

About the Authors

Chapter 1: Teachers in the Age of Digital Instruction

BRYAN C. HASSEL is co-director of Public Impact. He consults nationally with leading public agencies, nonprofit organizations, and foundations working for dramatic improvements in K–12 education. He is a recognized expert on charter schools, school turnarounds, education entrepreneurship, and teacher and leader policy. His work has appeared in *Education Next*, *Education Week*, and numerous other publications and blogs. Dr. Hassel received his Ph.D. in public policy from Harvard University and his master's degree in politics from Oxford University, which he attended as a Rhodes Scholar. He earned his B.A. at the University of North Carolina at Chapel Hill, which he attended as a Morehead Scholar. He is a senior affiliate with the Center on Reinventing Public Education and a nonresident senior fellow with Education Sector.

EMILY AYSCUE HASSEL is co-director of Public Impact. She provides thought leadership and oversight to Public Impact's work on teacher and leader policy, organizational change, parental choice of schools, and emerging opportunities for dramatic improvement in preK–12 education. Ms. Hassel is leading Public Impact's effort to develop and refine school and staffing models for reaching more students with excellent teachers. Her work has appeared in *Education Week*, *Education Next*, and other publications. Ms. Hassel was named to the inaugural class of the Aspen Teacher Leader Fellows program, designed to cultivate and support teacher leaders who are working to improve the teaching profession and student outcomes. She was previously a consultant and manager for the Hay Group, a leading human resources consulting firm. Ms. Hassel received her law and master in business administration degrees from the University of North Carolina at Chapel Hill, where she served on the *North Carolina Law Review*.

Chapter 2: Quality Control in K–12 Digital Learning: Three (Imperfect) Approaches

FREDERICK M. HESS is resident scholar and director of education policy studies at the American Enterprise Institute. He has authored influential books on education, including *The Same Thing Over and Over*, *Education Unbound*, *Common Sense School Reform*, *Revolution at the Margins*, and *Spinning Wheels*. He also

pens the *Education Week* blog “Rick Hess Straight Up.” His work has appeared in scholarly and popular outlets such as *Teachers College Record*, *Harvard Education Review*, *Social Science Quarterly*, *Urban Affairs Review*, *American Politics Quarterly*, *Chronicle of Higher Education*, *Phi Delta Kappan*, *Educational Leadership*, *U.S. News & World Report*, *Washington Post*, and *National Review*. He has edited widely cited volumes on education philanthropy, stretching the education dollar, the impact of education research, education entrepreneurship, and No Child Left Behind. He serves as executive editor of *Education Next* and as lead faculty member for the Rice Education Entrepreneurship Program; he is on the Review Board for the Broad Prize in Urban Education and on the boards of directors of the National Association of Charter School Authorizers, 4.0 SCHOOLS, and the American Board for the Certification of Teaching Excellence. A former high school social studies teacher, he has taught at the University of Virginia, the University of Pennsylvania, Georgetown University, Rice University, and Harvard University. He holds an M.A. and Ph.D. in government, as well as an M.Ed. in teaching and curriculum, all from Harvard University.

Chapter 3: The Costs of Online Learning

TAMARA BUTLER BATTAGLINO co-founded and co-leads the Parthenon Group’s Education Center of Excellence. She has advised clients on issues related to operational excellence, strategy development, and new venture creation. Her clients include a wide range of organizations from start-ups to Fortune 100 companies, government agencies, and some of the world’s largest foundations. While at Parthenon, Ms. Battaglini has worked extensively with companies in the information and education sector, partnering with clients spanning the K–12, higher education, and corporate training continuum. Ms. Battaglini holds an A.B. in economics from Harvard College. She received her M.B.A. from Harvard Business School and her M.Ed. from the Harvard Graduate School of Education.

MATT HALDEMAN is an experienced principal in the Parthenon Group’s Boston office and has worked predominantly within the Education Center of Excellence. Prior to joining Parthenon, Matt was an elementary teacher with Teach For America in Washington, D.C. He also acted as project coordinator for the New York City Department of Education’s School of One pilot. He has worked with a variety of public education clients, including the U.S. Department of Education, large national foundations, and urban school districts. Mr. Haldeman holds a B.A.

from Williams College, an M.Ed. from Harvard Graduate School of Education, and an M.B.A. from Harvard Business School.

ELEANOR LAURANS is a senior principal in the Parthenon Group’s Boston office and a member of the firm’s Education Center of Excellence. Ms. Laurans has contributed to Parthenon’s work in education across multiple sectors and client types, including public school districts (Boston, Washington D.C., Chicago, and Omaha Public Schools), national foundations (the Bill & Melinda Gates Foundation, the Carnegie Corporation of New York, and the Stupski Foundation), and international for-profit education publishing and higher education organizations. Her projects have focused on school-finance reform, strategies to improve high school graduation rates, and next generation learning, among other topics. Prior to joining Parthenon, Ms. Laurans was a special assistant to the chief of staff in the New York City Department of Education, and she has prior consulting experience at Bain & Company. Ms. Laurans holds a B.A. with honors in economics from Yale University and an M.B.A. with high distinction from Harvard Business School.

Chapter 4: School Finance in the Digital-Learning Era

PAUL T. HILL, a political scientist, has spent the last twenty-three years trying to answer the question, “How can we create a system of public oversight that supports, rather than interferes with, school effectiveness and innovation?” Through a series of books and articles starting with *Reinventing Public Education* (University of Chicago Press, 1997), he has tried to open up new possibilities for K–12 governance, family choice, educator freedom of action, and equal opportunity for disadvantaged students.

Chapter 5: Overcoming the Governance Challenge in K–12 Online Learning

JOHN E. CHUBB, a distinguished visiting fellow at the Hoover Institution and a member of Hoover’s Koret Task Force on K–12 Education, is a founder and chief executive officer of Leeds Global Partner, an international education consulting and services firm, and was a founder of EdisonLearning. He was previously a senior fellow at the Brookings Institution, a faculty member at Stanford University, and an adjunct professor at Johns Hopkins University and Princeton University. His books include *Liberating Learning* (Jossey-Bass, 2009) and *Politics, Markets, and America’s Schools* (Brookings, 1990), both with Terry M. Moe; *Within Our*

Reach: How America Can Educate Every Child (Hoover, 2005); and *Bridging the Achievement Gap* (Brookings, 2002), edited with Tom Loveless. He earned an A.B. summa cum laude from Washington University in St. Louis and a Ph.D. from the University of Minnesota, both in political science.