

New and Recent Titles in Education

MYERS EDUCATION PRESS

Fall/Winter 2025-2026

**“We were wrong.
We thought that our
last catalog was
the best ever,
but this one is
Even Better!”**

Award-Winning Books for Faculty, Students, Libraries and Classrooms



My dear friends and colleagues,

I hope that you find this fall/winter catalog to be useful, brimming with great books for your research and your classrooms.

Between publishing new books and maintaining our ever-expanding marketing networks, we've had a busy time of things. Our new partnership with the Mare Nostrum Group has already produced tangible results. International sales have increased significantly and we've seen an uptick in the number of requests from publishers of other languages to translate our books.



The growth of our Improvement Science program has been exceptional. We welcome our new partner, the AERA Improvement Science Special Interest Group (IS SIG) and we look forward to publishing their scholarly output. We sponsored the East Coast Improvement Summit in November. As a result, we've acquired more very good content for the list.

Congratulations to Miguel N. Abad and Gilberto Q. Conchas, editors of *Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces* on their Critics Choice Book Award from AESA. This brings us to a total of 75 book awards since 2018.

Finally, the fall conference season, made up of a mixed salad of organization acronyms, was a great success. We sponsored or exhibited at the Association for Advancing Quality in Educator Preparation (AAQEP) Institute (partnership), the Carnegie Project for the Education Doctorate (CPED) Convening (partnership), the American Educational Studies Association (AES) conference, East Coast Improvement Summit, the National Association for Multicultural Educators (NAME) conference (partnership) and the University Council for Educational Administration (UCEA) annual meeting. It's always wonderful to see our friends and authors while we're on the road.

I wish you continuing success as we transition from the fall to the spring semester. Let us know if you wish to talk about publishing with us.

Best wishes,
Chris Myers
President and Publisher

TABLE OF CONTENTS

Award Winners	2-5
Improvement Science	8
The Education Doctorate	18
Accreditation	26
Advice for Students and Faculty	30
Special Education/Disability Studies	33
Black Studies in Education	37
Higher Education	44
Ethnic Studies	47
Activism/Social Justice	51
LGBTQ+	68
Classroom Teaching/ Teacher Leadership	71
Curriculum & Instruction	77
General Education	91
Early Years/Youth Studies	95
Ed Tech/Media & Communications	98
Research in Education	99
Educational Psychology	113
Academy for Educational Studies	114
History of Education	118
Timely Classics in Education	119
Title Index	120
Author Index	122
Ordering Info	126



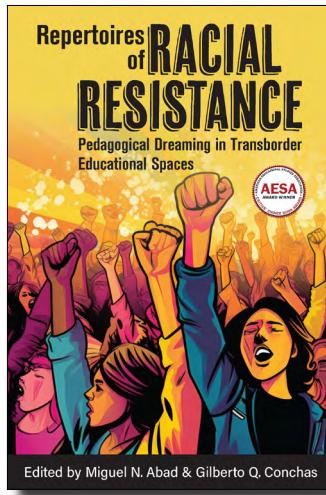
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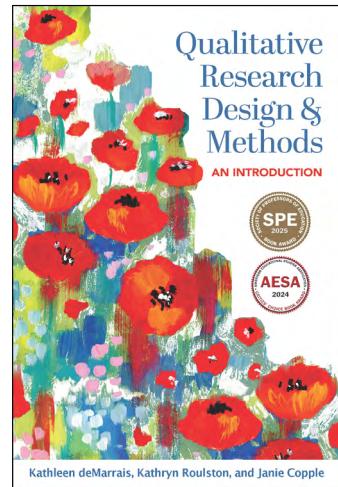
We are always honored when one of our books receives recognition from an academic organization that chooses it to receive a book award.

The next few pages provide a complete list of our award-winning titles.

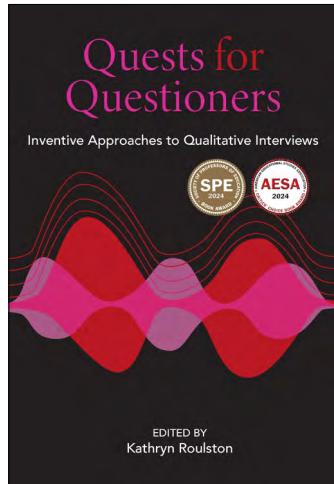
Many of them are great for your classroom!



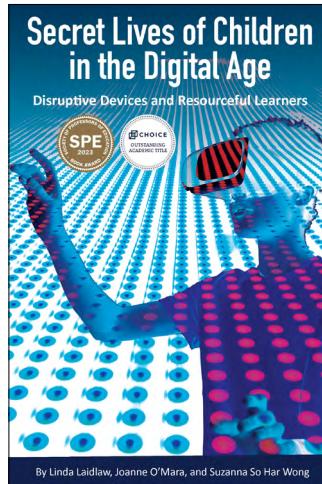
2025 AESA Critics' Choice Award Winner
(See page 50)



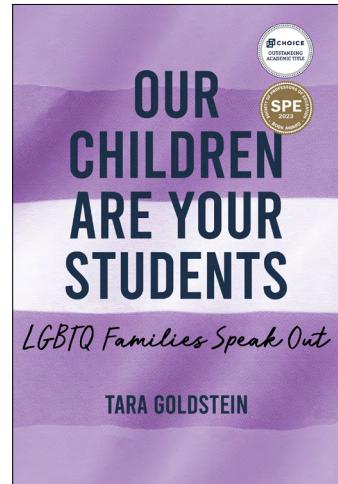
2025 SPE Outstanding Book Award Winner
2024 AESA Critics' Choice Award Winner
(See page 105)



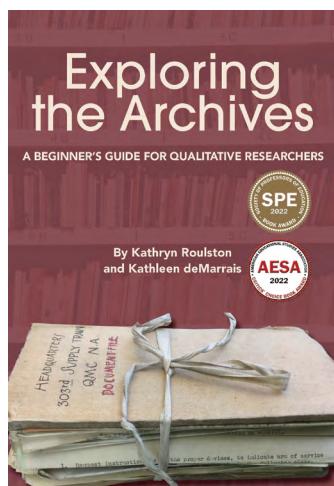
2024 AESA Critics' Choice Award Winner
2024 SPE Outstanding Book Award Winner
(See page 105)



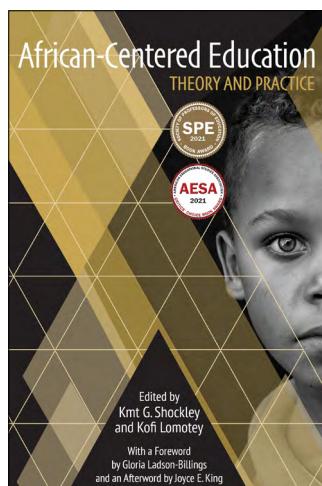
2023 CHOICE Outstanding Academic Title
2022 SPE Outstanding Book Award Winner
(See page 98)



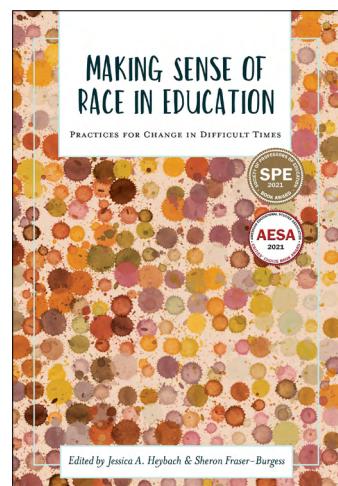
2022 CHOICE Outstanding Academic Title
2023 SPE Outstanding Book Award Winner
(See page 69)



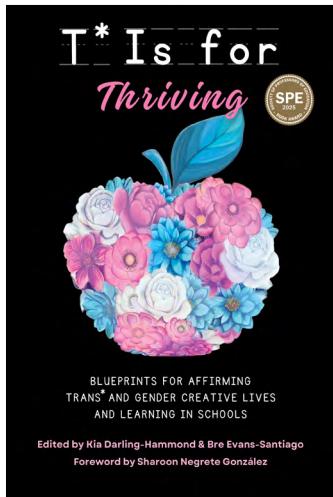
2022 AESA Critics' Choice Award Winner
2022 SPE Outstanding Book Award Winner
(See page 108)



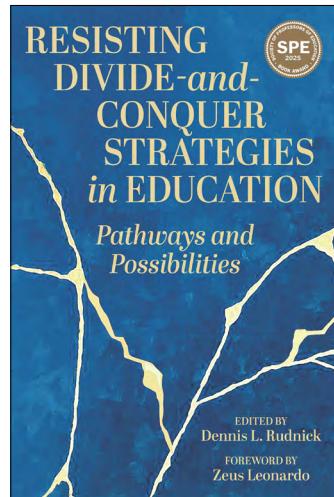
2021 AESA Critics' Choice Award Winner
2021 SPE Outstanding Book Award Winner
(See page 39)



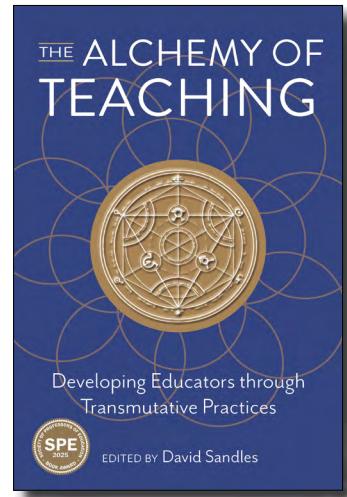
2021 AESA Critics' Choice Award Winner
2021 SPE Outstanding Book Award Winner
(See page 117)



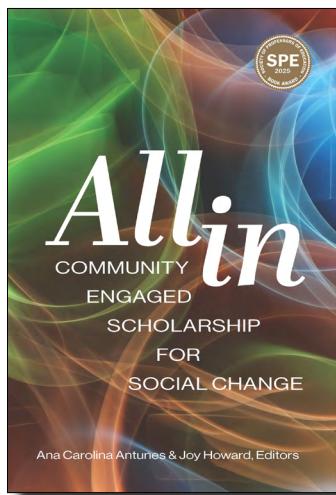
2025 SPE Outstanding Book Award
(See page 68)



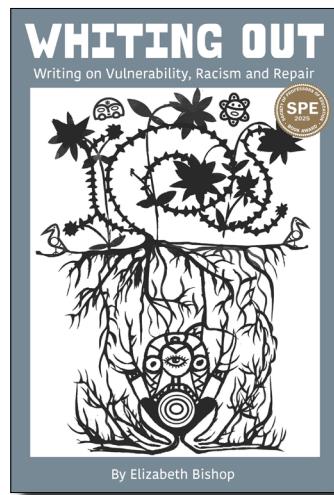
2025 SPE Outstanding Book Award
(See page 61)



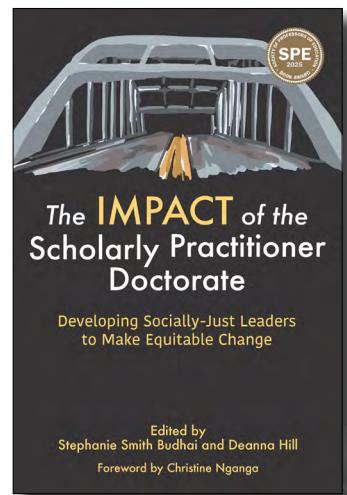
2025 SPE Outstanding Book Award
(See page 73)



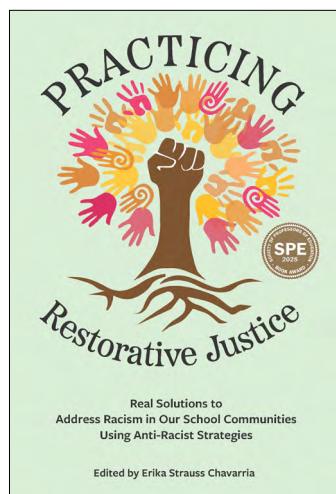
2025 SPE Outstanding Book Award
(See page 61)



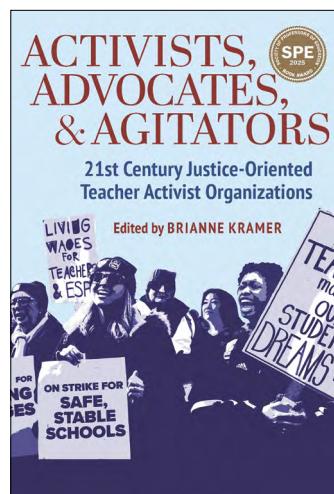
2025 SPE Outstanding Book Award
(See page 63)



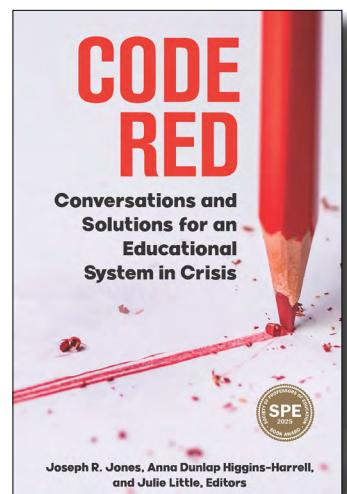
2025 SPE Outstanding Book Award
(See page 23)



2025 SPE Outstanding Book Award
(See page 59)



2025 SPE Outstanding Book Award
(See page 60)



2025 SPE Outstanding Book Award
(See page 62)

PREVIOUS WINNERS

Win-Win

2024 SPE Outstanding Book Award
(See page 17)

The Antonia Darder Reader

2024 SPE Outstanding Book Award
(See page 85)

Thinking About Black Education

2024 SPE Outstanding Book Award
(See page 40)

It's Not Rocket Science

2024 SPE Outstanding Book Award Honorable Mention
(See page 17)

A Soul-Centered Approach to Educating Teachers

2024 SPE Outstanding Book Award Honorable Mention
(See page 41)

Our Bodies Tell the Story

2024 SPE Outstanding Book Award Honorable Mention
(See page 107)

Transforming Identities

2024 SPE Outstanding Book Award Honorable Mention
(See page 24)

The Action Research Dissertation

2024 SPE Outstanding Book Award Honorable Mention
(See page 107)

Justice for Black Students

2023 SPE Outstanding Book Award
(See page 39)

The Autism Industrial Complex

2023 SPE Outstanding Book Award
(See page 95)

Reckoning

2023 SPE Outstanding Book Award
(See page 118)

Insurgent Social Studies

2023 SPE Outstanding Book Award
(See page 87)

Transformative Autoethnography for Practitioners

2023 SPE Outstanding Book Award
(See page 108)

Freirean Echoes

2023 SPE Outstanding Book Award
(See page 88)

**Improvement Science as a
Tool for School Enhancement**

2023 SPE Outstanding Book Award Honorable Mention
(See page 16)

Childhoods in More Just Worlds

2023 SPE Outstanding Book Award Honorable Mention
(See page 95)

Transformative Critical Service-Learning

2023 SPE Outstanding Book Award Honorable Mention
(See page 87)

Generative Knowing

2023 SPE Outstanding Book Award Honorable Mention
(See page 86)

Children and Trauma

2023 SPE Outstanding Book Award Honorable Mention
(See page 96)

**Teaching Improvement Science
in Educational Leadership**

2022 SPE Outstanding Book Award
(See page 15)

Opening Third Spaces for Research in Education

2022 SPE Outstanding Book Award
(See page 108)

Improvement Science: Promoting Equity in Schools

2022 SPE Outstanding Book Award
(See page 16)

We Be Lovin' Black Children

2022 SPE Outstanding Book Award
(See page 41)

The Commodification of American Education

2022 SPE Outstanding Book Award
(See page 64)

Candid Advice for New Faculty Members

2022 SPE Outstanding Book Award
(See page 31)

Learning That Matters

2022 SPE Outstanding Book Award
(See page 84)

On Liking the Other

2022 SPE Outstanding Book Award
(See page 69)

Ideas That Changed Literacy Practices

2022 SPE Outstanding Book Award
(See page 88)

A Framework for Culturally Responsive Practices

2022 SPE Outstanding Book Award
(See page 87)

Anticipating Education

2022 SPE Outstanding Book Award
(See page 113)

Critical Transformative Educational Leadership

2022 SPE Outstanding Book Award
(See page 88)

Pedagogies of With-ness

2021 CHOICE Outstanding Academic Title
(See page 89)

Acts of Resistance

2021 SPE Outstanding Book Award Winner
(See page 62)

Mistakes We Have Made

2021 SPE Outstanding Book Award Honorable Mention
(See page 64)

PREVIOUS WINNERS

Focus Groups

2021 AERA Qualitative Research SIG Outstanding Book Award Winner
(See page 110)

A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture
2021 SPE Outstanding Book Award Winner
(See page 76)

The Age of Accountability

2021 SPE Outstanding Book Award Winner
(See page 75)

Conservative Philanthropies and Organizations Shaping U.S. Educational Policy and Practice

2021 SPE Outstanding Book Award Winner
(See page 65)

The Activist Academic

2021 SPE Outstanding Book Award Honorable Mention
(See page 63)

Nurture, Care, Respect, and Trust

2021 SPE Outstanding Book Award Honorable Mention
(See page 96)

Womanish Black Girls

2020 SPE Outstanding Book Award Winner
2019 AESA Critics' Choice Award Winner
(See page 41)

Philanthropy, Hidden Strategy, and Collective Resistance

2020 SPE Outstanding Book Award Winner
2019 AESA Critics' Choice Award Winner
(See page 66)

Opting Out

2020 AESA Critics' Choice Award Winner
(See page 66)

"It's Not Education that Scares Me, It's the Educators..."

2020 SPE Outstanding Book Award Honorable Mention
(See page 90)

Researching Resistance

2020 Outstanding Book Award Honorable Mention from Division B (Curriculum Studies) of AERA
(See page 111)

By the Light of the Silvery Moon

2018 AESA Critics' Choice Award Winner
2019 SPE Outstanding Book Award Winner
(See page 94)

Getting to Where We *Meant* to Be

2018 AESA Critics' Choice Award Winner
2019 SPE Outstanding Book Award Winner
(See page 73)

Indigeneity and Decolonial Resistance

2019 SPE Outstanding Book Award Honorable Mention
(See page 43)

Let's Chat—

Cultivating Community University Dialogue
2019 SPE Outstanding Book Award Honorable Mention
(See page 94)

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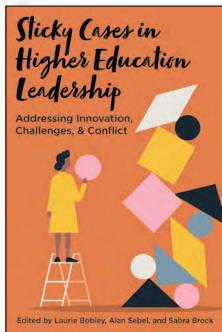
Critical Leadership Pedagogy and Praxis Series

Edited By Tricia M. Kress and Warren E. Whitaker

Designed to bridge the divide between critical pedagogy and critical leadership studies by exploring, articulating, and ultimately expanding the praxis of critical pedagogy as leadership. In the narrative tradition of Freire's post-Pedagogy of the Oppressed volumes, books in this series capture the in-between of leadership and critical pedagogy through the experiences and stories of contemporary and historical educational leaders.

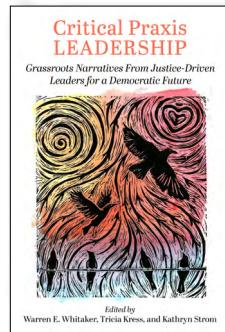
If you're interested in submitting a proposal for possible inclusion, please contact the series editors, Tricia M. Kress (tkress@molloy.edu) or Warren Whitaker (wwhitaker@molloy.edu).

New Titles in the Series



Sticky Cases in Higher Education Leadership: Addressing Innovation, Challenges, and Conflict

Edited by Laurie Bobley, Alan Sebel, and Sabra Brock (2024)



Critical Praxis LEADERSHIP
Grassroots Narratives From Justice-Driven Leaders for a Democratic Future

Edited by Warren E. Whitaker, Tricia Kress, and Kathryn Strom

Critical Leadership Praxis for the Future of Democracy

Edited by Warren E. Whitaker, Kathryn Strom, and Tricia Kress (2025)

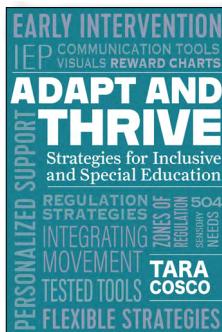
From disability to ABILITY Series

The *From disability to ABILITY* series presents books on special education that inspire, support, and instill best practices in the field. Educators, parents, family, friends, and those with exceptionalities can acquire information, encouragement, and strategies that promote positive outcomes for everyone. Teachers seeking help knowing how to work with challenging behaviors, neurodiverse students, meeting all academic needs, and ensuring effective inclusion practices can acquire knowledge and best practices from the series.

Submission of Proposals

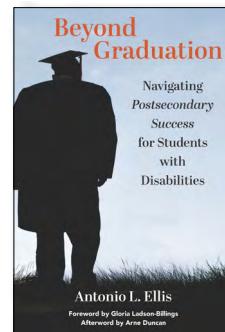
If you have a proposal for the book series on special education, we would love to know about it! Please send your prospectus and CV to the series editor Tara Cosco (ttcosco@milligan.edu).

New Titles in the Series



Adapt and Thrive: Strategies for Inclusive and Special Education

Tara Cosco (2025)



Beyond Graduation: Navigating Postsecondary Success for Students with Disabilities

Antonio L. Ellis (2025)

ANNOUNCING THE SCAFFOLDING THE LANGUAGE

Scaffolding the Language of Power in Academia is a series of volumes that offers accessible, hands-on, scaffolded guides to developing the skills needed to successfully navigate writing across multiple milieus of academia. The series works from the premise that doctoral level writing is part of the “language of power” in academia and has historically served as an exclusionary mechanism that keeps the doctorate largely white and male. However, it is also a genre that operates by particular rules, which can be taught in supportive and affirmative ways. The series will include texts for multiple audiences, including textbooks and workbooks for 1) developing academic writing at the masters’ and doctoral level, 2) supporting writing for peer-reviewed publications, and 3) building faculty pedagogical language knowledge and practice for supporting their students’ writing development.

Volumes in the series include:

- *Scaffolding the Language of Power: An Apprenticeship in Writing at the Doctoral Level* (2024)
- *Scaffolding the Language of Power: An Apprenticeship in Writing at the Doctoral Level Workbook* (2025)
- *Scaffolding the Language of Power: A Focus on the Dissertation in Practice* (2026)
- *Scaffolding the Language of Power: A Focus on the Dissertation in Practice Workbook* (2026)
- *Scaffolding the Language of Power: Writing for Publication as a Pedagogical Act* (2027)
- *Scaffolding the Language of Power: Writing for Publication as a Pedagogical Act Workbook* (2027)
- *Scaffolding the Language of Power: An Apprenticeship in Writing at the Graduate Level* (2028)
- *Scaffolding the Language of Power: An Apprenticeship in Writing at the Graduate Level Workbook* (2028)
- *Scaffolding the Language of Power: A Guide to Affirmative Writing Pedagogies for Faculty* (2029)
- *Scaffolding the Language of Power: A Guide to Affirmative Writing Pedagogies for Faculty Workbook* (2029)

The series editor, Dr. Kathryn (Katie) Strom, is an Associate Professor of Educational Leadership and Director of the Center for Research on Equity and Collaborative Engagement at California State University, East Bay, as well as Hon. Associate Professor of Curriculum and Pedagogy at University College London. If you wish to have your proposal considered for inclusion in the series, please send a prospectus and your CV to Dr. Strom at kathryn.strom2@csueastbay.edu.

OF POWER IN ACADEMIA TEXTBOOK SERIES

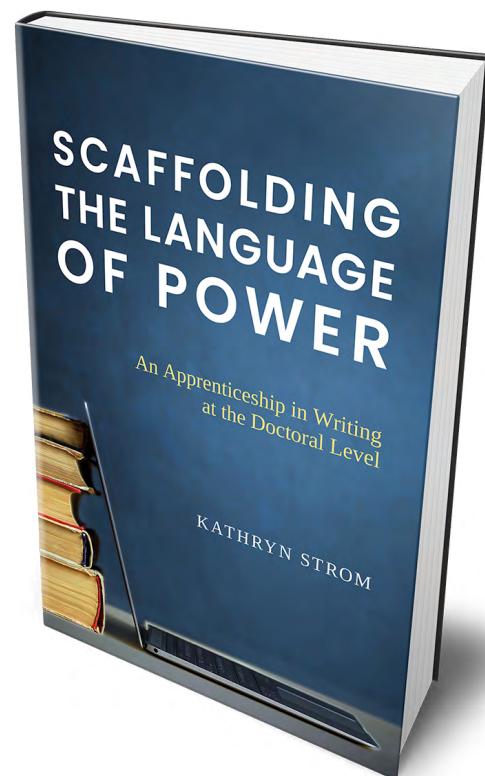
VOLUME 1:

Scaffolding the Language of Power An Apprenticeship in Writing at the Doctoral Level

Scaffolding the Language of Power: An Apprenticeship in Doctoral Level Writing offers an accessible, practical, hands-on guide to developing the skills needed to successfully write a doctoral dissertation or thesis. This textbook-workbook hybrid can be used both as a program/course text and as a supplement for individual doctoral students in education and related social science and humanities fields.

The book is built on three main ideas. First, **writing is fundamentally connected to issues of social justice**. Doctoral-level writing is part of the “language of power” in academia, which builds on the linguistic patterns of the dominant culture and serves as a gatekeeping mechanism. Second, **writing is genre-based**. This means that doctoral level writing is a particular way of using language, or a specific genre, with distinct rules and structures that can be taught. And third, **writing can be scaffolded**. Approaching writing as a pedagogical act that supports readers’ understanding through purposeful scaffolding is not just a way to successfully complete a doctoral dissertation—it is a way to make academic writing more accessible in general.

In its first chapter, *Scaffolding the Language of Power* provides a general framework for the rules of the doctoral “language of power.” Chapter two offers an in-depth look at organization and scaffolding as key features of academic writing at the doctoral level, with discussions and activities to practice drafting supportive headings, chunking text, creating road maps and topic sentences, and strategically linking sections, paragraphs, and sentences through transitions and connector phrases. Chapter three provides lessons and exercises to develop argumentation, evidence use, synthesis skills, and academic voice. The remaining six chapters address each major task of the dissertation, including the problem statement, literature review, theoretical framework, methodology, findings, and discussion. Each of these chapters explicitly teaches the purposes and elements of its specific dissertation task, guiding students through warm-ups, annotated examples with elaborated explanations of writing moves, and carefully sequenced activities. Ultimately, these pedagogical features support students to build out the pieces of their doctoral dissertations or theses, chapter by chapter.

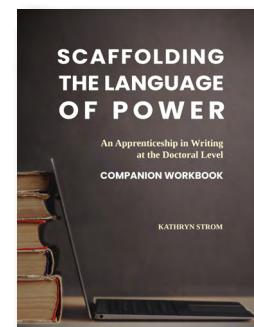


December 2024 / 284 pages / 7" x 10"

Paper / 9798218501228 / \$79.95

E-book / 9781975508319 / \$79.95

Volume 1 Workbook: **Scaffolding the Language of Power** An Apprenticeship in Writing at the Doctoral Level



October 2025

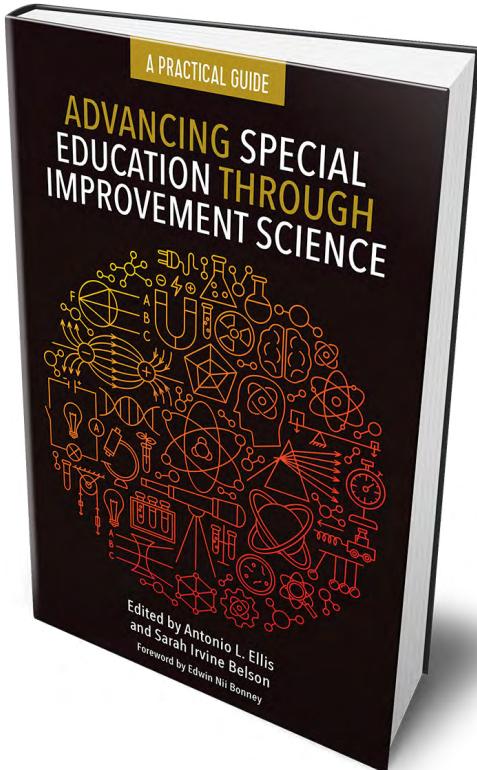
212 pages

8.5" x 11"

Paper / 9781975508418
\$29.95

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Book + Workbook / 9781975508432 / \$94.00



Edited by Antonio L. Ellis and Sarah Irvine Belson

Advancing Special Education Through Improvement Science A Practical Guide

Improvement Science in Education and Beyond Series

In *Advancing Special Education Through Improvement Science: A Practical Guide* educators, administrators, and policymakers will find a comprehensive resource designed to enhance the effectiveness and equity of special education services. This book bridges the gap between theory and practice, providing a structured approach to implementing improvement science in the context of special education. The ultimate goal is to create a more inclusive and effective educational environment for students with disabilities. Improvement science is a methodical approach to identifying, testing, and refining practices to achieve better outcomes. Rooted in principles of continuous improvement, it focuses on understanding the complexities of educational systems and leveraging data-driven decision-making to foster meaningful change.

October 2025 / 285 pages / 6" x 9"

Paper / 9781975507404 / \$39.95

E-book / 9781975507428 / \$39.95

This guide demonstrates how the principles of improvement science can be applied specifically to the field of special education, offering practical strategies and real-world examples that illustrate successful implementation. Throughout the book, readers will find numerous case studies and examples of successful improvement efforts in special education. It also includes a variety of tools and resources to support educators in their improvement efforts.

"(This book) challenges the status quo with urgently needed proven strategies to move the needle on learning. Rooted in equity and practical experience, the chapters present bold strategies to challenge bias, celebrate linguistic diversity, and provide educators with the tools to foster lasting, inclusive change in special education environments. Bravo to the authors and editors!"

—Cheryl Holcomb-McCoy, Ph.D., CEO/President, American Association of Colleges for Teacher Education (AACTE)

Dr. Antonio L. Ellis is a Senior Professorial Lecturer and Director of the Summer Institute on Education Equity and Justice (SIEEJ) at the American University School of Education.

Dr. Sarah Irvine Belson serves as the Executive Director of the Institute for Innovation in Education (IIE) and is a Professor of Special Education and Early Literacy Intervention Leadership in the School of Education (SOE) at American University in Washington, DC.

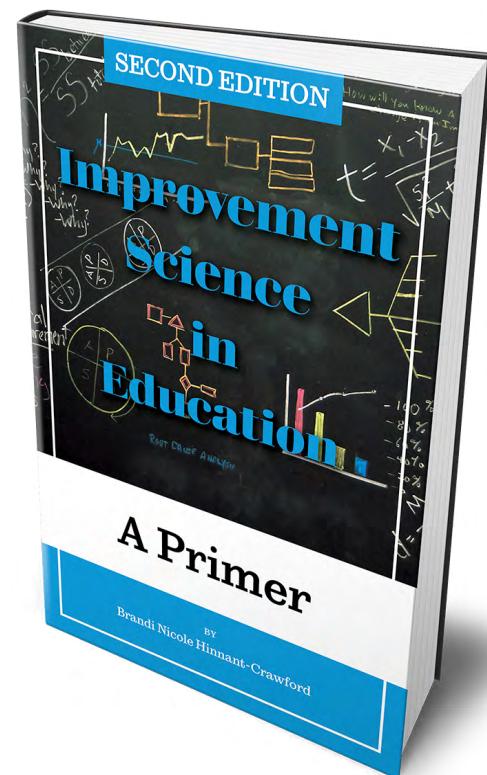
Brandi Nicole Hinnant-Crawford

Improvement Science in Education

A Primer, Second Edition

Improvement Science in Education and Beyond Series

Improvement Science in Education: A Primer, Second Edition provides a comprehensive overview of improvement science as a framework to guide continuous improvement and reconceptualizes improvement by centering equity and justice as the purpose of improvement. This Primer is designed to introduce improvement science, a methodology with origins in manufacturing, engineering and healthcare, to educational audiences. The book first explores the philosophical and methodological foundations of improvement science, juxtaposing it with traditional forms of research so that clear distinctions can be drawn. Chapters in the latter half of the book introduce the principles of improvement, give guidance and tools for operationalizing the principles in practice, and conclude with questions to ensure you are improving with equity in mind. Constantly reminding readers to think about who is involved and impacted, the Primer makes improvement science accessible to novices and adds critical dimensions for experienced practitioners to consider.



March 2025 / 280 pages / 6" x 9"

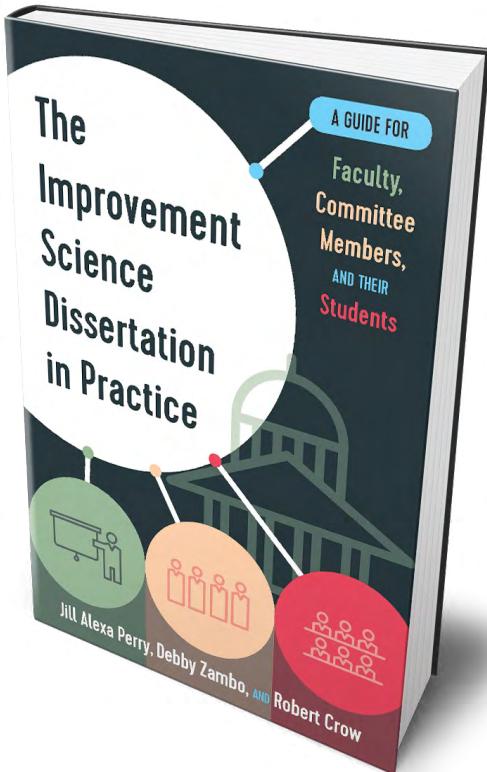
Paper / 9781975507107 / \$29.95

E-book / 9781975507121 / \$29.95

"This is an important book for educators who seek to use scientific means for solving all kinds of problems—particularly problems of educational equity. It addresses problems of practice, from instructional problems to organizational problems, and the nature of problems in general."

—Gloria Ladson-Billings, PhD, President, National Academy of Education Fellow, American Academy of Arts & Sciences

Brandi Hinnant-Crawford (PhD, Emory University) is an Associate Professor of Educational Leadership at Clemson University. As a mixed-methods methodologist, she believes in the complementary nature of quantitative and qualitative research, and seeks to use research in transformative ways (such as with improvement science). Dr. Hinnant-Crawford's work has been published in diverse venues such as *Urban Education*, the *Journal for Multicultural Education*, and *Black Theology*. While she loves research and teaching, her first priority is being the mother of her twins, Elizabeth Freedom and Elijah Justice Crawford.



Jill Alexa Perry, Debby Zambo and Robert Crow

The Improvement Science Dissertation in Practice

A Guide for Faculty, Committee Members, and their Students

Improvement Science in Education and Beyond Series

The Improvement Science Dissertation in Practice provides a narrative and illustration about the purpose and features comprising the Dissertation in Practice and how this culminating experience is well suited to using Improvement Science as a signature methodology for preparing professional practitioners. This methodology, when combined with the Dissertation in Practice experience in EdD programs, reinforces practitioner learning about and skills for leadership and change. As a guide, the book is an extremely valuable resource that supports faculty, students, and practitioners in the application of Improvement Science to pressing educational problems in a structured, disciplined way.

May 2020 / 180 pages / 6" x 9"

Paper / 9781975503208 / \$29.95

Cloth / 9781975503192 / \$160.00

E-book / 9781975503222 / \$29.95

"The tools in this book will help you design a model for rapid personal and organizational change. If you are looking for means to transform educational systems, you've found them."

—Brandon Smith, EdD, Associate Dean of Academic Affairs for Student Success, Brevard College

Debby Zambo is an Associate Professor Emerita from Arizona State University currently working as the Associate Director of the Carnegie Foundation on the Education Doctorate (CPED). Along with Jill Perry and Robert Crow, she developed and presented five workshops on a range of topics from the basic tools and processes of improvement science and, most recently, contextualizing improvement science in dissertation work.

Dr. Jill Perry is the Executive Director of the Carnegie Project on the Educational Doctorate (CPED) and a Professor of Practice in the Department of Administrative and Policy Studies at the University of Pittsburgh. She has edited two books and is currently researching the ways EdD programs teach practitioners to utilize research evidence.

Robert Crow, PhD, is an associate professor of educational research at Western Carolina University. His expertise in assessment and evaluation has led to collaborations with other 4-year institutions, community colleges, PK-12 schools, and institutional accreditation agencies such as SACS-COC. Dr. Crow's research interests include assessment and evaluation of student learning and of learning environments.

Edited by Robert Crow, Brandi Nicole Hinnant-Crawford, and Dean T. Spaulding

The Educational Leader's Guide to Improvement Science

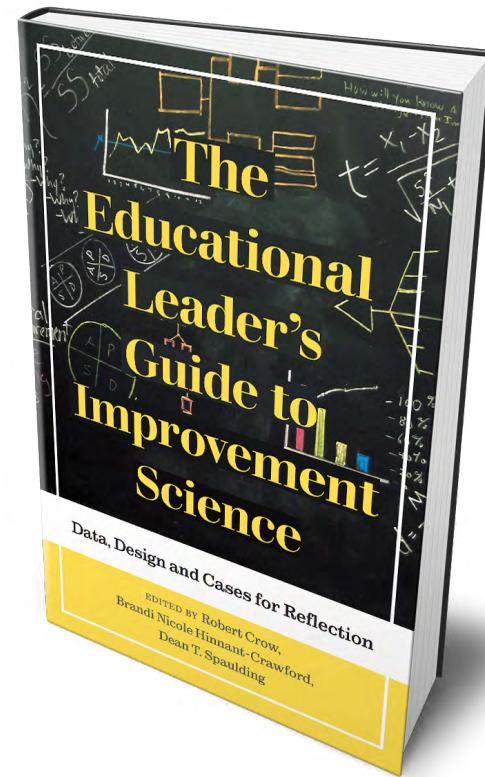
Data, Design and Cases for Reflection

Improvement Science in Education and Beyond Series

The Educational Leader's Guide to Improvement Science: Data, Design and Cases for Reflection is a collection illustrating applied organizational problem-solving using methods of improvement science in educational leadership. Early chapters introduce improvement science and then the reader is led through a logical sequence of inquiry, presented with cases of educational dilemma matched with principles of improvement science and provided examples of research methodology applied in context. Because improvement science research is so quickly becoming a signature pedagogy and core subject area of inquiry in the field of educational leadership, the literature is still scant in its coverage of improvement science models; it is the purpose of this publication to fill the void by providing concrete examples, through case studies, of instances where improvement research methods and analyses can be embedded to enhance and strengthen efforts at organizational improvement. This text concentrates on the elements faculty, students, and administrators need; specific models where improvement science frameworks enhance the reliability and validity of improvement or quality enhancement efforts.

“Crow, Hinnant-Crawford and Spaulding’s book on the intersection of school leadership and improvement science is an essential resource for those transforming the education doctorate as well as for those preparing to lead schools. Both novices and experienced practitioners will find much to enhance their use of improvement science.”

—David Imig, Senior Fellow, Carnegie Foundation; Chair, Carnegie Project on the Education Doctorate Board



February 2019 / 230 pages / 6" x 9"

Paper / 9781975500955 / \$43.95

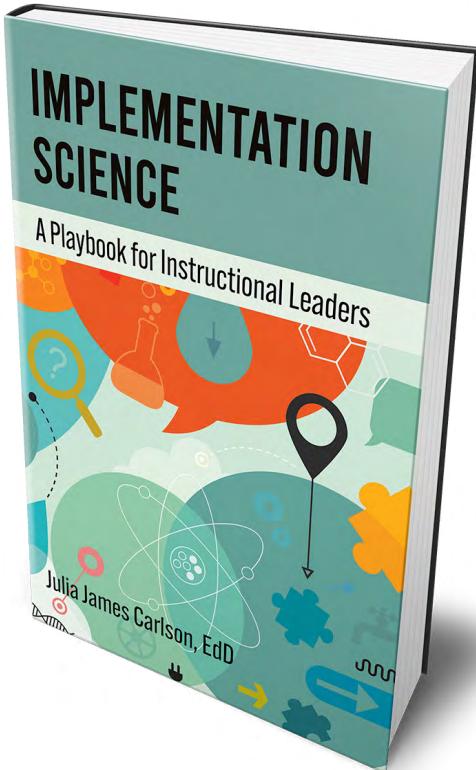
Cloth / 9781975500948 / \$160.00

E-book / 9781975500979 / \$43.95

Robert Crow (PhD in Educational Psychology & Research, University of South Carolina) is an Assistant Professor of Educational Research at Western Carolina University. He regularly teaches Methods in Improvement Science in his institution's Doctor of Education program. He currently chairs the improvement science special interest group for the Carnegie Project on the Education Doctorate consortium.

Brandi Hinnant-Crawford (PhD, Emory University) is an Associate Professor of Educational Leadership at Clemson University. As a mixed-methods methodologist, she believes in the complementary nature of quantitative and qualitative research, and seeks to use research in transformative ways (such as with improvement science). Dr. Hinnant-Crawford's work has been published in diverse venues such as *Urban Education*, the *Journal for Multicultural Education*, and *Black Theology*.

Dean T. Spaulding (PhD in Educational Psychology from SUNY Albany) is the Vice President and Director of Grant Writing and Program Evaluation with Z Score Inc. He is also former chair of the Teaching Evaluation SIG for the American Evaluation Association. Dr. Spaulding currently serves as external evaluator on a National Science Foundation and a Howard Hughes Foundation grant.



Forthcoming 2025 / 175 pages / 6" x 9"

Paper / 9781975508067 / \$42.95

E-book / 9781975508081 / \$42.95

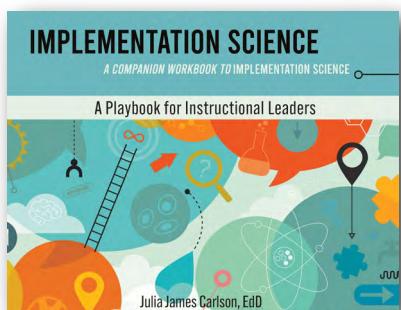
Julia James Carlson

Implementation Science A Playbook for Instructional Leaders

Improvement Science in Education and Beyond Series

Implementation Science: A Playbook for Instructional Leaders offers a practical approach to driving sustainable, impactful change in educational settings. Grounded in research-to-practice methodology, this essential guide is designed for district and school instructional leaders committed to elevating student outcomes through strategic, evidence-informed decisions. Dr. Carlson draws on decades of experience in teaching, leadership, curriculum development, and literacy research to deliver a step-by-step framework that empowers leaders to effectively plan, implement, monitor, and assess initiatives.

In clear, accessible language, *Implementation Science* demystifies the core principles of implementation and bridges concepts to turnaround. It offers actionable strategies and tools for tackling complex challenges in today's educational landscape. From curriculum selection to fostering an engaged, capable team, this playbook navigates the nuances of change management, helping leaders make data-driven decisions that stick. Each chapter culminates with key takeaways and questions for reflection, supporting instructional leaders in aligning their work with broader district goals.



Implementation Science: A Companion Workbook to *Implementation Science*

October 2025 / 132 pages / 11" x 8.5"

Paper / 9781975509538 / \$42.95

BUY THE BUNDLE AND SAVE!

Book + Workbook / 9781975509545 / \$62.00

Dr. Julia James Carlson (EdD in Educational Administration, Boston College) is an accomplished educational leader with over two decades of experience in school turnaround, curriculum development/management, and instructional leadership. With a career spanning urban and suburban districts, private sectors, and nonprofit organizations, Dr. Carlson has become a trusted voice in educational reform and implementation science. Dr. Carlson lives in Providence, Rhode Island, with her husband and two sons, who inspire her daily.

Edited by Dean T. Spaulding,
Robert Crow, and Brandi Nicole Hinnant-Crawford

Teaching Improvement Science in Educational Leadership: A Pedagogical Guide

Improvement Science in Education and Beyond Series

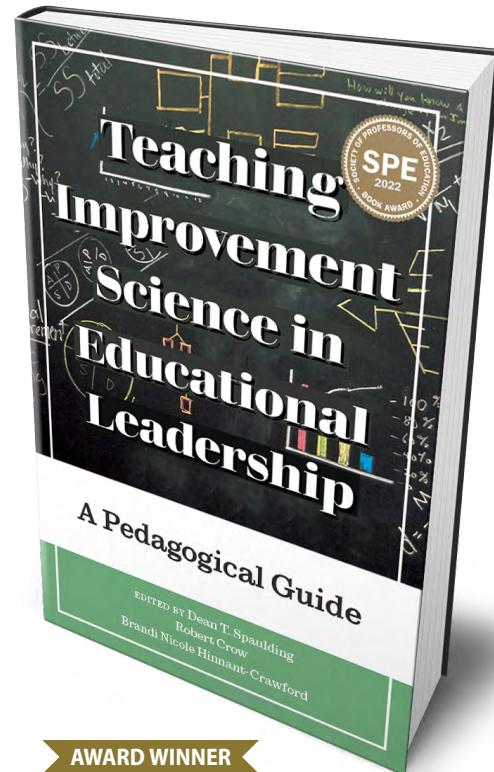
2022 SPE Outstanding Book Honorable Mention

Teaching Improvement Science in Educational Leadership presents the reader with a range of pedagogies from a variety of viewpoints and approaches. The book provides a holistic picture for how one might develop stakeholder competency and capacity with improvement science as a signature problem-solving methodology for educational leaders. And while there are books that provide foundational knowledge on the field of improvement science (including the list of titles from Myers Education Press), this book differs in that it presents varying approaches for teaching others about improvement science. For those who want to develop the methodology but who need resources, the book provides the illustrations, examples, and other concrete applications so that those involved in teaching the subject matter can connect foundational knowledge of improvement to the applied context. This book serves as the guide for education leaders who wish to have the know-how for developing the knowledge, skills and dispositions relative to the field of improvement science—the education leader's signature problem-solving methodology.

“Teaching Improvement Science in Educational Leadership is an essential pedagogic resource for anyone involved in the preparation and continued professional education of teacher, school, or system leaders. The authors are themselves leaders in the teaching of Improvement Science and in mentoring the application of the improvement principles to redressing racial and class inequities.

They share here valuable lessons from their own teaching and improvement efforts.”

—Anthony S. Bryk, Immediate past-president, Carnegie Foundation for the Advancement of Teaching
and Author, *Learning to Improve: How America’s Schools Can Get Better at Getting Better*



AWARD WINNER

February 2021 / 248 pages / 6" x 9"

Paper / 9781975503758 / \$41.95

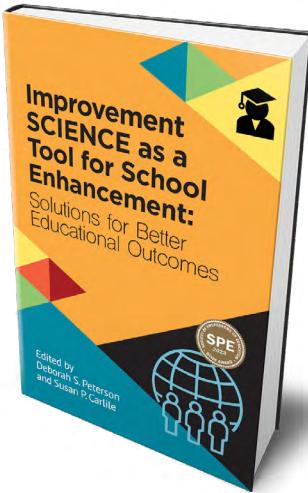
Cloth / 9781975503741 / \$160.00

E-book / 9781975503772 / \$41.95

Dean T. Spaulding (PhD in Educational Psychology from SUNY Albany) is the Vice President and Director of Grant Writing and Program Evaluation with Z Score Inc. He is also former chair of the Teaching Evaluation SIG for the American Evaluation Association. Dr. Spaulding currently serves as external evaluator on a National Science Foundation and a Howard Hughes Foundation grant.

Robert Crow (PhD in Educational Psychology & Research, University of South Carolina) is an Assistant Professor of Educational Research at Western Carolina University. He regularly teaches Methods in Improvement Science in his institution's Doctor of Education program. He currently chairs the improvement science special interest group for the Carnegie Project on the Education Doctorate consortium.

Brandi Hinnant-Crawford (PhD, Emory University) is an Associate Professor of Educational Leadership at Clemson University. As a mixed-methods methodologist, she believes in the complementary nature of quantitative and qualitative research, and seeks to use research in transformative ways (such as with improvement science). Dr. Hinnant-Crawford's work has been published in diverse venues such as *Urban Education*, the *Journal for Multicultural Education*, and *Black Theology*.



