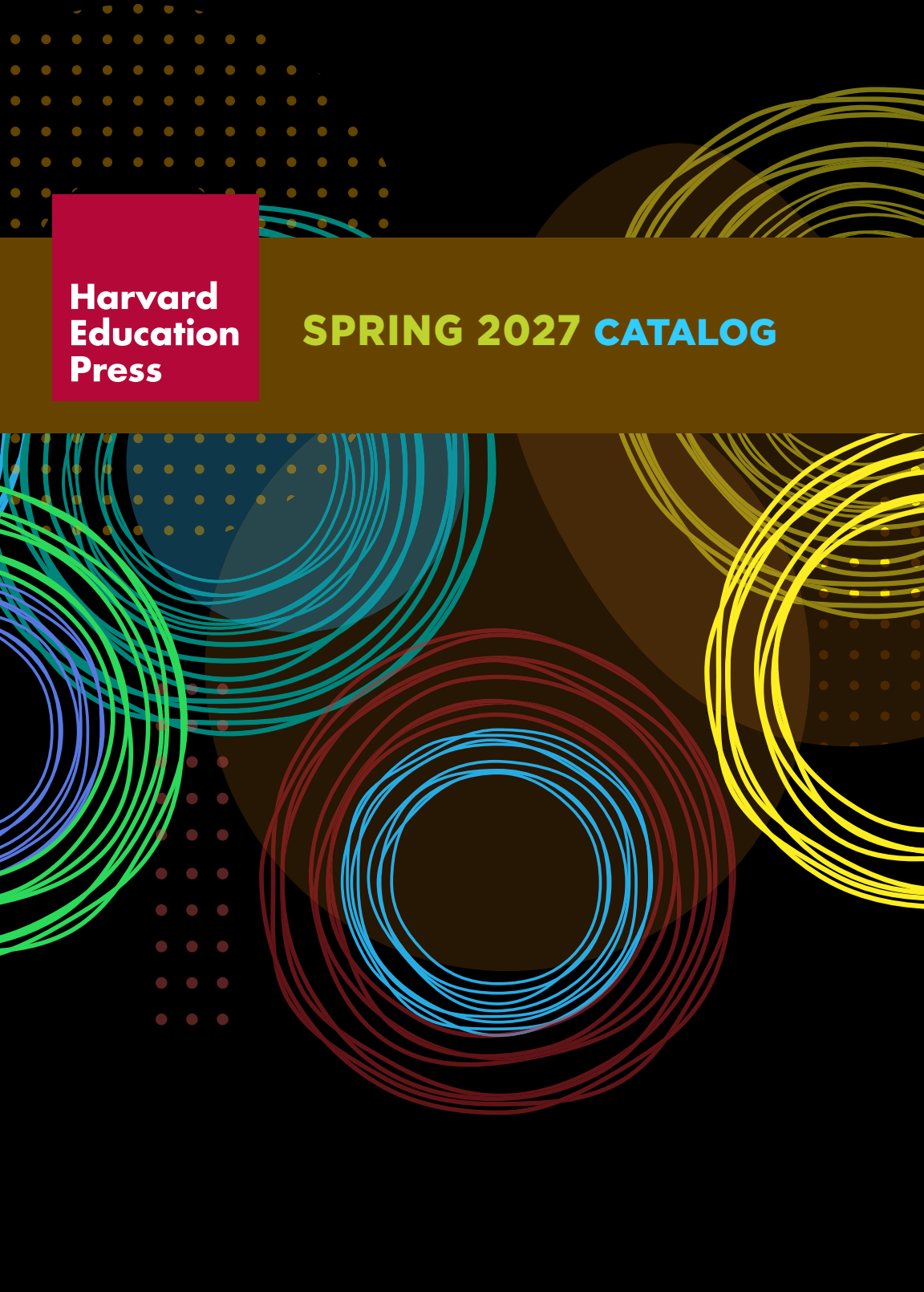
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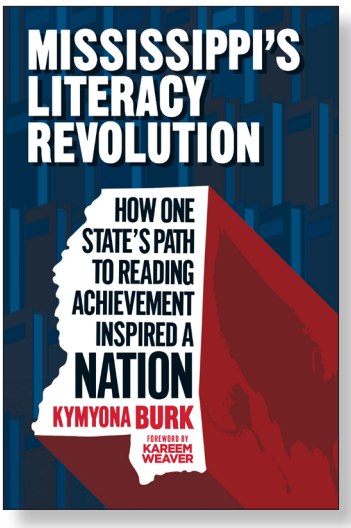
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Mississippi's Literacy Revolution

How One State's Path to Reading Achievement Inspired a Nation

KYMYONA BURK
FOREWORD BY KAREEM WEAVER

A revealing account of what it takes to reform reading instruction—and how Mississippi's remarkable turnaround can serve as a model for achieving lasting reading success nationwide

Mississippi's Literacy Revolution tells the story of how one state defied expectations and dramatically improved elementary students' reading proficiency levels, jumping from near-bottom in the national rankings to within the top ten in a little over ten years. The so-called "Mississippi Miracle" provoked a media frenzy, with commentary from advocates and skeptics alike. How did the poorest state in the nation become the standard bearer for increasing students' reading achievement?

Kymyona Burk—the state's first literacy director and a key architect of Mississippi's literacy transformation—argues that the "Mississippi Miracle" was not a miracle at all. Rather, it was the product of thoughtful policy implementation, community buy-in, and accountability. She reveals the hard, often complex work behind the gains, spotlighting the policymakers, educators, leaders, and community members who made progress possible and sustainable. Burk's vivid, on-the-ground account takes us from legislative chambers to elementary classrooms and from principals' offices to communities. Along the way, she distills the key levers for sustainable systems change, with guidance on crafting clear policy directives, fostering open communication, centering evidence-based practices, and creating capacity through professional development.

