

Editors

Frederick M. Hess is resident scholar and director of education policy studies at AEI. An educator, political scientist, and author, Hess studies a range of K–12 and higher education issues. He pens the Education Week blog Rick Hess Straight Up and has authored influential books on education including “The Same Thing Over and Over” (Harvard University Press, 2010), “Education Unbound” (ASCD, 2010), “Common Sense School Reform” (Palgrave Macmillan, 2006), “Revolution at the Margins” (Brookings Institution Press, 2002), and “Spinning Wheels” (Brookings Institution Press, 1998). He has edited widely cited volumes on education philanthropy, urban school reform, how to stretch the school dollar, education entrepreneurship, what we have learned about the federal role in education reform, and No Child Left Behind. He also serves as executive editor of Education Next; as lead faculty member for the Rice Education Entrepreneurship Program; on the Review Board for the Broad Prize in Urban Education; and on the boards of directors of the National Association of Charter School Authorizers and 4.0 Schools. A former high-school social studies teacher, Hess has taught at the University of Virginia, the University of Pennsylvania, Georgetown University, Rice University, and Harvard University.

Michael Q. McShane is a research fellow in education policy studies at AEI. He is coauthor of “President Obama and Education Reform: The Personal and the Political” (Palgrave MacMillan, 2012). His scholarship has been published by Education Finance and Policy and in various technical reports. McShane has also contributed to more popular publications such as Education Next, the Huffington Post, National Review, The Chronicle of Higher Education, and the St. Louis Post-Dispatch. He is coeditor of “Common Core Meets the Reform Agenda” (with Frederick M. Hess), slated to be published by Teachers College Press in late 2013. He began his career as an inner-city high-school teacher in Montgomery, Alabama.

Contributors

Sharon Kebschull Barrett is the senior editor with Public Impact. She edits the Public Impact and Opportunity Culture blogs, copyedits Public Impact's reports, and provides research and writing for the firm. Her recent work focuses on extending the reach of excellent teachers, charter schools, and state policy. A former newspaper reporter and copy editor, Ms. Barrett is the author of two cookbooks, *Desserts from an Herb Garden* and *Morning Glories* (St. Martin's Press). She has a B.A. in journalism from the University of North Carolina at Chapel Hill, where she served as editor of *The Daily Tar Heel*.

Dennis Beck is an assistant professor of educational technology at the University of Arkansas. He enjoys teaching courses in instructional design, on integrating technology into the curriculum, and on educational technology research. He also has a wealth of experience in the design of online and blended courses in educational and corporate training environments. He has researched and written about K–12 virtual schooling for special-education students and virtual-school leaders, as well as about the influence of avatar-based simulations and games on stigma experienced by students and teachers. He is currently working on a study exploring the current professional development experiences of K–12 virtual school administrators. He has published in several venues, including *Educational Administration Quarterly* and the *Journal of Educational Research*.

Michael DeArmond is a senior research analyst at the Center on Reinventing Public Education (CRPE). His research at CRPE focuses on school district reform, policy implementation, teacher policy, and school district human resource management reform. DeArmond's published work includes studies of teacher shortages and teacher compensation, as well as the reform of district

human resource departments and school-based hiring initiatives. Before working as a researcher he was a middle-school history teacher.

Matthew Di Carlo is a senior research fellow at the nonprofit Albert Shanker Institute in Washington, DC. His current research focuses mostly on education policy, including teacher evaluation, charter schools, school accountability systems, and teacher compensation. He has also published work on labor markets, social stratification, work and occupations, and political attitudes.

Billie Gastic is the director of research at the Relay Graduate School of Education. She has also served on New York State's Professional Standards and Practices Board for Teaching since 2012 and was recently reappointed to a four-year term by its Board of Regents. Gastic manages Relay Graduate School of Education's (GSE) institutional and external research activities and partnerships. She leads a team of staff researchers and research faculty in investigations of effective teaching practices, teacher and school leader preparation, the use of video and online technologies to improve instruction, and the measurement of student achievement growth and character development. Before joining Relay GSE, Gastic was a professor of urban education at Temple University and a professor of public policy at University of Massachusetts Boston.

