



**Harvard
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FALL 2023
catalog

Harvard Education Press's mission is to provide practitioners and policy makers 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.

FALL 2023

1 NEW BOOKS
14 RECENT RELEASES
16 AWARDS

Front and inside covers: Getty Images;
The John Weeks Bridge and Charles River at night, in
Cambridge, Adobe Images.



Teaching Climate Change

Fostering Understanding, Resilience, and a Commitment to Justice

MARK WINDSCHITL

“Informative, inspirational, and indispensable for any teacher seeking to empower today’s students to cope with the challenges of tomorrow’s warming world.”

—GLENN BRANCH, *deputy director, National Center for Science Education*

Teaching Climate Change lays out a comprehensive, NGSS-aligned approach to climate change education that builds in-depth knowledge of the subject, empowers students, and promotes a social justice mindset. In this fortifying and inspiring work, Mark Windschitl guides classroom teachers and educational leaders through an ambitious multilevel, multidisciplinary framing of climate change education as an integral element of school curricula.

Exuding hope for the future, Windschitl emphasizes the big picture of research-informed teaching about climate change. He presents real-life classroom examples that illustrate not only key STEM concepts such as carbon cycles and the greenhouse effect, biodiversity, and sustainability, but also broader issues, including the countering of misinformation, decarbonizing solutions, the centering of human stories, and the advancement of equity and environmental justice.

Windschitl offers keen advice for using methods such as storytelling, project-based learning, and models of inquiry backed by authoritative evidence as core strategies in science teaching and learning. He also addresses the social-emotional toll that discussion of the climate crisis may exact on both students and teachers. This timely book equips teachers to approach climate education with the urgency and empathy that the topic requires and shows how the classroom can inspire students to activism.

MARK WINDSCHITL is a professor of science teaching and learning at the University of Washington. He is the coauthor of *Ambitious Science Teaching*.

AUGUST 2023

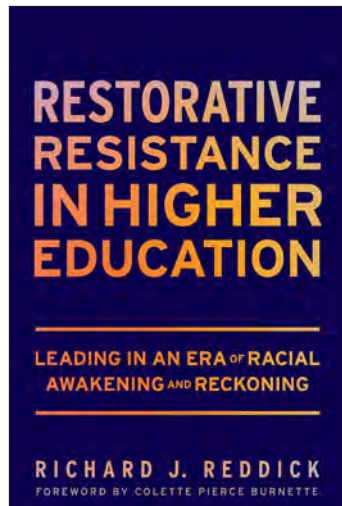
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SCIENCE AND TECHNOLOGY |
TEACHING METHODS AND
MATERIALS



SEPTEMBER 2023

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HIGHER EDUCATION |
RACE AND EQUITY

Restorative Resistance in Higher Education

Leading in an Era of Racial Awakening and Reckoning

RICHARD J. REDDICK

FOREWORD BY COLETTE PIERCE BURNETTE

“Rich Reddick has written not only a useful book, but an inspiring one. Today’s environment has become even more difficult for those doing diversity, equity, and inclusion work, but Reddick’s commitment shines through and serves as a springboard for the work that must be done.”

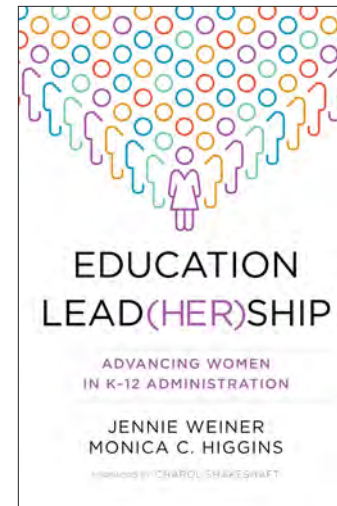
—MARYBETH GASMAN, *Samuel DeWitt Proctor Endowed Chair in Education and University Distinguished Professor, Rutgers University*

In *Restorative Resistance in Higher Education*, diversity researcher and educator Richard J. Reddick shares the wisdom gained from three decades of diversity, equity, and inclusion (DEI) work in educational settings. Reddick centers DEI efforts as challenging yet essential components of college life, recognizing campus environments not just as mirrors reflecting societal values and biases but also as crucibles for social change.

Creating a more equitable college campus, Reddick argues, is a complex task that should be met by all members of the university community. He discusses many measures that promote wider involvement, including campus cultural orientations, professional development for faculty and staff, and frameworks to help institutional leaders respond to inequity and exclusion on campus.

