

Short Biographies of Conference Participants

Dale Ballou

Dale Ballou is an associate professor of public policy and education in the Department of Leadership, Policy, and Organizations at Vanderbilt University's Peabody College, and associate director of the National Center on Performance Incentives. Professor Ballou's recent research focuses on educational assessment and accountability systems. He has been a participant in professional conferences on accountability and assessment at Harvard University, the RAND Corporation, and the University of Maryland, and has served as a consultant to research organizations and practitioners in Pennsylvania, Houston, Los Angeles, Ohio, and Louisiana. Professor Ballou's work with William Sanders and Paul Wright of the SAS Institute appeared in a special 2004 issue of the *Journal of Educational and Behavioral Statistics* devoted to value-added assessment. From 1989 to 2002, Professor Ballou taught in the Department of Economics at the University of Massachusetts Amherst. He joined the faculty at Peabody College in 2002. He has done extensive research on the role of regulations and incentives in the training, recruitment, and retention of teachers, and his book, *Teacher Pay and Teacher Quality* (with M.J. Podgursky; W.E. Upjohn Institute) is among the most frequently cited work on teacher-related policies. Professor Ballou holds an A.B. from Stanford University and a Ph.D. in economics from Yale University.

Camilla P. Benbow

Camilla Persson Benbow is the Patricia and Rodes Hart Dean of Education and Human Development at Vanderbilt University's Peabody College, a position she has held since 1998. An educational psychologist, Dean Benbow has focused her scholarly work on gifted education and the development of mathematical talent. She co-directs, with David Lubinski, the Study of Mathematically Precocious Youth (SMPY), a longitudinal study examining the developmental trajectories of over 5,000 individuals throughout the life-span. The study has been continuously funded since 1981. She is particularly interested in identifying the educational experiences and interventions most conducive to developing intellectual talent and excellence in careers in science, technology, engineering, and mathematics. She previously held academic appointments at Johns Hopkins University as an associate research scientist and Iowa State University as an associate professor of psychology, full professor, department chair, and distinguished professor. She was appointed interim dean of education at Iowa State University in 1996. While at Iowa State, she also directed pre-collegiate programs for talented and gifted students. Dean Benbow has authored or co-authored more than 100 articles and 35 chapters, and has edited two books. A fellow of the American Psychological Association Divisions 3 and 15, and of the American Psychological Society, she has received a distinguished scholar award from the National Association for Gifted Children and has been inducted into the Johns Hopkins Society of Scholars. In 2004, she received the Lifetime Achievement Award from the MENSA Education and Research Foundation. In May 2006, she was appointed by Secretary of Education Margaret Spellings to the National Mathematics Advisory Panel. Dean Benbow recently was appointed by President George W. Bush to serve on the National Science Board, which oversees the National Science Foundation. She received her Ed.D., with distinction, from Johns Hopkins University, from which she also received her B.A., M.A. in psychology, and her M.S. in education.

Mark Berends

Mark Berends is associate professor of public policy and education in the Department of Leadership, Policy, and Organizations at Vanderbilt University's Peabody College and director of the National Center on School Choice. He has conducted extensive research on school reforms aimed at schools and classrooms, the effects of family and school changes on student achievement trends for different racial-ethnic groups, and the effects of secondary school tracking on students' cognitive and social

development. Prior to coming to Vanderbilt, Professor Berends was a senior social scientist at the RAND Corporation, where he led studies on the national evaluation of Title I and the Comprehensive School Reform Demonstration program for the United States Department of Education. He previously conducted research projects evaluating school reforms, student achievement trends, and teacher supply, demand, and certification. At Vanderbilt, Professor Berends is continuing his research agenda on educational innovation and education reforms aimed at schools and classrooms. A complimentary line of research to his current direction of the Center's research agenda is a major research grant from the United States Department of Education's Institute of Education Sciences, where he is co-principal investigator of a project examining the scaling up of peer-assisted learning strategies for young readers with a randomized design. Professor Berends recently finished a co-edited volume entitled *Charter School Outcomes* (with M.G. Springer and H.J. Walberg; Lawrence Erlbaum Associates) and is currently co-editing the *Handbook of Research on School Choice* (with M.G. Springer, H.J. Walberg, and D. Ballou; Taylor & Francis Group). He holds a B.A. from Calvin College and a M.S. and Ph.D. in sociology from the University of Wisconsin–Madison.

Kevin Booker

Kevin Booker is a researcher at Mathematica Policy Research, Inc, in Washington, DC. Dr. Booker specializes in the economics of education, econometrics, school choice, and value-added modeling. He is currently involved in research focused on charter schools, teacher incentive programs, and supplemental educational services. His work has appeared in professional economic journals and in reports from both Mathematica Policy Research, Inc., and the RAND Corporation. Dr. Booker holds a Ph.D. in economics from Texas A&M University.

Linda Cavalluzzo

Linda Cavalluzzo's work during the past few years has laid the intellectual foundation for research on several important issues facing educators in the Appalachian region. She developed a framework for considering the implication for costs, access, and program growth of alternative funding methods and governance structures of virtual schools, that is, schools or programs that offer online courses to supplement curriculum in, or as an alternative to, traditional schools. Because of her knowledge and reputation, Dr. Cavalluzzo continues to provide technical assistance to state and local educational officials in the region and throughout the nation. Dr. Cavalluzzo also has led a pair of research studies on the quality of the teacher workforce. In the first study, funded by the National Science Foundation (NSF), she created a longitudinal file linking 11 years of teacher records to estimate a model of the association between such factors as pay and school and teacher characteristics, and teacher retention. In the second study, she developed the first large-scale statistical study of the link between National Board Certification of teachers and student achievement in high school mathematics. Dr. Cavalluzzo was also co-principal investigator of an NSF-sponsored study of the impact of systemic reform in three medium-sized urban school districts. In addition, she designed and implemented a survey of mathematics and science teachers to evaluate their perceptions of change because of the reforms. As a site observer for the Tennessee EdTech Launch evaluation run by the Center for Research in Education Policy at the University of Memphis, Dr. Cavalluzzo has collected data and observed technology use in numerous classrooms, including over 60 in rural Tennessee.

Matthew Chingos

Matthew Chingos is a Ph.D. student in the Department of Government at Harvard University. His research interests include education policy and the economics of education. Mr. Chingos conducts empirical research on elementary and secondary education as a research fellow in the Program on Education Policy, and on higher education as a research associate at the Andrew W. Mellon Foundation in New York. His most recent study compares the impact of for-profit and non-profit management

firms on student achievement (with P.E. Peterson). Mr. Chingos holds a B.A. in government and economics from Harvard University.

Michael Christian

Michael Christian is an assistant scientist at the Wisconsin Center for Education Research (WECR) at the School of Education, University of Wisconsin-Madison. His research focuses on developing and evaluating value-added measurement. Dr. Christian currently is working on several large-scale initiatives, including the Center for Educator Compensation Reform, the Chicago Value-Added Project, and the Next Generation of Value-Added Models and Indicators. Prior to WECR, he worked as an economist at the Bureau of Economic Analysis, a part of the United States Department of Commerce that promotes a better understanding of the U.S. economy by providing timely, relevant, and accurate economic data in an objective and cost-effective manner. Dr. Christian holds a Ph.D. in economics from the University of Michigan.