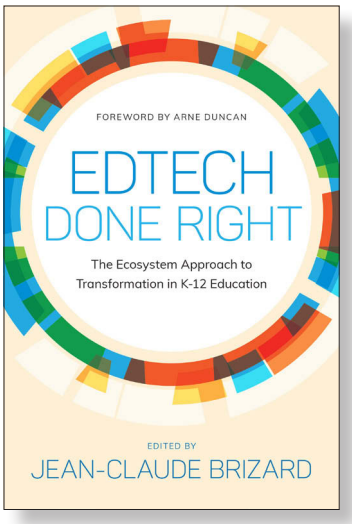
Weaving in research, tested strategies, and practical takeaways for policymakers, education leaders, literacy coaches, and teachers, Burk asserts that Mississippi's story holds lessons for everyone who cares about combatting the literacy crisis. Through collective action and collective accountability, any state can create the conditions for success and raise students' literacy levels—even in the most underserved communities.

KYMYONA BURK is the senior policy fellow for literacy at ExcelinEd, where she helps state leaders build new or improve existing K–8 reading policies. She is the former state literacy director at the Mississippi Department of Education, where she led the implementation of Mississippi's Literacy-Based Promotion Act.

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SCIENCE AND TECHNOLOGY

EdTech Done Right

The Ecosystem Approach to Transformation in K–12 Education

EDITED BY JEAN-CLAUDE BRIZARD
FOREWORD BY ARNE DUNCAN

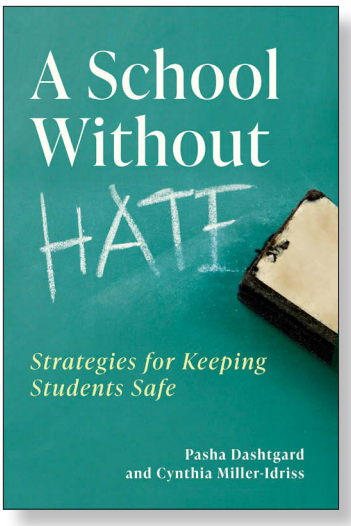
An original, inclusive ecosystem framework designed to combat systemic barriers to transformative, digitally-informed learning experiences in schools

School districts are drowning in fragmented educational technology platforms, tools, and systems. At the same time, true digital equity remains out of reach, as access gaps persist and schools grapple with the unintended friction of rapid tech adoption. The average school district uses upwards of one thousand educational technology platforms, yet many students—especially low-income and historically marginalized learners—do not develop the digital capabilities that are prerequisites for full participation in schools and society today. This book confronts this complex "digital use divide" and offers a compelling solution: an original ecosystem framework designed to ground and support high quality educational technology integration in schools.

EdTech Done Right argues that tech access alone does not guarantee digital equity. Meaningful digital transformation in education only happens when efforts are codesigned by stakeholders—district and school leaders, teachers, families and community members, researchers, and edtech developers—who work together toward shared, sustainable aims. To ensure all students have access to high-quality technological tools and learning environments, stakeholders must provide integrated solutions tailored to their specific communities. Drawing on the work of Digital Promise and leaders across the field, Jean-Claude Brizard and contributors address today's most pressing tech challenges, such as procurement decisions, implementation strategies, personalized learning, educator leadership and capacity building, AI use and guardrails, and more.

With evidence-based solutions, stories, and practical strategies, *EdTech Done Right* is a call to action and an essential resource for all who wish to build an inclusive ecosystem for digital equity.

JEAN-CLAUDE BRIZARD is president and CEO of Digital Promise Global. He has held a wide range of leadership positions in public education, including high school physics teacher, high school principal, regional superintendent and executive director for all secondary schools for the New York City Department of Education, superintendent of the Rochester City School District, and CEO of Chicago Public Schools.



A School Without Hate

Strategies for Keeping Students Safe

PASHA DASHTGARD AND CYNTHIA MILLER-IDRISS

An in-depth look at hate and violence in schools that provides proactive, evidence-based practices for responding to troubling student behaviors

Educators are currently navigating an era of escalating hate, online radicalization, and school violence. As social media rhetoric bleeds into reality, youth are not always equipped with the media literacy skills to identify hate-based, manipulative, or false content in memes, videos, live streams, articles, or forums before they act on it. In *A School Without Hate*, youth radicalization experts Pasha Dashtgard and Cynthia Miller-Idriss respond to this ongoing crisis and provide guidance on how to create safer schools.

Based on pioneering research and real-world examples from the Polarization & Extremism Research & Innovation Lab (PERIL) at American University, this book includes classroom tools, scalable interventions, and schoolwide policies that educators can adapt to their own contexts and communities. PERIL has responded to several incidents of hate in schools, such as students disrupting female teachers' lessons with male supremacist talking points and students found creating and circulating explicit AI images of their classmates. *A School Without Hate* synthesizes findings from incidents like these, as well as extensive research and results from testing PERIL resources and interventions, to present a public health approach to preventing hate and violence in classrooms and across schools. This approach empowers administrators, classroom teachers, school staff, and students to reduce violence while still protecting freedom of speech.

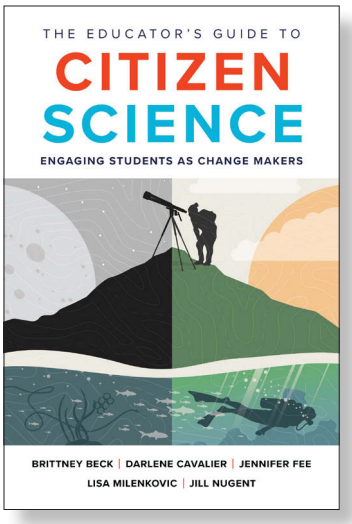
While pointing out that there is no single solution to stop hate, this book argues that we are not helpless in the fight to protect and strengthen our classrooms and our democracy.

