

00:24:44 Cindy Bryant: Good evening from Springfield, MO!
00:24:54 Karoulin Aljoris: hi
00:24:54 Trena Wilkerson: Hello from Waco, TX!
00:24:56 Tanya Landry: Hi from Baton Rouge!
00:24:58 Karoulin Aljoris: MI
00:24:59 Ben Sinwell: Ben HS from Anderson, SC
00:25:00 Katherine Rossignuolo: Kate from Macungie, PA
00:25:06 Michael Lanstrum: Hello from Cleveland, OH
00:25:06 Jorge Veloso: Hi from Angola.
00:25:08 Amara Sankhagowit: Hi from DC
00:25:08 Allison Silvaggio: Hello from Littleton, Colorado
00:25:08 paloma carrera: hi from El Paso, tx
00:25:09 Sheila Kirton-Robbins: Hello, Sheila from Nashville, NC
00:25:09 Nell Thurlow: Hello from Lafayette LA
00:25:11 Emily Kavanagh: Hello from Columbia, MD
00:25:11 rachel wingo: Hello from Providence KY
00:25:12 Nicole Walden: Nicole from Central Ohio
00:25:14 Blanca Snyder: Hello from Austin, TX
00:25:14 Kelli Chambers: Kelli from Murfreesboro TN
00:25:15 melissa magnotta: Hi from Peekskill, NY
00:25:15 Claudia Bertolone-Smith: Hello! We are glad you are here!!
00:25:15 Pamela Goodwin: Hello from NJ
00:25:16 Domingo Espinal: Hello from NYC
00:25:16 Nely Ara-is: Hi from Norfolk, VA
00:25:18 Steven Jarowski: Hello from WV
00:25:19 Tessie Menta: Hello from Stockton, California!
00:25:19 Noe Eugenio: Hello from the Philippines!
00:25:20 Victoria Campbell: Hi from Tucson, AZ
00:25:20 Yvette Martinez: Hello from San Antonio, TX
00:25:22 Tammy Lackey: Hello from Raleigh, NC !
00:25:22 Shashidhar Belbase: Hello from Al Ain, United Arab Emirates
(UAE).
00:25:23 patricia Ferris: Hello- Chicago
00:25:23 Laura Partridge: Hi from Alexandria, VA
00:25:24 Bonnie Angel: Bonnie from north Georgia!
00:25:24 Kay Wohlhuter: Hi from Duluth, MN
00:25:25 Ana Alcaraz: Hello from Atlanta!
00:25:25 Esther Winikoff: hello from Baltimore!
00:25:25 karen Campbell: Hi from Saskatchewan, Canada
00:25:25 Arlene Bachinela: Hello from Baltimore, MD
00:25:26 Natasha Gambarov: Hello from MA
00:25:26 Pamela Liegl: Hi, from Streator, IL
00:25:27 Jamie Rossi: NY
00:25:28 Kerrie Becker: Hello from Palmyra, PA!
00:25:28 jeanine colwell: hello from Newport, NC
00:25:29 Katherine Garcia: Hello from Virginia
00:25:29 Necole Atkins-Dowd: Hello from Las Vegas, NV
00:25:29 Jaclyn Murray: Hi from Atlanta, GA
00:25:31 Karin Ghent: Hello from Hope Mills, NC.
00:25:32 Roberto Marquez: Hello, from Los Angeles, CA

00:25:32 Agnieszka Maj: Hello from Chicago.
00:25:33 Jet Yeung: Hello Everyone --Jet from Henderson, Nevada
00:25:33 Staci Brock: Hello from SLC utah
00:25:34 Blair Ellson: Hello from Norfolk, VA
00:25:35 Anna Digby: Hi from a Portland, OR!
00:25:35 jennifer SMITH: California
00:25:35 Cristal Weaver: Show Low, AZ
00:25:35 Kathryn Del Prete: Hi from Long Beach, NY
00:25:35 Catherine Bronikowski: Hello from Milwaukee, WI
00:25:37 Ebony Baker: Hi from Chesterfield, Va
00:25:37 Philip Mojares: Somerton, AZ
00:25:37 Abdul Razak Othman: Hi from Malaysia
00:25:40 Rosalyn Bantay: Hello from Philippines
00:25:42 Justin Klinger: Romeoville Illinois is present
00:25:42 Michele Ratcliffe: Hello from Aurora, IL
00:25:42 LANY JAMERO: good morning from the Philippines
00:25:43 Kierstin Bueter: St. Louis, Mo
00:25:43 Robin Harbour: Chico CA
00:25:43 REGINA KELLER: hello from Tulsa. OK
00:25:44 Susan Marks: Houston, TX
00:25:45 Ramona Hall: Hi from Charlotte, NC
00:25:45 Rita Shamrock: Rita from Senoia, GA
00:25:45 Rolando II Delos Reyes: Good morning from Manila, Philippines PH
00:25:45 Ellen Williams: Ellen Williams - Kerrville, TX
00:25:46 Bishnu Khanal: Hello, from Kathmandu, Nepal
00:25:48 Peggy Snurr: Nebraska
00:25:49 Katherine Page: Hello from Richmond Virginia!
00:25:49 LeAnna Deveaux-Miller: Good Evening from New Providence, THE
BAHAMAS
00:25:50 Alexandra Groseta: Hi from Tempe AZ
00:25:52 Lisa Caudle: Hello from Moses Lake, Washington
00:25:54 Kayla Cooper: Hello from Fort Worth, Texas!
00:25:54 Stephanie Caragher: Hi from New Hampshire
00:25:57 Katie Reisdorff: Katie Reisdorff - Lincoln, NE
00:25:59 Ernest Yago: Portland, OR
00:26:00 Wanda Parker: Hello from Virginia
00:26:01 Dawn Joy: Hello, from Akron, Ohio
00:26:02 Juli Lenzotti: Greetings from Denver, CO!
00:26:03 Kelli Freiwald: hello from PA
00:26:05 Ginger Miller: Hello from Central California
00:26:06 Linda Baker: Indiana
00:26:08 Jennifer McMillen: Hi from Texas!
00:26:08 Justin Klinger: What time is it in Nepal?
00:26:08 ALICIA PARUGINOG: Hello everyone, from the Philippines
00:26:11 Christina Banta: Hi from Chicago, IL!
00:26:11 Bobby Flores: Hello from Houston, TX
00:26:11 LaDonna Schwab: hello, LaDonna from Farmers Branch Texas
00:26:11 Nicolette Nalu: Hello from K-5 Math Specialist and AMTEA president
in ALABAMA!!! :).
00:26:11 KIM ARMSTRONG: From Murfreesboro, TN

00:26:13 Paula Wardell: Greetings from Detroit!
00:26:13 Robin Harbour: Thank you for these presentations!
00:26:14 Gloria Flores: Hello from Texas
00:26:15 Jillaina Brown: Hello from Litchfield Park AZ
00:26:16 Michael Chrzan: What up doe?! From Detroit, MI
00:26:16 Annette Holloway: Hello from Murfreesboro, TN! :)
00:26:17 Andrea Tully: Kansas
00:26:18 Michael Braverman: Willingboro, NJ
00:26:19 Penny Hauskins: penny hauskins from Lafayette tn
00:26:21 Nora Ramirez: Hi, from HOT Tempe, AZ
00:26:21 Marya Hughes: Hello from Long Beach, California
00:26:24 Lynn Clark: Lynn from Cope, Colorado
00:26:26 Niniek Budhiastuti: Hi from Indonesia
00:26:27 Rachell Scott: Hey from Maryland
00:26:29 Mary Keane: Hello from Maryland
00:26:30 Jan Back: Hello, Jan Back from Hampton, Tennessee
00:26:30 Shashidhar Belbase: 3 AM at UAE.
00:26:31 John Sasko: Hello from "Money Earnin' Mt Vernon NY!"
00:26:34 SAPNA SHARMA: Hello from Nogales, Az
00:26:35 Grace Weissmann: Hello from Baltimore
00:26:36 dana dulzo: hello from Dana in novi mi
00:26:36 Adina R: Hi from Baltimore, MD
00:26:40 Kendra Edwards: Hi from Brooklyn, NY
00:26:41 Aric Barnes: Hello from Houston, TX
00:26:43 Amy Price: Hello from Georgia
00:26:44 Jessica Shore: Hi from Magnolia, TX
00:26:44 Veronica Kwok: Hello from Queens, NYC
00:26:44 Deborah Coscia: Ocala, FL
00:26:44 Melissa Cole: Hello from West Virginia
00:26:45 Fawn Wasin Zi: Hello, Fort Yates ND Standing Rock Nation
00:26:45 Elizabeth Devereaux: Beth from Walnut Springs,TX
00:26:46 Christine Nowicki: Hello from Virginia
00:26:48 Julie Leporiere: Hi from Sacramento, CA
00:26:52 Laurie Barker: Hello from Junction, Texas
00:26:52 Kathy Rubendall: Hi from NYC
00:26:54 Andrea Cadman: Hello from Southern California
00:26:56 Beth Kobett: Hello wonderful Math Community from Eldersburg, MD
00:26:57 Erica Krick: Gilbert, AZ
00:26:58 Skip Fennell: Hi from Westminster, MD
00:26:58 David Morrow: Hello from Arizona
00:27:00 Amy Robinson: Hello from Danville, Illinois
00:27:04 Alicia Kaplan: Hello for New York City
00:27:06 Abiola Rotimi-Ogunsola: Hello from Dallas
00:27:07 Lorie Huff: Hello from Fayetteville, Arkansas
00:27:07 Donna Gessner: Hello from VA
00:27:07 Shashidhar Belbase: Dr. Khanal from Nepal, nice to see you here.
00:27:08 Fran Huntoon: Greetings from VT
00:27:10 William Speer: Bill Speer from Las Vegas
00:27:10 Scott Ing: hi from los angeles
00:27:11 Betsy Smith: Hello from South Carolina

00:27:12 Sue Draper: Niagara falls ny
00:27:14 Bobby Flores: lots of Texas people lol
00:27:14 Christina Tully: Hi from Las Vegas, NV!
00:27:18 Jamie Cook: hello from Mesa, AZ
00:27:20 Sabrina Garza: Hello from Carrollton, TX
00:27:23 Shannon Hollingsworth: Hello from Alabama
00:27:27 maureen prendergast: Hi from North Carolina!
00:27:27 Emerson Roman Sanchez: ¡Hola! from Mexico City
00:27:28 Justin Klinger: 3AM. That is total Dedication. Or you are still up
from a good night out!!!
00:27:30 Rebecca Flora: Greetings from Rainy Redmond, WA - near Seattle!

00:27:34 Christina Hall: Hi from Yuma, AZ
00:27:37 Ana Guerrero: Hello 🤝 from IL
00:27:41 Joyce Meier: Hello from Illinois!
00:27:42 Nicole Walden: john sasko - you and heavy D ;))
00:27:43 Danielle Mooney: Hi from Bridgewater, MA
00:27:44 Ayunda Sri Wahyuningrum: Hello from Indonesia
00:27:52 Nicole Malmgren: Hello from Seattle, Washington
00:27:55 Laurie James: Aloha from Oahu
00:27:55 Stephenia Courtney: Hello from Las Vegas, NV
00:27:57 Heide Kaminski: Hello from NY, but I am a teacher in Michigan,
currently with family in NY

00:28:05 Diane Tual: Hi From Peekskill, NY
00:28:06 Lori Krebs: Hello from Omaha, NE
00:28:07 Lance Brauchla: Hi from Ege, IN
00:28:08 Yvette Fujimoto: hello from Washington!
00:28:13 Dave Hankin: Hello again from Globe, Arizona!
00:28:15 Kennisha Williams: hello from Texas
00:28:16 Sarah Sykes: Hello from Boone NC!
00:28:16 George Reese: Hello from Champaign, IL
00:28:17 DeAnn Huinker: Hello from Milwaukee
00:28:18 Jennifer West: Hello from South Carolina
00:28:18 Teresa Bulanda: hello from Connecticut
00:28:19 Amanda Helgerson: Hello from Mass! 8th grade math teacher
00:28:20 Chance Nalley: Hi from NYC
00:28:21 Julianna Messineo: Hello from Austin, TX
00:28:22 Diane Anderson: Hi from Massachusetts
00:28:23 Leah Simmons: Hello from South Carolina!
00:28:24 Robin Alves: Hello from Westchester NY
00:28:24 Evelyn McGhee: hello from illinois
00:28:25 Eileen Taylor: Hello from Pittsburgh, PA!
00:28:25 Rebeka Matthews Sousa: Hi from Bermuda
00:28:27 Adina R: 👍
00:28:31 Lori Linsmeyer: Hi from Rhinelander, WI
00:28:34 Susan Moye: Hello from Sunny Florida!
00:28:35 tracey simmons: Hello from Jamaica, NY!
00:28:36 Jacqueline Colbourne: Hi from MD
00:28:37 Margaret Farmer: Hi from NC
00:28:38 Patti Gawronski: Hi from Texas

00:28:40 Lori Fendel: Hello from Indiana
00:28:45 Nora Marasigan: Hello from Philippines
00:28:48 Denise Juern: Hello from IL
00:28:48 Portia Felder: Greetings from Snellville , GA 6 - 8th grade math
00:28:53 Mark Drexel: Hello from Charlottesville.
00:28:58 Lesly Brpwm: Hello from Knoxville, Tennessee. Lesly Brown here,
trying to learn more math.
00:29:01 Kelly Pezoulas: Hi from Canada.
00:29:01 Nicole Walden: Veronica - "I was raised out in Queens; she was
raised out in Brooklyn."
00:29:06 Deborah Druen: Hello from Kentucky!
00:29:06 Angelita Beltran: Hello from Waukegan, IL
00:29:08 Cindy Bryant: Thank you for joining us from all over the world!
00:29:18 Delphine Stallworth: Stockton CA
00:29:19 Brynna Fisher: Hello from Indianapolis!
00:29:23 Anna Ingiosi: Hi from Phoenix!
00:29:23 Latonica McDonald: Hello from Raeford, NC
00:29:27 Christina Atkins: Greetings from Nebraska (though I'm
currently in CO visiting family!)
00:29:28 JaDawn Wagstaff: Hello from Buffalo, NY
00:29:30 Susan Danskin: Hi from Ithaca NY
00:29:32 Rachel White: Looking forward to this session. I teach grade 8.
00:29:32 William Sabor: St. Louis, MO
00:29:34 Lara Donsky: Thank you from Toronto
00:29:37 Jeanne D'Arcy: S.F., CA
00:29:39 Ben Sinwell: Ben from Anderson, SC -- 590 participants so far
00:29:40 Sarah kraus: North Woodstock NH
00:29:41 Dave Hankin: Philly!
00:29:42 Lisa Ashe: Raleigh, NC
00:29:46 Pamela Douglas: florida
00:29:47 Milagros Smith: Hello, from Ocala Fl
00:29:56 Pamela Stark: Hello from Massachusetts!
00:30:03 Nicole Walden: Kendra - "I was raised out in Queens. She was
raised out in Brooklyn."
00:30:04 MONICA TIENDA: Detroit, MI in the house!!
00:30:15 Debbie Meaney: Hello from NC
00:30:16 JAN SANDS: Jan Sands Oklahoma
00:30:18 Angie Villarreal: Hello from Texas!
00:30:23 Janixe Magauay: Hello Janice from Maryland
00:30:30 Laura Hope: hello from Arizona
00:30:49 Adina R: I teach in a girls-only school!
00:30:50 Julie Leckman: Go WME!!!!!!
00:31:07 Nicole Walden: @john sasko - you and heavy D ;)

00:31:10 Kendra Edwards: Love it!! @ Nicole
00:31:52 Nicole Walden: @kendra - Ladies Love Cool J
00:32:09 Abdul Razak Othman: Positioning Reluctant Students as Math
Thinkers and Doers! (Grades 6-8).. the topic is different from this
00:32:14 Christina Atkins: you are muted
00:32:57 Jennifer Cronin: Abdul I just joined--is this a different

topic?

