

## Linda Darling-Hammond

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### Video 1

(Piano intro 0:00-1:36)

AUDREY AMREIN-BEARDSLEY

Hello, my name is Audrey Amrein-Beardsley. I'm an associate professor Mary Lou Fulton Teachers College at Arizona State University. Today I have the pleasure of interviewing Linda Darling-Hammond, Stanford University, Charles E. Ducommun Professor of Education and also National Academy of Education Member. We are interviewing her for the *Inside the Academy* show. The first part of the show, we're going to talk to Linda about (2:00) how she became the person that she is.

Where were you born?

LINDA DARLING-HAMMOND

I was born in Cleveland, Ohio. In those days they called it "the mistake on the lake."

AUDREY AMREIN-BEARDSLEY

Why is that?

LINDA DARLING-HAMMOND

It was badly polluted. It was a steel company town. There was just a gray haze of smoke and pollution over the city, and the dead fish were washing out of the lake at that time. So, yeah, it was a challenging place.

AUDREY AMREIN-BEARDSLEY

Tell us about your schooling.

LINDA DARLING-HAMMOND

So I grew up in Cleveland and went to public schools there and in the close east Cleveland area. That was a time when all the federal policies in the 50s and 60s after Sputnik were coming into the schools. And, so, in retrospect, I was actually very much benefitted by a lot of the policy of that time. We had the New Math, which I loved. We had all kinds of interesting, innovative curriculum (3:00) because there were all those curriculum reforms going on. They were bringing equity initiatives into a variety of the urban schools. So there were a lot of opportunities, like Advanced Placement courses were coming in and a variety of other things were becoming more available. So I got a really good public school education. But I also saw the down side of a highly tracked system. One of my siblings, my brother had a lot of learning disabilities and physical challenges, and we were in a system that was so highly tracked that they labeled each class 7-1, 7-2, 7-3, which is seventh grade, all the way down to the 13<sup>th</sup> level, and they were all different tracks. He was in a very different part of the infrastructure than I was (4:00), and the quality of education that he would get was distinctively different, and I remember being very aware of that at the time and saying, "Why is that the case? Why do we have this system where

some kids are being labeled in one way and other kids are being labeled in another way, and the quality of the experience that they get is very different. So, on the one hand, I think I got some of the best offerings of public education of that era; and on the other hand, I think I began to see some of the beginnings of the inequality that have concerned me since then.

AUDREY AMREIN-BEARDSLEY

Do you think that those experiences inspired you to become the person that you are today and the scholar that you are today?

LINDA DARLING-HAMMOND

Well I certainly think that they were the beginnings of my reflecting of what education is and what it ought to be, and it certainly has had something to do with the work that I've done around redesigning schools and thinking about teacher development (5:00) and so on. I also remember that one of my sisters had a teacher in fourth grade who was so awful that she was afraid to go to school, and I had to walk her to school and hold her hand, and then when we would get close to dropping her off at the door she would start to cry. And this teacher threw things at the children and was just very abusive physically and verbally, and I think that was another thing that I was very imprinted by and had the same question: why is it that you can have a school where the children are in this context where sometimes the teachers are not obviously working in their best interests. I feel I was very affected by some key things that I noticed in the educational system; but I loved school. I loved going to school. I loved playing school. I always was the teacher (6:00) when we played school. All the kids might say, "Let's go play house." And I'd say, "Well there's a school right next to the house. Can we play school and house?" So I think that motivated me to be in education; but I was also noticing some of the inequalities, some of the problems that existed in the system.

AUDREY AMREIN-BEARDSLEY

So when you were in school and people would say, "What do you want to do when you grow up?" What would you say? Do you remember?

LINDA DARLING-HAMMOND

Well, you know, I thought I would be president like everyone else. I thought I would be a scientist. You just have these random ideas that have no bearing; but I actually didn't think I would be a teacher until much later.

AUDREY AMREIN-BEARDSLEY

And when was that? When did you turn towards teaching?

LINDA DARLING-HAMMOND

Well I went off to Yale University, and that was a pretty unusual thing because I was I was the first person in my family to go off to college. I was in the first class of women at Yale, which was a very unusual time to be there (7:00). I went in intending to major in math and economics, completely unaware of what it would be like to be in a previously all male environment that was not happy about admitting women. Many of the professors made that clear. Perhaps one of the most unwelcoming parts of the university. So after about a year of being there, and, you know, I did alright in my classes and so on, but feeling pretty marginalized in that context. I said, "Well,

what else can I do that I like doing,” and I said, “Well I think I’ll be a music major because I actually had done a lot of music.” I came from a long line of musicians actually—most of them starving musicians, who, you know, did various things. So I majored in music, which, you know that math/music thing that a lot of people have—I definitely had that. And I (8:00) minored in English, and that was a much more conducive department for women at Yale at that time.

AUDREY AMREIN-BEARDSLEY

So you did not get a degree in teaching for your undergrad?

LINDA DARLING-HAMMOND

I did not. Music with a minor in English and a concentration in African American studies, and then I said, “What am I going to do?” I was doing a lot of music. Actually, right after we finished college, I was in a production of Leonard Bernstein’s *Mass*, which he directed, I conducted, as its world premiere in Austria in Vienna. If you ever see it on PBS, it comes on sometime, I’m the one with the great big afro and the red pant suit whose the blues singer. I hope you don’t see this—it’s probably really embarrassing.

AUDREY AMREIN-BEARDSLEY

I’ll be watching for it.

LINDA DARLING-HAMMOND

It hasn’t been on for a long time. So we were in Europe, and while I was there, there was the talent scout who came to see this production; and he asked several of us if we would like (9:00) to join a bus and truck tour of *Carmen Jones*, which was touring around Europe. I was very excited about this, I thought, “Oh, wow, this is so cool.” So I called up home, and I said, “Should I do this bus and truck tour, you know, and launch my music career?” The response was, “We have a lot of starving musicians, but you don’t go to college to become a musician.” You go to college to be a teacher, you know. You go to college to get a profession. Actually while I was in school I had been teaching an afterschool program at Yale called the Grand Foundation. We worked with kids in New Haven, and I liked that I lot. I was actually the little curriculum director of the English strand in the afterschool program. I had taught music when I was in high school. That was actually one of the ways I made a little money. I always liked teaching. I saw a flyer on a bulletin board when I got back to the school (10:00), and it said, “Come teach in Philadelphia.” I didn’t know anything about graduate school. There was nobody in my family or my circle of acquaintances who had gone to graduate school. So I didn’t know how to think about that. Teaching was something, I said, “Oh, yeah, I think I would really like to teach. I think I could do that.” So I went to Philadelphia and enrolled in an alternative certification program, which was the Pennsylvania Intern Program and began teaching. I did my student teaching in Camden, New Jersey during the summer, and like many alternate routes, I was placed in a school in the fall as teacher of record, while I was still taking the classes for my master’s degree. That’s when I became very passionate about teaching and teacher education.

AUDREY AMREIN-BEARDSLEY

Were you placed in high-needs, in a high-needs area?

LINDA DARLING-HAMMOND

Well, yes, that was part of the goal, and I had done some substituting in Philadelphia. I taught in Camden, which was a very poor district as a student (11:00) teacher. But there was also two districts that were consolidating to desegregate, and they came in to Philadelphia to recruit teachers out to go to this desegregating suburb. So I ended up in this close suburb called Rose Tree Media for part of my placement. It had a lot of high-needs students, and we were trying to figure out what to do as they were combining these districts. One of the things that I really learned from that experience is how much you need to know to teach, and how much I didn't know. I remember very much thinking, "How can it be that this teacher education program has not figured out how to organize the knowledge that I need as a high school teacher, when I have kids in my classroom in twelfth grade who cannot read, and I don't know how to teach them to read. You know, I had kids with special education needs. I had no (12:00) training on how to really reach them, and while my kids liked me, and my supervisors thought I was a good teacher, and I enjoyed teaching and enjoyed my colleagues, I knew there was a lot more to know about teaching. I was actually, I think, a little angry that the teacher education supports in this program were not what they should have been. There were other people, this was at Temple University, who were in traditional education programs, and they were getting a much better training than I was, and I would talk to these other students and say, "Oh, we learned about this, and we learned about this, and we're doing this, and my master teacher and my student teaching, and I'm learning all this." And I'm thinking, "Well why are they learning all this, and I'm not learning any of this? And they're putting the people in this program (pointing at self) in the neediest contexts, and we're not getting the good stuff." So that really inspired me to be concerned (13:00) about the quality of teacher education and the access to knowledge that teachers get, which then has everything to do with the access to knowledge that students get, right? And it seems like a no brainer, but our society still to this day has a very hard time organizing itself to care about investing in the preparation of teachers.