PASHA DASHTGARD is the director of interventions for the Polarization & Extremism Research & Innovation Lab, as well as a research assistant professor at American University. **CYNTHIA MILLER-IDRISS** is the founding director and chief vision officer in the Polarization & Extremism Research & Innovation Lab at American University, where she is a professor in the Schools of Public Affairs and Education.

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SCIENCE AND TECHNOLOGY

The Educator's Guide to Citizen Science

Engaging Students as Change Makers

BRITTNEY BECK, DARLENE CAVALIER, JENNIFER FEE, LISA MILENKOVIC, AND JILL NUGENT

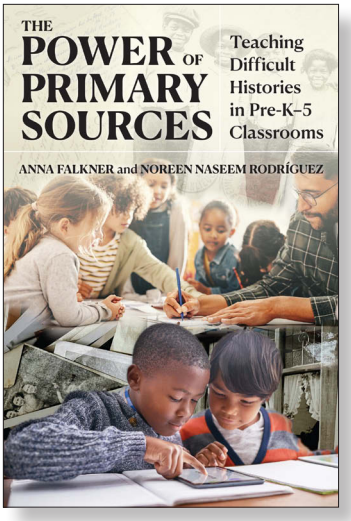
A practical guide that explores how to democratize participation in science and spark students' curiosity about how their local communities fit into the wider world

The Educator's Guide to Citizen Science examines how citizen and community science can transform K–12 education by positioning students and educators as active contributors to knowledge. Grounded in both research and classroom practice, the authors argue that when young people see themselves as knowledge holders and knowledge generators, they begin to envision new possibilities for themselves, their communities, and our shared planet.

This book presents an in-depth look at how educators can turn their classrooms into "living labs" by connecting with science agencies, identifying projects appropriate for their settings, and creating lessons that break down complex phenomena and align with curriculum standards. Chapters provide inspiration for how and where teachers might begin citizen science projects. Drawing from their work with students and educators over the last ten years, the authors combine classroom cases with relevant scholarship on scientific identities, agency, literacy, and community action to showcase how citizen science can come to life in schools. Along the way, chapters supply a wealth of evidence-based teacher strategies and tips for overcoming common practical challenges.

The Educator's Guide to Citizen Science positions citizen and community science as a curricular and pedagogical approach that bridges research and practice. It invites educators to reimagine science education as a collaborative, participatory process that empowers students to ask questions, generate knowledge, and take informed action in their communities and beyond.

BRITTNEY BECK is an associate professor of teacher education at California State University, Bakersfield, and a National Geographic explorer. **DARLENE CAVALIER** is a professor of practice at Arizona State University, founder of SciStarter, and a National Geographic explorer and fellow. **JENNIFER FEE** is the assistant director for curriculum and training development at Cornell University's Skorton Center for Health Initiatives. **LISA MILENKOVIC** is the STEM and computer science curriculum supervisor for Broward County Public Schools and founder of the Broward Area STEM Ecosystem. **JILL NUGENT** is an administrator online science faculty member, and author whose work centers on learner engagement in authentic science experiences.



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SOCIAL SCIENCE

The Power of Primary Sources

Teaching Difficult Histories in Pre-K–5 Classrooms

ANNA FALKNER AND NOREEN NASEEM RODRÍGUEZ

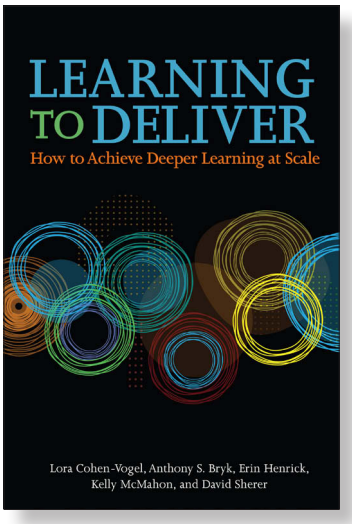
An extensive exploration of how to leverage primary sources to teach Pre-K–5 students about histories of oppression

While controversies over what social issues and histories children in US public schools should learn have occurred nearly as long as public schools have been in existence, rhetoric around which histories are helpful—and which are harmful—has become increasingly polarized. In *The Power of Primary Sources*, Anna Falkner and Noreen Naseem Rodríguez shine a light on young learners' curiosity about the past and offer a range of practical strategies teachers can utilize to engage even the youngest students in lessons about "difficult histories."

Written in a conversational tone, this book argues that not only are primary sources engaging and exciting to young learners, but they also serve as uniquely helpful entry points into complex historical narratives. Organized around a nine-principle framework for teaching difficult histories to young children, chapters reveal how educators use photos, newspaper articles, maps, videos, and first-hand accounts to introduce complex and contradictory visions of the past, from lessons on desegregation to colonization, Japanese internment, civil rights protests, LGBTQ+ history, and more. The authors model how primary sources can be used in tandem with popular picture books, strategically going "beyond the book" to deepen students' understanding of history. To tackle the obstacles that stem from educating children about challenging topics, Falkner and Rodríguez offer recommendations for crafting lesson plans, responding to student inquiry in real time, and collaborating with fellow teachers.

Throughout the text, the authors share resources for building content knowledge of diverse histories, examples, and vignettes of classroom practice and pedagogy, as well as organizers and prompts for planning and reflection. Pre-service and in-service teachers will find *The Power of Primary Sources* to be a vital resource as they navigate how to teach nuanced historical narratives.

ANNA FALKNER is an associate professor of early childhood education at the University of Memphis. **NOREEN NASEEM RODRÍGUEZ** is an associate professor of elementary education and educational justice in the Department of Teacher Education at Michigan State University.



