



May 17 2011
4:14PM

EXHIBIT R

Dr. Linda Darling-Hammond

Introduction

This report provides an overview and analysis of the research on the impact of teacher quality, professional development, standards and curriculum, school organization, and class size on children's learning and development, including readiness for post-secondary education, the workforce, and civic participation

I am an educational researcher and professor. For decades my research, teaching, and policy work has focused on issues of school reform, teacher quality and educational equity. Currently, I am the Charles E. Ducommun Professor at Stanford University School of Education. My qualifications are further described in my CV, which is attached. My hourly rate for providing testimony is \$300.00.

Teacher Quality

It is clear that teachers are the fulcrum of determining whether any school initiative tips toward success or failure. Every aspect of school reform depends on highly skilled teachers for its success. This is especially true where, as in Colorado, education standards have been raised and the diversity of the student body is increasing. I have conducted and reviewed many studies concerning teacher quality and best practices in teacher education, professional development, and teacher evaluation. As a result, this report opines on best practices for developing a high-quality teaching force and supporting effective teaching in these areas.

Teacher Quality and Teaching Quality

It is important to distinguish between *teacher quality* and *teaching quality*. The former is that bundle of personal traits, skills and understanding that an individual brings to teaching, including dispositions to treat students fairly and support student learning. Research has found that more effective teachers generally possess:

- strong general intelligence and verbal ability that help them organize and explain ideas, as well as observe and think diagnostically;
- strong content knowledge in the areas they teach;
- knowledge of how to teach others in that area (content pedagogy), in particular, instructional strategies for developing higher-order thinking skills.
- an understanding of learners and their learning and development— including how to design curriculum, how to assess and support learning, how to support students who have learning differences or difficulties, and how to support the learning of language and content for those who are not already proficient in the language of instruction.
- adaptive expertise that allows them to make judgments about what is likely to work in a given context for specific curriculum goals in response to specific students' needs.¹

Several major studies have found that teachers are more effective if they have had strong academic preparation and strong pre-service teacher education before entering the classroom, if they are certified in the field they are teaching, if they have had at least several years of teaching experience, and if they have met the teaching standards for National Board Certification, which include the features of teaching knowledge and skill described above.² Policies that strengthen the presence of these characteristics in the teaching force, and that ensure their equitable distribution to students, are a critical foundation for student learning.

Teaching quality has to do with strong instruction that enables a wide range of students to learn. Such instruction meets the demands of the discipline, the goals of instruction, and the needs of students in a particular context.

Teaching quality is in part a function of teacher quality – teachers’ knowledge, skills, and dispositions – but it is also strongly influenced by the context of instruction, including teaching conditions and “fit.” A high-quality teacher may not be able to offer high quality instruction in a context where there is a mismatch in terms of the demands of the situation and his or her knowledge and skills. Furthermore, if teachers lack useful curriculum materials, necessary supplies and equipment, reasonable class sizes, and the opportunity to plan with other teachers to create a coherent curriculum, the quality of teaching students experience may be suboptimal, even if the quality of teachers is high. Substantial evidence points to the importance of class sizes, curriculum supports, the availability of instructional supports such as tutoring, and the use of time as strong predictors of student achievement.³

In addition to the material resources for teaching, which can differ dramatically across schools and districts, teaching quality depends on access to good colleagues and other resources for learning. Research on professional development frequently underscores the importance of teachers working together to improve their collective practice.⁴ Economists have found that student learning gains are greater when teachers who are not only more experienced and better-qualified, but also when they work as teams to improve their practice and the school as a whole.⁵ These are all conditions that are aided or undermined by policies that encourage or discourage useful learning supports, shared planning time, and coaching or mentoring opportunities.

To build a useful policy system that encourages excellent instruction and strong student learning, it is important to consider both teacher *quality*—so that the system recruits the right people and prepares them effectively—and *teaching* quality—so that effective practices are encouraged and supportive conditions are provided.

Value-Added Analysis of Student Test Scores

As states and districts aim to increase teaching quality and teacher effectiveness, there is an increasing interest in measuring teachers’ contributions by directly examining student achievement gains. Colorado law now requires this under Senate Bill 191, Licensed Personnel Performance Evaluation Act, which was signed into law last year. On April 13, 2011, the State

Council for Educator Effectiveness (SCEE) submitted its Report and Recommendations concerning the implementation of S.B. 191 to the State Board of Education (“Report and Recommendations”).

The report contains 6 principles for effective teachers with which I agree and which provide a good starting point for implementation of S.B. 191. These principles are: Teachers demonstrate knowledge of the content areas they teach; teachers establish a respectful environment for a diverse population of students; teachers facilitate learning for their students; teachers reflect on their practice; teachers demonstrate leadership; and teachers take responsibility for student growth.

The SCEE Report has recommended that 50 percent of teacher evaluations in Colorado should be based on an unspecified combination of “state summative assessments,” as-yet-unadopted “other assessments for non-tested areas,” and undefined “other measures aligned with CDE guidelines.” Because the latter two factors are too vague for me to comment on, I offer an opinion as to the first factor: the use of state summative assessments (the CSAP or whatever comparable alternative Colorado may adopt to measure student achievement) to derive a measure of student growth that is used to infer the “value-added” gains attributed to a particular teacher.

Leading researchers have cautioned that the inferences about individual teachers that many policy makers would like to draw from such analyses rely on very strong and often untested statistical assumptions about the roles of schools, multiple teachers, student aptitudes and efforts, and home and families in producing measured student learning gains.

Reviews of research on value-added methodologies for estimating teacher “effects” based on changes in student test scores have concluded that these measures are too unstable and too vulnerable to many sources of error to be used as a major part of teacher evaluation.⁶ These measures of test score gains are a function of many factors other than the individual teacher, including many aspects of the school and home environments and the effects of many other teachers, past and present, as well as student attendance and availability for learning.

As a result of this range of influences on student learning, many studies have found that ratings of teacher effectiveness are highly unstable. Judgments of teacher effectiveness vary substantially across statistical models, classes, and years, as well as across different tests.⁷ Furthermore, student characteristics can impact teacher rankings, sometimes dramatically, even when such characteristics have been previously controlled statistically. For example, teachers who teach less advantaged students in a given course or year (for example, those who do not yet speak English and those who have special education needs) typically receive lower effectiveness ratings than the same teacher who teaches more advanced students in a different course or year.⁸ Furthermore, on spring-to-spring measures of achievement, the summer learning loss that affects the scores of lower-income students also reduces the measured learning gains of the teachers who teach them.

These factors can create both misestimates of teachers' effectiveness and disincentives for teachers to want to teach the neediest students. For all of these reasons, a report by the RAND Corporation concluded that:

The research base is currently insufficient to support the use of VAM for high-stakes decisions about individual teachers or schools.⁹

The Board on Testing and Assessment of the National Research Council of the National Academy of Sciences stated,

...VAM estimates of teacher effectiveness ... should not be used to make operational decisions because such estimates are far too unstable to be considered fair or reliable.

Henry Braun, of the Educational Testing Service, concluded in his review of research:

VAM results should not serve as the sole or principal basis for making consequential decisions about teachers. There are many pitfalls to making causal attributions of teacher effectiveness on the basis of the kinds of data available from typical school districts. We still lack sufficient understanding of how seriously the different technical problems threaten the validity of such interpretations.¹⁰

While value-added models based on student test scores are useful for looking at groups of teachers for research purposes – for example, to examine the results of professional development programs or to look at student progress at the school or district level, they are problematic as measures for making evaluation decisions for individual teachers.

Best Practices for Teacher Measuring Teacher Effectiveness

It is important that a teacher evaluation system measure effective teaching accurately and recognize the aspects of teachers' knowledge, skills, and practice that are associated with student learning. An effective approach uses multiple measures of performance and considers at least three kinds of evidence in combination with each other: (1) Teachers' performance on teaching assessments, (2) evaluation of teaching practices through systematic collection of evidence about teacher planning and instruction, and (3) contributions to growth in student learning, from classroom assessments and documentation as well as standardized tests, where valid and appropriate for the curriculum and the students being taught. In addition, an effective evaluation system ensures the availability of ongoing, high-quality professional development learning opportunities for teachers.

Several principles emerge from research on measuring and developing effective teaching that can inform best practices in evaluating educator effectiveness.

- Define Teacher Effectiveness in Context. The definition of teacher effectiveness should be broadened from a generic perspective to a differentiated perspective, acknowledging

that teacher effectiveness is context specific – dependent on the subject matter, curriculum, and students being taught -- rather than context free.

- Use Teacher Performance Assessments to Measure and Develop Effectiveness. Teaching performance assessments that take content area and teaching context into account have been found both to measure teacher effectiveness and to help teachers develop more effective practices.¹¹ Such assessments ask teachers to assemble evidence of their practice that is scored by trained raters who are expert in the same teaching field, using rubrics that define critical dimensions of teaching. Teacher licensing should incorporate evidence of competence from performance assessments rather than merely the completion of a set of courses or survival of a certain length of time in a classroom. Similarly, development of accomplished practice should incorporate opportunities for National Board Certification.
- Develop Integrated Measures of Teaching Practice and Student Learning to Inform Judgments About Teacher Effectiveness.
 - **Evidence about teaching practice** should be developed by observing teachers' classroom practice based on professional teaching standards grounded in research on teaching and learning. Systematic observation protocols with well-developed, research-based rubrics should guide observations of teaching, coupled with teacher interviews and artifacts such as lesson plans, assignments, and samples of student work.
 - Evidence about student learning** assembled by teachers should be integrated with evidence of practice to illustrate the relationship between teaching and learning. Such evidence can be drawn from classroom assessments and documentation, including pre- and post-test measures of student learning in specific courses or curriculum areas, and evidence of student accomplishments in relation to teaching activities.

Teacher evaluation strategies should be embedded in systems that also develop greater teacher competence through standards-based feedback, mentoring and coaching around the standards, and through roles for teachers to help their colleagues and their school improve.

The Importance of High Quality Professional Development

Factors Indicating a Successful Professional Development Program

Research has found that effective professional development is intensive, ongoing, and connected to practice; focused on the teaching and learning of specific academic content; connected to other school reforms; and built around collaborative learning relationships among teachers.¹²

In today's environment of changing standards and assessments, it is even more critical for states to provide sustainable, ongoing, and responsive professional development to its teachers. High quality professional development is essential to helping teachers become more effective with the

consequence of then improving student achievement. Effective professional development systems developed by states exhibit:

- Focused leadership: Leaders prioritize funding and quality design of professional development linked to key school initiatives, and decision making for professional development is shared among a broad group of expert professionals.
- Infrastructure: Organizations that design, orchestrate, and provide steady, reliable opportunities for professional learning are supported at both the state and local levels.
- Resources: Funds are specifically earmarked for professional development, technical assistance is provided to support quality, and federal and state funds are leveraged around coherent approaches.
- Intermediaries and outside providers: Professional organizations and independent providers are part of an integrated approach to providing professional development.¹³

Elements of a Successful Professional Development Program

Research and best practices suggest that the following elements should be considered in building strong opportunities for professional learning:

- A common and clearly articulated vision for professional development that permeates policy and practice, including a coherent system of policies and mechanisms for enforcing, monitoring and enabling policy implementation at the local level;
- Effective monitoring of professional development quality. In some states this includes regular feedback from consumers and the oversight of local professional development panels. (Colorado has conducted a biennial teaching conditions survey that includes limited questions about the quality of the professional development opportunities);
- Mentoring and induction requirements that are linked to and create a foundation for ongoing professional learning. Ideally, mentoring is conducted by trained, expert veterans in the same teaching field, who have released time to provide regular in-classroom coaching as well as support with curriculum planning. (Colorado has had a long standing induction program for more than two decades. In 2008, about 86% of new teachers reported receiving support from a mentor teacher in their first year.¹⁴)
- Professional learning communities, which organize teachers within and across schools to focus on improving their practice and on key school improvement initiatives. Some states fund and support the development of professional learning communities. In Colorado;

- An infrastructure of organizations, including intermediaries, for facilitating professional development. In Colorado, one example of an intermediary would be the BOCES which, with resources, could work locally with districts in providing professional development;
- Stability of resources. To build ongoing high-quality learning opportunities, districts and professional development providers.¹⁵

In past years, Colorado appears to have developed some of the necessary elements of an effective professional development program, but not all of them.¹⁶ About 90% of Colorado teachers appeared to receive some form of professional development support in 2008, but fewer than 1/2 reported receiving the sustained, intensive support that research suggests translates into student learning gains. Fewer than 15% reported that there was substantial collaboration within their schools.¹⁷ Even though Colorado has sought to establish many components of an infrastructures, professional development, especially in rural Colorado, does not universally appear to meet the level of best practices as described above.

To enable adequate and equitable opportunities for teacher learning, it is essential that such models be made available to all teachers in all districts, regardless of size and wealth. Implementing a system that supports all teachers requires long-term commitment and significant investment from the State. Recent cuts have eroded the capacity of the State Department, the BOCES and districts to access and manage many professional development programs.

Conclusion

To support student learning, Colorado should pursue a professional development system that is based on sound research -- one that offers sustained, continuous learning which is responsive to the present day education reform issues. In both teacher evaluation and professional development, research is available to support best practices, which should be the basis for the development and implementation of the policies for the State.

Skills for Workforce/Civic Participation

Like other states, the State of Colorado has developed a public education system that defines outcomes and works to better align this system to the changes in the demands of the postsecondary education and workforce. The Colorado Department of Education and the Colorado Department of Higher Education adopted a definition for “Postsecondary and Workforce Readiness,” (“PWR”), describing it as “the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent.” (PWR Definition, June 30, 2009) Colorado also makes clear that one of the measures for determining whether students achieve the essential knowledge, skills and behaviors can be analyzed by looking at the students requiring remediation. The definition states

that: “Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation.”