AUDREY AMREIN-BEARDSLEY

So on that note, what are your thoughts about Teach for America, based on your experiences in this school?

LINDA DARLING-HAMMOND

Well, you know, when Teach for America was first started, actually I had talked to Wendy Kopp when she was a student at Princeton—she came to visit me when I was at the RAND Corporation. I gave her a whole bunch of articles, and so many of which appeared in her Master's thesis later, and she came back and told me about the program she was going to create, by which time I was in New York. I said, "Well, okay, they're going to get a few weeks of training in the summer (14:00), then they're going to go into schools. What are you going to do about ensuring that they get support, and training, and mentoring?"

AUDREY AMREIN-BEARDSLEY

Which you experienced.

LINDA DARLING-HAMMOND

Right. Because I'm immediately thinking, "I've been there. I've done that."

AUDREY AMREIN-BEARDSLEY

And you're smart.

LINDA DARLING-HAMMOND

And I know a lot of people have had this experience. Yeah, and I had graduated from Yale with honors. I understand that doing that is not the same as knowing how to teach reading to a non-reader, or working with a kid who's autistic, and so on. And she said, "Well that's not our problem. You know, they're not going to stay in teaching. This is really a two-year experience. It's really not our problem." So that concerned me. I worked for Teach for America when I was in New York, as much as I could trying to help them develop a professional development program; but every year they replaced the head of professional development, and began to both hear from Teach for America recruits and from some of my students at Teachers College, who (15:00) were principals and teachers in the schools and supervisors and so on, how much trouble these young recruits were having in the classroom, and how they were floundering. And I was hearing horror stories upon horror stories about the experiences that they were having, both from them and others who were trying to work with them and support them. So I, and I saw a lot of Teach for America teachers teach, and, you know, it was unfortunate that people so bright and so committed were not getting the supports that they needed to be able to be successful in the way that they needed to be. And I still hear from those people every year. I get calls and emails from people who are struggling in the classroom. So I remain concerned. It doesn't seem to me that we should have to make that says: if you're smart, you won't stay in teaching, and we won't train you adequately. That doesn't make sense. If we were thinking about this the way we think about medicine, as they did back in 1910 when the Flexner Report came out. Medicine became (16:00) substantially professionalized over the subsequent years. We would say, "Let's get the smartest people we can. Let's get them the best, most comprehensive, intensive training we can possibly organize for them, and then let's keep them in the profession." That would be respectful to children, and to the recruits, and to the education system.

AUDREY AMREIN-BEARDSLEY

And that's where we need to go, especially with the two-year issue.

LINDA DARLING-HAMMOND

Yeah, I think that's ultimately where we need to go. If we're ever going to make education and teaching a profession, if we're ever going to give teachers the knowledge and skills they need to be successful and build a cadre of really smart, sophisticated people in the profession, we've got to combine, you know, ability, and dedication, and commitment, and talent with excellent training and a career structure that intends to keep people in that career.

AUDREY AMREIN-BEARDSLEY

And really invest in them.

LINDA DARLING-HAMMOND

Yeah. That's what every high achieving country does.

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AUDREY AMREIN-BEARDSLEY

From that point, what made you decide to go to graduate school?

LINDA DARLING-HAMMOND

So I was teaching and watching several things around me, so I learned that I was under-prepared for teaching, as were many of the people that I worked with, although not all. I learned that big, urban high schools, so the factory model school with two, three, four thousand kids, is not structured to allow teachers to care effectively for their students or to be accountable for their students, and that the likelihood that particularly marginalized kids would struggle and fall through the cracks was way too large. And I learned that school resources and funding were dramatically unequal. When I went to Camden, there were no books in the bookroom. There was almost nothing to work with in a school context. That was in the days when (1:00) lawsuits were being brought into New Jersey. *Robinson v. Cahill* was the first lawsuit that, there were 30 years of lawsuits before finally they put money into the urban districts in New Jersey back in 1988. So I was there at the beginning of that process, when Camden was spending, you know, half as much as Princeton, and New Brunswick, and some of the other affluent districts. So I was watching this and thinking, "Okay, I can do what I can do as a teacher to the best of my ability, and I worked hard at it and made small contributions; but there are bigger things going on here that, if we're really make schools a good place for all kids, we really need to tackle." And so I went back to graduate school with that in mind.

AUDREY AMREIN-BEARDSLEY

And where did you go to graduate school?

LINDA DARLING-HAMMOND

I went to Temple where I had done my initial preparation in that intern program in the Urban Education division. I was actually snagged by a wonderful (2:00) educator, who was the chair of the Urban Education department. A guy named Bernard Watson, who had been a deputy superintendent in Philadelphia under Mark Shedd. He later became vice president of Temple and went on to later become president of a foundation. But he was an intense, brilliant, committed person, who knew a lot about the policy and practice connections in urban education. I went to visit him in his office, and I said, "I'm thinking of graduate school, and, you know, here's what I'd like to do." And by the time I left his office, he had gotten me scholarship and had me enrolled. He guided me in a wonderful way through my doctoral program because he made me take the most rigorous courses that were available. I took the entire statistics series. I took courses in economics, and political science (3:00), and every social sciences that bears on education, plus, of course, courses in education, administration, systems theory, and pedagogy. So I got this incredibly well rounded, interdisciplinary education. I did my dissertation on school finance reform in Pennsylvania, but I looked at the New Jersey situation. When I left there, I was really aiming for a policy research focus.

AUDREY AMREIN-BEARDSLEY

Okay. So you were not thinking tenure track position at that point?

LINDA DARLING-HAMMOND

No. I didn't know from tenure track actually. You know, I didn't come from an academic family or grow up in an academic community, so it's like I was just making my way along around the issues that I was passionate about.

AUDREY AMREIN-BEARDSLEY

Sure. There you met one of your best friends, Lonnie Moseley, and she says that within an hour of meeting you that she loved you, so much that she stalked you in admiration. This is also (4:00) when you met someone else you loved very much, your husband, Allen. Tell us about your husband, Allen.

LINDA DARLING-HAMMOND

Oh, yeah. I actually have to give a shout out to Lonnie, too, because she's still my very best friend, and I love her dearly. She has kind of helped me raise my kids and everything else. Allen was working at a little law firm, a little public interest law firm in Philadelphia one summer, as I was. He was a law student at Penn in west Philadelphia. I was an education student at Temple in north Philly. We met in center city at this little non-profit educational law center. He was the law clerk for the summer. I was the research assistant for the summer. We were doing work on education justice issues. He had the office next to mine, actually worked in the library, and he came over to greet me the very first day. And he sort of stood in the doorway. We started talking, and about two and a half hours later, he was still standing in the doorway (5:00), and we were still talking. And when he left, I called up my girlfriend, and I said, "Okay, this is the one. I've met the person I'm going to marry."

AUDREY AMREIN-BEARDSLEY

Already that soon, huh?

LINDA DARLING-HAMMOND

I knew it, yeah. And then, of course, when I met, when Lonnie came to pick me up for lunch one day, about a week later, she meets the two of us, and she's very psychic, and she looked at Allen, and she looked at me, and she said, "You two are going to get married."

AUDREY AMREIN-BEARDSLEY

She told me that too.