Learning to Deliver

How to Achieve Deeper Learning at Scale

LORA COHEN-VOGEL, ANTHONY S. BRYK, ERIN HENRICK, KELLY MCMAHON, AND DAVID SHERER

A practical, clear-eyed vision for bringing deeper learning to every student, everywhere

Now more than ever, schools are being called on to engage students in deeper learning. However, most schools aren't set up to provide the student-centered, collaborative, and inquiry-based instruction that this learning entails. *Learning to Deliver: How to Achieve Deeper Learning at Scale* asks the question that has confounded educators, researchers, and reformers for decades: How do we make this kind of powerful teaching and learning the norm, rather than the exception, in schools?

Fundamentally, the authors argue, delivering deeper learning at scale is not the problem of any one classroom or school; rather, it is a systems transformation problem. Drawing on lessons from ten research-practice partnerships across varied contexts, the authors show that lasting change requires more than inspired teachers, ad-hoc professional development, or expanded resources. Instead, they offer a comprehensive framework for systems transformation. Built around a Systems Transformation Map, chapters distill key insights on seeing the system as a whole; initiating change intention; integrating efforts across classrooms, schools, and district offices; adapting to evolving conditions; building data-driven learning enterprises; and nurturing trust, psychological safety, and shared direction that allow collaboration to flourish. Interwoven throughout the chapters are stories and strategies that will support leaders and their partners as they navigate this complex process.

A grounded and evidence-based account of what it really takes to sustain change, *Learning to Deliver* gives education leaders the knowledge, tools, and competencies to confront problems and deliver ambitious, equitable instruction to every student, not just the lucky few.

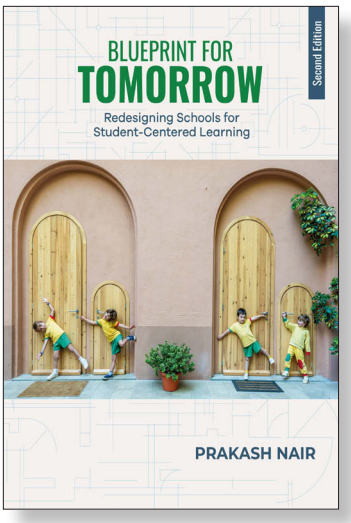
LORA COHEN-VOGEL is the Frank A. Daniels, Jr. Endowed Chair of Public Policy and Education at the University of North Carolina at Chapel Hill. **ANTHONY S. BRYK** is president emeritus of the Carnegie Foundation for the Advancement of Teaching. **ERIN HENRICK** is an assistant professor of practice in the Department of Leadership, Policy, and Organizations at Peabody College of Education and Human Development at Vanderbilt University. **KELLY MCMAHON** is a director of Research, Strategy and Policy at the Center for Public Research and Leadership at Columbia University. **DAVID SHERER** is a director on the Impact Lab team at the Carnegie Foundation for the Advancement of Teaching.

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ADMINISTRATION

Continuous Improvement in Education



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ADMINISTRATION

Blueprint for Tomorrow, Second Edition

Redesigning Schools for Student-Centered Learning

PRAKASH NAIR

A fully revised and expanded edition that lays out a practical, research-grounded blueprint for transforming any school on any budget

The US has invested over $2.79 trillion in its school facilities, and this investment is at risk due to poor maintenance and aging school buildings across the country. In *Blueprint for Tomorrow, Second Edition*, Prakash Nair examines how deferred maintenance and traditional school design negatively impact students and provides proven strategies for redirecting funds to better accommodate student-centered learning.

Drawing on more than two decades of work across six continents, Nair shows that the gap between the schools we have and the schools our students deserve is not primarily a gap of money. It is a gap of vision. Updated throughout for the age of hybrid learning and artificial intelligence, this edition gives educators, school leaders, and administrators simple, affordable ways to redesign their spaces, supported by case studies, checklists, and surveys.

New to this Edition

Two new chapters: "Universal Design for Learning" and "Place-Based Learning," on designing schools for every learner and rooting them in community

A fully updated introduction, "The $3 Trillion Mistake," with the latest school facilities data

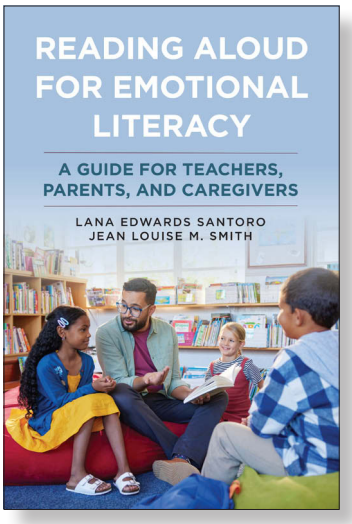
New guidance on hybrid learning, technology integration, and AI-assisted learning environments

Expanded coverage of student wellness, belonging, and sustainable, inclusive design

New photographs, before-and-after spreads, "Smart Idea" and "Do Now" sidebars, and updated Educational Effectiveness Surveys

Exploring the intersection of architecture and student success, *Blueprint for Tomorrow, Second Edition* is a powerful guide for anyone in education who wants to transform schools into effective learning environments.

PRAKASH NAIR is a globally acclaimed architect and educator who specializes in the design of innovative schools and colleges. He is a member of the American Institute of Architects.



Reading Aloud for Emotional Literacy

A Guide for Teachers, Parents, and Caregivers

LANA EDWARDS SANTORO AND JEAN LOUISE M. SMITH

A comprehensive exploration of how reading aloud to children can teach them empathy, compassion, and self-regulation

Read alouds provide far more than giving children the opportunity to listen to a good story. In *Reading Aloud for Emotional Literacy*, Lana Edwards Santoro and Jean Louise M. Smith demonstrate how reading aloud to students can cultivate emotional literacy, support resilience, and make the world a kinder, more understanding place.

Using examples of conversational strategies to build vocabulary, empathy, and self-regulation skills, this book shows teachers how to pair storybooks and informational texts about emotions, and apply explicit questioning techniques before, during, and after reading. Chapters instruct educators on how to use simple read aloud conversational strategies to promote emotional literacy, listening skills, and reading comprehension. Readers will also learn how they can teach children to healthily respond to emotional experiences—rather than impulsively react—and become authors of their own stories.