► AWARD WINNER

February 2022 / 312 pages / 6" x 9"
 Paper / 9781975504793 / \$29.95
 E-book / 9781975504816 / \$29.95

Deborah S. Peterson and Susan P. Carlile

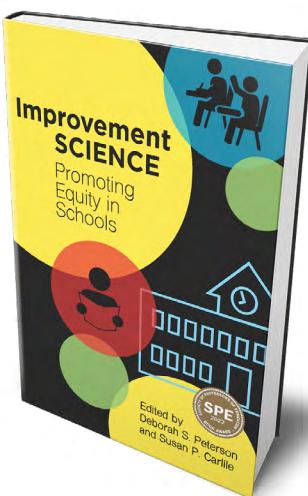
Improvement Science as a Tool for School Enhancement

Solutions for Better Educational Outcomes

Improvement Science in Education and Beyond Series

2023 SPE Outstanding Book Honorable Mention

Improvement Science as a Tool for School Enhancement: Solutions for Better Educational Outcomes is a collection of equity-focused improvement science-in-action, school-based case studies led by practitioners. Chapter authors tell us how and why improvement science principles make system-wide improvements in classroom practice, how they learned from the problems encountered and further, how they were then able to make changes within a school or district. A core principle of improvement science is variability in context (what works for whom and under what conditions), a critical concept for improvement in each of the case studies. How to use improvement science to address educational disparities system-wide with urgency, commitment, and a belief in the success of every child, of every race, every ethnicity, gender, ability, and cultural identity, is the essence of this book.



► AWARD WINNER

September 2021 / 125 pages / 6" x 9"
 Paper / 9781975504670 / \$29.95
 E-book / 9781975504694 / \$29.95

Deborah S. Peterson and Susan P. Carlile

Improvement Science

Promoting Equity in Schools

Improvement Science in Education and Beyond Series

2022 SPE Outstanding Book Honorable Mention

Improvement Science: Promoting Equity in Schools is intended for classroom teachers, school leaders, and district leaders charged with leading improvement efforts in schools. From questions such as "how do I develop a love of reading in my classroom?" to "how can I better manage student behavior during independent learning time?" to "what should we do to make sure kids of all races read at grade level by third grade" to "how could we include families of all backgrounds as partners in learning" or "how do we increase our graduation rate among underserved students" or even "how do we reduce theft during lunchtime," this book shares real-life examples from those who are currently leading equity-focused improvement in our classrooms and schools. If you are curious about how Improvement Science has been used, or how others have succeeded—or failed—at equity-focused improvement efforts in our classrooms and in our schools, or if you're wondering how to spur discussions in school districts, universities, and communities about leading equity-focused improvement, this book is for you.

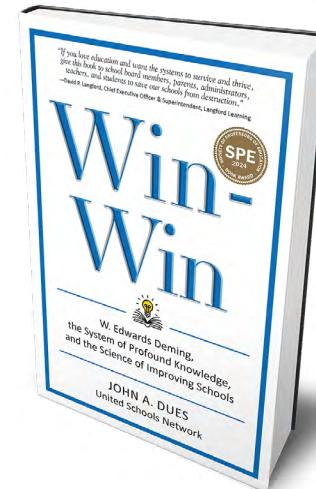
John A. Dues and United Schools Network

Win-Win

W. Edwards Deming, the System of Profound Knowledge, and the Science of Improving Schools

2024 SPE Outstanding Book Award Winner

Win-Win: W. Edwards Deming, The System of Profound Knowledge, and the Science of Creating Better Schools is for systems leaders who lead our country's school districts, charter management organizations, and educational nonprofits and government agencies, as well as for those who train these system leaders in our graduate schools of education. The strategies for school improvement detailed in this book are based on the theories of W. Edwards Deming, who was known as the father of the quality movement and was hugely influential in post-WWII Japan. He is most well-known for his theories of management. *Win-Win* equips the reader with the knowledge and skills needed to harness the power of the System of Profound Knowledge to improve the performance of schools systems, students, and teachers. It can be used in a variety of classrooms in Colleges of Education, and it is the perfect teaching tool in professional development efforts.



► AWARD WINNER

April 2023 / 266 pages / 6" x 9"

Paper / 9781975505813 / \$39.95

E-book / 9781975505837 / \$39.95

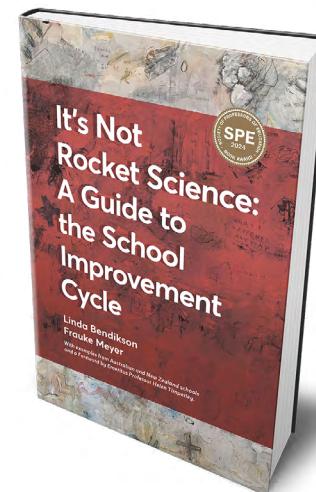
Linda Bendikson and Frauke Meyer

It's Not Rocket Science - A Guide to the School Improvement Cycle

With Examples From New Zealand and Australian Schools

2024 SPE Outstanding Book Award Honorable Mention

It's Not Rocket Science: A Guide to the School Improvement Cycle presents an easy-to-read, practical guide to effectively leading school improvement. It walks leaders through each step of 'The School Improvement Cycle' developed by Bendikson and Meyer, providing case studies, examples, and helpful tools from primary and secondary schools for the implementation of each step. The book aims to support school leaders to implement improvement cycles without making the classic mistakes of failing to develop measures of improvement and test change actions before scaling up. Schools and system leaders will benefit greatly from this practical guide, in which Bendikson and Meyer demonstrate that implementing improvement cycles is not a difficult process. While the book uses examples from Australian and New Zealand schools, the lessons that the book teaches can be applied to school leaders everywhere.

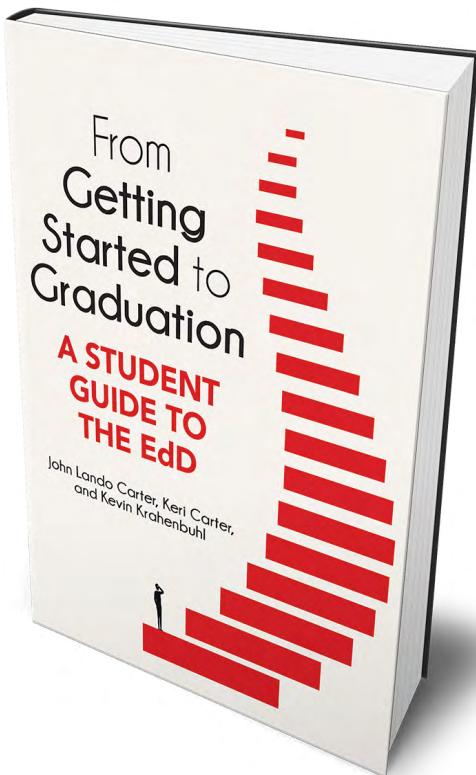


► AWARD WINNER

December 2022 / 236 pages / 6" x 9"

Paper / 9781975505424 / \$41.95

E-book / 9781975505448 / \$41.95



Forthcoming 2026 / 225 pages / 6" x 9"

Paper / 9781975507978 / \$42.95
E-book / 9781975507992 / \$42.95

John Lando Carter, Keri Carter, and Kevin Krahembuhl

From Getting Started to Graduation A Student Guide to the EdD

The Coming of Age of the Education Doctorate Series

From Getting Started to Graduation: A Student Guide to the EdD, a volume in The Coming of Age of the Education Doctorate Series book series, pulls back the curtain on the hidden curriculum of the EdD experience for students, fully supporting their journeys by making what is too often anxious and abstract more clear and concrete. Drawing from years of experience from designing and directing an EdD program, the authors provide an end-to-end playbook for students to draw from as they navigate their own EdD program of choice.

The book is divided into three sections. Part I focuses on getting started, explaining the purpose of and options for a student entering into their program. Part II explicitly explores how to navigate this years-long quest and stay the course, paying particular attention to the importance of establishing a support community. Finally, Part III pivots to helping students survive the intensive thinking, researching, and writing demands of the dissertation. When finished, EdD students will be able to leverage what is too often hidden from students and draw from the concrete examples, strategies, stories, and templates therein in order to start strong and finish strong. *From Getting Started to Graduation* is essential reading for every EdD student and student advisor to guarantee successful completion of their programs.

Dr. John Lando Carter is an associate professor of education at Middle Tennessee State University. He is co-author of the book *Teaching Signature Thinking: Strategies for Unleashing Creativity in the Classroom*.

Dr. Keri Carter is an assistant professor in University Studies at Middle Tennessee State University. Carter has taught in higher education since 2009 and has also served in writing center administration.

Kevin Krahembuhl is an associate professor of education at Middle Tennessee State University. He is the author of dozens of peer reviewed publications including several in widely read and top-tier journals

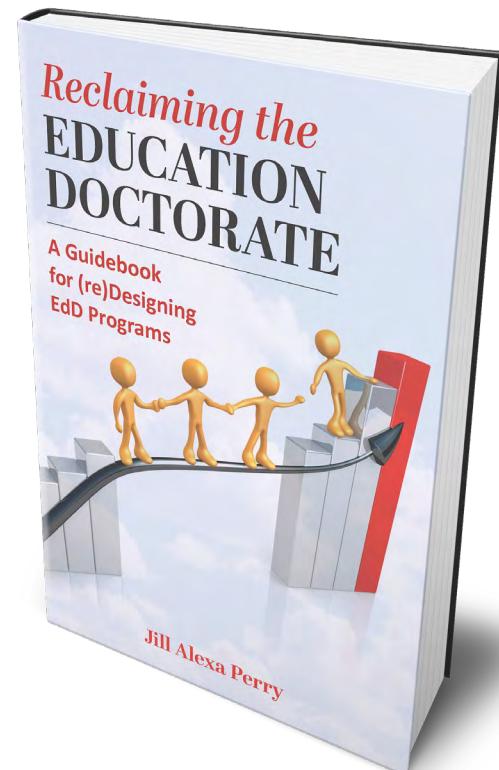
Jill Alexa Perry

Reclaiming the Education Doctorate A Guidebook for (re)Designing EdD Programs

The Coming of Age of the Education Doctorate Series

Reclaiming the Education Doctorate: A Guidebook for (re)Designing EdD Programs is a practical guide for those seeking to (re)design a professional practice doctorate program in education that prepares Scholarly Practitioners. To tackle the comprehensive change process necessary for (re)designing the EdD, this book will guide the reader with an improvement lens that looks at the roots of the confusion of the EdD, the system that created it, and the framework that helped to reclaim it.

Readers will be guided through a backward mapping (re)design process that begins with defining graduate outcomes, maps through the milestones and courses, ends with rethinking the admissions process. Along the way, readers will learn how to design and integrate a dissertation in practice into the curriculum, consider best practices for their program (re)design, and view examples of successful programs. Additionally, to support readers in their (re)design efforts, each chapter will offer exercises, tools, and resources that will guide the process. The book will prove to be an invaluable resource for anyone developing or revising their EdD program.



January 2024 / 175 pages / 6" x 9"

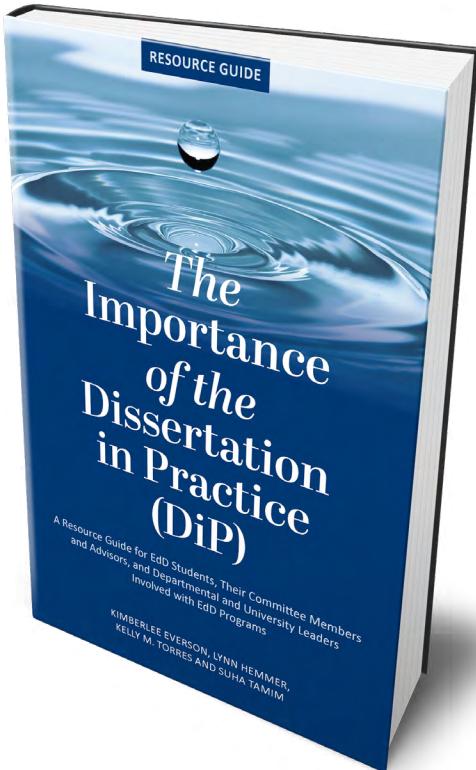
Paper / 9781975504915 / \$35.95

E-book / 9781975504939 / \$35.95

“Reclaiming the Education Doctorate: A Guidebook for (re)Designing EdD Programs serves as a beacon for academics seeking to (re)design their approach to preparing the next educational leaders. Advocating for students to emerge as leaders for change, this guide underscores the application of research and inquiry in real-world settings. It uniquely bridges theory with tangible professional practice, stressing approaches and methodologies designed for professional practitioners to merge knowledge with action. This book provides a roadmap for redefining professional excellence, urging faculty to look beyond their traditional preparation and to find resources to teach traditional content in applied and practical ways.”

—Joseph W. McNabb, PhD, Professor of the Practice, Northeastern University, Boston, Massachusetts

Dr. Jill Alexa Perry is the Executive Director of the Carnegie Project on the Educational Doctorate (CPED) and an Associate Professor of Practice in the Educational Foundations, Organizations and Policy at the University of Pittsburgh. Her research focuses on professional doctorate preparation in education, organizational change in higher education, and faculty leadership roles. Currently she is researching the ways EdD programs teach practitioners to utilize research evidence. She teaches and coaches how to teach Improvement Science in EdD programs. Her books include The Improvement Science Dissertation in Practice, The EdD and the Scholarly Practitioner, and In Their Own Words: A Journey to the Stewardship of the Practice in Education.



March 2024 / 300 pages / 6" x 9"

Paper / 9781975505578 / \$35.95
E-book / 9781975505592 / \$35.95

"As we consider the future and relevance of our education organizations, our leaders must be prepared to understand systems, identify problems of practice, work to remove barriers, and create solutions that are equitable and look to the future. The process and approach of the dissertation in practice sets this course. The chapters in this book are informative and essential for any practitioner-scholar doctoral program that truly wants to build organizational human capital and activate principled change."

—Carole G. Basile, Dean, Arizona State University
Mary Lou Fulton Teachers College

Kimberlee K. C. Everson, Lynn Hemmer,
Kelly M. Torres, and Suha Tamim

The Importance of the Dissertation in Practice (DiP) A Resource Guide for EdD Students, Their Committee Members and Advisors, and Departmental and University Leaders Involved with EdD Programs

The Coming of Age of the Education Doctorate Series

The Importance of the Dissertation in Practice (DiP): A Resource Guide for EdD Students, Their Committee Members and Advisors, and Departmental and University Leaders Involved with EdD Programs is the first book-length study that looks at the elements of high-quality Dissertations in Practice (DiPs). It serves as a resource for EdD students, their committee members, their advisors, and departmental or university leaders involved with EdD programs. The book can be used to improve support from key stakeholders within EdD programs for the implementation of the DiP in the development of practitioner-scholars.

The first section of the book discusses the difference between the DiP and traditional dissertations, the history of the DiP, and how the practitioner-scholar is developed through the DiP process. Next, the book describes the elements that are reflective of a high-quality DiP. Finally, it addresses a few of the unique formats that are sometimes used with the DiP, some of the practical issues with implementing the DiP, and issues of the future including the use of artificial intelligence.

The ultimate goal of *The Importance of the Dissertation in Practice* is to serve as a practical guide for all those involved with the DiP, reflecting the editors' and authors' experiences working with students within a variety of higher education institutions.

Kimberlee K. C. Everson is an associate professor of research methods at Western Kentucky University where she teaches graduate-level research and statistics courses.

Lynn Hemmer, educator, researcher, and practitioner of educational administration and leadership is a Professor in the department of Educational Leadership at Texas A&M University-Corpus Christi.

Kelly M. Torres, PhD, is Department Chair of the Educational Psychology and Technology Program at The Chicago School.

Suha Tamim, EdD, MPH, is a Clinical Associate Professor in the University of South Carolina Curriculum Studies Program.

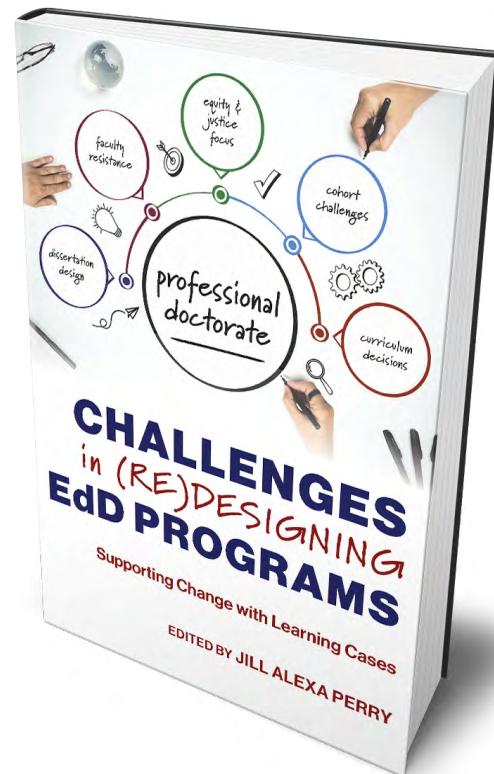
Edited by Jill Alexa Perry

Challenges in (Re)designing EdD Programs

Supporting Change with Learning Cases

The Coming of Age of the Education Doctorate Series

The intent of *Challenges in (Re)designing EdD Programs: Supporting Change with Learning Cases* is to provide faculty, who are seeking to redesign their EdD programs into professional practice doctorate, with case examples that describe common challenges and pitfalls encountered during the redesign process. Each of the cases portray real situations generated from case study research conducted by the chapter authors. Each case is comprised of three parts: a) a contextual overview of the challenge or problem, b) case study notes that ground the challenge or problem in literature and provide deeper understanding of the issues at hand, and c) a set of discussion questions that will guide faculty in conversation about similar issues they may face in their own program redesign. This volume is an invaluable resource for program leaders, faculty, and graduate students involved in EdD programs.



October 2022 / 100 pages / 6" x 9"

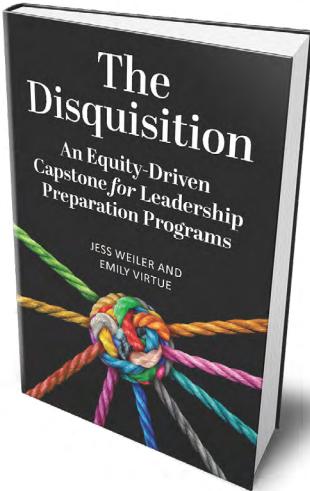
Paper / 9781975505486 / \$29.95

E-book / 9781975505509 / \$29.95

"Jill Perry has done it! She and the authors in this fantastic and timely edited text have literally captured what has been my conundrum for decades within doctoral education: how to make plain, in language, design and execution with students and faculty, the distinction between the PhD and practice doctorate in education. For so long we have relied on our own experience and sophisticated professional alchemy to design EdD programs. Challenges in (Re)designing EdD Programs provides practice-based evidence on how to educate educators to effectively make the change we need to see in our schools, districts and communities."

—Noel Anderson, PhD, Steinhardt School of Education, Culture and Human Development, New York University

Dr. Jill Alexa Perry is the Executive Director of the Carnegie Project on the Educational Doctorate (CPED) and an Associate Professor of Practice in the Educational Foundations, Organizations and Policy at the University of Pittsburgh. Her research focuses on professional doctorate preparation in education, organizational change in higher education, and faculty leadership roles. Currently she is researching the ways EdD programs teach practitioners to utilize research evidence. She teaches and coaches how to teach Improvement Science in EdD programs. Her books include The Improvement Science Dissertation in Practice, The EdD and the Scholarly Practitioner, and In Their Own Words: A Journey to the Stewardship of the Practice in Education.



August 2024 / 275 pages / 6" x 9"

Paper / 9781975505875 / \$42.95

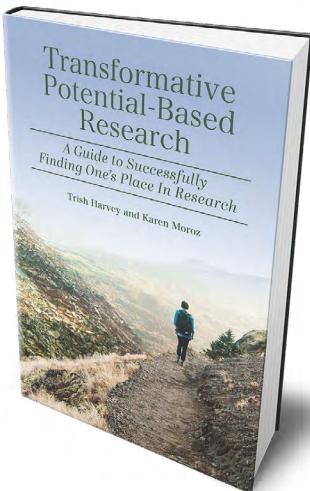
E-book / 9781975505899 / \$42.95

Jess Weiler and Emily Virtue

The Disquisition An Equity-Driven Capstone for Leadership Preparation Programs

The Coming of Age of the Education Doctorate Series

The Disquisition: An Equity-Driven Capstone for Leadership Preparation Programs provides a thoughtful, detailed example of a capstone process and paper (The Disquisition) that employs improvement science, critical theory, and critical praxis to prepare educational leaders to disrupt inequity within their organizations. The chapters in this book represent 12 years of collaborative learning among experienced, respected, and award-winning leadership preparation faculty presently at or formerly from Western Carolina University (WCU). It integrates multiple sources of data from research, student feedback, faculty experiences, capstone committee member input, learnings from the Carnegie Project on the Education Doctorate (CPED), and program evaluation data examining the achievement of student learning outcomes.



November 2024 / 175 pages / 6" x 9"

Paper / 9781975507015 / \$39.95

E-book / 9781975507039 / \$39.95

Karen Moroz and Trish Harvey

Transformative Potential-Based Research A Guide to Successfully Finding One's Place in Research

The Coming of Age of the Education Doctorate Series

Researchers working to clearly identify a research topic and theme have difficulty deciding how to focus their work. Using a potential-based learning focus, detailed in this text, readers are challenged to consider their role as researcher, scholar, and leader to guide their reflective work. *Transformative Potential Based Research: A Guide to Successfully Finding One's Place in Research* provides both the theoretical support and the guiding activities to help readers decide on an area of potential-based research. The result will prove to be transformational. To guide this work, Karen Moroz and Trish Harvey have developed a suitable framework. They invite readers to review the mountain metaphor shared within the framework and to keep the visual present at all times as they progress through the book. It is addressed often and readers will be invited to use, extend, and discuss it numerous times throughout their journey.

Edited by Stephanie Smith Budhai and Deanna Hill

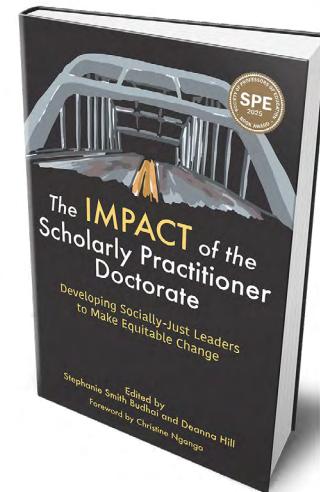
The IMPACT of the Scholarly Practitioner Doctorate

Developing Socially-Just Leaders to Make Equitable Change

The Coming of Age of the Education Doctorate Series

2025 SPE Outstanding Book Award Honorable Mention

The IMPACT of the Scholarly Practitioner Doctorate: Developing Socially-Just Leaders to Make Equitable Change is a collection of shared counternarratives between EdD alums and their supervising professor mentors, detailing their dissertation in practice (DiP) journeys as scholarly practitioners and the impact of the scholarly practitioner doctorate on their paths from doctoral students to socially-just leaders in a wide range of educational fields. The book serves as an exemplar learning companion to a wide audience and diverse EdD programs looking to modify, develop, or redesign their programs to align with The Carnegie Project on the Education Doctorate (CPED) concepts including signature pedagogy, laboratories of practice, inquiry as practice and mentoring and advising. *The IMPACT of the Scholarly Practitioner Doctorate* demonstrates how change in education, community, and organizations have been impacted in efficacious ways.



AWARD WINNER

February 2024 / 246 pages / 6" x 9"

Paper / 9781975505516 / \$34.95

E-book / 9781975505530 / \$34.95

Edited by W. Kyle Ingle and Harriette Thurber Rasmussen

Innovation and Impact

The Origins and Elements of EdD Program Excellence

The Coming of Age of the Education Doctorate Series

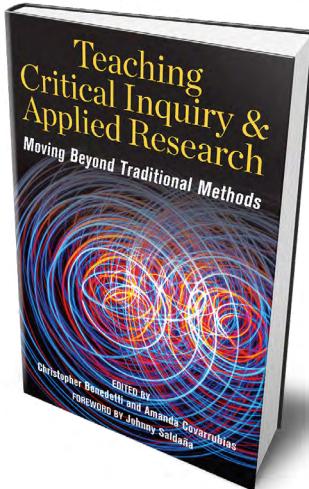
Professional and educational associations, such as the Carnegie Project for the Education Doctorate (CPED), create and offer awards that recognize the accomplishments of individuals, programs, and institutions. In this edited book, W. Kyle Ingle and Harriette Thurber Rasmussen focus on CPED's Program of the Year (POY) Award, examining its history, purpose, submission requirements, its committee structure, activities, and outcomes. Faculty members from CPED's award-winning institutions have been invited to discuss their innovative programs, how these innovations were developed, how they pursue social justice, and how these innovations have been sustained since winning the award. Furthermore, the award's role in facilitating the diffusion of innovative and effective practices among CPED member institutions is examined. The book and its chapters are framed through the lens of innovation diffusion theory. Popularized by communication theorist Everett Rogers (1967, 2003), innovation diffusion theory has spread widely across the social sciences.



January 2024 / 168 pages / 6" x 9"

Paper / 9781975505455 / \$39.95

E-book / 9781975505479 / \$39.95



November 2023 / 225 pages / 6" x 9"

Paper / 9781975505332 / \$34.95

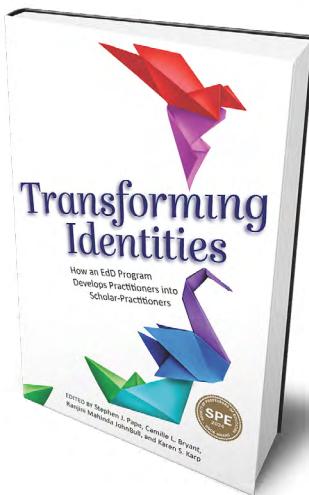
E-book / 9781975505356 / \$34.95

Edited by Christopher Benedetti and Amanda Covarrubias

Teaching Critical Inquiry and Applied Research Moving Beyond Traditional Methods

The Coming of Age of the Education Doctorate Series

A key distinction between an education doctorate, or Ed.D., and other doctorates in the field of education is the development of scholar practitioners armed with knowledge and skills to successfully lead change in their profession. Critical inquiry is one such skill, increasingly taught in many Ed.D. programs in some form of applied research methodology. *Teaching Critical Inquiry and Applied Research: Moving Beyond Traditional Methods* gathers insights from Ed.D. faculty regarding how the teaching of applied research occurs to develop scholar practitioners prepared to bring change to their respective professional fields. Each chapter includes strategies and recommendations for others interested in implementing something similar in their courses and programs. This book also captures student voices, in the form of vignettes written by students within each chapter, to illustrate the powerful impact of learning related to critical inquiry and applied research.



AWARD WINNER

September 2023 / 250 pages / 6" x 9"

Paper / 9781975505394 / \$38.95

E-book / 9781975505417 / \$38.95

Edited by Stephen J. Pape, Camille L. Bryant, Ranjini Mahinda JohnBull, and Karen S. Karp

Transforming Identities How an EdD Program Develops Practitioners into Scholar-Practitioners

The Coming of Age of the Education Doctorate Series

2024 SPE Outstanding Book Award Honorable Mention

Transforming Identities is the story of one doctoral program that was developed to transform the individuals who participated in the program personally and professionally, leading to improved ways of working within their professional practice. The book details the components of the program believed to have contributed to students' transformed personal and professional identities. The description of the program serves as a frame for 14 individual, compelling stories of transformation. These stories include identities experienced during the program, programmatic components that were mechanisms for change, and the impact of these alums' transformation on their professional organizations. Mechanisms of change highlighted by these former students include courses, communities of practice, advisers, and comprehensive examination.

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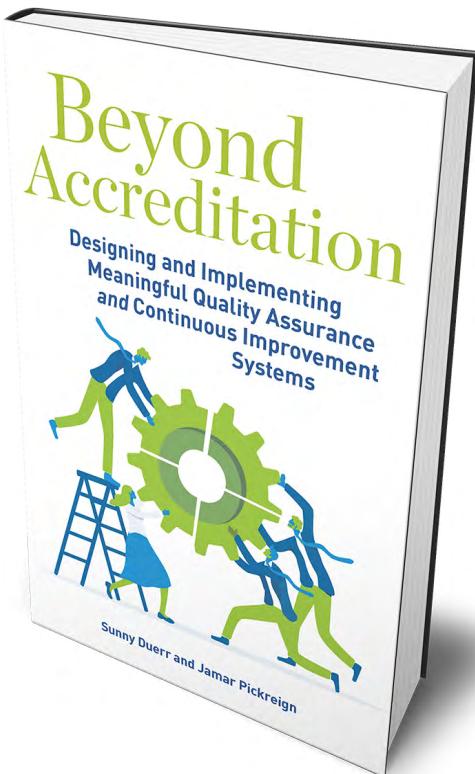


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Forthcoming 2026 / 200 pages / 6" x 9"

Paper / 9781975507732 / \$43.95

E-book / 9781975507756 / \$43.95

Sunny Duerr and Jamar Pickreign

Beyond Accreditation

Designing and Implementing Meaningful Quality Assurance and Continuous Improvement Systems

AAQEP Program Evaluation in Education Series

In a higher education landscape that seems to be increasingly focused on accreditation and accountability, administrators, faculty, and staff in higher education institutions expend considerable resources engaging in assessment activities in response to the demands of compliance-oriented external forces. *Beyond Accreditation: Designing and Implementing Meaningful Quality Assurance and Continuous Improvement Systems* presents an alternative paradigm for consideration: the primary purpose of assessment systems should be to provide program improvement, with the resulting data serving as supporting evidence for compliance-oriented requests. The book is intended to provide a foundation of background knowledge to empower programs, regardless of size or disciplinary context, to engage in the processes associated with assessment in pursuit of continuous improvement. Throughout the book, assessment is presented as something to be done in pursuit of continuous improvement. The authors hope that its contents prove useful to anyone in search of assistance in these efforts.

Sunny Duerr is currently the Assistant Dean for Assessment and Accreditation and Director of Compliance for the School of Education at the State University of New York at New Paltz.

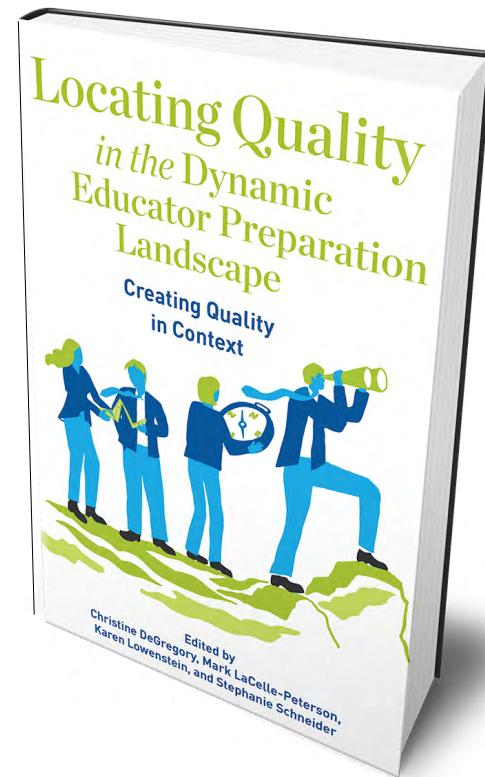
Jamar Pickreign is the Associate Dean for Assessment and Accreditation in the School of Education, Health, and Human Services at the State University of New York at Plattsburgh.

Edited by Christine DeGregory, Mark LaCelle-Peterson, Karen Lowenstein, and Stephanie Schneider

Locating Quality in the Dynamic Educator Preparation Landscape Creating Quality in Context

AAQEP Program Evaluation in Education Series

Over the past three decades, the landscape of educator preparation has changed so that more people can enter the teaching profession than ever before. *Locating Quality in the Dynamic Educator Preparation Landscape* centers on the experiences of a variety of preparation programs—all accredited by the Association for Advancing Quality in Educator Preparation (AAQEP), each unique in its approach to addressing the needs of its prospective teachers and its local school partners. The book shows that while qualities can be shared, quality is fundamentally a divergent rather than a convergent characteristic, and that program evaluation and accreditation regimes be framed accordingly. It argues that educational policy needs to be based on an appreciation of the many dimensions of quality program practice that are needed to address the varied and particular needs of schools, communities, and populations that are entering the educator preparation pipeline. So long as we are able to ensure that all pathways into teaching result in the preparation of effective educators who are able to serve students, schools, families, and communities well by promoting student learning and thriving, we will reap the benefits of this new, varied, and dynamic landscape of educator preparation.



March 2025 / 200 pages / 6" x 9"

Paper / 9781975506025 / \$42.95

E-book / 9781975506049 / \$42.95

“DeGregory and colleagues offer a compelling response to the reductive rhetoric often surrounding teacher preparation in the U.S., instead providing the reader with thoughtful, place-based examples of quality educator preparation that are sure to spark new insights and approaches. With its emphasis on supporting access to the profession, [this book] encourages policy makers, teacher educators, school districts and other stakeholders to be more expansive in their support of models that meet the needs of schools, teachers and children.”

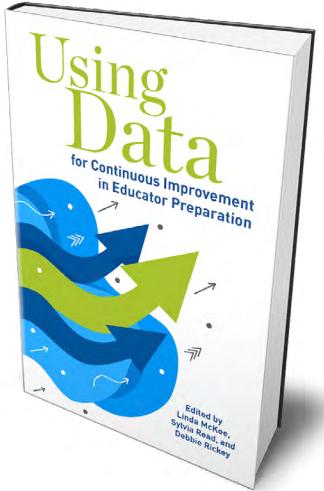
—Ashleigh Thompson, Ph.D., University Dean for Education, City University of New York

Christine DeGregory, Ph.D. is the Director of Professional Learning for AAQEP. Christine has a varied teaching background.

Mark LaCelle-Peterson is the founding President and CEO of the Association for Advancing Quality in Educator Preparation (AAQEP), an accreditation agency founded in 2017 to strengthen P-20 education through excellent, innovative preparation of educators.

Karen Lowenstein is the Director of Member Services at the Association for Advancing Quality in Educator Preparation (AAQEP).

Stephanie Schneider is an Associate Professor in the department of Childhood Education and Literacy in the School of Education at SUNY Old Westbury.



May 2024 / 278 pages / 6" x 9"

Paper / 9781975505905 / \$42.95

E-book / 9781975505929 / \$42.95

Edited by Linda McKee, Sylvia Read, and Debbie Rickey

Using Data for Continuous Improvement in Educator Preparation

AAQEP Program Evaluation in Education Series

Using Data for Continuous Improvement in Educator Preparation provides case studies that illuminate and contextualize the ways in which educator preparation programs determine the data they need to improve, collect data, analyze data, share data with stakeholders, and close the loop by making focused improvements based on the data. Educator preparation programs operate in a wide range of contexts that have different requirements (e.g., state-mandated measures), different affordances, and different needs. This text focuses on not only the stories of how data is collected, analyzed, and used for improvement, but also on how stakeholders are impacted by the continuous improvement process. In the editors' work with accreditation and educator preparation program evaluation, they noticed a variety of approaches to collecting, analyzing, and using data for program improvement. Often this intense work with data goes unnoticed and unappreciated because it is done in the service of accreditation that, once completed, does not reach an audience outside of the institution and the accreditation agency.

The Association for Advancing Quality in Educator Preparation Program Evaluation in Education Series

The Association for Advancing Quality in Educator Preparation (AAQEP) is a membership association and quality assurance agency that provides accreditation services and formative support to all types of educator preparation providers. Nationally recognized by the Council for Higher Education Accreditation (CHEA), AAQEP has membership of over 200 educator preparation providers nationwide and internationally. The AAQEP series presents book-length works and supplemental content from thought leaders in the field. It is the only program of its type devoted to the scholarship and practices of programmatic accreditation in higher education. All volumes are peer reviewed and carefully curated.

Published and forthcoming volumes include:

Using Data for Continuous Improvement in Educator Preparation,
edited by Sylvia Read, Debbie Rickey and Linda McKee (2024)

Locating Quality in the New Educator Preparation Landscape: Multiple Paths, Consistent Quality,
edited by Christine DeGregory, Mark LaCelle-Peterson, Karen Lowenstein, and Stephanie Schneider (2025)
Beyond Accreditation: Designing and Implementing Meaningful Quality Assurance and Continuous Improvement Systems, edited by Sunny R. Duerr and Jamar Pickreign (forthcoming 2026)

If you have a proposal that might be appropriate for inclusion in the AAQEP book series, please contact the series editor, Mark LaCelle-Peterson (m.lacelle.peterson@aaqep.org).

Initial proposals should include a brief (500 word) description of the intended work and contact information.

Critical Asian American and Pasifika Studies in Education

Series Editors: Betina Hsieh and Roland Sintos Coloma

This book series features innovative, imaginative, and even irreverent works that challenge dominant narratives of AANHPI students, educators, families, and communities and that center their educational wellbeing. Given the rich and complex diversities within the socio-politically constructed AANHPI category, books within the series will tackle educational problems, solutions, and possibilities that address AANHPI communities or that concern a particular ethnic or regional group (e.g., Filipinx or Southeast Asian Americans).

With these series goals in mind, we invite researchers, educators, and community knowledge workers to propose a book in this groundbreaking series. We aim to support both fresh and seasoned voices speaking to persistent and/or pressing contemporary issues related to AANHPI education that may be of interest to practitioner, community, and/or scholarly audiences. We are interested in works that may use, examine, or develop new frameworks or lenses towards AANHPI educational experiences, pose creative solutions to old problems, propose nonnormative epistemologies, enact dissident pedagogies, and take risky positions to imagine and build possible futures. In this series, we aim to deconstruct and construct, learn and unlearn what we have come to know and do in AANHPI education.

If you have a proposal that you wish to have considered for inclusion in the series, please contact the series editors:

Betina Hsieh (bychsieh@uw.edu) or
Roland Coloma (rscoloma@wayne.edu)

Prospectus guidelines can be found online at:

<https://myersedpress.presswarehouse.com/publishers/stylus/myers/files/Prospectus%20Guidelines%20MEP%202023.pdf>

The Generative Artificial Intelligence in Education Book Series

The Generative AI Series offers educators a comprehensive exploration of how GenAI will transform academic practices and research methodologies. Each title provides detailed, practical guidance on implementing generative AI in research, assessment, and dissertation writing. Following the publication of the introductory volume, *Generative Artificial Intelligence in Education: A Primer*, the series examines critical considerations including ethical uses of generative AI, equity concerns, and specific topics like writing, qualitative research, quantitative analysis, and project-based learning. Each title offers actionable strategies for effective and ethical use of generative AI in education.

Submission of Proposals

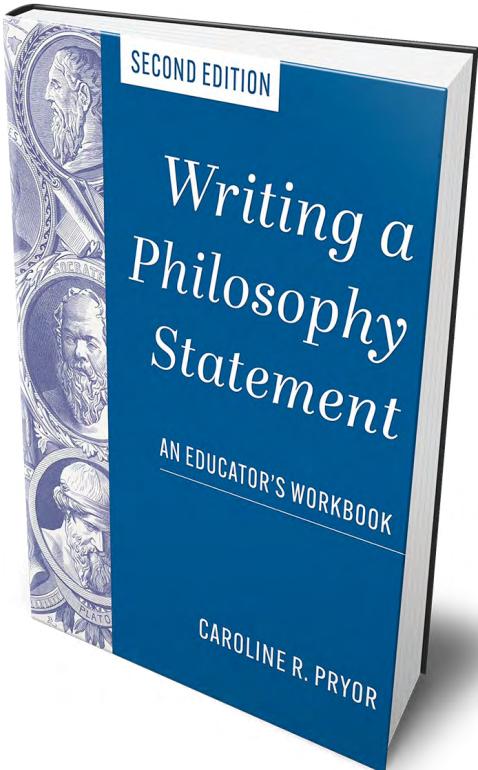
If you have a proposal for the book series on GenAI, we would love to know about it!

Please send your prospectus and CV to the series editors:

Jim Dunnigan (James.Dunnigan@asu.edu),
Danah Henriksen (Danah.Henriksen@asu.edu)
or Punya Mishra (punya.mishra@asu.edu)

Prospectus guidelines can be found online at

<https://myersedpress.presswarehouse.com/publishers/stylus/myers/files/Prospectus%20Guidelines%20MEP%202023.pdf>



July 2025 / 84 pages / 8.5" x11"

Paper / 9781975508494 / \$35.95

Caroline R. Pryor

Writing a Philosophy Statement An Educator's Workbook, Second Edition

Writing a Philosophy Statement: An Educator's Workbook, Second Edition provides a step-by-step process for writing a clear and concise philosophy of education statement based on a reader's beliefs about their approaches to teaching. This unique book provides information about five key philosophical approaches to teaching, using a range of activities for preservice and experienced teachers to examine classroom dilemmas. The workbook explores a variety of philosophical stances, including:

- Five philosophical approaches to teaching
- Strategies for identifying your approach to teaching
- Strategies for applying your approach in a written philosophy of education statement
- Practical uses for your philosophy statement

Example Professional Development Activities include Case Studies; Check Lists; Sample Philosophy Statements; Tips and Tools for Writing a Philosophy Statement; and Using your Statement in Job Interviews and Graduate School Applications. A key feature of this book is the highly researched two-dimensional Philosophy of Education Scale, helpful in identifying an individual's most and least likely approaches to teaching. The Scale includes a range of teaching practices that can prompt readers' deep understanding of the sources that impact their approach decisions. This book offers educational leaders a much-needed pathway for collaborative communication about how teachers can impact school climate, change and attainment.

Writing a Philosophy Statement is an essential tool for undergraduate and graduate students of education who are preparing for a career in teaching and for the academic rigors that they will encounter.

Caroline R. Pryor is Professor of Curriculum and Instruction in the School of Education, Health, and Human Behavior at Southern Illinois University Edwardsville. Pryor teaches graduate courses in Analysis of Instruction, Curriculum Models, Adult Education and Grant Writing. Pryor's teaching and research focus is STEM-Social Studies curriculum integration, with a focus on philosophical approaches to teaching. She is the immediate past chair of the Special Interest Group (SIG) Democratic Citizenship in Education of the American Educational Research Association (AERA) and serves on the SIUE Museum Advisory Council.

Marybeth Gasman

Candid Advice for New Faculty Members

A Guide to Getting Tenure and Advancing Your Academic Career, Second Edition

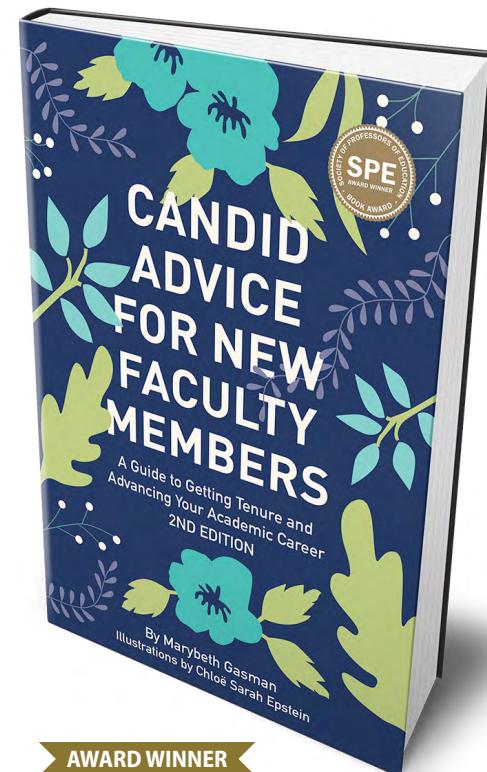
2022 SPE Outstanding Book Honorable Mention

"If you want to achieve tenure, you should know a bit more about what it means and why it exists, and its benefits. All too often, even faculty don't understand why tenure is important."

Thus begins the Preface of the first edition of *Candid Advice for New Faculty Members*, the most comprehensive "how to" guide for graduate students, post-docs, and junior faculty across a variety of academic disciplines. Now, in the Second Edition of this award-winning volume, Marybeth Gasman has added a variety of new topics, including teaching in a post-COVID environment, the use of Artificial Intelligence (AI) in writing and research, new views of DEI, navigating our new politic world, managing your social media and many other important and timely topics. Drawing upon her own extensive experiences and that of many colleagues, Gasman provides you with an incredibly valuable tool for attaining tenure and for the things that you should do to advance your academic career. She provides practical (and sometimes humorous) advice about a range of topics, including:

- negotiating job offers
- planning a research agenda
- improving your teaching skills
- managing service
- advising students
- applying for research grants
- achieving life/work balance
- managing academic politics

Gasman provides a peek behind the academy's curtain by painting a vivid picture of the inner workings of the academy and all of its players. *Candid Advice for New Faculty Members* is required reading for every newly-minted faculty member, regardless of academic discipline. The wisdom provided in this volume will prove to be invaluable to your future career.



AWARD WINNER

September 2025 / 280 pages / 6" x 9"

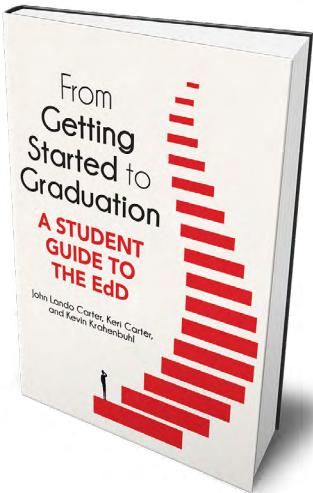
Paper / 9781975509255 / \$42.95

E-book / 9781975509262 / \$42.95

"Gasman shares, in great detail, the value of tenure through a lens I hadn't seen before. Her diverse experience and extensive knowledge allow her to provide the perfect insight in a candid, humorous fashion that is on point and right on time."

—Trina Fletcher, Associate Professor of Engineering and Industrial Technology, Management, and Applied Engineering, University of Arkansas at Pine Bluff

Marybeth Gasman is the Samuel DeWitt Proctor Endowed Chair in Education and a Distinguished Professor in the Graduate School of Education at Rutgers University. She is the author or editor of 35 books, including *Doing the Right Thing: How Colleges and Universities Can Undo Systemic Racism in Faculty Hiring* (Princeton University Press, 2022), *Educating a Diverse Nation* (Harvard University Press, 2015 with Clif Conrad), and *Making Black Scientists* (Harvard University Press, 2019 with Thai-Huy Nguyen).



Forthcoming 2026 / 225 pages / 6" x 9"

Paper / 9781975507978 / \$42.95

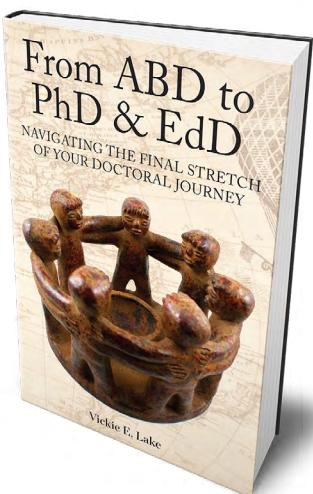
E-book / 9781975507992 / \$42.95

John Lando Carter, Keri Carter, and Kevin Krahnenbuhl

From Getting Started to Graduation A Student Guide to the EdD

The Coming of Age of the Education Doctorate Series

From Getting Started to Graduation: A Student Guide to the EdD pulls back the curtain on the hidden curriculum of the EdD experience for students, fully supporting their journeys by making what is too often anxious and abstract more clear and concrete. Drawing from years of experience from designing and directing an EdD program, the authors provide an end-to-end playbook for students to draw from as they navigate their own EdD program of choice. The book is divided into three sections. Part I focuses on getting started, explaining the purpose of and options for a student entering into their program. Part II explicitly explores how to navigate this years-long quest and stay the course, paying particular attention to the importance of establishing a support community. Finally, Part III pivots to helping students survive the intensive thinking, researching, and writing demands of the dissertation. *From Getting Started to Graduation* is essential reading for every EdD student and student advisor to guarantee successful completion of their programs.



June 2025 / 114 pages / 6" x 9"

Paper / 9781975507916 / \$22.95

E-book / 9781975507930 / \$22.95

Vickie E. Lake, PhD

From ABD to PhD and EdD Navigating the Final Stretch of Your Doctoral Journey

From ABD to PhD and EdD: Navigating the Final Stretch of Your Doctoral Journey offers a unique and powerful approach to completing your doctoral degree through the often-overlooked strategy of peer mentoring/coaching groups. Drawing from years of experience mentoring doctoral students at prestigious institutions, Dr. Vickie E. Lake presents a comprehensive guide for both faculty and students. This book addresses the critical gap in support that many doctoral candidates face after completing their coursework, a period when guidance is most needed but often least available. This book is unique in its dual focus on both faculty and student perspectives. For faculty, it provides a roadmap for establishing and guiding doctoral support groups, addressing the challenges of workload balance and institutional recognition. For students, it offers a lifeline of peer support and practical strategies, especially valuable in an era of declining tenure-track positions and increasing pressure on completion times. Whether you're a doctoral student feeling isolated in your research, a faculty member looking to better support your advisees, or a university administrator aiming to improve completion rates, this book offers invaluable insights.

