00:18:08 Anne Marie Marshall: hel
00:18:10 DeAnn Huinker: Welcome!
00:18:19 Anne Marie Marshall: hello!!
00:18:27 Paige Richards: Welcome! Happy Monday!
00:18:33 Lai Fong Wong: Good morning from Singapore
00:18:34 Linda Samek: Hello! Teacher educator from George Fox University in Oregon
00:18:36 DeAnn Huinker: Hi Anne Marie
00:18:38 Janet Mock: Western Washington University, Bellingham WA
00:18:38 Ann Wallace: Ann Wallace from James Madison University
00:18:43 Laveta Ebbin: Hello from Bermuda
00:18:45 Matthew Chedister: Hello. UW La Crosse
00:18:47 Daniel Irving: Hello from North Providence, RI!
00:18:48 Kate Mullen: Hello, Kate from Philly
00:18:51 Cynthia Lee: Aloha from Hawaii
00:18:54 DeAnn Huinker: Hi Matt!
00:18:56 Kendra Edwards: Hello from Brooklyn, NY
00:18:59 Trena Wilkerson: Hello from Waco, TX!
00:19:06 Lisa Chizek: Iowa
00:19:09 Teresa Lynn Salazar: Hello, Teresa from Marshall, TX
00:19:12 Betsy Knox: Burlington Vermont
00:19:13 Michael Lanstrum: Hello from Cleveland, Ohio
00:19:17 Lisa Fisher: Dayton, Ohio
00:19:27 Cheri Kesler: Hello from the Shenandoah Valley in Virginia
00:19:29 peter zirnis: hi from Etobicoke Ontario Canada
00:19:29 Anne Marie Marshall: Milwaukee, WI
00:19:34 Beverly Bailey: Diamond, Ohio
00:19:35 Margaret Jensen: Margaret Jensen here from Madison, Wi
00:19:58 Janette Wickboldt: Hello from Cumberland, Wisconsin
00:19:59 J M Stowell: El Paso, texas
00:20:01 Mark Helton: Hell from Lexington, KY
00:20:04 Coleton Everman: Hello! From Dayton, Ohio
00:20:07 Cynthia Aossey: Frankfort, KY
00:20:11 DeAnn Huinker: Sharon, you made it!!
00:20:19 Joseph Giera: South Millwaukee
00:20:27 Edel Reilly: Edel Reilly, Indiana, Pennsylvania
00:20:48 DeAnn Huinker: Great that you are here, Joe!
00:21:29 Mark Helton: We have snow in KY!
00:21:38 Cynthia Aossey: We have snow in Kentucky!
00:22:23 Linda Samek: My dad towed us on sleds behind his Jeep. Down the road!
00:22:44 Laveta Ebbin: Never any snow in Bermuda
00:23:08 John Sasko: Good Evening from Mt Vernon NY - just north of NYC
00:23:34 Julie Stridde: Julie Stridde- central WI. love to shovel off a patch on the lake to ice skate!
00:23:35 Maureen Mulvey: Good evening from south of Boston, MA
00:23:36 Carol Matsumoto: Hi from Winnipeg
00:24:23 Lisa Aldous: Hello from Maryland!
00:24:37 Kimberly Snowball: Hello from Kentucky
00:24:46 Shannon Pasvogel: Hi Everyone! Shannon from Eastern Iowa!

00:24:53 Faith Peddie: We have two handouts for tonight's session: https://drive.google.com/file/d/1aSES-0CgCtivhFPGKhoxrAKMX-TNSMvS/view and https://drive.google.com/file/d/1uzJD8BeYJslgPRusw3lw2uinEmtKKmuf/view
00:25:14 Carolyn Snook: Hello from just North of Boston
00:25:31 Lisa Chizek: thank you!
