



## Linda Darling-Hammond

Charles E. Ducommun Professor in the School of Education, Emerita  
Graduate School of Education

### Bio

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#### BIO

Linda Darling-Hammond is the Charles E. Ducommun Professor of Education Emeritus at Stanford University and founding president of the Learning Policy Institute, created to provide high-quality research for policies that enable equitable and empowering education for each and every child. At Stanford she founded the Stanford Center for Opportunity Policy in Education and served as faculty sponsor for the Stanford Teacher Education Program, which she helped to redesign.

Darling-Hammond is past president of the American Educational Research Association and recipient of its awards for Distinguished Contributions to Research, Lifetime Achievement, Research Review, and Research-to-Policy. She is also a member of the American Association of Arts and Sciences and of the National Academy of Education. From 1994–2001, she was executive director of the National Commission on Teaching and America's Future, whose 1996 report *What Matters Most: Teaching for America's Future* was named one of the most influential reports affecting U.S. education in that decade. In 2006, Darling-Hammond was named one of the nation's ten most influential people affecting educational policy. In 2008, she directed President Barack Obama's Education Policy Transition Team. She is currently President of the California State Board of Education.

Darling-Hammond began her career as a public school teacher and co-founded both a preschool and a public high school. She served as Director of the RAND Corporation's education program and as an endowed professor at Columbia University, Teachers College before coming to Stanford. She has consulted widely with federal, state and local officials and educators on strategies for improving education policies and practices and is the recipient of 14 honorary degrees in the U.S. and internationally. Among her more than 600 publications are a number of award-winning books, including *The Right to Learn*, *Teaching as the Learning Profession*, *Preparing Teachers for a Changing World* and *The Flat World and Education: How America's Commitment will Determine our Future*. She received an Ed.D. from Temple University (with highest distinction) and a B.A. from Yale University (magna cum laude).

#### ACADEMIC APPOINTMENTS

- Emeritus Faculty, Acad Council, Graduate School of Education

#### ADMINISTRATIVE APPOINTMENTS

- Professor Emerita, Stanford Graduate School of Education, (2019- present)

#### LINKS

- Webpage: <http://edpolicy.stanford.edu>

## Research & Scholarship

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### RESEARCH INTERESTS

- Achievement
- Assessment, Testing and Measurement
- Brain and Learning Sciences
- Child Development
- Curriculum and Instruction
- Educational Policy
- Equity in Education
- International and Comparative Education
- Standards
- Teachers and Teaching

## Teaching

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### COURSES

#### 2020-21

- Supporting Students with Special Needs: EDUC 285A (Aut)

## Publications

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### PUBLICATIONS

- **How Teacher Education Matters (Reprint from Journal of Teacher Education, Vol 51, pg 166-173 2000)** *JOURNAL OF TEACHER EDUCATION*  
Darling-Hammond, L.  
2023; 74 (2): 151-156
- **Policy for Civic Reasoning** *ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE*  
Darling-Hammond, L., McGuire, K.  
2023; 705 (1): 232-248
- **Implications for educational practice of the science of learning and development** *APPLIED DEVELOPMENTAL SCIENCE*  
Darling-Hammond, L., Flook, L. F., Cook-Harvey, C., Barron, B., Osher, D.  
2019
- **Nurturing Nature: How Brain Development Is Inherently Social and Emotional, and What This Means for Education** *EDUCATIONAL PSYCHOLOGIST*  
Immordino-Yang, M., Darling-Hammond, L., Krone, C. R.  
2019; 54 (3): 185–204
- **Research on Teaching and Teacher Education and Its Influences on Policy and Practice** *EDUCATIONAL RESEARCHER*  
Darling-Hammond, L.  
2016; 45 (2): 83-91
- **Can Value Added Add Value to Teacher Evaluation?** *EDUCATIONAL RESEARCHER*  
Darling-Hammond, L.  
2015; 44 (2): 132-137
- **When Teachers SUPPORT & EVALUATE Their Peers** *EDUCATIONAL LEADERSHIP*  
Darling-Hammond, L.  
2013; 71 (2): 24-29

- **Developing and assessing beginning teacher effectiveness: the potential of performance assessments** *EDUCATIONAL ASSESSMENT EVALUATION AND ACCOUNTABILITY*  
Darling-Hammond, L., Newton, S. P., Wei, R. C.  
2013; 25 (3): 179-204
- **The right start: Creating a strong foundation for the teaching career** *PHI DELTA KAPPAN*  
Darling-Hammond, L.  
2012; 94 (3): 8-13
- **The Challenges of Supporting New Teachers** *EDUCATIONAL LEADERSHIP*  
Scherer, M., Darling-Hammond, L.  
2012; 69 (8): 18-23
- **Evaluating teacher evaluation** *PHI DELTA KAPPAN*  
Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., Rothstein, J.  
2012; 93 (6): 8-15
- **REDLINING OUR SCHOOLS WHY IS CONGRESS WRITING OFF POOR CHILDREN? LINDA DARLING-HAMMOND** *NATION*  
Darling-Hammond, L.  
2012; 294 (5): 11-?
- **Restoring Our Schools Forget quick fixes. To compete globally, we need to improve the whole system.** *NATION*  
Darling-Hammond, L.  
2010; 290 (23): 14-?
- **Evaluating teacher education outcomes: a study of the Stanford Teacher Education Programme** *JOURNAL OF EDUCATION FOR TEACHING*  
Darling-Hammond, L., Newton, X., Wei, R. C.  
2010; 36 (4): 369-388
- **Teacher Education and the American Future** *JOURNAL OF TEACHER EDUCATION*  
Darling-Hammond, L.  
2010; 61 (1-2): 35-47
- **Documentation and Democratic Education** *THEORY INTO PRACTICE*  
Falk, B., Darling-Hammond, L.  
2010; 49 (1): 72-81
- **America's Commitment to Equity Will Determine Our Future** *PHI DELTA KAPPAN*  
Darling-Hammond, L.  
2009; 91 (4): 8-14
- **President Obama and Education: The Possibility for Dramatic improvements in Teaching and Learning** *HARVARD EDUCATIONAL REVIEW*  
Darling-Hammond, L.  
2009; 79 (2): 210-223
- **How Nations Invest in Teachers** *EDUCATIONAL LEADERSHIP*  
Wei, R. C., Andree, A., Darling-Hammond, L.  
2009; 66 (5): 28-33
- **Teacher Learning: What Matters?** *EDUCATIONAL LEADERSHIP*  
Darling-Hammond, L., Richardson, N.  
2009; 66 (5): 46-53
- **ASSESSMENT FOR LEARNING AROUND THE WORLD WHAT WOULD IT MEAN TO BE INTERNATIONALLY COMPETITIVE?** *PHI DELTA KAPPAN*  
Darling-Hammond, L., McCloskey, L.  
2008; 90 (4): 263-272
- **Improving teachers' assessment practices through professional development: The case of National Board Certification** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*

