

00:16:53 Trena Wilkerson: Greetings from Waco, TX! Glad to have everyone here for the session. Looking forward to the conversations.

00:17:04 Cindy Bryant: Hello from Springfield, MO.

00:17:12 Jessica Edrington: Hello from Indiana!

00:17:30 Beth Nally: Hello, I am a teacher from South Lyon, Michigan

00:17:31 April Davis: Hello.....Fresno, Texas is here!

00:17:38 Regina Williams: Hello from Florida

00:17:38 Trena Wilkerson: Be sure to change your settings to All panelists and attendees! :-)

00:17:41 Daniel Irving: Hello from North Providence, RI!

00:17:41 Kathleen Morris: Good afternoon from northern VA!

00:17:43 Lenuel Hernandez: Hi from Detroit, MI

00:17:49 Lori Cavanaugh: Hi from Hopewell, New Jersey

00:17:50 Bernard Frost: Greetings from SC

00:17:54 Vanessa Cleaver: Hello from Little Rock, AR!

00:18:00 Amanda Alfieri: Hello from California!

00:18:00 PETER DESWOOD: Hello from Farmington, NM

00:18:00 Debra Cowan: Hello from Mastic Beach, NY

00:18:01 Angela Grady: Good afternoon Moorestown, NJ.

00:18:05 Jill Swissa: Hello from Chicago burbs!

00:18:05 Jada Pearson: Hello from Beaverton, Oregon

00:18:05 Cindy Bryant: Hello from Springfield, MO.

00:18:05 Chelsea Breen: Hello from Wichita, KS!!

00:18:09 Michael Lanstrum: Hello from Cleveland, OH

00:18:11 Angelica Duddleston: Tucson, Arizona

00:18:11 Charlene Cruz: I am Charlene from Chicago. Good to be here.

00:18:12 Miracle Wynn: Try this again...Hello from Northern VA.

00:18:13 Lisa Felix: Hello from New Mexico

00:18:23 Ricky Santana: Hello from Paterson, NJ

00:18:28 Noelle Carino: Toms River, NJ!

00:18:29 Janet Tomlinson: Hello from Athens Ga

00:18:35 Trena Wilkerson: Be sure to change your settings to All panelists and attendees! :-)

00:18:36 Megan King: Hello from middle GA

00:18:38 Linda Fulmore: Greetings from Phoenix, AZ, 115 degrees today!

00:18:40 Jessee Clements: Hi everyone! Abington, MA

00:18:41 Julie Herron: Hello from the Northwoods of Wisconsin.

00:18:46 Melissa Duckworth: Hello and Happy Tuesday from Bellefonte, PA!

00:18:49 Jennifer Chauvot: hello all! Houston TX

00:18:59 Nell Thurlow: Louisiana

00:19:03 Kasey Bratcher: Elizabethtown, KY :)

00:19:04 Mary Palmer Legare: From Mary Palmer Legare in Lottsburg, VA.

00:19:04 Manuel Salcido: West Covina, CA in the house!

00:19:07 John Staley: Hello from Baltimore, Maryland

00:19:07 Shari Eddleman: Hello from the Navajo Nation

00:19:10 Julie Young: Julie Young in Farmington, New Mexico

00:19:19 Rebecca Rud: NW MN

00:19:23 Curtis Taylor: Hi from San Diego, CA

00:19:26 gail russ: key west florida!

00:19:32 Aurora Ovalle: Hello! From Kingsville, Texas

00:19:39 Cherish Alberts: Hi from Virginia!
00:19:42 Shelly Jones: Hello from Shelly Jones, Hamden, CT
00:20:01 Penny Nakai: Hello from New Mexico
00:20:04 Elizabeth Wright: Hello from Lexington, KY
00:20:05 Elisa Waingort: Hello everybody. Elisa in Calgary, Alberta, Canada.
00:20:10 Tina Starks: Hello Everyone from sunny Southern California!
00:20:12 Ann Giese: hello from Michigan!
00:20:20 Michele Welke: Hello from Wisconsin.
00:20:26 marissa heitman: hello from Everett WA. this is number 36
00:20:32 DesLey Plaisance: Hello from Prairieville, Louisiana
00:20:33 Jennifer Dowdy: Jennifer Dowdy, Farmington, NM
00:20:33 Alejandra Sanchez de Tagle: Hello from Houston!
00:20:46 Melonie Smith: Hello from Chicago
00:20:47 Michelle Angus: Hello from California!
00:21:15 Karen Tooman: Hello everyone from Beaufort, South Carolina!
00:21:34 Callie Herring: Saludos from Guayaquil, Ecuador!
00:21:52 Chelsea Breen: I always enjoy and seek out Afreeka's sessions!
00:22:05 Cindy Bryant: Please set your chat to All panelists and attendees
so everyone can see your chat posts.
00:22:09 Troy King: Greetings Everyone. Joining from Bermuda!
00:22:31 Shelly Jones: Excited about seeing Ecuador in the house!
00:23:28 Cindy Bryant: Please set your chat to All panelists and attendees
so everyone can see your chat posts.

00:23:39 Kim Haynes: Greetings from Milwaukee, WI
00:23:50 Maria Cetta: Hello from NJ!
00:26:23 Lenuel Hernandez: I work with teachers in an urban district
00:26:23 gail russ: i'm retired and now a para, want to be more helpful
00:26:25 Jesse Clements: i'm a former math teacher, turned
administrator and our district is beginning social justice work
00:26:25 Megan King: I want to dig deeper into recognizing my biases and
confronting them, being responsible for changing so that they do not harm those i
serve
00:26:28 Michelle Ramos: I work in schools and with students. I hope to gain
a better understand of the implicit biases i have
00:26:30 PETER DESWOOD: make sure we are using an equity lens in my school
00:26:30 Angela Grady: I work in human resources at a parochial school and
want to be able to help faculty and staff.
00:26:31 Andrea Elsridge: We are examining our practice of
acceleration and how there is bias in recommendations.
00:26:32 Carolyn Cutts: I work with people who represent many nationalities,
cultures, and skin colors
00:26:33 Robert Reider: I would like to be more self-aware of implicit
biases that exist in my teaching pedagogy and curriculum.
00:26:34 Chelsea Breen: I know that I have biases and I want to become more
aware of them so that I can deal with them head on!
00:26:36 Chalio Medano: It matters more now then ever because of our current
political environment
00:26:38 Shari Eddleman: teaching Native American Children
00:26:38 Lori Hadorn-Disselkamp: As an educator it's important to be informed

and educated on implicit bias as well as racial justice.

00:26:39 Miracle Wynn: We all have implicit bias and should not ignore it. These, along with other things affect how we view and interact with all of our students.

00:26:43 Elisa Waingort: It's important for educators, especially white educators, to understand implicit bias and how it plays out in the classroom with our students. I need to explore this for myself.

00:26:43 Kimberleigh Hadfield: Teaching at the university level, large section mathematics and statistics courses to all learners, equity is important to the climate of learning

00:26:44 Lauren Faccione: As an assistant principal, I see how teachers' implicit bias can affect how they teach math to students of different races

00:26:45 Amanda Alfieri: I work with students from all different cultures, identifiers, and backgrounds. I want to make sure I am considerate of everybody, and not unintentionally excluding anyone.

00:26:46 Beth Nally: It matters because our expectations of our students impact (positively or negatively) how they see themselves as learners

00:26:47 Sara Peterson: I need to recognize and reflect my own implicit bias.