Sadia Warsi

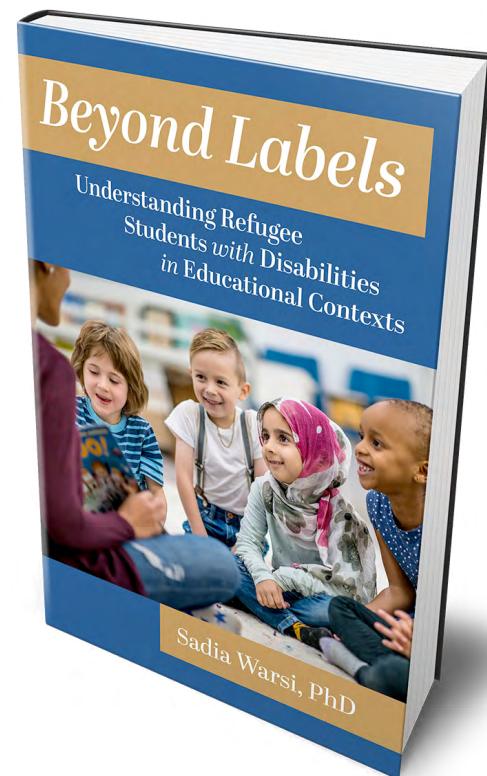
Beyond Labels

Understanding Refugee Students with Disabilities in Educational Contexts

Beyond Labels: Understanding Refugee Students with Disabilities in Educational Contexts is an essential text that provides educators with insight into the educational needs of refugee students with disabilities through six meticulously researched case studies and illuminates the complex relationship between displacement trauma and disability, from physical disabilities and dyslexia to autism and visual impairment. *Beyond Labels* offers evidence-based frameworks for differentiating between language acquisition challenges and learning disabilities, implementing culturally responsive assessments, and developing accommodations that respect both refugee experiences and disability-related needs. Each case study provides guidance on special education processes, family school partnerships, and classroom implementation strategies.

Educational professionals will find analysis of critical questions regarding cultural perspectives on disability, effective accommodation strategies, and ensuring educational continuity for students experiencing both displacement and disability. The text includes practical tools such as reflection questions, assessment guidelines, and strength-based intervention approaches.

This practical reference for special educators, ESL specialists, school psychologists, and administrators bridges refugee education and disability studies, creating new possibilities for supporting resilient yet vulnerable student populations.



October 2025 / 126 pages / 6" x 9"

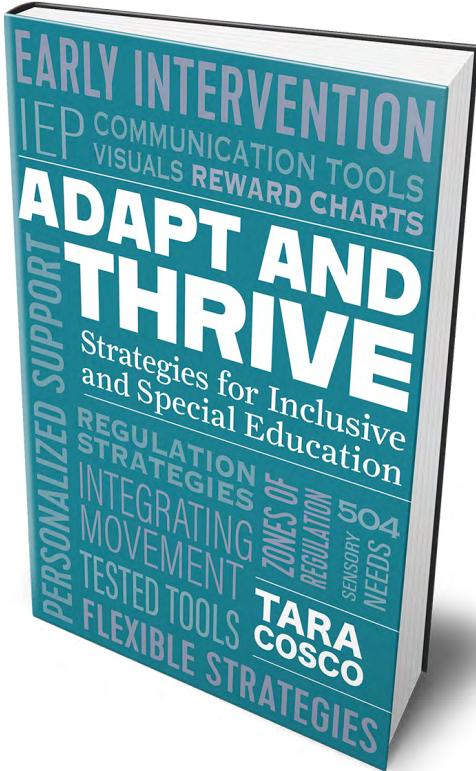
Paper / 9781975509231 / \$37.95

E-book / 9781975509248 / \$37.95

"This book challenges us to move beyond simplified notions of inclusion and embrace the complexity and possibility of educational spaces that truly serve all learners. Through compelling case studies and actionable insights, Dr. Warsi offers a vital, enduring resource for teacher educators, school leaders, and policy makers."

—Dr. Carolyn Theard-Griggs, Dean and Professor, National College of Education, National Louis University

Dr. Sadia Warsi is an Associate Professor in the Special Education Program at National Louis University. Her research focuses on the intersection of refugee experiences and disabilities in educational contexts. With an educational background spanning four countries (India, Iraq, Saudi Arabia, and Canada), she brings international perspective to American educational practices.



November 2025 / 125 pages / 6" x 9"

Paper / 9781975509217 / \$37.95

E-book / 9781975509224 / \$37.95

Tara Cosco

Adapt and Thrive

Strategies for Inclusive and Special Education

From disability to ABILITY Series

Adapt and Thrive: Strategies for Inclusive and Special Education is a compassionate, evidence-based guide for teachers, special educators, and caregivers supporting children with autism and sensory or behavioral challenges. Tara Cosco provides educators and caregivers with strategies to help each child flourish with dignity, joy, and confidence. Success begins with building strong relationships, understanding students' strengths, interests, and what brings them joy. You'll learn ways to determine the cause of challenging behaviors, then respond with motivation, engagement, and personalized support. Sensory needs are treated as essential, not optional: the book guides you in integrating movement and using visual and tactile tools so students feel safe, regulated, and understood. Emotional regulation is also central: with strategies like Zones of Regulation and restorative practices, the goal is equipping students with self-awareness and empathy rather than enforcing compliance.

Because every learner is unique in pace, style, level, and readiness, *Adapt and Thrive* offers flexible strategies. It emphasizes early intervention, providing communication tools, sensory accommodations, and emotional regulation strategies early to help prevent frustration, isolation, and shame. Practical, classroom-tested tools are woven throughout: reward charts, visuals, regulation strategies, and restorative conversation templates. Written with warmth, humility, and respect, this book celebrates the inherent worth and beauty of every child. If you want to build inclusive, compassionate classrooms where every learner is known, valued, and supported, this book will guide your way.

Dr. Tara Cosco is an associate education professor at Augusta University. Tara began her career teaching elementary special education. She has taught in private and public schools, as well as in higher education. Tara's research interests are special education, technology, and leadership.

Antonio L. Ellis

Beyond Graduation

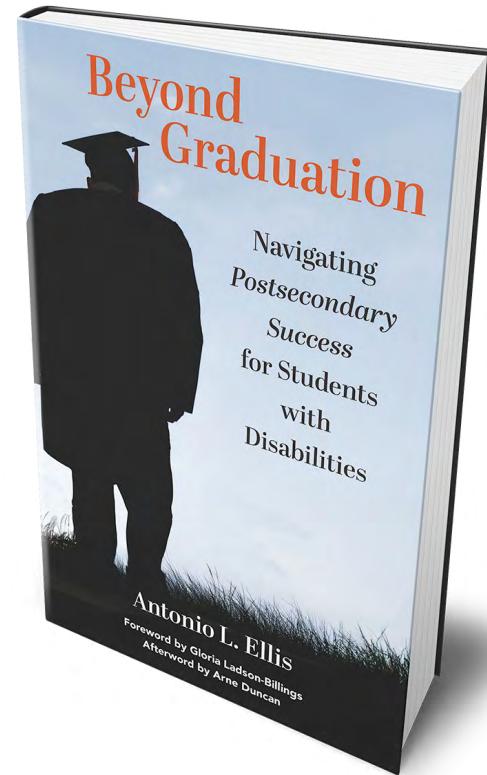
Navigating Postsecondary Success for Students with Disabilities

From disability to ABILITY Series

Transition planning for students with disabilities is often treated as a procedural task rather than an opportunity to address systemic inequities. *Beyond Graduation: Navigating Postsecondary Success for Students with Disabilities* reframes postsecondary transition through a justice-centered framework that prioritizes equity, inclusion, and culturally responsive practices. The book examines the current state of transition planning, highlighting disparities in access, employment, and community integration for disabled students, particularly those from marginalized backgrounds. It advocates for early intervention, comprehensive assessments, and individualized goals aligned with each student's strengths and aspirations.

The book explores how race, disability, and socioeconomic status intersect to shape postsecondary experiences, emphasizing the need for equity-centered transition practices that address systemic biases in special education. It critiques traditional definitions of college readiness and advocates for inclusive curriculum design and equitable access to advanced coursework.

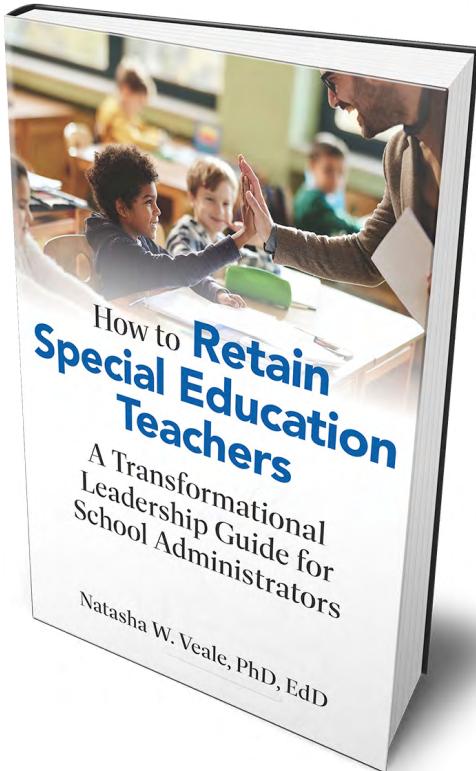
Strategies for fostering independence, financial literacy, and self-advocacy are outlined, along with practical recommendations for navigating postsecondary systems and digital spaces. The concluding chapter underscores the importance of accountability, systemic change, and justice-oriented planning that prepares all students to thrive beyond graduation. Designed for educators, practitioners, students, families, educators, and policymakers, this research bridges the gap between policy and practice, offering actionable solutions to empower students with disabilities to achieve success beyond the classroom and into adulthood.



November 2025 / 250 pages / 6" x 9"

Paper / 9781975509453 / \$45.95
E-book / 9781975509460 / \$45.95

Dr. Antonio L. Ellis is a Senior Professorial Lecturer and Director of the Summer Institute on Education Equity and Justice (SIEJ) at the American University School of Education. He teaches special education courses, advises students in the educational policy and leadership doctoral program, and supports doctoral dissertations.



April 2025 / 200 pages / 6" x 9"

Paper / 9781975507077 / \$41.95

E-book / 9781975507091 / \$41.95

"Having devoted her entire career to education (in both K-12 and higher education as well as in public and private institutions), Dr. Veale is addressing one of our nation's most critical challenges. Recruiting, and as importantly—retaining—special education teachers is a daunting and critical priority. Her experience, research and insight inform a recommendation and framework to intentionally improve and reform the field. Her book should be on every educational leader's reading and, more importantly, action list."

—Dr. Lawrence Czarda, President, Greensboro College

Natasha W. Veale

How to Retain Special Education Teachers

A Transformational Leadership Guide for School Administrators

Do you have the desire to build relationships with the special education teachers in your school or district but constantly feel weighed down by compliance issues? Special education teachers are leaving the field at alarming rates, and positive change through transformational leadership practices can help administrators build confidence and self-efficacy as leaders of special education programs and strengthen special education teachers' commitment to remain in the field.

In a book that guides an affective journey using John C. Maxwell's teachings, Natasha Veale, a former special education teacher, professor of special education, and certified Maxwell Leadership consultant, demonstrates how to address administrators' belief in their ability to become influential special education leaders and connect with their special education teachers, even without a background in special education. This book is ideal for pre-service and in-service assistant principals and principals, special education administrators, and general and special education teachers. Practical advice and tips are offered to help administrators positively influence, individually consider, intellectually stimulate, and inspirationally motivate their special education teachers.

In *How to Retain Special Education Teachers: A Transformational Leadership Guide for School Administrators*, you learn how to:

- Support special education teacher workload
- Build self-efficacy as a leader of special education
- Build relationships with special education teachers
- Strengthen Principal Preparation Programs

This is a critically important book that should be read by every school administrator and by every College of Education faculty member involved in any area of special education.

Dr. Natasha Veale (Ph.D., Ed.D) is a certified special education teacher, teacher educator, college administrator, and special education leadership consultant. She is also a certified John C. Maxwell Leadership consultant, coach, and trainer. For details, visit <http://vealeleadershipconsulting.com>.

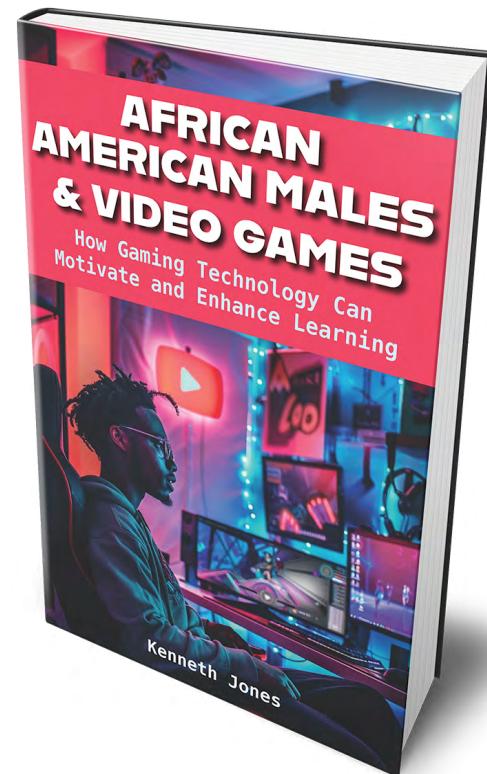
Kenneth Jones

African American Males and Video Games

How Gaming Technology Can Motivate and Enhance Learning

African American males are confronted with formidable barriers in their pursuit of quality education, resulting in stark disparities in academic performance, economic opportunities, and social outcomes. Despite numerous educational initiatives striving for parity, African American males persistently bear the brunt of the highest rates of suspensions, expulsions, and dropout rates, surpassing all other demographic groups. Educational environments often fail to acknowledge and integrate the cultural and social needs of Black males, viewing them as "problems" rather than recognizing their immense potential for academic and leadership success.

African American Males and Video Games explores the perspectives of four African American male college students aged 18 to 21 on the impact of video games on their academic growth and development. The participants, all maintaining a GPA of 3.0 or higher, shared their experiences with teachers, video games, and coping mechanisms. This qualitative approach allowed for a rich understanding of the participant's experiences and the role of video games in their academic and mental well-being. This book is a critical text for exploring alternatives in providing a quality education experience for young African American males. It is vital reading for educators in all areas of higher education, and a valuable teaching tool in Colleges of Education.



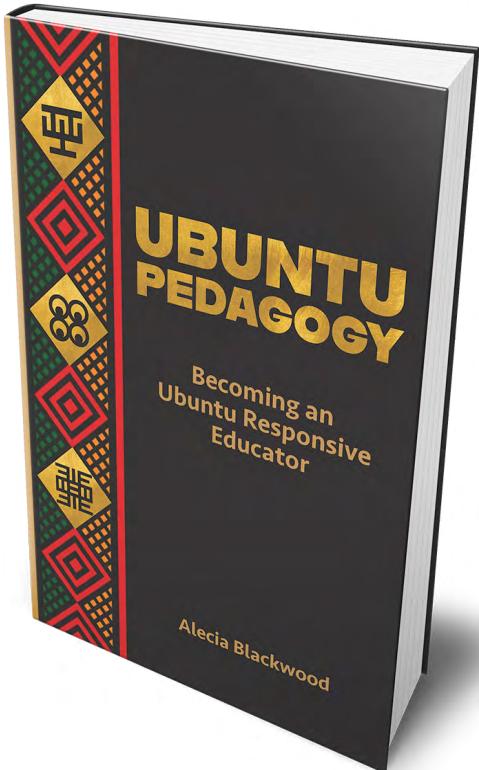
March 2025 / 123 pages / 6" x 9"

Paper / 9781975507701 / \$34.95
E-book / 9781975507725 / \$34.95

"Kenneth Jones wants African American Males and Video Games to jumpstart a culture of academic growth and achievement for African American males inside an inclusive educational environment that both addresses their needs and enhances learning outcomes for all students. Drawing from his own experiences and those of other African American males, he offers a highly readable and rigorous argument for the way forward."

—James Paul Gee, Regents' Professor Emeritus,
Arizona State University

Dr. Kenneth Jones Sr. (EdD., University of Illinois-Urbana Champaign) is a dynamic educational leader with an impressive career spanning over 16 years. His experience includes teaching general and special education at Gary Community Schools, serving as a Scholar Researcher at the University of Illinois-Urbana-Champaign, leading a not-for-profit organization focused on young minorities in technological occupations, and being the CEO of Sundiata Educational Consultants



February 2025 / 126 pages / 6" x 9"

Paper / 9781975507497 / \$29.95

E-book / 9781975507510 / \$29.95

Alecia Blackwood

Ubuntu Pedagogy

Becoming an Ubuntu Responsive Educator

Ubuntu Pedagogy: Becoming an Ubuntu Responsive Educator is a compelling narrative born from the author's lived experience and extensive teaching in the United States. The book chronicles her journey to Southern Africa, where she sought to understand what it means to "teach in the spirit of ubuntu." The book explores the transformative power of Ubuntu, an ancient African philosophy rooted in human interconnectedness and mutual care. It demonstrates how the principles of Ubuntu can be applied to create an engaging, inclusive, and effective learning environment. This work blends personal stories, practical examples, and a conceptual framework of Ubuntu pedagogy, illustrating its profound impact on both teaching practices and student achievement.

Ubuntu Pedagogy: Becoming an Ubuntu Responsive Educator is more than a pedagogical guide; it is a testament to the power of human connection and compassionate teaching. By integrating Ubuntu into educational practices, the author aims to inspire educators to create nurturing, inclusive, and effective learning environments that honor the humanity of every student.

"We are in a time when educational leaders and teachers are rethinking what we teach, how we teach it and how to provide effective social emotional support to students. Through Ubuntu Pedagogy,

Dr. Alecia Blackwood provides a culturally rich, relevant and responsive framework for centering students humanity in the classroom, leading to authentic engagement and achievement."

—Chike Akua, PhD., Associate Professor of Educational Leadership, Clark Atlanta University,
Author of *Education for Transformation: The Keys to Releasing the Genius of African American Students*

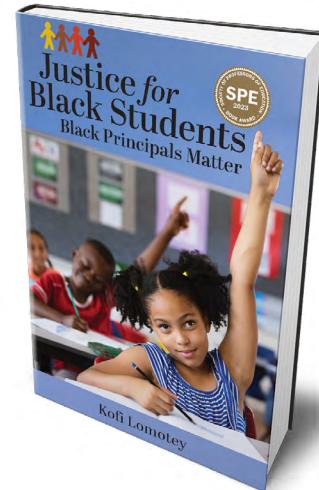
Alecia Blackwood explores an ubuntu pedagogy framework and provides an overview of how educators cultivate their cultural competence for teaching. Furthermore, the author offers practical examples that capture the different pedagogical moves when demonstrating an ubuntu-oriented teaching style that affirms and dignifies all learners. She is an author, an international speaker, and a former Fulbright-Hays Scholar for Namibia and Botswana. Alecia is an Assistant Professor of Education at Longwood University, where she passionately mentors aspiring educators and instills innovative teaching methods.

Kofi Lomotey

Justice For Black Students Black Principals Matter

2023 SPE Outstanding Book Award Winner

In *Justice for Black Students: Black Principals Matter*, Kofi Lomotey begins with a two-pronged premise: (1) Black students do not receive a quality education in US public (or private) schools, and (2) Black principals, like Black teachers, can make a positive impact on the academic and overall success of Black students. Through the chronicling of his own work over 50 years—as a practitioner and an academic—Lomotey puts forth this argument with a focus on Black principals. In this book, he positions his 1993 coining of the term *ethno-humanism*—a role identity which he attributes to successful Black principals—as a fundamental/critical component of the leadership of these principals. This volume is essential reading for all educators interested in seeing a significant improvement in the academic and overall success of Black students. Preservice teachers, practitioners, and administrators will find enormous value in the book’s message.



AWARD WINNER

August 2022 / 250 pages / 6" x 9"

Paper / 9781975504830 / \$36.95

E-book / 9781975504854 / \$36.95

Edited by Kmt G. Shockley and Kofi Lomotey

Foreword by Gloria Ladson-Billings

Afterword by Joyce Elaine King

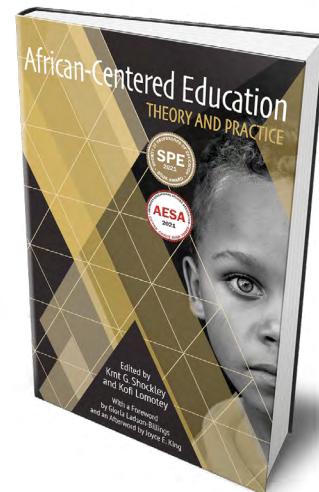
African-Centered Education Theory and Practice

Critical Race Issues in Education Series

2021 AESA Critics’ Choice Award Winner

2021 SPE Outstanding Book Award Winner

This volume brings together leading scholars and practitioners to address the theory and practice of African-centered education. The contributors provide perspectives on the history, methods, successes and challenges of African-centered education; discussions of the efforts that are being made to counter the miseducation of Black children; and prescriptions for—and analyses of—the way forward for Black children and Black communities. The authors argue that Black children need an education that moves them toward leading and taking agency within their own communities. They address several areas that capture the essence of what African-centered education is, how it works, and why it is a critical imperative at this moment.



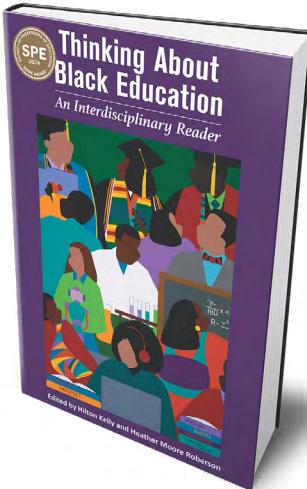
AWARD WINNER

June 2020 / 202 pages / 6" x 9"

Paper / 9781975502096 / \$44.95

Cloth / 9781975502089 / \$160.00

E-book / 9781975502119 / \$44.95



➤ AWARD WINNER

April 2023 / 520 pages / 7" x 10"

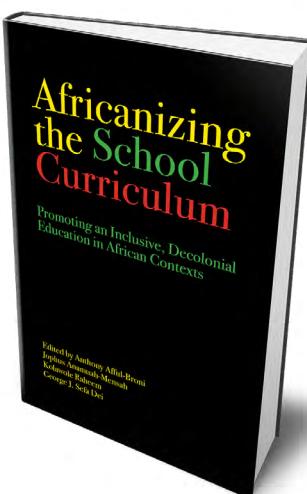
Paper / 9781975502522 / \$39.95
E-book / 9781975502546 / \$39.95

Edited by Hilton Kelly and Heather Moore Roberson

Thinking About Black Education An Interdisciplinary Reader

2024 SPE Outstanding Book Award Winner

In this pioneering interdisciplinary reader, Hilton Kelly and Heather Moore Roberson have curated essential readings for thinking about black education from slavery to the present day. Necessary after 400 years of struggle for people of African-American descent to become fully-educated citizens with all the rights and privileges that true freedom brings, it can serve as a cornerstone during this quadricentennial moment by showcasing canonical, cutting-edge, and essential scholarship that people of African descent have produced in the United States. *Thinking About Black Education* is an essential text for a variety of Black Studies courses, but it should also appeal to a broader audience of students and scholars interested in racial equity and social justice across the disciplines.



November 2020 / 214 pages / 7" x 10"

Paper / 9781975504595 / \$39.95
Cloth / 9781975504588 / \$160.00
E-book / 9781975504618 / \$39.95

Edited by Anthony Afful-Broni, Jophus Anamuah-Mensah, Kolawole Raheem, and George J. Sefa Dei

Africanizing the School Curriculum Promoting an Inclusive, Decolonial Education in African Contexts

Connecting cultures to educational settings is an essential component of critical pedagogy. This book addresses many of the key issues and challenges in decolonizing the African school curriculum. It highlights important philosophical arguments on the challenges and possibilities of achieving these goals in a meaningful manner.

Africanizing the School Curriculum also raises a variety of key questions about framing an inclusive anti-colonial African future; what type of education are learners of today going to receive and how will they apply it to their schooling and work lives; how do we create understandings of what it means to be human; and how do we make school curricula inclusive through teaching, research and graduate training in questions of Indigeneity and multi-centric ways of knowing? It is essential reading to any student or teacher concerned about understanding the many facets of an African school curriculum.

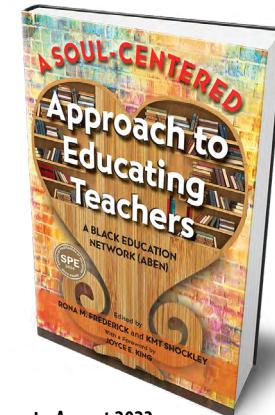
Edited by Rona M. Frederick and Kmt Shockley
Foreword by Joyce E. King

AWARD WINNER

A Soul-Centered Approach to Educating Teachers A Black Education Network (ABEN)

2024 SPE Outstanding Book Award Honorable Mention

A Soul-Centered Approach to Educating Teachers has been created by A Black Education Network (ABEN), a national organization whose mission is to reverse the backward slide of Black students by utilizing culturally informed research, technology, and visionary community networking within the African Diaspora to facilitate academic and cultural excellence wherever scholars are. This interactive book presents portraits, narratives, and essays to illustrate the impact of ABEN on Black educators and those they serve.



August 2023
175 pages / 6" x 9"
Paper / 9781975505691 / \$29.95
E-book / 9781975505714 / \$29.95

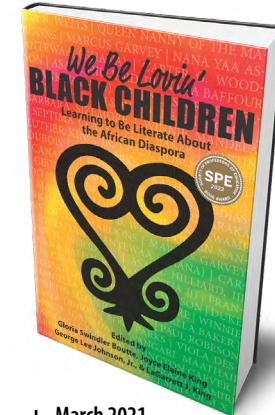
Edited by Gloria Swindler Boutte, Joyce Elaine King,
George Lee Johnson, Jr., and LaGarrett J. King

AWARD WINNER

We Be Lovin' Black Children Learning to Be Literate About the African Diaspora

2022 SPE Outstanding Book Award Winner

We Be Lovin' Black Children is a pro-Black book. Pro-Black does not mean anti-white or anti anything else. It means that this little book is about what we must do to ensure that Black children across the world are loved, safe, and that their souls and spirits are healed from the ongoing damage of living in a world where white supremacy flourishes. It offers strategies and activities that families, communities, social organizations, and others can use to unapologetically love Black children. This book will facilitate Black children's cultural and academic excellence.



March 2021
119 pages / 6" x 9"
Paper / 9781975504632 / \$14.95
E-book / 9781975504656 / \$12.95

Dianne Smith, Loyce Caruthers, and Shaunda Fowler
Foreword by Joy James

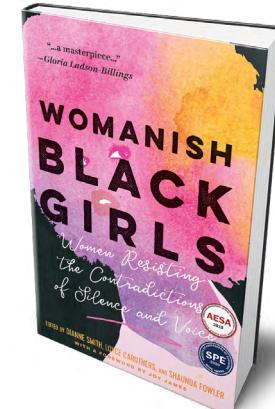
AWARD WINNER

Womanish Black Girls Women Resisting the Contradictions of Silence and Voice

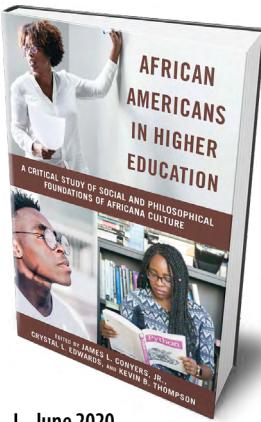
2020 SPE Outstanding Book Award Winner

2019 AESA Critics' Choice Award Winner

A collection of essays written by varied black women who fill spaces within the academy, public schools, civic organizations, and religious institutions. A major theme is the notion of womanish black girls/women resisting the familial and communal expectations of being seen, rather than heard. While the aforementioned can revive painful images and feelings, the essays offer hope, joy, redemption, and the re-imagining of new ways of being in individual and communal spaces.



March 2019
154 pages / 6" x 9"
Paper / 9781975500917 / \$43.95
E-book / 9781975500931 / \$43.95



June 2020
 345 pages / 6" x 9"
 Paper / 9781975502058 / \$46.95
 E-book / 9781975502072 / \$46.95

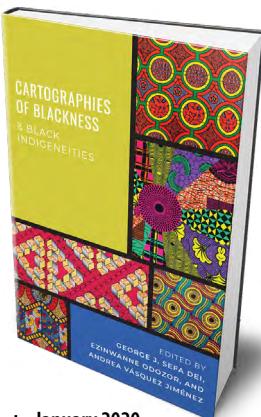
Edited by James L. Conyers, Jr., Crystal L. Edwards, and Kevin B. Thompson

African Americans in Higher Education

A Critical Study of Social and Philosophical Foundations of Africana Culture

Critical Race Issues in Education Series

This book seeks to critically examine African Americans in higher education, with an emphasis on social and philosophical foundations of Africana culture. This is a critical interdisciplinary study, which examines the collection, interpretation, and analysis of quantitative and qualitative data in the field of higher education. [T]his volume provides readers with a compilation of literary, historical, philosophical, and communicative essays that describe and evaluate the Black experience from an Afrocentric perspective for the first time.

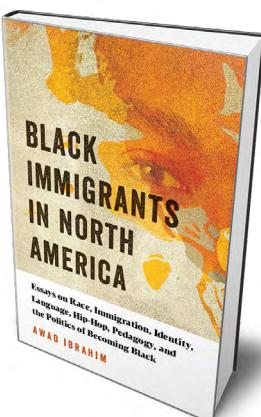


January 2020
 276 pages / 7" x 10"
 Paper / 9781975501075 / \$49.95
 E-book / 9781975501099 / \$49.95

Edited by George J. Sefa Dei, Ezinwanne Odozor, and Andrea Vásquez Jiménez

Cartographies of Blackness and Black Indigeneities

Cartographies of Blackness and Black Indigeneities acknowledges the saliency of Blackness in contemporary social formations, insisting that how bodies are read is extremely important. It is a call to celebrate Blackness in all its complexities, including race, ethnicity, class, gender, sexuality, (dis)ability, spiritualities, and geographies. This book intersperses discussions of Blackness with Black racial identity and cultural politics and the required responsibilities for the Global Black and African populations to build viable communities utilizing our differences—knowledges, cultures, politics, identities, histories—as strengths.



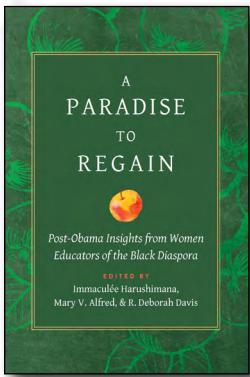
October 2019
 225 pages / 6" x 9"
 Paper / 9781975501976 / \$46.95
 E-book / 9781975501990 / \$46.95

Awad Ibrahim

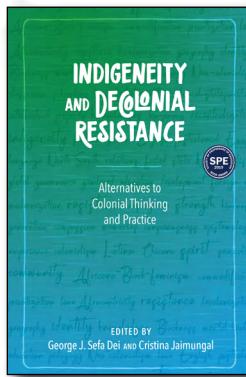
Black Immigrants in North America

Essays on Race, Immigration, Identity, Language, Hip-Hop, Pedagogy, and the Politics of Becoming Black

The first wave of Black immigrants arrived in North America during the 1960s and 1970s, coming originally from the Caribbean. An opportunity was missed, however, in documenting their everyday experience from a social science perspective: what did it mean for a Barbadian or a Jamaican to live in Toronto or New York? Were they Jamaicans or did they go with the descriptor 'Black'? What relationship did they have with African Canadians or African Americans? *Black Immigrants in North America* answers these and other questions while documenting the second wave of Black immigration to North America, which started in the early 1990s.



February 2019
324 pages / 6" x 9"
Paper / 9781975501112 / \$46.95
Cloth / 9781975501105 / \$160.00
E-book / 9781975501136 / \$46.95



► AWARD WINNER

April 2018
232 pages / 7" x 10"
Paper / 9781975500054 / \$46.95
Cloth / 9781975500047 / \$160.00
E-book / 9781975500078 / \$46.95

Edited by Immaculée Harushimana,
Mary Alfred, and R. Deborah Davis

A Paradise to Regain Post-Obama Insights from Women Educators of the Black Diaspora

Edited by George J. Sefa Dei
and Cristina Jaimungal

Indigeneity and Decolonial Resistance Alternatives to Colonial Thinking and Practice

2019 SPE Outstanding Book Award Honorable Mention

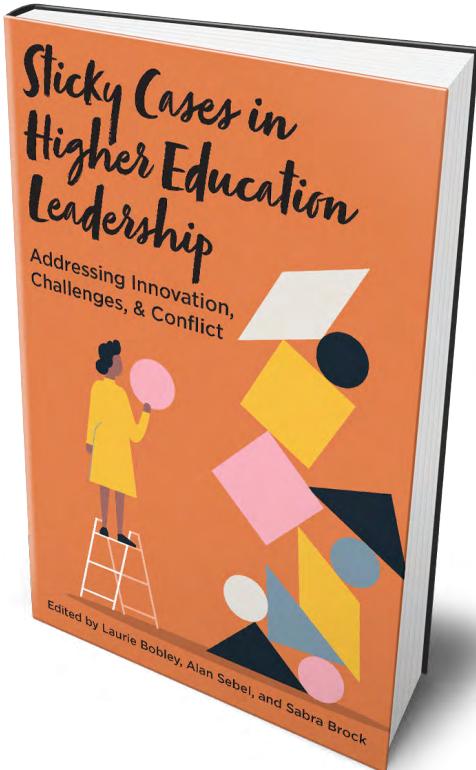


The London Arts-Based Research Centre (LABRC) is London's first arts-based research organization, which offers a wide range of inspiring projects, conferences, courses, workshops, as well as creative research opportunities for writers, scholars, academics and artists around the world.

The LABRC series will include:

- Single-author books (print and electronic) and essay/chapter collections in book format (print and electronic) on special themes
- supplemental web-based content
- research-based volume with arts research-based themes

Authors and collection editors who wish to have their projects considered for publication in the series are encouraged to submit a prospectus (<https://zfrmz.com/rmlvGq7xgL2RTgPkByk9>) to the series editor, Roula-Maria Dib, PhD, FRSA, Founding Director (roula@labrc.co.uk)



November 2024 / 200 pages / 6" x 9"

Paper / 9781975506506 / \$42.95

E-book / 9781975506520 / \$42.95

"This wonderful book is a collection of lively and relevant cases suitable for a variety of leadership development programs. The dilemmas will be familiar to anyone in organizations where governance is a combination of applying legal rules, institutional policies, and humanitarian considerations. The authors have filled a gap in leadership preparation curriculum with a timely and useful publication."

—Rene Parmar, Ph.D., Dean, School of Education, SUNY New Paltz

Edited by Laurie Bobley, Alan Sebel, and Sabra Brock

Sticky Cases in Higher Education Leadership Addressing Innovation, Challenges, and Conflict

Critical Leadership Pedagogy and Praxis Series

Case studies serve as powerful tools because they bridge theory and practice, enhance decision-making skills, and prepare individuals for real-world challenges. There is a shortage of case study resources specifically focused on the ongoing development of leaders for positions in higher education. *Sticky Cases in Higher Education Leadership* provides invaluable insights and lessons to help aspiring higher education leaders and experienced administrators navigate the complex landscape of academic leadership.

Authored by faculty and administrators in various roles, the cases represent real-world incidents and situations that are faced by higher education leaders. Each case discusses a real-world conflict or challenge presented in an open-ended format to encourage thoughtful, independent, or collaborative analysis. Readers, individually or collaboratively, consider the situation or incident and propose solutions or alternative approaches.

The primary purpose of the book is to serve as a valuable teaching tool for universities offering programs in higher education leadership development. It can be used in doctoral and master's degree programs focused on higher education leadership and management. It will also benefit colleges and universities that have or are planning to initiate leadership development programs to prepare faculty for advancement into administrative roles. Additionally, the book will have utility for institutions engaged in succession planning. The cases enrich the experience of program participants and are easily aligned with desired learning outcomes.

Laurie Bobley, Ed.D. (laurie.bobley@touro.edu) is the Chair of Alternative Programs and University Partnerships in the Graduate School of Education at Touro University New York.

Alan Sebel is a Professor of Education at Touro University, New York. He has been a faculty member in the Graduate School of Education School Leadership Program since 2003.

Sabra Brock is Chair of the Business & Accounting Department at NYSCAS in Touro University, New York City. In her full Professor role, she teaches courses in Marketing and Management.

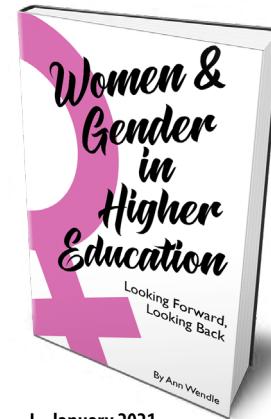
Ann Wendle

Women and Gender in Higher Education

Looking Forward, Looking Back

Culture and Society in Higher Education Series

Since the founding of the nation, higher education has helped female faculty and students assert themselves in establishing equality between men and women across the country (Morris, 1984). *Women and Gender in Higher Education* provides a comprehensive review of the varying concepts that address the development of women in higher education, including how women understand the world around them—making meaning for themselves and their environment—and acknowledging the intersectionality of their identity.



January 2021
110 pages / 7" x 10"
Paper / 9781975502966 / \$51.95
E-book / 9781975502980 / \$51.95

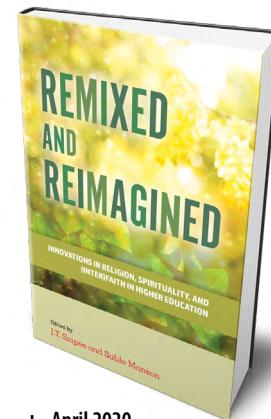
Edited by J.T. Snipes and Sable Manson

Remixed and Reimagined

Innovations in Religion, Spirituality, and (Inter)Faith in Higher Education

Culture and Society in Higher Education Series

[This book] invites readers to rethink and re-examine the traditional paradigms in which religion, spirituality, and interfaith (RSI) have been studied within higher education and student affairs settings. This volume introduces new theoretical frameworks that enrich and enliven the study of RSI, making it more dynamic, inclusive, and, most importantly, innovative. It is framed by a commitment to social justice and intersectionality, while centering the narratives of the religiously marginalized.



April 2020
312 pages / 7" x 10"
Paper / 9781975500795 / \$59.95
E-book / 9781975500818 / \$59.95

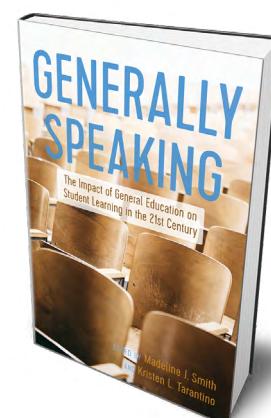
Edited by Madeline J. Smith and Kristen L. Tarantino

Generally Speaking

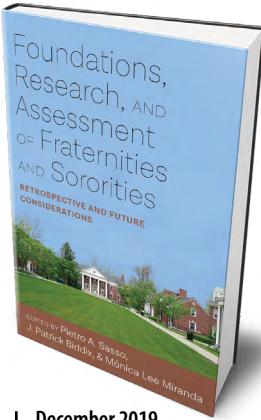
The Impact of General Education on Student Learning in the 21st Century

Culture and Society in Higher Education Series

This book provides the field of higher education with an extensive overview of how changes made to general education in the 21st century have impacted student learning across institutional types. [It] offers recommendations to faculty, administrators, and other institutional stakeholders regarding the development of a general education curriculum that maximizes student learning. Finally, *Generally Speaking* provides insight into how various institutions are innovating through the general education curriculum, as well as a discussion on the keys to maintaining the relevancy of this curriculum throughout the 21st century and beyond.



July 2019
159 pages / 7" x 10"
Paper / 9781975501235 / \$58.95
E-book / 9781975501259 / \$58.95



December 2019
 236 pages / 7" x 10"
 Paper / 9781975502645 / \$49.95
 E-book / 9781975502669 / \$49.95

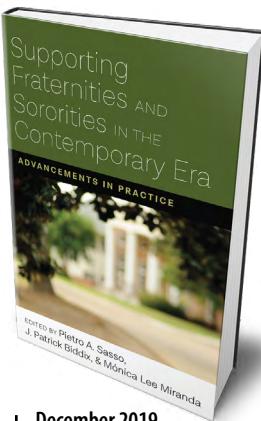
Edited by Pietro A. Sasso, J. Patrick Biddix, and Mónica Lee Miranda

Foundations, Research, and Assessment of Fraternities and Sororities

Retrospective and Future Considerations

Culture and Society in Higher Education Series

Foundations, Research, and Assessment of Fraternities and Sororities is inspired by continuing conversations about the enduring challenges facing fraternities and sororities on campuses across the country. The co-editors curate contributions from scholars and noteworthy practitioners from across higher education to examine a variety of issues relating to the past and future construct of these institutions. This volume will appeal to a broad readership made up of faculty, administrations and alumni/ae.



December 2019
 286 pages / 7" x 10"
 Paper / 9781975502683 / \$49.95
 E-book / 9781975502706 / \$49.95

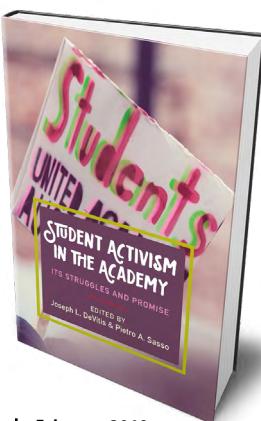
Edited by Pietro A. Sasso, J. Patrick Biddix, and Mónica Lee Miranda

Supporting Fraternities and Sororities in the Contemporary Era

Advancements in Practice

Culture and Society in Higher Education Series

Supporting Fraternities and Sororities in the Contemporary Era is inspired by sustained and reoccurring professional conversations and scholarship that have suggested that not just change is necessary, but that there ought to be a fundamental shift towards reconceptualizing the construct of fraternities and sororities. The co-editors curate work from scholars and noteworthy practitioners from across higher education to provide an imperative text that reflects the complexity and expansiveness by addressing diversity, programming, and support approaches.



February 2019
 300 pages / 7" x 10"
 Paper / 9781975500368 / \$59.95
 E-book / 9781975500382 / \$59.95

Edited by Joseph L. DeVitis and Pietro A. Sasso

Student Activism in the Academy

Its Struggles and Promise

Culture and Society in Higher Education Series

Student Activism in the Academy: Its Struggles and Promise is a wide-ranging, provocative survey of student activism in America's colleges and universities that critically analyzes the contentious problems and progress of a movement that has stirred public reaction in and out of academe. Its fundamental purpose is to engage diverse publics in both reasoned and passionate reflection and soul searching on vital issues that surround campus protest. All those interested in today's colleges and universities—will want to participate in the timely and productive dialogue within these pages.

Edited by Gilberto Q. Conchas, Mahmoud F. Suleiman, and Victor DeAlba

Transforming Education for Social Justice

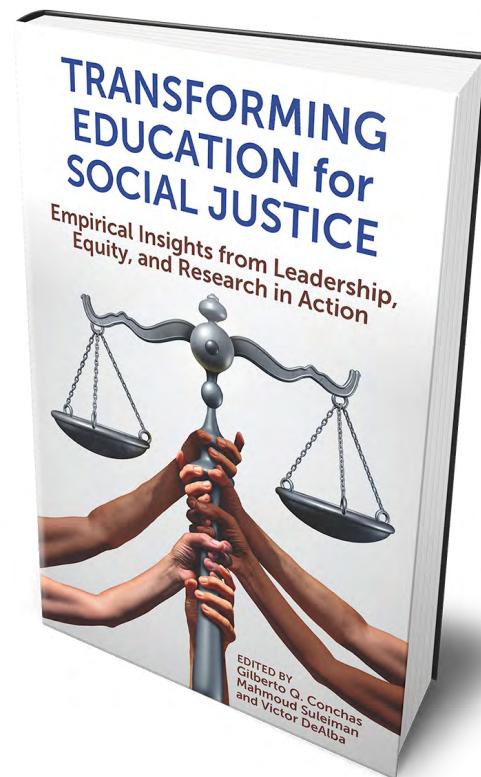
Empirical Insights from Leadership, Equity, and Research in Action

Ethnic Studies Revival Series

Transforming Education for Social Justice: Empirical Insights from Leadership, Equity, and Research in Action is a powerful anthology that brings together a collection of articles originally published in the *Journal of Leadership, Equity, and Research (JLER)*. These chapters reflect a shared commitment to confronting systemic inequities and transforming PreK–12 and higher education through critical scholarship, equity-minded leadership, and community collaboration. As part of the Myers Education Press Ethnic Studies Revival Series, this volume is organized around three central themes:

- the role of educational leadership and transformative research for education reform and student empowerment,
- countering inequitable disciplinary practices through alternative and transformative approaches,
- the importance of student voice and activism for promoting equity and social justice.

Together, these themes offer a framework for reimagining schools as spaces of resistance, healing, and liberation. In an era marked by heightened attacks on ethnic studies and diversity initiatives, *Transforming Education for Social Justice* offers timely empirical insights that support inclusive, justice-centered educational practices. The chapters draw on culturally responsive pedagogy, restorative justice, critical race theory, and decolonial frameworks to provide both a critique of existing structures and a vision for what is possible. This volume is an essential resource for scholars, educators, and policymakers committed to equity and social transformation.



October 2025 / 460 pages / 6" x 9"

Paper / 9781975506599 / \$46.95

E-book / 9781975506612 / \$46.95

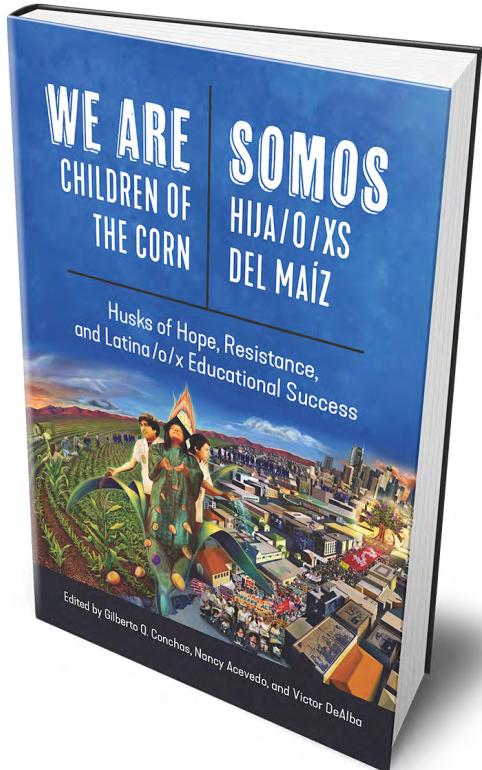
"Transforming Education for Social Justice adds to a growing base of research that reveals the path to the promise of an education system that meets youth where they are and gives them the knowledge and the tools to transform their lives, their communities, and our society for the better."

—Jeff Duncan-Andrade, Professor & Department Chair of Latina/o Studies and Race and Resistance Studies, San Francisco State University

Gilberto Q. Conchas is the Wayne K. and Anita Woolfolk Hoy Endowed Chair of Education at the Pennsylvania State University.

Mahmoud Suleiman is a professor of teacher education at California State University, Bakersfield.

Victor DeAlba is a PhD candidate and graduate research assistant at the Pennsylvania State University.



August 2025 / 283 pages / 6" x 9"

Paper / 9781975506650 / \$42.95

E-book / 9781975506674 / \$42.95

"This compelling volume is a powerful testament to the brilliance and resilience of Latina/o/x students navigating educational borderlands. Conchas, Acevedo, and DeAlba beautifully cultivate testimonios, theory, and praxis—offering an essential guide for anyone committed to justice, critical consciousness, and transformative education."

