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Education

Ph.D. University of Wisconsin, Madison, August 1990
M.A. University of Wisconsin, Madison, May 1988
B.A. University of California, Santa Cruz, May 1982

Professional Experience

1993 - Present	<i>Faculty: GSE&IS, UCLA</i>
2020-2021	<i>Interim Department Chair, Education</i>
2008- 2013	<i>Department Chair, Education</i>
2012 Summer	<i>Interim Dean, GSE&IS</i>
2001- 2008	<i>Director, Center X: Where Research & Practice Intersect for Urban School Professionals</i>
1990-1993	<i>Associate Researcher: Cognitively Guided Instruction Project</i>
1985-1990	<i>Project Assistant: Cognitively Guided Instruction Project</i>
1989-1992	<i>Assistant Editor: Journal for Research in Mathematics Education</i>
1982-1984	<i>Classroom Teacher: St. Mark's Elementary School, Venice, Ca.</i>

Research Grants (since 2010)

Learning Teaching for Practice, Spencer 2010-2012
Improving Mathematics Ach - Student Participation in Mathematics Classrooms, IES, 2010-2012 (Webb)
Supporting Early Childhood Mathematics, Heising-Simons Foundation 2013-2015 (Co-PI, Stipek)
Evaluating a Teacher PD in Early Math, Heising-Simons Foundation 2014-2017 (Co-PI, Stipek)
Teacher Practices for Student Engagement and Learning in Math Classrooms 2014-2015 (Webb, Ing)
DREME, Heising-Simons Foundation, 2014-2020 (Co-PI with consortium group)
Building State Infrastructure in EC Mathematics, Heising-Simons Foundation, 2018-2021 (Turrou)
Rethinking Mathematics Classroom Observations, NSF, 2019-2021 (Co-PI Webb, Ing)

Awards

Elected to National Academy of Education, 2017
Department Greenfield Award for Research in Practice, 2008, 2016
AACTE, Journal of Teacher Education, Article of the Year Award, 2013
Staff / Faculty Partnership Award, UCLA, 2013
American Educational Research Association, Division G Henry Trueba Award, 2013
American Educational Research Association Relating Research to Practice Award, 2012
Department of Education Teaching Award, 1997
Faculty in Residence of the Year, 2001-2002; 2003-2004
Department Haytin Award 2000, 2005, 2010

Publications

Webb, N., Franke, M., Johnson, N., Ing, M., Zimmerman, J. (in press). Learning through Explaining and Engaging with Others' Mathematical Ideas. *Mathematical Thinking and Learning*.

Shaughnessy, M., Ghouseini, H., Kazemi, E., Franke, M., Kelley-Peterson, M., Hartmann, E. (2019). Using a common specification for leading mathematics discussions to support teacher candidates'

learning. *Teaching and Teacher Education: An International Journal of Research and Studies*, 80(1), 167-179. Elsevier Ltd.

Franco, J., Orellana, M. F., & Franke, M. L. (2019). 'Castillo blueprint': How young children in multilingual contexts demonstrate and extend literacy and numeracy practices in play. *Journal of Early Childhood Literacy*. <https://doi.org/10.1177/1468798419841430>

Grossman, P., Franke, M., Kazemi, E., Dutro, E. (2019). Overview of Core Practice Consortium and Issue. *Teaching and Teacher Education: An International Journal of Research and Studies*, 80(1) 97–99. doi:10.1016/j.tate.2019.02.002.

Johnson, N. C., Turrou, A. C., McMillan, B. G., Raygoza, M. C., & Franke, M. L. (2019). "Can you help me count these pennies?": Surfacing preschoolers' understandings of counting. *Mathematical Teaching and Learning*. DOI:10.1080/10986065.2019.1588206

Stipek, D., Clements, D., Coburn, C., Franke, M., Farran, D. (2017). PK-3: What does it mean for instruction? *Social Policy Report*, Vol. 30, 2. 3-21.

Turrou, A. C., Franke, M. L., & Johnson, N. C. (2017). Choral counting. *Teaching Children Mathematics*, (24) 2.

Webb, N. M., Franke, M. L., Ing, M., Turrou, A. C., Johnson, N. C., & Zimmerman, J. (2017). Teacher practices that promote productive dialogue and learning in mathematics classrooms. *International Journal of Educational Research*. Online publication: <http://dx.doi.org/10.1016/j.ijer.2017.07.009>.

Kazemi, E., Gibbons, L., Lomax, K. & Franke, M. (2016). Listening and learning from student thinking. *Teaching Children Mathematics*, (23) 3, 182-190.

Franke, M., Turrou, A.C., Webb, N., Ing, M, Wong, J., Shim, N, Fernandez, C. (2015). Student engagement in each other's mathematical ideas: The role of teacher invitation and support moves. *Elementary School Journal*, 116 (1), 126-148.

Ing, M., Webb, N. M., Franke, M. L., Turrou, A. C., Wong, J., Shin, N., & Hernandez, C. (2015). Student participation in elementary mathematics classrooms: The missing link between teacher practices and student achievement? *Educational Studies in Mathematics* 90(3), 341-356.

Webb, N. M., Franke, M. F., Ing, M., Johnson, N. C., Turrou, A. C., & Zimmerman, J. (2015). Engaging students in others' mathematical ideas. *Better: Evidence based education*, 7(1), 20-21.

Webb, N. M., Franke, M., Ing, M., Wong, J., Fernandez, C., Shim, N. & Turrou, A. C. (2014). Engaging with each other's mathematical ideas: Interrelationships among student participation, teachers' instructional practices and learning. *International Journal of Educational Research*, 63, 79-93.

