

2020

Research, Action, Impact



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Cover photo: Congressional briefing, "[Supporting a Well-Prepared and Diverse Teacher Workforce](#)." (October 2019)

Message from the President

This month, the Learning Policy Institute marks its 5th anniversary with an even stronger sense of urgency than ever. We launched our work in 2015 to bring high-quality evidence into policy deliberations at the federal, state, and local levels with the goal of creating a stronger and more equitable education system for every child. At a time when many states had disinvested in education during the Great Recession, when the safety net for children had become increasingly tattered, and when the number of segregated, high-poverty schools was growing rapidly, education appeared a dream deferred for millions of children.



Since then, the work of many organizations, including LPI, has contributed to wiser investments in many states. However, we face another enormous challenge now. In early March of 2020, the COVID-19 pandemic dropped like an invisible bomb into our deeply divided society, closing schools across the country. As always, communities of color and those serving low-income families have been hardest hit as the digital divide and the tattered safety net left many without the tools to connect to schools or employment, to access meals and health care, and to maintain stable housing.

The social upheaval created by the convergence of a public health crisis, an economic crisis, and a civil rights crisis borne of longstanding systemic racism has made it clear that public schools are the lifeblood of a community—as they have secured meals, computers, services, and on-line learning for tens of millions of children. At the same time, it has become clear—as policymakers and educators in many communities have stepped up to invent and share solutions—that the disruption of old ways of working provides an opportunity to replace archaic structures and unequal resources with new approaches that may better deliver on the promise of a quality education for all of America's children.

As we move into our next five years at LPI, we are doubling down on understanding and sharing evidence-based policy and practice in education. We know more about the science of how children and youth develop and learn; what they need in order to thrive; how adults can enable, motivate, and educate them; how we can best prepare those adults; and how we can allocate resources so that all children experience school as a place where they are safe, seen, and supported.

This document was produced not just as a celebration of our impact over the past five years but as a blueprint for the work—and the worthy struggle—ahead. As WEB DuBois argued 70 years ago, “Of all the civil rights for which the world has struggled and fought for 5000 years, the right to learn is undoubtedly the most fundamental!”

Our impact, documented in the following pages, is shared with many other partners who hold that same sense of urgency. Understanding that rigorous research is essential but, alone, is not enough, we've worked with hundreds of other organizations and policymakers across the country and have been generously supported by dozens of funders. We've come together because we share a commitment to creating equitable and empowering education systems for every student and, together, we are making a difference.

It is with hope and with heartfelt gratitude to all of our partners and supporters and to all those committed to the inalienable right of every human being to a high-quality education that we share this report.

A handwritten signature in black ink that reads "Linda Darling-Hammond". The signature is written in a cursive, flowing style.

Linda Darling-Hammond
President and CEO



Who We Are

Conducting Research and Working with Stakeholders for Real-World Impact

Since 2015, the Learning Policy Institute (LPI) has conducted and communicated independent, high-quality research to improve education policy and practice.

With offices in Palo Alto, California and Washington, DC., LPI's staff of 56 includes researchers, policy experts, communicators, and support staff with diverse backgrounds and experience, including many former educators. Another two dozen affiliated researchers serve as LPI Senior Fellows. We maintain a robust internship program that is helping develop the next generation of education research and policy leaders. Our board of directors is made up of distinguished leaders in education, business, and civil rights.

LPI is nonprofit and nonpartisan

We connect policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.

LPI is collaborative

Working with policymakers, researchers, educators, community groups, and others, we advance evidence-based policies that support empowering and equitable learning for each and every child.

LPI is driven by equity

In a country of persistent opportunity gaps where students of color and students from low-income families are often denied the opportunity to learn in a well-resourced, safe, and academically rigorous environment, we are committed to creating systems that provide every child with what should be an unquestioned entitlement—the right to learn.

As a country, we must enter a new era. No society can thrive in a technological, knowledge-based economy by starving large segments of its population of learning. Instead, we must provide all of our children with what should be an unquestioned entitlement—a rich and inalienable right to learn.

— Linda Darling-Hammond

Source: [Kerner At 50: Educational Equity Still a Dream Deferred](#) (2018)

What We Do

Realizing a New Vision for Public Education

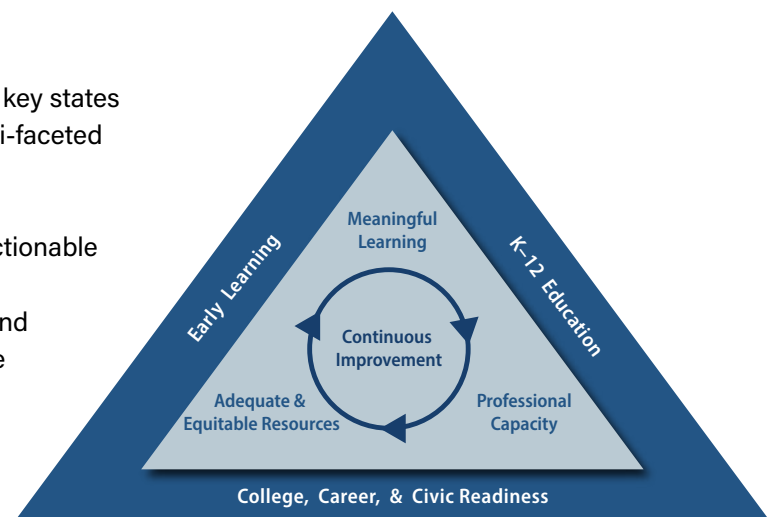
In the 21st century, preparing students for college, careers, and civic participation requires meaningful, deep learning that begins at an early age and helps them develop the skills our knowledge-based economy requires—problem-solving, critical thinking, creativity, collaboration, and communication.

Every child has potential to thrive and become a contributing member of society. To accomplish this goal, our systems of education need to focus curriculum and assessment on meaningful learning, enabled by well-prepared educators who are committed to all children's learning, and supported by adequate and equitably distributed resources. These are the foundational policy elements that can create high-quality care and learning from cradle to college and career, and they define our areas of work, which cover:

- Deeper learning and social-emotional supports as part of a whole child education
- Educator quality and development
- Equitable access and resources
- Early childhood learning

We work on comprehensive systemic reform agendas in key states and, in this moment, we are working to address the multi-faceted challenges posed by the COVID-19 pandemic.

We address these issues by marshalling independent, actionable research to inform effective approaches to the country's pressing educational needs. We conduct, commission, and communicate research and policy analyses. We translate that research to multiple audiences as we partner with policymakers, educators, civil rights groups, and community organizations to help develop and advance evidence-based educational policies and practices.



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LPI By the Numbers

LPI launch date: September 2015

2.8 million



website pageviews
since launch

124,427



pageviews of our most
popular publication

[Effective Teacher Professional Development](#)

327,474



views of our most
popular journal article

*[Implications for Educational Practice of the
Science of Learning and Development](#)*

2,606



news stories
citing LPI

42



videos, interactives,
and infographics

140



reports, briefs,
facts sheets

2,324



pages published
in 2019

15



congressional
briefings



Advancing Equity in the Time of COVID

Seizing the moment to strengthen equity & learning for our students

Since March, the COVID-19 pandemic has disrupted education for at least 55.1 million of the nation's 57 million k-12 students. Its effects have underscored the deep inequities riddling our education system. Despite the heroic efforts of many educators, students of color, students from low-income families, students with disabilities, and English learners have been hardest hit by the fallout from the pandemic. Without digital access, stay-at-home adults to supervise learning, and the daily meals and social services schools provided, these students face learning loss and health risks now, more than ever.

To address the crisis, LPI has turned its capacity to producing quick-response research and policy analysis that has informed legislation, state guidance for schools, and the nation's understanding of what needs to be done to address the devastating impacts of the pandemic on students, to ensure that equity guides government responses, and to reinvent the current system for more equitable and empowering education now and in the future.