00:27:34 Faith Peddie: If you are just joining us, WELCOME! We have two handouts for tonight's session: https://drive.google.com/file/d/1aSES-0CgCtivhFPGKhoxrAKMX-TNSMvS/view and https://drive.google.com/file/d/1uzJD8BeYJslgPRusw3lw2uinEmtKKmuf/view

00:28:31 Lisa Chizek: it’s not linear
00:28:32 Maureen Mulvey: interconnected
00:28:37 Carolyn Snook: A cycle
00:28:37 Annette Louk: All parts of discourse are interconnected
00:28:39 Kathy Dees: I notice it repeats itself
00:28:43 John Sasko: Tasks are key. Discussion of task is critical
00:28:44 Shannon Pasvogel: Notice Must have a Math Goal
00:28:45 Cheri Kesler: dependent upon one another
00:28:45 Laveta Ebbin: connected
00:28:46 Marianne Mammon: Connections
00:28:49 Carolyn Snook: Goal is essential
00:28:50 Sophie Graff: Many entry points
00:28:51 Melinda Fleischer: starts and ends with mathematical learning goals
00:28:51 Sharon Kiernan: It all starts with learning goals….
00:28:53 Kim Schoenau: They cross-over in many directions
00:28:55 Diane Tepylo: The interconnections between questions thinking representation productive struggle
00:28:59 Jada Pearson: goals are overarching
00:29:01 Mark Helton: all others point back to the learning goal
00:29:07 Joseph Giera: Cycles based on learning goals
00:29:07 Lisa Fisher: it's all connected
00:29:10 Cynthia Aossey: Discourse contains, or is supported by, 4 other practices.
00:29:12 Julie Stridde: Discourse drives goal setting. Goal setting drives instruction.
00:29:17 Catherine Williams: Making math language based
00:29:27 Sharon Kiernan: Tasks matter.. in the largest box: HOW the task is implemented matters…
00:29:38 Daniel Irving: Meaningful discourse from tasks and understanding being used to establish goals.
00:29:39 Shannon Pasvogel: Meaningful discourse and facilitated
00:33:12 William Luke: 20
00:36:19 DeAnn Huinker: https://drive.google.com/file/d/1aSES-0CgCtivhFPGKhoxrAKMX-TNSMvS/view?usp=sharing
00:36:51 DeAnn Huinker: This is the handout for the breakout.
00:45:16 DeAnn Huinker: Please share one takeaway in the chat about the student work.
00:45:53 Edel Reilly: That was a short 6 minutes
00:46:15 Maureen Mulvey: Steve Wybonney -Google him-free Estimation

activities
00:46:18 Patricia Ferris: It was interesting to see the different strategies students used and to analyze the level of understanding they had.
00:46:19 Joan Arnold: We wondered if how they demonstrate their multiplication process indicates anything about their levels of understanding.
00:46:19 John Sasko: students not there YET with the representations. And story contexts need development.
00:46:20 Julie Stridde: creating contextual story problems is TOUGH for kiddos!
00:46:22 Stephanie Hammes: It became clear who had rote learning vs number sense.
00:46:30 Elena Polotskaia: It seems that the number "understanding" does not help to understand "stories".
00:46:30 Ann Wallace: Their understandings of word problems was different.
00:46:35 Lisa Chizek: everyone had a different way of representing their thinking
00:46:36 Jen Iuele: The story problems seemed to be most challenging.
00:46:38 Kim Schoenau: Proof there is more to understanding than just an answer.
00:46:41 Cynthia Lee: Best word problem
00:46:44 Diane Tepylo: Oliva dod not seem to understand groups of
00:46:46 Kate Mullen: Repeated addition appeared to be a strong skill
00:46:49 Lindsay Sweetser: Rachel - connections between story, visual, symbolic
00:46:51 Carolyn Snook: Realizing how much you'd have to ask follow-up questions to student and can't rely solely on what's written on the paper
00:46:53 Janette Wickboldt: Rachel understood multiplicative reasoning.
00:46:53 Linda Samek: Rachel did not connect her explanation with her representations.
00:47:03 Jada Pearson: doubling for Mateo
00:47:07 Cynthia Aossey: Mateo's pictures showed the equal groups. We wondered why he didn't try to write a story.
00:47:13 Kimberly Snowball: Thanks to my partners in thinking. Knowing the just the final answer to a multiplication problem is not the point.
00:47:14 Lisa Aldous: He wasn't sure what "story problem" meant??
00:47:24 Laveta Ebbin: Mateo mostly understood the concept but may not have understood how to write a word problem
00:47:42 Daniel Irving: Each student may have a different process, but still be correct and should be valued. Modeling with pictures and writing stories reflecting the concepts is challenging, not just for elementary school students.