Webb, N. M., Franke, M. L., Turrou, A. C., & Ing, M. (2013). Self-regulation and learning in peer-directed small groups. *British Journal of Educational Psychology*. 11, 69-72.

Battey, D. & Franke, M. (2013). Integrating professional development on mathematics and equity: Countering deficit views of students of color. *Education and Urban Society*. DOI: 10.1177/0013124513497788.

Lampert, M., Franke, M., Kazemi, E., Ghouseini, H., Turrou, A., Beasley, H., Cunard, A., Crowe, K. (2013). Keeping it complex: Using rehearsals to support novice teacher learning of ambitious teaching in mathematics. *Journal of Teacher Education*, 64, 226-243.

Woodward, J., Beckmann, S., Driscoll, M., Franke, M., Herzig, P., Jitendra, A., Koedinger, K., & Ogbuchi, P. (2012). *Improving Mathematical Problem Solving in Grades 4 Through 8: A practice guide* (NCEE #2010-4039). Washington, DC: National Center for Education Evaluation and Regional Assistance,

Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

Franke, M. (2009). Supporting sense making: Thinking mathematically. *Better: Evidence-based Education*. Institute for Effective Education, University of York, Heslington, York.

Franke, M. L., Webb, N. M., Chan, A. G., Ing, M., Freund, D., & Battey, D. (2009). Teacher questioning to elicit students' thinking in elementary mathematics classrooms. *Journal of Teacher Education, 60*, 380-392.

Webb, N., Franke, M., De, T., Chan A., Freund, D., Shein, P., Melkonian, D. (2009). "Explain to your Partner": Teachers' instructional practices and students' dialogue in small groups. *Cambridge Journal of Education, 39*, 49-70.

Webb, N., Franke, M., Ing, M., Chan, A., De, T., Freund, D., Battey, D. (2008). The role of teacher instructional practices in student collaboration. *Contemporary Educational Psychology, 33*, 360-381.

Battey, D. & Franke, M. (2008). Transforming identities: Understanding teachers across professional development and classrooms. *Teacher Education Quarterly, 35*(3), 127-149.

Enyedy, N., Wischnia, S. & Franke, M. (2008). Classroom discourse: Contrastive and Consensus conversations. *Journal of Educational Research, (2)* 2-13.

Jacobs, V., Franke, M., Carpenter, T., Levi, L. & Battey, D. (2007). Exploring the impact of large scale professional development focused on children's algebraic reasoning. *Journal for Research in Mathematics Education, 38* (3), pp. 258-288.

Carpenter, T., Franke, M. & Levi, L. (2005). Algebra in elementary school: Developing relational thinking. *Zentralblatt für Didaktik der Mathematik 37* (1), 53-59.

Battey, D., Kafai, Y., Franke, M. (2005). Evaluation of Mathematical Inquiry in Commercial Rational Number Software: Pre-service Teachers' Criteria and Choices. In C. Vrasidas and G. Glass (Eds.), *Preparing Teachers to Teach with Technology*, (p. 242). Information Age Publishing.

Kazemi, E. & Franke, M. L. (2004). Teacher learning in mathematics: Using student work to promote collective inquiry. *Journal of Mathematics Teacher Education, 7*, 203-235.

Kafai, Y., Franke, M.L., Battey, D. (2002). Educational software reviews under investigation. *Education, Communication and Investigation, 2* 163-180.

Oakes, J., Franke, M., Quartz, K. H., & Rogers, J. (2002). Research for high-quality urban teaching: Defining it, developing it, assessing it. *Journal of Teacher Education, 53*, 228-234.

Franke, M. L. & Kazemi, E. (2001). Learning to teach mathematics: Focus on student thinking. *Theory Into Practice, 40* (2), 102-109.

Franke, M. L., Carpenter, T.P., Levi, L., Fennema, E. (2001). Capturing teachers' generative growth: A follow-up study of professional development in mathematics. *American Educational Research Journal, 38*, 653-689.

Saxe, G., Gearhart, M., Franke, M., Howard, S., & Crockett, M. (1999). Teachers' shifting assessment practices in the context of educational reform in mathematics. *Teaching and Teacher Education, (15)*, 85-105.

Kafai, Y. B., Franke, M. L., Ching, C. C., & Shih, J. C. (1998) Game design as an interactive learning environment fostering students' and teachers' mathematical inquiry. *International Journal of Computers for Mathematical Learning, 3*, 149-184.

Franke, M.L., Fennema, E., Carpenter, T., Ansell, E., & Behrend, J. (1998). Understanding teachers' self-

sustaining change in the context of professional development. *Teaching and Teaching Education*, 14(1), 67-80.

Fennema, E., Carpenter, T., Jacobs, V., Franke, M., Levi, L. (1998). A longitudinal study of gender differences in young children's mathematical thinking. *Educational Researcher*, 27 (5) 6-11.

Carpenter, T. P., & Franke, M. L. (1998). Teachers as learners. *Principled Practice in Mathematics and Science Education*, 2, 1-3.

Carpenter, T.P, Franke, M.L., Jacobs, V.R., Fennema, E. (1998). A longitudinal study of invention and understanding in children's multidigit addition and subtraction. *Journal for Research in Mathematics Education*, 29 (1), 3-20.

Carpenter, T., Fennema, E., Franke, M. (1997). Cognitively Guided Instruction: A knowledge base for reform in primary mathematics instruction. *Elementary School Journal*, 97, 3-20.

Fennema, E., Carpenter, T., Franke, M., Levi, L, Jacobs, V., & Empson, S. (1996). A longitudinal study of learning to use children's thinking in mathematics instruction. *Journal for Research in Mathematics Education* 27 (4), 403-434.

Franke, M.L. & Carey, D.A. (1996). Understanding children's perceptions of what it means to do mathematics. *Journal for Research in Mathematics Education*. 27, (5).