Mark Ehlert

Mark Ehlert is a research analyst in the Economics Department at the University of Missouri, and a research affiliate with the National Center on Performance Incentives. Dr. Ehlert has worked extensively with institution- and state-level data to conduct research and evaluation on K-12, higher education, and employment and training systems. He has participated in numerous program evaluations and research studies utilizing both primary data and state-wide administrative data sets. Dr. Ehlert assisted in designing and conducting a multi-site and multi-state evaluation of the Successful Schools Program, a school reform effort initiated by the Ewing Marion Kauffman Foundation. He also is a member of an evaluation team that has studied implementation and outcomes associated with a multi-project professional development program in Missouri. Some of his other recent research includes analyses of the eligibility and distribution of financial aid in Missouri colleges and universities, examining the predictive ability of Missouri's high-school proficiency test on the college-going rates and performance of high-school graduates, evaluating school-level and individual-level outcomes associated with Missouri's A+ Schools program, and evaluating outcomes from and participation in the state's workforce development system. Dr. Ehlert currently plays a vital role in the evaluation of the Texas Governor's Educator Excellence Award Program, the largest educator incentive program in the county. He holds a Ph.D. in comprehensive vocational education from the University of Missouri at Columbia.

Bonnie Ghosh-Dastidar

Bonnie Ghosh-Dastidar is a visiting scholar at Vanderbilt University, a research affiliate with the National Center on Performance Incentives, and a statistician at the RAND Corporation. She works on data collection and analysis of secondary data in education, health and labor and population. Dr. Gosh-Dastidar's statistical expertise includes survey design, missing data, response error, and longitudinal and multilevel data. She has worked on several National Institute of Health (NIH) and National Science Foundation (NSF) funded studies including Project Alert Plus, a field experiment to review the effectiveness of a drug-prevention curriculum delivered in 48 school districts in South Dakota, and L.A. FANS, a study of children and outcomes in 65 communities in Los Angeles; and a study of gender bias in federally-funded programs. As principal investigator of a National Institute of Mental Health methodological grant, Dr. Gosh-Dastidar assessed the impact of the survey mode on measures of mental health. She recently obtained NSF funding to analyze attrition and predictors of drop-out in a sample of Texas high schools. Dr. Ghosh-Dastidar has served on the Scientific Committee of the International Conference on Health Policy Statistics, the Executive Committee of the Section on Health Policy Statistics, American Statistical Association, and the Committee for Privacy and Confidentiality within ASA. She holds a Ph.D. in statistics from The Pennsylvania State University.

Paul Glewwe

Paul Glewwe is a professor of applied economics at the University of Minnesota. Professor Glewwe's research interests are economics of education, poverty and inequality in developing countries, and applied econometrics. He has worked in China, Cote d'Ivoire, Ghana, Honduras, Jamaica, Jordan, Kenya, Laos, Malaysia, Morocco, Philippines, Sri Lanka, Turkey and Viet Nam. Before assuming his current position at the University of Minnesota in 1999, Professor Glewwe was a research economist at The World Bank from 1986 to 1999. His recent publications have appeared in *Economic Development and Cultural Change*, *Journal of Development Economics*, *Journal of Economic Literature*, *Journal of Economic Perspectives*, *Journal of Human Resources*, *Journal of Public Economics* and *World Bank Economic Review*. Professor Glewwe holds a B.A. in economics from the University of Chicago and a Ph.D. in economics from Stanford University.

Dan D. Goldhaber

Dan Goldhaber is a research professor at the University of Washington and an affiliated scholar with the Urban Institute's Education Policy Center. Professor Goldhaber's research focuses on issues of educational productivity and reform at the K-12 level and the relationship between teacher labor markets and teacher quality. Topics of published work in these areas include studies of the effects of teacher qualifications and quality on student achievement; the impact of teacher pay structure and licensure on the teacher labor market; the relative efficiency of public and private schools; and the effects of accountability systems and market competition on K-12 schooling. His current research addresses teacher labor markets and the role that teacher pay structure plays in teacher recruitment and retention; the relationship between teacher licensure test performance and student achievement; the stability of measures of teacher effectiveness; and the effects of National Board for Professional Teaching Standards certification. Professor Goldhaber served as an elected member of the Alexandria City School Board from 1997-2002. He holds a B.A. in economics from University of Vermont and a M.S. and Ph.D. in labor economics from Cornell University.

Graham Greeson

Graham Greeson is the manager of research and information services at the Tennessee Education Association (TEA). Mr. Greeson has been an employee of TEA for 33 years and has served as manager of the Research Division for 12 of those years. He is also the TEA contact person for the Coalition for Tennessee's Future, a partnership of K-12 public school stakeholders that is working to increase funding for K-12 public education in Tennessee. For the past several years, Mr. Greeson has worked extensively with state officials to improve the equity and adequacy of public school funding, and currently serves as the TEA representative on the Basic Education Program review committee. He has a deep personal interest in seeing at-risk children better served by public education. Mr. Greeson holds a M.Ed. from the University of Tennessee—Chattanooga and has completed extensive post-graduate work in accounting, school finance, and employee compensation.

Jay P. Greene

Jay P. Greene is the endowed chair and head of the Department of Education Reform at the University of Arkansas. Professor Greene conducts research and writes about education policy, including topics such as school choice, high school graduation rates, accountability, and special education. His research was cited four times in the Supreme Court's opinions in the landmark *Zelman v. Simmons-Harris* case on school vouchers. Professor Greene's work has appeared in policy journals, such as *The Public Interest*, *City Journal*, and *Education Next*, in academic journals, such as *The Georgetown Public Policy Review*, *Education and Urban Society*, and *The British Journal of Political Science*, as well as in major newspapers, including the *Wall Street Journal* and the *Washington Post*. He also authored the book *Education Myths* (Rowman & Littlefield). In addition to his work at the University of Arkansas, Professor Greene is a

senior fellow at the Manhattan Institute. Prior to joining the faculty at the University of Arkansas, Professor Greene was a professor of government at the University of Texas at Austin and the University of Houston. He received his B.A. in history from Tufts University and his Ph.D. from the Government Department at Harvard University.

Bing Han

Bing Han is an associate statistician with the RAND Corporation in Santa Monica, CA, a research affiliate with the National Center on Performance Incentives. Dr. Han's research interests include linear models, multivariate analysis, categorical analysis, Bayesian statistics, semiparametric model, and their applications in various fields including public health, education and economics. Before joining the RAND Corporation, he conducted work in the field of bioinformatics and econometrics. Dr. Han received his Ph.D. in statistics from Penn State University.

Jane Hannaway

Jane Hannaway is an organizational sociologist at the Urban Institute in Washington, DC, founding director and principal research associate of the Education Policy Center at the Urban Institute, and director of the federally-funded Center for Analysis of Longitudinal Data in Education Research. Dr. Hannaway's work currently is focused on analyses of state longitudinal student and teacher level administrative databases, particularly analyses associated with teacher labor markets. Much of her recent research also focuses on structural reforms in education, including reforms promoting accountability and reforms related to human resource management in education. Dr. Hannaway has authored or co-authored seven books and numerous papers in education and management journals. Her most recent book is *Collective Bargaining in Education: Negotiating Change in Today's Schools* (with A. Rotherham, Harvard Education Press). Dr. Hannaway has served as vice president of the American Educational Research Association, on the policy council of the Association for Public Policy and Management, and on the executive board of the American Education Finance Association. She currently serves on a National Academy of Sciences panel examining the impact of teacher certification by the National Board for Professional Teaching Standards. Dr. Hannaway has served on faculty at Columbia, Princeton, and Stanford Universities. She received her Ph.D. in education from Stanford University.

Janet S. Hansen

Janet Hansen is vice president and director of education studies at the Committee for Economic Development (CED) in Washington, DC, and a research affiliate with the National Center on Performance Incentives. Her research interests include K-12 school finance and K-12 school reform, as well as higher education access, affordability, and effectiveness. Dr. Hansen's current work focuses on transforming American public school finance into a performance-oriented system that supports and encourages the effective use of educational resources to improve student learning opportunities. Prior to rejoining CED in 2007 (where she worked from 1999-2004), she conducted policy research at the RAND Corporation and served as RAND's project director on a joint study of school finance reform sponsored by the Bill and Melinda Gates Foundation. She is co-editor (with Helen F. Ladd) of the Committee on Education Finance's 1999 report, *Making Money Matter: Financing America's Schools* (The National Academies Press). Dr. Hansen currently serves as an adjunct research staff member at RAND and a senior adviser to the College Board's Thinking Student Aid project. She has served as a distinguished senior fellow at the Education Commission of the States and on the board of directors of the American Education Finance Association. Dr. Hansen has been a reviewer and technical panel member for the United States Department of Education's National Center for Education Statistics and a study committee member and subsequently a senior program officer at the National Research Council of the National Academies. She received a Ph.D. in public and international affairs from Princeton University.

