

Timothy Lucas is currently a Professor of Practice at Lehigh University in Pennsylvania, in the Graduate Education Leadership Program. He recently retired as the Director of Curriculum and Instruction in the Glen Rock Public Schools in New Jersey. He has been involved with public education for the past 30 years, having taught elementary school, middle school, high school, and college courses. He has been a middle school vice principal, elementary principal, superintendent of schools.

Over the past decade, Lucas has been involved with adapting the concepts of systems thinking and systems dynamics into the K-12 curriculum. A focus of his work has been associated with the use of the Five Disciplines, as defined by the work of Peter Senge, into curriculum and school leadership. Originally, Senge's work focused on business and corporate tools needed to build learning organizations. Recently, these tools are being recognized as important sustainable practices to aid systemic school reform initiatives through the country. Lucas is recognized as one of the leading practitioners and school leaders, who has brought these skills into the classroom, school, and community.

Lucas is also one of the co-authors, with Peter Senge and others, of *Schools that Learn: A Fifth Discipline Resource*, published in September 2000, and was awarded the National Staff Development Council's Book of the Year Award in 2001. The book is currently published in six languages and follows the fieldbook format and reviews the work of educators and community leaders as they apply the concepts of the five disciplines to the classroom, school, and community. He has also been a contributor and collaborator on several articles and books dealing with system thinking curriculum and best school practices. He is a consultant and staff developer in the U.S., Canada, and Europe, working with teachers, school administrators, parents, and community leaders. He is considered one of the leading authorities on teaching and integrating systems thinking into curriculum and school leadership, applying mapping and modeling to the daily operation of the school.

Lucas continues as a practitioner in education in the Tri-State area, living 13 miles outside of New York City. He is involved with systemic reform initiatives and partnerships involving schools, universities, non-profits, businesses, corporations, and the 9/11 Fund and recovery efforts for schools in New York City. He uses these experiences and his understanding of children, learning, the five disciplines, and sustainable school reform to help educators grasp new tools they can use in their daily practices.