00:33:18 Masooma Razzak: That's right! I was expecting Reluctant Students too!

00:33:19 Amira Saunders: Los Angeles CA

00:33:19 Ben Sinwell: Same topic

00:33:26 Julie Leckman: Me too

00:33:31 Amanda Helgerson: me, too

00:33:32 Dave Hankin: Did the subject change??

00:33:34 Heide Kaminski: same here...

00:33:41 Shannon Hollingsworth: Me too

00:33:41 Kathleen Waller: I'm confused

00:33:47 Peggy Snurr: Same! I feel like I am in the wrong one!

00:33:47 Jennifer Cronin: My email I got today said it was Reluctant students

00:33:48 Leah McCombs: Me, as well

00:33:50 Claudia Bertolone-Smith: This is about reluctant students, we're just building a background! Hang in there!

00:33:50 Lynda Wiest: Topic is "Positioning Middle Grades Students as Thinkers and Doers of Mathematics."

00:33:59 Peggy Snurr: THANK YOU!

00:34:06 Shannon Hollingsworth: Thank you!

00:34:12 Masooma Razzak: Cool!

00:34:32 Nicole Walden: Patience. :)

00:34:39 Jennifer Knudsen: their identity is part of it I think

00:34:39 Claudia Bertolone-Smith: Yes, absolutely. They are reluctant because of the way they see themselves.

00:34:47 Claudia Bertolone-Smith: Or, can be this way.

00:35:06 Nicole Walden: Claudia - yes, for sure

00:35:14 Shashidhar Belbase: Mathematical identity is one of the key construct to be successful in mathematics.

00:35:32 Nicolette Nalu: YES!

00:35:38 Cindy Bryant: Totally agree @Shashidar!

00:35:38 Claudia Bertolone-Smith: Think of reluctant students and what they might have heard about themselves over time.

00:36:05 Shonda Moore: Hello from Austin, TX

00:36:06 Grace Weissmann: Being a parent and a teacher can be really rough

00:36:07 Leslie Krefta: mother vs. teacher and nurturer to others

00:36:08 Kelly McDaniels: mom and educator

00:36:10 Dave Hankin: teacher vs advocate

00:36:11 Stephenia Courtney: A student and A teacher

00:36:11 melissa magnotta: Same mother vs. teacher

00:36:13 Robin Alves: Girl as a good math student was always challenged when I was a kid.

00:36:13 Diane Tual: Teacher and EMT

00:36:13 Amanda Helgerson: growing up I felt the conflict between being a girl enjoying mathematics

00:36:14 MONICA TIENDA: Academic vs Parent

00:36:15 Maryn Foote: My identity of being a teacher and not being able to conceive my own child.

00:36:15 Ashley Czirr: Teacher and a mom

00:36:17 Susan Danskin: Heard their parents say they were never good at math

00:36:18 India Puch: me as an employee and as a teacher

00:36:18 Shonda Moore: Person vs. Teacher

00:36:19 Katherine Rossignuolo: mother versus professional,

00:36:19 Amanda Helgerson: teacher and spouse

00:36:20 Amy Price: mother vs teacher

00:36:20 Michael Braverman: Being Jewish and singing in a Catholic choir

00:36:20 Rolando II Delos Reyes: being a teacher and a counselor

00:36:20 JoAnne Magden: This is so good—I haven't really thought tons about this.

00:36:21 John Sasko: A Teacher and also a father figure to students.

00:36:21 Michael Chrzan: Mathematician vs. Math Teacher

00:36:21 Jennifer Knudsen: I was going to say mom too

00:36:21 Emily Kavanagh: Sense of right and wrong

00:36:21 Gail Dean: Educator and parent

00:36:23 Blanca Snyder: Mom vs teacher

00:36:24 Linda Baker: teacher vs tutor

00:36:24 Christina Tully: Teacher vs. instructional coach

00:36:24 Katie Reisdorff: teacher vs citizen

00:36:25 Skip Fennell: teacher vs admini

00:36:25 Annette Holloway: Christian and Teacher

00:36:25 Yvette Fujimoto: I'm oriental and think people assume I'm good at math

00:36:27 tanja solano: mom, educator, daughter

00:36:28 janetjimenez: Only boys are good in math and science.

00:36:28 Ayunda Sri Wahyuningrum: lecturer, teacher, educator

00:36:28 Jennifer West: Teacher vs. Advocate

00:36:28 Katherine Rossignuolo: catholic versus american

00:36:29 Jennifer Cronin: As a teacher holding high standards and also a teacher who wants to be understanding

00:36:31 Patricia Barrera: mom, wife, educator,

00:36:31 Sheila Kirton-Robbins: gender and STEM

00:36:31 John Sasko: Coach vs. umpire

00:36:32 bonnie manzon: identification 'with'

00:36:32 Rachel White: Educator and parent

00:36:33 Ernie Toth: educator vs high stakes test giver

00:36:33 Mary France Imperial: same being a mom vs teacher

00:36:34 Don Longakit: being a dad and educator

00:36:34 Kendra Edwards: Mom and teacher

00:36:34 Susan Moye: mother, parent, wife

00:36:35 Wanda Parker: mother & educator

00:36:35 Greta Laffey: Being a teacher in school and being a teacher to my own kids at home.

00:36:35 Jean Nussle: dog mom

00:36:35 dana dulzo: teacher vs parent

00:36:36 MONICA TIENDA: Kid Teacher vs Parent Teacher

00:36:36 Shashidhar Belbase: Teacher versus social

00:36:37 Ernest Yago: teacher vs sexual orientation

00:36:37 Julie Leckman: Math Specialist and being seen as not needing

collaborations

00:36:37 Gloria Flores: political and religious
00:36:38 Justin Klinger: I grew up on a farm, and now live in the burbs. When I visit my parents I am conflicted
00:36:39 Robin Alves: Good math teacher as a woman and a woman of color
00:36:40 Mark Phipps: Xbox vs the world
00:36:41 melissa magnotta: a student as younger learner vs. a student as an older learner
00:36:42 Ana Guerrero: mother and teacher
00:36:43 Julianna Messineo: As a student I really wanted to understand math but I also wanted to seem cool like I didn't care that much about school
00:36:45 Necole Atkins-Dowd: Caribbean vs. American
00:36:45 Emerson Roman Sanchez: Admin VS Teacher
00:36:46 Penny Hauskins: authoritarian vs nurturer
00:36:46 Laurie Barker: Being a teacher and minister can sometimes clash because I have many student that are in my congregation
00:36:47 Joy Goettel: personal friend vs professional colleagues
00:36:48 Joshua Gibbons: A student vs a teacher. Being a grad student vs a first year teacher
00:36:49 Machalin Hill: A woman of color as a math teacher
00:36:50 Leslie Krefta: friend vs wife
00:36:50 Kelly Sotsky: religion and social orientation
00:36:52 Kerry Lindo: teacher vs nurturer esp now while teaching at home
00:36:52 Jennifer West: Teacher vs. Race
00:36:52 Amira Saunders: Work in the system to change the system
00:36:54 Anna Ingiosi: parent vs teacher
00:36:55 Masooma Razzak: I can't be good at math, because I'm not smart!
00:36:55 Grace Weissmann: School politics verses what's best for a student
00:37:01 JaDawn Wagstaff: culture vs position in profession
00:37:01 Amy Robinson: Only girl in most of my advanced classes in high school.
00:37:01 Denise Quarles: A book-person (lit major) and a math teacher
00:37:01 Betsy Smith: Math counts team and the cool kids
00:37:02 Jennifer Knudsen: Christian. progressive. others can see these in conflict
00:37:02 Mark Phipps: self-image vs expectation
00:37:02 Lara Donsky: activist vs educator
00:37:04 Maryn Foote: being blonde, blue-eyed, female, middle school math teacher
00:37:04 Don Longakit: school principal vs being a teacher
00:37:05 Heide Kaminski: I teach incarcerated male adults. I have to maintain a strong hold as a teacher vs a woman with those guys!!!
00:37:06 Susan Nordyke: Can't do math, Not a dumb person
00:37:06 Ryan Treat: comparing my own similar aged over-achieving children to the students I teach
00:37:07 Natasha Gambarov: math vs. science
00:37:08 Ana Alcaraz: What I thought my career would be and what it actually is
00:37:08 Rolando II Delos Reyes: working in government and being a critic of

government

00:37:09 janetjimenez: Young teacher vs Experienced
00:37:09 Shawn Roberts: mother vs teacher
00:37:09 Nancy Davis: Sympathy vs Responsibility
00:37:10 Rene McNeal: mother and teacher
00:37:12 Grace Weissmann: demands of a classroom for the student
verses demands of home
00:37:13 Lynn Clark: A conflict might come when a student who wants to be
seen as the class clown is put in a position of leadership and excels
00:37:13 Shawn Roberts: daughter vs teacher
00:37:16 Anairis de la Cruz Benito: Doctoral student vs being an
indigenous girl
00:37:17 Linda Baker: older person vs new teacher
00:37:19 Amara Sankhagowit: teacher vs. me as an individual
00:37:22 Michelle Little: teaching vs meeting student needs
00:37:23 John Sasko: working class person seen as economically privileged
00:37:23 Amira Saunders: Artist vs mathematician
00:37:23 Elizabeth Devereaux: knowing I can do the math but missing
sections because of family issues
00:37:25 Shawn Roberts: wife vs teacher
00:37:25 Abdul Razak Othman: teacher educator vs teacher
00:37:26 Julie Leckman: only girl in honors growing up
00:37:27 Jomila Smith: There is conflict in identities as a female math
teacher, a mom, my religious beliefs
00:37:31 Abiola Rotimi-Ogunsola: Educator, parent, and a colored female
00:37:31 Dawn Lopez: Not a conflict for me but others often see a
conflict- African American Woman and Great Math teacher
00:37:34 Holly Barron: parent vs teacher
00:37:35 WILMA ERMAC: Hello from Philippines!
00:37:35 Sarah Sykes: Being a teacher and a student (graduate degree)
00:37:37 Ana Alcaraz: Latina and American
00:37:38 William Sabor: teacher v. high achieving student
00:37:41 Jacqueline Colbourne: mother vs teacher
00:37:46 Holli Hudson: Teacher leader v/s Teacher Friend
00:37:50 Sandhya Raman: choosing to be here person versus forced to be here
person
00:37:54 dana dulzo: heart vs head (logic vs emotions)
00:37:55 Ann Marcellin: I agree with the empathy vs responsibility conflict
00:37:57 Jean Nussle: teacher vs person of honesty and integrity
00:37:59 Kelly Sotsky: coach and teacher
00:38:02 Janixe Magauay: when what I believe is right is opposite from what I
am asked to do
00:38:07 Shauna Brown: Hi from New York
00:38:09 Stephenia Courtney: a learner vs
00:38:14 Stephenia Courtney: a teacher
00:38:17 Shashidhar Belbase: Mathematics identity may empower students as
mathematics learners
00:38:18 Elizabeth Devereaux: When concepts are missed or skipped its hard
to unwind beliefs (I'm stupid, can't do it,...)
00:38:20 Brandon Haverstock: I am from Southern Indiana(farm country) and

respect is only given to those who work hard physically not mentally.

00:38:21 Bishnu Khanal: Mathematics identity and cultural identity

00:38:23 William Reeves: Teacher vs mentor

00:38:23 janetjimenez: If your parents weren't successful in math neither will you.

00:38:30 Robin Alves: Students without a growth mindset and other challenging identities would be difficult for them to participate in the class.

00:38:54 Sandhya Raman: I love this slide. very nice.

00:38:58 Liz Swerling: There is often a conflict between a student's math identity and their parent's idea of their child's math identity.

00:39:03 Emily Kavanagh: Great slide

00:39:11 Claudia Bertolone-Smith: I've been in conferences where a parent tells a child that they won't be good at math because they (the parent) wasn't.

00:39:22 Shashidhar Belbase: Mathematics identity may affect students' disposition of mathematics.

00:39:22 Kelly Pezoulas: Yes, Liz.

00:39:38 Kayla Cooper: ^ Agreed!

00:39:41 Leslie Krefta: blond soft spoken women often dismissed in mathematic universe

00:39:48 Denise Quarles: Stopped pursuing math in college because it didn't align with the image I wanted to project of myself

00:40:18 Emily Kavanagh: Yes

00:40:21 Sarah Patterson: Yes this is reminding me how important the start of the year will be – talking with parents about this, as well as how I work with students

00:40:37 Lynda Wiest: Thank you for your comments! Insightful!

00:40:41 Nicole Walden: Denise - one of the reasons I dropped my music major

00:40:53 Dave Hankin: Because it's often "not cool to be smart." Sad..

00:41:06 Claudia Bertolone-Smith: Middle school students are focused on their peers!

00:41:13 Bishnu Khanal: How the teacher sees his/her world

00:41:15 Dave Hankin: Yes they are...

00:41:15 Molly James: I teach resource math - I've had students who didn't want peers to see them walk into my room

00:41:18 Fawn Wasin Zi: Is there audio problems, or is it just me?

00:41:18 Kimberly Rimbey: Yes - very insightful!!!

00:41:20 Shashidhar Belbase: Positioning oneself in mathematics at certain level or layer seem to affect one's academic role.

00:41:25 Nicole Walden: Sarah - yes

00:41:50 Nicole Walden: Fawn - fuzzy every so often, but no

00:42:27 Christina Atkins: Fawn, yes, the sound is fuzzy and goes out every so often for a second or so

00:42:30 Shashidhar Belbase: Gaining mathematical power is important for students to build their mathematical identity.

00:42:31 Robin Alves: Sarah - Yes, yes, yes

00:42:33 JoAnne Magden: Yes, some audio issues in and out

00:42:37 Kimberly Rimbey: @Fawn - might be just you...I can hear and see just fine

00:42:42 Niniek Budhiastuti: relative capability- I love how you put it

that way
00:42:42 Emily Kavanagh: Great quote
00:42:53 Kimberly Rimbey: Yes - great quote!!!
00:43:05 Shashidhar Belbase: Overlapping sets of identities, agency and position is nice, thank you.
00:43:17 Nicole Walden: i.e. Great math thinkers who are only C students don't realize that math thinking is a strngth of theirs.
00:43:28 Shawn Roberts: So true that we help our students with all 3. We can help or break our students.
00:43:50 Amanda Helgerson: YES YES YES! This!!!
00:43:52 Cindy Bryant: Thank you Heather! Very insightful information.
00:43:58 Dave Hankin: It's about the effort...
00:44:01 Fawn Wasin Zi: I teach 5th & 6th grade math, my beginning of the year problem last year was learning helplessness.
00:44:03 Rachel White: This is awesome!
00:44:17 Shashidhar Belbase: Beautiful quote.
00:44:20 Emily Kavanagh: Definition of a good teacher
00:44:20 Elizabeth Devereaux: staying focused on the process and not the product
00:44:21 Robin Alves: So important. It
00:44:21 Wanda Parker: Love this quote!
00:44:25 Kimberly Rimbey: @Heather - that was fantastic. Thank you! I can't wait to share your insights with my colleagues!!!
00:44:41 Jennifer Cronin: Teachers who want to prove how much smarter they were
00:44:46 Rolando II Delos Reyes: doing boardwork
00:44:50 Emily Kavanagh: 7th Grade teacher did clever warm ups
00:44:51 Fran Huntoon: 50 years ago - hard to remember
00:44:52 Shashidhar Belbase: Rote learned math at middle school and did not learn any concepts...so for I remember.
00:44:52 Ben Sinwell: 3 color problem. 6th grade.
00:44:54 Diane Tual: not getting recognized for doing well
00:44:55 dana dulzo: an hour of practicing the same math problem in class
00:44:56 Kimberly Rimbey: Timed tests
00:44:57 Maryn Foote: The teacher writing the letter X on the board.
00:44:58 Sabrina Garza: I wasn't FAST so I always felt stupid!
00:45:00 Grace Weissmann: I was a good math student
00:45:01 Bishnu Khanal: Teacher was all in all
00:45:03 Kerry Lindo: trying to understand algebra
00:45:05 Katherine Rossignuolo: i needed to work really hard to get good grades in math
00:45:06 Heide Kaminski: I believed that I had a math disability...
00:45:07 Penny Hauskins: I don't get this, and I don't care
00:45:08 Adina R: I was good at math, and I can teach and help others who don't understand.
00:45:09 Rachell Scott: Boardwalk
00:45:10 Linda Dianne Box: Girls are never going to be good at math. I am just not a math person.
00:45:12 Shonda Moore: I didn't want people to know I was easy math was.
00:45:12 Kathy Felt: I thought I was better at math than the boys!!!