COVID-19 and School Funding

The pandemic's economic impact is expected to be the worst since the Great Depression. While experts can't yet project how far state revenues will fall, LPI's state-by-state analyses show that revenue drops between 10% and 20% will spark draconian cuts to state education budgets.

Our analyses on school funding needs to cope with COVID, the effects of state revenue drops, and the potentially severe impact of COVID-19 on teacher shortages were provided to policymakers in interactive tools and analysis in our "Learning in the Time of COVID-19" blog series and in *Education Week*, with whom we partnered. These analyses and other LPI research on meeting students' needs have informed bipartisan state and federal efforts, including the CARES Act and federal stimulus bills currently in development.

Ensuring a Whole Child Focus in Policy

The Covid-19 crisis has stretched families to the breaking point and students are struggling with the ensuing stress and trauma. Such toxic stress can affect attention, learning, and behavior but can be mitigated by strong, trusting relationships and

143 The number of countries that had not re-opened their schools by August 2020.

Source: [Politico](#)

“Our state Superintendent has recently convened a 120-plus member task force to make recommendations to him and to the Governor about the re-opening of schools for the 2020-2021 academic year. We will certainly be able to use these [COVID-19] resources immediately.”

—Washington State Representative Sharon Tomiko Santos

development of social and emotional learning (SEL) skills—skills that schools can help develop even through distance learning.

The LPI-convened Whole Child Policy Table (WCPT) works with governors, legislators, boards of education, state superintendents, and other education organizations to ensure that whole child considerations are at the center of all new policy. For example, the Policy Table is supporting the National Association of State Boards of Education to develop a “whole child audit” for states and working with CCSSO and CASEL to integrate multi-tiered systems of support and social-emotional learning into state education systems. COVID-19 resources and strategies have been shared through the WCPT newsletter, webinars, and presentations.



Reopening Schools in the Context of COVID-19: Health and Safety Guidelines From Other Countries

To inform policymakers’ and school leaders’ plans to reopen schools for the next academic year, LPI produced [this brief](#), which has been cited widely and used extensively as states have fashioned their guidance for schools. It is the most-visited resource ever posted on the LPI website, with 78K views as of August 2020.

A New “New Deal” For Education in the COVID 2.0 Era

While the current context has surfaced inequities and created trauma, the creative responses of states and districts that have [risen to the challenge](#) of providing ongoing learning and supports hold promise for new and enduring ways to address educational quality and inequality.

LPI has documented effective policy and practice innovations to share across communities. Beginning with a widely circulated commentary on the [Top Ten Policy Moves for States in the COVID 2.0 Era](#), LPI has been working across all sectors and political affiliations to build [a new, systemic and research-based approach to education](#) that centers equity and encompasses the needs of the whole child. Recognizing that tectonic shifts are possible in historic moments like this one, a team of LPI researchers assembled a comprehensive framework to guide the redesign of school systems not just for fall, but for a new era. In August, we released [Restarting and Reinventing School: Learning in the Time of COVID and Beyond](#), which assembles research and resources that are already guiding policymakers and educators in many states across the country.

Preparing New Educators During the Shutdown and Beyond

COVID-19 also impacted preparation for up-and-coming teachers and school leaders. In response, the [EdPrepLab](#)—a national network created by LPI and the Bank Street Graduate School of Education—hosted [a set of webinars](#) on adapting educator preparation (drawing a record-breaking 1,200 registrants), a [highly attended sequel](#), and a series of Virtual Learning Cafes for EdPrepLab members on topic ranging from Racial Justice to adapting to distance learning.



Whole Child Education

Fostering deeper learning and social-emotional supports that prepare students for career, college, and civic participation

Each year in the United States, 46 million children are exposed to poverty, violence, crime, abuse, homelessness, food insecurity, and other experiences that cause psychological trauma. Such experiences cause toxic stress that can affect children’s attention, behavior, and learning. Human development research shows that the effects of such trauma can be mitigated when students learn in a positive school climate with long-term, secure relationships and supports that enable academic, physical, cognitive, social, and emotional development—what some call “whole child” education. Indeed, all children benefit from learning environments that attend to all of the ways in which they grow and learn.

The Science of Learning and Development

LPI has helped launch the Science of Learning and Development Alliance to synthesize the research

about how people learn and its implications for practice. Our [research review](#), downloaded more than 300,000 times in the first 18 months it was posted, is being translated into practitioner-friendly [reports](#) and videos, and a set of design principles for schools and districts. We are documenting how educator preparation programs and the field at large can equip teachers and school leaders with the ability to foster this learning through through EdPrepLab (see p. 9) and with [case studies of effective programs](#). Through our State Performance Assessment Learning Community and [Reimagining College Access initiative](#), we work with k-12 and higher education stakeholders to transform assessment practices to reflect deeper learning so that authentic student accomplishments can be encouraged and communicated from high schools to higher education institutions.

29 The percent of 6th to 12th graders who reported their school provided a caring, encouraging environment.

Source: ([Educating the Whole Child 2018](#))

“Educating the Whole Child was very useful in helping the board members see that climate and culture are not just warm fuzzies, but a foundation of relationships, high expectations, and skill building.... I am planning to use your report, along with [others]... to craft a 3-5 year climate and culture plan for our school.”

– Corinne Christiansen, Oakland Military Academy

Setting the Stage: Defining the Foundations of Social Emotional Learning

[Educating the Whole Child](#) describes how state and district policymakers, school leaders, and teachers can create school settings in which students’ healthy growth and development are central to the design of classrooms and schools. Diverse stakeholders across the country—funders, practitioners, advocates, and policymakers—have used this report to redesign schools and to guide policies. In part as a result of LPI’s research, the federal appropriations bill for 2020 included \$260 million for a new initiative to support landmark investments in social-emotional learning.

Building Momentum: Partnering for Change

The Whole Child Policy Table is a multi-year effort that brings together major organizations

representing state policymakers, researchers, education, youth development, and civil rights organizations to advance systemic policy work around young people’s social, emotional, and academic learning. The policy table is galvanizing an agenda for states to accelerate existing efforts, create the conditions necessary to enable high-quality integrated approaches to learning and development, and provide the resources and support schools and districts need to meet the needs of the whole child for every child. Partners are currently collaborating on a shared whole child framework to align their state and federal policy efforts and guide the development of resources for policymakers that will be brought together in an accessible online policy toolkit.



Teaching the Way Students Learn Best

What does it look like when schools are designed with students at the center? [This case study of Bronxdale High School](#) in New York City looks at the science of learning and development in action, describing how a successful school serving diverse learners organizes its structures and practices to foster personalized learning, inquiry-oriented instruction, social and emotional supports, and wraparound supports. Although most of its 445 students enter Bronxdale performing well below proficiency levels on standardized tests, they ultimately outperform more advantaged peers in credit accrual, 4- and 6-year graduation rates, and enrollment in postsecondary education.



Educator Quality

Preparing and keeping great teachers and leaders in schools

Teacher quality is the single most influential in-school factor impacting students' learning and the school leader quality is a close second. LPI's [study of "positive outlier" districts](#) underscored that having well-prepared and experienced teachers matters for achievement, especially for students of color. Because of their importance, the preparation, recruitment, and retention of educators is a key focus of LPI research and policy work.

Addressing Teacher Shortages

In 2015, LPI was the first organization to draw attention to the alarming growth in teacher shortages, which hits hardest in fields like math, science, and special education, and in schools serving students of color and those from low-income families. LPI's 2016 [seminal analysis](#) identified a nationwide shortfall of more than 100,000 fully prepared teachers. This research, [follow up studies](#), and LPI's

[interactive maps](#) illustrating state-by-state conditions and shortages have been widely used to guide state and federal legislation to solve the root causes of teacher shortfalls. LPI's analyses of effective recruitment and retention strategies—ranging from service scholarships and forgivable loans to teacher and leader residencies, mentoring, and professional development—have informed the reauthorization of the Carl D. Perkins Act, appropriations for the Every Student Succeeds Act, and proposals to reauthorize the Higher Education Act, as well as state-level legislation, much of it summarized in this [2018 report](#) on states taking the long view of how to solve shortages in ways that build the profession.

