Linda Darling-Hammond

Influence Index: 80

Education B.A. Yale University; Ed.D. Temple University

Current Position Charles E. Ducommon Professor of Education, Stanford University School of Education

Career Highlights

- Charles E. Ducommon Professor of Education, Stanford University School of Education (1998-present)
- Executive Director, National Commission on Teaching and America's Future (NACTF) (1994-2001)
- Professor of Education, Teachers College, Columbia University (1989-1998)
- Co-Director, National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University (1989-1998)
- Director and Senior Social Scientist, Education and Human Resources Program, RAND (1985-1989)

Accomplishments

- Recipient of such recognitions as the Pomeroy Award of the American Association of Colleges for Teacher Education (2006)
- As executive director of NCTAF, produced the report *What Matters Most: Teaching for America's Future*
- Books include *Teaching as the Learning Profession* (2000) and *The Right to Learn* (1998)

Biographical Sketch

Dr. Linda Darling-Hammond works on issues of education policy and practice, including school reform, authentic assessment, professional development schools and educational research. She serves as the faculty sponsor for Stanford's Teacher Education Program (STEP). Darling-Hammond has been instrumental in redesigning STEP to better prepare teachers to teach diverse learners in the context of challenging new subject matter standards. She served as executive director of the National Commission on Teaching and America's Future which, in 1996, produced the widely cited blueprint for education reform: *What Matters Most: Teaching for America's Future*.

Darling-Hammond is also helping to create a network of Bay Area schools of education and professional development schools. The network will promote school reform and learning communities for Bay Area practitioners through an ongoing series of workshops, institutes, peer coaching networks and study groups.

Linda Darling-Hammond on teaching

"Bureaucratic solutions to problems of practice will always fail because effective teaching is not routine, students are not passive, and questions of practice are not simple, predictable, or standardized. Consequently, instructional decisions cannot be formulated on high then packaged and handed down to teachers."

From: *The Right to Learn: A Blueprint for Creating Schools that Work*, 1997

Notes

Information taken from the websites of Stanford University at ed.standford.edu and *Education Policy Analysis Archives* at epaa.asu.edu.