00:47:47 Cynthia Aossey: Noticed both Oliva and Dylan used skip counting.
00:47:49 Janette Wickboldt: Olivia is using additive reasoning.
00:48:07 Lara Donsky: Her word problem demonstrates her lack of understanding of multiplication
00:48:12 Shannon Pasvogel: May need to see more of equal grouping representation
00:48:48 Cynthia Aossey: I wonder if Dylan counted by 1s or counted by 4s.
00:48:58 Lara Donsky: He new the new answer, but wasn't sure how he got it
00:49:17 Cheri Kesler: A good example of memorizing math facts but not connecting it to the concept

00:49:19 Janette Wickboldt: I would need to talk to Dylan about his reasoning.
00:49:34 Verna Richard: Rachel and Mateo understood that 4 x 7 means four groups of seven instead of seven groups of four.
00:49:35 Lisa Chizek: yes.
00:49:37 Carolyn White: Did Dylan count by 7's using tally marks and came up with 28?
00:50:08 Laveta Ebbin: needs to understand representation and work from there to help with the conceptual understanding
00:50:16 Jada Pearson: I think he showed 28 with tallies - maybe knows 7x4 as a math fact?
00:51:04 Patricia Ferris: 95
00:51:04 Mark Helton: 85
00:51:06 Julie Stridde: 80
00:51:06 Lisa Fisher: 80%
00:51:07 Ann Wallace: 75
00:51:07 Lisa Aldous: 92
00:51:07 Kim Schoenau: 95%
00:51:07 Janette Wickboldt: 50
00:51:07 Kate Mullen: 80
00:51:07 Kendra Edwards: 89
00:51:08 Lara Donsky: 95%
00:51:08 Kathy Dees: 98
00:51:08 Elena Polotskaia: 80%
00:51:09 Robert Ponton: 75%
00:51:09 Jada Pearson: 75
00:51:09 Mark Helton: 85%
00:51:09 Carolyn Snook: 120
00:51:10 Janet Mock: 90%
00:51:10 Cynthia Aossey: 95
00:51:10 Teresa Lynn Salazar: 87
00:51:10 Jen Iuele: 80
00:51:11 Laveta Ebbin: 75%
00:51:11 Maureen Mulvey: 57
00:51:11 Lisa Chizek: 98%
00:51:12 Carolyn White: 90
00:51:12 Kimberly Snowball: 90%
00:51:12 Lauren Meade: 80%
00:51:13 Stephanie Hammes: 130
00:51:13 John Sasko: 65%
00:51:13 Verna Richard: 95%
00:51:14 Joan Arnold: 75%
00:51:14 Betsy Knox: 90
00:51:15 Sharon Kiernan: 50
00:51:16 Lindsay Sweetser: 100
00:51:16 Megan: 100%
00:51:18 Joseph Quales: 70%
00:51:18 Edel Reilly: 90%
00:51:19 Annette Louk: 100
00:51:20 Joseph Giera: 80

00:51:21 Stephanie Hammes: 98%
00:51:21 Catherine Williams: 92%
00:51:21 Margaret Jensen: 50%
00:51:26 Marianne Mammon: 70%
00:51:49 Ashley Thomas: 50%
00:51:51 Jada Pearson: 60%
00:51:51 Lara Donsky: 60%
00:51:51 Cheri Kesler: 60%
00:51:52 Janet Mock: 40%
00:51:52 Julie Stridde: 60%
00:51:53 Patricia Ferris: 65
00:51:53 Lisa Fisher: 70%
00:51:54 Lisa Aldous: 60
00:51:55 Kate Mullen: 55%
00:51:55 Lindsay Sweetser: 50%
00:51:55 Kim Schoenau: 60%
00:51:55 Diane Tepylo: 50%
00:51:56 Joseph Giera: 50'
00:51:56 Kamilah Ruddock: 35%
00:51:57 Cynthia Aossey: 70
00:51:57 Ann Wallace: 65
00:51:58 Joseph Quales: 35%
00:51:58 Catherine Williams: 65
00:51:58 Lisa Chizek: 50%
00:51:59 Mark Helton: 45%
00:52:00 Betsy Knox: 50
00:52:00 Kathy Dees: 75%
00:52:00 Elena Polotskaia: 60%
00:52:00 Laveta Ebbin: 50%
00:52:00 Lauren Meade: 50%
00:52:00 Verna Richard: 30% - 50%
