

00:21:42 Trena Wilkerson: Hello from Waco, TX via Philadelphia, MS  
tonight! Looking forward to the session!

00:22:11 Geraldine Devine: Gerri Devine from Oakland County Michigan

00:22:16 Carol Matsumoto: Fancy seeing you all here.

00:22:16 William Speer: Bill ZSpeedr Las Vegas

00:22:19 Bethany LaValley: Hi! I'm watching from The University of  
Mississippi!

00:22:20 David Barnes: Hello from Northern Virginia!

00:22:37 Trena Wilkerson: @Bethany! I am not too far from you  
tonight!

00:22:37 Aya Zvaigzne: Kindest regards from Nashville, TN

00:22:37 Ron Wilcox: Hello from Oregon!

00:22:40 Abdul Razak Othman: Hi from Malaysia

00:22:41 Francesca Montalti: Hello! I'm NYC

00:22:41 Chasity Parker: Watching from North Alabama!

00:22:43 Beverly Bailey: Diamond, Ohio

00:22:46 Sean Breen: San Francisco

00:22:46 Amber Candela: Amber Candela from Saint Louis!!

00:22:47 Trena Wilkerson: Hello from Waco, TX via Philadelphia, MS  
tonight! Looking forward to the session!

00:22:50 William Speer: Bill Speer Las Vegas

00:22:51 Kendra Edwards: Hello from Brooklyn, NY

00:22:54 Freddie Titus: Freddie Titus, Beaumont, Tx. Lamar University Howdy

00:22:55 Lisa Aldous: Hello from Maryland!

00:22:56 ellen: Hello from Northern Virginia

00:22:59 Lai Fong Wong: Good morning from Singapore

00:23:00 Mary Joy Abaquin: Hello from the Philippines!

00:23:09 Nicolette Nalu: HI Beth and Karen! #GAMECHANGER Hello from BAMA!!

00:23:12 Karla Bandemer: Hi from Nebraska! Webinar-in on the treadmill!

00:23:19 Amber Candela: You can create a pallet that people can click their  
location

00:23:19 Bethany LaValley: @Trena - Happy to see you and happy to be  
here!

00:23:21 Aya Zvaigzne: Really looking forward to this webinar :-)

00:23:22 Lauren Wachter: Lauren Wachter, Las Vegas

00:23:27 Olga Kosheleva: I am glad to be here. Chanda, thank you very much  
for your help. Hello from El Paso, TX.

00:23:28 Lindsay Doughty: We should make a pallet!

00:23:41 Trena Wilkerson: @Karla-way to multi-task!

00:23:42 Emerlina Binuya: Good evening! From Emerlina Petersburg, VA

00:24:06 Trena Wilkerson: Hi Olga! Great to have you here!

00:24:27 Nicolette Nalu: Hello, hello from ALABAMA! :) This is a  
#GAMECHANGER session! I love, love, love this book!

00:24:48 Michael Lanstrum: Hello from Cleveland , OH

00:25:11 Trena Wilkerson: Thank you @Beth!!!

00:25:21 Trena Wilkerson: Yeah@Karen!!

00:25:29 Nicolette Nalu: WOO HOO! Congratulations Dr. Karen Karp!!!

00:25:54 Emily Kavanagh: Congrats Karen

00:26:29 William Speer: Karen, congrats, again, on your selection for the  
LAA!!