Fennema, E., Franke, M. L., Carpenter, T. P., & Carey, D. A. (1993). Mathematical pedagogical content knowledge in use. *American Educational Research Journal*, 30, 555-583.

Carpenter, T., Ansell, E., Franke, M.L., Fennema, E. & Weisbeck, L. (1993). Models of problem solving: A study of kindergarten children's problem solving processes. *Journal for Research in Mathematics Education*, 24,428-441.

Lehrer, R. & Franke, M. L. (1992) Applying personal construct psychology to the study of teachers' knowledge of fractions. *Journal for Research in Mathematics Education*, 23 (3), 223-241.

Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C. P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Educational Research Journal*, 26, 499-531.

Peterson, P., Fennema, E., Carpenter, T. & Loef, M. (1989). Teacher's pedagogical content beliefs in mathematics. *Cognition and Instruction*, 6, 1-40.

Loef, M., Carey, D., Fennema, E. & Carpenter, T. (1988). Research into practice: Integrating assessment and instruction. *Arithmetic Teacher*, 36(3), 53-56.

Books

Turrou, A.C., Johnson, N.C., Franke, M.L. (in press). *The Young Child and Mathematics (3rdEd.)*. National Association for the Education of Young Children, Washington, D.C.

Franke, M., Kazemi, E., & Turrou, A. (Eds.) (2018). *Counting Collections and Choral Counting: Cultivating the joy of math in preK-5 classrooms*. Portland, ME: Stenhouse Publishers.

Carpenter, T.P., Franke, M.L., Johnson, N., Turrou, A.C., & Wager, A. (2017). *Young Children's Mathematics*. Portsmouth, NH: Heinemann.

Carpenter, T.P., Fennema, E., Franke, M., Levi, L. & Empson, S. (2014). *Children's Mathematics: Cognitively Guided Instruction, 2nd Edition*. Portsmouth, NH: Heinemann.

Carpenter, T., Franke, M., & Levi, L. (2003). *Thinking mathematically: Integrating arithmetic and algebra in elementary school*. Portsmouth, NH: Heinemann.

Carpenter, T.P., Fennema, E., Franke, M., Levi, L. & Empson, S. (1999). *Children's Mathematics: Cognitively Guided Instruction*. Portsmouth, NH: Heinemann.

Book Chapters

Franke, M., McMillan, B., Johnson, N., & Turrou, A. (2020). Focusing on what children know and can do: Methodological issues in assessing mathematical understanding. In V. Gadsden, E. Graue, & S. Ryan (Eds.) *Advancing Knowledge & Building Capacity for Early Childhood Research*. Washington D.C.: AERA.

Cartun, A., Schutz, K., Kelly-Peterson, M., Franke, M. (2018). Core practices and the teacher education curriculum. In P. Grossman (Ed.) *Teaching Core Practices in Teacher Education*. MA, Cambridge: Harvard Education Publishing Group.

Webb, N. M., Franke, M. L., Ing, M., Johnson, N. C., & Zimmerman, J. (2018). The details matter in mathematics classroom dialogue. To appear in N. Mercer, R. Wegerif, & L. Major (Eds.), *Routledge international handbook of research on dialogic education*. New York, NY: Routledge.

Webb, N. M., Franke, M. L., Johnson, N. C., Ing, M., & Zimmerman, J. (2018). Promoting productive student participation across multiple classroom participation settings. To appear in R. M. Gillies (Ed.), *Promoting academic talk in schools*. New York, NY: Routledge.

Webb, N., Franke, M., Ing, M., Johnson, N., & Turrou, A. (2018). Dude, Why Did You Start Without Me? Fostering Engagement with Others' Mathematical Ideas. In C. Chinn, E. Manalo, & Y. Uesaka (Eds.) *Promotion of Students' Spontaneous Use of Effective Learning Strategies*. (pp. 292-309). New York, NY: Routledge.

Franke, M. (2016). Identifying and Supporting the Next Small Step Together: A commentary on Crespo's Case. In White, D., Crespo, S., Civil, M. (2016). *Cases for Mathematics Teacher Educators: Facilitating conversations about inequities in mathematics classrooms*, pp. 71-74. AMTE Book Series, Information Age Publishing Inc.

Webb, N. M., Franke, M. F., Ing, M., Turrou, A. C., & Johnson, N. C. (2015). Student participation, teacher instructional practices, and the development of mathematical understanding in the elementary classroom. In R. Gillies (Ed.), *Collaborative learning: Developments in research and practice* (pp. 47-68). New York, NY: Nova Publishers.

Webb, N. M., Franke, M. L., Turrou, A., & Ing, M. (2015). An exploration of teacher practices in relation to profiles of small-group collaborative dialogue. In L. B. Resnick, C. Asterhan, & S. N. Clark (Eds.), *Socializing intelligence through academic talk and dialogue*. Washington, D.C.: American Educational Research Association.

Lampert, M., Beasley, H., Ghouseini, H., Kazemi, E., Franke, M. (2010). Using designed instructional activities to enable novices to manage ambitious mathematics teaching. In M.K. Stein & L. Kucan (Eds.) *Instructional Explanations in the Disciplines*, New York: Springer.

Franke, M. & Brown, K. (2010). Commentary Part II. In M. Foote (Ed.) *Mathematics Teaching & Learning in K-12: Equity and Professional Development*. New York, Palgrave Macmillan.

Brown, K., & Franke, M. (2010). Commentary Part I. In M. Foote (Ed.) *Mathematics Teaching & Learning in K-12: Equity and Professional Development*. New York, Palgrave Macmillan.

