

00:14:46 Raewyn Eden: Kia ora - I'm Raewyn from Palmerston North, New Zealand

00:15:01 Janette Wickboldt: Joining from Wisconsin

00:15:20 Katherine Raiguel: Hello from Philadelphia, PA suburbs!

00:15:23 Nolan Fossum: Hey y'all! Nolan in San Diego :)

00:15:28 Latrenda Knighten: Hello from Baton Rouge, LA - Latrenda Knighten

00:15:40 Lateefah Id-Deen: Thank you to everyone here tonight! 🙏

00:16:04 Sara Van Der Werf: yes

00:17:18 s szilagyi: Curious

00:17:20 Jennifer Malue: Hopeful

00:17:25 Nicolette Nalu: Hopeful

00:17:30 Sara Van Der Werf: unrushed

00:17:31 Kristin Lesseig: committed

00:17:34 Janette Wickboldt: Curious

00:17:37 Dawn Barson: reflective

00:17:43 Mary Bell: Open-minded

00:17:43 Nicolette Nalu: motivated

00:17:47 Rachelle Ebanks: Focused

00:17:48 Wendy Sanchez: As a learner

00:17:54 Prudence York-Hammons: curious ready to learn

00:17:55 Courtney Wahlstrom: Thoughtful

00:18:00 Raewyn Eden: intentional

00:18:02 Tran Trang: ready to learn

00:18:07 Katherine Raiguel: Ready to learn

00:18:11 Monica Bliss: motivated

00:23:06 Prudence York-Hammons: I always thought providing opportunities to discuss/share are more exciting for students, but the student's comment fits with the lack of engagement I sometimes see

00:23:21 Ayanna Perry | she, her(s): Belonging impacts their ideas about competency for themselves

00:23:23 Dawn Barson: His teacher does notice him and tells him he is good at math

00:23:24 Nicolette Nalu: self-confidence, but intimation at the same time...if that's possible...

00:23:26 Rachelle Ebanks: He's being validated for his skills, but he still doesn't feel comfortable

00:23:26 Courtney Wahlstrom: I wonder if this student would name other classes (or spaces) where he does feel excited.

00:23:31 Nicole Rigelman: Worried about "fitting in"

00:23:34 Dawn Barson: Sometimes he wants to share

00:23:36 Raewyn Eden: I'm wondering what it is about the class that he doesn't feel he "fits in" with?

00:23:40 Kenneth Jones: I wonder why they feel like they don't belong.

00:23:43 Janette Wickboldt: Belonging is the priority

00:23:44 LaKeshia Cooper: He's been grappling with how he FEELS

00:23:44 Victoria Holt: I wonder why that student feels that way

00:23:50 Emily Hixon: I notice he's confident about his capability

00:23:54 Lori Doering: I notice the student has little confidence bc there little belonging.

00:24:03 Jennifer Malue: His math skills are validated but he doesn't feel valued as an individual

00:24:04 Katherine Raiguel: Sounds like may of my students, who are afraid of reaction if they are incorrect

00:24:04 Rachelle Ebanks: I wonder if he just feels like that this year

00:24:15 Latrenda Knighten: The student sees himself as a doer of math and experiences this from his teacher. However, he's still reluctant about being accepted by peers maybe.

00:24:26 Emily Hixon: I'm noticing his lack of engagement seems to center on the social dynamics in class (sharing, using voice, etc)

00:24:36 Nicole Rigelman: That's what I was thinking too @Latrenda'

00:24:44 Prudence York-Hammons: Want to know what student means "i don't feel like I can" Is it belonging? or introvert?

00:24:45 Wendy Sanchez: I wonder how much his feelings come from his peers and not his teacher.

00:24:46 Mary Bell: disengagement.... This student has low confidence in the classroom. I felt this way when I was a student in school

00:24:50 Nicolette Nalu: I love that Latrenda!

