of this mindset shift, each chapter features prompts to encourage educators to reflect on their own experiences, reevaluate disciplinary policies and procedure, and explore other forms of accountability and safety without policing.

HANNAH CARSON BAGGETT is associate professor of educational research at Auburn University. She is the coauthor of *The Grammar of School Discipline: Removal, Resistance, and Reform in Alabama Schools*.



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POLICY |
EARLY CHILDHOOD EDUCATION

Readiness

Preparing State Early Childhood Systems for a Brighter Future

ELLIOT REGENSTEIN

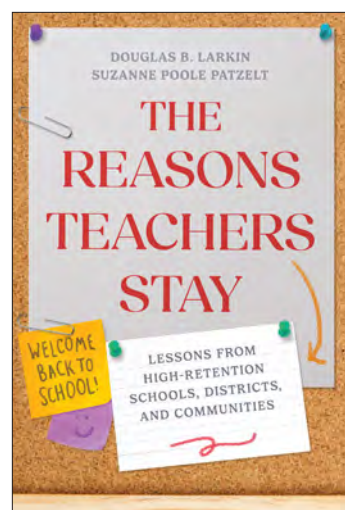
An enlightening overview of how early childhood education and care works in the United States and practical steps for how the systems of delivery might be improved

In *Readiness*, Elliot Regenstein dives into how states oversee publicly funded early childhood services. While early education and care have increasingly been treated as a public good, families still struggle to find the services they need. This book looks at the states seeking to develop coherent systems from a mix of care and education programs, highlighting successes achieved to date and laying out the challenges ahead. It is an insider’s guide to who makes which decisions in state early childhood systems—and how those decisions get made.

Regenstein looks at the capacity states have to manage their systems, and how they have worked to reorient their capacity over time to better serve families with young children. He looks at how states have supported community-level leadership, including how early childhood providers have sought to work with public schools. The book highlights the information gaps that have plagued state and local leaders, and some of the growing efforts to close those gaps. It also examines the advocates and philanthropists whose work has a major influence on state policy.

Regenstein provides examples of how states have unified governance, strengthened community capacity, and upgraded data collection and delivery to respond to the needs of families and communities. He recommends next steps for policymakers in state and local government, advocates, and philanthropists to bring about positive change to achieve aligned, well-funded early childhood care services.

ELLIOT REGENSTEIN is a Chicago-based partner at Foresight Law + Policy. He has extensive experience in state-level policy and advocacy, with a particular focus on early learning. He has consulted with more than two dozen states on a wide range of education policy topics.



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SCHOOL REFORM | POLICY

The Reasons Teachers Stay

Lessons from High-Retention Schools, Districts, and Communities

DOUGLAS B. LARKIN AND SUZANNE POOLE PATZELT

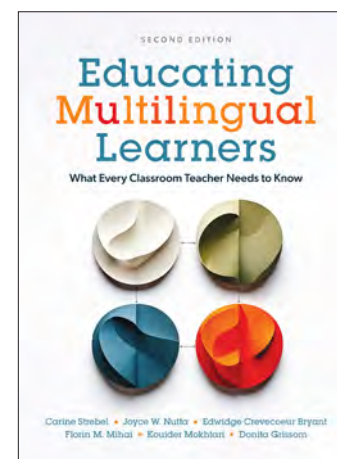
A research-based guide uncovering what teachers say keeps them in their schools—and how leaders can sustain them

The Reasons Teachers Stay offers a powerful new perspective on the urgent issue of teacher retention. While national headlines focus on why so many teachers leave, Douglas B. Larkin and Suzanne Poole Patzelt flip the question to ask: *What makes teachers stay?* Larkin and Patzelt's findings can inform the practice of administrators, school leaders, and teachers in creating supportive work environments within K–12 school districts.

Drawing on a six-year longitudinal study of US schools, districts, and communities with high rates of teacher retention, the work reveals that sustaining effective teachers in their jobs requires more than just a satisfactory working environment and incentives. Larkin and Patzelt find that teachers are retained when an interrelated set of conditions, including a manageable teaching load, a degree of autonomy, adequate compensation, and supportive relationships with colleagues, are in place to meet their needs. They present their findings using the teacher embeddedness framework to show how fit, interpersonal connections, and school-based/community assets matter more than previously understood.

Engaging case studies and interviews with teachers and administrators throughout the book illustrate these concepts in action. The work ends with practical recommendations to enact key tenets of the framework in schools, such as establishing mentorship and induction programs; fostering teacher agency, autonomy, and protection; and providing strong support for teachers of color.

DOUGLAS B. LARKIN is a professor in the Department of Teaching and Learning at Montclair State University. **SUZANNE POOLE PATZELT** is an assistant professor in the Department of Alternative Programs and University Partnerships at Touro University.



