

00:16:39 Chonda Long: Welcome everyone!
00:16:41 Elizabeth Sasse: Greeley, CO
00:16:43 Jennifer McMillen: Hi! I am from Fort Worth, TX.
00:16:46 Lynn Lafferty: Hello from Erie, PA
00:16:48 Trena Wilkerson: Hello from Waco, TX!
00:16:48 Lorie Huff: Hello from Fayetteville, Arkansas
00:16:49 Chonda Long: Welcome everyone!
00:16:49 David Drembus: Hello from Alexandria, Virginia
00:16:49 Denika Gum: Hi from Virginia!
00:16:51 Cindy Luper: Hi from Arkansas
00:16:52 Janice Magauay: Hello from Maryland
00:16:54 Johannah Wirzba: Hi from Kelowna, BC, Canada!
00:16:54 Anne Schmidt: Hello from Nebraska!
00:16:55 Jorge Veloso: Hi! This is Jorge Veloso from Dundo city, Angola.
00:16:55 Ana Guerrero: Hello from IL
00:16:56 Jeanine Colwell: hello from Newport, NC
00:16:57 Colleen Feller: Hi from Minnesota
00:16:58 Michael Lanstrum: Hello from Cleveland, OH
00:16:58 rachel wingo: Hi, from Providence KY
00:17:00 Elli Weisdorf: Hi from Toronto, Canada!
00:17:00 Michael Grizzafffi: Hello from SD
00:17:00 Ann Caraway: Hi, Louisiana
00:17:01 Karla Gutierrez-Whitmire: Hello from Phoenix, Arizona
00:17:01 Christina Siow Young: Hi from California
00:17:01 April Flanders-Lee: curlew, ,wa
00:17:02 Cruz Flores Vazquez: Hi from West New York, NJ
00:17:02 Kathy Rubendall: Hello from New York City
00:17:02 Katherine Rossignuolo: Good evening from Macungie, PA
00:17:03 India Puch: India from Columbia SC
00:17:03 Stacy Wozny: Hello from Mooresville, NC
00:17:04 Konnie Guthrie: Good afternoon from Las Vegas, NV
00:17:05 Diane Anderson: Hi...From Massachusetts
00:17:05 Lisa Kowalski: Hi from St. Louis!
00:17:06 Teresa Sutton: Hello from Catawba, North Carolina!
00:17:06 Alanna Prudhom: Hi!, from Franksville, WI
00:17:06 Necole Atkins-Dowd: Hello from Las Vegas, NV
00:17:06 Rita Shamrock: Rita from Senoia, GA
00:17:06 Elana Henderson: Hi from San Mateo!
00:17:06 Thi Nguyen: Hello from MO
00:17:07 Sharon Black-MacKinnon: Hello from New Brunswick Canada
00:17:07 Ramona Hall: Hello from Charlotte, NC
00:17:07 Susan Forbes: Howdy from Hawaii!
00:17:07 Anastasia Hay-Shelton: Hello from Richmond, Tx
00:17:07 Jason Wright: Hello from Howland, Maine
00:17:07 Catherine Bronikowski: Hello from Milwaukee WI
00:17:07 Kelley Manning: Hii from Inglewood CA
00:17:07 Amy Tuckwell: Hello from Arlington WA!
00:17:09 Rebekah Labansat: Hi from Texas!
00:17:09 Regina Williams: Hello from Miami, Florida
00:17:09 Nely Ara-is: Hi from Norfolk, VA

00:17:10 Ronald Austria: HI from North Carolina!!
00:17:11 roya basu: Hi from NJ
00:17:11 Jaclyn Murray: Hi from Cumming, GA
00:17:12 Cindy Bryant: Hello from Springfield, MO
00:17:12 Paula Wardell: Hello from Detroit, MI
00:17:13 David Martinez: Hello from New Mexico
00:17:13 Carmela Minckler: Hello from upstate New York!
00:17:13 Faith Peddie: Welcome everyone!! Enjoy tonight's session!
00:17:13 Katy Waller: Hello from Temple, TX!
00:17:14 Jenna Ashley: hello from Isle of Wight VA
00:17:14 Patricia Padgett: hey from Florida
00:17:14 Lesly Brown: Hi! Knoxville, Tennessee loving math and learning!
00:17:15 Sara VanDerWerf: Hello friends! Sara VDW from Minneapolis,
MN
00:17:15 Joy Kogut: Hello from a Boston Public School teacher (who is
currently in central Vermont)!!!!
00:17:15 carol Shields: Hello from Virginia
00:17:15 Michelle Webb: Nashville TN
00:17:15 Angela Plaunt: hello from Sault Ste Marie Ontario
00:17:15 Vittorio Ciummo: Hi. Vittorio Ciummo from Chicago.
00:17:16 Angelita Beltran: Hello from Waukegan IL
00:17:18 Amy Dowdle: Hello from Reidsville, NC!!
00:17:18 Darius Hatcher: hi from dc
00:17:20 Lisa Owens: Hi from Cincinnati, Ohio.
00:17:21 Angela Ensminger: Hello from Bellevue, WA
00:17:22 Emily Kavanagh: Hi from Columbia, MD
00:17:22 Ignacio Ramirez: Hello from California!
00:17:22 Linda Fulmore: Greetings from Phoenix!
00:17:23 Ebony Baker: Hello from Chesterfield, Va
00:17:24 Beverly Krumpe: Hello from Paris TX
00:17:24 John Taylor: J Taylor Martin County Schools NC
00:17:25 LaDonna Schwab: Hello from Farmers Branch, Texas
00:17:26 Jennifer Phipps: hi from ky
00:17:27 Mary Dugas: Hi! Mary, Louisiana
00:17:27 Laurie Walker: hello from Northampton,MA
00:17:29 Stephany Nakamura: Hello from Torrance, CA
00:17:30 Rolando II DelosReyes: Good morning from Manila Philippines PH
00:17:31 Philip Mojares: Hello from Somerton, AZ
00:17:32 Karoulin Aljoris: hi
00:17:32 Jacquelyn Harland: Arvada colorado
00:17:33 Louis Cicero: hello from Wilmington, NC
00:17:33 Tina Hill: Hello from Tri-Cities TN
00:17:34 Aimee Neece: Hello from Andalusia, Illinois
00:17:35 Rachel Ratliff: Hello from Winchester VA
00:17:35 Teresa Bulanda: Hi from Connecticut!
00:17:36 Rebecca Ronk: Hi from New Paltz, NY
00:17:37 Jolene Peterson: Hello from Kansas!
00:17:37 Allison Daniel: San Antonio, TX
00:17:39 Grace Weissmann: Hello from Baltimore, MD
00:17:39 Karoulin Aljoris: MI

00:17:39 Karen Notestine: Hi from Reaford N.C
00:17:39 Heather Todd: Hello from Oxford, Ms!
00:17:40 mike murphy: Hello from Pa
00:17:41 Tim Bobay: Hello from Raleigh, NC
00:17:43 Rachel White: Hello from Southern Maine
00:17:43 W Tad Johnston: Tad from DC
00:17:44 Noe Eugenio: Hello from the Philippines!
00:17:45 Michelle Bateman: Hi from Atlanta
00:17:45 Tanya Landry: greetings from Baton Rouge, LA
00:17:48 Jill Johnson: Wake Forest, NC
00:17:49 Karen Hughes: Hi from Chesapeake, VA
00:17:49 Brenda Strassfeld: Brenda from Brooklyn
00:17:49 Daniel Irving: Hello from North Providence, RI!
00:17:50 Anna Digby: Hi from Portland, OR!
00:17:51 Cristina Wong: Hello from California
00:17:51 Sherry Maxx: Hi from Mill Creek, WA
00:17:52 Divinda Willis: Hello from Brooklyn, NY
00:17:52 Vanessa Stokes: Hello from Chicago Area :)
00:17:52 Keli Heath: Hi from Mansfield Tx
00:17:54 Kathy Woodward: Greetings from Turner, Maine.
00:17:55 ANALINE BAUTISTA: from Philippines
00:17:55 ann dusterbeck: hello from rural Saskatchewan
00:17:56 Ashley Cusick: Hello from Northern VA!
00:17:58 Victor Muller: Hello from Sunny Arizona
00:17:58 Sreevelmurugan Vamadevan: Sreevelmurugan from Miami Az
00:17:58 Jenalisa Zummo: Hi from Tampa, Fl
00:17:59 Lisa Chang: Hi from NY
00:18:01 Rachael Smilowitz: Hello from Charleston SC
00:18:03 Gloria Flores: Hello from Texas
00:18:07 Anne Dempsey: Hello from The Windy City
00:18:08 Maren McMartin: Hi from Minneapolis MN
00:18:08 Maryn Foote: Hello from Los Angeles
00:18:10 ELLA CABRERA: Hello everyone. Watching here from Philippines
00:18:13 Amanda Mills: Greetings from London, KY
00:18:13 Archita Vaghasiya: Hello from Boston, MA
00:18:13 Kayla Villarreal: Hello from Texas!!!
00:18:16 Wanda Parker: Hi from Wanda in Virginia
00:18:20 Jill Ethridge: hello from Smyrna TN
00:18:21 Jackie Murawska: Hello! Jackie Murawska from Chicago.
00:18:22 Ana Alcaraz: Hi from Atlanta, GA
00:18:22 Jamie Cook: Hi from Mesa, AZ
00:18:24 Marla Aehlert: Howdy from Gold Canyon, AZ!
00:18:25 DawnMarie Gaghan: Hello from Long Island
00:18:28 Jamie Greifenberger: Hi from NJ
00:18:28 Brynna Fisher: hi from Indianapolis, Indiana
00:18:29 Anne Feeney: Barnegat, NJ
00:18:30 Emerson Roman: ¡Hola from Mexico City!
00:18:30 Patti Gawronski: Hi from Texas!
00:18:31 Debra Odle: Hello from Mesa, AZ. 7th grade math
00:18:32 Marya Hughes: Long Beach, CA