00:26:48 Linda Lenahan: I want to treat all my students fairly and recognize how I might not be as welcoming as I should

00:26:49 John Staley: Our system has been dealing with conversations about race and one of the things everyone has to deal with is implicit bias. Came to learn how to help in this area

00:26:50 Janet Tomlinson: Bias can't be addressed if it is not recognized. I want to make sure I'm seeing my own biases

00:26:50 Shelly Jones: Trying to make sure I don't hold students back based on any biases I have about them and also help my preservice teachers do the same

00:26:52 Angelica Duddleston: I'm a middle school principal and I want to learn how to do better for my students

00:26:56 Manuel Salcido: recognize the biases in our math program

00:26:56 Alex Freuman: I'm hoping to uncover biases that effect my instruction.

00:26:59 Ricky Santana: Each of my students are unique in every way. I want to be the best version of myself for them

00:26:59 Cherish Alberts: I need all the help I can get to make my classroom a safe and VERY inclusive environment!

00:27:00 Francisco Sanchez: In order to create true change we need to recognize our biases and work to change them.

00:27:01 Curtis Taylor: I chose to come to be able to do mirror work with my preservice teachers and inservice teachers

00:27:04 Michele Welke: I am currently taking a course on Math Equity and believe more information is always helpful.

00:27:04 Linda Fulmore: I want to broaden my understanding and hear different viewpoints, become clearer when I hear these terms

00:27:05 Jill Zintsmaster: I want to examine my own implicit bias to improve my relationships with colleagues and my work on curriculum so they are not transferred into the curriculum and onto others.

00:27:05 Penny Nakai: Recognition of bias that I am unaware of

00:27:06 Tina Starks: It is precisely the reason why I became an educator.

The trauma implicit bias created in me as a student drives me to make it different for students today.

00:27:06 Lisa Slonaker: I joined this webinar so that I could learn more about my students and to make adaptations in order to reach all of them, especially with the pandemic.

00:27:06 marissa heitman: to better inform myself as an educator and learn ways that I can understand other better , and to help my son understand more

00:27:06 Maria Cetta: I am an assistant principal looking to work with my staff toward equity and anti-racism. Trying to help open up math to real world problems and issues and remove the abstract nature of the subject

00:27:07 DesLey Plaisance: become more self aware and address issues

00:27:07 Elizabeth Wright: I want to ensure equitable opportunities for all students through ensuring self reflection.

00:27:07 Wade Schuette: I'm making a presentation to our local religious leadership on ideas for interventions

00:27:07 Jennifer Chauvot: I've been to a couple of sessions about implicit bias and have learned a lot. I'm wanting to learn more

00:27:07 Jennifer Dowdy: As an educator, I want to recognize my own biases so I can treat all my students fairly.

00:27:08 Kim Haynes: I had already registered but after the events here in WI on Sunday, I knew that I had to attend to figure out how to engage others that I work with, with reality

00:27:09 Bernard Frost: I am attending this session to assist with guidance has I lead others with identifying biases and taking action to make sure we are educating ALL students

00:27:10 Megan King: use a critical eye with curriculum

00:27:11 Kimberly Rivera: I chose to come so that I can refresh my implicit bias training from last year and ensure that ALL my students are getting what they deserve and recognize how my biases might be holding them back

00:27:11 Deana Dynis: I chose to attend because by not equipping ourselves to recognize our bias - we have taught avoidance as a strategy.

00:27:13 Nicole Berg: I want to learn more about bias and how they affect my job and interactions with others

00:27:14 Alejandra Sanchez de Tagle: Understanding my biases will help me to be intentional and serve better my students as well as crating a healthier work environment.

00:27:14 Jessica Edrington: This summer has been an awakening for me and I want to make sure that I am being the best advocate for ALL of my students, especially those of color.

00:27:14 April Davis: I chose to attend because I want to be aware of my own implicit bias and how it potentially affects my work as well as increase my awareness of those I am around. That way I can take steps to addressing the bias and improving the work and learning environments with which I am connected.

00:27:17 Francis Kisner: Currently teaching at a community college. My students are very diverse by any measure. I recognize that I am probably overlooking some personal biases and hope to better serve my students.

00:27:17 Terresa Dawson: I want to know how to monitor my own bias as well as acknowledge and interrupt biases present in our language, practices, curriculum and overall climate in the general education space.

00:27:18 Debra Cowan: I want to learn how to treat my students fairly.

00:27:18 Julie Herron: I teach pre-service teachers and it is important for them to recognize their own implicit bias

00:27:19 Kathleen Morris: We all have implicit bias, whether or not we realize it, acknowledge it. If we're not intentional, it can impact our interactions with colleagues and students in ways that are detrimental to those interactions

00:27:19 Kevin Casey: It can be difficult to find implicit bias in school, let alone a math class, and I would like to be able to identify bias when I see it and help students work through it

00:27:21 Patricia Cheatham: add to current knowledge. as related through bias and bilingual education

00:27:22 Juile Spykerman: This is an important 'topic.' As a teacher leader, I need to be able to do this work myself. Then I can share with my colleagues.

00:27:22 Charlene Cruz: I was not completely sure, but I will find out. Since I work with diverse students this will help me to have a better understanding.

00:27:27 Penny Nakai: To better serve my students

00:27:29 Callie Herring: As a white woman, I want to ensure that my students not only are not harmed by my classroom environment, but that I create a space that supports both the individual and collective flourishing of my students.

00:27:31 Mary Palmer Legare: I am currently teaching Adult Basic Education at a Community College. Most of my students come for their GED because they have been ill-served by the educational system.

00:27:45 Diana Stinson: I came because my f the racial tensions right now. I have come to realize that things that were acceptable 40 years ago I want to make sure I do not want to unintentionally hurt

00:27:47 Mary Palmer Legare: I want to do better.

00:27:48 Nalline Baliram: I prepare pre-service math teachers and therefore want to recognize my own bias in order to effectively help them

00:27:50 Robert Mullaney: The community of my school is not very diverse. I want to make my school more just for the few students of color we have and heighten awareness among our students and families about social injustice in our society

00:27:56 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees."

00:28:05 Regina Williams: Recognize my own biases and use to inform my practices and interactions with my preservice teachers

00:28:32 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees."

00:28:40 Cheryl Ann Doyle E Barran: I would like to be more self-aware of implicit biases that exist in my teaching pedagogy and curriculum.

From Chelsea Breen to Everyone: 02:07 PM

I know that I have biases and I want to become more aware of them so that I can deal with them head on!

I would like to be more aware of my implicit biases to be able to recognize those that exist in my pedagogy and life experiences.

00:28:56 Susan Berman: Ways that I view others that is subconscious, maybe learned from my environment or other societal impacts.

00:28:57 Kimberleigh Hadfield: biases toward groups of people I hold but i'm not aware of

00:29:02 Jessica Edrington: In part - assumptions that all see things the way I do

00:29:02 Todd Bradford: Implicit bias is bias that has worked its way into my thinking because of how I was taught (directly or indirectly), the media I view, and the area I live in.

00:29:08 Amanda Alfieri: Unaware prejudices or assumptions

00:29:09 Callie Herring: The subconscious decisions my brain is making about the people around me.

00:29:11 Beth Nally: The beliefs/feelings/stereotypes you bring with you (knowingly or unknowingly) regarding a group of people

00:29:12 Terresa Dawson: Unintentional bias...Bias that we are unaware of...

