

**Dr. Sarah Benis Scheier-Dolberg**  
**Associate Director**  
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**Dr. Sarah E. Benis Scheier-Dolberg** is the Associate Director of the Urban Education Leaders Collaborative (UELC) at Columbia University Teachers College, a differentiated professional development program that empowers educational leaders with relevant tangible skills required to lead in school systems facing unprecedented challenges. Dr. Benis Scheier-Dolberg works in partnership with urban district leaders in New York, Los Angeles, New Orleans, Charlotte, and other major cities to develop and deliver professional development programming for district- level and building-level leaders that supports the development of leadership teams through experiential learning and collaborative decision-making. In her leadership work at the UELC, Dr. Benis Scheier-Dolberg creates collaborative spaces for leaders to learn, innovate, and improve decision-making within the context of complex, real-world leadership problems in urban education systems. UELC modules, co-authored by Dr. Benis Scheier-Dolberg, span a vast range of topics relevant for urban education leaders.

Dr. Benis Scheier-Dolberg also serves as a leadership coach and literacy specialist for schools in New York City. As a former teacher leader and professional developer, Dr. Benis Scheier- Dolberg brings a wealth of expertise across subject areas and grade levels. Having served as an intern in the NYC DOE Division of Students with Disabilities and English Language Learners, a high school special educator, and a Mentor Teacher and Site Director for the Boston Teacher Residency Program, Dr. Benis Scheier-Dolberg brings a K-12 perspective to supporting teachers and school leaders in their efforts to create inclusive learning communities. Dr. Benis Scheier- Dolberg has participated in numerous teacher leadership roles in the area of Social Studies through Tufts University and Brown University. Additionally, in her work for the Boston Debate League, she led a Debate Across the Curriculum initiative to transform the practice of teams of high school teachers through integrating more student-centered, academically rigorous debate curricula across all subject areas. Dr. Benis Scheier-Dolberg has also been a mentor, coach, and professional developer for teachers working across varied settings to support English learners and their families. As a coach, Dr. Benis Scheier-Dolberg supports teachers and school leaders K-12 in the areas of Literacy, Social Studies, and Technology Integration.

In 2014, Dr. Benis Scheier-Dolberg completed her doctoral degree in Urban Educational Leadership at Teachers College, Columbia University as part of the Urban

Education Leaders Program. As a doctoral student, she interned at the New York City Department of Education and Boston Public Schools. She co-chaired the Aspiring Superintendents Work Conference in 2011 at Teachers College, bringing together current and aspiring district leaders from around the country. Her dissertation research explored leadership practices that foster the professional growth of teachers of English learners in urban public schools. As a research consultant, Dr. Benis Scheier-Dolberg has written cases exploring the pressing and complex issues faced by urban school building leaders and district leaders for the Teachers College Urban Education Leaders Program and Urban Education Leaders Collaborative. She has also developed and supported online professional learning communities across multiple platforms for aspiring district leaders, school building leaders, and teachers.

Dr. Benis Scheier-Dolberg began her career as an educator serving as a Teaching Fellow for Citizen Schools in Boston and then moved to Japan to teach ESL. Earning an MAT at Tufts University in 2005, she holds teaching licenses in Social Studies and ESL. Dr. Benis Scheier-Dolberg also has an MEd and EdD in Urban Educational Leadership from Teachers College, Columbia University. She completed her undergraduate degree at Swarthmore College in 2000, earning high honors and a research award for her thesis exploring service learning in urban schools.