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Introduction and Overview, Susan J. Paik, University of San Francisco. Part I: Educational Productivity and Achievement. Using an Educational Productivity Model to Construct Process Models for Mathematics Achievement and Attitudes Among Ethnic Minorities, John Thomas, College of Lake County, Illinois.

Inequality is a marked and persistent feature of education systems, both in the developed and the developing worlds. Major gaps in opportunity and in outcomes have become more critical than in the past, thanks to the knowledge economy and globalization. The pursuit of equity as a goal of public policy is examined in this book through a series of national case-studies. The book covers many different global contexts from the wealthiest to some of the poorest nations on earth. It therefore offers a broad range of different theoretical and methodological approaches, and brings together extensive international experience in equity policy.

High-Achieving Latino Students: Successful Pathways Toward College and Beyond addresses a long-standing need for a book that focuses on the success, not failure, of Latino students. While much of the existing research works from a deficit lens, this book uses a strength-based approach to support Latino achievement. Bringing together researchers and practitioners, this unique book provides research-based recommendations from early to later school years on "what works" for supporting high achievement. Praise for High-Achieving Latino Students "This book focuses on an important issue about which we know little. There are many lessons here for both scholars and educators who believe that Latino students can succeed. I congratulate the authors for taking on this timely and significant topic." - Guadalupe Valdés, Ph.D., Bonnie Katz Tenenbaum Professor in Education, Stanford University. Author of Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools "This is a must-read book for leaders in institutions of both K-12 and higher education who want to better understand success factors of Latino students in the US. Using a strength-based framework to understand and support Latino achievement is a new paradigm that must be considered by all." - Loui Olivas, Ed.D., President, American Association of Hispanics in Higher Education "In addition to being the right book at the right time, these editors should be congratulated for giving us a stellar example of how a research-practice collaboration comes together to produce such a valuable and lasting contribution to the field of school reform and improvement. Those who work in schools, universities, think tanks and policymaking centers have been waiting anxiously for this kind of book, and it's now here." - Carl A. Cohn, Ed.D., Former Executive Director, California Collaborative for Educational Excellence, CA State Board of Education member, and Superintendent "There may not be a silver bullet for solving the so-called problem of Latino underachievement, but well-conceived solutions do exist. This powerful book offers strength- and asset-based frameworks that demonstrate Latino achievement is possible. Read this text to not only get informed, but to also get nurtured and inspired!" - Angela Valenzuela, Ph.D., Professor in Education, University of Texas at Austin. Author of Subtractive Schooling: US-Mexican Youth and the Politics of Caring

Recent research suggests that good relationships between parents and their children's providers or teachers could lead to positive outcomes for children and families. Positive, mutually respectful, and collaborative relationships between families and schools and education providers and teachers contribute to young children's school readiness, increase positive family engagement in children's programs, and strengthen home-program connection, a critical factor to children's school success. Bridging Family-Teacher Relationships for ELL and Immigrant Students is a comprehensive reference source that focuses on research-based pedagogical practices for teaching young English language learners (ELL) and immigrants. It specifically looks at strategies across the curriculum including social-emotional development, parent involvement, language development, and more. While highlighting major themes that include academic engagement and achievement among ELL and immigrant children, factors affecting partnerships with schools and home, the impact of home environments on school readiness, and student performance, this book shares pedagogical practices across different subjects that use partnerships with families of ELL/immigrants. It is intended for classroom teachers (early childhood and K-12), parents, faculty, school administrators, academicians, professionals, researchers, and students interested in family-teacher relationships.

The Other Three R's model began as an American Psychological Association (APA) initiative, sponsored by Robert J. Sternberg, IBM Professor of Psychology and Education at Yale University and Past President of the APA. For both this initiative and this edited volume, Sternberg assembled a diverse team of experts who identified reasoning, resilience and responsibility as three learnable skills that, when taken together, have great potential for increasing academic success. The authors of this volume present in detail their evidence-based arguments for promoting TOTRs in schools as a way to optimize student success.

This book provides effective strategies that can be used to improve academic achievement and well-being of minority students. It examines, collectively, three cultural groups on themes related to diverse families, immigration issues, and teaching and learning. The book conceptualizes opportunities and challenges in working with minority children in the context of the federal No Child Left Behind Act. It is a must-have reference for anyone who works with children.

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The chapters included in this book were commissioned to serve as the background for the national invitational conference sponsored by the LSS at Temple University Center for Research in Human Development and Education (CRHDE). The conference and the publication of the conference proceedings were supported by the Institute of Education Sciences (IES) of the U. S. Department of Education. The opinions expressed do not necessarily reflect the positions of the supporting agencies and no official endorsement should be inferred.

The COVID-19 pandemic struck the global economy after a decade that featured a broad-based slowdown in productivity growth. Global Productivity: Trends, Drivers, and Policies presents the first comprehensive analysis of the evolution and drivers of productivity growth, examines the effects of COVID-19 on productivity, and discusses a wide range of policies needed to rekindle productivity growth. The book also provides a far-reaching data set of multiple measures of productivity for up to 164 advanced economies and emerging market and developing economies. There is an emphasis on emerging and developing economies, whereas the prior literature has concentrated on developed economies. The book seeks to understand growth patterns and quantify the role of (among other things) the reallocation of factors, technological change, and the impact of natural disasters, including the COVID-19 pandemic. This book is must-reading for specialists in emerging economies but also provides deep insights for anyone interested in economic growth and productivity. Martin Neil Baily Senior Fellow, The Brookings Institution Former Chair, U.S. President's Council of Economic Advisers This is an important book at a critical time. As the book notes, global productivity growth had already been slowing prior to the COVID-19 pandemic and collapses with the pandemic. If we want an effective recovery, we have to understand what was driving these long-run trends. The book presents a novel global approach to examining the levels, growth rates, and drivers of productivity growth. For anyone wanting to understand or influence productivity growth, this is an essential read. Nicholas Bloom William D. Eberle Professor of Economics, Stanford University The COVID-19 pandemic hit a global economy that was already struggling with an adverse pre-existing condition—slow productivity growth. This extraordinarily valuable and timely book brings considerable new evidence that shows the broad-based, long-standing nature of the slowdown. It is comprehensive, with an exceptional focus on emerging market and developing economies. Importantly, it shows how severe disasters (of which COVID-19 is just the latest) typically harm productivity. There are no silver bullets, but the book suggests sensible strategies to improve growth prospects. John Fernald Schroders Chaired Professor of European Competitiveness and Reform and Professor of Economics, INSEAD