In its PWR definition, among areas of content knowledge, Colorado includes but is not limited to: Content Knowledge in Literacy, using logic and rhetoric to analyze and critique ideas; in Mathematical Sciences, thinking critically, analyzing evidence, reading graphs, understanding logical arguments, detecting logical fallacies, testing conjectures, evaluating risks and appreciating the role mathematics play in the modern world; in Science, using theoretical principles within a scientific field and relevant empirical evidence to make and draw conclusions; in Social Studies and Social Sciences, understanding how government works in the U.S. and in other countries, the varying role individuals may play in society and the nature of civic responsibility; in the Arts and Humanities, understanding how the arts and literature are used as instruments of social and political thought. Learning and Behavior Skills in the PWR definition include: critical thinking and problem solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication and collaboration.

In addition, Colorado has adopted the Common Core Standards in Mathematics and English Language Arts and Content Standards (Colorado P-12 Academic Standards) in other content areas. (http://www.cde.state.co.us/cdeassess/UAS/Printable_Standards.html).

On their face, these standards exemplify rigorous expectations for curriculum and teaching that will pose significant requirements and challenges for schools, teachers and students. The values and skills public schools students actually acquire are particularly important in Colorado given its upgrade in content standards and its PWR definition. They also play a vital role in preparing students with the skills to participate in civic activities. As part of my review in this case, I reviewed a series of ballot initiatives and jury charges as examples of civic participation that persons graduating from Colorado public schools can expect. In assessing the level of education and skills persons would need to acquire in order to fully understand and meaningfully participate in civic activities, my opinion is that the Colorado content standards appropriately reflect the kinds of social and scientific understanding, critical thinking skills, and literacy needed to be a fully informed and participating citizen.

Schools Organized for Student Success

Intelligent investments in schools will be needed to enable all students to meet these content standards. In addition to the knowledge and skills required of individual teachers (discussed above), schools are variously organized to deliver the curriculum and to provide quality teaching and that meets these standards. Where the stretch to achieve these outcomes is particularly challenging—as is true for many large urban and poor rural high schools that lose many of their students before graduation—attaining substantially different results in our schools will require

more than just teachers "trying harder" within traditional bureaucratic constraints. Creating dramatically different outcomes typically requires new organizational structures in schools.

Schools that have been successful in restructuring to meet these needs, having increased graduation rates and college-going for traditionally under-achieving students have developed innovative settings and practices, including:

- Personalized settings featuring small learning communities and small classes, along with advisory systems that ensure attention to each student's needs by systematically organizing strong, long-term relationships among adults and students, along with counseling, academic supports, and family connections.
- College-preparatory curriculum, often in partnership with local colleges, coupled with strong academic supports, including block scheduling, homework help, and tutoring to enable student success.
- Authentic learning experiences that connect to the world outside school and are linked to intellectually challenging performance assessments providing clear standards and feedback to support students in learning to engage in research, writing, problem-solving, and communication.
- Organization of teachers into teams that share students and plan curriculum and learning experiences together,
- Time and resources to support extensive professional development and regular time for teacher collaboration around curriculum, assessments, and school improvement.¹⁸

Successful schools give their students access to a rigorous curriculum; they also offer more supportive learning environments. The schools' forward-looking curriculums rely both on redefining traditional requirements and on using challenging performance-based assessments that demand applications of knowledge, provide students and staff with timely feedback about students' progress, and support revision of student work to meet standards of quality. However, other factors such as qualified teachers in the proper environment, class size, and adequate resources are necessary for students to achieve.

Class Size

As noted above, class size and pupil loads (and sometimes even school size) enable teachers to know the needs of the learners adequately so they can adapt their instruction to those needs. Small class sizes, below a threshold level, have been found to increase achievement, especially for young children and previously low-achieving students.¹⁹ Some studies have found that factors such as teacher qualifications, class sizes, and school sizes, can have as much effect on achievement gains as poverty. d

Besides teacher qualification, being sure that the class sizes are within a range that makes it possible to meet the students' needs is important to improving the achievement levels in school districts. Furthermore, class size, like salary, is a factor that attracts qualified teachers to a school district. Class size also affects how a teacher can instruct a class and get to know the students they teach.

There are different needs for children who have learning disabilities or severe handicaps than there are for students that don't have those needs, and there are different needs for children based on their grade level that affect the appropriate class size necessary for a teacher to get to know their students and be prepared to teach.

¹ For a summary of studies, see L. Darling-Hammond & J. Bransford, *Preparing Teachers for a Changing World: What Teachers should Learn and Be Able to Do*. San Francisco: Jossey-Bass, 2005; L. Darling-Hammond (2000). Teacher quality and student achievement: A review of state policy evidence. *Educational Policy Analysis Archives*, 8(1), <http://epaa.asu.edu/epaa/v8n1>; Wilson, S.M., Floden, R., & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, gaps, and recommendations*. A research report prepared for the U.S. Department of Education. Seattle: Center for the Study of Teaching and Policy, University of Washington.

² Charles T. Clotfelter, Helen F. Ladd, & Jacob L. Vigdor (2007). *Teacher credentials and student achievement in high school: A Cross subject analysis with student fixed effects*. Working paper series. (No. 13617), Stanford: National Bureau of Economic Research; Boyd, D., Lankford, H., Loeb, S., Rockoff, J. & Wyckoff, J. (2007). *The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools*. CALDER Working Paper 10; Easton-Brooks, D. & Davis, A. (2009). Teacher qualification and the achievement gap in early primary grades. *Education Policy Analysis Archives*, 17 (15). <http://epaa.asu.edu/epaa/v17n15/>; Linda Darling-Hammond, Deborah Holtzman, Su Jin Gatlin, & Julian Vasquez Heilig (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/>; Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2006). How changes in entry requirements alter the teacher workforce and affect student achievement. *Education Finance and Policy*, 1 (2): 176-216; Li Feng & Tim R. Sass (2009). *Special education teacher quality and student achievement*. National Bureau of Economic Research Working Paper.

³ For a summary of many of these studies, see Jeannie Oakes (2003). Education Inadequacy, Inequality, and Failed State Policy: A Synthesis of Expert Reports Prepared for *Williams v. State of California*. Retrieved on 7/30/08 from http://www.decent-schools.org/expert_reports/oakes_report.pdf

⁴ B. Berry, A. Daughtrey, & A. Wieder (2010, February). *A better system for schools: Developing, supporting and retaining effective teachers*. New York and Hillsborough, NC: Teachers Network and the Center for Teaching Quality; A. Bryk, J. Nagaoka, & F. Newmann (2000). Chicago classroom demands for authentic intellectual work: Trends from 1997-1999. Chicago: Consortium on Chicago School Research; R. Ingersoll & D. Perda (2009). The mathematics and science teacher shortage: Fact and myth. Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania; Wei, R., Darling-Hammond, L., Andree, A. Richardson, N. & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the US and abroad. Dallas: National Staff development Council.

⁵ C. K. Jackson & E. Bruegmann (2009, August). *Teaching students and teaching each other: The importance of peer learning for teachers*. Washington, DC: National Bureau of Economic Research; Y. Goddard & R. D. Goddard (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877-896.

⁶ Henry Braun, Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models (Princeton, NJ: ETS, 2005); Eva Baker et al., Problems with the use of student test scores to evaluate teachers. Washington, DC: Economic Policy Institute, 2010.

⁷ Lockwood, J. R., McCaffrey, D. F., Hamilton, L.S., Stetcher, B., Le, V. N., & Martinez, J. F. (2007). The sensitivity of value-added teacher effect estimates to different mathematics achievement measures. *Journal of Educational Measurement*, 44 (1), 47 – 67; Rothstein, J. (2007). Do Value-Added Models Add Value? Tracking, Fixed Effects, and Causal Inference. National Bureau for Economic Research.

⁸ Xiaoxia Newton, Linda Darling-Hammond, Edward Haertel, and Ewart Thomas, Value-Added Modeling of Teacher Effectiveness: An Exploration of Stability across Models and Contexts. Education Policy Analysis Archives, 18 (Sept. 2010). <http://epaa.asu.edu/ojs/article/view/810>.

⁹ Daniel F. McCaffrey, Daniel Koretz, J. R. Lockwood, Laura S. Hamilton (2005). Evaluating Value-Added Models for Teacher Accountability. Santa Monica: RAND Corporation.

¹⁰ Henry Braun, Using Student Progress to Evaluate Teachers: A Primer on Value-Added Models (Princeton, NJ: ETS, 2005), p. 17.

¹¹ L. Darling-Hammond, Evaluating Teacher Effectiveness: How Teacher Performance Assessments can Measure and Improve Teaching. Washington DC: Center for American Progress, October, 2010.

¹² Linda Darling-Hammond, Ruth Chung Wei, Nikole Richardson, Alethea Andree, and Stelios Orphanos. Professional Learning in the Learning Profession: A Status Report on Professional Development in the U.S. and Abroad. Washington DC: National Staff Development Council and Stanford, CA: School Redesign Network at Stanford University, 2009.

¹³ Ann Jaquith, Dan Mindich, Ruth Chung Wei, and Linda Darling-Hammond, Teacher Professional Learning in the United States: Case Studies of State Policies and Strategies. Washington DC: Learning Forward and Stanford, CA: Stanford Center for Opportunity Policy in Education, November, 2010.

¹⁴ Ruth Chung Wei, Linda Darling-Hammond, and Frank Adamson, Professional Development in the United States: Trends and Challenges. Dallas, TX: National Staff Development Council. Washington and Stanford, CA: Stanford Center for Opportunity Policy in Education, 2010.

¹⁵ Ibid.

¹⁶ Jaquith et al., 2010.

¹⁷ Wei, Darling-Hammond, & Adamson, 2010.

¹⁸ Diane Friedlaender, Linda Darling-Hammond, et al, High Schools for Equity. Stanford, CA: The School Redesign Network at Stanford University in collaboration with Justice Matters Institute, 2007; Linda Darling-Hammond, Jacqueline Aness, & Susanna Ort, Susanna, “Reinventing high school: Outcomes of the Coalition Campus Schools Project,” *American Educational Research Journal*, vol. 39(3, 2002), p. 639-673; Michelle Fine (Ed.), *Charting urban school reform: Reflections on public high schools in the midst of change* (New York, NY: Teachers College Press, 1994); Michelle Fine, Brett Stoudt, & Valerie Futch, *The Internationals Network for Public Schools: A Quantitative and Qualitative Cohort Analysis of Graduation and Dropout Rates* (New York, NY: The Graduate Center, City University of New York, 2005); Craig B. Howley & Hobart L. Harmon (Eds.), *Small High Schools That Flourish: Rural Context, Case Studies, and Resources* (Charleston, WV: AEL, Inc., 2000); Pat Wasley et al., *Small schools: Great strides. A study of new small schools in Chicago*, 2000.

¹⁹ Finn, J. D., Pannozzo, G. M., & Achilles, C. M. (2004). The “why’s” of class size: Student behavior in small classes. *Review of Educational Research*, *73*, 321-368; Finn, J. D., Gerber, S. B., & Boyd-Zaharias, J. (2005). Small classes in the early grades, academic achievement, and graduating from high school. *Journal of Educational Psychology*, *97*, 214-223; Finn, J. D., Gerber, S. B., Achilles, C. M., & Boyd-Zaharias, J. (2001). The enduring effects of small classes. *Teachers College Record*, *103*, 145-183; Krueger, A. B. & Whitmore, D. M. (2001). The effect of attending a small class in the early grades on college-test taking and middle school tests results: Evidence from Project STAR. *The Economic Journal*, *11*, 1-28.

LINDA DARLING-HAMMOND

Charles E. Ducommun Professor of Education,
Stanford University School of Education
326 CERAS Building, 520 Galvez Mall
Stanford, CA 94305
(650) 723-3555

Education

B.A. (Magna cum laude, with honors), Yale University, 1973

Ed.D. (With highest distinction), Urban Education, Temple University, 1978

Professional Experience

1998 - present

Charles E. Ducommun Professor of Education, Stanford University
Co-Director Stanford Center for Opportunity Policy in Education (2008 -)
Co-Director School Redesign Network (2001 -)
Faculty Sponsor, Stanford Teacher Education Program (1998-2004)

1994 - 2001

Executive Director, National Commission on Teaching and America's Future,
Teachers College, Columbia University

1993 - 1998

William F. Russell Professor in the Foundations of Education, Teachers College,
Columbia University

1989 - 1998

Professor, Teachers College, Columbia University and
Co-Director, National Center for Restructuring Education, Schools, and Teaching,
Teachers College, Columbia University

1985 - 1989

Director and Senior Social Scientist, Education and Human Resources Program,
The RAND Corporation, Washington, D.C.

1979 - 1989

Social Scientist, The RAND Corporation, Washington, D.C.

1978 - 1979

Director, Excellence in Education Program, The National Urban Coalition,
Washington, D.C.

1978 - 1979

Adjunct Assistant Professor, Temple University, Graduate School of Education

1977 - 1978

Senior Research Associate, School Finance Reform Project, The National Urban Coalition, Washington, D.C.

1976 - 1979

Associate Editor, Cross-Reference: A Journal of Public Policy and Multicultural Education

1975 - 1976

Researcher/Consultant, Education Law Center, Philadelphia, Pennsylvania

1974 - 1975

Reading and Study Skills Teacher, Student Resources Center, Temple University, Philadelphia, Pennsylvania

1973 - 1974

English Teacher, Penncrest High School, Media, Pennsylvania

1973 Student Teacher, Camden High School, Camden, New Jersey

1970 - 1973

English Teacher and Curriculum Director, U.S. Grant Foundation, Yale University Afterschool and Summer Program for New Haven Public School Students

1969

Teacher's Aide, Cleveland Public Schools

Honorary Degrees

Honorary Doctor of Letters, Brooklyn College, 2010

Honorary Doctor of Letters, Duquesne University, 2010

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.