LINDA DARLING-HAMMOND

It's true. And we were so embarrassed because neither of us, we hadn't even gone a date yet, you know. And neither of us had admitted to the other one that we actually thought that that might be true. So that was kind of typical Lonnie, just to blurt it right out there. Sure enough, he proposed to me a couple of weeks later.

AUDREY AMREIN-BEARDSLEY

She said she thought at that moment that you were not going to be friends with her ever again, and that's when she knew that you lived up to your name, which was then Linda Darling. So that was the metaphor that she drew from that experience. (6:00)

LINDA DARLING-HAMMOND

We ended up getting married her mother's house.

AUDREY AMREIN-BEARDSLEY

Yeah, that's what she said too. Tell us about your children.

LINDA DARLING-HAMMOND

We have three wonderful children, Kia, Elena, and Sean. Kia was born actually in Philadelphia, when I was, by that time I was, later on I was working on a dissertation, so she was born when I was working on my dissertation. We later moved to Washington where Elena and Sean were born, and they are magnificent people.

AUDREY AMREIN-BEARDSLEY

And from what I hear from your friends, you're magnificent parents.

LINDA DARLING-HAMMOND

Well we love them a lot. We start, on our very first date we started talking about how we would raise children, which probably was a sign, you know. That we just kind of went past everything and starting talking about family and children.

AUDREY AMREIN-BEARDSLEY

And what's your secret?

LINDA DARLING-HAMMOND

I don't know that we have a secret. We've bumped through like everyone else. (7:00) I mean we just, we're very devoted to the family, and we love them. And even when we screw up, we still love them, and I think they know that.

AUDREY AMREIN-BEARDSLEY

Love is the common denominator. What your daughter, Kia, admire most about you is that you have persevered in your work to bring equitable education to all children and you do all of what you do with humility and grace. She says that you're one of a kind, yet are far more complex than what many understand. What do you think she means by that?

LINDA DARLING-HAMMOND

I don't know. I'd like to go ask her. That's a good question. I don't know. I have a lot of lives. I do work in a lot of areas. So I love working with kids, and in classrooms, and with people in schools, so I do a lot of work. You know, we have a little school that I helped to found in East Palo Alto (8:00). I do work over there, and I work with districts around here because I just so admire what educators do, and I love the work in the classroom of the schools. But I also work with the, you know, the governors, and state superintendents, and I also work with the federal government. So, probably a lot of people I work with know one part of me, and maybe that's what she means. And we have a very rich family life, and I have some great friends, and we do wild and crazy things, and, so, there are a lot of facets to everyone.

AUDREY AMREIN-BEARDSLEY

We're going to come back to wild and crazy for sure.

LINDA DARLING-HAMMOND

Oh, dear.

AUDREY AMREIN-BEARDSLEY

What your other daughter, Elena, admires most about you is the extraordinary support that you have given her over the years, especially during some very trying times. What was the very special moment when Elena was in college that you got to tell her, "I told you so." What was that about?

LINDA DARLING-HAMMOND

Oh, I loved that moment (9:00). So Elena is a natural pedagogue, and Kia is a natural psychologist, and she just told me this week that she thinks she'll go back and get her PhD in psychology. She's always the one who would sort of understand people's motivations, and figure out how they operate, and very insightful. But Elena was always a natural pedagogue, so when she was in kindergarten, she would come home and say, "I think this teacher is a very good teacher because she really knows how to connect what the children know with what she's trying to teach them." Or, you know, she would say, "I'm very worried about what this teacher did because she did so-and-so and it really embarrassed the children, and I don't think they're going to respond well." She always, I mean, it was unbelievable. So all the way through school, she was the one who really both was always engaged in teaching. She took her younger brother on (10:00) as her pupil. I mean, she started reading to him when he was a week old and kind of raised him up. But she was also analyzing teaching. So when we talk about reflective practitioners, she was a reflective practitioner when she was like five years old. I would say, "You're going to be a great teacher. You're going to be a great teacher." And finally when she was an adolescent, she said, "Would you just stop talking about that? I don't want to go into teaching. I'm not going into teaching. I have no interest in teaching. Shut up, Mom." So I said, "Okay." I tried. I'm not very good at that; but most of adolescence you try to zipper your mouth and not be, you know, overbearing. So I tried to lay off of it. She gets to college, and she takes her first education course, and she called me up and said, "Don't get too excited, Mom; but I just took an education course, and I think I might have to major in education." I tried to be cool, but I was like "Oh, yeah! Oh, yeah!" I was on the other end of the phone, just like so excited. I said, "Oh, that's very nice, dear. I'm very happy." Because I didn't want to blow it by being too excited, so (11:00). And she is now, as is Kia, a wonderful teacher.

AUDREY AMREIN-BEARDSLEY

Good. You got your "I told you so" moment.

LINDA DARLING-HAMMOND

I tried not to say, "I told you so." I don't think I said it. I don't know, what did she say?

AUDREY AMREIN-BEARDSLEY

She said you said it. But that's okay.

LINDA DARLING-HAMMOND

Oh, I did.

AUDREY AMREIN-BEARDSLEY

But you were in your right to be able to say that. Your youngest child, your son, Sean, said that you two have a lot in common—a shared sense of humor, shared passions to improve the world, shared quirks, and the like. He talks of a time when you spent with him while he was studying in Japan, and you call him, he calls you his Rain Mom. What is that about?

LINDA DARLING-HAMMOND

Well Sean has a very mathematical brain. And so I have called him Rain man, from the movie with Dustin Hoffman because, you know, he was always doing the mathematical stuff. So Sean's the kind of person you're driving along with him, and he'll say, and you'll see a sign that says, "The next town is 13 miles away," and he'll say, "Oh, at the current speed we're going, and at 13 miles away (12:00), we should be there in exactly 5.4 minutes," or whatever it is." And he'll calculate it the whole thing, and he's usually right. So I just started teasing him, and I called him Rain Man. And then one time we were together, and I had that same kind of brain—numbers stick in my brain—and I started ticking off because I was answering somebody's questions. I ticked off my social security number, and Allen's social security number, and all the kids', and the credit card numbers, and this, that, and the other thing, without, I just knew them by heart. He's like, "I can't believe you're just like saying all these numbers by heart." So he started calling me Rain Mom. That's our name for each other—Rain Man and Rain Mom.

AUDREY AMREIN-BEARDSLEY

Your friend, Lonnie, also remembers a time where your authority trumped the Grim Reaper's. Do you remember what that's about?

LINDA DARLING-HAMMOND

Oh, yeah. Well, this is her version of it. She was very sick, in fact, she and her husband, Cordell, were here for New Year's Eve, and we were having a great New Year's Eve (13:00). But then she started to get, she woke up later in excruciating pain, it was interesting because they don't stay, they don't sleep here all the time, but it was New Year's Eve, and we said, "We have an guest bedroom. Why don't you just stay?" And they did. And she woke up in excruciating pain, and it turned out that she was actually in septic shock. I mean, it was really serious, and we rushed her to Stanford Hospital, which was why it was so interesting that they were here, and we can just go across the campus and get her into the emergency room. And I stayed with her, and I have to say they weren't taking adequate care of her, so I was very aggressive because they took her for an x-ray, and she was not, she was so much in pain. She was doubled over. She couldn't lay still. So they brought her back without having taken the x-ray. So I was like, "Oh, no, you will take her back, and you will do this, and I'll go with you, and blah, blah, blah." So we finally got, she ended up in emergency surgery, you know, et cetera, et cetera. They put her in a (14:00) hospital bed the next day, and we were just taking turns sitting. And at one point she said to me, "Oh, I just think I'm going to die. I think it's just time. I'm just going to go to the other side." And I said, "Oh, no, we will not be doing that." And she says that the way I said it was just like sort of this voice of, you know, that's not going to happen. So, as a consequence, in her version, she decided she would just stay here and get better.

AUDREY AMREIN-BEARDSLEY

She calls you, from that experience, the “Ultimate Adult,” the “Ultimate Authority,” on things.

LINDA DARLING-HAMMOND

You know, I think she was in a fog of medicine, but, in any event, I’m glad she’s still here.

