

00:26:59 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:26:59 Cindy Bryant: Hello from Springfield, MO

00:27:09 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:27:14 Trena Wilkerson: Hello from Waco, TX!

00:27:23 Toni Galassini: Hi from Chicago!

00:27:23 Catherine Bronikowski: Hello from Milwaukee, WI

00:27:25 Leslie Texas: Leslie from Louisville, KY

00:27:26 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:27:27 Valerie Vanderport: Hello from Mukilteo, WA!

00:27:27 Faith Peddie: Hi everyone! Welcome to tonight's session.

00:27:28 Jaclyn Murray: Hi from Cumming, GA

00:27:29 Tanya Landry: Hi from Baton Rouge!

00:27:30 Victoria Campbell: Hi from Tucson, AZ

00:27:30 Roberta Rotolo: Hello from Dallas TX

00:27:31 Amanda Jansen: Mandy Jansen, here from Newark, Delaware!

00:27:32 Natasha Gambarov: Natasha from Sherborn, MA

00:27:32 Sandi Cooper: Greetings from Crawford, Texas!

00:27:32 Macobia Harris: Macobia from Duncanville TX

00:27:34 Maranda Jones: Hello from Colorado!

00:27:35 Marcy Corley: Good Evening! Marcy from Frisco, TX

00:27:36 Mona Majdalani: Hello from Beirut Lebanon

00:27:36 Erin Meunier: Hi! Erin Meunier Northern Virginia

00:27:37 Kathryn Gray: Kathryn Gray from Arlington, VA

00:27:37 Stephenia Courtney: Hello from

00:27:37 April Flanders-Lee: April from Curlew, WA up by Canada :)

00:27:38 Eileen Erickson: HI from Kingwood, Texas

00:27:38 Jorge Veloso: Hi from Angola.

00:27:38 bonnie manzon: vallejo ca

00:27:39 Liz Morris: Hi from Phoenix Arizona

00:27:39 Kathryn Mead: Hello from Kathryn in Selah WA

00:27:40 Carol Matsumoto: Hi from Winnipeg.

00:27:40 Sarah Dickie: Hello! I'm Sarah, from PEI Canada

00:27:40 Melissa Campbell: Hello from Fort Payne, Alabama

00:27:40 Tina Hill: Howdy! from northeast TN

00:27:41 Ashley Edwards: Hello to all from Charlotte NC

00:27:41 MEI OH: Hi, Mei Oh, Marietta GA

00:27:41 Kendra Edwards: Hi from Brooklyn. NY

00:27:41 Dasha Layne: Hello from MA

00:27:42 Shannon McDonough: Massachusetts kindergarten

00:27:42 Cherie Gervais: Cherie: from Emmett, Idaho

00:27:42 Dan Raguse: Hello from Portland Oregon.

00:27:42 Sara Donaldson: Sara from Rhode Island

00:27:43 Selby Gaylock: Selby from Brooklyn, NY

00:27:44 Noe Eugenio: Hello form the Philippines!

00:27:45 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:27:45 Michael Papushak: Hello from Las Vegas

00:27:45 Karla Bandemer: Good evening from Lincoln, NE!
00:27:46 Cindy Wilson: Hi, there! Cindy from Arkansas
00:27:46 Natalie Manthe: Hello from South Milwaukee, WI
00:27:46 Lorie Huff: Hello from Fayetteville, AR
00:27:46 Stephenia Courtney: Las Vegas,
00:27:46 Teresa McCarthy: Hello from San Marcos, CA (San Diego area)
00:27:47 Nicole Esterling: Hello from Appleton, Wisconsin!
00:27:47 Wendy Towery-Stove: Hello from Phoenix, AZ
00:27:47 Elsie Sheldon: Hello from Bismarck, North Dakota!
00:27:48 Carolyn Straight: Hello from Jacksonville, Florida
00:27:48 Julie Dill: Hello from Salisbury, MD
00:27:49 Janice Holland: Hello, everyone, from Janice Holland in Suffolk, VA
00:27:49 Valerie Alfeo: Kristine Barker from Waltham MA
00:27:49 Julia Schmidt: Julia, NY
00:27:49 Deb Luther: Hello from Oregon! Woo hoo! Excited for this one!
00:27:50 Ramona Hall: Happy rainy day from Charlotte, NC
00:27:52 Carrie Schade: Hello from Dayton, Ohio!!
00:27:53 Elizabeth Metzfield: Hello from Richmond, VA!
00:27:53 Emily Tietjen: From from a hot Merced, CA
00:27:55 Heather Steen: Heather, TX
00:27:55 Chonda Long: Hello from Northern Virginia
00:27:57 Melanie Myers: Hello from Buffalo, NY!
00:27:58 Rihana Debler: Hello from Bend, OR :)
00:27:58 Jessica DiMarco: Hello from Woodinville, WA
00:28:00 Janet Mock: Janet Mock, Bellingham Wa
00:28:00 ELLA CABRERA: Hello Everyone. From Philippines
00:28:00 Jenni McCool: Hi from La Crescent MN
00:28:01 Olga Kosheleva: Hello from El Paso, TX
00:28:01 Ryan Chinchin: Sunny in Longview, WA!!!!
00:28:02 Lloyd Baker: Hello Buena Park CA
00:28:03 Gricelda Monroy: Hello from Chicago!
00:28:04 Valerie Alfeo: Framingham, Massachusetts
00:28:05 Kayla Toombs: Hello from Prince George, Virginia!
00:28:05 susan mitzner: Susan Mitzner from Durham, NC
00:28:06 Arnold John Bulanadi: Hello from Jacksonville, Florida
00:28:07 Nicole Rigelman: Please introduce yourself. Tell us your
name, where you are from, and your role.
00:28:07 Valerie Alfeo: Hello!
00:28:08 Doris Lipari: Hi From Shohola, PA
00:28:08 Sarah Bush: Hi Everyone! Sarah from Orlando, FL!
00:28:08 Laura Goss: Hi from Tulsa, Oklahoma
00:28:08 Alice McKay: Hello from Long Beach, NY!
00:28:09 Nyree Larson: From Sauk City, WI
00:28:09 Ann Swierzbin: Hello from Ann in Chelmsford MA
00:28:10 Brandon Daniel: Durham NC representing in the rain!
00:28:11 Janice Novakowski: Janice from Vancouver, BC
00:28:11 Rita Shamrock: Rita from Senoia, GA
00:28:12 Tracy Wood: Hello from Clermont, Florida. K-5 Math Program
Specialist Lake County Schools
00:28:13 Dianna Knight: Cedar Hill, Tennessee

00:28:14 Amie Bolger: Amie from Bucks County, PA
00:28:14 Sandi Cooper: Hi Mona Majdalani! It's Sandi Cooper
00:28:15 Adrienne Shlagbaum: Teaneck, NJ
00:28:17 Melissa Soto: Greetings from San Diego, CA
00:28:18 penny waddingham: hello from Iowa
00:28:21 Edna Rioveros: Hello watching from the Philippines
00:28:23 Ellen Schiller: Michigan!
00:28:23 Nesia Bamfield: Hello, Nesia from Guyana
00:28:31 Marian Dingle: Marian from Atlanta here!
00:28:32 April Mitchell: Hello April Mitchell from Birmingham, Alabama
00:28:32 Shelly Biggin: Wisconsin
00:28:32 Kathleen Granaas: hello from Colorado Springs, CO
00:28:32 Mary Grove-Stover: Hello from Chesterfield, VA!!
00:28:38 Patti Parsons: Hey from Alabama!
00:28:38 Michael Lanstrum: Hello from Cleveland, Ohio
00:28:39 Mona Majdalani: hey Sandi
00:28:41 Susan Faulkner: Good evening from Virginia Beach!
00:28:41 Beth Clifford: Perry, Maine
00:28:43 Christine Rudakewycz: Hello from New York City!
00:28:43 Maria Timmerman: Maria Timmerman from Charlottesville, VA -
yes, we are in the same place, hi Robert!
00:28:43 Nicole Rigelman: Please introduce yourself. Tell us your
name, where you are from, and your role.
00:28:45 JOCELYN QUIMBO: Hello from Doha, Qatar
00:28:57 Faith Lowery: hey from Randleman, NC!
00:28:58 Susan Hanson: Hello from Albert Lea, MN
00:28:59 Brynn Turkish: Hello from NYC!
00:29:01 Skip Fennell: Hello from Westminster, Maryland
00:29:01 Kay Wohlhuter: Hi from Duluth, MN
00:29:03 Michelle Gunn: Hello from Mequon, WI
00:29:03 Rebecca Carney: Rebecca in Beaverton, Oregon
00:29:04 Kim Allen: Toronto, ON
00:29:04 Margie Acabal: hello from Philippines
00:29:05 Susan Bardenhagen: Manassas, VA 35 miles SW of DC; originally
from LI, NY
00:29:06 Jacqueline Woods: Hi from Los Angeles, CA
00:29:06 REGINA KELLER: Regina from Tulsa, OK
00:29:07 JaDawn Wagstaff: Hi from Buffalo, NY
00:29:08 Denise Smith: Manitoba, Canada!
00:29:09 Nicole Rigelman: Please introduce yourself. Tell us your
name, where you are from, and your role.
00:29:10 Faith Peddie: JaDawn, do you have a specific question?
00:29:10 Nicholle Fiore: Dayton Ohio
00:29:11 Marquita Morris: Hello from Raleigh, NC.
00:29:13 Nely Ara-is: Hello from Norfolk, VA
00:29:18 Laura Lopez LeRoy: Laura from Houston
00:29:20 Melissa Pearson: Hi from Yardley, PA
00:29:20 Susie Loh: Pasadena, California
00:29:28 Cindy Bryant: Please change your chat setting to "All panelists
and attendees"

00:29:30 ANALINE BAUTISTA: Analine from Cebu, Philippines. good day everyone

00:29:32 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:29:36 Anne Booth: Hello from Fairfax, Virginia!

00:29:38 Lori McDevitt: hello from NC

00:29:40 Brandi Dickens: Hello from Tampa FL

00:29:40 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:29:40 Amy Johnson: Hello from San Francisco!

00:29:43 Cathy Oglesby: Cathy from Denver

00:29:48 Debra Stenman: Hello from Woodbridge VA

00:29:48 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:29:49 Beth Kobett: Hello All! Beth from Eldersburg, MD

00:29:52 Jill Solomon: Jill from Los Angeles

00:29:52 Kellie Petrick: Hello from Portland, Oregon area!

00:29:53 Jennifer Kissane: Hi from west suburban chicago

00:29:53 Cristina Wong: Hello from Los Angeles, CA

00:29:54 Randy Swift: Good evening from Saratoga Springs, NY

00:29:54 Stephanie Ryker: Jenks, OK

00:29:54 Doris Mohr: Hello from southern Indiana!

00:29:55 Michelle Krynicki: michelle, Michigan!

00:29:56 Samuel Martinez: Samuel Martinez, IUSD

00:29:56 Paige Richards: Hello from Milwaukee, WI!

00:29:57 Leticia Chapa: Hello from San Antonio, Texas

00:29:58 Vernita Vallez: Hola from Managua, Nicaragua!

00:29:58 Alycia Allen: Hello! Alycia Allen from Chesterfield, VA

00:30:00 Carrie Lambert: Carrie Lambert from Bethel, Alaska.

00:30:00 Jessica Brown: Hello from Houston, TX

00:30:01 MICHELLE SANTOS: Hi, MICHELLE SANTOS from Philippines.

00:30:03 Melinda Knapp: Melinda Knapp, from Bend, Oregon

00:30:04 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:30:04 Rolando II Delos Reyes: Hello from Manila Philippines! PHPHPH

00:30:10 Jeff Shih: Hi! I'm Jeff from Las Vegas, NV

00:30:10 Patricia Sampaio: Hello from Guimarães, Portugal.

00:30:11 Gayle Arbaugh: Gayle Arbaugh from Tacoma WA

00:30:13 Cassandra Davis: Hello from Winston-Salem, NC

00:30:17 Janaki Nagarajan: Hi from Seattle!

00:30:17 cynthia wilson: Hello, from Katy, Texas!

00:30:17 Guadalupe Alvidrez: Hello from Covina, CA!

00:30:19 Georgia Molina: Hello Big Spring TX

00:30:19 Maria Barbeau: Maria Barbeau, Milwaukee, WI

00:30:22 Daniel Irving: Hello from North Providence, RI!

00:30:24 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:30:28 Stevie Simonsen: stevie from wisconsin

00:30:30 Adrienne Springstead: Adrienne Springstead from South Bend, IN

00:30:35 Jill Solomon: Jill, Los Angeles, Director of Studies (grades K-6)

00:30:35 Sharon Black-MacKinnon: Good evening from New Brunswick Canada

00:30:41 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:30:41 Anthony Manning: Anthony Manning, Iowa City, IA

00:30:43 Kristi Gettelman: Hello All, Kristi in Milwaukee, WI

00:30:47 Mary Dahn: Mary Dahn. I am from Arizona. I am a math specialist/ST Math teacher.

00:30:47 Melinda Knapp: I am a university mathematics teacher educator

00:30:48 Flora Wright: Hello from Salisbury, MD

00:30:48 Terri Davis: Hi from Richmond VA!

00:30:51 Julie Bormett: Hello from Madison, WI!

00:30:55 Amy Benotch: Hello from Elmbrook School District (Brookfield WI); I am a Math Coach/Teaching and Learning Specialist

00:30:57 MICHELLE SANTOS: Hi! MICHELLE Y. SANTOS from Pampanga, Philippines. I am a teacher.

00:31:03 Leah Watson-Rodgers: Hello Everyone , from Fontana, CA

00:31:04 Kerry Forsell: Beaverton, Oregon Math Coach

00:31:08 Stephenia Courtney: K-5 Learning Strategist

00:31:08 Luzviminda Bayarong: Hi I'm from Maryland

00:31:08 Rebekah Lischwe: Rebekah from St. Louis, teacher and mom of a four year old.

00:31:10 Emily Graff: Title 1 Math from Riverside Schools Lake County

00:31:11 Rosalyn Bantay: Rosalyn Bantay, teacher from Philippines

00:31:12 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:31:17 Faith Peddie: Celerina do you have a specific question?

00:31:23 Victoria Klinakis: Hello From Interlachen, Florida

00:31:32 Catherine Bronikowski: Yeah! UWM!!!

00:31:37 Francine Wisnewski: Fran from Long Island, NY. Assistant Professor of Mathematics Education

00:31:40 Deb Luther: Yeah Nicole!

00:31:43 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:31:46 Jennie McCasland: Title I Math from Chesterfield County Schools, Virginia

00:32:02 Kellie Petrick: GO NICOLE!