Other Honors and Awards

University Citation, Claremont Graduate University, 2011

Teachers College Medal, Columbia University, 2011

John Dewey Award, United Federation of Teachers, 2011

Presidential Citation, American Educational Research Association, 2011

American Association of American Publishers Prose Award in Education, Honorable Mention,
The Flat World in Education, 2011

Brock International Prize in Education, 2011

Friday Medal, North Carolina State University, 2010

Lifetime Achievement Award, Schott Foundation, “Hot Schott Awards”, 2010

James Bryant Conant Award, Education Commission of the States, 2010

Changing the World Award, Chapman University, 2010

Education Justice Award, Education Law Center, 2010

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 Award, 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

Brown Invitational Lecture, American Educational Research Association, 2006

Pomeroy Award for Outstanding Research (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 Award, Horace Mann League, American Association of School Administrators, 2005

Founder's Award, National Commission on African American Education, 2003

Outstanding Teaching Award, Stanford University School of Education, 2002

Jason Millman Memorial Scholar Award, Consortium for Research on Educational Accountability and Teacher Evaluation, 2002

Exemplary Leader, American Leadership Forum, Silicon Valley, 2001

E. Robert Stevens Award for Outstanding Scholarship, Association of Educational Service Agencies, 2000

Professional Publication Award, California County Superintendents Educational Services Association, 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

Outstanding Teaching Award, Stanford University School of Education, 1999

Outstanding Educator Award, San Francisco Exploratorium, 1999

Contribution to Staff Development Award, National Staff Development Council, 1998

Distinguished Service Award, Council of Chief State School Officers, 1998

Outstanding Book Award, American Educational Research Association, 1998 (for *The Right to Learn: A Blueprint for Creating Schools that Work*)

Distinguished Educator Award, Association of Teacher Educators, 1998

Crystal Apple Award, California Council on the Education of Teachers, 1997

David G. Imig Award for Distinguished Contributions to Public Policy on Behalf of Teacher Education, American Association of Colleges for Teacher Education, 1997

Janet E. Helms Award for Scholarship and Mentoring in Education, Teachers College Roundtable on Cross-Cultural Psychology and Education, Columbia University, 1997

Mark R. Shibles Distinguished Visiting Professor, University of Maine, 1995-96

Kappa Delta Pi, Distinguished Laureate, 1995

Woman of Valor Award, Educational Equity Concepts, 1995

President, American Educational Research Association, 1995-96

"Leaders in Education" Award, Association of Teacher Educators, 1990

National Academy of Education, elected to membership, 1989

Certificate of Honor, Temple University, College of Education, Alumni Association, 1988

P.E.E.R. Recognition (People in Educational Evaluation and Research) Phi Delta Kappa Center on Evaluation, Development, and Research, 1988

QUEST Citation for Outstanding Scholarship, American Federation of Teachers, 1987

Review of Research in Education Award, American Educational Research Association, 1985
Outstanding Alumnus, Temple University, Department of Urban Education, 1984

Phi Delta Kappa George E. Walk Award (awarded annually for most outstanding dissertation in the field of education), 1978

Ed.D, awarded with highest distinction, Temple University, 1978

University Graduate Fellowship Award, Temple University, 1975 - 1977

University Scholarship Award, Yale University, 1969 - 1973

National Merit Scholarship Semifinalist, 1969

Professional Activities

U.S. Department of Education Equity and Excellence Commission, 2011- present
Center on Academic, Social, and Emotional Learning, Board of Directors, 2010 – present
Education Voters, Board of Directors, 2010
Wallace Foundation, Board of Directors, 2009 - present
Children’s Literacy Initiative, Advisory Board, 2009 - present
Stuart Foundation, Education Leadership Advisory Council, 2009 - present
Developmental Studies Center, Advisory Board, 2009 - present
New America Foundation, Federal Education Budget Project Advisory Panel, 2008-present
Alliance for Childhood National Advisory Board, 2008-present
National Council for Educating Black Children, Board of Directors, 2007-present
National Staff Development Council Advisory Panel, 2007-present
Council of Chief State School Officers Formative Assessment Advisory Group, 2006-present
Alliance for Excellent Education, Board member, 2005-present
National Commission on Teaching and America’s Future, Board member, 2001-present
Center for Teaching Quality, Board of Directors, 2001-present
Aspire Public Schools Board of Directors, 2001-2007
Co-Chair, National Academy of Education, Committee on Teacher Education, 2000-2005
National Academy of Science, National Research Council Panel on Teacher Testing, 2000-2001
Bay Area Coalition of Essential Schools, Honorary Board, 2000 - present
Foothill College, Center for Innovation, Advisory Board, 2000 - 2002
Co-Chair, California Professional Development Task Force, 2000-01
Aspiring Principals Program, Advisory Board, 2000 – present
George Lucas Education Foundation, Advisory Board, 2000 – 2007
Resource Area for Teachers, Advisory Board, 2000 – present
Disney Learning Partnership, Advisory Council, 1999 - present
San Francisco Exploratorium, International Advisory Council, 1998 - 2004
Technical Review Panel for the Schools and Staffing Survey (SASS), U.S. Department of Education, 1997 - 2000
Frederick D. Patterson Research Institute Advisory Committee, 1996 – present
College Board Advisory Committee for Research and Development, 1996 – 2001
Center for Policy Research in Education, Advisory Board, 1996 - 2000
National Academy of Education Executive Board, 1995 - 1998
President, American Educational Research Association, 1995 - 1996; Executive Board, 1994 - 1997
National Board for Professional Teaching Standards, Member, 1991 - 1997
Chair, New York State Curriculum and Assessment Council, 1991 - 1995
Chair, Council of Chief State School Officers, Interstate New Teacher Assessment and Support Consortium, Standards Drafting Panel, 1991 - 1998
Carnegie Foundation for the Advancement of Teaching, Board of Trustees, 1995 - 2002
National Foundation for the Improvement of Education, Board of Directors, 1991 –1993;1995 - 2000
Recruiting New Teachers, Board of Directors, 1991 - 1998
The College Board, Equity 2000, Member, National Advisory Commission, 1993 - present
Carnegie Corporation Task Force on Learning in the Primary Grades, Member, 1994 - 1998
Spencer Foundation, Member, Board of Directors, 1992 - 1994
Spencer Postdoctoral Fellowship Committee, National Academy of Education, 1992 - 1994

Pew Forum on K - 12 Education Reform, Member, 1991 – 2002
 National Education Goals Panel Advisory Committee Resource Group, 1991 - 1993
 Carnegie Commission Task Force on K-12 Mathematics and Science Education, Advisory Council Member, 1991
 Advisory Board, Center for Research on Evaluation, Standards, and Student Testing, 1991 - 1995
 Editor, Review of Research in Education, 1991 - 1994
 Center for Collaborative Education, Advisory Board, 1990 - present
 Center on Organization and Restructuring of Schools, National Advisory Panel, 1990 - 1993
 American Association of Colleges for Teacher Education, Committee on the Professional Knowledge Base, 1989 - 1997
 American Federation of Teachers, Education for Democracy, International Board of Sponsors, 1989-1990
 National Board for Professional Teaching Standards, Research and Development Advisory Panel, 1989 - 1991
 Carnegie Corporation, "Our Children's Future" Project, Advisory Panel, 1989 - 1991
 American Educational Research Association, Council Member-at-Large and Executive Board Member, 1988 – 1991
 Edna McConnell Clark Foundation, Advisory Panel, Program for Disadvantaged Youth, 1988 - present
 Institute for Educational Leadership, Program Advisory Committee, 1988-1989
 American Association for the Advancement of Science, Forum for School Science Advisory Board, 1985 - 1988
 National Center for the Study of Teacher Education, Advisory Board, 1986 – 1990
 Study Group on the National Assessment of Student Achievement, appointed by U.S. Secretary of Education, 1986 - 1987
 Commission on Excellence in Teaching, Montgomery County Public Schools, 1985 - 1987
 President and Chair, Board of Directors, The Children's Community School of Takoma Park, 1982 - 1983
 Advisory Panel, Rockefeller Foundation Research Fellowship Program for Minority Scholars, 1982-1983
 Board of Directors, Chicano Education Project, 1981 - 1982

Professional Organization Memberships

National Academy of Education
 Executive Board, 1993-1997, 2008- present
 Panel on State NAEP Trials
 Panel on the Future of Educational Research
 Spencer Postdoctoral Fellowship Committee
 Panel on the National Education Standards and Improvement Council
 Committee on Teacher Education, Co-Chair, 2001- present

American Educational Research Association
 President, 1995 - 1996
 Executive Board, 1994 - 1997
 Nominating Committee, 1991 - present

Minority Fellowship Committee, 1991 - present
Governing Council Member-at-Large, 1988 - 1991
Executive Board, 1989 - 1991
Government and Professional Liaison Committee, 1985 - 1988

Horace Mann League
National Society for the Study of Education
American Education Finance Association
Politics of Education Association
National Urban Education Association

Editorial Boards

International Journal of Educational and Psychological Assessment, 2010-present
Teaching and Learning in Schools and Higher Education, 2007-present
The Teacher Educator, 2005-present
Teacher Education Quarterly, 2005-present
American Educational Research Journal, 2003-2005
The New Educator, 2003-present
Asia-Pacific Journal of Teacher Education and Development, 2003-present
Educational Policy Analysis Archives, 2002-present
Teaching Education, 1999-present
Phi Delta Kappan, 1995-present
Educational Evaluation and Policy Analysis, 1994 – 1999
Teaching and Change, 1993 - present
Harvard Education Letter, 1993 - present
Handbook of Research on Multicultural Education, 1992 - 1994
Review of Research in Education, 1989 - 1991; 1998-2000
American Journal of Education, 1988 - 1990
Educational Researcher, 1987 - 1991; 1998 – 2001

Outside Reviewer

American Educational Research Journal
American Journal of Education
Economics of Education Review
Educational Evaluation and Policy Analysis
Educational Leadership
Educational Policy
Educational Policy Analysis Archives
Educational Researcher
International Journal of Qualitative Studies in Education
Journal of Policy and Management
Journal of Teacher Education
Review of Educational Research
Review of Research in Education

Sociology of Education
Teaching and Change
Teaching and Teacher Education
Teaching Education
Urban Education Review

University Service

Stanford University

Chair, Teacher Education Steering Committee, 2007-2010
African & African American Studies Steering Committee, 2007-present
Hass Center Faculty Advisory Board, 2005 – 2008
Faculty Sponsor, East Palo Alto Academy, 2001-2008, 2010-present
Faculty Sponsor, Stanford Teacher Education Program, 1998 – 2004
Provost Search Committees, 1999; 2000
Provost Committee on the Future of the University, 2000-2001

Teachers College, Columbia University

Faculty Executive Committee, 1990 – 1992; Co-Chair, 1991 - 1992
Affirmative Action Committee, 1989 – 1991

Publications

Books

The Flat World and Education: How America's Commitment to Equity will Determine our Nation's Future. NY: Teachers College Press, 2010. Honorable Mention, American Association of American Publishers Prose Award in Education, 2011.

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

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 Press, Shanghai, 2010.

Powerful Teacher Education: Lessons from Exemplary Programs (in collaboration with Letitia Fickel, Maritza Macdonald, Kay Merseth, Lynne Miller, Gordon Ruscoe, David Silvernail, Jon Snyder, Betty Lou Whitford, Kenneth Zeichner). San Francisco: Jossey-Bass, 2006.

Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do (Editor, with John Bransford). San Francisco: Jossey-Bass, 2005. Recipient of the Pomeroy Award, American Association of Colleges for Teacher Education, 2006.

Instructional Leadership for Systemic Change: The Story of San Diego's Reform (with Amy M. Hightower, Jennifer L. Husbands, Jeannette R. LaFors, Viki M. Young, and Carl Christopher). Lanham, MD: Scarecrow Education Press, 2005.

A Good Teacher in Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve (Editor, with Joan Snowden). San Francisco: Jossey-Bass, 2005. Excerpted in Educational Horizons, Vol. 85, No. 2, Winter 2007, pp. 111-132.

Learning to Teach for Social Justice (Editor, with Jennifer French and Silvia Paloma Garcia-Lopez). NY: Teachers College Press, 2002.

Teaching as the Learning Profession: A Handbook of Policy and Practice (Editor, with Gary Sykes). San Francisco, CA: Jossey-Bass, 1999. Recipient of the NSDC Outstanding Book Award, 2000.

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. Spanish translation by Juan M. Escudero Munoz. El Derecho de Aprender: Crear Buenas Escuelas para Todos. Barcelona: Ariel Educacion, 2001.

Authentic Assessment in Action: Studies of Schools and Students at Work (with Jacqueline A. Ancess and Beverly Falk). New York: Teachers College Press, 1995.

A License to Teach: Building a Profession for 21st Century Schools (with Arthur E. Wise and Stephen P. Klein). Boulder, CO: Westview Press, 1995. Reprinted by Jossey Bass, San Francisco, 1999.

Professional Development Schools: Schools for Developing a Profession (Editor). New York: Teachers College Press, 1994. Chinese translation by Wang Xiaohua. Beijing: China Light Industry Press, 2004. 2nd edition by Teachers College Press, 2005.

Review of Research in Education, Volume 20 (Editor). Washington, DC: American Educational Research Association, 1994.

Review of Research in Education, Volume 19 (Editor). Washington, DC: American Educational Research Association, 1993.

The New Handbook of Teacher Evaluation (Editor, with Jason Millman). Newbury Park, CA: Sage Publications, 1990.

Monographs

Teacher Professional Learning in the United States: Case Studies of State Policies and Strategies (with Ann Jaquith, Dan Mindich, and Ruth Chung Wei). Washington DC: Learning Forward and Stanford, CA: Stanford Center for Opportunity Policy in Education, November, 2010.

Evaluating Teacher Effectiveness: How Teacher Performance Assessments can Measure and Improve Teaching. Washington DC: Center for American Progress, October, 2010.

Professional Development in the United States: Trends and Challenges (with Ruth Chung Wei and Frank Adamson). Washington DC: National Staff Development Council and Stanford, CA: School Redesign Network at Stanford University, 2010.

Recognizing and Developing Effective Teaching: What Policymakers Should Know and Do. American Association of Colleges for Teacher Education and the National Education Association, 2010.

Oakland Unified School District New Small Schools Initiative Evaluation (with Ash Vasudeva, Stephen P. Newton, & Kenneth Montgomery). Stanford, CA: School Redesign Network at Stanford University, 2009.