00:27:15 Karla Bandemer: Low, struggling, potential "but"  
00:27:22 Bethany LaValley: Low, lazy  
00:27:27 Sean Breen: Tries so hard  
00:27:27 Steven Shaw: the student is behind  
00:27:27 Kendra Edwards: low  
00:27:30 Kristin Crosby: low babies, red group  
00:27:32 David Cohen: poor attendance, not motivated  
00:27:38 Lisa Aldous: if only they would show more effort  
00:27:40 Emerlina Binuya: low performer  
00:27:41 Francesca Montalti: distracted  
00:27:48 Nicolette Nalu: low....well, they have an IEP so it's not my student.  
00:27:48 Steven Shaw: The student cannot keep pace with the classroom  
insturction  
00:27:49 David Barnes: slow  
00:27:51 Abdul Razak Othman: Looking for helps  
00:27:51 Aya Zvaigzne: is not trying and not giving any effort  
00:28:02 Geraldine Devine: defined by a tracked class - "conceptual  
algebra students'  
00:28:05 Aya Zvaigzne: :(  
00:28:12 Aya Zvaigzne: yes, me too  
00:28:20 Daniel Irving: Hello from North Providence, RI!  
00:29:17 Aya Zvaigzne: devastating words  
00:29:21 Joan Albers: Hello from Ohio!  
00:29:41 Daniel Irving: Absolutely.  
00:29:47 Lisa Aldous: that's the perfect word for it, Aya. It truly is  
devastating for those kids!  
00:30:07 Aya Zvaigzne: and those words resonate for a long time  
00:30:29 Sophie Graff: Negative words literally tear down then  
00:30:52 David Cohen: puts us on guard, makes us defensive, and we expect  
parent teacher conferences  
00:31:01 Sean Breen: The other was around also..  
00:31:02 Lisa Aldous: Can totally influence by lowering expectations  
00:31:04 Lauren Wachter: If you don't believe everyone can then they won't  
00:31:04 Nicolette Nalu: We tend to not have high expectations for ALL  
students.  
00:31:20 Daniel Irving: Low expectations; only see ourselves as the funds of  
knowledge.  
00:31:21 Kristin Crosby: If you don't believe in your students, they likely  
won't get there.  
00:31:23 Chasity Parker: Labels a child before you meet him/her  
00:33:09 Carol Matsumoto: I had a principal tell me that my  
expectations of my students were high. He did not say it in a positive way.  
00:34:58 Nicolette Nalu: Instead of focusing on the strengths, we tend to  
focus on deficits and all the things Ss are not good at. And we should also focus  
on strengths of colleagues and other adults and have a more positive approach and  
belief about them.  
00:34:59 Aya Zvaigzne: @Carol Matsumoto I am sad this happened to you. Your  
spirit however knew enough to put that message out. You get blessings for that and  
the measurable and real consequences touched your students lives. One day they might  
get back to you and tell you that.

00:36:28 Aya Zvaigzne: taking notes  
00:37:25 Carol Matsumoto: @Aya I told him that it  
00:37:56 Carol Matsumoto: @Aya I told him I would always do that.  
00:38:54 Nicolette Nalu: I love the slides! They are all so different!!  
00:39:16 Joan Albers: power of perseverance  
00:39:23 Sean Breen: Endless curiosity!  
00:39:37 Amber Candela: creating positive environments, high energy, and  
great question asker!  
00:39:42 Karla Bandemer: Genuine curiosity about what others are thinking and  
how they're understanding what we're talking about  
00:39:43 David Cohen: Patient to learn students' learning styles. Lifelong  
learner. Voracious student advocate.  
00:39:55 Lisa Aldous: questioning, high expectations, patience, dedicated  
00:39:57 Ron Wilcox: Critical Thinking, problem solvers, we are all Math  
People!  
00:40:04 Chasity Parker: Positive attitude, dedicated  
00:40:07 Linda Adams: curious about student thinking  
00:40:11 David Barnes: Risk Taker  
00:40:12 Kristin Crosby: Encouraging multiple strategies and helping students  
make connections through questioning.  
00:40:27 Aya Zvaigzne: I only look at you being able to reach.  
00:40:30 Nicolette Nalu: I would have something about making sure that ALL  
students have equity and access! Being multi-lingual, it is important that ALL  
students have a voice. They all have funds of knowledge to bring to the table! :)  
00:40:36 Bethany LaValley: Willing to admit when I make a mistake,  
lifelong learner, work to create relationships, a good listener  
00:41:14 Aya Zvaigzne: I am not sure how to identify my strengths.  
00:41:20 Nicolette Nalu: It's very hard to talk about what we are good at.  
It is uncomfortable.  
00:42:13 Linda Adams: I need help  
00:42:16 Chasity Parker: Help!  
00:42:18 Ron Wilcox: I don't want to try hard  
00:42:18 Sean Breen: I tried but am getting nowhere...  
00:42:19 Bethany LaValley: The student is struggling to get started  
00:42:19 Amber Candela: That I didn't make myself clear to students  
00:42:30 David Cohen: I went too quickly, skipped a step, didn't speak to  
their pre-existing knowledge (constructivist)  
00:42:30 Nicolette Nalu: Defeated. Non-productive struggle zone  
00:42:31 Lisa Aldous: Have heard others interpret it as: well, you just  
didn't pay attention.  
00:42:32 Carole Bamford: I lost them somewhere  
00:42:33 William Speer: Don't teach me, tell me.  
00:42:34 Emerlina Binuya: Students need help and more explanation  
00:42:45 Bethany LaValley: The student may be experiencing some anxiety  
over the assignment  
00:42:48 Kristin Crosby: They need help crafting a strategy based on what  
they DO get already.  
00:42:52 Geraldine Devine: "I'm about to learn something great" :)  
00:42:54 Nicolette Nalu: @William, I like that one.  
00:43:03 Lisa Aldous: It is an opportunity for a learning moment to occur