Advancing Educator Quality in States

LPI works closely with national and state-facing membership organizations, such as the Council of Chief State School Officers to provide assistance



What's the Cost of Teacher Turnover?

When a teacher leaves an urban district, the cost to hire a replacement teacher averages more than \$20,000. This tool lets users estimate their district costs and see relevant research about how to retain teachers.

Source: [LPI's cost calculator](#) (September, 2017).

“I learned so much over these last 2 days [at an LPI convening], and my wheels are spinning over all the great opportunities for state boards of education to lead on this issue and improve the quality and impact of teacher preparation programs around the nation.”

– Megan Blanco, National Association of State Boards of Education

to individual states. Recent work in Pennsylvania has resulted in a new teacher residency program and proposed changes to licensing standards. In California, LPI’s research has informed investments in teacher training programs, subsidies for candidates, incentives for teacher retention, and a large-scale teacher residency initiative. In New Mexico, North Carolina, Wisconsin, and West Virginia we’re examining on how these systems might better advance high-quality preparation and equitable access to well-prepared educators.

Investing in Teacher Diversity

Teachers of color benefit all students and help close achievement gaps for students of color. Unfortunately, people of color are still under-represented in the educator workforce. LPI has drawn attention to evidence-based strategies for recruiting and retaining teachers of color through [research](#) and events, including a standing-room-only Congressionally sponsored [Capitol Hill briefing](#). This research has informed policies aimed at enhancing teacher diversity in several states, including California, New Mexico, New York, and Pennsylvania, as well as proposals for the reauthorization of the federal Higher Education Act.

EdPrepLab: Strengthening Educator Preparation, Practice, and Policy

With an award of \$1.5 million dollars from Carnegie Corporation of New York, LPI launched the Educator Preparation Laboratory (EdPrepLab) in partnership with Bank Street College of Education in June 2019. EdPrepLab brings together a network of preparation programs operating with a three-pronged strategy to bring practice, policy, and research in closer alignment with each other and with student needs: conducting research and outreach on high-quality teacher preparation models; creating a knowledge base on innovative practices; and working with policymakers to shape licensing and accreditation policies that center deeper learning and equity.

Strengthening School Leadership

Well-prepared school leaders can significantly improve teacher retention and student achievement. To foster the development of diverse and well-prepared school leaders, we collaborated with the National Association of Secondary School Principals to implement a [research and policy agenda](#) for principal preparation, support, and retention; we are studying the influences of professional learning on principal effectiveness for the Wallace Foundation; and we partner with the Southern Education Foundation and the National Equity Project on the work of the [Racial Equity Leadership Network](#), which develops district leaders to center racial equity in their practice. We have also documented effective teacher and principal development programs in [Preparing Teachers for Deeper Learning](#) (Harvard Education Press—already in use by preparation programs that are redesigning their work—and in a forthcoming companion volume on “Preparing Leaders for Deeper Learning.”

100,000
The number of classrooms vacant or staffed by uncertified teachers in 2015–16.

Source: [Teacher Turnover: Why It Matters and What We Can Do About It](#) (2017)



Early Childhood Education

Building the foundation for success in school and beyond

Research has long established the positive effects of high-quality early learning programs on children’s development and school readiness—benefits that can stay with them throughout their lives. But for many families, high-quality early learning is out of reach. And in most states it is uncoordinated, insufficient in scope, and of variable quality.

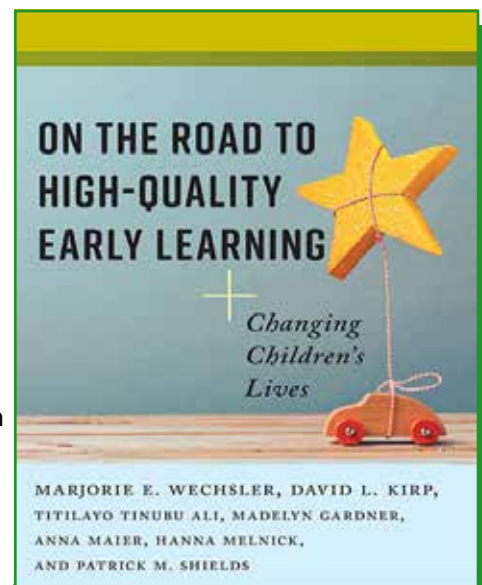
Beginning at the Beginning: The Foundations of High Quality Early Learning

Since its launch, LPI has worked closely with researchers, policymakers, and partners to identify and address the key aspects of early learning that enable every child to begin school set up for success: [well-qualified educators](#), developmentally appropriate programs, and adequate learning time. LPI’s [Essential Building Blocks for High-Quality Early Childhood Education Programs](#) has been translated into legislation in California and elsewhere. A new report outlines the [essential skills and competencies](#) children should develop before they enter kindergarten. It also examines the related competencies early childhood educators need in order to meet children’s academic,

social-emotional, and physical needs. Our [intensive literature review](#) on the effects of preschool unpacks the evidence about preschool benefits and has shifted policy conversations from “*is preschool effective?*” to “*what makes preschool effective?*”

Helping States Design Effective Programs

To find out what makes early learning programs effective at scale, we studied four states that had built successful high-quality early education systems. The research has helped federal and state policy organizations, including the Council of Chief State School Officers, the National Commission of the State Conference of State Legislators,



Former North Carolina Governor James B. Hunt, Jr., describes [this 2018 book](#) by LPI researchers as “a ‘how-to’ for the current generation of political leaders” to develop a diverse, high-quality early childhood workforce.

“The LPI report [on early childhood education in California] ... continues to be the best primary source on the issue in a decade!”

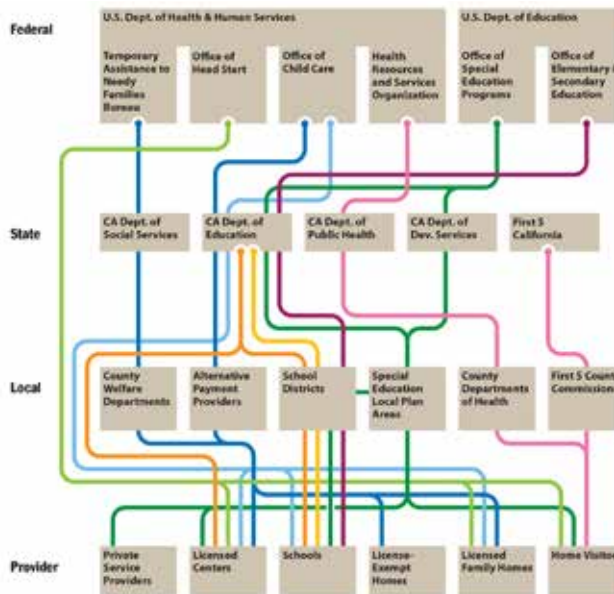
–Erin Gabel, California State Assembly Budget Committee

and expand high-quality early learning opportunities across the country.

LPI has also worked intensively in California to study and advise on how the state can build a high-quality system from its current patchwork of programs, funding streams, and regulations. In a [series of reports](#) that have informed state and local officials and legislators, we have mapped California’s system, its strengths and challenges, and identified specific policy strategies to create greater access and quality. LPI has also built a cost calculator that is helping policymakers and advocates examine the financial implications of various solutions which are being considered as the state undertakes a master plan for building a coherent early learning system.

Researchers and policymakers both inside and outside of California have commented on the clarity this work has brought to the complexities of the early childhood education system and have used it in developing guidance for state legislation.

Many Agencies Control California’s ECE Programs



California’s ECE system is a tangle of federal, state, and local agencies that creates a complex and hard-to-navigate system. Our research is helping inform California policymakers on how to invest in young children.