00:45:13 dana dulzo: part of the nerd group not the popular group because I could do math

00:45:14 Fran Huntoon: I didn't really get it

00:45:14 Mark Fili: All about process...You sink or you swim!!!

00:45:15 Kelly Pezoulas: I was terrified of being called on. I found math very difficult.

00:45:16 Sheila Kirton-Robbins: I can do math. I liked algebra.

00:45:17 Leann Nowak: Sitting in a desk, day after day, wondering what on earth the teacher was talking about. I felt so lost and like I didn't understand math at all.

00:45:18 Susan Nordyke: I'm dumb, I can't do this

00:45:19 Evelyn McGhee: I hated word problems.

00:45:20 Mary Keane: I was a strong math student....I was asked to help teach the other students

00:45:22 Annette Holloway: I felt I was a good math student

00:45:25 Bonnie Angel: I would get a good grade if I did what the teacher wanted me to do.

00:45:25 Cindy Bryant: Solving equations...loved it!

00:45:26 Shauna Brown: I believed that I wasn't able to do well but I tried my best

00:45:27 Gail Dean: No calculators—I had to check and recheck my work for accuracy—

00:45:29 Greta Laffey: I knew I enjoyed math and wanted to be a math teacher. I was impatient because the teacher had to keep teaching the same thing all week.

00:45:30 Rolando II Delos Reyes: I like geometry but not algebra because of my teachers

00:45:31 Rachel White: Grade 6 best teacher ever: I was very introverted and this was the year I found my voice. There were lots of engaging activities.

00:45:34 Elizabeth Devereaux: so bored.... but easier than I thought...

00:45:36 MONICA TIENDA: endless number-crunching worksheets, but I liked number-crunching

00:45:36 Beth Frank: Sitting in rows being terrified of the teacher and worried if I'd make a mistake.

00:45:37 Betsy Smith: I was two years younger than everyone else so I thought I must be smart to be pushed ahead two grades.

00:45:38 Natasha Gambarov: My teachers believed that I could do harder math problems, whether it was in algebra or geometry, but I did not believe them

00:45:39 Stephenia Courtney: My teacher breaking a rule because a peer gave the incorrect answer. I hated math in Middle School and never wanted to participate!!!!

00:45:39 Kimberly Rimbey: I believed I was great at math because I was fast and because I got all the homework problems correct. Also, my teacher liked me and complimented me a lot. I got my value from being a good student (not from being a good problem solver).

00:45:39 Kerrie Becker: my own aha! moment understanding fractions as division and how I perceived the entire class mastered it already

00:45:39 Anairis de la Cruz Benito: I believed I was good enough to can solve math problems

00:45:39 Ellen Williams: learning to play chess with the teacher - Friday fun

- last period of the day -- felt smart because this is yseful

00:45:40 Dorothy Raab: Giving me time to think through the problem, and encouraging me all the way.

00:45:41 Susan Nordyke: Shame

00:45:42 Susan Danskin: pride

00:45:42 dana dulzo: bored

00:45:42 Alicia Kaplan: Ugh, numbers and letters? What am I going to do with this?

00:45:42 Terri Kuzell: I did not believe I could do the algebra - anxiety

00:45:43 Ann Marcellin: Not confident and was always afraid to be wrong.

00:45:43 Amy Price: Didn't really understand fractions - not much explanation from teacher - would move on as soon as someone shouted out a correct answer

00:45:44 Katherine Rossignuolo: anxiety

00:45:47 Necole Atkins-Dowd: I was bored

00:45:47 Abdul Razak Othman: I taught my friends a new topic.

00:45:47 Linda Baker: I felt invisible in math class

00:45:47 Shannon Hollingsworth: Anxiety

00:45:48 Mark Vasicek: Dunning Kreuger effect. I thought I knew how to distribute, but in algebra, in 8th grade, I had an aha moment about it, and I was wrong! It was great to finally figure this out.

00:45:48 Christina Banta: Anxious

00:45:49 Amy Robinson: bored

00:45:49 Laurie Barker: It was fun because it all seemed like fun puzzles.

00:45:49 Kelly Pezoulas: anxiety

00:45:50 Julianna Messineo: I knew I was good at math in 7th grade but I was embarrassed because I didn't have friends in that class so I always worked alone.

00:45:50 Annette Holloway: bored

00:45:50 Beth Nalker: pride

00:45:50 Agnieszka Maj: I liked my math class with Ms. Kasza

00:45:52 Nicole Walden: Math could be fun, but instead we're going to just drone and on with the same skills over and over.

00:45:53 Adina R: bored.

00:45:53 Shawn Roberts: I loved algebra so I found it easy. Often I didn't listen to the teacher just did the work.\

00:45:54 Leann Nowak: No confidence; scared of math

00:45:55 Gail Dean: I loved geometry but not calculating.

00:45:55 Fran Huntoon: puzzled - it just didn't make sense

00:45:56 Fawn Wasin Zi: I felt empowered and smart.

00:45:56 Ginger Miller: We were all working independently on our work. Happy with my work but bored in the class. Daydreaming.

00:45:56 Tammy Lackey: Teachers and some students surprised at my good performance.

00:45:56 Stephenia Courtney: breaking a ruler

00:45:56 Deborah Coscia: Math was my worst subject but when algebra was introduced it just clicked for me it was my first successful math moment.

00:45:57 Evelyn McGhee: just memorize the algorithm... not learn the process

00:45:57 Christina Atkins: I had to repeat my 7th grade math year... but I remember my mom telling me it was to help me understand it better, so that I

could have a solid foundation to build on. I never felt stupid having to repeat it.

00:45:58 Maryn Foote: I was motivated by my peers who I thought were smarter than me.

00:46:00 dana dulzo: just sat and did my work

00:46:00 Annette Holloway: off task, talking

00:46:02 Leslie Krefta: being very good at math is a double edged sword for girls

00:46:03 Eileen Taylor: Struggled, looked to a friend for help.

00:46:03 MONICA TIENDA: happy, but not elated; it finally came easy

00:46:03 Latonica McDonald: Very fearful of making mistakes in front of others

00:46:03 Susan Nordyke: Stupid, I hid, disengaged

00:46:04 Linda Baker: I was quiet and disconnected

00:46:05 Leann Nowak: Never spoke

00:46:05 Leah McCombs: I believed that I was an excellent math student. I had a lot to offer other students in math and took pride in this.

00:46:06 Penny Hauskins: I tried to disappear

00:46:07 Holly Barron: confused and quiet. I shut down

00:46:09 Evelyn McGhee: have and have mots

00:46:09 Amira Saunders: I'm ADD so could do one computing problem great but would bomb when I had to do 10.felt shame

00:46:09 Anairis de la Cruz Benito: I was happy but I felt pressure at the same time

00:46:11 Adina R: Bored. I played games with a friend on the side.

00:46:11 Cindy Bryant: Happy and proud of myself. Readily participated.

00:46:11 Patricia Barrera: happy, scared, depending on the topic

00:46:11 Rebecca Flora: I went a boys school and we were the first year of girls - I loved math and was determined to show the boys that I could do it - I was nervous but my elementary teachers had told me to speak up because girls were just as good as boys!

00:46:11 Alexis Patric: In 4th grade we did timed tests for multiplication and division facts...a friend of mine and myself were always racing to be the first ones done. Doing math was always fun for me. I was good at it and was always catching on quickly no matter who was teaching me. I always wanted to show the teacher that I knew what was going on and tried to receive an A no matter what

00:46:12 Pam Crombar: I was feeling less smart than others. Felt the teacher had unreasonable expectations.

00:46:13 Susan Danskin: just kept working\

00:46:14 Kimberly Rimbey: Success and value!!!! I was very concerned with being faster and "righter."

00:46:14 Alicia Kaplan: I put my head down and prayed I wouldn't get called on.

00:46:14 Don Longakit: anxious and silent

00:46:14 Sabrina Garza: I tried to be nonexistent- invisible!

00:46:15 Ebony Baker: I loved my math classes

00:46:15 Fern Johnson: I wrote lots of notes to friends, I didn't understand math so why pay attention?

00:46:15 Dorothy Raab: It built confidence

00:46:16 Terri Kuzell: Sink into the seat hide eye contact

00:46:16 Shannon Hollingsworth: Tried to get the seat to swallow me

00:46:16 Jennifer Knudsen: I can do this, but it is really not very interesting, is the thought I had. I was bored. I did my work fast and then worked on an art project

00:46:16 Emily Kavanagh: I was really engaged

00:46:18 Janixe Magauay: I thought all Math teachers are strict and scary.

00:46:20 Lynn Clark: I am good at math. This is easy. I feel confident. I loved to help out and answer questions.

00:46:20 Robin Alves: 7th grade - ignored by the teacher of my honors class. Felt powerless and stupid even though I tested into an honors class.
8th grade - supportive teacher that made me feel I could do anything at all.

00:46:21 Katherine Rossignuolo: the more anxious I got the more notes I took and more questions I asked

00:46:22 Rolando II Delos Reyes: I only became happy with math in college. I hate math in middle school

00:46:23 Beth Nalker: Really like math, engaged

00:46:24 Amy Robinson: bored - kept quiet

00:46:24 Linda Dianne Box: I withdrew and became a wallflower

00:46:24 Dawn Lopez: I loved math and was confident. I was excited about new things and figuring out new problems. I would sit up and focus on the task.

00:46:25 Shashidhar Belbase: I was happy to solve problems, but did not learn the concepts behind... I thought mathematics was all about solve problems even without knowing its concepts.

00:46:25 Gloria Flores: shy but was always good at math

00:46:26 Bishnu Khanal: I used to solve problems on the blackboard in the break time

00:46:26 Steven Jarowski: I disappeared. It was easy and I worked on other classes. So I tried to be invisible.

00:46:26 Amanda Helgerson: felt confident

00:46:27 Greta Laffey: I would participate and ask questions. Had fun!

00:46:28 Leann Nowak: Never made eye contact so I would not get called on. Scared.

00:46:28 Shonda Moore: I sat and drew in between taking note or look disinterested in the material.

00:46:28 Kathy Felt: I was so proud—I loved math and was successful!

00:46:29 Kelli Chambers: nervous and scared I would get it wrong

00:46:29 Emily Kavanagh: always participated

00:46:30 Tammy Lackey: Made me dig in and work to exceed everyone's expectations

00:46:31 Kerrie Becker: my feelings of being proud and successful were quickly deflated

00:46:31 Rachel White: Confidence grew and felt proud my accomplishments

00:46:31 Julianna Messineo: I just did my own thing and worked by myself. My confidence in math helped me to explore methods outside of what my teacher taught us.

00:46:32 Gail Dean: I turned to social interactions.

00:46:32 tanja solano: proud because I felt I was good at math, but frustration because I was the kid that did a 10-step problem in 3 or 4 and got scolded by the teacher

00:46:33 Grace Weissmann: Pride, something I could do independently

and worked on future success.

00:46:37 Mark Fili: Math was seen as a race ... I would just try to run...

00:46:37 Necole Atkins-Dowd: I began working on other subjects

00:46:37 Roberto Marquez: These are similar to the emotions I get when we have to work in groups at a math ed pd.

00:46:37 Peggy Snurr: I thought I was not smart enough. I felt dumb and embarrassed. I had a lot of negative self talk.

00:46:39 Jamie Rossi: didn't go fast enough

00:46:39 Kelly Pezoulas: Tried to be invisible and concentrate as best as I could.

00:46:40 Maryn Foote: I tried to be the first to answer, (often I was wrong.)

00:46:40 Blanca Snyder: That experience made me doubt my math capabilities and had me assume that I had a math "issue" even though I had been quite adept. It was not until college when I regained my confidence

00:46:40 Victoria Campbell: I had always loved math then my grade 6 teacher answered a question with the comment "if you weren't so stupid, you wouldn't ask a question like that." After that, I had terrible math phobia for years.

00:46:40 Bernita Johnson: I was petrified and had anxiety until I graduated college. I ended up taking a freshman math class my last year of college.

00:46:41 Jocelyn Gabrinao: C

00:46:42 William Sabor: I was exuberant because it was fun, fast, and casual.

00:46:42 Evelyn McGhee: illiterate couldn't understand the buzz words

00:46:43 Don Longakit: i began hating maths

00:46:44 Christina Atkins: repeating 7th grade math was the best thing in the world for me. I finally got it and then I actually felt confident

00:46:45 Teresa Bulanda: math anxiety-we had to be in front of everybody solving the problems on the board

00:46:45 Sheila Kirton-Robbins: Older sister kept telling me that math as fun and great and I believed it. She would teach me all the stuff she was learning and I felt smart and capable.

00:46:46 Ann-Marie Gamble: I used to sleep through math class and just read the book before I did the homework

00:46:46 Mary Keane: I was proud of myself so I actively participated and did not have any behavior issues in that class compared to other classes

00:46:46 Kerry Lindo: frustrated and tried to teach myself

00:46:47 Jocelyn Gabrinao: always challenged

00:46:48 Abiola Rotimi-Ogunsola: Cried. Embarrassed.

00:46:49 Amy Price: Felt really nervous - Didn't want to participate- I would wait until I got home and ask my dad to explain to me so I could understand.

00:46:50 Fawn Wasin Zi: I was a quick learner, so I would finish the work within 5-10 minutes, then the rest of the time I would do nothing. So I felt good about myself, but now that I look back on it I wish they would have pushed me more.

00:46:53 Melanie Mekalip: My teacher was willing to go over the concept that I didn't get. Feeling of comfort to know they were always available if I needed help. Still asking questions today when I just don't get it. Thankful!

00:46:54 Shashidhar Belbase: Solved and solved...did not learn.

00:46:55 Joshua Gibbons: A teacher complimented me on being "smart" because I

got a 100% on a test when nobody else did. She told the entire class in front of me. I remember feeling humbled because I was recognized as being "smart" but also embarrassed because I was put on the spot.

00:46:55 Ann Marcellin: Tried to be invisible and did not want to answer questions out loud. But wanted to work even harder to figure it out.

00:46:56 Sarah Patterson: My teacher believed I was letting someone cheat off me and wouldn't believe me that I wasn't

00:46:57 Laura Larsen: Hid in the back of the room and did my homework in class

00:46:57 bonnie manzon: i love math

00:46:58 Latonica McDonald: depended on peers for help

00:46:58 Jaclyn Skafas: Was looking for REAL WORLD reason for math

00:46:58 Esther Winikoff: a chance to be in Mr. M's after school algebra class was an opportunity to grow

00:46:58 Nicole Walden: Rebecca - nice - how did it work out?

00:46:59 Ashley Czirr: top of class, so always called on, which put more pressure

00:47:00 Agnieszka Maj: I was very nervous with some teachers

00:47:01 Michelle Little: I was excited. I was always ahead in my math classes.

00:47:01 janetjimenez: Stereotype.. Girls did not excel in math.

00:47:01 Amira Saunders: Bored and can't show that math is easy for me when it was hard for others.

00:47:02 Sarah kraus: I wondered why I wasn't getting it when I felt like everyone else was...I kept going because I loved my teacher

00:47:05 Amanda Helgerson: too afraid to raise hand- but then celebrated inside when I had it right.

00:47:08 Susan Hall: Algebra teacher ignored me when I went to her office hours for help. She only helped the boys. I felt SO frustrated and defeated.

00:47:10 Lynda Wiest: Some students have fear of failure and fear of success. We always assume just the first but some don't want to look smart either.