00:43:09 Lauren Wachter: As hard as it is for us to identify our strengths imagine how much harder it is for students when everyone focuses on the 'corrections' and mistakes instead of their strengths

00:43:20 Aya Zvaigzne: I see that I did not communicate and I ask them to say the question in a different way. I tell them they should ask me five times until I say it and SHOW it in a way that makes sense

00:43:50 Bethany LaValley: conceptual understanding...they want to understand what is going on

00:43:51 Kendra Edwards: Conceptual understanding

00:43:52 Geraldine Devine: Strategic Competence

00:43:54 Sean Breen: Productive disposition

00:43:56 Karla Bandemer: They WANT to understand!

00:45:53 Nicolette Nalu: HAHA... in the trunk!

00:45:59 Amber Candela: creativity

00:46:07 Lisa Aldous: does sense of humor count as a strength?? :)

00:46:13 Amber Candela: Story telling

00:46:16 Bethany LaValley: He understands a remainder

00:46:21 Aya Zvaigzne: visualization

00:46:23 Geraldine Devine: grouping

00:46:25 David Barnes: Understands context

00:46:25 Kristin Crosby: He understands the problem.

00:46:26 Lisa Aldous: he made a model

00:46:27 Aya Zvaigzne: making a picture

00:46:28 Shannon Priest: Understands equal groups

00:46:34 Kristin Crosby: Yes!

00:46:37 Aya Zvaigzne: mind is working

00:46:53 Linda Adams: real life math thinking

00:46:57 Sophie Graff: Could the last kid sit in the front in the passenger if they are old enough

00:47:05 Lauren Wachter: problem solver. rather than a whole car for one kid they want to make this an out of the box thinker

00:47:11 Sophie Graff: Of one of the 3 cars?

00:47:38 Aya Zvaigzne: How do I get more kids in the cars, if we had bigger cars?

00:47:40 Linda Adams: what other combinations work

00:47:43 Amber Candela: "What if everyone needed a seatbelt?"

00:47:49 Abdul Razak Othman: Introduce the term remainder

00:49:47 Aya Zvaigzne: I used to put on music and start dancing during practice time, because my students asked me to do that. It would basically wake everyone up and make a community. The most AMAZING thing was they all started working on the math.

00:50:25 Aya Zvaigzne: no doubt, all those leveled questions, scaffolding, etc.

00:52:13 Joan Albers: I have a bottle of Formula 409. We talk about persevering as the creators did. It took them 409 times to get it right. When someone gets stuck, kids say "409 - persevere!"

00:52:33 Lisa Aldous: love that, Joan!

00:53:31 Aya Zvaigzne: visual and knew to draw a picture to represent their ideas

00:53:35 Karla Bandemer: They do know that when the whole is the same, a half

is greater than a fourth

00:53:40 Amber Candela: Talk through ordering different size pizzas

00:53:47 Shannon Priest: Since using a pizza example, talk about personal size pizzas

00:53:59 Lauren Wachter: From the known to the new

00:54:01 Aya Zvaigzne: Zvaigzne mantra: Always make a picture

00:55:47 Amber Candela: Breaking apart numbers

00:55:57 Amber Candela: coming up with multiple solutions

00:55:58 Lisa Aldous: Creative problem solving, lots of ideas for how to spend the money

00:56:04 Bethany LaValley: they understand that one of the pennies can't be halved

00:56:17 Lauren Wachter: consideration for converting the penny into something else

00:56:22 Emily Kavanagh: Creative answer

00:56:37 Nicolette Nalu: equal shares and interpreting the remainder..

00:58:04 Lisa Aldous: Compares to a known problem (4+4)

00:58:13 Kristin Crosby: related fact knowledge

00:58:16 Aya Zvaigzne: kinesthetic - acting out

00:58:36 David Cohen: previous knowledge. simpler problem. draw a picture or describe a picture.