Wilson P. & Franke, M. (2008). Preparing Teachers in Mathematics Education Doctoral Programs: Tensions and Strategies. In R. Reys & J. Kilpatrick (Eds.) *Doctoral Programs in Mathematics Education: Progress in the last decade*. Conference Board of the Mathematical Sciences, Washington D.C.

Franke, M.L., Kazemi, E., Battey, D. (2007). Understanding teaching and classroom practice in mathematics. In F. Lester (Ed.) *Second Handbook of research on mathematics teaching and learning*, New York: Macmillan.

Diversity in mathematics education center for teaching and learning (2007). Culture, race, power and mathematics education. In F. Lester (Ed.) *Second Handbook of research on mathematics teaching and learning*, New York: Macmillan.

Franke, M., Carpenter, T. & Battey, D. (2007). Content Matters: The Case of Algebraic Reasoning in Teacher Professional Development. In Kaput, J. & Blanton, M. (Eds.) *Exploring Early Algebra*, New Jersey: Erlbaum

Battey, D., Kafai, Y., & Franke, M. (2006). Evaluation of Mathematical Inquiry in Commercial Rational Number Software: Pre-service Teachers' Criteria and Choices. In C. Vrasidas & G. V. Glass (Eds.) *Preparing Teachers to Teach with Technology*. Greenwich, CT: Information Age Publishing.

Franke, M. L., Kazemi, E., Shih, J., Biagetti, S., & Battey, D. (2005). Changing teachers' professional work in mathematics: One school's journey. In T. A. Romberg, T. P. Carpenter, & Dremock, F. (Eds.), *Understanding mathematics and science matters*. Pp. 209-230. Mahwah, NJ: Erlbaum

Carpenter, T. P., & Franke, M. L. (2004). Challenging the core of educational practice: The case of Cognitively Guided Instruction. In S. Bodilly & T. Glennan (Eds.), *Taking educational programs to scale: Lessons from the field*. Washington, DC: Rand.

Franke, M. (2003). Fostering young children's mathematical understanding. In C. Howes. (Ed.) *Teaching 4 to 8 year-olds* (pp. 93-112). Baltimore, MD: Brooks.

Franke, M. L. & Kazemi, E. (2001). Teaching as learning within a community of practice. In Wood, T., Nelson, B., & Warfield, J. (Eds.). *Beyond classical pedagogy in elementary mathematics: The nature of facilitative teaching* (pp. 27-46). Mahwah, NJ: Erlbaum.

Reports

Rogers, J., Franke, M., Yun, J.E., Ishimoto, M., Diera, C., Cooper-Geller, R., Berryman, A, & Brenes, T. (2017). *Teaching and Learning in the Age of Trump: Increasing Stress and Hostility in America's High Schools*. Institute for Democracy Education and Access, UCLA, CA.

Refereed Conference Proceedings

Franke, M., Turrou, A. & Webb, N. (2011). Teacher follow-up: Communicating high expectations to wrestle with the mathematics. *Proceedings of the thirty third annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Reno, Nevada.

Webb, N. M., Franke, M. L., Turrou, A. C., & Ing, M. (2011). Supporting Student Explanations in Mathematics Classrooms: The Role of Teacher Instructional Practices. *Proceedings of the Invitational AERA Research Conference: Socializing Intelligence Through Academic Talk and Dialogue*.

Kazemi, E., Franke, M. & Lampert, M. (2010). Developing pedagogies in teacher education to support novice teachers' ability to enact ambitious instruction. R. Hunter, B. Bicknell, & T. Burgess (Eds.), *Crossing divides. Proceedings of the 32nd annual conference of the Mathematics Education Research Group of Australasia*. Palmerston North, NZ: MERGA.

Carpenter, T. P., & Franke, M. L. (2001) Developing algebraic reasoning in the elementary school: Generalization and Proof. In H. Chick, K Stacey, J Vincent, & J. Vincent (Eds.). *Proceedings of the 12th ICMI study conference: The future of the teaching and learning of algebra*. Melbourne, Australia: University of Melbourne.

Kazemi, E. & Franke M. L. (2000). Understanding teacher learning as changing participation in communities of practice. *Proceedings of the twenty second annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.*

Multi-media works

Ginsburg, H., Franke, M., Platas, L., Stipek, D. (2017). *DREME|TE website.* (<http://prek-math-te.stanford.edu>) Stanford University, Palo Alto, CA.

Presentations

National and International

Franke, M. (2020, March) *From Counting to Problem Solving: Supporting Teacher and Student Learning.* Invited address at the Teacher Development Conference, Portland, Oregon.

Turrou, A, Johnson, N., McMillan, B, & Franke, M. (2020, Feb). *Centering Building Relationships with Children in Field-Based Elementary Math Methods.* Presentation at the Annual Meeting of the Association of Mathematics Teacher Educators, Phoenix, AZ.

Franke, M. (2019, April). *More than Turn and Talk: Supporting Student Engagement in Each Other's Ideas.* Presentation at the regional conference of the National Council of Teachers of Mathematics, San Diego, CA.

Franke, M. L. (2019, April). *Learning From Each Other: A Conversation Around Extending 30 Years of Research in CGI.* Symposium at the annual regional conference of the National Council of Teachers of Mathematics, San Diego, CA.

Franke, M. (2019, Feb). *More than Turn and Talk: Supporting Student Engagement in Each Other's Ideas.* Invited address at the Teacher Development Conference, Portland, Oregon.

Franke, M. (2019, June). *Cognitively Guided Instruction: Continuing the Journey.* Presentation at the biannual CGI National Conference, Minneapolis, MN.

Franke, M. (2018, October). *DREME: Early Math Resources for Teacher Educators.* Presentation at the Jacobson Institute for Innovation, Grandview University, Iowa.

