

**Linda Darling-Hammond**  
Stanford University School of Education,  
326 CERAS Building, Stanford, CA 94305  
(650) 723-3555

**Education**

B.A. (magna cum laude), Yale University, 1973  
Ed.D. (with highest distinction), Urban Education, Temple University, 1978

**Selected Professional Experience**

1998 – present Charles E. Ducommun Professor of Education, Stanford University  
Co-Director, Stanford Center for Opportunity Policy in Education  
1989 – 1998 William F. Russell Professor, Teachers College, Columbia University and Co-  
Director, National Center for Restructuring Education, Schools, and Teaching  
1994 – 2001 Executive Director, National Commission on Teaching and America's Future  
1979 – 1989 Senior Social Scientist and Director, Education Program, The RAND Corporation

**Recent Honors and Awards (2000-present)**

McGraw Hill Prize for Innovation in Education, 2009  
Arne Duncan Award for Educational Equity, Associated Colleges of Illinois, 2009  
James T. Kelly Award, National Board for Professional Teaching Standards, 2009  
Friend of the NEA Award, National Education Association, 2009  
Voices of Conscience Award, Public Advocates, 2009  
Miriam Aaron Roland Volunteer Service Prize, Stanford University, 2009  
Distinguished Contributions to Research, American Educational Research Association, 2009  
Distinguished Service Award, National Association of Secondary School Principals, 2009  
Education Research Award, Council of Scientific Society of Presidents, 2008  
Asa G. Hilliard Award for Outstanding Achievement in Racial Justice and Education Equity,  
National Summit for Courageous Conversations, 2008  
Fellow, American Educational Research Association, for Excellence in Scholarship, 2008  
Charles W. Eliot Award for Outstanding Contributions to Education, New England Association  
of Schools and Colleges, 2007  
Margaret B. Lindsey Award for Distinguished Research in Teacher Education, American  
Association of Colleges for Teacher Education, 2007  
Pomeroy Award (with John Bransford, on behalf of the National Academy of Education's  
Committee on Teacher Education for *Preparing Teachers for a Changing World*), American  
Association of Colleges for Teacher Education, 2006  
Outstanding Educator, Horace Mann League, American Association of School Administrators, 2005  
Founder's Award, National Commission on African American Education, 2003  
Jason Millman Memorial Scholar Award, Consortium for Research on Educational Accountability  
and Teacher Evaluation, 2002  
Outstanding Teaching Award, Stanford University School of Education, 2002  
Exemplary Leader, American Leadership Forum, Silicon Valley, 2001

E. Robert Stevens Award for Outstanding Scholarship, Association of Educational Service Agencies, 2000  
Outstanding Book Award, National Staff Development Council, 2000 (for *Teaching as the Learning Profession: A Handbook of Policy and Practice*)  
Research in Practice Award, American Educational Research Association, 2000

### **Honorary Degrees**

Honorary Doctorate of Education, Nanyang Technological University, Singapore, 2009  
Honorary Doctor of Letters, Manhattanville College, 2009  
Honorary Doctorate, Hong Kong Institute of Education, 2006  
Honorary Doctor of Humane Letters, University of Connecticut, 2004  
Honorary Doctor of Education, University of Redlands, 2002  
Honorary Doctor of Philosophy, University of Oslo, 2000  
Honorary Doctor of Humane Letters, Cleveland State University, 1999  
Honorary Doctor of Science, University of Toronto, 1997  
Honorary Doctorate, Claremont Graduate School, 1994  
Honorary Doctor of Humane Letters, Temple University, 1990

### **Recent Selected Publications**

#### **Books**

The Flat World and Education: How America's Commitment to Equity will Determine our Nation's Future. NY: Teachers College Press, 2009 (in press).

Preparing Principals for a Changing World (with Debra Meyerson, Michelle LaPointe, & Margaret Orr). San Francisco: Jossey-Bass, 2009 (in press).

Powerful Learning: What we Know about Teaching for Understanding (with Brigid Barron, P. David Pearson, Alan H. Schoenfeld, Elizabeth K. Stage, Timothy D. Zimmerman, Gina N. Cervetti, and Jennifer L. Tilson). San Francisco: Jossey-Bass, 2008. Translated into Chinese by East China Normal University, 2009.

