

00:28:58 Trena Wilkerson: Hello from Waco, TX!
00:29:04 Alexis Williams: Hi there NYC here!
00:29:05 Kevin Dykema: Hello from Mattawan, MI!
00:29:20 Jayme Lorenz: Hi from Fairfax, VA!
00:29:20 Linda Loomis: Hi from Clarksburg, MD
00:29:23 Tran Trang: Hello from Shrewsbury MA
00:29:31 Elizabeth Moore: Seattle, WA
00:29:34 Nolan Fossum: Hello from San Diego
00:29:37 Sandra (she/her): New Jersey
00:29:38 Kelly Burgess: Hi from Baltimore Maryland!
00:29:39 Trina Ford: Denver, Co
00:29:39 Melissa Fischer: Hello- New Jersey
00:29:40 Kathy Pfaendler: HI from Phoenix, AZ
00:29:47 Ken Krehbiel: Hello Everyone, from Washington, D.C.
00:30:00 Maci Nelson: Hello from Seattle, WA!
00:30:02 Michael Lanstrum: Hello from Cleveland, OH
00:30:04 Trina Ford: Hello from Denver, CO
00:30:08 Lauren Aranguren: Hello from Santa Barbara.
00:30:09 Kelly Burgess: Hi! Baltimore Maryland! =)
00:30:13 Kathy Pfaendler: Phoenix, AZ
00:30:18 Elizabeth Moore: Seattle, WA
00:30:21 Kevin Dykema: Hello from Mattawan, MI!
00:30:30 Elli Weisdorf: Hello from Toronto, Canada!
00:30:40 Mary Trexler: Culpeper, VA
00:33:31 Catherine Martin: What is the web address for the recording?
00:33:45 Lizzy Hull Barnes (she/her): TSA = teacher on special assignment
(if needed)
00:34:09 Chonda Long: Slides: <https://bit.ly/SFDetracking>
00:34:48 Chonda Long: You can access the recording tomorrow on the website
at www.nctm.org/online-learning
00:40:52 Alexis Williams: This gets different ideas based on different
kinds of thinking (e.g. ideological zebras), and it allows peer to peer support
00:40:57 Kelly Burgess: Different perspectives
00:40:59 Maci Nelson: students can learn from a variety of perspectives
00:41:08 Linda Loomis: Students need to hear ideas from lots of different
people with different viewpoints and experiences.
00:41:10 Emily Burrell: Equitable access.
00:41:17 Kelly Burgess: Variety of background knowledge
00:41:21 Natasha Goldstein: cross student learning and teaching
00:41:42 Kelly Burgess: Interesting discourse!
00:41:47 Sandra (she/her): Students are able to show their different
strengths and work on their weaknesses
00:42:00 Elli Weisdorf: maintains high expectations for all students by
showing them they have something to add to every conversation
00:42:05 Shelly Jones: Different roles based on level of understanding.
Different ways of understanding.
00:42:23 Kelly Burgess: Agree Elli!
00:44:07 Angela Torres (she/her): In the slides - we have added
citations in the speaker notes
00:44:18 Chonda Long: Slides - <https://bit.ly/SFDetracking>

00:45:16 Lena Bradshaw: I joined a few minutes late, will the recording be shared with us?

00:45:22 Shelly Jones: Thank You Chonda!

00:46:41 Chonda Long: Yes, you can access the recording on the website tomorrow at www.nctm.org/onlie-learning

00:47:11 Amy Lesan: 6-8 grade concepts are universally useful and need to be understood at a deep level.

00:47:14 Kelly Burgess: Gaps in learning

00:47:15 Linda Loomis: Students don't have the time they need to make sense of the mathematics on a deep level.

00:47:17 Alexis Williams: Speaking from my own experience - it can put a lot of pressure for continuous "upward motion" from a student

00:47:30 Alexis Williams: It can push students to move faster than they're ready

00:47:30 Kristen Faust: You don't get depth of knowledge in foundational middle school standards, you just skip.

00:47:33 Kelly Burgess: Negative self-concept for kids who are not accelerated

00:47:39 Shelly Jones: Maybe burn out by senior year - students may opt out of senior math if that is an option ???

