

Thomas Stricklin: Good evening from Salem, OR

David Barnes: Welcome Thomas!

Denise Mulry: Good evening

Charles Silber: Good evening

Joseph Espinosa: Good evening from Los Angeles!

Cecil Morris: Hello everyone

Tawana Stiff: Good evening all!

Brian Lawler: Good evening from Athens, GA : -)

Jennifer Yacoubian: Good evening!

Zorica Lloyd: Hi all.

Danielle Maletta: greetings

Eva Thanheiser: Good afternoon from Portland

Thomas Stricklin: Its great to be here, looking forward to the conversation.

Manju Connolly: Hi from Minneapolis!

Reshma Ramkellawan: Hi Everyone

David Lobato: Hello from Warwick, RI

Joseph Espinosa: Can we download the PPTX?

Matthew Larson: Thank you everyone for joining us tonight and a special thanks to Marilyn and Julia!

Jill Trentz: Good evening

Scott Sirota: Good evening from New York!

M.E. Matthews: Hello from Chico, CA!

Monica Tienda: Hola, desde Detroit, MI

Julie Boss: Hi, from Boston, MA

Wendy Stienstra: hello all

Margaret Walker: Hello Everyone

Jennifer Ranum: Good evening from Windsor, CO

Amber Dahl: Hello Manju!

Belinda Edwards: Good evening

Manju Connolly: Hey Amber!

Laura Leigh Rampey: Hello from Miami, FL

Ann Fasano: Hello from Freehold, NJ

David Barnes: If you are not hearing music please make sure your speaker icon up top is green.

Lillian Cerqueira: Hello from Newark, NJ!

Alex Davis: Hello from New York City.

Scott Sirota: It has been difficult connecting with educators in my area interested in Equity and Social Justice in math, so thanks for hosting this!

Debasmita Basu: From New Jersey

George Guy: Good evening from Cherry Hill, NJ

Christi Cole: Hello From San Diego!

M. Alejandra Sorto: Hola! Hello! From San Marcos, Texas

Jeffrey Porter: Hi from San Francisco

Christine Rowe Quinn: Hello from Toronto

Tracy Womack: hi how do i adjust speaker volume?

Bob McDonald: hello from Tempe

polly hill: Good Evening

Mandy Forslund: Good evening from Grand Rapids, MI

Patricia Campbell: Good evening from Maryland

Anna Van Asselt: Hello from Chicago, IL

Connie Henry: Another hello from Boston

Erin Igo: Hi from Delaware!

Julie McNamara: Hello from Berkeley!

Brian Lawler: Hi Belinda Edwards!

Mark Ellis: Hi from Fullerton, CA!

Zandra de Araujo: Hello all from Columbia, MO!

Elizabeth Glatt: Good evening from Norwalk, CT

Greta Robertson: Good Evening..from Columbus Ohio

Steven Skolfield: Good evening from Wilmington, DE

Pamela Parella: Hello from Colorado

Zach Gauthier: Hello from Northern Canada

Gia Moreno: Hello from nyc

Marsha Shrago: Hello from Marietta, GA

Carol Edwards: Hello from Chandler AZ

Rosa Serratore: good evening from Santa Monica California

Chelsea Coleburn: Hi there from Columbia, SC!

Cecilia Valencia: Hi from Ames, IA!

Bryan Meyer: HI from San Diego, CA

Zach Gauthier: Does anyone know if this webinar will be posted online afterward?

Victor Odafe: Victor Odafe from Ohio.Hello All!

Luz Maldonado: Hello from Texas!

Gina Yoder: Hello from Indianapolis, IN

Belinda Edwards: Hi Brian Lawler!

Farshid Safi: Good evening from Orlando, FL.

Chris Kalmbach: Hello from snowy Moses Lake, WA!

Marcia Burrell: hello

Jennifer ONeill: Hello from Philadelphia, PA!

Mary Dooms: Hi from suburban Chicago

Sarah Radke: Hello from NYU in NYC

Dakotah Wilkey: Good evening from Flagstaff, AZ.

William Day: Hello from Washington, DC!

Beth Sutherland: Hi from wi

Rebecca Rousseau: Hello from Philadelphia,

Alison Marzocchi: Greetings from Orange County, CA

Robert McCollum: Hello from Severn, Maryland

Judith Quander: Hi from Houston!

Sendhil Revuluri: Hello from Chicago, IL!

Jerra Wood: Hello from Burlington, KY.

Brian Lawler: Judith!

GLORIA BROWNBROOKS: Thanks Matt, Marilyn and Julia

Annalee Salcedo: Good afternoon from Carpinteria, CA.

Allison Frank: Hi from Philadelphia!

George Alland: Hello from Deland Florida

Melissa Straughan: Good afternoon from Albany, OR

Judith Quander: Heyyyy!

Jennifer Greene: Good evening all from NJ!

Joan Commons: Hello from San Diego

Amy Vickers: Hi from northern Wisconsin!

Lori Mueller: Hello from southeast Iowa!

Lisa Millis: Hello from Kennedale, TX

Teresa Lara-Meloy: hello from oakland.

Latrenda Knighten : Hello from Baton Rouge, LA

Kyndall Brown: Greetings from the City of Angels!

Karen Wootton: Starting soon?

Gwendolyn Mravca: Hi from Springfield, VA

Ji-Yeong I: Hi all from Ames, Iowa

Steve Weimar: Hello from Swarthmore, PA

Judith Quander: Hi Kyndall!

Alison Hansel: Hello from Boston!

Ethan Smith: Hello from Oxford, MS

Kristen Mason: Hello from New Orleans, LA!

Erin Igo: Hi Steve

Shelly Thomas: Hello from De Pere, Wisconsin

Kimberly Charlton: Hello from Southern California

Cherri Gerber: Hi from Kelowna, BC

Jennifer Greene: Hi Alison!

Steve Weimar: HI Erin

Catherine M. Miller: Greeting from Cedar Falls, Iowa

Andrea Ogden: Greetings from Falls Church, Virginia in Fairfax County

Sandra Fritz: Hi from Denver

Steven Skolfield: Hey Erin!

Erin Igo: Hi Steve!

Steve Weimar: HI Kyndall

Amy Nelson: Hello from Sin City, Las Vegas! Amy here.