Educational Opportunity and Alternative Certification: New Evidence and New Questions. Stanford, CA: Stanford Center for Opportunity Policy in Education, 2009.
http://edpolicy.stanford.edu/pages/pubs/pub_docs/mathematica_policy_brief.pdf

Professional Learning in the Learning Profession: A Status Report on Professional Development in the U.S. and Abroad (with Ruth Chung Wei, Nikole Richardson, Alethea Andree, and Stelios Orphanos). Washington DC: National Staff Development Council and Stanford, CA: School Redesign Network at Stanford University, 2009.

High Schools for Equity: Policy Supports for Student Learning in Communities of Color (with Diane Friedlaender). Stanford, CA: School Redesign Network at Stanford University, 2007.

Recognizing and Enhancing Teacher Effectiveness: A Policy Maker's Guide. Washington, DC: Council for Chief State School Officers, 2007.

Influences of National Board Certification on Teachers' Classroom Assessment Practices (with J. Myron Atkin, Mistilina Sato, and Ruth Chung Wei). Stanford, CA: Stanford University, 2007.

Preparing School Leaders for a Changing World: Lessons from Exemplary Programs (with Michelle LaPointe, Debra Meyerson, Margaret Orr, and Carol Cohen). Stanford, CA: Stanford Educational Leadership Institute, 2007.

Preparing School Leaders for a Changing World: Executive Summary (with Michelle LaPointe, Debra Meyerson, and Margaret Orr). Stanford, CA: Stanford Educational Leadership Institute, 2007.

Preparing School Leaders for a Changing World: Case Studies of Exemplary Programs (with Michelle LaPointe and Debra Meyerson). Stanford, CA: Stanford Educational Leadership Institute, 2007.

Standards, Assessments, and Educational Policy: In Pursuit of Genuine Accountability. Eighth Annual William H. Angoff Memorial Lecture. Princeton, NJ: Educational Testing Service, 2006.

Multiple Measures Approaches to High School Graduation (with Elle Rustique-Forrester and Ray Pecheone). Stanford, CA: The School Redesign Network at Stanford University, 2005. Excerpted in Leadership Information, Vol 6, No. 1 (Winter 2007), pp. 17-21. Olympia, WA: School Information and Research Service.

Building Instructional Quality: “Inside-Out” and “Outside-In” Perspectives on San Diego’s School Reform (with Amy M. Hightower, Jennifer L. Husbands, Jeannette R. LaFors, Viki M. Young, & Carl Christopher). Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 2003.

Wanted: A National Manpower Policy for Education (with Gary Sykes). Denver, CO: Education Commission of the States, 2003. <http://www.ecs.org/clearinghouse/46/34/4634.doc>.

Access to Quality Teaching: An Analysis of Inequality in California’s Public Schools. Paper prepared for Williams v. California, 2002. <http://www.mofo.com/decentsschools/expertreports/darling-hammond-report.pdf>. Also published by UCLA's Institute for Democracy, Education, & Access. Williams Watch Series: Investigating the Claims of Williams v. State of California. Paper wws-rr002-1002. <http://repositories.cdlib.org/idea/wws/wws-rr002-1002>.

A Case of Successful Teaching Policy: Connecticut’s Long Term Efforts to Improve Teaching and Learning (with Suzanne Wilson and Barnett Berry). Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 2001.

Solving the Dilemmas of Teacher Supply, Demand, and Standards: How We Can Ensure a Competent, Caring, and Qualified Teacher for Every Child, NY: National Commission on Teaching and America’s Future, 2000.

Educating Teachers for California's Future, Report for the Teacher Education Summit of California College and University Presidents. San Francisco: The James Irvine Foundation, 2000.

Studies of Excellence in Teacher Education (ed.): Preparation in the Undergraduate Years, Washington, D.C.: American Association of Colleges for Teacher Education and NY: National Commission on Teaching and America’s Future, 2000.

Studies of Excellence in Teacher Education (ed.): Preparation at the Graduate Level, Washington, D.C.: American Association of Colleges for Teacher Education and NY: National Commission on Teaching and America’s Future, 2000.

Studies of Excellence in Teacher Education (ed.): Preparation in a Five-year Program, Washington, D.C.: American Association of Colleges for Teacher Education and NY: National Commission on Teaching and America’s Future, 2000.

Teacher Quality and Student Achievement: A Review of State Policy Evidence, Seattle, WA: Center for the Study of Teaching and Policy, University of Washington, 1999.

Professional Development for Teachers: Setting the Stage for Learning from Teaching. Santa Cruz, CA: The Center for the Future of Teaching & Learning, 1999.

Reshaping Teaching Policy, Preparation, and Practice: Influences of the National Board for Professional Teaching Standards. Washington D.C.: American Association of Colleges for Teacher Education, 1999.

Teaching for High Standards: What Policymakers Need to Know and Be Able to Do (with Deborah Loewenberg Ball). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania, co-published with the National Commission on Teaching and America's Future, 1998.

New Concepts for New Challenges: Professional Development for Teachers of Immigrant Youth (with Josue Gonzalez). Washington, D.C.: Center for Applied Linguistics, 1997.

Rethinking the Allocation of Teaching Resources: Some Lessons from High Performing Schools (with Karen Hawley Miles). Philadelphia: Consortium for Policy Research in Education, Graduate School of Education, University of Pennsylvania, December, 1997.

Doing What Matters Most: Investing in Quality Teaching. New York: National Commission on Teaching and America's Future, Teachers College, Columbia University, November, 1997.

Using Standards & Assessments to Support Student Learning: Alternatives to Grade Retention (with Beverly Falk). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, April, 1997.

What Matters Most: Teaching for America's Future. New York: National Commission on Teaching and America's Future, Teachers College, Columbia University, September, 1996.

Education for Democracy. Inaugural Lecture for the William F. Russell Professorship. New York: Teachers College, Columbia University, January 26, 1995. Reprinted in William Ayers and Janel L. Miller (eds.) A Light in Dark Times: Maxine Greene and the Unfinished Conversation, pp. 78-91, New York: Teachers College Press, 1998.

Next steps: Moving Toward Performance-Based Licensing. Washington, DC: Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers (CCSSO), March 1994.

Graduation by Portfolio at Central Park East Secondary School (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Authentic Teaching, Learning, and Assessment with New English Learners at International High School (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

The Senior Project: Authentic Assessment at Hodgson Vocational/Technical High School (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Authentic Assessment and School Development (with Jacqueline A. Ancess). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Federal Policy Options for Chapter 1. New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1994.

Creating Learner-Centered Accountability (with Jon Snyder, Jacqueline A. Ancess, Lynne Einbender, A. Lin Goodwin, and Maritza B. MacDonald). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1993.

The Primary Language Record at P.S. 261: How Assessment Transforms Teaching and Learning (with Beverly Falk). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1993.

Restructuring in Policy and Practice (with Ann Lieberman and Lynne Miller). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, November, 1992.

Standards of Practice for Learner-Centered Schools. New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1992.

Beginning Teacher Performance Evaluation: An Overview of State Policies (with Eileen Sclan). Washington, DC: American Association of Colleges for Teacher Education, 1992.

Achieving Our National Education Goals: How do We Get There from Here? 1991 Elam Lecture. Glassboro State College. EdPress, 1991. Excerpted in The Education Digest, Vol. 57, No. 4, (December 1991), pp. 25-27.

Early Lessons in School Restructuring (with Ann Lieberman and David Zuckerman). New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1991.

Creating Accountability in Big City School Systems (with Carol Ascher). New York: National Center for Restructuring Education, Schools, and Teaching and ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, 1991.

The Teaching Internship: Practical Preparation for a Licensed Profession (with Tamar Gendler and Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1990.

Redesigning Teacher Education: Opening the Door for New Recruits to Science and Mathematics Teaching (with Lisa Hudson and Sheila Nataraj Kirby). Santa Monica, CA: RAND Corporation, 1989.

Pre-College Science and Mathematics Teachers: Supply, Demand, and Quality (with Lisa Hudson). Santa Monica, CA: RAND Corporation, 1989.

Recruiting Mathematics and Science Teachers through Nontraditional Programs (with Neil Carey and Brian Mittman). Santa Monica, CA: RAND Corporation, 1988.

Assessing Teacher Supply and Demand (with Gus Haggstrom and David Grissmer). Santa Monica, CA: RAND Corporation, 1988.

Impacts of Teacher Testing: State Educational Governance Through Standard-Setting (with Arthur E. Wise and Susanna Purnell). Santa Monica, CA: Rand Corporation, 1988.

The Evolution of Teacher Policy (with Barnett Berry). Santa Monica, CA: RAND Corporation, 1988.

Licensing Teachers: Design for a Teaching Profession (with Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1987.

Effective Teacher Selection: From Recruitment to Retention (with Arthur E. Wise and Barnett Berry). Santa Monica, CA: RAND Corporation, 1987. Excerpted in The Education Digest, November 1987.

Effective Teacher Selection: From Recruitment to Retention -- Case Studies (with Arthur E. Wise, David Berliner, Emil Haller, Phillip Schlechty, Barnett Berry, Amy Praskac, and George Noblit). Santa Monica, CA: RAND Corporation, 1987.

Tuition Tax Deductions and Parent School Choice: The Case of Minnesota (with Sheila Nataraj Kirby). Santa Monica, CA: RAND Corporation, 1985.

Public Policy and Private Choice: The Case of Minnesota (with Sheila Nataraj Kirby). Stanford, CA: Stanford University Institute for Research on Educational Finance and Governance, 1985.

Beyond the Commission Reports: The Coming Crisis in Teaching. Santa Monica, CA: RAND Corporation, 1984. Excerpted in Education Digest, February 1985.

Teacher Evaluation: A Study of Effective Practices (with Arthur E. Wise, Milbrey McLaughlin, and Harriet T. Bernstein). Santa Monica, CA: RAND Corporation, 1984. Also published in The Elementary School Journal, 86 (1) September 1985: 61-121.

Case Studies for Teacher Evaluation: A Study of Effective Practices (with Arthur E. Wise, Milbrey McLaughlin, and Harriet T. Bernstein). Santa Monica, CA: RAND Corporation, 1984.

A Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report. Washington, DC: District of Columbia Public Schools, May 1984; and Technical Report, District of Columbia Public Schools, June 1984.

The New Federalism in Education: State Responses to the Education Consolidation and Improvement Act of 1981 (with Ellen L. Marks). Santa Monica, CA: RAND Corporation, 1983.

Education by Voucher: Private Choice and the Public Interest (with Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1982.

A Conceptual Framework for Examining Teachers' Views of Teaching and Educational Policies (with Arthur E. Wise). Santa Monica, CA: RAND Corporation, 1981.

Maintenance of Effort Provisions: An Instrument of Federalism in Education (with Aaron S. Gurwitz). Santa Monica, CA: RAND Corporation, 1981.

The Law and Economics of Workers' Compensation: Status and Issues for Research (with Thomas J. Kniesner). Santa Monica, CA: RAND Corporation, 1980.

Minimum Competency Legislation: Legal Issues and Policy Implications (with Clarence Daniels). Washington, DC: National Urban Coalition, 1978.

An Evaluation of the High School Academies of the School District of Philadelphia. Philadelphia, PA: Temple University College of Education, 1977.

Book Chapters

“Testing, No Child Left Behind, and Educational Equity.” In Lisa M. Stulberg & Sharon Lawner Weinberg (eds.), Diversity and Higher education, pp. 36-48. NY: Routledge, 2011.

“Teaching and Educational Transformation.” In Andy Hargreaves, Ann Lieberman, Michael Fullan, & David Hopkins (eds.), Second International Handbook of Educational Change, Part I, pp. 505-520. NY: Springer, 2010.

“Prospects and Challenges for Inquiry-based Approaches to Learning” (with Brigid Barron). In Hanna Dumont, David Istance, and Francisco Benavides (eds.), The Nature of Learning: Using Research to Inspire Practice, pp. 199-226. Paris: Organization for Economic Cooperation and Development (OECD), 2010.

“Constructing 21st Century Teacher Education.” In Valerie Hill-Jackson and Chance W. Lewis (eds.), Transforming Teacher Education, pp. 223-248. Stylus: Sterling, VA, 2010.

“Structured for Failure: Race, School Resources, and Student Achievement.” In Hazel Rose Marcus and Paula M.L. Moya (eds.), Doing Race: 21 Essays for the 21st Century. W.W. Norton Publishing, 2010.

“Studying Teacher Effectiveness: The Challenges of Developing Valid Measures” (with Jack Dieckmann, Edward Haertel, Rachel Lotan, Xiaoxia Newton, Sandy Philipose, Eliza Spang,

Ewart Thomas, and Peter Williamson). In Geoffrey Walford and Eric Tucker (eds.), The Handbook of Measurement: How social scientists generate, modify, and validate indicators and scales. Sage Publications, 2009.

“Teacher Preparation and Teacher Learning: A Changing Policy Landscape” (with Ruth Chung Wei and the assistance of Christy Marie Johnson). In Gary Sykes (ed.) The Handbook of Education Policy Research, pp. 613-636. Washington DC: American Education Research Association, 2009.

“Reframing Accountability: Using Performance Assessments to Focus Learning on Higher Order Skills” (with Raymond Pecheone). In Lyndsay Pinkus (ed.), Measuring Performance in High School. Washington, DC: Alliance for Excellent Education, 2009.

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

“Multiple Intelligences in Practice.” In Branton Shearer (ed.) MI at 25: Assessing the Impact and Future of Multiple Intelligences for Teaching and Learning. NY: Teachers College Press, 2009.

“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, 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, 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, 3rd edition, pp. 1316-1323. NY: Routledge, 2008.

“Keeping the promise: The role of policy in reform” (with Kenneth Montgomery). In L. Dingerson, B. Miner, B. Peterson, & S. Waters (eds.), Keeping the promise? The debate over charter schools, pp. 91-110. Milwaukee: Rethinking Schools, 2008.

“Reshaping Teaching Policy, Preparation, and Practice: Influences of the National Board for Professional Teaching Standards.” In John Hattie and Lawrence Ingvarson (eds.), Assessing Teachers For Professional Certification: The National Board for Professional Teaching Standards, pp. 25-54, Emerald Press, 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.

