

TABLE OF CONTENTS

ACKNOWLEDGMENTS	vii
INTRODUCTION	1
CHAPTER 1: MAKING THE CASE FOR REFORMING PROFESSIONAL DEVELOPMENT	3
CHAPTER 2: SITUATING PROFESSIONAL DEVELOPMENT IN PRACTICE	7
THE WORK OF TEACHING	8
MATHEMATICAL TASKS	10
EPISODES OF TEACHING	11
ILLUMINATIONS OF STUDENTS' THINKING	13
SUMMARY	16
CHAPTER 3: SNAPSHOTS OF PRACTICE-BASED PROFESSIONAL DEVELOPMENT	19
MATHEMATICAL TASKS	20
Snapshot: The Pizza Pirate	20
Snapshot: The Human Chain Wrist Experiment	21
Considering the Payoff	23
Connecting to Teachers' Own Practice	24
Snapshot: Analyzing Cognitive Demands of Mathematical Tasks	25
Considering the Payoff	27
Connecting to Teachers' Own Practice	28
RECORDS OF TEACHING	28
Snapshot: Analyzing Fran's and Kevin's Teaching	28
Snapshot: Analyzing Mrs. Joseph's Approach	29
Considering the Payoff	31
Connecting to Teachers' Own Practice	31
ILLUMINATIONS OF STUDENTS' THINKING	32
Snapshot: Analyzing Students' Responses to the Product Task	32
Snapshot: Analyzing Responses to the "Extend Tiles Pattern" Task	33
Considering the Payoff	35
Connecting to Teachers' Own Practice	35
SUMMARY	36
CHAPTER 4: DESIGNING HIGH-QUALITY PROFESSIONAL DEVELOPMENT EXPERIENCES	39
PROFESSIONAL DEVELOPMENT SHOULD HAVE STUDENTS' LEARNING AS THE ULTIMATE GOAL	41
PROFESSIONAL DEVELOPMENT SHOULD SUPPORT THE ONGOING WORK OF TEACHING	41
PROFESSIONAL DEVELOPMENT SHOULD BE GROUNDED IN MATHEMATICS CONTENT	42
PROFESSIONAL DEVELOPMENT SHOULD MODEL AND REFLECT THE PEDAGOGY OF GOOD INSTRUCTION	43
PROFESSIONAL DEVELOPMENT EXPERIENCES SHOULD CREATE SOME DISEQUILIBRIUM FOR TEACHERS	44
PROFESSIONAL DEVELOPMENT SHOULD ENCOURAGE TEACHER COLLABORATION	45
PROFESSIONAL DEVELOPMENT SHOULD TAKE INTO ACCOUNT TEACHERS' CONTEXTS	45
PROFESSIONAL DEVELOPMENT SHOULD MAKE USE OF THE KNOWLEDGE AND EXPERTISE OF TEACHERS	47
PROFESSIONAL DEVELOPMENT SHOULD BE SUSTAINED AND COHESIVE	48
PROFESSIONAL DEVELOPMENT SHOULD CONTINUE OVER THE COURSE OF A TEACHER'S CAREER	49
SUMMARY	50
CHAPTER 5: ASSESSING THE EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT	51
DETERMINING THE IMPACT OF A PROFESSIONAL DEVELOPMENT EXPERIENCE ON TEACHERS	52
LOOKING FOR CHANGES IN TEACHING	53
LOOKING AT CHANGES IN MATHEMATICAL TASKS	54
LOOKING FOR CHANGES IN WHAT STUDENTS KNOW AND CAN DO	54
At the Classroom Level	54
At the District Level	55
WORKING WITHIN THE CURRENT SYSTEM	56
SUMMARY	57

REFERENCES	58
APPENDIX A: INNOVATIVE CURRICULA	65
APPENDIX B: RESOURCES FOR PROFESSIONAL DEVELOPMENT	71