00:25:48 Latrenda Knighten: @ Nicolette -Thanks💖

00:28:49 Rachelle Ebanks: Those images were sobering

00:29:09 Jennifer Malue: Intentionally validating students' journeys in mathematics prior to my class is vital to the success in my class

00:29:18 Tran Trang: thinking about my own classroom... wonder if my students feel they belong.....

00:29:19 Nicolette Nalu: I feel welcome and safe... and encouraged to use my voice. Saying nothing also speaks volumes

00:29:24 Emily Hixon: We have a responsibility daily to make our classrooms more equitable

00:29:48 Janette Wickboldt: Awareness is the first step in the journey.

00:29:58 Kenneth Jones: People in majority sometimes don't really realize the feelings of those in minority and majority and minority can change depending on where you are

00:30:06 Rachelle Ebanks: I appreciate that it's ok that we're all at different places but all trying to

00:30:22 Rachelle Ebanks: Be better

00:30:36 Marc Hunter: I need to learn how to provide an inclusive space for my students in ways that they feel included and heard

00:31:18 Erik Hull: Creating routines in math discussions that support variety of entry points

00:31:28 Jennifer Malue: At the NCTM interactive institute on Monday and Tuesday, the presenters talked about reversibility where students all have a voice and share a solution. Everyone has a voice

00:31:42 Katherine Raiguel: Students want to belong. Also they need to know that they are allowed to feel the way they do. I find myself telling my students that it is "OK" to not like math (we are all different), but that doesn't mean that they cannot do it

00:32:16 Wendy Sanchez: Something I've been thinking a lot about lately is how to focus the students on their role in helping their peers feel a sense of belonging in their presence.

00:34:40 Raewyn Eden: Recognising that you don't belong (as perhaps the quoted student might have) can also be a powerful and positive position to take, perhaps. If his classroom was characterised by inequity, racism etc, should he aspire to belong, or might we see "not fitting in" as a good thing in such an environment? This speaks to our need to create classroom environments where our students WANT to belong, and can be celebrated as authentically themselves in doing so.

00:34:48 Kristin Lesseig: Related to Wendy's earlier comment I immediately thought about how much my own belonging in math class was dependent more on peers than the teacher...

00:35:44 Lateefah Id-Deen: I love the connections everyone is making in the chat to each other. Wendy and Kristin, please continue to think about students and their peers. This will show up in the next stage.

00:36:45 Katherine Raiguel: I didn't feel a sense of belonging most of the time in school, due to the fact that I was picked on a lot. As I got to middle and high school when I joined marching band. I always felt more comfortable with my teachers than my peers

00:36:49 Marc Hunter: I did not feel like I belonged when I was in high school. I was a Black Latino boy in a supposedly advanced math class as a freshman, and I was invisible. It took a Latino club advisor (MESA) to let me know that I mattered.

00:36:50 Prudence York-Hammons: Always felt like I belonged--good sense of self in school (and ability in classes). However, I did not contribute to any discussions in any of my classes. Teachers always thought I was so quiet (introverted). I wasn't but was brought to be respectful and being seen not heard was a big part of that. I still fight that urge not to talk. I think we really have to build a rapport with students to know what experiences have created specific responses. I want to learn more about how to bring that out.

00:37:17 Jennifer Malue: The difference between "fitting in" and "belonging" - I feel like it is easy for students to go along with the crowd rather than feeling a sense of courage to speak their own opinions

00:37:37 Tran Trang: When I was in school, I did not feel I belong in any classes at all except math. I had a horrible experience as a second language learner when my teacher was laughing at my pronunciation. My math teacher helped me realize my strength and built up my confidence.

00:37:37 Ayanna Perry | she, her(s): In the past, in environments where I don't feel a sense of belonging, I'm more apt to share my credentials as a strategy to garner respect because I don't believe I'll be able to genuinely connect with the people there. In professional spaces as a Math Ed professional this sense of not belonging comes when questions are used as tests of my intellect. Now I check in with myself and breath and try to make a genuine connection with someone

00:37:52 Marc Hunter: @Katherine I can relate. I too joined the band and felt like I belonged there, even though it was a bubble.