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LITERACY |
MULTICULTURAL EDUCATION

Educating Multilingual Learners, Second Edition

What Every Classroom Teacher Needs to Know

CARINE STREBEL, JOYCE W. NUTTA, EDWIDGE CREVECOEUR BRYANT, FLORIN M. MIHAI, KOUIDER MOKHTARI, AND DONITA GRISSOM

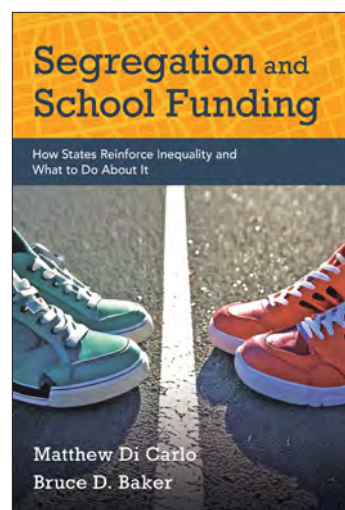
An updated edition offering a framework of best practices for the K–12 educators of the 5.3 million US students who are multilingual language learners

In this wholly updated second edition of *Educating Multilingual Learners*, the authors streamline their easy-to-use protocols for teachers of multilingual learners so that they apply to students who are learning through any new language in any PreK–12 classroom context.

The authors present the new, teacher-friendly Teaching All Subjects, Language, and Literacy (TASLL) Framework that can be implemented flexibly to meet the needs of multilingual learners in the classroom. Drawing from the latest research and culturally relevant pedagogy, this new edition illuminates for teachers why and how to use the full linguistic repertoire of multilingual learners. It also encourages a collaborative approach to classroom instruction, recommending simple first steps to educator partnerships.

Throughout the book, the authors return to four case study students of different ages, backgrounds, and levels of language proficiency to show the TASLL Framework in action. Pre-service and in-service teachers will find this an invaluable resource for classroom teaching of multilingual language learners.

CARINE STREBEL is a second language acquisition specialist, former teacher educator and ESOL coordinator at Stetson University, and the cofounder of the *Journal of English Language Education*. **JOYCE W. NUTTA** is professor emeritus of multilingual education at the University of Central Florida and the founder and executive director of Bilingual Village. **EDWIDGE CREVECOEUR BRYANT** is professor, chair, and director of accreditation and assessment in the Education Department at Flagler College, where she also serves as the ESOL coordinator. **FLORIN M. MIHAI** is professor of TESOL at the University of Central Florida. **KOUIDER MOKHTARI** is the Anderson-Vukelja-Wright Endowed Professor and director of the K–16 Literacy Center in the College of Education and Psychology at The University of Texas at Tyler. **DONITA GRISSOM** is a senior lecturer in multilingual education at the University of Central Florida, where she also serves as the ESOL coordinator.



MARCH 2026

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320 PAGES

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POLICY | RACE AND EQUITY

Segregation and School Funding

How States Reinforce Inequality and What to Do About It

MATTHEW DI CARLO AND BRUCE D. BAKER

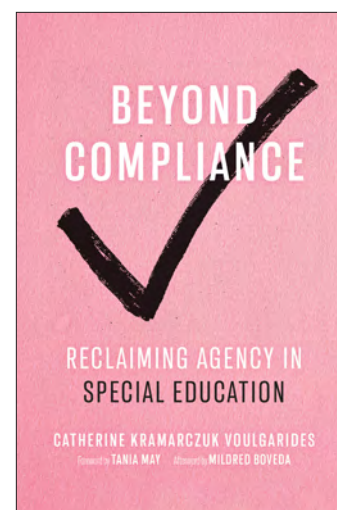
An expert examination of district-level segregation and wealth gaps shapes an original, ambitious policy agenda to end K–12 funding inequity and create a truly fair public school system

More than seventy years after *Brown v. Board of Education* promised equal educational opportunities for students of color, US public schools remain stubbornly segregated, with large gaps persisting in the adequacy of K–12 funding by race and income. In *Segregation and School Funding*, Matthew Di Carlo and Bruce D. Baker reveal the cycle that keeps resource-starved schools at a perpetual disadvantage and show how to break it.

By pulling back the curtain on the disparate financial situation of schools within metro areas through an original analysis of district cost data nationwide, Di Carlo and Baker show that schools in higher-poverty, disproportionately Black and Hispanic districts must spend more than their lower-poverty, whiter counterparts to achieve the same outcomes. This segregation-fueled disconnect between what districts need and what they actually get perpetuates unequal student outcomes, which reinforce segregation and inequality, within and even between generations.

The good news is that much of the policy infrastructure to disrupt this cycle is already in place. Through a targeted mix of educational and K–12 financial policy reforms at the state and federal level, Di Carlo and Baker argue that we already have the means to dismantle once and for all the self-reinforcing mechanisms that perpetuate a racially discriminatory status quo. Their agenda brings long-struggling schools closer to resource equity and creates an education system where all students—no matter whether they are white or Black, rich or poor—receive the education they deserve.