Darling-Hammond, L., Powerful Teacher Education: Lessons from Exemplary Programs, San Francisco: Jossey-Bass, 2006.

Darling-Hammond, L., Hightower, A.M., Husbands, J.L., LaFors, J. R., Young, V.M., & Christopher, C., Instructional Leadership for Systemic Change: The Story of San Diego's Reform. Lanham, MD: Scarecrow Education Press, 2005.

Darling-Hammond, L., & Bransford, J. (eds.) Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do. San Francisco: Jossey-Bass, 2005.

Darling-Hammond, L. & Snowden, J. (eds.) A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve. San Francisco: Jossey-Bass, 2005.

Darling-Hammond, L., French, J., & Garcia-Lopez, S. (2002). Learning to Teach for Social Justice. NY: Teachers College Press, 2002.

Darling-Hammond, L. & Sykes, G. (2000). Teaching as the Learning Profession: A Handbook of Policy and Practice. San Francisco, CA: Jossey-Bass, 1999. Recipient of the Outstanding Book Award, National Staff Development Council, 2000.

Darling-Hammond, L. (1997). The Right to Learn: A Blueprint for Creating Schools that Work. San Francisco: Jossey-Bass, 1997. Recipient of the Outstanding Book Award, American Educational Research Association, 1998.

Darling-Hammond, L., Ancess, J.A., & Falk, B. (1995). Authentic Assessment in Action: Studies of Schools and Students at Work. New York: Teachers College Press, 1995.

Darling-Hammond, L., Wise, A.E. & Klein, S.P. (1995). A License to Teach: Building a Profession for 21st Century Schools. Boulder, CO: Westview Press. Reprinted by Jossey Bass, San Francisco, 1999.

Darling-Hammond, L. (1994). Professional Development Schools: Schools for Developing a Profession. New York: Teachers College Press, 1994. Second edition, 2005. Chinese translation by Wang Xiaohua. Beijing: China Light Industry Press, 2004.

Darling-Hammond, L. & Millman, J. (1990). The New Handbook of Teacher Evaluation. Newbury Park, CA: Sage Publications, 1990.

### **Selected Book Chapters** (since 2000)

Darling-Hammond, L., Dieckmann, J., Haertel, E., Lotan, R., Newton, X., Philipose, S., Spang, E., Thomas, E., & Williamson, P. (in press). Studying Teacher Effectiveness: The Challenges of Developing Valid Measures. In Geoffrey Walford and Eric Tucker (eds.), The Handbook of Measurement: How social scientists generate, modify, and validate indicators and scales. Sage Publications.

Darling-Hammond, L., Wei, R. C., & Johnson, C.M. (2009). Teacher Preparation and Teacher Learning: A Changing Policy Landscape. In Gary Sykes (ed.) The Handbook of Education Policy Research. Washington DC: American Education Research Association.

Darling-Hammond, L. & Pecheone, R., (2009). Reframing Accountability: Using Performance Assessments to Focus Learning on Higher Order Skills. In Lyndsay Pinkus (ed.), Measuring Performance in High School. Washington, DC: Alliance for Excellent Education, 2009.

Darling-Hammond, L. (2009). Teacher Quality Definition Debates: What is an Effective Teacher? In Thomas L. Good (ed.), 21<sup>st</sup> Century Education: A Reference Handbook, Vol. 2, pp. 12-22. Thousand Oaks, CA: Sage Publications.

Darling-Hammond, L. (2008). Evolving No Child Left Behind. In Bruce Lesley (ed.), Big Ideas for Children: Investing in Our Nation's Future, pp. 67-80. Washington, DC: First Focus.

Darling-Hammond, L. (2008). Teaching and the Change Wars: The Professionalism Hypothesis. In Andy Hargreaves & Michael Fullan (eds.), The Change Wars, pp. 44-68. Bloomington, IN: Solution Tree.

Darling-Hammond, L. (2008). Knowledge for Teaching: What do We Know? In Marilyn Cochran-Smith, Sharon Feiman-Nemser, & D. John McIntyre (eds.), Handbook of Research on Teacher Education, 3<sup>rd</sup> edition, pp. 1316-1323. NY: Routledge, 2008.