00:18:34 Jennifer Wall: Hello from Christiansburg, VA
00:18:34 Karen Campbell: Hi, Karen from Saskatchewan, Canada
00:18:34 Kaitlyn Dry: Hi from Lexington, NC!
00:18:35 Rebecca Quantz: Hello from Texas
00:18:35 Megan D'Adamo: Hello from PA
00:18:35 Bailey Nelson: Hello from Davenport, Iowa!
00:18:36 Roberto Marquez: Los Angeles, CA
00:18:36 Lisa Caudle: Hi, from Moses Lake, WA
00:18:37 Courtney Kimball: Hi from Santa Barbara, CA!
00:18:38 Lance Brauchla: Hello from Ege, IN
00:18:39 BillyJean Smith: Lincoln, DE
00:18:39 Mary Beth Moon: Hello from OKC, OK
00:18:40 Rebecca Flora: Redmond, WA
00:18:40 David Poor: Hi from NYC
00:18:40 Melanie Millard: Hi! I'm from White Plains.
00:18:40 Sandy Silverman: Hello from Hillsborough, NC
00:18:40 Milagros Smith: Hello from Ocala, Florida
00:18:41 Kathy Austin: Hey from Cleveland, TN!
00:18:42 Susan Gemmati: Hello from Spring Hill, Florida
00:18:42 Moriah Martinez: Hello from NV
00:18:42 Sharon Williams: Hello from Wagram, NC
00:18:42 Katherine Garcia: Hello from Virginia
00:18:43 Kelly Sotsky: Hello from Massachusetts!!
00:18:43 Priscilla Galliano: Hello from Metairie, Louisiana
00:18:43 Allison Silvaggio: Hello, Highlands Ranch, Colorado
00:18:44 Fay Zenigami: Aloha from Pearl City, HI
00:18:44 Staci Brock: Hello from Salt Lake City
00:18:46 Lois Hertz: Atlanta
00:18:46 Kay Wohlhuter: Hi from Duluth, MN
00:18:46 Claudia Sever: Hello from Palm Beach, FL
00:18:46 Jessie Green: Hello from Lancaster, SC
00:18:47 bonnie manzon: Vallejo, ca
00:18:48 Felecia Ricks: Hello from Richmond, VA
00:18:48 Beth Kobett: Beth from Maryland! Hello!
00:18:48 Katelyn Devine: Hello from Richmond, VA
00:18:48 Carol Moffitt: North Carolina
00:18:49 Christina Capuano: Hi from White Plains, NY
00:18:50 LISA PALLARI: Hi from CA.
00:18:50 Rachel Sawyers: Hi from California, PA
00:18:50 Terrance roumph: Hello, Brooklyn, NYC
00:18:51 Sara Haas: Albemarle County, VA
00:18:51 Carla Hanrahan: Johnsburg, Illinois
00:18:51 Susan Jones: Urbana, IL
00:18:51 Pam Moreau: Pam from Nashua, NH
00:18:52 Patty Juniper: Greetings from Frisco, TX outside of Dallas.
00:18:52 Kelli Freiwald: hello from PA
00:18:53 Jet Yeung: Hello Everyone, Jet from Henderson, Nevada
00:18:56 Heather Taylor: Hello from Crossville, IL
00:18:56 Faith Lowery: Randolph County, NC
00:18:56 Pendo Nyanda: Pendo Nyanda from Mansfield ISD

00:18:56 Laurie Barker: Junction, Texas
00:18:57 Patti Luxton-Moore: Hello from Ottawa, Ontario, Canada! ca
00:18:58 Rachel Freid: Stanardsville, VA
00:18:58 Ashley Slater: Hello! from Clinton, NC
00:18:59 Jan Back: Hello-----Jan Back from Hampton, Tennessee
00:18:59 Kimberly Brown: Hello from Northwest Arkansas
00:19:02 Jeanetta Glass: Hello from Memphis, TN
00:19:05 Esther Winikoff: hello from Baltimore!
00:19:05 Kathryn Del Prete: Hi from NYC!
00:19:10 Leighann Feola: Hello from Leighann In Sugarloaf, PA
00:19:11 Skip Fennell: Hi, from Westminster, Maryland
00:19:16 Erin Brubaker: Hello from Harrisonburg, VA!
00:19:20 Veronica Kwok: from queens, nyc!!!
00:19:20 Twana Newman: Hello NY
00:19:20 Shauna Brown: hi from Brooklyn New York
00:19:21 Laura Perello: Hi, from Pecos, Texas
00:19:21 Dr. Yankey: GA
00:19:21 Sharon Engle: Hello from Jim Thorpe, Pennsylvania!
00:19:21 Laura Ottaviani: Hi from Massachusetts!
00:19:22 Jennifer Corritore: hi from Orange Park, FL
00:19:23 Cathy Callejo: Aloha from Hawaii - Cathy. ;))
00:19:23 Cheryl Williams: Hi from Pulaski, Virginia
00:19:24 Chi-Man Ng: Hello from NY
00:19:26 Danielle Bentley: Hello from Kansas City!
00:19:27 Latasha Little: HI, from Chicago, IL
00:19:27 Pamela Couther: Hey...from Richmond, VA
00:19:28 Karoulin Aljoris: HI
00:19:29 Cecilia Arias: hello, hello from NJ!
00:19:29 Elaine Gaston: Hello from Amherst
00:19:29 Shannon Olson: Hello from Lehi, Utah!
00:19:31 Karoulin Aljoris: MI
00:19:31 Toni O'Connor: Hello from Detroit, Michigan
00:19:32 Alicia Kaplan: Hello from New York
00:19:32 Gordon Clark: Namaste
00:19:32 India Puch: Good to see you again David and Scott
00:19:32 Madhuri Konuri: Hello from Groton,MA
00:19:32 Catherine Burgess: Good Evening from Fitchburg MA
00:19:33 Jennifer Shuffield: okc
00:19:33 Susan Chamberlin: Hello from Richmond, VA
00:19:33 Chloe Moberly: Hello from CA.
00:19:34 Ellen Williams: Ellen Williams - from Rosamond, CA
00:19:34 Kelly Sanchez: Hello from Northampton, PA
00:19:34 Daniel Luther: Hello from Ventura, CA!
00:19:35 Mohamed Jamaludeen Thirapusa Mohaideen: Hi everyone, This is Mohamed
, CT. Hope you are doing good!
00:19:35 Abigail Legge: Abby from Horn Lake, MS!
00:19:38 Dave Hankin: Hello from Globe, Arizona!
00:19:39 Karoulin Aljoris: Michigan
00:19:39 susan mitzner: Susan from Durham, N.C.
00:19:41 Brian Miller: Hello from Lynchburg, VA

00:19:41 elaine boyer: Hello from Denver, Colorado!
00:19:41 Tammy Gelenaw: Richland, WA
00:19:41 Kim Adkins: Hello from Tullahoma, TN
00:19:42 Leslie Sorace: HI from Arizona!
00:19:43 Jenifer Homer-Jones: Hello from NYC
00:19:45 Karoulin Aljoris: Hello
00:19:45 Faith Peddie: Elaine, do you have a specific question?
00:19:46 Vanessa Whitehead: vanessa north carolina
00:19:47 Pendo Nyanda: Hi Pendo Nyanda from Texas-Mansfield ISD
00:19:48 Marie Hannon: hi from Tinley Park, Illinois
00:19:49 Robert Cop: Hi from Ottawa, ON, Canada
00:19:50 Marilu Deal: Hi from Ottawa, Ontario, Canada
00:19:50 Greg Tobin: Hello from Auburn, CA
00:19:51 Ruby Garofalo: Hello from Charlottesville, VA!
00:19:53 Odemer P. Bayoca: good morning
00:19:53 Barbara Lambert: Hello from Columbus, Georgia
00:19:54 Carl Seward: Carl William Seward in Arlington, Virginia!
00:19:55 Caroline Brown: Hi from Wilmington, NC!
00:19:55 Barbara A. Coleman: HELLO Math Peoples! from Vista, California
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00:19:56 Anna Bagwell: Hi from St. Jacob, IL!
00:19:58 Julie Kolquist: hello from Duluth MN!
00:19:58 Sharon Ling: Hello from NJ!
00:19:58 Gunnar Guttormsen: Hello! Kelso, WA
00:20:02 Faith Peddie: Hi Ruby!!!!
00:20:10 Larry Arnett: Hello, from Central Texas
00:20:14 CHONA LLANTERO: Hello from Philippines
00:20:16 Vitus Paul de Jesus: Hi from the Philippines
00:20:16 Matthew Wordell: Good evening, from Georgetown, Texas.
00:20:18 Susan Hanson: Hi from Albert Lea, MN
00:20:19 Cheryl Lowery: hello from Cheryl Lowery
00:20:21 Dave Hankin: Kelly.... Bucks County??
00:20:23 Steven Jarowski: Hello, Charles Town WV
00:20:33 Genesis Reyna: Hello from the Bronx, NY! 🙌
00:20:36 Yvette Fujimoto: hello from Washington
00:20:36 Penina kamina: Hi ny
00:20:37 Carly Jardinier: Hello from MD, USA :)
00:20:42 Cecilia Arias: yup!
00:20:44 Jamie Greifenberger: yes
00:20:45 Jenifer Homer-Jones: yes
00:20:45 Yelena Berdichevsky: From Brooklyn, NY
00:20:45 Janice Magauay: yes
00:20:45 Anne Schmidt: yes
00:20:46 Jacqueline Carlson: Hello from Alexandria, VA!
00:20:46 mike murphy: yes
00:20:46 Darius Hatcher: yes
00:20:47 Kathy Woodward: yes
00:20:47 Denise Juern: Hello from Lake Zurich, IL
00:20:48 Cheryl Williams: yes
00:20:48 Aura Fortaleza: yes

