

LeShell Smith 2:here

Abir Lutfiyya:here

John Staley:Good afternoon everyone

Kristin Keith 2:We will begin at 7 pm

Shelly Jones:Shelly Jones, CT

Kristin Keith 2:Where is everybody from?

John Staley:Baltimore, MD

Karla Mullins:Oak Ridge, TN

Connie Schrock:Hello from sunny Kansas

Shelly Jones:Snowy New Haven, CT

Nora Ramirez:Tempe, AZ

Chandra Lewis:Portland, OR

Karla Mullins:Happy Pi Day!

Denise Rawding:Morris Plains, NJ

Rosa Serratore:Good afternoon from Santa Monica, CA

Susie Hakansson:Hello from Venice, CA

Kate Remillard:Kate Remillard: Ebensburg, PA

Tasha Parnell:Wilmington, North Carolina

Diane Owen-Rogers:Kalamazoo, MI

Sherry Everding:St. Louis, MO

Nathan Sotebeer:Pre-service teacher at school near Kansas City, KS

Susie Hakansson:Professional Development provider

Alison Ellsworth:Portland, OR

Kathleen Hubbard:Brookline, MA

Jeremy Aldrich:Rockford, ILoriginally from Kalamazoo

Susana Davidenko:Susana Davidenko Campbell CA

Diana Ceja:Happy Pi Day from Riverside CA

April Pforts:April Pforts, Iowa.

Tami Matsumoto:Richland, WA

Diane Owen-Rogers:Nice Jeremy!

April Pforts:Comfort! Whoop whoop!

Shelby Strong 2:new orleans metro

Linda Smth:Atlanta GA here

Lisa Stone:Lisa Stone: San Diego

Abir Lutfiyya:happy pi day

Kristin Galle:What was the book title?!

Ann Marie VanSickle:Ann Marie: NJ

Carmen Aylor:Carmen, VA

Anne Vance:Austin, TX

Michael Lanstrum:Cleveland, OH

Ann Marie VanSickle:Your audio is cutting in and out.

Victoriano Barcelona:Victoriano: McAllen, Texas

Shelby Strong 2:And it wasn't really mentioned in my pre-service education - at either university I attended

Connie Schrock:I have spent the last two weeks on Equity and changing our classrooms to focus on the learner

Diana Ceja:What is the role of Teacher Education programs to frame the course work around equity?

What is the role of math programs to ensure that their courses are providing access, relevance?

Rosa Serratore:Some of Diana Ceja's answers are in the CMC-S reading

Carmen Aylor:closing the gap

Diane Owen-Rogers:implement new math program wiht fidelity

LeShell Smith 2:Focus on recognizing eviidence of student learning

Sherry Everding:active learning

Shelby Strong 2:developing confidence in mathematical ability

Connie Schrock:Diana - I believe it must be a critical part of teacher educaton for preservice teachers

Lisa Stone:We have been focusing on the behaviors of mathematicians when problem solving.

Susie Hakansson 2:Focus on both equity and excellence.

Nora Ramirez:Focus on each student having access to the mathematics

Shelly Jones:Focus on culturally relevant pedaogy and what that means in terms of lesson planning in math

Carmen Aylor:i'd like to focus on problem solving

Jeremy Aldrich:putting teachers in charge of curriculum instead of central office

Nathan Sotebeer:In the TEP I am currently enrolled in we focus on equity in every single class. It's all about knowing students and building culture of expecting equity.

Susana Davidenko:focusing on listening to students

Karla Mullins:Focus on closing the gaps in mathematics

Linda Smth:Focus on high expectations for every student.

Diana Ceja:focus on humanizing mathematics and the learning of mathemtics

Connie Schrock:Nathan great program.

Rosa Serratore:Truly evaluate the access to quality mathematics for all. Are a school's courses truly college prep?

Susie Hakansson 2:Focus on how teachers position students, how teachers position the mathematics, and how students position each other.

Brenda Goudreau:Brenda Goudreau

Shelby Strong 2:Susie, can you elaborate on what you mean by "position"?

LeShell Smith 2:yes

Tami Matsumoto:yes

Alison Ellsworth:Yes

Denise Rawding:yes

Nora Ramirez:yes

Shelly Jones:yes

Karla Mullins:yes

Rosa Serratore:yes

Lisa Stone:yes

Brenda Goudreau:yes

Linda Smth:Yes! Detracking is absolutely necessary.