00:29:13 Kendra Edwards: Implicit Bias are biases we may hold that we are unaware of (unconscious). These biases affect our actions and behaviors

00:29:14 April Davis: Subconscious bias that affects one's actions unwittingly

00:29:15 Chelsea Breen: Biases we hold w/o being aware of them. Biases than come "naturally" w/o thinking.

00:29:16 Regina Williams: Beliefs and actions that unknowingly guide your actions

00:29:21 gail russ: unintentional 'hurt' via actions and or words

00:29:21 PETER DESWOOD: IB is the bias that we bring with us into our schools and classrooms

00:29:30 Linda Lenahan: Bias is my unrealized biases that I might be portraying/showing without realizing I am doing that.

00:29:36 Ann Giese: It's when you have a bias, and consciously or unconsciously act on it in ways that unfairly influences your actions and specifically teaching.

00:29:52 Katherine Prammer, PhD: Being blind to the perspectives of others

00:29:55 Mary Palmer Legare: It is bias that people possess but are not aware of. If they do not not self-examine and learn what IB they have, they cannot fix them.

00:29:57 Alejandra Sanchez de Tagle: Implicit biases are stereotypes or assumptions we place on others because of the way they look, sound and perform.

00:30:01 Shelly Jones: Biases you have that you may not know you have them

00:30:03 Elisa Waingort: Prejudiced ideas of racialized peoples that I may not be aware of. Implicit bias affects my relationships with POC in negative ways. Implicit bias is ingrained in society through white supremacist culture

00:30:04 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:30:18 Lisa Slonaker: Implied bias would be the feeling that someone gets from how someone acts towards them, speaks to them, or makes them feel.

00:30:28 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:30:36 Kasey Bratcher: My own preferences (both unconscious and conscious) towards or against specific groups of people (based on race, social status, gender, etc.)

00:31:09 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:31:28 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:31:50 Trena Wilkerson: Agreed the power/importance is in how we proceed once we recognize them!

00:32:24 Alma Miho: Agreed,

00:33:21 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:33:49 Joan Vatz: I want to be free of unconscious bias, but I suspect I am unable to recognize

00:34:22 Joan Vatz: it in myself.

00:34:26 Mary Palmer Legare: i think implicit bias can be found in policy and practice as well as in individuals.

00:34:40 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:34:42 gail russ: I lke mine, less words, means same

00:34:42 marissa heitman: is unconscious bias ment to be subconscious bias?

00:34:49 Andrea Elsridge: Hadn't been aware of the two terms.... I think they definitely are used interchangeably without understanding the difference

00:35:00 Elisa Waingort: What's the difference between unconscious and implicit bias?

00:35:09 Todd Bradford: What's the difference between unconscious bias and implicit bias?

00:35:20 Jill Zintsmaster: +1 TB

00:35:25 Kasey Bratcher: Yes Todd!

00:35:27 Amanda Alfieri: Much more in-depth than mine.

00:35:29 Shelly Jones: It is important in how we proceed once we know; however, even when we don't know it is up to us to learn because as professionals we've all heard about implicit bias somewhere so we must be curious and seek out our biases.

00:35:32 Beth Nally: The term "Blindspot" is powerful

00:35:34 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:35:37 Jennifer Chauvot: I hadn't heard of unconscious bias

00:35:48 Megan King: I'm wondering if implicit is societally implied - as in as a social group, we prefer X, where as unconscious is an individual bias

00:35:54 Tina Starks: Unconscious bias stems from conditional factors not intentional factors. ** Implicit bias is not inherently bad or hateful. It seems to me, it is what we do with the awareness of it that makes is bad or hateful.

00:35:54 Felicia Phillips: I'm concerned that the 2nd definition doesn't actually include actions that would be considered as implicit bias....

00:36:00 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:36:18 Linda Lenahan: If implicit bias is based on experience is it really unconscious?

00:36:20 Robert Reider: I like the unconscious v. implicit brings attention to the internal battle that we are attempting to fix in our practices.

00:36:37 Shelly Jones: Ah! Blindspot is perfect because if we know we have a blindspot we make a point of looking back to see hmm what is in my blindspot. It fits that we must "do something" ...

00:36:47 Megan King: so like white priviledge is an expression of implicit bias?

00:37:09 Regina Williams: I feel that unconscious and implicit are wrapped into each other. I can not see how they can be separated.

00:37:44 Jessica Edrington: It's possible to be *aware* of implicit bias.

00:37:48 Bernard Frost: "Blindspot" is a perfect fit- we definitely have to do something

00:37:48 Kasey Bratcher: Megan - that was super helpful for me... just had a cognitive shift.

00:37:51 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:38:01 Chelsea Breen: Implicit almost sounds like we are aware that it's there, but don't want people to know we know...

00:38:01 KimberLeigh Hadfield: implicit is more than unconscious because it "uses" me, affects my behavior or how I'm relating to others.

00:38:04 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:38:13 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:38:16 April Davis: To imply something there has to be some level of awareness...so my understanding of implicit bias is changing

00:38:20 Tina Starks: Unconscious bias is what is embedded in our culture. It's like water to fish.

00:38:26 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:38:34 Elisa Waingort: So, we can become aware of our implicit biases and choose to do something about them, but unconscious biases are not ones we are aware of and so cannot change them (or accept them, if they're positive) until we become aware of them?

00:38:41 Rory Hansen Hansen: My biggest concern is my unconscious bias is exhibited through actions that make implications

00:38:42 Victoria Peacock: @Megan, maybe, but I think a lot of white privelege is still unconscious.

00:38:44 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:38:58 Diana Stinson: implicit is more than unconscious because it "uses" me, affects my behavior or how I'm relating to others.

00:39:43 Beth Nally: So the key difference is "awareness?"

00:40:04 marissa heitman: when I think of unconscious I think its like someone being in a coma vrs. subconscious

00:40:10 Michele Welke: Awareness and what you do with the bias is key

00:40:12 Regina Williams: But wouldn't implicit come from your unconscious biases?

00:40:19 Tina Starks: I agree Victoria. Many white people have no idea of their privilege.

00:40:36 Lakimja Mattocks: Great question, Regina

00:40:44 Chelsea Breen: So, we know they are there, but don't mean to show them?