—Julian Vasquez Heilig, Professor of Educational Leadership, Research, And Technology, Western Michigan University

Edited by Gilberto Q. Conchas, Nancy Acevedo, and Victor DeAlba

We are Children of the Corn/ Somos Hija/o/xs del Maíz Husks of Hope, Resistance, and Latina/o/x Educational Success

Ethnic Studies Revival Series

We Are Children of the Corn/Somos Hija/o/xs del Maíz: Husks of Hope, Resistance, and Latina/o/x Educational Success is a collection of empirical studies that explores the complex and multi-faceted journeys of Latina/o/x students. With maíz (corn) as the guiding symbol, this book incorporates indigenous teachings and knowledge to highlight the pillars and resources of support—referred to as “husks”—that nurture Latina/o/x students' growth, resilience, and achievement as they navigate the U.S. schooling system. This anthology offers examples that underscore the role of schools, families, and communities in shaping Latina/o/x students' trajectories from pre-K to higher education.

The volume builds upon the parent book, *The Chicana/o/x Dream*, by examining the intersectional experiences of Latina/o/x students in varied educational contexts, the resources they access within educational spaces, and their familial and community support systems. Using the Framework of Atravesada/o/xs Nepantleando (FAN), the authors in this anthology illustrate how Latina/o/x students become nepantlera/os—change agents who create and foster diverse cultural spaces and advocate for transformation. The book is organized around three themes: planting seeds to foster college access, cultivating students to foster college readiness, and harvesting to support college completion. Through these themes, the volume aims to empower educators, researchers, and policymakers to foster diverse, equitable, and inclusive school and community spaces that amplify Latina/o/x student voice and center their experiences. *We Are Children of the Corn/Somos Hija/o/xs del Maíz* is a valuable contribution to the scholarship on the Latina/o/x student experience in the United States.

Gilberto Q. Conchas is the Wayne K. and Anita Woolfolk Hoy Endowed Chair in the College of Education at the Pennsylvania State University.

Nancy Acevedo is Professor of Educational Leadership Doctoral Studies at California State University, San Bernardino.

Victor DeAlba is a PhD Candidate and graduate research assistant at the Pennsylvania State University.

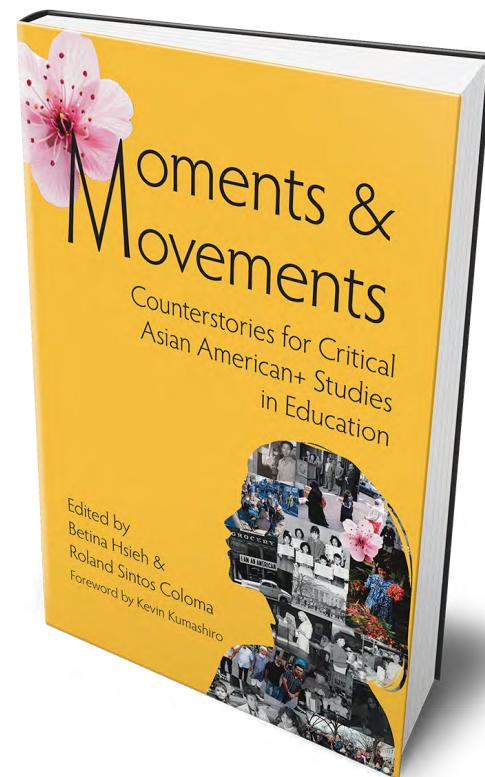
Edited by Betina Hsieh and Roland Sintos Coloma

Moments & Movements

Counterstories for Critical Asian American+ Studies in Education

Critical Asian American and Pasifika Studies in Education Series

Moments and Movements: Counterstories for Critical Asian American+ Studies in Education is a collection of counter-stories born from community and shared commitments to challenge the ways diverse diasporas and experiences of people from the Asian continent and the Pacific Ocean are largely made invisible, silenced, and erased. The book's topics, located at the nexus of multiple and interconnected fields, such as education, race/ethnic studies, policy and community studies, have broad appeal to a cross-section of university academics; P-12 teachers and leaders; and community educators and activists. The plus (+) symbol in "Asian American+" highlights the volume's efforts at diverse inclusion and openness to various groups under a broad umbrella geographic category, including voices of various Pasifika, Arab and Middle Eastern communities, without eliding their distinct histories, cultures, politics, and experiences or erasing the tensions within and across the broader category of Asian American studies. As one of the few edited collections with such diverse perspectives, this collection provides multiple paths forward in Asian American, Arab/Middle Eastern American, and Pasifika Studies, inspires with its counterstories of struggle and success, and challenges readers to consider their own next steps.



April 2025 / 250 pages / 6" x 9"

Paper / 9781975507282 / \$42.95
E-book / 9781975507305 / \$42.95

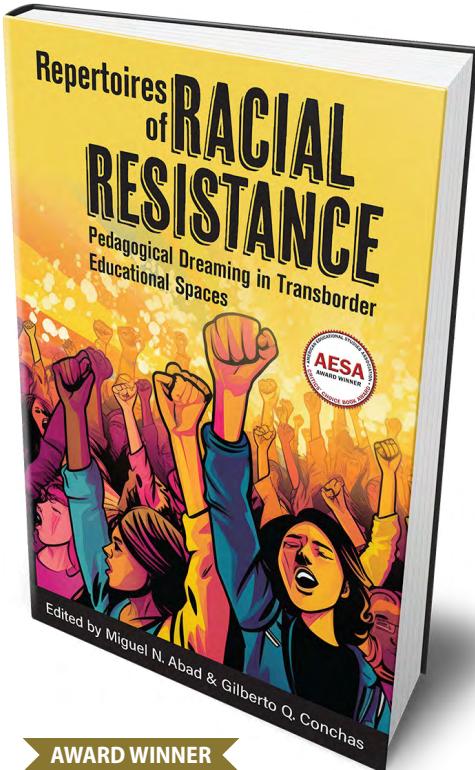
"A necessary read for all educators interested in learning how to cultivate justice-focused futures and possibilities..."

"The collective and conversational approach reminds readers that they are not alone in doing the hard but necessary work to build more humanizing futures through a solidarity ethic."

—OiYan Poon, Author, *Asian American is Not a Color: Conversations on Race, Affirmative Action, and Family*

Betina Hsieh (she/her) is the Boeing Endowed Professor of Teacher Education at the University of Washington (Seattle). She has published numerous books and journals articles, has given a TEDx talk, and appeared on podcasts.

Roland Sintos Coloma is a Professor of Teacher Education at Wayne State University in Detroit. He has published a variety of books and journal articles, is the recipient of numerous academic rewards, and has garnered over \$3 million in external funding for his work.



► AWARD WINNER

October 2024 / 300 pages / 6" x 9"

Paper / 9781975506629 / \$42.95

E-book / 9781975506643 / \$42.95

Edited by Miguel N. Abad and Gilberto Q. Conchas

Repertoires of Racial Resistance

Pedagogical Dreaming in Transborder Educational Spaces

Ethnic Studies Revival Series

2025 AESA Critics' Choice Award Winner

Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces explores the integral role of dreaming and imagination in pursuing educational justice. The illuminating case studies in this book highlight how youth and adults utilize Transformative Methodologies not only to generate knowledge, but also promote social change. Transformative Methodologies are approaches to research and knowledge production that explicitly:

- centers the perspectives, experiences, and expertise of BIPOC youth and communities as essential to research
- challenges conventional social science frameworks that relegate communities as "objects" of inquiry, and
- facilitates ethnically and racially minoritized young people to leverage their educational opportunities to express their agency, imagine emancipatory futures, and embody social change.

This volume will be of interest to graduate, postgraduate students, researchers and academics in fields such as multicultural education, critical pedagogy, youth development and qualitative and participatory methodologies. Pre-service teachers, practitioners, and libraries will also find this book useful.

"Repertoires of Racial Resistance is an excellent collection of essays focusing on how young people of color's re-imaginings have the potential to transform the education system in pursuit of racial justice. While theoretically informed, a major strength of the volume is that the voices of young people are front and center, underscoring that they are legitimate producers of knowledge with the potential to create change in the educational environment. Repertoires of Racial Resistance is a must-read for anyone interested in the future of America's multiethnic educational system."

—Leo R. Chavez, Distinguished Professor Emeritus of Anthropology, University of California, Irvine

Miguel N. Abad is an Assistant Professor in the Department of Child and Adolescent Development at San Francisco State University. His work has been featured in publications such as *Race, Ethnicity and Education*; *Anthropology and Education Quarterly*; and *Race and Class*.

Gilberto Q. Conchas is currently the Inaugural Wayne K. and Anita Woolfolk Hoy Endowed Chair of Education at the Pennsylvania State University and a Center for the Study of Higher Education (CSHE) research associate. His current coauthored book, *The Chicana/o/x Dream: Hope, Resistance, and Educational Success*, was conferred the 2021 Book-of-the-Year Award from the American Association of Hispanics in Higher Education (AAHHE).

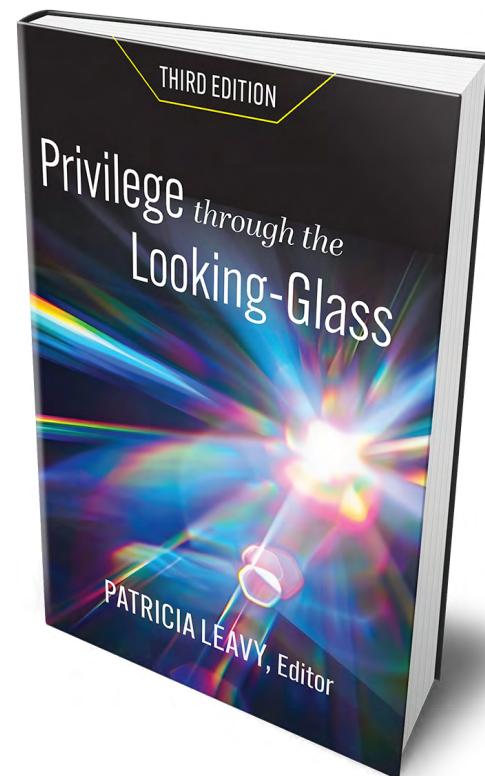
Edited by Patricia Leavy

Privilege Through the Looking-Glass, Third Edition

Privilege Through the Looking-Glass, Third Edition is a revised and expanded collection of essays that explore privilege and status characteristics in daily life.

This collection seeks to make visible that which is often invisible. It seeks to sensitize us to things we have been taught not to see. Privilege, power, oppression, and domination operate in complex and insidious ways, impacting groups and individuals. And yet, these forces that affect our lives so deeply seem to at once operate in plain sight and lurk in the shadows, making them difficult to discern. Like water to a fish, environments are nearly impossible to perceive when we are immersed in them. This book attempts to expose our environments.

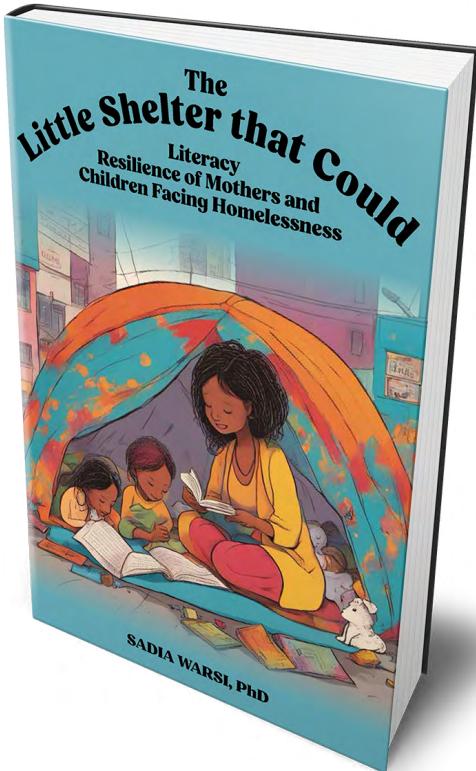
With engaging and powerful writing, the contributors share their personal stories as a means of connecting the personal and the public. This volume applies an intersectional perspective to explore how race, class, gender, sexuality, education, and ableness converge, creating the basis for privilege and oppression. *Privilege Through the Looking-Glass* encourages readers to engage in self and social reflection and can be used in a range of courses in sociology, social work, communication, education, gender studies, and Black studies. Each chapter includes discussion questions and/or activities for further engagement, making it a perfect classroom text.



December 2025 / 200 pages / 6" x 9"

Paper / 9781975508524 / \$39.95
E-book / 9781975508548 / \$39.95

Patricia Leavy, PhD, is a bestselling author and internationally known sociologist. She was formerly Associate Professor of Sociology, Founding Director of Gender Studies, and Chairperson of Sociology & Criminology at Stonehill College. She has authored, coauthored, and edited over 50 books and is the recipient of a variety of book awards.



Forthcoming 2026 / 200 pages / 6" x 9"

Paper / 9781975509590 / \$42.95

E-book / 9781975509606 / \$42.95

Sadia Warsi

The Little Shelter That Could

Literacy Resilience of Mothers and Children Facing Homelessness

The Little Shelter That Could: Literacy Resilience of Mothers and Children Facing Homelessness tells the story of homelessness, life in a shelter, and the impact of these factors on children's lives and education. It is also a story of hope. Dr. Sadia Warsi discovered something remarkable during her research at Joseph's Shelter. Instead of educational disruption, she found literacy resilience. *The Little Shelter That Could* reveals extraordinary educational leadership, where children became teachers in hallway spaces and mothers transformed dormitories into literacy-rich environments.

Through anonymized, reconstructed narrative case studies based on her research, this book documents how education served as both anchor during crisis and pathway to future possibilities. Rather than focusing on deficits, this work illuminates sophisticated educational knowledge families possess during vulnerable moments. Written for early childhood educators and teacher candidates, this book provides frameworks for recognizing family educational assets invisible to traditional assessments. Dr. Warsi challenges deficit-based approaches, offering asset-based strategies that build on what families already know. Drawing from extensive experience in special education and multicultural competency, Warsi provides trauma-informed approaches that honor family expertise while supporting growth. *The Little Shelter That Could* offers hope, practical strategies, and a transformative vision for early childhood education that honors every family's educational assets.

Dr. Sadia Warsi is a Professor of Special Education at National Louis University in Chicago, with over two decades of experience in special education and inclusive teaching.

Roshaunda L. Breedon, Meg E. Evans, Terah J. Stewart,
Erin R. Weston and Rachel Wagner

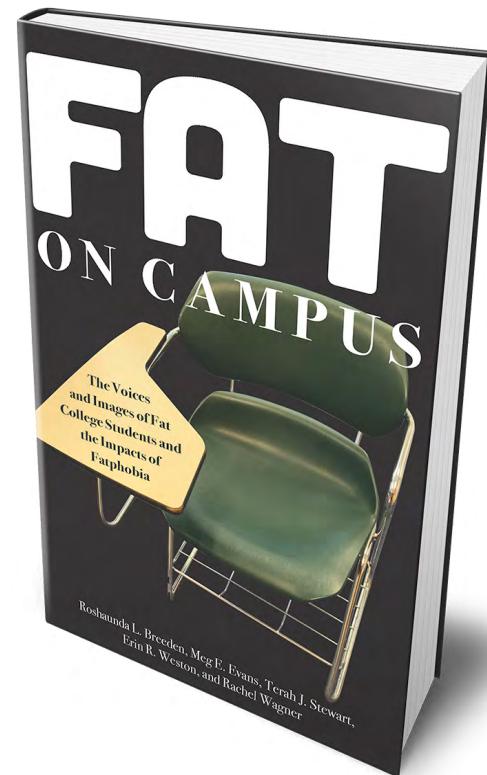
Fat on Campus

The Voices and Images of Fat College Students and the Impacts of Fatphobia

Fat on Campus: The Voices and Images of Fat College Students and the Impacts of Fatphobia amplifies the voices of 11 fat college students across the United States. Defined as “a pathological fear of fatness often manifested as negative attitudes and stereotypes about fat people” (Robinson et al., 1993, p. 468), fatphobia, like other forms of oppression, impacts our students and our campuses. Unlike other cultural phenomena, fatness is one of the last socially acceptable forms of bias.

This text sheds light on fat students, increasing their visibility in higher education, explaining why it is important to recognize and address this critical issue on campuses across America. Using rich stories from students who self-identify as fat, this text honors their experiences and highlights how they have created welcoming spaces for themselves in often unwelcoming collegiate environments. The book shares findings from a national photovoice research study, including narratives and photographs. A methodological technique combining storytelling and photography, photovoice is often used to inspire social change. Aligned with the idea of transforming the future of higher education, this book serves as both a call to action for educators and a love letter to fat students on campus.

The book is designed to engage educators and amplify the voices of fat students in an accessible way. While it may be tempting for readers to flip to the section corresponding with their functional area of interest, readers are invited to read the whole book and ask themselves, “How can I extend this research to my own place of work?”



March 2025 / 175 pages / 6" x 9"

Paper / 9781975506773 / \$42.95

E-book / 9781975506797 / \$42.95

“The team behind Fat on Campus has captured the most raw, true-to-life experience of being a fat college student that I have ever found. If you care about social justice, inclusion, and creating a welcoming campus environment, this is a must-read!”

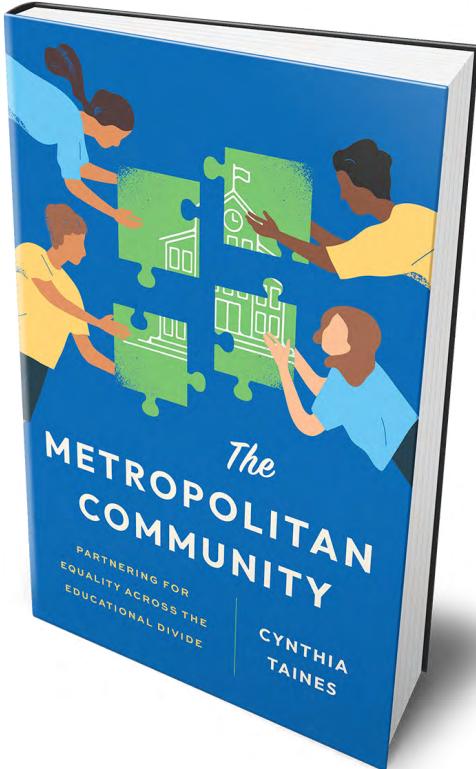
—Kyle Holcomb, MEd, University of California, Irvine

Roshaunda L. Breedon (she/her) is an Assistant Professor in the Higher Education Opportunity, Equity, and Justice concentration in the College of Education at North Carolina State University.

Meg E. Evans (they/them) is an assistant professor of Higher and Adult Education in the Department of Leadership at the University of Memphis. **Terah J. Stewart** (he/him) is an Associate Professor of Higher Education and Student Affairs at Iowa State University.

Erin R. Weston (she/her) is an Assistant Director in the Office for Student Success and Achievement at the University of Georgia.

Rachel Wagner (she/her) serves as an Associate Professor of Higher Education and Student Affairs in the Department of Educational and Organizational Leadership Development at Clemson University.



March 2025 / 203 pages / 6" x 9"

Paper / 9781975507435 / \$42.95

E-book / 9781975507459 / \$42.95

Cynthia Taines

The Metropolitan Community Partnering for Equality Across the Educational Divide

In metropolitan areas across the United States, city and suburban public school students receive grossly unequal funding. Since funding is critical to student success, this means the primarily Black, Latinx, and low-income students attending city schools are being denied an equal education. So entrenched is this system, that it can feel normal, or too big to undo. Yet recent student activism in the form of an innovative, cross-community school partnership offers new hope. *The Metropolitan Community: Partnering for Equality Across the Educational Divide* tells the story of two Chicago-area schools—one suburban, one urban—whose students come together to examine the disparities between their schools and advocate for change. It follows these students over a year as they meet, tour each other's schools, wrestle with how to discuss unfairness, and ultimately commit to fighting together for a more equal education. In-depth interviews and detailed observations chronicle the students' advocacy, which unfolds in conversation with teachers and administrators and eventually brings them to the table with legislators, from whom they demand better policies. Through the examples set by students, readers are invited to develop their own "metro outlook," to see how our seemingly separate worlds are connected by the educational system we hold in common and must work together to reshape. The first book to depict sustained allyship between city and suburban students, *The Metropolitan Community* offers an invigorating pedagogical approach, organizational model, and political strategy for achieving educational justice through youth-led partnerships and collaboration.

Cynthia Taines is a sociologist of education who is fascinated by students' perspectives about school and their actions for educational equality. She has published in highly regarded academic journals, including the *American Educational Research Journal*, *The Journal of Educational Change*, *Education and Urban Society*, *Teachers College Record*, and *The Urban Review*. With teachers and organizers, Cynthia co-founded the Metropolitan Community Project, a city/suburban partnership for educational justice. She is an Associate Professor in the College of Education at Northern Illinois University and holds a Ph.D. in Educational Policy Studies, with minors in Sociology and History, from the University of Wisconsin-Madison. Cynthia resides in Chicago.

Edited by Linsay DeMartino and Lisa Fetman

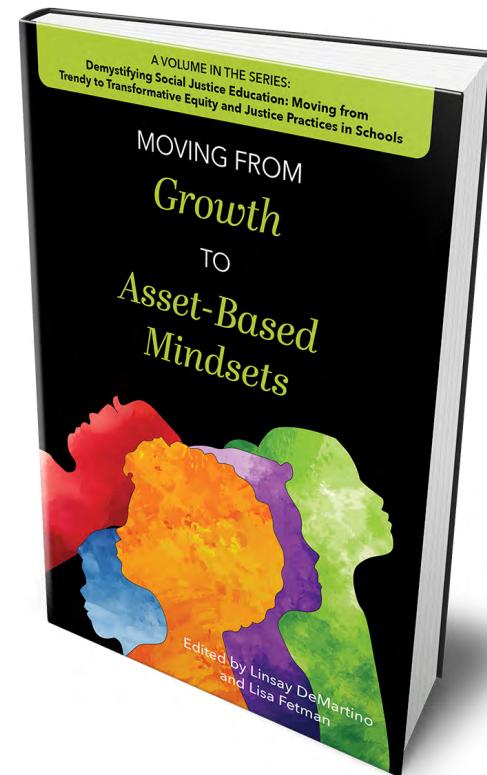
Moving from Growth to Asset-Based Mindsets

Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools Series

Promoting a growth mindset in PreK-12 schools is a valuable educational trend, based on the idea that students who believe they can grow and improve will succeed more easily. However, when students struggle academically, there's often an undergirded assumption that they—and sometimes their families—are not trying hard enough or they just need to fit into a standardized mold. This deficit thinking places blame on students' perceived limitations and can lead to lower expectations or biases toward students who come from diversified backgrounds, encompassing ability, socioeconomic status, race, language, gender, or culture. As an alternative approach, this book promotes the universal adoption of Asset-Based Practices (ABPs). ABPs encourage educators to see and honor the strengths in each student's identity. ABPs shift our focus to the assets that students and families bring into the classroom, viewing differences as resources rather than obstacles. The volume is an invaluable tool for PK-12 practitioners, preservice teachers, and College of Education faculty. It is also ideal for teacher and administrator preparation programs, as well as PreK-12 professional development, because it guides readers through theoretical and empirical discussions, supported by hands-on applications that enable real-time application, and concludes with interactive features, like case studies, extension activities, and discussion prompts.

"Moving from Growth to Asset-Based Mindsets is a powerful and thought-provoking resource for educators committed to student-centered education. Whether you see your own beliefs and practices reflected on every page or find yourself wrestling with new perspectives, this book challenges, affirms, and ultimately strengthens your work. It doesn't just inspire reflection—it compels action. Readers will walk away better equipped, more attuned to equity, and motivated to serve students with greater purpose and impact."

—Terri McCoy, Clinical Assistant Professor, Educational Leadership,
Arizona State University, Mary Lou Fulton College for Teaching and Learning Innovation



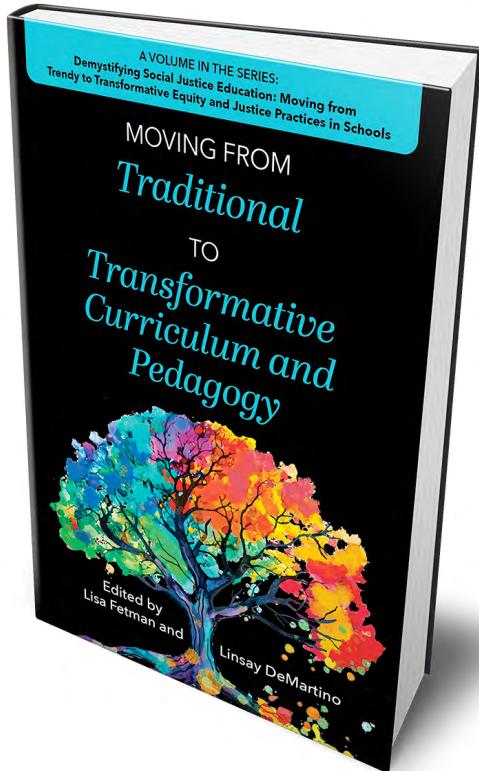
August 2025 / 236 pages / 6" x 9"

Paper / 9781975506926 / \$42.95

E-book / 9781975506940 / \$42.95

Linsay DeMartino, PhD (she/her) is an assistant professor in the Division for Advancing Education Policy, Practice, and Leadership within Mary Lou Fulton College for Teaching and Learning Innovation at Arizona State University.

Lisa Fetman, PhD (she/her) is an independent scholar with adjunct faculty appointments at Florida Southern College (Educational Leadership) and the University of Colorado, Colorado Springs (Teaching and Learning).



Forthcoming 2026 / 175 pages / 6" x 9"

Paper / 9781975506865 / \$42.95
E-book / 9781975506889 / \$42.95

Edited by Lisa Fetman and Lindsay DeMartino

Moving from Traditional to Transformative Curriculum and Pedagogy

Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools Series

Moving from Traditional to Transformative Curriculum and Pedagogy is a practical and inspiring guide for educators committed to transforming curriculum and pedagogy in today's complex PreK–12 landscape. Grounded in the lived experiences of current and former educators and education scholars, it offers actionable strategies, creative methodologies, and real-world tools that support liberatory, justice-centered teaching practices across grade levels, subject areas, and school contexts.

Responding to decades of increasing standardization, political oversight, and the silencing of diverse voices in schools, the book challenges the status quo by providing educators with entry points to reclaim their professional creativity and center student experiences. It addresses the harmful effects of curriculum censorship, high-stakes testing, and hegemonic mandates on both teachers and students—particularly those from marginalized communities.

Designed for both preservice and practicing teachers, the book combines theoretical insights with hands-on applications, including case studies, extension activities, and discussion prompts. Its interactive format makes it ideal for teacher preparation programs and professional development initiatives. Whether used individually or in collaborative settings, this book empowers educators to reimagine curriculum and pedagogy as tools for liberation, inclusion, and transformative change—ensuring that schools become places where all students and educators feel valued, heard, and empowered to thrive.

Lisa Fetman, PhD (she/her) is an independent scholar with adjunct faculty appointments at Florida Southern College (Educational Leadership) and the University of Colorado, Colorado Springs (Teaching and Learning).

Lindsay DeMartino, PhD (she/her) is an assistant professor in the Division for Advancing Education Policy, Practice, and Leadership within Mary Lou Fulton College for Teaching and Learning Innovation at Arizona State University.

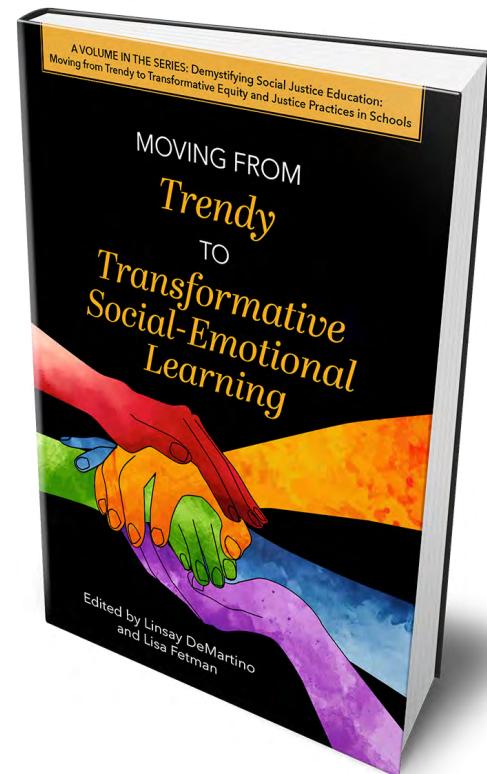
Edited by Linsay DeMartino and Lisa Fetman

Moving from Trendy to Transformative Social-Emotional Learning

Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools Series

PreK-12 schools across the United States are adopting social and emotional learning (SEL) programs for both students and educators. However, most of these schools are adopting non-contextualized, trendy, and traditional SEL programs, where students and educators are conditioned to apply certain knowledge and skills that speak to only a small subset of students rather than utilizing authentic, equity-driven SEL models.

Moving from Trendy Social-Emotional Learning to Transformative Social-Emotional Learning presents a diverse collection of chapters that discuss authentic and contextualized equity and justice models that are focused on the possibilities of transformative SEL programming. The book's primary focus is on innovative and creative methodologies and practices that aspiring and practicing educators can use right away. Directed to both preservice and practicing teachers across PreK-12 grade levels, school types, and geographic regions looking to improve their practice, the text provides entry points for transforming the SEL landscape in favor of liberatory, justice-based, and equitable practices. Additionally, this book is ideal for teacher and administrator preparation programs, as well as PreK-12 professional development, because it guides readers through theoretical and empirical discussions, punctuated by hands-on applications that enable real-time application, and concludes with interactive features, including case studies, extension activities, and discussion prompts.



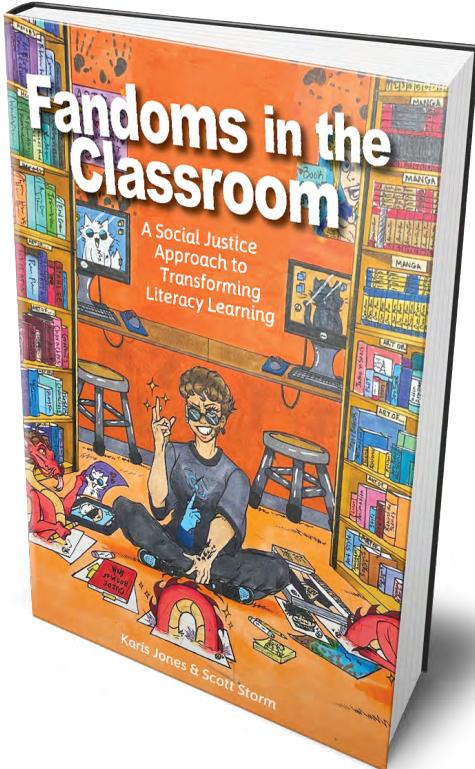
March 2025 / 175 pages / 6" x 9"

Paper / 9781975506896 / \$42.95

E-book / 9781975506919 / \$42.95

Linsay DeMartino, PhD (she/her) is an assistant professor in the Division for Advancing Education Policy, Practice, and Leadership within Mary Lou Fulton College for Teaching and Learning Innovation at Arizona State University.

Lisa Fetman, PhD (she/her) is an independent scholar with adjunct faculty appointments at Florida Southern College (Educational Leadership) and the University of Colorado, Colorado Springs (Teaching and Learning).



December 2024 / 160 pages / 6" x 9"

Paper / 9781975506179 / \$39.95

E-book / 9781975506193 / \$39.95

Karis Jones and Scott Storm

Fandoms in the Classroom

A Social Justice Approach to Transforming Literacy Learning

What is a fandom, and why do fandoms matter for school?

Fandoms are passionate communities dedicated to appreciating and engaging with texts of interest (movies, TV shows, books, bands, brands, sports teams, etc.) via personally and communally meaningful literacy practices. It is increasingly obvious that scripted literacy curricula and standardized tests fall short of meeting meaningful literacy goals and create culturally destructive learning spaces. *Fandoms in the Classroom* provides an alternative for educators looking to center passion in their classrooms, individualizing their literacy curricula by building from youth's interests. The book describes how educators in a wide range of secondary learning contexts can build curricula around students' already-present fandom interests to support literacy growth. This text supports educators in a range of learning contexts with step-by-step processes for building learning spaces that support navigation of fandom and disciplinary literacies, with a particular focus on common obstacles and roadblocks that teachers have shared with us. It addresses how classrooms doing critical fandom work can address social justice issues across both fandom and disciplinary communities.

"What an incredible and thoughtful book, inviting you to learn, play, and reimagine the boundaries of your classroom. Drs. Karis Jones and Scott Storm ask you to embrace your inner geek and let fandom transform your classroom. With a critical eye on the pressing needs in classrooms today, Jones and Storm make clear that fandom is not (only) a laughing matter; across multiple disciplines, Fandoms in the Classroom builds a case for how centering student and teacher interests is nothing less than a topic of revolutionary social justice."

—Antero Garcia, Associate Professor, Graduate School of Education at Stanford University

Karis Jones, PhD is an educator, literacy consultant, public humanities scholar, and community activist, as well as Assistant Professor of English Language Arts at Empire State University – SUNY. She has published widely, has won an AERA scholarly award, and serves on the executive board of AERA's Writing & Literacies SIG.

Scott Storm, PhD is a Visiting Assistant Professor of Education at Bowdoin College. He teaches courses on the social and cultural foundations of education, teaching for social justice, teacher education, urban education, and issues around literacies and language.

Erika Strauss Chavarria

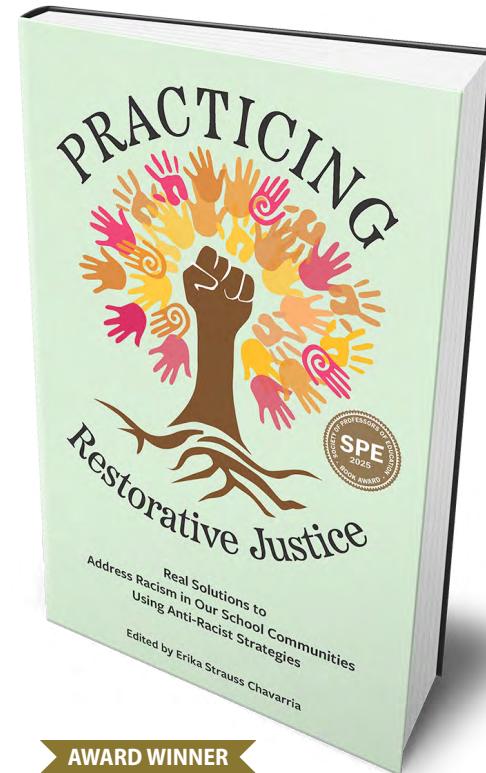
Practicing Restorative Justice

Real Solutions to Address Racism in Our Classrooms Using Anti-Racist Strategies

2025 SPE Outstanding Book Award Honorable Mention

Traditionally, educator preparation programs only provide classes related to content, practical pedagogy, and classroom management. If we hope to see any level of justice in the education system, preparation programs must include courses that take an honest and deep dive into the ways in which racism shows up in schools and communities. Aspiring educators are craving and demanding the tools and resources to be the best educators they can be for our students in this country. They know the importance of advocating for and enacting anti-racism in their pedagogical practices, in school policy and culture, and in their community. The authors of this book will offer first-hand testimony of how deep racism permeates public education, an institution that, since its founding, was never meant for Black and brown students, as well as solutions to create truly just and equitable school communities.

The ultimate mission of *Practicing Restorative Justice* is to show readers the effectiveness of restorative justice practices in addressing a number of issues that impact Black and brown students. It takes a deep dive into the School-to-Prison Pipeline, in which failed education policies push students of color out of schools and into the penal system, dooming them for life. Other topics include policing in schools, systemic racism's impact on classrooms and learners at all grade levels, and ways in which to decolonize the education system. The book provides classroom instructors, college of education faculty, and preservice teachers the concrete means to improve the learning experience of students of color in our public education system.



► AWARD WINNER

September 2024 / 300 pages / 6" x 9"

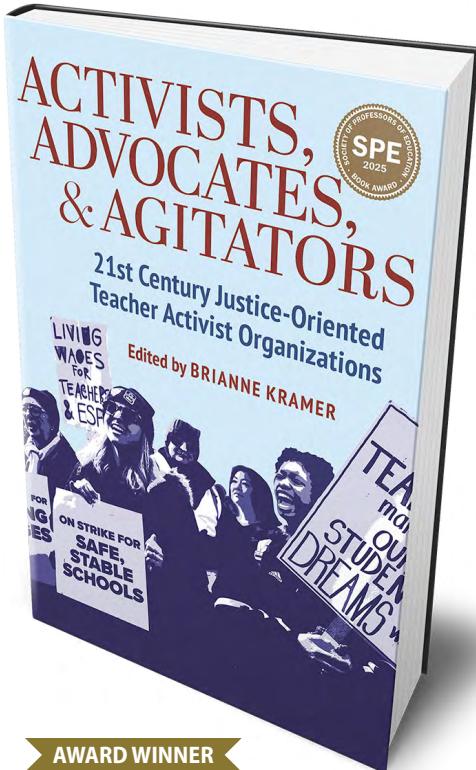
Paper / 9781975505721 / \$39.95

E-book / 9781975505745 / \$39.95

"An inspiring and practical resource, this book offers a comprehensive perspective on the transformative power of restorative justice in education. Grounded in concrete examples, compelling stories, and insightful data, it equips aspiring educators and administrators with the tools to dismantle punitive culture, and center deep relationships instead. A must-read read for all in the field of education."

—Cierra Kaler-Jones, Executive Director, Rethinking Schools

Erika Strauss Chavarria is the Founder and Executive Director of Columbia Community Care, a nonprofit in Howard County, Maryland. She obtained a BS in Political Science and Latin American Studies from the University of Pittsburgh, a Master's Degree in International Law and Human Rights from the United Nation University for Peace in Costa Rica, and a Master's in Teaching from Towson University. She is a frequent speaker across the country, served on a variety of panels and commissions, serves on a number of boards, and has won more than dozen awards in recognition of her efforts to improve our education system.



► AWARD WINNER

August 2024 / 332 pages / 6" x 9"

Paper / 9781975505639 / \$39.95

E-book / 9781975505653 / \$39.95

"Don't just close your doors – talk to one another, support each other, and above all, organize! Here are the stories of teachers who did just that, in service of social justice, confronting the scourges of standardized testing and privatization."

—Anthony Cody, co-founder of the Network for Public Education and author of *The Educator and the Oligarch: A Teacher Challenges the Gates Foundation*

Edited by Brianne Kramer

Activists, Advocates, and Agitators

21st Century Justice-Oriented Teacher Activist Organizations

2025 SPE Outstanding Book Award Honorable Mention

In recent years, the field of education has been fraught with a variety of different challenges. A multi-year pandemic, book banning, and legislative efforts seeking to ban Critical Race Theory and LGBTQ positive curriculum have had negative effects on K-12 education, leaving many educators feeling the progress made in several states and communities before and during the 2018 teacher walkouts and strikes was now gone. Teacher morale is sitting at a historic low point, with teachers leaving the profession in droves. Education as an institution is at a crucial tipping point, and changes focused on equity and reducing the neoliberal hold on reform need to be implemented in order to keep schools as democratic spaces. The way this vision can be realized is through activism and existing social movement organizations that use both traditional and netroots practices. The purpose of *Activists, Advocates, and Agitators* is to provide readers with a history and analysis of 21st century teacher activism in K-12 schools to better understand the effectiveness of organizing and activism. Additionally, the text will introduce readers to present-day activist groups whose work is positively changing education and schools and the ways in which some teachers are working within their communities to assist in their specific needs.

Activists, Advocates, and Agitators is the perfect book to instruct preservice teachers about the conditions that they will face in their classrooms, arming them with valuable strategies to help them to achieve their academic goals.

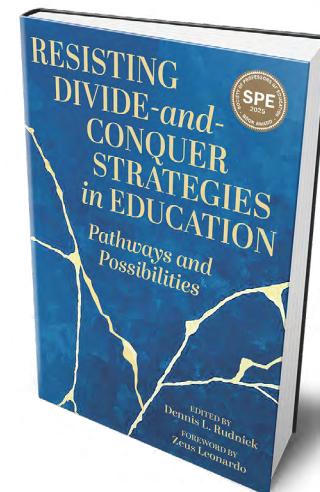
Brianne Kramer (Ph.D., University of Toledo) is an Associate Professor of Education in the College of Education and Human Development at Southern Utah University. She co-edited the 2022 book *Children and Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities*. She also currently serves on the ACLU Utah Board of Directors and is a Contributing Scholar for the Policy Research-to-Policy Collaboration housed at Pennsylvania State University.

Edited by Dennis L. Rudnick
Foreword by Zeus Leonardo

Resisting Divide-and-Conquer Strategies in Education Pathways and Possibilities

2025 SPE Outstanding Book Award Winner

Resisting Divide-and-Conquer Strategies in Education: Pathways and Possibilities examines the ways in which divide-and-conquer strategies operate in the American public education system. In U.S. education, these mechanisms are endemic and enduring, if not always evident. Coordinated, strategic, well-funded, politically-viable campaigns continue to stoke fear, othering, villainization, and dehumanization of minoritized groups, pushing false and problematic narratives that inhibit progress toward social justice. PART I, Ideology and Socio-political Contexts, dissects how divide-and conquer mechanisms operate ideologically and sociopolitically. PART II, Policies and Practices, focuses on how divide-and-conquer mechanisms shape exclusionary U.S. educational policies and practices. PART III, Resistance and Liberation, documents efforts of liberatory communicative, curricular, and pedagogical possibilities. Each chapter concludes with a set of critical questions for reflection and engagement.



➤ AWARD WINNER

August 2024 / 350 pages / 6" x 9"

Paper / 9781975505967 / \$42.95

E-book / 9781975505981 / \$42.95

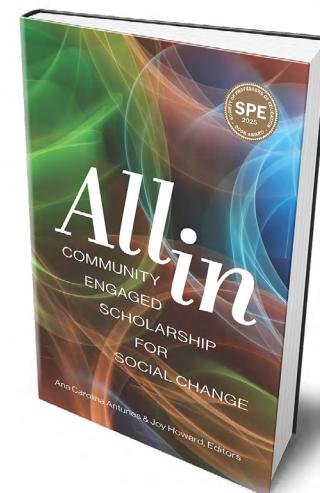
Edited by Ana Carolina Antunes and Joy Howard

All In Community Engaged Scholarship for Social Change

The URBAN Matters Series

2025 SPE Outstanding Book Award Honorable Mention

All In: Community Engaged Scholarship for Social Change is the first volume of the book series URBAN Matters. The goal of the series is for readers to find their way into the different spaces that the organization has created to support scholars and activists who share commitments to socially-just education and socially-just research as a means to creating a more socially just world. In *All In*, authors at various stages of their academic and professional careers, and in very different geographical contexts and community settings, provide unique examples of the ethos of our network. We hope that readers will be able to envision tangible examples of public scholarship for social justice and be inspired to begin, to continue and to extend their own project within various communities. The book is divided into three sections: Teaching and Curriculum as Activism, Community Based Research as Social Justice, and Policy and/or Networking as Justice Work.

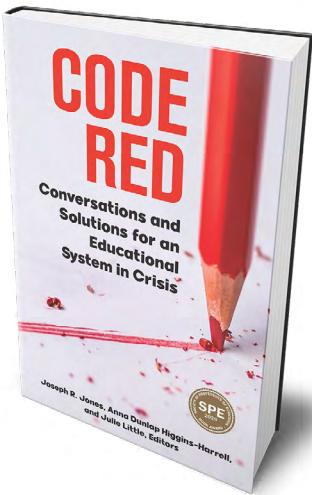


➤ AWARD WINNER

October 2024 / 200 pages / 6" x 9"

Paper / 9781975505936 / \$42.95

E-book / 9781975505950 / \$42.95



► AWARD WINNER

May 2024 / 275 pages / 6" x 9"

Paper / 9781975506414 / \$44.95

E-book / 9781975506438 / \$44.95

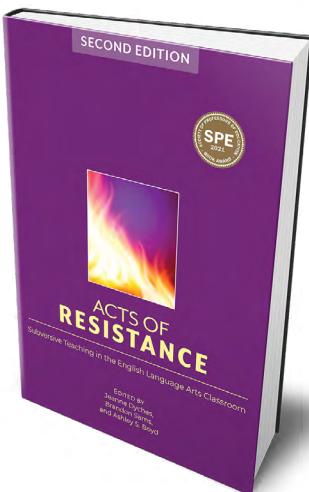
Edited by Joseph R. Jones, Anna Dunlap Higgins-Harrell, and Julie A. Little

Code Red

Conversations and Solutions for an Educational System in Crisis

2025 SPE Outstanding Book Award Honorable Mention

Code Red: Conversations and Solutions for an Educational System in Crisis presents a variety of voices from teachers, administrators, teacher preparation faculty, college supervisors, and pre-service teacher candidates. These voices are crying "Code Red" because they want a broken system repaired. For them, the system is bleeding, cancerous, and in turmoil, with the expectation that they work under arduous and often dangerous conditions; teachers are underpaid, devalued, exhausted, voiceless, and abused. The adage is true: the answer to any problem resides with those who own the problem. We cannot create solutions without owning that these issues exist, and all of America owns the education of our children. Therefore, this book provides a dialogic space where everyone involved in the American educational system can reimagine the possibilities of our system and, through this process, begin creating positive and sustainable changes to bring our system out of crisis. It is an invaluable tool for instructors, pre-service teachers, and Colleges of Education administrators.



► AWARD WINNER

November 2023 / 260 pages / 7" x 10"

Paper / 9781975505608 / \$37.95

E-book / 9781975505622 / \$37.95

Edited by Jeanne Dyches, Brandon Sams, and Ashley S. Boyd

Foreword by Ashley Hope Pérez

Acts of Resistance

Subversive Teaching in the English Language Arts Classroom, Second Edition

2021 SPE Outstanding Book Award Winner

The first edition of *Acts of Resistance: Subversive Teaching in the English Language Arts (ELA) Classroom* won the 2021 Society of Professors of Education's Outstanding Book Award and garnered other nominations. The second edition includes a foreword by Ashley Hope Pérez, author of the young adult literature novel *Out of Darkness*, one of the most frequently banned books across U.S. classrooms. Four new chapters reflect sociopolitical changes since the book's publication. Chapters specifically illustrate the storied practices of subversive teachers across the 6-12 ELA context. They provide educators with instructional ideas on how to do anti-oppressive work while also meeting traditional ELA disciplinary elements.

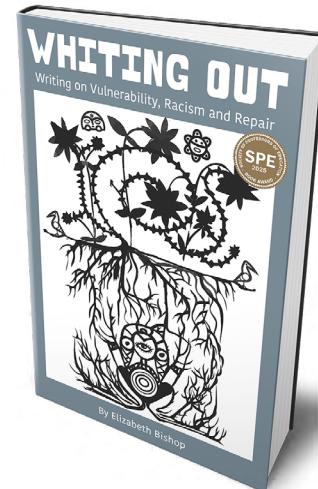
Elizabeth Bishop

Whiting Out

Writing on Vulnerability, Racism and Repair

2025 SPE Outstanding Book Award Honorable Mention

Whiting Out: Writing on Vulnerability, Racism and Repair is an experimental text that seeks to collapse the space that white writers create between ourselves and our ideas when writing about race, identity, history, responsibility, positionality, power and the present. The book is written as a first-person meditation grounded in a poetics of vulnerability, undertaken as an author study in two major parts—fragmented first through the work of James Baldwin and then refracted through the writing of Gloria E. Anzaldúa. *Whiting Out* is for both aspiring and experienced teachers (especially white folks), as well as anyone open to writing new narratives and imagining new possible worlds. The text calls upon all critical educators to (re)commit to deep learning toward our collective anti-racist queer-inclusive liberation, toward intersectional futures where healing, justice and repair are prioritized.