00:20:49 Noe Eugenio: yes
00:20:49 Barbara Lambert: yes
00:20:49 Terrance rounph: yes
00:20:49 CHONA LLANTERO: yes
00:20:50 Wanda Parker: Yes
00:20:50 Maribeth Aguila: yes
00:20:51 Pamela Couther: yes ma'am
00:20:51 India Puch: yes
00:20:51 Gloria Flores: Yes
00:20:52 Margie Acabal: Hi from Cebu City, Philippines
00:20:52 Abdul Razak Othman: Abdul Razak from Malaysia
00:20:53 Stacy Miller: hello
00:20:55 Vanessa Whitehead: yes
00:20:55 Heide Kaminski: hello from Michigan
00:20:56 Yolanda Berrios: Hi from Cleveland, OH
00:20:58 Andrea Cadman: Andrea from So. CA
00:21:00 Aya Zvaigzne: Best of bright days and peaceful nights, from
Nashville, TN
00:21:09 mike murphy: closed captioning
00:21:10 Michael Fierle: Mike from Pittsburgh, PA
00:21:26 Lori Krebs: Hi from sunny Omaha, NE
00:21:39 LaTasha Prichett: LaTasha from Texas
00:21:45 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:21:57 Louise Ollano: Hi! Louise from Richmond, CA
00:21:59 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:22:03 Tamikia Greene: Greetings from Houston, TX
00:22:05 Joan Silvestrini: Hi! From Atlanta, GA
00:22:13 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:22:13 Susan Shuart: Sue from Farmville, VA
00:22:16 Rowena West: Hi! From Madison, Florida
00:22:18 Mark Wendell: Greetings from Orosi, Ca
00:22:25 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:22:27 GARRETT ENGLISH: Howdy from Amarillo, TX!
00:22:28 Honey Sacro Swem: Honey from Fontana, CA
00:22:32 Aya Zvaigzne: That is beautiful, thank you.
00:22:36 Gladys Montoya: Hello from Zion, Il!
00:22:38 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:22:46 Eva Gomez: Hello from Phoenix, AZ
00:22:48 Beth Snoop: hello from holland michigan
00:22:48 Roberto Marquez: Classroom Math teacher
00:22:50 Nicole Rigelman: Hello from Portland, OR
00:22:52 Amy Tuckwell: 6th grade math teacher
00:22:52 Susan Jones: NOne of the above, as usual.
00:22:54 Danielle Bentley: Thank you for sharing yourself with us!
00:22:55 Amy Baniewicz: Math teacher

00:22:55 Maryn Foote: middle school math teacher
 00:22:56 tracey simmons: 7th grade math/stem
 00:22:57 Jamie Greifenberger: math 6-8 special ed
 00:22:58 Leia Smith: clay county in the house! hi Jen!
 00:22:58 Emily Kavanagh: Special Ed Math Teacher
 00:22:59 Cathy Callejo: Student Service Coordinator
 00:22:59 Cacho Mariella: I am a middle school math teacher
 00:23:00 Maryn Foote: gen ed
 00:23:00 Samantha Aeschliman: 7th grade Math teacher
 00:23:00 Kristen Freund: Greetings from Rodeph Sholom, NYC
 00:23:01 susan mitzner: Math Interventionis
 00:23:01 Kimberly Inman: classroom math teacher middle grades
 00:23:01 Laurie Barker: Special Ed Inclusion push in
 00:23:02 mike murphy: use survey
 00:23:02 Kathy Austin: 6th grade math
 00:23:02 carol Shields: Algebra 1 teacher
 00:23:02 Carl Seward: Assistant Principal over Math
 00:23:03 Christina Capuano: 6th Grade math teacher
 00:23:03 Erin Barry: project Consultant - professional learning for
 educators k-12
 00:23:04 Mary McCright: 8th grade math and Algebra teacher in Chicago
 00:23:05 Rose Cisneros: k-8 math interventionist
 00:23:05 Megan D'Adamo: Math teacher
 00:23:06 Eme Grace Suarnaba: hello, high school math Teacher
 00:23:08 Elizabeth Chapman: Ashley 7th grade Math Lumberton, NC
 00:23:08 Nicole Rigelman: Higher education faculty
 00:23:08 Dave Hankin: 6th Grade Math
 00:23:08 Stacy Miller: special ed math teacher
 00:23:08 Jason Wright: I actually have two roles, but chose the primary.
 00:23:09 Alina Castillo: Hello from Chapel Hill NC
 00:23:10 Gloria Flores: classroom math teacher
 00:23:10 Beth Snoop: hs math to EL refugees
 00:23:10 Mark Wendell: I have dual roles. Special educator and Math
 co-teacher
 00:23:10 Jenny Palumbo: Hi from NY
 00:23:11 Traci Emory: special education math
 00:23:11 Rebecca Ronk: 7-8 Math and Special Education
 00:23:13 Madhuri Konuri: Para professional
 00:23:13 Pendo Nyanda: Math teacher -Special educator
 00:23:13 Pamela Couter: None of those...LOL...Instructional Specialist for
 2ndary Mathematics
 00:23:18 Kristin Messenger: hello from Las Vegas
 00:23:18 Lynda Krivansky: Hello from Oxford PA; I am a 6th grade math
 and science teacher; also so. Ed
 00:23:21 Melynee Naegele: Melynee - Oklahoma Special Education 6-8th
 grade Math Teacher
 00:23:24 Vanessa Stokes: Middle school math
 00:23:24 Susan Jones: A poll should have an "other" option.
 00:23:25 Alberta Jarmon: Hello from Nashville TN
 00:23:27 Rosalyn Bantay: Good morning 🌸 Junior Math Teacher, Philippines

00:23:31 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:23:32 Divinda Willis: Dean of Instruction for Math and Science

00:23:34 Megan Day: ESOL teacher

00:23:34 Maribeth Aguila: Media Coordinator

00:23:40 Sitesha Randolph: Hello from Fairfax, Virginia

00:23:42 Leighann Feola: Middle School Math

00:23:44 Susan Shuart: Algebra 1 and Math 7

00:23:52 Sandy Silverman: Special education math teacher

00:23:54 Heide Kaminski: I am an English and math teacher, but also have a masters in special ed

00:23:58 Vanessa Hale: paraprofessional!

00:24:00 Tracey Sweeney: Hello from Arizona.

00:24:01 Lesly Brown: CDC Teacher Math 5-8

00:24:06 Amanda Mills: I put instructional coach but I'm really a freshly graduated Elementary education major looking for a job currently.

00:24:16 Kimberly Inman: yes. kindergarten

00:24:17 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:24:26 Amy Tuckwell: Not running my own home school, just Zooming with students.

00:24:27 Laurie Barker: We just completed our "School"

00:24:29 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:24:30 Kimberly Brown: As an Aunt

00:24:31 Divinda Willis: Yes! My son said it's very good. Thank you for asking. Lol

00:24:39 Aya Zvaigzne: No kiddos. Not really any family. It's all good.

00:24:45 Susan Forbes: Should have a category for returning college students

00:24:45 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:24:48 Cecilia Arias: Yup, synchronous classes with my students; semester ended and summer session is about to begin!

00:24:56 Leia Smith: it has been a struggle for my son

00:24:58 Tracie Best-Harris: Teaching online with my school students

00:24:59 Joan Silvestrini: teaching 45 third graders

00:25:00 Elaine Gaston: I am also google meet with my case load I math

00:25:00 Marcel te Bokkel: Grad3 3 to 1st year Math... Lol

00:25:02 Emily Kavanagh: My daughter is 2 so not in school yet.

00:25:09 Thea Darling: I'm not homeschool but I have a one year old

00:25:13 susan mitzner: also google classroom for all my students

00:25:15 Jenifer Hutchinson: Math Specialist for the AZ Department of Ed.

00:25:20 Elizabeth Chapman: K and 2nd grade >:-0

00:25:27 Stephanie Caragher: Teaching my 5th graders, 2nd grader, and pre-k

00:25:31 Chad Hale: been a challenge with 4

00:25:41 Ruby Garofalo: great quotes

00:25:44 W Tad Johnston: If we were homeschooling we wouldn't have time for this right now.