00:32:03 Sharon Black-MacKinnon: K-12 mathematics teacher

00:32:06 Hope Strange: Hope Strange, Orlando, FL, District Math Specialist for Middle School

00:32:10 Shelly Scheafer: Shelly Scheafer, Bend, Oregon

00:32:19 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:32:21 cherry montgomery: cherry montgomery

00:32:25 Lexi Burch: Lexi Burch. Bend, Oregon. Teacher Candidate.

00:32:28 Ashley Edwards: First grade math Charlotte NC

00:32:29 Danielle Grenader: Danielle, teacher from Wheeling, IL

00:32:31 Alicia Broadwater: Hello! Alicia, Instructional Specialist from Virginia Beach, VA

00:32:37 Corinne Day: Corinne Thatcher Day, Assistant Prof of Math Education at Montana State University Billings

00:32:39 Lesly Brown: Hello from Knoxville Tennessee! 100 National Council of Teachers of Mathematics is great! Lesly Brown

00:32:44 Lucinda Smith: Battle Ground WA, Instructional Coach

00:32:45 Robert Berry: Robert Berry Charlottesville, VA

00:32:46 Sarah Bush: Hi Hope! I hope you'll join us for the middle school talk tomorrow! I'm in Orlando too!

00:32:51 Portia Rombaoa: I am Portia, Preschool Head of Ingenium School, Philippines.

00:32:55 Jennifer Russell: Jennifer Russell, teacher, Waxahachie, Texas

00:33:03 Nicole Rigelman: Please introduce yourself. Tell us your name, where you are from, and your role.

00:33:04 Sara Lynn Cannady: Sara Lynn Cannady from Midway Elementary in Sampson County

00:33:05 Amanda Brown: Hello from Boulder, CO. Secondary mathematics teacher

00:33:26 Christopher Kenny: Hello, I'm Chris Kenny a Math Manager for District of Columbia Public Schools

00:33:27 Amy Johnson: Hello from San Francisco! I am a 4th grade math teacher.

00:33:29 Karla Bandemer: Karla Bandemer, Grades 3-5 Math Teacher Leader, Lincoln Public Schools, Lincoln NE

00:33:32 Stephanie Barber-Wehrman: Stephanie, Elementary Principal, from Prince George's County Public Schools in Maryland

00:33:33 Julie Secrest: Julie Secrest from Burleson, Texas

00:33:37 sharon kiernan: Hi from Richfield WI! :D

00:33:41 Shelly Reidy: Shelly Reidy, Diocese of Buffalo administrator

00:33:47 Roberta Rotolo: math fact fluency

00:33:47 Toni Galassini: Teacher content knowledge

00:33:48 Sharon Black-MacKinnon: equality

00:33:48 Janaki Nagarajan: Ability grouping

00:33:49 Emily Graff: Poor number sense and reasoning skills and gaps

00:33:49 Jill Solomon: Teacher content knowledge

00:33:49 Erin Meunier: pressure for timed fluency

00:33:50 Patti Parsons: lack of number sense

00:33:50 Ann Zito: Lack of sense making

00:33:50 Amanda Reinsburrow: reading

00:33:50 Terri Davis: Trying to cover too many strands in each grade

00:33:51 Macobia Harris: No foundational skills

00:33:51 Nicole Esterling: Too much focus on a process

00:33:51 Julie Secrest: Lack of number sense

00:33:52 Meridith Jackson: fixed mindset

00:33:52 Amy Johnson: Math anxiety! Fear of making a mistake

00:33:53 Francine Wisnewski: Focus on procedures

00:33:53 Amanda Reinsburrow: comprehension

00:33:53 MEI OH: Facts

00:33:54 Gynelle Gaskell: Opportunity gaps

00:33:54 Sharon Black-MacKinnon: math fluency

00:33:54 Shelly Biggin: number sense

00:33:55 Francine Hewett: Many teachers are still only teaching

procedures.

00:33:55 Kate Smallberg: Teachers low expectations of students abilities
00:33:55 Tracy Proffitt: Teachers' fear of math
00:33:55 Lloyd Baker: Fear of math
00:33:55 Sarah Burzynski: inequities in access
00:33:55 Kendra Edwards: Emphasis on memorization of basic facts without conceptual understanding
00:33:55 Lori McDevitt: Educators are not familiar with current data
00:33:56 Marcy Corley: There is a heavy emphasis on literacy skills and not as equal to numeracy.
00:33:56 Jada Pearson: Parents think math is all about memorizing
00:33:56 Gayle Arbaugh: focusing on procedural fluency
00:33:56 Anne Booth: I still see gaps in teachers' content knowledge
00:33:56 Kim Allen: understanding the math
00:33:56 Ros Byars: Children aren't being taught to think
00:33:56 Delise Andrews: We have to escape deficit thinking about young learners of mathematics!
00:33:56 Ammi Spencer: systemic racism
00:33:56 Michelle Krynicki: one way to get an answer
00:33:56 Denise Walston: Hello from Denise in Chesapeake VA
00:33:56 Rebecca Malo: fixed mindset of families
00:33:57 Vangela Eleazer: mindset
00:33:57 Cindy Luper: Cindy from Arkansas Math Facilitator.
00:33:57 Katie Grunow: Focus on memorization
00:33:57 Tina Mitchell: Teachers lack of comfort and understanding of mathematics content
00:33:57 Alycia Allen: Equity
00:33:58 Cathy Oglesby: High stakes testing
00:33:58 Adrienne Shlagbaum: fact fluency and number sense
00:33:58 Anne Glasco: low number sense and fluency
00:33:58 Amanda Jansen: Tracking happens – and it happens way too early – ability grouping
00:33:58 Amanda Reinsburrow: number sense
00:33:58 Cherie Gervais: no growth mindset
00:33:59 Tracie Linville: lack of number sense
00:33:59 Valerie Alfeo: Math isn't given the same attention as Literacy.
00:33:59 Ashley Edwards: INTRODUCTON TO PATTERNS'
00:33:59 Deb Luther: Too much teacher input enabling procedures
00:33:59 DeAnna Moreau: tracking at an early level
00:34:00 Debra Stenman: Memorization without understanding
00:34:00 Cathy Oglesby: Equity
00:34:00 Lydia Garrod: practice time with different tools and strategies
00:34:00 Christine Rudakewycz: too much emphasis on procedures, not enough emphasis on number sense
00:34:00 Lisa Rogers: fear of using manipulatives
00:34:00 Shelly Scheafer: Lack of number sense
00:34:01 Sally Losinske: Ability grouping of students
00:34:01 Karla Bandemer: Critical issue: tracking, teacher content knowledge, deficit mindsets about students
00:34:01 Melissa Campbell: access to high level math for all

00:34:01 Randy Swift: Number sense, spatial awareness
 00:34:01 Fideliz Mae Magno: attention span
 00:34:02 Melissa Soto: Focus on number facts and memorization
 00:34:02 Natasha Gambarov: fixed mindset overpowering growth mindset
 00:34:02 Roberta Rotolo: not understanding the basics
 00:34:02 Jessica Brown: A strong foundation in numeracy
 00:34:02 Glenda Escasinas: Reading comprehension
 00:34:02 Erin Thigpen: Student need to understand math concepts and not
 just memorize
 00:34:02 Jennifer Lewicki: rote responses, not developing critical
 thinkers
 00:34:02 Lori Linsmeyer: math identities
 00:34:03 Sara Donaldson: rush to calculations
 00:34:03 Shelly Reidy: Perseverance
 00:34:03 Brynn Turkish: Teachers' ability to differentiate
 00:34:03 Carolyn Straight: Lacking opportunities for deep learner
 00:34:03 Rolando II Delos Reyes: conditioned math anxiety from adults
 00:34:03 Elizabeth Allen: Lack of number sense
 00:34:03 Tracy Wood: Teachers don't start with conceptual
 00:34:04 Cynthia Wilson: Building a firm foundation in number sense
 00:34:04 Catherine Bronikowski: trauma
 00:34:04 Amy Benotch: Interventions focus on reading rather than math
 00:34:04 Denise Walston: ability grouping
 00:34:04 Melissa Hedges: Lack of recognition of importance of early
 mathematics
 00:34:04 Juaacklyn Cunningham: equity and access for all
 00:34:05 Wendy Towery-Stove: Parents put down the "new math"
 00:34:05 Selby Gaylock: Fluency
 00:34:05 Jennie McCasland: Teacher knowledge
 00:34:05 MEI OH: no basic knowledge
 00:34:06 Vasiliki Balaskas: training
 00:34:07 Kathryn Gray: Lack of Differentiation
 00:34:07 Mary Dahn: Limited help at home
 00:34:07 Alicia Broadwater: teacher content knowledge and disposition
 towards the subject
 00:34:07 Denise Walston: equity
 00:34:07 Doris Mohr: Teachers who are generalists, not math specialists.
 00:34:07 Catherine Bronikowski: equity
 00:34:08 Elsie Sheldon: Understanding of number sense.
 00:34:08 Sandra Ubben: Teacher beliefs
 00:34:08 Julie Dill: Fixed mindsets
 00:34:08 Gricelda Monroy: More specialized math teacher at elementary
 level
 00:34:08 Fran V.: language, equity,
 00:34:09 Rebecca Carney: Teacher understanding of best practices
 00:34:09 Abdul Razak Othman: emotion
 00:34:10 Ashley Edwards: consistency
 00:34:10 Brandon Daniel: identity
 00:34:11 Susan Mitzner: teaching to the test no critical thinking
 00:34:11 Nicole Thomas: lack of confidence

00:34:11 Lisa Witt: lack of number sense
 00:34:12 Kathryn Mead: Teacher content knowledge
 00:34:12 Tammy Moynihan: ability grouping
 00:34:13 Stephenia Courtney: access
 00:34:13 Janice Holland: teachers not properly prepared to teach math
 00:34:13 Valerie Vanderport: inequity in delivery
 00:34:13 Sarah Dickie: over-emphasis on procedures
 00:34:14 Mary Clifford: Parent mindset about mathematics that's put on children
 00:34:14 Jacqueline Woods: lack of number sense
 00:34:15 Melinda Knapp: Non-flexible pacing guides
 00:34:15 Vanessa Whitehead: reading and comprehension
 00:34:15 Ashley Edwards: pattern
 00:34:15 Dawn Moore: productive struggle
 00:34:16 Alycia Allen: mathematical fluency
 00:34:16 Francine Hewett: Children think they cannot do math.
 00:34:16 Sarah Burzynski: focus on facts vs. understanding
 00:34:16 Victoria Campbell: lack of confidence
 00:34:16 Wendy Towery-Stove: Teaching for the test not understanding
 00:34:16 Elizabeth Allen: anxiety
 00:34:17 Marquita Morris: Lack of number sense
 00:34:17 Gayle Arbaugh: Lack of PD
 00:34:17 Cassandra Davis: Lack of focus on depth of Understanding
 00:34:18 Eva Mae Apilado: Communication
 00:34:18 Valerie Alfeo: Fixed mindset, using a deficit model rather than a strength model
 00:34:18 MEI OH: REading ability
 00:34:18 Skip Fennell: groupings - of all types
 00:34:19 Edna Rioveros: poor comprehension
 00:34:19 Linda Filby: Zero help at home
 00:34:19 Melanie Myers: professional development
 00:34:20 Rebecca Malo: social-emotional development
 00:34:20 Eileen Erickson: math anxiety, lack of place value, teacher knowledge and beliefs
 00:34:20 Hayley Anderson: Parent mindset
 00:34:21 Kristi Gettelman: Teachers don't have opportunities to deepen content knowledge via high quality PD
 00:34:21 Adrienne Springstead: Basic math facts
 00:34:21 Patti Bambenek: Focus on procedures
 00:34:22 Vernita Vallez: justifying their reasoning
 00:34:22 Sally Losinske: Not teaching enough around growth mindset for students and the importance of mistakes
 00:34:23 Guadalupe Alvidrez: Mind set, equity, parent's level of education, SEL, number sense making
 00:34:23 Amy Glaser: lack of retention of knowledge
 00:34:23 Michelle Hawley: Mistaking fluency and automaticity
 00:34:23 Valerie Alfeo: Opportunities for all students to access pre-school. Lack of time spent on math in elementary school
 00:34:24 Ellen Linza: intuitive understanding and practice with number sense is critical in elementary school age children

00:34:24 Nicole Esterling: lack of productive struggle

00:34:24 Wendy Towery-Stove: Student mindset

00:34:24 Doris Lipari: lack of number sense

00:34:25 Karla Bandemer: I DO, WE DO, YOU DO

00:34:25 Joan Albers: need to understand the math, not just steps

00:34:25 Sean Kennedy: focus on fluency over problem solving and conceptual understanding

00:34:25 Maria Timmerman: lack of number sense

00:34:27 Deb Luther: Procedural practice not thinkin

00:34:27 Mari Prior: teacher knowledge, student understanding not just memorization

00:34:28 Laura Lopez LeRoy: lack of play

00:34:28 Randy Swift: Instructional practice that creates anxiety

00:34:28 Sarah Dickie: over-emphasis on facts

00:34:28 Macobia Harris: Student interest

00:34:28 Gynelle Gaskell: Rote learning

00:34:28 Kathryn Mead: Teacher knowledge of how to use math manips

00:34:28 Laura McGregor: mindset

00:34:29 Toni Galassini: student's mathematical identities

00:34:29 Shelly Allen: Disconnect between conceptual understanding and procedures

00:34:29 Susie Loh: lack of practice

00:34:30 Ashley Edwards: routines

00:34:30 Marta Espinoza: not connect with real life

00:34:31 Lori Linsmeyer: best practices

00:34:31 Terri Davis: Teacher understanding of learning trajectories

00:34:32 Denise Walston: mindset; deficit thinking

00:34:32 Lori McDevitt: emphasis on memorization, not deep understanding

00:34:32 Brenda Smith: Strict adherence to district curriculum maps

00:34:32 Jill Solomon: parents understanding!!!