00:38:17 Ayanna Perry | she, her(s): Band was definitely a place of belonging.

00:38:40 Wendy Sanchez: Prudence, I'm so glad you shared that! I didn't realize that someone who is NOT an introvert but might still not share as a way to be respectful. I didn't know about that--I assume if someone doesn't talk, they must be an introvert. So interesting!

00:44:16 Katherine Raiguel: As a cyber school teacher, I want my

students to know that they, their beliefs, and opinions are valued. Also that mistakes are a part of the learning process and I will never put them down because they did not learn something, YET

00:45:18 Monica Bliss: I want my students (pre-service teachers) to know that productive struggle is where learning takes place. I want them to feel like it is okay if "I can't do it yet" without judgment from others

00:46:13 Jennifer Malue: Monica, YES! The power of yet! It takes a great deal of patience to implement wait time, especially for new teachers

00:47:11 Prudence York-Hammons: Monica--really great idea in experiencing productive struggle. I have been working on providing more chances for student to show that they can do it! Didn't use to do that.

00:47:16 Ayanna Perry | she, her(s): Inviting multilingual engagements

00:51:31 Prudence York-Hammons: Even though we are asked to do more in shorter time, I find that getting students to share experiences related to what we are covering in class provides opportunity share without worrying about a grade. Class was working on mindset and shared things that they did that prevented them from working on assignments or explorations--No judgement, just what happens and have others share strategies to help prevent doing class related activities

00:51:51 Katherine Raiguel:[accepted, valued

00:51:53 Raewyn Eden: I'm wondering about the role of attending to emotion in relation to belonging in the maths classroom?

00:52:07 Marc Hunter: This is a judgment-free zone.

00:52:18 Prudence York-Hammons: No judgement of what students think, feel or have experienced. Empathy for student situation.

00:52:50 Jennifer Malue: It's important to not take student negative talk about math personally.

00:52:55 Rachelle Ebanks: Students feel seen and valued and work to help their peers feel the same

00:52:59 Courtney Wahlstrom: Building empathy between students to seek to understand one another's experiences

00:53:09 Raewyn Eden: and how we as teachers can promote a productive emotional culture in the classroom...

00:53:10 Mary Bell: Anti-judgement as I am not going to judge them by picture value

00:53:17 Tran Trang: respect, accept, and empathy...

00:53:24 Latrenda Knighten: It takes time to establish a true feeling of belonging, so patience is important. It's also important to be prepared for some "uncomfortable" moments as students find their sense of belonging

00:53:33 Jennifer Malue: It is important to be aware of our own emotional intelligence and recognize triggers and our own implicit biases

00:53:38 Prudence York-Hammons: working on calm responses to what I might consider inappropriate--so working on myself as I help students to be reflective as well.

00:54:13 Ayanna Perry | she, her(s): I think about a place where students are co-invested in the learning.

00:54:32 Jennifer Malue: Know how to SAY and SPELL students' names correctly. Welcome there at the door. Tell them you missed them when they are absent. Not calling them out in front of other students.

00:54:52 Rachelle Ebanks: @Latrenda – great point. There's quite more "uncomfortable" moments in the messy work of community building than we are often

comfortable with. Gonna reflect on that

00:54:56 Raewyn Eden: Bringing our communities into our classrooms is one way to understand who our students are ... e.g. whose expertise is "on show" and how can our students see themselves in the role models we present to them

00:55:33 Prudence York-Hammons: I agree about names but have to work on recognizing students outside of my classroom.

00:56:00 Raewyn Eden: We develop and review statements about "how we want to learn together" at the start of every class... with students and student teachers.

00:56:08 Emily Hixon: I think trying to connect with each student and cultivating those relationships gives the highest yield. Because when students see we care about them, they'll feel safe to be vulnerable when they're struggling. But it's also important to make expectations clear about how they're interacting with one another when sharing their thinking and working as a team.