Colleen Wheeler: Hi

Randolph Philipp: Hello from SDSU, here in San Diego.

Carmen Thomas-Browne: Greetngs from Pittsburgh, PA

Steve Weimar: HI Dave and Matt

Brian Lawler: OK hosts - no pressure to be awesome! Look at this tsar-studded list of awesome teachers!

Jen Bamesberger: Hello from San Francisco

Joseph Espinosa: Hi Kyndall!

Asia Lyons: Hello from Denver!

Shelby Royer: Hello from Ames!

Kyndall Brown: Hi Steve!

Tiffany Young: Tiffany Young from FCPS- Falls Church, Virginia!

Matthew Larson: Hi Steve!

Kristin Arterbury: Kristin Arterbury from Waco Texas

Kyndall Brown: Hi Joseph!

Rebekah Elliott: Hi from the west coast

Christine Andrews-Larson: Hi from Florida State University - Christy, Cihan, Mark, and Muhammad!

Susana Davidenko: Hi all

Jeffrey Glenn: Hello from Detroit

Brea Ratliff: Hello from Dallas

Regina Kilday: Great to be hear from Rhode Island! Excited about this work!

Jennifer Yacoubian: Hello Pamela Parella!

Kate Abell: Hi all

Rachelle Farmer: Hi from Fairfax! FCPS

Debbie Narang: Hi from Alaska!

Kelly Ward: Hello--from deep East Texas

Michael Lanstrum: Cuyahoga Community College in Cleveland

Shont^v@ Carter-Fleming : Hello from Bronx, NY

Rachelle Farmer: Fairfax, Virginia

Lynsey Gibbons: Hi from Boston

Jeffrey Glenn: is anyone having a flashing screen after signing in? It cuts out and comes back quickly

Shelia Jackson: Hello from Romoland, CA

Ken Krehbiel: Hello

Karen Wootton: No screen issues but no sound from John.

Annick Rougee: Hello from Michigan!

Rachelle Haroldson: Hello from Minneapolis!

Steve Weimar: Hi Ken!

Kristin Arterbury: No flashing screen issues

Lauren Persky: hello from Tacoma WA

Jasmine Ma: Hi Lynsey!

Connie Schrock: Hi John

Aqila Malpass: Hello from Alabama

david peabody: Hi from Seattle, WA/1

Matthew Larson: Hi Ken, glad you can join us

Jeffrey Glenn: im good. I reset the window

Colleen Wheeler: HI from Jefferson Ohio

Dr. Linda M. Fulmore: Greetings from AZ

Michael Wilkins: Michael Wilkins, Cuyahoga Community College (Metro)

Marrielle Myers: Good evening from Atlanta, GA!

Kyndall Brown: Hi Linda!

GLORIA BROWNBROOKS: Hello Linda!

Kyndall Brown: Hi Gloria!

GLORIA BROWNBROOKS: Hi Kyndall

david peabody: What was the hashtag again?

Matthew Larson: #mathequity

Joan Easterday: Good day from Santa Rosa CA

Steve Weimar: #mathequity

Bob McDonald: #mathequity

Keturah Witter 2: Greetings from Bellingham, WA!

GLORIA BROWNBROOKS: Hi Joan, thank you for saturday

David Barnes: #MathEquity

Keisha Albritton: Hello from Florida

Joan Easterday: Thank you Gloria. You make all the work worthwhile

Dr. Linda M. Fulmore: Hi Kyndall and Gloria!

Sandra Wildfeuer: Hi from Fairbanks, Alaska

GLORIA BROWNBROOKS: welcome Sandra

sharon johnson: Hi from New Jersey

Lakesia Dupree: Hello everyone. Greetings from Florida

Farshid Safi: Hi Lakesia! Welcome!

Matthew Larson: Farshid - I happen to be in Orlando right now!

Lakesia Dupree: Hi Farshid!

Nicole Pohle: Hi everyone from Maryland!

Brett Bernard: Hello from Minneapolis, MN

Tiffany Young: Hello Nicole! DMV!

Robin Hill: Hi all from Kentucky!

Benjamin Sinwell: Hi from South Carolina!

Kelly Watson Ivy: Hello everyone...this is Kelly in the DMV as well :)

Tiffany Young: Go Kelly! :)

Andrea Ogden: Go Kelly, Go Tiffany!

Susan Bardenhagen: Susan Bardenhagen: NCTM, NSTA, STEAM Table

Deb Rykken: Hi from Minnesota!

Rachelle Haroldson: HI Deb!!!

Deb Rykken: Hi Rachelle!

Matthew Voigt: Hello from Sunny San Diego

Comfort Akwaji-Anderson : Hello All,

Kyndall Brown: Hi Comfort!

Rachelle Haroldson: Hi Comfort!!!

Keisha Albritton: Hi Comfort

Matthew Larson: Hi Comfort!

Deb Rykken: Hi Comfort!

Asia Lyons: I can't hear anything!

Kristin: Asia, try running the audio wizard

Keisha Albritton: Hi Matthew

GLORIA BROWNBROOKS: Hi Comfort

Matthew Larson: Hi Keisha

Comfort Akwaji-Anderson : Hello Gloria:)

Brian Lawler: OK - someone ask a question to provoke some discussion in this Chat forum

Comfort Akwaji-Anderson : Hello Matt!

Emma Groetzinger: Hello from Stanford

Nicole Pohle: Is there a way to get a copy of the slides for this?

Andrea Ogden: I'll be blunt - what do we do with teachers that are unqualified?

Comfort Akwaji-Anderson : Hey Kyndall!

Alex Davis: andrea - good question.

Amy Nelson: Do you think we will get an example of a lesson plan that we can use in our classroom, or just listen to why we need to have equity in our classroom?

Kyndall Brown: Hwo do you define unqualified?

Brian Lawler: Here is an attempt: Might the "mathematics" to be taught need to be redefined to achieve Dr. White's goal, riourous, rich, and relevant?

Susana Davidenko: Hi Gloria ..

GLORIA BROWNBROOKS: Hi Susana!

Brian Lawler: Andrea - I thnik we need to view our entire commuity as learners. None of us are awesome teachers

Marrielle Myers: I like rich, rigourous and relevant @Brian Lawlwer

Sendhil Revuluri: I am curious what has worked to raise awareness and build coalitions with those who may NOT already be "on the same page" ,Äi whether parents, administrators, policymakers, or fellow math educators.