Delivering a trove of best practices for equity advancement, Reddick offers DEI professionals, and all members of the higher education community, the tools to engage in the work on professional, academic, and personal levels. He advocates developmental relationships such as mentoring, role modeling, and coaching as a means for historically marginalized students to access hidden educational pathways. He also encourages frank discussion of the social and emotional tax on persons who participate in or lead work on these highly charged issues. Throughout this crucial work, Reddick emphasizes the importance of restorative and sustaining approaches: those that promote practitioner well-being and challenge unjust structures.

RICHARD J. REDDICK is a distinguished service professor in educational leadership and policy and senior vice provost for curriculum and enrollment and dean of undergraduate studies at The University of Texas at Austin.



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LEADERSHIP | PROFESSIONAL
DEVELOPMENT

Education Lead(her)ship

Advancing Women in K-12 Administration

JENNIE WEINER AND MONICA C. HIGGINS

FOREWORD BY CHAROL SHAKESHAFT

“This book is a must-read for current and aspiring women leaders and all system-level leaders including school board members, superintendents, and their male counterparts at every level of the system.”

—DEBORAH JEWELL-SHERMAN, *Gregory R. Anrig Professor of Practice in Educational Leadership, Harvard Graduate School of Education*

Education Lead(her)ship exposes the systemic obstacles that impede the professional advancement of women in K-12 education and offers readers the tools to recognize and combat these inequities. In this rousing work, educational leadership scholars Jennie Weiner and Monica Higgins investigate patterns of gender bias in the profession, prompted by the observation that, although the great majority of classroom educators are women, disproportionately few women inhabit leadership positions such as principal, superintendent, or school administrator.

Through candid interviews with more than 200 women educational leaders, Weiner and Higgins pinpoint implicit and explicit means of repression and highlight the resources that these leaders have marshaled to punch through systemic barriers. The interviewees recount the many forms of sexism and racism they have confronted in the workplace, including microaggressions, stereotypes about women’s work, and the expectation of uncompensated emotional labor.

Taking aim at the widespread gender and racial discrimination in school systems, Weiner and Higgins identify paths to empowerment for women in education. They advocate solidarity, collective action, and leveraging networks of allies to push for the re-engineering of our educational organizations, environments, and cultures to sow a more balanced and equitable leadership landscape.

JENNIE WEINER is an associate professor of educational leadership at the University of Connecticut. **MONICA C. HIGGINS** is the Kathleen McCartney Professor of Education Leadership at the Harvard Graduate School of Education.



“Whatever It Is, I’m Against It”

Resistance to Change in Higher Education

BRIAN ROSENBERG

“Essential reading for anyone who wants to understand how we might move from the current university structures, practices, and cultures that protect the status quo to ones that inspire innovation in the service of students and the common good.”

—MICHAEL S. ROTH, *president, Wesleyan University and author of The Student: A Short History*

In *“Whatever It Is, I’m Against It,”* president emeritus of Macalester College Brian Rosenberg draws on decades of higher education experience to expose the entrenched structures, practices, and cultures that inhibit meaningful postsecondary reform, even as institutions face serious challenges to their financial and educational models. A lively insider’s account, the book pinpoints factors that hinder the ability of US colleges and universities to be creative and entrepreneurial amid calls to improve affordability, access, and equity for students.

Through pithy personal stories of divisive town hall meetings, multiyear college governance battles, and attempts at curricular reform, Rosenberg illustrates internal and external dynamics that impede institutional evolution. Pressures such as declining enrollment, escalating costs, and an oversupply of PhDs in academia have long signaled a grave need for reform within a profession that, as Rosenberg ruefully acknowledges, lacks organizational flexibility, depends greatly on reputation and ranking, and retains traditions, from the academic calendar to grading systems, that have remained essentially the same for decades.

Rosenberg looks outside the US system to find possible antidotes in innovative higher education models such as student-centered and experiential learning approaches. This thought-provoking work offers ample evidence for presidents, chancellors, deans, provosts, and faculty to consider as they plan their missions to achieve institutional transformation.

BRIAN ROSENBERG is president emeritus of Macalester College and visiting professor at the Harvard Graduate School of Education. He also serves as senior advisor to the African Leadership University.