MATTHEW DI CARLO is a senior fellow at the Albert Shanker Institute in Washington, DC. His current research focuses on school finance, school segregation, and school and teacher accountability systems. **BRUCE D. BAKER** is a professor in the Department of Teaching and Learning at the University of Miami and the author of *School Finance and Education Equity: Lessons from Kansas* and *Educational Inequality and School Finance: Why Money Matters for America's Students*. He has consulted with numerous states on school finance reforms and testified in state and federal courts as an expert witness across the country for the past 20 years.



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SPECIAL EDUCATION

Beyond Compliance

Reclaiming Agency in Special Education

CATHERINE KRAMARCZUK VOULGARIDES

FOREWORD BY TANIA MAY

AFTERWORD BY MILDRED BOVEDA

An astute analysis of how the US Individuals with Disabilities Education Act is enacted in K–12 schools and a clarion call for a shift away from perfunctory compliance and toward true equity

In *Beyond Compliance*, Catherine Kramarczuk Voulgarides underscores the urgent need for change in how US schools implement the Individuals with Disabilities Education Act (IDEA). Voulgarides finds that, although the landmark legislation has benefited millions of eligible public school students with disabilities, it has also indirectly amplified educational inequities, such as the enduring problem of racial disproportionality in special education across classifications, placements, and disciplinary outcomes. Through analysis of the latest research and stories of special education in action, Voulgarides shows that IDEA's success depends greatly on how it is interpreted and applied by educators and school administrators.

The book guides practitioners in a critical examination of special education policies and procedures in their institutions. It provides critical tools, concepts, and question prompts to analyze IDEA compliance and its equity impacts on individuals and systems. It gives an actionable framework to help educators recognize the paradox of compliance—where adherence to the letter of the law does not always produce favorable outcomes for students—and its contributing factors, and to identify pathways for transformation that move toward racial and ability equity at the local level.

Ultimately, Voulgarides makes a compelling case for schools to practice a more adaptive compliance to IDEA legislation to provide meaningful educational access and opportunity.

CATHERINE KRAMARCZUK VOULGARIDES is an associate professor at CUNY-Hunter College, where she focuses on educational inequities, particularly in special education, disability studies, and how legal frameworks shape access and equity in schools. She is also a faculty affiliate at the Roosevelt House Public Policy Institute at Hunter College and at the Urban Education Program at the CUNY Graduate Center. Previously, she worked as a special education teacher in New York City public schools.



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GENDER AND SEXUALITY

Getting Real About Sex Ed

What Today's Students Need

SHAFIA ZALOOM

FOREWORD BY RICHARD WEISSBOURD

A clear, practical approach for K–12 educators to teach crucial life skills, concepts essential to healthy sexuality, and the capacity for meaningful relationships

In *Getting Real About Sex Ed*, Shafia Zaloom offers educators, administrators, and caregiving adults concrete language and strategies for integrating sexuality education into daily practice, beginning with students in kindergarten and carrying through to high school graduation. Zaloom advocates Comprehensive Sexuality Education (CSE), a holistic framework for K–12 classrooms that addresses the cognitive, emotional, social, and physical aspects of sexuality. The book highlights how CSE scaffolds the sexual development of students as it gradually layers in age-appropriate information, skills, and positive values to practice and prepare for safe and fulfilling relationships, as well as how students can take responsibility for their own sexual health and well-being.

Zaloom draws on the latest research and presents real-world scenarios from classrooms across the country that all educators face in developing students' personal citizenship. With warmth, empathy, and insight, she guides teachers beyond the classroom to the in-between moments of educational spaces: the lunchroom, playground, hallways, and transition periods. She models how educators can deliver developmentally appropriate lessons across grades to inspire personal reflection, integrity, and the capacity to connect with others in community.

In this vital, actionable work, Zaloom ultimately shows how a comprehensive approach to teaching sexuality education equips young people with life skills they need to cultivate mutual respect, care, dignity, and joy in sustained relationships, whether sexual or not, and contribute to a compassionate and just society.

SHAFIA ZALOOM is a health educator who specializes in sexuality and relationship education, as well as a consultant and author. She has worked in schools and educational nonprofits for more than thirty years.