“Building a System for Powerful Teaching and Learning.” In Bob Wehling and Carri Schneider (eds.) Building a 21st Century U.S. Education System, pp. 63-72. Washington, DC: National Commission on Teaching and America’s Future, 2007.

“Constructing 21st Century Teacher Education.” In John Freeman-Moir and Alan Scott (eds.), Shaping the Future: Critical Essays on Teacher Education, pp. 197-216. Rotterdam: Sense Publishers, 2007.

“Educational Quality and Equality: What It Will Take to Leave No Child Behind.” In Brian D. Smedley and Alan Jenkins (eds.), All Things Being Equal: Instigating Opportunity at an Inequitable Time, pp. 39-78. NY: The New Press, 2007.

“Images of Teaching: Cultivating a Moral Profession.” In David T. Hansen, Mary Erina Driscoll, and Rene V. Arcilla (eds.), A Life in Classrooms: Philip W. Jackson and the Practice of Education, pp. 16-34. NY: Teachers College Press, 2007.

“For-Profit Schooling: Where’s the Public Good?” In The Last Word: The Best Commentary and Controversy in American Education, pp. 211-214. San Francisco: Jossey-Bass, 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, 2007.

“Countering Aggressive Neglect: Creating a Transformative Educational Agenda in the Wake of Katrina.” In Sharon Robinson & M. Christopher Brown, II (eds.), The Children Hurricane Katrina Left Behind: Schooling Contexts, Professional Preparation, and Community Politics, pp. xi –xx. NY: Peter Lang Publishing, 2007.

“High Quality Teachers for All Students: How do We get from Here to There?” In Research Briefs from the NEA Visiting Scholars Series: Teacher Quality and Achievement Gaps, pp. 7-10. Washington, DC: National Education Association, 2007.

“High School Size, Organization, and Content: What Matters for Student Success?” (with Peter Ross and Michael Milliken). In Frederick Hess (ed.), Brookings Papers on Education Policy 2006/07, pp. 163-204. Washington, DC: Brookings Institution Press, 2007.

“Reshaping Teaching Policy, Preparation, and Practice.” In Lawrence Ingvarsson (ed.), Assessing Teachers For Professional Certification: The National Board for Professional Teaching Standards The First Decade, in press.

“Building instructional quality: ‘Inside-out’ and ‘Outside-in’ perspectives on San Diego’s school reform” (with Amy Hightower, Jennifer Husbands, Jeannette LaFors, Viki M. Young, and Carl Christopher). In Alma Harris & Janet Chrispeels (ed.), Improving schools and educational systems: International perspectives, pp. 129-185. NY: Routledge, 2006.

“Keeping good science teachers in the classroom: What science leaders can do” (with Mistilina Sato). In J. Rhotan (ed.), Issues and trends in science teaching and learning for the 21st century, pp. 177-196. Arlington, VA: National Science Teachers' Association Press with National Science Education Leadership Association, 2006.

“Urban Teaching: Strategies for Quality.” In John Simmons (ed.), Breaking Through: Transforming Urban School Districts, pp. 150-167. NY: Teachers College Press, 2006.

“The Consequences of Student Testing for Teaching and Teacher Quality” (with Elle Rustique-Forrester). 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, 2005.

“Constructing Schools for Competence: Teaching, Assessing, and Organising for Student Success.” In M. Kanako (ed.) Core Academic Competences: Policy Issues and Educational Reform, pp. 73-93. Tokyo, Japan: University of Tokyo, 2005.

“Educating Teachers for Developmentally Appropriate Practice” (with Frances Degen Horowitz and John Bransford). In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world: What teachers learn learn and be able to do, pp. 88-125. San Francisco: Jossey-Bass, 2005.

“Educational Goals and Purposes: Developing a Curricular Vision for Teaching” (with James Banks, Karen Zumwalt, Louis Gomez, Miriam Gamoran Sherin, Jacqueline Griesdorn, and Lou-ellen Finn). In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world: What teachers learn learn and be able to do, pp. 169-200. San Francisco: Jossey-Bass, 2005.

“Classroom Management” (with Pamela LePage and Hanife Akar). In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world: What teachers learn learn and be able to do, pp. 327-257. San Francisco: Jossey-Bass, 2005.

“How Teachers Learn and Develop” (with Karen Hammerness & John Bransford). In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world: What teachers learn learn and be able to do, pp. 358-389. San Francisco: Jossey-Bass, 2005.

“The Design of Teacher Education Programs” (with Karen Hammerness). In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world: What teachers learn learn and be able to do, pp. 390-441. San Francisco: Jossey-Bass, 2005.

“Implementing Curriculum Renewal in Teacher Education: Managing Organizational and Policy Change” (with Arturo Pacheco, Nicholas Michelli, Pamela LePage, and Karen Hammerness). In Linda Darling-Hammond and John Bransford (eds.), Preparing teachers for a changing world: What teachers learn learn and be able to do, pp. 442-479. San Francisco: Jossey-Bass, 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, 2005.

“A Teacher Supply Policy for Education: How to Meet the ‘Highly Qualified Teacher’ Challenge” (with Gary Sykes). 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, 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, pp. 3-32. NY: Beacon Press, 2004.

“Schools that Work for *All* Children.” In Carl Glickman (ed.), Letters to the Next President: What we can do about the Real Crisis in Public Education, pp. 239-254. NY: Teachers College Press, 2004. Awarded the Foreword Magazine’s 2004 Silver Book of the Year Award in Education.

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

“Organizing Schools for Student and Teacher Learning: An Examination of Resource Allocation Choices in Reforming Schools” (with Jon Snyder). 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, 2003.

"Enhancing Teaching." In William A. Owings and Leslie S. Kaplan (eds.), Best Practices, Best Thinking, and Emerging Issues in School Leadership, pp. 75-87. Thousand Oaks, CA: Corwin Press, 2003.

“Ensuring Students’ Right to Learn.” In Ellen Moir (ed.), Launching the Next Generation of New Teachers. Symposium Proceedings, pp. 33-42. Santa Cruz, CA: New Teacher Center, University of California, Santa Cruz, 2003.

“Standards and assessments: Where we are and what we need.” In Miles to go... Reflections on mid-course corrections for standards-based reform, pp. 31-36. Bethesda, MD: The Education Week Press, 2002.

“Standard Setting in Teaching: Changes in Licensing, Certification, and Assessment.” In Virginia Richardson (ed.), Handbook Of Research On Teaching, 4th Edition, pp. 751-776. Washington, DC: American Educational Research Association, 2001.

“Apartheid in American Education: How Opportunity is Rationed to Children of Color in the United States.” In Tammy Johnson, Jennifer Emiko Boyden, and William J. Pittz (eds.), Racial

Profiling and Punishment in U.S. Public Schools, pp. 39-44. Oakland, CA: Applied Research Center, October 2001.

“Inequality in Teaching and Schooling: How Opportunity is Rationed to Students of Color in America.” In Brian D. Smedley, Adrienne Y. Stith, Lois Colburn, and Clyde H. Evans (eds.), The Right Thing to Do, The Smart Thing to Do: Enhancing Diversity in the Health Professions, pp. 201-233. Washington, D.C.: National Academy Press, 2001.

“The Work of Edmund W. Gordon: Accountability, Responsibility, and Standards.” In Carol Camp Yeakey (ed.), Edmund W. Gordon: Producing Knowledge, Pursuing Understanding, pp. 263-269. Advances in Education in Diverse Communities: Research, Policy, and Praxis, Vol.1. Stamford, CT: JAI Press, 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, 2000.

“Where there is Learning there is Hope: The Preparation of Teachers at the Bank Street College of Education” (with Maritza Macdonald). In Linda Darling-Hammond (ed.), Studies of Excellence in Teacher Education: Preparation at the Graduate Level, pp. 1-96. Washington, D.C.: American Association of Colleges for Teacher Education, 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, 2000.

“Inching Toward Reform in New York City: The Coalition Campus Schools Project” (with Jacqueline Ancess, Kemly McGregor and David Zuckerman). In Evans Clinchy (ed.), Creating New Schools: How Small Schools Are Changing American Education, pp. 163-180. New York: Teachers College Press, 2000.

“Teacher Recruitment, Selection, and Induction: Policy Influences on the Supply and Quality of Teachers” (with Barnett Berry, David Haselkorn, and Elizabeth Fideler). In Linda Darling-Hammond and Gary Sykes (eds.), Teaching as the Learning Profession: Handbook of Policy and Practice, pp. 183-232. San Francisco: Jossey-Bass, 1999.

“Educating Teachers for the Next Century: Rethinking Practice and Policy.” In Gary A. Griffin (ed.), The Education of Teachers. NSSE Yearbook. Chicago: University of Chicago Press, 1999.

“Investing in Teaching as a Learning Profession: Policy Problems and Prospects” (with Milbrey McLaughlin). In Linda Darling-Hammond and Gary Sykes (eds.), Teaching as the Learning Profession: Handbook of Policy and Practice, pp. 376-412. San Francisco: Jossey-Bass, 1999.

“Race, Education and Equal Opportunity.” In Christopher H. Foreman Jr. (ed.), The African American Predicament, pp. 71-81. Washington, D.C.: Bookings Institution Press, 1999.

"Teacher Learning that Supports Student Learning: Preparing teachers to be more well-rounded educators." In A. C. Ornstein, L. S. Behar-Horenstein, & E. F. Pajak (Eds.), Contemporary Issues in Curriculum (3rd Edition). Boston: Allyn and Bacon. Pp 277-282, 1999.

“The Case for University-Based Teacher Education.” In Robert Roth (ed.), The Role of the University in the Preparation of Teachers, pp. 13-30. Philadelphia: Falmer Press, 1999.

"*Experience and Education: Implications for Teaching and Schooling Today.*" In John Dewey, Experience and Education: The 60th Anniversary edition. West Lafayette, IN: Kappa Delta Pi, 1998.

“Rethinking the Allocation of Teaching Resources: Some Lessons from High-Performing Schools” (with Karen Hawley Miles). In William J. Fowler, Jr. (ed.), Developments in School Finance, 1997, pp. 31-58. Washington, D.C.: National Center for Education Statistics, 1998.

"New Standards, Old Inequalities: The Current Challenge for African-American Education." In Lee A. Daniels (ed.), The State of Black America 1998, pp. 109-171. New York: The National Urban League, 1998.

"Afterword: Building Capacity for *What Matters Most*." In Mary E. Dilworth (ed.), Of Course It Matters: Putting the National Commission Report into Action, pp. 55 - 62. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education; American Association of Colleges for Teacher Education, 1998.

"The Changing Social Context of Teaching in the United States." In Bruce J. Biddle, Thomas L. Good, Ivor F. Goodson (eds.), International Handbook of Teachers and Teaching, pp. 1053-1077. The Netherlands and Norwell, MA: Kluwer Academic Press, 1997.

"Supporting Teaching and Learning for All Students: Policies for Authentic Assessment Systems" (with Beverly Falk). In A. Lin Goodwin (ed.), Assessment For Equity and Inclusion, pp. 51-75. New York: Routledge, 1997.

"Toward What End? The Evaluation of Student Learning for the Improvement of Teaching." In Jason Millman (ed.), Grading Teachers, Grading Schools: Is Student Achievement a Valid Evaluation Measure?, pp. 248-263. Thousand Oaks, CA: Corwin Press, 1997.

"Education, Equity, and the Right to Learn." In John I. Goodlad and Timothy J. McMannon (eds.), The Public Purpose of Education and Schooling, pp. 41-54. San Francisco: Jossey-Bass, 1997.

“Democracy and Access to Education” (with Jacqueline Ancess). In Roger Soder (ed.), Democracy, Education, and the Schools, pp. 151-181. San Francisco: Jossey-Bass, 1996.

"Policies that Support Professional Development in an Era of Reform" (with Milbrey W. McLaughlin). In Milbrey W. McLaughlin and Ida Oberman (eds.), Teacher Learning: New Policies, New Practices, pp. 202-235. New York: Teachers College Press, 1996.

"Restructuring Schools for High Performance." In Susan Fuhrman and Jennifer O'Day (eds.), Rewards and Reform, pp. 144-194. San Francisco: Jossey-Bass, 1996.

"Authentic Assessment and School Development" (with Jacqueline Ancess). In Joan Boykoff Baron and Dennie Palmer Wolf (eds.), 93rd Yearbook of the National Society for the Study of Education, pp. 52-83, Chicago: University of Chicago Press, 1996.

"Who Teaches and Why: The Dilemmas of Building a Profession for 21st Century Schools" (with Eileen Sclan). In John Sikula (ed.), Handbook of Research on Teacher Education, pp. 67-101. New York: Macmillan, 1996.

"The Changing Context of Teacher Education" (with Velma L. Cobb). In Frank B. Murray (ed.), The Teacher Educator's Handbook: Building a Knowledge Base for the Preparation of Teachers, pp. 14-62. San Francisco: Jossey-Bass, 1996.

"Policy for Restructuring." In Ann Lieberman (ed.), The Work of Restructuring Schools: Building from the Ground Up, pp. 157-175. New York: Teachers College Press, 1995.

"Teacher Preparation and Professional Development in APEC Members: An Overview of Policy and Practice" (with Kavemuii Murangi and Velma L. Cobb). In APEC Education Forum: Teacher Preparation and Professional Development in APEC Members, pp. 1-16. Washington, DC: United States Department of Education, May, 1995.

"The Teaching Profession and Teacher Education in the United States" (with Velma L. Cobb). In APEC Education Forum: Teacher Preparation and Professional Development in APEC Members, pp. 221-240. Washington, DC: United States Department of Education, May 1995.

"Standards of Practice for Learner-Centered Schools." In Robert Berne and Lawrence O. Picus (eds.), Outcome Equity in Education, pp. 191-223. Thousand Oaks, CA: Corwin Press, 1995.

"Teacher Professionalism and the Commission Reports: The Prospects for Creating a Learner-Centered Profession of Teaching" (with Barnett Berry.) In Rick Ginsberg and David N. Plank (eds.), Commissions, Reports, Reforms, and Educational Policy. (pp. 151-169). Connecticut: Praeger, 1995.