Brian Lawler: Ms. Amy Nelson - there are some nice resources available--check RadicalMath.org

Amy Nelson: Thanks Brian!

Charles Silber: Have the Jump\$tart surveys on financilal liiteracy education, which show a wide gap in financial literacy education between white students and Black and Hispanic students been used to promote equity in mathematics education.

Jennifer ONeill: Brian- Mathematics must move away from the traditional model of drill and practice for it to be rich, rigorous, and relevant

Judith Quander: I always feel so empowered in sessions like these but then when I interact with others : parents, neighbors, t local politicians , etc. I they won't even acknowledge that there is a problem. I feel like this election has been a major step backwards...

Sendhil Revuluri: One common response is "Race isn't relevant to mathematics. The content is obviously the same no matter the students' race or background." What is the best way to respond ,Ãi not just through rational arguments and facts, but also through stories and emotion?

GLORIA BROWNBROOKS: Way to go Kinch!

Marrielle Myers: I think there should be a specific focus on mathematics and social justice at the K-5 level. Materials and research in that area are emerging, but more work is needed. Sometimes I think this grade band gets left out.

Rosa Serratore: Hi and yes you go, Kinch

Michelle McKnight: Marrielle I agree

Scott Sirota: Sendhil - the introduction to the book "Rethinking Mathematics" has a great line about "Math is not neutral"

Sylvia Celedon-Pattichis: Yes, there are several lesson plans on teaching mathematics for social justice through Rethinking Mathematics.

Brian Lawler: Jennifer O'Neil -- I am thinking of not just instruction/pedagogy, but maybe different mathematics. For example, we focus exclusively on teaching a Eurocentric mathematics at present

Kate Abell: K-5 can focus on the question: is this fair?

Gwendolyn Mravca: How do you deal with equity when your state laws require "gifted" education? I find this label so damaging and it is upsetting Virginia still uses this antiquated view.

Kyndall Brown: Sendhil, we need to promote the idea that mathematics is a cultural activity and is interpreted throguh cultural elnses.

Kyndall Brown: lenses

GLORIA BROWNBROOKS: Hello Sylvia C P

Andrea Ogden: *CLAPS* YES Gwendolyn

Sylvia Celedon-Pattichis: Hi Gloria...

Brian Lawler: Sendhil - you nailed it. My experience relies on stories, emotion, and personal connection

Sendhil Revuluri: I totally agree; no need to persuade me. But I have still struggled to get others to join in.

Alison Hansel: Marrielle, I agree. Do you have some sources for K-5 level materials connecting mathematics and social justice?

Chelsea Coleburn: Is there supposed to be talking?

Rosa Serratore: getting the stats modules you helped put together, Kyndall, can support the promotion of math ideas as a cultural activity

Andrea Ogden: How can we spread the word of the likes of Pedro Noguera, in that including all students into the equation is not negative for high achieving students?

Shont Carter-Fleming : This is powerful, I can see introducing this new way of thinking about mathematics (through the lens of equity and social justice); closing the achievement gap even faster and more meaningfully

Matthew Larson: We aren't hearing Marilyn

Gia Moreno: what happened to the sound?

Brian Lawler: Gwendolyn - subvert: redefine what "gifted" means so that every kid has some gift. Then put them all in the gifted program!

Susana Davidenko: now yes

Timothy McQuade: Brian Lawler- it looks like RadicalMath.org hasn't been updated since 2007/2012... Do you know whether that's accurate, and if it is, do you know why?

Gwendolyn Mravca: I wish I could!!! I say that to the kids all the time.

Sendhil Revuluri: Andrea, thanks for articulating that ,Ä I think that is KEY (even if the concern often remains implicit)

Kate Abell: I like the example from TODOS reading Is this fair? for K-5. Many problems can be reframed this way in a way that is appropriate for young children.

Sylvia Celedon-Pattichis: Please keep in mind that talking about achievement gap tends to place the blame on our students. I agree with Alfinio Flores that we should be addressing OPPORTUNITY gaps in mathematics education.

Brian Lawler: Tim McQ -- I noticed the same recently. It seems there is a need to reach out to Jon Osler who had maintained it, to see if it can be given a new life

Gia Moreno: what does this equity look like with problem solving during math class?

Kyndall Brown: I agree Sylvia

Jeffrey Glenn: im having trouble following the mathequity group on twitter. Why don't i see a follow button when I go to that room?

Matthew Larson: Excellent point Sylvia

Kate Abell: I like opportunity gaps. I mean, I don't like them, but I like that reframing of the statement

Joseph Espinosa: Will NCTM consider providing a PD Toolkit for *The Impact of Identity of K-8 Mathematics: Rethinking Equity Based Mathematics*. In the elementary context teachers' own mathematical identity and possibly math anxiety has impact the math teaching and learning of their students.

Gwendolyn Mravca: Gia: I think we have to use more open-ended questions with multiple entry points. Look at some of the tools on Jo Boaler's site, youcubed.org

David Barnes: <http://www.nctm.org/about>

Charles Silber: Great article on social justice *Interdisciplinary Connections: Teaching Mathematics for Social Justice and Financial Literacy* Madalina Tanase, PhD Foundations and Secondary Education University of North Florida madalina.tanase@unf.edu Thomas A. Lucey College of Education Illinois State University tlucey@ilstu.edu

GLORIA BROWNBROOKS: Opportunity must be provided

Sendhil Revuluri: One of the effective things that we've done for parents) (of both K, 8 and HS students) is to involve and include them in working rich, groupworthy tasks. I think I often forget how tenuous and old and unpleasant are many parents' memories of their own mathematics learning

Gia Moreno: thanks Gwendolyn

Timothy McQuade: Brian- thanks. I'll check out what's currently there anyway

Brian Lawler: Sendhil -- I am thinking that NCTM needs to help publicize research that shows the process of school and/or district transformation. We know how difficult such change is; but some districts are hammering away at these huge changes in mathematics and schooling cultures

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Sarah Radke: Happy to see identity explicitly included!