► AWARD WINNER ◄

October 2023 / 175 pages / 6" x 9"

Paper / 9781975505127 / \$37.95
E-book / 9781975505141 / \$37.95

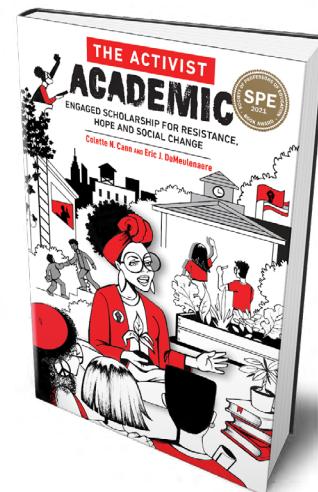
Colette Cann and Eric DeMeulenaere

The Activist Academic

Engaged Scholarship for Resistance, Hope and Social Change

2021 SPE Outstanding Book Award Honorable Mention

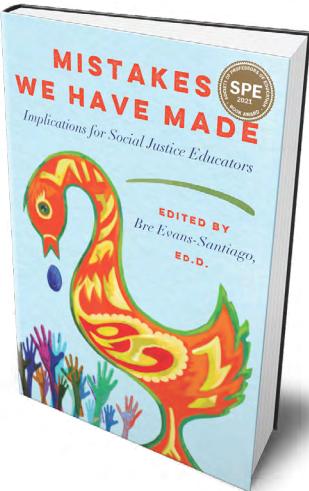
Donald Trump's election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. Indeed, in an era of corporate media and "alternative facts," academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. *The Activist Academic* serves as a guide for merging activism into academia. Following the journey of two professors, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets.



► AWARD WINNER ◄

April 2020 / 205 pages / 6" x 9"

Paper / 9781975501396 / \$41.95
E-book / 9781975501419 / \$41.95



► AWARD WINNER

February 2020 / 224 pages / 6" x 9"

Paper / 9781975502362 / \$45.95

E-book / 9781975502386 / \$45.95

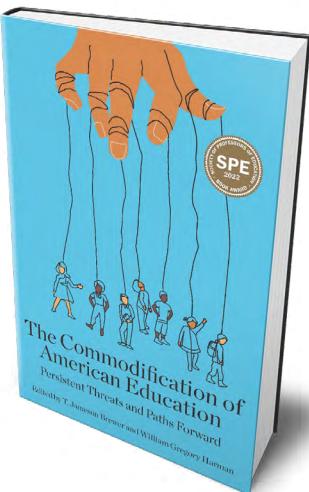
Edited by Bre Evans-Santiago

Mistakes We Have Made

Implications for Social Justice Educators

2021 SPE Outstanding Book Award Honorable Mention

Mistakes We Have Made: Implications for Social Justice Educators is an edited collection from eleven authors with a wealth of experience teaching in K-12 schools and utilizing culturally relevant practices. The personal connection of research supported ideas to help new teachers avoid the authors' early career mistakes in the classroom is at the center of this text. The content is organized into three themes: Inclusive Classrooms, Curriculum Implementation, and Professionalism. Reflection questions are provided at the end of each chapter, which will guide the practitioners to self-reflect and plan next steps accordingly. The e-book provides links to videos, strategies, articles, and other supplemental resources to make this text a "one-stop shop." *Mistakes We Have Made* speaks to several audiences, from pre-service teachers to new teachers, to any practitioner that needs a new perspective on teaching with a social justice lens. It can be used as a text in a variety of college courses, professional development workshops, or as a gift for new teachers.



► AWARD WINNER

February 2021 / 200 pages / 6" x 9"

Paper / 9781975504359 / \$36.95

E-book / 9781975504373 / \$36.95

Edited by T. Jameson Brewer and William Gregory Harman

The Commodification of American Education

Persistent Threats and Paths Forward

2022 SPE Outstanding Book Honorable Mention

For the last few decades, teacher preparation has increasingly aligned itself with "best practices," standards, and accountability, and such policies became mandatory in P-12 schooling nationwide. Technical skills instruction and methods have become the common practice of teacher preparation and accreditation of programs. Teacher candidates are encouraged to be unquestioning servants of a school system rather than educators who govern the meaning of schooling. The purpose of this book is to present a view of how we got to where we are today and to offer strategies to bring the job of teaching back to its roots. It seeks to identify the conservative influences that treat students as a commodity rather than future citizen scholars.

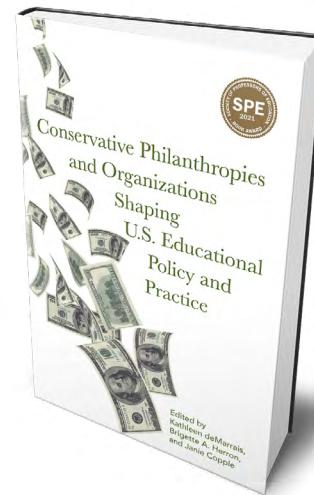
The Commodification of American Education looks at ways to re-establish teachers as professionals rather than mere technicians, and to take back public education to transform schools into places that educate while eliminating inequality and oppression.

Edited by Kathleen deMarrais, Brigette A. Herron, and Janie Copple

Conservative Philanthropies and Organizations Shaping U.S. Educational Policy and Practice

2021 SPE Outstanding Book Award Winner

This book is about conservative philanthropies, the organizations and individuals within their networks, and the strategies they use to shape educational policy and practice in K-12 and higher education. Each chapter examines a philanthropy, philanthropic network, or corporation focused on pushing an agenda of individualism, privatization, and conservative ideologies. Within a global context of increasing wealth inequality, the authors question the motivations of these privileged few to withhold tax dollars from the US treasury where duly elected representatives can determine how tax dollars are used to benefit society. This book, aimed at a general audience of educators, provides the in-depth knowledge necessary to understand and resist private control of public policies and institutions.



AWARD WINNER

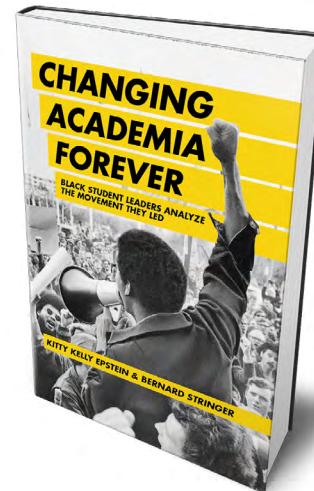
July 2020 / 280 pages / 6" x 9"

Paper / 9781975503000 / \$42.95
E-book / 9781975503024 / \$42.95

Kitty Kelly Epstein and Bernard Stringer

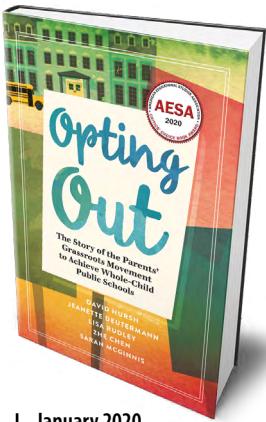
Changing Academia Forever Black Student Leaders Analyze the Movement They Led

The most effective and long-lasting student strike in U.S. history took place at San Francisco State College in 1968. The first Black Student Union, the first Black Studies Department, the only College of Ethnic Studies, and the admission of thousands of students of color resulted from this four-and-a-half-month strike which shut down 80% of the campus. It has been called the movement which "changed academia forever." Black students were only a small percentage of those on campus, but they managed to engage thousands of white, Latino, Asian, and indigenous students; SDS and the Third World Liberation Front; the faculty union; and a huge portion of the San Francisco community. In the end, they were able to win most of their 15 demands. The book is written by two participants in the strike, one a member of the BSU leadership. Oral histories of strike leaders are integrated with discussion of the events and significance of this movement. What were the politics and strategies? Why was the strike successful and what are the insights for today's mass movements?



January 2020 / 125 pages / 6" x 9"

Paper / 9781975502720 / \$43.95
E-book / 9781975502744 / \$43.95



January 2020
 125 pages / 6" x 9"
 Paper / 9781975501501 / \$27.95
 E-book / 9781975501525 / \$27.95

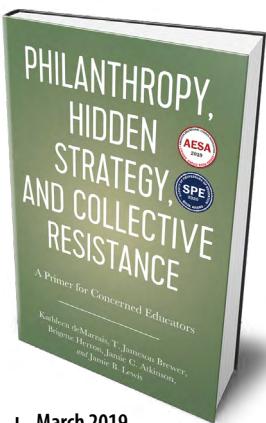
David Hursh, Jeanette Deutermann, Lisa Rudley,
 Zhe Chen, and Sarah McGinnis

► AWARD WINNER

Opting Out The Story of the Parents' Grassroots Movement to Achieve Whole-Child Public Schools

2020 AESA Critics' Choice Award Winner

The story of parents, students, and teachers resisting not only high-stakes testing but also privatization and other corporate reforms parallels the rise of teachers across the country going on strike to demand increases in school funding and teacher salaries. Both the success of the opt out movement and teacher strikes reflect the rise of grassroots organizing using social media to influence policy makers at the local, state, and national levels.



March 2019
 318 pages / 6" x 9"
 Paper / 9781975500719 / \$46.95
 E-book / 9781975500733 / \$46.95

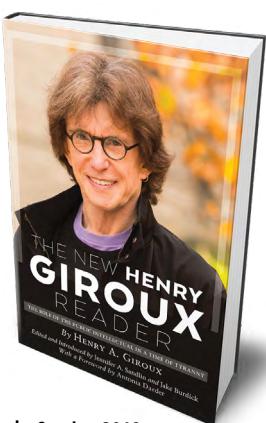
Kathleen deMarrais, T. Jameson Brewer,
 Brigette A. Herron, Jamie C. Atkinson, and Jamie B. Lewis

► AWARD WINNER

Philanthropy, Hidden Strategy, and Collective Resistance A Primer for Concerned Educators

2020 SPE Outstanding Book Award Winner and 2019 AESA Critics' Choice Award Winner

Authors examine specific strategies philanthropists have used to impact both educational policy and practice in the U.S. as well as the legal and policy context in which these initiatives have thrived. The book . . . provides a depth of knowledge of philanthropic funding as well as specific strategies to incite collective resistance to the current context of hyperaccountability, privatization of schooling at all levels, and attempts to move the U.S. further away from a commitment to the collective good.



October 2018
 428 pages / 7" x 10"
 Paper / 9781975500757 / \$53.95
 E-book / 9781975500771 / \$53.95

Henry A. Giroux
 Edited by Jennifer A. Sandlin and Jake Burdick
 Foreword by Antonia Darder

The New Henry Giroux Reader The Role of the Public Intellectual in a Time of Tyranny

The New Henry Giroux Reader presents Henry Giroux's evolving body of work. The book articulates a crucial shift in his analyses after the September 11th, 2001 terrorist attack, when his writing took on more expansive articulations of power, politics, and pedagogy that addressed education and culture in forms that could no longer be contained via isolated reviews of media, schooling, or pedagogical practice. Instead, Giroux locates these discourses as a constellation of neoliberal influences on cultural practices, with education as the engine of their reproduction and their cessation.

Culinary Canvas: A Series on Integrating the Arts and Food into Higher Education

Edited by T. Jameson Brewer and Cleveland Hayes

This book series explores the innovative integration of arts and food into higher education. It aims to inspire a paradigm shift in academia, advocating for a more holistic, creative, and inclusive approach to learning, teaching, researching, serving, and existing in the academy. The series will serve as a guide for educators, administrators, and policymakers in higher education, providing them with the inspiration and practical tools to transform their institutions into more vibrant, engaging, and inclusive spaces for learning. It will argue that by embracing the arts and food, higher education can become a more enriching and fulfilling experience for all students.

Titles in the series:

- *Food Stories: Navigating the Academy with Cultural Lessons from the Kitchen*, edited by T. Jameson Brewer and Cleveland Hayes (2025)
- *Edible Tales: Folklore, Myths, and Food Narratives in Higher Learning*, edited by Mila Zhu and Sarah Morrison (2026)
- *Recipes of Motherhood: Families, Communities, and the Power of Food Narratives*, edited by Mila Zhu and Sarah Morrison (2026)
- *Tasting Education: Theoretical Considerations of Taste Across Discourses*, edited by Laura M. Jewett and Zulitazhira Hinojosa

Authors and collection editors who wish to have their projects considered for publication in the series are encouraged to submit a prospectus to the series editors, T. Jameson Brewer (Jameson.Brewer@ung.edu) or Cleveland Hayes (clehayes@iu.edu).

The Badass Teacher Association Education Book Series



In the spirit of the Badass Teachers' Association, this book series aims to develop a forum for current practitioners and researchers to publish works dedicated to the activism, advocacy, and profession-building work P-16 faculty conduct within their schools and communities to preserve the common good and create equitable learning environments centered in social justice principles. The *Badass Teachers Association Education book series* is rooted in the original mission of the organization, which "reject[s] racially and socially oppressive profit-driven education reform."

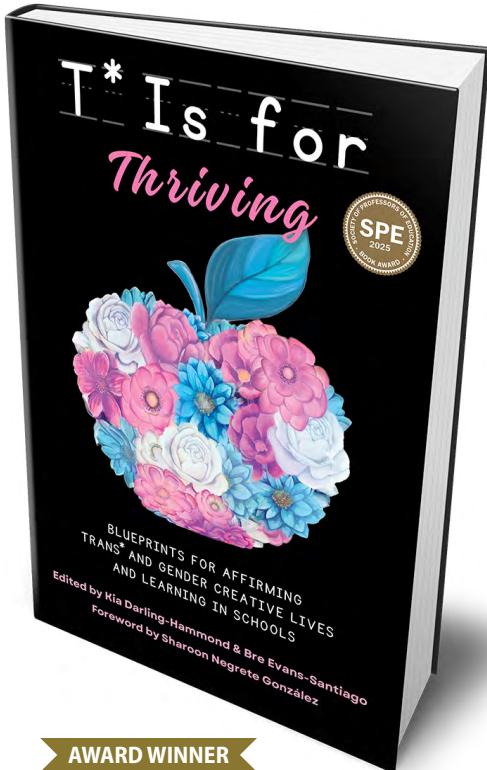
This book series serves to contribute to educators' and educational leaders' understandings of the need for teacher education, activism, and leadership in these areas. It will provide a place for future and current educators to learn more about these issues and how they can build their classrooms and communities into the spaces all students deserve. This series will consist of print books and e-books for current educators, pre-service teachers, parents, and others in the greater community.

Submission of Proposals

If you have a proposal for this series, we welcome your submission.

Please send your prospectus and CV to the series editors,

Brianne Kramer (briannekramer@suu.edu)
or Melissa Tomlinson (contact.batmanager@gmail.com)



► AWARD WINNER

April 2024 / 200 pages / 6" x 9"

Paper / 9781975505271 / \$39.95

E-book / 9781975505295 / \$39.95

"Through the gifts of practical wisdom, personal narratives, and innovative lesson plans, this beautiful, hopeful book simultaneously asserts the fundamental right of all children to a liberating education, and offers tangible strategies to get there."

—Dr. Yolanda Sealey-Ruiz, Professor of English Education, Teachers College, Columbia University

Edited by Kia Darling-Hammond and Bre Evans-Santiago

T* is for Thriving Blueprints for Affirming Trans* and Gender Creative Lives and Learning in Schools

2025 SPE Outstanding Book Award Winner

T Is for Thriving* contributes to the existing discourse on meeting trans* and gender creative students' needs in schools. In it, the editors, Kia Darling-Hammond and Bre Evans-Santiago, combine lesson plans that offer models for inclusive instruction with stories that amplify community guidance about how to be responsive, affirming, and celebratory.

At the time of the completion of the manuscript, the Human Rights Campaign had officially declared a "State of Emergency" for LGBTQ+ Americans. Only four U.S. states mandate LGBTQ+-inclusive curriculum, despite there being roughly 60 million LGBTQ+ individuals in the country. Of the over 600 anti-LGBTQ+ bills introduced recently, nearly a third directly target trans* and gender-creative people, violating both civil and human rights. Fortunately, not all bills will pass. Activists are moving liberation work forward everywhere every day. This book makes it easier for educators to be, as they historically have been, champions of justice in the face of oppression. Here are stories to read and share. Here are lessons to teach or adapt. Here is some fuel to sustain us. The editors of this collection invite readers to join them in building the schools, communities, and world we all dream of—deliberately, defiantly, and with tremendous courage.

T is for Thriving* is essential reading for anyone involved in defending the rights of educators and students. It is the perfect text for a variety of courses in social justice, LGBTQ+ topics, and critical pedagogy.

Kia Darling-Hammond (she/her) holds a doctorate in developmental and psychological sciences in education. As CEO of the research and education firm Wise Chipmunk LLC, she leverages more than 25 years of experience in youth development, education, and organizational leadership to offer healing-centered research, advising, coaching, counseling, and public speaking, as well as designs for professional learning, curriculum development, and organizational growth.

Bre Evans-Santiago is an award-winner author, Chair, and Associate Professor in the Teacher Education Department at California State University, Bakersfield. Her research focuses on culturally-sustaining pedagogy and practices in TK–8 schools. Dr. Evans-Santiago also has research experience in improvement science as it relates to Residencies and educational programs. Her current research projects include, but are not limited to, Black, Indigenous, and People of Color issues in education as well as intersectionalities connected to Queer People of Color.

Kevin J. Burke and Adam J. Gretzman

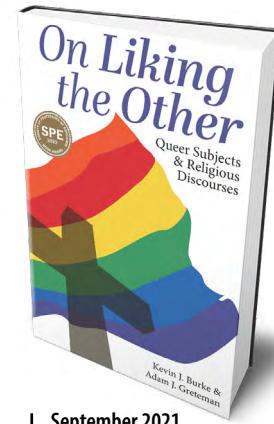
► AWARD WINNER

On Liking the Other Queer Subjects and Religious Discourses

Queer Singularities: LGBTQ Histories, Cultures, and Identities in Education Series

2022 SPE Outstanding Book Award Winner

On Liking the Other: Queer Subjects and Religious Discourses studies the intersection of religious and queer discourses in teacher education. Eschewing the typical antagonism that often defines the relationships between religious and queer discourses, this book seeks to look for resonances and overlaps that might provide new habits for conducting the work of meeting in teacher education classrooms and educational worlds. *On Liking the Other* is an excellent text for a variety of classrooms and courses.



September 2021
185 pages / 6" x 9"
Paper / 9781975504076 / \$42.95
E-book / 9781975504090 / \$42.95

Tara Goldstein

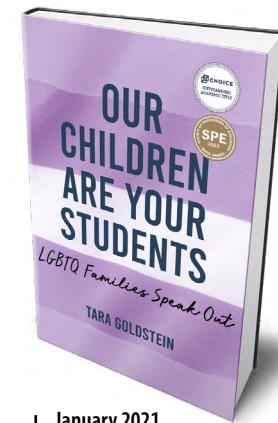
► AWARD WINNER

Our Children Are Your Students LGBTQ Families Speak Out

Queer Singularities: LGBTQ Histories, Cultures, and Identities in Education Series

2022 CHOICE Outstanding Academic Title and 2023 SPE Outstanding Book Award Winner

Many schools have failed to create a nurturing educational environment for LGBTQ students. *Our Children are Your Students* features a discussion about the various tactics that LGBTQ families use to work with schools that don't anticipate the arrival of their families and children. This is an important book for teachers and pre-service teachers who are interested in creating inclusive classroom environments for all students.



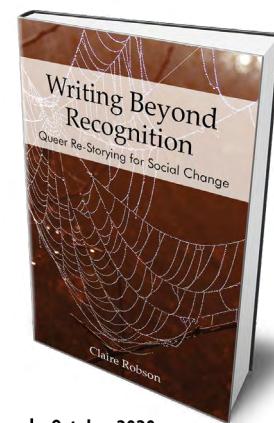
January 2021
194 pages / 6" x 9"
Paper / 9781975504038 / \$36.95
E-book / 9781975504052 / \$36.95

Claire Robson

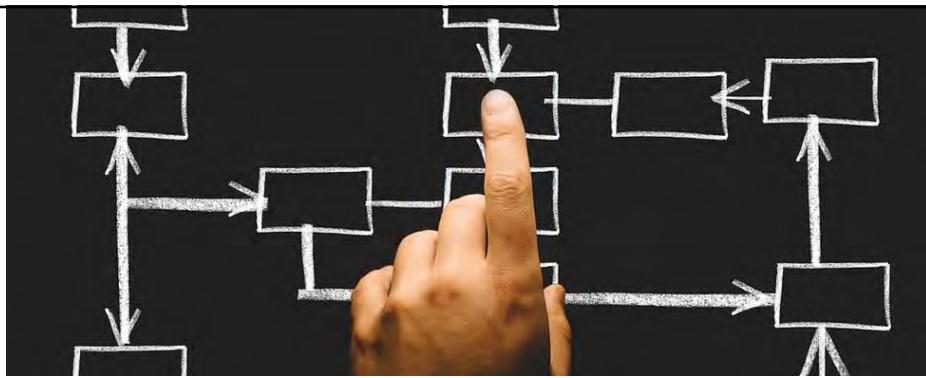
Writing Beyond Recognition Queer Re-Storying for Social Change

Queer Singularities: LGBTQ Histories, Cultures, and Identities in Education Series

Writing Beyond Recognition: Queer Re-Storying for Social Change documents and analyzes the insidious ways heteronormativity produces homophobia and heterosexism, including how this operates and is experienced by those who identify as gay, lesbian, bisexual, transgendered and queer. The book will be important as a text in any course or area of study that is focused on inclusive education, cultural studies in education, critical arts research methods, gender and sexuality studies, and critical literacy approaches in education.



October 2020
155 pages / 6" x 9"
Paper / 9781975504199 / \$38.95
E-book / 9781975504212 / \$38.95



Our Improvement Science Publishing Program Continues to Grow!

We're delighted to announce our latest partnership with the AERA Improvement Science SIG

The American Educational Research Association (AERA) Improvement Science Special Interest Group (SIG) is a professional community of scholars and practitioners committed to building knowledge about improvement science and related approaches to collaborative continuous improvement in education, including improvement science and networked improvement communities, a range of design-based approaches to research, action research, and education-specific forms of collaborative inquiry including lesson study and Data Wise.

The SIG currently has close to 200 members in 34 states and five countries. At the annual AERA conference, the SIG regularly organizes 10 or more research presentation sessions and a social event. Year-round, the SIG organizes professional development and community-building events to support graduate students, early career scholars, and practitioners in the discipline. The series will be edited by three well-known scholars in the field, Elizabeth A Zumpe, Erin Anderson, and Maxwell Yurkofsky.

We welcome the SIG to MEP! We will be responsible for managing, producing, and distributing a book series on behalf of the Improvement Science SIG, which will include:

- Single-author books (print and electronic)
- Essay/chapter collections in book format (print and electronic)
- Other products as they are identified

The editors welcome your proposal for any length project relating to the field of Improvement Science. Please send a brief description of your work, along with a current CV, to one of the following:

Elizabeth A Zumpe (Elizabeth.A.Zumpe-1@ou.edu)
Erin Anderson (Erin.Anderson249@du.edu)
Max Yurkofsky (maxyurkofsky@gmail.com)

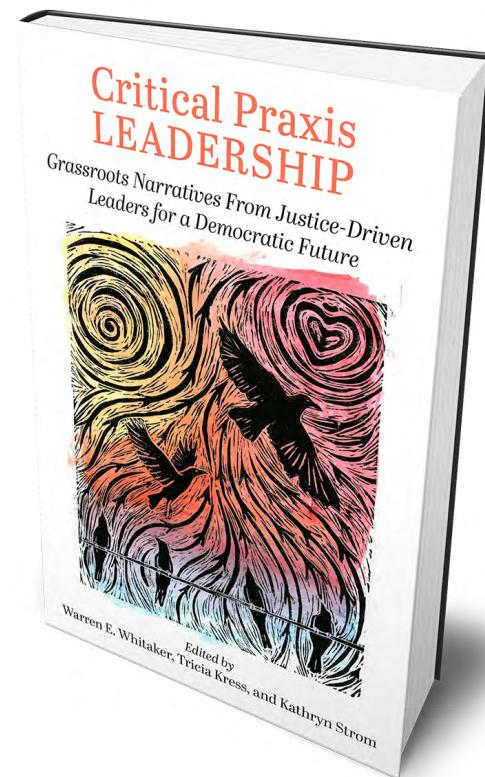
Edited by Warren E. Whitaker,
Tricia Kress, and Kathryn Strom

Critical Praxis Leadership Grassroots Narratives from Justice-Driven Leaders for a Democratic Future

Critical Leadership Pedagogy and Praxis Series

Critical Praxis Leadership: Grassroots Narratives from Justice-Driven Leaders for a Democratic Future is a powerful new book written for a broad audience of educators devoted to achieving equity in public education.

In the wake of the past 50 years of surging neoliberal economics, policy and ideology that have given rise to emboldened far-Right movements, the weaknesses of democracy as a political project for promoting equity and justice are revealing themselves in multiple spheres of social life. Education has been effectively reeled into an administrative agenda aimed toward maintaining social reproduction which continues to funnel Black, Brown, female, disabled and queer bodies into subordinate social roles and carceral institutions or vanquish them entirely from social life. Justice-driven leaders who engage in critical praxis leadership emphasize grassroots efforts for genuine, actionable change rather than performative gestures or media attention. *Critical Praxis Leadership* features theoretically rich, practically grounded narratives from PK-12 and higher education leaders who strive to become justice-driven in their day-to-day work. The activities and narratives in this book remind readers of the ever-presence of the past in who we are and who we wish to be as educational leaders working within historically rooted institutions designed to maintain systems of power and oppression. They remind readers of the deep colonial and racist roots that still shape the lives of learners and leaders alike, and they propose a movement toward a just future. Readers are encouraged to revisit the past, reclaim their knowledge of how social and institutional systems came to be what they are, and choose to do leadership differently as best they can, always working toward justice that lay on the horizon.



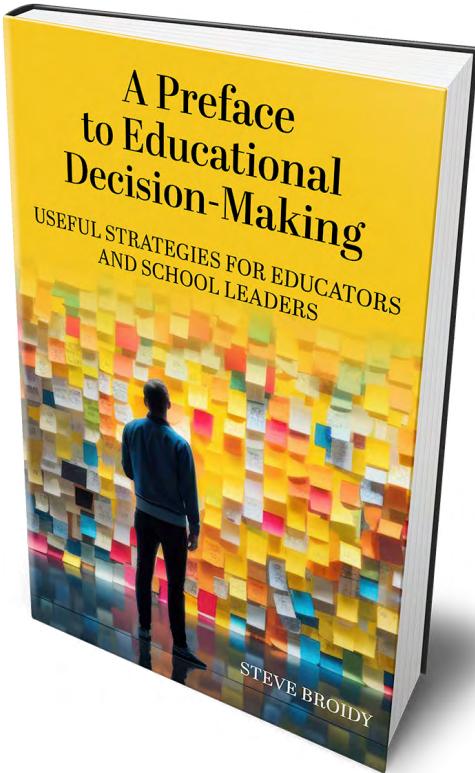
November 2025 / 300 pages / 6" x 9"

Paper / 9781975506230 / \$43.95
E-book / 9781975506254 / \$43.95

Warren E. Whitaker, PhD, is Assistant Professor in the Educational Leadership for Diverse Learning Communities EdD program at Molloy University.

Tricia Kress, PhD is a Professor in the Educational Leadership for Diverse Learning Communities EdD program at Molloy University in Rockville Centre, NY.

Kathryn (Katie) Strom is an Associate Professor of Educational Leadership at California State University, East Bay, Director of CSUEB's Center for Research on Equity and Collaborative Engagement (CRECE), and co-founder of the Posthuman Research Nexus.



December 2025 / 150 pages / 6" x 9"

Paper / 9781975507251 / \$42.95

E-book / 9781975507275 / \$42.95

Steve Broidy

A Preface to Educational Decision-Making

Useful Strategies for Educators and School Leaders

Academy for Educational Studies Series

In today's polarized, high-stakes educational climate, the ability to make clear, reasoned, and defensible decisions is more critical than ever. *A Preface to Educational Decision-Making* equips educators with the practical thinking and communication skills they need to navigate complex choices—whether in curriculum design, classroom interactions, policy implementation, or collaboration with colleagues and clients.

This concise, accessible guide goes beyond traditional "informal logic" texts, focusing specifically on the types of decisions educators face daily. It introduces two essential skill sets: clarifying what's actually at stake in a decision, and applying sound reasoning to determine what's true, effective, or advisable. Through real-world examples and step-by-step insights, the book shows how confusion at the start of a decision-making process can lead to failure—and how clarity and logic can lead to confident, publicly defensible outcomes.

With fresh takes on educational speech acts, truth claims, and collaborative reasoning, *A Preface to Educational Decision-Making* is an essential resource for educators committed to making smarter choices in complex environments.

Steve Broidy is an emeritus professor of education at both Missouri State and Willenberg Universities. He is the author of *A Case For Kindness: A New Look at the Teaching Ethic* (2019, Myers Education Press), and he has written or edited four volumes of poetry. Dr. Broidy lives in rural southwest Ohio with his wife Susan, a sculptor. He has two grown children: a daughter who is a chiropractor and a son in the wine business.

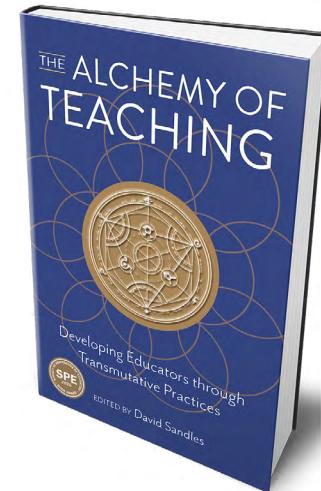
Edited by David Sandles

The Alchemy of Teaching

Developing Educators Through Transmutative Practices

2025 SPE Outstanding Book Award Winner

With an alchemical verve, educators have been shaping the very direction of students' lives since time immemorial. With millions of teachers currently serving in the K-12 sector and millions more serving in higher education spaces, the need for quality educator development is essential. *The Alchemy of Teaching* supplies support for educators in all sectors and covers an array of topics germane to educators everywhere. Accordingly, this work draws on the early notions of alchemy, which is the art of transforming mundane metals into lustrous gold, to develop a template for educators to succeed while infusing essential, hard-earned wisdom along the way. Written by highly experienced educators, this book is made up of three sections, with each detailing some of the prominent struggles educators regularly have in particular areas. Each author also elucidates the gold practices and provides techniques for avoiding some of the early pitfalls often experienced by educators. *The Alchemy of Teaching* is a valuable tool for educators across the teaching spectrum to bring greater hope and success to their classrooms.



AWARD WINNER

June 2024 / 175 pages / 6" x 9"

Paper / 9781975506261 / \$42.95

E-book / 9781975506285 / \$42.95

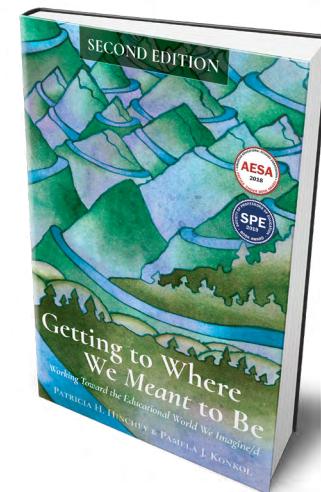
Patricia H. Hinchey and Pamela J. Konkol

Getting to Where We Meant to Be, Second Edition

Working Toward the Educational World We Imagine/d

2018 AESA Critics' Choice Award Winner and 2019 SPE Outstanding Book Award Winner

As in the first edition, Hinchey and Konkol suggest that unspoken and misleading assumptions can produce choices, decisions and policies with disastrous consequences for kids. They tease out such assumptions on the key issues of school goals, curriculum, education for citizenship, discipline and school reform, inviting readers to question the taken-for-granted in order to better align intentions and outcomes. Designed for both undergraduate and graduate classrooms, the text applies to a wide range of studies related to public education, including its theory, policy, history and politics. [The] text asks readers to think for themselves and articulate their own commitments guided by end-of-chapter questions, some intended for all readers and some specifically for experienced professionals. Suggested additional readings, websites and videos invite further exploration of the topics under discussion and offer still more food for thought.

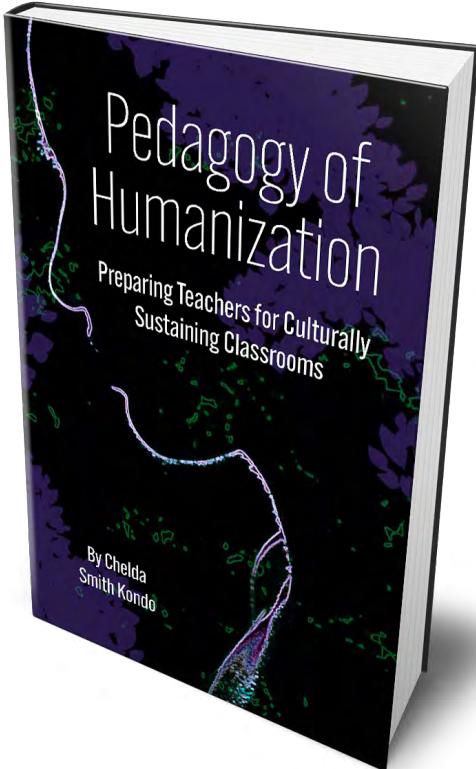


AWARD WINNER

April 2024 / 221 pages / 6" x 9"

Paper / 9781975506568 / \$42.95

E-book / 9781975506582 / \$42.95



December 2023 / 300 pages / 6" x 9"

Paper / 9781975505097 / \$37.95

E-book / 9781975505110 / \$37.95

"High praise for the Pedagogy of Humanization: Preparing Teachers for Culturally Sustainable Classroom by Chelda Smith Kondo where one journeys through and with culture to the heart of a humanistic pedagogy that embraces youth as complex individuals worthy of dignity and respect. It insists that all teaching is political and how, at its best, leads to both individual and collective empowerment."

—Angela Valenzuela, Ph.D., College of Education,
University of Texas at Austin

Chelda Smith Kondo

Pedagogy of Humanization Preparing Teachers for Culturally Sustaining Classrooms

Educational Psychology: Meaning Making for Teachers and Learners Series

The purpose of *Pedagogy of Humanization: Preparing Teachers for Culturally Sustaining Classrooms* is to build a critical mass of educators who know how to employ the principles of critical pedagogy in elementary classrooms. This includes attention to the various knowledge, skills, and dispositions required of critical pedagogues in their curricula, instruction, assessment, classroom environment, and relationships. From Critical Race Theory (CRT) to restorative justice-oriented classroom management, the theoretical is made practical. Moreover, the structure of the book follows the curriculum of a traditional teacher education program, making it complementary to any teacher education course.

The *Pedagogy of Humanization* is the first book to bring together the practice (how) and theory (what and why) of inclusive and asset-based teaching. In this book, a group of teacher-educators across disciplines explore their personal and professional identities to reveal the potential for applying each tenet of culturally relevant pedagogy in their respective fields. Filled with anecdotes, exercises, user-friendly theories and examples, readers will learn how teachers can humanize themselves to have the capacity to be effective teachers of children who have been dehumanized and underserved by traditional teaching and schooling.

The book will prove to be a valuable resource as a teaching text in classrooms devoted to critical pedagogy, CRT, social justice, and other topics necessary to produce teachers who are prepared to maximize their effectiveness in educating today's students.

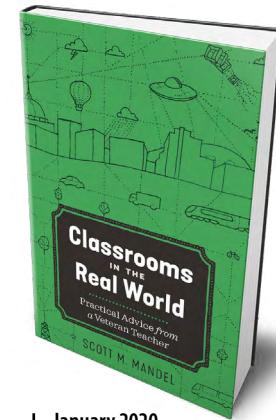
Chelda Smith Kondo, Ph.D., (she/her/hers) identifies as a cisgender, able-bodied, Americanized Haitian womxn. Chelda is an Associate Professor specializing in Culturally Sustaining Pedagogy at the University of St. Thomas (UST). Prior to joining UST, she served as an Associate Professor of Critical Multicultural Education at Georgia Southern University, where she was also director of the Elementary Education Master of Arts in Teaching, a social justice education and initial licensure program that she co-founded. Her scholarly articles have been published in leading education and interdisciplinary journals (i.e., Teachers College Record, Anthropology & Education Quarterly, Equity & Excellence in Education). Her scholarship has been honored for excellence in three different subfields: intersectional justice in education, qualitative research, and culturally relevant pedagogy.

Scott Mandel

Classrooms in the Real World

Practical Advice from a Veteran Teacher

In [Scott Mandel's] classes, he's known for telling stories—stories gleaned from his time spent in the classroom. *Classrooms in the Real World* is a collection of many of those stories, presented as a set of teachable moments—a practical how-to book for new teachers, one based on interacting with kids on a daily basis. Rather than providing educational theories about what should be, Mandel shares real-life stories of how to relate to your students, administrators and parents, along with his thoughts on how to deal with the multiple curricular and classroom challenges that all teachers face in the real world. Chapters [offer] the reader practical ideas, philosophies and encouragement from a long-time classroom teacher.



January 2020
110 pages / 5.5" x 8.5"
Paper / 9781975503352 / \$28.95
E-book / 9781975503376 / \$28.95

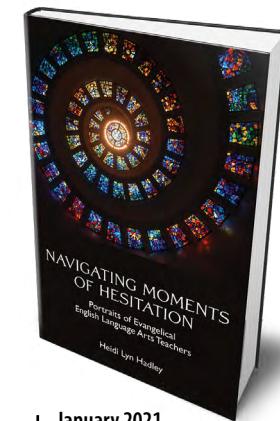
Heidi Lyn Hadley

Navigating Moments of Hesitation

Portraits of Evangelical English Language Arts Teachers

Critical Perspective on Religion and Education Series

Teachers' religious identities shape their classroom practices in varied ways. From the books they select, to the relationships they build with students, to the way they see their role as a teacher, teachers' religious identities shape their sense of what is possible and impossible within classroom settings. *Navigating Moments of Hesitation* examines these complex navigations through portraits of three early-career evangelical Christian teachers as they explore the tension they feel between their teaching identities and their religious identities in the setting of the U.S. public education system.



January 2021
175 pages / 6" x 9"
Paper / 9781975503635 / \$38.95
E-book / 9781975503659 / \$38.95

Dominic Belmonte

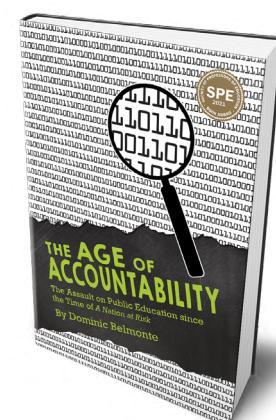
► AWARD WINNER ◀

The Age of Accountability

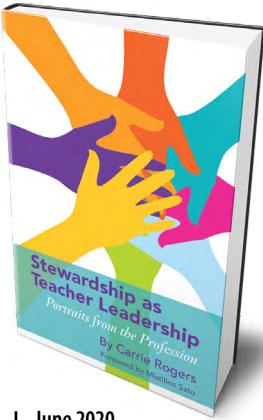
The Assault on Public Education Since the Time of *A Nation at Risk*

2021 SPE Outstanding Book Award Winner

So much of this current "age of accountability" has focused on blame, both of teachers and those who prepare them. Somehow, unlike in other professions, declarations were made to the effect that anyone could teach better than teachers, including business leaders and people from tony universities without teacher preparation. *The Age of Accountability* scrutinizes the attack on teachers through weaponized data. While an effective corporate tool to improve bottom-line goals, its use in education became more sinister and misanthropic.



April 2020
198 pages / 6" x 9"
Paper / 9781975503673 / \$33.95
E-book / 9781975503697 / \$33.95



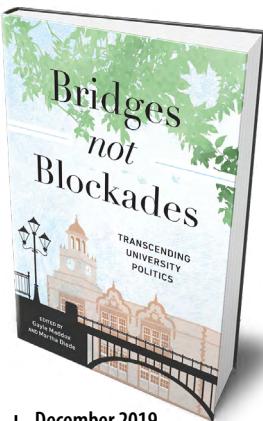
June 2020
 104 pages / 6" x 9"
 Paper / 9781975501549 / \$38.95
 E-book / 9781975501563 / \$38.95

Carrie Rogers
 Foreword by Mistilina Sato

Stewardship as Teacher Leadership Portraits From the Profession

Critical Studies in Teacher Leadership Series

The term “teacher leadership” is not without its problems, since some interpret it to have both corporate and hierarchical implications. *Stewardship as Teacher Leadership: Portraits from the Profession* discusses the impact of changing that language to stewardship, a term that is more inclusive, more professional, and more morally-based. At a time when the work of teachers is critiqued and denigrated, the concept of stewardship within the profession better supports the efforts of all teachers, but particularly early career teachers.



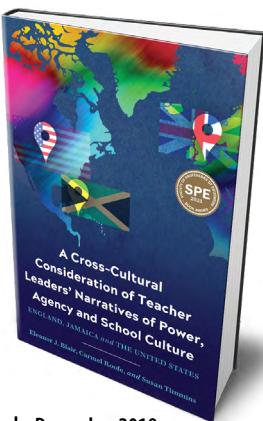
December 2019
 276 pages / 6" x 9"
 Paper / 9781975501198 / \$46.95
 E-book / 9781975501211 / \$46.95

Edited by Gayle Maddox and Martha Kalnin Diede

Bridges not Blockades Transcending University Politics

Critical Studies in Teacher Leadership Series

More than 3,400 colleges and universities in the United States serve 20.5 million students. While each campus is unique, most campuses and institutions face common issues, including tenure and promotion; budgeting; competition among disciplines for space and funding; academic bullying; and issues of identity. These are just a few of the topics among the many vital areas of concern at schools across the country. *Bridges not Blockades* demonstrates that faculty and staff at colleges and universities need to embrace our commonalities so that we can meet the challenges of higher education throughout the 21st century.



December 2019
 208 pages / 6" x 9"
 Paper / 9781975501587 / \$46.95
 E-book / 9781975501600 / \$46.95

Eleanor J. Blair, Carmel Roofe, and Susan Timmins

AWARD WINNER

A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture England, Jamaica and the United States

Critical Studies in Teacher Leadership Series

2021 SPE Outstanding Book Award Winner

A Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture presents groundbreaking work that expands discussions of teachers' work to highlight the struggles of a profession in three different countries: England, Jamaica and the United States. This research provides examples of teacher leaders' narratives about power, agency and school culture, presenting the voices of teacher leaders across diverse contexts.

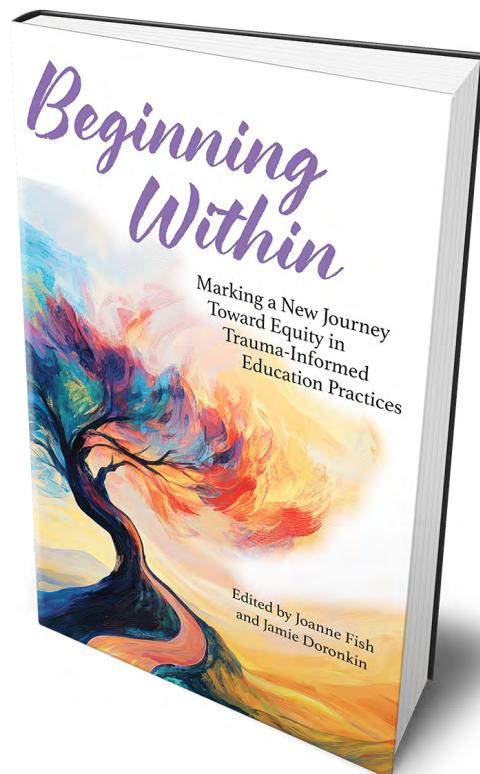
Edited by Joanne C. Fish and Jamie Doronkin

Beginning Within

Marking a New Journey Toward Equity in Trauma-Informed Education Practices

An exponentially increasing number of students experience traumatic events in their daily lives. To address this phenomenon, *Beginning Within: Marking a New Journey Toward Equity in Trauma-Informed Education Practices* delves into the profound impact of adverse childhood experiences (ACEs). It brings together extensive research, thoughtful contemplations, and innovative ideas that shed light on some of the lesser-explored aspects of trauma-informed practices in education.

Authors in the book have developed chapters around three guiding models for systemic change: John Kotter's (1996/2012) *Eight-Step Model for Organizational Change*; Fallot and Harris' (2001) *Five Guiding Principles of Trauma -Informed Practice*; and Smith, et al.'s (2017) five-level *Building Equity Taxonomy*. In combination, the text provides a vital roadmap for addressing this essential topic.



July 2025 / 209 pages / 6" x 9"

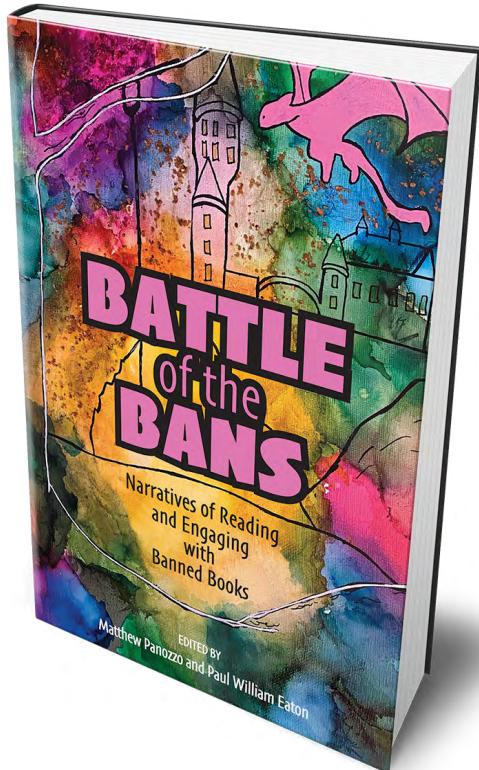
Paper / 9781975506384 / \$39.95
E-book / 9781975506407 / \$39.95

"Beginning Within: Marking a New Journey Toward Equity in Trauma-Informed Education Practices was a true joy to read. Having recently launched a department focused on student support and behavioral concerns, it validated what I've experienced working with college students and colleagues. It is so important that students feel a sense of belonging and connectedness to enhance their academic success. This book offers thoughtful reflections on just how important this is, how implementing small changes can make a big difference, and helped me see my own challenges from a new perspective. The recommendation to read it with colleagues really could not have been more true for me —At our next staff meeting, I brought up how great of a read it was and that our team should review it together. There were even a few passages I marked to show colleagues because it echoed conversations we recently had."

—Kristine Bogue, M.S., Director of Student Compliance/Deputy Title IX Coordinator, Jefferson College

Joanne Fish, PhD, is an Associate Dean of Humanities at Jefferson College in Hillsboro, Missouri. She holds a PhD in literacy education from the University of Missouri—Columbia.

Jamie Doronkin, PhD, is a Professor Emeritus and Adjunct Instructor at Fontbonne University in St. Louis, MO. She received a doctoral degree in Special Education with a secondary transition focus from the University of Oklahoma.



Forthcoming 2026 / 250 pages / 6" x 9"

Paper / 9781975508036 / \$42.95
E-book / 9781975508050 / \$42.95

Edited by Matthew Panozzo and Paul William Eaton

Battle of the Bans

Narratives of Reading and Engaging with Banned Books

Books and stories can inspire, create empathy, and be cathartic outlets. Building on the work of Rudine Sims Bishop, *Battle of the Bans: Narratives of Reading and Engaging with Banned Books* explores how challenged and banned books act as windows, mirrors, and sliding doors. In the United States and globally, the twenty-first century is seeing renewed efforts at banning books in a variety of forms, including parental controls, book burning, curricular erasure and epistemicide, and social media banning. These efforts have the potential of silencing particular stories, histories, and perspectives. Book banning targets and has deleterious impacts on particular communities, including but not restricted to people of color, LGBTQ+, religious and cultural minorities, and people with different abilities.

This edited collection counteracts the narrative that books are dangerous, centering a celebration of how stories shape lives. Educators, families, and individuals present a range of perspectives on how particular banned books have changed their lived experience and view of the world. Contributors discuss children's literature, young adult literature, fiction, and nonfiction texts. The book is comprised of three parts. In the Context section, contributors explore lessons and/or situations for how banned books have, can, or should be used. In the Introspection section, contributors provide narratives about how banned books shaped a sense of self. In the Action section, contributors detail steps taken in response to book bans, providing strategies for countering censorship and erasure in classrooms, schools, and libraries.

The book will appeal to a wide range of audiences, including academics, librarians, classroom teachers, parents, and readers who understand the value of books and literature.