00:34:33 Flora Wright: communication

00:34:33 Ashley Edwards: procedure

00:34:34 Portia Rombaoa: real life application (strategies)

00:34:36 Leticia Chapa: Not enough practice from concrete to pictorial to abstract

00:34:36 Ashley Edwards: patterns

00:34:37 Rolando II DelosReyes: early math anxiety due to teaching methods

00:34:37 Stephenia Courtney: Teacher Prof. Development

00:34:37 April Flanders-Lee: biggest questions during this pandemic have been about math from parents...so parents are not confident

00:34:37 Susan Bardenhagen: ready to learn when entered, excited for math ideas, teacher PD, exploration

00:34:38 Meridith Jackson: focus of math as a performance subject

00:34:38 Enkelejda Limani: teacher training

00:34:39 Mark Ellis: Issues of bias and privilege

00:34:39 Maria Barbeau: lack of visual models

00:34:39 Kristi Gettelman: Low quality materials

00:34:39 Brandon Daniel: mathematical reasoning

00:34:39 Valerie Vanderport: not enough developmental practice and exploration

00:34:40 Sheila Mccoy: mindset

00:34:40 Helen Miller: communication skills

00:34:42 Tina Mitchell: in ability to give students control

00:34:42 Ashley Edwards: patterns

00:34:43 Jennifer Russell: mindset

00:34:43 Lori Linsmeyer: research based practices

00:34:43 MEI OH: Just fear of math

00:34:43 Dawn Moore: connections between representations

00:34:44 Christine Rudakewycz: since many teachers at this level don't fully understand the math themselves, they are not in a position to help kids develop number sense.

00:34:44 Dan Raguse: Teacher practice

00:34:45 Sarah Burzynski: past experiences

00:34:45 Ashley Edwards: patterns

00:34:46 Gricelda Monroy: curriculum flexibility

00:34:46 Michelle Hawley: Beliefs about what elementary students can do and understand

00:34:47 Macobia Harris: Teacher inexperience

00:34:47 Melinda Knapp: Lack of focus on justification to make sense (conceptually)

00:34:47 Ashley Edwards: patterns

00:34:48 Noe Eugenio: too mechanical

00:34:49 Sandra Ubben: Teacher lack of knowledge of best practice and lack of experience with best practice.

00:34:49 Selby Gaylock: Automaticity

00:34:49 fran V.: still growing

00:34:49 Georgia Molina: teacher training

00:34:50 Ashley Edwards: patterns

00:34:50 Mary Clifford: Teaching the way we were taught versus teaching for understanding

00:34:52 Wendy Towery-Stove: all stakeholders not focused on understanding

00:34:52 Mona Majdalani: content knowledge

00:34:52 Lori Linsmeyer: confidence

00:34:52 Corinne Day: Lack of ability to create tasks that are accessible to all students so that lower-performing students don't need to be separated into a different group

00:34:52 Joanie Rouk: following a textbook too closely, prepping for standardized tests

00:34:53 Patti Bambenek: mind sets

00:34:53 Ashley Edwards: patterns

00:34:53 Alicia Sotello: teacher content knowledge, use of manipulatives, CPA

00:34:55 Mary Truxaw: focus on standardized testing

00:34:56 Ashley Edwards: patterns

00:34:56 Heather Bowman: Teachers "hold" the knowledge and deliver

00:34:56 Catherine Bronikowski: lack of vertical content

00:34:58 Shari Kaku: Teacher knowledge, using old structures, society's view of mathematics learning

00:34:58 Mark Ellis: Math as "answer getting" rather than sense making

00:34:58 Ashley Edwards: patterns

00:34:58 Denise Walston: testing

00:34:59 Melissa Hedges: not enough joy!!

00:34:59 Randy Swift: too quick to move beyond concrete models

00:34:59 Kathryn Mead: lack of hands on materials

00:35:00 Ashley Edwards: patterns

00:35:00 Cindy Bryant: More time dedicated to learning to read and less time for mathematics

00:35:00 Abdul Razak Othman: support

00:35:02 Francine Wisnewski: Not allowed to use manipulative on the "test"

00:35:02 Gayle Arbaugh: focus is mostly on ELA

00:35:02 Ashley Edwards: patterns

00:35:02 Amy Johnson: test pressure

00:35:03 Vanessa Whitehead: background knowledge

00:35:04 Sharon Black-MacKinnon: social emotional issues

00:35:04 Sarah Dickie: insufficient pedagogical content knowledge

00:35:04 Ashley Edwards: patterns

00:35:05 Helen Miller: teacher prep

00:35:07 Laxman Nepal: Lack of critical thinking

00:35:08 Ashley Edwards: patterns

00:35:08 Ana Brunson: social emotional readiness for mathematical concepts

00:35:16 Rosalyn Bantay: Comprehension

00:35:16 Esther Winikoff: lack of time for exploration, emphasis on number facts rather than patterns

00:35:17 Kathryn Mead: teacher prep at colleges

00:35:22 Portia Rombaoa: poor problem solving skills

00:35:25 Sheila Mccoy: Reinvigorate

00:35:26 Carolyn Straight: Teachers lacking input into classroom decisions

00:35:28 Margie Acabal: lack of motivation

00:35:39 SHERYL JOY ALOAG: Hello Everyone 🙋 ~PHILIPPINESPH

00:36:06 Nicole Rigelman: It is so true that we need to engage teachers in classroom decisions @carolyn

00:36:22 Jeff Williams: No time for math, too much used by ELA

00:36:23 Marian Dingle: Has the NAEP changed since 2007?

00:36:26 Vanessa Whitehead: Hello from Charlotte NC

00:36:41 Deb Luther: What happened in that jump around 200?

00:36:58 Ashley Edwards: hello Vanessa Whitehead. I live in Charlotte NC '

00:37:03 Randy Swift: teacher often rescue students before they can truly productively struggle

00:37:04 Nesia Bamfield: Poor computation skills

00:37:09 Sheila Mccoy: Is it possible that some of the reason for lack of increase is due to completing tests online?

00:37:18 Ashley Edwards: I teach INCMS

00:37:29 Ashley Edwards: Vanessa Whitehead

00:37:37 Cindy Bryant: Covering too much content rather than taking time to teach for understanding

00:37:47 Nicole Rigelman: Ordering information and other resources can be found at: <https://www.nctm.org/change/>

00:37:57 Sharon Black-MacKinnon: @Cindy so true!

00:38:17 Nicole Rigelman: [Tinyrul.com/CC-Recommendations](https://tinyurl.com/CC-Recommendations)
00:38:32 Nicole Rigelman: <https://tinyurl.com/CC-Recommendations>
00:39:15 Kristi Gettelman: Thank you, Nicole!
00:39:41 Nicole Rigelman: Of course, thank you for joining us Kristi
00:40:02 Kristi Gettelman: :)
00:40:10 Sally Losinske: I love the wonder, joy, and beauty piece! We need to instill this idea in elementary to build into middle and high school.
00:40:16 Mohamed T: Hi, This is Mohamed, CT.
00:40:31 Sarah Bush: Yes Sally! It's such an important component that is purposefully in all three CC books!
00:40:34 Vi Tamargo: I agree Sally!
00:40:40 Mohamed T: Prioritization - I love it.
00:40:48 Nicole Rigelman: <https://tinyurl.com/CC-Recommendations>
00:40:58 Saira Ali: Hi everyone,
00:41:06 Saira Ali: Saira from Edmonton
00:41:14 Jill Solomon: And help parents realize we can't just jump to "memorizing facts and standard algorithms"
00:41:33 Amy Johnson: Love that area model example!
00:41:55 Anne Booth: Math in nature!
00:42:01 Portia Rombaoa: I agree!
00:42:02 Rolando II Delos Reyes: yes i like wonder joy beauty! number theory comes into my mind :)
00:42:06 Amanda Reinsburrow: love math in nature
00:42:13 Nicole Rigelman: @Jill - you are right, we need to think about how to support parents and other stakeholders with understanding what a broadened vision of mathematics looks like
00:42:13 Georgia Molina: math is everywhere
00:42:33 La Tanya Christopher: agreed!
00:42:49 April Flanders-Lee: LOL I just used the work gorgeous yesterday to a parent and student when I was talking about what I just saw on her math she work she turned in.
00:42:58 Amy Benotch: Graham Fletchy's progression videos are AWESOME for educating teachers, paras, and parents :)
00:43:14 Kristi Gettelman: @April, what was the response?
00:43:20 Jill Solomon: Yes, thank you for that reminder Amy Benotch!
00:43:23 Emily Graff: We want them in it emersed
00:43:27 Adrienne Shlagbaum: Love Graham Fletcher
00:43:29 Delores Rushing: From Delores Rushing, think about the Golden Ratio as the beauty , joy and wonder in mathematics
00:43:45 karen gauthier: Puzzling over tasks....builds perseverance and resilience, look for repeated reasoning.....find the JOY!
00:43:50 Cindy Bryant: not looking in from the perimeter or looking for the nearest exit door...powerful statement!
00:44:05 Sarah Bush: Agree @Cindy!!
00:44:21 Cindy Bryant: @Sarah :-)
00:44:31 April Flanders-Lee: Also people in rural areas with out good stable internet
00:45:00 Amanda Jansen: YES! We can do better than normal!
00:45:26 Linda Filby: We have to do better than normal for our students!!!
00:45:31 Ellen Linza: My class LOVES math! It's their favorite subject

because it is so much fun! We play a lot of math games, have challenging group problems students love to figure out together, and an unusual daily challenge which fosters independent thinking - which is shared - and allows creativity and new viewpoints.

00:45:39 Sally Losinske: Agreed, Linda!
00:45:39 DeAnna Moreau: this slide is so important
00:45:45 Erin Meunier: small groups
00:45:46 Adrienne Shlagbaum: enrichment pages
00:45:47 Michelle Krynicki: centers
00:45:48 Gricelda Monroy: math groups
00:45:48 Jessica Brown: Small groups
00:45:48 Ann Zito: RTI groups
00:45:49 Kerry Taylor: Math Interventio
00:45:49 Vangela Eleazer: Ability grouping
00:45:50 Teresa McCarthy: Pulling ability groups
00:45:51 Emily Tietjen: Getting "the good teacher"
00:45:52 Amanda Wedel: Special Ed teacher teaching a group
00:45:52 Amanda Reinsburrow: students who can or cannot read are grouped together
00:45:52 Sally Losinske: Gifted students
00:45:52 Melissa Campbell: ELL getting pulled from the classroom
00:45:53 Marquita Morris: stations
00:45:54 Melinda Knapp: Walk to Math that is leveled
00:45:54 Janaki Nagarajan: deficit language
00:45:54 Katie Grunow: Ability to attend preschool
00:45:54 Erin Thigpen: Small groups
00:45:55 Gayle Arbaugh: Walk to math during the MTSS time
00:45:55 Alayna Wearly: reading groups based on ability
00:45:56 Deb Luther: Small groups - that never change
00:45:56 Joan Albers: groups
00:45:57 Janaki Nagarajan: High/low
00:45:57 Lori Linsmeyer: Students with IEP's in room but off to the side.
00:45:58 Karla Bandemer: kindergarten readiness tests
00:45:58 Mari Prior: ability groups by test scores
00:45:59 DeAnna Moreau: advanced math
00:45:59 Emily Graff: Ability grouping at a table include a low high and some in the middle to help the rest of the table
00:46:00 Tina Mitchell: The unfortunate we know this and continue to persist with tracking....and even when we say we are detracking, continue to have tracks
00:46:00 Amanda Wedel: Walking to math
00:46:00 Erin Meunier: not inclusive
00:46:00 Mary Clifford: readiness assessments
00:46:01 Valerie Alfeo: Who does the teacher call on? Who feels confident in math class?
00:46:01 Anne Booth: "advanced math" at 3-6th grade
00:46:02 Sharon Black-MacKinnon: small group interventions
00:46:02 Alicia Broadwater: homogeneous groupings that don't change
00:46:03 Ashley Edwards: it begins with consistent routines and procedures
00:46:03 Sarah Dickie: small, fixed groups
00:46:03 Terri Davis: Pairing "low" students with "high" students

00:46:04 Sheila Mccoy: Groups of like abilities rather than mixed abilities

00:46:04 Kendra Edwards: grouping that is not flexible

00:46:04 Emily Tietjen: Attending the "better schools"

00:46:04 MEI OH: differentiation

00:46:04 Natasha Gambarov: being pulled in and pulled out of classrooms

00:46:04 Luzviminda Bayarong: Small group

00:46:05 Nyree Larson: Small groups working with the teacher

00:46:05 Towanda Jackson: Small teacher groups, pull outs

00:46:05 Elizabeth Allen: Small group instruction; students who've memorized facts get independent projects

00:46:05 Vi Tamargo: Students visibly being tracked with colors, folders, symbols

00:46:05 Katie Grunow: Private vs public schools

00:46:06 Sarah Burzynski: Pull-out groups of special education services below level

00:46:06 April Flanders-Lee: intervention groups

00:46:07 Bernita Johnson: District mandated grouping

00:46:07 Lloyd Baker: Groups, centers

00:46:07 Hayley Anderson: Small groups, extra time, direct teaching

00:46:07 Eva Mae Apilado: Centres

00:46:07 Susie Loh: small groups

00:46:08 Tammy Moynihan: Being placed at 'that' table

00:46:08 Valerie Alfeo: Students being labeled high/low

00:46:08 Anne Glasco: grouping students based on test data

00:46:08 Chris Engledowl: centers, small groups, pullout, talk of high/low

00:46:09 Ashley Edwards: routines and procedures

00:46:09 Rolando II Delos Reyes: groups without "labels"

00:46:09 Cathy Oglesby: Tracking is a threat returning to school this fall because there is such a push to assess unfinished learning

00:46:09 Francine Hewett: Small groups working with the teacher with leveled work.