00:40:45 Kim Haynes: I'm not sure I agree with Victoria or Tina

00:40:48 Michele Welke: That is why I like the blind spot reference

00:41:20 Patrick Moore: system one - Kahneman
00:41:41 Cheryl Ann Doyle E Barran: i think knowing is the difference.
00:41:51 Regina Williams: Implicit seems to denote action while you would be unaware of the unconscious
00:41:53 Beth Nally: Some teachers think that kids who wear glasses are smart--implicit bias
00:41:56 Kasey Bratcher: So implicit bias is a bias that's just always naturally there within me (it's something people can see is there, though I might not be outwardly expressing it) ... and it also could be conscious or unconscious (I might recognize it or I might not)
00:41:56 Todd Bradford: Cheryl,
00:42:01 Andrea ElsrIDGE: "the level to which these are unconscious": as soon as we are aware that they might exist makes it important to look for them!
00:42:09 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.
00:42:24 Todd Bradford: Knowing is the difference as long as we are willing to confront them.
00:42:40 Cheryl Ann Doyle E Barran: i agree
00:42:53 Beth Nally: Bias affects expectations
00:42:56 Julie Herron: You made an important point about not being a "bad person" because you have implicit biases.
00:43:01 Terresa Dawson: So, unconscious bias would be like automatically asking males to pick up heavy items, without considering a girl or realizing that you always select boys to carry heavy items... and implicit would be saying girls aren't strong enough to pick up heavy items...
00:43:04 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments
00:43:34 Megan King: i think there is also a willingness to accept responsibility for these biases too when we acknowledge implicit bias
00:43:36 Todd Bradford: I agree, Julie.
00:43:51 Shelly Jones: I still want to push that even when you don't know, doesn't mean you are not off the hook. Remember, if someone is in your blindspot and you move over, you are still at fault. You have to look into yourself because as professionals and even as adults I believe most have at least heard that we all have biases so it is whether you want to search yourself to find them
00:43:51 Elisa Waingort: We have to commit and act to go all the way! There's no middle ground.
00:44:02 Michelle Ramos: That was helpful thanks Terresa
00:44:12 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments
00:44:28 Victoria Peacock: +1 Shelley! Well said
00:44:31 Diana Stinson: Shelly I love your Analogy
00:44:41 Anna Stawowski: I agree
00:44:48 Tameillia Cain: I agree Shelly
00:44:57 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments
00:45:03 Joan Vatz: yes.
00:45:04 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments
00:45:16 Vanessa Cleaver: Well said, Shelly!

00:45:32 Tina Starks: Example...A white person I spoke with came up out of poverty. She believes that by working hard like she did, anyone can rise out of poverty. Unfortunately, she did not understand that a Black person living in poverty has hurdles base on their race that she does not. This is having little idea of her White privilege.

00:45:52 Shelly Jones: Hmm, Terresa I like that

00:46:33 gail russ: absolutely, student's with a 'rep'... we need to understand why, and stop assuming... I want to be able to recognize this before I act on their behaviors

00:47:48 Francisco Sanchez: Shelly, im still thinking about what you wrote. Really got me thinking about how I allow blind spots to be my safety net.

00:47:53 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments.

00:48:07 Jessica Edrington: I'm a woman, so I must not know what I'm talking about when I say what I need fixed on my car.

00:48:09 Beth Nally: Less intelligent because of my southern accent

00:48:12 Tatiana Pereyra: That I am an angry Black woman.

00:48:21 Michelle Ramos: I am Mexican so i must be good at landscaping

00:48:22 PETER DESWOOD: I am Native American and people always say, do you still live in teepees

00:48:24 Tina Starks: I'm a Black woman so I must be angry.

00:48:26 Lakimja Mattocks: I am African because of my name

00:48:26 Maria Cetta: That my small stature makes weaker or not as strong

00:48:27 Lauren Faccone: I am not smart since I am a preschool teacher

00:48:28 Noelle Carino: Because I am educated/have a good job/have a great family, that I cannot experience mental health issues.

00:48:29 Shelly Jones: Thank you Francisco, I too am always thinking of ways to dig deeper

00:48:31 Alison Gillen: I am a teacher in my 60s so people think I can not handle technology

00:48:31 Jennifer Dowdy: I'm from California so I must be opposed to firearms.

00:48:36 gail russ: people think that because I laugh or smile that everything is funny, when in fact I am ridden with anxiety

00:48:36 Megan King: judging my health or work ethic because of my size

00:48:37 Curtis Taylor: I am black man, who is lighter in complexion, so I must not be a threat

00:48:38 Ann Giese: From another teacher " What is your secret? I didn't think fat people had high self esteem?"

00:48:41 Julie Herron: I am less capable because I am a women

00:48:42 marissa heitman: as being half native amarican why are you not tan

00:48:43 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:48:44 Angelica Duddleston: Having an accent makes me dumb

00:48:44 Tameillia Cain: Less professional because my hair is natural

00:48:44 Penny Nakai: I live on the reservation so I must have no water and electricity

00:48:49 Janet Tomlinson: I'm female so I must not like math

00:48:51 Carolyn Cutts: I remember starting my career and traveling a lot &

when I got engaged, people asked me what my new career would be since I wasn't likely to travel now that I'd be married

00:49:01 April Davis: I am Christian so I am judgmental

00:49:04 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:49:04 Regina Williams: No good at math because I am a black female

00:49:04 Terresa Dawson: I am organized because I am a teacher...

00:49:04 Bernard Frost: I am a large black male so I went to college on a football scholarship

00:49:07 Amanda Alfieri: I'm not sure

00:49:12 Cheryl Ann Doyle E Barran: i think that is so true. I told someone i really do not see color i see people and they were arguing with me but then i told them I am from the Caribbean and those are not my lived experiennces.

00:49:14 Regina Williams: Not good at math...

00:49:21 Tina Starks: I'm a Black woman who stayed at home full time to raise my children so my husband must be a drug dealer.

00:49:21 Victoria Peacock: I have Celiac disease but I have had people treat me as though I am a food snob when I order at a restaurant.

00:49:23 Callie Herring: I'm from another country, so I must not speak the language /I'm young, so I must not have anything to offer

00:49:33 Lori Hadorn-Disselkamp: I am Catholic so I must follow every rule of the church.

00:49:41 Michele Welke: over weight so I must be lazy

00:49:43 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:49:55 marissa heitman: you cant be smart because you have a learning disability

00:49:56 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:49:58 Victoria Peacock: Agnostic or Aetheist- must be a bad person without morals

00:50:18 Pamela Seda: I think that the nature of the word "blindspot" means that we can't see it. However, I agree with you, Shelly, that we are not off the hook, because we can't see. I think we must cultivate professional and personal relationships with people that we allow to share with us their observations about what may be our biases. That is why teaching cannot just be an individual endeavor.

00:50:24 Todd Bradford: The Gods Must Be Crazy--great show!

00:50:28 Katherine Prammer, PhD: Vegans don't understand science

00:50:28 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:50:36 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:50:54 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:51:05 Tameillia Cain: Good Pamela

00:51:12 Jennifer Jones: that coke bottle fell from the sky):(

00:51:20 Katherine Prammer, PhD: Asking visitors to the home to take off there shoes is insulting, rather than a cultural norm

00:51:31 Jennifer Dowdy: I have a lot of tattoos therefore I can't be professional

00:51:35 Enkelejda Limani: I have seen this movie maybe 20 years ago.

00:52:16 Katherine Prammer, PhD: Being bigger than a size 4 means that I am undisciplined and a glutton

00:52:34 Jennifer Jones: Yes! @Katherine. Now, more than ever, it's a "cleanliness norm" for me :)

00:52:42 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:52:53 Maria Cetta: I have never seen that movie but I was feeling some sort of way - problematic!

00:53:27 Katherine Prammer, PhD: Requesting that we wear a mask is an affront to our personal liberties.

00:53:30 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:53:50 Victoria Peacock: *cringe*

00:53:56 Shelly Jones: Thank you all for sharing all the biases. I am learning a lot because I probably have some of these biases.

00:53:56 marissa heitman: ugh

00:53:57 Tina Starks: Yikes!

00:54:02 Demetria Lee: wow

00:54:02 Jennifer Jones: Oh, jeez :(

00:54:03 Nikki Lalonde: powerful connection with video and these statements.

00:54:13 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:54:17 Joan Vatz: oh, no!

00:54:19 Mary Palmer Legare: the pilot was uncivilized and disrespectful because he tossed the bottle out onto a land he considered inhabited by uncivilized people.