Darling-Hammond, L. (2008). Improving High Schools and the Role of No Child Left Behind. In Gail Sunderman (ed.), Holding NCLB Accountable: Achieving Accountability, Equity, and School Reform, pp. 153-172. Thousand Oaks, CA: Corwin Press, 2008.

Darling-Hammond, L. (2007). Building a System for Powerful Teaching and Learning. In Bob Wehling and Carri Schneider (eds.) Building a 21<sup>st</sup> Century U.S. Education System, pp. 63-72. Washington, DC: National Commission on Teaching and America's Future, 2007.

Darling-Hammond, L. (2007). Standards, Accountability, and School Reform. In Christine Sleeter (ed.), Facing Accountability in Education: Democracy and Equity at Risk, pp. 78-111. NY: Teachers College Press.

Darling-Hammond, L., Ross, P., & Milliken, M. (2007). High School Size, Organization, and Content: What Matters for Student Success? In Frederick Hess (ed.), Brookings Papers on Education Policy 2006/07, pp. 163-204. Washington, DC: Brookings Institution Press.

Darling-Hammond, L. (in press). Knowledge for Teaching: What do We Know? In Mary Kennedy (ed.), Handbook of Research on Teacher Education. Taylor & Francis.

Darling-Hammond, L., Hightower, A.M., Husbands, J.L., LaFors, J. R., Young, V.M., & Christopher, C. (2006). Building instructional quality: 'Inside-out' and 'Outside-in' perspectives on San Diego's school reform. In Alma Harris & Janet Chrispeels (ed.), Improving schools and educational systems: International perspectives, pp. 129-185. NY: Routledge.

Darling-Hammond, L. (2006). Urban teaching: Strategies for quality. In John Simmons (ed.), Breaking Through: Transforming Urban School Districts. NY: Teachers College Press.

Darling-Hammond, L., Banks, J., Zumwalt, K. et al. (2005). Educational goals and purposes: Developing a curricular vision for teaching. In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world, pp. 169-200. San Francisco: Jossey-Bass.

Hammerness, K. & Darling-Hammond, L. (2005). The design of teacher education programs. In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world, pp. 390-441. San Francisco: Jossey-Bass.

Darling-Hammond, L., Pacheco, A., Michelli, N., LePage, P., & Hammerness, K. (2005). Implementing curriculum renewal in teacher education: Managing organizational and policy change. In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world, pp. 442-479. San Francisco: Jossey-Bass.

Darling-Hammond, L. (2005). New Standards and Old Inequalities: School Reform and the Education of African American Students. In Joyce E. King (ed.), Black Education: A Transformative Research and Action Agenda for the New Century, pp. 197-223. Mahwah, NJ: Lawrence Erlbaum.

Darling-Hammond, L., & Rustique-Forrester, E. (2005). The Consequences of Student Testing for Teaching and Teacher Quality. In Joan Herman and Edward Haertel (eds.) The Uses and Misuses of Data in Accountability Testing. The 104th Yearbook of the National Society for the Study of Education, Part II, pp. 289-319. Malden, MA: Blackwell Publishing.

Darling-Hammond, L. & Sykes, G. (2004). A Teacher Supply Policy for Education: How to Meet the 'Highly Qualified Teacher' Challenge. In Noel Epstein (ed.), Who's in Charge Here? The Tangled Web of School Governance and Policy, pp. 164-227. Washington, DC: Brookings Institution Press.

Darling-Hammond, L. (2004). From 'Separate but Equal' to 'No Child Left Behind': The Collision of New Standards and Old Inequalities. In Deborah Meier and George Wood (eds.), Many Children Left Behind. NY: Beacon Press.

Darling-Hammond, L. (2004). What Happens to a Dream Deferred? The Continuing Quest for Equal Educational Opportunity. In James A. Banks (ed.), Handbook of Research on Multicultural Education, 2<sup>nd</sup> Edition, pp. 607-630. San Francisco: Jossey-Bass.

Darling-Hammond, L. & Snyder, J. (2003). Organizing Schools for Student and Teacher Learning: An Examination of Resource Allocation Choices in Reforming Schools. In Margaret L. Plecki and David H. Monk (eds.), School Finance and Teacher Quality: Exploring the Connections. American Education Finance Association, 2003 Yearbook. Washington DC: American Education Finance Association

Darling-Hammond, L. (2001). Standard Setting in Teaching: Changes in Licensing, Certification, and Assessment. In Virginia Richardson (ed.), Handbook Of Research On Teaching, 4<sup>th</sup> Edition, pp. 751-776. Washington, DC: American Educational Research Assn.