Franke, M. L. (2018, April). *How and why attention to student thinking supports teacher and student learning.* Paper presented at the annual conference of the National Council of Supervisors of Mathematics, Washington, D.C.

Franke, M. L. (2018, November). *Children's Thinking: How we notice, support, extend to enhance equity.* Paper presented at the annual regional conference of the National Council of Teachers of Mathematics, Seattle, WA.

Franke, M. (2017, June). *From Counting to Problem Solving: Supporting the Development of Each Students' Understanding.* Presentation at the annual Early Math Symposium, Sacramento, CA.

Franke, M. (2017, June). *Talking Math with Kids.* Invited keynote presentation at the biannual CGI National Conference, Seattle, WA.

Franke, M. (2017, June). *No more mastery: Leveraging partial understanding.* Presentation at the biannual CGI National Conference, Seattle, WA.

Franke, M., Stipek, D., Platas, L. (2017, April). *Supporting teachers in early mathematics: Open-source and research-based resources for teacher educators and professional development providers.* Presentation at the annual meeting of the National Association for the Education of Young Children, Chicago, IL.

Johnson, N. C., Franke, M. L., Ing, M., Turrou, A. C., Webb, N. M., & Zimmerman, J. (2017, April). *Negotiating multiple mathematical goals: Broadening competence and engaging with each other's mathematical ideas*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Johnson, N. C., Franke, & Turrou, A. C. (2017, April). *Expanding competence: Leveraging mistakes as learning opportunities*. Paper presented at the annual research conference of the National Council of Teachers of Mathematics, San Antonio, TX.

Franke, M. (2016, November). *Leveraging partial understanding: Development of young children's thinking*. Presentation to the Preschool leaders at the University of Minnesota, Minneapolis, MN.

Franke, M., Stipek, D., Ginsburg, H., & Platas, L. (2016, June). *Improving and Scaling Professional Development for Early Education: Focus on Math*. Presentation at the annual Professional Development meeting of the National Association for the Education of Young Children, Chicago, IL.

Franke, M. (2016). *Supporting the development of children's mathematics*. AERA Knowledge Forum, Washington, D.C.

Franke, M. (2016). *Core practices in teacher education: Preparing teachers to facilitate whole class discussion*. Presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

Webb, N., Franke, M., Ing, M., Johnson, N., Turrou, A., Zimmerman, J. (2016). *Teacher practices that promote productive dialogue and learning in mathematics classrooms*. Presentation at the annual meeting of the American Educational Research Association, Washington, D.C.

Franke, M. (2016). *Teaching Mathematics: What does "good" math teaching look like?* Presentation at the annual meeting of the National Writers Association, Los Angeles, CA.

Franke, M. (2015). *Revisiting explicit instruction in English and Mathematics*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Webb, N., Franke, M., Turrou, A., Ing, M., Johnson, N. (2015). *Teachers' practices that support student engagement in mathematics classrooms*. Presentation at the annual meeting of the American Educational Research Association, Chicago, IL.

Franke, M., Ghouseini, H., Turrou, A. (2014). *Teacher Preparation Practice-Based Design to Support On-Going Examination and Practice in Relation to Equity*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Grossman, P., Franke, M., Kavanagh, S. Thompson, J., Windschitl, M., Ball, D. (2014) *Enriching Research and Innovation Through the Specification of Professional Practice*. Presentation at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Franke, M., Grossman, P., Kavanagh, S., McDonald, M. (2014). *Building a Shared Understanding for Designing and Studying Practice-Based Teacher Education*. Presentation at the annual meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.

Ing, M., Webb, N. M., Franke, M. L., Turrou, A. C., Wong, J., Shin, N., & Fernandez, C. H. (2014). How student participation mediates the relationship between teacher practices and student achievement. Paper presented at the annual meeting of the American Educational Research, Philadelphia, PA.

Shin, N., Ing, M., Webb, N. M., Franke, M. L., Turrou, A. C., Wong, J., & Hernandez, C. H. (2014). Measuring classroom contexts that support student participation and learning: Application of social network analysis. Paper presented at the annual meeting of the American Educational Research,

Philadelphia, PA.

Franke, M., Kazemi, E., Lampert, M., Ghouseini, H. (2013). *Building a shared understanding [and common vocabulary] for designing and studying practice based teacher education*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Webb, N. M., Franke, M. L., Fernandez, C. H., Shin, N., Turrou, A. C., Wong, J., & Ing, M. (2013, May). *The Teacher's Role in Promoting Productive Student Dialogue in Elementary Mathematics Classrooms*. Paper presented at the annual meeting of the American Educational Research, San Francisco.

Turrou, A., Cunard, A., Kazemi, E. Franke, M., Ghouseini, H., Beasley, H. (2013). *Learning to teach mathematics: Interrogating how practice-based designs for teacher preparation advance an equity agenda*. Presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Franke, M. L. (2013). *Research in algebraic thinking: Continuing the conversation*. Invited address at the National Council of Teachers of Mathematics, Denver, Colorado.

Franke, M. L. (2013). *Developing algebraic thinking in elementary school*. Invited address at the National Council of Teachers of Mathematics, Denver, Colorado.

Franke, M. L. (2013). *Teaching and learning of algebraic thinking: Research insights*. Invited address at the National Council of Teachers of Mathematics, Denver, Colorado.

Russell, S., Schifter, D., Bastable, V., Franke, M. (2013). Elementary teacher and student learning about generalization and proof. Presentation at the annual research pre-session of the National Council of Teachers of Mathematics, Denver, Colorado.

Kazemi, E., Franke, M., Cunard, A., Turrou, A. (2012). *Making equitable practices visible in elementary mathematics teacher preparation*. Presentation at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Franke, M., Turrou, A., Webb, R. (2011, October). *Teacher follow-up: Communicating high expectations to wrestle with the mathematics*. Keynote address at the annual meeting of the North American chapter of the Psychology of Mathematics Education Association. Reno, Nevada.

