

About the Contributors

Janet Clinton is a professor of Evaluation and deputy dean of the Melbourne Graduate School of Education, and she is also the director of the Teacher and Teaching Effectiveness Research Hub at the University of Melbourne. She has wide national and international experience as an evaluator, educator, and author. Janet has worked in Australia, New Zealand, and the United States, and led over 120 national and international projects across multiple disciplines, in particular health and education. Her major interest in evaluation is the development of evaluation theory and methodologies. Her current evaluation work focuses on teacher and teaching effectiveness, models of implementation, as well as the use of evaluation as a vehicle for change management and building capacity.

Peter DeWitt runs competency-based workshops and provides keynotes nationally and internationally focusing on school leadership (collaborative cultures and instructional leadership) and fostering inclusive school climates. His work has been adopted at the state level and university level, and he works with numerous school districts, school boards, regional networks, and ministries of education in North America, Australia, Scandinavia, and the United Kingdom. Peter works as a school leadership coach in North America. He and his team of 10 leadership coaches focus specifically on instructional leadership. Additionally, he is a Visible Learning® Trainer working with John Hattie. The author of many books, Peter's latest publication is *Instructional Leadership: Creating Practice Out of Theory* (2020).

Jenni Donohoo is a researcher, educational consultant, and international keynote speaker. Jenni works with systems, school leaders, and teachers around the world to support high-quality professional learning. She is also the author of several bestselling books including *Quality Implementation* (2019), *Collective Efficacy* (2016), and *The Transformative Power of Collaborative Inquiry* (2016). Jenni has also published many peer-reviewed articles focused on collective teacher efficacy.

Douglas Fisher is a professor of Educational Leadership at San Diego State University and a leader at Health Sciences High and Middle College. He has served as a teacher, language development specialist, and administrator in public schools and nonprofit organizations. Doug has engaged in Professional Learning Communities for several decades, building teams that design and implement systems to impact teaching and learning. He has published numerous books on teaching and learning, such as the bestsellers *Developing Assessment-Capable Visible Learners* (2018) and *Engagement by Design* (2017).

Nancy Frey is a professor of Educational Leadership at San Diego State University and a leader at Health Sciences High and Middle College. She has been a special education teacher, reading specialist, and administrator in public schools. Nancy has engaged in Professional Learning Communities as a member and in designing schoolwide systems to improve teaching and learning for all students. She has published numerous books, including the bestsellers *The Teacher Clarity Playbook* (2018) and *Rigorous Reading* (2013).

Michael Fullan is co-leader of the New Pedagogies for Deep Learning global initiative. Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders in helping to achieve the moral purpose of all children's learning. Michael received the Order of Canada in December 2012. He is a prolific, award-winning author whose books have been published in many languages. His recent publications, both from Corwin, are *Nuance* (2018) and (with Mary Jean Gallagher) *The Devil Is in the Details* (2020).

Zaretta Hammond is a national consultant and author of *Culturally Responsive Teaching and the Brain* (2015). Zaretta has published articles in *Educational Leadership*, *The Learning Professional*, and *Phi Delta Kappan*. She consults widely with school districts, regional education service agencies, and coaching organizations across the country on ways for leaders, coaches, and teachers to support students to accelerate their learning through culturally responsive education.

Jim Knight is a senior partner at the Instructional Coaching Group and director of the Kansas Coaching Project at the University of Kansas Center for Research on Learning. He has conducted more than two decades of research on instructional coaching and popularized the topic with his book *Instructional Coaching* (2007). Jim is the author of several bestselling books, including *The Impact Cycle* (2017) and *Better Conversations* (2015), and he has presented to more than 100,000 educators from six continents.

Laura Link is an assistant professor of Educational Leadership & Policy in the Urban Education department of the College of Public Service at the University of Houston Downtown. She has served in many K–12 central office and school-based leadership roles and has taught elementary, middle, high school, and college students throughout her 30 years of experience. Her research focuses on developing and supporting school leaders and organizational cultures that prioritize effective grading practices, collaboration, and meaningful assessment. She is the author of *Cornerstones of Strong Schools* (2007) and “Leadership for Grading Reform” in *What We Know About Grading* (2019) as well as the winner of several university community engagement awards. Laura presents nationally on the topics of high-impact leadership, K–12 grading, mastery learning, research-practice partnerships, and teacher support.

Sugata Mitra is a leading educational expert on the internet and children's learning. He is internationally known for his Hole-in-the-Wall experiment (1999) where he coined the term *minimally invasive education* (MIE). He is the recipient of many awards and honorary doctorates from India, the United Kingdom, and the United States, and was also the recipient of the first ever million-dollar TED Prize (2013). His groundbreaking work is featured in the Jerry Rothwell documentary *The School in the Cloud* (2018) and in his recently published book by the same name, *The School in the Cloud* (2019).

Dominique Smith is chief of educational services and teacher student support at Health Sciences High & Middle College. Dominique's major area of research and instruction focuses on restorative practices, classroom management, growth mindset, and the culture of achievement. In addition to his school leadership responsibilities, Dominique provides professional learning to K–12 teachers in groups large and small, on many topics that address classroom and school climate and organization. His publications include *The Teacher Credibility and Collective Efficacy Playbook* (2020), *All Learning Is Social and Emotional* (2018), and *Building Equity* (2017).

Dylan William is emeritus professor of Educational Assessment at UCL (University College London). In a varied career, he has taught in urban public schools, directed a large-scale testing program, and served in university administration in various roles, including dean of a School of Education and senior research director at the Educational Testing Service in Princeton, New Jersey. Over the last 20 years, Dylan's work has focused on supporting teachers all over the world to harness the power of assessment to support learning.