

## About the Contributors

**Deven Carlson** is an associate professor of political science and presidential research professor at the University of Oklahoma. He has written extensively on the operations and effects of test-based accountability policies and the politics of education. He has published this work in several high-quality scholarly outlets, including *Educational Evaluation and Policy Analysis*, *Journal of Urban Economics*, *Journal of Policy Analysis and Management*, *Economics of Education Review*, and *Journal of Public Administration Research and Theory*.

**Sara E. Dahill-Brown** is an associate professor in the politics and international affairs department at Wake Forest University. She is an alumna of Utah's public schools and a recovering Texas middle school teacher, and she has worked as a researcher and volunteer in the school systems of Wisconsin and North Carolina. Her work has appeared in the *Russell Sage Journal of the Social Sciences*, *Studies in Educational Evaluation*, and *Politics and Policy*.

**Joshua Dunn** is a professor and chair of the department of political science, as well as the director of the Center for the Study of Government and the Individual, at the University of Colorado Colorado Springs. His research has largely concentrated on education policy and the courts, and his books include *Passing on the Right: Conservative Professors in the Progressive University*, *Complex Justice: The Case of Missouri v. Jenkins*, and *From Schoolhouse to Courthouse: The Judiciary's Role in American Education*. Since 2006, he has written a quarterly article on law and education for *Education Next*. He has also written for the *Los Angeles Times*, the *Washington Post*, the *Wall Street Journal*, the *Weekly Standard*, *National Review*, and *Education Week*.

**Anna J. Egalite** is an assistant professor in the College of Education at North Carolina State University. Her research focuses on the evaluation of education policies and programs intended to close racial and economic achievement gaps. She has studied school choice policy, school size, the influence of family background on intergenerational economic mobility, and the diversification of the teacher labor force. Egalite's scholarly articles have appeared in outlets including the *Economics of Education Review*, *Educational Evaluation and Policy Analysis*, and *Early Childhood Research Quarterly*.

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**Matthew A. Kraft** is an associate professor of education and economics at Brown University. His research and teaching interests include the economics of education, education policy analysis, and applied quantitative methods for causal inference. He has published on topics including teacher labor markets, coaching and professional development, and teacher evaluation systems. Kraft's work can be found in scholarly outlets such as the *American Educational Research Journal*, *Journal of Policy Analysis and Management*, *Education Finance and Policy*, and *Economics of Education Review*. Before earning his doctorate from the Harvard Graduate School of Education, he taught middle and high school humanities in Oakland and Berkeley, California, public schools.

**Tom Loveless** is an education researcher and nonresident senior fellow at the Brookings Institution. From 2000 to 2017, he authored “The Brown

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**Patrick McGuinn** is a professor of political science and education at Drew University and a senior research specialist at the Consortium for Policy Research in Education (CPRE). He is the author or editor of three books: *The Convergence of K–12 and Higher Education: Policies and Programs in a Changing Era*, *Education Governance for the 21st Century: Overcoming the Structural Barriers to School Reform*, and *No Child Left Behind and the Transformation of Federal Education Policy, 1965–2005*. He has written extensively on federal education policy during the Bush and Obama administrations and in particular on their use of incentives and inducements to promote select school reform strategies.

**Robert Pianta** is the dean of the Curry School of Education, the Novartis US Foundation Professor of Education, and founding director of the Center for Advanced Study of Teaching and Learning at the University of Virginia. His research focuses on theory, measurement, and improvement of teacher-student interactions and their contributions to students’ learning. He has authored more than 300 publications, led research grants totaling over \$60 million, is an associate editor for AERA Open, and consults with federal agencies and foundations around the world. He is a fellow of the American Education Research Association and received the 2016 Distinguished Alumni Award from the University of Minnesota.