



## Sean Darling-Hammond

Lecturer

Graduate School of Education

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### Bio

#### BIO

I am an Assistant Professor at UCLA in the departments of Community Health Sciences, Biostatistics, and Education Policy; a lecturer at Stanford's Graduate School of Education; and the Founder and Principal of BITJustice (Bend It To Justice) LLC.

#### Approach:

I seek to expand belonging and well-being by conducting research in two domains:

- 1) identifying k-12 practices that reduce racial disparities in health, discipline, and academic performance
- 2) identifying social policies that combat and sideline racial bias.

I aim to eschew departmental and methodological silos by conducting research that bridges the fields of public health, education, psychology, law, and public policy.

While I have conducted dozens of qualitative research projects and produced work in the critical race theory tradition, my research mainly employs quantitative and econometric methods to analyze large-scale data, understand drivers of population health, and elevate effective public policies (e.g., school-based restorative practices).

#### Recent scholarship:

A recent article in the Proceedings of the National Academy of Sciences elucidates a new mental health risk for Black students—that schools rapidly grow more punitive towards Black students in the first weeks of the school year. It also shows how early-year data can be used to detect—and target interventions towards—schools where racial disparities in discipline are likely to emerge. Another project (published by the Learning Policy Institute and under review at AERA Open) reviews millions of California public student records and finds evidence that student exposure to restorative practices may reduce exclusionary discipline, improve academic achievement, and reduce related racial disparities; and that school adoption may reduce school-wide victimization, misbehavior, gang membership, depression, and sleep deprivation, and may increase school climate and student GPA. Two related projects find that—for Black boys and Black girls—exposure to restorative practices is related to lower depressive symptom, suicidal ideation, and substance abuse rates. A final project using this data finds that Black male and female students who perceive their School Resource Officers as exhibiting racial bias have higher rates of depressive symptoms, anxiety, and psychological distress. I also conduct randomized controlled trials to evaluate means of combatting racial bias. A recent paper in Science Advances reports on a teacher-facing growth-mindset intervention that reduced racial disparities in teachers' responses to student misbehavior. And a recent field experiment conducted in partnership with the City of Denver found that a scalable racial bias training enhanced public employees' abilities to combat racial bias in the workplace and society.

#### Scholarly Impact:

My work has been published in Science Advances, Proceedings of the National Academy of Sciences, and Nature Human Behavior; cited in over 700 peer reviewed articles; and referenced by the New York Times, the Washington Post, NBC, the Department of Education Regional Education Labs, and the House Judiciary Committee.

#### Teaching:

I have received strong student evaluations in four courses at UCLA (two in health program planning and evaluation, one in approaches to interdisciplinary scholarship, and one to empower students from underrepresented backgrounds to succeed in our comprehensive exam). While earning my PhD at UC Berkeley, I also served as an instructor for multiple statistics classes and received UC Berkeley's "Outstanding Graduate Student Instructor Award." Guided by cutting-edge psychological theory, I developed and piloted a package of practices and teaching materials which led multiple cohorts of under-represented minority students to realize minimum raw scores of 90% in statistics classes, and (according to anonymous, in-depth, post-surveys) to overcome many negative internalized beliefs and adopt a growth mindset.

### ACADEMIC APPOINTMENTS

- Lecturer, Graduate School of Education

### Teaching

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#### COURSES

##### 2023-24

- Statistical Analysis in Education: Regression: EDUC 400B (Spr)

### Publications

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#### PUBLICATIONS

- **The dynamic nature of student discipline and discipline disparities.** *Proceedings of the National Academy of Sciences of the United States of America*  
Darling-Hammond, S., Ruiz, M., Eberhardt, J. L., Okonofua, J. A.  
2023; 120 (17): e2120417120
- **Insights into the accuracy of social scientists' forecasts of societal change** *NATURE HUMAN BEHAVIOUR*  
Grossmann, I., Rotella, A. A., Hutcherson, C., Sharpinskyi, K., Varnum, M. W., Achter, S. K., Dhami, M., Guo, X., Kara-Yakoubian, M. R., Mandel, D., Raes, L., Tay, L., Vie, et al  
2023