Webb, N. M., Franke, M. L., Turrou, A. C., & Ing, M. (2011, September). *Supporting Student Explanations in Mathematics Classrooms: The Role of Teacher Instructional Practices*. Invitational AERA Research Conference: Socializing Intelligence Through Academic Talk and Dialogue. LRDC, University of Pittsburgh, Pittsburgh, PA.

Webb, N. M., Franke, M. L., Turrou, A. C., & Ing, M. (2011, September). *Learning in Peer-Directed Small Groups: Student and Teacher Engagement*. Math Forum, Drexel University, Philadelphia, PA.

Webb, N. M., Franke, M. L., Turrou, A. C., & Ing, M. (2011, June). *Self-regulation and learning in peer-directed small groups*. Invited paper presented at the Psychological Aspects of Education Current Trends Conference: Self-Regulation and Dialogue in Primary Classrooms, University of Cambridge, Cambridge, England.

Franke, M. & Carpenter, T. (2011, June). *Why CGI?: The Research Base*. Presentation at the Biannual meeting of the Cognitively Guided Instruction Conference, Little Rock, Arkansas.

Learning in, through and for Practice Research Group (2011, April). *Examining the use of rehearsals to support novice teachers' ambitious teaching*. Presentation at the annual research pre-session of the National Council of Teachers of Mathematics, Indianapolis, Indiana.

Learning in, through and for Practice Research Group (2011, Jan.) *Leveraging problems of*

practice and teacher educator learning in practice based methods courses. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Franke, M., Kazemi, E. & Ghouseini, H. (2011, Feb.) *Coaching through Rehearsal*. Invited address at the Teacher Development Conference, Portland, Oregon.

Franke, M. (2010, April). *Relational thinking: Addressing issues of equity*. Presentation at the annual research pre-session of the National Council of Teachers of Mathematics, San Diego, CA.

Franke, M. (2010, April). *Scaling up CGI: Identity, artifacts and practice*. Presentation at the annual meeting of the American Educational Research Association, Denver, CO.

Webb, N. M., Franke, M. L., & Chan, A. G. (2010, April). *Teacher practices that support student participation in mathematics conversations: Influences on student achievement*. Paper presented at the annual meeting of the American Educational Research Association, Denver.

Ghouseini, H. Kazemi, E., Franke, M. Lampert, M. Beasley, H. & Chan, A. (2010, Jan). *Using Guided Public Rehearsals to Support Novice Teachers' Learning of Ambitious Teaching Practice*. Presentation at the annual meeting of the Association of Mathematics Teacher Educators, Irvine, CA.

Franke, M. (2009, Nov.). *Cognitively Guided Instruction: Meeting the needs of each student*. Invited address at the annual regional meeting of the National Council of Teachers of Mathematics.

Franke, M. (2009, Sept.). *Using research based knowledge about the development of students' mathematical thinking to support classroom practice*. Invited keynote address at the 11th conference of the New Zealand Mathematics Teachers Association, Palmerston North, NZ.

Franke, M. (2009, Sept.). *Building on student thinking: Developing pedagogical practice*. Invited keynote address at the 11th conference of the New Zealand Mathematics Teachers Association, Palmerston North, NZ.

Franke, M., Webb, R., Chan, A., Freund, D., Melkonian, D., Shein, P. (2009). *Supporting student explanations: Variability in teaching practice*. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA.

Kazemi, E. & Franke, M. (2009, Feb). *Teaching elementary mathematics ambitiously: Supporting novice teachers to actually do the work of teaching*. Invited address at the Teacher Development Conference, Portland, Oregon.

Franke, M., Spencer, J., Terry, L. (2009). *Identity, Equity and Professional Development*. Invited address at the annual meeting of the National Council of Teachers of Mathematics Research Pre-session, Washington, D.C

Franke, M. & Dorr, A. (2008, March). *UCLA's Teacher Education Program: Principles and Outcomes*. Symposium on Teacher Education at the annual meeting of the American Educational Research Association. New York, NY.

Franke, M. (2008, Feb) *Conceptualizing and Using Routines of Practice in Mathematics Teaching to Advance Professional Education*. Invited address at the Teacher Development Conference, Portland, Oregon.

Franke, M. (2008, Feb). *Learning from school based professional development*. Invited address at the Teacher Development Conference, Portland, Oregon.

Franke, M. (2008, Jan). *Learning from our Algebraic Thinking Project: From Professional Development to Practice*. Presentation at Educational Development Center, Boston, MA.

Franke, M. & Wilson, P. (2007, Sept.). *Core Knowledge for Doctoral Students: Teaching Tensions and Strategies*. Presentation at the National Conference on Doctoral Programs in Mathematics Education, Kansas City, Missouri.

Franke, M & Chan, A. (2007, April). *Learning about and from focusing on Routines of Practice*. Presentation at the annual meeting of the American Research Association, Chicago, IL.

Franke, M. (2007, April). *Eliciting student thinking in elementary school mathematics classrooms*. Symposium at the annual meeting of the American Educational Research Association, Chicago, IL.

Franke, M. (2007, Feb.). *Responding to Children's Thinking and Diversity: A Reflection on 20 years of Research*. Presentation at the annual meeting of the New Zealand Mathematics Educator Conference. Auckland, NZ

Franke, M. (2007, October). *Equity, Success and the Future of Mathematics Education: Opportunities for Discourse*. Invited address at the annual meeting of the North American Chapter of the Psychology of Mathematics Education, Lake Tahoe, Nevada.