00:52:00 Teresa Lynn Salazar: 72
00:52:01 Kendra Edwards: 48
00:52:01 John Sasko: Picture - 60%
00:52:01 Jen Iuele: 55% Visual
00:52:01 Edel Reilly: 55%
00:52:01 Linda Samek: 70%
00:52:02 Sharon Kiernan: 50
00:52:03 Megan: 40%
00:52:04 Janette Wickboldt: 60%
00:52:05 Annette Louk: 72
00:52:06 Carolyn White: 40%
00:52:07 Robert Ponton: 33.3%
00:52:07 Christine Casella: 70%
00:52:07 Stephanie Hammes: 30%
00:52:08 Maureen Mulvey: 71
00:52:09 Joan Arnold: 60%
00:52:09 Marianne Mammon: 50%
00:52:11 Kimberly Snowball: 55%
00:52:12 Cynthia Lee: 75%

00:52:12 Daniel Irving: 40/45%
00:52:17 Carolyn Snook: 60%
00:52:48 Marianne Mammon: Class F?
00:52:49 Lindsay Sweetser: interesting one class had higher for picture than answer
00:52:53 Kate Mullen: I'm surprised by class A
00:53:01 Daniel Irving: I wonder what was different about class A
00:53:10 Lisa Fisher: memorizing
00:53:15 Lara Donsky: Class E - teacher is uncomfortable with math
00:53:20 Marianne Mammon: Memorizing facts - more procedural in Class F
00:53:26 Jada Pearson: facts based instruction
00:53:29 Patricia Ferris: overemphasis of procedural fluency and not conceptual understanding
00:53:32 Kim Schoenau: Class A practicing a lot of visual reps
00:53:36 Diane Tepylo: Or thinks math is memorization
00:53:37 Carolyn White: Does the teacher understand the Visual Picture?
00:53:39 Babel Gorham: Focus on facts vs focus on concept
00:53:42 Ashley Thomas: 25%
00:53:44 Julie Stridde: classroom A is building from concept!
00:54:03 Lara Donsky: 30%
00:54:04 Ann Wallace: 20
00:54:04 Carolyn White: 50%
00:54:04 Mark Helton: 20%
00:54:05 Kendra Edwards: 31
00:54:05 Kim Schoenau: 50%
00:54:06 Teresa Lynn Salazar: 32
00:54:06 Kathy Dees: 40%
00:54:07 Lisa Aldous: 40
00:54:07 Patricia Ferris: 30
00:54:07 Elena Polotskaia: 20%
00:54:08 John Sasko: 33%
00:54:08 Megan: 45%
00:54:08 Lisa Fisher: 30%
00:54:09 Cynthia Aossey: 20
00:54:09 Lisa Chizek: 40%
00:54:09 Janet Mock: 20%
00:54:09 Kate Mullen: 40%
00:54:09 Lauren Meade: 30%
00:54:09 Sharon Kiernan: 45
00:54:10 Sophie Graff: 25
00:54:10 Maureen Mulvey: 33
00:54:10 Lindsay Sweetser: 30
00:54:10 Annette Louk: 22
00:54:10 Betsy Knox: 25
00:54:10 Jen Iuele: 40
00:54:11 Marianne Mammon: 30%
00:54:11 Verna Richard: 30%
00:54:11 Cynthia Lee: 10%
00:54:11 Edel Reilly: 25%

00:54:12 Julie Stridde: 15%
00:54:12 Catherine Williams: 45
00:54:12 Daniel Irving: 45%
00:54:12 Jada Pearson: 40%
00:54:13 Laveta Ebbin: 30%
00:54:13 Janette Wickboldt: 35%
00:54:13 Cheri Kesler: 35
00:54:14 Diane Tepylo: similar to visualisation
00:54:14 Robert Ponton: 50%
00:54:15 Carolyn Snook: 40%
00:54:15 Stephanie Hammes: 45
00:54:15 Joseph Quales: 45%
00:54:17 Kimberly Snowball: 80% for Class A but low for the rest
00:54:17 Joseph Giera: 25
00:55:13 Jada Pearson: class c is pretty consistent
00:55:16 Betsy Knox: I wonder about the structure of the math block for Class C
00:55:27 Kimberly Snowball: This is just sad or disappointing
00:55:47 Lindsay Sweetser: I wonder what the teachers might predict about their class performance?