AUDREY AMREIN-BEARDSLEY

Arthur Wise, who worked at the RAND Corporation in Washington DC, remembers meeting you soon after you graduated from Temple—a young and exceptional Linda, from what he said. And he recruited you to work at RAND with him. What did you spend (15:00) nearly a decade doing at RAND?

LINDA DARLING-HAMMOND

Well first I was working with Arthur, who was a wonderful mentor, and he was developing something called The Center for the Study of the Teaching Profession. And we actually began to develop, we were looking at all of these federal policies and policy influences, and it became clear that there were a lot of policies trying to control the work of teachers, and we were trying to study that. It was clear that those policies typically didn’t work very well. And that sometimes it made it harder for good teachers to do what they knew how to do, on behalf of individual kids because they were often very prescriptive and standardizing. As we were really analyzing this and trying to think about what would be a better response than the policies we study. We realized that there’s a whole line of policy that could enable teachers to be sufficiently knowledgeable, sufficiently skilled, sufficiently professional (16:00) —that you could trust them to make the decisions about curriculum, about the design of schools, on behalf of their kids. And that professional policy would really be at the end of the day much more powerful for the education of children than all of the efforts to control the work of teachers. In fact, Lee Shulman, whom I know you’re also talking to, talked around that time about the remote control of teaching. And that would work, if children were standardized, and you could do everything in sort of a routine fashion. But, children are not standardized, they don’t learn in the same way at the same pace. So the problems of practice are always going to be non-routine, which means you have to build a profession. So we started that work spent about a decade working on the issues of professionalizing teaching. How would you change preparation—it’s selection, it’s evaluation, and the organization of the profession (17:00), et cetera, et cetera? Ultimately I was the director of the education program at RAND. We started to take that work into a variety of areas also including the equity agenda that was becoming clearer and clearer as a part of the problem. At that time we had Jeannie Oakes, Milbrey McLaughlin, and Paul Hill, and Arthur Wise, and Tom Glenn, and it was quite an amazing group of people at RAND taking up those issues.

AUDREY AMREIN-BEARDSLEY

And David Lyon, former...

LINDA DARLING-HAMMOND

David Lyon was my boss.

AUDREY AMREIN-BEARDSLEY

Former Vice President. He said that when he worked with you, you had the uncanny talent for raising the money for all this work as well. You had, and still have, the gravitas, along with most

agreeable personality to be taken very seriously by your audiences about the research that you were doing. I also talked to Milbrey McLaughlin (18:00), and she, he met you as well at RAND and adds that you are an institution builder, as you have created centers of work on thought wherever you have been, then and since. Arthur Wise remembers how you juggled the roles of wife, mother, and academic, and once had to take your daughter, Kia, on a flight with you to work. Do you remember this?

LINDA DARLING-HAMMOND

Yes.

AUDREY AMREIN-BEARDSLEY

Kia asked Art if he knew what a mother was. Do you remember what her response was? He said, “No, Kia. What is a mother?”

LINDA DARLING-HAMMOND

You know, I remember this, but I can’t remember exactly what she said.

AUDREY AMREIN-BEARDSLEY

She said, “A mother is a person who takes care of you when the babysitter cannot.”

LINDA DARLING-HAMMOND

That’s right (laughs). That’s why I selectively forgot that one. That one actually wounded me. But it was true, you know, she.

AUDREY AMREIN-BEARDSLEY

Everyone with whom I spoke, though, said that said that you were just a dynamic in terms of that complexity, and how you manage everything you do for education, for the profession as a whole, but also for your family at the same time, how you can balance being (19:00) a working mother all, especially through those formative years, when your own children were young.

LINDA DARLING-HAMMOND

Well when they were little, I made a point always to be home for dinner and bedtime; so I didn’t do a lot of the lengthy travel that I do not, accept that if I did, then I would them with me.

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Video 3

AUDREY AMREIN-BEARDSLEY

Sharon Robinson remembers working with you by phone at the same time you were nursing Sean. To her, you have always been a woman who can do everything, and do it very well. Those of whom you worked at RAND agree that your most significant accomplishments have derived from your work in developing modern standards for teachers. Tell us about this work and your work with the National Board for professional teaching standards.

LINDA DARLING-HAMMOND

Oh, boy. The National Board, when it was first created, I still remember the debates that were going on: Was this a good idea? Would the unions get on board? Al Shanker and Mary Futrell were, you know, leading the AFT and the NEA at the time. Both giants. Both really willing to innovate. Lee Shulman took on the job of building the portfolio system. I think it became clear to all of us at some point that this could be really important. That have a process, Jim Kelly (1:00) is (1:00) another person who just did a brilliant job of leading that National Board effort, assembling some of the most insightful teachers in the country. And, other people who were also insightful from, you know, the political end and the leadership side, and coming up with what teachers ought to know and be able to do. In a way, that hadn't been done before because previously we thought about teaching as a set of behaviors that teachers would just implement, and they would get checked off on a tally list or some sort of thing, rather than this reciprocal act of teaching where you're understanding and learning about the learner, trying to actually tailor the instruction, so it connects with what the student knows, and is learning, and is continually adaptive based on that. That's what the Board brought to us, was a kind of a set of standards that really began to help us understand (2:00) the complexities of teaching, and then the kinds of assessments that could begin to measure that. When I was on the Board, we rejected several assessments that were really of the old-fashioned variety. It was a big deal for teachers to stand up and say, "No. We won't be tested that way anymore. We won't have somebody coming in with a tally sheet, and, you know, sort of counting how many times we cough, or burp, or write on the board. We won't be tested with a multiple choice test, you know, where you're just picking one out of five." It was great to be a part of that and to help teachers feel empowered in their view. I remember my major role on the Board at that point was to get teachers to feel like they could actually say what they were thinking—out loud—and pursue it. After that was started, I helped lead an effort with the Chief State School Officers to translate those standards into standards for beginner (3:00) teacher licensing. And we created a set of standards that are now in use in more than 40 states in the country. They have been adapted into the licensing system, and it was at that time that we begin to build some of the first portfolios for evaluating beginning teachers. The only one of which that stuck at that time was in Connecticut—the Connecticut Best program. I worked with Ray Pecheone, who was in Connecticut at that time and launched that. Now, we have since in California, created a beginning teacher assessment—the Performance Assessment for California Teachers—that is the basis.

AUDREY AMREIN-BEARDSLEY  
PACTs.

LINDA DARLING-HAMMOND

Yeah, it was the basis for an activity going on now, in which 22 states are piloting the possibility of a nationally available performance assessment for teaching, which would be a very important change in the landscape of teacher education (4:00) and the landscape of teacher evaluation and teaching itself.

AUDREY AMREIN-BEARDSLEY

What do you think the role of the standardized test score is in evaluating teachers?

LINDA DARLING-HAMMOND

The role of students' test scores or teachers'?

AUDREY AMREIN-BEARDSLEY  
Students’.

LINDA DARLING-HAMMOND

We’re at a point in the United States where if it moves, we test it. So teachers take three, or four, or sometimes more to get into the profession; but they’re almost all multiple-choice tests, you know, bubbling in. Of course that’s what kids are doing as well. That’s a really long conversation. But I would say that what we’re learning about value-added methods for evaluating teachers is that they are so highly variable, so unstable that, and measures so many things beyond other than the teacher (5:00) that they’re really not viable as a major part of teacher evaluation. Now I say that as someone who has done a lot of value-added research. In fact, my dissertation was value-added research in a way. I was trying to look at gains in test scores, you know, in relation to funding, and teacher quality, and teacher standards, and so on. And I’ve done a lot of that kind of work since then. I think there’s a lot to be said for value-added methodology. I think it’s a very powerful tool for helping us understand the effects of programs, and pathways, and interventions of various kinds. But the problem when you bring it down to teacher evaluation is that basically is what people call the “teacher effect” is the error term in the regression equation. It’s everything that you can’t explain with the small number of variables that you’re trying to use to predict test scores. So what’s in that pot (6:00) that gets called “teacher effect” is actually the effects of the policies that people have made, the leadership at the district and in the school, the curriculum that has been selected, or perhaps even been shoved down teachers’ throats. It’s the class sizes. It’s the availability of specialists and other instructional supports, or the lack thereof. It’s the other teachers that the kid has had previously and at the same time. It’s tutors. It’s the parents. It’s whether the student is getting additional support at home, or they may even be homeless and without healthcare. They may be evicted and moving around all the time. All of that is in this component that we’re calling a “teacher effect.” So it’s no wonder that it’s so unstable because it’s measuring so many other things. The danger if we put a lot of eggs in that basket is that from the work that some people have done, including a team that I have been associated (7:00) with at Stanford, we see that teachers who teach the high-stake kids—special education students, students who are brand new to English language learners—are highly disadvantaged in these value-added scores. The same teacher teaching a different class of kids, teaching a different cohort of kids in a different year looks radically different in effectiveness. Even moving from the top of the distribution to the bottom and back again. The problem would be if we start to create more disincentives for teachers to want to teach the highest-stake kids on top of all the disincentives that we’ve already put in place.

