

P-3: Five Books for Your Professional Library*

* Books are listed in order of publication date, with most recent first

1

Bardige, B., Baker, M. & Mardell, B. (2018). *Children at the Center: Transforming Early Childhood Education in the Boston Public Schools*. Cambridge, MA: Harvard Education Press.

Providing an account of how a major, diverse urban school district built high quality PreK programs then “pushed up” whole-child focused learning into the K-2 grades, this book provides compelling insight for teachers, administrators, and policymakers alike. This book debunks the false dichotomies of play vs. rigor in a public district.

2

Wright, B.L. & Counsell, S.L. (2018). *The Brilliance of Black Boys: Cultivating School Success in the Early Grades*. New York: Teachers College Press.

This book helps schools (and all of us) to better understand and cultivate the promise, potential, and possibilities of Black boys in PreK-3rd grade. The authors offer both conceptual framing and classroom strategies that challenge prevailing deficit views.

3

Takanishi, R. (2016). *First Things First! Creating the New American Primary School*. New York: Teachers College Press.

Takanishi challenges the status quo, outlining a new framework for integrating early education (PreK for 3- and 4-year olds) with elementary schools. Visionary and grounded in research, she offers recommendations for key stakeholders at every level.

4

Ritchie, S. & Gutmann, L., eds. (2014). *FirstSchool: Transforming PreK-3rd Grade for African American, Latino, and Low-Income Children*. New York: Teachers College Press.

Detailing how to use research and data to improve young children’s school experiences, this volume examines the collaborative relationships and school contexts that promote the needs of minority and low-income children.

5

Sullivan-Dudzic, L., Gears, D.K., & Leavell, K. (2010). *Making a Difference: 10 Essential Steps to Building a PreK-3 System*. Thousand Oaks, CA: Corwin.

The practitioner-authors lay out a step-by-step guide to establishing a more integrated, developmental approach to children’s learning. Importantly, the authors focus on how public schools can meaningfully partner with community-based preschool programs to ensure all children benefit.