Source: [Understanding California’s Early Care and Education System \(2017\)](#), Learning Policy Institute.

\$17 The return in social benefits for every \$1 invested in preschool programs.

Source: [Untangling the Evidence on Preschool Effectiveness \(2019\)](#), Learning Policy Institute



Congressional briefing: “[Strengthening the Educator Pipeline: Evidence-Based Approaches to Teacher and Leader Preparation](#).” Pictured: Senator Tim Kaine, LPI president Linda Darling-Hammond, former West Virginia State School Superintendent Dr. Steve Paine, and Virginia Commonwealth University Dean of Education Andrew P. Daire (September 2018).

Equitable Resources and Access

Ensuring educational opportunities for underserved students

Today, intensifying segregation and concentrated poverty have colluded with disparities in school funding to deepen educational inequality. LPI is shedding light on these inequities and sharing evidence-based ways to address them so that all students have the opportunity to learn in well-resourced, inclusive schools.

Showing How Money Matters:

Advancing Equitable School Finance

Schools in the United States are among the most inequitably funded of any in the industrialized world. This funding gap impacts everything from class sizes and course offerings to teaching quality and creates dramatic disparities in educational opportunities and outcomes for children. In partnership with the National Conference of State Legislatures (NCSL) and the LPI/NCSL Education Finance Fellowship, we have developed a series of research briefs and an

ongoing set of legislative seminars that are advancing the research base and policy solutions around [equitable school finance reform](#).

LPI experts have also provided testimony to legislators in California, Maryland, New Mexico, [New York](#), and [Congress](#), resulting in legislation or appropriations for new school investments that enhance equity.

Continuing the Fight for Integrated and Equitable Schools

In 2018, LPI joined the Eisenhower Foundation and the Economic Policy Institute to host a landmark, day-long [forum on race and equity](#) on the 50-year anniversary of the Kerner Commission report. The following day, LPI hosted a related, [standing-room-only event](#) on education. As federal civil rights regulations and guidance were being terminated in 2019, we produced reports on the federal role in [integration](#) and [school discipline](#), provided

8.4 million

The number of Black and Latino/a children in 2017 in extremely segregated, high-poverty schools.

Source: [The Federal Role and School Integration \(February, 2019\)](#)

“@LPI_Learning does some of the best work and research on education in the U.S.... They released a report that is a MUST READ: ‘The Federal Role & School Integration.’”

– Sherrilyn Ifill, NAACP Legal Defense and Educational Fund

Community Schools: Improving Education for Underserved Students

The community schools model is one of our best at-hand hopes for improving education for students struggling with poverty. These schools address children’s academic, physical, and mental health needs and can help offset the barriers to learning that poverty inevitably brings. In 2017, LPI produced [a foundational report](#), [research compendium](#), policy brief, and infographics in English and Spanish, using the research standards required under the ESSA to identify evidence-based interventions states can use in struggling schools. LPI also supported development of the [Community Schools Playbook](#), a guide for policymakers and practitioners that has led to legislation and school board resolutions across the country.

testimony to [Congress](#) and the U.S. Commission on Civil Rights, and hosted a Congressional briefing with Senator Murphy and Congresswoman Fudge (co-sponsors of the Strength in Diversity Act) featuring new research on the effects of segregation and desegregation by LPI Senior Fellows Sean Reardon and Rucker Johnson.

Supporting State Efforts to Promote Greater Equity

After the Every Student Succeeds Act (ESSA) was passed in 2015, LPI developed [a set of reports](#) describing how states could develop accountability, reporting, and improvement systems for educational equity. We worked with the Council of Chief State School Officers to provide guidance to state education agencies, and worked directly with more than a dozen states to help develop ESSA plans, indicators for accountability systems, and strategies for

school improvement systems that are in place today. Details about how states are using ESSA to close opportunity gaps are documented through this [report](#), [interactive map](#), and 5 briefs.

Defending Civil Rights Data Collection

The U.S. Department of Education’s Office for Civil Rights has collected data on school resources and student experiences since 1968, but this Civil Rights Data Collection (CRDC) has been under threat since 2016. To help safeguard the data collection, LPI worked with other organizations and congressmembers in a range of efforts, including [a letter to the Department](#). Because the Department no longer analyzes and reports these data publicly, LPI is releasing a series of studies on CRDC data, focusing on [student access to fully certified and experienced teachers](#), rigorous and relevant coursework, and protection against exclusionary school discipline (both forthcoming).



Healing our Divided Society: Investing in America 50 Years After the Kerner Report

Dozens of organizations across the country are working to create educational equity and opportunity in the country. As part of the 50th anniversary of the Kerner Commission report, LPI posted this blog series from thought leaders on equity in education.

Source: [Education and the Path to Equity Blog Series](#) (2019)



Transforming State Systems of Education

Moving research into action at the state level

LPI is working intensely in a number of states to advance systemic change on multiple fronts at the request of officials in governor's offices, legislatures, state boards, and education agencies. We are conducting research on local conditions and needs and synthesizing research on successful educational strategies to provide information about policies and practices that can strengthen the overall system of education while advancing equity. We work with partner organizations as well as policymakers to foster statewide whole child education systems that provide high-quality educational opportunities for each and every student.

California

LPI's research has made a significant impact on the development of California state and local district policy, particularly in addressing the state's [teacher shortages](#); [accountability and improvement systems](#); [early childhood education](#); and [whole child policies and investments](#), including community school approaches. LPI research has been cited frequently in California legislation and been used by the California Department of Education in designing [professional development](#) and other programs.

In addition, LPI engages in on-the-ground work to strengthen pipelines into the teacher workforce through our work with the [California Teacher Residency Lab](#); our support of a learning agenda that helps policymakers and partner organizations examine successful school models through the [California Partnership for the Future of Learning](#); and our work with districts and school networks to strengthen deeper learning and the use of performance assessments through the [California Performance Assessment Collaborative](#). Our research also informs practices to strengthen teacher and leader professional development statewide through the [Instructional Leadership Corps](#).

New Mexico

LPI research is helping inform the efforts of Governor Michelle Lujan Grisham, the legislature, state department of education, and stakeholders addressing educational equity in the wake of the *Yazzie/Martinez v. State of New Mexico* court decision. We have shared findings with the legislature on addressing shortages and strengthening educator quality; supporting curriculum that addresses content standards, along with social-emotional learning, in culturally and linguistically responsive ways; and

“An increasing number of states are moving away from single, summative scores and taking up dashboard approaches for designating schools for support.... LPI’s technical assistance was central to Pennsylvania making this transition.”

– Adam Schott, Pennsylvania Department of Education

developing programs that support career pathways. We have also provided research and technical assistance to the Public Education Department on developing their new accountability and improvement system and educator evaluation systems.

North Carolina

LPI worked closely with WestEd and the Friday Institute at North Carolina State University as court-appointed consultants to the state of North Carolina to create [an action plan](#) for compliance with the *Leandro v. State of North Carolina* ruling affirming that the state has a constitutional obligation to provide every student with a sound, basic education. LPI conducted five research studies that inform the action plan. These focus on educator quality and equity, supports for high-poverty schools, and approaches to accountability and data reporting to track progress and incentivize useful improvements. The research provides a wide-ranging analysis of current conditions in North Carolina, best practices nationally, and recommendations for how to meet the constitutional requirements, including qualified teachers and principals in each school and adequate resources to meet the state’s student learning standards, with additional supports for students at-risk. The state’s [Commission on Access to Sound Basic Education](#), tasked with providing recommendations that complement

the Leandro Action Plan, released policy goals that take up a number of the recommendations included in the action plan. In January 2020, the court issued an order to the state to implement the recommended changes.



As part of a series on school funding, developed in close consultation with the National Conference of State Legislatures, LPI produced [Investing for Student Success](#) in 2019 to provide state policymakers and others with evidence about how states that have undertaken systemic funding reforms accompanied by investments in early learning, quality teaching and leadership, thoughtful curriculum, and wraparound supports for children—investments that have dramatically improved school achievement, graduation rates, and life outcomes for students.