AUDREY AMREIN-BEARDSLEY

You worked with Joan Talbert as well. She remembers good times boogying with colleagues after long days of work. Joan and David Lyon, both of whom are now your neighbors here at Stanford, also add that what many don’t know about you is that you are a classical pianist. What is “Live at the Living Room?”

LINDA DARLING-HAMMOND

Oh, “Live at the Living Room” is David Lyon’s invention. (8:00) It’s so great. He is a music lover. They were here at a party one time, and he saw some Mozart sitting on the piano over

there, and he said, "Oh, who plays the Mozart." And I said, "Sometimes I play a little Mozart." And he said, "Oh, you have to come play the Mozart!" So they have this magnificent house with a wonderful acoustic ceiling that used to actually have a pipe organ in it. And they have concerts in their house called "Live at the Living Room." David is sort of the, you know, emcee, and he now even tapes some of these little concerts and such. And some of us who have a little bit of musical interest play, and occasionally we even sing. It's a range of everything from jazz to classical. Now I think he's starting a little series of CDs. This may be how he gets rich in his retirement. Not from anything I've played, though. His, Joan's (9:00) son is a great jazz musician.

AUDREY AMREIN-BEARDSLEY

You primarily play jazz, right? And your husband?

LINDA DARLING-HAMMOND

I do classical primarily.

AUDREY AMREIN-BEARDSLEY

And then your husband plays the drums with the jazz?

LINDA DARLING-HAMMOND

My son plays the drums, and he started drumming on the dishware when he was about two weeks old. And my husband has a great voice. His father was also a musician.

AUDREY AMREIN-BEARDSLEY

So you have music in the family.

LINDA DARLING-HAMMOND

Occasionally I can get him to sing.

AUDREY AMREIN-BEARDSLEY

Barnett Berry says that, in addition to being a classical pianist, you were once addicted to a certain soap opera. He adds that you were also very driven to do the best for your children, and what you have always wanted for your children, you have wanted for other people's children. What do you want for other people's children?

LINDA DARLING-HAMMOND

Well, you know, I think I want, of course, what we all want for our kids. You want them to have an education that is exhilarating, and engaging, and intellectually stimulating, and experiences that let them find their own passions, and their own talents (10:00), and really use those as a pathway to a good life. You want them to have empowering knowledge that they can use for their own personal evolution, but also for the betterment of society as a whole. I think that we worked very hard to try to get that kind of education for our kids. It was not easy. I don't think it is for any parent to find places where there is that strong commitment to the kind of education that's more than just memorizing and regurgitating, just kind of going through the motions. Just doing school to get grades. But providing that kind of education, you know, changes people's lives, and (11:00) it shouldn't be rarity.

AUDREY AMREIN-BEARDSLEY  
Especially if your some people's children.

LINDA DARLING-HAMMOND  
Absolutely.

AUDREY AMREIN-BEARDSLEY  
What brought you to Teachers College?

LINDA DARLING-HAMMOND  
Well I missed being engaged in teaching practice. While I was at RAND, we also actually started a school, my husband and I were part of a group of people who started a little school, which is still around in Silver Springs, called Children's Community School. It was actually sort of an evolution of Waldorf schooling, to a somewhat more current, you know, version of that approach. So I've been involved in that pretty deeply. I was teaching a course as an adjunct for Temple, actually, to stay engaged. And I really missed teaching. I wanted to be involved in the work of (12:00) education again directly, not just studying it. So that became a good time to go off to academia. I really admired what Teachers College was doing. In fact, one of my daughters had had a teacher from Teachers College. It was very interesting little story. She was in a school where she had a teacher who was actually another teacher who had come through an alternate pathway, not very well trained, started to implement a sort of discipline, which is this thing where, you know, you have an increasing set of punishments for kids if they don't follow the rules, and the rules in this kindergarten were that children were not allowed to move or talk. So that was pretty, so all the little boys are getting their names up on the board, and check marks, and then they'd lose recess, and lose library, and lose P.E., and so on. And my daughter was coming home with stomachaches. She was so upset. This was her little pedagogical self. She never got in trouble, but she just felt it wasn't fair. It really was making her sick. We tried to fight it in the county, but we couldn't get them to change it. They only used it in the predominantly (13:00) black schools because the rest of the schools didn't need that kind of harsh punishment. So that also infuriated me. But we ended up taking her to another school, and she had another first year teacher, but this teacher was magnificent. Within two weeks, she figured out that my daughter was dyslexic, and she said, "Here's what we're going to do." She organized a reading program that made my daughter an avid reader. She never knew she had a learning disability. She was writing little books, and doing science experiments, and doing all sorts of research projects. It was a wonderful classroom. And I said to her, "How did you learn to do all of that?" And she said, "Oh, I learned it at Teachers College." So I said to myself, "Oh, you know, you don't have to have first year teachers who are floundering and unaware that they're hurting children. You can actually have first year teachers who know what they are doing and are very skilled and sophisticated." That was actually one of the things, in addition to the fact that I was ready to get engaged (14:00) in teaching, that made me very interested in going to Teachers College. I said, "What are they doing here that actually is such good teacher preparation?"

AUDREY AMREIN-BEARDSLEY  
So is that where you are in tenure? At Teachers College?

LINDA DARLING-HAMMOND

I actually went with tenure. I didn't have to do the latter thing. I went to the, I had been out doing research for a long time. I had good publication track record, and so on. I did do, I went there for the better part of a year and taught some courses there, and then when they offered me the job, they offered it with tenure.

AUDREY AMREIN-BEARDSLEY

You came with tenure. And how long were you at Teachers College?

LINDA DARLING-HAMMOND

I was there for a decade.

AUDREY AMREIN-BEARDSLEY

Oh, gosh.

LINDA DARLING-HAMMOND

Yeah.

AUDREY AMREIN-BEARDSLEY

Okay. And then what brought you to Stanford?

LINDA DARLING-HAMMOND

Well let me just say that I loved my time at Teachers College. I learned so much about great teaching. Both at TC from my colleagues and in the work I was doing there, but also from the magnificent teachers of New York City who were busy creating new schools at that time, redesigning high schools. Debbie Meier was developing all these (15:00) redesigned high schools, Ann Cook, so many other people that I worked with. I really saw the most brilliant education I had ever seen in New York and the most successful education for low-income students and students of color because these people were inventing schools that were graduating 90 percent of their kids and sending 90 percent of the kids to college from low-income communities where the dropout rates had been two thirds previously.

AUDREY AMREIN-BEARDSLEY

In the public school network?

LINDA DARLING-HAMMOND

In the public schools. Not charters. The regular public schools. There was an alternative schools division, and just the unbelievable creative, innovative, skillful expert teaching in school redesign. And then these schools were networked with each other, and a lot of the work we did while I was there, my colleague, Ann Lieberman, and I was to document the work that was going on in these school networks and just study it (16:00) to try to help others learn how to do it. And the work I've done in California builds really strongly on the work I did in New York.

