

Kristin Keith:Hello everyone! We will begin at 7 pm

Kristin Keith:Where is everyone from?

Melissa Meddleton:New Jersey!

Dario Gudino:Omaha, Nebraska

Kathleen Stoebe:Stafford, VA

Verita Mason-Frempong :Good evening. Bowie Maryland

Diane Owen-Rogers:Kalamazoo, Michigan

Laura Penafiel:Ft Lauderdale, Florida

Emily Soley-Johnson:Lake Geneva, WI

Michael Lanstrum:Cuyahoga Community College in Cleveland, Ohio

Stacy Sullivan:Spotsylvania, VA

Laura Mah:Seattle, WA

Benjamin Kilness:Eau Claire, WI

Amber Garrett:Pittsburgh, PA

Laura Williams:Laura Williams, Pittsburgh, PA

Frances Salaveria:Toronto, Ontario

Sunny Chin-Look:Sunny Chin-Look: LA

Maureen Layton:Redmond , WA

DeAnn Huinker:Hello from Milwaukee

Susan Worosz:Susan from New Jersey

Kevin Mertz:Strathmore, Alberta

Comfort Akwaji-Anderson:Comfort Akwaji-Anderson, Iowa City, IA

Sara Donaldson:Hi from Providence, RI

Kathleen Fifield:Kathy Fifield from Wantage,NJ

Jennifer Levy:Jennifer Levy from Chicago, IL

Anne Adams:Moscow, Idaho

Lorraine Howard:hello from Philadelphia. Go-o-o-o Eagles for the super bowl!!!

Laura Godfrey:Madison Wisconsin

Matthew Kennedy:Shaker Heights,OH

Natalie Lopez:Miami, Florida

Catherine Miller:Catherine Miller, Cedar Falls Iowa

Sarah Murray:Concord, New Hampshire

Margaret King:Hackensack, New Jersey

Ashley West:Abilene, TX

NORA RAMIREZ:Tempe, AZ

Marisa Franklin:Helena, Mt

Natalie Lopez:Where can we get the certificate?

Telannia Norfar:Hi from Oklahoma City, OK

Michelle Venard:Michelle Venard Crystal Lake, IL

Katurah Graham:Katurah Graham

LA VERNE MITCHELL:La Verne Mitchell, Queens Village, NY

Katurah Graham:miami,fl

Kristin Keith:Natalie-directly above chat box is a file called, NCTM webinar certificate. Click on the to highlight it, then click download file

Natalie Lopez:thank you!!

Tim Howard:Columbus, GA

Kristin Keith:you're welcome :)

Jadi Miller: Jadi Miller NE

Nicole Rigelman:Hello from Portland, Oregon

Natalie Lopez:can we watch this webinar later on to reference back

Lucille Portera:Pearland, TX

Kristin Keith:yes, we will post a recording tomorrow

Rachel Payne:Missouri

Natalie Lopez:Where would it be posted?

Sophia Parker:W

Kathleen Hubbard 2:Brookline, MA

Kristin Keith:President's message webinar linked in upper right corner

Ismail Marul:Agawam,MA

Lisa Wolf:Lisa Wolf Colorado Springs, CO

Karen Bloom:Oakland, CA

Penina Kamina:Greetings from SUNY Oneonta

Laura Williams:Students who are assigned a novice teacher in a looping scenario are hindered greatly.

Laura Mah:Can we get a link to last night's webinar as well?

Natalie Lopez: please slow down

Natalie Lopez:taking notes!

Lorraine Howard:Natalie, you'll be able to view and hear the webinar on the recorded version. :)

Natalie Lopez:thank you lorraine

Lorraine Howard:You are welcome. I believe the recorded version will be posted tomorrow.

Kristin Keith:Lorraine, you are correct

Lorraine Howard:Thanks for confirming, Kristin.

Katurah Graham:so i can rewatch this tomorrow

Dana Whetstone:When does the webinar end?

Kristin Keith:Katurah, yes!

Kristin Keith:Dana, 8 pm

Katurah Graham:Thanks

Michelle Venard:I love hearing all these things...it encourages me in my teaching. I find that my class bell rings and interrupts everything I'd like to accomplish.

Dana Whetstone:Thank you Kristin.

Natalie Lopez:where will the webinar be posted tomorrow?

Francesca Sandberg:is the recorded version available only to NCTM members?

Natalie Lopez:i just signed up for this

Natalie Lopez:does that mean im a member?

DeAnn Huinker:I concur with Matt, having been able to read a draft of Catalyng Change, it contains important messages and actions for all of across K-12.

Kristin Keith:Francesca, I believe the recording is open to everyone

Natalie Lopez:where can i find it?

Laura Mah:Any thoughts on how to bring the public on board in confronting these structural obstacles?