Matthew Panozzo is an Assistant Professor of Literacy in the Department of Instruction and Curriculum Leadership at the University of Memphis. Paul William Eaton is Associate Professor of Higher Education and Student Affairs at the University of Alabama.

Edited by T. Jameson Brewer and Cleveland Hayes

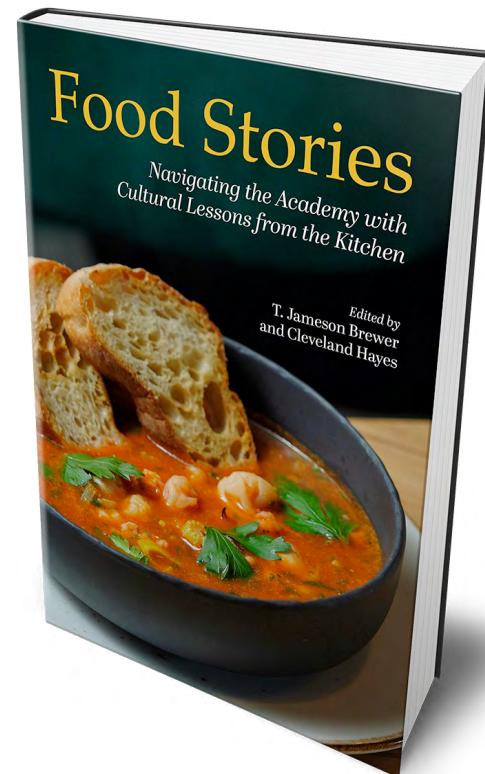
Food Stories

Navigating the Academy with Cultural Lessons from the Kitchen

Culinary Canvas: A Series on Integrating the Arts and Food into Higher Education Series

Food Stories: Navigating the Academy with Cultural Lessons from the Kitchen makes the case that food, and the culture surrounding food, is a closely held, and powerful, reality that shapes who we are as individuals, as members of varied communities, and invariably, informs who we are as educators and researchers. This book gives space for the authors to explore not only the impact that food and culture have had, and continue to have, on them as individuals, how that culture and experiences impact them as members of the academy (in teaching, research, and service), but also in providing some guidance to graduate students and junior faculty. In effect, chapters explore navigating academic work (teaching, research, and service) through the lens of food and the transferable lessons that can be gleaned from our grandmothers', mothers', fathers', and our own kitchens.

Through carefully curated chapters, this text presents a wide array of perspectives across food and cultural regions, as well as impart insights from the academy from authors spanning the spectrum of the career. It is an important book full of valuable lessons for graduate students, faculty and teachers who wish to use its content in their classrooms.



February 2025 / 280 pages / 6" x 9"

Paper / 9781975506988 / \$42.95

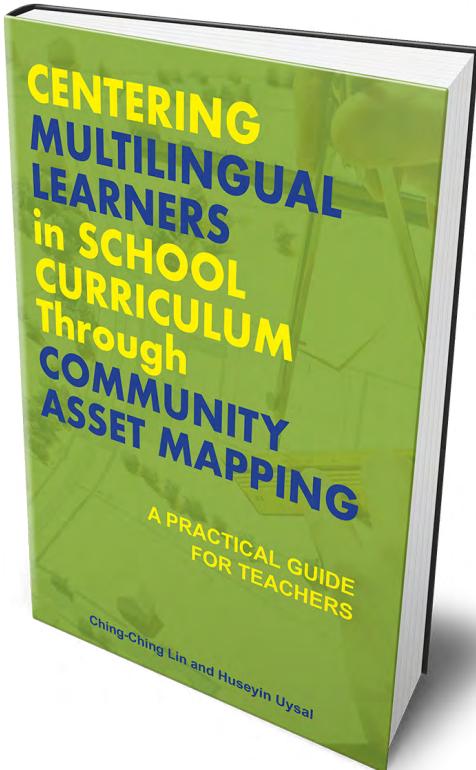
E-book / 9781975507008 / \$42.95

"Food is so critical to our cultural survival. In the most deliciously powerful ways, Food Stories illustrates how food—an expression of community practice—helps us battle alienation and fight for justice in higher education. A refreshing and delightfully different flavor of academic writing, Food Stories serves up wonderful examples of how we can love ourselves and each other within institutions that won't love us back."

—Wayne Au, Dean and Professor in the University of Washington Bothell School of Educational Studies
and longtime *Rethinking Schools* author and editor

T. Jameson Brewer, Ph.D., is an associate professor of social foundations of education at the University of North Georgia.

Cleveland Hayes is the Associate Dean, Academic Affairs and professor of Education Foundations in the Urban Teacher Education Department at the School of Education at Indiana University-Indianapolis.



May 2025 / 220 pages / 6" x 9"

Paper / 9781975507763 / \$42.95

E-book / 9781975507787 / \$42.95

"The authors' asset-based focus on Community Asset Mapping (CAM) is a crucially important and needed perspective for supporting teachers who work with multilingual students (MLLs). The humanizing and action-oriented approach in this beautifully written book is a valuable resource for teachers and teacher educators of MLLs, and one that I look forward to using in my work!"

—Megan Madigan Peery, PhD, Professor,
Applied Linguistics & Language Education, University of Maryland

Ching-Ching Lin and Huseyin Uysal

Centering Multilingual Learners in School Curriculum through Community Asset Mapping A Practical Guide for Teachers

Demystifying Social Justice Education: Moving from Trendy to Transformative Equity and Justice Practices in Schools Series

Centering Multilingual Learners in School Curriculum through Community Asset Mapping is written for educators working with culturally and linguistically diverse student populations, particularly those from historically marginalized backgrounds. It presents and explores Community Asset Mapping (CAM) as a transformative pedagogical approach that values students' lived experiences, cultural wealth, and linguistic repertoires as essential components of learning. It speaks to teachers who seek to integrate students' strengths and assets into the curriculum while challenging hierarchical structures of knowledge and language within the education system. Written by two multilingual language education professionals who draw upon their own educational journeys and rich, multifaceted experience working with multilingual learners, this book is also grounded in a post-qualitative research approach.

More than just a resource, this book is a call to action—an invitation for educators to embark on a collaborative journey. It embraces vulnerability, emphasizes co-learning, and celebrates the communities that shape the work of language education professionals. Through this shared effort, the authors invite educators to join them in critically reimagining education and advocating for more equitable, asset-based practices that truly honor the voices and experiences of their students.

Dr. Ching-Ching Lin is a teacher educator specializing in TESOL and Bilingual Education at Adelphi University, New York. She has published extensively on topics related to diversity and inclusion.

Huseyin Uysal, Ph.D. is a Research Assistant Professor in the Department of English Language Education at The Education University of Hong Kong.

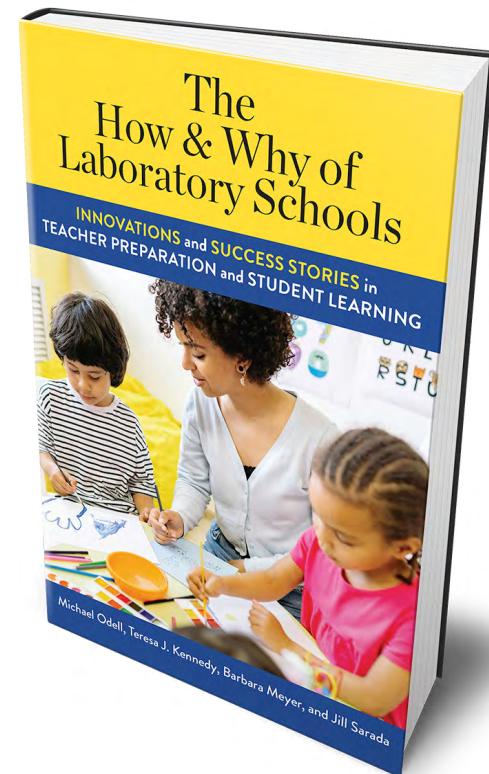
Michael Odell, Teresa J. Kennedy,
Barbara Meyer, and Jill Sarada

The How and Why of Laboratory Schools

Innovations and Success Stories in Teacher Preparation and Student Learning

The How and Why of Laboratory Schools: Innovations and Success Stories in Teacher Preparation and Student Learning is an eagerly anticipated exploration crafted by esteemed researchers and practitioners from some of the foremost Laboratory Schools across the United States and Internationally. These institutions, also recognized as demonstration schools or university-affiliated schools, play pivotal roles in the landscape of education, serving as bastions of innovation, research, and professional development. At their core, Laboratory Schools are multifaceted entities, assuming key responsibilities such as teacher training and professional development, serving as hubs for research and innovation, embodying models of best practices, fostering collaboration within university communities, shaping curriculum development and evaluation, and championing inclusion and special education.

The How and Why of Laboratory Schools serves as a beacon in the realm of education literature, offering an array of accessible examples that inspire and enlighten researchers, practitioners, and policymakers alike. With a global perspective, this volume provides a comprehensive snapshot of both the research and practice within Laboratory Schools worldwide, featuring exemplary models not only from the United States but also from various international settings. Through its insightful analyses and compelling narratives, *The How and Why of Laboratory Schools* heralds a future where Laboratory Schools remain at the forefront of educational excellence and innovation, not only domestically but also on the international stage.



February 2025 / 300 pages / 6" x 9"

Paper / 9781975506292 / \$49.95

E-book / 9781975506315 / \$49.95

"The How and Why of Laboratory Schools is an essential read for anyone in the field of education. It affirms the vital contributions of laboratory schools to the educational community and inspires a renewed commitment to fostering environments where innovation and research thrive. This book is a powerful reminder of the immense potential within laboratory schools. It is a call to support and expand laboratory schools, ensuring that their legacy of innovation and excellence continues to benefit future generations."

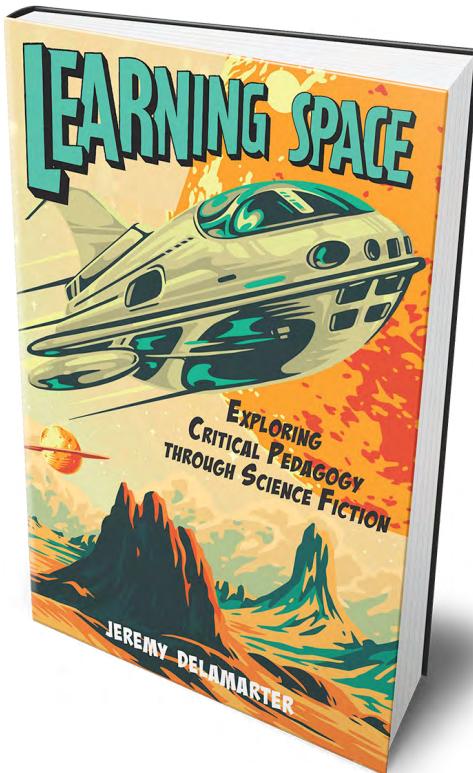
—Dr. Grace Carro, Dean College of Education,
University of Puerto Rico – Rio Piedras Campus

Michael R.L. Odell, PhD, is a Professor of STEM and holds a joint appointment in the College of Education and Psychology and the College of Engineering.

Teresa Kennedy is a Professor of International STEM and Bilingual/ELL Education in the College of Education and Psychology School of Education at the University of Texas at Tyler.

Barbara Meyer, EdD, is Associate Professor in the School of Teaching & Learning at Illinois State University.

Jill Sarada, EdD, serves as the Director of Falk Laboratory School and Assistant Professor at the University of Pittsburgh.



January 2025 / 225 pages / 6" x 9"

Paper / 9781975506353 / \$41.95

E-book / 9781975506377 / \$41.95

Jeremy Delamarter

Learning Space

Exploring Critical Pedagogy through Science Fiction

Learning Space: Exploring Critical Pedagogy through Science Fiction draws on popular science-fiction stories to provide current and future educators with the language, concepts, vocabulary, and practices to cast a critical lens upon their own learning spaces and their own pedagogical practices. For example, a critical examination of the way that Yoda trains Luke Skywalker in *The Empire Strikes Back* reveals a great deal about the insidious nature of deficit thinking, assuming that students learn best when they "empty their minds" and remain "passive." The assumed hierarchical power structure between teacher and student, and the assumed relationship between learners and the knowledge with which they are supposed to be filled—all of these are called into question when viewed through a critical lens. Ultimately, this book uses science-fiction to highlight educational inequities in such wide-ranging topics as standard English, literary canons, machine learning, notions of academic dishonesty, epistemicide, inequitable school discipline, and more.

"Learning Space: Exploring Critical Pedagogy through Science Fiction offers an engaging, accessible path into a better understanding of critical pedagogy and science fiction, highlighting the role that both can play in forming a critical consciousness. Delamarter's welcoming prose invites readers into the conversation, using highly recognizable science fiction texts and scenarios to encourage a practical, thoughtful reimagining of critical pedagogy's ethos and praxis in today's classrooms. Science fiction's speculative vision provides fertile ground for understanding critical pedagogy's role in creating a more just world through education, and Delamarter brings this richness to life on the page with helpful, relatable examples and through clear, organized chapters."

—Edward Ardeneaux IV, Associate Professor of English, University of the Ozarks

Dr. Jeremy Delamarter is an associate professor and chair of the education department at Saint Martin's University in Lacey, WA. In addition, Dr. Delamarter holds teaching privileges at Roma Tre University, in Italy, and he serves on the executive board of the Washington Association of Colleges of Teacher Education. He is the author of *Proactive Images for Pre-Service Teachers* as well as numerous academic articles and other publications.

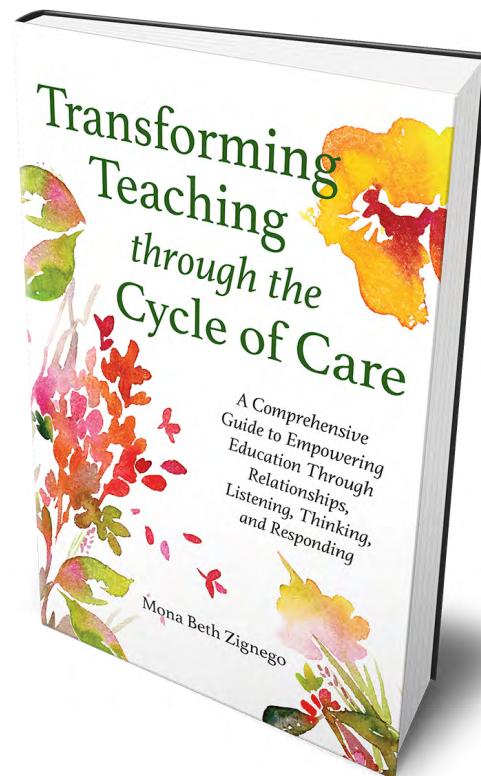
Mona Beth Zignego

Transforming Teaching Through the Cycle of Care

A Comprehensive Guide to Empowering Education Through Relationships, Listening, Thinking, and Responding

In *Transforming Teaching Through the Cycle of Care: A Comprehensive Guide to Empowering Education Through Relationships, Listening, Thinking, and Responding*, author Mona Beth Zignego introduces a groundbreaking model that reshapes the way educators approach their profession. Drawing from decades of experience as a teacher, mentor, and researcher, Zignego offers a unique perspective on the vital role of care in the classroom. Through her "Cycle of Care" model, she breaks down the process of care into four critical elements: relationships, listening, thinking, and responding. This powerful framework is designed to help teachers not only support their students academically but also foster environments of trust, empathy, and social justice.

This book is an invaluable resource for teachers, administrators, and anyone involved in education who wants to cultivate a nurturing and inclusive learning environment. Zignego's insights remind us that care is the foundation upon which all meaningful education is built, and that by embracing care in teaching, we can create classrooms where every student feels seen, valued, and capable of success. Whether you are a new teacher seeking guidance or an experienced educator looking to deepen your practice, *Transforming Teaching Through the Cycle of Care* offers the inspiration and tools you need to transform your teaching through the power of care.



March 2025 / 275 pages / 6" x 9"

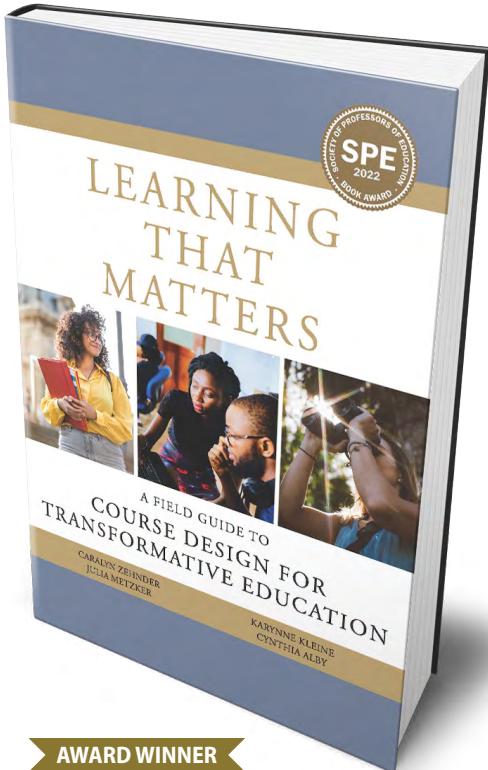
Paper / 9781975507220 / \$42.95

E-book / 9781975507244 / \$42.95

*"With her heartrending stories from the trenches of public education, Dr. Zignego brings the authentic experiences of teachers and students to life with empathy, humor, and insight. Her work on care in education brings to light the urgent need for an educational revolution that puts students' wellbeing at the center of the learning experience. *These chapters will bring the field of education miles ahead in the educational revolution so needed in our country and in our world."*

—Melissa Nilsen, PhD, Author of *To Guard and Cherish*

Mona Beth Zignego, PhD, is an accomplished educator, researcher, and literacy specialist with over two decades of experience in the field of education. She currently serves as the Chief School Officer at LUMIN Schools.



► AWARD WINNER

December 2020 / 225 pages / 7" x 10"

Paper / 9781975504519 / \$32.95

Cloth / 9781975504502 / \$150.00

E-book / 9781975504533 / \$32.95

Caralyn Zehnder, Cynthia Alby,
Karynne Kleine, and Julia Metzker

Learning That Matters A Field Guide to Course Design for Transformative Education

2022 SPE Outstanding Book Honorable Mention

Our society urgently needs education that motivates, challenges, engages, and affirms all students. No matter their previous successes or failures, every student has enormous learning potential and important contributions to make now and in the future. Such meaningful learning experiences don't just happen, they need to be intentionally designed. This book supports those who will undertake this vitally important work and is a pragmatic resource for designing courses that engage college students as active citizens. This "work" book provides research-informed approaches for creating learning experiences and developing innovative, intellectually-engaging courses. Whether a novice or a veteran, by engaging with the text, collaborating with colleagues, and reflecting on the important work of a teacher, any motivated educator can become a transformative educator. Every college course has the potential to transform students' lives. Through implementation of critical concepts such as connected and authentic assessments; dilemmas, issues, and questions; portable thinking skills and engaging strategies; and a purposeful focus on inclusivity and equity, readers begin the process of change needed for preparing students who will be able to address the monumental challenges facing our society.

"We, who care about our students' learning, may not be able to wait for those in leadership positions to make critically-needed changes to higher education. But educators can start where the learning happens and let necessary changes rise from there. This book can help you walk that path and be that change. You can approach this book by reading it from the beginning to the end, or you can jump to specific sections when those principles apply to the acute challenges you are facing.

You will feel inspired, invigorated, and motivated, and you will feel empowered to make an impact."

—Melinda Maris, Ph.D., Assistant Dean, Foundation for Advanced Education in the Sciences, National Institutes of Health

Caralyn Zehnder is a lecturer in Biology at the University of Massachusetts Amherst. She earned her B.S. in Biology from Penn State and her Ph.D. in Ecology from the University of Georgia. For 2 years, she was the Professional Development Coordinator at Springfield Technical Community College.

Julia Metzker serves as Director of the Washington Center for Improving Undergraduate Education at The Evergreen State College. She obtained a doctoral degree in inorganic chemistry from the University of Arizona and completed a postdoctoral appointment at the University of York in the United Kingdom.

Karynne Kleine has advanced degrees in Education from the University of Maine (M.Ed. Middle Grades Education; Ed.D. History and Philosophy of Science/Science Education.) As a former dean and current professor of education, Karynne collaborates alongside her colleagues at Georgia College as well as nationally with those in other fields.

Cynthia Alby received a Ph.D. in Language Education from the University of Georgia, an M.A. in Classical Archeology from the University of Cincinnati, and an H.A.B. in Classical Languages and Philosophy from Xavier University. She joined Georgia College in 2001, where she is now a Professor of Teacher Education and works extensively with the Center for Teaching and Learning.

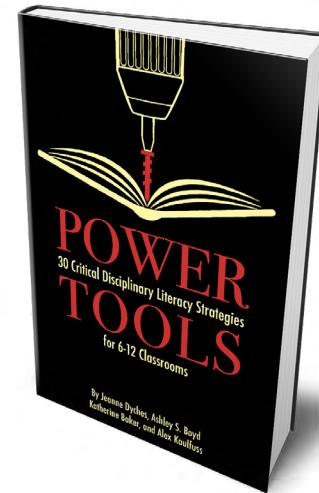
Jeanne Dyches, Ashley S. Boyd, Katherine Baker, and Alex Kaulfuss

Power Tools

30 Critical Disciplinary Literacy Strategies for 6–12 Classrooms

Written by a team of educators with over 70 combined years of classroom experience, *Power Tools: 30 Critical Disciplinary Literacy Strategies for 6–12 Classrooms* offers readers research-based, multidisciplinary, ready-to-implement disciplinary literacy strategies from critical literacy lenses. The book sets itself apart from other strategy textbooks by offering creative strategy implementation that calls attention to power systems. Educators can, for example, employ read-alouds to explore the global refugee crisis, or use the exit ticket strategy to help students reflect on the relationship between race and COVID statistics/experiences.

Power Tools: 30 Critical Disciplinary Literacy Strategies for 6–12 Classrooms provides standards-aligned lessons that both challenge and extend traditional engagement practices to build a more just world. This text has value for any stakeholder in disciplinary literacy, particularly for educators looking to “do” and support justice-oriented work in disciplinary spaces.



September 2023 / 233 pages / 7" x 10"

Paper / 9781975505547 / \$37.95

E-book / 9781975505561 / \$37.95

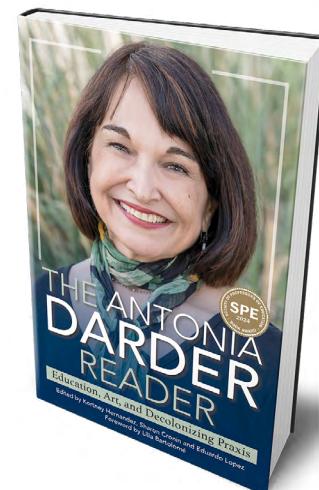
Antonia Darder

Edited by Kortney Hernandez, Sharon Cronin, and Eduardo Lopez

The Antonia Darder Reader Education, Art, and Decolonizing Praxis

2024 SPE Outstanding Book Award Winner

Antonia Darder is a Puerto Rican and American scholar, artist, poet, song writer and activist. She holds the Leavey Presidential Endowed Chair in Ethics and Moral Leadership in the School of Education at Loyola Marymount University. Her scholarship is known around the world and her efforts have earned her a large number of academic awards, including the Scholars of Color Distinguished Career Contribution Award by the American Education Research Association. Three critical Darderean scholars (Kortney Hernandez, Sharon Cronin, and Eduardo Lopez), who have been lovingly mentored, empowered, challenged, and who have developed their critical consciousness through the soulful educational wisdom of Darder, have come together to embrace the (im)possible task of curating a volume of some of her most powerful educational scholarship. This volume includes Antonia Darder's central writings on the topics of language, culture, inequality, and education. *The Antonia Darder Reader* is essential reading as a keystone volume in multiculturalism, critical studies, cultural studies, and many other disciplines.

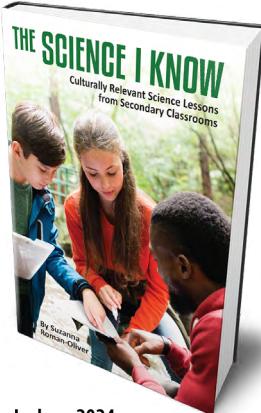


➤ AWARD WINNER

July 2023 / 334 pages / 6" x 9"

Paper / 9781975505158 / \$42.95

E-book / 9781975505172 / \$42.95



June 2024

156 pages / 6" x 9"

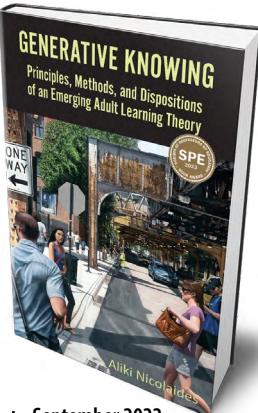
Paper / 9781975506087 / \$41.95
E-book / 9781975506100 / \$41.95

Edited by Suzanna Roman-Oliver

The Science I Know

Culturally Relevant Science Lessons from Secondary Classrooms

This book is a collection of culturally relevant lesson plans written by secondary science teachers. Each lesson discusses how the tenets of academic success, cultural competence and critical consciousness that are part of the theory of Culturally Relevant Pedagogy (CRP) are addressed (Ladson-Billings, 1995). Additionally, each lesson plan is structured following the 5E learning cycle (Bybee, 2006) and aligned to the Next Generation Science Standards (NAS, 2012). *The Science I Know* is not only essential reading for all science teachers interested in utilizing culturally relevant instructional practices in their classroom, but also a valuable tool in the instruction of pre-service teachers in Colleges of Education.



September 2022

170 pages / 6" x 9"

Paper / 9781975503994 / \$42.95
E-book / 9781975504014 / \$42.95

Aliko Nicolaides

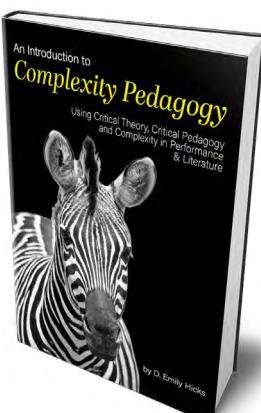
AWARD WINNER

Generative Knowing

Principles, Methods, and Dispositions of an Emerging Adult Learning Theory

2023 SPE Outstanding Book Honorable Mention

Generative Knowing explores the mystery of learning from the unknown in ways that reveal that learning is a dynamic phenomenon, encompassing both personal and societal contexts. The book delivers vignettes of different lived experiences of being and becoming, signaling multiple ways in which a person shapes and transcends traditional conceptions of self-other binary activating the power to respond to the ongoing complex evolution of self and society.



November 2022

208 pages / 6" x 9"

Paper / 9781975504397 / \$38.95
E-book / 9781975504410 / \$38.95

D. Emily Hicks

An Introduction to Complexity Pedagogy

Using Critical Theory, Critical Pedagogy and Complexity in Performance and Literature

An Introduction to Complexity Pedagogy: Using Critical Theory, Critical Pedagogy and Complexity in Performance and Literature offers readers an introduction to the basic concepts of complexity science and how they might be applied in the teaching of composition, creative writing, performance, and literature. The strength of this book is that it concentrates on the teaching of interrelated topics: borders (including the border between the able/disabled), complexity, mixed ancestry, ability/disability, texts, and performance, using the Mexico-U.S. border as the working example of a complexity system.

Edited by Natasha Hakimali Merchant,
Sarah B. Shear, and Wayne Au

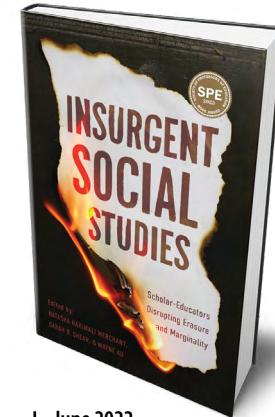
AWARD WINNER

Insurgent Social Studies

Scholar-Educators Disrupting Erasure and Marginality

2023 SPE Outstanding Book Award Winner

Social studies as a field of scholarship has systematically excluded and marginalized the voices, teaching, and research of women, scholars of color, queer scholars, and scholars whose politics challenge the dominant traditions of history, geography, economics, and civics education. *Insurgent Social Studies* intervenes in the field of social studies education by highlighting those whose work has often been deemed "too radical." *Insurgent Social Studies* is essential reading to all researchers and practitioners in social studies.



June 2022
275 pages / 6" x 9"
Paper / 9781975504557 / \$41.95
E-book / 9781975504571 / \$41.95

Heather Coffey and Lucy Arnold

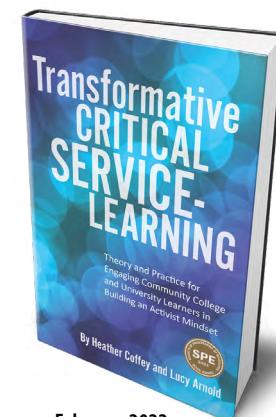
AWARD WINNER

Transformative Critical Service-Learning

Theory and Practice for Engaging Community College and University Learners in Building an Activist Mindset

2023 SPE Outstanding Book Honorable Mention

Transformative Critical Service-Learning offers hands-on tools for implementing, reflecting on, and assessing critical service-learning in classrooms and community spaces. Valuing partnerships, reflection, and analysis of power dynamics, the research and strategies offered here provide an entry point for faculty new to critical service-learning, while also offering new ideas and tools for long-time practitioners. Chapters offer particular attention to strategies for engaging students, syllabus development, and reflective cycles.



February 2022
144 pages / 6" x 9"
Paper / 9781975504991 / \$39.95
E-book / 9781975505011 / \$39.95

Edited by Rebecca Powell and Susan Chambers Cantrell

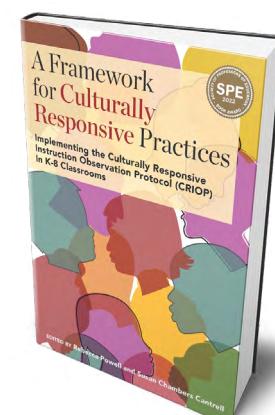
AWARD WINNER

A Framework for Culturally Responsive Practices

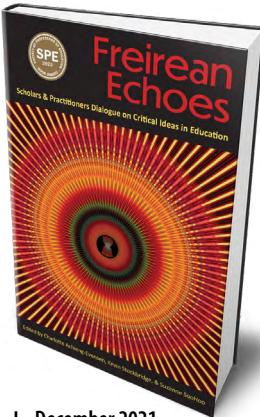
Implementing the Culturally Responsive Instruction Observation Protocol (CRIOP) In K-8 Classrooms

2022 SPE Outstanding Book Honorable Mention

A Framework for Culturally Responsive Practices presents scholarship in second language acquisition, sociolinguistics, culturally appropriate assessment, educational anthropology, educational psychology, instruction, and critical pedagogy to provide guidance to those who strive to teach in ways that meet the needs of a diverse student population. This is a practical guide that can be used in a variety of courses for pre-service teachers as well as by teachers and administrators in school districts across the country.



May 2021
250 pages / 7" x 10"
Paper / 9781975504151 / \$43.95
E-book / 9781975504175 / \$43.95



December 2021
 220 pages / 6" x 9"
 Paper / 9781975504953 / \$40.95
 E-book / 9781975504977 / \$40.95

Edited by Charlotte Achieng-Evensen,
 Kevin Stockbridge, and Suzanne SooHoo

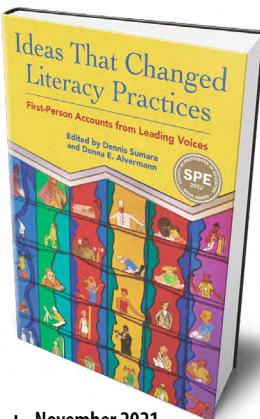
► AWARD WINNER

Freirean Echoes

Scholars and Practitioners Dialogue on Critical Ideas in Education

2023 SPE Outstanding Book Award Winner

How do Paulo Freire's ideas echo across time and contexts? What does the dialogical nature of text mean for critical pedagogy today? Inspired by Freire, this text utilizes a dialogical framework, inviting the reader into a deeper conceptual and contextual consciousness through the use of many voices. A living collection, the book allows for author voices to be in dialogue with each other and with the reader. This collective "talking text" echoes, reverberates, and amplifies critical Freirean ideas, thereby inviting the reader to extend Freirean thought into their lived experiences.



November 2021
 325 pages / 6" x 9"
 Paper / 9781975503956 / \$49.95
 E-book / 9781975503970 / \$49.95

Edited by Dennis Sumara and Donna E. Alvermann

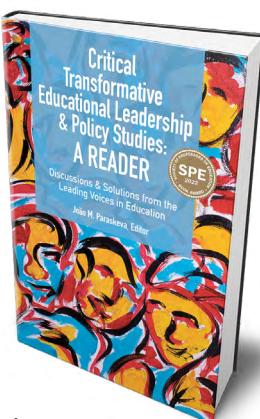
► AWARD WINNER

Ideas that Changed Literacy Practices

First Person Accounts from Leading Voices

2022 SPE Outstanding Book Award Winner

Ideas that Changed Literacy Practices: First Person Accounts from Leading Voices offers 32 autobiographical accounts written by leading international scholars in the field of literacy education. By using and applying ideas related to literacy practices, the volume reveals insider perspectives on creative scholarly processes, including the impact these have had on literacy practices and on the very people who helped to develop them. As a collection, the essays also highlight some of the major themes that have guided and changed literacy practices over the last few decades.



February 2021
 468 pages / 7" x 10"
 Paper / 9781975502881 / \$54.95
 E-book / 9781975502904 / \$54.95

Edited by João M. Paraskeva

► AWARD WINNER

Critical Transformative Educational Leadership and Policy Studies - A Reader

Discussions and Solutions from the Leading Voices in Education

2022 SPE Outstanding Book Award Winner

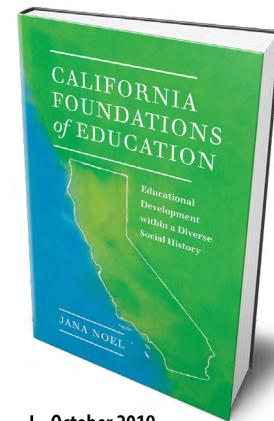
Critical Transformative Educational Leadership and Policy Studies is a comprehensive collection of critical contributions from most of the leading voices in the fields of educational leadership and educational policy studies, pushing back against the current neoliberal authoritarian environment. Individual chapters discuss such topics as social justice in education; poverty, race and public education; counter-hegemonic education movements; the privatization of schools; and school reform and advocacy leadership, among others, all from a critical perspective.

Jana Noel

California Foundations of Education

Educational Development within a Diverse Social History

While traditional foundations of education textbooks rightfully provide a national perspective on the U.S. educational system, this textbook focuses on the foundations of education in California, especially in light of the state's diverse history. Issues of equity and social justice are woven throughout chapters examining topics such as history; political influences; funding; curriculum; assessment and accountability; immigration and language policies; family and community engagement; and the teaching profession—"California style." *California Foundations of Education* is an excellent textbook for a variety of classrooms.



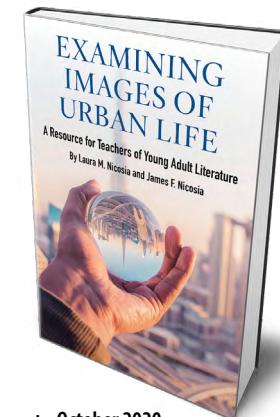
October 2019
256 pages / 6" x 9"
Paper / 9781975502171 / \$46.95
E-book / 9781975502195 / \$46.95

Laura M. Nicosia and James F. Nicosia

Examining Images of Urban Life

A Resource for Teachers of Young Adult Literature

There are novels that portray the city as magical places, others as stifling, imposing environments, and others still as a gritty but beautiful, living landscape. Cities can be the center of culture, business, arts, and are the meeting places for diversities of all kinds. *Examining Images of Urban Life* gathers contributions from scholars and young adult authors who consider how living in a city affects character identity and growth, and the ways authors world-build the urban setting. The book discusses what the urban landscape means, most especially to those who live in cities. It dispels the media-driven, anecdotally propagated preconceptions about city living. Urban life is varied and rich, just as its literature is.



October 2020
175 pages / 6" x 9"
Paper / 9781975502447 / \$39.95
E-book / 9781975502461 / \$39.95

Edited by Linda Hogg, Kevin Stockbridge, Charlotte Achieng-Evensen, and Suzanne SooHoo
Foreword by Kevin Kumashiro

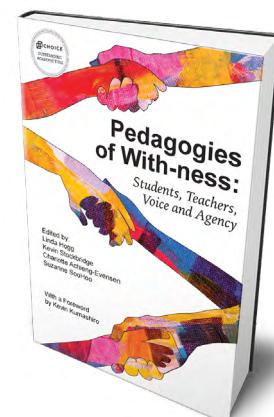
AWARD WINNER

Pedagogies of With-ness

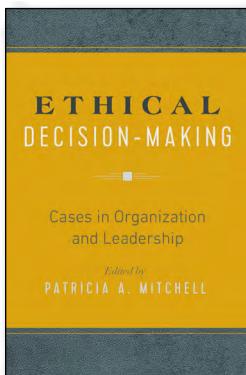
Students, Teachers, Voice and Agency

2021 CHOICE Outstanding Academic Title

Pedagogies of With-ness: Students, Teachers, Voice and Agency offers insight into the transformative possibilities of education when enacted as the art of being with. Driven by student voices and their experiences of marginalization, this text takes a clear ethical stance. It asserts that students are both capable and competent. Through this book, teachers are invited to imagine pedagogy under this new framework, actively committed to students, their voice, and mutual engagement.



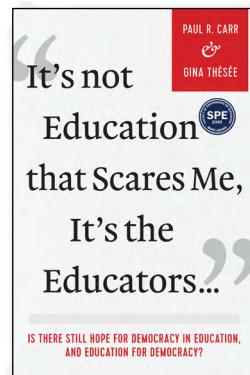
September 2020
220 pages / 6" x 9"
Paper / 9781975503086 / \$42.95
E-book / 9781975503109 / \$42.95



July 2019
208 pages / 6" x 9"
Paper / 9781975500832 / \$46.95
E-book / 9781975500856 / \$46.95

Edited by Patricia A. Mitchell

Ethical Decision-Making Cases in Organization and Leadership



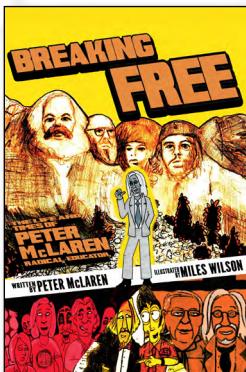
AWARD WINNER
February 2019
312 pages / 6" x 9"
Paper / 9781975501433 / \$46.95
E-book / 9781975501457 / \$46.95

Paul R. Carr and Gina Thésée

"It's Not Education that Scares Me, It's the Educators..."

Is there Still Hope for Democracy in Education,
and Education for Democracy?

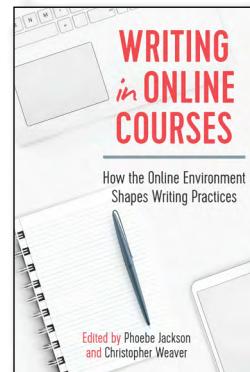
2020 SPE Outstanding Book Award Honorable Mention



February 2019
120 pages / 7" x 10"
Paper / 9781975501693 / \$33.95
E-book / 9781975501716 / \$33.95

Peter McLaren
Illustrated by Miles Wilson

Breaking Free The Life and Times of Peter McLaren, Radical Educator



January 2018
272 pages / 6" x 9"
Paper / 9781975500092 / \$46.95
E-book / 9781975500115 / \$46.95

Edited by Phoebe Jackson and Christopher Weaver

Writing in Online Courses How the Online Environment Shapes Writing Practices

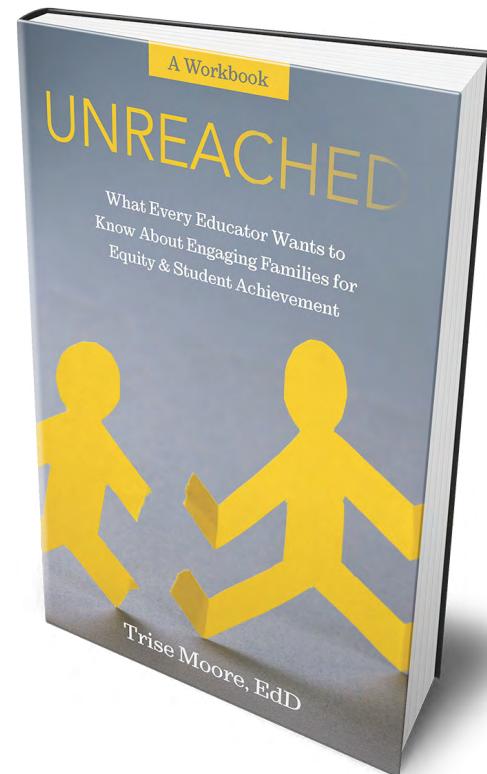
Trise Moore

Unreached

What Every Educator Wants to Know About Engaging Families for Equity and Student Achievement - A Workbook

For any educator, administrator, or school leader who is committed to promoting student success, *Unreached* is an indispensable resource. The premise of the book is grounded in the research that confirms that student achievement is closely tied to effective family partnerships, yet for many educators, identifying how to engage families as partners can feel overwhelming and nebulous. As a result, there is often a disconnect between schools and families that leads to families feeling excluded from the type of meaningful partnership efforts that can support student achievement.

Trice Moore presents a series of practices, tips and a process for addressing the barriers that often prevent families from participating in their student's education as partners. The book delves into the power of meaningful connections and offers four specific partnership recommendations and five authentic leadership practices to transform how schools' partner with families to support student success, providing actionable strategies for educators, school teams and education leaders. *Unreached* is a must-read for anyone interested in making gains in student achievement through culturally responsive family and community partnerships.

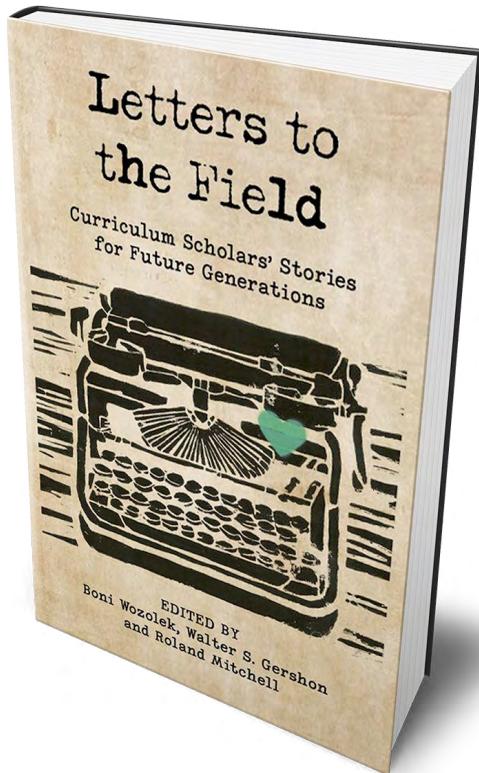


March 2025 / 130 pages / 7" x 10"

Paper / 9781975508586 / \$29.95

E-book / 9781975508456 / \$29.95

Trise Moore, EdD, is nationally recognized for effectively implementing outcome-based family and community partnership practices for over twenty years. She is the founder and CEO of The Family Outreach & Engagement Network LLC, where she is known for collaborating with a variety of like-minded leaders, consultants and organizations, including the Institute for Educational Leadership to support culturally responsive practices and partnerships that promote student achievement.



December 2024 / 250 pages / 7" x 10"

Paper / 9781975507169 / \$42.95

E-book / 9781975507183 / \$42.95

"In this exhilarating volume, courageous and invigorating multigenerational curriculum thinkers and cultural workers illuminate their power of refusing oppressive anti-intellectual forces and exercise creative agencies through their innovative modes of expression and representation, which compel authors and readers to enact just and meaningful changes in schools, neighborhoods, communities, spaces, and places with their shared purposes and efforts to make the impossible possible in an increasingly contested and vulnerable world."

—Ming Fang He, Professor, Georgia Southern University

Edited by Boni Wozolek, Walter S. Gershon, and Roland Mitchell

Letters to the Field

Curriculum Scholars' Stories for Future Generations

Letters to the Field: Curriculum Scholars' Stories for Future Generations encapsulates a generation of scholars who revitalized the field of Curriculum Studies across North America in the mid-1970s, as well as the generations of scholars who immediately followed, all of whom are now themselves senior scholars. This volume seeks to do something special by providing an opportunity for this group of scholars to speak to their field about understandings they believe to be of significance. The strength of this book generally resides in two overarching factors. First, there is the depth and strength of this well-rounded, highly regarded group of scholars whose work speaks to the heart of the interdisciplinary nature of curriculum studies and curriculum theorizing. Second, as you might imagine, this is a significant moment in the United States when the very foundation of curriculum theory—critical inquiry and often an engagement with questions of race, queerness, disability, and the like—continues to be under attack in K-12 schools and universities across the United States. Contributors speak to the foundations of the field and the contemporary challenges that the field and schools of education more broadly must survive. A unique feature of the book is that the letters from these scholars are reproduced as facsimile copies so that the reader can read the handwritten letters or typed pages.

Letters to the Field makes an invaluable contribution to Curriculum Studies. By providing a history of the rationale used to revitalize the field, it will prove a valuable addition to the libraries of educators in a variety of disciplines.

Dr. Boni Wozolek is currently the Director of Inclusive Excellence and an Associate Professor of Education at Penn State University, Abington College.

Walter S. Gershon (Ph.D.) is Associate Professor of Critical Foundations of Education at Rowan University (New Jersey, United States).

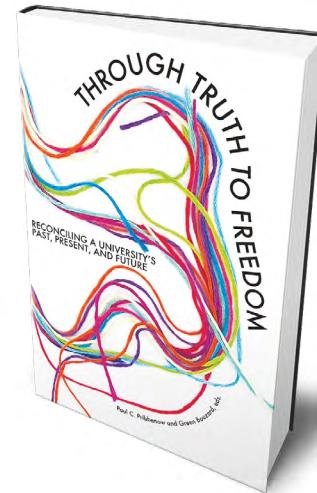
Dr. Roland Mitchell is the E.B. "Ted" Robert Endowed Professor and Dean of the College of Human Sciences and Education at Louisiana State University.

Paul C. Pribbenow and Green Bouzard

Through Truth to Freedom

Reconciling a University's Past, Present, and Future

The central claim of this volume is that higher education institutions that seek to educate their students for freedom and liberation—the idea behind the liberal arts—must be prepared to embrace the truths they pursue and to lean into the reconciliation demanded by those truths. In other words, they must journey through truth to freedom, but only by way of reconciliation. For Augsburg University, the truths interrogated delve deep into the heart of its faith tradition, academic mission, and commitment to social justice. Through appreciative and critical inquiry, the truths discovered demand reconciliation with the past so as to be freed for the work they are called to do as “informed citizens, thoughtful stewards, critical thinkers, and responsible leaders”—Augsburg’s mission! These essays offer a compelling example to other institutions about the important work of connecting past, present, and future—of seeking truth through freedom by way of reconciliation—work that is foundational to an institution’s mission, identity, and future planning.



August 2024 / 156 pages / 6" x 9"

Paper / 9781975506957 / \$31.95

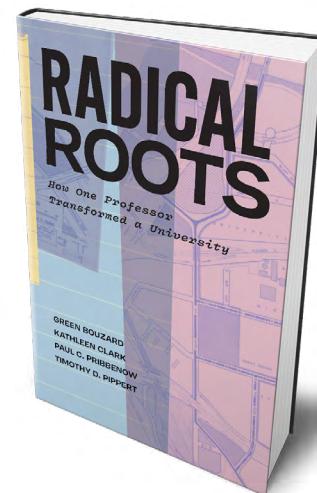
E-book / 9781975506971 / \$31.95

Green Bouzard, Kathleen M. Clark,
Timothy D. Pippert, and Paul C. Pribbenow

Radical Roots

How One Professor Transformed a University

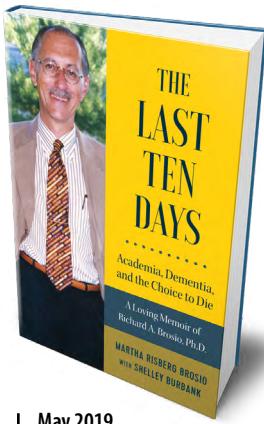
Radical Roots: How One Professor Transformed a University tells the story of Joel Torstenson, a sociology professor at Augsburg University in Minneapolis, Minnesota. In the 1960s, Torstenson challenged his university to embrace its urban setting and to design its curricular, co-curricular, and community engagement programs to advance its mission of “Education for service.” The compelling story of Torstenson’s legacy at Augsburg over the past 60 years offers lessons for colleges and universities across the country committed to democratic engagement in their work at the intersections of mission and place. The purpose of this book is two-fold. The first is to document and celebrate the legacy of Professor Joel Torstenson, and to understand the impact of this legacy’s inception, evolution, and current manifestations and impact at Augsburg and in the wider world. Secondly, this book aims to share some of the lessons learned from fifty years of innovation following Torstenson’s vision, with the hope that these lessons might serve the broader community of colleges, universities, faculty, staff, and students engaged in similar pursuits.