Eric A. Hanushek

Eric Hanushek is the Paul and Jean Hanna Senior Fellow at the Hoover Institution of Stanford University. Professor Hanushek is also chairman of the executive committee for the Texas Schools Project at the University of Texas at Dallas, a research associate at the National Bureau of Economic Research, and a member of the Koret Task Force on K–12 Education. He is a national expert on educational policy, specializing in the economics and finance of schools. Professor Hanushek's ongoing research spans a number of the most important areas of education policy including the impacts of high stakes accountability and of class size reduction and the importance of teacher quality. These analyses, combined with his work on efficiency and resource usage, relate directly to current debates about school finance adequacy and equity, especially as they have been applied in school finance litigation. Analyses of growth and the economic impact of school outcomes provide an economic rationale for improving school quality and for promoting more efficient use of school resources. Professor Hanushek previously held academic appointments at the University of Rochester, Yale University, and the United States Air Force Academy. Government service includes posts as the deputy director of the Congressional Budget Office, senior staff economist for the Council of Economic Advisers, and senior economist for the Cost of Living Council. He holds a B.S. (Distinguished Graduate) from the United States Air Force Academy and a P.D. in economics from the Massachusetts Institute of Technology.

Carolyn J. Heinrich

Carolyn Heinrich is a professor of public affairs, affiliated professor of economics, and Regina Loughlin Scholar at the La Follette School of Public Affairs at the University of Wisconsin–Madison. She is also the associate director of research and training at the University of Wisconsin's Institute for Research on Poverty. Professor Heinrich's research focuses on social welfare policy, public management, and econometric methods for social-program evaluation. She is working with the State of Wisconsin on an experimental evaluation of a child support demonstration program, with federal and state governments on performance management system design, and with the governments of Brazil, Honduras and South Africa on their social and human capital development programs. Other ongoing projects involve the study of labor market intermediaries and labor market outcomes for low-skilled and disadvantaged workers, the effectiveness of supplemental education services for students in underperforming schools, policy factors that support effective provision of substance abuse treatment services, and the use and impacts of social investment funds in developing countries. Professor Heinrich is co-author of several books on the empirical study of governance and public management, including *Performance Standard in a Government Bureaucracy* (with J.J. Heckman; W.E. Upjohn Institute), *Improving Governance: A New Logic for Empirical Research* (with L.E. Lynn and C.J. Hill; Georgetown University Press), and *Governance and Performance: New Perspectives* (with L.E. Lynn; Georgetown University Press). Recent articles have appeared in the *Journal of Policy Analysis and Management*, *Journal of Labor Economics*, *Review of Economics and Statistics*, *Journal of Human Resources*, *Public Administration Review*, and *American Journal of Evaluation*. Professor Heinrich is first vice-president of the Midwest Economics Association, a founding board member of the National Public Management Research Association, and an elected member of the policy council of the Association for Public Policy Analysis and Management. Prior to her appointment at the University of Wisconsin-Madison in 2003, Professor Heinrich was an assistant professor at the University of North Carolina at Chapel Hill, and held an academic research appointment at the University of Chicago. She holds a B.A. from Beloit College and a M.A. and Ph.D. in public policy studies from the University of Chicago.

Nauman Ilias

Nauman Ilias is a senior consultant at The Brattle Group in Washington, DC. Dr. Ilias specializes in economic, financial, and statistical analysis of antitrust and litigation matters. He performs analysis of mergers, alliances, and other cases involving price fixing, allegation of monopolization, and exercise of market power. Dr. Ilias has worked in various industries including airlines, chemical, electric utilities, and telecommunications. His responsibilities have included identifying key economic issues, developing a relevant analytical and empirical methodology, processing and analyzing large data sets, computing economic damages, and assisting in the preparation of expert reports. Prior to joining The Brattle Group, Dr. Ilias worked as a senior economist at Competition Economics Inc.. He also has consulted extensively with the Development Research Group at The World Bank where he studied the effect of human capital interventions on various educational and health outcomes. Dr. Ilias holds a B.S. in electrical engineering from Georgia Institute of Technology, an M.S. in finance from the University of Maryland, and a Ph.D. in economics from the University of Pennsylvania.

Brian A. Jacob

Brian Jacob is the Walter H. Annenberg Professor of Education Policy, a professor of economics, and director of the Center on Local, State and Urban Policy (CLOSUP) at the University of Michigan's Gerald R. Ford School of Public Policy. Professor Jacob is also a faculty research fellow at the National Bureau of Economic Research, an executive committee member of the National Poverty Center, and a research affiliate with the National Center on Performance Incentives. His primary fields of interest are labor economics, program evaluation, and the economics of education. Professor Jacob's current research focuses on urban school reform and teacher labor markets. In recent work, he has examined school choice, education accountability programs, housing vouchers, and teacher labor markets. Professor Jacob's work regularly appears in the *American Economic Review*, *Education Next*, *Journal of Human Resources*, *Journal of Public Economics*, *Quarterly Journal of Economics*, and *Review of Economics and Statistics*. Prior to joining the faculty at the University of Michigan, Professor Jacob was an assistant professor of economics at Harvard University and, prior to that time, served as a policy analyst in the New York City Mayor's Office and taught middle school in East Harlem. He holds an A.B. from Harvard University and Ph.D. in public policy from the University of Chicago.

Julia Koppich

Julia Koppich is a San Francisco-based education consultant and president of J. Koppich & Associates, and a research affiliate with the National Center on Performance Incentives. Dr. Koppich specializes in education policy analysis and public sector labor relations. She is the author of numerous articles and co-author of two books: *A Union of Professionals* (with Charles Taylor Kerchner; Teachers College Press) and *United Mind Workers: Unions and Teaching in the Knowledge Society* (with Charles Taylor Kerchner and Joseph G. Weeres; Jossey-Bass). Her prior experience includes teaching at the University of California, Berkeley, Stanford University, the University of Illinois Champaign-Urbana, and Claremont Graduate University. Dr. Koppich has also served as a consultant to the United States Department of Education, the National Commission on Teaching and America's Future, National Governors' Association, National Board for Professional Teaching Standards, the National Alliance of Business, the American Federation of Teachers, the National Education Association, and the National Science Foundation. She holds a Ph.D. in educational administration and policy analysis from the University of California, Berkeley.

Michael Kremer

Michael Kremer is the Gates Professor of Developing Societies in the Department of Economics at Harvard University, and a senior fellow at the Brookings Institution. Professor Kremer is a fellow of the American Academy of Arts and Sciences, a recipient of a MacArthur Fellowship and a Presidential Faculty Fellowship, and was named a Young Global Leader by the World Economic Forum. He is co-founder and co-director of Bureau for Research and Economic Analysis of Development. His recent research examines education and health in developing countries, immigration, and globalization. Professor Kremer authored *Strong Medicine: Creating Incentives for Pharmaceutical Research on Neglected Diseases* (with R. Glennerster; Princeton University Press). He holds an A.B. in social studies from Harvard College and a Ph.D. in economics from Harvard University.

Warren E. Langevin

Warren Langevin is research manager for the National Center on Performance Incentives at Vanderbilt University. Mr. Langevin's research interests are political behavior, federalism and intergovernmental relations, political institutions, and education policy. He has conducted new methodological research on local governance reform and geographic trends in state legislative activity for the National Center on School Choice. Mr. Langevin's current research projects explore the historical development of teacher certification and compensation policies in the United States. He edited *Policy, Politics, and Organization of School Choice* (with M. Berends and M.G. Springer; Lawrence Erlbaum Associates). Mr. Langevin holds a B.A. in both political science and human and organizational development from Vanderbilt University where he was the Harold Sterling Scholar.