Franke, M. (2007, April). *The Untapped Potential of Mathematics Education Research to Address Equity*. Discussant at the annual research pre-session meeting of the National Council of Teachers of Mathematics.

Franke, M. (2006, April). *Understanding classroom practice: Linking student outcomes, mathematics tasks, teacher practices and student participation*. Symposium presentation at the annual meeting of the American Educational Research Association, San Francisco, Ca.

Franke, M. (2005, July). *Understanding children's mathematics*. Keynote presentation to the Arkansas Department of Ed Smart Start Conference, Little Rock, Arkansas.

Franke, M. (2005). *Examining professional development: What do we know and where do we go?* (with H. Borko, & M. McLaughlin) A panel presentation presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Franke, M. (2005, April). *Professional development: Challenging the status quo for urban schools*. Panel presentation at the annual meeting of the American Educational Research Association. Montreal, Canada.

Franke, M. (2005, April). *The relationship between research and practice: Mapping the terrain*. Invited address at the annual research pre-session of the National Council of Teachers of Mathematics, Anaheim, CA.

Jacobs, V., Franke, M., Carpenter, T., Levi, L., Battey, D. & Chan, A. (2005). *Exploring large scale professional development focused on children's algebraic reasoning*. Presentation at the annual meeting of the American Educational Research Association, Montreal, Canada.

Franke, M. (2004). *What does research say about effective professional development*. A panel presentation at the meeting of the National Academies focused on Mandatory professional development and quality teaching and learning, Washington, D.C.

Franke, M. (2004). *Coordinating research on teacher learning, teacher cognition and teaching practices*. Presentation at the annual research pre-session of the National Council of Teacher of Mathematics, Philadelphia.

Franke, M., Carpenter, T., Battey, D. (2004). *Learning from new terrain: The role of mathematical content in designing professional development*. Presentation at the annual meeting of the American Educational Research Association, San Diego.

Batthey, D., Franke, M. & Priselac, J. (2004). *Scaling up professional development: Using cases to initiate change in the core of teaching mathematics*. Presentation at the annual meeting of the American Educational Research Association, San Diego.

Franke, M. (2003). *Integrating mathematics and pedagogy: An investigation of the effects on elementary preservice teachers' beliefs and learning of mathematics*, *Discussant*. Presentation at the annual research pre-session of the National Council of Teacher of Mathematics, San Antonio.

Franke, M.L. (2003, May). *Principles and theories of professional development practice*. Paper presented at the national invitational conference Developing Leaders of Mathematics Professional Development: Identifying the Issues and Needs of the Field. Baltimore, Maryland.

Freund, D., Gau, T., Hammond, C., Kose, B., Landers, M., Spencer, J., Wagner, J., Carpenter, T., Franke, M.L., Meyer, M.R., Schoenfeld, A., (2003, April). *The emergent culture of mathematics in a bilingual classroom*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Franke, M. L. & Kazemi, E. (2002). *Changing teachers' professional work in mathematics: The evolution of leadership*. Presentation of the annual meeting of the International Society for Cultural Research and Activity Theory, Amsterdam.

Franke, M., Carpenter, T., & Batthey, D. (2002). *Developing algebraic thinking: Reconsidering algebraic thinking*. Presentation for the Algebra Working Group at the Annual National meeting of the Psychology of Mathematics Education, San Antonio.

Franke, M. (2002). *Theories and practice driving our approach to professional development*. Presentation at the National Science Foundation sponsored summit on professional development, Washington, D.C.

Franke, M. (2002). *Creating learning tools: By and for educators*. Presentation at the annual meeting of the American Association of Council of Teacher Educators, New Orleans.

Batthey, D., Franke, M. & Kafai, Y. (2002). *Evaluation of mathematical inquiry in commercial rational number software: Preservice teachers' criteria and choices*. Presentation at the annual meeting of the American Educational Research Association, New Orleans.

Franke, M., Kazemi, E, Carpenter, T., Batthey, D. & Deneroff, V. (2002). *Capturing generative growth: Implications for professional development*. Presentation at the annual meeting of the American Educational Research Association, New Orleans.

Franke, M. (2001). *Sustaining generative growth through professional development: The case of CGI*. Presentation at the second annual meeting of Cognitively Guided Instruction Conference, Phoenix.

Franke, M., Carpenter, T., Batthey, D., Deneroff, V. (2001). *Articulating and capturing generative growth: Defining and redefining generative growth*. Presentation at the Annual National Meeting of the Psychology of Mathematics Education, Tuscon.

Franke, M., Kazemi, E., Shih, J., Biagetti, S. (2001). *Changing teachers' professional work in mathematics: One schools' journey*. Presentation at the annual meeting of the American Educational Research Association, Seattle, Washington.

Regional

Franke, M. (2020, Nov.) *Supporting Engagement in Each Others' Ideas*. Invited address at the annual meeting of the California Mathematics Council Annual Meeting, Palm Springs, CA.

Franke, M. (2020, Feb.) *Children's Thinking (CGI): Attending to the details of children's mathematical thinking*. Invited address at the annual meeting of the Kentucky Mathematics Association Annual Meeting, Lexington, KY.

Franke, M. (2020, March) *From Counting to Problem Solving: Supporting Teacher and Student Learning*. Invited address at the Teacher Development Conference, Portland, Oregon.

Franke, M. (2019, Nov.) *CGI: Learning from the Brilliance of Each of our Students*. Invited address at the annual meeting of the California Mathematics Council Annual Meeting, Palm Springs, CA.

Franke, M. (2019, Oct.) *Leveraging Students' Mathematics Thinking to Supporting Participation and Enhance Opportunities for Equity*. Presentation to the Berkeley Unified School District.