"Inequality and Access to Knowledge." In James Banks (ed.), Handbook of Research on Multicultural Education, pp. 465-483. New York: Macmillan, 1995.

"Teacher Knowledge and Student Learning: Implications for Literacy Development." In Vivian Gadsden and Daniel Wagner (eds.), Literacy among African-American Youth, pp. 177-200. Cresskill, NJ: Hampton Press, 1995.

"The Role of Teacher Expertise in Students' Opportunity to Learn," Strategies for Linking School Finance and Students' Opportunity to Learn. The National Governor's Association, 1995, pp. 19-23.

"Teacher Leadership for Creating Innovative Schools." In E. Meyers and P. McIsaac (eds.), How Teachers Are Changing Schools, pp. 7-11. New York: IMPACT II, 1994.

"Developing Professional Development Schools: Early Lessons, Challenge, and Promise." In Linda Darling-Hammond (ed.), Professional Development Schools: Schools for Developing a Profession, pp. 1-27. New York: Teachers College Press, 1994.

"Change for Collaboration and Collaboration for Change: Transforming Teaching through School-University Partnerships" (with Sharon P. Robinson). In Linda Darling-Hammond (ed.), Professional Development Schools: Schools for Developing a Profession, pp. 203-220. New York: Teachers College Press, 1994.

"Federal Policy Options for Chapter 1." In Iris C. Rotberg and James C. Harvey (eds.), Federal Policy Options for Improving the Education of Low-Income Students, Volume II, Commentaries. Santa Monica: RAND Corporation, 1993.

"Progress Toward Professionalism: The Evolution of Teaching" (with A. Lin Goodwin). In Gordon Cawelti (ed.), Challenges and Achievements of American Education: 1993 ASCD Yearbook, pp. 19-52. Alexandria, VA: Association for Supervision and Curriculum Development, 1993.

"Reframing Accountability: Creating Learner-Centered Schools" (with Jon Snyder). In Ann Lieberman (ed.), The Changing Context of Teaching, Ninety-first Yearbook of the National Society for the Study of Education, pp. 11-36. Chicago: University of Chicago Press, 1992. Reprinted in Creating Learner-Centered Accountability, pp. 1-20. New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1993.

"Restructuring Teacher Education for Learner Centered Schools." In Excellence in Teacher Education: Helping Teachers Develop Learner-Centered Schools. Washington, DC: National Education Association, 1992.

"Perestroika and Professionalism: The Case for Restructuring Teacher Preparation." In Excellence in Teacher Education: Helping Teachers Develop Learner-Centered Schools, pp. 9-27. Washington, DC: National Education Association, 1992.

"Policy and Supervision." In Carl Glickman (ed.), Supervision in Transition, pp. 7-29. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

"Curriculum Studies and the Traditions of Inquiry: The Scientific Tradition" (with Jon Snyder). In Phillip W. Jackson (ed.), The Handbook of Research on Curriculum, pp. 41-78. New York: Macmillan, 1992.

"Teacher Professionalism" (with Arthur E. Wise). In Marvin Alkin (ed.), Encyclopedia of Educational Research, 6th ed., pp. 1359-1366. New York: Macmillan, 1992.

"Education Reform and Federal Policy: Supporting Perestroika and Professionalism in the Public Schools." In William T. Pink, Donna Sederburg Ogle, Beau Fly Jones (eds.), Restructuring to Promote Learning in America's Schools, Vol. 2. Elmhurst, IL: North Central Regional Educational Laboratory, 1990.

"Teachers and Teaching: Signs of a Changing Profession." In W. Robert Houston (ed.), Handbook of Research on Teacher Education, pp. 267-290. New York: Macmillan, 1990.

"Teacher Evaluation in the Organizational Context." In James V. Mitchell, Stephen L. Wise, Barbara S. Plake (eds.), Assessment of Teaching: Purposes, Practices, and Implications for the Profession, Hillsdale, N.J.: Lawrence Erlbaum Associates, 1990.

"Teacher Evaluation in Transition: Emerging Roles and Evolving Methods." In Jason Millman and Linda Darling-Hammond (eds.), The New Handbook of Teacher Evaluation, pp. 17-32. Newbury Park, CA: Sage Publications, 1990.

"Teacher Quality and Equality." In John I. Goodlad and Pamela Keating (eds.), Access to Knowledge: An Agenda for Our Nation's Schools, pp. 237-258. New York: College Entrance Examination Board, 1990.

"Precollege Science and Mathematics Teachers: Supply, Demand, and Quality" (with Lisa Hudson). In Courtney Cazden (ed.) Review of Research in Education, Vol. 16, pp. 223-264. Washington, DC: American Educational Research Association, 1990.

"Teacher Professionalism: Why and How." In Ann Lieberman (ed.), Schools as Collaborative Cultures: Creating the Future Now, pp. 25-50. Philadelphia: Falmer Press, 1990.

"Evaluation and the Teaching Profession." In Alan Evans and John Tomlinson (eds.), Teacher Appraisal: A Nationwide Approach, London: Kingsley Publishers, 1989.

"The Case for a Supervised Teaching Internship." In New Directions for Teacher Assessment: Proceedings of the 1988 ETS Invitational Conference. Princeton, NJ: Educational Testing Service, 1989.

"Teachers and Teaching" (with Lisa Hudson). In Richard Shavelson, Lorraine McDonnell, and Jeannie Oakes (eds.), Indicators for Monitoring Mathematics and Science Education: A Sourcebook, Santa Monica, CA: RAND Corporation, 1989.

"Policy and Professionalism." In Ann Lieberman (ed.), Building a Professional Culture in Schools, pp. 55-77. New York: Teachers College Press, 1988.

"Public Policy and Private Choice: The Case of Minnesota" (with Sheila Nataraj Kirby). In Henry Levin (ed.), Comparing Public and Private Schools: Vol. 1. Philadelphia: Falmer Press, 1988.

"Resources for Schooling: Teachers, Time, and Opportunities to Learn" (with Gus Haggstrom, Lisa Hudson, Jeannie Oakes). Santa Monica, CA: RAND Corporation, November, 1987.

"Teacher Evaluation in the Organizational Context: A Review of the Literature" (with Arthur E. Wise and Sara R. Pease). In Ernest R. House (ed.), New Directions in Educational Evaluation. Philadelphia: Falmer Press, 1986. Also published in Review of Educational Research, 53 (3) Fall 1983: 285-328.

"Deregulation vs. Nonregulation: The Case of the Education Consolidation and Improvement Act of 1981" (with Ellen L. Marks). In Ray Rist (ed.), Policy Studies Annual Review, Vol. 7. Sage Publications, 1985.

"Educational Needs: Accounting for School Finance" (with Arthur E. Wise). In K. Forbis, Jordan and Nelda H. Cambron-McCabe (eds.), Perspectives in State School Support Programs. Cambridge, MA: Ballinger Publishing Co., 1981.

Articles

"U.S. vs. High Achieving Nations in Education," Washington Post, March 22, 2011. http://www.washingtonpost.com/blogs/answer-sheet/post/darling-hammond-us-vs-highest-achieving-nations-in-education/2011/03/22/ABkNeaCB_blog.html

"Teach for America at 20: Teacher Preparation is Essential to TFA's Future," Education Week March 16, 2011, <http://www.edweek.org/ew/articles/2011/03/16/24darling-hammond.h30.html>

"Soaring Systems: High Flyers All Have Equitable Funding, Shared Curriculum, and Quality Teaching," American Educator (Winter 2010-11), pp. 20-23, 53.

"How New Jersey has Narrowed the Achievement Gap," NJEA Review, Vol. 84, No. 2 (October 2010), pp. 14-16.

"Value-Added Modeling of Teacher Effectiveness: An Exploration of Stability across Models and Contexts" (with Xiaoxia Newton, Edward Haertel, and Ewart Thomas). Education Policy Analysis Archives, 18 (Sept. 2010). <http://epaa.asu.edu/ojs/article/view/810>.

"Value-Added Methods are Too Unreliable," New York Times, Room for Debate, September 6, 2010. <http://www.nytimes.com/roomfordebate/2010/09/06/assessing-a-teachers-value>.

"Evaluating Teacher Education Outcomes: A Study of the Stanford Teacher Education Programme" (with Xiaoxia Newton and Ruth Chung Wei), Journal of Education for Teaching, Vol. 36, No. 4 (November 2010), pp. 369-388.

“Steady Work: Finland Builds a Strong Teaching and Learning System,” Rethinking Schools, Vol. 24, No. 4 (Summer 2010), pp. 30-35. Available at:

http://www.rethinkingschools.org/archive/24_04/24_04_finland.shtml

“Restoring our Schools,” The Nation, June 14, 2010. Available at:

<http://www.thenation.com/article/restoring-our-schools>

“Recruiting and Retaining Teachers: Turning Around the Race to the Bottom in High-Need Schools.” Journal of Curriculum and Instruction (JoCI). Vol. 4, No.1 (May 2010), pp. 16-32. <http://www.joci.ecu.edu> doi:10.3776/joci.2010.v4n1p16-32.

“America’s Commitment to Equity Will Determine our Future,” Phi Delta Kappan, Vol. 91, No. 4 (December 2009/January 2010), pp. 8-14.

“Recognizing and Enhancing Teacher Effectiveness,” International Journal of Educational and Psychological Assessment, Vol. 3 (December 2009), pp. 1-24. Available at:

http://tijepa.books.officelive.com/Documents/A1V3_TJEPa.pdf

“Documentation and Democratic Education” (with Beverly Falk). Theory Into Practice (Winter 2010, in press).

“Teacher Education and the American Future,” Journal of Teacher Education (December 2009, in press), pp. 1-13.

“A Test for Our Nation,” Huffington Post, October 21, 2009. Retrieved from:

http://www.huffingtonpost.com/linda-darlinghammond/a-test-for-our-nation_b_328957.html

“President Obama and Education: The Possibility for Dramatic Improvements in Teaching and Learning,” Harvard Education Review, Vol. 79, No. 2 (Summer 2009), pp. 210-223.

“Steady Work: How Finland is Building a Strong Teaching and Learning System,” Voices in Urban Education, No. 24 (Summer 2009), pp. 15-25.

“Reforming Teaching: Are We Missing the Boat?” (with David Haselkorn). Education Week, April 1, 2009. <http://www.edweek.org/ew/articles/2009/04/01/27hammond.h28.html>.

“Teacher Learning: What Matters?” (with Nikole Richardson). Educational Leadership, Vol. 5, No. 66 (February, 2009), pp. 46 – 53.

“How Nations Invest in Teachers” (with Ruth Chung Wei and Alethea Andree). Educational Leadership, Vol. 5, No. 66 (February, 2009), 28 – 33.

“Assessment for Learning around the World: What Would it Mean to be Internationally Competitive?” (with Laura McCloskey). Phi Delta Kappan, Vol. 90, No. 4 (December 2008), pp. 263-272.

“Powerful learning: Studies show deep understanding derives from collaborative methods” (with Brigid Barron). Edutopia Magazine, October 2008. <http://www.edutopia.org/inquiry-project-learning-research>

“Improving Teachers’ Assessment Practices through Professional Development: The Case of National Board Certification” (with Mistilina Sato and Ruth Chung Wei). American Educational Research Journal, Vol. 45 (September 2008), pp. 669-700. Recipient of the Outstanding Research Award from the National Council for Staff Development.

“Real Federal Leadership: Developing Federal Programs that Work for All Children,” Independent School, Vol. 68, No. 1 (Fall 2008), pp. 22-33.

“A future worthy of teaching for America,” Phi Delta Kappan, Vol. 89, No. 10 (June 2008), pp. 730-733.

“Accountability Texas Style: The Progress and Learning of Urban Minority Students in a High-Stakes Testing Context” (with Julian Vasquez Heilig). Educational Evaluation and Policy Analysis, Vol. 30 (June 2008), pp. 75-110.

“Creating Excellent *and* Equitable Schools” (with Diane Friedlaender), Educational Leadership, Vol. 65, No. 8 (May 2008), pp. 14-21.

“Educating teachers: How they do it abroad.” Time Magazine, Vol. 171, No. 8 (February 25, 2008), p. 34. <http://www.time.com/time/magazine/article/0,9171,1713557,00.html>

“Securing the Right to Learn: The Quest for an Empowering Curriculum for African American Citizens” (with Joy Williamson and Maria E. Hyler), Journal of Negro Education, Vol. 76, No. 3 (Summer 2007), pp. 281-296.

“Point of View: We Need to Invest in Math and Science Teachers,” Chronicle of Higher Education, Vol. 54, Issue 17 (2007), page B20.

“No Child Left Behind: Changing the Way We Think about Learning,” San Francisco Chronicle, October 14, 2007, p. E3.

“The Flat Earth and Education: How America’s Commitment to Equity Will Determine Our Future,” Educational Researcher, Vol. 36, No. 6 (August/September, 2007), pp. 318-334.

“Paying the Educational Debt: What It Would Really Take to Leave No Child Behind,” Focus (September/October 2007).

“Race, Inequality, and Educational Accountability: The Irony of ‘No Child Left Behind,’” Race, Ethnicity, and Education, Vol. 10, No. 3 (September 2007), pp. 245-260.

“The Road Ahead: A Future Vision of the New Teacher,” Journal of Staff Development, Vol. 28, No. 3 (Summer 2007), pp. 25-26.

“Evaluating No Child Left Behind,” The Nation, Vol. 284, No. 20 (May 21, 2007), pp. 11-18.

“Recognizing and Enhancing Teacher Effectiveness,” Professional Voice, Vol. 5, No. 2 (Spring 2007), pp. 39-43.

“A Marshall Plan for Teaching: What it Will Really Take to Leave No Child Behind,” Education Week Commentary, Vol. 26, No. 18 (January 10, 2007), pp. 48, 28.

“Construindo Sistemas de Controle em Escolas Urbanas,” (Creating Accountability in Big City Schools), Avaliacao Educacional, Vol. 17, No. 35 (Set./ Dez. 2006), pp. 7-48.