Bryan Meyer: Glad to hear about the broadening of equity definition for NCTM

Debasmita Basu: My focus is if we implement social issues through our math curriculum, would there be any awareness in the students? I feel it also takes a lot of courage for the teachers to bring such discussion in the classroom

Sandra Fritz: Gia - Rethinking Schools wrote a great article called The Problem with Story Problems in their summer 2016 issue.

Sendhil Revuluri: The distinction of achievement vs. opportunity gap is really important, but I think many fixed mindset / talent myth concepts of math specifically make that harder to get across. I find that using analogies from other domains (as Matt has with sports or music) can help get through this immediate resistance

Kyndall Brown: Who me?

Benjamin Sinwell: I am currently having my students work on a task with census data (and data on religion from the pew institutes) to investigate something they are interested in and to represent their data in different ways (including using similar figures). They are also looking up additional information about culture.

Joan Easterday: Go Kyndall!

Scott Sirota: So much of the focus on equity and social justice is about access. Does anyone have any ideas about how to get upper middle class white students to care more about the rest of society?

David Barnes: @Kyndall - Yes You!

M. Alejandra Sorto: Go Innov8 2017 and 2018!!

Gia Moreno: ,ÄπCan we create a curriculum that accesses equity, social justice, and the current curriclum?

Sendhil Revuluri: Brian, so true! And all over the country as well. For the audiences we're targeting, I'd go beyond research to stories and to videos. (There's a tension here with the usual IRB confidentiality, but there must be a way around it,Ä¶)

Gwendolyn Mravca: Scott: I think we need to start exchange and pen pal programs within our own country.

GLORIA BROWNBROOKS: Kyndall, Kydall, Kyndall!!!

Gia Moreno: I'm thinking about my Trig classes

Tawana Stiff: As history tells us, the prison system was designed to disenfranchise particular individuals. When the statement "Pipeline to Prison" arises, it is of no surprise that school system "legally" operates within the confines of a racial caste system. Students of color are over-represented in the disciplinary referral data; and yet, under-represented in the "advanced" math courses. The system in place implicitly and fallaciously suggests that students of color are innately less intelligent than their white counterparts. When we dig deep and explore how the self-fulfilling prophecy is applicable to the students who become stigmatized by their recurring placement in the "lower" math track...one cannot help but say "Shame on all of us" for not disrupting this inequitable practice much sooner. Are many other districts noticing

disproportionate trends in student placement? If so, what steps have your districts taken to rectify this damaging practice?

Judith Quander: Hi Alejandra!

Sandra Fritz: Scott: I don't think it is just an issue of access. I think it is an issue of power - or lack thereof.

Veronica Ayala: Roadblock: denying the problem

M. Alejandra Sorto: Hi Judith!!

Rebecca Rousseau: Many groups are using Google hangouts to have virtual pen pals. Mystery hangouts and other groups are a great way to connect with other students and student groups.

Emma Groetzinger: SR: Making time and space for teachers to engage in these conversations

Judith Quander: Yes Veronica! Unwillingness to admit it.

Karen Wootton: Roadblocks: People live in a bubble.

Scott Sirota: Gwendolyn - that would be awesome.

GLORIA BROWNBROOKS: Hi M. Alejandra

Marla Baber: SR: roadblock in my district is thinking all student have the same needs and not allowing each student to be meet at the place they are coming from.

Kyndall Brown: SR-many teachers feel that ghey are bing called rcists when youi start to raise issues of access and equity.

Andrea Ogden: Bryan - our county has an Advanced Advanced Academics program that removes the "gifted" learners (traditional definition) from our gen ed classrooms. This is a pervasive issue towards providing equity and access for other learners.

Judith Quander: I agree Karen!

M. Alejandra Sorto: Space and time

Keisha Albritton: I am not sure that all of the stakeholders are aware that there is a significant issue that needs to be addressed. Of those that are aware, I am not sure that many know how to address the issue adequately.

Comfort Akwaji-Anderson : Some of the challenges include fix mind sets

Kelly Watson Ivy: Will this power point be available to us after the webinar?

Scott Sirota: Sandra - I agree that it is an issue of power. How do we get the kids who have power to recognize it through the lens of mathematics?

Brian Lawler: A possible answer to Marilyn's question -- instead of focusing on equity, what has become a slogan system (i.e. losing meaning, to begin focusing on inequity -- toward understanding why the system produces inequitable results, and how changes might reduce inequity

Sendhil Revuluri: Scott, that's a really important point. I actually have hope for the students. I've been consistently discouraged by their parents : (

Regina Kilday: SR I think that one of the biggest roadblocks is the lack of recognition of the issue or the blame game - if it is seen as a problem ,it is seen as someone else's fault or problems.

Anna Thompson: Keisha, good point.

Laura Leigh Rampey: SR - I teach in a school where the majority of students are privileged. I need to come from the opposite perspective: how do I get these kids to challenge their assumptions in away that is supportive and doesn't shut them down?

M. Alejandra Sorto: Hello Julia!!

Gwendolyn Mravca: SR: Cultural competence training for district personnel done in an intelligent way, from a historical perspective that addresses the racist housing practices of our federal government. We did one in Arlington, VA that was year-long and REALLY valuable.

Andrea Ogden: @Comfort - I agree; fixed mindset has a lot to do with it

Jerra Wood: Roadblock: A lack of knowledge of other cultures

Sendhil Revuluri: Kyndall, so true. I think we are collectively SO BAD at having race conversations. (Do you know Derald Wing Sue's work?)

Andrea Ogden: Gwendolyn, we need to get together! Tiffany and I are in Falls Church

Joseph Espinosa: I think understanding our own identity including race and our math journey is important in terms of examining our positionality with respect to our students and can begin the process of teaching with equitable based practices in mind. It is hard to develop students mathematical identities without an understanding of our own.

Tiffany Young: Gwendolyn- Arlington has done great work with cultural competence.

Gwendolyn Mravca: Totally, Andrea!! and Tiffany!

Brian Lawler: YES Tawana

Timothy McQuade: SR- How do teachers take time to make meaningful math connections to history, literature, etc when high-stakes testing is still the ultimate goal?

Sendhil Revuluri: SR: I've worked with quite a few teachers who teach in tracked high schools (which are also de facto segregated by track). They make sense of their different classes' different achievement levels in ways that make fixed assumptions and reinforce opportunity gaps : (

Rebecca Rousseau: Great point Joseph!