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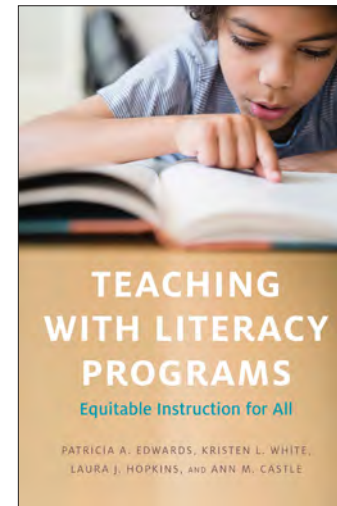
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HIGHER EDUCATION |
REFORM



Teaching with Literacy Programs

Equitable Instruction for All

PATRICIA A. EDWARDS, KRISTEN L. WHITE, LAURA J. HOPKINS,
AND ANN M. CASTLE

“These experienced educators have assembled a set of professional tools to help teachers transform even the most mundane of commercial language arts programs into culturally relevant, culturally sustaining, antiracist curricula.”

—P. DAVID PEARSON, *Evelyn Lois Corey Emeritus Chair in Instructional Science, Berkeley School of Education, University of California, Berkeley*

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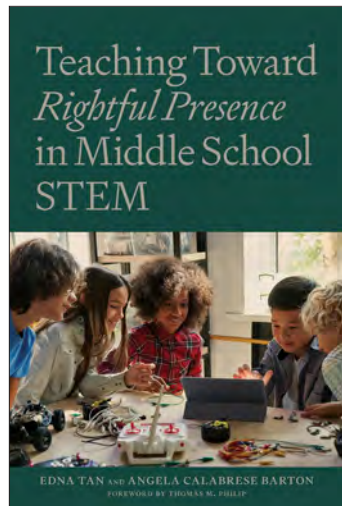
LITERACY | TEACHING METHODS
AND MATERIALS

In *Teaching with Literacy Programs*, Patricia A. Edwards, Kristen L. White, Laura J. Hopkins, and Ann M. Castle present a model that allows educators to address educational inequity through the critical and adaptive use of existing literacy curriculum materials. In this accessible work, they advise educators on ways to combine common classroom materials, such as basal readers and core reading programs, with instructional practices that provide high-quality, responsive instruction to all students.

Edwards, White, Hopkins, and Castle credit literacy instruction as a core part of overall educational equity, and they recognize the crucial role that educators play in translating materials into instruction that benefits all learners. Here they offer teacher education in support of this essential role, deftly guiding educators through a four-part development process, CARE, an acronym for cultivating critical consciousness, analyzing materials, reconstructing curricula, and evaluating instruction reflectively to advance equity. Built upon culturally relevant, sustaining, and antiracist pedagogy, CARE enables teachers to provide literacy instruction that meets the range of needs and performance levels in classrooms, supporting students in attaining academic achievement, cultural competence, and critical consciousness.

The approach outlined in this work, which can be put into immediate practice, helps educators to provide literacy instruction that builds on students’ multiple literacies and reduces educational inequity.

PATRICIA A. EDWARDS is a member of the Reading Hall of Fame and University Distinguished Professor at Michigan State University. **KRISTEN L. WHITE** is an assistant professor of education at Northern Michigan University. **LAURA J. HOPKINS** is the assistant director over elementary instruction and learning support at LIFE International School in Spain. **ANN M. CASTLE** is an assistant professor of literacy education in the Department of Teacher Education at Michigan State University.



Teaching Toward Rightful Presence in Middle School STEM

EDNA TAN AND ANGELA CALABRESE BARTON
FOREWORD BY THOMAS M. PHILIP

Practical guidance for teachers aiming to strategically support the full participation and engagement of minoritized students in STEM education

In *Teaching Toward Rightful Presence in Middle School STEM*, Edna Tan and Angela Calabrese Barton introduce the rightful presence framework, a multifaceted approach to instruction that enables historically marginalized students to gain agency in their science, technology, engineering, and mathematics (STEM) learning.

This necessary work presents practical, justice-centered STEM pedagogy that can begin to reverse the messages of exclusion that have pervaded K–12 science education. Tan and Calabrese Barton first delve into the complex legacy of systemic injustice in education, showing how forms of racialization and colonization that are manifest in schooling practices have excluded and led to the disengagement of students who have been historically marginalized because of their race, immigration status, language, class, sexuality, or gender. Through cases and vignettes from middle-school classrooms, they illustrate real-life strategies and instructional decisions that help counteract inequalities. Reaching beyond inclusion, they suggest approaches such as coplanning, coproduction, and community ethnography that disrupt the norms of the science classroom and validate the community's powerful cultural knowledge and relevant experience.