00:56:15 Mary Bell: Show what does respect, acceptance, and being empathic look like

00:56:21 Prudence York-Hammons: Role playing?? appropriate responses in various situations

00:56:35 Trena Wilkerson: Inclusive, transparent, collaboration around belonging...

00:58:08 Raewyn Eden: A caveat ... we need to ensure notions such as "appropriate responses" don't come from monocultural and limited perspectives. Appropriate according to who, for instance?

00:59:13 Prudence York-Hammons: Great point Raewyn--allow for various responses and view from point of group feeling valued with that response from another student

01:00:52 Jennifer Malue: My thought partners, my fellow students in the Marymount doctoral program, help me to bring my vision of inclusion to life! I value different perspectives.

01:01:27 Ayanna Perry | she, her(s): I'm intentional in my work in seeking people with different perspective so I look for teachers who taught different kids or in different places

01:02:37 Nicolette Nalu: It's not comfortable to have a thought partner that always agrees with you, but does the really push your thinking... I would like a variety of people and perspectives to challenge my thinking...

01:02:41 Nicolette Nalu: It's

01:02:52 Mary Bell: A thought partner can be a fellow co-teacher that works with other students. Some co-teachers can help the new teachers with different ways of teaching certain types of students

01:03:53 Nicolette Nalu: It makes me think about how my vision is not always set in stone...it is always evolving based on new learning and perspectives...

01:04:24 Olubukola Leonard: Taking the time to refine. My work is constantly going but I rarely get to sit to do intentional refining as opposed to adjusting on the spot

01:04:30 Emily Hixon: I'd like to reflect with my coteacher tomorrow so we can tweak some routines for our next unit (I took on a permanent sub position recently so I'm still learning about all the kids and their math identities)

01:04:44 Raewyn Eden: I'm thinking about the vision - how can i make sure it supports a classroom environment that is "right" for my students - and not a replication of my narrow cultural views and experiences?

01:04:50 Prudence York-Hammons: I have been working with colleagues that are

various ages-- it's has been eye-opening to have a colleague that can help me change a strategy and make it more in line with what our students would feel comfortable with. I have to be open to change--allowing students to help make decisions about content and when it's covered.

01:04:57 Erik Hull: Build relationships with students who may not yet have a sense of belonging in my classroom

01:05:06 Mary Bell: Us as teachers are learning something new everyday in the classroom.

01:06:00 Raewyn Eden: yes - and not just our students but also those who they are important for (e.g. families, communities...)

01:09:05 Nataki McClain: Thank you! This was a wonderful opportunity to learn, grow, and reflect.

01:09:08 Kristin Lesseig: love the intentionality and modeling
Lateefah! Thanks!

01:09:19 Jillian Lee: Thank you for hosting!

01:09:28 Ayanna Perry | she, her(s): Thanks

01:09:30 LaKeshia Cooper: Thank you!

01:09:32 Tran Trang: Thank you so much

01:09:36 Dawn Barson: Thank You!

01:09:39 Lateefah Id-Deen: <https://forms.gle/eCUp2VdGwBEY5BCd7>

01:09:40 Greg Larsen: Thank you!

01:09:42 Jennifer Malue: Thank you! This was powerful!

01:09:45 Lori Doering: Thank you! Great insights and reflection!

01:09:49 Lateefah Id-Deen: Thank you everyone!!

01:09:54 Latrenda Knighten: Thanks for a wonderful session!

01:10:00 Prudence York-Hammons: Thank you ! I enjoyed hearing others ideas and experiences. Great use of my hour!

01:10:04 Raewyn Eden: Thank you - very thought-provoking! ☺

01:10:06 Rosa Serratore: Thank you!

01:10:08 Erik Hull: Thank you very much!

01:10:14 Mary Bell: Thank you so much!!!

01:10:21 Lateefah Id-Deen: Please help me refine ☺

<https://forms.gle/eCUp2VdGwBEY5BCd7>

01:10:21 Jennifer Malue: I can't wait for the Seattle conference!!!!