00:46:10 Valerie Vanderport: groupings that don't change

00:46:11 Victoria Campbell: pulling groups by ability

00:46:11 Alicia Broadwater: language like "high kids" and "low kids"

00:46:12 Guadalupe Alvidrez: separate groups being taught different things

00:46:12 Ryan Chinchin: "low group", "middle group", "high group" in color coded names

00:46:12 Amy Johnson: Students that find themselves on a "higher track" typically struggle with problem solving when they come across a challenging problem

00:46:13 Brandon Daniel: sending kids through a tiered process because they don't pass a standardized test

00:46:13 Abdul Razak Othman: 3 different abilities

00:46:14 Randy Swift: As an interventionist, pulling small groups is a form of tracing. I try to remove that's tigma anyway I can

00:46:15 Melinda Knapp: Pulling out students from core math instruction

00:46:15 Ashley Edwards: consistency

00:46:16 Luzviminda Bayarong: One on one

00:46:16 Vi Tamargo: Students being told they can't do a problem they are

excited for

00:46:16 Kevin Simpson: Enrichment, stations, readiness groups are fixed
00:46:16 Amanda Reinsburrow: students who need "extra support" are separated from everyone else
00:46:16 Mary Truxaw: acceleration rather than enrichment
00:46:17 Glenda Escasinas: Differentiated instruction, centers
00:46:17 Valerie Alfeo: At my school, we have a daily intervention block so students who are struggling with a concept can get extra support
00:46:17 Gayle Arbaugh: Pull out programs with lesser quality program resources.
00:46:18 Georgia Molina: Small groups RTI
00:46:18 Mari Prior: "lows" and "highs"
00:46:19 Kristi Gettelman: Pulling some kids to the back table as soon as it's time to work
00:46:19 Elsie Sheldon: Small groups- high and low
00:46:19 Liz Morris: compacting classes starting at grade 4 where all of grade 4 is taught by Dec and first half of grade 5 be end of year
00:46:19 Marta Espinoza: learn by pair
00:46:20 Francine Wisnewski: Being called to the "back table"
00:46:20 Lori Linsmeyer: No flexibility or fluidness to grouping
00:46:21 Lori McDevitt: gifted, average, low
00:46:22 Alayna Wearly: always having the "slow students" grouped together
00:46:22 Meridith Jackson: ability groups; small-group support with academic interventionist
00:46:23 Lydia Garrod: Low med high
00:46:23 Deb Luther: Practicing the procedure, not talking much
00:46:23 Alycia Allen: Small, guided groups
00:46:23 Adrienne Springstead: individual grouping based on understanding of concepts
00:46:23 Sarah Dickie: over-emphasis on procedures for some
00:46:23 Valerie Alfeo: static groups rather than dynamic
00:46:24 Lesha Coker: small groups
00:46:25 Francine Hewett: "My low kids"
00:46:26 Jennie McCasland: Fouth and fifth grade accelerated math classes
00:46:26 Tracie Linville: sorting incoming kindergarteners
00:46:27 Valerie Alfeo: Teacher beliefs and expectations
00:46:28 Chris Engledowl: Ability grouping
00:46:29 Nyree Larson: Push in services from Title and support taechers
00:46:30 Sarah Burzynski: sorting classes by ability
00:46:30 Sandra Ubben: Workshop model where the teacher gives a mini-lesson, quick check and then groups children.
00:46:30 Julie Secrest: flexible grouping
00:46:30 Mary Dahn: Small groups in an online chat
00:46:34 sharon kiernan: "Those kids" at the back table
00:46:35 Ashley Edwards: strong relationship with parents
00:46:38 Melinda Knapp: Lack of fluid groupings and less interesting work to think about
00:46:39 Brandi Dickens: How students progress through out elementary
00:46:39 Francine Hewett: Tagging students as high ability

00:46:39 Elizabeth Allen: Pull-out with sped teachers who do not have deep understanding of elem. math

00:46:41 Carol Matsumoto: Heads up everyone Janice Novakowski is presenting Playing with Mathematical Ideas PK-2 on June 29 in the NCTM100 webinar series.

00:46:45 Edna Rioveros: fast learners and struggling learners

00:46:52 Ashley Edwards: HIGH EXPECTATIONS instructions

00:46:53 Jennifer Kissane: memorizers who solve quickly get tracked in highest levels. sadly often they don't have conceptual knowledge

00:46:55 Anairis de la Cruz Benito: The capacity of a good relationship of a kid with his classmates

00:47:02 Janaki Nagarajan: "gifted" or "highly capable" tests

00:47:02 Nesia Bamfield: Peer to Peer

00:47:04 Randy Swift: reserving the challenging problems for the "high" math students

00:47:11 Alicia Sotello: They put all our GT and high math students together in one class and have them loop with each other every year

00:47:17 Amy Johnson: Tracking is so terrible for their mindset around math!

00:47:34 Ashley Edwards: Challenging problems should be for all students
Randy

00:47:50 Ellen Linza: In my school district - ability grouping is only used for tutoring (small group) as part of a classroom Math Workshop model in order to provide tutoring. These change constantly and students may move in and out based on their mastery. All other math activities are heterogenous.

00:47:51 Randy Swift: Agreed Ashley

00:47:51 Delores Rushing: From Delores Rushing Children scoring and working on same level grouped together

00:47:57 Melissa Campbell: and their attitude about themselves!

00:48:10 Christine Rudakewycz: The problem is not the tracking itself, but the culture behind the tracking. In other cultures, children often move between tracks so it's totally not a big deal.

00:48:32 Linda Filby: Grouping is hard in my classroom. I found each child has different struggles and strengths.

00:48:44 Melinda Knapp: It is also low expectations

00:49:10 Chonda Long: Please change to "All panelists and attendees" so that everyone can see your posts.

00:49:16 Melinda Knapp: Tracking of teachers too and which teachers teach which students

00:49:34 CATHERINE CASTILLO: thank you!

00:49:41 Cindy Bryant: So true @Catherine

00:49:45 Catherine Bronikowski: labeling magnifies the missed student opportunities when they get to HS

00:49:56 Georgia Molina: I usually have GT, Special Ed, and those in between and its hard to group into small groups

00:50:11 CATHERINE CASTILLO: the message persists in these structures: I am not a math person

00:50:34 Stephenia Courtney: Inclusion for all and excluding none

00:50:51 Amy Johnson: We need more room for collaboration and discourse. Students should have many opportunities to talk about math with their classmates!

00:50:51 Ashley Edwards: does anyone have ideas for teaching DAILY 3 mathematics for first grade?

00:51:02 Beth Kobett: YES! Building from what students know!

00:51:05 Emily Graff: Begin the year with a brief recap of the previous year

00:51:06 Randy Swift: gap filling will have to happen just in time, not just in case

00:51:07 Ashley Edwards: or Math BY MYSELF?

00:51:08 Mark Ellis: The labels are evidence of the problem. These originated in early 1900s as a way to separate kids in ways aligned with social biases. We're still stuck with these structures...and the labels reinforce these even if we don't intend to do so.

00:51:33 Dawn Moore: @Amy Johnson I completely agree!

00:51:38 Emily Graff: Labels are doing more damage than we can see

00:51:51 Ellen Linza: Spiral instruction builds on what students know and can do. Gives them confidence which creates positive associations with math

00:52:32 Jill Solomon: Teachers need to have deep understanding of math

00:52:36 Amanda Reinsburrow: time

00:52:37 Rolando II Delos Reyes: change mindsets of teachers

00:52:37 Jill Solomon: Admin/district buy in

00:52:37 Anne Booth: rich mathematical tasks for all

00:52:38 Amy Johnson: @Ashley Edwards Games!! Giving students as many opportunities to play math games as possible

00:52:40 Emily Graff: Presumed assumptions

00:52:40 Gynelle Gaskell: Critically examine beliefs

00:52:40 Jill Solomon: parent buy in

00:52:41 Lisa Rogers: Providing all students access to open-ended tasks

00:52:41 Liz Morris: Get rid of intervention times that focus on skills

00:52:42 Hayley Anderson: Teacher education, admin education, parent education

00:52:43 Melissa Campbell: be open to additive bilingualism in the classroom

00:52:43 Patti Parsons: provide opportunity

00:52:44 DeAnna Moreau: teachers need Pd on differentiation in math

00:52:44 Amanda Fox: Work on changing societal attitudes about math in addition to the work we do in schools.

00:52:44 Amanda Reinsburrow: thoughtful tasks

00:52:44 Randy Swift: give time and space for all voices to be heard,

00:52:45 Lori McDevitt: looking at intervention programs

00:52:46 Kendra Edwards: Analysis of assessments that focuses on assets, not deficits

00:52:46 Amanda Wedel: Teacher content knowledge and pedagogy

00:52:46 Lindsay Lang: Teachers must understand how historical structures (within schools and society) have marginalized and privileged certain students

00:52:47 Valerie Alfeo: parents need to get educated on why this change is important

00:52:47 Vangela Eleazer: We have to change our thinking and position all students as competent.

00:52:47 Jada Pearson: Challenging math for all students

00:52:47 Ana Brunson: educating teachers

00:52:48 Alayna Wearly: having "Lower level" students work on "basic facts"

00:52:49 Mark Ellis: First, act in ways that reflect a true belief in the
brilliance of every child!

00:52:49 Ann Zito: Institutional structures

00:52:50 Victoria Campbell: Access

00:52:50 Deb Luther: Discourse for all - multi-entry tasks for ALL

00:52:51 Anne Booth: growth mindset

00:52:51 DeAnna Moreau: policy needs to change

00:52:51 Brandon Daniel: rich tasks and discussions

00:52:51 Vi Tamargo: Intentional time devoted for teachers to plan and
collaborate. Support teachers!

00:52:52 Amanda Reinsburrow: allow students to opportunity to do math

00:52:52 Alicia Broadwater: knowledge of community

00:52:52 Gynelle Gaskell: Rich tasks for all

00:52:53 Valerie Alfeo: Access to high quality tasks for all students

00:52:53 Lloyd Baker: Teacher training to deepen knowledge

00:52:54 Toni Galassini: rich tasks which push student thinking

00:52:55 Kerry Taylor: growth mindset that students can learn from
teachers, students, administrators, and parents

00:52:55 Catherine Bronikowski: teachers MUST believe that all students can
learn math

00:52:55 Amanda Fox: Getting rid of standardized testing

00:52:56 Danielle Grenader: Teachers need to learn how to differentiate
better

00:52:56 Katie Grunow: Equal access to high quality early childhood
learning programs

00:52:57 Jordan Gotreaux: looking at students from a strengths
perspective instead of what they are lacking.

00:52:57 Mary Grove-Stover: connect to common knowledge and then build

00:52:57 Maria Barbeau: understanding how to teach conceptually

00:52:58 Valerie Alfeo: Teachers need to change their mindset.

00:52:59 Tina Mitchell: The grownups have to challenge their own thinking
about privilege and marginalization.

00:52:59 Guadalupe Alvidrez: Teacher educations and resources to make
immediate change

00:52:59 Sally Losinske: Open conversations within a grade level team,
including general education and special education

00:52:59 fran V.: meet all students where they are.

00:53:00 Michelle Krynicki: adults need to unlearn and/or relearn

00:53:00 karen gauthier: Open and rich tasks where everyone joins at the
table of collaboration

00:53:00 Shelly Reidy: Teachers must be willing and understand why they
need to change

00:53:01 Janaki Nagarajan: Change deficit mindset of teachers/admin
etc. to looking for/assigning competence

00:53:01 Chris Engledowl: Admin buy-in

00:53:01 Marquita Morris: The time to explore to build a mathematical
foundation.

00:53:02 Stevie Simonsen: give more time and spce

00:53:02 Amanda Reinsburrow: teachers need to be trained

00:53:02 Vangela Eleazer: We must change our thinking and position students as competent.

00:53:02 Michelle Lau: Use assessment for learning growth and not accountability

00:53:03 CATHERINE CASTILLO: common vision and belief that all kids can learn and do math

00:53:04 Melissa Soto: Teachers need to believe that ALL children are capable of engaging in rigorous mathematics.

00:53:04 Sarah Dickie: Systemic change to open up mathematics for all students

00:53:04 Julie Dill: changing mindsets of teachers and school leaders

00:53:04 Marta Espinoza: provide different learning activities for different learning style in your class

00:53:04 Lydia Garrod: time to explore the math

00:53:04 Ashley Edwards: Thank you Amy

00:53:05 Jennifer Kissane: educate parents as to the benefits of all children learning together.

00:53:05 Jessica Brown: teachers need time to not just plan, but also time to prep and implement instruction effectively

00:53:06 Lori McDevitt: providing all students with grade level, rigorous math

00:53:06 Meridith Jackson: growth mindset for teachers, students, families

00:53:06 Emily Graff: Intervention time is critical though to filling in gaps

00:53:06 Lori Linsmeyer: UDL, CRA model, math discourse, awareness of mathematical identity.

00:53:07 Carolyn Straight: Freedom for teachers to make the decisions about how and what needs to be taught

00:53:07 sharon kiernan: Teachers need the opportunity to learn the skills necessary to make shifts in their practice

00:53:08 Melissa Hedges: Teachers need to view mathematics through a developmental lens

00:53:09 Liz Morris: educate administrators who make curriculum choices

00:53:10 Cindy Bryant: Changing teacher mindsets

00:53:10 MEI OH: A task that can be performed by all student and then build upon it

00:53:11 Jacqueline Woods: administration must buy in to change

00:53:11 Cassandra Davis: Give children time to explore and learn deeply

00:53:13 Valerie Vanderport: deep knowledge of mathematics by teacher, time to explore

00:53:13 Jennie McCasland: Changing mindsets have to begin at the top - the administrative level

00:53:14 Gayle Arbaugh: Teacher training

00:53:14 yulonda Terry: no ability grouping

00:53:14 Leticia Chapa: Focus on problem solving. Engaging students in math conversations.

00:53:15 Jill Solomon: Strong core program with capable teachers

00:53:16 Gricelda Monroy: collaboration

00:53:17 Ebony Baker: challenging the students on every level
00:53:17 Abdul Razak Othman: The school administrators must hold these principle first.
00:53:17 Rebecca Carney: Developing teachers understanding of this
00:53:17 Ellen Linza: Ability grouping and tracking are based on school district requirements to "Tier" instruction based on data in order to show student progress and teacher accountability. This is a result of national educational policy.
00:53:18 Mary Dahn: challenging and multi-entry point teaching
00:53:18 Sharon Black-MacKinnon: focus on positives
00:53:19 Nicole Thomas: more time for kids to problem solve with open ended tasks
00:53:19 Alicia Broadwater: recognizing implicit bias
00:53:22 Sandra Ubben: Rich mathematical tasks aligned to goals for all students.
00:53:23 Dan Raguse: Leadership at the highest levels that promotes equity
00:53:23 April Flanders-Lee: all kids getting what they need to keep moving up
00:53:23 Meridith Jackson: open rich tasks, low floor and high ceiling
00:53:24 Stephenia Courtney: Labels are DETRIMENTAL. Teachers and parents must have support!
00:53:24 Robin Juarez: Teachers need more support so students can have access to rigorous instruction
00:53:25 Valerie Alfeo: Rich math tasks, student choice in how they demonstrate their learning, strength model rather than deficit models
00:53:27 Camille Brown: Shift from deficit language
00:53:28 Flora Wright: A will to have a variety of learning for all
00:53:29 Tina Mitchell: Focus on changing teachers mindsets...
00:53:29 Lorie Huff: Administrators, School Boards, and policymakers must understand and buyin.
00:53:32 Emily Graff: Productive struggle
00:53:33 Melinda Knapp: District, schools, and teachers need to be aligned in shifting away from sorting students.
00:53:35 Valerie Alfeo: Universal Design for Learning
00:53:35 Ellen Ervin: don't give in to parental pressure
00:53:36 Melanie Myers: All students build conceptual understanding. Lifts everyone.
00:53:36 Amanda Reinsburrow: time for teachers to collaborate to think about what this looks like in the classroom
00:53:38 Nesia Bamfield: Teachers need to understand each child's learning ability and to fixed their attention on Core Models of intervention...
00:53:38 Alicia Sotello: Teachers need to know their content, use data to inform their instruction
00:53:39 Ellen Linza: Rich math tasks are super!!
00:53:40 Amanda Fox: Valuing mathematical thinking and skills beyond answer getting
00:53:40 Rebekah Lischwe: Parents need to be brought into this conversation so that they know that advocating for their child to be tested and qualifying for "gifted" is not the solution because their child is getting rich

tasks regardless of their score on an assessment.