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RACE AND EQUITY

Beyond the Doll Tests

Affirming and Uplifting Black Students' Well-Being

CHERYL HOLCOMB-MCCOY

FOREWORD BY JOHNNETTA COLE

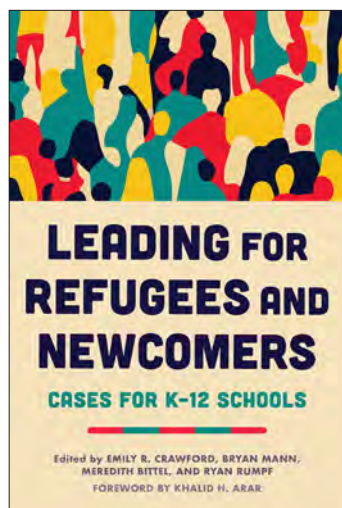
A transformative guidebook for K–12 school counselors, teachers, and administrators seeking to create affirming, equitable, and healing-centered environments for Black students

In *Beyond the Doll Tests*, Cheryl Holcomb-McCoy draws on decades of expertise as an educator, psychologist, and leader in equity to deliver compelling insights and practical strategies that address the impact of racism, trauma, and systemic inequities that shape Black students' experiences in America's schools. With powerful storytelling and evidence-based frameworks, this essential resource challenges educators to move beyond surface-level inclusion and become active partners in dismantling barriers to Black students' well-being.

Through case studies, reflective exercises, and scalable interventions, Holcomb-McCoy reveals how the legacy of racial bias—exposed so vividly in Mamie and Kenneth Clark's historic doll tests—continues to shape educational experiences today. The book offers actionable tools grounded in Black Psychology and culturally responsive practice, giving educators new language and strategies to affirm students' strengths, foster self-efficacy, and nurture positive identity development. Readers will find a roadmap for transforming school counseling, classroom practices, and district-wide policies to prioritize mental health, belonging, and academic achievement for Black youth.

This book is both a wake-up call and a beacon of hope, calling every educator to move from passive awareness to bold, principled action. With its blend of scholarly wisdom and heartfelt advocacy, this work empowers schools to become spaces where Black students are seen, valued, and equipped to thrive. For those ready to make real change, Holcomb-McCoy offers the vision and tools to get started.

CHERYL HOLCOMB-MCCOY is the president and CEO of the American Association of Colleges for Teacher Education (AACTE). She is a former kindergarten teacher, school counselor, family therapist, and university professor and administrator. She has been a prominent voice in research and advocacy for preparing the educator workforce, from teachers to school counselors and principals.



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LEADERSHIP

Leading for Refugees and Newcomers

Cases for K-12 Schools

EDITED BY EMILY R. CRAWFORD, BRYAN MANN,
MEREDITH BITTEL, AND RYAN RUMPF
FOREWORD BY KHALID H. ARAR

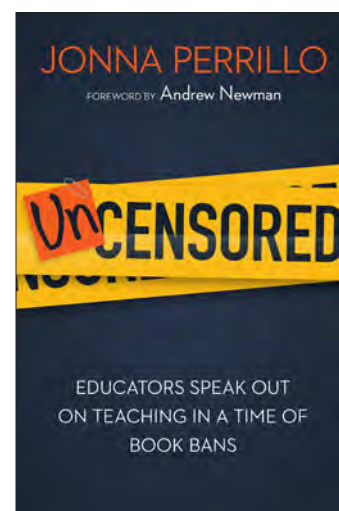
A collection of case studies from K-12 schools that show the many ways in which school leaders and practitioners can support newcomer students

In *Leading for Refugees and Newcomers*, editors Emily R. Crawford, Bryan Mann, Meredith Bittel, and Ryan Rumpf present a series of vividly-drawn, real-world case studies that illustrate how K-12 schools can effectively support their vulnerable populations of immigrant, migrant, and refugee students in a time when shifting immigration policy foment fear and uncertainty. Each case underscores how school leadership holds a critical position for helping transition newcomer students and families into US public schools and communities.

This rich and timely collection assists K-12 educational leaders and practitioners in addressing the social, cultural, and educational obstacles that these newcomer students and their families face. The authors use case studies that cover three key areas—within-school and classroom considerations; policy and administration concerns; and engagement of school partners, communities, and families—along with related analyses and questions for discussion and reflection to prepare practitioners to meet the unique needs of newcomer students. They provide essential insights into issues such as legal background, best practices for linguistic education, and building student-teacher relationships, as well as suggestions for resources and networks that can help.

Through ethical, research-based, and equity-minded strategies and actions, this book prepares educators and educational leaders to deliver high-quality education that can shape the well-being and success of newcomer students.

EMILY R. CRAWFORD is an associate professor in the Department of Educational Leadership and Policy Analysis at the University of Missouri. **BRYAN MANN** is an associate professor and founding director of the Center for Geography of Education Policy at the University of Kansas. **MEREDITH BITTEL** is a PhD candidate in social and cultural studies in education within the Department of Educational Leadership and Policy Studies at the University of Kansas. **RYAN RUMPF** is an educational leader whose work focuses on meaningful structures and systems for multilingual learners.