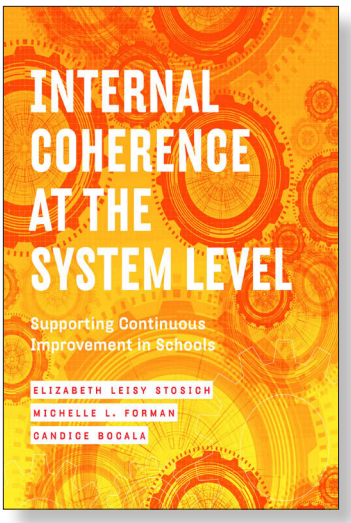
Reading Aloud to Promote Emotional Literacy examines how comprehension skills taught during read alouds are the same skills necessary to recognize and interpret emotions. Educators, caregivers, counselors, and others who work with young children will find this book to be a valuable resource for teaching the next generation how to understand, process, and articulate feelings in themselves and others.

LANA EDWARDS SANTORO is a social scientist, educator, and visiting faculty member at the Wheelock College of Education and Human Development at Boston University. **JEAN LOUISE M. SMITH** is an early childhood school psychologist working with children from birth to age five who receive special education services in Eugene, Oregon.

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EARLY CHILDHOOD EDUCATION | LITERACY



Internal Coherence at the System Level

Supporting Continuous Improvement in Schools

ELIZABETH LEISY STOSICH, MICHELLE L. FORMAN, AND CANDICE BOCALA
AFTERWORD BY MICHAEL HEIDKAMP, DAO KAMBARA, JON S. ROBERTSON, MEGAN ALEXANDER, AND SARAH C. GALLAGHER

A thorough guidebook that addresses how leaders can support meaningful change across schools by utilizing the Internal Coherence Systems Framework

Building on *The Internal Coherence Framework* and its school-based model for transformation, *Internal Coherence at the System Level* examines how to manage system-level coordination that reaches beyond the school. Arguing that challenges surrounding school advancements are fundamentally systems issues, Elizabeth Leisy Stosich, Michelle L. Forman, and Candice Bocala offer explicit guidance for how leaders can build systemwide organizational capacity for lasting improvement.

Combining research on effective school districts, organizational learning, and principal efficacy—as well as real-world school system partnerships—this book provides a comprehensive look at the Internal Coherence Systems Framework and instructs readers on how to bring it to life. This framework is designed to provide actionable guidance about the leadership practices, organizational processes, and efficacy beliefs that foster continuous improvement and learning for young people and for adults across schools. Throughout the chapters, the authors highlight their own partnerships with school systems, findings from their research, as well as their collective work as part of the Internal Coherence Project.

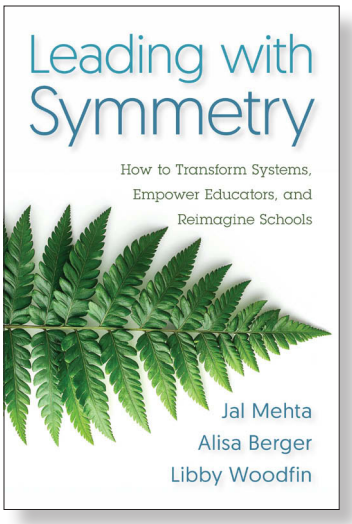
In *Internal Coherence at the System Level*, readers will find real-world examples, practical strategies, actionable research, and ready-to-use foundational learning experiences that help turn school systems into adult learning environments that center joy, satisfaction, emotional connection, and intellectual growth.

ELIZABETH LEISY STOSICH is an associate professor and associate dean of academic affairs at the Fordham Graduate School of Education. **MICHELLE L. FORMAN** is an independent consultant and the former director of the Internal Coherence Project at the Strategic Education Research Partnership. **CANDICE BOCALA** is a lecturer on education at the Harvard Graduate School of Education.

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Leading with Symmetry

How to Transform Systems, Empower Educators, and Reimagine Schools

JAL MEHTA, ALISA BERGER, AND LIBBY WOODFIN

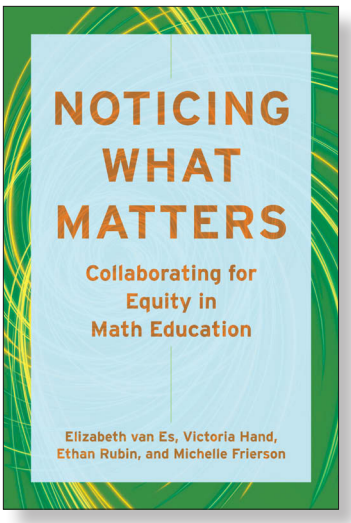
A transformative roadmap for moving away from rigid, bureaucratic hierarchies toward relational, equity-minded systems

How can we engage students in meaningful learning experiences? In *Leading with Symmetry*, Jal Mehta, Alisa Berger, and Libby Woodfin tackle this question by presenting a novel vision for human-centered school design, grounded in principles of deeper learning, equity, and collaboration.

In many schools today, we can find pockets of deeper learning—a classroom or, occasionally, a school where teachers reliably provide inspiring and rigorous learning—but rarely do such deeper learning efforts translate to entire school systems. Low level cognitive tasks, teaching to the test, and passive learning remain far too common across school systems, resulting in low student engagement and low teacher morale. To turn the tide, this book argues that we must implement strategies that are humanistic and democratic. Drawing upon years of work with the Deeper Learning Dozen—a collaborative of school districts across the US and Canada where deeper learning is embedded in all aspects of schooling structures and culture—the authors offer a novel framework centered around symmetry. For students to engage in creative, meaningful learning, we must offer symmetrical opportunities for teachers to explore and create; for leaders to model collaboration and caring, we must create systems that foster open commutation and relational organization. Featuring vivid examples of successes and challenges from the Deeper Learning Dozen and beyond, the book presents actionable tools and resources for long-term, sustainable change.