November 2023 / 175 pages / 6" x 9"

Paper / 9781975506209 / \$39.95

E-book / 9781975506223 / \$39.95



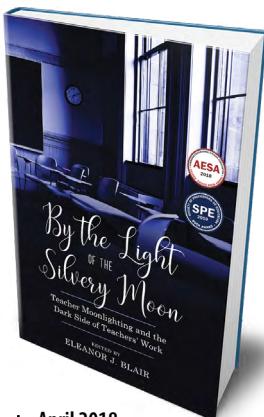
May 2019
 150 pages / 6" x 9"
 Paper / 9781975501815 / \$20.95
 E-book / 9781975501839 / \$20.95

Martha Risberg Brosio
 With Shelley Burbank

The Last Ten Days - Academia, Dementia, and the Choice to Die

A Loving Memoir of Richard A. Brosio, Ph.D.

A heartrending memoir of love, scholarship, dignity, courage, and the choices one is forced to make when given the devastating diagnosis of a terminal illness. This extraordinary book recounts the love story of Martha Risberg Brosio and her husband, Richard Brosio, Ph.D., a brilliant scholar and college professor whose communication skills dazzled all with whom he came in contact. Then tragedy struck. In late 2013, Richard was diagnosed with Primary Progressive Aphasia, a type of dementia similar to Alzheimer's that affects the frontal and temporal lobes of the brain.



April 2018
 200 pages / 6" x 9"
 Paper / 9781975500177 / \$43.95
 E-book / 9781975500191 / \$43.95

Edited by Eleanor J. Blair

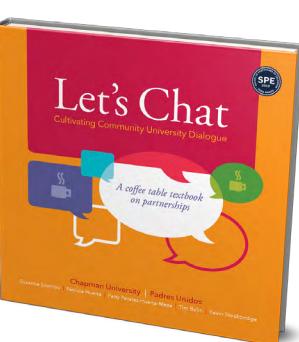
► AWARD WINNER

By the Light of the Silvery Moon

Teacher Moonlighting and the Dark Side of Teachers' Work

2018 AESA Critics' Choice Award Winner and 2019 SPE Outstanding Book Award Winner

Teacher moonlighting has been studied and documented since at least the early 1960s, and yet, it can be easily argued that the phenomenon is still not understood. Teachers moonlight in higher numbers than other professions, and while most teachers claim that they do it for the money, increases in their compensation have not reduced the practice. Teachers play a critical role in society, so teaching needs to be a sustainable profession where teachers may still moonlight, but the opportunities to expand the status as well as the content and context of their work are unlimited.



April 2018
 200 pages / 10" x 10"
 Paper / 9781975500405 / \$52.95
 E-book / 9781975500429 / \$52.95

Suzanne SooHoo, Patricia Huerta,
 Patty Perales Huerta-Meza, Tim Bolin, and Kevin Stockbridge

► AWARD WINNER

Let's Chat—

Cultivating Community University Dialogue

A Coffee Table Textbook on Partnerships

2019 SPE Outstanding Book Award Honorable Mention

From the home of the Paulo Freire Democratic Project and non-profit community organization Padres Unidos, the Chapman University Padres Unidos Partnership presents this truly unique coffee table textbook. Stories from community residents and faculty members represent how they disrupted the barriers that typically divide us by reconceptualizing how universities and communities can work together to reshape the intellectual landscape and reconfigure power differentials.

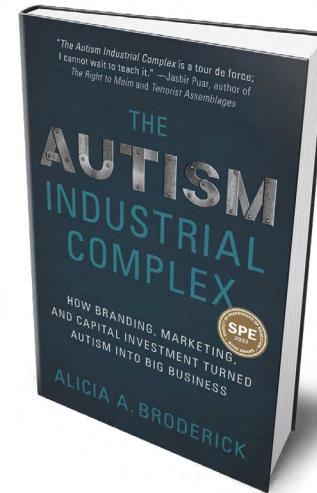
Alicia A. Broderick

The Autism Industrial Complex

How Branding, Marketing, and Capital Investment Turned Autism into Big Business

2023 SPE Outstanding Book Award Winner

In *The Autism Industrial Complex: How Branding, Marketing, and Capital Investment Turned Autism into Big Business*, Alicia A. Broderick analyzes how we got from the 11 children first identified by Leo Kanner in 1943 as “autistic” to the billion-dollar autism industries that are booming today. Broderick argues that, within the Autism Industrial Complex (AIC), almost anyone can capitalize on—and profit from—autism, and she also shows us how. The AIC has not always been there: it was built, conjured, created, manufactured, produced, not out of thin air, but out of ideologies, rhetorics, branding, business plans, policy lobbying, media saturation, capital investment, and the bodies of autistic people. *The Autism Industrial Complex* is essential reading for a wide variety of audiences, from autistic activists, to professionals in the autism industries, to educators, to parents, to graduate students in public policy, (special) education, psychology, economics, and rhetoric.



► AWARD WINNER ◄

January 2022 / 300 pages / 6" x 9"

Paper / 9781975501853 / \$31.95

E-book / 9781975501877 / \$31.95

Edited by Timothy Kinard and Gaile S. Cannella

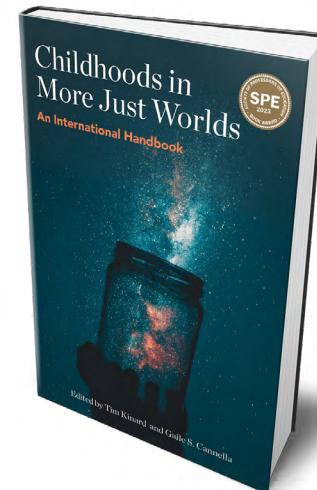
Childhoods in More Just Worlds

An International Handbook

Early Years and Youth Studies Series

2023 SPE Outstanding Book Honorable Mention

Those who are younger, people of color, females, and human beings living in poverty have never been included in equitable performances of justice, care, respect, and fairness. The authors in this international volume use existing social values and institutions—and the strengths of these varied perspectives—to address justice in ways that have not previously been considered. The aim is to create more just worlds for those who are young—as well as for the rest of us. Whatever the emphasis or focus of a section or chapter, throughout the volume is the recognition that dominant discourses (e.g. neoliberal capitalism, conservatism, progressivism, human exceptionalism) and the policies they create (and that facilitate them), influence possibilities for, and limitations to, more just childhood worlds. Therefore, each section includes chapters that address these complex discourses and policy issues. The reader is invited to engage with these complexities, to become—with the various texts, and to generate unthought possibilities for childhoods in more just worlds.

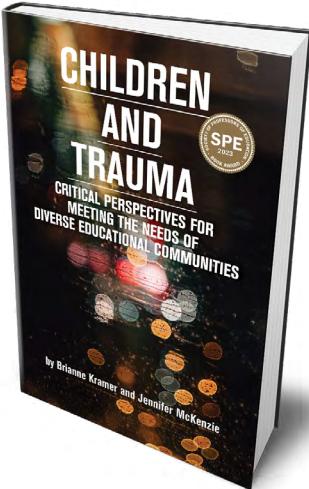


► AWARD WINNER ◄

November 2021 / 320 pages / 7" x 10"

Paper / 9781975504113 / \$49.95

E-book / 9781975504137 / \$49.95



► AWARD WINNER

April 2022 / 300 pages / 6" x 9"

Paper / 9781975503437 / \$48.95

E-book / 9781975503451 / \$48.95

Brianne Kramer and Jennifer McKenzie

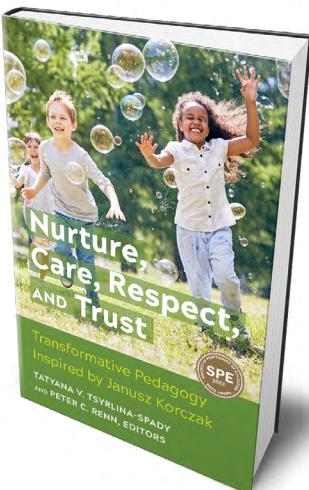
Children and Trauma

Critical Perspectives for Meeting the Needs of Diverse Educational Communities

Educational Psychology: Meaning Making for Teachers and Learners Series

2023 SPE Outstanding Book Honorable Mention

Because of the prevalence of students with traumatic experiences in K-12 schools, development and use of trauma-informed practices (TIP) is currently increasing in educational spaces across the United States as educators and others who work with children become more aware of how socio-emotional development and exposure to trauma places children on a pathway through adulthood. Because of growth in these areas, it is important for educators and others who work with children to have a resource to consult. *Children and Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities* provides teachers, administrators, and others involved in education with an understanding of trauma-informed practices and explains how they can be used in the classroom. Additionally, school districts could utilize this text to implement professional development, particularly if they are considering creating a districtwide trauma-informed system.



► AWARD WINNER

January 2020 / 375 pages / 6" x 9"

Paper / 9781975501310 / \$46.95

E-book / 9781975501334 / \$46.95

Edited by Tatyana Tsyrlina-Spady and Peter Renn

Nurture, Care, Respect, and Trust

Transformative Pedagogy Inspired by Janusz Korczak

Early Years and Youth Studies Series

2021 SPE Outstanding Book Award Honorable Mention

Nurture, Care, Respect, and Trust is the first collection of interdisciplinary and logically interconnected papers from nationally and internationally acclaimed researchers in philosophy, psychology, history of education, teacher training, educational leaders and practitioners, child advocates, and educators who have been motivated by the philosophy and pedagogy of Dr. Janusz Korczak (1878-1942), a world-famous moral exemplar and champion of children's rights. The book provides answers to timely questions of how to respect children's rights in K-12 schools, community centers, summer camps, and colleges; how to create an atmosphere of trust and safety, and provide social-emotional learning in the classroom; how to become a genuine child advocate; and how to support growing child agency. The volume serves as a rich resource of practical materials for teachers and university instructors, introducing a number of innovative lesson plans, examples of students' works, and school projects inspired by Korczak's pedagogy.

Ethnic Studies Revival Series

Edited by Gilberto Q. Conchas and Mahmoud Suleiman

The mission of Ethnic Studies Revival series is to present volumes of current research and work focused on praxis and the effective implementation of critical ethnic studies educational experiences in diasporic communities of color and Indigenous communities while making connections between the local, national, and transnational settings. The book series seeks to provide an interdisciplinary intellectual space that inspires educators in schools and outside-of-schools to transform inequities based on race, ethnicity, nationality, gender, sexuality, ability, class, and the intersections among them, while advancing visions of social, political, economic justice, and decolonial understandings of the global world. In particular, the series amplifies transformative ethnic studies models that seek to affirm the intellectual, social, racial, ethnic, and cultural being of ALL diverse groups [such as, but not limited to Pan African Americans, Pan Asian American, Indigenous Americans, Latinas/o/xs, and Muslim Americans].

If you are interested in submitting a proposal for publication consideration, please send your prospectus to the series editors,
Gilberto Q. Conchas (gqc5330@psu.edu)
or Mahmoud Suleiman (msuleiman@csub.edu) along with your current CV.



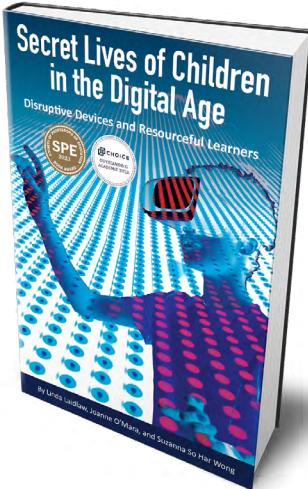
Myers
Education
Press



Myers Education Press (MEP) has partnered with the Urban Research Based Action Network (URBAN) to publish a series of books and content devoted to community-based research (CBR). URBAN is a multidisciplinary, distributed network of scholars and practitioners committed to articulating and strengthening collaborative methods, while sharing findings, developing career pathways, and increasing the acceptance of community-based research within the academy.

"Throughout the years, MEP has created space for innovative and critical work across many disciplines. We are thrilled to have a chance to highlight the excellent community-based work being done across the country and hope to spark ideas for readers who are pursuing equitable partnerships with communities for social change," said Ana Carolina Antunes, Assistant Professor at the University of Utah and Lead Co-Chair of the URBAN Network

Chris Myers, President and Publisher at MEP, stated, "We are delighted to serve as a partner to URBAN. Their work is incredibly important so it's our goal to increase the impact of their efforts through a very broad distribution of their content."



► AWARD WINNER

November 2021 / 150 pages / 6" x 9"

Paper / 9781975504717 / \$38.95

E-book / 9781975504731 / \$38.95

Linda Laidlaw, Joanne O'Mara, and Suzanna Wong

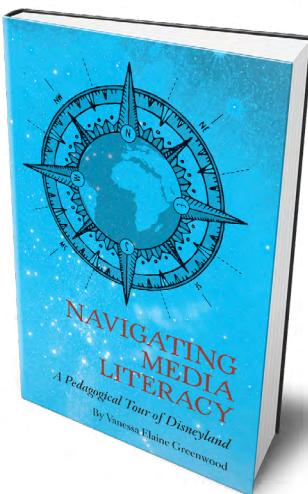
Secret Lives of Children in the Digital Age

Disruptive Devices and Resourceful Learners

2023 CHOICE Outstanding Academic Title

2023 SPE Outstanding Book Award Winner

Secret Lives of Children in the Digital Age: Disruptive Devices and Resourceful Learners offers an examination of the impact on children, their families and their teachers, as digital technologies and new literacy practices have rapidly transformed how children learn, play and communicate. Developed from a wide range of the authors' research over the past decade to an examination of remote learning during the COVID 19 pandemic, this book posits that while teachers, parents and governments are focused on protecting children, what is often neglected is children's own agency and capacity to engage with mobile technologies in ways that support them in pursuing their own interests, pleasures and learning. This text works to disrupt boundaries in research, policy and practice, between home and school, and across virtual and actual worlds, positioning children as both users of media texts and coproducers of digitally mediated knowledge, with peers, family and teachers.



August 2020 / 214 pages / 6" x 9"

Paper / 9781975502324 / \$42.95

E-book / 9781975502348 / \$42.95

Vanessa E. Greenwood

Navigating Media Literacy

A Pedagogical Tour of Disneyland

Navigating Media Literacy: A Pedagogical Tour of Disneyland is an education playbook applied to the vast mediated universe of Disney. Readers of all ages can critically apply media literacy principles while still conscientiously participating as consumer-citizens, media creators, and agents of change. Media literacy is defined throughout this book as an instructional method rather than a political movement. The book counterbalances the frequently myopic critiques of cultural scholars and the critical exemption granted by those across the world who find Disney to be a source of great pleasure. Integrated theory and practical examples allow readers to investigate for themselves and draw their own conclusions based on real inquisitive, observatory, and creative experiences that constitute media literacy (access, analyze, evaluate, create, reflect and act). The reader will come away with a deeper pedagogical understanding of how to cultivate media literacy using any context or subject—not just Disney. Each chapter includes discursive excerpts from students, along with assignments, discussion prompts, and classroom exercises, making it a valuable resource as a classroom textbook.

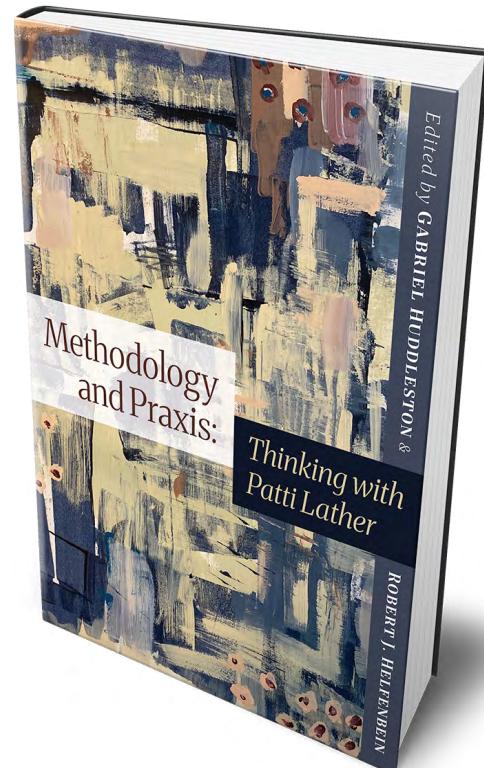
Edited by Gabriel Huddleston and Robert J. Helfenbein

Methodology and Praxis

Thinking with Patti Lather

Methodology and Praxis: Thinking with Patti Lather examines the work of Patti Lather and its importance at the intersections of curriculum theory, cultural studies, and critical qualitative research. The book explores the impact of Lather's work on the field both broadly and specifically and engages with her ideas and methods in innovative ways. From 1988-2014, Patti Lather was a faculty member at Ohio State University's School of Educational Policy and Leadership, where she taught qualitative research, feminist methodology, and courses on gender and education. She has authored numerous influential books and a variety of journal articles. She has delivered lectures extensively both nationally and internationally, and has held several distinguished visiting lectureships.

Lather is a prominent and prolific scholar whose work has been influential in shaping the multiple fields, challenging conventional understandings of research and knowledge, and advocating for social justice and equity in education. This collection represents diverse group of scholars that build on these contributions and showcase the diverse ways in which research improves teaching and learning. Contributors in this volume include scholars in educational theory, social science, research methodology, feminist social theory, and curriculum theorizing.



August 2025 / 222 pages / 6" x 9"

Paper / 9781975506445 / \$43.95

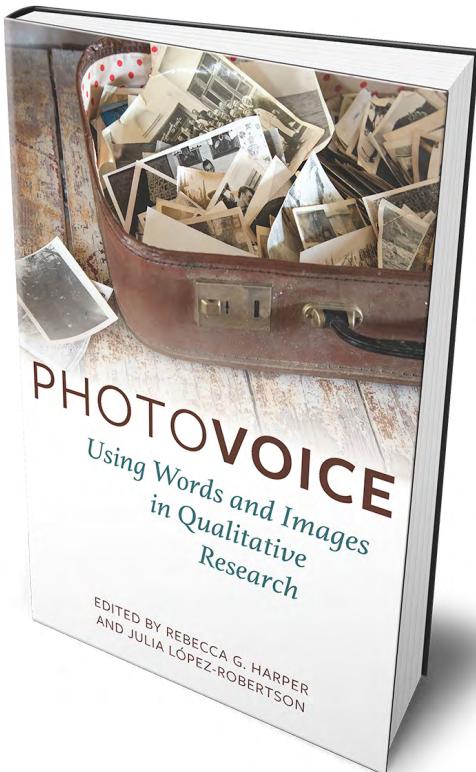
E-book / 9781975506469 / \$43.95

*"How does one study the work of Dr. Patti Lather? With deep curiosity, a readiness to engage in debates about subjectivity, and an unflinching commitment to interrogating what knowledge means in a post-structural world. And of course, with love—for Patti as both a human being and a model of what it means to be a scholar. I remember the first time I read *Getting Lost*—I didn't know a scholar could write so boldly about the unknown, about failure, and about the pursuit of knowledge grounded in a feminist commitment to radical (re)thinking. Patti's work gave language to what so many of us were feeling but hadn't yet learned how to articulate. Thank you to the authors who have taken up the challenge of thinking with Patti Lather in *Methodology and Praxis: Thinking with Patti Lather*. This is not a book you read once and shelve. It's a book you keep close, return to often, and allow to stretch your thinking, unsettle your assumptions, and demand more of you each time."*

—Dr. Bettina L. Love, acclaimed author of the New York Times bestseller *Punished for Dreaming*

Gabriel Huddleston, PhD, is an Associate Professor and Department Chair of Counseling, Societal Change, and Inquiry in the College of Education at Texas Christian University (TCU). He is also the director of the Center for Public Education and Community Engagement, one of three research centers and institutes housed in the College of Education.

Rob Helfenbein, PhD, is Professor of Curriculum Studies in the Tift College of Education. His current research interests include curriculum theorizing in urban contexts, cultural studies of education, postfoundational research, and the impact of globalization on the lived experience of schools.



September 2025 / 227 pages / 6" x 9"

Paper / 9781975506803 / \$42.95

E-book / 9781975506827 / \$42.95

"For anyone interested in the intersections of language, culture, and visual storytelling, this book is an essential and thought-provoking read. It provides a fresh and dynamic framework for engaging with literature and the lived experiences of readers, offering insights that will enhance both teaching and research in the field."

—Yoo Kyung Sung, Professor, University of New Mexico

Edited by **Rebecca G. Harper** and **Julia López-Robertson**

Photovoice

Using Words and Images in Qualitative Research

Photovoice research is a participatory qualitative research method where participants photograph themselves, then analyzing them to document and reflect upon their experiences and perspectives on a specific topic, often with the goal of raising awareness and advocating for change. It empowers participants by giving them control over the research process and their own narratives.

Photovoice: Using Words and Images in Qualitative Research is a collection of essays from the field that focuses on educators' implementation of photovoice in a myriad of settings. This methodology crosses disciplines and offers a powerful way to combine visual methods with social research, making it adaptable to many areas where understanding and representing marginalized voices are important.

Photovoice is the perfect text for use in a variety of classrooms and courses, including:

- Introduction to Qualitative Research Methods
- Community Studies (understanding how visual methods like photovoice can help researchers gain insight into the lived experiences of people within a community)
- Public Health (photovoice is a valuable method for understanding health disparities, the impact of the environment on health)
- Education (when studying participatory learning, student engagement, or community-based education. It would also be useful in teacher training programs focusing on inclusive and culturally responsive teaching.)
- Anthropology (courses on qualitative research or ethnography, photovoice allows for a deeper understanding of cultural and social dynamics through the visual representation of people's lived experiences)
- Selected topics in Educational Research
- Place-Based Education

Dr. **Rebecca G. Harper** is a Professor of Language and Literacy in the College of Education and Human Development at Augusta University.

Julia López-Robertson is Professor of Literacy and Teacher Education at the University of South Carolina.

Edited by M. Elizabeth Azukas and Suha R. Tamim

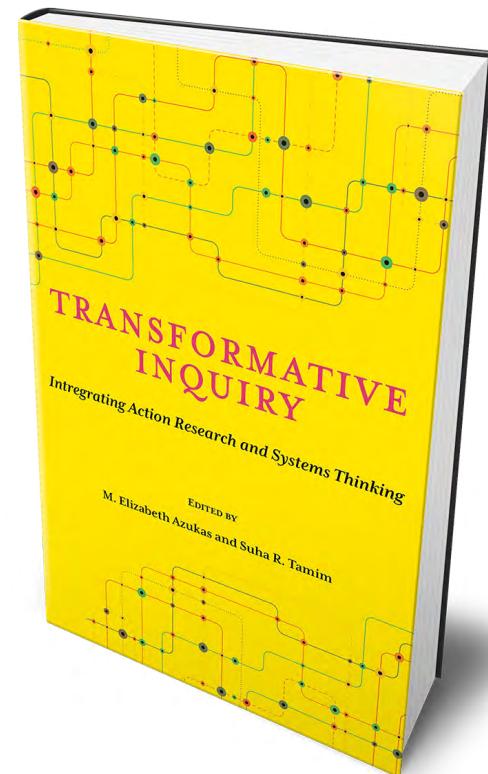
Transformative Inquiry Integrating Action Research and Systems Thinking

Transformative Inquiry: Integrating Action Research and Systems Thinking explores how two dynamic methodologies—action research and systems thinking—can be combined to address complex challenges in education, healthcare, organizational leadership, and public policy. Grounded in participatory, iterative processes, both approaches emphasize collaboration, reflection, and systemic improvement. Together, they provide a flexible yet rigorous framework for change.

This edited volume brings together scholars and practitioners to examine the historical foundations, theoretical intersections, and applied integration of action research and systems thinking. Chapters include conceptual models and case studies drawn from K–12 schools, higher education, health professions education, digital learning environments, and leadership development. Contributors demonstrate how these frameworks support root-cause analysis, stakeholder engagement, and adaptive interventions that move beyond surface-level solutions.

Each chapter illustrates how reflective cycles of inquiry, when combined with systems thinking tools such as feedback loops and mental models, can uncover persistent barriers and guide meaningful, context-sensitive change. Topics include digital equity, culturally responsive pedagogy, instructional redesign, performance improvement, and professional learning.

Transformative Inquiry will be of interest to scholars, educators, researchers, and practitioners seeking tools for leading improvement in complex systems. It supports graduate and doctoral-level courses in research methods, systems change, and leadership, as well as professional learning in schools, universities, and organizations.



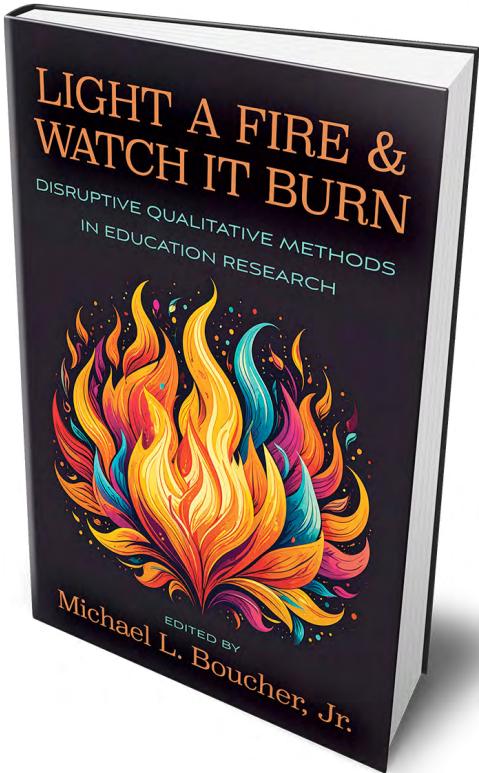
November 2025 / 300 pages / 6" x 9"

Paper / 9781975507466 / \$44.95

E-book / 9781975507480 / \$44.95

Dr. M. Elizabeth Azukas is an Associate Professor of Professional and Secondary Education and Instructional Design Technology at East Stroudsburg University of Pennsylvania.

Suha R. Tamim is a Clinical Associate Professor in the Curriculum Studies program at the Department of Leadership, Learning Design, and Inquiry at the University of South Carolina.



August 2025 / 212 pages / 6" x 9"

Paper / 9781975507190 / \$42.95

E-book / 9781975507213 / \$42.95

"Within these pages, readers will find not only the careful bones of methodology and theory, but the crackling energy of disruption: a call to dismantle systems of oppression, and to empower those too long silenced to step boldly into the light."

—Peter McLaren, Professor Emeritus, UCLA

Edited by Michael L. Boucher, Jr

Light a Fire and Watch it Burn

Disruptive Qualitative Methods in Education Research

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

Light a Fire and Watch It Burn: Disruptive Qualitative Methods in Education Research revolutionizes how qualitative research is conceptualized, taught, and practiced. Edited by Michael L. Boucher, Jr., Ph.D., this groundbreaking collection of essays by emerging and established scholars introduces equity-centered, justice-oriented methodologies designed to challenge entrenched systems of power and privilege.

With a focus on amplifying marginalized voices and fostering transformative social action, this book serves as an inspiring, accessible resource for educators, researchers, and graduate students. It fills a critical gap in the literature, presenting 15 concise, practice-oriented chapters on disruptive methods, including photovoice, duoethnography, feminist critical discourse analysis, and arts-based research like ethnodrama. These approaches reimagine qualitative inquiry as a vehicle for equity, inclusion, and justice, equipping readers with tools to create meaningful change. Accessible, inspiring, and deeply rooted in critical theory, the volume is an essential companion for students and educators who dare to confront power and reimagine research as a tool for justice.

Whether you are a graduate student beginning your journey, a scholar seeking to disrupt academic norms, or an educator looking for practical tools to inspire your students, this book provides the guidance and vision needed to reshape qualitative research—and, ultimately, the world it seeks to understand.

Michael L. Boucher, Jr., PhD, is an associate professor of curriculum and instruction at Texas A&M University-San Antonio, where he teaches instructional and research methods.

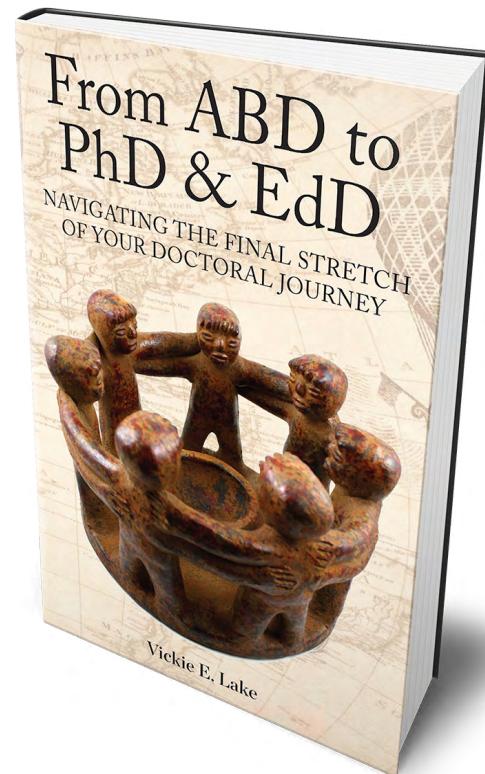
Vickie E. Lake, PhD

From ABD to PhD and EdD

Navigating the Final Stretch of Your Doctoral Journey

From ABD to PhD and EdD: Navigating the Final Stretch of Your Doctoral Journey offers a unique and powerful approach to completing your doctoral degree through the often-overlooked strategy of peer mentoring/coaching groups. Drawing from years of experience mentoring doctoral students at prestigious institutions, Dr. Vickie E. Lake presents a comprehensive guide for both faculty and students. This book addresses the critical gap in support that many doctoral candidates face after completing their coursework, a period when guidance is most needed but often least available. *From ABD to PhD and EdD* is divided into three essential chapters: Doctoral Group Mentoring/Coaching; Strategies for Success; and Resources for Completion.

This book is unique in its dual focus on both faculty and student perspectives. For faculty, it provides a roadmap for establishing and guiding doctoral support groups, addressing the challenges of workload balance and institutional recognition. For students, it offers a lifeline of peer support and practical strategies, especially valuable in an era of declining tenure-track positions and increasing pressure on completion times. Whether you're a doctoral student feeling isolated in your research, a faculty member looking to better support your advisees, or a university administrator aiming to improve completion rates, this book offers invaluable insights. It emphasizes the power of collaboration over competition, showing how peer support can transform the often solitary doctoral journey into a shared path to success.



June 2025 / 114 pages / 6" x 9"

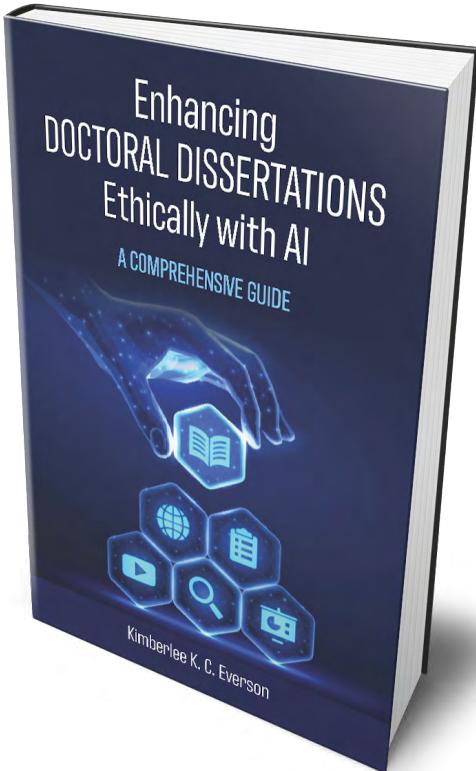
Paper / 9781975507916 / \$22.95

E-book / 9781975507930 / \$22.95

"From ABD to PhD and EdD: Navigating the Final Stretch of your Doctoral Journey is essential reading for any faculty member who mentors doctoral students. Moreover, doctoral students can use this book as a resource to ensure optimal mentoring. The strategies included are incredibly valuable. The only book of its kind that speaks across the types of doctoral degrees and formats of instruction. I cannot recommend this book more!"

—Benjamin C. Heddy, PhD, Robert L. and Nan A. Huddleston Presidential Professor and Associate Dean for Research, University of Oklahoma

Dr. Vickie Eileen Lake (PhD, University of Texas at Austin) currently serves as Associate Dean of the Jeannine Rainbolt College of Education at the University of Oklahoma and as a Full Professor in the Department of Instructional Leadership & Academic Curriculum.



March 2025 / 250 pages / 6" x 9"

Paper / 9781975506711 / \$42.95

E-book / 9781975506735 / \$42.95

"As director of a doctoral program, I am continuously working with students and their chairs to navigate more effective and ethical ways to use AI in the dissertation process. Enhancing Doctoral Dissertations Ethically with AI: A Comprehensive Guide will be a foundational source for our program going forward. This book offers a framework for chairs, students, and AI to creatively operate in a 'research triad' that will lead to high-quality dissertations ethically utilizing AI throughout the entire process."

—Dr. Gary Houchens, Director, Educational Leadership Doctoral Program, Western Kentucky University

Kimberlee K. C. Everson

Enhancing Doctoral Dissertations Ethically with AI

A Comprehensive Guide

In the changing realm of academic research, Generative Artificial Intelligence (AI) is a significant force, altering the way knowledge is pursued and understood. *Enhancing Doctoral Dissertations Ethically with AI: A Comprehensive Guide* serves as an indispensable guide for doctoral students and educators on the frontline of this shift, providing clear strategies for integrating generative AI into the dissertation process. The book offers a direct pathway to understanding and applying generative AI in academic work, blending technological insights with the stringent requirements of scholarly research. It presents a pragmatic and ethically informed approach to leveraging AI's capabilities for enhancing data analysis, supporting interdisciplinary research, and navigating the complex ethical considerations associated with AI in academia. Targeted at doctoral researchers looking to harness AI tools in their studies and academic professionals exploring the role of AI in education, this text demystifies the process of integrating advanced AI technologies into research endeavors.

Enhancing Doctoral Dissertations Ethically with AI encourages readers to delve into the practical applications of AI, expanding traditional research methodologies and reimagining the scope of academic inquiry. It guides readers through the transformative potential of AI in academic research, offering insights into elevating research projects with innovative AI applications.

This book is critically important for a number of readers. Graduate students will benefit from its guidance, researchers can use it as a resource in their work, College of Education faculty can assign it in graduate-level classes, and it is an important addition to institutional libraries.

Dr. Kimberlee K. C. Everson is an expert in research methods and statistics with a focus on ethical AI integration in education. As an associate professor at Western Kentucky University, Dr. Everson advocates for responsible AI use in academia, aiming to improve research while upholding integrity. Her expertise bridges traditional methodologies and AI innovations, offering valuable insights for those exploring AI's academic potential.

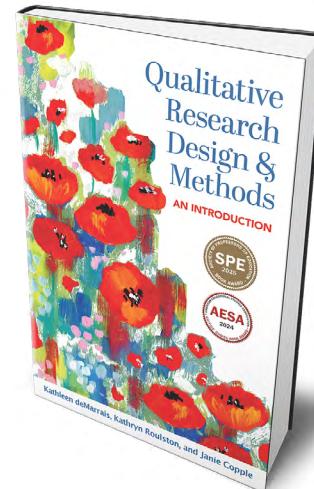
Kathleen deMarrais, Kathryn Roulston, and Janie Copple

Qualitative Research Design and Methods An Introduction

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

2025 SPE Outstanding Book Award and 2024 AESA Critics' Choice Award Winner

Written by scholars from three generations of qualitative methodologists, *Qualitative Research Design and Methods: An Introduction* situates qualitative research within the history of the field and integrates this history within discussions of specific research designs. The authors speak to students new to qualitative research with clear discussions of theory and theoretical concepts and how those notions must be considered throughout all aspects of research design, implementation, and representation of findings. Each chapter integrates discussion of theory. In addition, the book highlights the role of ethics in the same way with a chapter at the beginning as well as discussions of ethics threaded throughout each of the design chapters. *Qualitative Research Design and Methods* is THE introductory textbook for students taking introductory masters and doctoral courses in qualitative research.



AWARD WINNER

February 2024 / 225 pages / 6" x 9"

Paper / 9781975505660 / \$37.95

E-book / 9781975505684 / \$37.95

Edited by Kathryn Roulston

Quests for Questioners Inventive Approaches to Qualitative Interviews

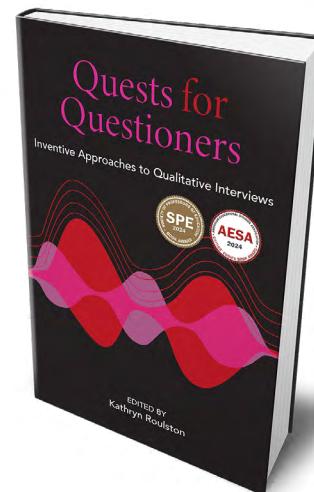
Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

2024 AESA Critics' Choice Award and 2024 SPE Outstanding Book Award Winner

Authors in this book explore how to talk to people in ways that are responsive to cultural contexts and the challenges faced by people in everyday life. Authors discuss a rich array of interview practices used by contemporary scholars—including, how to

- elicit verbal accounts from participants in culturally responsive ways;
- think with theory in relation to the use of interview methods; and
- integrate object, graphic, and photo elicitation methods and mobile and walking methods in research.

This volume seeks to encourage researchers to design studies that account for how they interact with others in culturally responsive ways; to consider how they can draw on theoretical concepts to re-think, re-theorize, and question conventional interview practices; and to re-imagine the generation of interview accounts using other ways of knowing, including visual, sensory, and mobile methods.

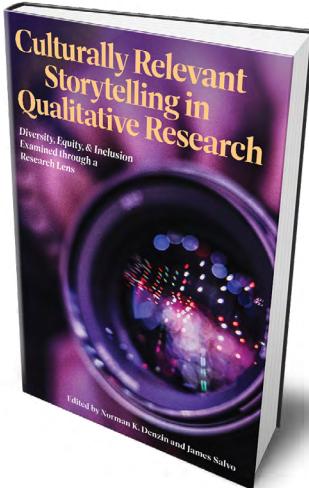


AWARD WINNER

April 2023 / 275 pages / 6" x 9"

Paper / 9781975505240 / \$39.95

E-book / 9781975505264 / \$39.95



October 2023 / 150 pages / 6" x 9"

Paper / 9781975505189 / \$39.95

E-book / 9781975505202 / \$39.95

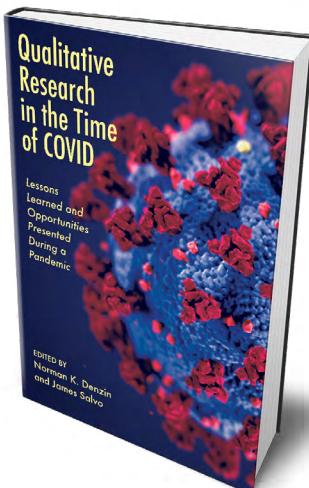
Edited by Norman K. Denzin and James Salvo

Culturally Relevant Storytelling in Qualitative Research

Diversity, Equity, and Inclusion Examined through a Research Lens

New Directions for Theorizing in Qualitative Inquiry Series

This volume brings together work developing storytelling and narrative as an educational methodological framework. Chapters foreground scholarship that helps promote creating change, both educational and societal, through the use of critical storytelling regarding diversity, equity, inclusion, and justice (DEIJ). These include both narratives of challenges and possibilities that educators sometimes encounter in research spaces when intentionally centering DEIJ in their educational practice. Chapters also pay close attention to research ethics and explore epistemological alternatives and attempt to find ways toward generative dialogue regarding the reception and implementation of culturally-relevant pedagogy. This collection offers much sustained reflection on shared and sharable ways of knowing that interrogate the very philosophical foundations of education, pointing us to ever-more equitable futures.



May 2023 / 150 pages / 6" x 9"

Paper / 9781975505219 / \$40.95

E-book / 9781975505233 / \$40.95

Edited by Norman K. Denzin and James Salvo

Qualitative Research in the Time of COVID

Lessons Learned and Opportunities Presented During a Pandemic

New Directions for Theorizing in Qualitative Inquiry Series

Qualitative Research in the Time of COVID: Lessons Learned and Opportunities Presented During a Pandemic focuses broadly upon educational issues during the COVID-19 pandemic. The chapters make note of how contextual understandings are important for the future of researchers, especially when those contexts involve inequality made more acute since the pandemic. The chapters illustrate the importance of creating a climate of care based upon the principles of care ethics, and also examine projects that could be taken in the context of necessary self-care during challenging times. Chapters address the climate of caring in both in-person and online educational spaces and what it means to support students in an expanded conception of classroom space. In the context of the living taking place after the pandemic's coming into being as an event, this volume humbly offers writings as documents of remembrance of our historical present, offering with the hope that the historical may continue to move forward with an ethics of care ever in the foreground.

Karen E. Watkins, Erica Gilbertson, and Ailiki Nicolaides

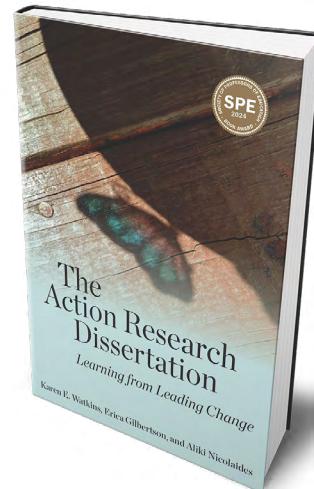
The Action Research Dissertation

Learning from Leading Change

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

2024 SPE Outstanding Book Award Honorable Mention

The Action Research Dissertation: Learning from Leading Change shares a framework for the action research dissertation, outlining the specific ways in which action research fosters the development of scholar-leaders. It offers both doctoral students who are practitioners in applied fields, and the faculty who guide them in their doctoral research, a comprehensive and applied approach to action research that focuses on facilitating and leading change in organizations, as well as ways to address how to translate the findings of this work into a rigorous, dissertation research study. Throughout the book, the authors explicitly address the connection between the parallel and mutually-reinforcing processes of taking action and conducting research, offering rich insights, tools, and case examples that outline specifically how to use action research to both guide a change effort and generate useful insights to contribute to theory-building.



► AWARD WINNER ◄

August 2023 / 225 pages / 6" x 9"

Paper / 9781975505035 / \$39.95

E-book / 9781975505059 / \$39.95

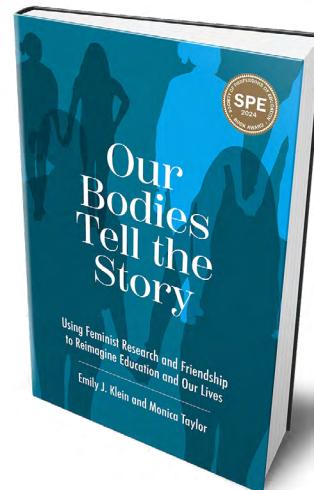
Emily J. Klein and Monica Taylor

Our Bodies Tell the Story

Using Feminist Research and Friendship to Reimagine Education and Our Lives

2024 SPE Outstanding Book Award Honorable Mention

Our Bodies Tell the Story: Using Feminist Research and Friendship to Reimagine Education and Our Lives asks (and answers) a number of critical questions that are key to improving our educational system. How can we use our embodied stories to navigate and disrupt how schools and society reproduce the patriarchy and heteronormativity within our institutions of learning? How do we transgress oppressive boundaries (boundaries cultivated by the patriarchy that have been perpetuated at home, within school, outside of school, in university settings, and in communities) that permit our dehumanization and exclusion? As teachers, professors, and teacher educators, how do we navigate our students' trauma when we are navigating the re-ignition of our own? The book investigates the self within the social context of personal relationships, as well as the larger society. As such, it is an important book for faculty and researchers involved in a number of disciplines, including auto/ethnographic research, gender studies, women's studies, feminist studies, qualitative research and many other areas of study.

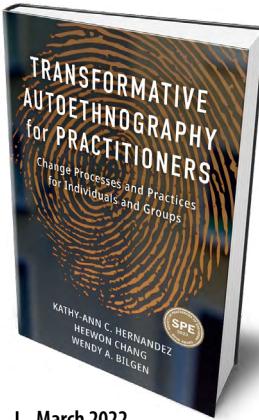


► AWARD WINNER ◄

December 2022 / 250 pages / 6" x 9"

Paper / 9781975502560 / \$45.95

E-book / 9781975502584 / \$45.95



March 2022
 160 pages / 6" x 9"
 Paper / 9781975504878 / \$36.95
 E-book / 9781975504892 / \$36.95

Kathy-Ann C. Hernandez, Heewon Chang,
 and Wendy A. Bilgen

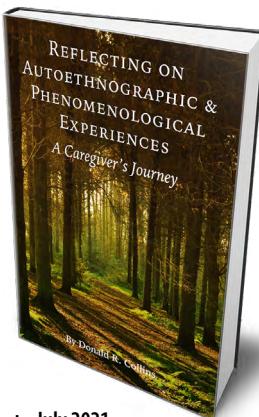
► AWARD WINNER

Transformative Autoethnography for Practitioners Change Processes and Practices for Individuals and Groups

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

2023 SPE Outstanding Book Award Winner

Hernandez, Chang and Bilgen turn the spotlight on autoethnography as a tool for practitioners where the primary goal is to solve real world problems by facilitating transformational change at the individual, group and/or organizational levels. They draw on existing scholarship as well as their collective work and expertise to provide a Transformative Autoethnographic Model (TAM) for use by practitioners who are intent on effecting such changes in their respective contexts.



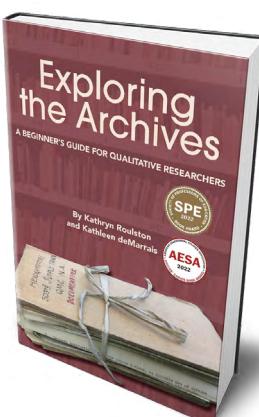
July 2021
 134 pages / 6" x 9"
 Paper / 9781975503390 / \$42.95
 E-book / 9781975503413 / \$42.95

Donald Collins

Reflecting on Autoethnographic and Phenomenological Experiences A Caregiver's Journey

Explorations in Qualitative Inquiry Series

Through a phenomenological lens of an insider that includes self- and other-hood, marriage, career, fatherhood, suicide, despair, triple grief, loss, caregiving, cooking, housekeeping, advocating mind reading, and encouraging, a narrative illustrating self-reflection on particular experiences is constructed. *Reflecting on Autoethnographic and Phenomenological Experiences: A Caregiver's Journey* is a volume that will be invaluable to qualitative inquiry researchers, autoethnographers, and those readers interested in the research of caregiving.



June 2021
 175 pages / 6" x 9"
 Paper / 9781975503123 / \$39.95
 E-book / 9781975503147 / \$39.95

Kathryn Roulston and Kathleen deMarrais

► AWARD WINNER

Exploring the Archives A Beginner's Guide for Qualitative Researchers

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

2022 AESA Critics' Choice Book Award and 2022 SPE Outstanding Book Award Winner

Offers useful, clear guidance on using different types of archives, developing topics for research within the archives, assessing materials available, how to work with archivists and curators, documenting the research process, and writing up an archival study. Archival records and material culture (including manuscripts, documents, audio- and video-recordings, and visual and material culture) housed in special collections provide a wealth of resources for qualitative researchers seeking to conduct research in the social sciences.