Jessica L. Lewis

Jessica Lewis is a research associate at the National Center on Performance Incentives at Vanderbilt University. Dr. Lewis' research interests are focused on the importance of stimulating greater teacher quality within the education system, with particular attention to enhancing teacher learning opportunities, recruitment and retention mechanisms, and pathways for professional growth. She currently coordinates two evaluation efforts associated with the Texas Governor's Educator Excellence Award Program, the nation's largest educator incentive program. Prior to joining the National Center on Performance Incentives in 2006, Dr. Lewis worked as an education policy analyst for the State of Tennessee's Office of Education Accountability where she completed several statewide evaluations of alternative education, public charter schools, and schools labeled as in need of improvement under the state's No Child Left Behind accountability system. She also was a fellow at the American Federation of Teachers in Washington, DC. Dr. Lewis holds a B.A. in sociology and Spanish from Vanderbilt University, an M.A. in education policy from George Washington University, and an Ed.D. in education leadership and policy from Vanderbilt University's Peabody College.

J.R. Lockwood

J.R. Lockwood is a statistician at the RAND Corporation, and a research affiliate with the National Center on Performance Incentives. Dr. Lockwood specializes in longitudinal, hierarchical, and multivariate modeling. His policy research interests include value-added modeling approaches for teacher and school accountability, and relationships between teaching practices and student achievement. Dr. Lockwood's extensive work with value-added modeling for estimating teacher effects includes several papers on statistical and computational methods, and the development of software for implementing complex models with large datasets. Dr. Lockwood currently is leading a United States Department of Education's Institute of Education Sciences funded project to develop enhanced models for estimating teacher effects. He has completed a large number of quantitative analyses of education, environmental, and health policy problems. Dr. Lockwood holds a B.A. in environmental science and policy from Duke University and a Ph.D. in statistics from Carnegie Mellon University.

Daniel F. McCaffrey

Daniel McCaffrey is a senior statistician and head of the RAND Statistics Group and research affiliate with the National Center on Performance Incentives. Dr. McCaffrey is a fellow of the American Statistical Association and is nationally recognized for his work on value-added modeling for estimating teacher performance. He is currently leading an evaluation of the Pennsylvania Value-Added Assessment Pilot Program, and is co-principal investigator of an Institute of Education Science's (IES) funded project that is developing alternative value-added models of teachers' effectiveness. Dr. McCaffrey is also the principal investigator of a National Institute on Drug Abuse funded study, and is working on the design of a random trial of the Cognitive Tutor Geometry curriculum for an IES funded study. Prior to this work, he was the lead statistician on two randomized field trials of school based interventions: an evaluation of the Project ALERT Plus middle and high school drug prevention program; and an evaluation of the teen dating violence prevention curriculum, Break the Cycle. Dr. McCaffrey has presented his work to numerous audiences including the American Federation of Teachers, the National Education Association, the Ohio Department of Education and several workshops on value-added modeling. Dr. McCaffrey recently received funding from the National Science Foundation, the Carnegie Corporation of New York, and The Kauffman Foundation. He received his Ph.D. in statistics from North Carolina State University.

Patrick J. McEwan

Patrick McEwan is an associate professor of economics in the Department of Economics at Wellesley College and a research affiliate with the National Center on Performance Incentives. Professor McEwan's research focuses on the economics of education, applied econometrics, and education policy in Latin America. He has evaluated education policies ranging from class size reduction to private school vouchers in numerous countries, including Argentina, Bolivia, Chile, Colombia, Guatemala, Honduras, Mexico, and Uruguay. Professor McEwan's research has been published in a wide range of economics and education journals, as well as three books including *Cost-Effectiveness Analysis* (with H. Levin; Sage Publication Inc), *Making Sense of Research* (with E.K. McEwan, Corwin Press), and *Cost Effectiveness and Educational Policy* (with H. Levin; Eye on Education). He has consulted on education policy and evaluation at the Inter-American Development Bank, the RAND Corporation, UNESCO, The World Bank, and the ministries of education of several countries. Prior to joining the faculty at Wellesley College, Professor McEwan was an assistant professor of educational policy studies and economics at the University of Illinois at Urbana-Champaign. He holds a B.A. in both economics and Latin American studies from the University of Illinois at Urbana-Champaign, an M.A. in both international development policy and economics from Stanford University, and a Ph.D. in education from Stanford University.

Robert Meyer

Robert Meyer is a senior scientist at the Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison and is the director of school's Value-Added Research Center (VARC). Dr. Meyer is known for his research on value-added modeling and evaluation methods and currently is working on projects funded by the United States Department of Education, the Joyce Foundation, The Spencer Foundation, the Chicago Community Trust, Chicago Public Schools, Milwaukee Public Schools, the Council of Great City Schools, and the Wisconsin Department of Public Instruction. During the last decade and a half, Dr. Meyer has worked closely with districts and states to develop and apply innovative statistical methods. He has conducted major quantitative evaluations of programs and policies such as SAGE (the Wisconsin class-size initiative), systemic reform in the State of Texas, integrated versus traditional mathematics, and instructional practices in Milwaukee Public Schools. Dr. Meyer also has worked with numerous districts to develop and implement value-added

indicators of teacher and school effectiveness and accountability systems, including the Chicago, Madison (WI), Milwaukee (WI), and Minneapolis (MN) school systems.

Karthik Muralidharan

Karthik Muralidharan is a post-doctoral fellow at the Harvard Graduate School of Education, and will join the faculty in the economics department at University of California, San Diego in July 2008. He specializes in development economics, economics of education, and field experiments. Dr. Muralidharan is a co-author of a widely-cited cross-country study on teacher and medical worker absence in public schools and clinics in developing countries. He studies the impact of both group and individual level performance-pay for teachers on student learning outcomes in India via a large-scale randomized evaluation covering over 500 schools. Dr. Muralidharan's other research projects (all based on randomized evaluations) include studying the impact of teacher contractual structure, school block grants, student incentive programs, and school choice programs in India, and the impact of teacher certification, across the board salary increases for teachers, and continuous teacher training programs in Indonesia. He holds an A.B. in economics from Harvard University, a M.Phil. in economics from Cambridge University, and a Ph.D. in economics from Harvard University.

Derek Neal

Derek Neal is a professor of economics and a member of the Committee on Education at the University of Chicago. Professor Neal directs the Chicago Workshop on Black-White Inequality, a bi-annual conferences that explores various aspects on black-white inequality and why relative progress for blacks in the United States stopped in many respects during the past two decades. Professor Neal began his academic career at the University of Chicago in 1991. From 1998-2001 he served on the faculty of the University of Wisconsin before returning to Chicago. In 2000 he was awarded the H. Gregg Lewis Prize for the best paper published in the *Journal of Labor Economics* for 1998-99. Professor Neal has served as an advisory editor for *Economics Letters*, as a co-editor for the *Journal of Human Resources*, and as the editor-in-chief for the *Journal of Labor Economics*. He is currently the president-elect of the Midwest Economics Association. Professor Neal received a B.S. in economics from Shorter College and a M.A. and Ph.D. in economics from the University of Virginia.

F. Howard Nelson

F. Howard Nelson is lead researcher for the American Federation of Teachers (AFT), Office of the President. Dr. Nelson's recent work has focused on various aspects of the No Child Left Behind Act, especially Adequate Yearly Progress provisions. He also is studying teacher mobility as it relates to the shortage of highly qualified teachers in high needs schools and identifying options for improving the supply of teachers in these schools. Dr. Nelson specializes in analyzing budgets, international education data, teacher salary surveys, school voucher programs, and private contracting in public schools. He is an author of the controversial 2004 study, *Charter School Achievement on the 2003 National Assessment of Educational Progress* (with B. Rosenberg and N. Van Meter). Dr. Nelson is also the lead author of *Venturesome Capital: State Charter School Finance Systems* (with E. Muir and R. Drown) and *Paying for the Vision: Charter School Revenue and Expenditures* (with E. Muir and R. Drown). For several years, he prepared the annual 50-state salary survey published by the AFT. Prior to joining the AFT, Dr. Nelson taught school finance in the Department of Educational Policy Studies at the University of Illinois at Chicago, and directed the federally-funded National Charter School Finance Study.