“No Child Left Behind and High School Reform,” Harvard Educational Review, Vol. 76, No. 4 (Winter 2006), pp. 642-667. <http://www.edreview.org/harvard06/2006/wi06/w06darli.htm>

“Highly Qualified Teachers for All” (with Barnett Berry). Educational Leadership, Vol 64, No. 3 (November 2006), pp. 14-20.

“Securing the Right to Learn: Policy and Practice for Powerful Teaching and Learning,” Educational Researcher, Vol. 35, No. 7 (October 2006), pp. 13-24.

“Constructing Twenty-first Century Teacher Education,” Journal of Teacher Education, Vol. 57, No. 3 (May-June, 2006), pp. 300-314. Reprinted in Valerie Hill Jackson and Chance Lewis (eds.), Transforming Teacher Education (Sterling, VA: Stylus Publishing, 2010).

“If they’d only do their work!” (with Olivia Ifill-Lynch). Educational Leadership, Vol. 63, No. 5 (February 2006), pp. 8-13. Reprinted in the Manitoba Association of Resource Teachers Journal, Vol. 47, No. 1 (September 2007), pp. 18-22.

“Assessing teacher education: The usefulness of multiple measures for evaluating program outcomes,” Journal of Teacher Education, Vol. 57, No. 1 (January-February, 2006), pp. 1-19.

“Teaching as a profession: Lessons in teacher preparation and professional development,” Phi Delta Kappan, Vol. 87, No. 3 (November 2005), pp. 237-240. Excerpted in The Education Digest, Vol. 71, No. 4 (December 2005), pp. 22-27.

“How teaching conditions predict teacher turnover in California schools” (with Susanna Loeb & John Luczak). Peabody Journal of Education, Vol. 80, No. 3 (2005), pp. 44-70.

“Q & A: Preparing Tomorrow’s Teachers,” Northwest Education, Vol. 1, No. 1 (Fall 2005), pp. 18-19.

“Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness” (with Deborah Holtzman, Su Jin Gatlin, and Julian Vasquez Heilig). Education Policy Analysis Archives, Vol. 13, No. 42 (2005). <http://epaa.asu.edu/epaa/v13n42/>.

“What Does It Take to Graduate? What's in a test?” San Francisco Chronicle, Open Forum, June 28, 2005, p. B-7.

“State hasn't done its homework on high school exit exams” (with Elle Rustique-Forrester), San Jose Mercury News, June 21, 2005. <http://www.mercurynews.com/mld/mercurynews/news/opinion/11946389.htm7>.

“Educating the New Educator: Teacher Education and the Future of Democracy,” The New Educator, Vol. 1, No. 1 (January-March, 2005), pp. 1-17.

“Inequality and the Right to Learn: Access to Qualified Teachers in California’s Public Schools,” Teachers College Record, Vol. 106, No. 10, (October 2004), pp. 1936-1966.

“The Color Line in American Education: Race, Resources, and Student Achievement,” W.E.B. DuBois Review: Social Science Research on Race, Vol. 1, No. 2 (2004), pp. 213-246.

“Standards, Accountability, and School Reform,” Teachers College Record, Vol.. 106, No. 6 (June 2004), pp. 1047-1085.

“Meeting the ‘Highly Qualified Teacher’ Challenge” (with Gary Sykes), Teacher Education in Practice, Vol. 16, No. 4 (Winter 2003), pp. 331-354.

“Steady Work’: The Ongoing Redesign of the Stanford Teacher Education Program,” Educational Perspectives, Vol. 36, No. 1-2 (2003), pp. 8-19.

“Access to Quality Teaching: An Analysis of Inequality in California’s Public Schools,” Santa Clara Law Review, Vol. 43 (2003), pp. 101-239.

“Wanted: A National Teacher Supply Policy for Education: The right way to meet the ‘highly qualified teacher’ challenge” (with Gary Sykes), Education Policy Analysis Archives, Vol. 11, No. 33 (September 2003). <http://epaa.asu.edu/epaa/v11n33/>.

“Keeping Good Teachers: Why it Matters, What Leaders can Do,” Educational Leadership, Vol. 60, No. 8 (May 2003), pp. 6-13.

“Restructuring Big Schools: Leading and Staffing New or Redesigned Schools,” National Commission on Teaching and America’s Future Website. <http://www.nctaf.org/smallschools/0506-leading.html>.

“Standards and assessments: Where We Are and What We Need,” Teachers College Record, # 11109 (2/16/2003). <http://www.tcrecord.org/Content.asp?ContentID=11109>. [Cited as “most read” article by Teachers College Record in 2004, 2005, 2006, and 2008].

“Defining ‘Highly Qualified Teachers:’ What does ‘Scientifically-Based Research’ Actually Tell Us? (with Peter Youngs). Educational Researcher, Vol. 31, No. 9 (December 2002), pp. 13-25. <http://www.aera.net/publications/?id=439>.

“Lesson One: Training Counts,” Los Angeles Times, Op-Ed, September 1, 2002. Reprinted in California Public Employee Relations Journal, No. 157 (December 2002), pp.16-19.

“Reinventing High School: Outcomes of the Coalition Campus School Project” (with Jacqueline Anness and Susanna Wichterle Ort). American Educational Research Journal, Vol. 39, No. 3 (Fall 2002), pp.639-673.

“Variation in teacher preparation: How well do different pathways prepare teachers to teach?” (with Ruth Chung and Fred Frelow). Journal of Teacher Education, Vol. 53, No. 4 (September/October 2002), pp. 286-302.

“Research and rhetoric on teacher certification: A response to ‘Teacher Certification Reconsidered,’” Education Policy Analysis Archives, 10 (36). (September, 2002). <http://epaa.asu.edu/epaa/v10n36.html>.

Guest editor for special issue of Teaching Education, Volume 13, No. 2 (August 2002): The Pedagogy of Case Writing in Teacher Education (with Karen Hammerness).

“Toward a Pedagogy of Cases in Teacher Education” (with Karen Hammerness). Teaching Education, Vol. 13, No. 2 (August 2002), pp. 125-135.

“Toward Expert Thinking: How Curriculum Case Writing Prompts the Development of Theory-Based Professional Knowledge in Student Teachers” (with Karen Hammerness and Lee Shulman). Teaching Education, Vol. 13, No. 2 (August 2002), pp. 221-245.

Guest editor for special issue of Issues in Teacher Education, Vol. 11, No. 1 (Spring 2002): Evaluating Teacher Education.

“Evaluating Teacher Education,” Issues in Teacher Education, Vol. 11, No. 1 (Spring 2002), pp. 3-16.

“Meeting Old Challenges and New Demands: The Redesign of the Stanford Teacher Education Program” (with Karen Hammerness). Issues in Teacher Education, Vol. 11, No. 1 (Spring 2002), pp. 17-30.

“Perceptions of Preparation: Using Survey Data to Assess Teacher Education Outcomes” (with Melissa Eiler and Alan Marcus). Issues in Teacher Education, Vol. 11, No. 1 (Spring 2002), pp. 65-84.

“Steady Work: The Story of Connecticut’s School Reform,” (with Suzanne Wilson and Barnett Berry), American Educator, Fall 2001, pp. 34-39, 48.

“New Standards and Old Inequalities: School Reform and the Education of African-American Students,” Journal of Negro Education, Vol. 69, No. 4 (Fall 2001), pp. 263- 287.

"Does Teacher Certification Matter? Evaluating the Evidence," (with Barnett Berry and Amy Thoreson), Educational Evaluation and Policy Analysis, Vol. 23, No. 1 (Spring 2001), pp. 57-77.

"The Challenge of Staffing Our Schools," Educational Leadership, Vol. 58, No. 8 (May 2001), pp. 12-17.

“Teacher Testing and the Improvement of Practice,” Teaching Education, Vol. 12, No. 1 (Spring 2001), pp. 11-34.

"Educating Teachers for California's Future," (with Jeanette LaFors and Jon Snyder), Teacher Education Quarterly, Vol. 28, No. 1 (Winter 2001), pp. 9-55.

“Futures of Teaching in American Education,” Journal of Educational Change, Vol. 1, No. 4 (December 2000), pp. 353-373.

“Authentic Assessment of Teaching in Context,” (with Jon Snyder), Teaching and Teacher Education, Vol. 16, No. 5-6 (August 2000), pp. 523-545.

“How Teacher Education Matters,” Journal of Teacher Education, Vol. 51, No. 3 (May/June 2000), pp.166-173.

"How Teaching Knowledge Matters," Thinking K-16, Vol. 4, No. 1 (Spring 2000), p. 20.

“Greater Expectations for Student Learning: The Missing Connections,” Liberal Education, Vol. 86, No. 2 (Spring 2000), pp. 6-13.

“Teaching for America’s Future: National Commissions and Vested Interests in an Almost Profession,” Educational Policy, Vol. 14, No. 1 (January - March 2000), pp. 162-183.

“Reforming Teacher Preparation and Licensing: Debating the Evidence,” Teachers College Record, Vol. 102, No. 1 (February 2000), pp. 28-56.

“Teacher Quality and Student Achievement,” Educational Policy Analysis Archives, Vol. 8, No. 1 (January 2000). <http://epaa.asu.edu/epaa/v8n1>.

"Teaching for America's Future: A Progress Report for the Millennium," Congressional Program, Vol. 15, No. 1 (January 2000), pp. 53-66.

“Making Relationships between Standards, Frameworks, Assessment, Evaluation, Instruction, and Accountability,” Asilomar, #21, (November 1999), pp.1-7.

"Recruiting Teachers for the 21st Century: The Foundation for Educational Equity," (with Barnett Berry), The Journal of Negro Education, Vol. 68, No. 3 (Summer 1999), pp. 254-279.

"Teacher Education: Rethinking Practice and Policy." Unicorn: Journal of the Australian College of Education, Vol. 25, No. 1 (April 1999), pp. 30-48.

"Target Time Toward Teachers," Journal of Staff Development, Vol. 20, No.2 (Spring 1999), pp. 31-36.

"Educating Teachers: The Academy's Greatest Failure or It's Most Important Future?" Academe, Vol. 85, No.1 (January-February 1999). Excerpted in Education Digest, Vol. 64, No. 9 (May 1999), pp. 18-23.

"Learning to Teach in the 21st Century," Principal, Vol. 78, No. 1 (September 1998), pp. 23-25.

"Alternatives to Grade Retention," The School Administrator, Vol. 55, No. 7 (August 1998), pp. 18-21. Excerpted in Education Digest, Vol. 64, No. 3, (November 1998), pp. 48-53.

"Investing in Teaching: The Dividend is Student Achievement," (with Barnett Berry), Education Week Commentary (May 27, 1998), pp. 48 and 34.

"Why We Need to Become Inventors of Systems with Powerful Pedagogy," Quality Network News, Vol. 8, No. 2, (March/April 1998), pp. 2-3.

"Rethinking the Allocation of Teaching Resources: Some Lessons From High-Performing Schools" (with Karen Hawley Miles), Educational Evaluation and Policy Analysis, Vol. 20, No. 1 (Spring 1998), pp. 9-29.

"Unequal Opportunity: Race and Education," Brookings Review, Vol. 16, No. 2 (Spring 1998), pp. 28-32.

"Standards for Assessing Teaching Effectiveness Are Key: A Response to Schalock, Schalock, and Myton," Phi Delta Kappan, Vol. 79, No. 6 (February 1998), pp. 471-472.

"Teacher Learning That Supports Student Learning," Educational Leadership, Vol. 55, No. 5 (February 1998), pp. 6-11. Excerpted in Edutopia, (Spring 1999), pp. 3-5.
<http://www.edutopia.org/teacher-learning-supports-student-learning>

"Teachers and Teaching: Testing Policy Hypotheses From a National Commission Report," Educational Researcher, Vol. 27, No. 1 (January-February 1998), pp. 5-15.

"Using Standards and Assessments to Support Student Learning," (with Beverly Falk), Phi Delta Kappan, Vol. 79, No. 3 (November 1997), pp. 190-199.

"Quality Teaching: The Critical Key to Learning," Principal, Vol. 77, No. 1 (September 1997), pp. 5-11. Excerpted in Education Digest, Vol. 63, No. 3 (November 1997), pp. 4-9.

"The Quality of Teaching Matters Most," Journal of Staff Development, Vol. 18, No. 1 (Winter 1997), pp. 38-41.

"School Reform at the Crossroads: Confronting the Central Issues of Teaching," Educational Policy, Vol. 11, No. 2 (June 1997), pp. 151-166.

"What Matters Most: Investing in Teaching," The School Administrator, Vol. 54, No. 3 (March 1997), p. 44.

"Governance: Creating Policy for Accountable Schools," State Education Leader, Vol. 14, No. 3 (Fall 1996), pp. 29-31.

"What Matters Most: A Competent Teacher for Every Child," Phi Delta Kappan, Vol. 78, No. 3 (November 1996), pp. 193-200. Excerpted in "What Matters Most: Getting Serious about Standards," Teacher-To-Teacher, Vol. 5, No. 3 (September 1997), pp. 2-3.

"Professionalizing New York's Teachers will Benefit Students," New York School Boards, (November 25, 1996), pp. 18-19.

"The Right to Learn and the Advancement of Teaching: Research, Policy and Practice for Democratic Education," Educational Researcher, Vol. 25, No. 6 (August/September 1996), pp. 5-17.

"The Quiet Revolution: Rethinking Teacher Development," Educational Leadership, Vol. 53, No. 6 (March 1996), pp. 4-10.

"Mapping a Blueprint for a Profession," Taft Institute News, Vol. 1, No. 3 (Spring 1995), pp. 1-2.

"Cracks in the Bell Curve: How Education Matters," Journal of Negro Education, Vol. 64, No. 3 (Summer 1995), pp. 340-353.

"School Restructuring for Student Success," Daedalus, Special Issue: American Education: Still Separate, Still Unequal, Vol. 124, No. 4 (Fall 1995), pp. 153-162. Reprinted in A.H. Halsey, Hugh Lauder, Phillip Brown, and Amy Stuart Wells (eds.) Education: Culture, Economy, and Society, Oxford, UK and New York: Oxford University Press, 1997, pp. 333-337.