00:47:11 Nancy Davis: I remember thinking that my teacher needed help in reaching students who did not understand on the first attempt.

00:47:12 Maryn Foote: I liked helping my peers.

00:47:12 Mrs. Erica Przybysz: Loved Math class. I did well, but was not confident.

00:47:13 Bailie White: Excited!

00:47:16 Wanda Parker: Teacher called me to board and was determined I would work the math problem. I was scared & nervous, but I worked the problem!

00:47:16 Evelyn McGhee: didn't see promise until high school

00:47:17 Denise Quarles: Self-conscious and wanting to blend in

00:47:18 Mark Drexel: Content and at peace

00:47:18 Peggy Snurr: My math teacher always told me I could do it, even when I was not getting it. He never gave up on me.

00:47:24 JoAnne Magden: Moved from NY to IL between 7th-8th grade. New math class knew stuff I'd never seen. Quietly cried. Great Teacher helped me after school and I got caught up quick-I'd always loved math-made me feel competent!

00:47:26 Michele Ratcliffe: I didn't have much confidence in my abilities. I felt I had to work hard to earn the grade I wanted; A. I didn't see a natural ability in myself.

00:47:26 Niniek Budhiastuti: change from proud and happy to ignorance as the teacher change because I go to the next class.

00:47:31 JAN SANDS: /'

00:47:32 Stephenia Courtney: I didn't want to look smart so I stayed quiet!

00:47:33 Sabrina Garza: found friends to carry me through math classes

00:47:34 bonnie manzon: even if you move to new school, math progress is the same

00:47:38 Emily Kavanagh: Like this diagram

00:47:40 Laura Hope: I liked math. I worked hard but did well. didn't feel dumb in math until I went to high school and found that a lot of the kids who came from public school had algebra 1 in 8th grade and my school didn't.

00:47:41 Lance Brauchla: smart, but not as smart as some of those around me.

00:47:44 Dawn Lopez: yes- that's why I have them work in groups

00:47:44 Mary France Imperial: sat down, solve solved, waiting to be called

00:47:45 Laura Larsen: bored

00:47:47 Jet Yeung: nervous, scare

00:47:50 Jomila Smith: In middle school, my math teacher (Agent) of change) made me feel like I was not good enough to do math. However, I proved him so wrong. -

00:47:52 MONICA TIENDA: happy because it was easy; but I got lazy and still did well. College kicked my butt accordingly because I felt "smart" but didn't have to work hard--didn't feel so smart after that and learned how to work

00:47:55 Shashidhar Belbase: Emotions has a powerful effect on students' disposition toward mathematics.

00:47:56 Joanne Blake: Teased by peers because I did well with the concepts. Became more quiet as the year progressed.

00:48:05 Gwen Marlatt: I remember asking "why" we do a particular algorithm, but I didn't get an answer. It frustrated me.

00:48:07 Masooma Razzak: My dad was an engineer and so talking about math is a happy memory.

00:48:30 Bishnu Khanal: I was good students in mathematics. So, teacher used to say me to solve the problem in front of class.

00:48:36 Ben Sinwell: A 9th grader told me this at the end of the school year " I have never really liked math but this year I did because it was a fun class"

00:48:50 Shashidhar Belbase: Writing letter to math sounds good idea.

00:48:55 JAN SANDS:
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}|'

00:49:00 Adina R: Love that idea for the beginning of the year!

00:49:00 Janixe Magauay: Cool activity

00:49:01 tracey simmons: I love that idea

00:49:01 Fawn Wasin Zi: My 5/6 graders are still eager to learn. I don't like subbing in 7/8 grade because they all look like that teenage girl, they're all shut down and I don't know how to get them motivated.

00:49:07 Shashidhar Belbase: Wow ! Nice collection of emotions.

00:49:10 Holly Barron: love this

00:49:15 Alicia Kaplan: Although I am not a middle school teacher, I love the idea of writing a letter to math.

00:49:18 Stephenia Courtney: LOVE this
00:49:21 Annette Holloway: I love this idea of having students write a letter to math!
00:49:45 Mary France Imperial: like this idea
00:49:51 Shawn Roberts: I am going to use this idea with my students at the beginning of the year to help them and me see where they are with math.
00:49:54 Denise Quarles: Like these catagories
00:49:57 Judy Getwe: From Judy. Since I was considered such a dumb and inattentive student (now called learning disabled in terms of everything except math). I was so proud of understanding math and in many cases I knew and understood math much better than the teachers). This was ion the fifties). It was the happiest time of each day.
00:49:58 Shashidhar Belbase: Analyzing these emotions may give idea about different beliefs and perceptions of students about mathematics
00:50:01 Emily Kavanagh: Love this chart
00:50:01 Stephenia Courtney: working
00:50:09 Bernita Johnson: Great for the first day of school
00:50:17 Patti Gawronski: Many students think math is mysterious.
00:50:20 Christina Hall: Love this!
00:50:22 Cindy Bryant: Powerful activities Claudia!
00:50:24 Ebony Baker: This chart is amazing
00:50:26 Elizabeth Devereaux: last year one student wrote how much he hated division because he still couldn't remember the steps (LD) and that he's going to hate next year :(
00:50:26 Amy Robinson: We had a saying in Math 4 - I can square and square root but don't ask me to add and subtract.
00:50:27 Fawn Wasin Zi: Yes love the chart
00:50:29 Christina Atkins: <3
00:50:30 Shashidhar Belbase: Shirking, working, and showboating... nice categories of emotions.
00:50:41 Janet Jimenez: Such an eyeopener.
00:50:49 Adina R: This chart is amazing! I want to build this with my 5th graders next year!
00:51:01 Christina Atkins: this is helpful as a guide for teachers for what to look for
00:51:04 Bishnu Khanal: Many students think that mathematics is the subject of clever people
00:51:09 Leah McCombs: As a special education teacher, often my kids fall in the shirking category, but I very much dislike this title. It is not shirking necessarily.
00:51:17 Elizabeth Devereaux: I love the behavior chart!
00:51:30 Christina Atkins: @Leah, maybe shrinking? or Hiding?
00:51:43 Shashidhar Belbase: Behavior vs Experience
00:51:45 Natasha Gambarov: Writing a letter for math can maybe be good in the early childhood level as well
00:52:11 Tsungai Chiorera: Good evening from Tsungai Chiorera in AZ
00:52:13 Justin Klinger: I have a lot of students in the scared category
00:52:15 bonnie manzon: math builds confidence
00:52:17 Stephenia Courtney: they want attention
00:52:27 Maryn Foote: I like this chart!!! Because it can help us (T-S)

figure out the obstacles from a social-emotional context.

00:52:30 Shonda Moore: @Alicia I'm going to do the same

00:52:34 Leah McCombs: @Christina shrinking hiding would be better terms, for sure. They do hide because they fear

00:52:37 Shashidhar Belbase: I want to participate...

00:52:51 Grace Weissmann: I really like these lists of behaviors. Do you do talk about this in the beginning of the school year? Do you talk individually with students or as a class.

00:53:16 Leah McCombs: This is a good visual!

00:53:24 Bishnu Khanal: Nice chart!

00:53:38 Nancy Davis: This is wonderful! Bless you!

00:53:53 Shashidhar Belbase: Identifying student behavior chart sounds very nice idea

00:53:54 Grace Weissmann: How much time does this take?

00:54:02 Arnold John Bulanadi: Wonderful idea

00:54:08 Yvette Martinez: Yes. Great idea

00:54:11 Fran Huntoon: Absolutely must be created by students!

00:54:13 Christina Hall: Tying this activity into Growth Mindset would be great!

00:54:18 Stephenia Courtney: ownership

00:54:21 Cindy Bryant: <3 this!

00:54:22 tracey simmons: I love having students identify the behaviors

00:54:24 Leah McCombs: I can totally see doing this with my special education student and then it become something that they can create a goal for

00:54:25 Dawn Lopez: Love these charts!

00:54:25 Emily Kavanagh: Another great chart

00:54:26 Nora Ramirez: Very useful information

00:54:36 Shashidhar Belbase: Flexible mindset... nice

00:54:39 Rachel White: Love this.

00:54:40 Alicia Kaplan: This is great for September.

00:54:44 Teresita Oasay: Love the tables! Great ideas! (Great for students to know and understand!)

00:54:51 Christina Atkins: yes, it can be hard not having tangible ways to really see HOW to do these things.

00:55:11 Manisha .: 👍

00:55:12 Faith Peddie: @Grace, this is something that my students and I used to do during our class meetings. It took about two 15 minute sessions in the beginning of the year and then we would revisit it throughout as needed!

00:55:14 Adina R: This is continuous work.

00:55:19 janetjimenez: Absolutely! It also happens when the teacher exhibits similar behaviors.

00:55:24 Niniek Budhiastuti: wonderful!

00:55:27 Ann Marcellin: How much leading is appropriate when making the chart?

00:55:27 Gail Dean: I love this idea.

00:55:31 Alana Roberts: excellent!

00:55:35 Katherine Rossignuolo: I love these ideas!!

00:55:55 Emily Kavanagh: Exactly

00:56:14 Shashidhar Belbase: Positive repositioning of students, especially when students are struggling, sounds very nice.

00:56:22 Leah McCombs: absolutely!!!
00:56:56 Shashidhar Belbase: Yes, even smallest shift...
00:56:59 Jomila Smith: I love the terminology positive repositioning.
00:57:17 Adina R: Younger students or students with past negative experiences have a hard time expressing why they do what they do.
00:57:17 Bishnu Khanal: Praise students' work and care them
00:57:18 Rachell Scott: Ditto Smith
00:57:27 Shashidhar Belbase: Those micro-shifts are the game changers in the classroom.
00:57:29 Grace Weissmann: Your the first speaker I gone to who actually is addressing my students.
00:58:07 Latonica McDonald: How do you reach the EC populatuion
00:58:14 Shashidhar Belbase: Nice, Dr. Khanal, praising is soothing...
00:59:06 Adina R: Thank you for addressing my concern!
00:59:13 Shashidhar Belbase: Nice to see PSTs letters...
00:59:40 Jomila Smith: That is true. One-on-one conferencing with the MS student is helpful.
00:59:48 Sandhya Raman: Agree...all of us like that appreciation/ praise or simple acknowledgement...when it is truly meant. :-)
01:00:06 Cindy Bryant: Please change your chat setting to All panelists and attendees so that everyone can see your posts!
01:00:23 Jayson Sentinellar: This is very relevant

01:00:33 Shashidhar Belbase: Teacher's belief and trust on students...have powerful effect on their learning and disposition.
01:00:54 Emily Kavanagh: Love this chart
01:01:02 Wanda Parker: That one had caught my eye - self-contained classroom.
01:01:07 Victoria Truman-Dooley: LOVE when students have different ways to solve problems!
01:01:15 Rebecca Flora: Learning at home was amazing for some of my self-perceived lower students. They gained confidence as they were not comparing themselves to the others and the pressure was taken away.
01:01:25 Latonica McDonald: Will the power point be shared or available
01:01:26 Amanda Helgerson: agree
01:01:37 Sandhya Raman: @Rebecca...me agreessss...:-)...true true...
01:01:43 Sarah Patterson: Thanks for addressing that question! That was really useful also for a student who just is reluctant to communicate.
01:01:46 Dorothy Raab: Students actually help me lean new ways to solve a problem!
01:02:03 Victoria Truman-Dooley: State test is ALL information...
01:02:07 Amanda Helgerson: I love partner quizzes/tests. the conversations are SO rich!
01:02:09 Shashidhar Belbase: Constant feedback and counselling, good idea.
01:02:11 Jomila Smith: There are many benefits of teaching math in different ways.
01:02:31 Bishnu Khanal: Teachers should consider students' learning strategies in their instruction
01:02:34 Katherine Rossignuolo: partner testing works with my urban

population

01:02:37 636759481: There's lots of good stuff here. I teach resource math, SPE.

01:02:44 Victoria Truman-Dooley: I always tell my students I was one of the slowest workers on those timed tests...

01:02:50 Shashidhar Belbase: Fast math thinkers and slow thinkers both are good learners on their own.

01:03:08 Rebecca Flora: timed tests should be banned - IMO

01:03:18 Ernest Yago: agreed

01:03:19 Katherine Rossignuolo: The students can disappear too!

01:03:26 Konnie Guthrie: I love when a student chooses of the strategies shown the one they make the most sense of.

01:03:30 Adina R: @Rebecca : I agree. They help no one!

01:03:44 Linda Dianne Box: I was horrible at math in school. And I don't have a math degree but I am extremely effective at teaching MS math. When my kids say "I don't get it" I KNOW what they don't get because I didn't get it either. I speak their language. I can usually predict where they will get confused. This commonality gives me a lot of credibility with my students who struggle.

01:04:01 Rebecca Flora: Lots of Growth Mindset here!

01:04:14 Nicole Walden: What benefits are you seeing from partner tests/quizzes?

01:04:16 Christina Atkins: it's not a bad thing though to encourage students to memorize their math facts (specifically multiplication) and be able to answer them quickly. that helps them so much in higher math

01:04:17 Jomila Smith: Being open to how students learn

01:04:17 Shashidhar Belbase: Creating a safe environment where students don't afraid of making mistakes is important for good learning.

01:04:21 Jamie Rossi: LOVE when kids solve a problem in a way I didn't think of

01:04:21 Bishnu Khanal: Slow math learners are in fact not not slow

01:04:22 Dorothy Raab: Dorothy Raab here: we held Zoom meetings for math and I held these in my empty classroom, which was fun for my class to feel better about the lesson.

01:04:37 Adina R: @Christina: Sure, but it doesn't have to be through timed tests!

01:04:50 Chad Hale: true

01:04:55 Cindy Bryant: RETHINKs ROCK!!!

01:04:57 Gail Dean: I talk about discussion being like a ball game. No one person makes the game. In math, one person's idea can spark another's ideas even if the first student is wrong.

01:05:04 Victoria Truman-Dooley: I use the visual of hamsters and file cabinets in my brain... my hamsters have to find the right file drawer and then find the right file. If I give them time, they'll come up with the right information. If I rush them, they'll freeze up and won't even open drawers. :)

01:05:07 Shashidhar Belbase: Group work may not work for all students, when there over dependency on certain group members.

01:05:29 Grace Weissmann: Ask about me

01:05:33 Nicole Walden: Victoria- I love that.