00:25:55 susan mitzner: I agree
00:25:57 Danielle Bentley: LOL@transferred out of my class!
00:25:59 Regina Williams: College Professor, Mathematics and
Mathematics Education
00:26:04 Saira Ali: home schooling my own child is very challenging
along with other responsibilities
00:26:09 Vanessa Hale: Lol. "You lied about my child... he is NOT a joy to
have in class"
00:26:10 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:26:11 Dr. Yankey: Yes I agree
00:26:11 Denise Juern: We should be making more than pro football players
00:26:14 Danielle Bentley: Handsome, Judah!
00:26:24 Olga Kosheleva: Hello from El Paso, TX
00:26:30 Jennifer Webb: Hello from Mansfield TX!
00:26:33 Jason Wright: 8
00:26:34 Emerson Roman: 8
00:26:42 Hsiao-Ting Chiou: 8
00:26:44 Dr. Yankey: 8
00:27:00 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:27:08 Emily Kavanagh: I love Stand and Deliver
00:27:22 Natasha Jean-Louis: Hi from Memphis, TN
00:27:23 Heide Kaminski: I LOVE that movie!!! Show it in math class every
year!
00:27:29 Janice Magauay: I guess they don't want to read and analyze
00:27:34 Suzanne Smith: Hello from Mississippi
00:27:39 April Shelton: Hi from Crab Orchard
00:27:42 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:27:43 Shonda Moore: Hello from Austin
00:27:58 Hsiao-Ting Chiou: Hello from CA
00:28:02 Maryn Foote: My special need students are REALLY struggling with
distant learning without parent support. I am so sad. Looking forward to obtaining
ideas.
00:28:21 Susan Bardenhagen: I'd rather hear why he doesn't like-
discourse- then the catch-all... "It's boring..."
00:28:21 Traci Emory: i agree Maryn
00:28:26 Vanessa Hale: Me too @Maryn
00:28:47 Eme Grace Suarnaba: that's a good observation
00:28:49 Katherine Rossignuolo: agreed
00:28:50 Ellen Williams: Sticks are OK by me --
00:28:53 Matthew Linden: Interesting
00:28:54 Barbara A. Coleman: yep, changing context to make it more
understandable.
00:29:04 Scott Fellows: Please change the "to" to All panelists and
attendees so everyone can see your comments
00:29:14 Alberta Jarmon: I love this observation and analysis.
00:29:31 Emily Kavanagh: Exactly
00:29:45 Katherine Rossignuolo: So true

00:29:45 Ellen Williams: Struggling with the content... processing somewhat different

00:29:55 Lelia-allison Tsui: could has difficult in understanding, or processing info

00:29:56 Kathy Woodward: triw

00:30:01 C Robertson: Wow, that is a lot of investigating on your part to figure that one out! Nice work.

00:30:07 Moriah Martinez: It's a cognitive difference

00:30:08 W Tad Johnston: To bad differently is a disability

00:30:10 Maryn Foote: Sounds like he has a better strategy to overcome a challenge.

00:30:13 Susan Schulz: Students without access to technology are really suffering. They need to "see" their teacher and classmates. Equity is a huge issue.

00:30:18 Shauna Brown: that problem was presented a little confusing

00:30:26 Dr. Yankey: not able to come with one problem

00:30:27 Judith Florczak: 7th Grade Math teacher from East Chicago, Indiana

00:30:46 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:31:04 Susan Jones: "Multisensory Math" -- this International Dyslexia virtual learning webinar also as a ton of ideas :)
<https://www.youtube.com/watch?v=wSY1VG1ErWE&feature=youtu.be>

00:31:11 Amy Dailey: Engage is THE key word!

00:31:13 Susan Schulz: Students with disabilities need productive struggle-with scaffolds

00:31:18 Linda Rodriguez: makes you think

00:31:23 Amanda Ruppel: difficulties with a purpose

00:31:24 Anne Booth: mental sweat

00:31:26 Cruz Flores Vazquez: Struggling to focus on completing a task, or thinking about the task only

00:31:26 Aura Fortaleza: scaffolding

00:31:26 Courtney Kimball: Pushing students just beyond their comfort zone

00:31:27 Kelly Harvey: ZPD

00:31:27 Laurie Barker: resilience

00:31:28 Joy Kogut: Not obvious answers

00:31:28 Yelena Berdichevsky: Perseverance

00:31:28 Ellen Williams: making sense and moving forward with the problem

00:31:29 Amy Dailey: brain-sweat

00:31:29 Lisa Chang: persisting through problems

00:31:30 Ashley Slater: A good type of struggle

00:31:30 Mary Dugas: contemplate a solution, idea, reason

00:31:32 David Drembus: not giving up

00:31:32 Moriah Martinez: Problem solving through diving in

00:31:32 Beth Snoop: the willingness to try to do the problem

00:31:32 Dave Hankin: challenging, but not impossible.

00:31:33 Victor Muller: The ability to not give up

00:31:33 Tracey Sweeney: struggle that leads to understanding

00:31:33 Teresa Sutton: Don't give in when the kids are frustrated

00:31:33 Genesis Reyna: Metacognition

00:31:33 Amy Baniewicz: A challenge in which students are encouraged to persevere instead of giving up

00:31:33 Katherine Rossignuolo: working for an answer while using the strategies you have

00:31:34 Joy Kogut: ZPD

00:31:34 Kara Taylor: collaborating to a solution

00:31:34 Rachel White: Persistence

00:31:35 Lisa Kowalski: takes time to wrestle with the math

00:31:35 Yvette Fujimoto: trying - attempting

00:31:35 Maryn Foote: wait time

00:31:36 Cindy Bryant: persistence

00:31:36 Susan Schulz: Making it your own

00:31:36 Stacy Miller: not giving up

00:31:36 Nicole Rigelman: Being unsure about where to start but not paralyzed

00:31:36 Michelle Lo: zone of proximal development

00:31:37 Robin Harbour: Struggle that is not too overwhelming.

00:31:37 Amy Tuckwell: Students working through problems without my help - I may ask them clarifying questions, but the work is all theirs.

00:31:37 Paolo Bundoc: unable to produce quality output

00:31:37 Steven Jarowski: Learning from failure and learning to push beyond an initial deadend

00:31:37 Kate Parsons: thinking through different strategies

00:31:38 Michael Fierle: knowing what is in my "toolbox" and which tools i might make use of

00:31:38 Laura Cranmer: Changes how you think or approach a problem

00:31:38 Daniel Luther: trying and not giving up after the first try

00:31:38 Marya Hughes: working on a problem that moves your forward in your thinking. Not answer getting

00:31:38 Janice Magauay: Student are led to think, discover and create their own learning

00:31:38 Emma Biggs: students making some progress in the problem and not getting super frustrated

00:31:39 Alina Castillo: Trying to solve posed problems with the tools you have

00:31:39 Norma Warren: Productive struggle helps cement the learning

00:31:39 Megan D'Adamo: Perseverance

00:31:40 Madhuri Konuri: challenging

00:31:40 Aura Fortaleza: brainstorming

00:31:40 Emily Kavanagh: Trying your hardest

00:31:41 Sarah Hutchison: problem solving

00:31:41 Susan Jones: analyzing a situation to see what I know and what I need to figure out

00:31:41 Kelly Sotsky: Challenge to improve a skill

00:31:41 Amanda Mills: Performing a difficult task that will ultimately yield a positive result

00:31:41 Samantha Aeschliman: Engaged learning not in a comfort zone

00:31:41 Abdul Razak Othman: Preseverance

00:31:41 Alberta Jarmon: problems that make you explore the Math

00:31:41 Kimberly Inman: thinking without feeling overwhelmed

00:31:41 Karen Hughes: frustration
00:31:42 Matthew Wordell: Students pushing themselves to persevere in a problem.
00:31:42 Kate Parsons: trial and error
00:31:42 Jolene Peterson: Given a task you can do and think through
00:31:42 Patty Juniper: perseverance through a difficulty
00:31:42 Elana Henderson: the tension, the zpd
00:31:42 Jessica Loar: Struggling but not to the point that the student is so frustrated they give up
00:31:42 Jennifer Hayes: making growth through mistakes
00:31:43 Colleen Feller: It's challenging and perhaps frustrating, but worth it in the end -- because you can make sense of it , perhaps with help
00:31:43 Mary Spickler: Students thinking through a difficult problem even if they don't get the end result
00:31:43 Carmela Minckler: you keep trying persevering toward an answer
00:31:44 Stacy Miller: working it through
00:31:44 Katy Waller: not quick to an answer...
00:31:44 Rachael Smilowitz: Not using a learned procedure but different strategies
00:31:44 Lauren Koontz: resilience
00:31:45 Elizabeth Sasse: working on a problem for which you don't immediately know the process or the answer, but which you can approach in some way
00:31:45 Rachel Sawyers: working through a problem even when its tough or challenging
00:31:45 Michelle Greene: Something that stretches your brain to think outside the box
00:31:45 Latasha Little: a challenge that will not frustrate the learner.
00:31:45 Jodi Bland: Coming up with solutions
00:31:46 Carla Hanrahan: Grappling with a problem that is not too hard, but requires effort to solve.
00:31:46 Christina Hall: Challenging but not at a frustration level
00:31:46 Gunnar Guttormsen: have to think about how to think
00:31:46 Jamie Garner: The opposite of DESTRUCTIVE struggle
00:31:46 W Tad Johnston: work that is not a repeat of what I know that teaches me something or reminds me of something I used to know
00:31:47 Cathy Callejo: perseverance
00:31:47 Jeanetta Glass: difficulty while learning about a problem.
00:31:47 Mary Beth Moon: Not knowing an answer but working toward finding an answer.
00:31:47 Sandy Silverman: interesting problems that engage thoughtful persistence
00:31:47 Rebecca Ronk: difficulties with a purpose to try to understand
00:31:47 Kim Adkins: Being willing to try something perceived as difficult and sticking with it
00:31:47 DaiTrang Phan: ZPD
00:31:47 Christopher Smith: discourse
00:31:47 Sara Haas: working on a challenge with a purpose
00:31:47 Susan Shuart: Learning in a challenging way.
00:31:48 Lisa Owens: it challenges you, but doesn't frustrate you to the point of stopping

00:31:48 Elizabeth Chapman: having to think... not memorize steps

00:31:48 Terrance roumph: Resilience

00:31:49 Suzanne Smith: perservance

00:31:49 Sheila Webb: allowing students time to think & persevere through a problem without giving up

00:31:49 Rachel Ratliff: students working through a problem by trying more than one strategy, feeling accomplished when completed

00:31:49 Jennifer Corritore: engaging with the content when it is not easy

00:31:49 Aya Zvaigzne: thinking, exploring, playing around, figuring out a puzzle, shaking things up

00:31:49 Jill Ethridge: think thru a problem, fail and try another approach

00:31:50 Alberta Jarmon: think about the process

00:31:50 Alma Vital-Abers: challenging, perserverance

00:31:50 Pamela Couther: Prod Stru: time and space to process and attempt; not too hard or too easy of a problem

00:31:50 Kelli Freiwald: perseverece

00:31:50 Jenifer Hutchinson: perseverance

00:31:50 Leia Smith: not giving up

00:31:50 Cudberto Esarza: work that challenges the students abilities without frustration

00:31:51 Noe Eugenio: students having a hard time but still making effort

00:31:51 Tracie Best-Harris: allow students to work but not until they want to quit, learn the edge

00:31:51 Skip Fennell: being challenged; working on something that is not easy, but it keeps me engaged.