Dan Goldhaber is the director of the Center for Education Data & Research and a professor in interdisciplinary arts and sciences at the University of Washington Bothell. He is also the coeditor of Education Finance and Policy and a member of the Washington State Advisory Committee to the US Commission on Civil Rights. Goldhaber previously served as an elected member of the Alexandria City School Board from 1997–2002 and as an associate editor of *Economics of Education Review*. His work focuses on issues of educational productivity and reform at the K–12 level; the broad array of human capital policies that influence the composition, distribution, and quality of teachers in the workforce; and connections between students' K–12 experiences and postsecondary outcomes.

Topics of published work in this area include studies of the stability of value-added measures of teachers, the effects of teacher qualifications and quality on student achievement, and the impact of teacher pay structure and licensure on the teacher labor market. Goldhaber's research has been regularly published in leading peer-reviewed economic and education journals such as *American Economic Review*, *Journal of Human Resources*, *Journal of Policy and Management*, *Economics of Education Review*, *Education Finance and Policy*, and *Educational Evaluation and Policy Analysis*. The findings from these articles have been covered in more widely accessible media outlets such as National Public Radio, *The New York Times*, *The Washington Post*, *USA Today*, and *Education Week*.

Betheny Gross is a senior research analyst and research director at the Center on Reinventing Public Education. For more than 10 years Gross has examined evidence and outcomes of district reform across the country and has consulted with districts leaders to formulate strategy and implementation. She is also an authority on teacher quality and labor market issues, investigating teacher policy in both district and charter schools. Recently, she coauthored the book “*Strife and Progress: Portfolio Strategies for Managing Urban Schools*” (Brookings Institution Press, 2012), which documents the portfolio reforms in several urban districts.

Emily Ayscue Hassel is co-director of Public Impact, where she provides thought leadership and oversight to Public Impact's work on teacher and leader policy, organizational change, parental choice of schools, and emerging opportunities for dramatic improvement in prekindergarten through 12th grade education. Hassel is leading Public Impact's effort to develop and refine school and staffing models for reaching more students with excellent teachers. Her work has appeared in *Education Week*, *Education Next*, and other publications; she blogs for *Education Next* and is a frequent guest blogger on other forums such as *Education Week*. She was named to the inaugural

class of the Aspen Teacher Leader Fellows program, designed to cultivate and support teacher leaders who are working to improve the teaching profession and student outcomes. She was previously a consultant and manager for the Hay Group, a leading human resources consulting firm.

Bryan Hassel is codirector of Public Impact. He consults nationally with leading public agencies, nonprofit organizations, and foundations working for dramatic improvements in K–12 education. He is a recognized expert on charter schools, school turnarounds, education entrepreneurship, and teacher and leader policy. He leads, with Emily Ayscue Hassel, the Opportunity Culture initiative, which focuses on extending the reach of excellent teachers to all students. His work has appeared in *Education Next*, *Education Week*, and numerous other publications. He also blogs for *Education Next* and is a frequent guest blogger on other forums such as *Education Week*.

Taryn Hochleitner is a research associate in Education Policy Studies at the American Enterprise Institute. Her work focuses on a range of issues including education technology, efforts to engage parents in public education, and school system reform. She holds a B.A. in sociology from American University.

Robert Maranto is the 21st Century Chair in Leadership at the Department of Education Reform at the University of Arkansas. He previously taught at Villanova University and served in government during the Clinton years. In concert with others, he has produced scholarly books such as “President Obama and Education Reform: The Personal and the Political” (Palgrave Macmillan, 2012), “The Obama Presidency” (Routledge, 2011), “Judging Bush (Stanford University, 2009), “The Politically Correct University,” (AEI Press, 2009), “A Guide to Charter Schools” (Rowman & Littlefield Education, 2006), “Beyond a Government of Strangers” (Lexington, 2005), and “School Choice in the Real World: Lessons from Arizona Charter Schools” (Westview Press, 2001). He is now working on a book on KIPP and another on Arizona charter schools.

Sara Mead is principal with Bellwether Education Partners, a nonprofit dedicated to helping education organizations—in the public, private, and nonprofit sectors—become more effective in their work and achieve dramatic results, especially for high-need students. In this role, she writes and conducts analysis on issues related to early childhood education and K–12 education policies and provides strategic advising support to clients serving high-need students.