00:58:43 Joan Albers: number sense

00:58:44 Chasity Parker: Sees the reasonableness

00:58:44 Aya Zvaigzne: number sense

00:58:49 Kristin Crosby: estimation, relating to similar problem, general number value sense

00:58:57 Bethany LaValley: He knows that 8 is double 4 because he wants to add the one to the three, repeated addition

00:59:00 Sophie Graff: Practicing justifying wrong answers great

00:59:03 David Barnes: Fluency

00:59:04 Daniel Irving: That is awesome!

00:59:05 Lisa Aldous: understands relative sizes/comparing numbers

00:59:06 Nicolette Nalu: Love it! Doubles plus 1, doubles minus 1. Great number sense and reasoning!

00:59:11 Shannon Priest: Doubles facts, understands one is taken away, knows false means incorrect, number sense

00:59:13 Aya Zvaigzne: Jake is on spot

00:59:30 Karla Bandemer: Estimation and magnitude

01:01:16 Aya Zvaigzne: Please, can we have more webinars like this on these topics?

01:01:54 Nicolette Nalu: I love using Google Jamboard to do this! Great idea!

01:01:57 Trena Wilkerson: Agreed @Aya! I am always learning so much!

01:06:14 Trena Wilkerson: Strengths-based....learning so much...While the book is focused on K-6....I continue to think about ways to transfer it to middle and high school! So many ideas!

01:06:46 Trena Wilkerson: think not thank! :- ) My rough draft! LOL

01:07:22 Bethany LaValley: I agree @Trena! I am focusing on secondary ed right now and I can find so much relevance in this teaching!

01:07:26 Aya Zvaigzne: Online - the challenge is that students are not

engaging with each other. (my environment)

01:07:44 Aya Zvaigzne: When I asked them to engage, I had everyone leave the class.

01:08:06 Aya Zvaigzne: As safe as I could make it, and I am known as a friendly, nice teacher.

01:08:13 Aya Zvaigzne: (so I am told)

01:08:47 Arlene Crum: @Aya, Jamboard with anonymous sticky notes might be a good (safe) first step?

01:09:01 Bethany LaValley: Kids are so smart!

01:09:04 Nicolette Nalu: That's powerful!

01:09:16 Aya Zvaigzne: I teach High Schools. upper level, mostly 80 percent WIDA level 2 or less.

01:09:28 David Cohen: Break out groups in Schoology and Google (soon)  
<https://www.kqed.org/mindshift/45012/how-a-strengths-based-approach-to-math-redefine-s-who-is-smart>

01:09:55 Aya Zvaigzne: In person, it worked great.

01:10:08 Trena Wilkerson: @Bethany right—maybe we could visit about it sometime! Oh and @Aya—you, too..others for secondary?

01:10:41 Bethany LaValley: I would love to!

01:10:46 Arlene Crum: Secondary? Me, too!

01:11:24 Arlene Crum: Secondary? Me, too!

01:11:33 Trena Wilkerson: So...how about we start a conversation one MyNCTM to get started? Other thoughts?

01:11:54 Aya Zvaigzne: My WIDA low level students had incredible math vocabulary/ academic discussion and did great. It was only when we went off topic that I realized their WIDA level. Their math assessments and mastery were excellent. Online - It makes my stomach hurt on a daily basis.

01:12:25 Christine Percy: Identify how strengths that change and grow

01:12:25 Arlene Crum: We always commit to revisiting our 'definition of math and doers of math' later to see how it grows!

01:14:10 Bethany LaValley: @Trena, @Aya, @Arlene, yes! Let's get a conversation started on myNCTM. I'm also attending the regional conferences this year. Would love to chat anytime! My dissertation is leaning heavily in this direction (year 2).

01:14:12 Aya Zvaigzne: @Trena - a community of those of us challenged with upper level HS math online with no required synchronous engagement or otherwise would be golden.

01:15:03 Aya Zvaigzne: Strengths are our blessings.

01:15:44 David Cohen: @Trena, @Aya, @Arlene, Geometry teacher on-line. Howdy from Austin, TX

01:16:25 Linda Adams: secondary math coach-I'm very interested in conversations about doing this work with older students as well as the teachers I work with.

01:16:44 Trena Wilkerson: Oh great! I am going to work on how to get us all together so we can discuss and work on this. More soon!