5 The number of states that funded education both adequately and equitably, based on pupil needs.

Source: [America's School Funding Struggle](#) (Forbes, 2019)

On the Red Carpet

And the award goes to....



Desiree Carver-Thomas

Outstanding Policy Report

AERA Division L | March 2020

Desiree was recognized for her study, [Diversifying the Teaching Profession Through High-Retention Pathways](#).

Linda Darling-Hammond

Legacy Award

AERA Division K | March 2020

Linda was honored for the extraordinary global impact of her scholarship on policy, practice, and research in teacher education.

Linda Darling-Hammond

"Outstanding Service to Public Education"

NEA Foundation | February 2020

This award recognizes honorees' extraordinary service to public education, educators, and students. Past recipients include Bill Clinton, Billie Jean King, and the NAACP.

Linda Darling-Hammond, Kris D. Gutiérrez, and Jeannie Oakes

2020 RHSU Edu-Scholar Public Influencers

Education Week | January 2020

The RHSU Edu-Scholar list recognizes the top 200 university-affiliated scholars having real-world impacts on policy and practice. 2020 scholars included Linda (#2), senior fellows in residence Jeannie (#43), board member Kris (#121), and 24 other LPI senior fellows.

Kris D. Gutiérrez

American Academy of Arts and Sciences | April 2020

An LPI Board member, Kris was elected to the Academy in 2020.

David Kirp

American Academy of Arts and Sciences | April 2019

David, a Senior Fellow, was elected to the Academy in 2019.

Jeannie Oakes & Henry Levin

"Outstanding Friends of Public Education and Outstanding Public Educators"

Horace Mann League | February 2019

This award to senior fellows in residence Jeannie and senior scholar Henry Levin was presented at the American Association of School Administrator's annual conference.

Jeannie Oakes, Anna Maier, and Julia Daniel

Outstanding Policy Report

AERA Division L | April 2018

The authors were recognized for their LPI report, [Community Schools: An Evidence-Based Strategy for Equitable School Improvement](#).

Laura Hernandez

Outstanding Dissertation Award

AERA Division A | April 2018

Laura's recognition came for her dissertation, ["Managing the Brand: Racial Politics, Strategic Messaging, and the Coalition-Building Efforts of Charter Management Organizations."](#)

Peter Cookson

Best of 2017: Commentary

Education Week | December 2017

Peter's commentary, ["10 Disruptions That Will Revolutionize Education,"](#) was the most read commentary in *Education Week* in 2017.

Linda Darling-Hammond

"Best Paper, 2017"

European Journal of Teacher Education | August 2018

Linda was honored for her paper, ["Teacher education around the world: What can we learn from international practice?"](#) published in the European Journal of Teacher Education, Vol 40, Issue 3.

Internship Program

Developing the next generation of research and policy leaders

LPI's robust year-round internship program in both the Washington, DC, and Palo Alto, CA, offices, provides college students and recent graduates with an opportunity to build their research and policy skills through project work supported by mentoring and networking experiences.

After 25 cohorts, LPI has 45 internship alumni carrying their work forward in multiple congressional offices (e.g., Congressional Black Caucus, office of Congresswoman Yvette Clark), at research organizations (e.g. AIR), as educators (e.g. City Year, in teacher preparation programs), state departments of education, pursuing law degrees, and in education-related doctoral programs (e.g., Harvard, Howard, UPenn, and Vanderbilt). Many of our interns have reflected fondly on their internship and remain connected to LPI.



Interning with LPI is an incredible opportunity to be part of a community of movers and shakers, and my experience instilled a passion in me to advocate for the future of our education system.

Swati Guin
AmeriCorps Member, City Year San Antonio

I can think of no better entry point into the world of education policy research than LPI. I have learned so much—both about the landscape of U.S. education politics and policy, and about the role that research plays within this work.

Maya Kaul
Education Policy Ph.D. student, University of Pennsylvania Graduate School of Education



I feel very fortunate to have had the opportunity to work with LPI in the fight for equity in education. The passion and dedication I witnessed from my colleagues inspired me every day during my time there, and the experience I gained will stay with me as I continue to venture out into the education field.

Tamara Mitchell
Undergraduate Student and Events Assistant, University of Pennsylvania

I am proud of everything I have done at LPI and will take the lessons I have learned with me in service of equity in education.

Rashad Moore
Paralegal, Douglas & London, P.C.



Learning at LPI is holistic. The people here have so many perspectives on education, from research to policy to practice, that you can't help but embrace the whole picture, which is invaluable training.

Charlie Thompson
Research and Policy Associate, Learning Policy Institute

Publications & Products

LPI reports, briefs, interactives, articles, books, and other products

Equitable Resources and Access

- [Leveraging Resources Through Community Schools: The Role of Technical Assistance](#), Jul 2020 (brief)
- [Measuring Student Socioeconomic Status: Toward a Comprehensive Approach](#), June 2020 (report)
- [Inequitable Opportunity to Learn: Student Access to Certified and Experienced Teachers](#), Feb 2020 (report)
- [A Whole Child Approach to School Improvement Under ESSA: Support for Students in Low-Performing Schools](#), Oct 2019 (resource)
- [Protecting Students' Civil Rights: The Federal Role in School Discipline](#), May 2019 (report)
- [Investing for Student Success: Lessons from School Finance Reforms](#), Apr 2019 (report, brief)
- [Sharing the Wealth: How Regional Finance and Desegregation Plans Can Enhance Educational Equity](#), Feb 2019 (report, brief)
- [The Federal Role and School Integration: *Brown's* Promises and Present Challenges](#), Feb 2019 (report)
- [The California Way: The Golden State's Quest to Build an Equitable and Excellent Education System](#), Feb 2019 (report, brief)
- [Essential Building Blocks for State School Finance Systems and Promising State Practices](#), Dec 2018 (report, brief)
- [The Tapestry of American Public Education: How Can We Create Schools Worth Choosing for All?](#), Oct 2018 (report)
- [Making ESSA's Equity Promise Real: State Strategies to Close the Opportunity Gap](#), Sep 2018 (report, interactive, 5 briefs, listed below)
 - [Implementing an Extended-Year Graduation Rate](#), Oct 2018 (brief)
 - [Eliminating Chronic Absenteeism](#), Oct 2018 (brief)
 - [Building a Positive School Climate](#), Oct 2018 (brief)
 - [Reducing Student Suspensions Rates](#), Oct 2018 (brief)
 - [Expanding Access to a College- and Career-Ready Curriculum](#), Oct 2018 (brief)

- [Education and the Path to One Nation, Indivisible](#), Feb 2018 (brief)
- [Money and Freedom: The Impact of California's School Finance Reform](#), Feb 2018 (brief)
- [Expanding High-Quality Educational Options for All Students: How States Can Create a System of Schools Worth Choosing](#), Dec 2017 (report)
- [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence](#), Dec 2017 (report, research brief, policy brief, infographic)
- [How Money Matters for Schools](#), Dec 2017 (report, brief)
- [Identifying Schools for Support and Intervention: Using Decision Rules to Support Accountability and Improvement Under ESSA](#), Jun 2017 (brief)
- [Advancing Education Equity for Underserved Youth](#), Feb 2017 (report)
- [Next Generation Accountability: A Vision for School Improvement Under ESSA](#), Feb 2017 (report, brief)
- [Pathways to New Accountability Through the Every Student Succeeds Act](#), Apr 2016 (report, brief)
- [Equity and ESSA: Leveraging Educational Opportunity Through the Every Student Succeeds Act](#), Dec 2016 (report, infographic)