Darling-Hammond, L. (2000). Teaching for America's Future: National Commissions and Vested Interests in an Almost Profession. In Karen Symms Gallagher and Jerry D. Bailey (eds.), The Politics of Teacher Education Reform. Yearbook of the Politics of Education Association, pp. 162-183. Thousand Oaks, CA: Corwin Press.

Darling-Hammond, L. (2000). School Contexts and Learning: Organizational Influences on the Achievement of Students of Color." In Robert T. Carter (ed.), Addressing Cultural Issues in Organizations, pp. 69-86. Thousand Oaks, CA: Sage Publications.

**Selected Articles in Peer-Reviewed Journals** (since 2000)

Darling-Hammond, L (2009). Recognizing and Enhancing Teacher Effectiveness, International Journal of Educational and Psychological Assessment, Vol. 3, pp. 1-24. Available at: [http://tijepa.books.officelive.com/Documents/A1V3\\_TIJEPA.pdf](http://tijepa.books.officelive.com/Documents/A1V3_TIJEPA.pdf)

Darling-Hammond, L (in press). Teacher Education and the American Future, Journal of Teacher Education, pp. 1-13.

Darling-Hammond, L (2009). President Obama and Education: The Possibility for Dramatic Improvements in Teaching and Learning, Harvard Education Review, 79 (2), pp. 210-223.

Darling-Hammond, L & Richardson, N. (2009). Teacher Learning: What Matters? Educational Leadership, Vol. 5, No. 66, pp. 46 – 53.

Darling-Hammond, L , Wei, R.D., & Andree, A. (2009). How Nations Invest in Teachers, Educational Leadership, Vol. 5, No. 66 (February, 2009), 28 – 33.

Darling-Hammond, L & McCloskey, L. (2008). Assessment for Learning around the World: What Would it Mean to be Internationally Competitive? Phi Delta Kappan, Vol. 90, No. 4, pp. 263-272.

Sato, M., Wei, R.C., & Darling-Hammond, L (2008). Improving Teachers' Assessment Practices through Professional Development: The Case of National Board Certification. American Educational Research Journal, 45, pp. 669-700. Recipient of the Outstanding Research Award from the National Council for Staff Development.

Darling-Hammond, L (2008). A future worthy of teaching for America, Phi Delta Kappan, 89, (10), pp. 730-733.

Vasquez Heilig, J. & Darling-Hammond, L (2008). Accountability Texas Style: The Progress and Learning of Urban Minority Students in a High-Stakes Testing Context. Educational Evaluation and Policy Analysis, 30, pp. 75-110.

Darling-Hammond, L , Williamson, J., & Hyler, M.E. (2007). Securing the Right to Learn: The Quest for an Empowering Curriculum for African American Citizens, Journal of Negro Education, 76, (3), pp. 281-296.

Darling-Hammond, L. (2007). The Flat Earth and Education: How America's Commitment to Equity Will Determine Our Future," Educational Researcher, 36 (6): pp. 318-334.

Darling-Hammond, L. (2006). No Child Left Behind and High School Reform," Harvard Educational Review, 76 (4): 642-667.