Steve Nelson

Steve Nelson is the former director of policy and evaluation of the United States Merit Systems Protection Board (MSPB), an independent, quasi-judicial agency in the United States Executive branch. Mr. Neal had overall responsibility for MSPB's statutory mission to conduct periodic studies of federal human resources management policies, programs and procedures to determine if they are operating in accord with the statutory merit system principles and achieving their intended purposes. Reports of these studies are directed to the President of the United States and United States Congress. Before joining the MSPB, Mr. Nelson was the chief human resources officer for the United States Department of Agriculture Forest Service, responsible for personnel oversight, policy and direction for the agency's nationwide workforce of nearly 40,000 employees. Mr. Nelson has also served as director of human resources for the National Guard with the United States Department of Defense, where he had similar responsibilities for 53,000 full-time Army and Air Force National Guard technicians. He served on the board of directors of the International Personnel Management Association's Federal Section and is a past-president of the Federal Section. Mr. Nelson holds a B.S. in economics and has completed graduate work at Harvard University in the Senior Officials in National Security Program.

Art (Xiao) Peng

Art Peng is a Ph.D. student in the Department of Leadership, Policy and Organizations at Vanderbilt University's Peabody College and a graduate research assistant with the National Center on Performance Incentives. His research interests include studying the economics of education, higher education policy, and estimating school and teacher productivity. Mr. Peng currently is working on an evaluation of the Teacher Advancement Program and the impact of the No Child Left Behind Act on the distribution of student test score gains. He holds a B.A. in economics through a special joint program operated by the University of Colorado Denver and the China Agricultural University and an M.A. in both economics and statistics from the University of Missouri, Columbia, where he was graduate research assistant in the Economic and Policy Analysis Research Center.

Paul E. Peterson

Paul Peterson is the Henry Lee Shattuck Professor of Government and director of the Program on Education Policy and Governance at Harvard University, and a senior fellow at the Hoover Institution at Stanford University. Professor Peterson is also editor-in-chief of *Education Next*, a journal of opinion and research on education policy. He is a former director of the Governmental Studies program at the Brookings Institution. Professor Peterson is the author or editor of more than 100 articles and 30 books, three of which have received major awards from the American Political Science Association. Prior to joining the faculty at Harvard University, he was a professor in the Department of Political Science and the Department of Education at the University of Chicago. Professor Peterson is a member of the American Academy of Arts and Sciences, the National Academy of Education, and has received fellowships from the Guggenheim Foundation, the German Marshall Foundation, and the Center for Study in the Behavioral Sciences. He was recently awarded the Thomas B. Fordham Foundation prize for Distinguished Scholarship, part of the Foundation's Excellence in Education award program. Professor Peterson is a member of the independent review panel advising the United States Department of Education's evaluation of the No Child Left Behind Act. The Editorial Projects in Education Research Center reported that Professor Peterson's studies on school choice and vouchers were among the country's most influential studies of education policy. He holds a B.A. in political science from Concordia College and an M.A. and Ph.D. in political science from the University of Chicago.

Michael J. Petrilli

Michael Petrilli is vice-president for National Programs and Policy at the Thomas B. Fordham Foundation, where he oversees the Foundation's research projects and publications, including *The Education Gaffly*. Mr. Petrilli is also a research fellow at the Hoover Institution at Stanford University and executive editor of *Education Next*. He is author of *No Child Left Behind: A Primer* (with F. Hess; Peter Lang Publishing), the most comprehensive overview of the law and its implementation to date. Prior to joining the Foundation, he served as associate assistant deputy secretary in the Office of Innovation and Improvement at the United States Department of Education. In that role, Mr. Petrilli oversaw approximately 24 discretionary grant programs that support a variety of education reforms, including alternate routes to certification, charter schools, and more, and helped to lead the implementation of the No Child Left Behind Act's public school choice and supplemental educational services provisions. Prior to his service at the United States Department of Education, he was vice-president of Community Partnerships at K12, an Internet education company. Mr. Petrilli began his career as a teacher at the Joy Outdoor Education Center in Clarksville, Ohio. He holds a B.A. in political science from the University of Michigan and a teaching certificate in high school social studies.

Michael J. Podgursky

Michael Podgursky is professor of economics at the University of Missouri-Columbia and co-principal investigator of the National Center on Performance Incentives at Vanderbilt University. Professor Podgursky has published numerous articles and reports on education policy and teacher quality, and co-authored the book, *Teacher Pay and Teacher Quality* (with D. Ballou; W.E. Upjohn Institute). The primary focus of his recent work has been on personnel policy in schools and the effects on teacher quality. Professor Podgursky currently is working on a study committee of the National Research Council examining teacher preparation in the United States. His work on education has been supported by many agencies, including the United States Department of Education, Smith-Richardson Foundation, Abel Foundation, Fordham Foundation, and Ewing Marion Kauffman Foundation. Professor Podgursky also serves on the board of editors of *Education Finance and Policy*, and on technical advisory boards for numerous education organizations, including the United States Department of Education's National Center for Education Statistics, the National Center for Teacher Quality, the American Board of Certification of Teacher Excellence, the National Center for Education Accountability, and Mathematica Policy Research, Inc. He holds a B.A. from the University of Missouri and a M.A. and Ph.D. in economics from the University of Wisconsin-Madison.

Cynthia D. Prince

Cynthia Prince is a senior research associate in the Department of Leadership, Policy and Organizations at Vanderbilt University's Peabody College. Dr. Prince serves as the director of technical assistance for the federally-funded Center for Educator Compensation Reform, which provides technical assistance to 34 state and local education agencies that received Teacher Incentive Fund grants in 2006 and 2007. Previous positions held include director of teacher professional development for the Council of Chief State School Officers, issues analysis director for the American Association of School Administrators, and associate director for analysis and reporting for the National Education Goals Panel. Dr. Prince has also worked for the Maryland and Connecticut State Departments of Education, and is the author of numerous articles on education and language policy, teacher and principal quality, and educator compensation. She is the author of two books: *Higher Pay in Hard-to-Staff Schools* (American Association of School Administrators), and *Changing Policies to Close the Achievement Gap: A Guide for School System Leaders* (Scarecrow Education). Dr. Prince holds M.A. in education and linguistics and a Ph.D. in education from Stanford University.

Gary W. Ritter

Gary Ritter holds the Endowed Chair in Education Policy in the Department of Education Reform at the University of Arkansas, and serves as director of the Office for Education Policy, a resource that aids state legislators, school board members, and other policymakers in thoughtful decision-making concerning K-12 education in the State of Arkansas. Professor Ritter's research interests include merit pay for K-12 teachers, school finance, standards-based and accountability-based school reform, racial segregation in schools, the impact of preschool care on school readiness, and program evaluation in general. He currently teaches graduate courses in education policy, program evaluation, and research methods. Professor Ritter's work has been published in various outlets such as *Education Next*, *Educational Evaluation and Policy Analysis*, *Journal of Education Finance*, *Journal of Research in Education*, *International Journal of Testing*, *Georgetown Public Policy Review*, *Black Issues in Higher Education*, and *Education Week*. He holds a B.A. in finance from John Carroll University, M.A. in social policy from University of Manchester (U.K.), and a M.A. in public policy and management and Ph.D. in education policy and leadership both from the University of Pennsylvania.