Educator Quality

- [Supporting a Strong, Stable Principal Workforce: What Matters and What Can Be Done](#), May 2020 (report, brief)
- [California's Special Education Teacher Shortage](#), Feb 2020 (report, brief)
- [The Instructional Leadership Corps: Teachers Leading Sustainable Professional Learning in Their Communities](#), Oct 2019 (report)
- [The Instructional Leadership Corps: Entrusting Professional Learning in the Hands of the Profession](#), Feb 2019 (report, brief)
- [Principal Turnover: Insights From Current Principals](#), Jul 2019 (brief)
- [Understanding and Addressing Principal Turnover: A Review of the Research](#), Mar 2019 (report)

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- [Learning to Lead: Understanding California's Learning System for School and District Leaders](#), Oct 2018 (brief)
 - [Teacher Shortages in California: Status, Sources, and Potential Solutions](#), Oct 2018 (brief)
 - [Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession](#), Aug 2018 (report)
 - [Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color](#), Apr 2018 (report, brief)
 - [Understaffed and Underprepared: California Districts Report Ongoing Teacher Shortages](#), Feb 2018 (brief)
 - [Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013](#), Aug 2017 (report, brief)
 - [Teacher Turnover: Why It Matters and What We Can Do About It](#), Aug 2017 (report, brief)
 - [Effective Teacher Professional Development](#), Jun 2017 (report, brief, fact sheet, CA-focused fact sheet)
 - [Investing in Effective School Leadership: How States Are Taking Advantage of Opportunities Under ESSA](#), Jun 2017 (brief)
 - [The Role of Principals in Addressing Teacher Shortages](#), Feb 2017 (brief)
 - [Supporting Principals' Learning: Key Features of Effective Programs](#), Feb 2017 (report, fact sheet, infographic)
 - [Addressing California's Growing Teacher Shortage: 2017 Update](#), Feb 2017 (report, brief, 2 fact sheets, listed below)
- [California Special Education Teacher Shortages Grow More Severe](#), Feb 2017 (fact sheet)
- [Bilingual Teacher Shortages in California: A Problem Likely to Grow](#), Feb 2017 (fact sheet)
- [California Teacher Shortages: A Persistent Problem](#), Nov 2016 (brief, fact sheet)
 - [Solving the Teacher Shortage: How to Attract and Retain Excellent Educators](#), Sep 2016 (report, brief, infographic, 2 fact sheets, listed below)
 - [Addressing the Teacher Shortage: What Districts Can Do](#), Nov 2016 (fact sheet)
 - [Addressing the Teacher Shortage: What States Can Do](#), Oct 2016 (fact sheet)

- [The Teacher Residency: An Innovative Model for Preparing Teachers](#), Sep 2016 (report, brief)
- [A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.](#), Sep 2016 (report, brief)
- [Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research](#), Jun 2016 (report, brief)
- [How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?](#), Apr 2016 (brief)
- [Teacher Residencies in California](#), Jan 2016 (brief)
- [Addressing California's Emerging Teacher Shortage: An Analysis of Sources and Solutions](#), Jan 2016 (report, brief)
- [Is the Looming Teacher Shortage a Serious Problem? Should the State Take Decisive Action?](#), Jan 2016 (brief)
- [Maximizing the Use of New State Professional Learning Investments to Support Student, Educator, and School System Growth](#), Nov 2015 (report)

Early Childhood Education

- [Promising Models for Preparing a Diverse, High-Quality Early Childhood Workforce](#), Dec 2019 (report, brief, CA-focused brief)
- [Early Childhood Essentials: A Framework for Aligning Child Skills and Educator Competencies](#), Oct 2019 (report, fact sheet, infographic)
- [Untangling the Evidence on Preschool Effectiveness: Insights for Policymakers](#), Jan 2019 (report, brief)
- [Building an Early Learning System that Works: Next Steps for California](#), Jan 2018 (report, brief)
- [Understanding California's Early Care and Education System](#), Jun 2017 (report, brief)
- [The Road to High-Quality Early Learning: Lessons From the States](#), Jun 2016 (report, brief, fact sheet)
- [The Building Blocks of High-Quality Early Childhood Education Programs](#), Apr 2016 (brief, CA-focused policy brief)

Publications & Products, cont'd.

Deeper Learning / Whole Child Education

- [Assessing College Readiness Through Authentic Student Work: How the City University of New York and the New York Performance Standards Consortium Are Collaborating Toward Equity](#), Jul 2020 (report)
- [Educator Preparation for Social-Emotional Learning, Cultural Competence, and Equity at Trinity University](#), Nov 2019 (whitepaper)
- [Deeper Learning Networks: Taking Student-Centered Learning and Equity to Scale](#), Oct 2019 (report, brief, 3 case studies)
- [Teaching the Way Students Learn Best: Lessons from Bronxdale High School](#), Oct 2019 (report)
- [Closing the Opportunity Gap: How Positive Outlier Districts in California Are Pursuing Equitable Access to Deeper Learning](#), Sep 2019 (report, brief, 7 case studies)
- [Preparing Teachers for Deeper Learning](#), Jun 2019 (brief, 5 case study briefs)
- [Preparing Teachers to Support Social and Emotional Learning: A Case Study of San Jose State University and Lakewood Elementary](#), May 2019 (report, infographic)
- [California's Positive Outliers: Districts Beating the Odds](#), May 2019 (report, brief)
- [California Performance Assessment Collaborative Overview](#), May 2019 (resource)
- [Best Practices for Designing Accessible Performance Assessments](#), Apr 2019 (resource)
- [Performance Assessment Profile: Pasadena Unified School District \(PUSD\)](#), Jan 2019 (profile)
- [Performance Assessment Profile: Los Angeles Unified School District \(LAUSD\)](#), Dec 2018 (profile)
- [Performance Assessment Profile: Oakland Unified School District \(OUSD\)](#), Dec 2018 (profile)
- [Performance Assessment Profile: Hillsdale High School](#), Oct 2018 (profile)
- [Educating the Whole Child: Improving School Climate to Support Student Success](#), Sep 2018 (report, brief)
- [Guiding Principles for Equitable Performance Assessment Systems](#), Aug 2018 (resource)
- [The Promise of Performance Assessments: Innovations in High School Learning and Higher Education Admissions](#), Jan 2018 (report, brief)
- [Taking Deeper Learning to Scale](#), Sep 2017 (report)
- [Performance Assessment Profile: Oakland International High School](#), May 2017 (profile)
- [Performance Assessment Profile: San Francisco International High School](#), May 2017 (profile)
- [Encouraging Social and Emotional Learning in the Context of New Accountability](#), Apr 2017 (report, brief)
- [Developing and Measuring Higher Order Skills: Models for State Performance Assessment Systems](#), Mar 2017 (report, brief)
- [Performance Assessment Profile: Envision Schools](#), Nov 2016 (profile)
- [Performance Assessment Profile: Oceana High School](#), Nov 2016 (profile)
- [Redesigning School Accountability and Support: Progress in Pioneering States](#), Apr 2016 (report)

Learning in the Time of COVID-19

- [Restarting and Reinventing School: Learning in the Time of COVID and Beyond](#) Sep 2020 (report)

Interactives and Infographics

Some of these products accompany reports above and some are stand-alone artifacts.