00:53:41 Dawn Moore: Access to high cognitive demand task for ALL students

00:53:41 Randy Swift: make tier 1 instruction better!

00:53:43 Cecilia Lopez: empowerment

00:53:44 Amy Johnson: Rich open-ended tasks, low floor high ceiling tasks

00:53:44 Jennifer Lewicki: critical is teacher mindset as you stated in all this unproductive beliefs; eliminating rote memorization of facts; rethinking how we intervene

00:53:47 Chris Engledowl: A focus on students

00:53:48 Sarah Burzynski: rethinking scores on standardized tests

00:53:48 Amanda Fox: helping students see themselves and their peers as mathematically capable

00:53:51 susan mitzner: where is the critical thinking

00:53:53 Brandi Dickens: Having high standards for all students

00:53:55 Christine Rudakewycz: rich and meaningful experiences for ALL students, which might not necessarily be the same experiences for all students.

00:53:56 Lisa Hitaffer: It has to come top down - we currently have to follow the "distrct" guidelines that often require ability grouping.

00:53:56 Gayle Arbaugh: Strong, knowledgeable teaching practices with deep understanding of mathematics

00:53:58 Stephenia Courtney: Teachers must be able to collaborate and plan

00:54:00 Portia Rombaoa: strategize, innovate

00:54:02 Dylan Swift: Is there a book on how to do this kind of intervention?

00:54:04 Delores Rushing: From Delores Rushing Allow children of all ability levels to work together

00:54:05 Laxman Nepal: Effective classroom practice

00:54:07 Alycia Allen: Performance based tasks and project-based learning

00:54:07 Emily Graff: 3 act tasks

00:54:12 Natasha Gambarov: giving teachers and students opportunities to explore different manipulatives that can enhance student learning and interest in math. That way, all students have equal access to the material

00:54:15 Mark Ellis: Second, look for and call out children's brilliance; don't assume you know what they might come up with. When children learn their thinking is valued, they will surprise us in so many ways!

00:54:16 Bernita Johnson: What happens when districts expect teachers to label children?

00:54:17 Melinda Knapp: This has to be done at a school and district level and not just in individual classroom. That's where we get the pockets of greatness.

00:54:43 Randy Swift: Dylan, see Juli Dixon's work

00:54:46 Nesia Bamfield: Empowering all students with the tools that best suit their ability while keeping the class at the same level

00:55:24 Amy Johnson: @Emily Graff 3 act tasks are incredible!

00:56:10 David Barnes: @Mark - Yes! Strengths based, not deficit based, learning.

00:56:39 Cindy Bryant: Not all teachers see themselves or their students as doers of mathematics.

00:57:05 Gricelda Monroy: Not ALL

00:57:08 Sharon Black-MacKinnon: no for both questions
00:57:14 Erin Meunier: making math fun/exciting --- being an encouraging teacher
00:57:15 Jessica Brown: At times, not usually
00:57:16 Stephenia Courtney: No
00:57:17 Amy Johnson: @cindy Bryant That is so true and unfortunate. :(We need to find ways to change this!
00:57:17 Ashley Edwards: not all
00:57:20 Rolando II Delos Reyes: sadly no
00:57:20 Amanda Brown: no
00:57:22 Gricelda Monroy: Not ALL teachers :(
00:57:22 Teresa Hammett: No all
00:57:22 Sharon Black-MacKinnon: family influences
00:57:24 Janaki Nagarajan: I am really hoping ALL my students see themselves as mathematically capable. I have tried to be really intentional about this
00:57:25 Emily Graff: Some do some don't, its how they view math and number 2 I would hope all do, but I don't think so
00:57:25 Valerie Alfeo: I think parents have an influence
00:57:26 jacquelyn Moore: Small ability groups
00:57:26 Vi Tamargo: We have to empower teachers so they see themselves as capable first.
00:57:26 Sharon Black-MacKinnon: economics
00:57:27 Susie Loh: no
00:57:28 Kerry Taylor: Do all teachers see themselves as doers of mathematics?
00:57:29 Roberta Rotolo: I am an interventionist. My students claim they can't do math. I teach them that they can
00:57:32 Sharon Black-MacKinnon: equitable
00:57:32 fran V.: Girls are less likely to have strong math ID and agency
00:57:34 Gricelda Monroy: admin support
00:57:35 Mary Grove-Stover: Depends a great deal on teacher's beliefs.
00:57:36 Mona Majdalani: definitely not. prior experiences
00:57:37 Amy Johnson: Learning Pit- productive struggle!
00:57:37 Katie Grunow: No, unfortunately not all adults see the students as capable
00:57:38 Jennifer Russell: I taught my students about brain growth through the struggle..
00:57:38 DeAnna Moreau: no many students believe that students who are fast at math are more capable than others
00:57:42 Jessica Brown: A shift in mindset executes change
00:57:42 Stephenia Courtney: Family and environment of the student
00:57:42 Mari Prior: about half my students do
00:57:43 Tina Mitchell: I think its often hard for some teachers to see their students as doers of mathematics because they don't see themselves as mathematics people
00:57:44 Jill Solomon: I think we are good at saying we are BUT when push comes to shove, they don't believe it when they are DOING the math.
00:57:44 Teresa Hammett: fear of mistakes

00:57:48 Cindy Bryant: @Amy, we do need to fix that!

00:57:51 Jennifer Kissane: as an 'interventionist' many of my kids don't see themselves as doers of math as much as i'm trying to change that.

00:57:53 Randy Swift: students, no, they have been taught that if you're not fast at math, you're not good at math

00:57:56 Jennifer Lewicki: I believe the majority, because it is treated as a joyous and magical (kindergarten teacher); a few on the campus the same

00:58:03 Ashley Edwards: I am an ESL teacher and many have thought that ELL's cannot learn

00:58:06 Ashley Edwards: learn

00:58:14 Valerie Alfeo: Some. Ones who don't have the foundational skills don't get why they don't get it.

00:58:15 David Barnes: Do you believe each of your students can learn and do mathematics?

00:58:18 Emily Graff: If they try hard enough have the right mindset

00:58:19 Natasha Gambarov: I was a student teacher at Marlborough Public Schools, and I noticed how my supervisor provided different manipulatives for math, and the students really like working with these tools. As a result, I would see many students excelling and loving math

00:58:21 Ellen Linza: Teachers have a HUGE responsibility for setting the tone among their students. If the classroom teacher loves math and has a positive association with it - that flows to students - allows risk taking, determination, etc.

00:58:24 Jennie McCasland: No - "I'm not a math person" persists among adults and children.

00:58:26 Gayle Arbaugh: No, most students do not see themselves as mathematical doers. They see math as getting a right answer, rather than something to investigate.

00:58:34 Vangela Eleazer: This positions all students as mathematicians. Mindset is powerful.

00:58:37 Ellen Linza: Attitude is everything

00:58:37 Mary Clifford: I love this mindset!

00:58:38 Selby Gaylock: I don't think all teachers see children as mathematically capable. This is sometimes a reflection on their ability to teach math or their experience with math.

00:58:39 Delores Rushing: From Delores Rushing We have many adults who don't see themselves as mathematically capable. This attitude can rub off on their students, young people.

00:58:46 Emily Graff: Effort is key

00:58:55 Nesia Bamfield: Not all - poor family background. No example in the home or capability to assist them during times of difficulties..

00:59:01 Mark Ellis: Children come to school thinking mathematically from their experiences in the world - counting, noticing patterns, etc. It is their less-than-positive experiences with "school mathematics" that changes their identity toward mathematics.

00:59:08 Emily Graff: Don't try for me, try for you you'll go farther

00:59:22 David Barnes: Do your students believe their teacher believes that they can learn and do mathematics?

00:59:25 Cindy Bryant: Mind over mathematics!!! ALL can do mathematics!

00:59:36 LeAnna Deveaux-Miller: Good Evening from New Providence, The Bahamas

00:59:52 Vangela Eleazer: Our beliefs shape the math environment we create.

00:59:53 Jill Solomon: This is HUGE!

00:59:55 Randy Swift: Jennie M. I had to remind my superintendent not to say that. How many of those people would be comfortable saying, "I can't read."

00:59:57 Tina Mitchell: Teacher's Mathematical Identity is so important.

01:00:00 Ashley Edwards: Hello LeAnna

01:00:05 Emily Graff: Own up to it I am human

01:00:13 Cindy Bryant: @Tina agree!

01:00:20 Ashley Edwards: My grandmother is from New Providence

01:00:28 Jill Solomon: Love this graphic!!!

01:00:29 Amy Johnson: @David barnes Yes, absolutely!

01:00:32 Jennie McCasland: So true Randy S!

01:00:34 Emily Graff: Good question let's find out together to provide resources to help guide them finding an answer

01:00:38 Ashley Edwards: She currently lives in Nassau

01:00:40 susan mitzner: I graduated from Lehman 1965 -- math major most were horrified for woman wanting to be engineer

01:00:54 Mary Dahn: All can do mathematics!!

01:00:58 Ellen Linza: Honesty is key! I love it when I make a mistake in front of the class. It usually ends up with me saying, "I'll glad I just did that because..." Being able to make a mistake is so important! I remind kids - "What does your younger sibling do when they

01:01:03 Beth Kobett: Love this. We can't ask students to do things we aren't willing to do? We need to recognize one another's mathematical strengths!

01:01:12 Jennifer Lewicki: our motto is think about your thinking...we never say an answer is wrong/incorrect, we call 'mistakes' beautiful oops and praise the student that helped our minds grow

01:01:17 Ashley Edwards: She used to teach at Kingsway Academy

01:01:29 Marian Dingle: We should expect anyone to do what we refuse to.

01:01:30 Cindy Bryant: STRENGTHS are the key @Beth!

01:01:45 Randy Swift: posing the right questions is so important

01:01:45 Marian Dingle: We should *not expect anyone to do what we would not.

01:02:27 Paige Richards: @Beth & @Marian YES!!!

01:02:32 Anne Booth: @ Randy Swift, also teaching students how to ask questions!

01:02:33 Cindy Bryant: Please change you chat setting to all panelists and attendees

01:02:40 Alayna Wearly: we also need to extend our "growth mindset" in to other subjects. I cannot promote growth mindset in mathematics but then talk about myself as "not a history person"

01:02:44 Elsie Sheldon: Love that- ALL of us belong in mathematics!

01:03:11 Alayna Wearly: as a teacher, i have to be consistent in my beliefs to establish my identity

01:03:35 Stephenia Courtney: Students are walking mathbooks

01:03:52 Randy Swift: what about the students who don't come to school with those foundations? We have K's arrive who don't even know numbers or letters.

01:03:56 Melinda Knapp: @Marian totally agree
01:04:28 Jennifer Lewicki: Those are the ones that start the year with
inequity
01:04:37 Amy Johnson: @randy swift Great question! Wondering about how K
teachers work with parents to help build those foundations
01:04:39 Leslie Texas: Numberless Word Problem! Love it
01:04:58 Erin Meunier: love this idea
01:05:18 Deb Luther: Ties in nicely with 3 act tasks, 3 reads, and more
01:05:18 Jennifer Lewicki: Grace Kelemanik to the core
01:05:23 Marian Dingle: We build on what the students DO know. That is the
hard part, but it is the asset approach.
01:05:31 Beth Kobett: Hi @Paige!
01:05:33 yulonda Terry: use of manipulatives and objects they have at home
01:05:37 Anne Skaggs: Yes! Notice/Wonder
01:05:41 Beth Kobett: Thank you @Cindy1
01:05:43 Cindy Bryant: Should the first sentence have an "s" on pick?
01:05:45 Chris Engledowl: At least one of each color
01:05:47 Guadalupe Alvidrez: There can be more than one solution
01:05:48 Deb Luther: I wonder if there are other colors in the bin?
01:05:48 Melissa Campbell: the total number of crayons is 9
01:05:48 Emily Graff: Other colors how many
01:05:49 Dylan Swift: must be at least 5 green crayons.
01:05:49 Valerie Alfeo: I wonder how many crayons his group needs
01:05:49 Shelly Scheafer: How many crayons are green?
01:05:50 Stephenia Courtney: how many colors were ther
01:05:50 Roberta Rotolo: I know the total is 9
01:05:52 Victoria Campbell: How many students were in the group?
01:05:52 Elizabeth Allen: I know that Marcus only chooses two colors
01:05:52 Jill Solomon: I know there will be more green than gray
01:05:53 Jennifer Russell: I know he has 9
01:05:54 Meridith Jackson: how many more green crayons are there?
01:05:54 Valerie Alfeo: Green is more than gray
01:05:55 Lori McDevitt: I know that he has 9 in all
01:05:55 Mary Truxaw: Are there other colors besides green and gray?
01:05:55 Portia Rombaoa: sums of 9
01:05:55 Alayna Wearly: are there nine people in his group?
01:05:55 Anne Booth: I wonder why they only need green and gray crayons
01:05:55 Heidi Fessenden: I know Marcus has 9 crayons. I wonder how
many green crayons he has?
01:05:55 Amy Glaser: why did he only pick 2 colors
01:05:56 Jennifer Kissane: more than one answer
01:05:57 Kathryn Gray: He has some green and some gray
01:05:58 Mary Dahn: Marcus had more green than gray
01:05:59 Sandra Ubben: I wonder how many more crayons are green than gray
01:05:59 Lydia Garrod: How many will not try due to no exact numbers
01:06:00 Tracy Wood: More green
01:06:00 Terri Davis: I wonder what other colors he has
01:06:00 Amanda Zimolzak: The number of green crayons is larger than
the number of gray crayons.
01:06:00 April Flanders-Lee: Are there a lot more green than gray?