Andrew J. Rotherham

Andrew Rotherham is co-founder and co-director of Education Sector, an independent national education policy think tank. Mr. Rotherham has published more than 100 articles, book chapters, papers, and op-eds about education policy and politics. He writes the award-winning blog Eduwonk.com, which an *Education Week* study found to be among the most influential information sources in American education. Mr. Rotherham has co-edited three influential books on education policy, most recently *Collective Bargaining in Education: Negotiating Change in Today's Schools* (with J. Hannaway; Harvard Education Press). He is a member of the Virginia Board of Education and serves in advisory capacities to the National Council on Teacher Quality, National Alliance for Public Charter Schools, Indianapolis Mind Trust, Democrats for Education Reform, The Broad Foundation, Harvard University, the National Governors Association, the National Charter School Research Project, New Visions, and the Campaign for a U.S. Public Service Academy. Prior to founding Education Sector, Mr. Rotherham served at the White House as special assistant for domestic policy to former President William Jefferson Clinton. He holds degrees from Virginia Tech and the University of Virginia, and currently is completing a doctorate in political science from the University of Virginia.

Richard Rothstein

Richard Rothstein is a research associate with the Economic Policy Institute and an adjunct lecturer at the Harvard Graduate School of Education. From 1999 to 2002, he was the national education columnist of *The New York Times*. He is the author of *Class and Schools: Using Social, Economic and Educational Reform to Close the Black-White Achievement Gap* (Teachers College Press). He is also the author of *The Way We Were? Myths and Realities of America's Student Achievement* (Century Foundation Press). Other recent books include *The Charter School Dust-Up: Examining the Evidence on Enrollment and Achievement* (with M. Carnoy, R. Jacobsen, and L. Mishel; Economic Policy Institute) and *All Else Equal. Are Public and Private Schools Different?* (L. Benveniste and M. Carnoy; Routledge Falmer Press).

James E. Ryan

James Ryan is the William L. Matheson & Robert M. Morgenthau Distinguished Professor of Law, the Joseph C. Carter, Jr., research professor, and academic associate dean at the University of Virginia. Professor Ryan teaches constitutional law, land use law, law and education, local government law, torts, and seminars on such topics as legal scholarship, the Supreme Court, and environmental justice. His scholarship focuses primarily on law and educational opportunity, and he has authored or co-authored articles on school finance, school desegregation, school choice, school governance, the No Child Left Behind Act, and the political history of the Establishment Clause, which have appeared in the Yale,

University of Michigan, Virginia, and New York University law reviews. Professor Ryan has served on the managing board of the *Virginia Law Review*, was a volunteer for the Legal Assistance Society's Migrant Farm Workers Project, and was a founding member of Students United to Promote Racial Awareness. His awards include the Law School Alumni Award for Academic Excellence, the Traynor Award, the Thomas Marshall Miller Prize, and the Hardy Cross Dillard Scholarship. He also was elected to the Order of the Coif, and the ODK and Raven honor societies. After graduating from law school in 1992, Professor Ryan clerked for the Honorable J. Clifford Wallace, Chief Judge, United States Court of Appeals for the Ninth Circuit. He then clerked for the Honorable William H. Rehnquist, Chief Justice of the United States. Professor Ryan has also been a visiting professor at the Yale Law School. Professor Ryan received his A.B. from Yale University and J.D. from the University of Virginia School of Law.

Roger Sampson

Roger Sampson is the president of the Education Commission of the States. He has had a distinguished career for more than 20 years in the State of Alaska where he earned a reputation for quality, innovation and increased student achievement. The Alaska State Board of Education & Early Development, along with the Governor of Alaska, appointed him as Alaska Commissioner of Education & Early Development in May, 2003. He resigned in 2007 to assume the presidency of the Education Commission of the States. During Mr. Sampson's tenure as commissioner, the Alaska Department of Education & Early Development established a statewide full-release mentoring program for beginning teachers and administrators, in partnership with the University of Alaska. The department also established, with the approval of the State Legislature, an innovative public school performance incentive program. Mr. Sampson has served in a variety of roles and positions in public schools, including school administrator in both rural and urban Alaska. Mr. Sampson received his M.A. in education from the University of Montana—Missoula.

William L. Sanders

William Sanders is a senior research fellow with the University of North Carolina and manager of value-added assessment and research at the SAS Institute, Inc. in Cary, NC. Dr. Sanders joined SAS in 2000, upon retiring after more than 34 years as professor and director of the University of Tennessee's Value-Added Research and Assessment Center. He has served as an advisor to policy makers at the federal level and has worked with many states and districts interested in developing a value-added component to leverage their testing data into more precise and reliable information for better decision making. Many of Dr. Sanders' policy recommendations on measurement of outcomes have been incorporated into state legislation, including Tennessee's Educational Improvement Act (1992), pilot programs in Colorado, and in a statewide accountability program in Ohio. During the last 20 years, Dr. Sanders and his colleagues have pioneered and refined the methodology to measure the influence that school systems, schools and teachers have on the academic progress of students. In addition to Dr. Sanders' assignment as director of the Value-Added Research and Assessment Center at the University of Tennessee, he had leadership responsibilities for the Statistical and Computing Services Unit and served as an adjunct professor in the department of statistics within the College of Business Administration. Outside the area of education, he has been a statistical consultant to the agricultural, manufacturing, engineering and development industries. He has served as a statistical consultant to numerous regional research projects involving researchers from many universities and disciplines. Dr. Sanders was the Jason Millman Memorial Lecturer at the National Evaluation Institute in San Jose, CA in 2000. He received his B.A. and Ph.D. from the University of Tennessee.

Susan Sclafani

Susan Sclafani is managing director of Chartwell Education Group, and former assistant United States Secretary of Education for vocational and adult education. She served as counselor to the U.S. secretary of education and was the U.S. representative to the Organization for Economic Cooperation and Development and the Asia-Pacific Economic Cooperation. Dr. Sclafani played a leadership role in the creation of the Mathematics and Science Initiative to focus attention on the importance of mathematics and science in the education of all students. Her international work led to her leadership of the joint E-Language Learning Project with the Chinese Ministry of Education. Dr. Sclafani also worked as chief academic officer of one of the nation's largest urban school districts. She earned a bachelor's degree at Vassar College, a master's degree in Germanic languages and literature at the University of Chicago, and an M. Ed. and Ph.D. in educational administration at the University of Texas at Austin.

Matthew G. Springer

Matthew Springer is a research assistant professor of public policy and education in the Department of Leadership, Policy, and Organizations at Vanderbilt University's Peabody College and director of the National Center on Performance Incentives. Professor Springer's current research includes studies of the impact of pay for performance on student achievement and teacher turnover, mobility, and quality, the strategic resource allocation decision-making of schools in response to the No Child Left Behind Act, the impact of school finance litigation on resource distribution, and the role of school choice in contemporary education policy. His research is funded by the Community Foundation of Middle Tennessee, Nashville Alliance for Public Education, the Smith Richardson Foundation, the Texas Education Agency, and the United States Department of Education's Institute of Education Sciences. He has served on several advisory committees charged with designing pay for performance compensation systems for teachers and/or principals at the national, state and district level, and has conducted analyses of school finance systems in Alaska, Kentucky, Missouri, Texas, and South Carolina. Professor Springer's work has appeared in academic publications such *Economics of Education Review*, *Education Next*, *Journal of Education Finance*, *Journal of Policy Analysis and Management*, and *Peabody Journal of Education*. He is author of the textbook *Education Finance and Policy* (with J.W. Guthrie, R. A. Rolle, and E.A. Houck; Allyn & Bacon) and editor of *Charter School Outcomes* (with M. Berends and H.J. Walberg; Lawrence Erlbaum Associates). Prior to joining the faculty at Vanderbilt University, Professor Springer was the associate dean of students, service-learning director, and a teacher at a boarding high school in upstate New York. He holds a B.A. in both education and psychology from Denison University and a Ph.D. in education finance and policy from Vanderbilt University.