Kyndall Brown: Sendhil-no I am nto familiar with the work you reference

Trevor Warburton: Roadblock: Mathematics as taught in schools and the school system have developed in the interests of White culture. They help to support and maintain the dominance of White culture.

William Day: SR more teachers need to see equity as a matter that requires concerted effort on their part, and not jst a given obstacle for their practice

Sandra Fritz: Scott: I think we need to start addressing those issues of power through our instruction. The Rethinking Schools article I mentioned is just one place to start.

Marla Baber: I constantly find my students of color responding from a negative space expecting what I am going to say is going to be punitive, it takes many positives to change that reaction and move them to a positive space.

Gia Moreno: Maria, I agree with this. I think this is part of the problem in our math education. I also find that we are not thinking about where our students are GOING either.

Judith Quander: Did Julia say that this was already out?

Joseph Espinosa: Can someone provide the links for the Rethinking Schools article reference several times in this thread?

Trevor Warburton: We need to address the Whiteness that is embedded in mathematics education.

Kyndall Brown: Judith, yes, it is on line at the TODOS website

Judith Quander: Thanks!

Estelle Lockhart: Yes, Trevor!!!

Timothy McQuade: Trevor- can you give an example of the Whiteness in math ed?

Rosa Serratore: It's whiteness in all around education

Kate Abell: SR K-4 help students develop competence with tools to analyze their world. Less about using application to understand the inequities of the world, and the action to change this.

Kyndall Brown: Sendhil-this is the issue you were raising earlier.

Dr. Linda M. Fulmore: The work begins with the adults before that can begin the work with students.

Marla Baber: Math is power for those who are disenfranchised.

Gia Moreno: There is a curriculum out there call Rethinking Math, Teaching math through social justice. Unfortunately, this doesn't follow the traditional math curriculum of Geometry, Trig, Pre-Calc, and Calc in the high schools. It is very statistics based so it would be great for an elective or a statistics class but...

Manju Connolly: MathEd Through Social Justice: http://www.todos-math.org/assets/docs2016/2016Enews/3.pospaper16_wtodos_8pp.pdf

Bob McDonald: Teem 7 from TODOS http://www.todos-math.org/assets/documents/TEEM/teem7_finall1.pdf

Monica Tienda: Thanks

Andrea Ogden: We need to focus on mathematics for females, too.

Rebecca Rousseau: Thanks for the article link!

Tiffany Young: Andrea- YES!!!

Kimberly Morrow-Leong: Agreed, Andrea!

Tawana Stiff: ".challenge inequities with creative acts of insubordination" - - does this mean basing my pacing off of my students' needs in lieu of basing it off of the pacing guide.

Sendhil Revuluri: Julia, Danny, and Karen led a powerful activity for us around their book on identities.

Judith Quander: Can #mathequity include undergraduate mathematics, too? Sigh....

Kyndall Brown: Mathematics is a cultural activity!

Rebecca Rousseau: The WME is a whole organization dedicated to women in mathematics

Patricia Campbell: Rethinking Schools has a number of publications. Go to: <http://www.rethinkingschools.org/publication/index.shtml>

Gwendolyn Mravca: Andrea!! Thank you, very true!

Brian Lawler: I.e. mathematics is authored by each child

Gia Moreno: Agreed. But how do we rewrite the narrative?

Trevor Warburton: The idea as being discussed right now that math is culture free. This is way to hide the cultural factors around the history and development of school mathematics. The prioritization of abstraction, neutrality, the kinds of questions that mathematics tend to focus on reflect a White perspective on the world.

Marla Baber: We need to allow our students to use socially appropriate data to look at in learning mathematics, have them find data that is meaningful to their life

Kate Abell: Yes. Is this fair?

Brian Lawler: Gia - NCTM has the power to change the narrative

Joseph Espinosa: <http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/270/169>

Susana Davidenko: Nicelly written Trevor!

Benjamin Sinwell: Maria. Exactly. And connect that data to our standards,,,to the mathematics content.

Trevor Warburton: Skovsmose talks about mathematics as a discourse and the process of modeling forces a focus on certain aspects of a question to the exclusion of others. Often this means that the human aspects of a question are left out because mathematical modeling does not include a good way to include them.

Rebecca Rousseau: We also need to emphasize the other culture groups responsible for the development of mathematics. Highlight the cultural veins of mathematics.

GLORIA BROWNBROOKS: we people were introduced to this county that could not read or write well, they learned to count money and take care of business and advance sociLLY

Marla Baber: It takes time, but it can be done

Kyndall Brown: Yes Rebecca. Algebra and Algorithm are derived from the rabic language

Trevor Warburton: Yes Rebecca! This is important. We need to address history in mathematics generally, but must include the contributions of multiple cultures. Including those whose contributions have been erased.

Kyndall Brown: Arabic

Brian Lawler: Trevor -- and to ensure the White Supremist power structures remain in place

Trevor Warburton: Loves this quote. We need to bring humanity back into mathematics.

Trevor Warburton: I also like Gutierrez

Trevor Warburton: quote that math needs people as much as people need math.

William Day: What does humanized mathematics llok like in a classroom?

Nicole Louie: Yes, I have been thinking about this a lot in relation to community

GLORIA BROWNBROOKS: when people were introduced to this country they used mathemaics to become part of the mainstream/ business/ banking, etc

Sendhil Revuluri: On a separate note, I am SO EXCITED for "Hidden Figures" to come out on 12/25,Ä¶ <http://www.foxmovies.com/movies/hidden-figures>

Tiffany Young: To change the narrative we also have to consider the images we see and use in mathematics and the world

Kyndall Brown: William, it means respectign the mathematical understandings that students bring to the learning environment

Sandra Fritz: Trevor: Agreed. If you are involved in mathematics education and you don't know who Rochelle Gutierrez is, look her up, watch a video of her presenting, read something she has written.

Trevor Warburton: Humanized mathematics means in part that the humans in the classroom are more imporant than the mathematics itself. The mathematics should be meaningful to them. They should be able to make contributions to the mathematics going on in the classroom and use mathematics to answer questions that are meaningful to them.