Shelby Strong 2:(do honors courses count as tracking?)

Denise Rawding:but the conversation was shut down quickly

Susie Hakansson 2:There's an article that focuses on positioning that I can send you. How might teachers' actions position the student as a mathematician and as someone who can do mathematics. In students positioning other students, do students look to other students as "experts" or do they ignore students? We want students to position each other as competent.

Shelby Strong 2:Thanks Susie!

Linda Smth:Yes - honors courses are tracking.

Rosa Serratore:agree Susie. would love the article

Susie Hakansson 2:Rosa, I'll email it to you.

Karla Mullins:Does tracking necessarily mean competition?

Linda Smth:Anyone interested in some real work around detracking needs to follow the work being done in San Francisco Unified School District.

Alison Ellsworth:Agreed, Linda

Susie Hakansson 2:The San Francisco district is giving a presentation in DC during NCTM.

Felipe Saavedra:I think it's a great idea.

Connie Schrock:Kansas has a position paper on the Kansas State Department website and is working toward stopping the acceleration push.

Diana Ceja:Positioning students as confident doers of mathematics - contributing to conversations, authors of the mathemtics they are learning and sharing. Students build ideas form each other...

Felipe Saavedra:isn't competition a good thing?

Dorcas Boateng Asa-Ntow:Hello, I am from Bronx, NY

Connie Schrock:I believe cooperation is a better process in the classroom than competition.

Denise Rawding:And often the parents see it as a sign of prestige so they push hard for the tracking

Shelly Jones:I believe we do too much competition. All students don't thrive with competition

Heather Chvojka:Hello from Barrington, Il

Connie Schrock:NCSM also has multiple sessions from The San Francisco district

Shelby Strong 2:Competition does not encourage students to support one another - why give an edge to someone you're trying to beat?

Denise Rawding:Teach the same high level content and provide scaffolds so they have access to the same level material and thinking

Linda Smth:Research shows that students who enter lower tracks of mathematics never exit them.

Nathan Sotebeer:Tracking isn't something that is only at secondary levels either. I am currently doing field experience with ability level flexing for reading and math across the whole elementary school. From what I see I do not believe it is the best option.

Linda Smth:We think we are helping them in lower tracks, but the lower levels of math presented in lower classes do not enable them to move ahead.

Nathan Sotebeer:That is the exact thing I have seen and am concerned about Linda.

Brenda Goudreau:I always kept the same expectations at each level and found that the lowest level students often rose to the occasion and noted an increase in their work ethic and level of success.

Connie Schrock:Parents also want their child accelerated to make sure there is a 'better' class regardless of their child's interests.

Linda Smth:Matt Larson's January 17 Blog post on NCTM was about breaking down barriers - one being tracking. Here is the link - <https://my.nctm.org/blogs/matthew-larson/2018/01/17/are-we-breaking-down-barriers-to-student-learning>

Carmen Aylor 2:May you please type the names of the books that were just suggested?

Heather Chvojka:We have finally gotten rid of our lowest track and are offering grade level curriculum for all our students. It has taken a few years to get this to happen. The social emotional piece alone should convince teachers and districts to stop low level tracking.

Connie Schrock:Re-thinking Mathematics acceleration practices
<http://community.ksde.org/LinkClick.aspx?fileticket=H7YpgHoJ5eQ%3D&tabid=6172&mid=15157>

Connie Schrock:It is a little old now as it was published in 2015

Shelby Strong 2:How much of this is tied to the pervasive notion of not being a "math person"

Connie Schrock:Some is connected to that but I do not think it is all of the issue.

Susana Davidenko:pervasive testing policies and obsession with 'students' scores' go against the foundation of performance assessment.

Karla Mullins:Agree with Susana...disconnect with required testing and PBA's.

Connie Schrock:I agree Susana. I have even changed to outcomes based grading in some of my college mathematics classes

Shelly Jones:Yes Karla and Susana I also agree.

Karla Mullins:We have not time for teacher-lounge time any more...it has weakened our schoolwide sense of collaboration for students. We have ample time for content collaboration, PLC's

Linda Smth:With today's technology, personalized learning and communication is so much easier. We need to leverage the power of text and email for personal communications with students.