Brian Stecher

Brian Stecher is a senior social scientist in the education program at RAND Corporation, and research affiliate with the National Center on Performance Incentives. His research focuses on applied educational measurement, including the implementation, quality, and impact of state assessment and accountability systems; and the cost, quality and feasibility of performance-based assessments. Dr. Stecher currently directs a multi-state, National Science Foundation-funded study of the accountability provisions of the No Child Left Behind Act, and he recently completed a four-year evaluation of the California Class Size Reduction initiative. He is a member of the Technical Design Group advising the California Department of Education on the development of the state's accountability system. Dr. Stecher received his Ph.D. in education from the University of California at Los Angeles, has published widely in professional journals, and is a member of editorial boards of the *Educational Assessment Journal* and *Education Evaluation and Policy Analysis*.

Lori L. Taylor

Lori Taylor is an assistant professor at the Bush School of Government and Public Service at Texas A&M University, and a research affiliate with the National Center on Performance Incentives. She has written extensively on variations in the cost of education and recently developed a Comparable Wage Index for the National Center for Education Statistics (NCES). Professor Taylor's current projects explore differences in teacher quality between charter and traditional public schools, and the effects of competition on teacher compensation and school productivity. Her work on school finance issues has been published in *The Review of Economics and Statistics*, *The Journal of Urban Economics*, *Education Finance and Policy*, and *The Journal of Education Finance*. Professor Taylor is a member of the National Center for Education Statistics' Finance Technical Review Panel and the American Education Finance Association's board of directors. She holds a B.A. in economics and a B.S. in business administration from the University of Kansas, and an M.A. and Ph.D. in economics from the University of Rochester.

Paul Teske

Paul Teske is a professor of public affairs at the University of Colorado Denver's School of Public Affairs, director of the Center for Education Policy Analysis (CEPA), and director of the Center on Reinventing Public Education (CRPE) at University of Colorado Denver. Professor Teske received the 2005 Distinguished Research Award from the 250 college member group the National Association of Schools of Public Affairs and Administration/American Society for Public Administration (NASPAA/ASPA), and was awarded the 2005 Excellence in Research and Creative Activities award from the University of Colorado Denver. Professor Teske's public policy research has centered on education policy, regulatory policy, urban policy, and economic development policy. His most recent books include, *Pay for Performance Teacher Compensation: An Inside Story of Denver's ProComp Plan* (P. Gonring and B. Jupp; Harvard Education Press) and *Choosing Schools* (with M. Schneider and M. Marschall; Princeton University Press) which won the Aaron Wildavsky Award for best book from the American Policy Studies Organization. Professor Teske's research has been funded by the National Science Foundation, National Academy of Education, Brookings Institution, Bill and Melinda Gates Foundation, Manhattan Institute, American Enterprise Institute, Smith Richardson Foundation, and IBM Endowment for the Business of Government. He is currently a co-principal investigator for a National Science Foundation IGERT grant for a multi-disciplinary Ph.D. and research program in sustainable infrastructure and development. Prior to joining the faculty at the University of Colorado Denver, Professor Teske was a professor of political science at the State University of New York at Stony Brook. He holds a B.A. in economics and political science from the University of North Carolina at Chapel Hill and an M.P.A. and Ph.D. in public affairs from the Woodrow Wilson School of Public and International Affairs at Princeton University.

Jacob L. Vigdor

Jacob Vigdor is associate professor of public policy studies and economics at Duke University and a faculty research fellow at the National Bureau of Economic Research. Professor Vigdor's research interests are in the broad areas of education policy, housing policy, and political economy. Within those areas, he has published numerous scholarly articles on the topics of residential segregation, immigration, housing affordability, the consequences of gentrification, the determinants of student achievement in elementary school, the causes and consequences of delinquent behavior among adolescents, teacher turnover, civic participation and voting patterns, and racial inequality in the labor market. Professor Vigdor's research has been published in outlets such as *The Journal of Political Economy*, *The Review of Economics and Statistics*, *The Journal of Public Economics*, *The Journal of Human Resources*, and *The Journal of Policy Analysis and Management*. His scholarly activities have been supported by grants from the National Science Foundation, National Institute on Drug Abuse, the Spencer Foundation, the Smith

Richardson Foundation, the William T. Grant Foundation, and the Russell Sage Foundation. Professor Vigdor received a B.S. in policy analysis from Cornell University and a Ph.D. in economics from Harvard University.

Herbert J. Walberg

Herbert Walberg, a distinguished visiting fellow at the Stanford University Hoover Institution and a member of the Koret Task Force on K–12 Education, is University Scholar at the University of Illinois at Chicago. Dr. Walberg's research focuses on educational productivity and human accomplishments. He has written or edited more than 60 books, including *Radical Education Reforms* with Hoover Institution distinguished visiting fellow and Koret Task Force member Chester A. Finn. He has also written approximately 350 articles on such topics as the causes and effects of learning, teaching and instructional effectiveness, national comparisons of achievement, and educational measurement and evaluation. His articles have appeared in widely circulated journals, including *Daedalus*, *Educational Leadership*, *Kappan*, and *Nature* and in such newspapers as the *Chicago Tribune*, the *Wall Street Journal*, and the *Washington Post*. Professor Walberg was elected a fellow of the American Association for the Advancement of Science, the Royal Statistical Society (London), the American Psychological Association, and the Australian Association for Educational Research. Additionally, he is one of about a dozen U.S. members of the International Academy of Education and currently serves as its vice president. In 2004, he was confirmed as a member of the National Board for Education Sciences for a three-year term. He also serves as chairman of the board of directors of the Heartland Institute, an independent, nonprofit research center headquartered in Chicago. Professor Walberg has held research posts at the Educational Testing Service and the University of Wisconsin, and has taught at Harvard University. He was an adviser to former U.S. Secretary of Education William Bennett. He has been frequently called to testify before U.S. congressional committees and federal courts on educational matters. Professor Walberg earned his Ph.D. in educational psychology from the University of Chicago.

Kate Walsh

Kate Walsh is president of the National Council on Teacher Quality (NCTQ). Prior to NCTQ, Ms. Walsh worked extensively on education reform in both the public and private sectors, including, The Abell Foundation, Baltimore City Public Schools, the Core Knowledge Foundation and as founder and director of The Baraka School, an internationally recognized boarding school in Kenya established to educate at-risk boys from Baltimore. Teacher quality has been at the center of Ms. Walsh's work from both an academic perspective and in practice, including directing the first alternative certification program in Maryland. Her most widely publicized report, *Teacher Certification Reconsidered: Stumbling for Quality*, revealed the many problems with research used to support the value of the teacher preparation and licensure. She recently co-edited a book entitled, *A Quality Teacher in Every Classroom? Appraising Old Answers and New Ideas* (with R. Hess and A.J. Rotherham, Harvard University Press). Ms. Walsh received a B.A. in Government from the University of Notre Dame.

Martin R. West

Martin West is assistant professor of education and political science at Brown University. Professor West's research focuses on the politics of education reform efforts and their effectiveness in improving student achievement. His current projects examine the history of public-sector collective bargaining, the effects of the school consolidation movement on wages, the effects of class-size reduction on non-cognitive skills, and the use of education research by the courts. Professor West's research has appeared in *Education Next*, *European Economic Review*, *European Journal of Political Economy*, *Journal of Policy Analysis and Management*, and *The Economic Journal*. He is editor of a recent book on school finance adequacy litigation, *School Money Trials: The Legal Pursuit of Educational Adequacy* (with P. Peterson; Brookings Institution Press), and a volume on school accountability, *No Child Left Behind?: The Politics and Practice of*

School Accountability (with P. Peterson; Brookings Institution Press). Since 2001, Professor West has served as the research editor for *Education Next*, a journal of opinion and research on education policy. He holds a B.A. in history from Williams College, an M. Phil. in economic and social history from Oxford University, and a Ph.D. in government and social policy from Harvard University.