Nicole Louie: William, I think it also means upending expectations about who is mathematically smart, what is mathematically smart

Brian Lawler: WIlliam - I can imagine a humanized maths in the classroom focuses solely on the mathematical ideas children (invent) (contribute) and has no authoritarian demand for knowing in a particular way

Karen Wootton: All of education should be HUMANIZING! Not jsut math.

M. Alejandra Sorto: The articles give me tools to organize seminars around the topic

Andrea Ogden: Well said, Trevor.

Sylvia Celedon-Pattichis: The issue provides concrete examples of what teachers can do in the classroom, schools, and communities.

Kimberly Morrow-Leong: Teaching humans and then teaching mathematics

Brian Lawler: Trevor - YES

Sendhil Revuluri: So many ideas in good student-centered math instruction ,Ä¶ shifting the locus of authority, treating status, emphasizing feedback over evaluation, etc. ,Ä¶ will help with humanizing and with equity. But there are contextual structures that will limit our progress unless we work beyond the classroom as well.

Christine Andrews-Larson: is there a way to download this chat?

Emma Groetzinger: FR: So excited to read some of the articles with the mathematics critical pedagogy and social justice group of pre-service math teachers that I am working with!

M. Alejandra Sorto: Also it helps me to advocate for formal courses for graduate students in math education in my department (mathematics)

Gwendolyn Mravca: Brian: Yes, and the adult is not the all-knowing imparter of knowledge.

Alex Davis: making mathematics meaningful and respecting the narratives that each student brings into the room is humanizing the teaching of mathematics

Susan Bardenhagen: Share strategies that integrate Science & Math, Civics/Economics & Math....I'm into STEAM

Tiffany Young: We also have to go beyond just using ethnic names for word problems and thinking that is enough

Kyndall Brown: I think that teh TEEM 7 articles can be used as conervation starters to raise issues of access and equity.

Sandy Portillo-Robins: I came late - where do we get the aformentioned article?

Marla Baber: I think so many educators get caught in the need to teach from a text and need to relieve there is so many ways to teach a standard. Looking at humanizing the mathematics can start in little and bits.

Manju Connolly: Bob McDonald: Teem 7 from TODOS http://www.todos-math.org/assets/documents/TEEM/teem7_finall.pdf

Brian Lawler: Agreed Sendhil - that is an interesting question: what what changes to formatting structures in Maths Ed need to change

Emma Groetzinger: our format is to read an article together or two and then workshop a lesson idea of one of the teacher-participants, trying to think deeply about how to make the lesson live up to social justice goals

Virginia Lagos: Empowring students to share their thinking and how they relate to the mathematics

GLORIA BROWNBROOKS: yes

Cecil Morris: Yes

Andrea Ogden: I think this means finding commonalities between ourselves as educators and helping students to find commonalities amongst themselves.

Tiffany Young: Andrea----YES!!!!!!

Sendhil Revuluri: Keep up the good fight, Alejandra! (Hi from PCMI BTW!) We've happened upon some great stuff getting math doctoral students involved as instructors for grade 5,Ä12 students in the Math Circles of Chicago ,Äî-task me for more!

Sandy Portillo-Robins: Thank you Manju

Kwame Anthony Scott: When you begin to examine the results of the level of academic response that children of African Descent, how did the lack of humanizing cause the low level of achievement?

Manju Connolly: No problem! Thanks Bob McDonald

Kate Abell: TEEM FR I think the question Is This Fair? cannot be overstated. It connects the very notion of each real number's unique place on the number line (abstract) with the content of the position on the number line and if the values are equivalent

Sendhil Revuluri: You can get the Culture Wheel as a PDF at http://www.napequity.org/nape-content/uploads/NAPE_CultureWheel_WEB_watermark1.pdf

Kyndall Brown: Kwame, How are you defining achievement?

Trevor Warburton: While student-centered teaching is a step forward often it still prioritizes mathematics over people. Part of the difficulty is reimagining mathematics in a form that is separate from the symbols and language we use in schools.

Tawana Stiff: Well, as a middle school teacher...I notice that many students believe equal treatment = fair treatment. Many times, students do not consider that the varying needs of individual students may dictate their experiences within the classroom. Providing opportunities for students to acknowledge that equitable practices are based on all students having a fair playing field to be successful. Yet, the playing field may be formed on varying terrains that are based on student needs.

Regina Kilday: NAPE is a great resource to support this work through professional development.

Brian Lawler: thx Sendhil

David Barnes: We will archive and share the chat as well! Great discussions and sharing

Regina Kilday: The NAPE PD was very thought provoking !

Anna Thompson: Blind Spot book relates to wheel.

Kwame Anthony Scott: I don't know if my definition coincides with the results that are displayed in every media resource. But what our children are learning is not or has not been useful in dealing with the conditions that people of African descent are judged by.

Sandra Cover: Where do you go for data that is socially related to use for teaching linear or quadratic or inequalities?

Charisse Berner: NAPE Wheel link was broken (from previous slide)

Marla Baber: Using proficiency based grading has really helped my students feel they can do mathematics. The issues at home that make doing homework. This has changed the mathematical self-esteem for my students of color and helped them feel it is possible to succeed in math. They feel they are a valued member on the class. The message that they can do it and are receiving a passing grade because they can do the work, not jump through the hoops.

Manju Connolly: NAPE Wheel http://www.napequity.org/nape-content/uploads/NAPE_CultureWheel_WEB_watermark1.pdf

Kimberly Morrow-Leong: I picked up the Culture Wheel in a search in the NAPE site.

Kyndall Brown: Kwame-Agreed. How do we begin to define the mathematics that A-A students need to survive and be successful/ Is that different than what other students need?

Trevor Warburton: Sandra there is a lot of data that breaks down different information by race or gender, etc. These can be used to discuss historical inequities. Census bureau.

Sandra Cover: Thanks Trevor.

GLORIA BROWNBROOKS: Kwame, Grandmothers may not have been able to read, but were able to sustain family finances, another story line altogether

Judith Quander: Sandra -- I am looking for similar data. You might search through Mathematics Teacher because there are some good ideas there

Trevor Warburton: some of it is approximately linear and i've used it with lines of best fit and systems of equations.