APRIL 2026

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LITERACY | CURRICULUM

Uncensored

Educators Speak Out on Teaching in a Time of Book Bans

JONNA PERRILLO
FOREWORD BY ANDREW NEWMAN

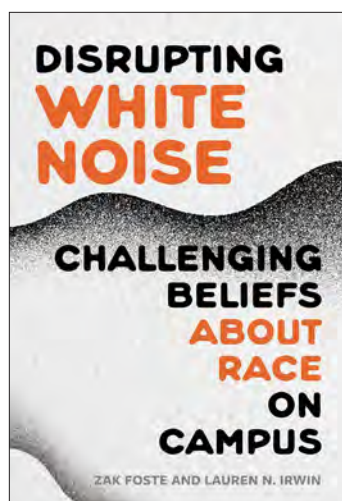
Educators at the frontlines of the censorship wars share stories of survival and strategies for resistance

American educators are contending with an unprecedented wave of restrictions on reading—indeed, a majority of today's secondary English teachers and students have less of a say over what gets read in school than at any time since the 1960s. By amplifying the voices of teachers and librarians directly impacted by this broad effort to control young people's reading experiences, Jonna Perrillo reveals in *Uncensored* the true forces behind the movement and how best to fight back.

Current attacks on DEI initiatives, inclusive teaching practices, and marginalized groups have their roots in the culture wars, but they also build upon a framework of state standardization, scripted curricula, and other technocratic features of modern English Language Arts (ELA) instruction. Perrillo makes these connections clear as she shares firsthand accounts of how ELA teachers and librarians, already accustomed to externally designed and constrained instruction, are meeting the challenges of censorship in public and private K-12 schools while simultaneously devising successful strategies to preserve the right to read.

With its inspiring stories from real teachers and librarians and practical recommendations, *Uncensored* offers more than an encounter with illiberal interference in the classroom. It explains how educators can foster strong reading cultures and establish vital community networks to ensure meaningful, deep reading experiences continue.

JONNA PERRILLO is an education historian and professor of English education at the University of Texas at El Paso. Her most recent book is *Educating the Enemy: Teaching Nazis and Mexicans in the Cold War Borderlands*, and her writing has appeared in the *Austin American-Statesman*, *Boston Review*, *Washington Post*, *Slate*, and *Time*.



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HIGHER EDUCATION |
RACE AND EQUITY

Disrupting White Noise

Challenging Beliefs About Race on Campus

ZAK FOSTE AND LAUREN N. IRWIN

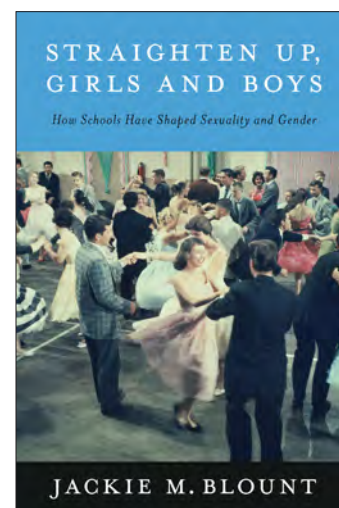
A bold and timely reexamination of how white students understand and engage with race on college campuses

In *Disrupting White Noise*, Zak Foste and Lauren N. Irwin challenge the prevailing belief that white students come to college as “empty vessels,” revealing how these students are already deeply shaped by their pre-college environments—bringing powerful attitudes and beliefs about race that can impede efforts toward inclusion.

Drawing from years of interviews and research at a variety of institutions, Foste and Irwin demonstrate how campus environments often reinforce white racial comfort, reproduce segregation, and limit effective cross-racial engagement. Vivid narratives highlight how institutional policies, leadership programs, and daily campus life can inadvertently maintain barriers for students of color—while failing to address the real foundations of white students’ understanding of race. The book goes beyond critique, offering actionable recommendations and concrete strategies that campus leaders can implement to disrupt harmful patterns and foster authentic learning.

With clarity, urgency, and insight, this work equips higher education professionals to critically examine their own practices and to intentionally create more just, equitable environments. Essential reading for anyone who works with college students, this book provides the knowledge and tools to move beyond surface-level solutions towards genuine, lasting change.

ZAK FOSTE is associate professor and chair of educational leadership and policy studies at the University of Kansas. **LAUREN N. IRWIN** is an assistant professor in the higher education administration and college student personnel programs at the University of Tennessee, Knoxville.