Tan and Calabrese Barton show how the rightful presence framework can foster student engagement and support identity formation. This work gives teachers and other practitioners a means to critique, challenge, and disrupt underlying power structures in middle school STEM.

EDNA TAN is Hooks Distinguished Professor of STEM Education at the University of North Carolina at Greensboro. Her collaborative research investigates what constitutes equitable and consequential science and engineering learning for historically underrepresented, minoritized youth across learning contexts and over time. **ANGELA CALABRESE BARTON** is chair of Educational Studies and professor of science education and the learning sciences at the University of Michigan. She studies approaches to science teaching and learning in school and community settings that disrupt and transform systemic injustices in learning environments serving minoritized youth and that promote justice-oriented outcomes.

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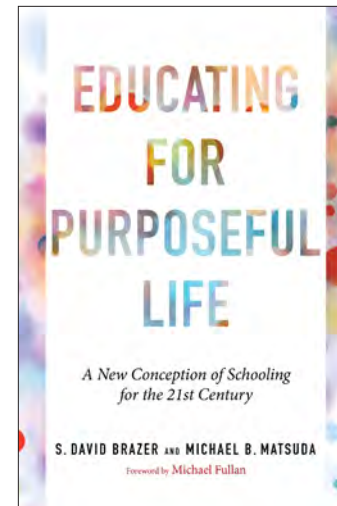
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SCIENCE AND TECHNOLOGY |
TEACHING METHODS AND
MATERIALS



Educating for Purposeful Life

A New Conception of Schooling for the 21st Century

S. DAVID BRAZER AND MICHAEL B. MATSUDA
FOREWORD BY MICHAEL FULLAN

A visionary blueprint for educational reform that envisions school systems as opportunity engines, preparing young citizens for future workplace success, civic engagement, and fulfilling lives

Educating for Purposeful Life documents positive change within the Anaheim Union High School District, whose overarching mission is to prepare high school graduates who possess a clear sense of purpose and the capacity to achieve their goals. Superintendent Michael Matsuda and education consultant David Brazer lay out the district's innovative approaches to organizing, leading, teaching, and learning. They demonstrate how education policy, organization theory, and external partnerships work together within this grades 7–12 district to scaffold student success, resulting in greater high school graduation rates and four-year college matriculation and persistence rates.

A rousing account of effective school reform, this work illuminates the district's Career Preparedness Systems Framework, which integrates affective and cognitive development opportunities, trade and professional development programs, and community engagement efforts. Matsuda and Brazer show how this framework, combined with a strengths-based approach that recognizes and affirms students' individual life experiences, helps meet the educational needs of all students, including those from traditionally underserved populations.

Presenting secondary education as a means to support democracy, address employability gaps, and elevate student voice and purpose, this thought-provoking work provides ample ideas for how other districts might engage in educating for purposeful life.

S. DAVID BRAZER is a former teacher, high school principal, and professor of education leadership. The author of numerous articles and three books, he is currently principal consultant at Brazer Education Consulting, where he engages with schools and districts in leadership development and individual coaching. **MICHAEL B. MATSUDA** is superintendent of the Anaheim Union High School District, an urban public school district with 20 secondary schools for grades 7–12. He is a frequent author of articles and commentaries on the need to transform secondary education from focusing exclusively on college readiness to educating students to be life-ready.

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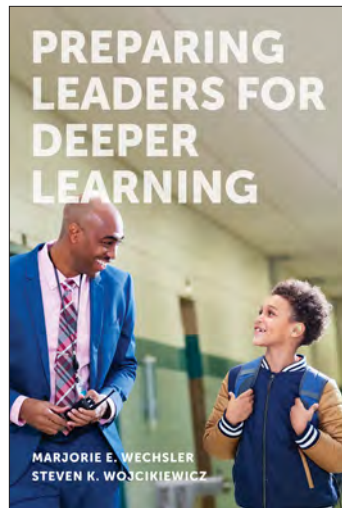
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DISTRICT-BASED REFORM



Preparing Leaders for Deeper Learning

MARJORIE E. WECHSLER AND STEVEN K. WOJCIKIEWICZ

An astute assessment of the educational leadership skills and leadership development practices that align with deeper learning in K–12 schools

Preparing Leaders for Deeper Learning spotlights educational leaders as key actors in the urgent task of readying students for college, careers, and citizenship in an evolving world. Marjorie Wechsler and Steven Wojcikiewicz argue that, in response to new understandings of learning and development and emerging societal needs, K–12 school leaders must be able to shift institutions toward deeper learning models, in which collaboration, critical thinking, and project-based learning are fundamental concepts.

