

Sheila Kirton-Robbins:Is there a sign in sheet

Kristin Keith:no sign in

Joseph Eisenreich:Will the slides be available after the presentation?

Kristin Keith:A recording of the webinar will be available

Margaret King:Hello. I am glad that I was able to join. I did not receive a link to join. was one sent this time?

Kristin Keith:Margaret, yes a link was sent. Maybe it went to your spam?

Margaret King:I thought so. I will check my spam. ALSO, I could have inadvertently deleted it. Thank you.

Kristin Keith:You're welcome :)

Comfort Akwaji-Anderson :Comfort Akwaji-Anderson

Comfort Akwaji-Anderson :hello Deidra:)

Deidra Baker:Hi Comfort!!!

TJ Middleton:Can you please show the link again for the video?

Sheila Kirton-Robbins:Respectful environment where mistakes are welcome and seen as proof that you are trying.

Deidra Baker:the students feel free to talk and share their thoughts. the teacher is not the only expert

Kristin Keith:I'll add it to the link box in upper right

Margaret King:The teacher gently pushes the student in the yellow shirt to understand the classes position, but also allowed him to continue his thinking.

Deidra Baker:When the kids talk out loud, they can hear their thinking and revise it or share ideas.

Vicente Washington:The ability to permit students to express themselves without interruption. Students were also permitted to introduce the idea of counterexamples.

Joseph Eisenreich:I think it also helped the students learn to see that there are multiple potential interpretations and to engage with interpretations with which they may disagree in a meaningful way, continually "returning to the text" so to speak

Margaret King:Agree with the modeling you pointed out. Great teacher move.

Joan Albers:Both students told their thoughts out loud and gave the seated students time to think about what is correct.

TJ Middleton:It was clear that the teacher has established the norm of "you will come up to the front of the room"

Vicente Washington:Reducing the fear of presenting a math idea.

Margaret King:The students just listening are participating too. Their thinking may be changed by listening to the discussion.

Jacob Spear:jacoby would stop thinking, as would Charles. neither would learn as much

Margaret King:Jacobi's math identity would be harmed.

Joseph Eisenreich:Disallowing him to find his own pathway to the "correct" answer can also lead to serious confusion on his part. If Charles' reasoning "doesn't make sense to him" the problem never will make sense to him

Sheila Kirton-Robbins:It would shut him down and tell him that there is a right answer and give him the impression that he should not even try.

Joseph Eisenreich:I also found it interesting that it was framed not as "what is the right answer" and a "do you agree or disagree" conversation. Much more like what advanced math courses look like.

Margaret King:I teach 2nd grade. I gather answers. Then ask which answer they agree with. Discussion ensues.

Deidra Baker:Comfort this is what we need to add!!!

Joseph Eisenreich:Love that, Margaret! :) Are the answers collected anonymously /anonymised when the disagree/agree question is positioned?

TJ Middleton:I have students do a thumbs up/thumbs down, but with their eyes closed at first so they aren't influenced by classmates.

Margaret King:No. Genereally, I will have a few that share the same answer. I then choose an answer, one that is incorret, and ask who agrees and or disagrees with the answer. Then the y have to justify it.

Deidra Baker:Great idea TJ

Vicente Washington:You have to create the space for agency. In many cases students must be shown what agency looks like.

Joseph Eisenreich:Thanks, Margaret! :) Also, agree that's a cool idea, TJ!

Margaret King:I do the thumbs up and down, but not with eyes closed. Like that addition.

Joseph Eisenreich:I think talking to performing arts teachers at your schools could help! I come from the PA world, and 99.99% of our education is "if you're gonna' fail, fail loud and fail often!"

Joseph Eisenreich:(i.e., there is a lot of discussion and history on developing spaces where students are encouraged to take a risk and "failures" are seen as a good thin!

Joseph Eisenreich:thing!

Deidra Baker:nice motto! I agree go big and bold!

TJ Middleton:Love that idea, Joseph

Dawn Woods:I think these questions about positioning students as competent are a great way to help teachers think about competence. I wonder how to best support new teachers to build norms for competence that may not be explicitly practiced by other teachers within their schools.