- Sato, M., Wei, R. C., Darling-Hammond, L.  
2008; 45 (3): 669-700
- **Accountability Texas-style: The progress and learning of urban minority students in a high-stakes testing context** *EDUCATIONAL EVALUATION AND POLICY ANALYSIS*  
Heilig, J. V., Darling-Hammond, L.  
2008; 30 (2): 75-110
  - **Creating excellent and equitable schools** *EDUCATIONAL LEADERSHIP*  
Darling-Hammond, L., Friedlaender, D.  
2008; 65 (8): 14-21
  - **Evaluating 'No Child Left Behind'** *NATION*  
Darling-Hammond, L.  
2007; 284 (20): 11-?
  - **Highly qualified teachers for all** *EDUCATIONAL LEADERSHIP*  
Darling-Hammond, L., Berry, B.  
2006; 64 (3): 14-20
  - **Constructing 21st-century teacher education** *JOURNAL OF TEACHER EDUCATION*  
Darling-Hammond, L.  
2006; 57 (3): 300-314
  - **Assessing teacher education - The usefulness of multiple measures for assessing program outcomes** *JOURNAL OF TEACHER EDUCATION*  
Darling-Hammond, L.  
2006; 57 (2): 120-138
  - **If they'd only** *EDUCATIONAL LEADERSHIP*  
Darling-Hammond, L., Ifill-Lynch, O.  
2006; 63 (5): 8-13
  - **No Child Left Behind and high school reform** *HARVARD EDUCATIONAL REVIEW*  
Darling-Hammond, L.  
2006; 76 (4): 642-667
  - **Teaching as a profession: Lessons in teacher preparation and professional development** *PHI DELTA KAPPAN*  
Darling-Hammond, L.  
2005; 87 (3): 237-240
  - **Inequality and the right to learn: Access to qualified teachers in California's public schools** *TEACHERS COLLEGE RECORD*  
Darling-Hammond, L.  
2004; 106 (10): 1936-1966
  - **Standards, accountability, and school reform** *TEACHERS COLLEGE RECORD*  
Darling-Hammond, L.  
2004; 106 (6): 1047-1085
  - **Keeping good teachers: Why it matters, what leaders can do** *EDUCATIONAL LEADERSHIP*  
Darling-Hammond, L.  
2003; 60 (8): 6-13
  - **Reinventing high school: Outcomes of the Coalition Campus Schools Project** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*  
Darling-Hammond, L., Ancess, J., Ort, S. W.  
2002; 39 (3): 639-673
  - **Variation in teacher preparation - How well do different pathways prepare teachers to teach?** *JOURNAL OF TEACHER EDUCATION*  
Darling-Hammond, L., Chung, R., Frelow, F.  
2002; 53 (4): 286-302

- **The challenge of staffing our schools** *EDUCATIONAL LEADERSHIP*  
Darling-Hammond, L.  
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- **Does teacher certification matter? Evaluating the evidence** *EDUCATIONAL EVALUATION AND POLICY ANALYSIS*  
Darling-Hammond, L., Berry, B., Thoreson, A.  
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- **Inequality in teaching and schooling: How opportunity is rationed to students of color in America** *Symposium on Diversity in Health Professions held in Honor of Herbert W Nickens*  
Darling-Hammond, L.  
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- **New standards and old inequalities: School reform and the education of African American students** *JOURNAL OF NEGRO EDUCATION*  
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- **Authentic assessment of teaching in context** *TEACHING AND TEACHER EDUCATION*  
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2000; 16 (5-6): 523-545
- **How teacher education matters** *JOURNAL OF TEACHER EDUCATION*  
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- **Reforming teacher preparation and licensing: Debating the evidence** *TEACHERS COLLEGE RECORD*  
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2000; 102 (1): 28-56
- **Teaching for America's future: National commissions and vested interests in an almost profession** *EDUCATIONAL POLICY*  
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2000; 14 (1): 162-183
- **Recruiting teachers for the 21st century: The foundation for educational equity** *JOURNAL OF NEGRO EDUCATION*  
Darling-Hammond, L., Berry, B.  
1999; 68 (3): 254-279
- **Educating teachers - The academy's greatest failure or its most important future?** *ACADEME-BULLETIN OF THE AAUP*  
Darling-Hammond, L.  
1999; 85 (1): 26-33
- **POLICIES THAT SUPPORT PROFESSIONAL-DEVELOPMENT IN AN ERA OF REFORM** *PHI DELTA KAPPAN*  
DARLINGHAMMOND, L., MCLAUGHLIN, M. W.  
1995; 76 (8): 597-604