01:05:37 Julianna Messineo: I used to dumb myself down because I wanted others to be comfortable questioning me and sharing different ideas

01:05:37 Annette Holloway: He let me "teach" others
01:05:38 Kerrie Becker: provided extra time and reteaching of concepts
01:05:39 Katherine Rossignuolo: she helped me whenever I asked and supported
me thru all my math classes
01:05:39 Natasha Gambarov: Transferred me from a basic, skills-leveled
math class to an intermediate class
01:05:41 Ernest Yago: there is always more than one way to solve a math
problem
01:05:41 Fawn Wasin Zi: Encouragement
01:05:42 Sheila Kirton-Robbins: challenged me
01:05:43 Alana Roberts: Complimenting my work
01:05:46 Melissa Gardner: Let me help others
01:05:47 Peggy Snurr: He kept telling me that I was making improvement and
that is all that mattered. It kept me from giving up.
01:05:48 Dawn Lopez: Positive- A teacher allowed me to teach my peers
01:05:48 Ashley Czirr: Movement activities
01:05:49 Ellen Williams: real life applied math
01:05:50 Kelly Pezoulas: Was patient and re-taught at the break, the concepts
I didn't understand in class. Slowed down.
01:05:50 COLLEEN GILCHREST: I was told that I was a great math student.
01:05:50 Kelli Chambers: encouraged all or any efforts
01:05:51 Shonda Moore: Challenged me
01:05:51 Susan Nordyke: compassion
01:05:52 melissa magnotta: Over summer break got us pizza every class
to get us thru having to take extra classes over the summer to pass the regents.
01:05:52 Kerrie Becker: connected with me as a learner, not just a student
in class
01:05:52 Leslie Krefta: a teacher in HS that believed I was a top student
and let me shine!
01:05:52 Holli Hudson: Allowed me to help others that struggle
01:05:53 Wanda Parker: Encouraged me
01:05:53 Melissa Gardner: and challenged me
01:05:53 Chad Hale: showed confidence in me
01:05:54 Ginger Miller: Honored my different way to think about geometry
01:05:54 Kelly McDaniels: go slow and walk through it
01:05:55 Anita Kamath: Always took time to explain what I did not
understand
01:05:56 Fawn Wasin Zi: Asked me to help some slower students
01:05:56 Greta Laffey: Joked around with me. Made it personal and human.
01:05:58 Katie Reisdorff: She mispronounced my name repeatedly
01:05:58 Michelle Little: Pushed me
01:05:59 Stephanie Bell: allowed me to help others
01:05:59 Bishnu Khanal: Encouragement
01:06:00 JoAnne Magden: Took extra time to help me
01:06:01 Linda Dianne Box: She saw me in her class. Wouldn't let me be
invisible.
01:06:02 Shashidhar Belbase: Encouragement
01:06:02 Laura Larsen: recognized my boredom and moved me aherad
01:06:04 Elizabeth Devereaux: graded a little easier because I struggled
at home

01:06:04 Nancy Davis: Challenged me, gave real-world examples
01:06:04 Danielle Leger: my best teacher taught each skill thoroughly before moving to next skill
01:06:05 Susan Hall: A teacher who commented on the length of my skirt instead of my math work. Daily. Ugh.
01:06:05 Scott Ing: helped me make an adjustment
01:06:06 dana dulzo: college professor made me feel like I finally belonged in math class
01:06:07 Pam Crombar: He took as much time as I needed to tutor for understanding. I felt heard and understood.
01:06:07 Alexander Banihashemrad: Made connection to what they know
01:06:07 Amanda Helgerson: Told my mom at a parent conference he didn't understand why I was in geometry in 9th grade and I didn't belong there. My stubborn I'll show you nature kicked in and I worked even harder to prove him wrong
01:06:08 Blair Ellson: put me down in front of my peers
01:06:08 Bernita Johnson: , He allowed me to get help with my tests--I was able to take my time.
01:06:08 Latonica McDonald: Allowed me time after class to go over concerns that I faced
01:06:09 Jennifer West: Encouraged me
01:06:09 Emily Kavanagh: High school teacher pushed me to do more advanced math
01:06:09 Amira Saunders: put me down. I hsd to prove her wrong!
01:06:11 Konnie Guthrie: I agree with all of the comments.
01:06:11 Susan Danskin: made me write about geometry
01:06:11 William Sabor: I can't point to individual moments. We remember the way we feel.
01:06:11 Leann Nowak: gave me regular feedback and talked me through problems without working them for me
01:06:12 Bette Barkley: let me doodle in class
01:06:13 Denise Quarles: Shared a passion for math and science
01:06:14 Lara Donsky: algebra teacher told me i was gong to get 0 on the test,just like my IQ
01:06:16 Donna McCann: Allowed and encouraged me to work independently and go ahead when I understood the math
01:06:16 Jamie Rossi: Asked me to participate in a statewide test for ranking
01:06:17 Gail Dean: Had her eyes on all kids like they were each personally very important to her.
01:06:17 Christina Tully: Welcomed extra study sessions for students after school and on weekends between when they were coaching volleyball season
01:06:18 Catherine Bertrand: teacher took extra time in the morning to work with me to learn the new concept.
01:06:19 Janet Bauer: She recognized my effort. That I always did my work, and tried to learn rather than getting the probs right
01:06:19 Heather Van Holt: My fifth grade teacher gave me the opportunity to self-pace my math learning. It was my most memorable math experience.
01:06:22 Shawn Roberts: A male teacher who would always put down female mathematicians. He made comments about how females were never as good as males.
01:06:22 Susan Marks: Asked me to join the Mathletics competition team

01:06:23 Kristi Story: Saw me as a mathematician
01:06:24 Sarah Sykes: It's not math related, but I remember telling my 7th grade teacher that I had a softball game at some location, and she said she lived near there, and she actually attended my game. Like, on a Saturday at 9am or something. It made me feel like she really cared for me as a person
01:06:25 Patricia Barrera: that keep trying was better than think that I was not smart
01:06:26 Teresa Gordon: Used manipulatives to help me understand
01:06:26 Shashidhar Belbase: Practice makes you perfect...that is one thing teacher reminded me.
01:06:26 Jennifer Knudsen: taught me about argumentation, which I had never associated with math. 2nd yr of college
01:06:26 Jorge Veloso: Said good things about my identity, like the way a solve or how fast I was...
01:06:27 Kerry Lindo: encouraged my questioning even though the class thought I was smart already
01:06:29 Blanca Snyder: Challenged me (grad school) and recognized my ability
01:06:30 Holly Barron: let me rethink answers when problems were wrong. would ask what I changed to help me see the errors
01:06:30 Agnieszka Maj: She believed in me.
01:06:30 William Reeves: I had a teacher that was willing to work through the problems at my pace rather than the classes pace.
01:06:31 tanja solano: taught me to always ask "why"...encouragement & recognition of effort
01:06:32 Julianna Messineo: They valued visual approaches in my preservice classes
01:06:34 Ernest Yago: i keep talked to my students about fixing a car...got a noise, but your usual way to fix it does not work, do you declare it junked or try fixing it a different way?
01:06:35 Arah Lewis: cared about my personhood
01:06:35 Adina R: No one stands out.
01:06:36 Victoria Truman-Dooley: Appreciated my sense of humor
01:06:36 Jamie Rossi: Realized that I CAN do it in my head
01:06:37 Antoinette Nista: Teacher told me that I could do it!
01:06:37 Don Longakit: give time and support
01:06:38 Jomila Smith: Yes, teachers who believe that I am capable and I can do it.
01:06:38 Christina Young: Gave me a second chance to do better
01:06:39 Rene McNeal: let me share how I worked problems
01:06:40 Ana Alcaraz: gave me a safe space and challenged me
01:06:43 Victoria Campbell: Connected my confidence in science to see I had ability in math
01:06:43 Kelly Sotsky: selected me as the only female to represent the school for math competitions
01:06:45 Melanie Mekalip: placed me in a group that worked well as a group
01:06:46 Kathy Felt: Made learning math fun and engaging!
01:06:48 636759481: worked with me personally!! That was in college.
01:06:48 Tanya Landry: Noticed me

01:06:51 Mark Drexel: Encouraged getting extra help
01:06:56 Gail Dean: My college teacher let me take extra time on math tests to reduce my anxiety about the test, so I could do well.
01:06:57 Danielle Leger: I never thought I could NOT do math just because I am a girl
01:06:57 Jocelyn Gabrinao: encouraged me to ask help
01:06:58 Dawn Lopez: Negative- threw my 100% tests at me- resented me as a girl of color- it made me continue to do well so he would not win
01:06:58 Margie Acabal: challenged and encouraged me
01:06:59 Bishnu Khanal: He always named me as a good math student
01:07:00 Agnieszka Maj: She also valued me.
01:07:01 Esther Winikoff: My summer statistics professor told me that she needed good math majors, and she seeded an identity.
01:07:02 Jayson Sentinellar: My teacher who inspires me to love math encourages us to ask questions all the time. that made math more easy to us students.
01:07:02 Abdul Razak Othman: my teacher told me ... you are a potential mathematics teacher...because I helped my friends
01:07:05 Jet Yeung: she believed that I can do it. she slow down for me to think and catch up.
01:07:05 Sarah Patterson: Teacher at a summer Governor's School (before senior year) spoke with me after class and pointed out how rotten one boy in the class was being to me and that it was because I was a girl and he couldn't accept that I was getting stuff he didn't understand
01:07:07 Scott Ing: thanks for saying that claudia
01:07:07 Arlene Bachinela: that math teacher taught math based on my learning modality and challenged me
01:07:11 Maryn Foote: Valued my hard work to earn the top score,
01:07:12 Amanda Helgerson: already?!?!?
01:07:22 Amanda Helgerson: These go so fast!
01:07:27 Heide Kaminski: MEEEEEE! When a new job depended on me teaching math under the supervision of another math teacher, I dug into Algebra for 3 months and began to love it! Turns out I was my best teacher! Now I can totally relate to my reluctant students
01:07:28 Joshua Gibbons: My uncle was actually a math teacher (not mine) at my middle school. My own math teacher wasn't the best, but he always would take the time to help me on anything I was confused on. During his lunch, before and after school, he helped me so much and made me understand math in a way that was beneficial to me.
01:07:29 Shashidhar Belbase: Nice Dr. Khanal, you were identified as a good student.
01:07:35 Susan Hanson: I was so frustrated in 6th grade because I never got fractions right. When I was in 7th grade, the teacher explained it so I understood. I went crazy after school,, practicing every problem I could find. It was so much fun getting them correct!
01:07:36 Claudia Yan: give a second chance
01:07:43 Susan Bardenhagen: patience, gave wait time
01:07:50 norma mendez: even if a kid in a group can not come up with an idea you put him or her as the writer of the ideas because he has to listen to the steps in order to write them down. That person who did not know what to do learns strategies

01:07:58 Elizabeth Devereaux: Individual time
01:08:06 Stephenia Courtney: it was ok to make mistakes
01:08:12 Mohamed Jamaludeen Thirapusa Mohaideen: yes
01:08:15 Elizabeth Devereaux: Sharing my own Math shortcomings
01:08:21 Victoria Truman-Dooley: I point out my own mistakes!!
01:08:29 Jomila Smith: At the college level, a Professor was very patient with me, and have since became my math coach for life.
01:08:30 Laurie Barker: In the beginning of college, I told my upper level math prof that I was an athlete and that I would be missing classes for travel to games at time, but that I would be checking in often and would get my work done. He told me I might need to reevalauate and possibly not take this class because athletes never did well. He later apologized when I was selected for Alpha Chi Honor Society and he realizd that I was on academic scholarship! Be careful about assuming all students fall into cookie cutter IDs
01:08:42 Lorraine Howard: Perrrsonization and learning of a student's interest is also key in their trusting you!
01:08:43 Jamie Rossi: If you don't make mistakes , you will never learn something new
01:08:43 Christina Hall: Create an environment that allows the celebration fro mistakes and that we learn from them. Give your own examples of mistakes you've made in math.
01:08:47 Shawn Roberts: Had a 7th grade teacher who didn't move on until we got the math. He always encouraged us that we could all do it so he was patient until we got it.
01:09:00 Shashidhar Belbase: Talking time with students is very study, we should give time to each student to help them develop their positive dispositions.
01:09:04 Claudia Bertolone-Smith: Risk involves not being attached to the exact right ways; to explore, to travel down a road that is a "WHAT IF..." I think they need to see that math is flexible, a tool for explanation and creative!
01:09:16 Leann Nowak: Student created posters on math class behaviors
01:09:23 Claudia Bertolone-Smith: Risk involves promoting student work and representations.
01:09:24 admin: helping students to re-position their math identity
01:09:31 Beth Nalker: offering choice
01:09:36 Mohamed Jamaludeen Thirapusa Mohaideen: Risk taker
01:09:38 Kelli Dodson: I love the ideas of having kids write about how they've felt in math before and having them categorize those behaviors so they can SEE them.
01:09:41 Bishnu Khanal: Thank you, Dr. Sashidhar Belbase for nice comments on my responses
01:09:43 Amanda Helgerson: Building relationships with students. They then start to trust you and are more willing to take chances.
01:09:45 Rachel White: ReThinks are awesome! I will be sharing these with my math department.
01:09:46 Sheila Kirton-Robbins: Listen, to your students.
01:09:47 William Sabor: Growth mindset is a key, and it transfers to other content.
01:09:48 admin: we use restorative circles in class to work on math identity
01:09:48 Molly James: have students teach each other
01:09:50 Amy Robinson: At middle school especially, it is always about

building relationships with the students.

01:09:55 Annette Holloway: Make sure the students know you care about them and believe in them!!!

01:09:58 Ann Marcellin: I find it very beneficial to "make an excuse" for a one on one opportunity at the beginning of the year when individual students are exhibiting some of those reluctant behaviors. It typically uncovers math anxiety, lack of confidence, etc... There is often a significant improvement after these meetings. It begins to build that important trusting relationship, shows students you notice and care, as well as gives me valuable insight about them as a student.

01:09:59 Natasha Gambarov: listen to what the students need

01:10:00 Ginger Miller: Encourage collaboration and not lecture (I do, we do, you do)

01:10:00 Dawn Lopez: Allowing students to choose the problems they would like to solve and give a choice board for showing the work

01:10:01 Katherine Rossignuolo: relationships and growing confidence

01:10:02 Linda Dianne Box: I outlawed the phrase "THIS IS SO EASY". It has been a phrase that destroys my struggling students.

01:10:02 Leslie Krefta: important to work with subject matter not judge students personally

01:10:03 Shonda Moore: As a reluctant student a question not related to the topic that you KNOW they can answer. This can help them refocus.

01:10:03 Betsy Smith: I encourage kids to make "so" statements, where they summarize what they understand about the lesson so far. Nearly everyone can do this at some point and it gives them confidence.

01:10:05 Heather Crawford-Ferre: Sentence starters are a great idea!

01:10:05 Sarah Patterson: The strategy of selecting "favorite mistakes" as from exit tickets to share with the class – normalizing mistakes and celebrating them as instructive

01:10:06 Kerrie Becker: Really appreciate the idea for Ss to describe amth behaviors and the Rethink strategies

01:10:06 Zorica Lloyd: Having students research mathematicians "like them". They choose the aspect of their identity they want and then find a mathematician that shares that.

01:10:07 Abiola Rotimi-Ogunsola: Patience is key, and give the student choices

01:10:07 Shashidhar Belbase: Regaining mathematical power

01:10:09 Abdul Razak Othman: build students confidence

01:10:09 William Reeves: Growth mindset strategies

01:10:10 dana dulzo: let students see you (the teacher) make mistakes, it makes the teacher human and relatable.

01:10:11 Jamie Rossi: Don't be ok with failure

01:10:11 Latonica McDonald: Relate math to real world experiences

01:10:11 Nora Ramirez: nothing new- but a math autobiography helps teachers get to know their students and their identity

01:10:12 Amara Sankhagowit: Incorporating tasks that have multiple solution pathways, where students are encouraged and allowed to be creative

01:10:12 Penny Hauskins: Show students their improvement from benchmark to summative using same test.

01:10:13 Janixe Magauay: choice board for students

01:10:13 Elizabeth Devereaux: Open communication

01:10:14 Laurie Barker: A lot of the social emotional learning ideas fit math so well because those are often the kids that really need to learn how to see something positive in themselves

01:10:14 Aric Barnes: Working with families

01:10:15 Kelly McDaniels: relate to students

01:10:17 Victoria Truman-Dooley: I give my kids credit when they come up with a 'math term' like reciprocalize or desquare... I make sure to emphasize that it's not a real word, but it helps with the understanding.

01:10:17 Lara Donsky: students need to see themselves represented in the lesson - in the problems etc

01:10:17 Jennifer West: Peer tutoring. Think-Pair-Share

01:10:18 Dave Hankin: Encourage students to try their best, using whatever methods they are comfortable with...

01:10:18 Shawn Roberts: Allow struggling students to help another student when you notice that they got a concept helps build their self esteem.

01:10:18 janetjimenez: I often make purposeful mistakes.

01:10:19 Danielle Leger: i really enjoyed the tips to encourage the reluctant learner! I will be printing some of these slides for future reference!

01:10:20 Shashidhar Belbase: Every student can learn math

01:10:20 Blanca Snyder: The importance of socio-emotional learning embedded in the classroom and building positive relationships with students

01:10:20 Adina R: Giving kids small opportunities that they can succeed in can work to counter their beliefs that they are not competent in math.