- [Interactive Map: Understanding Teacher Shortages in California](#), Dec 2019 (interactive)
- [Early Childhood Essentials Framework](#), Oct 2019 (infographic)
- [How Social-Emotional Learning Can Be Integrated Throughout the School Day](#), May 2019 (infographic)
- [Interactive Map: Making ESSA's Equity Promise Real](#), Sep 2018 (interactive)
- [Understanding Teacher Shortages: 2018 Update](#), Aug 2018 (interactive)
- [What the Four Pillars of Community Schools Look Like in Action](#), Dec 2017 (infographic)

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- [What's the Cost of Teacher Turnover?](#) Sep 2017 (interactive)
 - [Community Schools Online Research Compendium](#), Jun 2017 (interactive)
 - [Supporting Principals' Learning: Key Features of Effective Programs](#), Jun 2017 (infographic)
 - [Many Agencies Control California's ECE Programs](#), Jun 2017 (infographic)
 - [How High-Quality Principal Preparation and Development Pays Off for Students, Schools, and States](#), Feb 2017 (infographic)
 - [The Four Pillars of Opportunity: Bridging Equity Through the Every Student Succeeds Act](#), Dec 2016 (infographic)
 - [Understanding Teacher Shortages 2016](#), Sep 2016 (interactive)
 - [Why do Teachers Leave? Policies to Slow the Teacher Exodus](#), Sep 2016 (infographic)

Books, Articles, and Op-Eds and Blogs

Books

- [Preparing Teachers for Deeper Learning](#), Harvard Education Press (2019). Linda Darling-Hammond, Jeannie Oakes, Steve Wojcikiewicz, Maria E. Hyler, Roneeta Guha, Anne Podolsky, Tara Kini, Channa Cook-Harvey, Charmaine Mercer, and Akeelah Harrell
- "What Can We Learn from State-of-the-Art Early Childhood Education Programs?" chapter in [Sustaining Early Childhood Learning Gains: Program, School, and Family Influences](#), Cambridge University Press (2019) Beth Meloy, Madelyn Gardner, Marjorie Wechsler, and David Kirp
- [On the Road to High-Quality Early Learning: Changing Children's Lives](#), Teachers College Press (2018). Marjorie Wechsler, David L. Kirp, Titilayo Tinubu Ali, Madelyn Gardner, Anna Maier, Hanna Melnick, Patrick M. Shields
- [With the Whole Child in Mind: Insights from the Comer School Development Program](#), ASCD (2018). Linda Darling-Hammond, Channa M. Cook-Harvey, Lisa Flook, Madelyn Gardner, and Hanna Melnick
- "Why Black Women Teachers Leave and What Can Be Done About it," chapter in [Black Female Teachers: Diversifying the United States' Teacher Workforce](#), Emerald Insight Publishing (2017) Desiree Carver-Thomas and Linda Darling-Hammond
- "The Future of Teaching in the United States," chapter in [Perspectives on Complex Global Challenges: Education, Energy, Healthcare, Security and Resilience: Education, Energy, Healthcare, Security and Resilience](#), John Wiley & Sons, Inc. (2016) Linda Darling-Hammond

Journal Articles

- [Why School Climate Matters and What Can Be Done to Improve It](#), Jennifer DePaoli and Linda Darling-Hammond, NASBE Standard Vol. 20, No. 2 (May 2020)
- [Accountability in Teacher Education](#), Linda Darling-Hammond, *Action in Teacher Education* (Dec 2019)
- [Personalization Turns Learning Into a Journey](#), Monica Martinez, *The Learning Professional* (Aug 2019)
- [Nurturing Nature: How Brain Development Is Inherently Social and Emotional, and What This Means for Education](#), Mary Helen Immordino-Yang, Linda Darling-Hammond, & Christina R. Krone, *Educational Psychologist*, 54:3, 185-204 (Jul 2019)
- [Does Teaching Experience Increase Teacher Effectiveness? A Review of U.S. Research](#), Anne Podolsky, Tara Kini, & Linda Darling-Hammond, *Journal of Professional Capital and Community*, Emerald Publishing Limited. (Jun 2019)
- [Past Is Prologue: African Americans' Pursuit of Equal Educational Opportunity in the United States](#), Janel George, American Bar Association Human Rights Magazine (May 2019)
- [Breaking the Cycle of Teacher Shortages: What Kind of Policies Can Make a Difference?](#) Linda Darling-Hammond & Anne Podolsky, *Education Policy Analysis Archives*, 27(34) (Apr 2019)
- [Understanding Teacher Shortages: An Analysis of Teacher Supply and Demand in the United States](#), Leib Sutcher, Linda Darling-Hammond, & Desiree Carver-Thomas, *Education Policy Analysis Archives*, 27(34) (Apr 2019)

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- [The Trouble With Teacher Turnover: How Teacher Attrition Affects Students and Schools](#), Desiree Carver-Thomas & Linda Darling-Hammond, *Education Policy Analysis Archives*, 27(34) (Apr 2019)
- [Strategies for Attracting and Retaining Educators: What Does the Evidence Say?](#) Anne Podolsky, Tara Kini, Linda Darling-Hammond, & Joseph Bishop, *Education Policy Analysis Archives*, 27(34) (Apr 2019)
- [Implications for educational practice of the science of learning and development](#), Linda Darling-Hammond, Lisa Flook, Channa Cook-Harvey, Brigid Barron, & David Osher, *Applied Developmental Science* (Feb 2019)
- The Brain Basis for Integrated Social, Emotional, and Academic Development: How Emotions and Social Relationships Drive Learning, Mary Helen Immordino-Yang & Linda Darling-Hammond, *The Neuropsychotherapist* (2018)
- [What Makes Social-Emotional Learning So Important? Four Measures That Can Contribute to Developmentally Healthy Schools](#), Linda Darling-Hammond, *School Administrator* (Sep 2018)
- [The Power and Potential of Teacher Residencies](#), Roneeta Guha, Maria E. Hyler, & Linda Darling-Hammond, *Phi Delta Kappan* (Aug 2018)
- Effective PD for the Skills Students Need, Linda Darling-Hammond, Maria Hyler, & Madelyn Gardner, *District Administration, Special Report: Professional Development* (2018, Winter)
- Teaching for Social Justice: Resources, Relationships, and Anti-Racist Practice, Linda Darling-Hammond, *Multicultural perspectives* (2017)
- [Solving the Teacher Shortage: Revisiting the Lessons We've Learned](#), Barnett Berry & Patrick M. Shields, *Phi Delta Kappan* (Apr 2017)
- [Why Black Women Teachers Leave and What Can Be Done About it](#), Desiree Carver-Thomas & Linda Darling-Hammond, *Black Female Teachers. (Advances in Race and Ethnicity in Education, Vol. 6)*, Emerald Publishing Limited (2017)
- [The Teacher Residency: A Practical Path to Recruitment and Retention](#). Roneeta Guha, Maria Hyler, & Linda Darling-Hammond, *American Educator* (2017, Spring)
- [Teacher Education Around the World: What Can We Learn From International Practice?](#) Linda Darling-Hammond, *European Journal of Teacher Education* (2017)
- [Research on Teaching and Teacher Education and its Influences on Policy and Practice](#). Linda Darling-Hammond, *Educational Researcher*, 45(2): 83-91 (2016)

Op-Eds and Blogs

- [The Urgency Of Reopening Schools Safely](#), Linda Darling-Hammond and Hanna Melnick, *Forbes* (Jul 2020)
- [A New "New Deal" For Education: Top 10 Policy Moves For States In The COVID 2.0 Era](#), Linda Darling-Hammond and Tara Kini, *Forbes* (May 2020)
- LPI Blog Series: [Learning in the Time of COVID-19](#) (Mar 2020)
- [Learning In The Time Of COVID-19](#), Linda Darling-Hammond, *Forbes* (Mar 2020)
- [Trump Budget: Slashing Public Education Is Not The Way To Remain Globally Competitive](#), Linda Darling-Hammond, *Forbes* (Feb 2020)
- [Do the Benefits of Digital Devices in School Classrooms Outweigh the Downsides?](#), Linda Darling-Hammond, *Wall Street Journal* (Feb 2020)
- LPI Blog Series: [Educating the Whole Child](#) (Jan 2020)
- [How to Help All Students Feel Safe to Be Themselves](#), Naomi Ondrasek and Lisa Flook, *Greater Good Science Center Magazine* (Jan 2020)
- [Burdensome Student Loan Debt is Contributing to the Country's Teacher Shortage Crisis](#), Linda Darling-Hammond, *Forbes* (Nov 2019)
- [What Will it Take to Make Headway on Student Achievement?](#) Linda Darling-Hammond, *EdSource* (Oct 2019)