00:31:51 Jennifer Webb: working hard but getting something out of it: learning!

00:31:51 Lois Hertz: Getting past that awful feeling.

00:31:51 Shauna Brown: rigorous problems

00:31:52 BillyJean Smith: just enough not to overwhelm or frustrate

00:31:52 Phyllis Creech: allowing students to have to make decisions

00:31:52 ANALINE BAUTISTA: a challenging situation for students to develop resilience

00:31:52 Emee Grace Suarnaba: persistence

00:31:52 Lauren Cambareri: persevering with a challenging task

00:31:53 Alanna Prudhom: They need extra time to process the information to find the solution.

00:31:53 Jorge Veloso: efforts made towards solving maths exercises or problems

00:31:53 Judith Florczak: A student engage in a task that does not come easy to them but has to draw upon various strategies to solv

00:31:53 Pamela Douglas: producing with challenges

00:31:54 Susan Forbes: a problem that challenges one to apply new learning or strategies to solve a non-routine problem

00:31:54 Keli Heath: pushing students to think for solutions

00:31:54 Caroline Brown: trying multiple strategies before giving up, using tools available to you

00:31:54 Becky Unker: The answer doesn't come easily....

00:31:54 Sonja Gordy: A drive to keep going and advocating for help when

needed.

00:31:54 Cacho Mariella: let students think and get wrong answers... mistakes are allowed

00:31:54 Rebecca Bogert: Grappling with math idea that we don't already know in a way that advances our thinking...

00:31:54 Kendra Edwards: Grit and resilience

00:31:54 Fatima Williams: challenge with intention

00:31:55 Vanessa Hale: patience

00:31:55 Lori Krebs: trying to work the problem even though it is tough and not giving up

00:31:55 Gordon Clark: Work within the zone of proximal development - not too easy not too hard

00:31:55 Mark Wendell: process of effortful learning that develops grit and creative problem solving

00:31:56 Melanie Millard: Grit - challenging a student just above where they are, finding a balance -not too hard, not too easy

00:31:56 Pendo Nyanda: hard, and challenging to process information

00:31:56 Marie Hannon: answer /solution is within reach

00:31:56 Debra Odle: Working through a problem, probably one step at a time.

00:31:57 Jason Wright: Pursuit of an answer or algorithm that does not impede the future pursuit.

00:31:57 Shonda Moore: engaging with the material at their level and don't stop trying to do something with it.

00:31:57 Susan Bardenhagen: "making" students interact with their math problems by talking/communicating what they're thinking

00:31:57 Elizabeth Maritnez: a workout for your brain. Hard enough to make you think but you can still solve it with effort

00:31:58 Lynn Lafferty: working through

00:31:58 Abigail Legge: Productive struggle- students relating and connecting mathematic concepts through problem solving.

00:31:59 Bryan Buckingham: grit

00:31:59 Heather Todd: Something that makes me push and expand my horizons without reaching burnout

00:32:00 Barbara Lambert: It is when you do not automatically know what to do. You need to think about it first.

00:32:00 Wanda Parker: Challenge and hanging with it

00:32:00 Anne Hansen: Challenges that generate learning.

00:32:00 Cindy Falla: ZPD, doesn't shut down... but moves forward

00:32:00 Rebecca Quantz: Trying to work through a problem, erasing if needed, but moving forward

00:32:00 Genesis Reyna: Struggle in thinking that's leading somewhere

00:32:01 Maryn Foote: providing a place to get support without prompting by teacher

00:32:01 Patti Luxton-Moore: Allowing appropriate thinking time & not jumping in to 'rescue' learners

00:32:01 Tammy Gelenaw: trying to solve using tools in math toolbox. Multiple answers everyone can access

00:32:02 Janice Holland: Algebra Readiness Coach in Suffolk, VA - Janice Holland

00:32:02 Jeff Williams: why does that work
00:32:03 Gloria Flores: having difficulties in math but continuing on
00:32:03 Shannon Olson: Not frustrational struggle
00:32:04 Ann Caraway: Productive struggle is when students work to find a solution to a problem using all the available tools
00:32:04 Cheryl Williams: taking a problem and putting it in context with knowledge they have to solve
00:32:04 Angela Plaunt: you have to work out the problem - don't know the answer right away
00:32:04 Anne Dempsey: Trying to understand what the problem is asking and deciding how to solve it, making mistakes along the way that you learn from.
00:32:04 Eme Grace Suarnaba: grit
00:32:05 Heide Kaminski: perseverance
00:32:06 Darius Hatcher: determination
00:32:07 Denise Leal: allowing students to think on their own
00:32:07 Judith Florczak: Challenging task
00:32:08 Grace Weissmann: pushing yourself harder than you have before and finding some success. Making mistakes and learning from them
00:32:10 Kenya Rivers: best effort and not giving up
00:32:10 Jenalisa Zummo: thinking harder than computing math
00:32:11 Joyce Meier: The problem is within reach, but it may be a challenge along the way to find the answer.
00:32:12 Ellen Zajda: problem solving
00:32:12 susan mitzner: trying and struggling and not giving u
00:32:14 eshelle bennett: determination
00:32:14 Chad Hale: grit
00:32:14 Katherine Page: can work toward an answer that isn't immediately apparent
00:32:14 Sarah Veit: having Ss push just beyond what they think they're capable o
00:32:15 April Flanders-Lee: they can achieve it but it may take some work to make those brain wrinkles
00:32:16 Meg Pesavento: working at a level that is difficult but possible
00:32:17 Jennifer Webb: the path to TRUE learning
00:32:18 Judith Florczak: only way to really grow
00:32:19 Tanja Solano: process of problem solving...mental sweat is a great way to describe
00:32:28 Amy Dailey: True Grit is my bulletin board for next year! (If we get there!)

00:32:29 Susan Shuart: Meaningful work.
00:32:35 Sherry Maxx: tenacity
00:32:38 Debra Carter: Giving students the opportunity to work through the problem - trying out various approaches to solving the problem to find a workable solution
00:32:40 Nesia Bamfield: Working beyond limitations...
00:32:41 Ellen Williams: maybe communicating with others - peers and making sense
00:32:42 Amy Tuckwell: Students do not always like productive struggle, LOL
00:32:42 Pendo Nyanda: difficulty following the steps to solve math problems

00:32:43 Debra Clonch: I cant see the whole screen because the chat box keeps getting in the way

00:32:44 Elizabeth Willis: Using prior knowledge and effort to figure out problems.

00:32:45 Melynee Naegele: Mentally wrestling with an idea! Being just frustrated enough, but not so much that you are quitting and mentally and physically checking out of a situation.

00:32:46 Michael Grizzafffi: Students provide effort and achieve some or all

00:32:49 Sherry Maxx: Not giving up

00:32:56 Judith Florczak: yes...Vygotsky

00:33:11 Emily Kavanagh: Absolutely

00:33:20 Judith Florczak: enough struggle to learn bu not enough to shut down

00:33:25 W Tad Johnston: Hate seeing "an old idea" that came out as I was finishing college

00:33:30 Susan Schulz: Love this!!!

00:33:41 Vanessa Stokes: includes prompting and support but student has to work through and think through to find answer

00:33:51 Emily Kavanagh: Yes!!!!

00:34:04 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:34:11 Amanda Mills: Just means that it's held true thus far