Shelly Jones:Student choice of assignments

Kristin Galle:Learning Targets to get the students to take ownership of what they need to learn for the lesson/unit....

gloria BrownBrooks:I also agree with Susanna..the data is not all there is ...they are individual learners

Shelby Strong 2:We have an open discussion board where students pose and answer questions; many of our activities are collaborative group activities

Karla Mullins:have students creating their own math problems to share with others.

Carmen Aylor 2:I've always tried to create a "team" environment. I've tried to encourage students to help one another.

Nora Ramirez:warning- some think personalized learning means putting students on a computer \

Carmen Aylor 2:Yes, I love students creating their own word problems...Google classroom is an excellent resource

Linda Smth:Love that discussion board idea. Empowering student voice strengthens identity and agency.

Brenda Goudreau:Asking the student to set goals for him/herself so that they determine if they are progressing.

Kristin Galle: Giving the PURPOSE!

gloria BrownBrooks: yes Nora, ...each year there is a program that is superior and individualized?

Connie Schrock: Students must believe that they belong in our mathematics classrooms.

Nora Ramirez: Yes, Connie- they must believe that it is their classroom

Rosa Serratore: That all students have something to share in their mathematics classroom

Brenda Goudreau: After two months of teaching I compile data and graph for the students the results of a comparison between how many homework assignments have been completed to the current grade so that they can see the correlation between the two and determine for themselves the importance of completing their work and taking responsibility for their progress or lack thereof.

gloria BrownBrooks: we must always let our bilingual students know how wonderful it is to speak 2 languages and become fluent in more than one

Connie Schrock: Purpose, choice and belonging help student develop mathematical Power. We must provide each and every learner with opportunities for success.

Lisa Stone: IF there is a consistency of purpose, there shouldn't be ever-changing initiatives. All changes should be based on the same purpose. Change in practice should be on-going.

Linda Smth: Very much agree Lisa.

Linda Smth: Volunteer to run a mentor group for all new teachers.

Connie Schrock: I like that idea Linda.

Kimberly Morrow-Leong: Susie, could you send the article to me as well?

Linda Smth: Have a clear vision and mission statement for your school that is focused on the success of each and every student!

Karla Mullins: We now have more pre-service teachers coming in than ever before. We went many years without those opportunities being offered, but it is now we have 3 -4 each year.

Lisa Stone:I have found many people follow the strongest voice. We need to be a strong positive voice with a growth mindset.

Connie Schrock:Lisa is correct, our voice must be strong as we work for students.

Carmen Aylor 2:I agree, Lisa...it isn't easy but I would like to make it a personal goal

Linda Smth:Yes - gather together those that have positive beliefs and ensure that your new teachers are intentionally drawn to them

Lisa Stone:What is the most difficult for me is how to disrupt the negative talk about students. It is my goal to no longer ignore those comments about students who they believe cannot succeed.

Kimberly Morrow-Leong:Continuity across the grades in a school is beneficial for students, however, only if it is based on productive practices.

Kimberly Morrow-Leong:I like that teachers get some flexibility.

Susie Hakansson 2:Kimberly--I sent it to your NCSM email address.

Kimberly Morrow-Leong:Thank you!!

Shelby Strong 2:A toxic environment can break even the best teacher. Hard to do it alone.

Mary James:It's important for students to understand that productive struggle in Mathematics is a part of their learning process.

Kimberly Morrow-Leong:Thank you for saying that, Lisa. People don't recognize the damage that does.

Kimberly Morrow-Leong:I talked with a teacher from Chesterfield this past weekend and he told me about his experiences in this initiative!!

Shelby Strong 2:Many times, "honors classes" end up being a place to put the "good kids" - rarely reflective of the student population

Diane Owen-Rogers:I'll be at the preconference workshop! Looking forward to it!

Kimberly Morrow-Leong:Looking forward to meeting you, Diane!

Karla Mullins:Thank you John!

Susana Davidenko:thank you! it was really interesting

Diana Ceja:check in on twitter for chats dates and times for the next book study

Denise Rawding:Thank you for a great night of learning!

Shelby Strong 2:Thank you all so much!

Rosa Serratore:We look forward to leading our next book study.

Francesca Sandberg:thank you

Shelly Jones:Thank you!

Carmen Aylor 2:what was the book that was just discussed?

Linda Smth:It took me 3 years of data and photos of the classes for us to change inequitable placement practices for 8th grade Algebra in my prior district.

Nora Ramirez:Thank you, John, Comfort and Connie

Kimberly Morrow-Leong:Thank you!

John Staley:thank you to everyone for joining us