01:17:04 Aya Zvaigzne: Thank you :-)

01:18:44 Bethany LaValley: Yes! Some of my "worst behavior students" were my best math students. That energy is a strength!!

01:19:52 Aya Zvaigzne: @Beth - not only worst behavior problems but even IEP student labeled with math deficits, ended up as top students with true mastery

01:19:52 Emily Kavanagh: A particular student who has potential but needs encouragement.

01:19:52 Amber Candela: Thinking about how to get my PSTs to understand this important work!!!!

01:19:53 Carol Matsumoto: Always great learning from you Beth and Karen. See you later this week Beth.

01:20:02 Ron Wilcox: I want to create a list of t least one strength for each of my students. Then I can start to use them.

01:20:04 Christine Percy: Showing case my peers strengths not only among our team, but with others. Maybe even write an article.

01:20:14 Lauren Wachter: kids who can't 'do school' the way it has been set are definitely our outside of the box thinkers

01:20:20 David Barnes: Students that are not good at memorizing are really your best thinkers.

01:20:25 Beth Kobett: <https://resources.corwin.com/teachingturnarounds>

01:20:36 Daniel Irving: Also have students help create lists of strengths in peers.

01:20:38 Amber Candela: also just like with the teachers, my elementary PSTS need to understand those strengths so having them name their strengths and create those slides

01:20:39 Nicolette Nalu: I pulled in a colleague and she is awaiting the next book club!! She absolutely loved the AMAZING things I told her about the book. I have used the slides with a Math Coaching Community that I am facilitating. 1 meeting per month for all coaches in the state of Alabama!

01:20:55 Bethany LaValley: I am not in the classroom right now, but in reading this book, I've been moved to ask my teacher friends about their strengths more!

01:20:56 David Cohen: Incorporate breakout groups and have strength finding as an inter-unit activity

01:21:24 Nicolette Nalu: The slides, as in... All About Me slides they sent to me that I put in a slideshow with inspirational music in the background.

01:21:29 Aya Zvaigzne: Would it be a good idea for students to tell us what are their strengths? The questions would have to be well written / asked to get this information.

01:21:52 Aya Zvaigzne: yes

01:22:07 Karla Bandemer: It's so fun to point out a student's strength to a teacher and see their eyes light up as they see something they can leverage

01:22:09 Lisa Aldous: I have 2 5th graders who are on about a 1st grade level for math, so I really want to focus on their strengths so I can better help them (but I do like the idea of identifying strengths in EVERY student!)

01:22:46 Aya Zvaigzne: If you have a list of well worded questions / with word banks, that would be most helpful.

01:22:50 Amber Candela: You both are the best!! Thank you for this and really helping me think through this work!!!

01:22:59 Aya Zvaigzne: You are golden.

01:23:00 Trena Wilkerson: Thank you!!!

01:23:13 Shannon Priest: Thank you both so much for such an informative webinar!

01:23:18 Nicolette Nalu: Thank you, thank you, thank you! What a wonderful session from 2 of the BEST!!!

01:23:22 Bethany LaValley: Thank you!!! I'm so excited to dig into this more!

01:23:38 Karla Bandemer: Thank you! It's always so energizing to talk about this work!!

01:23:40 Amber Candela: When does the 7-12 book come out!!

01:23:41 Joan Albers: Thank you!

01:23:43 Aya Zvaigzne: Gratitudes times ten thousand. Please give us more :-) Thank you for everything.

01:23:46 Olga Kosheleva: Thank you!

01:23:56 Daniel Irving: Thank you for this powerful, inspiring and informative session, and for these amazing resources! Love the idea of extending these ideas to High School students!

01:24:00 Daniel Irving: Or all students!

01:24:15 Beth Kobett: Thank you all! You are so wonderful!

01:24:17 Kathleen Morris: Thank you!! Spectacular presentation and book!!

01:25:19 Aya Zvaigzne: We are hungry for more :-) Seconds, please. Rock the Conference.

01:25:52 Carol Matsumoto: You know that I'll share on Twitter.

01:25:57 Chasity Parker: Thank you Beth & Karen!!

01:26:05 Lisa Aldous: Beth and Karen, we started a math PLC at our school and we are using your book for a book study. I was soooo excited to have this webinar to help me contribute more to that PLC! Thank you so much for everything!

01:26:05 Kendra Edwards: Thank you!!!! This was fabulous. Very informative session.

01:26:12 Aya Zvaigzne: @Chonda has 1,000 coolness points.