

# About the Author

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**Joe Feldman** has worked in education at the local and national levels for over twenty years in both charter and district school contexts, and as a teacher, principal, and district administrator. He began his career as a high school English and American history teacher in Atlanta Public Schools and was the founding principal of a charter high school in Washington, DC. He has been the Director of Charter Schools for New York City Department of Education, the Director of K–12 Instruction in Union City, California,

and was a Fellow to the Chief of Staff for U.S. Secretary of Education Richard Riley. Joe is currently CEO of Crescendo Education Group ([crescendoedgroup.org](http://crescendoedgroup.org)), a consulting organization that partners with schools and districts to help teachers use improved and more equitable grading and assessment practices. Joe graduated from Stanford, Harvard Graduate School of Education, and NYU Law School. He is the author of several articles on grading, assessment, and equity, and the author of *Teaching Without Bells: What We Can Learn from Powerful Practice in Small Schools* (Paradigm). He lives in Oakland, California with his wife and two children.