

Shelley Friedkin, Ed.D.

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PROFESSIONAL PREPARATION

Brunel University, UK	Primary Education (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. Create and deliver content-based materials, teacher professional development events and on-site consulting for the development of school-wide Lesson Study and Teaching through Problem-solving.
2017	Evaluator, Lesson Study Immersion Program 2017 International Math-teacher Professionalization Using Lesson Study (IMPULS), Tokyo, June 20-30, 2017.
2008-2010	Adjunct Assistant Professor, Mills College, School of Education, Oakland, CA Co-taught pre-service Multiple Subjects required course 'Introduction to the Profession of Teaching Diverse Learners' (ED 347A/B).
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/in-person/on-line communication. Facilitation of practiced-based teacher professional development PLC's and supporting programs.
2000-2007	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 website content and design.
1994-1999	Classroom Teacher, London, U.K.

SELECTED PUBLICATIONS

2022	Friedkin, S. (in development). <i>How we expect Lesson Study to contribute to the quality of teaching and learning: Teacher leadership and collaboration</i> . In A. Takahashi, T. McDougal, S. Friedkin, & T. Watanabe (Eds.) <i>Voices from the Field</i> :
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Shelley Friedkin, Ed.D.

- Educators' learning from Lesson Study in Elementary Mathematics. Routledge Press.
- 2021 Lewis, C., Henrich, E., Friedkin, S., & McGee, S. (under review). *Model variation in inquiry processes*. In D. Peurach, J. Russell, L. Cohen-Vogel, B. Penuel, D. (Eds.) *The Foundational Handbook on Improvement Focused Educational Research: Toward a New Field of Practice-Based/Practice-Focused Innovation and Improvement*. Rowman & Littlefield.
- 2020 Friedkin, S. (2020). *Refining the research lesson's instructional approach during lesson study: Mock-up lessons*. In A. Murata & C. Lee (Eds.) *Stepping Up Lesson Study*. Routledge Press.
- 2018 Lewis, C., Friedkin, S., Emerson, K., Henn, L. & Goldsmith, L. (2018). *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.
- 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

Websites:

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

Networks/ Webinars:

- 2021 *Teaching Through Problem-solving (TTP) during distance learning*. Hosting monthly virtual network meetings to support TTP and lesson study practitioners. (May 2020 – May 2021).
- 2018 Friedkin, S. & Dotger, S. [Making Student Thinking Visible](#). World Association of Lesson Studies, Webinar, May, 2018.

Shelley Friedkin, Ed.D.

2017 Takahashi, A. & Friedkin, S. *Taking Lesson Study School-wide: Collaborative Lesson Research*. World Association of Lesson Studies, Premier Webinar, March, 2017.

Conferences:

2020 *Elevating Study Equity, Through Effective Research-based Lesson Study*. Organizing committee for the World Association of Lesson Studies, [2020 Online International Annual Conference](#), December 2020.

Courses:

2021 Teaching Through Problem-solving (in development)
<https://lessonresearch.net/course/teaching-through-problem-solving/>

2020 Try Math Journals in your Classroom
<https://lessonresearch.net/course/try-math-journals-in-your-classroom/>

2020 Developing the Role of the Final Commentator
<https://lessonresearch.net/course/final-commentator/>

2019 Conduct a Lesson Study Cycle on Fractions
<https://lessonresearch.net/course/fractions-cycle-revised/>

2012 Fluency and Flexibility with Numbers - Grade 1 (resource kit)
http://www.cpalms.org/lscentral/lrsk_1_mills.aspx

SELECTED PRESENTATIONS

2019 Friedkin, S. & Lewis, C. *Lesson Study: Building Teacher-Led, Student-focused Professional Learning*. Innovative Learning Conference (ILC), Neuva School, Hillsborough, CA. October, 2019.

2019 Friedkin, S. *Featured Symposium: Seeking effective implementation of school-wide collaborative lesson research (CLR)*. World Association of Lesson Studies International Conference, Amsterdam, September 2019.

2019 Dotger, S & Friedkin, S. *Analyzing research lessons to identify relationships between instructional routines*. World Association of Lesson Studies International Conference, Amsterdam, September 2019.

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*. Innovative Learning Conference (ILC), Neuva School, Hillsborough, CA. October 2017.

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 Studies Annual Conference, September 2016, London.

2010 Lewis, C. Perry, R. & Friedkin, S. *Learning Fractions in a Linear Measurement Context: A Lesson Study Intervention*. AERA, 2010, Denver.

Shelley Friedkin, Ed.D.

- 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*. 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

- 2016-2021 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)