"Policies that Support Professional Development in an Era of Reform" (with Milbrey McLaughlin), Phi Delta Kappan, Vol. 76, No. 8 (April 1995), pp. 597-604.

"Rethinking Teacher Leadership through Professional Development Schools," (with Marcella L. Bullmaster and Velma L. Cobb), The Elementary School Journal, Vol. 96, No. 1 (September 1995), pp. 87-106.

"Changing Conceptions of Teaching and Teacher Development," Teacher Education Quarterly, Vol. 22, No. 4 (Fall 1995), pp. 9-26.

"The School and the Democratic Community," Record in Educational Leadership, Vol. 15, No. 2 (Spring/Summer 1995), pp. 35-41.

"Who will Speak for the Children? How 'Teach for America' Hurts Urban Schools and Students," Phi Delta Kappan, Vol. 76, No. 1 (September 1994), pp. 21-34.

"National Standards and Assessments: Will they Improve Education?" American Journal of Education, Vol. 102 (August 1994), pp. 478-510.

"Performance-Based Assessment and Educational Equity," Harvard Educational Review, Vol. 64, No. 1 (Spring 1994), pp. 5-30.

"21st Century Schools: If The Schools of the Future are Going to Bear Lasting Fruit, Teachers Will Have to Have Much More Influence," The Virginia Journal of Education, Vol. 87 (March 1994), pp. 6-13. Excerpted in Education Digest, Vol. 60, No. 1 (September 1994), pp. 4-8.

"Setting Standards for Students: The Case for Authentic Assessment," NASSP Bulletin, Vol. 77, No. 556 (November 1993), pp. 18-27. Reprinted in The Educational Forum, Vol. 59, No. 1 (Fall 1994), pp. 14-21. Also reprinted in Robin Fogarty (ed.), Student Portfolios: A Collection of Articles, pp. 5-16. Palatine, IL: IRI Skylight Training and Publishing, 1996.

"Reframing the School Reform Agenda: Developing Capacity for School Transformation," Phi Delta Kappan, Vol. 74, No. 10 (June 1993), pp. 753-761.

"Creating a Long-Term View of Student Learning Portfolios: Assessing Knowledge and Performance," New York Schools Boards Journal, (January 1993), pp. 11-14.

"Building Learner-Centered Schools: Developing Professional Capacity, Policy, And Political Consensus," in Building Learner-Centered Schools: Three Perspectives. New York: National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, 1993.

"Learner-Centered Schools," (with Beverly Falk), School Voices, Vol. 3, No. 1 (Spring 1993), pp. 12-13, 18.

"For-Profit Schooling: Where's the Public Good?" Education Week Commentary (October 7, 1992), pp. 40. Reprinted in Education Digest.

"Educational Indicators and Enlightened Policy," Educational Policy, Vol. 6, No. 3 (September 1992), pp. 235-265.

"Creating Standards of Practice and Delivery for Learner-Centered Schools," Stanford Law and Policy Review, Vol. 4 (Winter 1992-93), pp. 37-52.

"Reframing the School Reform Agenda: New Paradigms Must Restore Discourse with Local Educators," The School Administrator, Vol. 19, No. 49 (November 1992), pp. 22-27.

"Teaching and Knowledge: Policy Issues Posed by Alternate Certification for Teachers," Peabody Journal of Education, Vol. 67, No. 3 (November 1992), pp. 123-154. Also published in Willis D. Hawley (ed.), The Alternative Certification of Teachers. Washington, D.C.: ERIC Clearinghouse on Teacher Education.

"The Shortcomings of Standardized Tests" (with Ann Lieberman), Chronicle of Higher Education (January 29, 1992), p. B1.

"Achieving the National Goals: Need for Trained Teachers Growing," NJEA Review, Vol. 65, No. 7 (March 1992), pp. 18-22.

"The Implications of Testing Policy for Educational Quality and Equality," Phi Delta Kappan, Vol. 73, No. 3 (November 1991), pp. 220-225.

"Teacher Education for Restructuring Schools," Restructuring for Tomorrow's Schools. Transcripts of proceedings from the Holmes Group Northeast Regional Fall Conference, 1990, pp. 1-19. University of Pittsburgh, 1991.

"Achieving the National Education Goals: How Do We Get There?" NJEA Review, Vol. 65, No. 1 (September 1991), pp. 18-24.

"Alternate Certification is an Oxymoron" (with Arthur E. Wise), Education Week Commentary, Vol. 11, No. 1 (September 4, 1991), pp. 46, 56.

"Measuring Schools is Not the Same as Improving Them," in Voices from the Field. Washington, DC: Institute for Educational Leadership and William T. Grant Foundation Commission on Work, Family, and Citizenship, 1991. Reprinted in Youth Policy, Vol. 13, No. 4 and 5 (Special Issue, 1991), pp. 30-32.

"Are our Teachers Ready to Teach? Teacher Education Results in Better Student Learning," Quality Teaching, Vol. 1, No. 1 (Fall 1991), pp. 6-7, 10.

"Math and Science Education," U.S.A. Today (June 4, 1990).

"Policy and Measurement Issues Related to Indicators of School Success," in How to Measure School Success: Choosing Meaningful Indicators, pp. 6-15. Proceedings of the Connecticut Leadership Academy Conference (October 29, 1990).

"Achieving our Goals: Superficial or Structural Reforms?" Phi Delta Kappan, Vol. 72, No. 4 (December 1990), pp. 286-295. Reprinted in Linda Darling-Hammond, Ann Lieberman, and Lynne Miller (eds.), Restructuring in Policy and Practice, pp. 1-24, National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University, November, 1992.

"Instructional Policy into Practice: 'The Power of the Bottom over the Top'," Educational Evaluation and Policy Analysis, Vol. 12, No. 3 (Fall 1990), pp. 233-242.

"Accountability for Professional Practice," Teachers College Record, Vol. 91, No. 1 (Fall 1989), pp. 59-80. Also printed in Marsha Levine (ed.), Professional Practice Schools: Building a Model. Washington, DC: American Federation of Teachers, 1990; and in Annual Editions: Education. Guilford, CT: Dushkin Publishing, 1992.

"Nontraditional Recruits to Mathematics and Science Teaching" (with Sheila Nataraj Kirby and Lisa Hudson), Educational Evaluation and Policy Analysis, Vol. 11, No. 3 (Fall 1989), pp. 301-323.

"Boosting our Scientific Future," New York Times (May 21, 1989).

"Teacher Supply, Demand, and Standards," Educational Policy, Vol. 3, No. 1 (March 1989), pp. 1-17.

"Evaluating and Encouraging Teacher Effectiveness" (with Lisa Hudson), Hong Kong Educational Research Journal, Vol. 3 (August 1988), pp. 1-12.

"Assessment and Incentives: The Medium is the Message," in Three Presentations: From the Third National Conference on Assessment in Higher Education. Washington, DC: American Association for Higher Education (June 8-11, 1988).

"Accountability and Teacher Professionalism," American Educator, Vol. 12, No. 4 (Winter 1988), pp. 8-13, 38-43. Excerpted in The Education Digest (September 1989), pp. 15-19.

"The Futures of Teaching," Educational Leadership, Vol. 46, No. 3 (November 1988), pp. 4-10. Excerpted in The Education Digest, Vol. 54, No. 7 (March 1989), pp. 7-10.

"Teacher Quality and Educational Equality," The College Board Review, No. 148 (Summer 1988), pp. 16-23, 39-41.

"Parental Schooling Choice: A Case Study of Minnesota" (with Sheila Nataraj Kirby), Journal of Policy Analysis and Management, Vol. 7, No. 3 (1988), pp. 506-517.

"Selecting Teachers: The Best, The Known, and The Persistent" (with Arthur E. Wise and Barnett Berry), Educational Leadership, Vol. 45, No. 5 (February 1988), pp. 82-85.

"Standardized Tests Don't Measure Real Learning," Orlando Sentinel (December 13, 1987).

"Between a Rock and a Hard Place: The Humanities and School Reform," Basic Education: Issues, Answers and Facts, Vol. 3, No. 2 (Winter 1987-88).

"Who Should Provide Instructional Leadership?: The Case for Teacher Involvement," Education Week, Commentary, Vol. 6, No. 39 (August 4, 1987), pp. 44, 32.

"Schools for Tomorrow's Teachers," Teachers College Record, Vol. 88, No. 3 (Spring 1987), pp. 354-358. Reprinted in Jonas F. Soltis (ed.), Reforming Teacher Education: The Impact of the Holmes Group Report. New York: Teachers College Press, 1987.

"The Educational Reform Dilemma," Basic Education (Spring 1987). Excerpted in The Education Digest (September 1987).

"The Over-Regulated Curriculum and the Press for Teacher Professionalism," National Association of Secondary School Principals Bulletin, Vol. 71, No. 498 (April 1987), pp. 22 - 29.

"What Constitutes a 'Real' Shortage of Teachers?" Education Week, Commentary, Vol. 6, No. 16 (January 14, 1987), p. 29.

"Teaching Knowledge: How Do We Test It?" American Educator, Vol. 10, No. 3 (Fall 1986), pp. 18-21, 46. Reprinted in James W. Noll (ed.), Taking Sides: Clashing Views on Controversial Educational Issues, The Dushkin Publishing Group, Inc., March 1989.

"We Need Schools Able and Willing to Use Carnegie's 'Teachers for the 21st Century'," The Chronicle of Higher Education, Vol. 32, No. 20 (July 16, 1986), p. 76. Reprinted in Stephen H. Barnes (ed.), Points of View: Issues in American Higher Education. Lewiston, NEW YORK: Mellen Press, 1988.

"A Wide-Ranging Look at Current Issues in Education": An Interview with Linda Darling-Hammond: Phi Delta Kappan Center for Evaluation, Development, and Research (February, 1988), pp. 447 - 450.

"A Proposal for Evaluation in the Teaching Profession," Elementary School Journal, Vol. 86, No. 4 (March 1986), pp. 1-21. Excerpted in The Education Digest, Vol. 52, No. 3 (November 1986), pp. 30-33.

"Valuing Teachers: The Making of a Profession," Teachers College Record, Vol. 87, No. 2 (Winter 1985), pp. 205-218.

"Beyond Standardization: State Standards and School Improvement" (with Arthur E. Wise), The Elementary School Journal, Vol. 85, No. 3 (January 1985), pp. 315-336.

"Teacher Evaluation and Teacher Professionalism" (with Arthur E. Wise), Educational Leadership, Vol. 42, No. 4 (December 1984/January 1985).

"Making Teaching Attractive," School Board News, Vol. 4, No. 19 (December 12, 1984), p. 3.

"Taking the Measure of Excellence: The Case Against Basing Teacher Evaluation on Student Test Scores," American Educator, Vol. 8, No. 3 (Fall 1984) pp. 26-29, 46.

"Why Our Best and Brightest Don't Teach Anymore," Los Angeles Times, Opinion Section (September 2, 1984).

"Mad Hatter Tests of Good Teaching," New York Times Education Survey (January 8, 1984). Reprinted in Beatrice and Ronald Gross (eds.), The Great School Debate, New York: Simon & Schuster, 1985.

"Education by Voucher: Private Choice and the Public Interest" (with Arthur E. Wise), Journal of Educational Theory, Vol. 34, No. 1 (Winter 1984), pp. 29-48.

"Educational Vouchers: Regulating Their Efficiency and Effectiveness" (with Arthur E. Wise), Educational Researcher, Vol. 12, No. 9 (November 1983).

"Teaching Standards, or Standardized Teaching?" (with Arthur E. Wise), Educational Leadership, Vol. 41, No. 2 (October 1983), pp. 66-69.

"Teacher Evaluation in the Organizational Context: A Review of the Literature" (with Arthur E. Wise and Sara Pease), Review of Educational Research, Vol. 53, No. 3 (Fall 1983), pp. 285-328. Reprinted in Ernest R. House (ed.), New Directions in Educational Evaluation, Philadelphia: The Falmer Press, 1986.

"A Framework for the Analysis of Teachers' Demand and Supply" (with Anthony Boardman), Economics of Education Review, Vol. 2, No. 2 (Spring 1982).

"A Review of Schools and the Courts, Volume 1: Four Papers on Desegregation," The Politics of Education Bulletin, Vol. 9, No. 3 (Fall 1980).

"The Double Bind for Urban Education: Doing More with Less," Network Magazine, Vol. 6, No. 1 (Summer 1979), pp. 24-27.

"Student Violence and Vandalism: Some Answers to a Serious Dilemma," Resources in Education (December 1979).

"Violence and Vandalism in Schools: Evidence for Policy Alternatives" (with Bernard C. Watson), Cross-Reference: A Journal of Public Policy and Multicultural Education (January - February 1978).

"Youth Education in a Recession," Network Magazine (Summer 1978).

Published Lectures/Presentations

"Professional Development and Standards," in Professional Development: International and National Perspectives. Presented at American Association for Higher Education's National Conference on School/College Collaboration, 1993/1994.

Standards for Teachers. 34th Charles W. Hunt Memorial Lecture. Chicago, IL: AACTE 46th Annual Meeting, February 17, 1994.

A Strategy for the Professionalization of Teaching. The Wise Lecture: Professional Standards Clinic, National Education Association, September 30, 1993.

A Vision for Evaluation in a Teaching Profession. California: The California Commission on the Teaching Profession, June 1985.

Interviews

Umphrey, J., ‘Toward 21st Century Supports: An Interview with Linda Darling-Hammond,’ Principal Leadership, Vol. 10, No. 1 (September 2009), pp. 18-21.

Sparks, D. “An Interview with Linda Darling-Hammond,” *Journal of Staff Development*, Vol.18, No. 1 (Winter 1997). <http://www.nsd.org/library/publications/jsd/darling181.cfm>

Novak, C. “Interview with Linda Darling-Hammond,” Technos Quarterly, Vol. 3, No. 2 (Summer 1994). http://www.ait.net/technos/tq_03/2darling.php

Unpublished Research

"Rationale and Design for a Model School Finance Statute for the State of Pennsylvania." Doctoral Dissertation, Temple University, 1978. Recipient of the Phi Delta Kappa George E. Walk Award.