

ABOUT THE AUTHORS

ELIZABETH A. CITY helps educators improve learning and teaching through leadership development, the strategic use of data and resources, and instructional rounds networks. She is Director of Instructional Strategy at the Executive Leadership Program for Educators at Harvard University and is a faculty member at Boston's School Leadership Institute. Liz has served as a teacher, an instructional coach, and a principal. She holds a doctorate in administration, planning, and social policy from the Harvard Graduate School of Education. Her publications include *Resourceful Leadership: Tradeoffs and Tough Decisions on the Road to School Improvement* (Harvard Education Press, 2008); *The Teacher's Guide to Leading Student-Centered Discussions: Talking About Texts in the Classroom*, coauthored with Michael S. Hale (Corwin Press, 2006); and *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, coedited with Kathryn Parker Boudett and Richard J. Murnane (Harvard Education Press, 2005).

RICHARD F. ELMORE is the Gregory R. Anrig Professor of Educational Leadership at Harvard University. He is also codirector of the Connecticut Superintendents' Network, a community of practice for superintendents engaged in the improvement of instruction, sponsored by the Connecticut Center for School Change. He is a member of the faculty on the Executive Leadership Program for Educators, which builds on several prior initiatives at Harvard's Graduate School of Education, Business School, and Kennedy School of Government, and works with state commissioners of education and school superintendents along with their leadership teams and key stakeholders. He holds a bachelor's degree in political science from Whitman College, Walla Walla, Washington; a master's degree in political science from the Claremont Graduate School, Claremont, California; and a doctorate in educational policy from the Harvard Graduate School of Education. His publications include *School Reform from the Inside Out: Policy, Practice, and Performance* (Harvard Education Press, 2004); *Restructuring in the Classroom*, coauthored with Penelope L. Peterson and Sarah J. McCarthy (Jossey-Bass, 1996); "Getting to Scale with Good Educational Practice," *Harvard Educational Review* (Spring, 1996); and "Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City" (National Commission on Teaching & America's Future and CPRE, 1997). He is coeditor, with Bruce Fuller and Gary Orfield, of *Who Chooses, Who Loses? Culture, Institutions, and the Unequal Effects of*

School Choice (Teachers College Press, 1996); and, with Susan Fuhrman, *The Governance of Curriculum* (ASCD, 1994).

SARAH E. FIARMAN is the acting principal of the Martin Luther King, Jr. School in Cambridge, Massachusetts. She enjoys helping educators build powerful learning communities through examining data, participating in instructional rounds, and using the Responsive Classroom approach to teaching. A former elementary school teacher and National Board Certified Teacher, Sarah is completing her doctoral degree in administration, planning, and social policy at the Harvard Graduate School of Education. She is a contributing author to several books about improving instruction, including *Data Wise in Action: Stories of Schools Using Data to Improve Teaching and Learning*, edited by Kathryn Parker Boudett and Jennifer Steele (Harvard Education Press, 2007); *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*, edited by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane (Harvard Education Press, 2005); and *Making Teaching Visible: Documenting Individual and Group Learning as Professional Development* (Project Zero, Harvard Graduate School of Education, 2003).

LEE TEITEL helps schools and school systems improve instruction and increase organizational capacity through leadership development, partnering, and the use of networks. In addition to teaching courses in these areas as a faculty member at the Harvard Graduate School of Education, he was founding director and currently serves as a faculty senior associate of the Executive Leadership Program for Educators. This innovative collaboration joins faculty from three of Harvard's graduate schools with commissioners, superintendents, and other school leaders in six states to bring high-quality teaching and learning to scale in urban and high-need districts. As a consultant, Lee has worked with numerous districts, individual partnerships, networks, and a statewide school- and teacher-improvement effort. He has set up learning networks for principals and superintendents in several states and, for the last four years, has cofacilitated instructional rounds networks with superintendents and other school leaders in Connecticut, Ohio, and Iowa. Sample publications include, on leadership networks, "Changing the Culture of Peer Support for Superintendents," forthcoming in *School Administrator* (2009); on leadership development, *Mapping the Terrain of 'Alternative' Leadership Education: Lessons for Universities* (Phi Delta Kappan, 2006); and on partnerships, *The Professional Development School Handbook: Starting, Sustaining, and Assessing Partnerships that Improve Student Learning* (Corwin Press, 2003).