- Darling-Hammond, L. (2006). Constructing twenty-first century teacher education. Journal of Teacher Education, 57 (3), 300-314.
- Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for evaluating program outcomes. Journal of Teacher Education, 57 (1), pp. 1-19.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. Peabody Journal of Education, 80 (3), pp. 44-70.
- Darling-Hammond, L., Holtzman, D., Gatlin, S.J., & Heilig, J.V. (2005). Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness. Education Policy Analysis Archives, 13 (42). <http://epaa.asu.edu/epaa/v13n42/>.
- Darling-Hammond, L. (2004). Inequality and the right to learn: Access to qualified teachers in California's public schools. Teachers College Record, 106 (10), 1936-1966.
- Darling-Hammond, L. (2004). The color line in American education: Race, resources, and student achievement. W.E.B. DuBois Review: Social Science Research on Race, 1 (2), 213-246.
- Darling-Hammond, L. (2004). Standards, accountability, and school reform. Teachers College Record, 106 (6), 1047-1085.
- Darling-Hammond, L. (2004). Educating the new educator: Teacher education and the future of democracy. The New Educator, 1 (1), 1-17.
- Darling-Hammond, L. (2003). Access to Quality Teaching: An Analysis of Inequality in California's Public Schools. Santa Clara Law Review, Vol. 43, pp. 101-239.
- Darling-Hammond, L. & Sykes, G. (2003). Meeting the 'highly qualified teacher' challenge. Teacher Education in Practice, 16 (4), 331-354.
- Darling-Hammond, L. & Sykes, G. (2003). Wanted: A National Teacher Supply Policy for Education: The right way to meet the 'highly qualified teacher' challenge. Educational Policy Analysis Archives, 11, No. 33. <http://epaa.asu.edu/epaa/v11n33/>.
- Darling-Hammond, L. (2003). Standards and assessments: Where We Are and What We Need. Teachers College Record, # 11109 (2/16/2003). <http://www.tcrecord.org>.
- Darling-Hammond, L. & Youngs, P. (2002). Defining 'Highly Qualified Teachers:' What does 'Scientifically-Based Research' Actually Tell Us? Educational Researcher, Vol. 31, No. 9, pp. 13-25.
- Darling-Hammond, L., Anness, J. & Ort, S.W. (2002). Reinventing High School: Outcomes of the Coalition Campus School Project. American Educational Research Journal, Vol. 39, No. 3, pp.639-673.

Darling-Hammond, L., Chung, R. & Frelow, F. (2002). Variation in teacher preparation: How well do different pathways prepare teachers to teach?" Journal of Teacher Education, Vol. 53, No. 4, pp. 286-302.

Darling-Hammond, L. (2002). Research and rhetoric on teacher certification: A response to "Teacher Certification Reconsidered," Education Policy Analysis Archives, 10 (36). <http://epaa.asu.edu/epaa/v10n36.html>.

Darling-Hammond, L. & Hammerness, K. (2002). Toward a Pedagogy of Cases in Teacher Education. Teaching Education, Vol. 13, No. 2, pp. 125-135.

Darling-Hammond, L., Hammerness, K., & Shulman, L. (2002). Toward Expert Thinking: How Curriculum Case Writing Prompts the Development of Theory-Based Professional Knowledge in Student Teachers. Teaching Education, Vol. 13, No. 2, pp. 221-245.

Darling-Hammond, L., Eiler, M., & Marcus, A. (2002). Perceptions of Preparation: Using Survey Data to Assess Teacher Education Outcomes. Issues in Teacher Education, 11 (1), 65-84.

Darling-Hammond, L. (2001). New Standards and Old Inequalities: School Reform and the Education of African-American Students. Journal of Negro Education, 69 (4), 263- 287.

Darling-Hammond, L., Berry, B., & Thoreson, A. (2001). Does Teacher Certification Matter? Evaluating the Evidence. Educational Evaluation and Policy Analysis, Vol. 23, No. 1, 57-77.

Darling-Hammond, L. (2001). Teacher Testing and the Improvement of Practice. Teaching Education, Vol. 12, No. 1, pp. 11-34.

Darling-Hammond, L., LaFors, J., & Snyder, J. (2001). Educating Teachers for California's Future. Teacher Education Quarterly, Vol. 28, No. 1, pp. 9-55.

Darling-Hammond, L. (2000). Futures of Teaching in American Education. Journal of Educational Change, Vol. 1, No. 4, pp. 353-373.

Darling-Hammond, L., & Snyder, J. (2000). Authentic Assessment of Teaching in Context. Teaching and Teacher Education, Vol. 16, No. 5-6, pp. 523-545.

Darling-Hammond, L., (2000). How Teacher Education Matters. Journal of Teacher Education, Vol. 51, No. 3, pp.166-173.

Darling-Hammond, L. (2000). Reforming Teacher Preparation and Licensing: Debating the Evidence," Teachers College Record, Vol. 102, No. 1, pp. 28-56.

Darling-Hammond, L. (2000). Teacher Quality and Student Achievement," Educational Policy Analysis Archives, Vol. 8, No. 1. <http://epaa.asu.edu/epaa/v8n1>.

Updated December, 2009