00:55:49 Sophie Graff: Sadly not enough
00:55:54 Lara Donsky: A lot of focus on memorization
00:56:05 Robert Ponton: Were the classes online or Face-to-Face. I wonder if that would make a difference.
00:56:12 Julie Stridde: Lindsay, I would love to see that data!
00:56:23 Carolyn White: Some teachers tell me that since multiplication is communative it does not make a difference in the correct pictorial model.
00:57:55 Elena Polotskaia: May be include gesture to the 5?
00:58:09 Cheri Kesler: ahhhh love it. Made me smile
00:58:35 Kimberly Snowball: AWESOME!
00:58:35 Stephanie Hammes: That goes really well with Global Math Project’s Exploding Dots & exploring different bases!
00:58:42 Daniel Irving: How creative!
00:58:46 Robert Ponton: Actually the first factor is the number of groups. The second factor is the number in each group. 5 x7 is read as 5 groups of 7. This is different from 7 groups of 5.
00:58:47 Cynthia Lee: Love it!!
00:58:52 Laveta Ebbin: Creative!
00:58:55 Ann Wallace: Which class??
00:58:57 Mark Helton: @Carolyn: Those teachers may believe that math is only about getting "an answer". An analogy to reading might be a teacher who only focuses on plot.
00:59:01 Sophie Graff: That is awesome sad that that goes away with age
00:59:32 Mark Helton: I love this version of the diagram!
00:59:36 Betsy Knox: Appreciate this clarity for students (& teachers too)
01:00:12 Carolyn Snook: @Mark good analogy. I think we need to do more of this with math education
01:00:46 Cynthia Aossey: Many countries routinely read 5x7 so that 5 is the group size and 7 as the number of groups. We recommend being flexible and accepting

both interpretations.
01:01:14 Kimberly Snowball: Good point Cindy
01:02:25 Paige Richards: link to the transcript: https://drive.google.com/file/d/1uzJD8BeYJslgPRusw3lw2uinEmtKKmuf/view?usp=sharing
01:03:00 Paige Richards: What purpose did each question appear to serve? Which questions reveal insights into students' understanding and strategies for addition?
01:10:27 Trena Wilkerson: I really like that 5th area—so important as they are critiquing and analyzing other's reasoning!
01:15:16 Kathy Dees: Helping to make all voices heard
01:15:23 Diane Tepylo: Getting better at helping students make connections
01:15:23 Lara Donsky: Elicit and use evidence of student thinking
01:15:27 Kate Mullen: Showing my teachers the necessity and value of using a variety of questions
01:15:29 Sophie Graff: Conceptual understanding not just focusing on getting the "right"answer and being done, but more on the WHY
01:15:29 Lisa Chizek: learning more about all of it
01:15:30 Maureen Mulvey: Focus to not give up on the S who gives the most outrageous estimate
01:15:30 Jada Pearson: have students write their own story problems.
01:15:32 Carolyn Snook: More teacher PD using these frameworks
01:15:32 Janet Mock: Posing questions for me is like making a grocery list. I may deviate from the grocery list, but I shop better having made that list. The same is true about preparing and thinking out possible questions.
01:15:34 Mark Helton: balance asking assessing and advancing questions, even in the development of online learning
01:15:34 Sharon Kiernan: Renewed intentionality with questioning.. especially to advance thinking (and remembering to walk away! :)
01:15:35 Kendra Edwards: Balance of question types
01:15:36 Megan: Figure out how to use advancing questions in the virtual classroom setting
01:15:39 Kim Schoenau: Use these examples to support our new teachers in good math teaching practices
01:15:39 Patricia Ferris: Supporting teachers with planning purposeful questions and analyzing student work.

01:15:39 Linda Samek: As a teacher educator using these texts with preservice teachers, I want them to spend time considering purposeful questions for both their students and their own reflection.