Through detailed case studies, Wechsler and Wojcikiewicz demonstrate how educational leadership development programs can prepare principals to guide their schools, teachers, and students toward deeper learning and equity. They highlight the approaches of five exemplary leadership preparation programs—the University of Illinois at Chicago, Long Beach Unified School District, Arkansas Leadership Academy, National Institute for School Leadership, and the University of California, Berkeley—which together serve educational leaders at all career levels, from initial training for candidates through in-service professional development for seasoned school principals. They identify school structures and classroom practices that enable these programs to confer the skill set needed for deeper learning leadership, and they describe the education policy priorities that can support school leaders in acquiring these necessary skills.

This book shows that targeted leadership development is a vital component of transforming schools to create deeper learning opportunities for all students.

MARJORIE E. WECHSLER is the principal research manager and the colead of the educator quality team at the Learning Policy Institute. She leads mixed-methods research studies related to teacher and leader development, school- and district-level reform, and systems approaches to educational improvement. **STEVEN K. WOJCIKIEWICZ** is a senior researcher and policy advisor at the Learning Policy Institute. In his 25 years of education experience, he has worked as a teacher, experiential educator, professor, researcher, and policy advisor.

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LEADERSHIP | PROFESSIONAL
DEVELOPMENT



Emotional Intelligence for School Leaders

JANET PATTI AND ROBIN STERN

FOREWORD BY DANIEL GOLEMAN

AFTERWORD BY MARC BRACKETT

A handbook that helps educational leaders hone the social and emotional skills essential to promoting positive school culture and navigating their complex jobs

In this profoundly useful work, Janet Patti and Robin Stern make the case for social-emotional learning (SEL) as part of a critical skill set for K–12 school leaders, and they offer coaching on how to integrate emotional intelligence into leadership practices. Patti and Stern draw on recent research from psychology and education, as well as their combined 40 years of experience in the fields of SEL and leadership training, to highlight the many benefits of SEL-focused professional development for superintendents, principals, and aspiring school leaders. They also give readers the tools to develop their own SEL skills.

Emotional Intelligence for School Leaders outlines key SEL skills, from mindfulness and self-management to relationship building and conflict resolution, and details how each can be applied in a leadership context. Case studies of a variety of successful educational leaders who employ positive psychology in their work illustrate the strategies they used to cultivate and apply their own SEL skills.

This encouraging book underscores how teams that lead with self-awareness and empathy can promote well-being, foster resilience, and prevent burnout among educators and ultimately increase equity in the education system.

JANET PATTI is professor emeritus, Hunter College School of Education, where her teaching and research concentrated on educational leadership. **ROBIN STERN** is the cofounder and associate director for the Yale Center for Emotional Intelligence and a licensed psychoanalyst with 30 years of experience. They are cocreators of the STAR Factor Coaching model, which helps educational leaders enhance their emotional intelligence skills.

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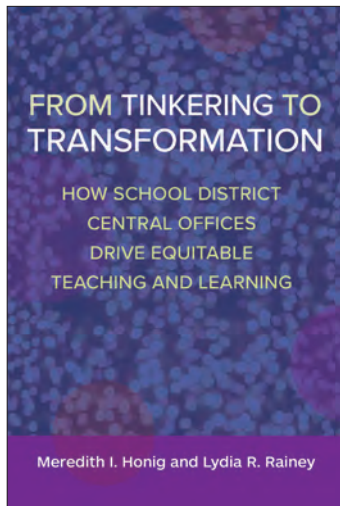
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LEADERSHIP



From Tinkering to Transformation

How School District Central Offices Drive Equitable Teaching and Learning

MEREDITH I. HONIG AND LYDIA R. RAINEY

A model guide for reconceiving the central office to help educational leaders build equity-aligned, research-based approaches to district reform

In *From Tinkering to Transformation*, Meredith Honig and Lydia Rainey call on superintendents and other district leaders to rethink the very premises that underlie the long-standing ways of working in their central offices. Based on the results of nearly two decades of research from districts of 200 to 200,000 students, Honig and Rainey pinpoint how central offices support equitable teaching and learning in schools through specific changes in key central office functions: teaching and learning, human resources, principal supervision, operations, and the superintendent's cabinet.

Using lively case studies, detailed examples, and performance data from ten US school districts, Honig and Rainey deftly highlight how central offices must transform in order to support equitable teaching and learning in schools. They identify typical pitfalls district leaders may encounter, illustrate a guiding set of design principles that can be used to inform transformation efforts, and offer practical advice on how to realize the ambitious goals of fundamental systemic change for equity.