I came to Stanford in part because we had come here on sabbatical at the Center for Advanced Study. My husband got a wonderful visiting professorship at the time at Santa Clara School of

Law, which is actually known for its work in telecommunications, which is his field. So that was a really great fit. I had been interested in Stanford for a long time. A lot of good friends here. They had invited me previously. That was just a moment when it all came together. At that time on the faculty, my good friend Milbrey McLaughlin, who I had worked with at RAND, and Rich Shavelson, who I worked with at RAND, was the Dean (17:00), Lee Shulman was there, and he was just about to leave, although I didn't know that at the time. I've since forgiven him. But it was a great place to kind of take that. When I came I said, "I really would be interested in coming if I could really help work on the teacher education program." Because I had become convinced that if we could really figure out how to give teachers the tools they need, that that is the key that had been ignored in much of the conversation about reform. And they said, "At that time, the STEP Program was kind of known as the step child of the school." And they said, "If you want it, you can have it."

AUDREY AMREIN-BEARDSLEY

And that's your work with Rachel Lotan, right?

LINDA DARLING-HAMMOND

Yeah.

AUDREY AMREIN-BEARDSLEY

Do you believe you have one of the best teacher education programs in the country at Stanford? And why?

LINDA DARLING-HAMMOND

I really do. I believe that both because of what I've seen in the program and the students and graduates say (18:00), which is unlike what you hear in the water supply. They say, "I felt very well prepared. I really knew what I was doing when got in the field." They begin to take leadership very early on, from their first days. We also have a lot of evidence. We've done a lot of research on the program, and we've found not only that the employers almost unanimously rated as one of the best programs they recruit from, and the graduates give it very high marks. But we also know about the practices of the graduates. We know about the value-added outcomes of the collection of the graduates, which when we did a study were higher than those the other programs represented in the group of teachers we were looking at. So, we've looked at it hard from an objective angle, as well as from our own sensibilities about what teachers need.

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Video 4

AUDREY AMREIN-BEARDSLEY

So what do you think the core components of an effective teacher education program are?

LINDA DARLING-HAMMOND

Well I think one of the things is first you have to have someone like Rachel Lotan, who's directing the program. That was the single best thing I did as faculty was to recruit Rachel. But number one, you have to have strong clinical experience. And when I first got here, before Rachel came on board, we were just sending students out into classrooms that were not

necessarily good representations of practice. Often they were taking internships where they even getting real student teaching. The first I did was go to about 200 classrooms and schools around here to figure out where are there some places where you have great practice, wonderful professionals, and schools that would like to work together to build this sort of teaching school, teaching hospital model of operation because courses matter, and there is nothing as practical as a good theory (1:00), but if you don't connect that with excellent opportunities to learn to practice clinically, you can't get there from here. So it's a full, we'd love to have two years. That would be a better model. But it's a full year for very high ability people of practice in classrooms. They start in a set of placements in a middle school in the summer, and then they have a full year in the classroom, while they're taking 45 units of very rigorous coursework, which is organized to be very coherent, to build the courses to build on each other, to ensure that they understand a lot about how young people and children learn and develop, how to plan and implement curriculum, how to assess learning, both formatively and summatively, how to understand the needs of and to create instruction that is accessible (2:00) to English Language Learners and students with special education needs, how to teach in the content area—this is a place where, I think one of the impacts that Lee Shulman had was his introduction to the field of content pedagogy, that it's not just generic teaching skills or a few tricks of the trade. You really have to know how to teach mathematics, and what are the representations, you know, that make sense as you're teaching different content areas. So they get a full year of work in content pedagogy in their teaching field. And the elementary candidates, now that there's an elementary program, also get much more extensive work in the pedagogy in the content areas that they're going to teach than would be true in most programs. So they're getting more clinical work, more tightly connected to the coursework, every course is actually connected to the clinical work; so they're always using what they're learning immediately—the very next day in the clinical placements (3:00), but then reflecting on it and refining it. There's a lot of collaboration between the cooperating teachers, many of whom are now graduates of the program and the program itself. So it hangs together. It's a body of knowledge. The expectations for the candidates are extremely rigorous. They produce case studies of students to understand what makes the students tick and how to teach them that are 50 pages long. They produce curriculum units that are notebooks full that they can teach and reflect on. They engage in a performance assessment of their practice in their PACT assessment. By the time they're done, and they get out there, they really do feel like they've experienced and learned from some of the best practitioners in the field, as well as good theoreticians. That they've really learned how to conceptualize (4:00) being a teacher.

#### AUDREY AMREIN-BEARDSLEY

That's even your first year teachers, as you were speaking before. They're going in really well prepared versus kind of figuring it out.

#### LINDA DARLING-HAMMOND

I can remember hearing from one of our graduates a few years ago, who's at Los Angeles, most of them are prepared for urban teaching in our partner schools—our schools are serving high-need students—they go to San Francisco, San Jose, East Palo Alto, Los Angeles, some of them go to New York, Boston. But this young woman was teaching in Los Angeles in a high school where the routine teaching load was about 200 kids for a teacher, you know, teaching five, six classes a day. March comes along, one of the faculty members says, “Are you burned out? Are

you going to leave?" She said, "I'm doing great. I'm doing fine. I feel totally prepared for this. This is great!" And she's gone on, within a few years of that, she was doing all kinds of school reform work there, and then she went and started a school in another city, and so on. And that's typical of our graduates.

AUDREY AMREIN-BEARDSLEY

That's great. That's wonderful. (5:00) What about your work with Prudence Carter and the Stanford Center for Opportunity Policy in Education, SCOPE?

LINDA DARLING-HAMMOND

Oh, Prudence is such a treasure. I just love working with her. The Stanford Center for Opportunity Policy and Education started when I was thinking about how to organize more work that would help us draw the connections between practice and policy and about thinking about educational opportunity, both quality and equity, in a way that could have more traction. Prudence arrived from Harvard. We recruited her. She's a sociologist with the same sort of set of values, and SCOPE Center is really engaged in work that is both national and international, but it's also local and regional doing work to help schools and districts reform in ways that help expand (6:00) opportunity; doing research that translate great practice into more transferrable models; and then engaging in policy analysis and policy support work that can help us get a more aligned support system for schools, particularly those in the communities where good education is most needed.

AUDREY AMREIN-BEARDSLEY

And how do we bridge that gap between policy and practice?

LINDA DARLING-HAMMOND

Well for one thing, I think we've got to train up a lot of people who understand both. Practitioners and policymakers live in utterly different worlds, and there's almost no communication between the two. The people who could conceptualize the best policies are those who have a similar understandings and appreciation for practice and know how to reach out and learn from practice. I think that we can help practitioners engage in much better uptake of good practice if the policy (7:00) system supports them in doing it. It kind of has to be a two-way relationship. We have to train people to do that. We have to have policy research that is knowledgeable about and sensitive to practice. We also have to work on practice in ways that are sensitive to policy because a lot of people that work on practice and advocate for the dissemination of good practices are clueless about the constraints that teachers and principals work under, and so they don't understand why their great ideas aren't being used when in many cases, policies make it impossible for other practitioners to take it up. So, it's going to be a process of organizing conversations on the sectors, helping people to become more knowledgeable about how to walk between them, and doing the kind of research that is both policy sensitive and practice sensitive (8:00).

AUDREY AMREIN-BEARDSLEY

What reform of public education do you view is the most dangerous for teachers as professionals?