00:54:23 Megan King: "my kids aren't like yours" UGHHH

00:54:24 Troy King: Assumptions!

00:54:29 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:54:34 Denise Wilson: As a special education teacher, the They are so low drives me insane!!!

00:54:46 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:54:52 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:55:00 Janet Tomlinson: I love the idea of judging these statements against reality... what are we really saying when we say these things?

00:55:04 Mary Palmer Legare: These kids can't learn.

00:55:10 Tina Starks: Oh, Afreeka. I see it's time to get real.

00:55:14 Janet Tomlinson: and what are we going for? what is our intention

00:55:20 Troy King: Perception must be based on a behavior that has been observed

00:55:35 Rory Hansen Hansen: They are so low=I don't have strategies to help these students learn

00:55:48 Raihana mumtaj: as an asian minority in my situation i see it in the hiring practices and behaviour

00:55:53 Manuel Salcido: Assumptions on families, students, or grade levels as a whole

00:55:54 Jennifer Jones: ^^^^ @Rory

00:56:03 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:56:22 Terresa Dawson: ...An honor's class in a school that tracks...

00:56:24 Denise Wilson: Preach Rory

00:56:28 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:56:31 Lisa Slonaker: I heart many times people think that they are low because of the family demographics - or because of the area that they live in. This is also the case with thinking about the help emotionally and otherwise that students are going through - to include behavior, etc. Good and bad experiences; much and no knowledge can be gained - there is too much bias with many groups - and this is sad.

00:56:39 Janet Tomlinson: they are so low is another excuse to teach basic concepts instead of giving students an opportunity to do real math

00:57:02 Michelle Ramos: Whats a par?

00:57:02 gail russ: where are the rules for golf?

00:57:03 Victoria Peacock: Agree Janet

00:57:03 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:57:07 Amanda Alfieri: I don't know golf, so I have no idea...

00:57:17 Tameillia Cain: As a side note, this discussion is sooo good...

00:57:17 Heather Taylor: What is par? I don't play golf.

00:57:18 Lisa Slonaker: I do not know anything about golf.

00:57:20 Denise Wilson: this question assumes background knowledge of golf which not everyone has

00:57:20 Carolyn Cutts: Amanda - same!

00:57:22 jonathon Pierpont: is math used in the example because of the implicit bias that not every one likes math ?

00:57:23 Shelly Jones: I guess I would wonder if the students have experience with golf

00:57:27 Agnes Bannigan: This task is inaccessible for me, even. Don't know golf well enough to understand what the question is asking.

00:57:34 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:57:39 Katherine Prammer, PhD: Hopefully golf is included in teh physical education class in previous years,, otherwise teh example is relevant to a small population of Americans, much less youth.

00:57:48 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:57:53 Lakimja Mattocks: What in the world does the last part mean...too distracted to get to the answer

00:57:53 Maria Cetta: I'm an athlete and know nothing about golf! Please tell me this isn't an actual case study.

00:57:56 Tatiana Pereyra: Golf, par, round, strokes. Students that don't have personal experience with golf may have challenges visualizing this

00:57:57 Amanda Alfieri: Did the teacher explain the game of golf before this problem?

00:58:00 Katherine Prammer, PhD: Teacher should be fired

00:58:03 gail russ: time to change the question!

00:58:05 Jada Pearson: Why use golf at all?

00:58:10 Jessica Edrington: I sometimes use baseball in my lessons, but it's something that I'm excited about and work a conversation ahead of the problem to engage students.

00:58:12 Tameillia Cain: As an instructional coach, I ding teachers for these comments

00:58:13 Laura Van Zoest: This problem requires more knowledge about golf than math!

00:58:29 Angela Grady: Exactly Lauren.

00:58:33 Denise Wilson: My boyfriend is a professional golfer and I know nothing about golf!

00:58:36 Terresa Dawson: Perception that he students are unteachable...

00:58:37 John Staley: relevance of tasks.... and assumptions that are made about students' choice/willingness to engage

00:58:41 Carolyn Cutts: But what if it's not golf? How many times do we see questions about baseball or football?

00:58:42 Lisa Slonaker: One needs to tune into the interests of the students when doing an activity - this way they stay engaged - or assign groups by choice of discussion so that the students can discuss their solutions as it applies to interests and activities.

00:58:44 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:58:48 gail russ: aassumptions should never be made

00:58:49 Janet Tomlinson: Ugh - this brings to my mind the way I feel about tasks that focus on football - a sport that intentionally excludes half of our student population. Or allows them to participate by cheering on the boys

00:58:51 Comlavi Djondo: The context is not familiar to the black students.

00:58:51 Robert Reider: Golf is frequently used in examples with integers as well. Students require background knowledge before they can attempt it.

00:58:55 Tatiana Pereyra: Sounds about white.

00:58:59 Penny Nakai: Background...cultural

00:59:01 jonathon Pierpont: as a math teacher it is irrelevant to know how to play golf and would mention that along with a brief explanation of the objective of golf

00:59:01 Mary Palmer Legare: i would think that the majority of the students were disengaged because they had no interest in golf.

00:59:01 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

00:59:03 Janet Tomlinson: Ha - Tatiana

00:59:04 Katherine Prammer, PhD: Im teacher certification classes in the late 2010, these examples where considered racist

00:59:22 Victoria Peacock: I would want to know the age of the students and wonder if they know enough about the game of golf to tackle the question? Maybe they do but I personally don't know because I don't play. Perhaps we start with a video and a brief explanation of the game? Teacher should have made time earlier in the year to get to know students to know whether this context is something the

students connect with.

00:59:24 Tameillia Cain: Ha @ Tatiana

00:59:32 Demetria Lee: This is not a fair question.

00:59:37 Amanda Alfieri: I have my students explain the game of football or baseball before we begin a problem with sports- partially because they know more about the game than me, and also to help explain the rules to the rest of the students.

00:59:50 Jessica Edrington: Yes, Amanda!

00:59:52 Lisa Slonaker: The fact is that there are students not being engaged.

00:59:52 Beth Nally: Students in the front of the room want to learn

00:59:55 PETER DESWOOD: That all students understand the game of golf, rules, etc

00:59:56 Juile Spykerman: The 80% don't care about doing math

00:59:56 Janet Tomlinson: an assumption of knowledge

00:59:57 Randolph Chapman: Everyone knows golf rules

00:59:59 Amanda Alfieri: That students should all know golf

01:00:01 Carolyn Cutts: kids in the front of the room deserve more support because they are engaged.

01:00:02 Karen Tooman: The Black students are disengaged because they don't like or know the game of golf.

01:00:03 marissa heitman: that the 80% don't know math

01:00:04 Diana Stinson: that black students are not smRt

01:00:05 KimberLeigh Hadfield: Black students are disengaged"

01:00:06 Chelsea Breen: The fact that the students are in the back, might indicate that the black students don't care.

01:00:07 Lakimja Mattocks: All students understand the terminologies and game of golf

01:00:11 Lisa Slonaker: Bias - that the students in the back are not wanting to learn - assumed?

01:00:11 John Staley: T- students have background understanding about golf

01:00:12 Tina Starks: That EVERYONE knows about golf.

01:00:12 Francisco Sanchez: the students in the back do not care

01:00:14 Julie Herron: The teacher thinks that the students in the back are not interested or being uncooperative.

01:00:16 gail russ: assuming the back of the room are a lost cause... so sad

01:00:17 jonathon Pierpont: that the students can separate the math from the sports analogy

01:00:18 Nikki Lalonde: Students in back do not want to learn

01:00:19 Mary Palmer Legare: Everybody loves golf and has access to play and understand it.