Leading with Symmetry is an essential go-to resource for district and school leaders, educational policymakers, professors, and researchers committed to a vision of schooling where everyone—students, educators, and community members—can thrive.

JAL MEHTA is the Gregory R. Anrig Professor of Educational Leadership at the Harvard Graduate School of Education. **ALISA BERGER** is the executive director at the Deeper Learning Institute at the Harvard Graduate School of Education. **LIBBY WOODFIN** is the director of publications and research at the Deeper Learning Institute at the Harvard Graduate School of Education.



Noticing What Matters

Collaborating for Equity in Math Education

EDITED BY ELIZABETH VAN ES, VICTORIA HAND, ETHAN RUBIN, AND MICHELLE FRIERSON
FOREWORD BY JENNIFER LANGER-OSUNA AND JOI SPENCER

A panoramic exploration of how math educators can recognize and disrupt systemic inequities in their classrooms

Racial, gender, and socioeconomic disparities are prevalent in mathematics. This is, in part, due to processes that invisibly, yet unmistakably shape students' classroom experiences, like entrenched systems of power, deficit perspectives, other dominant norms, and narratives that contribute to an all-too common student refrain: "I'm just not good at math." In *Noticing What Matters*, the editors and contributors examine these inequities and discuss how educators can create classrooms that center students' unique assets and identities as math learners.

This book contains a collection of essays written by mathematics teachers, community youth leaders and activists, university researchers, and teacher educators who collaborated to study how injustice is perpetuated in mathematics classrooms. The volume centers perspectives of community youth educators who worked closely with BIPOC youth. Chapters highlight how educators learned to "notice for equity," a practice that encourages teachers to identify and challenge deficit narratives and harmful school practices that play out during moments of instruction. The editors and contributors explore what it means to notice race and power in math classrooms, how one's positionality shapes the way one attends to these processes, and how educators can take action based on what they've noticed. In addition, they offer a model of professional learning that teacher educators, professional development leaders, and mathematics teachers can use to bring mathematics educators in conversation with members of the community they serve to disrupt longstanding, persistent inequitable mathematics practices.

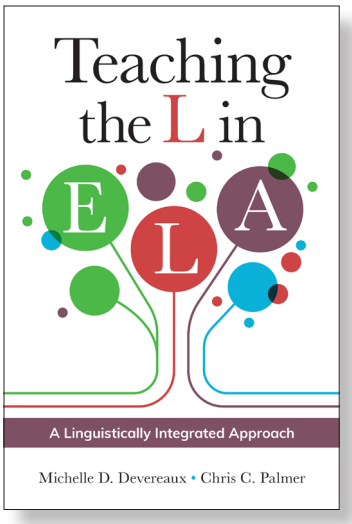
This volume will provide teacher educators and practicing teachers with a clear picture of what noticing for equity looks like in math classrooms, and how they can form learning communities to practice and promote this approach.

ELIZABETH VAN ES is a professor of teaching and learning at the University of California, Santa Barbara in the Gevirtz School of Education. **VICTORIA HAND** is associate professor emerita of STEM Education at the University of Colorado Boulder. **ETHAN RUBIN** is a postdoctoral research associate at the Boston University Wheelock College of Education and Human Development. **MICHELLE FRIERSON** is an assistant professor of mathematics education in the School of Teacher Education and Leadership at Utah State University.

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LANGUAGE ARTS

Teaching the L in ELA

A Linguistically Integrated Approach

MICHELLE D. DEVEREAUX AND CHRIS C. PALMER

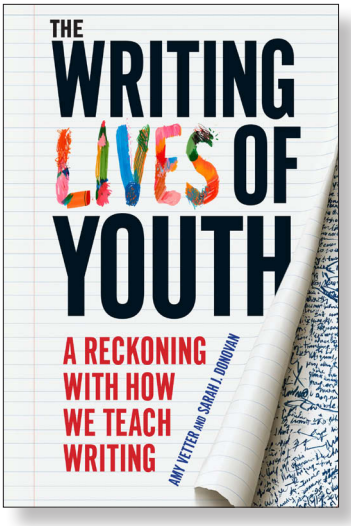
An actionable framework on how to infuse language and linguistics knowledge into existing ELA curricula in fun and inviting ways

English Language Arts (ELA) teachers are under pressure to improve students' reading and writing skills, but in most classrooms, the standard ELA curricula overlook a key element—the *L* in ELA. In this book, Michelle D. Devereaux and Chris C. Palmer explore the importance of purposeful language instruction and provide tools that educators can use to help students improve their writing, analyze a variety of texts, and apply critical thinking skills to all aspects of language in the ELA classroom.

Teaching the L in ELA examines how a foundational knowledge of language builds social understanding, engagement, and collaboration. By pulling from multiple research studies as well as over fifteen years of experience teaching linguistics and education courses, the authors deliver road-tested ideas and recommendations on how to integrate linguistics into ELA instruction. Directly tying core linguistics concepts like phonology, grammar, and sociolinguistics to fun and classroom-ready activities, the book demonstrates how hidden language tools unlock students' understanding of texts and engage them as motivated readers and writers. They acknowledge the constraints ELA teachers are currently working with, such as standardization and high-stakes testing, and give practical guidance for busy educators with no prior linguistics knowledge who wish to transform their ELA instruction and inspire their students.

Presenting an integrative, rather than additive, approach, *Teaching the L in ELA* shares a wealth of authentic examples and features two full unit plans aligned with common ELA topics. These strategies will empower students not only to understand how their own language use is valuable but also how the English language shapes our world.

MICHELLE D. DEVEREAUX is a professor of English and English Education at Kennesaw State University. **CHRIS C. PALMER** is a professor of English at Kennesaw State University.



