

1 00:17:57 Trena Wilkerson: Hello from Waco, TX!  
2 00:18:13 Mollie McDermott: Hello from Buffalo, NY!  
3 00:18:27 Karina Moran: Hello from Palm Beach County, Fl  
4 00:18:28 Beth Burroughs: Hello from Bozeman, Montana  
5 00:18:28 Laurel Pollard: Hi from New Hampshire  
6 00:18:31 Derek Zornow: Good evening! From Richmond VA  
7 00:18:31 Ken Krehbiel: Hello everyone from Washington, D.C.  
8 00:18:31 Cindy Kraus: Greetings from Manhattan, KS  
9 00:18:46 Lynda Martin: Hello from Columbus OH  
10 00:18:49 Sherral Hartung: Hello from Seattle.  
11 00:18:50 Marisa Solomon: Mississippi  
12 00:18:50 Liz Arnold: Hi from Fort Collins, CO!  
13 00:18:53 Maria Kolbe: Sister Maria Kolbe from Oak Ridge, TN (6-8 math teacher)  
14 00:18:54 Lara Staker: Fredonia, KS (Southeast)  
15 00:18:56 Cynthia Lee: Aloooaha from Hawaii =)  
16 00:19:01 Chris Bulinski: Yuma az  
17 00:19:06 Lynda Martin: Hello from Columbus, OH  
18 00:19:07 Denise Rawding: Hello from NJ!  
19 00:19:10 Lara Staker: Fredonia, KS (Southeast)  
20 00:19:14 Leigh Fresina: Greetings from NC!  
21 00:19:25 Karina Moran: Hello...excited to be here :)  
22 00:19:27 Daniel Irving: Hello from North Providence, RI!  
23 00:20:02 Amapola Mallari: Hello everyone!! Greetings from Philippines  
24 00:20:20 Christina Ruaux: Hello from Long Beach, California  
25 00:21:28 Flávia Sueli Marcatto: Hello from São Paulo-Brazil  
26 00:21:44 David Cohen: Howdy from Austin, TX!  
27 00:22:08 Nicole Rigelman: Hello from Portland, Oregon  
28 00:22:11 Roni Gold: Northampton, Massachusetts says hello too!  
29 00:23:20 Emily Kavanagh: Hello from Columbia, MD  
30 00:30:03 Cody Bennett: C12,7?  
31 00:30:44 Gerard Rosell: Hi from Ecuador  
32 00:31:06 Kathleen Malone: Hello from Hingham, Massachusetts  
33 00:34:40 Cody Bennett: Oops! Sorry for getting ahead!  
34 00:34:47 Leigh Fresina: Time, # of meets they've attended, split between genders to  
make sure all are represented at the meet  
35 00:34:49 Cindy Kraus: Is there information about how hilly or rocky each race is?  
36 00:34:53 Donald Wahlers: What races are similar to the State Race?  
37 00:34:53 Denise Clayton-Purvis: minimum # of qualifying races  
38 00:34:54 Derek Zornow: runners who can run 5 miles in the best time...since the  
state is 2.5  
39 00:35:03 Karina Moran: I would compare the times the runners have when they all  
competed in the same race first, then I would look at the other racers  
40 00:35:05 Donna Ware: Do we need to know the lengths of these 7 races?  
41 00:35:07 David Cohen: I was hopeful that the distance of the Races and not just  
the time would be available  
42 00:35:10 Lynda Martin: Is there more info on length of each race?  
43 00:35:15 Mollie McDermott: I would focus on the place the runners ended in first,  
then look at the times  
44 00:35:20 Roni Gold: I'd look to see which runners are improving from race to race  
and having success  
45 00:35:41 Cindy Kraus: I would look at a combination of how they placed and who is  
still improving  
46 00:35:44 Karina Moran: I would like to have more information about he lengths of  
the races  
47 00:35:47 Laurel Pollard: I'd not use the first race - 3 didn't run  
48 00:36:08 Maria Kolbe: I think they are all 2.5 miles  
49 00:36:53 Karina Moran: AND they would want to go to the state race  
50 00:37:05 Laurel Pollard: Might be weather conditions that affect times  
51 00:40:13 Roni Gold: balancing achievement and growth  
52 00:40:14 David Cohen: Pace, improvement, best average time.  
53 00:40:16 Leigh Fresina: Speed and commitment to previous events/team  
54 00:40:17 Karina Moran: I value perseverance in the runners...have they ran in  
every race  
55 00:40:17 Maria Kolbe: I valued speed and improvement  
56 00:40:18 Denise Clayton-Purvis: consistency in speed run  
57 00:40:22 Cody Bennett: Progress!  
58 00:40:25 Cindy Kraus: I want to know who is putting in the effort to improve  
59 00:40:30 Mollie McDermott: Previous placement in races  
60 00:41:24 Cindy Kraus: improvemet is the change in time from beginning of season