00:34:17 Susan Schulz: Anxiety

00:34:18 Bryan Buckingham: bored

00:34:19 Ruby Garofalo: shy

00:34:19 Jenna Ashley: frustration

00:34:20 Tracey Sweeney: shy

00:34:20 Tammy Gelenaw: don't know how to start a problem

00:34:21 Kimberly Inman: anxiety

00:34:22 Roberto Marquez: anxiety

00:34:22 Traci Emory: anxiety

00:34:22 Amy Dailey: avoids engaging

00:34:22 Sandy Silverman: fixed mindset

00:34:22 Amy Baniewicz: frustrated

00:34:23 Mary Dugas: can't communicate ideas

00:34:23 Ana Alcaraz: shut down; anxiety; quiet

00:34:24 Kimberly Inman: quiet

00:34:25 Eme Grace Suarnaba: they can't focus

00:34:25 Darius Hatcher: bored and not engaiging

00:34:25 Megan D'Adamo: call out

00:34:25 Mary Spickler: Easily distracted

00:34:25 Sarah Veit: learned helplessness

00:34:25 Rachel White: Math phobia

00:34:25 Judith Florczak: trouble with focussing

00:34:25 Moriah Martinez: Input processing struggle

00:34:25 John Ling: Easily frustrated

00:34:25 Kelly Sotsky: frustration

00:34:26 David Drembus: short attention span

00:34:26 Vitus Paul de Jesus: short span of attention

00:34:26 Susan Gemmati: disorganized
00:34:26 Rowena West: That they try the hardest
00:34:28 Eugene Ramirez: Need more processing time.
00:34:28 Abigail Legge: reading comprehension; too many variables
00:34:28 Bryan Buckingham: BORED
00:34:28 Janice Magauay: shutdown
00:34:28 Susan Schulz: They can do but think they cannot
00:34:28 Colleen Feller: They give up easily
00:34:28 Jolene Peterson: give up and admit defeat
00:34:28 Denise Leal: anxiety
00:34:28 Aura Fortaleza: always expect someone to help him
00:34:29 Michael Fierle: lost in the details
00:34:29 Lynn Lafferty: anxious
00:34:29 Kimberly Inman: frustrated
00:34:29 Roberto Marquez: frustration
00:34:29 Christina Hall: shutting down
00:34:29 Carla Hanrahan: lack of engagement
00:34:29 Tracie Best-Harris: do better with hands on
00:34:30 ALICIA PARUGINOG: frustration
00:34:30 Sandy Silverman: give up easily
00:34:30 Marcel te Bokkel: difficulty in starting
00:34:30 Gordon Clark: seem smart but do not perform
00:34:31 Wanda Parker: frustration
00:34:31 Madhuri Konuri: anxiety and frustated
00:34:31 Lisa Chang: moody
00:34:32 Thea Darling: reluctance
00:34:32 Lisa Owens: lack of confidence
00:34:32 Ashley Slater: lack of confidance
00:34:32 Gloria Flores: Frustration, Anxiety, Stressed
00:34:33 Kristen Freund: deflection
00:34:33 Maryn Foote: Unaware of their own strengths and strategies
00:34:33 Jamie Greifenberger: Shut down, escape
00:34:33 Darius Hatcher: easy to give up
00:34:33 Anna Bagwell: frustration
00:34:33 Amy Dailey: seriously disorganized
00:34:33 Sandhya Raman: Checked out...pretty soon into class
00:34:33 LaTasha Prichett: hard worker
00:34:33 Pendo Nyanda: difficulty remembering the steps
00:34:33 Courtney Kimball: Learned helplessness
00:34:33 Erin Brubaker: don't know where to start
00:34:34 Aya Zvaigzne: need space
00:34:34 Grace Vaught-Smith: Need more time to understand
00:34:34 David Drembus: unwillingness to pick up a pencil
00:34:34 Megan D'Adamo: Move around
00:34:35 Judith Florczak: trouble with beginning a task
00:34:35 Rebecca Quantz: they need small steps
00:34:35 Sandy Silverman: learned helplessness
00:34:36 Tammy Gelenaw: too much reading
00:34:36 Dave Hankin: esily frustrated
00:34:36 Matthew Wordell: Frustrated to the point of not trying

00:34:36 Ruby Garofalo: shut down quickly
00:34:36 Barbara Lambert: apprehensive
00:34:36 Karen Hughes: too many steps and then frustration begins
00:34:36 Ann Caraway: My students with disabilities seem to be programmed
to wait until someone does the work for them.
00:34:37 Kim Adkins: lack of confidence
00:34:37 Jennifer Corritore: perfectionists due to OCD
00:34:37 Genesis Reyna: low stamina
00:34:37 Rachel Sawyers: can get ideas out of their brain, afraid to share
00:34:37 Pamela Douglas: outburst
00:34:37 Leia Smith: need more support
00:34:37 Christina Hall: Lack of confidence
00:34:37 Amanda Ruppel: learned helplessness
00:34:38 Amy Dowdle: Frustration and anxiety
00:34:38 Beverly Krumpe: Attention span
00:34:38 Judith Florczak: fear of failure
00:34:38 Roberto Marquez: Math-phobia
00:34:38 Kimberly Inman: wait for someone else to answer
00:34:39 Lisa Kowalski: difficulty starting a task
00:34:39 Norma Warren: Some wouldn't even finish the first sentence to the
word problem before giving up
00:34:39 Denise Leal: lack of interest
00:34:39 Elizabeth Chapman: behavior disruptions to deflect
00:34:39 Shauna Brown: Students give up very easily
00:34:40 Mark Wendell: slower processing
00:34:40 Tanja Solano: anxiety, frustration, lack of interest
00:34:40 FLORENCE MAE DELA CRUZ: Anxious
00:34:40 Pamela Couter: afraid to struggle; fear of being wrong
00:34:40 Janice Magauay: disruptive
00:34:41 Sandhya Raman: Reluctance to speak up
00:34:41 Amy Dailey: spaces out
00:34:41 Paula Wardell: give up
00:34:41 Susan Chamberlin: They don't understand what the question is
asking. Not sure where to begin with the problem
00:34:41 Jennifer Hayes: they are looking for constant affirmation and
guidance
00:34:41 Jill Ethridge: emotional, anxious, rustrtes easily
00:34:41 Eme Grace Suarnaba: understands things differently
00:34:41 Karoulin Aljoris: hungry
00:34:42 Eva Gomez: They are fixed on the idea that they can't learn
math or do math.
00:34:42 eshelle bennett: easily frustrated/distracted
00:34:42 Alanna Prudhom: zoning out because they do not know how to answer a
question
00:34:42 Rachel Sawyers: anxiety
00:34:42 Ana Guerrero: Lack confidence
00:34:42 Rita Shamrock: don't know where to begin
00:34:42 Stacy Miller: i agree with learned helplessness
00:34:43 Patrick Anderson: Creates anxiety and discouragement
00:34:43 Pauline Lindo: Anxiety

00:34:43 Beverly Krumpe: try very hard
00:34:44 Kristen Freund: Fear of failure
00:34:44 Anne Feeney: rigidity
00:34:44 Lauren Koontz: low self-esteem
00:34:44 Gloria Flores: Off Task
00:34:45 David Drembus: trying to work tooo quickly
00:34:45 Lynda Krivansky: don't know where to start
00:34:45 Nely Ara-is: frustration and confusion
00:34:45 Brooke Bleeker: sleeping
00:34:45 Jodi Bland: frustrating or bored topic
00:34:45 Jet Yeung: afraid to attempt problems
00:34:45 April Flanders-Lee: they wait for more of a one to one
communication
00:34:46 Kimberly Inman: zone out
00:34:46 Megan D'Adamo: disruptive
00:34:46 Barb Fukushima: difficulty starting
00:34:46 Andy Nguyen: quieter
00:34:46 Alicia Kaplan: struggle to remember what was taught
00:34:47 Tanja Solano: lack of confidence
00:34:47 Patty Juniper: anxiety, fixed mindset, inability to perform any
task without help
00:34:47 Christina Lincheck: anxiety
00:34:47 Elizabeth Maritnez: fixed mindset and low confidence
00:34:48 Laura Cranmer: Try to find ways to entertain class so they don't
have to do the work
00:34:48 Christina Siow Young: give up easily
00:34:49 Amy Tuckwell: Easy frustration, giving up, no confidence
00:34:49 eshelle bennett: anxiety
00:34:49 Megan Day: lack of focus or attention
00:34:49 Susan Chamberlin: lack of confidence
00:34:49 Michael Grizzafffi: depends very much from individual to
individual
00:34:49 Caroline Brown: stress and anxiety, beliefs they aren't smart enough
to work independently
00:34:50 Sarah Hutchison: Anxiety and frustration
00:34:50 Katherine Page: behavior issues that disrupt class
00:34:50 Lois Hertz: they often don't understand what is being asked.
00:34:51 Christine Blake: give up easily
00:34:51 Rachel Ratliff: not having tools to go to when they don't know the
answer right away
00:34:51 Judith Florczak: behavior issues to avoid work
00:34:51 Barb Fukushima: avoidance
00:34:51 Susan Forbes: Difficulty reading, understanding directions,
knowing where to begin, making accurate representations, and checking work
00:34:52 Sonja Gordy: Sudden onset sickness and headache. Need to leave
the room.
00:34:52 Vanessa Stokes: shut down
00:34:52 Suzanne Smith: do best on problems with steps
00:34:52 Robert Berthiaume: complete frustration
00:34:52 Diane Anderson: outburst

00:34:52 Rachel Freid: somewhere along the line they have associated having a disability with being "Stupid"

00:34:53 susan mitzner: visual, auditory and kinesthetic disabilities

00:34:53 Kendra Edwards: They notice and remember things I sometimes don't

00:34:53 Kelli Freiwald: fear of math

00:34:53 Emily Kavanagh: Giving up

00:34:54 Terrance rounph: anxiety and frustation

00:34:54 Debra Carter: takes longer to process information

00:34:54 Ellen Zajda: not confident, frustrated, unhappy

00:34:54 Marcel te Bokkel: the clock disturbs them

00:34:54 Meg Pesavento: need more time to understand, more practice time, can get frustrated when they need more times then their peers

00:34:55 Rebecca Ronk: anxious, overwhlemed, quiet, hard working

00:34:55 Sara McCoskery: disorganized, frustrated

00:34:55 Cheryl Williams: figits, needs to set up a certain way to start, often postpones starting needs specifics

00:34:56 Latasha Little: learned helplessness

00:34:56 Alina Castillo: previous experiences that lead to fixed mindset

00:34:56 Janice Magauay: Does not speak in class

00:34:57 Christina Lincheck: refusal to try hard problems

00:34:57 DawnMarie Gaghan: I have noticed students get lazy because other teachers have been feeding them answers for years

00:34:57 Aura Fortaleza: short span of attention

00:34:58 Rachel Sawyers: misbehavior because they are afraid of getting the answer wrong

00:34:58 Amy Dowdle: fear to attempt due to failure

00:34:58 Susan Hanson: don't want to try

00:34:58 Anne Dempsey: Having trouble getting started

00:34:58 JANICE OLIVERA: anxiety

00:34:58 Alberta Jarmon: dependent on peers for outcomes

00:34:59 Stacy Miller: quitter's mentality

00:35:00 Jason Wright: I'm not avoiding the question, but there is so much variance

00:35:00 Lori Krebs: anxiety and no confidence

00:35:00 Amanda Mills: Boredom and anxiety are definitely two big attributes, and that's coming from an individual who's experienced them.

00:35:01 Konnie Guthrie: It depends upon the student.