Sendhil Revuluri: One lever to get people not already "on board" to pull together is metrics and accountability structures. While my hopes for Federal changes are pretty bleak right now, perhaps we can leverage ESSA in our individual states. When schools/districts are monitored on their effectiveness in being inclusive, humanizing, equal-opportunity, etc. then some surprising allies can emerge.

Kyndall Brown: Gloria-those are the types of things we need to bring to the forefront What is the community based mathematical knowledge that helped us survive and strive as a people?

Farshid Safi: Role of context in learning/doing math is undeniable! Critical role of the Social Context must also be undeniable!

GLORIA BROWNBROOKS: Agreed

Sendhil Revuluri: Marla, great point on #SBG (aka #SBAR) being empowering for students and (sometimes) within our sphere of control.

Kwame Anthony Scott: Yes, each ethnic group has problems that are alike and unlike. The education that each receive should have some direction towards those issues. Education is learning about yourself and the issues that make

you unique. The content has to be towards the context of that group. We tend to make mathematic for its own sake, instead of how can it be used to help critically think about the various areas where A A people are held back, down, disenfranchised.

Shelly Jones: Great point Gloria about grandmothers. Agree.

Trevor Warburton: community based mathematical knowledge is an excellent and mostly untapped resource. This again reflects the problem with how we have defined and framed mathematics as most of these community resources likely do not think of themselves as mathematical because what they do doesn't look like the math in school.

Benjamin Sinwell: Sandra Cover. Excellent question. It is hard to find resources for this (though there are some) and it is even harder to find ways this to connect with the math we teach. Why are we teaching the math we teach? For whom are we teaching it?

Kyndall Brown: Great point Kwame!

GLORIA BROWNBROOKS: Kwame, I agree as well

Christine Rowe Quinn: yes Marla!

Annie Forest: Thank you for saying "building on students' strengths." So important to focus on this and not just on "gaps."

Keisha Albritton: Good point Benjamin. I think sometimes we presume that teachers are proficient in identifying and utilizing resources that apply context to content in a culturally relevant manner.

Trevor Warburton: Agree with Kwame, this is also an example of the Whiteness of mathematics that I mentioned earlier.

Sandra Cover: I really want students to explore data that is messy; look for reasonable lines that are close to fit and describe the problem in light of social justice.

Andrea Ogden: What I struggle with is finding ways to include parents and the community in the narrative. I am working so hard to reach teachers and students that parent/community outreach often goes on the backburner.

Rebecca Rousseau: What a great point: blur the lines between "school" math and "outside world" math

Kyndall Brown: Megan Franke gave a presentation yesterday at CMC-North conference focused on moving away from "mastery" toward partial understandings.

marna herrity: Everyone should connect with Radical Math and attend their Math and Social Justice conferences.

Trevor Warburton: Kyndall that sounds interesting can you tell us more about that.

Sendhil Revuluri: <https://www.gapminder.org/>

Kate Abell: I love this phrase "in our community". Math can't happen without a community.

Tawana Stiff: Trevor, I agree. As educators, we must make a diligent effort to decrease the number of people who grow up believing they are "not a math person." Math is everywhere!

Sendhil Revuluri: Two good sites for ,Áequity-promoting data,À are <https://tuvalabs.com/k12/> and <https://www.gapminder.org/>

Brian Lawler: The foundational issue in math ed that i repeatedly run up against are teacher beliefs that view children as incomplete, deficit, not fully human. How to shift a district's "culture" about belief in their brown& black children is the real work. Policy and structure is necessary toward this change, but insufficient. As Rochelle Gutierrez says, this is not a problem with a technical solution.

Tiffany Young: The great thing about the work we do is that we can do the work in schools with children. All- you have so much power! Let's use this collective power and unifying spirit to change the narrative each day. Let's be deliberate about our actions though.

Kate Abell: We are entering a period of Macro-aggressions that we will also have to combat.

Trevor Warburton: Thanks Kate. Schools must be connected to the communities they represent. As teachers we tend to gravitate to the students who are "like" us.

Sendhil Revuluri: To Andrea Ogden's question ,Ái this makes me think about a deeper (vs. broader) approach, as Rico Gutstein took with students at SoJo HS in Chicago

Marla Baber: I find with my students if I start with the big idea and then fill in the pieces that they need to know as I go though the big idea allows my kids to not feel they are at a dificit and that they have a gap in learning.

Timothy McQuade: Kate- why do you think math can't happen without a community? Serious question... trying to undertand what you're getting at.

Trevor Warburton: Thanks Brian, a great point. We need a human solution, not a technical solution.

Kwame Anthony Scott: I still have a question about Social justice, --who is the driver, social injustice or the math curriculum?

Brian Lawler: Emma - Mathography? wha????

Emma Groetzinger: I know right?

Susan Bardenhagen: I use NAPE materials with a STEAM Careers Gender Equity conference for over 10 years. Pleasantly surprised to see connection to this topic. It just makes sense!

Sendhil Revuluri: Trevor, this is too true. Tiffany, thanks for the injection of hope! Too easy for me to get down these days.

Marla Baber: mathography is your autobiography of math experiences

GLORIA BROWNBROOKS: I think she said mathematics biography?

Andrea Ogden: Good question Kwame.

David Barnes: yes, mathematics autobiography

Kyndall Brown: Brian-Megan Franke's presentation yesterday addresses your issue. Math Ed. feels as if students have "master" a topic before they can advance to the next topic. e.g "students have to master fractions before they can do algebra" Franke argues that we need to look at student's partial understandings and determine how they can be leveraged to teach the mathematics you want them to learn.

Marla Baber: I have my students do one for me at the start of the year and I tell them I am the only eyes to see it. It helps me know my kids and what they need. I ask for them to tell me what I need to do to help them learn in my class

Emma Groetzinger: Marla - what age are your students?

Andrea Ogden: @Sendhil never heard of SoJo HS. Is that bad?

Kate Abell: Trevor Yay Standing Rock for today

Marla Baber: I plan to really watch my micro-messages

Trevor Warburton: Agreed Kate! I hope it sticks. I think there is still work to do.

Marla Baber: I have done this with middle school and high school.

Brian Lawler: Kwame - interesting framing. For me, the "mathematics" is fundamentally the first problem. Math works to structure the inequities of society - a society design to keep white elite in power. Yet for certain, I see one purpose of math ed is to continue children's fundamental drive for fairness, justice

Tiffany Young: We spend a lot of time talking to each other. We also should talk to students about the inequities they experience and talking to families.