to end

61 00:42:52 Maria Kolbe: Is your book available on the NCTM website?

62 00:43:09 Beth Burroughs: Yes, it is in the Store!

63 00:44:17 Derek Zornow:  
<https://www.nctm.org/Store/Products/Becoming-a-Teacher-of-Mathematical-Modeling,-Grades-6-12/>

64 00:45:41 Beth Burroughs: Thanks, Derek

65 00:48:49 Lynda Martin: Does a discrepancy with the historical data necessarily mean their model was bad?

66 00:49:14 Beth Burroughs: That's a great question. Students (the modelers) get to decide.

67 00:50:00 Beth Burroughs: They could compare the team that was selected to what they predicted the speed would be, and that could help them check how good their model is at predicting speed.

68 00:50:29 Trena Wilkerson: Gives students authority and develops their positive math identity!

69 00:50:50 Nicole Rigelman: That's what I was thinking too @Trena!!

70 00:52:15 Maria Kolbe: How often would you recommend doing a modeling problem session, and would it normally take several classes?

71 00:52:23 Roni Gold: the great thing about real life situations like this is that students could in theory look at previous year data and models to assess if the model was good enough in previous years and how to improve it from year to year

72 00:52:37 Lynda Martin: But their could have been bias in the previous runner selection process.

73 00:53:24 Beth Burroughs: Maria, yes, we often see it play out over several days, and not necessarily all in a row.

74 00:53:26 Karina Moran: positive math identity

75 00:53:53 Donald Wahlers: Think & reason effectively

76 00:53:54 Karina Moran: opportunities to make sense of the mathematics for themselves

77 00:53:55 Derek Zornow: critical thinking, reasoning

78 00:53:55 Mollie McDermott: To help them become successful problem solvers when faced with new situations in their lives

79 00:53:56 Denise Rawding: For students to be able to apply their mathematics knowledge to solve problems in their own life, present and future AND to see that math is not just a set of rules to memorize

80 00:53:58 Beth Burroughs: to bring kindness to the world

81 00:53:58 Roni Gold: to know and have confidence in saying "I am a mathematician"

82 00:53:58 Cody Bennett: To be independent, logical thinkers who will contribute to society in positive ways.

83 00:53:59 Cindy Kraus: Students who aren't afraid of math and mathematical models

84 00:54:01 Denise Clayton-Purvis: for them to be able to think critically and be messy, makes lots of mistakes on their way to more efficient, elegant ways of solving problems

85 00:54:03 Laurel Pollard: Enjoy using math in their everyday lives as it comes up or when they are curious about things.

86 00:54:03 David Cohen: Meet their life-long math needs' expectations: Not academics, but practical day-to-day applications.

87 00:54:11 Gerard Rosell: Being good enough in maths

88 00:54:23 Maria Kolbe: One goal would include growth in their love and appreciation for math.

89 00:54:33 Lynda Martin: Seeing how useful math is in the real-world.

90 00:54:40 Donna Ware: persevere in problem solving

91 00:54:49 Amapola Mallari: For them to become a good citizen by making good decisions and to love math

92 00:55:00 srividhya Jayakumar: connection with real world

93 00:55:34 Chonda Long: Did you have a question?

94 00:55:44 Donald Wahlers: Gong back to the students' need to be correct, assumes Lule's model is correct?

95 01:00:23 Lynda Martin: Here's one: Should a family of 5 pay extra money to get Lightning Lane passes at Walt Disney World? Is it worth the money?

96 01:00:38 Maria Kolbe: Is it okay if the math being used isn't something that is covered that year or in the curriculum?

97 01:01:12 Beth Burroughs: Lynda, or How much fun will the family of five have at Disney World if they get a lightning lane pass!