This inspiring work shows how district leaders can move forward with revolutionary central office reforms that support equitable teaching and learning for every student.

MEREDITH I. HONIG is professor of Education Policy, Organizations, and Leadership at the University of Washington, where she also founded and directs the District Leadership Design Lab. **LYDIA R. RAINEY** is a principal at the Center for Reinventing Public Education.

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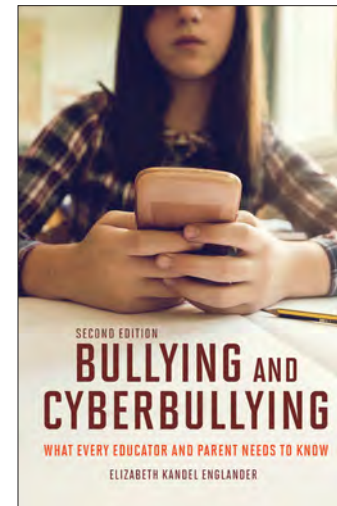
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ADMINISTRATION



Bullying and Cyberbullying, Second Edition

What Every Educator and Parent Needs to Know

ELIZABETH KANDEL ENGLANDER

Revised and updated to address shifts in the climate of bullying in schools and online, this timely work suggests anti-bullying approaches that are concrete, practical, and grounded in research

In this deeply insightful work, nationally renowned bullying expert Elizabeth Kandel Englander offers sensible perspectives on student social behavior and equips educators and parents with effective strategies to identify and address bullying. This second edition of *Bullying and Cyberbullying* reveals how enormous social changes, increased digital connections, and a global pandemic have indelibly altered the psychological world of children—and in turn shaped their peer interactions.

Englander notes that effective school bullying prevention and intervention is rooted in a solid understanding of child development, social structures in schools, and the connections between online behavior and in-school socializing. Building on continuing research on smartphone and social media usage, online privacy, and sexting and other risky behaviors, this updated edition prepares educators and parents to identify gateway behaviors, anticipate bias-based bullying, and respond to aggression and harassment. Englander offers sage advice for promoting resilience, strong friendships, and healthy technology use, among other prosocial behaviors that can avert bullying among students.

This much-needed work provides an accessible framework for understanding and responding effectively to bullying and offers suggestions for collaboration between educators and parents.

ELIZABETH KANDEL ENGLANDER is the executive director of the Massachusetts Aggression Reduction Center at Bridgewater State University and an internationally recognized researcher and program developer in the areas of bullying and cyberbullying prevention, children's use of technology, and mental health. She is the author of nine books, more than a hundred research articles, and curricula that are used in all 50 states in the US.

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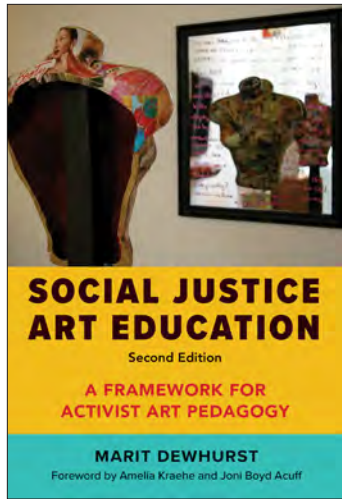
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CLASSROOM MANAGEMENT |
YOUTH DEVELOPMENT



Social Justice Art Education, Second Edition

A Framework for Activist Art Pedagogy

MARIT DEWHURST

FOREWORD BY AMELIA KRAEHE AND JONI BOYD ACUFF

Expanding on a groundbreaking framework, this revised edition connects activist art education with current campaigns for social justice

Nearly a decade after *Social Justice Art*, innovative arts educator Marit Dewhurst returns with a new edition offering further guidance for developing meaningful, justice-centered art programming. Reflecting on a growing interest in the field and its place within larger movements that uses creative strategies to drive social change, Dewhurst brings new research to bear on her interviews with educators, artists, and students to suggest clear, actionable approaches to facilitating the collaborative process of creating art for social change.

In *Social Justice Art Education*, Dewhurst examines how to teach art-making to address systems of injustice, how to talk about the process, and the role of activist art projects not only in school classrooms but also within museum education, afterschool education, and other youth programming. In a new chapter, she introduces essential steps that prepare educators to engage in this work: recognizing power differentials, identifying community strengths, and nurturing relationships. Through real-world examples, Dewhurst highlights three key learning processes—connecting, questioning, and transforming—and frames a critical arts pedagogy that incorporates collaboration, inquiry-based discussion, and changemaking into arts curricula.