Margaret King:I teach elementary school. Many teachersdo not have deep math content knowlede. I think this effects their view of mathemtacial competence. They are ore authoritative because they are not sure of the studnets math thinking.

Joan Albers:My students talk about FAIL as First Attempt In Learning. Mistakes help us learn.

Vicente Washington:Should Shackelford assit with yellow shirted student with his vocabulary around the math he saw?

Joseph Eisenreich:Love that Joan!

Sheila Kirton-Robbins:How would i use "Questions, comments and compliments" in the classroom? Is that part of the class conversations or Exit tickets? I like the idea, but how do i use it in the classroom.

Margaret King:Teachers tend to be authoritatve because they are not sure of where the students thinking is going.

Joseph Eisenreich:Are there any studies done/in progress around the effect of promoting "Mathematical Competence" on the dreaded "test scores" ...?

Deidra Baker:Margaret, that could be true, but then you miss all the fun and chances to learn. When kids have a chance to share and guide discussion, good ideas and really wrong ideas come out. When teachers just tell, who knows what kids think?

Margaret King:I totally agree with you Deidre. I am a teacher who is always interested in what kids have to say.

Sheila Kirton-Robbins:I tell students that I don't have all the answers. Sometime the students have a way of sovling a problem that i did not think of and I tell them that "you know, i didn't think of i this way. This is interesting and i just learned something from you."

TJ Middleton:Every couple of weeks, I have students write an "above the line" and a "below the line" sticky note and stick it on the wall as they leave class. Above the line: what have you learned? what aha have you had? what has gone well about how class is going (teacher, classmates)? what have I learned about myself? Below the line: what do you still not understand? what's not working well about class (teacher, classmates)? what do you still need help with? Anonymous sticky notes I can find themes within to discuss with the class

Trena Wilkerson:Margaret's idea about authority makes me wonder how one's beliefs about what mathematics is influences how one views authority in the classroom? Interesting to think about!

Margaret King:Listening to students is also a great way for informal assessment of students understanding.

Joan Albers:I have also told students that I learn from them. That really helps build their confidence in their math skills.

Joseph Eisenreich:TJ I *\*really\** like that idea and will probably be stealing it!!!

Margaret King:Jo Boaler beleves that EVERYONE is mathematically competent.

Margaret King:Agreed Trena.

TJ Middleton:Agreed, Margaret.

Vicente Washington:Do you find single gender classrooms view mathematical competencies differently?

Trena Wilkerson:I love the variety of formative assessment ideas and how they can be used to inform instruction, etc.

Margaret King:Agree. Positioning the students is key.

TJ Middleton:It's interesting to present to students that mathematics is a social construct. "We have agreed as a mathematical community" that things will be written certain ways, things will be defined a certain way, etc. These came from collaboration and concensus (generally). But who had a voice in that concensus is a great discussion.

Joseph Eisenreich:Are there any particular things to consider with English Learners in this sort of classroom?

TJ Middleton:Great question, Joseph.

Margaret King:in 21 years of teaching elementary school that question about why the addition sign looks like that has not been asked. Great question! Your son must love math.

Deidra Baker:Thanks Dr. Berry.

Joseph Eisenreich:Thank you for that insight!

Sheila Kirton-Robbins:Thank you. This was great.

TJ Middleton:Thanks, Dr. Berry, and everyone else! Love the thoughts and it's exactly what I've been pushing as dept leader

Margaret King:Thank you Dr. Berry. Great presentatio. I love that you became comfortable. ENjoyedthe webinar.

Justine McQueary:Thank you. Have a great night.

Vicente Washington:Thank You

Trena Wilkerson:Thanks Dr. Berry and Kristen for moderating! Great ideas from all!

Ruth Payne:Thank you!

Joan Albers:Great ideas!

Sheila Kirton-Robbins:Do we get a certificate?

Margaret King:Thank you. It was a great chat.

Cindy Fillhart:truly enjoyed...thank you!

Kellie Conlon:Thank.you

Sheila Kirton-Robbins:See it!

Jodi Szpicek:Thanks