00:35:01 W Tad Johnston: loyal if they know you care

00:35:02 Pamela Couther: they want to do well, just don't know how

00:35:03 Elizabeth Willis: quiet, lack of participation

00:35:03 Becky Unker: Behavior tends to spike when the subject is hard for them ...they don't want to show that they don't know the subject

00:35:04 Sharon Black-MacKinnon: give up easily; negative self-talk

00:35:04 Fevi Rahmawati Suwanto: anxiety

00:35:04 Heide Kaminski: they like to act out to distract from their struggle

00:35:05 Susan Bardenhagen: shut down if they can't read problem, think there's only one way to solve and they didn't get it first

00:35:05 Patrick Anderson: shut down

00:35:06 Alicia Kaplan: wondering around the room

00:35:06 Kathy Austin: Seeking answers from classmates

00:35:06 Aya Zvaigzne: other people's energies really affect them, they are sensitive - a gift but hard to bear sometimes

00:35:06 Darlene Purcell: Looking for others to give answers

00:35:07 Kenya Rivers: low level of motivation

00:35:07 Chloe Moberly: Need more processing time.

00:35:09 Greg Tobin: Avoidance behavior during group discussion, but amazing conversations during 1-on-1 time.

00:35:11 Darlene Purcell: give up quickly

00:35:12 Anastasia Hay-Shelton: Don't seem to get it

00:35:12 Carmela Minckler: easily discouraged, anxious,

00:35:12 Marla Aehlert: Sometimes it is hard to know where their entry point is

00:35:13 Jennifer Webb: disinterest

00:35:13 Nesia Bamfield: distracted easily

00:35:14 Kimberly McGary: Frustration and anxiety, lack of self confidence.

00:35:20 Max Loebig: Hello Amy Dailey and Dr. Ramirez, From Max

00:35:21 Patricia Hampton: They tend to be much less procedural

00:35:29 Elizabeth Mumaw: task avoidance

00:35:31 Caroline Brown: Wanting to know "the way" to solve a problem.

00:35:34 Maryn Foote: We do run out of time. . .how do I work around that?

00:35:36 Jeff Williams: just want to get done

00:35:41 Susan Shuart: They forget quickly.

00:35:54 Sherry Maxx: Need a different way of being taught.

00:35:58 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:35:58 Melynee Naegele: When you meet one person with disabilities you have met one person with disabilities. EVERYONE is different! I cannot and do not assign specific attributes to students.

00:36:10 Leia Smith: yes!

00:36:21 Heide Kaminski: i have a learning disability, so I can relate to the students

00:36:28 Latasha Little: True! The bridge is not there.

00:37:16 Maryn Foote: I have a student with Dyscalculia

00:37:24 Ellen Williams: Most of these kids need to relate and make connections -- they don't forget once they connect and relate.

00:37:25 W Tad Johnston: How is attention difficulty different than paying attention?

00:37:41 Maryn Foote: Yes

00:37:59 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:38:12 Latasha Little: We all have a learning disability. It just depends on the subject matter.

00:38:12 Amanda Mills: It's different because a student may be trying their hardest to concentrate, but their mind may be wanting to go in 100 different paths.

00:38:21 Sydnee Seager: I like that clarification.

00:38:22 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:38:39 Stacy Haines: What is the difference between not having math

calculation skills, and just not knowing your math facts?

00:38:50 Susan Bardenhagen: middle four are characteristics of ADHD

00:38:50 Latasha Bryant: is the chat box working

00:39:03 Scott Fellows: Yes, it is

00:39:11 Robin Schwartz: LOL the bottom of the backpack

00:39:13 Josie Ramos-Leyva: lol so true

00:39:26 Robin Schwartz: and the tests are folded into really small shapes

00:39:28 Melynee Naegele: I was a co-teacher last year. These attributes were true for the gen ed students as much as they were for the students with disabilities in that class and in my direct instruction classes. I feel like Math intimidates students and sadly many students have adopted atypical behaviors that are almost harder to address than true learning disabilities!

00:39:37 Chad Hale: amazed students with completed work in backpacks

00:39:40 Susan Jones: Calculations are procedures ... math facts are ... pieces of information.

00:39:41 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:39:51 Alberta Jarmon: yes....all true!

00:40:03 Ellen Williams: Most kids state "I didn't know we had a test." -- too funny

00:40:11 Shauna Brown: It's important to teach the students organization

00:40:16 Robin Schwartz: can you offer open book tests/cheat sheets?

00:40:18 Susan Jones: Facts... procedures... and *when to do what* and understanding what they mean ;) all tough!

00:40:39 Debbie Williams: Will we get a copy of this powerpoint?

00:40:53 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:41:03 Bryan Buckingham: two steps

00:41:17 Shonda Moore: To help with organization, my math kids will use graph paper or I give them a piece of paper with boxes so their work is neater.

00:41:23 Amanda Mills: It'll be up on the page that all of the other previous 100 Days webinars are on on NCTM's website, the recording will be.

00:41:57 Megan D'Adamo: I use a lot of visuals in my class, it helps all students

00:42:12 SAPNA SHARMA: CORRECT this is so true

00:42:24 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:42:25 Susan Schulz: Thank you so much for addressing executive functioning!

00:42:32 Emily Kavanagh: Exactly

00:42:51 eshelle bennett: very true.

00:42:56 Courtney Kimball: Never give instructions without having them written down for students to reference.

00:42:56 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments

00:43:03 Robin Schwartz: things that seem like one step are actually many steps klike taking notes off the board

00:43:16 Amanda Mills: I feel comfortable taking notes because I think that writing the information, either while hearing it or copying from a powerpoint during a lecture, gives me a kind of memory security, if that makes sense?

00:43:19 Latasha Bryant: it is on that
00:43:26 Shonda Moore: I try to have them put their pencils down while we work through the problem before writing it down.
00:43:30 Carla Hanrahan: This is excellent! Your explanations are so clear.
00:43:45 Scott Fellows: Please change the "to" to All panelists and attendees so everyone can see your comments
00:43:48 Susan Jones: Hey, some of the good questions should go in Q and A!
00:43:51 Pendo Nyanda: Now I know why ???? with my students
00:44:15 Josie Ramos-Leyva: I love this presentation so far.
00:44:42 Jolene Peterson: Same, Josie!
00:44:48 Maryn Foote: What's the range of processing speed?
00:45:02 Maryn Foote: AMEN!!!
00:45:14 Shonda Moore: Isn't this wait time?
00:45:14 Judith Florczak: what can we do to help students improve their working memory or their processing speed and not just accomodate more time
00:45:28 Cynthia Trotman: Yes - I can identify. I think deeply - always the last one finished
00:45:42 Paolo Bundoc: different levels of cognitive and logical processing
00:45:43 Sara Haas: love that -- fluent is not fast!!
00:45:52 Aya Zvaigzne: faster is not smarter
00:45:55 Jennifer Hayes: same. my kids are often faster than I am at solving problems
00:45:58 Katherine Rossignuolo: math isn't a race
00:46:15 Allison Macaluso: A lot of time I need to modify by giving less problems -my kiddos would take hours doing 8 problems.
00:46:16 Aya Zvaigzne: I used to think there was something wrong with me because I was slow
00:46:19 Maryn Foote: get rid of timed tests!!!
00:46:22 Patricia Hampton: Excellent presentation, I learned about something happened today, during remote learning.
00:46:33 Kristen Freund: Agreed, Aya...
00:46:40 Jenifer Homer-Jones: I have a student like that.. I call her my little turtle.. she's slow but sure ..
00:46:42 Wanda Parker: Like this example!
00:46:43 Sydnee Seager: Patricia, what happened?
00:46:46 Alberta Jarmon: Amen to that!
00:46:58 Judith Florczak: Is it fair to give more time but to work on increasing their speed over time?
00:46:58 Karoulin Aljoris: so how can we help
00:47:06 Karoulin Aljoris: the students
00:47:14 Darlene Purcell: 75% of my students
00:47:23 Susan Jones: There's nothing wrong with working on getting from "figuring it out" to automatic recall.
00:47:37 Maryn Foote: mitigating the "faster" students who are competitors by nature
00:47:39 Susan Jones: You just have to figure out a way to do it that doesn't trigger anxiety ... that just shuts it down.
00:48:32 Rebecca Ronk: I have worksheets that range in difficulties that all address the same topic and standard to help challenge students but also meet the

needs of students that struggle

00:48:37 Susan Jones: I work w/ adults and the ones who've been overaccommodated are using calculators to multiply by 0... I remember one who in second semester recalled 2×5 and said "That was an amazing feeling! It just came to my brain! That has never happened before!"

00:48:45 Catherine Burgess: not able to do multiple steps

00:48:49 Pendo Nyanda: difficult solving multi-steps word problems

00:48:58 Frederick Belen: some students can compute but they couldn't analyze problems.

00:49:04 Cynthia Trotman: inequality symbols are always backward

00:49:19 Sandhya Raman: Adding with fingers is not bad...lol

00:49:32 Allison Macaluso: I always tell them to use their fingers! It's a tool!

00:49:38 Sandhya Raman: I actually encourage them

00:49:44 Robin Schwartz: base 10 with digits :)

00:49:59 Megan D'Adamo: A lot of my students have those tendencies, even the ones who are not identified as having a disability.

00:49:59 Catherine Bronikowski: using fingers to add is using tools strategically

00:50:06 Susan Schulz: Smart But Scattered for Teens is awesome. Even adults should examine their executive functioning skills

00:50:15 Sandhya Raman: I still count with my fingers...:-)..

00:50:28 Robin Schwartz: fuzzy errors

00:50:36 Shonda Moore: I'm okay with them counting on their fingers (b/c they see me do it).

00:51:17 Emily Kavanagh: Love the descriptions

00:51:26 Enkelejda Limani: Amen

00:51:29 Jamie Garner: Love the air quotes for "key words"! :-)

00:51:29 Michael Fierle: amen!!!!