The Writing Lives of Youth

A Reckoning with How We Teach Writing

AMY VETTER AND SARAH J. DONOVAN

An in-depth look at how schools can recognize, extend, and affirm the writing lives that young people are already engaged in

In this narratively rich, research-driven book, Amy Vetter and Sarah J. Donovan reimagine the generative possibilities of adolescent writing instruction in secondary schools. While it's common to see media reports on the "student literacy crisis," the authors argue that young people are writing more than ever—just in ways that schools tend not to value or even recognize.

The Writing Lives of Youth foregrounds teen-authored writing as multimodal, civic, and relational, well beyond the confines of standardized formats. Based on a survey of over 1,400 high schoolers and in-depth interviews with dozens of students and teachers, the book unpacks the forces that narrow what counts as writing in schools, such as high-stakes, standardized assessments and curricular constraints. Across the chapters, we meet young people who write to process emotion, to connect with their communities, and to make sense of their lives; and teachers who quietly advocate for youth by giving them opportunities to cultivate authentic writing practices. Through these rich, authentic vignettes, Vetter and Donovan highlight the disconnect between the narrow ways writing is taught and assessed in schools and the creative ways in which teens actually write, including fantasy sagas, slam poetry, internet debates, song lyrics, and more.

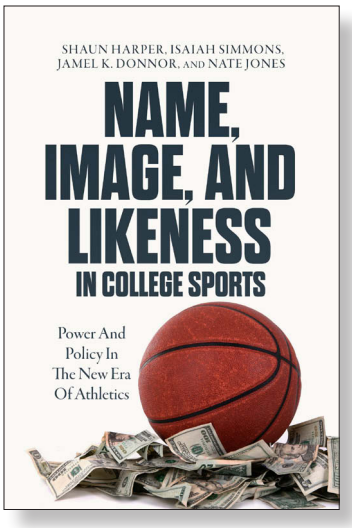
For educators, administrators, parents, and policymakers, *The Writing Lives of Youth* offers a challenge and invitation to reconsider assumptions about what people can do as writers and what writing instruction should make possible.

AMY VETTER is a professor in Secondary English Education at The University of North Carolina at Greensboro and a former high school English teacher. **SARAH J. DONOVAN** is an associate professor of Secondary English Education at Oklahoma State University and a former middle and high school English teacher.

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Name, Image, and Likeness in College Sports

Power and Policy in the New Era of Athletics

SHAUN R. HARPER, ISAIAH SIMMONS, JAMEL K. DONNOR, AND NATE JONES

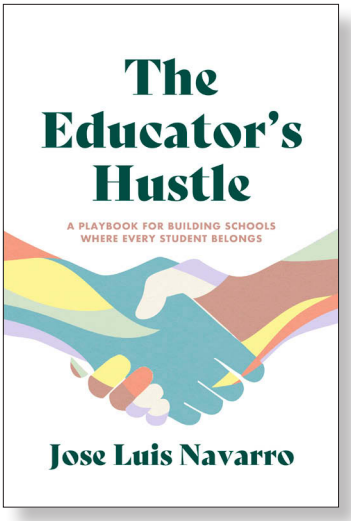
A deep dive into how monetization has altered the traditional athlete-institution relationship

Few developments have transformed intercollegiate athletics as drastically as the creation of Name, Image, and Likeness (NIL) policies. In this book, the authors provide guidance for college athletics administrators, journalists, policymakers, and others who wish to understand the challenges and opportunities that NIL presents for higher education.

In *Name, Image, and Likeness in College Sports*, the authors—an expert team of scholars specializing in racial equity, law, and policy—lay out the legal history of NIL, unpacking the landmark cases and policies that have shaped it. This legal analysis is combined with interviews with forty D1 athletes across eight sports, all from Power 4 Conferences, a year into the initial NIL change. The authors use these insights to offer crucial context and practical strategies for professionals who recruit, support, and advise athletes. In addition, the book shines a light on how new NIL policies pose equity threats for women, racially diverse student-athlete populations, and those at HBCUs and community colleges. Finally, the authors present a positive vision for what NIL policy could be and what college athletics departments should be prepared for in the years to come.

Name, Image, and Likeness in College Sports will be indispensable for coaches, athletics administrators, NIL coordinators, student-athlete academic support professionals, and all others who work in the ever-changing field of college sports.

SHAUN R. HARPER is university professor and provost professor in the Rossier School of Education, Marshall School of Business, and Price School of Public Policy at the University of Southern California, where he holds the Clifford and Betty Allen Chair in Urban Leadership. **ISAIAH SIMMONS** is director of the Racial Equity Hub in the UCLA Pritzker Center. **JAMEL K. DONNOR** is the Fred Huby Memorial Professor of Education and Law at The College of William & Mary. **NATE JONES** is a corporate and sports law attorney at Hunton Andrews Kurth in Richmond, Virginia.



The Educator's Hustle

A Playbook for Building Schools Where Every Student Belongs

JOSE LUIS NAVARRO

A guide for decreasing suspensions and raising achievement in high-poverty schools, centered on a radical, humanized understanding of what it means to support students

The monumental crisis facing American schools is compounding: idealistic educators are burning out while low-performing students are being punished for falling behind. Turnaround feels impossible when both students and educators feel let down by the system. *The Educator's Hustle* breaks this cycle, demonstrating proven, restorative measures that revolutionize the student-educator relationship.

Written by a struggling "troublemaker" student turned award-winning principal, this book shares both the why and how of community building as a core first step—because you can't restore something that never existed in the first place. To accomplish this, Jose Luis Navarro pulls no punches and walks readers through what it looks like to comprehensively integrate restorative practices into school culture and organization. Across chapters, Navarro shares evocative, unvarnished reflections from his near-dropout days and recounts how, under his leadership as principal, his school achieved a 99% graduation rate while serving a population of 100% socioeconomically disadvantaged students. Each chapter features step-by-step guidance, including templates, protocols, and conversation scripts, for establishing effective student-centered leadership, mentorship programs, asset-based data analysis, and more, all while working within district mandates. These tested approaches, synthesized over decades, show educators how to shift from having power over their students to sharing power with them.