00:47:42 Natasha Goldstein: seems far too young for school to be that serious

00:47:49 Lizzy Hull Barnes (she/her): Results in sorting based on test scores as early as 4th or 5th grade. Locks young children into. Predetermined pathway while they are still developing their own identity.

00:48:07 Kristen Faust: No unbiased way to sort students

00:48:10 Alexis Williams: There's little to no opportunity for moving outside of your group

00:48:35 Sandra (she/her): Who is making the placements? On what are they basing these decisions?

00:53:49 Amy Lesan: Student/family choice based on student data and future desires

00:54:09 Alexis Williams: I think usually it's just based on the "ladder"

00:54:15 Kelly Burgess: Grades, tests

00:54:20 Linda Loomis: Teachers recommend in most cases, sometimes using test scores and grades. For magnets, those decisions are made by committees of teachers and leaders.

00:54:28 Mary Trexler: Our decisions are based on test scores and teacher recommendations

00:54:29 Lauren Young: Ladder

00:54:30 Lizzy Hull Barnes (she/her): Too often based on the access that some families may have. (Part of why we worked to change that.)

00:54:36 Emily Burrell: At my school all students can choose but usually follow recommendation of teacher or counselor.

00:54:48 Maci Nelson: many times it's next course in sequence- then there are some choices for students at different points. we try to involve students and families in those decisios

00:58:29 Trena Wilkerson (she/her): Powerful quote! Thank you for sharing in the Success Stories book!

00:58:49 Lizzy Hull Barnes (she/her): Thank you, Trena.

01:00:48 Karen Graham: Sorry Angela, Lizzy, and Ho - I was having trouble signing on and was not here in time to introduce you. Thanks for doing this and your contributions to the Success Stories book! Your story is powerful one!

01:01:47 Karen Graham: Sure - I could thank them if there is time.

01:01:54 Ho Nguyen (he/him): No worries Karen

01:03:05 Karen Graham: Thanks!

01:08:24 Lizzy Hull Barnes (she/her): Ho with the nervous laugh. ;)

01:11:02 Maci Nelson: I resonate a lot with the last bullet point

01:11:23 Natasha Goldstein: I'm curious what the data says. are students behind due to the pandemic? If so, are there merits to these concerns?

01:12:12 Lizzy Hull Barnes (she/her): I think the big idea is that a decrease in test scores does not mean that we should

01:12:37 Shelly Jones: I wonder about "grade level" work and wonder if the whole world went through the pandemic, shouldn't we be tweaking the expectations over the next few years? I don't feel we've done enough to support what students DID learn at home.

01:12:47 Lizzy Hull Barnes (she/her): (Sorry) go back to procedural math. Conceptual understanding is still needed...

01:18:47 Trina Ford: Thank you!

01:18:58 Emily Burrell: Thank you!

01:19:02 Kristen Faust: Thank you very much!

01:19:06 Shelly Jones: Thank you

01:19:11 Kathy Pfaendler: Thank you so much for sharing!

01:19:13 Alexis Williams: I don't have any questions, but thanks for a great seminar!

01:19:13 Tran Trang: Thank you !

01:19:16 Amy Lesan: Early in this process, what was the focus of family math nights? Experiencing math together, onboarding parents, etc?

01:19:29 Cricket McClure: Thanks so much for pioneering this work!

01:19:30 Trena Wilkerson (she/her): Thank you for sharing your journey and for continuing to advocate for all students.

01:19:58 Jill Board: Thank you very much!

01:22:13 Nolan Fossum: Thank you so much, folks!

01:22:42 Amy Lesan: Thank you so much for making your journey visible and sharing your experiences.

01:22:52 Natasha Goldstein: thank you!

01:30:26 Angela Torres (she/her): Slides: <https://bit.ly/SFDetracking>

01:30:32 Trena Wilkerson (she/her): Continuing the Journey: Mathematics Learning 2021 and beyond provides useful supports along the lines of on grade level and may other areas that were addressed tonight.
<https://www.nctm.org/mathematics2021/> This was jointly done but NCTM, NCSM and ASSM.

01:31:49 Lizzy Hull Barnes (she/her): We also have an upcoming publication from Corwin entitled "A guidebook to Detracking Mathematics" which is set up to support your own inquiry. Authors include the three of us and our colleague Laura Wentworth.