01:15:41 Jen Iuele: Variety of questions
01:15:44 Julie Stridde: jumping into long division with fractional remainders. oh my- multiple representations and the connections between them will be my life this week!
01:15:47 Lisa Fisher: I liked the multiplication sheet
01:15:48 Shannon Pasvogel: Helping educators plan purposeful questions
01:15:51 Cynthia Aossey: Use the task format we saw for the multiplication task (e.g. (1) answer, (2) computation strategy, (3) pictures (4) story) but with a fractions operation task.
01:15:51 Stephanie Hammes: As a math coach and PD provider, the use of artifacts & allowing teachers practice time is critical.

01:15:56 Lindsay Sweetser: Be sure to incorporate translations between and transformations within representations on assessments
01:16:00 Lara Donsky: Supporting teachers in feeling more comfortable with supporting students who are struggling with math
01:16:03 Annette Louk: Use the visual of the teaching framework with teachers.
01:16:05 Lisa Aldous: I will do more of the student-to-student discourse, especially virtually where I have slacked off with that.
01:16:07 John Sasko: In this crazy remote world, good teaching is still good teaching. As a coach, this inspires me to, once again, go back to P to Action and Tacking Action in my work with teachers and school leaders.
01:16:08 Joan Arnold: I will purposely plan activities to interconnect the concept we're exploring with multiple representations as often as possible.
01:16:12 Christine Casella: I will really focus on the multiple representations and the purposeful questions about those representations
01:16:16 Laveta Ebbin: promoting a classroom environment where students free secure in sharing mathematical thoughts
01:16:20 Betsy Knox: During Number Talk tomorrow ...posing questions that support students to engage with others' thinking
01:16:24 John Sasko: The Less diagram – I learned it more deeply tonite - Thanks!
01:16:27 Joseph Quales: Having my teachers to get our students to use and connect all the mathematical representations.
01:16:29 Robert Ponton: I like the differentiation of teacher questioning - uncovering what a student or group knows and questions that move the child or group along.
01:16:36 John Sasko: Lesh diagram
01:16:36 Lisa Fisher: I liked the diagram too
01:16:41 Ann Wallace: When a student answers incorrectly I always want to ask them how they solved the problem in the hope they self correct. However, I do feel I give cues that let the student know their answer is incorrect (which id difficult not to do).
01:16:43 Stephanie Hammes: THANK YOU!
01:16:47 Kimberly Snowball: Sharing the 4 prompts with teachers to uncover thinking!
01:16:50 Janette Wickboldt: Support teachers in using a variety of representations
01:17:04 Ashley Thomas: Make a model video for my teachers so that I can show them that sometime less is more. You do not need a bunch of problems to see if a students understands, rather one will work. You can get so much more out of it
01:17:20 Carolyn White: Student work is always a great task to do with teachers to evaluate their delivery and student understanding..
01:17:26 John Sasko: Relational thinking - connections —— SO important and under appreciated in teaching practice. This is DOING mathematics.
01:17:27 Carolyn Snook: @Ashley, yes!
01:17:35 Lara Donsky: We are going to go back and look at students' psycho educational reports and students' IEPs to see how educators are supporting students with math struggles
01:17:36 Stephanie Hammes: The more open ended assessment is great for remote assessment because Google can only answer the first!

01:17:37 Cynthia Lee: Engaging with the reasoning of others! Love drawing and making their own word problems!!
01:18:23 Kimberly Snowball: share the purpose with parents too!
01:18:26 Christine Casella: thank you!!
01:18:32 Carol Matsumoto: Thanks DeAnn and Paige.
01:18:38 Lara Donsky: Thank you!
01:18:40 Faith Peddie: Here is a link to the certificate of participation for tonight's session https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/TakingActionCertificate_2020-11-30-51762.pdf
01:18:43 Daniel Irving: As a middle and high school math teacher, I love how applicable all of these strategies are to teaching students of all ages. I cannot wait to receive my copies of the series in the mail!
01:18:52 Carol Matsumoto: Thanks Faith.
01:19:01 Sharon Kiernan: Wonderful as always, Paige and DeAnn! THANK YOU!