This invigorating work provides common language and concrete support for educators and others who want to expand and refine their practices, empowering students through liberatory education that aims to inspire social change.

MARIT DEWHURST is professor of art and museum education at City College of New York and writes and teaches about how the arts can help us collectively imagine and create more just and caring worlds.

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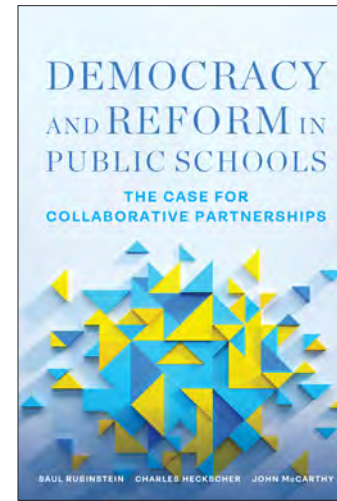
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ART EDUCATION | TEACHING
METHODS AND MATERIALS



Democracy and Reform in Public Schools

The Case for Collaborative Partnerships

SAUL RUBINSTEIN, CHARLES HECKSCHER, AND
JOHN MCCARTHY

A thought-provoking examination of how public education systems can be strengthened through strategic relationships both within schools and with outside partners

In *Democracy and Reform in Public Schools*, Saul Rubinstein, Charles Heckscher, and John McCarthy apply their expertise in labor relations to public school reform. They envision a model of K–12 education that shifts away from the tenets of neoliberalism and centers on productive collaboration among school boards, school administrators, teacher unions, and other education stakeholders.

Providing evidence of the links between collaborative partnerships and improved student outcomes, Rubinstein, Heckscher, and McCarthy build on a rich body of research on interorganizational cooperation. They highlight case studies such as that of the New Jersey Public School Labor-Management Collaborative as leading examples of how better student performance, more intra-district learning and innovation, and reduced teacher turnover can be traced to greater educator collaboration. Citing examples not only from the K–12 educational sector but also from successful union–management partnerships in the automobile, steel, and telecommunications industries, they then identify proven strategies to foster collaborative partnerships at district, state, and national levels. They discuss techniques for forging new partnerships, sustaining collaborative efforts, and expanding the collaborative partnership model to larger scales.

This work expertly demonstrates how employment relations practices are antecedents to whole-system reform in schools.

SAUL RUBINSTEIN is a professor in the School of Management and Labor Relations at Rutgers University and director of the Collaborative School Leadership Initiative. **CHARLES HECKSCHER** is a distinguished professor in the School of Management and Labor Relations at Rutgers University and codirector of the Center for the Study of Collaboration. **JOHN MCCARTHY** is an associate professor at Cornell University's ILR School, where he studies management and labor relations in US public education.

DECEMBER 2023

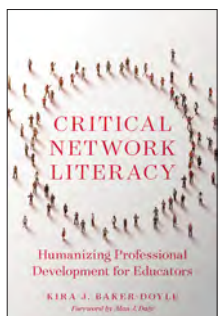
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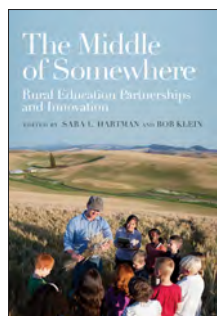
DISTRICT-BASED REFORM |
POLICY



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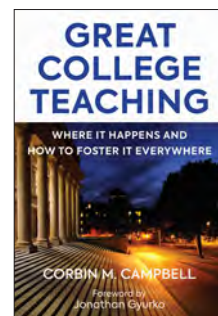
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Leadership



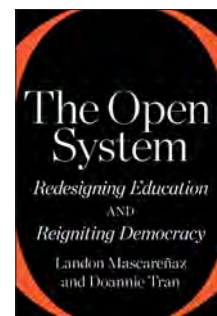
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Policy | School Reform