Melissa Straughan: Our school has adopted the following vision: "To create a mathematically powerful classroom that provides all students access and opportunity to wrestle with, make sense of, and communicate about important mathematics." - Harold Asturias

Sandra Cover: Thank you Sendhil Revuluri. I am making a doc with links!

Kimberly Morrow-Leong: Kyndall, I think the focus on student thinking will be part of our most productive future. I am intrigued by the idea.

Sandra Cover: https://docs.google.com/a/lakeviewspartans.org/document/d/1fVxh42f9CAr2id0h1Dg9_1aW91YHz-GXnTlOExrljSo/edit?usp=sharing

Thomas Stricklin: MARLA

Trevor Warburton: Not at all Sendhill. I've kind of ignored the presenters : (

Kimberly Charlton: Sendhil, I'm a digital native and it's hard to follow it all!

Andrea Ogden: Did we address poverty at all?

Sendhil Revuluri: So glad there will be more webinars! Will they all be at the same time? Want to put them on my calendar now!

Benjamin Sinwell: Thank you everyone.

Marla Baber: I'm at Franklin contact me at mathdivamarla@gmail.com

GLORIA BROWNBROOKS: Thank You

Rebecca Rousseau: Thank you.

Colleen Wheeler: thanks

M. Alejandra Sorto: Looking forward to the next webinars!

marna herrity: thank you!

Thomas Stricklin: Awesome, we are in Salem.

Carla Werder: Thanks from NZ!

M.E. Matthews: Thank you all!!

Trevor Warburton: Sandra thanks for putting that together.

Lauren Persky: where will the slides be posted

Keisha Albritton: Sandra - this document won't open without permission

Trevor Warburton: Thanks all.

Mary Dooms: Thanls everyone

Carol Edwards: Thank you!

Kyndall Brown: Thank you everyone!

Karen Wootton: Thanks for putting this together!

Andrea Ogden: Kimberly - hey girl!

Kimberly Charlton: Thank you!

Shelly Jones: Thank you all

Joseph Espinosa: Thanks Ya'll

Regina Kilday: Looking forward to delving deeper on specific subjects in future webinars. Thanks to all for this ongoing work!

Marla Baber: thank you I am feeling empowered after this webinar!

Bob McDonald: Sandra - do we need permission ? to access the doc

Sylvia Celedon-Pattichis: THANKS to all speakers and participants!

Stacey Snyder: Thank you!

Sendhil Revuluri: I hope the slides ,Ä†and even more, the CHAT transcript ,Ä† will be available! We need these spaces.

Kelly Watson Ivy: Can we have access to the power point? To reference in the future... #phdstudentasking

John: Slides will be posted at www.tinyurl.com/EQSJMath

Susana Davidenko: Thanks everyone for the presentation AND the juicy chat comments!

Kelly Watson Ivy: THANK YOU!!

Alex Davis: thank you all in the chat room and for all the references...hopefully we can all find a way to connect with our resources to share in a central place

Kimberly Morrow-Leong: Hey, Andrea!

Andrea Ogden: THAT IS HUGE.

Greta Robertson: Thanks Everyone!

Lillian Cerqueira: Thank you from NJ!

Margaret Walker: Thank you NCSM, TODOS, NCTM, and AMTE.

Suyi Chuang: Thank you, everyone! Let's please keep these conversations/learning going.

Susana Davidenko: Could we get the chat comments too?

Gale Russell: Thank you!

Sandra Cover: I will give access, but that will take a while.

Andrea Ogden: I would love to pass that message along to coworkers and it's a good reminder for myself.

Regina Kilday: I'm also looking forward to being able to read this transcript more thoroughly!

Kyndall Brown: Outstanding Book!

Kimberly Morrow-Leong: Dave said he'd send out the chat transcript.

Trevor Warburton: Sandra probably just got several hundred requests for access.

Brian Lawler: Gale - could you imagine a nonhierarchal view on ways of knowing mathematics? Oh how wonderful. I believe Sherry Turkle and Seymour Papert proposed something similar - heterarchal view of mathematical knowledge

Annie Forest: "Don't use deficit language to describe students." Yessss!

Sendhil Revuluri: John, right now that TinyURL goes to a single PDF. But will look forward to the slides!

Kate Abell: Thanks. Want to connect with other K-5 teachers who want to think about how to prepare students K-5 to deconstruct the official narrative when they come of age

Sandra Fritz: Can someone type in the name of that book

Susana Davidenko: Great webinar!!

Connie Schrock: It will be nice to take the time to read all the valuable conversations.

Brian Lawler: everyone post your twitterhandle!

Brian Lawler: I am @blaw0013

Tiffany Young: Thank you to all. Go change the world and give them the best year ever!

Susan Bardenhagen: I'm optimistic because equity is important in all subject areas! This is a conversation that can include ALL teachers!

Trevor Warburton: @twarburton80

Kimberly Morrow-Leong: kmorrowleong

Bryan Meyer: @doingmath

Nicole Pohle: Thanks so much! Is there anyway I could grab a copy of the slides and transcripts!

Gale Russell: Brian -- I definitely can!

Cecil Morris: Thank you, all - very informative session!

Joseph Espinosa: @jaespi02

Anne Agostinelli: @anneagost

Monica Tienda: @matienda

Manju Connolly: Looks like the book is here <http://www.infoagepub.com/products/Cases-for-Mathematics-Teacher-Educators>

Kimberly Charlton: @mrskcharlton

M. Alejandra Sorto: @sortomar

Sendhil Revuluri: I'm at @revuluri on Twitter

Latonya Simpson: I'm excited about the vision and a realistic approach to implementation. Thank you!

Rosa Serratore: thank you, John

M. Alejandra Sorto: Yay!!!

Kate Abell: kateabell@me.com

Rebekah Elliott: Thank you!

Kimberly Morrow-Leong: Thank you!

Farshid Safi: Thank you all very much!

Rachelle Haroldson: Thank you :)

Bob McDonald: thank you all

Jennifer Yacoubian: Thank you! Good night, all!

Dakotah Wilkey: Thank you!

Alison Hansel: Thank you all!

Audrea Bankton: Thank you