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GENDER AND SEXUALITY

Straighten Up, Girls and Boys

How Schools Have Shaped Sexuality and Gender

JACKIE M. BLOUNT

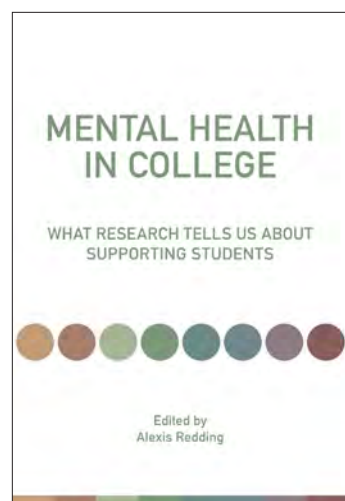
This illuminating read bridges education history with contemporary efforts to create inclusive, equitable schools

In *Straighten Up, Girls and Boys*, acclaimed historian and educator Jackie M. Blount exposes the hidden history of how American schools have carefully shaped and policed gender and sexuality—affecting every student and educator, past and present. With clarity and compassion, she invites readers not only to understand these forces, but to take action for positive change in their own school communities.

Drawing on centuries of school design, hiring practices, and classroom curriculum, Blount uncovers how seemingly neutral decisions—from the layout of restrooms to textbooks and teacher roles—have been used to enforce binary gender norms and rigid expectations around sexuality. She explores the implications for both students and educators, highlighting moments of resistance and progress, but also the persistence of exclusion and harm. Through vivid historical storytelling and fresh analysis, Blount connects the dots between age-old anxieties and today’s most pressing debates around LGBTQ+ issues in schools.

This book empowers educators with the knowledge and historical context needed to question entrenched practices and build more supportive school cultures. Encouraging both critical reflection and practical action, Blount’s work is a vital resource for anyone committed to fostering respect and opportunity for every member of the school community.

JACKIE M. BLOUNT is professor emeritus of educational studies at the Ohio State University. She has received the American Educational Research Association’s Distinguished Contributions to Gender Equity in Educational Research Award. Her books include *Fit to Teach: Same-Sex Desire, Gender, and School Work in the Twentieth Century*.



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HIGHER EDUCATION

Mental Health in College

What Research Tells Us About Supporting Students

EDITED BY ALEXIS REDDING

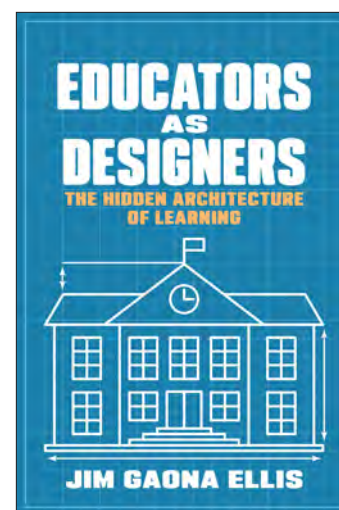
An essential, research-driven guide that reimagines what it means to support the well-being of today's college students

With concerns about student mental health on the rise, Alexis Redding and contributors draw on expertise across disciplines to offer practical strategies and deep insight for those on the front lines: student affairs professionals, faculty, advisors, counseling center staff, and families. This timely book addresses the most pressing mental health issues facing undergraduates, delivering an actionable blueprint to help colleges build caring, inclusive communities where all students can thrive.

Blending compelling student stories, expert analysis, and actionable strategies, *Mental Health in College* explores the full spectrum of the college experience: from the pressures of admissions and financial stress to challenges faced by student veterans, community college students, and those navigating post-graduate uncertainty. Each chapter features cutting-edge research alongside innovative “Voices from the Field” vignettes focused on experienced practitioners. The book moves beyond a clinical focus, offering institution-wide solutions and frameworks that promote belonging, resilience, and holistic well-being for all students.

Given our increasing awareness of student mental health concerns, this work equips higher ed professionals with the vision and tools to lead meaningful change. It is both a call to action and a practical playbook for creating a culture of care, ensuring every student has the support they need to succeed—personally, academically, and professionally after graduation.

ALEXIS REDDING is a developmental psychologist with twenty-five years of experience supporting college students. She is faculty cochair of higher education and a lecturer on education at the Harvard Graduate School of Education, where she teaches courses on student development and student affairs and directs a professional program on college student mental health. She is the coauthor of *The End of Adolescence: The Lost Art of Delaying Adulthood*, and her work has been featured in *The Atlantic*, *New York Times*, *Harvard Business Review*, and *Teen Vogue*.



MAY 2026

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TEACHING METHODS AND
MATERIALS | PROFESSIONAL
DEVELOPMENT

Educators as Designers

The Hidden Architecture of Learning

JIM GAONA ELLIS

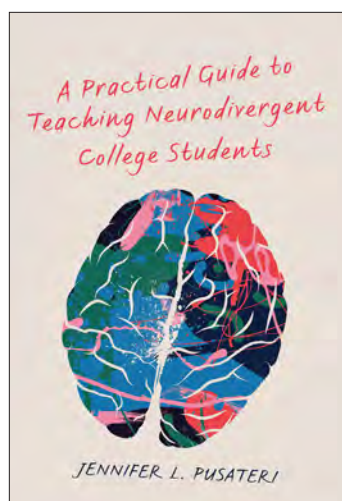
An invitation to K–12 educators to reimagine their roles through the transformative lens of design

In *Educators as Designers*, Jim Gaona Ellis draws on Universal Design for Learning (UDL) and the latest UDL guidelines to position teachers as creators, innovators, and problem-solvers, empowering them to craft classroom experiences that are not only accessible, but also inspiring, inclusive, and responsive to every student's unique needs. This timely and original book challenges readers to see themselves not just as implementers, but as architects capable of reshaping learning cultures and opportunities for all students.

