

## CONTRIBUTORS

### Members of the Koret Task Force on K–12 Education

**Williamson M. Evers**, a research fellow at the Hoover Institution, is an elected trustee of the Santa Clara County (California) Board of Education. He served in Iraq as a senior adviser on education to Ambassador Paul Bremer of the Coalition Provisional Authority in 2003. Evers is a member of the White House Commission on Presidential Scholars and was a member of the National Educational Research Policy and Priorities Board in 2001–2002 and a member of the Mathematics and Science Scientific Review Panel at the U.S. Department of Education’s Institute of Education Sciences in 2005–2006. He serves on panels that write mathematics and history questions for California’s statewide testing system and was a commissioner on the California State Academic Standards Commission. He is co-editor of and contributor to *School Accountability*, a 2002 publication by

the Koret Task Force; co-editor of *School Reform: The Critical Issues*; and editor of and contributor to *What's Gone Wrong in America's Classrooms*.

**Eric A. Hanushek** is the Paul and Jean Hanna Senior Fellow at the Hoover Institution. He serves as a member of the Board of Directors of the National Board for Education Sciences. His works on education policy include *Improving America's Schools: The Role of Incentives*, *Making Schools Work: Improving Performance and Controlling Costs*, and *Educational Performance of the Poor*. His current research involves understanding the role of teachers, programs, and funding in determining student achievement. Previously, he served as deputy director of the Congressional Budget Office. He was awarded the Thomas B. Fordham prize for Distinguished Scholarship in 2004.

**Paul T. Hill**, a distinguished visiting fellow at the Hoover Institution, is a research professor in the Daniel J. Evans School of Public Affairs and director of the Center on Reinventing Public Education at the University of Washington. The center develops and helps communities adopt alternative governance systems for public K–12 education. His most recent publication is *Charter Schools and Accountability in Public Education*. He edited *Choice with Equity*, an assessment by the Koret Task Force, and he contributed a chapter to *Private Vouchers*, a groundbreaking study edited by task force member Terry Moe.

**E. D. Hirsch Jr.**, a distinguished visiting fellow at the Hoover Institution, is professor emeritus of education and humanities at the University of Virginia. He is the author of several books on education issues, including *The Knowledge Deficit*, *The Schools We Need and Why We Don't Have Them* and a series beginning with *What Your Kindergartner Needs to Know* that continues through each grade, concluding with *What Your Sixth Grader*

*Needs to Know*. He is the founder and chairman of the board of the Core Knowledge Foundation.

**Paul E. Peterson**, a senior fellow at the Hoover Institution, is the Henry Lee Shattuck Professor of Government and director of the Program on Education Policy and Governance at Harvard University. He has been appointed to a Department of Education independent review panel to advise in evaluating the Title I program and, in 2003, was awarded the Thomas B. Fordham Foundation prize for Distinguished Scholarship. Peterson is the editor in chief of *Education Next* and author or editor of many books on U.S. education, including *Choice and Competition in American Education*, *No Child Left Behind?*, *The Politics and Practice of School Accountability* (co-edited with Martin R. West), *The Future of School Choice*, *Our Schools and Our Future . . . Are We Still at Risk?*, *The Education Gap: Vouchers and Urban Schools*, and *Earning and Learning: How Schools Matter*.

**Herbert J. Walberg**, a distinguished visiting fellow at the Hoover Institution, is research professor emeritus of education and psychology and University Scholar at the University of Illinois at Chicago. He has edited more than sixty books and written about 350 articles on educational productivity and human accomplishment. He serves as a member of the Board of Directors of the National Board for Education Sciences and is one of ten U.S. members of the International Academy of Education. A fellow of several scholarly associations, he is member of six education boards and chairs two. He is co-author of *Education and Capitalism: How Overcoming Our Fear of Markets and Economics Can Improve America's Schools* and co-editor of *School Accountability*, a 2002 publication by the Koret Task Force.

### Additional Contributors

**Paul Clopton** is a research statistician with the U.S. Department of Veterans Affairs in San Diego, a co-author of more than a hundred medical research articles, and an associate editor of the *Journal of the American College of Cardiology*. He is a co-founder of Mathematically Correct, a mathematics-education advocacy group. He serves on the review panel for California's statewide mathematics tests and is a reviewer of professional development programs for the state. Clopton previously served on the committee that drafted California's instructional framework for mathematics, the panel that recommended mathematics textbooks for statewide adoption, and the commission that oversees teacher credentialing for California.

**Alfred A. Lindseth** is a senior partner with the Atlanta/Washington, D.C., law firm of Sutherland, Asbill, and Brennan LLP, where he has practiced education law for more than thirty years. During his career, he has represented many states and school districts at both the trial and appellate level in complex and often controversial school finance, adequacy, and desegregation cases, including cases for the states of New York, Florida, Minnesota, Missouri, California, Arizona, Michigan, Connecticut, and North Dakota and for major urban school districts in the Atlanta, St. Louis, Knoxville, Seattle, Savannah, Charleston, and Washington, D.C., areas. His experience includes, for example, representing the State of New York in a seven-month trial challenging the adequacy of the New York City public schools and representing the State of Missouri in bringing to a close the St. Louis and Kansas City desegregation cases.

**Marguerite Roza** is a research assistant professor in the Center on Reinventing Public Education at the Daniel J. Evans School of Public Affairs at the University of Washington. Her research

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focuses on quantitative policy analysis, particularly education finance. Her recent research has investigated the spending patterns among schools in urban districts and the relation of these patterns to state and federal education spending. Her work has appeared in *Phi Delta Kappan*, the 2004 Brookings Book on Education Policy, the *Peabody Journal of Education*, and NCES's *Developments in Education Finance*.

**Sol Stern** is a contributing editor to *City Journal* and a Manhattan Institute senior fellow. He writes on education reform and is the author of *Breaking Free: Public School Lessons and the Imperative of School Choice*. Aside from his work in *City Journal*, his articles have appeared in the *Wall Street Journal*, the *New York Times Magazine*, *Commentary*, *Barron's*, the *New Republic*, the *New York Post*, the *Daily News*, *Newsday*, the *Village Voice*, *New York*, *Sports Illustrated*, and the *New Statesman*. Stern previously served as Director of Issues, Press Secretary, and Senior Policy Advisor in the Office of the City Council President of New York and as executive director of the New York State Commission on Juvenile Justice Reform.