Jal Mehta is an associate professor at the Harvard Graduate School of Education. His primary research interest is in understanding what it would take to create high-quality schooling at scale, with a particular interest in the professionalization of teaching. He is the author of “The Allure of Order: High Hopes, Dashed Expectations and the Troubled Quest to Remake American Schooling” (Oxford University Press, 2013) and the coeditor of “The Futures of School Reform” (Harvard Education Press, 2012). He is currently working on two projects: “In Search of Deeper Learning,” a contemporary study of schools, systems, and nations that are seeking to produce ambitious instruction, and “The Chastened Dream,” a history of the effort to link social science with social policy to achieve social progress.

Jonathan Plucker is the Raymond Neag Endowed Professor in Educational Leadership and professor of educational psychology at the University of Connecticut’s Neag School of Education. He was previously a professor of educational psychology and cognitive science at Indiana University, where he was the founding director of the Center for Evaluation and Education Policy. His research, supported by over \$30 million in external funding, examines education policy and talent development, with over 150 publications to his credit. His work defining and studying excellence gaps is part of a larger effort to reorient policymakers’ thinking about how best to promote success and high achievement for all children. He is an American Psychological Association (APA) and

American Association for the Advancement of Science fellow and the 2012 recipient of the APA Arnheim Award for Outstanding Achievement for his research on creativity. His past leadership roles include serving as president of Division 10 of the APA and as chair of the Research and Evaluation Division of the National Association for Gifted Children. His work is widely mentioned in the media, including CNN, The Wall Street Journal, The New York Times, and Newsweek.

Andrew Rotherham is a co-founder and partner at Bellwether Education Partners. Rotherham leads Bellwether’s thought leadership and policy analysis work. He is also the executive editor of the forthcoming *Real Clear Education*, part of the *Real Clear Politics* family of news and analysis websites, writes the blog Eduwonk.com, and is the co-publisher of “Education Insider” a federal policy analysis tool produced by Whiteboard Advisors. Rotherham previously served at The White House as Special Assistant to the President for Domestic Policy during the Clinton administration and is a former member of the Virginia Board of Education. He was education columnist for TIME, a regular contributor to *U.S. News and World Report*, and in addition to Bellwether, founded or co-founded two other education reform organizations and served on the boards of several other successful education start-ups. Rotherham is the author or co-author of more than 250 published articles, book chapters, papers, and op-eds about education policy and politics and is the author or editor of four books on educational policy. He serves on advisory boards and committees for a variety of organizations including Education Pioneers, The Broad Foundation, and the National Center for Analysis of Longitudinal Data in Education Research. (CALDER). Rotherham is on the board of directors for the Indianapolis Mind Trust, is Vice Chair of the Curry School of Education Foundation at the University of Virginia, and serves on the Visiting Committee for the Harvard Graduate School of Education.

Katharine Strunk is an assistant professor of education and policy at the University of Southern California. Her research falls into three areas, all under the broad umbrella of K–12 education governance: teachers’ unions and the collective bargaining agreements they negotiate with school

districts, teacher compensation policies, and accountability policies. Her work on these topics centers on the various district-level policymakers — those who make decisions about education policy — and on the ways the structures that are central to district operations and policy can affect these decisions and outcomes. Strunk has served as principal investigator on several foundation-, state- and federally funded studies and was awarded the National Academy of Education/Spencer Postdoctoral Fellowship in 2011. She has also received distinctions from the American Educational Research Association and the Association for Education Finance and Policy.

Steven Teles is associate professor of political science at Johns Hopkins University. He is the author of “Whose Welfare? AFDC and Elite Politics” (University Press of Kansas, 1996) and “The Rise of the Conservative Legal Movement” (Princeton University Press, 2008) and is the coeditor of “Ethnicity, Social Mobility and Public Policy: Comparing the US and UK” (Cambridge, 2005) and *Conservatism and American Political Development* (Cambridge University Press, 2009). He is currently working on two books, one on the transformation of the field of philanthropy over the last 50 years, and the other on why conservatives are changing their positions on mass incarceration.