

Tobin, K., & Shady, A. A. (Eds). (Forthcoming, 2013). *Transforming urban education: Collaborating to produce success in science, mathematics and technology education*. Rotterdam, NL: Sense Publishing.

*Transforming Urban Education* is situated in urban settings in the northeast of the United States. A unique feature is that each study involves researchers studying their own practices in a variety of contexts that include elementary, middle, and high schools, college, and museums. Salient foci include uses of technology, special education, teacher education, and collaborative approaches to increasing performance on high-stakes tests. The theoretical frameworks used in the studies include numerous sociocultural genres such as cultural sociology, cultural studies, critical theory, activity theory, and the sociology of emotions. Connections between theory and practice are features of the research. Equity and social justice are addressed in every chapter, taking account of social constructs such as race, ethnicity, gender, English proficiency, and religion. Macro structures studied in the research include neoliberalism, freedom, democracy, capitalism, immigration and accountability. Multilevel studies address topics such as agency, structure, identity, and a variety of achievement outcomes. Approximately 20 studies examine highly significant issues that are pervasive in urban locations, highlighting insights and possibilities that are powerful and nuanced -- the outcomes including contextually grounded theory and validated practices that offer a great deal to teacher educators, policymakers, school leaders, teachers, students, and researchers.