01:10:21 Zane Ranney: developing student voice and agency is key to developing positive math identities

01:10:22 Nancy Davis: Take an interest in their personal lives, attend a game, talk about their extra-curricular activities

01:10:23 Ben Sinwell: I sometimes use an exit ticket (or google classroom question) to ask students what is something that worked well for them today? or what is something that would help you learn mathematics better?

01:10:23 Ashley Czirr: I like telling students that math is like an instrument, other language, sport, etc, you have to practice to get better. That hardly anyone just picks up math super easy the first time.

01:10:23 Don Longakit: building relationships and allow them to make connections

01:10:23 Jamie Rossi: Learn how to navigate the learned helplessness

01:10:24 Christina Young: Building a relationship with them so they will be more willing to work with me

01:10:25 Maria Knott: Building relationships is very important and making math fun as well.

01:10:25 Gloria Flores: teaching perseverance

01:10:25 Portia Felder: Be culturally relevant

01:10:26 Sheila Kirton-Robbins: Hand over the reigns for a class period. They are surprised at how hard teaching is!

01:10:27 Joshua Gibbons: Create a relationship with your students where they feel comfortable coming to you with problems.

01:10:27 Diane Anderson: Relate to students

01:10:29 Janet Bauer: Building RELATIONSHIPS with the students. Not all will love math, but you can get them to enjoy the subject and class by showing them you CARE

01:10:29 COLLEEN GILCHREST: Collaboration and higher level thinking are beneficial

01:10:30 Heather Crawford-Ferre: Agreed - model making mistakes!

01:10:30 Susan Danskin: Differentiate your classroom so each student can meet the material at their own comfort level

01:10:31 Alana Roberts: Middle school students love the opportunity to lead and help make their class a good learning environment and be the encouragers to their peers.

01:10:31 Lorraine Howard: Relating math to a student's interest can also be motivational to students.

01:10:31 Holly Barron: change seats and groups daily to allow social groups and roles to change to help create more equality in the classroom

01:10:33 Bonnie Angel: We talk about Growth Mindset a lot. You have given us ideas on how to help develop this in our students.

01:10:34 Karli Floyd: For students who slower: I encourage them to think about what it means to take their time...and that they're probably doing deeper thinking than students who race through things!

01:10:35 Amanda Helgerson: I think someone said it before- but also talking to parents and encouraging risk taking, making mistakes, growth mind set and multiple paths to the same solution

01:10:35 Susan Troutman: It is important that students feel safe in the class to ask questions.

01:10:35 Mark Fili: Problems: Low floor, High Ceiling...

01:10:36 Maryn Foote: Reframing our construct with "We are thought partners working from our strengths to solve problems" "How do you see yourself as a partner?" "What are your strengths?"

01:10:36 Abdul Razak Othman: maths is not run away from mistakes

01:10:37 Janixe Magauay: give them a voice and a choice

01:10:37 Lara Donsky: culturally relevant

01:10:37 Kelly Sotsky: purposely making mistakes

01:10:37 Gail Dean: Listen to issues students have outside class. Go into the lunchroom and see what is going on. Let them know you support them in the hall with issues.

01:10:38 Michael Chrzan: In the positive repositioning, one thing I wanted to shout through my mic was to make sure you've done some self-work on being anti-racist and anti-sexist. You have to be able to differentiate between their behavior and your reading of their behavior.

01:10:38 Elizabeth Devereaux: If they struggle I look for another way to teach it -

01:10:40 Christina Atkins: recommendations on how to group students?? is it best to go by ability or to do mixed groups??

01:10:44 Amy Robinson: Collaborative Study Groups, teaching kids how to study with a group of students. Don't give answers but ask questions to lead the student to the answer.

01:10:44 Laura Hope: building a safe environment for students and creating relationships with the students so they can make mistakes and grow. Encourage the mistakes and celebrate them. Discuss how you can learn from them.

01:10:44 Fran Huntoon: Not leading students to the answer - letting them fumble their way through gives them ownership of the process

01:10:44 Jaclyn Skafas: HAVE FUN

01:10:46 Victoria Campbell: Engage the artist by encouraging them to create new visualizations of the mathematical concept.

01:10:50 Wanda Parker: Listen to students

01:10:50 Danielle Leger: building a relationship is key. once a reluctant learner gets it, let them tutor another!

01:10:51 Molly James: my students have learned I always ask them how they know - we focus on the process instead of the answer. Builds confidence and also math ability in my resource students

01:10:51 Stephanie: Always have them share their different ways of solving problems.

01:10:52 Gloria Flores: Growth mindset

01:10:52 Jorge Veloso: This a very good approach to identify students with learning disorders or outstanding ones.

01:10:53 Jamie Rossi: Make mistakes for the kids to correct...be human

01:10:55 Janixe Magauay: modeling how to handle mistakes

01:10:55 Beth Kobett: Understanding our role with how students are responding to the ways we are teaching.

01:10:56 Kelly Pezoulas: growth mindset

01:10:57 Latonica McDonald: teach the basics

01:10:58 Mary France Imperial: show that you care and you love the students

01:10:59 Grace Weissmann: letting them know that good math students can problem solve differently than what they think of as the traditional math student. point out your own mistakes in class

01:11:00 636759481: let the students who are lowest in ability sit next to more accomplished students and communicate.

01:11:01 Jayson Sentinellar: love our students, and everything will follow

01:11:01 Elizabeth Devereaux: Definitely FUN or at least NOT BORING!!

01:11:03 Lynn Clark: Kids love getting to tell how they solved a problem. I've known some that won't even try unless they know they get to show off their learning.

01:11:04 Jet Yeung: encouragement, understanding and patience.

01:11:04 Niniek Budhiastuti: Develop trust and show that mistakes is OK

01:11:05 Kelly Sotsky: making the work relevant to their lives

01:11:06 Jacqueline Colbourne: Allowing students to share with the individuals they feel comfortable with. Being ok to make mistakes and being patient with them.

01:11:06 Zorica Lloyd: Connect math with other things students value.

01:11:07 Shonda Moore: I tend to make mistakes on purpose to get the students to find my mistake and let them know that I didn't get upset, I fixed it and kept going.

01:11:08 Sheila Kirton-Robbins: Mistakes are proof that you are trying!

01:11:09 Fawn Wasin Zi: I work on a Native Reservation, so being culturally relevant. Doing a STEM exercise by entering a tipi and talk about the engineering of our ancestors.

01:11:09 Holly Barron: teaching growth mindset

01:11:11 COLLEEN GILCHREST: Students should enjoy your class so they feel comfortable and WANT to learn.

01:11:13 Katherine Rossignuolo: let them use multiple ways to solve a problem or at least one that is different than the teacher's

01:11:14 Nicole Walden: Linda Box - YES!!!!

01:11:15 Lara Donsky: Peer tutors

01:11:16 Gloria Flores: Teaching where the students are currently at

01:11:16 Beth Kobett: Looking at students from a strengths' perspective.
What do they do well?

01:11:18 Alexander Banihashemrad: Make connection to what they
know...I.e. all know $2+3 = 5$ ask them how is that they know? Make them think.....

01:11:20 Amanda Helgerson: relationships, encourage, celebrate every
success

01:11:21 tracey simmons: I don't grade homework, I allow the students time to
review questions they didn't understand with each other and teach each other.

01:11:21 Janet Bauer: When kids know that you truly care about them, they
will do anything for you.

01:11:22 Susan Danskin: appreciate all methods of demonstrating their
thinking

01:11:26 Amy Price: Building relationships - with parents as well as
students - This became very apparent with distance learning this year

01:11:28 MEI OH: I used to let my student know that I struggled at some of
the concepts that were being taught

01:11:29 Susan Bardenhagen: Be sure you're aware of some outside
activities to possibly tie in math- e.g. soccer and angles of kicks, video games and
problem-solving...

01:11:29 Leah McCombs: compare persistence and perseverance with being a
good student

01:11:29 Caroline Brown: Not focusing on the answer.. sometimes solving
problems or talking strategies without ever actually finding the final solution -
more about the mathematical processes and critical thinking then finding a solution

01:11:30 Julianna Messineo: There's a lot of work you can do working
with groups when a student offers an idea I would ask another student "What do you
think?" instead of immediately saying they are right or wrong. Positioning them as
having valuable thoughts

01:11:31 Janixe Magauay: allow students to identify errors and correct those
errors among themselves

01:11:33 Lori Linsmeyer: Build on students' strengths

01:11:34 Fran Huntoon: Put myself in learning situations - it gave me a
better understanding and empathy with students

01:11:34 Molly James: SEL is key to any positive instructional community

01:11:36 John Sasko: Re-engaging students by teaching it a different way,
rather than re-teaching louder and slower.

01:11:37 Stephanie: Discourse!

01:11:42 Patti Gawronski: Let students know you care and support
they're learning

01:11:42 Kathryn Swartzenberg: I think it's quite impactful when the
students create charts (ie-behaviors). I will certainly allow for students to create
and reflect upon these charts.

01:11:44 Beth Nalker: Preparing struggling students for making
contributions to number sense routine

01:11:49 Emily Kavanagh: Letting students know you want them to succeed

01:11:50 Leslie Krefta: let students speak their path confidently

01:11:52 Lynn Clark: I always make a few mistakes early on so the class

can see that it's okay to make a mistake.

01:11:52 Konnie Guthrie: I really like growth mindset. I also know even if a student has a wrong answer it is based upon something. They are still reasoning so I encourage them that it is part of the process.

01:11:55 Nora Ramirez: learn what they know and build on that rather than focus on what they do not know

01:11:56 Lara Donsky: representation

01:11:56 Abigail Santiago: Know your students from the beginning, and connect with them.

01:11:58 Janet Jimenez: I allow students to see my asking peers questions when I don't understand something.

01:11:59 Shashidhar Belbase: Mathematics as a everyday activity may help develop students' position

01:12:00 Latonica McDonald: create girl math clubs

01:12:01 Alison Cappellin: thank you!

01:12:01 Jomila Smith: As a female math instructor, I take the time to impart the knowledge I've gained to influence my students. Patience, not giving up on my students (as they may be experiencing immediate circumstances that may be clouding their focus.

01:12:03 Fawn Wasin Zi: When the students seem stalled, sometimes I will make them do something physical, jumping jacks

01:12:03 Grace Weissmann: knowledge is power

01:12:09 Lara Donsky: STEM

01:12:09 Arnold John Bulanadi: I agree with you Molly James.

01:12:15 Bishnu Khanal: By understanding their feeling, attitude, culture and way of learning (learning strategies)

01:12:17 Cindy Bryant: All of this really relates to getting to know your students using your different activities.

01:12:25 Christina Atkins: what kinds of things can you do in small math groups other than just working on problems?

01:12:27 Lynn Clark: Help them find the WOW in math!

01:12:29 Leah McCombs: rethinks

01:12:30 Grace Weissmann: the list of behaviors

01:12:31 Stephenia Courtney: It is ok to be a female that is good at math!

01:12:34 Heide Kaminski: My students who are better than others, just LOVE to come to the board and explain different approaches to their peers

01:12:37 Ernest Yago: the rethinks

01:12:38 Fran Huntoon: The definition of identity and agency - it was really clear

01:12:38 Shashidhar Belbase: Mathematical Disposition and Positioning

01:12:39 Victoria Truman-Dooley: Love the behavior lists!

01:12:40 Natasha Gambarov: What really stood out to me was writing a letter to math

01:12:41 Janixe Magauay: Rethinking strategies to encourage reluctant students to participate

01:12:41 Amanda Helgerson: math letter listing behaviors and feelings

01:12:41 Nancy Davis: Wonderful beginning of the year charts!

01:12:41 Lara Donsky: Student voice

01:12:42 Leah McCombs: the list of behaviors

01:12:42 Bonita Coons: Framing behaviours.
 01:12:43 Shannon Hollingsworth: math class behaviors chart
 01:12:44 Donna Gessner: Rethinks
 01:12:44 Alana Roberts: Helping students to have a flexible mindset
 01:12:45 Bailie White: I loved the sinking, sailing, showboating idea
 01:12:45 Holly Barron: shirking working showboating
 01:12:46 Penny Hauskins: I liked the alternative testing strategies
 01:12:46 Yvette Martinez: The ideas were student centered
 01:12:47 Kelly Sotsky: replacing behaviors
 01:12:47 admin: the relationship between success in math and math identity
 01:12:47 Annette Holloway: Creating the chart for behaviors and
 feelings
 01:12:47 Greg Davis: Build norms with students - let them generate them.
 01:12:49 Beth Nalker: love shirking vs working vs showboating reflection
 for students
 01:12:49 Kelly Pezoulas: behaviours
 01:12:50 Susan Danskin: The intersection of identity, positioning and agency
 01:12:50 Leann Nowak: the student created behavior charts
 01:12:50 Susan Hall: The idea of having students write a letter to math.
 Love that and will use it.
 01:12:51 Joshua Gibbons: The list of behaviors and knowing how to react
 01:12:51 Amara Sankhagowit: I especially liked the part about revising
 the definition of a good math student and communicating this to the students
 01:12:51 Audrey West: Behaviors chart
 01:12:51 norma mendez: some of them think they don't and can not do math
 and when you ask them where you lost them they can not answer. You have to go back
 and discuss where they got lost. A lot of the time they are just a step or two off.
 When they find out they are not totally wrong.
 01:12:52 Laura Hope: Also respecting the mental health of each student.
 I have learned so much having a daughter with anxiety. Sometimes she can't
 participate. Not shirking just unable but other days she is very engaged.
 01:12:52 William Sabor: The "Math Class Behaviors" slide as a whole-class
 activity has huge potential.
 01:12:53 Linda Baker: math behavior chart was awesome
 01:12:53 Michael Chrzan: That WE need to rethink our power (its not the
 kids!)
 01:12:53 Jillaina Brown: Having the students recognize their math behaviors
 and how they can change them
 01:12:53 Leslie Krefta: follow the students comments...really hear their
 needs
 01:12:53 Zane Ranney: the simple idea of the cycle of attitudes and
 behaviors
 01:12:54 Sheila Kirton-Robbins: Write a letter to math. I am stealing that.
 01:12:54 Holly Barron: letters
 01:12:54 Dawn Lopez: I loved the charts- making the behavior charts with
 the class and referring back throughout the year
 01:12:55 Linda Dianne Box: Having the students discover their math
 identity
 01:12:55 Ellen Williams: behavior lists
 01:12:56 Patti Gawronski: Behavior sources

01:12:56 Tessie Menta: Students write a letter to Math
01:12:56 Laura Partridge: I really like the ideas of shirking vs working vs showboating and having students identify behaviors.
01:12:57 Eileen Zymroz: math behavior chart
01:12:59 MEI OH: To make connections with students.
01:13:00 Elizabeth Devereaux: Behavior lists
01:13:00 Peggy Snurr: I plan to make a chart with my class about behaviors that bring my math ability up and down.
01:13:01 Blanca Snyder: The impact of math identity (positive and negative)
01:13:01 Shashidhar Belbase: Mathematical Behavior
01:13:02 India Puch: having students write down how they think about math
01:13:03 Rolando II Delos Reyes: Writing a personal letter to Math - personifying the subject
01:13:03 Katherine Rossignuolo: behavior charts and identifying a math identity
01:13:04 Kelli Debikey: I like the thought of students writing a math autobiography
01:13:04 Fawn Wasin Zi: Using restorative circles to talk about their identity
01:13:04 Yvette Fujimoto: different speeds of learning
01:13:05 Denise Quarles: So much good stuff – identifying behaviors as shirking working and showboating
01:13:05 Amy Baniewicz: listening and relating to students in a positive way
01:13:05 Lynn Clark: I liked the shirking, working, showboating chart.
01:13:05 Mary France Imperial: the re thinks
01:13:05 Molly James: loved the behaviors that build up and bring down my math ability
01:13:05 Mary Keane: Rethinks, especially about testing
01:13:06 Karen Pritchett: behavior modifications
01:13:06 Betsy Smith: I like having the class identify behaviors they are using to signal that they are lost.
01:13:06 Susan Troutman: Great reminders of the teachers' influence on students' attitudes about math.
01:13:06 Amira Saunders: What brings your math ability down and up..
01:13:06 Danielle Leger: when you said "What do we do when things get hard?" let them think of solutions to challenges
01:13:08 Lori Linsmeyer: I really like the activity that was shared in regards to thoughts/beliefs, emotions, and behaviors w/ students.
01:13:08 Emily Kavanagh: The charts
01:13:08 Susan Bardenhagen: reminding us about how the "experts' students can impact the others' sense of agency
01:13:08 Melissa Gardner: I think it important to notice when a student is struggling with their identities conflicting
01:13:09 Shonda Moore: The Dear Math letter!!! How the student feels about it, their behavior, and how they want to overcome it.
01:13:09 Julianna Messineo: I love the idea of discussing this at the beginning of the year and the behavior chart to make the connection between identity and actions
01:13:09 Tammy Lackey: Coming to terms with our own biases as teachers
01:13:09 Jessica Shore: building the relationship not only between student

and teacher, but also student and math

01:13:10 Michelle Little: Not making assumptions when students act out.