01:00:20 Tatiana Pereyra: The students that are not engaged cannot do the work. It is too hard for them.

01:00:21 Alejandra Sanchez de Tagle: Black students are not good at math

01:00:23 Terresa Dawson: They are sitting in the back because they do not care about learning anyway

01:00:24 Tameillia Cain: That golf rules are known in areas where golf is not played

01:00:24 Miracle Wynn: It would be difficult to know exactly what experiences each student has had. That said, providing background knowledge and taking time to explain the rules of the game/sport is important. I wouldn't use this question without having a conversation that engages all students and sets the background for understanding.

01:00:25 Cherish Alberts: That the black or latino students in the back do not want to engage.

01:00:26 Regina Williams: Assumptions related to ability and interest... who will understand the problem (White and Asian students will know what to do)

01:00:27 Linda Lenahan: Bias that these kids do not want to learn or they are not intelligent. Reality they are not engaged

01:00:28 Elizabeth Wright: Students are disengaged because they don't value education.

01:00:29 Robert Reider: All students understand golf and only students in the front want to learn or are interested in math,

01:00:29 Andrea Elsridge: Might be using golf because of Tiger Woods' accomplishments and would "hook" in the black students... (reasons why teacher picked the example, not necessarily right!)

01:00:30 Karen Tooman: The Black students are not interested in math.

01:00:30 Demetria Lee: Why are blacks scholars in the back

01:00:31 Heather Taylor: There is bias against the students of color, because they are not engaging the kids in the back.

01:00:35 Melonie Smith: They assumed that the students in the back of the classroom wouldn't be able to answer the question because they don't understand the game of golf because they were disengaged, thus not be able to answer the question

01:00:38 Michele Welke: The students disengaged in the back of the room are choosing to not learn.

01:00:41 Janet Tomlinson: the same engagement technique should work for all students

01:00:49 Tatiana Pereyra: They are at school to socialize and not learn.

01:00:52 John Staley: Students not willing to try

01:00:54 Miracle Wynn: The bias is that the teachers are only teaching to "the top 10%" that they assume have the background to engage.

01:00:55 Regina Williams: Students in back are not interested in learning.

01:01:07 Cheryl Ann Doyle E Barran: as specialist teach the context

01:01:10 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:01:10 Rory Hansen Hansen: why are the black students in the back of the class?!?!

01:01:11 Mary Palmer Legare: that students are disengaged because they are not smart or don't want to learn.

01:01:18 Jennifer Jones: Bias and assumption that ANY kid has an interest or knowledge of golf.

01:01:19 Tina Starks: They are unseen and unheard.

01:01:20 Miracle Wynn: They assume the kids who aren't engaging just don't care, rather than they might not have the background info to engage.

01:01:40 Katherine Prammer, PhD: The system has failed these students in

providing them an equitable opportunity to achieve success

01:01:42 Regina Williams: Design of task and environment require changing to promote engagement and interest

01:01:44 Amanda Alfieri: Students feel left out

01:01:45 Kim Haynes: I don't know Rory? Why are they in the back?

01:01:47 Diana Stinson: the students feel like they have no worth of value

01:01:51 marissa heitman: that the 80% should know golf because tiger woods?

01:01:53 Janet Tomlinson: Students who don't care about golf can feel unvalude

01:01:55 Jessee Clements: it's a missed opportunity for learning

01:01:57 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:02:01 Nikki Lalonde: Black students are not seen, question whether they are valued in this learning environment or not

01:02:01 Chelsea Breen: The fact that they are ignoring the students in the back is my biggest issue. They could teach them a little about golf to make it accessible, but it doesn't sound like the teacher cared to do that.

01:02:01 Heather Taylor: The teacher doesn't understand me or care about me because they are talking about a game to wish I have no access and they aren't trying to engage me.

01:02:01 Tatiana Pereyra: The content is lost because the task is not reflective of ALL student experiences.

01:02:03 Ticharo Rolle: students won't have access to learning

01:02:05 Mary Palmer Legare: the POC students believe that the teachers don't care about them.

01:02:07 Lisa Slonaker: Lack of engaged learning environment implies lack of learning. OR - by bias - lack of teaching.

01:02:10 gail russ: students figure teacher is just getting paid and that's all the instructor cares about

01:02:11 Beth Nally: It the students responsibility to engage rather than the instructors responsibility to be engaging

01:02:13 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:02:14 Robert Reider: Were the students in the back assigned to sit there because they seemed disinterested?

01:02:14 Tina Starks: Their academic ability, their critical thinking, their sense of belonging, their worth are all unseen and unheard.

01:02:18 Jessee Clements: teachers don't care...math doesn't apply to me

01:02:22 Cherish Alberts: You don't have to understand golf, as I read it, but by using golf in a diverse classroom, we are failing the students!!

01:02:23 Julie Herron: The students need to be in an environment where they feel safe and comfortable to take risk, ask questions, and make errors.

01:02:24 Megan King: why would a teacher ever ignore students?

01:02:31 Juile Spykerman: The system continues to fail these students as the adults in the room don't realize what they are not doing

01:02:33 Nicole Berg: I was going to ask the same question Rory. Why are the students separated out?

01:02:34 Alejandra Sanchez de Tagle: The system is not meeting students'

needs and adults are not making an effort to tailor education to students' needs.

01:02:38 Miracle Wynn: If I am a student in this class, I'm stuck on trying to figure out what over par means. I've lost the math because I'm stuck on the vocabulary. If I get too frustrated, I'll disengage.

01:02:43 Chelsea Breen: If I was one of the students being ignored, I would think the teacher doesn't care.

01:02:44 Tatiana Pereyra: Math tasks often center whiteness.

01:02:45 Todd Bradford: The implications are that these students will have judgements made about them because of the inability to engage in a task they couldn't access.

01:02:50 Janet Tomlinson: students who are allowed to check out in class feel unimportant and tend to stay disengaged

01:02:55 Mary Palmer Legare: The students dislike mathematics because it has nothing to do with their lives.

01:02:56 Miracle Wynn: I agree Todd.

01:02:56 Julie Herron: The task need to be relevant to the students' environment.

01:03:05 Regina Williams: Classroom arrangement and student placement send implicit messages to students about who is important and where the concern is.

01:03:17 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:03:19 marissa heitman: oh gosh...

01:03:21 Todd Bradford: Amen, Julie

01:03:25 Megan King: i'm assuming the teacher is totally out of touch with his students, and his co-teacher propping him up

01:03:35 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:03:37 Joan Vatz: design a team style presentation and mix kids from front and back of room. ask what various kids think or know about golf

01:03:37 Jessica Edrington: I'd raise my hand and ask - what is par? Does that have anything to do with the holes?

01:03:42 Beth Nally: Begin by getting to know your students and what matters to them

01:03:44 Tatiana Pereyra: Access prior knowledge. Ask the students what they know about golf.

01:03:47 Juile Spykerman: I would ask the other adults in the room what they thought was going on.

01:03:47 Miracle Wynn: As an educator, I'd pose a question to teacher and class regarding the rules of golf. I'd engage all kids by moving throughout the room and having conversations.

01:03:48 Karen Tooman: Team meeting, afterschool

01:03:48 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:03:50 Julie Herron: I would immediately go to the back of the room to find out why the students aren't working on the problem.

