



PRESS RELEASE

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Commission on Teacher Credentialing Names 2014 Chair and Vice Chair

SACRAMENTO – **Dr. Linda Darling-Hammond**, internationally recognized education expert, and veteran teacher **Kathleen Harris** will continue as Chair and Vice Chair of the Commission on Teacher Credentialing in 2014. The two were reelected at the Commission’s December 13, 2013 meeting and will serve through December 2014.

“It has been a great privilege serving as Chair of the Commission this year,” noted Dr. Darling-Hammond. “I am pleased to serve as Chair again in the coming year.”



Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University where she has launched the Stanford Center for Opportunity Policy in Education and the School Redesign Network and served as faculty sponsor for the Stanford Teacher Education Program. She is a former president of the American Educational Research Association and member of the National Academy of Education. Her research, teaching, and policy work focus on issues of school reform, teacher quality and educational equity. From 1994-2001, she served as executive director of the National Commission on Teaching and America's Future, a blue-ribbon panel whose 1996 report, *What Matters Most: Teaching for America's Future*, led to sweeping policy changes affecting teaching in the United States. In 2006, this report was named one of the most influential affecting U.S. education and Darling-Hammond was named one of the nation's ten most influential people affecting educational policy over the last decade. In 2008-09, she headed President Barack Obama's education policy transition team.

Among Darling-Hammond's more than 300 publications are *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (Teachers College Press, 2010); *Powerful Teacher Education: Lessons from Exemplary Programs*

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(Jossey-Bass, 2006); *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (with John Bransford; Jossey-Bass, 2005), winner of the AACTE Pomeroy Award; *Teaching as the Learning Profession* (co-edited with Gary Sykes; Jossey-Bass, 1999), which received the National Staff Development Council's Outstanding Book Award for 2000; and *The Right to Learn* (Jossey-Bass, 1997), recipient of the American Educational Research Association's Outstanding Book Award for 1998. Among recent recognitions, she is recipient of the 2011 Brock International Prize in Education and the 2009 McGraw Hill Prize for Innovation in Education.

In response to her nomination, **Kathleen Harris** said, "I would like to echo Chair Darling-Hammond's remarks. It has been a pleasure and honor to serve as your Vice Chair this year and I am happy to serve again."

Ms. Harris is currently a Common Core State Standards Coach in English Language Arts for the Piner-Olivet Union School District in Santa Rosa where she's been a teacher for 28 years. She became involved with the Common Core State Standards (CCSS) Development work in 2009 as a member of the National Council of Teachers of English Review Panel. In December of 2009 she joined the CCSS Development Team working on Text Complexity, and is actively working on this component of the CCSS. In 2010 she served as a member of the California Academic Contents Standards Commission.

Ms. Harris has also served as the Regional Director of the California Reading and Literature Project at Sonoma State University. She has done extensive study in the areas of reading, reading readiness, assessment, English language development, school reform, school leadership, and professional development, and has engaged in many field experiences with both teachers and principals, working to improve student achievement through effective professional development, technical assistance, and school reform. Harris has provided professional development in English Language Arts and English Language Development for K-12 teachers and administrators throughout the state as well as within the eight county region of the Sonoma/North Coast region of the California Reading and Literature Project.


