J. Amos Hatch has done us all a great service in writing his provocative, and engaging book. Coming at a time when our national debate over education reform is rolling at full boil, this fast-paced tome systematically addresses the unchallenged assumptions upon which so much of the corporate education-reform movement is based. A thorough debunking of each of corporate reform’s foundational myths in part I makes this book an indispensable addition to the library of anyone who is interested in the future of public education in the United States. Part II contains timely and practical tips for those committed to preserving a democratic public education system open to all students. The appendices at the end of this book provide further resources that public education stakeholders will find invaluable.”

—John Kuhn, public school administrator and author of Fear and Learning in School: Bad Data, Good Teachers, and the Attack on Public Education

“What a great new resource! In this highly readable and practical book, Hatch takes apart the assumptions that permeate many of the so-called reforms in education today that lack a research basis and have already proven to be harmful but are nonetheless framed so seductively that they continue to spread across the country. By exposing the forces behind these initiatives and offering talking points for better alternatives, Reclaiming the Teaching Profession is an invaluable resource for reframing the debate on the problems and possibilities for public education.”

—Kevin Kumashiro, dean, University of San Francisco School of Education, author of Bad Teacher!: How Blaming Teachers Distorts the Bigger Picture

“Hatch’s Reclaiming the Teaching Profession is the best short book ever written about the war on teachers and public education. Clear, forceful, and brilliantly argued, it puts the arguments of teachers’ most powerful enemies in common-sense language and proceeds to demolish them one by one with logic and irrefutable evidence. Filled with practical suggestions as well as astute analysis, this is an education activist’s handbook. It should be put in the hands of every teacher, parent, school board member, and elected official who cares about the future of our public schools and is enraged by the demonization of teachers, which seems to have become our national pastime.”

—Mark Naison, professor of African American studies at Fordham University and cofounder of the Badass Teachers Association

“At a time in which public education is being dismantled and teachers are under attack, Hatch invites us to reclaim teaching by transforming the dialogue on public education. In this timely book, Hatch exposes the massive effort to dismantle public education, while reminding readers of its purpose. This powerful book serves as an invitation to action—on behalf of a brighter future for teachers, schools, and children—on behalf of a better tomorrow for our society. Reclaiming the Teaching Profession: Transforming the Dialogue on Public Education will be an inspiration to all who care about the transformative potential and power of education.”

—Mariana Souto-Manning, professor at Teachers College, Columbia University and author of “Freire, Teaching and Learning: Culture Circles Across Contexts”

J. AMOS HATCH is currently professor of Urban-Multicultural Teacher Education at the University of Tennessee, where he works with pre-service, masters, and doctoral students who are preparing to make a difference in schools and society. He taught in urban elementary schools in Kansas City, Missouri and Jacksonville, Florida and has published seven books and over 100 articles on issues related to learning, teaching, teacher education, and educational research.