01:03:52 Diana Stinson: I would engage the students and ask them know and wonder about the question

01:03:52 Chelsea Breen: 1) I hope that I would notice AND choose to address it. 2) I would ask questions

01:03:53 Lisa Slonaker: I walk in to the classroom and see this and look at

various students and say, "What are you working on?"

01:03:54 Andrea Elsridge: yes, ask the questions that students might not feel comfortable asking

01:03:59 Denise Wilson: just because I'm black and in the back doesn't mean I'm not listening

01:03:59 Bernard Frost: In the post observation conference I will start with a discussion on the NIET rubric indicator on teacher's knowledge of the students and go from there

01:04:01 Tameillia Cain: And due to bias, some teachers chose tasks that only include people like them

01:04:02 Mary Palmer Legare: debrief with the teachers and ask them questions about how they experienced the class and then she what i saw.

01:04:04 Janet Tomlinson: I might start by asking questions to see if the teachers were even aware of what theywere doing

01:04:05 April Davis: Suggest creating diverse groups for discussing and answering the problem.

01:04:06 Kim Haynes: I would probably begin to intentionally have a discussion making a point to reach out to those in the back and discuss the problem and also talk about golf in general

01:04:08 gail russ: I might start asking instructor how to play golf and what does it have to do with math, and can I sit in the back of the room and play cards

01:04:09 Alejandra Sanchez de Tagle: I would engage in conversations with the students in the back of the class, and question the teacher about the level of engagement in the class.

01:04:10 Julie Herron: Reword the problem for the students and make it relevant.

01:04:14 Amanda Alfieri: I would stop and ask the class if someone could explain the game of golf to me. I would do this whole class so all could hear, and even if I did know the game, we could all learn and correct misconceptions of the rules before we get back to the problem.

01:04:16 Ricky Santana: Perhaps it can be a way to discuss during a team math meeting? Have teachers show off their tasks from the previous week and reflect and discuss

01:04:17 Jesse Clements: head to the disengaged students and ask them about the task...

01:04:18 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:04:18 Robert Reider: Suggest cooperative seating arrangement, discuss how to create background knowledge for a problem. (have the students play a mini-golf game to make the connection0.

01:04:25 Beth Nally: Provide the students with the equation and ask them to write a problem matching the equation

01:04:32 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:04:35 Victoria Peacock: It feels biased to assume this particular group of students DOESN'T know about golf- maybe they do. But I would need to know my students well enough to know their interests and know if they have background knowledge with the content if the math is dependent on it. By including contexts that kids are interested in, it sends a signal that you care about the students as

people and their interests/

01:04:42 Jada Pearson: Either teach about golf first, or use problems that access the experiences of the students. Always make sure to have discussions about the context before the content.

01:04:45 Nikki Lalonde: Perhaps have students create problems of their own in collaborative groups and then each group shares with the class...

01:04:46 Lisa Slonaker: I would walk over to the teacher's desk and take a look at the lesson plans - and act friendly to all - and observe. Maybe getting one of the uninformed involved. To show I am interested in them and their learning.

01:04:47 Tameillia Cain: I would provide an option of questions covering different topics. It blends the diversity

01:04:53 Julie Herron: Model effective teaching for the teacher.

01:04:55 Debra Cowan: The students in the back are disengaged because the teacher is racist and don't care. I would explain the game of golf, and acted out with students.

01:05:02 Charlene Cruz: If the students in the back of the class are not engaged, maybe because they do not understand golf and maybe have done background knowledge before giving the students the assignments

01:05:05 Angelica Duddleston: I would go back to the learning. What is the intended learning?

01:05:13 Beth Nally: I would address the instruction long before the students

01:05:14 John Staley: Encourage the teacher to think about the tasks they use with their students and information they need before they can engage with the problem.

01:05:21 Megan King: true angelica

01:05:22 Regina Williams: I would hope this problem is not the only one related to golf. Why not envision integrating with P.E. and other related math topics and skills

01:05:30 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:05:31 Lisa Slonaker: Possibly go through the lesson and use APL strategies - definitely - get them engaged.

01:05:37 Katherine Prammer, PhD: Assign a co-teacher for the classroom to provide a safe space for learning; review the lesson plans for the next month to remove issues; why are students segregated in the room

01:05:41 Diana Stinson: I would talk to the teacher after class about pre knowledge

01:05:42 Jennifer Jones: agree @ Angelica. What are the learning objectives?

01:05:45 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments

01:05:46 Francisco Sanchez: The crazy thing here is that many of the responses in the chat (I feel) are reflective of our own biases. A good example is that our biases are telling us that black kids do not know about golf. This could honestly be an issue of lack of relationship between the teacher and the students. Maybe im thinking too deep, but im thinking lol

01:05:46 Miracle Wynn: Yes

01:05:48 Regina Williams: YES

01:05:48 Jeanne D'Arcy: Use a three-read protocol to break down the situational context eliciting student voice

01:05:48 Jessica Edrington: YES!!
01:05:49 PETER DESWOOD: I would ask, what percent of students were engage?
01:05:51 Curtis Taylor: Yes!
01:05:53 Diana Stinson: yes
01:05:53 Kim Haynes: ABSOLUTLEY!!!!
01:05:53 Miracle Wynn: ha
01:06:04 Amanda Alfieri: Thank you Regina, it would be great to have math collaborate with PE
01:06:12 Joan Vatz: ask if there are any students who have actually played golf, have some explain the game, ask if they would like to learn the game, how can they get that opportunity
01:06:24 Katherine Prammer, PhD: Each teacher should see each child as if they were their own.
01:06:26 Elisa Waingort: The problem, IMHO, is that there is a "back of the room" at all.
01:06:27 Lisa Slonaker: yes - do not leave me out - that is bias - others got to answer.
01:06:32 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments
01:06:43 Melonie Smith: DEFINITELY.....8 black students sitting in the back of the classroom, and 2 non-black students sitting up front? Yes, I'd notice
01:07:11 Miracle Wynn: I think we've all been here and it isn't necessarily intentional or with malice. We make mistakes. I love co-teaching as we can "check" one another on the spot. A good relationship btw us means we can do that.
01:08:01 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments
01:08:03 Katherine Prammer, PhD: Schools should have classroom reflection videos for teacher training assessment. We use these and find that they are helpful.
01:08:10 Kim Haynes: I see things like this everyday in my school. I work in a very diverse, largely Hispanic population with a large population of students new to the US with limited English skills, and then we have about 30% African American. We actually, almost run 3 separate schools. VERY SAD and very difficult to get certain teachers who teach certain groups of students to check into their biases.
01:08:29 Miracle Wynn: Yes! Seeing yourself on film is a trip. It helps with instruction so much
01:08:41 Victoria Peacock: ^I have been in a school like this too Kim :(
01:08:44 Megan King: and rural!
01:09:00 Tina Starks: Yes !! Asset-based mindset is critical.
01:09:12 Kim Haynes: @ Katherine - don't you know that the teachers whom really need to be reflective will decline the opportunity
01:09:33 gail russ: know all students as much as possible...
01:09:41 Katherine Prammer, PhD: @Kim Where I teach, it is mandatory
01:09:55 Lorie Huff: Remember to change your chat delivery to "all panelists and attendees. We want all participants to benefit from your comments
01:10:16 Kim Haynes: Oh wow!!! That is awesome. Our public schools are very union heavy still, even with the passing of ACT 10!!
01:10:21 Rory Hansen Hansen: "Meh" on relevance is being kind

01:10:50 Katherine Prammer, PhD: Those students are in that grade one year, and schools carry a heavy burden to give each student a meaningful education

01:10:51 Kasey Bratcher: YES, YES, YES, YES, YES, YES!