The Educator's Hustle is an essential resource for teachers, leaders, principals, administrators, and others who refuse to be cynics and need a complete roadmap from someone who has lived on both sides of transformation.

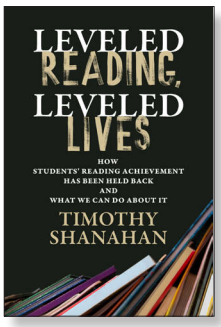
JOSE LUIS NAVARRO is an award-winning educator and the lead coach, consultant, and CEO of the Navarro Transformation Group, where he partners with schools and organizations to drive meaningful, lasting change. He is a former high school principal.

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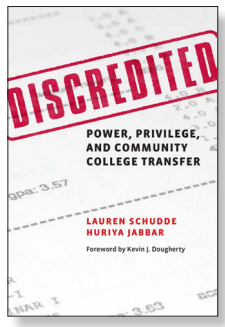
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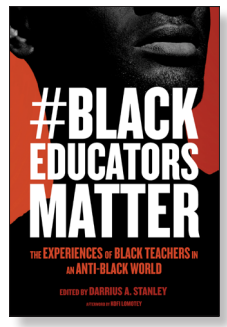
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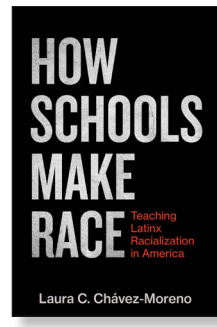
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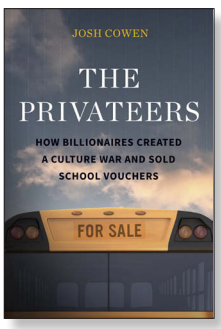


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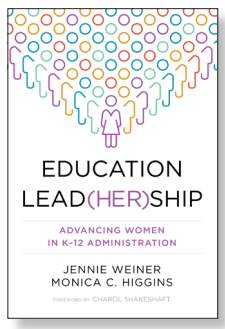
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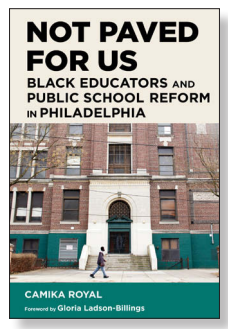
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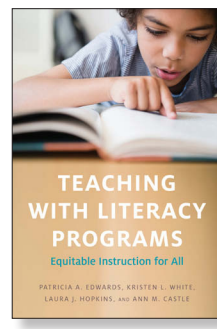
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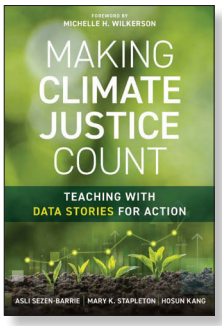
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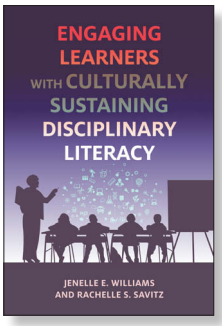
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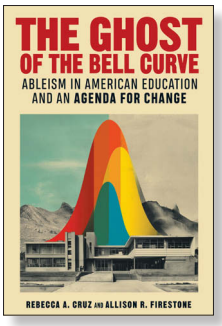
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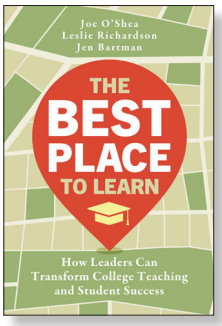
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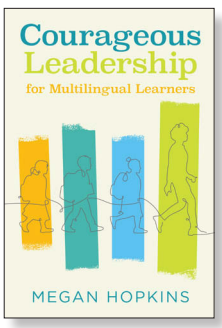
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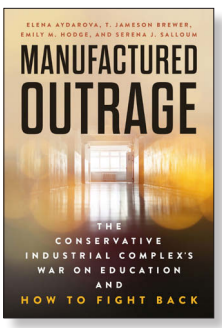
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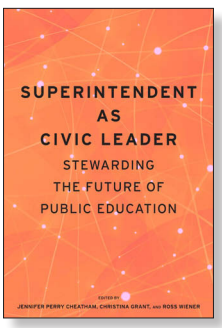
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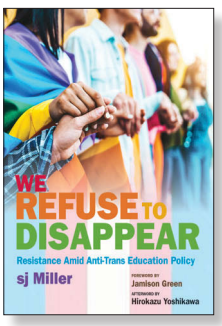
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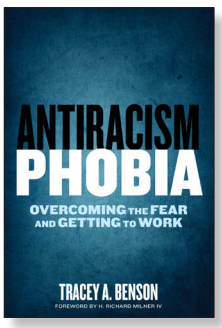
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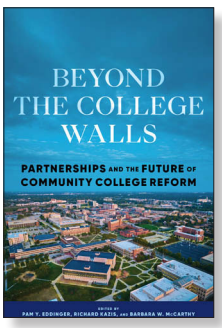
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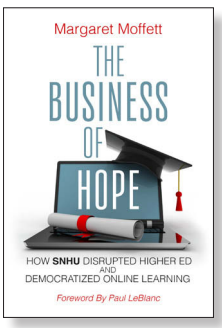
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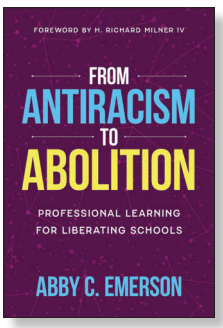
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