

Shelley Friedkin, Ed.D.

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PROFESSIONAL PREPARATION

Brunel University, UK	Teaching Credential (K-6) English/Drama	Q.T.S. 1994 B.A.(Hons.) 1994
Mills College, USA	Educational Leadership Teacher Learning & Professional Communities	M.A. 2006 Ed.D. 2009

PROFESSIONAL EXPERIENCE

- 2012-present **Senior Research Associate, Mills College Lesson Study Group, School of Education, Oakland, CA**
Collaborate in the design of U.S. school site studies focused on teacher learning and lesson study, including data collection strategies, analysis and dissemination of findings. Implement research plans for federally funded and foundation funded grants (see details under current/prior support). Create and deliver content-based materials and events. Develop and connect teacher and administrative networks.
- 2017 **Evaluator, Lesson Study Immersion Program 2017**
International Math-teacher Professionalization Using Lesson Study (IMPULS), Tokyo, June 20-30, 2017.
- 2007-2012 **Research Associate, Mills College Lesson Study Group, School of Education, Oakland, CA**
Liaison for teachers/schools/districts in the collection and organization of data ranging from in-person interviews, focus groups, and written and on-line communication. Facilitation of practiced-based teacher professional development PLC's and supporting programs.
- 1999-2007 **Project Coordinator, Mills College Lesson Study Group, School of Education, Oakland, CA.**
Organization of project staff schedules and work plans. Responsible for compliance of spending, budgets and funder policies and procedures. Supervision of sales and marketing of video media, along with web site content and design.
- 1994-1998 **Classroom Teacher, London, U.K.**

SELECTED PUBLICATIONS

- 2019 Friedkin, S. (in press). *Refining the research lesson's instructional approach during lesson study: mock-up lessons*. In A. Murata and E. Munthe (Eds.) *Lesson Study Next Step: Educators' Guide to Deeper Learning*. Routledge Press.
- 2018 Lewis, C., Friedkin, S., Emerson, K., Henn, L. & Goldsmith, L. (in press). *How Does Lesson Study Work? Toward a Theory of Lesson Study Process and Impact*. In R. Huang, A. Takahashi & J. Pedro da Ponte (Eds.) *Theory and Practice of Lesson Study in Mathematics: An International Perspective*. Springer International Publishing AG.

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- 2012 Lewis, C., Perry, R., Friedkin, S. & Roth, J. (2012). *Improving Teaching Does Improve Teachers: Evidence from Lesson Study*. Journal of Teacher Education. 63: 5. 368-375.
- 2012 Lewis, C., Perry, R., Friedkin, S., Fisher, L., Disston, J. & Foster, D. (2012). *Building knowledge and professional community through lesson study*. In J.M. Bay-Williams (Ed.) 2012 NCTM. 245-258. Reston, VA: National Council of Teachers of Mathematics.
- 2011 Lewis, C., Perry, R., & Friedkin, S. (2011). *Using Japanese Curriculum Materials to Support Lesson Study Outside Japan: Toward Coherent Curriculum*. Educational Studies in Japan: International Yearbook, 6, 5- 19.
- 2010 Lewis, C., Friedkin, S., Baker, E. & Perry, R. (2010). Learning from the Key Tasks of Lesson Study. In O. Zaslavsky (Ed.) Curriculum Design, Development & Experimentation of Learning and Teaching Material in Secondary *Mathematics*.
- 2009 Lewis, C., Perry, R., & Friedkin, S. (2009). *Lesson Study as Action Research*. In B. Somekh & S. Noffke, (Eds.). Handbook of Educational Action Research. CA: Sage Publications Inc.
- 2009 Friedkin, S. (2009). *Teacher Learning through Collaboration*. Dissertation Theses.

DIGITAL CONTENT DEVELOPMENT

Websites:

- 2018-2019 Teaching Through Problem-solving (TTP) Resources
<http://lessonresearch.net/ttp>
- 2017-2019 Lesson Study Resources
<http://lessonresearch.net>

Webinars

- 2018 Friedkin, S. & Dotger, S. [*Making Student Thinking Visible*](#). World Association of Lesson Study Premier Webinar, May, 2018.
- 2017 Takahashi, A. & Friedkin, S. *Taking Lesson Study School-wide: Collaborative Lesson Research*. World Association of Lesson Study Premier Webinar, March, 2017.

Lesson Study Toolkits:

- 2012 Fluency and Flexibility with Numbers - Grade 1
http://www.cpalms.org/lscentral/lsrc_1_mills.aspx

SELECTED PRESENTATIONS

- 2019 Lewis, C., Friedkin, S. & Lai, K. *Improvement Science applied to continuous, collaborative improvement of teaching: Insights and challenges from School-wide Lesson Study*. AERA, 2019, Toronto, Canada.
- 2019 Friedkin, S. & Dotger, S. *Lesson study to focus on student thinking through board writing, journaling, and classroom discourse*. AERA, 2019, Toronto, Canada.
- 2017 Friedkin, S. *Going Deeper with Lesson Study*. Nueva Innovative Learning Conference, October, 2017.

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- 2017 Friedkin S. & Lewis, C. *From Awareness to Action: Realizing Equity and Excellence via Lesson Study*. A California Action Network for Mathematics Equity and Excellence (CANMEE) Network Convening, April, 2017, Santa Rosa.
- 2016 Friedkin, S. (2016). *School-wide Spread of Lesson Study and Shared Classroom Practices in Mathematics: U.S. Case Study*. World Association of Lesson Study Annual Conference, September 2016, London.
- 2010 Lewis, C. Perry, R. & Friedkin, S. (2010). *Learning Fractions in a Linear Measurement Context: A Lesson Study Intervention*. AERA, 2010, Denver.
- 2010 Friedkin, S., Baker, E. & Perry, R. (2010). *The Impact of Linear Measurement Context on Teacher and Student Understanding: Field Tests*. AERA, 2010, Denver.
- 2010 Friedkin, S. *Studying Teachers, Studying Teaching*. (2010). AERA, 2010, Denver.
- 2009 Lewis, C. Perry, R. & Friedkin, S. *Teachers' Knowledge Development During Lesson Study: Impact of Toolkit-Supported Lesson Study on Teachers' Knowledge of Mathematics for Teaching*. (2009). AERA, 2009, San Diego.
- 2008 Friedkin, S. *Teachers Collecting Data about Children's Learning*. AERA, 2008, New York.

CURRENT/PRIOR SUPPORT

- 2015-2019 Improvement of Elementary Fractions Instruction, RCT using Lesson Study with Fractions Resource Kit. Institute of Educational Sciences, U.S. Department of Education (\$3.5M)
- 2014-2018 Developing School-wide Lesson Study. Bill & Melinda Gates Foundation (\$2.9M)
- 2012-2015 Lesson Study: Development of a University-Regional Model, Toyota Foundation (\$250K)
- 2011-2014 Japanese Structured Problem-Solving as a resource of U.S. Elementary Mathematics Teachers: Program Development and Testing (\$1.5M)
- 2011-2014 Focused and Coherent Elementary Mathematics: Japanese Curriculum for U.S. Teachers, Institute of Education Sciences, U.S. Department of Education (\$1.5M)
- 2007-2011 Improving the mathematical content base of lesson study through the implementation and testing of two research-based toolkits. Institute of Education Sciences, U.S. Department of Education (\$2M)