98 01:01:36 Lynda Martin: :)

99 01:01:45 Beth Burroughs: Maria, yes, we often see students relying on mathematical skills that aren't necessarily in this year's lessons

100 01:02:19 Beth Burroughs: Or sometimes, they need new content lessons and the modeling activity pauses while the teacher inserts some lessons on new math content

101 01:03:41 Roni Gold: will we get to see any of Lule's students' models?  
102 01:05:05 Beth Burroughs: Roni, we don't have them in the slides today, but they are  
in the chapter of the book about Big Idea 3  
103 01:05:54 Beth Burroughs: We also have some statistical models for the cross country  
task in the chapter on statistics  
104 01:06:54 Amapola Mallari:   
105 01:07:01 Kim Krusen McComas: useful presentation with good perspective! thanks!  
106 01:07:08 Nicole Rigelman: Thank you for sharing your experiences!!  
107 01:07:12 Trena Wilkerson: Thank you!  
108 01:07:14 Derek Zornow: thank you!  
109 01:07:21 Cody Bennett: Best math webinar thus far!  
110 01:07:23 Beth Burroughs: thanks, nicole  
111 01:07:31 srividhya Jayakumar: Thank you!  
112 01:07:46 Vera Sarina: Thank you for an amazing presentation!  
113 01:07:58 Maria Kolbe: Is there a resource with pre-made model questions?  
114 01:08:09 Cody Bennett: TEAMS in Alabama is requiring 63 PD hours, and I have  
taught Math Modeling the past 2 years, so this is GOLD! Cannot wait to share all this  
with my colleague.  
115 01:08:38 Lynda Martin: Is it possible to work these types of activities in around  
particular standards or concepts you are teaching?  
116 01:10:03 Cindy Kraus: I also have Lynda's question. How do you effectively  
incorporate modeling while covering new content?  
117 01:10:03 Karina Moran: Thank you for the opportunity to ask and get more  
information.  
118 01:10:23 Chonda Long:  
<https://www.nctm.org/Store/Products/Becoming-a-Teacher-of-Mathematical-Modeling,-Grades-6-12/>  
119 01:12:10 Lynda Martin: Would you then have to suggest a model to students?  
120 01:12:21 Gerard Rosell: Thanks for the webinar. I do think that students from lower  
grades also think maths have not any application in real life and it does hence our  
goal as educators is show students how they can use it in a daily basis.  
121 01:12:58 Maria Kolbe: Most textbooks have "real-life problems" in them, but most  
of them aren't interesting for the kids. It makes sense to use modeling that the  
students will find relatable and engaging.  
122 01:13:45 Lynda Martin: So you have to be ok if they never get to the exponential  
model but maybe share, later, a model you came up with and compare with theirs??  
123 01:14:31 Beth Burroughs: Yes, maybe be okay, but also, anticipating student ideas  
and then corralling them toward exponential modeling approaches.  
124 01:16:02 Lynda Martin: My own child tried to write a formula to pick the winner of  
the college basketball tournament  
125 01:16:40 Aneesa Parks: Awesome! I'm reading the NCTM book about collaboration and  
Equity in the math classroom. It talks about social status in the classroom. With this  
kind of group work it would be so much more possible for all kids to show up and be  
seen and gain status for the importance of their ideas.  
126 01:17:00 Beth Burroughs: Yes!  
127 01:17:08 Liz Arnold: Thank you everyone!  
128 01:17:20 Laurel Pollard: Thanks!  
129 01:17:20 Donna Ware: Thanks for a good session.  
130 01:17:27 Karina Moran: @Aneesa...thank you for that comment..definitely building  
math identity  
131 01:18:02 Trena Wilkerson: So excited about NOLA and INDY!  
132 01:18:06 Daniel Irving: Thank you for an amazing session!  
133 01:18:07 Mollie McDermott: Thank you so much for the presentation! My school is  
redesigning our 9-12 program and want to stress modeling. This gives me a great  
starting point.  
134 01:18:17 Karina Moran: Thank you :)  
135 01:18:37 Trena Wilkerson: <https://www.nctm.org/nola2022/>  
136 01:18:38 Lynda Martin: Thank you!  
137 01:18:49 Trena Wilkerson: <https://www.nctm.org/indy2022/>  
138