1116-A0-12   **Alan Schoenfeld***, University of California, Berkeley, Berkeley, CA. *What makes for powerful classrooms—and what can we do, now that we know?*

We now understand the properties of classrooms that produce powerful mathematical thinkers and problem solvers. The evidence comes mostly but not exclusively from K–12. The question for us: What are the implications for the ways we teach post-secondary mathematics? (Received May 07, 2015)