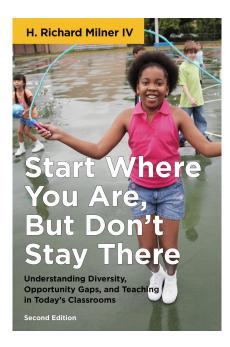
"This work beautifully strikes the delicate balance between the theoretical and practical through the provision of an academic framework that concurrently serves as a charge and challenge."

-CHRISTOPHER EMDIN, ASSOCIATE PROFESSOR OF SCIENCE EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY



#### **JANUARY 2020**

978-1-68253-439-7 \$30.00 PAPER 336 PAGES/INDEX

**RACE AND EQUITY** 

**Race and Education Series** 

SAVE 20% when you mention sales code SWYF20 (OFFER EXPIRES 12/31/2020)

#### PLACE YOUR ORDER

WEB

HARVARDEDUCATIONPRESS.ORG

PHONE 1.888.437.1437 1.978.829.2532 (OUTSIDE US)

FAX 1.978.348.1233

### START WHERE YOU ARE, BUT DON'T STAY THERE

## Understanding Diversity, Opportunity Gaps, and Teaching in Today's Classrooms, Second Edition

#### H. RICHARD MILNER IV

In the thoroughly revised second edition of *Start Where You Are, But Don't Stay There*, H. Richard Milner IV addresses the knowledge and insights required on the part of teachers and school leaders to serve students of color. Milner focuses on a crucial issue in teacher training and professional education: the need to prepare teachers for the racially diverse student populations in their classrooms.

The book, anchored in real world experiences, centers on case studies that exemplify the challenges, pitfalls, and opportunities facing teachers in diverse classrooms. The case studies—of teachers in urban and suburban settings—are presented amid current discussions about race and teaching. In addition, the second edition includes a new chapter dedicated to opportunity gaps in education and an expanded discussion of how Opportunity Centered Teaching can address these gaps.

*Start Where You Are, But Don't Stay There* strives to help educators in the fight for social justice, equity, inclusion, and transformation for all students. It is a book urgently needed in today's increasingly diverse classrooms.

**H. RICHARD MILNER IV** is Cornelius Vanderbilt Endowed Chair of Education and professor of education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. A fellow of the American Educational Research Association (AERA), Milner delivered the AERA's fifteenth annual Distinguished Brown lecture. He is the editor-in-chief of *Urban Education* and editor of Harvard Education Press's Race and Education series.

EMAIL ORDERS@PSSC.COM

MAIL HARVARD EDUCATION PRESS C/O PSSC 46 DEVELOPMENT ROAD FITCHBURG, MA 01420 @HARVARD\_ED\_PUB



FACEBOOK.COM/ HARVARDEDUCATIONPRESS

in LINKEDIN.COM

PIN

PINTEREST.COM/HVARDEDPRESS

## Praise for *Start Where You Are, But Don't Stay Ther*e, Second Edition

#### "Milner's book has been my constant companion as a teacher educator. The new edition should serve as a central text for all teacher education programs."

-Maisha T. Winn, Chancellor's Leadership Professor, School of Education, University of California, Davis

# "Milner builds on his rigorous conceptual and structural analysis by offering concrete strategies and solutions to practitioners of all backgrounds."

-Marc Lamont Hill, professor and Steve Charles Chair in Media, Cities, and Solutions, Temple University

"Grounded in an understanding of robust and equitable teaching, the book offers a vision for addressing diversity and opportunity gaps and imagining new futures for youth of color."

-Kris D. Gutiérrez, professor and Carol Liu Chair in Educational Policy, Graduate School of Education, University of California, Berkeley

"The brilliance and usefulness of the first edition are elevated in this second edition. Its groundbreaking focus on 'opportunity-centered teaching' makes this text a mustread for all in our field."

-Shaun R. Harper, provost professor and Clifford and Betty Allen Chair in Urban Leadership, University of Southern California, Rossier School of Education

"This book is more than a resource—it is what we desperately need to create successful schools."

-Bettina Love, associate professor, College of Education, University of Georgia

*"Milner writes truth to power and declares that students will do better once teachers* know *and* act *better."* 

-Prudence Carter, dean and professor of the Graduate School of Education at the University of California, Berkeley