Kristin Keith:President's message webinar on [nctm.org](http://www.nctm.org)

Kristin Keith:<http://www.nctm.org/webinars/presidentsmessages/>

Michelle Venard:Laura, good questions. I find that teachers in my district don't agree with these obstacles. Tradition is hard to eliminate.

Laura Mah:And the parents of students who are perceived to be high achievers can also be a challenge

Carolyn Olijnek:What suggestions do you have for talking to administrators who are forcing tracking in the name of meeting students' needs?

Michelle Venard:Where is the data found to show this?

DeAnn Huinker:You mentioned a few times the focus on "equitable outcomes." Can you say more about

this change in our focus on equity?

Nichole Wynes: what is your view on accelerated pathways in middle school that set up some students to take high school courses earlier?

Dana Whetstone: Matt: Are you suggesting that schools should not have Pre-AP/AP versions of every course?

Laura Mah: I echo Nichole's question.

Jennifer Levy: My leadership team believes tracking is the best way to make sure learning services teachers can focus on the students on caseload and the enrichment specialist can pull the kids ready for it. Ugh! Any arguments to help me with this?

Margaret King: I am curious about your thinking on the question that Carolyn Olijnek is asking?

Laura Godfrey: Here is the link to last night's

webinar: <https://www.bigmarker.com/GlobalMathDept/Equitable-Teaching-Strategies-The-Keys-to-Students-Mathematical-Reas?bmid=303ddb870c6>

Carla Mayo: I echo Nichole's question as well - what is your view on accelerated pathways in middle school? Even if they are only offered in 8th grade.

Kristin Keith: Thank you Laura!

DeAnn Huinker: This link takes you to a list of webinars and a link to "view recording."

<https://www.bigmarker.com/communities/GlobalMathDept/conferences>

Kristin Keith: Thanks DeAnn!

Penina Kamina: equitable issues at times do lend itself to data driven documentations so should it be dismissed because there is no data

Jill Gough: Take the "low level" and prove through high quality that they can reach same goals.

Laura Godfrey: Thanks DeAnn

Karen Bloom: It's not a lower level course in our district, there is regular and advanced (compressed).

Jill Gough: For example, teach "regular" calculus and get them through the AP exam. Access and opportunity

Margaret King: How do we get the public in this country that mathematics education does not boil down to procedural fluency only, that a mathematics education is developing mathematical thinking so that students can understand the mathematical concepts?

Nichole Wynes: at my high school we have college prep level and honors, do you think the honors track is also not necessary and should be one level across the board with alg 1, geom, alg 2?

Rose Zapata: *clap*clap*clap* @ Margaret

Dana Whetstone:Jill: AP Calculus is not really my concern. I am more interested in Pre-AP Geometry and Pre-AP Advanced Algebra vs. their non Pre-AP versions..

Jean Stohlman:Yes. Getting the public to understand is a challenge.

Lisa Wolf:I am working to get teachers to understand math is not procedural fluency only

Rose Zapata:YES - so many quotable messages here!

Nichole Wynes:Absolutely agreed! Thank you!!

Margaret King:Thank you for taking my question. Well explained, well said

Jadi Miller:fantastic messages that are so important for all of to remember. thanks for your work!!

Penina Kamina:thank you

Emily Soley-Johnson:Thank you!

Laura Godfrey:Agree that there are so many quotable messages. Any chance there will be a transcript or close captioning as I go back through this and pull out concepts and quotes?

Matthew Kennedy:Thanks Matt for your message.

Laura Mah:Also hoping for a transcript

Katurah Graham:Thank you very informational

Kristin Keith:I'll post the chat along with the recording

Glenda Anthony:Glenda from New Zealand, message is so universal thank you

Margaret King:Thank you. Feeling inspried.

Nichole Wynes:It is such an important topic; hopefully many more will join in future conversations.

Tim Howard:Thank you!

Karen Bloom:Many thanks

Carolyn Olijnek:Thanks for keeping the conversations of equity, access, and empowerment going!

Natalie Lopez:thank you!

Stacy Sullivan:Thank you!

DeAnn Huinker:Thank you,Matt, for helping us think deeper about how effective teaching promotes access and equity by building students' mathematical identity and their agency!

Laura Mah:Thank you!

Ashley West:Thank you!

Gina Kilday:Thanks Matt and everyone for the helpful dialogue!

Rachel Payne:Thank you Matt

Nichole Wynes:thank you Matt

Julie McNamara:Thank you!

Katurah Graham:Thanks

Lisa Wolf:Thank you!

Penina Kamina:bye Kristin

Susan Worosz:Thank you!

Lydia Oladosu:Thank you

NORA RAMIREZ:thanks

Marlene Reynolds:Thank you!