## LINDA DARLING-HAMMOND

There are so many reforms that are dangerous for teachers as professionals right now. I think we are on a wide scale, on the verge of destroying the teaching profession of this country, even while we have so much more knowledge, so much more expertise, so many strong preparation and professional development programs that we won't fund, that we don't support, in most states and nationally. And while we have the wonderful momentum of National Board standards, new performance assessments, all these things, if we would take them up and support them, would allow us to build up a uniformly (9:00) strong profession. We have strong professionals, but we leave particularly kids in apartheid schools that are high minority, low-income schools, in situation where they can hardly get access to that knowledge system. So, among the threats, routes into teaching that don't allow people to get adequately prepared. Once you, the fundamentals of a profession are that you have to have a moral commitment to do what's right for the client, the student, you have to have a shared knowledge base that allows you to make decisions on behalf of the student, the client, so that you can enact that moral commitment, and then you have to have a way to define, transmit, and enforce some standards of practice, and to continue to build the knowledge base for practice, so that you're continually getting better collectively, as well as individually. (10:00) And the way every profession does that is they say there's going to be some uniform approach to preparing people to be sure they have the capacity to be responsible on behalf of all children that they teach. Because we have undermined that, we have salaries that aren't high enough in districts that pay poorly and have bad working conditions, and they have shortages, we lower the standards instead of raising the incentives. We have the most inequitably funded education system in the industrialized world, and we let that read down then to dumbing down all of the conditions of education for the kids in highest needs districts. So that's one. But then when we do that, one of the things that happens is we bring in scripted curriculum because if you've got a lot of people who don't really know what they're doing they need a, you know, a page-by-page guidebook. People say, "Well, we've got to do, you know, we've got to constrain the curriculum in this way." (11:00) Well when you do that, great teachers leave because they don't want to be robots; so you then impoverish the teaching force even further, and lots of kids' needs don't get met because scripted curriculum we've tried over and over again over the last hundred years. We can't meet the needs of the kids who learn in different ways. Not that curriculum resources aren't helpful, but there's, you've got to be able to use them intelligently, on behalf of a very diverse group of kids. So that's another threat to teachers. I think the emphasis now on teacher evaluation in context of: if we just fire enough of the bad teachers. One of my friends says that if you fire 10 percent of the teachers every year, you eventually have this very high level of achievement like Finland. Well you can't fire your way to Finland. In fact, Finland doesn't fire teachers. They train them extremely well at government expense with a stipend while they train. They give them extensive mentoring. They give them all kinds of time (12:00) to work collaboratively and work together in the classroom. They build a high quality system in every school, and they don't need to fire people. You have to build that capacity. And what we're doing now, is we're blaming the teachers for all of the mistakes that policymakers make, that administrators make, the unwillingness of this society to adequately fund schools, the fact that we're up to 50 kids in a classroom in parts of Los Angeles, and 60 kids in a classroom in Detroit, and we don't have enough books for these kids. We don't have desks for them to sit in. We're losing the basic supports for education in high-needs communities serving low-income kids. If we can just say, "Oh, that teacher's value-added didn't go up, so fire the teacher." You take the entire system off the hook for meeting the needs (13:00)

of those kids. Not to mention the needs of those teachers. Because the fact of the matter is that many teachers who find it challenging and almost impossible to work in those circumstances could be great teachers in well-supported settings, and many will go to those settings and be fine. And we'll just have increasing difficulty in doing what is becoming almost undoable work. I could go on about the threats to the teaching profession, but I really fear if the United States is going to have a major wake-up call on this. We are at the beginning of a Fall of Rome.

AUDREY AMREIN-BEARDSLEY

So you were one of the top candidates, of course, for the US Secretary of Education position. Were these some of the things that you talked about, in terms of with Obama, and you were on committees at the federal level, on the federal policy level. These are the types of things you were talking with them. How receptive are they to these ideas?

LINDA DARLING-HAMMOND

Well Washington is a complicated place (14:00). There are people with all kinds of views, both within and across the White House, the Department and the Congress. And so many people are very receptive to these views. It's very interesting, though, in the policy world, how people can hold completely contradictory thoughts in their mind at the same time and do things that are absolutely inconsistent with each other and not see the inconsistencies. So part of the job for the people that understand the education system is to try to say, "If you do this, then these are going to be the effects. And while you hope for this, if you really want to get there, you have to think about how you are going to handle these other pieces." So it's very important that policymakers hear from people regularly and work with people regularly who understand the education system. And there are, in general, very well-intentioned people in the policy community.

AUDREY AMREIN-BEARDSLEY

But you're our number one person there, right? I mean, wouldn't we think that with the roles (15:00) that you've played already at that level, you know, and the Washington Post wrote that, in your most recent book, *The Flat World and Education*, that President Obama and Secretary Arne Duncan should both read your book. Do you think they'll read your book?

LINDA DARLING-HAMMOND

Well I know the President has the book because I gave it to him personally. I only got one hard copy from Teachers College Press, and I inscribed it for him, and I was in a meeting with him and said, "I wrote this for you," because I wrote it while I was doing the transition team work for the President. And he said he promised to read it. I said, "Okay, I'll give you a test, and it won't be multiple choice." So it's a performance assessment that I had in mind, and I can't tell at the moment how many chapters he's gotten through, from my own personal assessment of the policies.

AUDREY AMREIN-BEARDSLEY

But it's there.

LINDA DARLING-HAMMOND

It's there.

AUDREY AMREIN-BEARDSLEY  
Hopefully not collecting dust.

LINDA DARLING-HAMMOND  
Maybe not on his bedside table, however.

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## Video 5

AUDREY AMREIN-BEARDSLEY

Carol Lee says that you're at the center of the policy world in education, that you have the voice of the President of the United States, the Secretary of Education, key members of Congress, and Congressional staff. You understand education from the work of the classroom teachers, to school districts, to state boards of education, to the public policy; and she's that's just profound. Tell us about the greatest impact you feel you have had thus far at the national level.

LINDA DARLING-HAMMOND

Well, it's always hard to gauge because policymaking is like sausage making. I can think of two things that I can see a pretty clear line from work I did to outcomes that were in legislation. One was in the *No Child Left Behind Act*. There is the provision that all students should have highly qualified teachers and federal funds should be used for those teachers (1:00). It has been implemented in a way that has had challenges. You know, when you write legislation, it becomes very complicated very quickly; but that idea is one I shared with Department of Education staff when I was asked to come in and do a briefing in the last part of the Clinton years. They said, "What's one thing we ought to do in ESEA when it's reauthorized?" And I said, "One thing you could do would be to make sure that all kids have great teachers because right now the targets of federal policy, children with disabilities, English Language Learners, students who are low achieving and low-income actually are highly likely to get completely unqualified teachers." And, in fact, that had been increasing over the course of the 80s and 90s, really over the tail end of the 90s. I said, "You know, if you really want to make a difference, you'd say, you have to use these funds to get really thoughtfully (2:00) prepared teachers in all these classrooms, rather than letting the kids we're supposedly supporting have the revolving door of people without the knowledge and skills to help them." And, in fact, I later learned that that conversation led to that provision in the law. More recently, the President was very interested in this problem of assessment, and he talked on the campaign about how we need tests that go way beyond bubbling in, that we shouldn't have our kids just studying for the test all year long, that we needed to measure creativity, and problem solving, and thinking skills. That's very unusual for a president to take that on. It hasn't been in the conversation previously. And when we were briefing him on the transition plan, the thing he wanted to talk about the most was what are we going to do about testing? And I talked to him about what other countries were doing, much more open-ended and performance based assessments that are in use in Australia, and the UK, and Singapore (3:00), and many other places. And he said, "Well that's what we should do." So when the Department was beginning its process of figuring out what to do with its *Race to the Top* money around assessment, I helped organize a seminar for them, and we brought in people from Australia, and from Singapore, and from Finland, well actually I think Finland was for a

different seminar, and from Canada, and had leading people in the Department and some other leaders in Washington sit for a full day and learn about what other countries' assessment systems do. And the consortia that had been funded to revise our test for states across the country have a mandate that are more open-ended and include writing, and research, and measures of the Common Core Standards that involve teachers in development in scoring of the assessments (4:00). All of that emerged, I think, from the process of trying to create a more international conversation about what assessment could be.

AUDREY AMREIN-BEARDSLEY

And that all started with you. I mean that's...

LINDA DARLING-HAMMOND

Oh, I played a small role in it, along with a lot of other people.

AUDREY AMREIN-BEARDSLEY

But at that level, that's a huge role. Maybe he does have your book on his bedside table.

LINDA DARLING-HAMMOND

I'm not sure. I want him to read chapter 8.