Franke, M. (2019, June). *Attending to and Taking up Children's Partial Understandings: Connections between Research and Practice*. Presentation at the annual Early Math Symposium, Hayward, CA.

Franke, M. (2019, May). *Attending to the details of children's mathematical thinking to support participation and enhance opportunities for equity*. Invited address for CRMSE, San Diego State University, CA.

Franke, M. (2019, January). *Attending to the details of students' mathematical thinking: Supporting teacher learning*. Presentation to the meeting of the Silicon Valley Mathematics Initiative.

Franke, M. (2018). *Student Participation and Learning: Explaining and engaging with each others' ideas*. Invited address at the annual meeting of the California Mathematics Council Annual Meeting, Palm Springs, CA.

Franke, M. (2017, October). *How children learn mathematics: An introduction to Cognitively Guided Instruction*. Invited presentation for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke, M. (2017, June). *From Counting to Problem Solving: Supporting the Development of Each Students' Understanding*. Presentation at the annual Early Math Symposium, Sacramento, CA.

Franke, M. (2017). *Cognitively Guided Instruction and Equity*. Invited address at the annual meeting of the California Mathematics Council Annual Meeting, Palm Springs, CA.

Franke, M. (2017, June). *Counting matters: Building on young children's mathematical thinking*. Invited address at the Early Mathematics Symposium, California Department of Education, Sacramento, CA.

Franke M. (2017, May). *What is CGI and Why Do We Do It?* Invited presentation for the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke, M. (2016, November). *No more mastery*. Invited address at the annual meeting of the California Mathematics Council Annual Meeting, Monterey, CA.

Franke, M. (2016) *From counting to problem solving: Supporting the development of each child's thinking*. Invited address at the annual meeting of the California Mathematics Council Annual Meeting, Palm Springs, CA.

Franke, M. (2015). *Engaging students in each other's mathematical ideas*. Invited address at the annual meeting of the California Mathematics Council Annual Meeting, Palm Springs, CA.

Franke, M. (2015). *Building place value understanding*. Presentation at the California Mathematics Network, Stockton, CA.

Franke, M. & Howard, T. (2015). *Productive Struggle and the complexity of culture*. Opening address at the biannual Cognitively Guided Instruction Conference, Los Angeles, CA.

Franke, M. (2015). *Engaging students in each other's mathematical ideas*. Presentation at the biannual Cognitively Guided Instruction Conference, Los Angeles, CA.

Franke M. (2014, September). *How children learn mathematics: An introduction to Cognitively Guided Instruction*. Invited presentation for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke M. (2014, September). *Supporting students to engage in each other's mathematical ideas*. Invited presentation for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Webb, N., Franke, M. & Ing, M. (2014, April). *Student participation, teachers' instructional practices, and student learning in mathematics classrooms*. Invited address at RAND, Santa Monica, CA.

Franke, M. (2014, March). *Unpacking the relationship between classroom practice and student learning in mathematics: Examining the power of student explanations and engagement with each other's ideas*. Invited address at the University of Missouri, Columbia, MO.

Franke, M. (2013, November). *Building on children's mathematical thinking: Transforming classrooms to meet the needs of each student*. Presentation at the annual Southern CA meeting of the California Mathematics Council, Palm Springs, CA.

Franke, M. (2013, October). *How children learn mathematics: An introduction to Cognitively Guided Instruction*. Invited presentation for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke, M. (2013, October). *CGI: Supporting mathematical representation*. Invited presentation for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke, M. (2013, September). *Unpacking the relationship between classroom practice and student learning in Mathematics: Examining the power of student explanations*. Invited address at the University of North Carolina, Greensboro, Greensboro, NC.

Franke, M. (2013, September). *Supporting students in productive struggle: What do teachers do?* Invited address at the University of North Carolina, Greensboro, Greensboro, NC.

Franke, M. (2013, July). *Listening to children*. Invited presentation at the annual meeting of Growing Educators, Lawndale, CA.

Franke, M. (2013, April). *Innovative learning technologies: How people learn*. Invited address at the UC wide meeting for innovations in technology, Irvine CA.

Franke, M. (2013, March). *Creating classrooms that support the development of children's mathematical thinking*. Presentation at the CGI UCLA Lab School Conference, Los Angeles, CA.

Franke, M. (2012, October). *Meeting the needs of young children in mathematics classrooms*. Presentation at the California STEM Summit, San Diego, CA.

Franke, M. (2012, Sept.). *Transforming Classroom Practices to Support Cognitively Guided Instruction (CGI)*. Invited address for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke, M. (2012, Sept.). *CGI for Beginners*. Invited workshop for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke, M. (2012, January). *Learning in, from and for practice*. Invited address for the teacher education doctoral symposium, Stanford, CA.

Franke, M. (2012, May). *Disrupting existing cultural practices in mathematics classrooms*. Presentation at the UCLA Lab School Math Conference, Los Angeles, CA.

Franke, M. & Webb, N. (2011, Jan.) *Eliciting students' thinking in elementary mathematics classrooms*. Invited address for the Center for Research in Mathematics and Science Education, San Diego, CA.

Franke, M. (2010, Sept.). *Learning through relational thinking*. Invited address for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Franke, M. (2010, Sept.). *Developing Children's Mathematical Thinking: Equity in Classroom Practice*. Invited address for the annual meeting of the Cotsen Art of Teaching Conference, Los Angeles, CA.

Professional Activities

Member: Association of Mathematics Teacher Educators
California Mathematics Council
Development and Research in Early Mathematics Education Network (DREME)
National Council of Teachers of Mathematics
UC Office of the President Concurrence Committee, Chair

Invitations: Presentation at the AERA Knowledge Forum at the White House
Presentation to the National Academies on Professional Development
Presentation to California State Assembly Legislative committee on Urban Education