01:06:01 Shelley Sopa: Green crayons are definitely better .
01:06:01 Valerie Vanderport: will the colors matter?
01:06:01 Jill Solomon: There are only 2 colors
01:06:01 Vangela Eleazer: I know that Marcus had 9 crayons. He had
more green than gray
01:06:01 Vi Tamargo: There's more green than gray.
01:06:01 Dylan Swift: I wonder how many are grey?
01:06:02 Emily Graff: More than 9 green
01:06:02 Alycia Allen: The number of green crayons is more than the number
of gray crayons.
01:06:02 Josh Bass: I know there are a total of 9 crayons.
01:06:02 Kevin Simpson: Marcus has 9 crayons
01:06:02 Adrienne Springstead: Does he have other colors?
01:06:03 Teresa Hammett: Know: Marcus has 9 crayons. Wonder: How many gray
does he have?
01:06:03 Alayna Wearly: does he have enough for his group?
01:06:03 Lloyd Baker: I wonder how many were free or gray
01:06:03 Jennifer Russell: I wonder how many green
01:06:03 Christine Rudakewycz: I wonder how many of each color there are,
and if there are other colors as well?
01:06:05 Orna David: Know; Marcus has 9 crayons.
01:06:05 Tracy Proffitt: There are several different combinations possible
01:06:06 Randy Swift: I wonder if Marcus can share the crayons equally
01:06:06 Jennifer Kissane: love more than one answer
01:06:06 PALOMA CARRERA-ANDINO: total students in the group?
01:06:06 Julie Secrest: I know there are 9
01:06:06 Shelly Scheafer: Why did he only choose 2 colors?
01:06:07 Patrick Vennebush: I notice that Marcus has more crayons than I
do!
01:06:07 Robin Juarez: Students will give a number of different responses
that we can discuss
01:06:10 Ann Schmitz: How many more gray?
01:06:11 Shelly Biggin: each color has at least one
01:06:12 Jennifer Lewicki: I wonder why he chose those colors,
01:06:14 Sarah Burzynski: He can't have two even amounts.
01:06:15 Camille Brown: I know there are a certain amount of colors. I
wonder how many he picked of each.
01:06:16 Portia Rombaoa: possible equations - sums of 9
01:06:17 Sarah Dickie: There are green and gray crayons. AND there is a
place for all students in this task!
01:06:17 Natasha Gambarov: I know that Marcus chose only two colors,
and I wonder why Marcus did not choose more colors
01:06:17 Josh Bass: I wonder how many more green crayons than gray
crayons?
01:06:19 Deb Luther: I noticed that he has more of one color than the
other
01:06:20 Catherine Bronikowski: What is Marcus' favorite color?
01:06:22 Hayley Anderson: There must be at least 5 green
01:06:24 Brenda Smith: i know he had at least 5 green crayons
01:06:33 Cindy Bryant: This is a great task!

01:06:34 Glenda Escasinas: I know the total crayons and 2 colors-greater than and less than

01:06:37 Nesia Bamfield: What did the task entail? why only green and grey?

01:06:39 Brandon Daniel: I know that cant be 1, 2 or 3, or 4 green

01:06:42 April Flanders-Lee: How many possible answers?

01:06:48 Randy Swift: Why does the teacher only have green and gray crayons?

01:07:09 CATHERINE CASTILLO: these are the types of amazing tasks we see in IM

01:07:10 Kristi Gettelman: Important wondering, @Randy!

01:07:16 Kristi Gettelman: ;)

01:07:34 Jill Solomon: Yes @Catherine Castillo - I've been thinking about IM this whole time.

01:07:43 Amanda Sullivan: Hands on crayons for them to manipulate is important for wondering

01:07:48 Amy Johnson: Love this open-ended way of thinking about math! And so simple to differentiate this type of problem solving for different grades!

01:07:56 Roberta Rotolo: what is IM

01:08:07 bonnie manzon: learners have been experiencing math, though maybe not calling it math, while not in school. let s discover what new knowledge they have!

01:08:11 Natasha Gambarov: I see the crayon task connecting to the third principle of finding the wonder, oy, and beauty of mathematics. This principle shows the importance of children exploration that children deserve to experience both inside and outside the classroom

01:08:14 Paige Richards: Illustrative Mathematics - IM

01:08:16 Jill Solomon: Illustrative Mathematics - beta testing this fall and available for adoption K-5 next July 2021

01:08:17 Randy Swift: Illustrative Mathematics

01:08:38 Roberta Rotolo: thanks

01:08:52 Marian Dingle: Crayon task...what about if we are remotely teaching? Virtual manips? Is there a substitute for the tactile stimulation?

01:09:05 CATHERINE CASTILLO: @jill It's almost as if it were written based on Principles to Actions;)

01:09:15 Jill Solomon: Lol :)

01:09:17 Amanda Sullivan: virtually kids may have m&m candy at home to use.

01:09:29 Delores Rushing: From Delores Rushing I have Both books

01:09:35 JUDY DUNMIRE: Where can we find FREE virtual manipulatives that do not rely on Flash?

01:09:39 CATHERINE CASTILLO: I suggest dried beans or pasta

01:09:49 Susan Bardenhagen: home items- socks or shoes?

01:09:55 Amanda Fox: I've found that kids will be pretty creative if you ask them to find some items they can use!

01:10:07 Marian Dingle: Is it important that students have the same manips?

01:10:07 CATHERINE CASTILLO: Love Math Learning Center apps

01:10:15 Brynn Turkish: <https://www.mathlearningcenter.org/resources/apps>

01:10:15 Jill Solomon: @Judy <https://www.mathlearningcenter.org/resources/apps>

01:10:30 Randy Swift: toy theater is a great on-line manipulative source

01:10:34 Amanda Fox: Also www.brainingcamp.com
01:10:40 Jill Solomon: @judy
<https://toytheater.com/category/teacher-tools/virtual-manipulatives/>
01:10:51 JUDY DUNMIRE: Thank you! :) Woohoo!
01:10:54 Randy Swift: thanks jill
01:11:10 Jill Solomon: You're welcome!
01:11:23 Sarah Dickie: Mathies is also good for manipulatives
<https://mathies.ca/>
01:11:24 Georgia Molina: thanks you!!
01:11:28 Catherine Bronikowski: if you want to see the beauty of mathematics
- check out this site, designbyalgorithm.com
01:11:42 Jill Solomon: Thanks Sarah!
01:11:47 Jennie McCasland: More free virtual manipulatives:
<https://www.didax.com/math/virtual-manipulatives.html>
01:12:02 Glenda Escasinas: concrete representation abstract
01:12:10 Jill Solomon: Thanks Jennie!
01:12:38 Randy Swift: keeping in mind that CPA is not linear
01:13:08 CATHERINE CASTILLO: @Randy So true!
01:13:19 Gayle Arbaugh: www.mathlearningcenter.org also has virtual math
tools.
01:13:21 Jill Solomon: Good point Randy
01:13:36 Cathery Yeh: @Randy, yes!! Thinking of CPA as linear is one of
the misconceptions that often lead to tracking and ability grouping!
01:14:16 Amanda Fox: @Randy changing my mindset about CPA in the way you
describe was a huge step in my understanding o math learning.
01:14:40 Delores Rushing: From Delores Rushing This is great!
01:16:02 Emily Graff: What is CPA?
01:16:20 Amanda Reinsburrow: concrete-pictoral-abstract
01:16:22 Jennifer Lewicki: concrete, pictorial abstract
01:16:26 Emily Graff: thanks
01:16:47 Jennifer Lewicki: it is also called CRA where the R is
representational
01:16:47 CATHERINE CASTILLO: some use CRA representational
01:16:54 Elizabeth Allen: Onsite math coach
01:16:55 Jill Solomon: working through lesson plans and problems with
teachers
01:16:56 Sandra Ubben: Sometimes it's CRA, Concrete, Representational,
Abstract, correct?
01:16:58 Elizabeth Allen: Lesson study
01:17:04 Erin Meunier: coaching
01:17:05 Denise Smith: COACHING
01:17:05 Valerie Alfeo: We start all of our meetings with a math task.
01:17:07 Valerie Alfeo: Math coaching in the classrooms
01:17:07 Emily Graff: Trying new things, exploring new ways, out of
comfort zone
01:17:09 Amanda Reinsburrow: lesson study
01:17:12 Kendra Edwards: lesson study
01:17:13 Vasiliki Balaskas: modeling
01:17:13 Lloyd Baker: coaching
01:17:13 Sally Losinske: Use of critical conversations at PLCs

01:17:13 Catherine Bronikowski: collaboration
 01:17:14 Gricelda Monroy: Math PLC
 01:17:14 Francine Hewett: Observing best practices
 01:17:14 Rolando II Delos Reyes: lesson study
 01:17:15 Amanda Sullivan: Teachers need to be more positive and
 willing to engage and step out of their box.
 01:17:15 Erin Meunier: lesson study
 01:17:16 Alicia Broadwater: teachers participating in rich tasks during
 collaborations
 01:17:16 Elizabeth Allen: Do the math first
 01:17:18 Adrienne Springstead: math coaches
 01:17:18 Abdul Razak Othman: Instructional coaching
 01:17:19 Francine Hewett: coaching
 01:17:19 Amanda Reinsburrow: time to work with grade level partners to
 share ideas
 01:17:20 Lori McDevitt: sitting in on master teacher's classes
 01:17:20 Lydia Garrod: i like the idea of math coaching
 01:17:20 Amanda Fox: Coaching that includes conversations about the
 bigger picture and what topics are connecting to
 01:17:21 Amanda Wedel: Developing Mathematical Ideas courses!!!
 01:17:21 Sharon Black-MacKinnon: collaboration
 01:17:21 Valerie Alfeo: growth mindset
 01:17:22 Sarah Burzynski: collaborative discussions and professional
 reading
 01:17:23 Meridith Jackson: unpacking standards
 01:17:24 Valerie Alfeo: Planning times that talk about the math not about
 the sequence.
 01:17:24 Robin Schwartz: Mult representations
 01:17:25 Maria Barbeau: PLC's - time to meet and discuss learning goals etc.
 01:17:25 Amanda Roble: Vertical collaborations and an awareness of what is
 happening with regards to student learning around my grade level
 01:17:26 Beth Nalker: Better understanding of children's development as
 mathematical thinking
 01:17:26 Camille Brown: Coaching and reflecting on student work and lessons
 01:17:26 Amie Bolger: Math coaching and more specific examples like the
 crayon task.
 01:17:27 Deb Luther: DMI classes! So teachers are students again and can
 actually learn what it means to learn deeply
 01:17:27 Ann Schmitz: Coaching within the classroom
 01:17:27 Amy Johnson: more opportunities for book clubs- reading books
 with fellow teachers that help strengthen our math teaching! (And can be done
 virtually!)
 01:17:28 Anne Booth: rich math tasks for teachers to engage in
 01:17:28 Beth Kobett: deep planning
 01:17:28 Dawn Moore: Rehearsal
 01:17:28 Ashley Edwards: Please specify details about coaching
 01:17:29 Shelly Reidy: Math circles
 01:17:29 sharon kiernan: PLC / lesson study / coaching
 01:17:29 Amanda Fox: SETting up the year and curriculum with big ideas in
 mind

01:17:29 Sara Donaldson: engaging as learners and sense makers

01:17:30 Sarah Dickie: instructional coaching

01:17:30 Sharon Black-MacKinnon: growth mindset

01:17:30 Melanie Pesola: Very practical teacher training from mentor and master teachers

01:17:30 DeAnna Moreau: teachers doing the mathematics and discussing the mathematics

01:17:30 Tina Mitchell: Having math critical friends

01:17:31 Mary Dahn: Professional Learning Committees

01:17:32 Susie Loh: collaboration

01:17:32 Brenda Smith: training on questioning, math talk

01:17:32 CATHERINE CASTILLO: PLCs and looking at student work

01:17:32 Vangela Eleazer: Seeing it in action

01:17:33 Jessica Brown: structure: Intentional and flexible guided math groups with strong admin support

01:17:33 Victoria Campbell: The chance to do and experience math for themselves

01:17:34 Vernita Vallez: math coaching and modeling to teachers

01:17:34 Rosalyn Bantay: Coaching

01:17:35 Marta Espinoza: basic foundation math!!

01:17:36 April Flanders-Lee: Continued to be inspired with some great mathematical questions we can use in our classroom

01:17:36 Melissa Hedges: viewing mathematical learning through developmental lens

01:17:37 Sharon Black-MacKinnon: mentoring

01:17:37 Lori Linsmeyer: Book studies.

01:17:37 Robin Schwartz: Observing other teachers

01:17:38 Tina Mitchell: Coaching

01:17:38 Emily Graff: Multiple representation . New ways of showing math let students talk more

01:17:38 Skip Fennell: ongoing (not one shot) professional learning which fully engages all participants.

01:17:38 Sandra Ubben: Professional learning with implementation and time to share and discuss student work.

01:17:39 Randy Swift: in my district I would love to work as an instructional coach

01:17:39 Sheila Mccoy: Coaching

01:17:39 Amanda Fox: And incorporating big ideas into all planning

01:17:40 Teresa Hammett: Conversations with students alone has taught me alot about other kinds of thinking.

01:17:40 Debra Stenman: lesson study

01:17:41 Doss Herndon-Schepper: Francis Su's Math for Human Flourishing

01:17:42 Katie Grunow: Understanding where the content is going. What shortcuts don't work moving forward in mathematics

01:17:42 CATHERINE CASTILLO: COACHING

01:17:43 Amanda Sullivan: Know your standards as well as those in the grade before yours and after

01:17:43 Susan Bardenhagen: Math Talks & discourse

01:17:43 Brandon Daniel: discourse among peers

01:17:43 Cathy Oglesby: This year, we did a district-wide book study of

Taking Action. The initial learning was for math leads in every building, then they adapted and turn-keyed it for their building

01:17:44 Melanie Pesola: Exemplars of teaching

01:17:46 Deb Luther: Teachers need to learn math all over!

01:17:46 Natasha Gambarov: Mentoring

01:17:47 Mary Truxaw: Teachers participating in math problem solving with growth mindset in mind. Doing math.

01:17:47 Amanda Reinsburrow: time for cross grade level bands to discuss moving from one to the next

01:17:47 Anne Booth: partnering with local colleges/universities

01:17:51 Leslie Texas: Do the math :)

01:17:54 Amy Johnson: Opportunities to observe each other teach!

01:17:54 Ellen Linza: Love of learning across disciplines. An integrated approach. One discipline cross-pollinating another. This is how most discoveries are made!

01:17:55 Amanda Sullivan: Stay in the same grade for years to grow YOU

01:17:56 Mary Clifford: Teachers should solve problems students will be presented with...

01:17:56 Robin Schwartz: Co-teaching and/or coaches teaching

01:17:57 Teresa Hammett: Math Talks

01:17:57 Rachel Schaffer: Coaching is big!

01:17:57 Mary Grove-Stover: developing questions and routines

01:17:58 Melinda Knapp: Engaging in math labs/studios

01:17:58 Kevin Simpson: Coaching, Math PLCs, lesson study

01:17:59 Edna Rioveros: peer mentoring

01:18:01 Glenda Escasinas: Ability to use the math tools

01:18:01 JUDY DUNMIRE: Building their own mathematical proficiencies (strands)

01:18:01 Amanda Reinsburrow: do the math!