01:13:10 Nancy Davis: RETHINKS

01:13:10 Arlene Bachinela: strategies for positioning students

01:13:10 Rita Shamrock: I like the letter to Math

01:13:10 Jenn Collier: Rethink tests & understanding/identifying students' math identity

01:13:10 Rene McNeal: behavior chart

01:13:10 Mary Reyes: I loved the idea of having students think about what helps and hurts their math performance

01:13:11 dana dulzo: math is a universal language, everyone can understand it

01:13:12 Maryn Foote: Helping students identify what their behavior is: shirking, working, showboating and why they are behaving without shaming

01:13:12 Kathy Felt: There are better ways to teach than how we were taught!

01:13:13 Nora Ramirez: charts to help the teacher help the students

01:13:14 Zorica Lloyd: Letting students tell their own math stories.

01:13:15 Dave Hankin: Make sure to have a positive attitude towards all students , especially those who don't believe in their abilities...

01:13:16 Dawn Lopez: Dear Math letter

01:13:17 Alicia Laubsted: I think writing a letter to math is an amazing idea! It could definitely help students understand their math identities better.

01:13:18 Shawn Roberts: Loved the idea of having out students find their mathematical identity. Rewrite their identity

01:13:18 Diane Tual: noting behaviors relating to feelings

01:13:18 John Sasko: surfacing how they are showing their identity - shirking, working, showboating

01:13:19 Shashidhar Belbase: Developing Positive Dispositions

01:13:19 Leann Nowak: Not praising students for being "smart" or good at math; praise for effort and persistence

01:13:19 Kelly McDaniels: I will like to use the bring the ability up and bring ability down chart!

01:13:19 Laurie Barker: I liked the idea of a persnification of math through writing a letter to math - anything we can make personal, may help them feel differently

01:13:19 Melanie Mekalip: Love the shirking, working, and showboating chart made together as a class

01:13:19 Lisa Caudle: I would like to use the Letter to Math as a early in the year activity. And then talk about identity and growth mindset.

01:13:20 Michele Ratcliffe: Having students fill out the math behaviors chart.

01:13:21 Victoria Campbell: The chart that names the behaviors that pull down or lift up their math work.

01:13:22 Don Longakit: restorative circles

01:13:22 Lori Linsmeyer: Behaviors that bring math ability up and down.

01:13:22 Catherine Bertrand: having students talk about why they are acting the way they are in math class

01:13:22 Stephanie Bell: Being a safe place to make mistakes and building trust between students and teacher

01:13:23 COLLEEN GILCHREST: If you have students write a letter to math, this will give you excellent insight into what they are thinking and what their fears may be.

01:13:23 Bette Barkley: I liked the "dear math letter," to understand how they feel about the subject

01:13:23 Ayunda Sri Wahyuningrum: student psychology

01:13:24 Latonica McDonald: replace negative behaviors with positive ones

01:13:26 Janixe Magauay: approaching students needs based on their "math identity"

01:13:26 Christina Hall: I love the idea of the writing a letter to math, I think this will help understand where students feel reluctant in regards to math.

01:13:26 JoAnne Magden: You can always value verbally SOMETHING about a student!

01:13:27 Mark Drexel: Talking with individual students to understand why they behave as the do. Set a goal.

01:13:27 Bishnu Khanal: Teacher should behave with students as friend

01:13:28 Sarah Patterson: Shirking/Working/Showboating

01:13:28 Stephanie: When you take time to talk to them, they notice that YOU noticed them!

01:13:28 Niniek Budhiastuti: letter to math the build the behavior chart.

01:13:29 Greta Laffey: I really like the charts that you had presented earlier - and especially having them write the letter to math! I will definitely use that on the first day of school.

01:13:30 Teresa Gordon: The shirking, working and showboating chart helps the students know what those behaviors look like

01:13:32 Mary Keane: The charts about bringing math ability up or down

01:13:33 Don Longakit: behaviour charts

01:13:33 Shauna Brown: I realize that math identity is very important to help students achieve academic success

01:13:33 Amy Robinson: Allowing students to think about their history in math to learn about their own identity.

01:13:33 William Reeves: writing a letter to math

01:13:34 Gail Dean: Have students make the chart so they have a menu of ways to respond.

01:13:35 Amira Saunders: It sometimes takes a year ..

01:13:35 dana dulzo: empathy in the classroom, be tolerant of others

01:13:35 Christina Tully: I want to integrate into my beginning of year questionnaire for students - "Who are you as a math student? Why do you believe this is the case?"

01:13:36 Maryn Foote: Definitely see this in student circles

01:13:37 Beth Nalker: Having students identify helpful and not helpful behaviors in math

01:13:39 Scott Ing: re-group a student but is unwilling to move

01:13:40 Beth Frank: REthinks!

01:13:41 Antoinette Nista: I love the charts that student help to create at the beginning of the year and they can be referred to during the year.

01:13:42 Shashidhar Belbase: Shifting Identity

01:13:42 Gwen Marlatt: Bringing to the forefront the behaviors that bring their abilities down. Having candid conversations about how to get out of their own way.

01:13:42 Danielle Leger: yes - i liked the letter to "Math" too!!!

01:13:46 Latonica McDonald: writing a letter to math

01:13:46 Eileen Taylor: Dear Math, I am so using that!

01:13:47 Claudia Yan: let the students know that it is ok to make mistakes..and you are in there to support them ..no to judge them

01:13:47 Jayson Sentinellar: bepatient to identify the identities of our students.

01:13:48 Jorge Veloso: Students' identity. I think it is some kind of mapping the students' personalities.

01:13:49 Melissa Gardner: The charts made with the class, I LOVE having them define what working looks like

01:13:50 Lisa Phillips: Children "show out" because they don't want their classmates to know that they do not understand

01:13:51 Don Longakit: identity

01:13:53 Wanda Parker: Behaviors Chart

01:13:53 Kelly Pezoulas: letter to math

01:13:53 Alison Cappellin: relate!

01:13:53 Kerrie Becker: taking time to establish a positive, flexible __ accepting classroom culture

01:13:54 Adina R: bringing it out into the opening that the students know and the teacher knows what students are doing when they're engaging in avoidance (shirking) and showboating behaviors.

01:13:54 Christine Nowicki: letter to math. The letter makes math less of an abstract concept.

01:13:55 Masooma Razzak: I loved the Shirking, Working and Showboating chart!

01:13:56 636759481: connection with students on their level. positive interaction... no matter what.

01:14:00 Konnie Guthrie: Helping students understand themselves where they are at as mathematicians.

01:14:00 Abdul Razak Othman: You bring us where our students are ...and how to bring to three main ideas..identity, position

01:14:00 Abiola Rotimi-Ogunsola: Ability Chart: Build Up /Builds Down

01:14:02 Derek Foster: Dear math letter

01:14:05 Ann Marcellin: Having students reflect and come up with the behaviors that bring their ability up vs down. Very important THEY recognize these.

01:14:10 Jennifer West: Having the students Identify the ways they shrink, work, and showboat

01:14:10 Gwen Marlatt: Dear Math letter

01:14:11 Lori Linsmeyer: Taking the time to reflect on what IS and ISN'T important in our classroom.

01:14:13 Alison Cappellin: Ability Chart-

01:14:14 Jacqueline Colbourne: Having a connection with the students.

01:14:17 Donna Gessner: shirking, working, showboating

01:14:19 Christina Hall: The charts: shirking, working, showboating!

01:14:21 William Sabor: An effective activity I have used was for students to create foldables with their perceived identities, and underneath whether they are true or not for them.

01:14:25 Amy Robinson: Behaviors that increase and decrease math ability
01:14:27 Bonita Coons: Will these slides be available for us to review later?
01:14:29 Janet Bauer: Building up students math identities. Math Class Behaviors chart
01:14:30 Jayson Sentinellar: Intecepting negative approach to a positive one
01:14:36 Kerrie Becker: I appreciated an idea earlier in the chat to rename as "hiding, working, showboating"
01:14:39 Wanda Parker: Letter to Math
01:14:41 Mary France Imperial: Loved the rethinks and the pst's letters show compassion to students
01:14:44 636759481: I think your focus on behavior and identity are awesome.
01:14:44 Jomila Smith: Take-aways - the reminders to us math educators how we influence students identity.
01:14:49 Steven Jarowski: FHI?
01:14:55 Amira Saunders: will the slides be available on line?
01:15:00 Adina R: Yes, I want to do a letter to math with my students next year!
01:15:01 Shashidhar Belbase: Teacher's Role is very big to develop positive identity
01:15:07 Michele Ratcliffe: How to Positively Resposition
01:15:12 Alicia Kaplan: The Dear Math letter and the chart SWS
01:15:19 Cindy Bryant: Great points regarding macro and micro identities. Thanks!
01:15:41 Kathryn Swartzenberg: I like the hiding knowing showboating chart-- so important for students to identify these traits and recognize when they are themselves exhibiting them.
01:15:48 William Sabor: That's right now...
01:16:04 Niniek Budhiastuti: thank you for the ideas and reminder how we can change students perspective.
01:16:08 Betsy Smith: It's in July.
01:16:09 Gladys Montoya: We are in June
01:16:10 norma mendez: you should not put down how they feel it is the way they feel you work with it not put it down. A lot of them say that their mom or dad were never good in math and that is why they are not good at it. So you let them know how fun it would be to be the first in their family to get it and teach everyone in their family
01:16:12 William Sabor: Thanks!
01:16:14 Pamela Liegl: Lynda, Claudia, and Heather, thanks for a well structured and informative presentation.
01:16:24 Wanda Parker: Next month
01:16:25 Kerrie Becker: Wondering about having Ss write letter to math in the beginning of the year and revisiting it at the end of the year for an honest reflection
01:16:29 Trena Wilkerson: Great ideas for positioning students in positive ways where they are valued and supported!
01:16:32 Lynda Wiest: Yes, it's in July, not June.
01:16:57 Blair Ellson: Kerrie Becker, that's a fantastic idea!

01:17:11 Leah McCombs: Thank you for some great information that will impact how I position my special education students to be better math students, learners and doers.

01:17:15 Lorie Huff: Thank you, Lynda, Heather, Claudia, for presenting this helpful presentation!

01:17:25 Trena Wilkerson: Thank you Claudia, Lynda and Heather for sharing your ideas and valuing the participants stories and thoughts! Powerful modeling!

01:17:26 Natasha Gambarov: I love number talks!!!

01:17:35 Michelle Little: Thank you.

01:17:41 Ellen Williams: number talks - love this

01:17:42 Peggy Snurr: I appreciate your time. The information you shared will be very helpful!

01:17:42 Rolando II Delos Reyes: Lynda, Claudia and Heather, thank you so much for giving these ideas to us! PHPPPH

01:17:45 Molly James: number talks are fantastic!

01:17:49 Shashidhar Belbase: Thank you very much Lynda, Claudia, and Heather
for bringing to us such important aspects.

01:17:56 Bette Barkley: number talk, very cool

01:17:59 Susan Dahms: Excellent question! That is an issue in my district. Elementary teachers hardly teach math because they are not comfortable with the subject.

01:18:01 Wanda Parker: Thank you for this great & helpful information!

01:18:05 Kelly Pezoulas: Yes, Number Talks really opened my eyes to the variety of answers and ways students find.

01:18:09 Susan Troutman: Great session!

01:18:17 Bishnu Khanal: Many thanks to Lynda, Claudia, and Heather for a nice and informative presentation.

01:18:17 Jomila Smith: Another take-away is having students create their chart of behaviors that bring math ability down/up.

01:18:18 Cindy Bryant: Fantastic presentation! Very helpful information.

01:18:26 Lynda Wiest: To those expressing gratitude to the presenters: You are most welcome! We appreciate you all being here!

01:18:26 Pamela Liegl: Signed up earlier today for L Howard's July 16 webinar.

01:18:29 Adina R: Yes, yes! I find that I have a hard time with students who struggle because I never did, as a student!

01:18:30 tracey simmons: Amazing session. Thank you!!

01:18:32 Bette Barkley: very helpful!

01:18:33 Shawn Roberts: Thank you for a great session.

01:18:39 Pamela Douglas: thank you. loved the information and made me to thinks about things in my classroom

01:18:48 Rachell Scott: Thank you This was a very good presentation.

01:18:49 Konnie Guthrie: I am sorry I missed the first part. Thank you for this very useful information.

01:18:49 Kimberly Taylor: this has been fabulous! thank you

01:18:52 LeAnna Deveaux-Miller: Great Session...thank you

01:18:52 Beth Frank: Fabulous presentation. Leaving with so many practical ideas!

01:18:55 Melissa Cole: Great session

01:18:59 Rachel White: Thank you. Great presentation. I will be signing up for the July 16th session.

01:19:00 Antoinette Nista: Thank you so much! This was very helpful!

01:19:00 Shawn Roberts: Look into Open Middle Math as well. It is a great way for students to think through math ideas.

01:19:01 Natasha Gambarov: Thank you very much. Everything shared tonight was very inspirational, and I hope to implement some practices in an early childhood classroom!

01:19:05 Melissa Gardner: What you just said about teachers who struggled are better is so true. As someone who didn't struggle in math, I think it is sometimes hard for me to help those who struggle, because I don't always understand the struggle.

01:19:09 Mohamed Jamaludeen Thirapusa Mohaideen: Thanks so much

01:19:14 Scott Ing: in a nutshell, anybody know what number talk is?

01:19:15 Blair Ellson: Thank you for a wonderful session. I'm looking forward to putting these ideas in practice next year.

01:19:18 Catherine Bertrand: thank you for the great ideas

01:19:25 Cindy Bryant: The session recording will be posted tomorrow so you can view the portions you missed.

01:19:26 Karen Nowicki: Thank you for a wonderful session! You have given us all a lot to think about and apply in our classes next year!

01:19:27 Nancy Davis: Collaboration. Team Mentality.

01:19:28 Sarah Ambeault: Thank you!

01:19:32 Nancy Davis: This was very helpful! Thank you

01:19:33 Sandhya Raman: Wonderful and powerful...needless to say a refresher we all need...thank you.

01:19:36 Susan Hanson: Very diagnostic for teaching students that seem uninterested.

01:19:43 Mary France Imperial: Thank you so much! This session is wonderful! It is very helpful.

01:19:44 DeAnn Huinker: Fabulous session. You have me thinking about identity in more nuanced and really important ways.

01:19:50 Lorraine Howard: Excellent presentation, ladies, with most powerful and impactful "actionable" strategies. You represented the goals and mission of WME exceedingly well. Thank you so much.

01:19:57 Melanie Mekalip: Awesome topics! Thank you all!!

01:19:57 Pam Crombar: This was very helpful. Thank you

01:20:00 Arnold John Bulanadi: Thank you for the strategies and nice approaches that you presented.

01:20:03 Shannon Hollingsworth: Thank you. You have given me lots to think about and try to incorporate next year!

01:20:04 Alana Roberts: Yes! When I took Differential Equations, it was the first math course that I struggled with but was glad that I was able to relate to how it felt to struggle as a math student! I finally knew what it felt like to be glad to pass a class!