Grover J. (Russ) Whitehurst

Grover J. (Russ) Whitehurst is the director of the United States Department of Education's Institute of Education Sciences. Established in 2002, IES conducts, supports and disseminates research on education practices that improve academic achievement, statistics on the condition of education in the United States and evaluations of the effectiveness of federal and other education programs. As director, Dr. Whitehurst administers the Institute, including the activities of the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, the National Center for Education Research, and the National Center for Special Education Research. He coordinates the work of the Institute with related activities carried out by other agencies within the department and the federal government. Dr. Whitehurst advises the Secretary of Education on research, evaluation and statistics relevant to the work of the department, and engages in a variety of activities to encourage the use of scientifically based research in education policy and decision making throughout the United States. Dr. Whitehurst also served as assistant secretary for the office of educational research and improvement, the predecessor to the Institute. Prior to beginning federal service, he was Leading Professor of Psychology and Pediatrics and chairman of the Department of Psychology at the State University of New York at Stony Brook. He also served on the faculty of the University of New South Wales in Australia and was Academic Vice President of the Merrill-Palmer Institute in Detroit. He was editor-in-chief of two leading scientific journals in his field: *The Merrill-Palmer Quarterly of Behavior and Development* and *Developmental Review*. Dr. Whitehurst was educated in the public schools of Washington, received his undergraduate degree at East Carolina University, and obtained a Ph.D. in experimental child psychology from the University of Illinois at Urbana-Champaign.

Marcus A. Winters

Marcus Winters is a senior fellow at the Manhattan Institute and a Ph.D. candidate in the Department of Economics at the University of Arkansas. Mr. Winters has performed several studies on a variety of education policy issues including high-stakes testing, performance-pay for teachers, and the effects of vouchers on the public school system. His research has been published in the journals *Education Finance and Policy*, *Teachers College Record*, and *Education Next*. Mr. Winters' op-ed articles have appeared in numerous newspapers, including the *Wall Street Journal*, *Washington Post*, and *USA Today*. He holds a B.A. in political science from Ohio University and an M.A. in economics from the University of Arkansas.

S. Paul Wright

S. Paul Wright is a statistician and developer at SAS Institute Inc. in Cary, NC. Dr. Wright as worked at the SAS Institute since 2000. He specializes in value-added modeling and statistics. His work has appeared in such journals as *Biometrics*, *Journal of Educational and Behavioral Statistics*, and *Journal of Personnel Evaluation in Education*. Previously, Dr. Wright was a statistics instructor and statistical consultant at the University of Tennessee, Knoxville. He holds advanced degrees in statistics and psychology from the University of Tennessee, Knoxville.

Keynote Speaker James W. Guthrie

James W. Guthrie is a professor of public policy and education, chair of the Leadership, Policy, and Organizations department, and director of the Peabody Center for Education Policy at Peabody College of Vanderbilt University. He instructs both undergraduate and graduate courses, and conducts research on education policy and finance.



Professor Guthrie concentrates on educational policy issues and resource allocation consequences. More specifically, he is concerned with school finance, both K-12 and higher education, legal issues of equity and adequacy, education reform strategies, educational accountability, political processes and education, and theories of education reform.

Professor Guthrie chaired the Consortium on Renewing Education (CORE), a national confederation of academic researchers, business officials, and public leaders concerned with American K-12 education reform. This endeavor was funded by The Ball Foundation of Glen Ellyn, Illinois, and resulted in the issuance of the 1998 report, *20/20 Vision: A Strategy for Doubling America's Academic Achievement by the Year 2020*. Professor Guthrie served as the chief of staff for the Tennessee Governor's Council on Excellence in Higher Education, an endeavor that was directed at providing a strategic plan for Tennessee to elevate its higher education system into the nation's top-most ranks in the next century. He is engaged in a number of litigation support efforts and analytic projects attempting to define "adequacy" in the financing of America's K-12 public schools.

Professor Guthrie has consulted in the international arena on issues related to strategic planning by nations and the design of education school finance systems in Armenia, Australia, Chile, Guyana, Hong Kong, Romania, and South Africa, and has had extensive experience in consulting for The World Bank, UNESCO, and the Organization of American States. He has been selected to serve on panels of the National Academy of Sciences. He is founder and chairman of the board of Management Analysis & Planning, Inc. (MAP), a private sector management consulting firm specializing in public finance and litigation support. MAP offices are located in Davis, California.

He is the author or co-author of 14 books, and more than 200 professional and scholarly articles. He is past president of the American Education Finance Association, served as editor-in-chief of the *Encyclopedia of American Education*, published in 2002, and is series editor of the *Peabody Education Leadership Series*. He is principal investigator for the National Center on Performance Incentives at Vanderbilt University, a federally funded research center concentrating on educator performance incentives.

Previously a professor at the University of California, Berkeley for 27 years, he holds a B.A., M.A., and Ph.D. from Stanford University, and undertook postdoctoral study in public finance at Harvard. He also was a postdoctoral fellow at Oxford Brookes College, Oxford, England, and the Irving R. Melbo Visiting Professor at the University of Southern California.

Professor Guthrie is a resident of Nashville, TN.

Keynote Speaker Randi Weingarten

Randi Weingarten is president of the United Federation of Teachers, the largest union local in the country representing 201,486 men and women. She is also a vice-president of the American Federation of Teachers and of the New York City Central Labor Council (AFL-CIO) and heads the city's Municipal Labor Committee (MLC), an umbrella organization for 100-plus city unions.



From 1986 to 1998 Weingarten served as counsel to UFT President Sandra Feldman, taking a lead role in contract negotiations and enforcement and in lawsuits in which the union fought for adequate school funding and building conditions. A teacher of history at Clara Barton High School in Crown Heights, Brooklyn, from 1991 to 1997, Weingarten helped her students win several state and national awards debating constitutional issues. Elected as the union's assistant secretary in 1995 and treasurer two years later, she assumed the UFT presidency in 1998 after Feldman became president of the AFT. She was elected to her first full term the following year and re-elected three times since. Under Weingarten's leadership, salaries of UFT-represented public school employees have increased by 43 percent.

Weingarten and the UFT have fought to make sure teachers are treated with respect and dignity, have a voice in the education of their students and are given the resources they need to succeed in the classroom. Weingarten has promoted the professional growth of teachers and other educators through more than 350 school-based UFT Teacher Center sites. Weingarten sees her role as an advocate for students as well as for union members. Her passion as leader of America's largest union local is to make every school a place where parents want to send their children and educators want to work.

The UFT, under Weingarten, has expanded its outreach to parents and students. Each year the union awards more than \$1 million in scholarships to needy high school seniors, and Dial-A-Teacher, its after-school homework help program helps tens of thousands of students and their parents each year. The union has worked tirelessly with parents and community allies to make sure schools are safe and adequately funded. After a 13-year battle, during which Weingarten was arrested for leading a protest in Albany, the state's highest court ordered the state to expand aid to New York City's public schools. In January 2007, Gov. Spitzer proposed, and the Legislature approved, education finance and accountability reforms that are slated to boost statewide school funding by \$7 billion a year, including \$5.4 billion for New York City. Among them is a requirement, championed by the UFT, to significantly reduce class sizes in all grades.

Weingarten has led UFT members into areas of reform rarely embraced by more traditional teacher unions. Eager to return the charter school movement to its original purpose of enabling educators to create schools based on classroom-tested best practices, she spearheaded the opening of two union operated public charter schools in East Brooklyn, N.Y. and has partnered with Green Dot schools to start another in the South Bronx. Weingarten holds degrees from Cornell University and the Cardozo School of Law. She worked as a lawyer for the Wall Street firm of Stroock & Stroock & Lavan from 1983 to 1986. She is an active member of the Democratic National Committee and numerous professional, civic and philanthropic organizations.

Ms. Weingarten is a resident of New York City.