01:18:03 Beth Kobett: Freedom to take risks

01:18:03 Denise Walston: Math PLCs and peer observation

01:18:04 Amanda Fox: TEacher observations of other grade levels so they can see connections

01:18:05 Sheila Mccoy: discourse with peers and teaching each other

01:18:07 Randy Swift: Reading "Knowing and Teaching Elementary mathematics" by Liping Ma

01:18:07 Jennifer Lewicki: mathcon!

01:18:08 Catherine Bronikowski: professionalism - go beyond your school/district

01:18:09 Kellie Petrick: Doing math together!

01:18:09 Deb Luther: And admins need this as well!@

01:18:09 Lori Linsmeyer: Peer feedback

01:18:09 Rachel Schaffer: Observing teachers who do this well.

01:18:10 Sarah Dickie: hands on opportunities to do mathematics

01:18:15 Melinda Knapp: Having principals participate in the professional learning with teachers too

01:18:19 Denise Walston: vertical conversations

01:18:21 Ashley Edwards: any recommendations for books for first grade math?

01:18:25 JUDY DUNMIRE: You guys are rocking this session! I'm loving this!!!

01:18:26 DeAnna Moreau: just finished a book study on Becoming the Math Teacher you Wish you Had; Tracy Zager, it was amazing!!!!

01:18:26 Amanda Sullivan: Books to read for growth over my summer

01:18:30 Ashley Edwards: please email me

01:18:32 Kristi Gettelman: @Melinda, that is critical!

01:18:32 Delores Rushing: Delores Rushing I served as a Math Coach for teachers and this helped to build their confidence in teaching math.

01:18:33 Laxman Nepal: comfortable asking questions

01:18:40 Amanda Sullivan: Allow students to have more voice in the classroom

01:18:41 Jonathan Marcovitz: How can we get a certificate from yesterday's webinar?

01:18:42 Shelly Biggin: Great & rich summer school grant with college professors

01:18:42 Elsie Sheldon: Providing students with rich tasks and opportunities for discourse.

01:18:44 Ashley Edwards: ashleym.simmons@cms.k12.nc.us

01:18:47 Anairis de la Cruz Benito: Inclusive

01:18:49 Jill Solomon: Focus on reasoning in all content

01:18:57 Danielle Grenader: How can I learn more about lesson study?

01:18:58 Elizabeth Allen: Provide rich tasks and problem-solving situations to all students

01:19:00 Lori Linsmeyer: I am hoping to do a PD on mathematical identities in the fall.

01:19:01 Anne Booth: share number sense routines and number talks with staff

01:19:01 Karla Bandemer: Melinda, yes! When principals are on a different page with what good math instruction looks like, it can make for a tricky situation

01:19:02 Sara Donaldson: Structure math methods courses around these shifts

01:19:02 Hayley Anderson: Providing richer tasks

01:19:02 Valerie Alfeo: How we plan a lesson. What is the task that leads to the content.

01:19:02 Brandon Daniel: school wide math policies /plans / goals

01:19:03 Stephenia Courtney: build lessons around what students know

01:19:03 Joan Albers: teachers meet to discuss over grade levels

01:19:04 Terri Davis: Vertical professional learning opportunities

01:19:04 Katie Grunow: I am excited to participate in a book study

01:19:04 Michelle Krynicki: offer more training

01:19:05 Sheila Mccoy: Good Book for First Grade: The Doorbell Rang by Pat Hutchins

01:19:05 Jada Pearson: invite in parents and teachers to see how math looks in my classroom

01:19:06 Michelle Gunn: Provide rich tasks that are open ended

01:19:06 Ellen Linza: Focus on deep, rich math tasks with lots of TIME

01:19:06 Doris Mohr: Place a math specialist in each school at the elementary level.

01:19:06 Shelly Reidy: Starting a book club this summer

01:19:06 Lloyd Baker: inclusive

01:19:06 Liz Morris: Share articles and resources

01:19:07 Marta Espinoza: articulation with the next grade example

01:19:07 Lydia Garrod: Give more time to explore without labeling or putting into ability groups

01:19:08 Ellery Cushing: a loud math classroom

01:19:09 Tammy Moynihan: Book study

01:19:09 Rebecca Malo: Further explore groupings

01:19:12 Amanda Wedel: Work with schools to eliminate "walking to math"

01:19:12 Marta Espinoza: Kinder Grade 1

01:19:13 Gynelle Gaskell: Understand ourselves as learners and doers of mathematics

01:19:13 Mary Dahn: More open-ended questioning

01:19:13 Natasha Gambarov: Access to hands-on manipulatives for all students to deepen exploration

01:19:14 Kevin Simpson: Focus on math identify

01:19:14 Roberta Rotolo: I acted as a mentor and math friend to a new mathematics teacher

01:19:15 Sharon Black-MacKinnon: rich tasks

01:19:15 Amanda Reinsburrow: provide more time for students to do the work of counting and measuring to do the mathematics

01:19:15 MEI OH: Create open ended tasks for all students

01:19:16 Valerie Alfeo: Number Sense Routines Book Study

01:19:16 JaDawn Wagstaff: better teacher preparation

01:19:16 Anne Glasco: growth mindset with teachers and students

01:19:17 Delise Andrews: We have to advocate against tracking.

01:19:17 Glenda Escasinas: More math talk and use of strategies and tools

01:19:17 Sara Klein: Work to align this thinking with our MTSS structures

01:19:17 Towanda Jackson: more open ended tasks

01:19:18 Robin Juarez: Start where the students are and build from there

01:19:18 Carolyn Voelker: Critical thinking and reasoning focus and equity

01:19:19 Amanda Sullivan: As a lead mentor and mentor, I can encourage my team mate to grow, ask questions, and simply be willing to learn!

01:19:19 Cathy Oglesby: Changing mindsets about the use and purpose of assessment.

01:19:20 Beth Nalker: reexamine approaches to developing children's fact fluency

01:19:21 Michelle Krynicki: give adults space to take risks

01:19:21 DeAnna Moreau: champion the cause for changing structures and making math more equitable for students

01:19:22 Jill Solomon: More math focused conversations and activities with teachers

01:19:23 Gricelda Monroy: Creating a list of rich math task

01:19:23 Adrienne Springstead: book study sounds great

01:19:23 Sharon Black-MacKinnon: open ended questioning

01:19:25 Elsie Sheldon: Build on what students know and can do rather than what they cannot.

01:19:25 Deb Luther: Engage teachers in deeper conversations about how to shift from deficit thinking to assets for kids in the fall

01:19:25 Lori McDevitt: grade level math tasks for all students

01:19:26 Maria Barbeau: broadening our understanding of what K-4 students

are capable of as a 4K team

01:19:26 Jessica Brown: Suggesting math curriculum that is relevant and ties into the 4 recs to admin

01:19:26 Ann Schmitz: Model rich tasks for teachers.

01:19:27 Chris Engledowl: Co-creation of building level plans when working with schools

01:19:27 Anne Booth: take Jo Boaler's class together!

01:19:28 Valerie Alfeo: I am always inspired by teachers who work to improve their own content knowledge. As a coach, I will continue this and talk to them about ensuring students are doers of math.

01:19:29 Jacqueline Woods: create multi-level groupings

01:19:29 Camille Brown: Engage in more conversations about mathematical work with peers

01:19:30 Randy Swift: build the confidence of my students who receive intervention so they see themselves as mathematicians

01:19:30 Melinda Knapp: People need to rethink their practice so they need support. Coaches, math leaders, collaboration that is ongoing and grounded in the classroom with kids

01:19:30 Shari Kaku: Focus on student curiosity and keeping students curious - teachers too,

01:19:30 Lloyd Baker: More open ended questions

01:19:31 Guadalupe Alvidrez: Talk to administrator of curriculum about her thoughts on this subject.

01:19:31 Cassandra Davis: Read the book and maybe have a book study to learn more

01:19:31 Nicole Thomas: making sure all kids are comfortable attempting math by using open-ended tasks on a weekly basis

01:19:31 Karla Bandemer: Strengths-Based Teaching and Learning in Mathematics

01:19:32 Amy Johnson: Share what I learned from this webinar with my colleagues

01:19:32 Vernita Vallez: I want to work with my team to talk about and reflect on our groupings, centers, pre assessments etc and how that could be affecting our students' math identity

01:19:33 Mark Fili: Show students the math in the real world

01:19:34 Ellen Schiller: Getting the preservice teachers I teach excited and confident in their ability to teach math in powerful new ways

01:19:34 Amanda Wedel: Work on Teacher Identity

01:19:35 Susan Bardenhagen: Emphasize joy, wonder, and enjoyment for Mathematics lessons!

01:19:35 yulonda Terry: mindset of students and parents

01:19:35 Alice McKay: To encourage equity across grades

01:19:35 Sandra Ubben: Incorporating content into a preservice K-12 algebra course.

01:19:36 Cherie Gervais: build a classroom learning environment that creates equitability

01:19:37 Amanda Sullivan: Make math your mission NOT your job!

01:19:37 Robin Schwartz: help families become more comfortable with Math

01:19:37 Camille Brown: Offer opportunities for coaching

01:19:37 Valerie Vanderport: Use student talk frequently during lessons.

Students explain their thinking, ask questions, wonder about aspects of math.

01:19:39 Sarah Dickie: book study on number sense routines
01:19:39 Mohamed T: heterogeneous group
01:19:40 April Flanders-Lee: I am trying to think how we can get our intervention needs met without making it feel so much like "grouping"
01:19:40 Kia Barrieau: County Office employee: Sharing what I've learned with teachers in our LEAs
01:19:40 MEI OH: Always be ready to learn
01:19:40 Jennifer Russell: open ended tasks
01:19:41 Victoria Campbell: Discuss with my grade level team during our planning this summer how we can address these issues next year.
01:19:41 karen gauthier: Supporting teachers to use rich tasks that don't have a defined and predictable sequence of procedures.....the art of math!
01:19:41 Valerie Alfeo: Anything Jo Boaler!!
01:19:41 Vangela Eleazer: Help teachers step outside of comfortable boundaries and explore tasks that allows student to share their thinking
01:19:42 Dianna Knight: Change our questioning strategies around math.
01:19:42 Tracy Proffitt: Support teachers as they learn to facilitate rich tasks for the first time
01:19:42 Sarah Burzynski: focusing on that wonder and joy...posing to a teaching team, how might they promote wonder and joy?
01:19:43 Portia Rombaoa: Find more time and opportunities to collaborate with other Math teachers.
01:19:43 sharon kiernan: Continually build "agency" into all conversations with colleagues and into all lesson plans. Contact Danielle Robinson for her ideas!! (I have them somewhere but where??)
01:19:46 Orna David: Engage in coaching teachers
01:19:46 Amie Bolger: Build mathematical identity and agency in "at risk" students
01:19:47 Rolando II Delos Reyes: change admin mindset
01:19:48 Amanda Roble: Having conversations with stakeholders around the structures that are currently in place, why, and how we might reconsider them.
01:19:49 CATHERINE CASTILLO: We are doing a district wide ongoing PD on effective teaching practices.
01:19:50 cynthia wilson: rethink the equitable structure of ability groups
01:19:51 Randy Swift: collaborate with colleagues
01:19:52 Melinda Knapp: Co-learning with grade level teams
01:19:52 Marquita Morris: Allow teachers the time to engage students.
01:19:53 Melanie Pesola: Discussing these issues in our school and at grade level to engage every child and teacher
01:19:53 Alycia Allen: Provide more open-ended tasks.
01:19:55 Abdul Razak Othman: let mathematics teachers discuss the important elements of changes
01:19:56 Gayle Arbaugh: Model a task implementation at a staff meeting once a month.
01:19:56 Deb Luther: COVID is an opportunity to move away from ability groups!!!
01:19:57 Jennifer Lewicki: modeling and encouraging math talks so all teachers do this
01:19:57 Adrienne Springstead: math journals
01:19:58 Sarah Burzynski: Play with kids and teachers in the class.

01:20:02 Marian Dingle: To keep pushing for change, despite systemic resistance.

01:20:03 REGINA KELLER: dive deeper into number sense

01:20:05 Laura McGregor: multiple entry points for all abilities

01:20:07 Sally Losinske: Incorporating conversations in the math classroom with students around being mathematicians and invite principals to attend and see the conversations around mathematical identity

01:20:11 Michael Papushak: Love Georgia Math and its Task Based Curriculum

01:20:12 JUDY DUNMIRE: I'm a district MS and struggling to convince our school board of the importance of de-tracking (entitled "Equity Plan"). My next step is to continue to gather research and continue teaching non-mathematics educators about the "why" behind the shifts we are making in math.

01:20:12 Leticia Chapa: When planning with teachers...leading with how will this be taught rather than the what will be taught.

01:20:14 Ellen Linza: Math Night - for entire school community

01:20:14 Amy Benotch: Book Study "In the Moment - Confering in the Elementary Math Classroom"

01:20:16 Chris Engledowl: Expand math specialist program access

01:20:17 Melinda Knapp: Math teacher leaders are necessary in every school

01:20:17 Rolando II Delos Reyes: change learning goals to center on learners

01:20:19 Jordan Gotreaux: Implementing a time for a weekly read aloud using books that highlight mathematicians of varied backgrounds to work on the mathematics identity of my students

01:20:28 Vangela Eleazer: The one who talks the most, learn the most...SO we have to shift and allow the students to collaborate

01:20:30 Alice McKay: Discuss with colleagues how we can shift away from ability grouping

01:20:31 Teresa Hammett: Not just following the text.

01:20:33 Dawn Moore: vertical task

01:20:34 Shelly Biggin: Create Equitable in the classroom with the help of Sped. Ed. and Title I teachers in the classroom

01:20:35 Robin Schwartz: work with parents to help their kids

01:20:35 Melanie Myers: work together with teachers to develop curriculum that supports these ideas

01:20:36 yulonda Terry: I am a 3rd grade reading teacher and was asked to attend and relay info to our third grade math teachers

01:20:39 Maresha Johnson: Interact with students in math centers and have math enriched project-based learning.

01:20:39 Randy Swift: this past year I mathematized the heck out of the walls in my building

01:20:40 Julie Secrest: provide students with more open ended activities

01:20:50 JUDY DUNMIRE: With our focus on RTI, it will be hard to clarify the difference between that and tracking in Elem.