AUDREY AMREIN-BEARDSLEY

We'll note that. So what's next for you? What haven't you accomplished that you'd still like to achieve?

LINDA DARLING-HAMMOND

Well you know, I have a friend who tells a story about his mother said, "You can't stop working until the work is done." And for me the work is being sure that we build an education system in this country that provides an empowering education for all children. And I have a little t-shirt that says, "God put me on this earth to accomplish a certain number of (5:00) things, and at the rate I'm going, I'll never die." It's a big job, and I expect to be working on it, you know, until...

AUDREY AMREIN-BEARDSLEY

So retirement is not in your future?

LINDA DARLING-HAMMOND

Well I might retire, but I won't stop.

AUDREY AMREIN-BEARDSLEY

Retire to spend more time on these types of issues and projects. Okay now to a set of introspective questions. First one, who most helped you to become the person you are today?

LINDA DARLING-HAMMOND

Wow, that's a great question. So many people have helped me become the person I am today. I would say, you know, in one sense, my husband and my children, Allen, Kia, Elena, and Sean because they've taught me so much about how to be a good person, and a wife, and a mother, and how to experience life in a variety of ways that I would never of otherwise had the

opportunity (6:00) to do. I would say on the professional side, I think back to the influence of my earliest mentor, Bernie Watson, at Temple. He really had a huge impact on the kind of professional I became, which is someone who engages the world of practice and policy, not just writes about it. Because he couldn't sit still. The fire that he had—I think he communicated to all of his students.

AUDREY AMREIN-BEARDSLEY

And you got some of that fire possibly from him?

LINDA DARLING-HAMMOND

I got a little bit of that. Yeah.

AUDREY AMREIN-BEARDSLEY

What inspires you?

LINDA DARLING-HAMMOND

I am inspired by great teachers. I just think it's just extraordinary to be in a classroom led by a great teacher is just a work of art, it's a (7:00) joy, it's a, it's awesome, literally it's awe-inspiring to see the ways in which great teachers are able to help kids in recognize things that they didn't know before—to see kids become so self-assured and to begin to own their own lives and their own knowledge. I think that's amazing.

AUDREY AMREIN-BEARDSLEY

What do you find uninspiring?

LINDA DARLING-HAMMOND

Well, I think I find ignorant policy suggestions very uninspiring. You know, there are so many things that we have tried and tried before that are, you know, that didn't work, aren't going to work, can't work, don't make sense, that come up over and over and over again. And they derail us (8:00) from doing the real work. So I am very uninspired by "reform" that is misguided and ill thought out.

AUDREY AMREIN-BEARDSLEY

Repeat the same behaviors and expect different results is also the definition of insanity, right?

LINDA DARLING-HAMMOND

Exactly.

AUDREY AMREIN-BEARDSLEY

What is your favorite word?

LINDA DARLING-HAMMOND

Justice.

AUDREY AMREIN-BEARDSLEY

What is your favorite curse word?

LINDA DARLING-HAMMOND  
(Laughs) I can't say it on camera.

AUDREY AMREIN-BEARDSLEY  
What profession other than your own would you have liked to attempt?

LINDA DARLING-HAMMOND  
Music. I almost went down that path. It's the road untaken for me, and maybe I'll go back to it someday.

AUDREY AMREIN-BEARDSLEY  
What profession other than your own would you not have liked to attempt?

LINDA DARLING-HAMMOND  
Oh, man. Well one that I decided not to attempt was music teacher because it's much too hard. I mean these people know every instrument. They can teach little kids and big kids, and orchestras (9:00), and bands, and choruses, and they run around and teach at multiple schools. My hat is off to the music teachers out there.

AUDREY AMREIN-BEARDSLEY  
They're going to be thrilled to know that I think. What is your favorite movie?

LINDA DARLING-HAMMOND  
Well, you know, I have so many favorites; but one that came to mind when you said that, not because it is pleasurable, but because it was so powerful, was *Sophie's Choice*. And that's how I feel about the work I do. In fact, I tear up just thinking about it because when we went to see the movie, there's this place where Sophie chooses between her children, and the theater is utterly quiet except for the sound of me sobbing. I mean I just completely lost it. My husband was like.... You know, how you can you choose? And that's what I feel we do in this country. I feel like we choose which children (10:00) we're going to let die, which children we're going to consign to the school to prison pipeline. It's an untenable choice. So that actually is what I think about when I get up in the morning and when I go to bed at night.

AUDREY AMREIN-BEARDSLEY  
There's your fire.

LINDA DARLING-HAMMOND  
Yes.

AUDREY AMREIN-BEARDSLEY  
What's your favorite book?

LINDA DARLING-HAMMOND  
Well, I will say I read *The Color Purple* in one sitting, you know, through the entire night when my kids were little enough and I had to be up in the morning to get them to school, and I said,

“Oh, I can’t afford to be doing this.” That’s a great book on so many levels. I’m reading the autobiography of W.E.B. Dubois now, and that’s pretty good too.

AUDREY AMREIN-BEARDSLEY

If you could have dinner with anybody dead or alive, who would it be? And why?

LINDA DARLING-HAMMOND

John Dewey (11:00). Just because. One of my friends once said, “John Dewey plagiarized everything I thought before I thought it.” So that would be one.

AUDREY AMREIN-BEARDSLEY

If Heaven exists, what would you like to hear God say when you arrive at the Pearly Gates?

LINDA DARLING-HAMMOND

You know, you made a difference

AUDREY AMREIN-BEARDSLEY

What are your words of wisdom for graduate students, young faculty, aspiring to be educational researchers, philosophers, theorists, and the like, like you?

LINDA DARLING-HAMMOND

I would say number one, be extremely well prepared. You know, don’t avoid the classes when you’re a graduate student that you think you won’t use or you’re afraid you won’t like. Take all the qualitative and quantitative methods. Take the statistics courses. Know the system from multiple angles, and have the tools to be able to engage it (12:00) properly. Be respectful to practice and practitioners. Understand how hard that work is, and if it’s not work that you’ve done yourself, have the grace to be respectful about it. Don’t think, don’t assume that you could walk in there and do it. Try to understand what people are actually doing when they’re doing that work. I would say, be aware that if you want your work to have legs and to travel, you have to do much more than just publish in journals that other researchers read. You know, there’s always this question about research and practice. You don’t just get research into practice by just publishing it in a journal. You have to be thinking about how are you preparing practitioners so that they can use this work? How are you translating your work, so that it can be useable to practitioners, or policymakers, or others who are out there (13:00) trying to improve schools and systems? So you have to figure out how to have a wide enough view to understand how the work walks its way into the places where you would like it to be used.

AUDREY AMREIN-BEARDSLEY

That even comes down to the college level in terms of what they reward for traditional journals and publications in practitioner types of journals that are you usually devalued. I completely concur with you on that.

When asked to capture the essence and nature of Linda Darling-Hammond, Barnett Berry said that you are the Michael Jordan of educational policy. Prudence adds that you are one of the most grounded human beings she knows. Lonnie adds that not only are you fearless, competent, and compassionate, but that you have raised three wonderful children just like you. Carol Lee

said what she admires most in you is that despite all the demands of your professional life, you still keep your family at the forefront, and through everything, you have not faltered. Sharon (14:00) Robinson agrees your most significant accomplishment has been your family, especially your children. Sean said, if not for your research and your advocacy, there would be thousands of children who would be without the benefit of a qualified teacher in their classroom. That's where you've had your greatest impact in your son's mind. Yet, you remain humbly brilliant. Words that your other friends and family commonly used to describe you include Linda Darling-Hammond brilliant, fearless, passionate, fierce, and that there's a tiger behind your calm demeanor. Well there is no doubt that we all love Linda Darling-Hammond and the humble, brilliant, yet fierce, fearless, and tireless tiger, who serves all of us at the center of educational policy, education, the center of practice, and the center of such uncertainty. We thank you so much for being you and for everything that you have done for us, for future (15:00) educationists, researchers, and especially the students you have touched and impacted thus far in your life. Thank you.

LINDA DARLING-HAMMOND

Thank you.