

Stanford



Hilda Borko

Charles E. Ducommun Professor in the Graduate School of Education

CONTACT INFORMATION

- **Admin. Support**

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Bio

BIO

My research explores teachers' instructional practices, the process of learning to teach, the impact of teacher professional development programs on teachers and students, and the preparation of professional development leaders. My current projects include partnerships with local school districts to improve teaching and professional development in mathematics and science, and to build capacity within the school districts to prepare and support professional development leaders, with a focus on enduring robust learning opportunities for all students.

ACADEMIC APPOINTMENTS

- Professor, Graduate School of Education
- Member, Bio-X

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Professor, School of Education, Stanford University (2007 - present)
- Professor/Associate Professor, School of Education, University of Colorado, Boulder, CO (1991 - 2007)
- Associate Professor, Department of Curriculum and Instruction, College of Education, University of Maryland, College Park, MD (1985 - 1991)
- Associate/Assistant Professor, Division of Curriculum and Instruction, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, VA (1980 - 1985)
- Educational Evaluator, System Development Corporation, Santa Monica, CA (1978 - 1980)

PROFESSIONAL EDUCATION

- Ph.D., University of California, Los Angeles , Educational Psychology (1978)
- M.A., University of California, Los Angeles , Philosophy of Education (1973)
- B.A., University of California, Los Angeles , Psychology (1971)
- Teaching Credential, University of Southern California , California State Elementary Teaching Credential, specialization in Mental Retardation (1972)

LINKS

- Webpage: <https://web.stanford.edu/people/hildab>

Research & Scholarship

RESEARCH INTERESTS

- Math Education
- Professional Development
- Science Education
- Teachers and Teaching

CURRENT RESEARCH AND SCHOLARLY INTERESTS

Toward a Scalable Model of Mathematics Professional Development: A Field Study of Preparing Facilitators to Implement the Problem-Solving Cycle

The Problem-Solving Cycle (PSC) model of mathematics professional development encourages teachers to become part of a collaborative and supportive learning community. As they participate in the PSC, teachers think deeply about both mathematics content and instruction, and they explore their instructional practices with their colleagues through the use of video and other classroom artifacts. One iteration of the PSC consists of three interconnected professional development workshops, all organized around a rich mathematical task. During Workshop 1, teachers collaboratively solve the mathematical task and develop plans for teaching it to their own students. Shortly after the workshop, the teachers implement the problem with their own students and their lessons are videotaped. In Workshop 2 teachers explore the role they played in implementing the problem. In Workshop 3 teachers critically examine students' mathematical reasoning.

The Problem-Solving Cycle model provides a structure for mathematics teachers to work together and share a common mathematical and pedagogical experience. Our previous research suggests that it is a promising model for enhancing teachers' knowledge and supporting changes in classroom practice.

In our current project, initiated in Fall 2007, we are working with a group of middle school mathematics teachers in a large urban district to foster their leadership capacity, and specifically to prepare them to facilitate the Problem-Solving Cycle. We will provide 2½ years of preparation and support for teachers who have been designated as "mathematics instructional leaders." These instructional leaders will in turn implement the PSC with the mathematics teachers in their schools. We will document the range and quality of the instructional leaders' implementation of the PSC. We will also analyze the impact of the professional development process on the mathematical knowledge and classroom teaching of the instructional leaders and the mathematics teachers with whom they work. In addition, we will analyze the impact on their students' mathematics achievement. By the conclusion of the project, we anticipate that the participating schools will have the infrastructure and capacity to carry out the PSC indefinitely, using their own resources. In addition, the project will produce a highly refined set of PSC facilitation materials—with a strong emphasis on supporting a linguistically and culturally diverse student population—that can be widely disseminated.

Teaching

COURSES

2021-22

- Introduction to Research in Curriculum and Teacher Education: EDUC 424 (Spr)
- Introduction to Research-Practice Partnerships: EDUC 352A (Aut)

2020-21

- Boost Youth College Readiness through Effective Mathematics Tutoring: EDUC 129 (Win)
- Introduction to Research in Curriculum and Teacher Education: EDUC 424 (Spr)
- Introduction to Research-Practice Partnerships: EDUC 352A (Aut)

2019-20

- Boost Youth College Readiness through Effective Mathematics Tutoring: EDUC 129 (Win)
- Introduction to Research in Curriculum and Teacher Education: EDUC 424 (Spr)
- Introduction to Research-Practice Partnerships: EDUC 352A (Win)

2018-19

- Boost Youth College Readiness through Effective Mathematics Tutoring: EDUC 129 (Win)
- Introduction to Research in Curriculum and Teacher Education: EDUC 424 (Spr)
- Research on Teaching: EDUC 319 (Win)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Barbara Barbosa Born, Kristin Keane

Doctoral Dissertation Advisor (AC)

Kelly Boles

Master's Program Advisor

Helen Higgins, Gabriela Nespoli de Camargo

Doctoral Dissertation Co-Advisor (AC)

Matthew Wilsey

Doctoral (Program)

Kelly Boles, Victoria Delaney, Faith Kwon, Jim Malamut, Matthew Wilsey

Publications

PUBLICATIONS

- **Middle School Science Teachers' Conceptions of Assessment Practice Throughout a Year-long Professional Development Experience** *EDUCATIONAL ASSESSMENT*
Wilsey, M., Kloser, M., Borko, H., Rafanelli, S.
2020; 25 (2): 136–58
- **Impacts of a Practice-Based Professional Development Program on Elementary Teachers' Facilitation of and Student Engagement With Scientific Argumentation** *AMERICAN EDUCATIONAL RESEARCH JOURNAL*
Osborne, J. F., Borko, H., Fishman, E., Gomez Zaccarelli, F., Berson, E., Busch, K. C., Reigh, E., Tseng, A.
2019
- **Evidence of Middle School Science Assessment Practice From Classroom-Based Portfolios** *SCIENCE EDUCATION*
Kloser, M., Borko, H., Martinez, J. F., Stecher, B., Luskin, R.
2017; 101 (2): 209-231
- **The role of video-based discussion in model for preparing professional development leaders** *International Journal of STEM Education*
Borko, H., Carlson, J., Mangram, C., Anderson, R., Fong, A., Million, S., Mozenter, S., Villa, A. M.
2017; 4 (1)
- **The role of video-based discussion in model for preparing professional development leaders.** *International journal of STEM education*
Borko, H. n., Carlson, J. n., Mangram, C. n., Anderson, R. n., Fong, A. n., Million, S. n., Mozenter, S. n., Villa, A. M.
2017; 4 (1): 29
- **Measuring instructional practice in science using classroom artifacts: lessons learned from two validation studies** *JOURNAL OF RESEARCH IN SCIENCE TEACHING*
Martinez, J. F., Borko, H., Stecher, B. M.

2012; 49 (1): 38-67

- **Teachers, Teaching, and Teacher Education: Comments on the National Mathematics Advisory Panel's Report** *EDUCATIONAL RESEARCHER*
Borko, H., Whitcomb, J. A.
2008; 37 (9): 565-572