At the heart of this work is a practical toolkit that seamlessly bridges powerful design concepts—such as affordances, choice architecture, hostile design, and the design cycle—with everyday classroom realities. Gaona Ellis offers engaging vignettes, actionable strategies, and a concrete change management framework that honor teachers' expertise while guiding them to collaborate, ideate, and iterate solutions. The book doesn't shy away from addressing systemic inequities, instead arming educators with the language, habits, and mindset to foster learner agency, equity, and belonging—regardless of external constraints or shifting DEI mandates.

More than a guide, this is an invitation to innovate, cocreate, and lead. With storytelling at its core and a focus on practical impact, this book will inspire educators and school leaders to bring fresh clarity, delight, and possibility to their practice—one designed solution at a time.

JIM GAONA ELLIS is an educator, consultant, and storyteller exploring the intersections of culture, belonging, and instructional design. He writes about education with an eye toward the unheralded moments that reveal the heart of exceptional teaching and learning.



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HIGHER EDUCATION

A Practical Guide to Teaching Neurodivergent College Students

JENNIFER L. PUSATERI

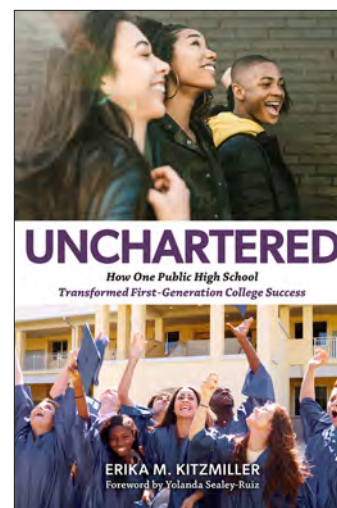
A transformative approach to college teaching that creates more inclusive, effective learning environments

A Practical Guide to Teaching Neurodivergent Students by Jennifer L. Pusateri is a practical handbook designed for higher education faculty and educational developers who are ready to embrace neuroinclusive instruction in their classrooms. Drawing on both research and lived experience, Pusateri, a neurodivergent author and seasoned educational consultant, guides college teachers through understanding, supporting, and amplifying the successes of neurodivergent college students.

This accessible and engaging guide blends personal narrative, research, and actionable strategies to demystify neurodivergence and Universal Design for Learning (UDL). The book first clarifies essential concepts, unpacks the strengths and challenges faced by students with ADHD, autism, dyslexia, and more, and challenges deficit-based thinking about neurodiversity in academia. Instructors will find three practical UDL-aligned instructional planning approaches, complete with templates and real-world examples, that can be immediately applied to course design. The final section features 30 field-tested strategies targeting six common areas of difficulty for neurodivergent learners, empowering readers to implement inclusive changes right away.

Whether you are a department chair, instructional designer, or individual faculty member, this book provides the clarity, tools, and inspiration needed to create equitable, flexible, and welcoming college learning environments.

JENNIFER L. PUSATERI is the senior Universal Design consultant at the University of Kentucky's Teaching Center, where she fosters accessible teaching practices across campus. She is the author of *Transform Your Teaching with Universal Design for Learning: Six Steps to Jumpstart Your Practice*.



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SCHOOL REFORM

Uncharted

How One Public High School Transformed First-Generation College Success

ERIKA M. KITZMILLER

FOREWORD BY YOLANDA SEALEY-RUIZ

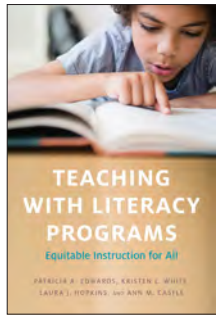
A powerful exploration of what is possible when educators, researchers, and students collaborate to reimagine public education.

In *Uncharted*, Erika M. Kitzmiller draws from an innovative partnership at an under-resourced urban public school to reveal how it defied the odds to dramatically increase the success of first-generation college-bound youth. Through compelling storytelling and rigorous research, this book offers hope—and actionable strategies—for educators and leaders determined to expand opportunity and equity.