01:20:07 Leslie Krefta: Thank you for great strategies!

01:20:11 Mary Abbey: Thanks so much!

01:20:14 Rachell Scott: The session was wonderful!

01:20:16 JoAnne Magden: This has been FANTASTIC—tk you! Things I will use to encourage my kids.

01:20:19 Librada Aspiras: Thank you Claudia, Lynda and Heather for sharing these great ideas which are very helpful. Your time in sharing these ideas are very much appreciated.

01:20:21 Annette Holloway: Such a great session with ideas I can use right away! Thank you all so much!!!

01:20:26 Rebecca Flora: +But very rarely does any one say that they can't read or write but they are OK saying that they can't do math

01:20:32 Christina Banta: Thank you!

01:20:42 ALICIA PARUGINOG: Thank you for sharing!

01:20:46 Michele Ratcliffe: Loved this webinar! So many ideas that can be implemented right away.

01:20:49 Jomila Smith: Thank you for a reflective webinar.

01:20:52 Christina Hall: Great ideas! Thank you ladies for this amazing webinar!

01:20:53 Lance Brauchla: Thank you!

01:20:57 Elizabeth Devereaux: After COVID-19 my parents are going to pay attention to the newsletters, papers and homework!! They don't want to get surprised again!

01:21:06 Maria Knott: Thank you!

01:21:09 Pam Oliveira: @REBECCA - so true! Math gets a bad rap

01:21:24 Alana Roberts: Thank you--great webinar!

01:21:27 PATRICK GUERRA: Great! Thank you very much

01:21:35 Gina Kolibab: Thank you!

01:21:42 Stephenia Courtney: TY

01:21:42 Bishnu Khanal: Awesome presentation! Thank you all presenters.

01:21:42 Elizabeth Devereaux: We teach the whole family in many ways

01:21:45 Gloria Flores: Thank You

01:21:47 dana dulzo: This was awesome.....I teach at an alternative high school and almost every student comes in saying they are bad at math and never liked math.

01:21:49 Juli Lenzotti: So appreciate going deeper with actionable ideas related to identity, agency and positioning. Awesome session--thanks!

01:21:52 Victoria Campbell: Thank you for a great webinar!

01:21:55 Debbie Meaney: This was a great presentation with helpful information.

01:21:55 Maryn Foote: Thank you for that response.

01:21:58 Abdul Razak Othman: Amazing presentation!

01:22:06 William Sabor: I coach students out of using the word "smart," as they usually assume it to be synonymous with "I am naturally good at this," not "I understand this." The first is fixed mindset, and the second is growth mindset.

01:22:09 Rhonda: Thank you for an awesome session

01:22:20 Kerrie Becker: Thanks for a great session! I'm reflecting and rethinking a few practices.

01:22:20 melissa magnotta: Would you be willing to share it?

01:22:23 Sarah Patterson: Scott Ing –

http://mbamp.ucsc.edu/files/7313/8922/4139/Number_talks_and__CGI.pdf

01:22:37 Tessie Menta: Awesome Webinar! Thank you so much!

01:22:39 Lesly Brown: Thank you for all the work you put into the Webinar presentation. Excellent points.

01:22:39 Kevin Duncan: You mentioned "encouraging risk." What are specific ways to encourage risk? I've heard of "my favorite no" as a common response to that. Any other ideas?

01:22:41 Rolando II Delos Reyes: Sorry I am coming in and out because of bad internet connection. It is so frustrating :(

01:22:44 Alicia Kaplan: Thank you for all the amazing information.

01:22:45 Danielle Grenader: There's a book called "Becoming the Math Teacher You Wish You Had" by Tracy Zager that I would highly recommend and I think responds to a lot of the questions people are asking.

01:22:57 Lynda Wiest: Seeing lots of comments about growth vs. fixed mindset. So important!

01:23:13 Susan Bardenhagen: @Scott- it's a warm up- giving students a number or expression and they write ways to "get that" e.g. 15 is $10+5$ or 3 groups of 5...

01:23:23 Konnie Guthrie: No one would ever state how they were never really good at English or Reading. Why do people think to say it about math? Most of my reluctant students have already got the message that it is all right to not be good and that it is something you are either good at or not. Effort matters more than capability to me.

01:23:24 Leann Nowak: Thanks for the link Scott.

01:23:27 Kristi Story: Thank you all for the information and strategies. This will be very helpful.

01:23:33 Jorge Veloso: Despite of the popping slides, it was a good presentation. I've learned very important and interesting concepts, they will be very useful to me.

01:23:42 FLORENCE MAE DELA CRUZ: That will really help to motivate them

01:23:50 Sheila Kirton-Robbins: Thank you.

01:23:56 Janet Jimenez: I love this idea. It would also be a great idea to do with teachers.

01:24:05 Shashidhar Belbase: Pictures of images of mathematics or mathematical dispositions seem good idea to learn about students' mathematical identity.

01:24:07 Cindy Luper: Thank you

01:24:28 Anne Marie Hohman: Thank you, this was very, very helpful!

01:24:32 Jennifer Knudsen: I wonder if there is a pedagogical approach to math shared by the presenters. It feels a bit missing that

01:24:45 Christina Capuano: Thank you for this interesting and helpful presentation!

01:24:46 Claudia Yan: Thank you so much!

01:24:50 Karoulin Aljoris: bye

01:24:50 Janet Jimenez: What a wonderful session. Thank you very much!

01:24:51 Ann Marcellin: This was a very valuable presentation. Thank you very much for sharing!

01:24:52 Niniek Budhiastuti: that's awesome, students know that the teacher cared about them

01:24:52 Jeanne D'Arcy: thank you!

01:24:53 Blanca Snyder: Thank you!
01:24:53 Daniel Irving: Thank you very much for this wonderful presentation!
01:24:55 Christina Hall: Thank you so much!
01:24:55 Leann Nowak: Thank you!!!
01:24:55 Nora Ramirez: Thank you
01:24:55 Jonathan Marcovitz: Thank you.
01:24:56 Sarah Patterson: Thank you so much!
01:24:57 Anairis de la Cruz Benito: Thank you!
01:24:58 Gail Dean: I appreciate all the effort you put into this presentation and the awesome flow of thoughts and teaching tips you all have through your experiences
01:25:00 Jennifer Knudsen: thank you!
01:25:00 Shashidhar Belbase: Thank you for wonderful presentation.
01:25:01 Grace Weissmann: Thank you this has been great
01:25:01 Katherine Rossignuolo: Thank you !!! Great information!!
01:25:02 Amara Sankhagowit: Thank you!
01:25:03 Michael Chrzan: Thank you, this was amazing!
01:25:04 Elizabeth Devereaux: Thank you
01:25:04 Wanda Parker: Thank you!
01:25:04 Yvette Martinez: Thank you!
01:25:04 Jillaina Brown: Thank you!
01:25:04 Susan Danskin: thank you. some great ideas
01:25:04 Jorge Veloso: That thing of the drawing is interesting, it makes students express their auto concept...
01:25:05 Kelly Pezoulas: Thank you!
01:25:05 SAPNA SHARMA: Tjank
01:25:05 Kathy Felt: Thank you!
01:25:05 Stephanie Bell: thank you
01:25:06 Pamela Goodwin: Thank you!
01:25:06 Dawn Lopez: Thanks so much!!
01:25:07 Diane Tual: Thank you!
01:25:07 Jonathan Marcovitz: Will the certificates be emailed to us?
01:25:08 Philip Mojares: Thank you!
01:25:09 Lisa Caudle: Thank you! Appreciate the information and ideas.
01:25:10 MEI OH: Thank you so much for all the great information.
01:25:10 Dongsheng Zhang: thank you.
01:25:10 Beth Nalker: Very helpful! Thanks!
01:25:12 Taryn Brown: Thank you
01:25:13 Arlene Bachinela: Thank you so much for a very wonderful informative session
01:25:13 Susan Hall: Thank you! Wonderful workshop! I will definitely be implementing your ideas!
01:25:13 Kelly Sotsky: thank you!!!
01:25:15 Jet Yeung: Thank you for all your information and skills.
01:25:15 COLLEEN GILCHREST: Thank you. This was very helpful
01:25:16 Christina Young: Thank you!
01:25:17 Kelli Chambers: thank you love the leter idea
01:25:17 Konnie Guthrie: Thank you.
01:25:17 Niniek Budhiastuti: it was great presentation
01:25:18 Aric Barnes: Thank you!!!

01:25:18 Ginger Miller: Thank you
01:25:18 Dorothy Raab: The ideas of helping students to tell you how they feel about their own abilities in Math were very good! Dorothy Raab
01:25:18 Victoria Truman-Dooley: Thank you!!
01:25:19 SAPNA SHARMA: thank you
01:25:19 Olga Kosheleva: Thank you!
01:25:19 Emily Kavanagh: Thanks for a great presentation
01:25:21 Melissa Cole: Thank you!!
01:25:22 Milagros Smith: Thank you
01:25:22 Ayunda Sri Wahyuningrum: such a great webinar. thank you so much!
01:25:24 Jennifer West: Thank you!
01:25:27 Shonda Moore: Thanks
01:25:28 Rita Shamrock: From Rita Thank you
01:25:29 Don Longakit: thank you
01:25:30 Jonathan Marcovitz: Great Presentation
01:25:33 Michele Ratcliffe: Thank you!
01:25:34 Yvette Martinez: Great presentation ladies.
01:25:35 Danielle Bentley: Thank you! This was a very insightful, reflective, and thoughtful presentation.
01:25:40 Teresita Oasay: Thank you! Very helpful and informative!
01:25:41 Librada Aspiras: Thank you for a nice sharing!
01:25:46 Noe Eugenio: Thank you very much!!!
01:25:50 Zorica Lloyd: Thank you!
01:25:53 Dave Hankin: Thank you again from Globe, Arizona!
01:25:54 Xi Hua Li: Thank you! very helpful presentation!
01:25:55 Janixe Magauay: Thank you for this webinar.
01:26:00 Fran Huntoon: Thank you - very thought provoking!
01:26:06 Jayson Sentinellar: Thank very much to our speakers!KUDOS
01:26:09 Scott Ing: thanks for a great session
01:26:11 Lesly Brown: Will links to the Power Point Slides and a certificate link be sent to us tomorrow?
01:26:13 Jeannie Wilson: Thank you!
01:26:13 Lynda Wiest: Thank YOU for being here with us!
01:26:15 Abiola Rotimi-Ogunsola: Thank you. Knowledge is power.
01:26:20 FLORENCE MAE DELA CRUZ: Thank you, this really very helpful @
01:26:21 Chonda Long: <https://www.nctm.org/movingforward/>
01:26:21 Anna Ingiosi: Thank you!!
01:26:29 Tsungai Chiorera: Thank you. Although I joined midway through, the part that I got was very insightful
01:26:30 Sheila Kirton-Robbins: Very informative and immediately applicable in the classroom. Thanks.
01:26:32 Shashidhar Belbase: Thank you .
01:26:32 Mary France Imperial: Thank you so much, from Philippines.
01:26:48 Nicole Walden: CERTIFICATE FOR TODAY?
01:26:51 Mary Keane: Thanks
01:26:59 Chonda Long: <https://www.nctm.org/movingforward/>
01:27:01 norma mendez: Thank you for doing everything you do for us. This has been a crazy year and this is so helpful to find out we are not alone.
01:27:13 Nicole Walden: OOPS - JUST GOT IT - THX ;)

01:27:14 Chonda Long: The certificate will be emailed to you tomorrow
01:27:17 Rolando II Delos Reyes: Thank you for these ideas! PHPHPH
01:27:28 MEI OH: Fantastic ideas!
01:27:29 Sharon Black-MacKinnon: Thankyou so much
01:27:31 Pam Oliveira: Thank you!
01:27:32 Greta Laffey: Great presentation!!! Thanks so much!!
01:27:39 Kendra Edwards: Thank you!!
01:27:48 Mark Fili: After many of these PD's, I joined NCTM...well worth
it!!!
01:27:54 Kathy Rubendall: Thank you!
01:27:55 Caroline Brown: Thank you!
01:28:00 Ana Alcaraz: Thank you!
01:28:04 melissa magnotta: Thank you!
01:28:06 MEI OH: Have a great rest of your day.
01:28:07 Danielle Grenader: Thank you!
01:28:08 Julie Leckman: Thank you
01:28:08 Anne-Marie Mowad: thank you1
01:28:10 Margie Acabal: Thank you so much..
01:28:12 Kimberly Taylor: thank you!
01:28:13 Lara Donsky: Thank you
01:28:15 Karen Pritchett: Thank you!
01:28:16 Danielle Leger: thank you so much!!!
01:28:19 Janet Bauer: Thanks!!
01:28:19 Jenn Collier: Thank you! This was great!
01:28:24 Tiffani Watts: Thank you
01:28:24 Amanda Helgerson: Thank you!
01:28:25 Abigail Santiago: Thank you!
01:28:26 Tiffani Watts: !
01:28:26 Peggy Snurr: Appreciate you all!! Great information!!
01:28:31 Jonathan Marcovitz: Thanks.
01:28:33 JoAnne Magden: One of best webinars I've ever been about to
participate in!!
01:28:34 Lelia-allison Tsui: Thank You so much
01:28:34 Patricia Barrera: Thank you
01:28:34 Jayson Sentinellar: Thank you from Philippines
01:28:37 Samantha Bustos: We really appreciate you guys making this
free!
01:28:38 Maria Knott: Ya'll awesome! Thanks!
01:28:41 Kate Reardon: Great, thank you
01:28:42 Taryn Brown: Will we get the power point?
01:28:44 Stephanie: Thank you!
01:28:46 Jacqueline Colbourne: Thank you!!!!
01:28:46 Ernest Yago: Much mahalos from Portland, OR
01:28:47 Mark Fili: Dream Team...GO!
01:28:47 Victoria Truman-Dooley: Loved it!!
01:28:48 Agnieszka Maj: Thank you so much!
01:28:49 Denise Juern: Thank you!
01:28:53 Amanda Helgerson: These webinars have been great! Thank you
all for these! So inspirational and motivating
01:29:02 Antoinette Nista: Lynda, Claudia and Heather, you did a great

job!

01:29:10 Alexander Banihashemrad: Thank you from Austin
01:29:27 Gwen Marlatt: Thank you! I learned many great things that I will definitely use with my sixth graders!
01:29:29 Karen Pritchett: These webinars are great! And, it's free!
01:29:31 Nicole Walden: I wish we could click likes on people's comments.
01:29:33 Jamie Foster: Great webinar with great ideas! Thank you so much for everything!
01:29:38 Rebeka Matthews Sousa: Thanks!
01:29:43 norma mendez: Thank you from Laredo Texas
01:29:52 Karen Pritchett: How many attendants were there?
01:29:54 Kimberly Taylor: yes!!
01:29:55 Dave Hankin: Love the slides!!
01:30:01 Esther Winikoff: thank you!
01:30:04 Kimberly Taylor: I'd like to share with co-teacher
01:30:05 KIM ARMSTRONG: I usually get the certificate immediately after but not this time???
01:30:09 Jayson Sentinellar: Thank you from Philippines.
01:30:10 Alexander Banihashemrad: Bye CHONDA
01:30:10 Taryn Brown: These sessions have been SO helpful!
01:30:28 Maria Russel Caber: thanks!
01:30:32 Taryn Brown: Thanks so much from Jackson, MS
01:30:47 JoAnne Magden: So very true Claudia!!
01:30:49 Carole Bamford: Great as always! I learn something at every one of these sessions!!
01:31:03 Dorothy Raab: Many Thanks from Fremont, CA! Dorothy Raab
01:32:49 Adina R: Yes, I love the language and realization that showboating is detrimental as well!
01:33:38 Samantha Bustos: ;)
01:33:43 Dave Hankin: We never leave.....
01:33:44 Michael Braverman: Yes, thank you. I am enjoying this, too!
01:33:45 Amanda Helgerson: :D