01:19:12 Daniel Irving: Thank you all for this incredible presentation and resources!
01:19:22 Laveta Ebbin: Thank you! Very useful information!
01:19:24 Faith Peddie: Here is a link to the TA series of books https://www.nctm.org/store/takingaction/
01:19:25 Trena Wilkerson: It is an excellent series! Thank you DeAnn and Paige for the excellent opportunity to engage in Taking Action!
01:19:44 Janet Mock: I appreciate both the speakers and participants. It is encouraging to be with others keen to learn more.
01:19:45 Cynthia Lee: This was fabulous! Thank you so much for your time and wisdom!
01:19:55 Janette Wickboldt: I love the examples in the books!
01:19:57 Ann Wallace: Thank you!
01:19:59 John Sasko: Great books - I use them as much as I can!
01:20:02 Faith Peddie: Here is a link to the certificate of participation for tonight's session https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/TakingActionCertificate_2020-11-30-51762.pdf
01:20:03 Trena Wilkerson: Great resource for PLCs!
01:20:20 Faith Peddie: Resources here --> https://drive.google.com/drive/folders/1gLbb1mYVEbmeAVukhuVtLUhjz5JajPcE
01:20:22 Kim Schoenau: Thank you so much! I look forward to getting back to in-person teaching and PD with my teachers.
01:20:28 Julie Stridde: Thank you DeAnn and Paige! Fantastic!
01:20:32 Daniel Irving: While I have had my PtA hard-copy book for years now, I just bought a digital copy. Very affordable as well and amazing resource! https://www.nctm.org/Store/Products/Principles-to-Actions-(Download)/
01:20:33 Patricia Ferris: Thank you!
01:20:37 Paige Richards: Thank you!!
01:20:43 Marianne Mammon: Thank you!
01:20:45 Joan Arnold: Thank you!
01:20:47 Carolyn Snook: Thank you for the resources!
01:20:47 Kamilah Ruddock: Thank you!
01:20:47 Lisa Fisher: Thank you
01:20:48 Diane Tepylo: thank you

01:20:50 Lisa Aldous: Thank you so much!!!
01:20:50 Lauren Young: Thank You
01:20:50 Krupa T: Thank you
01:20:56 Jen Iuele: Thank you !
01:20:58 Lindsay Sweetser: Thank you! Thanks for being willing to share all of your resources!
01:21:00 Daniel Irving: Thank you so much!!!
01:21:03 Robert Ponton: Thank you for an amazing presentation!
01:21:05 Linda Samek: Great experience!
01:21:08 Betsy Knox: Thank you Paige and DeAnn & the members of my breakout group. I enjoyed the conversation.
01:21:17 John Sasko: could we have the slide link in the chat again…
01:21:30 Shannon Pasvogel: Thanks for hosting us tonight!
01:21:32 Maureen Mulvey: Awesome! Appreciate it all!
01:21:41 Lara Donsky: Happy birthday
01:21:43 Daniel Irving: Happy Birthday!
01:21:48 Trena Wilkerson: Resources here --> https://drive.google.com/drive/folders/1gLbb1mYVEbmeAVukhuVtLUhjz5JajPcE
01:21:53 Lisa Aldous: Happy Birthday!
01:21:53 Carolyn White: Thank you so much for the conversations.
01:21:55 DeAnn Huinker: Folder of resources and slides: https://tinyurl.com/TA-Webinar-Elementary
01:21:55 Kendra Edwards: Happy Birthday!!!
01:21:56 Verna Richard: Thank you!!
01:22:05 DeAnn Huinker: http://www.nctm.org/store/takingaction/ http://www.nctm.org/pta
01:22:25 Carol Matsumoto: Happy Birthday for tomorrow Faith!
01:23:14 Joseph Quales: Thank you!
01:23:15 Kate Mullen: Thank you!
01:23:16 Carolyn White: Thank you
01:23:18 Kendra Edwards: Thank you for a wonderful presentation.
01:23:20 Cynthia Aossey: Amazing session! Thank you!
01:23:21 Cheri Kesler: Thank you so much.
01:23:23 Jen Iuele: Thank you!
01:23:23 Renata Carvalho: thank you!
01:23:38 peter zirnis: thank you again