01:20:53 Michelle Hawley: Math leadership team to help teachers unpack the standards and strategies & representations we expect students to use. Build their toolboxes

01:21:00 Gricelda Monroy: Math integration across all subjects

01:21:00 susan mitzner: never stop learning and bring great ideas to class - give students opportunity to construct learning NEVER give rules to memorize

01:21:02 Randy Swift: See "Mathematizing your School"
01:21:12 Terri Davis: @ Judy... I agree!
01:21:15 Amanda Sullivan: AWESOME vision and goals for us as teachers!
01:21:17 Ann Swierzbin: Form a professional learning community of teachers
to devise 3 act tasks for major concepts in each grade level in grades k-4.
01:21:23 Lori McDevitt: I would love to be part of a book study for this
book
01:21:26 Delores Rushing: From Delores Rushing As a retired math
coach, I continue to reach out and share with former colleaguages as well as parents
01:21:28 Jennifer Lewicki: using math literacy books in the
classroom---students see math all around/everywhere, not an isolated solve a problem
task
01:21:30 Nyree Larson: If you move away from ability grouping do you do
more whole group instruction or multileveled groupings?
01:21:31 Gricelda Monroy: Honest talk with other teachers
01:21:34 Melissa Campbell: @Randy: LOVE Dr. Nicki!
01:21:41 Nesia Bamfield: Focus on Student ability as well as using those
abilities to create integrated project based learning.
01:21:43 Sarah Bush: The resource guides are so nice!! And shiny and easy
way to view the ideas!
01:21:48 Mohamed T: Awesome
01:21:54 Stephenia Courtney: Collaboration is the key!
01:21:54 Sheila Mccoy: thank you
01:21:58 Erin Thigpen: I also had the question about is this whole group
teaching focused?
01:22:07 bonnie manzon: music and math
01:22:15 David Barnes: Book study guides ARE UP at
<http://www.nctm.org/change>
01:22:25 JUDY DUNMIRE: I'm having to wait until July 1 to order :(
01:22:25 Sarah Bush: Awesome @ Dave!
01:22:30 Gricelda Monroy: Turn up the presence of math
01:22:33 JUDY DUNMIRE: Saw those! SO EXCITING!
01:22:34 DeAnna Moreau: love the idea of case studies!!!! and Thank you for
adding more resources!!!!
01:22:34 Jet Yeung: Encouraging students and more communications and
make it more interesting with different resources through music and arts.
01:22:36 Nyree Larson: Do these books give tips on how to move away from
ability grouping? My school does not have math curriculum.
01:22:42 Carol Matsumoto: Thank you DeAnn, Anne Marie, Nicole and
Cathery for presenting. Thank you Robert for hosting.
01:22:48 Gricelda Monroy: art and math camp
01:23:15 Lori McDevitt: great statement
01:23:17 Valerie Alfeo: Thank you for this!
01:23:18 Janice Novakowski: Thank you for this webinar. Makes me hope
and believe that we are all in this together.
01:23:20 Cathery Yeh: @Nyree, yes! The book does give more recommendations
as ability grouping is linked to assessments and curriculum
01:23:28 Cindy Bryant: Great session!
01:23:30 Sharon Black-MacKinnon: Thank you so much!
01:23:30 Vasiliki Balaskas: Love the statement!

01:23:36 Stephenia Courtney: Thank you! VERY POWERFUL!!!
01:23:38 Tina Mitchell: Thank you!
01:23:39 Georgia Molina: Thank you so much!
01:23:40 Emily Graff: Thank you for the great ideas!
01:23:40 Harold Asturias: Thank you very much for this webinar.
01:23:42 Beth Kobett: Excellent presentation! Let's keep the
conversations going!
01:23:46 sharon kiernan: What a WONDERFUL presentation and resource! THANK
YOU!! :D
01:23:48 Mona Majdalani: thanks DeAnn and team.
01:23:51 Trena Wilkerson: Thank you all! Informative presentation and
great questions and ideas from participants!
01:23:52 Paige Richards: Thank you!!
01:23:59 Camille Brown: This was awesome! Thank you so much!
01:24:05 Jessica Brown: Thank you all!
01:24:06 Natasha Gambarov: Thank you very much for this webinar! All
the information is inspiration as I am in the early stages of my teaching career.
Thank you so very much!
01:24:15 Ann Swierzbin: Thank you!
01:24:15 LeAnna Deveaux-Miller: Thank you for another informative session.
01:24:44 JUDY DUNMIRE: @Natasha - How exciting! You have come into the
profession at a very exciting time! Welcome to an amazing profession!
01:24:46 Vangela Eleazer: Yes high floor, low ceiling task allows all
students to access the task
01:24:52 Laxman Nepal: Wonderful presentation!
01:25:06 Kristi Gettelman: Thank you!! I look forward to working my way
through the book!
01:25:18 Ann Schmitz: Thank you.
01:25:40 Alice McKay: Thank you Cathery...Can you give a specific example of
an equitable learning goal?
01:25:43 Cindy Bryant: Hi @Magdy from Egypt
01:25:48 Amy Johnson: Nearpod is an awesome tool that I recommend checking
out, especially for virtual learning!
01:26:09 Susan Faulkner: Thank you for another fabulous learning event! Can't
wait to read the book and share it with others!
01:26:11 Randy Swift: Thank you! Well worth the time tonight!
01:26:26 Nicole Rigelman: Yes, agreed @Christine
01:26:39 Mary Ann Bulalacao: Thank you very much!
01:26:45 Edna Rioveros: Thank you...This webinar is AWESOME...
01:26:49 Deb Luther: Wonderful preview and chat about this book - looking
forward to reading it. Thank you for this session!
01:26:55 JUDY DUNMIRE: I am so glad these are available online - can I use
these videos to help our school board understand that we need to STOP tracking our
6th grade students (and on)?
01:26:55 Delores Rushing: From Delores Rushing This was great. As a
long standing member of NCTM webinars like this keeps me abreast of what is
happening in the beautiful world of Math!
01:27:17 Lesly Brown: Thank you! Always learn something as I tune into
these 100 Zoom presentations!
01:27:38 Daniel Irving: Thank you for the incredible presentation! Truly

invaluable!!

01:27:41 Christy Plummer: Is there a response for parents whose children have been given the designation as “gifted” and are having trouble seeing the value in a heterogeneous learning group?

01:27:52 David Barnes: Thanks! @Lesly Brown

01:28:03 Rolando II Delos Reyes: You, 7:58 AM The reason I became a Math teacher was because I learned and enjoyed elementary math through my college professor! Would you say that it is never too late for our students in all levels to start enjoying mathematics, and eventually develop a mathematics identity?

01:28:04 Natasha Gambarov: Thank you Judy!

01:28:23 Cathery Yeh: @vernita, such a powerful thought to frame student agency as central to identifying our goals.

01:28:26 Jessica Warner: YES to parents!!

01:28:32 Leslie Texas: Great session! Thanks for sharing. I have appreciated the wonderful learning opportunities that have been provided through these webinars

01:28:33 Elsie Sheldon: Thank you so much!

01:28:34 Amanda Jansen: Thanks, everyone!

01:28:35 Jet Yeung: Thank you for your expertise.

01:28:36 Mary Truxaw: Thank you!

01:28:37 Delise Andrews: Thank you all!

01:28:38 Vangela Eleazer: Thank you

01:28:38 Rolando II Delos Reyes: Thank you for giving me an opportunity to learn! PHPPH

01:28:38 Meridith Jackson: Thank you all!

01:28:39 Lori McDevitt: thank you all so much!

01:28:39 Joan Albers: Thanks!

01:28:40 Doris Irondi: THANK YOU

01:28:40 Rihana Debler: Thank you!

01:28:43 Gricelda Monroy: Thank you so much!

01:28:43 Marquita Morris: Thank you!!!

01:28:43 Terri Davis: Thank you all!

01:28:44 JOCELYN QUIMBO: Thank you!

01:28:44 Mary Dahn: Thank you!

01:28:44 Vicki Roman: Thank you!

01:28:44 Amanda Zimolzak: Thanks so much!

01:28:46 Amy Johnson: Thank you!

01:28:46 Amie Bolger: Thank you so much!

01:28:46 Gynelle Gaskell: Thank you!!

01:28:46 Amanda Jansen: Very thought provoking!

01:28:46 Anne Skaggs: Thank you!

01:28:47 Margie Acabal: Thank you..

01:28:47 Kristin Harbour: Thank you!

01:28:48 Jacqueline Woods: thank you

01:28:48 Francine Wisnewski: Thank you!

01:28:48 Kendra Edwards: Thank you!

01:28:48 Roberta Rotolo: thank you...the webinar was great

01:28:48 Julie Dill: Thank you!

01:28:49 Victoria Campbell: Thank you!

01:28:49 Ellen Linza: Thank you!!

01:28:50 Sandi Cooper: Amazing! THANK YOU!
01:28:50 Mary Grove-Stover: Thank You!!
01:28:50 Renee Moak: Thank you! Well worth it!
01:28:51 Chris Engledowl: Thank you!!!
01:28:51 Brandon Daniel: Thank you!
01:28:52 Laura Goss: Thank You!
01:28:52 Valerie Alfeo: Thank you so much!
01:28:52 DeAnna Moreau: thank you so much !!!! This was amazing!!!!
01:28:53 Lloyd Baker: Thank you
01:28:54 Jordan Gotreaux: Thank you so much!
01:28:54 Tammy Moynihan: This has been fantastic! Thank you!
01:28:57 Marta Espinoza: thank you so much!!
01:28:57 Jennifer Kissane: Thank you. Bring on the CHANGE!
01:28:57 Sally Losinske: Thank you presenters! :)
01:28:58 Tisha Niles: Thank you
01:28:59 Carolyn Voelker: Thank you!
01:29:00 KEISHA SMITH: thanks all panelists
01:29:00 Paige Richards: You guys are great! Thanks for sharing and making us think!
01:29:00 Amanda Sullivan: WOW! LOVED IT!
01:29:01 Mohamed T: Enjoyed!
01:29:04 Francine Hewett: This was wonderful. Thank you to all of the presenters.
01:29:05 Gayle Arbaugh: Thank you all for a thought provoking presentation.
01:29:06 Debbie Joyce: Thank you from Deb
01:29:06 Mohamed T: Thanks!
01:29:07 Amanda Sullivan: THANK YOU SO SO MUCH!
01:29:07 La Tanya Christopher: Appreciated!
01:29:08 Rosalyn Bantay: Thank you so much...
01:29:11 Laura Siciliano: Thank you!
01:29:13 Melissa Hedges: Congratulations on a powerful contribution to mathematics teaching and learning and keeping the focus on our youngest learners.
01:29:13 Denise Walston: Great job!
01:29:15 Jill Solomon: THANK YOU SO MUCH!! Lovely to connect with fellow mathys! :)
01:29:15 Gricelda Monroy: Yessss
01:29:21 Selby Gaylock: Thank you very much for sharing your knowledge.
01:29:22 Beth Nalker: So helpful and thoughtful!
01:29:24 Shelly Scheafer: Looking forward to reading the book! Thank you all for a great overview!
01:29:24 Rachel Schaffer: Thank you!
01:29:29 Emily Graff: See you all tomorrow
01:29:32 Juli Lenzotti: Thanks so much for a great session--here's to Catalyzing Change at every grade level!
01:29:34 Abby Belcher: Thank you!
01:29:35 Kathryn Gray: Thank you!
01:29:36 Vasiliki Balaskas: Thank you!
01:29:38 MAHMOUD EZZ: how can I achieve equity between students in my classroom ? also any recommended books or papers help me in this topic
01:29:40 JUDY DUNMIRE: You are invited, Dr. Robert Q. Berry, III! We would

love to have you back in Arkansas!

01:29:42 Sarah Bush: Such a great session!! Congrats EC and E team!!
01:29:44 Wendy Towery-Stove: Very helpful! So much to think about !
01:29:44 Anairis de la Cruz Benito: Thank you!
01:29:45 Tracy Proffitt: Thank you!
01:29:52 Carrie Schade: Thank you!
01:30:12 Alice McKay: Thank you so much! Ordering the book now!
01:30:17 Nyree Larson: Are there other related text that would also support
breaking away from ability grouping? Can you suggest any titles?
01:30:58 Stephenia Courtney: ty
01:31:00 Christy Plummer: Thank you!
01:31:00 Melinda Knapp: Thanks for the hosts/authors!
01:31:02 DeAnna Moreau: Thank you!!!!
01:31:02 JUDY DUNMIRE: @Nyree - check out the NCTM Position Papers!
01:31:03 Noe Eugenio: Thank you very much NCTM and Catalyzing Team!
01:31:07 Alycia Allen: Thank you!!
01:31:07 Jada Pearson: Thank you!
01:31:08 Meridith Jackson: Jo Boaler, Developing Mathematical Mindsets
supports getting away from ability grouping
01:31:09 Camille Brown: Thank you
01:31:10 Stevie Simonsen: thank you
01:31:10 LeAnna Deveaux-Miller: Good night all
01:31:11 Ellen Schiller: Thank you!
01:31:13 Valerie Alfeo: Thank you! This was fantastic
01:31:13 Josh Bass: Thank you so much!
01:31:13 Arnold John Bulanadi: Thank you so much! 🙌🙌
01:31:14 Valerie Vanderport: Thank you!
01:31:15 Myuriel von Aspen: Thank you!
01:31:15 Daniel Irving: Thank you!
01:31:15 Katie Grunow: Thank You!
01:31:16 Patricia Sampaio: Obrigada
01:31:16 Danielle Grenader: Thanks!
01:31:16 Tanya Landry: Thanks!
01:31:17 Dawn Moore: THANK YOU!
01:31:19 PALOMA CARRERA-ANDINO: thank you
01:31:19 Elizabeth Allen: Thank you!
01:31:24 Luzviminda Bayarong: TY
01:31:25 Adrienne Springstead: Thanks!
01:31:27 Gricelda Monroy: @Nyree I am interested in this too!
01:31:29 Eva Mae Apilado: Thank you so much..... 🙌🙌🙌
01:31:33 Jennie McCasland: Thank you!
01:31:35 Orna David: Thank you very much
01:31:37 Hayley Anderson: Yes you are :)
01:31:37 Rosalyn Bantay: Again, salamat 🙌🙌🙌
01:31:39 MEI OH: Thank you! It was a very informative session especially for
a brand new teacher.
01:31:42 Harold Asturias: yes you are
01:31:44 JUDY DUNMIRE:
<https://www.mathedleadership.org/resources/position.html>
01:31:44 karen gauthier: Thank you all.....and Cathery...good to see you

all.

01:31:51

Harold Asturias: We can see you

01:31:58

Sarah Dickie: Thank you very much! It was another great webinar!

01:32:01

Harold Asturias: Bye