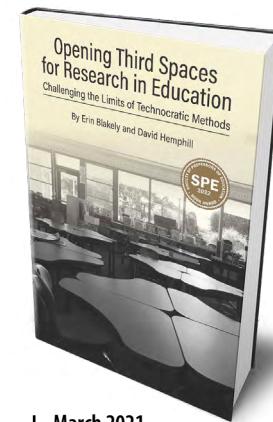
Erin Blakely and David Hemphill

► AWARD WINNER

Opening Third Spaces for Research in Education Challenging the Limits of Technocratic Methods

2022 SPE Outstanding Book Award Winner

Opening Third Spaces for Research in Education . . . rejects the reductive binaries normalized in social science research—theory/practice, objective/subjective, quantitative/qualitative. Critiquing the current focus on the measurement of “student learning outcomes” and high-stakes assessment, the book offers conceptual tools and case examples to support educators in reconceptualizing research. This challenges the current goal of educational research instruction to design “valid and reliable” studies that provide evidence for “best practices,” and reimagines it as opening third spaces to expand opportunities and approaches for inquiry.

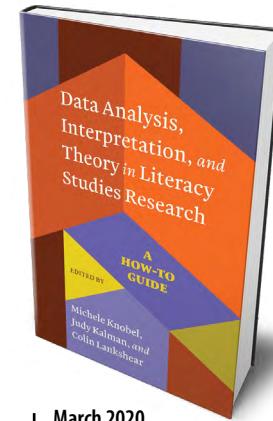


March 2021
175 pages / 6" x 9"
Paper / 9781975504755 / \$38.95
E-book / 9781975504779 / \$38.95

Edited by Michele Knobel, Judy Kalman and Colin Lankshear

Data Analysis, Interpretation, and Theory in Literacy Studies Research A How-To Guide

Data Analysis, Interpretation, and Theory in Literacy Studies Research demonstrates how to design, conduct and analyze a well put together qualitative research project. Using their own successful studies, chapter authors spell out a problem area, research question, and theoretical framing, carefully explaining their choices and decisions. Approaches include interactional sociolinguistics, microethnographic discourse analysis, multimodal analysis, iterative coding, conversation analysis, and multimediated discourse analysis, among others.



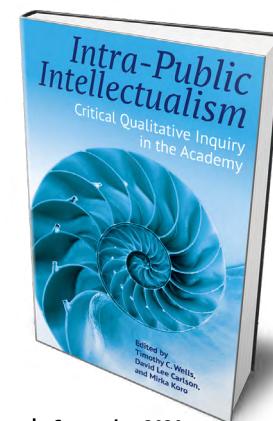
March 2020
275 pages / 7" x 10"
Paper / 9781975502133 / \$38.95
E-book / 9781975502157 / \$38.95

Edited by Timothy C. Wells, David Lee Carlson, and Mirka Koro

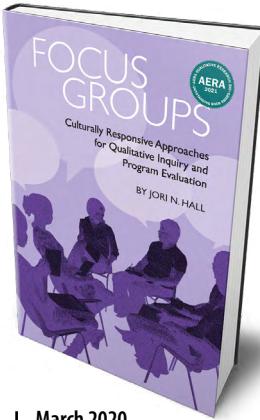
Intra-Public Intellectualism Critical Qualitative Inquiry in the Academy

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

In a decidedly anti-intellectual moment, exemplified by such recent phenomena as denials of science, defunding of universities, and distrust of “facts,” *Intra-Public Intellectualism* examines the relationships among qualitative inquiry, truth telling and social activism. With contributions from scholars and activists around the world, *Intra-Public Intellectualism* will be a must read for those interested in the roles of the intellectual in the academy and beyond and those keen on rethinking critical social inquiry for the twenty-first century.



September 2020
210 pages / 6" x 9"
Paper / 9781975502485 / \$38.95
E-book / 9781975502508 / \$38.95



March 2020
 175 pages / 6" x 9"
 Paper / 9781975501938 / \$45.95
 E-book / 9781975501952 / \$45.95

Jori N. Hall

AWARD WINNER

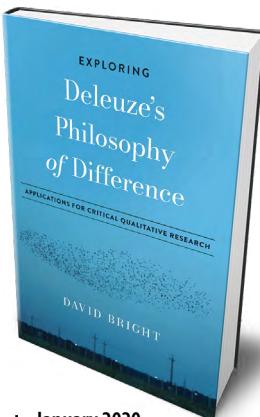
Focus Groups

Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

2021 AERA Qualitative Research SIG Outstanding Book Award winner

Focus Groups: Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation takes an in-depth look at how culturally-responsive focus groups are developed and implemented within the context of qualitative inquiry broadly, and program evaluation more specifically. The book showcases various forms of focus groups and how they can be responsive to specific communities across different disciplines.



January 2020
 122 pages / 6" x 9"
 Paper / 9781975501358 / \$33.95
 E-book / 9781975501372 / \$33.95

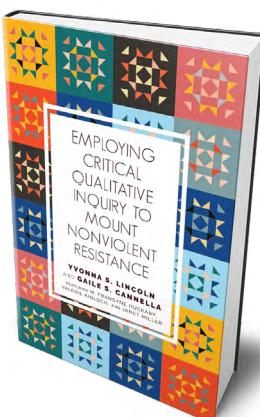
David Bright

Exploring Deleuze's Philosophy of Difference

Applications for Critical Qualitative Research

Explorations in Qualitative Inquiry Series

The concept of difference occupies a central place in the philosophy of Gilles Deleuze. In this work, David Bright explores how Deleuze's difference can be put to work in critical qualitative research. Following Deleuze's advice not to think of problems in terms of solutions, the book offers important methodological insights into the ways the subjects, objects, and processes of research might be conceived and represented in writing, exploring the problem of thinking and writing about difference in complex ways without reducing thought to static representations of identity.



February 2019
 138 pages / 6" x 9"
 Paper / 9781975500443 / \$46.95
 E-book / 9781975500467 / \$46.95

Yvonna S. Lincoln and Gaile S. Cannella

Contributions by M. Francyne Huckabee, Janet L. Miller, and Valerie Kinloch

Employing Critical Qualitative Inquiry

to Mount Nonviolent Resistance

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

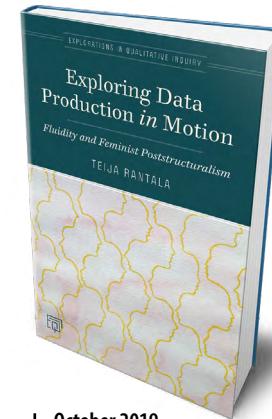
This volume engages researchers with the notion of critical qualitative inquiry (CQI) as a direct practice of resistance. The purposes of this volume are (1) to demonstrate personal actions taken by researchers to deal with thoughts/feelings of despair as well as how to move toward survival, and (2) to explore historical, new, and rethought research and activist methodologies (frameworks) as counter measures broadly and for public education specifically.

Teija Rantala

Exploring Data Production in Motion Fluidity and Feminist Poststructuralism

Explorations in Qualitative Inquiry Series

Exploring Data Production in Motion facilitates the use of feminist critical qualitative methodologies. With open-ended methods and poststructuralist theory and analysis, this book will offer tools to approach and to examine challenging and controversial topics ethically. The book demonstrates the use of feminist methodology and illuminates how the feminist critical inquiry is essential in examining issues of minority and difference. As a feminist inquiry this book contributes to recognizing differences within while examining minority worldviews and perceiving difference as essential force in striving for sustainable ethics in the times of political polarization.



October 2019
122 pages / 6" x 9"
Paper / 9781975501150 / \$39.95
E-book / 9781975501174 / \$39.95

M. Francyne Huckaby

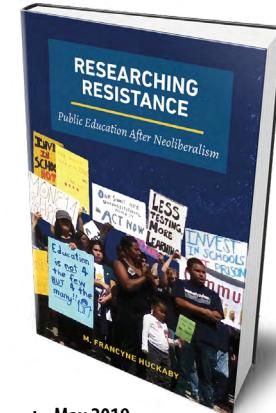
AWARD WINNER

Researching Resistance Public Education after Neoliberalism

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

2020 Outstanding Book Award Honorable Mention from Division B (Curriculum Studies) of the American Educational Research Association

Researching Resistance: Public Education After Neoliberalism serves two vital functions. First, it explores, explicates, and encourages critical qualitative research that engages the arts and born-digital scholarship. Second, it offers options for understanding neoliberalism, revealing its impact on communities, and resisting it as ideology, practice, and law. This is an excellent text for classes in qualitative research and public policy.



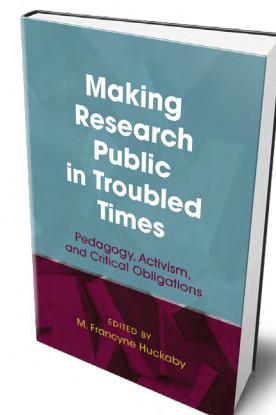
May 2019
230 pages / 6" x 9"
Paper / 9781975500139 / \$46.95
E-book / 9781975500153 / \$46.95

Edited by M. Francyne Huckaby

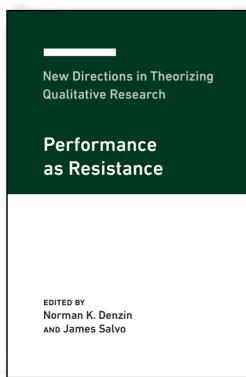
Making Research Public in Troubled Times Pedagogy, Activism, and Critical Obligations

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

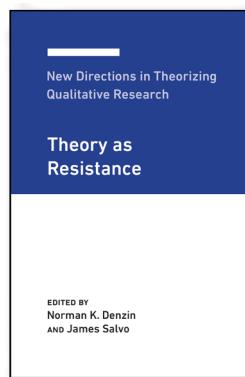
These are certainly troubled times in which neoliberal capitalist patriarchy and the tyranny of racism and domination are continually reinscribed on the bodies and lives of so many. However, critical researchers understand the necessity for, as well as the difficulty of, using research to facilitate public transformations that lead to increased justice and equity. The authors contributing to *Making Research Public in Troubled Times: Pedagogy, Activism, and Critical Obligations* recognize the importance of diverse pedagogies, activism, and ethical choices regarding an environment that supports critical research in oppressive times.



October 2018
180 pages / 6" x 9"
Paper / 9781975500283 / \$46.95
E-book / 9781975500306 / \$46.95



April 2020
175 pages / 6" x 9"
Paper / 9781975502805 / \$40.95
E-book / 9781975502829 / \$40.95



March 2020
175 pages / 6" x 9"
Paper / 9781975502843 / \$40.95
E-book / 9781975502867 / \$40.95

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research

Performance as Resistance

New Directions for Theorizing in Qualitative Inquiry Series

Edited by Norman K. Denzin and James Salvo

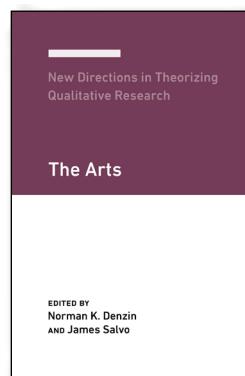
New Directions in Theorizing Qualitative Research

Theory as Resistance

New Directions for Theorizing in Qualitative Inquiry Series



February 2020
200 pages / 6" x 6"
Paper / 9781975501730 / \$46.95
E-book / 9781975501754 / \$46.95



February 2020
200 pages / 6" x 9"
Paper / 9781975501778 / \$46.95
E-book / 9781975501792 / \$46.95

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research

Indigenous Research

New Directions for Theorizing in Qualitative Inquiry Series

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research

The Arts

New Directions for Theorizing in Qualitative Inquiry Series

Deborah Britzman

► AWARD WINNER

Anticipating Education

Concepts for Imagining Pedagogy with Psychoanalysis

2022 SPE Outstanding Book Award Winner

Anticipating Education is an interdisciplinary collection of Britzman's previously published and unpublished papers that examines the dilemmas created by anticipating education, provoked when teachers, students, and professors encounter the unknown while trying to know emotional situations affecting their waiting, wanting, and wishing for teaching and learning. Anticipation has a particular flavor in scenes of education and not only since schooling presents again the *mise-en-scène* of childhood; anticipation also signifies the estranged temporality of anxiety, phantasies, and defense that compose and decompose hopes for transforming knowledge, sociality, and subjectivity in group life. This book is composed of Britzman's well regarded and highly cited conceptual contributions to thinking broadly on topics of intersubjectivity and pedagogy at the university and schools; the reception of difficult knowledge as unresolved social conflicts in pedagogical thought; and the significance of psychoanalysis with pedagogy. Four themes address the anxieties of teaching and learning: phantasies of education; difficult knowledge; transforming subjects; and, psychoanalysis with education.

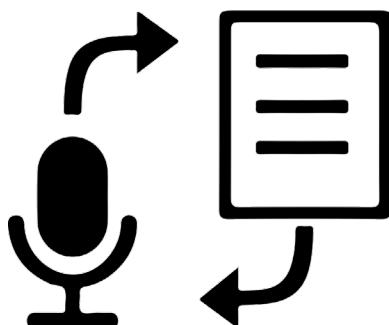


February 2021 / 128 pages / 7" x 10"

Paper / 9781975504311 / \$38.95

E-book / 9781975504335 / \$38.95

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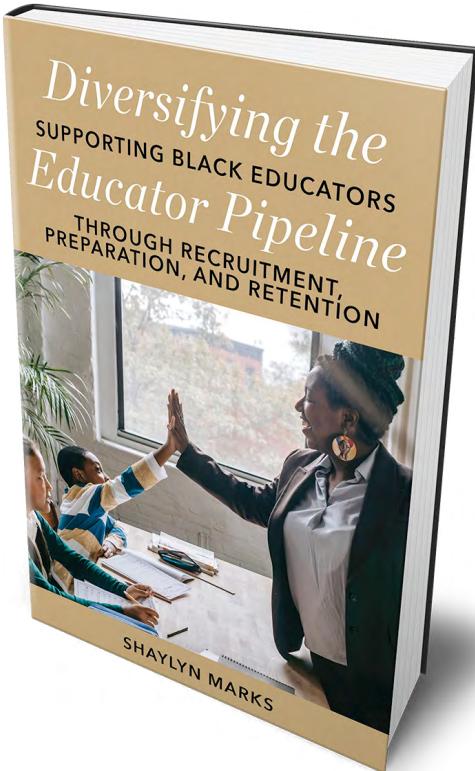


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<https://myersedpress.presswarehouse.com>.

If you have questions about audible versions of the titles in our program, please contact our customer service department at 800-232-0223.



June 2025 / 164 pages / 6" x 9"

Paper / 9781975506117 / \$42.95

E-book / 9781975506131 / \$42.95

Shaylyn Marks

Diversifying the Educator Pipeline

Supporting Black Educators through Recruitment, Preparation, and Retention

Academy for Educational Studies Series

Recognizing the "diversity crisis" in regards to the cultural dissonance between educators and their diverse students, *Diversifying the Educator Pipeline* provides a critical examination of the mistakes we have made in our efforts to bolster the presence of Black educators.

Grounded with the historical context of Black educators in America, Shaylyn Marks weaves research, practice and personal accounts to critically examine why efforts to diversify the educator pipeline have not yielded the desired results. With an analytical lens, the recruitment, preparation, and retention of Black educators is examined while offering alternative practices to strengthen these efforts. Acknowledging the cyclical nature of potential trauma and harm that occurs in educational spaces, insights and recommendations are provided for all stakeholders as a means to cultivate a diverse educator workforce that better supports and reflects diverse classrooms of students.

Diversifying the Educator Pipeline illuminates issues pertaining to the ways in which Black students and educators are disenfranchised, and serves as a call to action for the education community.

"Black education matters. To that end, the story of Black education cannot be told without the important role that Black educators have and continue to play. In this essential book, Shaylyn Marks offers invaluable insights into why diversifying the educator pipeline is critical to education, and how we do it. For anyone truly concerned about teacher education and retention of diverse educators this is a must read."

—Tyrone Howard, Faculty Co-Director; Professor of Education, UCLA School of Education and Information Studies

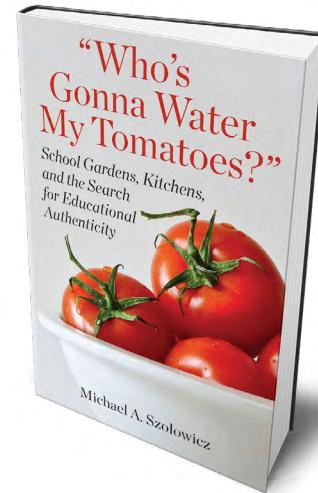
Dr. Shaylyn Marks is an Assistant Professor in the Teacher Education Department at California State University Bakersfield. The main focus of her work centers on advancing innovative ways to create equitable learning opportunities for underserved populations. With culturally responsive and sustaining pedagogies at the core of her work, her research interests include evolving educator preparation practices and advocating for equitable systems of practice and structures within educational spaces.

Michael A. Szolowicz

“Who’s Gonna Water My Tomatoes?” School Gardens, Kitchens, and the Search for Educational Authenticity

Academy for Educational Studies Series

“Who’s Gonna Water My Tomatoes?”: School Gardens, Kitchens, and the Search for Educational Authenticity updates an old concept for our modern age, utilizing school gardens and culinary kitchens where students grow, prepare, and eat their own food. Over a century ago, the educational philosopher John Dewey proposed reforming education around the needs of the whole child, emphasizing academic learning and the child’s social needs for effective participation in a democratic society. He talked about school gardens and kitchens as two specific laboratories where children could apply what they were learning in school in daily life. Suggestions and resources for starting new edible schoolyards are provided for those who want to get growing with their own edible schoolyards. *“Who’s Gonna Water My Tomatoes?”* is an invaluable tool for K-12 practitioners, College of Education faculty, and pre-service teachers preparing to enter today’s classrooms.



September 2024 / 200 pages / 6" x 9"

Paper / 9781975506148 / \$42.95

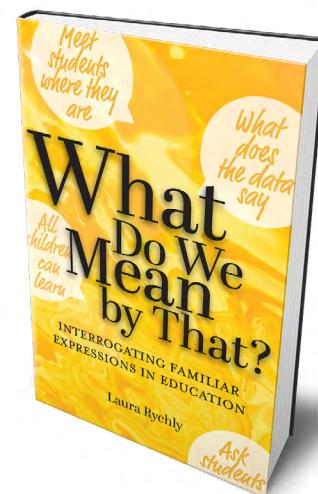
E-book / 9781975506162 / \$42.95

Edited by Laura Rychly

What Do We Mean by That? Interrogating Familiar Expressions in Education

Academy for Educational Studies Series

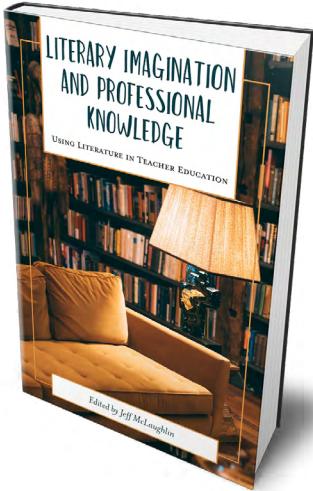
What Do We Mean by That?: Interrogating Familiar Expressions in Education is a collection of essays that opens a space for all educational workers—teachers, teacher educators, administrators, politicians, and others—to unpack commonly used educational phrases and ideas. The idea is to carefully examine what we say to one another when we talk about schools, curriculum, students, and other educational problems or issues—when we say things like “We have to meet students where they are,” and “All children can learn,” or “What does the data say?” *What Do We Mean by That?* challenges and clarifies such phrases and the how, and why, that they shape educational policies and practices. Language is a tool in educational practice in myriad ways: between administrators and teachers, teachers and students, teachers and parents, and students and students, as examples. A scripted curriculum is a tool intended to provide fixed language to teachers. It is normal for phrases to make their way into our everyday practices and get lodged there. But we need opportunities to interrupt ourselves and study our language tools to ensure they help create beauty and justice.



August 2024 / 186 pages / 6" x 9"

Paper / 9781975505844 / \$39.95

E-book / 9781975505868 / \$39.95



August 2023 / 212 pages / 6" x 9"

Paper / 9781975505301 / \$39.95

E-book / 9781975505325 / \$39.95

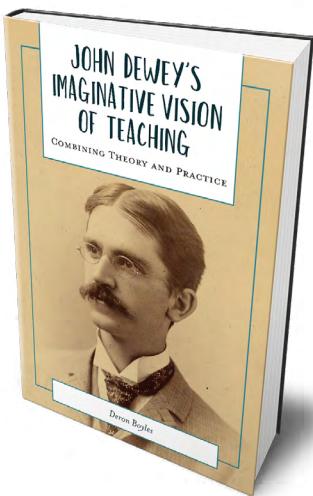
Edited by Jeff McLaughlin

Literary Imagination and Professional Knowledge

Using Literature in Teacher Education

Academy for Educational Studies Series

Literary Imagination and Professional Knowledge: Using Literature in Teacher Education establishes a foundation for expanding the use of literature in teacher education curricula. The contributors to this collection have a wide variety of education and experience, thus bringing a richness to the content of the volume. Literature can be a valuable means for illuminating subject matter in college courses focused on educational psychology, educational foundations, human development, educational assessment, and other areas critical to the development of future teachers. When literary excerpts are incorporated into the presentation of content, the resulting connections can serve to enhance—in both quality and scope—student understanding and classroom discussions. This book is intended to provide specific suggestions and outlines for incorporating literature (e.g., fiction, poetry, and narrative) in teacher education courses. A variety of genres, historical contexts, and specific applications are represented.



June 2020 / 183 pages / 6" x 9"

Paper / 9781975502928 / \$38.95

E-book / 9781975502942 / \$38.95

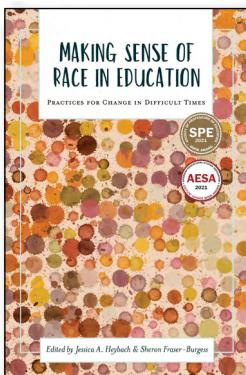
Deron Boyles

John Dewey's Imaginative Vision of Teaching

Combining Theory and Practice

Academy for Educational Studies Series

John Dewey's Imaginative Vision of Teaching explores key philosophical topics in John Dewey's work, including epistemology, ethics, and aesthetics, and relates them to teacher practice and education policy. Each chapter begins with theory and ends with practical implications. While there are numerous books on Dewey, there are relatively few that connect his philosophy of education to actual practice. By linking primary fields of philosophy with classroom teaching and education policy, Boyles suggests that the binary between theory and practice is a false chasm that can and should be bridged if teaching and learning are to change into more dynamic, reflexive, and authentic interactions.



► AWARD WINNER

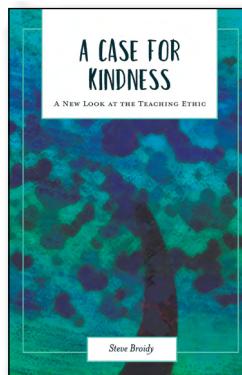
September 2019
232 pages / 6" x 9"
Paper / 9781975501891 / \$44.95
E-book / 9781975501914 / \$44.95

Jessica A. Heybach and Sheron Fraser-Burgess

Making Sense of Race in Education
Practices for Change in Difficult Times

Academy for Educational Studies Series

2021 AESA Critics' Choice Award Winner
2021 SPE Outstanding Book Award Winner



July 2019
120 pages / 6" x 9"
Paper / 9781975502010 / \$44.95
E-book / 9781975502034 / \$44.95

Steve Broidy

A Case for Kindness
A New Look at the Teaching Ethic

Academy for Educational Studies Series

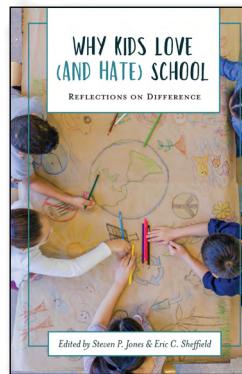


October 2018
200 pages / 6" x 9"
Paper / 9781975500993 / \$45.95
E-book / 9781975501013 / \$45.95

Edited by Steven P. Jones and Eric C. Sheffield

Why Kids Love (and Hate) School
Reflections on Practice

Academy for Educational Studies Series

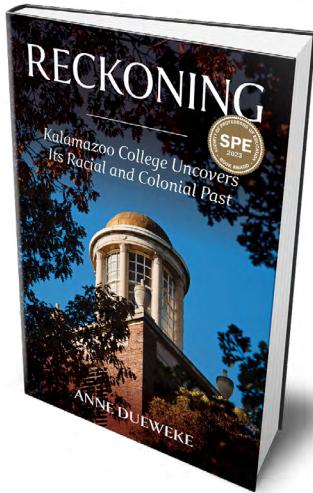


April 2018
240 pages / 6" x 9"
Paper / 9781975500672 / \$45.95
E-book / 9781975500696 / \$45.95

Edited by Steven P. Jones and Eric C. Sheffield
Foreword by Laura Ruth Johnson

Why Kids Love (and Hate) School
Reflections on Difference

Academy for Educational Studies Series



➤ AWARD WINNER

February 2022 / 275 pages / 6" x 9"

Paper / 9781975505066 / \$36.95

E-book / 9781975505080 / \$36.95

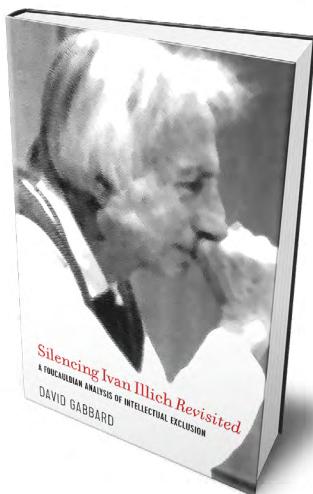
Anne Dueweke

Reckoning

Kalamazoo College Uncovers Its Racial and Colonial Past

2023 SPE Outstanding Book Award Winner

At a time when many individuals and institutions are reexamining their histories to better understand their tangled roots of racism and oppression, *Reckoning: Kalamazoo College Uncovers Its Racial and Colonial Past* tells the story of how American ideas about colonialism and race shaped Kalamazoo College, a progressive liberal arts institution in the Midwest. This close look at the colonial and racial history of one institution reveals academia's investment in White supremacy and the permutations and contradictions of race and racism in higher education. Though the details are unique to Kalamazoo, other predominantly White colleges and universities would have similar historical trajectories, for in the end our institutional histories reflect the history of the United States. By examining the ways in which a progressive, midwestern college has absorbed, resisted, and perpetuated American systems of colonialism and racism, the book challenges higher education to use this moment to make the deep, structural changes necessary to eliminate disparities in experiences and outcomes among students of color and their White peers.



November 2019 / 125 pages / 6" x 9"

Paper / 9781975502287 / \$38.95

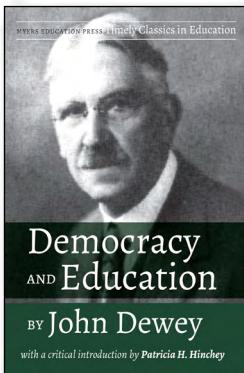
E-book / 9781975502300 / \$38.95

David Gabbard

Silencing Ivan Illich Revisited

A Foucauldian Analysis of Intellectual Exclusion

Originally published in 1993, *Silencing Ivan Illich* fell out of print when the original publisher went out of business in 1995. The author, David Gabbard, states that the book was pivotal in the evolution of his understanding of schools. Delving into Foucault's work to forge a methodology, he wanted to understand the discursive (symbolic) forces and relations of power and knowledge responsible for the marginalization of Ivan Illich from educational discourse. In short, Illich was "silenced" for having committed the heretical act of denying the benevolence of state-enforced, compulsory schooling. In *Silencing Ivan Illich Revisited*, Gabbard revisits the text as a means of opening the question of what schools should be. Inspired by Slavoj Žižek's call for a Positive Universal Project, the book provides an alternative vision of what our species ought to be doing in the name of collective learning.

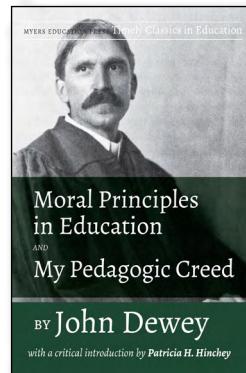


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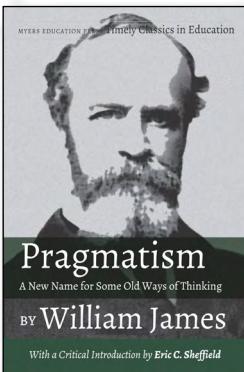


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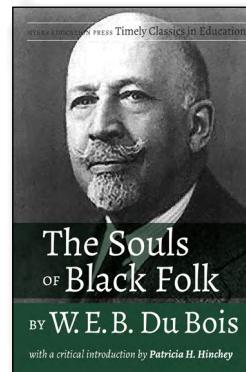
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Africanizing the School Curriculum, 40
Age of Accountability, 75
Alchemy of Teaching: Developing Educators Through Transmutative Practices, 73
All In: Community Engaged Scholarship for Social Change, 61
Anticipating Education, 113
Antonia Darder Reader: Education, Art, and Decolonizing Praxis, 85
Autism Industrial Complex, 95

B

Battle of the Bans, 78
Beginning Within, 77
Beyond Accreditation, 26
Beyond Graduation, 35
Beyond Labels, 33
Black Immigrants in North America, 42
Breaking Free: The Life and Times of Peter McLaren, Radical Educator, 90
Bridges not Blockades, 76
By the Light of the Silvery Moon, 94

C

California Foundations of Education, 89
Candid Advice for New Faculty Members, Second Edition, 31
Cartographies of Blackness and Black Indigeneities, 42
Case for Kindness, 117
Centering Multilingual Learners in School Curriculum through Community Asset Mapping, 80
Challenges in (Re)designing EdD Programs, 21
Changing Academia Forever, 65
Childhoods in More Just Worlds, 95
Children and Trauma, 96
Classrooms in the Real World, 75
Code Red: Conversations and Solutions for an Educational System in Crisis, 62
Commodification of American Education, 64
Conservative Philanthropies and Organizations Shaping U.S. Educational Policy and Practice, 65
Critical Praxis Leadership, 71

Critical Transformative Educational Leadership

and Policy Studies - A Reader, 88

Cross-Cultural Consideration of Teacher Leaders' Narratives of Power, Agency and School Culture

, 76

Culturally Relevant Storytelling in Qualitative Research

, 106

D**Data Analysis, Interpretation, and Theory in Literacy Studies Research**

, 109

Democracy and Education

, 119

Disquisition: An Equity-Driven Capstone for Leadership Preparation Programs

, 22

Diversifying the Educator Pipeline: Supporting Black Educators through Recruitment, Preparation, and Retention

, 114

E**Educational Leader's Guide to Improvement Science**

, 13

Employing Critical Qualitative Inquiry to Mount Nonviolent Resistance

, 110

Enhancing Doctoral Dissertations Ethically with AI: A Comprehensive Guide

, 104

Ethical Decision-Making

, 90

Examining Images of Urban Life

, 89

Exploring Data Production in Motion

, 111

Exploring Deleuze's Philosophy of Difference

, 110

Exploring the Archives

, 108

F**Fandoms in the Classroom: A Social Justice Approach to Transforming Literacy Learning**

, 58

Fat on Campus

, 53

Focus Groups

, 110

Food Stories: Navigating the Academy with Cultural Lessons from the Kitchen

, 79

Foundations, Research, and Assessment of Fraternities and Sororities

, 46

Framework for Culturally Responsive Practices

, 87

Freirean Echoes

, 88

From ABD to PhD and EdD: Navigating the Final Stretch of Your Doctoral Journey

, 32, 103

From Getting Started to Graduation: A Student Guide to the EdD

, 18, 32

G**Generally Speaking**

, 45

Generative Knowing

, 86

Getting to Where We Meant to Be, Second Edition

, 73

H**How and Why of Laboratory Schools: Innovations and Success Stories in Teacher Preparation and Student Learning**

, 81

How to Retain Special Education Teachers: A Transformational Leadership Guide for School Administrators

, 36

I
Ideas That Changed Literacy Practices, 88
IMPACT of the Scholarly Practitioner Doctorate, 23
Implementation Science: A Playbook for Instructional Leaders, 14
Implementation Science: A Companion Workbook, 14
Importance of the Dissertation in Practice (DiP), 20
Improvement Science as a Tool for School Enhancement, 16
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Improvement Science: Promoting Equity in Schools, 16
Indigeneity and Decolonial Resistance, 43
Innovation and Impact: The Origins and Elements of EdD Program Excellence, 23
Insurgent Social Studies, 87
Intra-Public Intellectualism, 109
Introduction to Complexity Pedagogy, 86
"It's Not Education that Scares Me, It's the Educators...", 90
It's Not Rocket Science - A Guide to the School Improvement Cycle, 17

J
John Dewey's Imaginative Vision of Teaching, 116
Justice for Black Students: Black Principals Matter, 39

L
Last Ten Days - Academia, Dementia, and the Choice to Die, 94
Learning Space: Exploring Critical Pedagogy through Science Fiction, 82
Learning That Matters, 84
Let's Chat—Cultivating Community University Dialogue, 94
Letters to the Field: Curriculum Scholars' Stories for Future Generations, 92
Light a Fire and Watch it Burn: Disruptive Qualitative Methods in Education Research, 102
Literary Imagination and Professional Knowledge: Using Literature in Teacher Education, 116
Little Shelter That Could, 52
Locating Quality in the Dynamic Educator Preparation Landscape: Creating Quality in Context, 27

M
Making Research Public in Troubled Times, 111
Making Sense of Race in Education, 117
Methodology and Praxis: Thinking with Patti Lather, 99
Metropolitan Community: Partnering for Equality Across the Educational Divide, 54
Mistakes We Have Made, 64
Moments & Movements: Counterstories for Critical Asian American+ Studies in Education, 49
Moral Principles in Education and My Pedagogic Creed, 119
Moving from Growth to Asset-Based Mindsets, 55
Moving from Traditional to Transformative Curriculum and Pedagogy, 56
Moving from Trendy to Transformative Social-Emotional Learning, 57

N
Navigating Media Literacy, 98
Navigating Moments of Hesitation, 75
New Directions in Theorizing Qualitative Research: Indigenous Research, 112
New Directions in Theorizing Qualitative Research: Performance as Resistance, 112
New Directions in Theorizing Qualitative Research: The Arts, 112
New Directions in Theorizing Qualitative Research: Theory as Resistance, 112
New Henry Giroux Reader, 66
Nurture, Care, Respect, and Trust, 96

O
On Liking the Other, 69
Opening Third Spaces for Research in Education, 109
Opting Out, 66
Our Bodies Tell the Story, 107
Our Children Are Your Students, 69

P
Paradise to Regain, 43
Pedagogies of With-ness, 89
Pedagogy of Humanization, 74
Philanthropy, Hidden Strategy, and Collective Resistance, 66
Photovoice: Using Words and Images in Qualitative Research, 100
Power Tools, 85
Practicing Restorative Justice: Real Solutions to Address Racism in Our Classrooms Using Anti-Racist Strategies, 59
Pragmatism - A New Name for Some Old Ways of Thinking, 119
Preface to Educational Decision-Making, 72
Privilege Through the Looking-Glass, Third Edition, 51

Q
Qualitative Research Design and Methods, 105
Qualitative Research in the Time of COVID, 106
Quests for Questioners, 105

R
Radical Roots, 93
Reckoning: Kalamazoo College Uncovers Its Racial and Colonial Past, 118
Reclaiming the Education Doctorate, 19
Reflecting on Autoethnographic and Phenomenological Experiences, 108
Remixed and Reimagined, 45
Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces, 50
Researching Resistance, 111
Resisting Divide-and-Conquer Strategies in Education: Pathways and Possibilities, 61

S

- Scaffolding the Language of Power: An Apprenticeship in Writing at the Doctoral Level*, 9
- Science I Know*, 86
- Secret Lives of Children in the Digital Age*, 98
- Silencing Ivan Illich Revisited*, 118
- Soul-Centered Approach to Educating Teachers*, 41
- Souls of Black Folk*, 119
- Stewardship as Teacher Leadership*, 76
- Sticky Cases in Higher Education Leadership: Addressing Innovation, Challenges, and Conflict*, 44
- Student Activism in the Academy*, 46
- Supporting Fraternities and Sororities in the Contemporary Era*, 46

T

- Teaching Critical Inquiry and Applied Research*, 24
- Teaching Improvement Science in Educational Leadership*, 15
- Thinking About Black Education*, 40
- Through Truth to Freedom: Reconciling a University's Past, Present, and Future*, 93
- T* Is for Thriving*, 68
- Transformative Autoethnography for Practitioners*, 108
- Transformative Critical Service-Learning*, 87
- Transformative Inquiry*, 101
- Transforming Education for Social Justice*, 47
- Transforming Identities*, 24
- Transforming Teaching Through the Cycle of Care*, 83
- Transformative Potential-Based Research: A Guide to Successfully Finding One's Place in Research*, 22

U

- Ubuntu Pedagogy: Becoming an Ubuntu Responsive Educator*, 38
- Unreached: What Every Educator Wants to Know About Engaging Families for Equity and Student Achievement*, 91
- Using Data for Continuous Improvement in Educator Preparation*, 28

W

- We are Children of the Corn/Somos Hija/o/xs del Maíz*, 48
- We Be Lovin' Black Children*, 41
- What Do We Mean by That?: Interrogating Familiar Expressions in Education*, 115
- Whiting Out*, 63
- Who's Gonna Water My Tomatoes?: School Gardens, Kitchens, and the Search for Educational Authenticity*, 115
- Why Kids Love (and Hate) School: Reflections on Difference*, 117
- Why Kids Love (and Hate) School: Reflections on Practice*, 117
- Win-Win: W. Edwards Deming, The System of Profound Knowledge, and the Science of Improving Schools*, 17
- Womanish Black Girls*, 41
- Women and Gender in Higher Education*, 45
- Writing a Philosophy Statement: An Educator's Workbook, Second Edition*, 30
- Writing Beyond Recognition*, 69
- Writing in Online Courses*, 90

AUTHOR

A

- Abad, Miguel N., 50
- Acevedo, Nancy, 48
- Achieng-Evensen, Charlotte, 88, 89
- Afful-Broni, Anthony, 40
- Alby, Cynthia, 84
- Alfred, Mary, 43
- Alvermann, Donna E., 88
- Anamuah-Mensah, Jophus, 40
- Antunes, Ana C., 61
- Arnold, Lucy, 87
- Atkinson, Jamie C., 66
- Au, Wayne, 87
- Azukas, M. Elizabeth, 101

B

- Baker, Katherine, 85
- Belmonte, D., 75
- Belson, Sarah Irvine, 10

Bendikson, Linda, 17

- Benedetti, Christopher, 24
- Biddix, J. Patrick, 46
- Bilgen, Wendy A., 108
- Bishop, Elizabeth, 63
- Blackwood, Alecia, 38
- Blair, Eleanor J., 76, 94
- Blakely, Erin, 109
- Bobley, Laurie, 44
- Bolin, Tim, 94
- Boucher, Jr., Michael L., 102
- Boutte, Gloria Swindler, 41
- Bouzard, Green, 93
- Boyd, Ashley S., 62, 85
- Boyles, Deron, 116
- Breeden, Roshaunda L., 53
- Brewer, T. Jameson, 64, 66, 79
- Bright, David, 110
- Britzman, Deborah, 113
- Brock, Sabra, 44
- Broderick, Alicia A., 95

Broidy, Steve, 72, 117
 Brosio, Martha Risberg, 94
 Bryant, Camille L., 24
 Budhai, Stephanie Smith, 23
 Burbank, Shelley, 94
 Burdick, Jake, 66
 Burke, Kevin J., 69

C

Cann, Colette, 63
 Cannella, Gaile S., 95, 110
 Cantrell, Susan Chambers, 87
 Carlile, Susan, 16
 Carlson, David Lee, 109
 Carlson, Julia James, 14
 Carr, Paul R., 90
 Carter, John Lando, 18, 32
 Carter, Keri, 18, 32
 Caruthers, Loyce, 41
 Chang, Heewon, 108
 Chavarria, Erika Strauss, 59
 Chen, Zhe, 66
 Clark, Kathleen M., 93
 Coffey, Heather, 87
 Collins, Donald, 108
 Colomas, Roland Sintos, 49
 Conchas, Gilberto Q., 47, 48, 50
 Conyers, Jr., James L., 42
 Copple, Janie, 65, 105
 Cosco, Tara, 34
 Covarrubias, Amanda, 24
 Cronin, Sharon, 85
 Crow, Robert, 12, 13, 15

D

Darder, Antonia, 66, 85
 Darling-Hammond, Kia, 68
 Davis, R. Deborah, 43
 DeAlba, Victor, 47, 48
 DeGregory, Christine, 27
 Dei, George J. Sefa, 40, 42, 43
 Delamarter, Jeremy, 82
 deMarrais, Kathleen, 65, 66, 105, 108
 DeMartino, Lindsay, 55, 56, 57
 DeMeulenaere, Eric, 63
 Denzin, Norman K., 106, 112
 Deutermann, Jeanette, 66
 DeVitis, Joseph L., 46
 Dewey, John, 119

Diede, Martha Kalnin, 76
 Doronkin, Jamie, 77
 Du Bois, W.E.B., 119
 Duerr, Sunny, 26
 Dues, John, 17
 Dueweke, Anne, 118
 Dyches, Jeanne, 62, 85

E

Eaton, Paul William, 78
 Edwards, Crystal L., 42
 Ellis, Antonio L., 10, 35
 Epstein, Kitty Kelly, 65
 Evans, Meg E., 53
 Evans-Santiago, Bre, 64, 68
 Everson, Kimberlee K. C., 20, 104

F

Fetman, Lisa, 55, 56, 57
 Fish, Joanne C., 77
 Fowler, Shaunda, 41
 Fraser-Burgess, Sheron, 117
 Frederick, Rona, 41

G

Gabbard, David, 118
 Gasman, Marybeth, 31
 Gershon, Walter S., 92
 Gilbertson, Erica, 107
 Giroux, Henry A., 66
 Goldstein, Tara, 69
 Greenwood, Vanessa E., 98
 Gretzman, Adam J., 69

H

Hadley, Heidi Lyn, 75
 Hall, Jori N., 110
 Harman, William Gregory, 64
 Harper, Rebecca G., 100
 Harushimana, Immaculée, 43
 Harvey, Trish, 22
 Hayes, Cleveland, 79
 Helfenbein, Robert J., 99
 Hemmer, Lynn, 20
 Hemphill, David, 109
 Hernandez, Kathy-Ann C., 108
 Hernandez, Kortney, 85
 Herron, Brigitte A., 65, 66
 Heybach, Jessica A., 117
 Hicks, D. Emily, 86

Higgins-Harrell, Anna Dunlap, 62
 Hill, Deanna, 23
 Hinnant-Crawford, Brandi Nicole, 11, 13, 15
 Hinckley, Patricia H., 73
 Hogg, Linda, 89
 Howard, Joy, 61
 Hsieh, Betina, 49
 Huckaby, M. Francyne, 110, 111
 Huddleston, Gabriel, 99
 Huerta, Patricia, 94
 Huerta-Meza, Patty Perales, 94
 Hursh, David, 66

I

Ibrahim, Awad, 42
 Ingle, W. Kyle, 23

J

Jackson, Phoebe, 90
 Jaimungal, Cristina, 43
 James, Joy, 41
 James, William, 119
 Jiménez, Andrea Vásquez, 42
 JohnBull, Ranjini Mahinda, 24
 Johnson, Jr., George Lee, 41
 Johnson, Laura Ruth, 117
 Jones, Joseph R., 62
 Jones, Karis, 58
 Jones, Kenneth, 37
 Jones, Steven P., 117

K

Kalman, Judy, 109
 Karp, Karen S., 24
 Kaulfuss, Alex, 85
 Kelly, Hilton, 40
 Kennedy, Teresa J., 81
 Kinard, Timothy, 95
 King, Joyce Elaine, 39, 41
 King, LaGarrett J., 41
 Kinloch, Valerie, 110
 Klein, Emily J., 107
 Kleine, Karynne, 84
 Knobel, Michelle, 109
 Konkol, Pamela J., 73
 Koro, Mirka, 109
 Krahenbuhl, Kevin, 18, 32
 Kramer, Brianne, 60, 96
 Kress, Tricia, 71
 Kumashiro, Kevin, 89

L

LaCelle-Peterson, Mark, 27
 Ladson-Billings, Gloria, 39
 Laidlaw, Linda, 98
 Lake, Vickie E., 32, 103
 Lankshear, Colin, 109
 Leavy, Patricia, 51
 Lewis, Jamie B., 66
 Lin, Ching-Ching, 80
 Lincoln, Yvonna S., 110
 Little, Julie A., 62
 Lomotey, Kofi, 39
 Lopez, Eduardo, 85
 López-Robertson, Julia, 100
 Lowenstein, Karen, 27

M

Maddox, Gayle, 76
 Mandel, Scott, 75
 Manson, Sable, 45
 Marks, Shaylyn, 114
 McGinnis, Sarah, 66
 McKee, Linda, 28
 McKenzie, Jennifer, 96
 McLaren, Peter, 90
 McLaughlin, Jeff, 116
 Merchant, Natasha Hakimali, 87
 Metzker, Julia, 84
 Meyer, Barbara, 81
 Meyer, Frauke, 17
 Miller, Janet L., 110
 Miranda, Mónica Lee, 46
 Mitchell, Patricia A., 90
 Mitchell, Roland, 92
 Moore, Trise, 91
 Moroz, Karen, 22

N

Nicolaides, Aliki, 87, 107
 Nicosia, James F., 89
 Nicosia, Laura M., 89
 Noel, Jana, 89

O

Odell, Michael, 81
 Odozor, Ezinwanne, 42
 O'Mara, Joanne, 98

P

Panzo, Matthew, 78
 Pape, Stephen J., 24
 Paraskeva, João M., 88
 Perry, Jill Alexa, 12, 19, 21
 Peterson, Deborah, 16
 Pickreign, Jamar, 26
 Pippert, Timothy D., 93
 Powell, Rebecca, 87
 Pribbenow, Paul C., 93
 Pryor, Caroline R., 30

R

Raheem, Kolawole, 40
 Rantala, Teija, 111
 Rasmussen, Harriette Thurber, 23
 Read, Sylvia, 28
 Renn, Peter, 96
 Rickey, Debbie, 28
 Roberson, Heather Moore, 40
 Robson, Claire, 69
 Rogers, Carrie, 76
 Roman-Oliver, Suzanna, 87
 Roofe, Carmel, 76
 Roulston, Kathryn, 105, 108
 Rudley, Lisa, 66
 Rudnick, Dennis, 61
 Rychly, Laura, 115

S

Salvo, James, 106, 112
 Sams, Brandon, 62
 Sandles, David, 73
 Sandlin, Jennifer A., 66
 Sarada, Jill, 81
 Sasso, Pietro A., 46
 Sato, Mistilina, 76
 Schneider, Stephanie, 27
 Sebel, Alan, 44
 Shear, Sarah B., 87
 Sheffield, Eric C., 117
 Shockley, Kmt G., 39, 41
 Smith, Dianne, 41
 Smith, Madeline J., 45
 Smith Kondo, Chelda, 74
 Snipes, J.T., 45
 SooHoo, Suzanne, 88, 89, 94

Spaulding, Dean T., 13, 15

Stewart, Terah J., 53
 Stockbridge, Kevin, 88, 89
 Storm, Scott, 58
 Stringer, Bernard, 65
 Strom, Kathryn, 9, 71
 Suleiman, Mahmoud F., 47
 Sumara, Dennis, 88
 Szolowicz, Michael, 115

T

Taines, Cynthia, 54
 Tamim, Suha R., 20, 101
 Tarantino, Kristen L., 45
 Taylor, Monica, 107
 Thésée, Gina, 90
 Thompson, Kevin B., 42
 Timmins, Susan, 76
 Torres, Kelly M., 20
 Tsyrlina-Spady, Tatyana, 96

U

Uysal, Huseyin, 80

V

Veale, Natasha W., 36
 Virtue, Emily, 22

W

Wagner, Rachel, 53
 Warsi, Sadia, 33, 52
 Watkins, Karen E., 107
 Weaver, Christopher, 90
 Weiler, Jess, 22
 Wells, Timothy C., 109
 Wendle, Ann, 45
 Weston, Erin R., 53
 Whitaker, Warren E., 71
 Wilson, Miles, 90
 Wong, Suzanna, 98
 Wozolek, Boni, 92

Z

Zambo, Debby, 12
 Zignego, Mona Beth, 83
 Zehnder, Caralyn, 84



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