“Teacher Professional Development and the Role of the PD Leader”

Dr. Hilda Borko
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12 – 1:30 p.m.
Rudder Tower 707

Abstract
Teachers throughout the country are being asked to implement new curriculum, interact with their students in different ways, and have a much deeper knowledge of content than ever before. Professional learning opportunities are key to achieving these changes. In this presentation, I will discuss the emerging consensus on the central features of professional development (PD) models that can meet teachers’ learning needs and help them improve their practice. I will then share the models for mathematics teacher PD and the preparation of PD leaders that my colleagues and I developed and field-tested over a period of 10 years. I will also share key findings from our research projects regarding the impact of the PD on teachers’ knowledge and instructional practices, and the ability of the PD Leaders to facilitate PD workshops and orchestrate mathematically and pedagogically rich conversations.

Biographical Note
Dr. Hilda Borko is a professor of education at Stanford University. Her research explores teacher cognition, the process of learning to teach, and the impact of teacher professional development programs on teachers and students. Her current program of research includes a field test of the Problem-Solving Cycle professional development program for mathematics teachers (with Jennifer Jacobs and Karen Koellner), and a study of the effectiveness of a PD program to improve discourse and inquiry in science classrooms (with Jonathan Osborne). She recently completed a project to develop a portfolio-based measure of assessment practices in science classrooms (with Brian Stecher and Felipe Martinez). Dr. Borko served as President of the American Educational Research Association (2003-2004) and is a member of the National Academy of Education.