01:11:02 Tameillia Cain: Math can be so territorial. It creates these silos so it's hard to build relationships

01:11:10 Cherish Alberts: Yes!!!!!!!!!!!!

01:11:11 Angelica Duddleston: Cultivate the students' math identity

01:11:20 Kasey Bratcher: If they have a sense of belonging they are more likely to make sense and persevere!

01:12:12 Megan King: and empower them to both seek answers for themselves and own their autonomy to find solutions to their problems

01:13:31 Regina Williams: There is power in diversity.

01:13:39 Megan King: ooh good. walk in their shoes first, so we see through their eyes and let their actions lead

01:13:42 Janet Tomlinson: if students think you truly care for them, they are so much more willing to go outside of their comfort zone and take risks

01:13:42 Todd Bradford: Math is a tool to understand and interpret the world around us--students need a chance to see math in THEIR world.

01:14:01 Tameillia Cain: yes Todd

01:14:02 Trena Wilkerson: Powerfully connected to mathematical identity, agency and authority that we need as teachers to be sure we create the kind of learning environment our students need and deserve. www.nctm.org/change and www.nctm.org/pta

01:14:10 Victoria Peacock: So much focus on high stakes testing has made relationship building a lot more difficult because there is such a pressure on our time, especially in middle and high school where you only see a group of students for 45-60 minutes at a time.

01:14:30 Regina Williams: Agree!!

01:15:13 Victoria Peacock: I am not saying we shouldn't try, it just feels like the focus has been turned from teaching as a human profession to cranking out numbers :(

01:15:53 Tatiana Pereyra: TODOS is amazing.

01:16:30 Gloria Brown Brooks: we as teachers have become numbers as well and are acknowledged by our students scores

01:16:32 Shelly Jones: Math for Human Flourishing by Francis Su - let's talk about what is considered math that is how we start humanizing/rehumanizing math. So Yes I agree the testing has to change (the amount of testing/the type of testing/etc.)

01:17:03 Gloria Brown Brooks: Todos is amazing. I agree

01:17:16 Trena Wilkerson: Agreed--Please go to TODOS website and see all the resources and webinars! <https://www.todos-math.org/>

01:17:23 gail russ: adults?

01:17:53 Gloria Brown Brooks: yes. they are given by adults.

01:17:59 Chonda Long: <https://www.nctm.org/ptabook/>

01:18:26 Nikki Lalonde: Thank you for this incredible time of learning and reflection.

01:18:30 Agnes Bannigan: Thank you!

01:18:37 Denise Wilson: This was a fantastic session! Thank you!!

01:18:38 Regina Williams: Thank you both!

01:18:42 Nell Thurlow: Thank you!

01:18:45 Beth Nally: Thank you so much! WOW.
01:18:46 Chonda Long:
<https://www.nctm.org/Store/Products/Annual-Perspectives-in-Mathematics-Education-2018/>
01:18:46 Lori Hadorn-Disselkamp: Thank you both!
01:18:50 Linda Lenahan: Thought provoking
01:18:51 Shelly Jones: Thank you!
01:18:52 Anna Stawowski: Thank you
01:18:53 Bernard Frost: Thank you. This was a Great session.
01:18:54 Maria Cetta: Thank you for sharing space with us!
01:18:54 Penny Nakai: Thank you!
01:18:59 Jill Swissa: Thank you Afreeka!!
01:18:59 Fanty Marc: Thank you, both!
01:18:59 Cherish Alberts: Thank you so much!!! There is so much important work to do.
01:19:02 Jennifer Chauvot: thank you!
01:19:04 Tatiana Pereyra: Thank you both so much.
01:19:05 Todd Bradford: Thank you both!
01:19:06 Jeanne D'Arcy: Thank you very much!
01:19:06 Victoria Peacock: Thank you so much! Great session!
01:19:07 Alma Miho: Thank you.
01:19:07 Judith Owens: Thanks!
01:19:08 Jessica Edrington: Excellent session!
01:19:09 Kathleen Morris: Thank you, Afreeka and Justin~So much to think about and be aware...conscious!...about!
01:19:10 Michelle Angus: Thank you so much!
01:19:11 Tameillia Cain: THANK YOU! GREAT SESSION!
01:19:11 Jada Pearson: Thank you!
01:19:12 Sharon Ling: Thank you!
01:19:12 Gloria Jimenez: Thank you!
01:19:13 Rory Hansen Hansen: Thanks everyone for the engagement
01:19:13 Marisha Clarke: Thank you!
01:19:14 Elisa Waingort: Thank you Afreeka and Justin!
01:19:15 Miracle Wynn: Thank you.
01:19:16 Kimberly Rivera: Thank you!
01:19:16 Alejandra Sanchez de Tagle: Thank you, it was great!
01:19:17 Lisa Felix: Thank you
01:19:17 Gloria Brown Brooks: Thank you both
01:19:18 Michele Welke: Thank you!
01:19:20 Francis Kisner: Thank you very much.
01:19:20 Lisa Slonaker: Thank you - this was a really good session.
01:19:21 Vanessa Cleaver: Thank you! Very thought-provoking!
01:19:21 Kendra Edwards: Thank you!
01:19:21 Cheryl Ann Doyle E Barran: thank you both
01:19:22 Laurel Phillips: Thank you! This was very good!
01:19:22 Enkelejda Limani: Thank you!!!!
01:19:22 Juile Spykerman: Thank you, Afreeka!
01:19:22 Tina Starks: Thank you for this opportunity and for creating this space to share.
01:19:23 Kristen Popper: Thank you!

01:19:26 Diana Stinson: thank you for helping me find a starting point
01:19:26 Daniel Irving: Thank you for this incredibly powerful, motivating, reflective, and thought-provoking presentation!
01:19:26 Trena Wilkerson: Resources either mentioned in his talk or support these conversations can be found at <https://www.nctm.org/socialjustice/> A free chapter from the 2018 Rehumanizing Book mentioned is there as well.
01:19:26 Jill Swissa: Thank you Justin too!
01:19:27 Julie Herron: Thank you, this was wonderful.
01:19:36 Debra Cowan: thank you s was great
01:19:38 Scott Foglyano: Thank you!
01:19:41 Melonie Smith: Ms. Miller - I used to work for Carnegie Learning with Rickey Murff here in Chicago
01:20:05 Katherine Prammer, PhD: Very meaningful webinar- thank you so much
01:20:08 Miriam George:
<https://www.carnegielearning.com/reshaping-education/>
01:20:15 Trena Wilkerson: Excellent Session! So much rich discussion and openness to discuss in the Chat Box! Thank you Afreek and Justin and Carnegie Learning!
01:20:22 Cindy Bryant: Thank you Afreeca and Justin! Great session.
01:20:36 Chonda Long: Complete a survey using this link - <https://forms.gle/eTa7GKx26MknaDPf8>

01:20:51 GILDA BELLO: Thank you !
01:20:53 Renee Garcia: Thank you for your thought provoking questions and conversations!
01:20:57 Chonda Long: Complete a survey using this link - <https://forms.gle/eTa7GKx26MknaDPf8>

01:21:12 Robert Mullaney: Thank you.