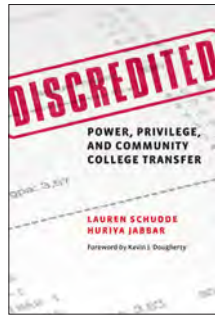
Rooted in a five-year, research-driven collaboration, this work takes readers inside the process that made real change possible. Rather than prescribing one-size-fits-all solutions, the book showcases how small but significant shifts in schoolwide structures and classroom instruction created lasting impact. Readers will discover how youth-driven inquiry, expanded course offerings, purposeful college seminars, and robust partnerships with community organizations dismantled barriers to college access and promoted resiliency in college. Kitzmiller highlights the crucial role of student agency, teacher leadership, and community engagement in building multiple pathways to postsecondary success—especially for students who have traditionally been underserved.

Uncharted is an invitation for K–12 leaders and policymakers to rethink reform and recognize the strengths already present in their schools. At a time when public education faces mounting challenges, especially competition from charter schools, this work offers practical insights, inspiration, and a call to action. This book is essential reading for anyone seeking to foster meaningful, student-centered change in American high schools.

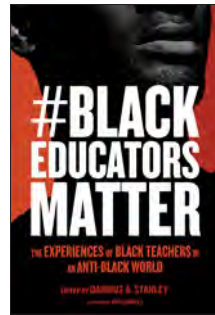
ERIKA M. KITZMILLER studies historical and contemporary policies and practices that contribute to inequality and identifies solutions to end it. She is a research associate professor at the University of Chicago's Crown Family School of Social Work, Policy, and Practice's Kersten Institute for Urban Education, a research affiliate with Gordon Institute for Advanced Study at Teachers College, Columbia University, and a nonresident fellow at Harvard University's Hutchins Center.



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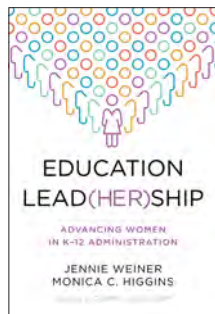
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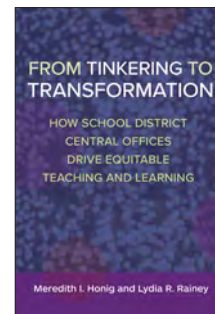
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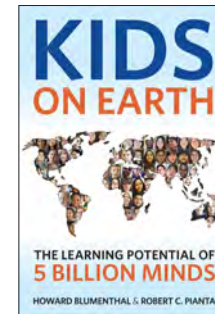
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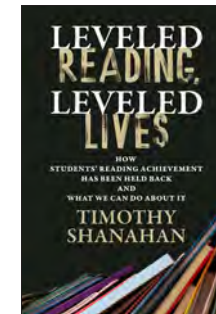
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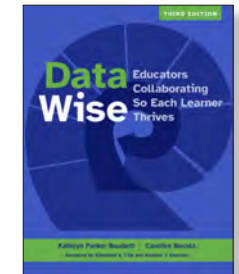
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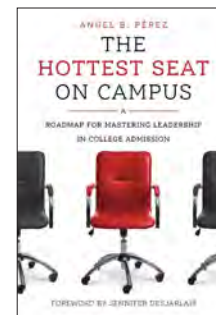
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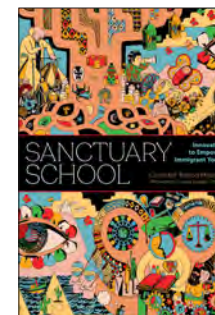
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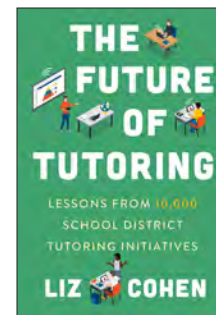
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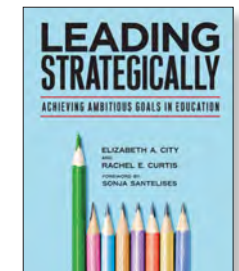
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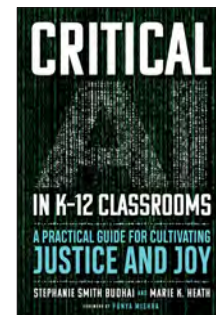
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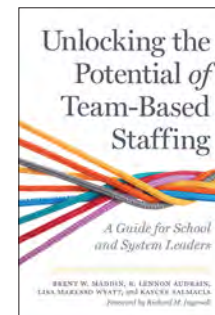
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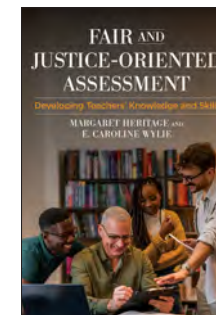
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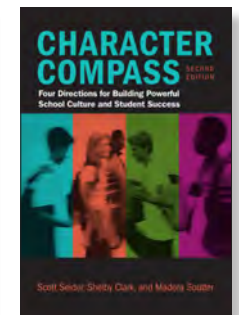
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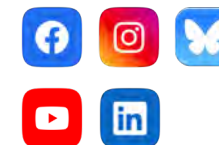
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