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- [California Needs Time to Get Ethnic Studies Curriculum Right](#), Linda Darling-Hammond, EdSource (Sep 2019)
 - [America's School Funding Struggle: How We're Robbing Our Future By Under-Investing In Our Children](#), Linda Darling-Hammond, *Forbes* (Aug 2019)
 - [Technology in the Classroom: The Question Is Not "If" but How](#), Linda Darling-Hammond, *Forbes* (Jun 2019)
 - LPI Blog Series: [Money Matters](#) (May 2019)
 - [Want Safe Schools? Start With Research-Based School Discipline Policies](#), Linda Darling-Hammond, *Forbes* (May 2019)
 - [Social Emotional Learning Is Essential for Student Success](#), Hanna Melnick, AACTE EdPrepMatters (May 2019)
 - [What Principals Can Do to Ensure School Discipline Policies Promote Safe and Inclusive Learning Environments](#), Jessica Cardichon, NASSP School of Thought (May 2019)
 - [Keeping Students at the Center With Culturally Relevant Performance Assessments](#), Maya Kaul, Education Week (May 2019)
 - [How One Elementary School Integrates Social-Emotional Skills in the Classroom](#), Lorea Martinez and Hanna Melnick, Greater Good Science Center Magazine (May 2019)
 - [Four Ways Schools Can Support the Whole Child](#), Lisa Flook, Greater Good Science Center Magazine (April 2019)
 - [Diversifying for the Duration](#), Desiree Carver-Thomas and Ryan Saunders, NAESP Principal Magazine (Mar 2019)
 - [Why Education Needs a Whole Child Approach](#), James Comer and Linda Darling-Hammond, *Governing* (Mar 2019)
 - [Research Shows High-Quality Pre-K Can Pay Off, Now Let's Deliver It](#), Beth Meloy, NIEER Preschool Matters Today (Jan 2019)
 - [Just As Schools Were Becoming Safer, Trump 'Safety' Commission Likely to Halt Progress](#), Linda Darling-Hammond and Christopher Edley, *The Hill* (Dec 2018)
 - LPI Blog Series: [Realizing ESSA's Promise](#) (Dec 2018)
 - LPI Blog Series: [Education and the Path to Equity](#) (Nov 2018)
 - [Arming Teachers and Expelling Students Is Not the Answer to School Shootings](#), Linda Darling-Hammond, *Forbes* (Jun 2018)
 - [Community Schools: A Promising Foundation for Progress](#), Anna Maier, Julia Daniel, Jeannie Oakes, and Livia Lam; AFT's American Educator (Jun 2018)
 - [We're Not Doing Enough to Support Teachers of Color](#), Linda Darling-Hammond, Hechinger Report (May 2018)
 - [Fix California's Shortage of Qualified Teachers, or Brown's School Reforms Will Fail](#), Linda Darling-Hammond, *Sacramento Bee* (May 2018)
 - [What Teacher Strikes are Really About](#), Linda Darling-Hammond, CNN.com (Apr 2018)
 - [California Should Stay the Course With its Education Plan](#), Linda Darling-Hammond, EdSource (Mar 2018)
 - [Betsy DeVos May Not Recognize it, But These Public Schools Work](#); Julia Daniel, Anna Maier, and Jeannie Oakes; *Washington Post: The Answer Sheet* (Dec 2017)
 - [Why It's a Big Problem That So Many Teachers Quit – and What to do About It](#); Linda Darling-Hammond, Leib Sutcher, and Desiree Carver-Thomas; *Washington Post: The Answer Sheet* (Nov 2017)
 - [Teacher Turnover Debate](#); Linda Darling-Hammond, Leib Sutcher, and Desiree Carver-Thomas; *The 74* (Nov 2017)
 - [If You Want a World-Class Education System, Then Empower Our Teachers](#), Linda Darling-Hammond, *The Hill* (Oct 2017)
 - [Understanding Teacher Layoffs During Times of Teacher Shortages](#), Patrick M. Shields and Roberta Furger, EdSource (Mar 2017)
 - [Where Have All the Teachers Gone?](#) Linda Darling-Hammond, *Washington Post: The Answer Sheet* (Sep 2018)
 - [How Can States Foster SEL Under ESSA?](#) Hanna Melnick, MeasuringSEL (Aug 2017)

Publications & Products, cont'd.

- [We Can Solve Teacher Shortages. Here's How.](#) Linda Darling-Hammond, Huffington Post (May 2017)
- [Trump's "Skinny Budget" Would Put Educators' Learning On A Starvation Diet](#), Linda Darling-Hammond, Huffington Post (Mar 2017)
- [Ending the No Child Left Behind Catch-22 on English Learner Progress](#), Linda Darling-Hammond and Kenji Hakuta, EdSource (Jan 2017)
- [The Answer to Teacher Shortages: Creating A Sustainable Profession](#), Linda Darling-Hammond, Huffington Post (Oct 2016)
- [Strengthening the Early Childhood Workforce to Assure High-Quality Early Education](#), Titilayo Tinubu Ali, Committee for Economic Development (Aug 2016)
- [Teacher Residencies: A Long-Term Strategy to Solve California Teacher Shortages](#), Linda Darling-Hammond and Steve Barr, EdSource (May 2016)
- [Uncovering the Building Blocks of Preschool Quality](#), Joseph Bishop, Huffington Post (Apr 2016)
- [What California School Districts Can Do to Address Teacher Shortages](#), Roberta Furger and David Robertson, EdSource (Mar 2016)
- [What California Can Do to Address Teacher Shortages](#), Linda Darling-Hammond and Patrick Shields, EdSource, (Feb 2016)
- [Be More Creative About Evaluating Schools](#), Linda Darling-Hammond, Education Next (Jan 2016)
- [Now We Confront the Real Equity Challenge: Providing Access to 21st Century Learning](#), Linda Darling-Hammond, Huffington Post (Nov 2015)
- [Skills Preparedness, Equity Must Be Part of 21st Century Education Policy Priorities](#), Linda Darling-Hammond and Patricia Gándara, *The Hill* (Nov 2015)
- [Teaching Democracy: A Hands-On Exercise](#), Tara Kini, Education Week (Sep 2015)
- [A New Moment in Education](#), Linda Darling-Hammond, Huffington Post (Sep 2015)
- [For New Federal Law, We Should Be Asking Why and How We Test, Not Just How Often](#), Linda Darling-Hammond, Huffington Post (Apr 2015)
- [Is There a Third Way for ESEA?](#) Linda Darling-Hammond and Paul Hill, Huffington Post (Apr 2015)
- [Society Benefits When We Spend More on Education](#), Linda Darling-Hammond, *New York Times* (Mar 2015)

Acknowledgments

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Current Funders

- [Amgen Foundation](#)
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- [David and Lucile Packard Foundation](#)
- [Ford Foundation](#)
- [Grable Foundation](#)
- [Grantmakers for Thriving Youth](#)
- [Heising-Simons Foundation](#)
- [National Public Education Support Foundation](#)
- [Nellie Mae Education Foundation](#)
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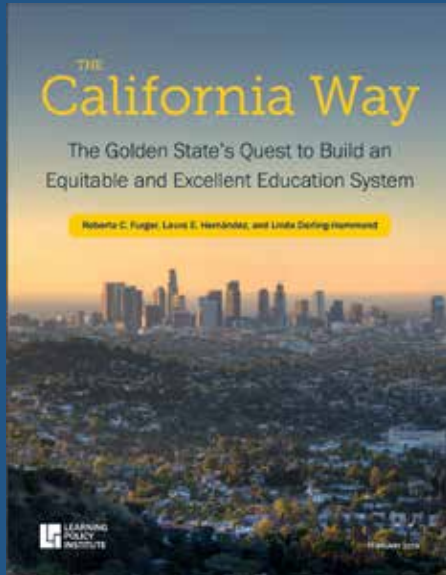
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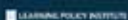
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