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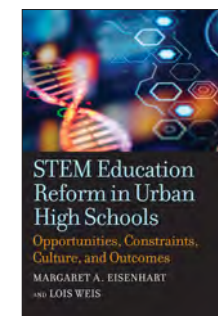
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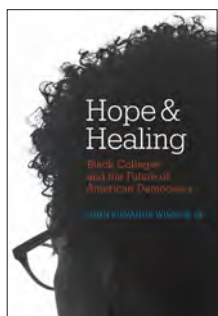
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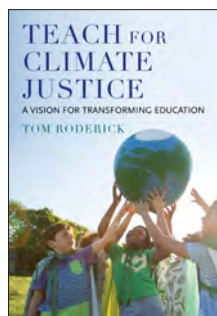
STEM Education Reform in Urban High Schools
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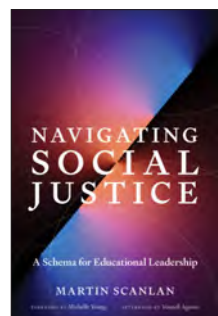
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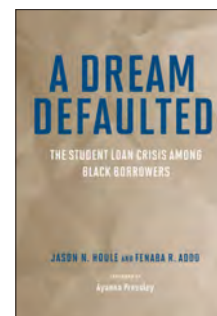
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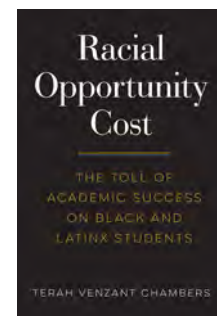
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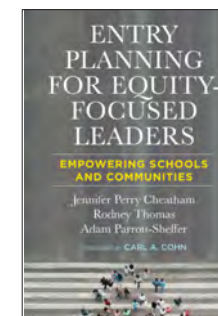
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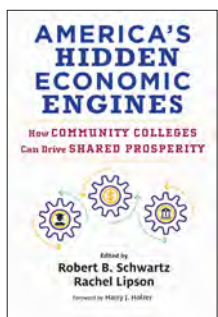
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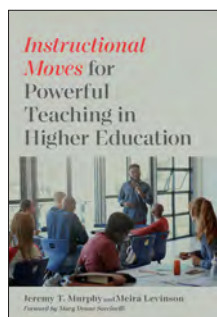
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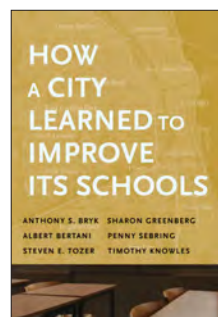
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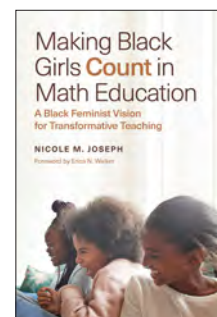
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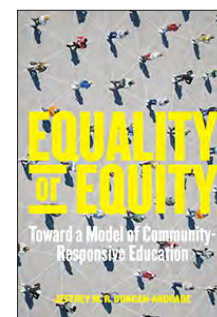
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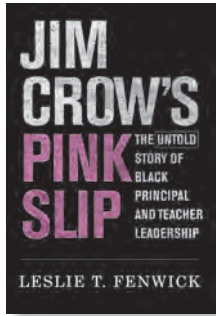
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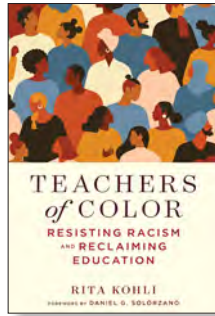
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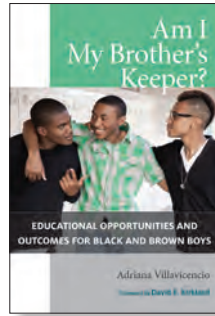
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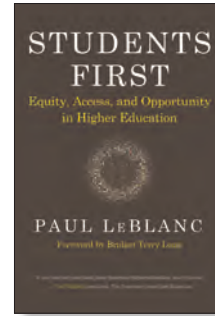
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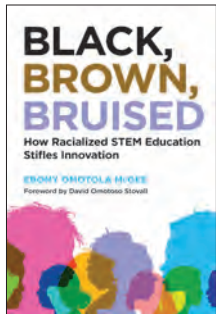
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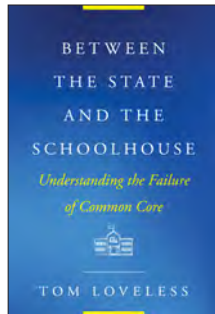
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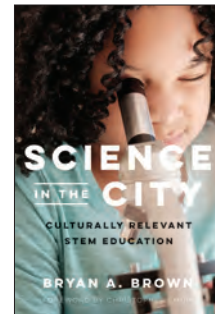
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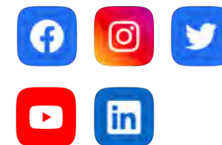
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