00:51:32 Sara Haas: I agree!!

00:51:43 Karen Campbell: Wouldn't using key words be a disservice to all students?

00:51:53 Michael Fierle: YES!!!!

00:51:58 Enkelejda Limani: Yes Karen

00:51:59 eshelle bennett: yes to ALL students

00:52:00 Jolene Peterson: Yes, Karen, it is!

00:52:04 Megan D'Adamo: Word problems is where ALL my students struggle!!

00:52:14 Susan Jones: When they are counting by fingers and $11 - 9$ is done by counting down 9 fingers it makes me sad because they are perfectly capable of learning that kind of number sense to "count up."

00:52:40 eshelle bennett: right

00:52:41 Susan Jones: This is so true :) :) :)

00:52:43 Maryn Foote: Of course!! LOL. . .

00:53:03 Catherine Bronikowski: concept trumps procedure

00:53:07 Susan Schulz: Many times students are seen as having a disability but executive function skills are developmental. And As we know not all students develop at the same time.

00:53:09 Alberta Jarmon: PEMDAS

00:53:13 Patti Gawronski: They can't figure out the important

information in a problem either.

00:53:17 Frederick Belen: I agree, some are confused to the steps!
00:53:19 Louise Ollano: so many tutors that I work with teach my students by making them memorizing steps
00:53:24 eshelle bennett: Yes Catherine. EXACTly
00:53:36 Robin Schwartz: if s's memorize steps they forget
00:53:42 Sandhya Raman: Catherine...nailed that..
00:53:51 Enkelejda Limani: PEMDAS - Hate it
00:54:12 Susan Schulz: Concept!!! Thank you everyone. We just need to keep that message out there.
00:54:12 Sandhya Raman: Hate PEMDAS...argggghh...making them unlearn...
00:54:16 eshelle bennett: I hate PEMDAS too.
00:54:21 Jennie Brown: Hate PEMDAS too
00:54:26 eshelle bennett: its never taught correctly
00:54:28 Louise Ollano: me too!
00:54:29 Maryn Foote: I hate PEMDAS too
00:54:30 Sandhya Raman: This is the right crowd to vent about PEMDAS...hahahah
00:54:31 Jolene Peterson: Ask me my least favorite F word ... FOIL!
00:54:38 Louise Ollano: hahaha. same!
00:54:40 tracey simmons: I detest PEMDAS
00:54:42 Susan Schulz: If they get con kept with PEMDAS (Undestanding why) it wokrs
00:54:43 Maryn Foote: lol
00:54:45 Louise Ollano: Foil is for leftovers
00:54:48 Vanessa Whitehead: thank you
00:54:49 Robin Schwartz: PE DM SA
00:54:59 Lois Hertz: I hate FOIL, too.
00:55:00 eshelle bennett: LOL Louise
00:55:02 Shonda Moore: I don't teach FOIL I teach them lattice multiplication.
00:55:03 susan mitzner: our math teacher is call it GEMDAS
00:55:09 Jolene Peterson: GEMA is better than PEMDAS
00:55:11 Megan D'Adamo: They really don't get variables
00:55:12 Susan Schulz: Again FOIL works with concept
00:55:14 Katherine Rossignuolo: or GEMS
00:55:21 Robin Schwartz: um I do kind of love FOIL or maye the 'box method'
00:55:22 Latasha Little: Can someone explain Specific Learning Disability. It's like students are given this label but other factors are contributing to their lack of performance. For example, poor attendance which lead to them not being able to keep up in class.
00:55:24 Shonda Moore: I can GEMAS
00:55:25 Laurie Barker: What do you use instead of PEMDAS
00:55:26 Diosa Doane: Manipulative help
00:55:27 Megan D'Adamo: ALL my students struggled with variables
00:55:28 Sreevelmurugan Vamadevan: For us it was BODMAS
00:55:30 Robin Schwartz: as long as they can get it and retain it
00:55:30 Grace Vaught-Smith: NO FOIL
00:55:34 Anna Ingiosi: I use GEMA!!
00:55:35 Grace Weissmann: so what do you replace gemdas or pmdas with?

00:55:36 India Puch: Yes! I see all of this in my classroom but do not know what to do.

00:55:36 Amanda Mills: There it is

00:55:37 Katherine Rossignuolo: my kids like the box method it is easier to see

00:55:40 Shonda Moore: box method is lattice

00:55:44 Louise Ollano: any kind of "short cuts" that are taught are never used correctly

00:55:51 Shonda Moore: G is grouping for absolute values

00:55:55 Louise Ollano: multiplying fractions vs. solving proportions

00:55:58 Robin Schwartz: just plain box method without the diagonals

00:56:00 Grace Weissmann: area models

00:56:00 Marcel te Bokkel: get to know them

00:56:02 Allison Macaluso: Small groups

00:56:02 Susan Schulz: Student with disabilities need mnemonics. EBP

00:56:02 Maggie Pfuntner: CRA model

00:56:02 Amy Baniewicz: Reduce workload to just the important problems

00:56:02 Rachel Freid: graphic organizers

00:56:03 Carmela Minckler: copy of notes

00:56:03 Grace Weissmann: cheat sheets

00:56:04 Tammy Gelenaw: shorten lessons

00:56:04 Judith Florczak: visuals

00:56:05 Robin Schwartz: cheat sheets

00:56:06 Christina Lincheck: graphic organizers

00:56:06 Bryan Buckingham: differentiation

00:56:07 Darius Hatcher: small group intervention

00:56:07 Megan D'Adamo: Visuals

00:56:08 Rachel Freid: "think aloud"

00:56:09 Michelle Moore: Guided notes

00:56:09 Amy Tuckwell: Give them notes they can follow along with.

00:56:09 Robin Schwartz: open book

00:56:10 Glenda Escasinas: Process charts

00:56:10 Sandhya Raman: Know what the disability is...to start with

00:56:10 Judith Florczak: manipulatives

00:56:11 Amanda Walker: graphic organizers

00:56:11 Kelly Sotsky: visuals

00:56:12 Laura Cranmer: 1 on 1 support

00:56:13 Emily Kavanagh: I do small groups and pairs

00:56:13 Michelle Moore: Graphic organizers

00:56:13 Kimberly Inman: I use hands on manipulative to start at the concrete level

00:56:14 JANICE OLIVERA: using manipulatives

00:56:14 Charlene Montgomery: buddy them up

00:56:14 Vanessa Stokes: 1 on 1 support

00:56:14 Diane Anderson: visuals

00:56:14 Debbie Williams: provide graphic organizers, partial notes

00:56:15 Grace Weissmann: classroom definitions on the wall

00:56:15 Erin Brubaker: anchor charts

00:56:15 Tammy Gelenaw: "rescue stations"

00:56:15 Emerson Roman: wait time

00:56:15 Diosa Doane: manipulatives
 00:56:15 Sherry Maxx: Use visual tools
 00:56:16 Colleen Feller: repetition
 00:56:16 Michael Grizzafffi: differentiation
 00:56:16 Shonda Moore: wait time
 00:56:16 Patricia Ferris: MANIPULATIVES
 00:56:17 Michelle Moore: extended time
 00:56:17 Judith Florczak: real world examples
 00:56:17 Darius Hatcher: anchor charts
 00:56:17 Lisa Kowalski: manipulatives
 00:56:17 Grace Weissmann: word wall
 00:56:18 Robin Schwartz: anonymous Kahoot or Desmos
 00:56:19 Ellen Williams: Peer communication and sharing
 00:56:19 Sandhya Raman: Extra think time...
 00:56:20 Lynda Krivansky: Actions both visually and auditorily
 00:56:20 Sreevelmurugan Vamadevan: Discussions
 00:56:20 Christina Lincheck: visual references
 00:56:20 Pendo Nyanda: anchor charts with simple steps
 00:56:21 Thea Darling: graphic organizers
 00:56:21 Yolanda Berrios: anchor charts
 00:56:22 SAPNA SHARMA: Differentiated lesson plan
 00:56:22 Diosa Doane: Visual tools
 00:56:22 Alaina Lenway-Goucher: -Extra time, print out of my pp, think pair share
 00:56:23 Amanda Walker: color coding
 00:56:23 Sara McCoskery: many many example problems
 00:56:23 eshelle bennett: charts and organization
 00:56:23 Robin Schwartz: Quizizz
 00:56:23 Susan Schulz: Explicit Instruction
 00:56:23 Patty Juniper: interactive notebooks
 00:56:23 Marya Hughes: document student thinking so ideas can be "seen" by all
 00:56:23 Myra Collins: use manipulatives and encourage drawing pictures to represent the problems
 00:56:23 Darius Hatcher: foldables
 00:56:23 Sandy Silverman: build concepts
 00:56:23 Ana Guerrero: Verbal and written instructions, allowing processing time
 00:56:23 Grace Weissmann: calculators
 00:56:24 Eme Grace Suarnaba: graphic organizers
 00:56:24 Janice Magauay: Modify the assignment and provide visuals/audio
 00:56:24 Diane Anderson: Anchor charts
 00:56:24 Vitus Paul de Jesus: look at scaffolding techniques
 00:56:24 Ellen Zajda: Look at each student specifically, not as a group
 00:56:24 Christina Siow Young: pairing and sharing
 00:56:24 Gloria Flores: Visuals, hard copy of notes, extra time, calculator
 00:56:24 Melanie Millard: Post slideshow from class for students to see later.
 00:56:25 Fatima Williams: calculators
 00:56:25 Vanessa Stokes: guided notes

00:56:25 Cheryl Williams: Use of manipulatives, group learning, one to one tutors, organization tools

00:56:25 Alberta Jarmon: anchor charts, graphic Organizers

00:56:25 Sandhya Raman: videos

00:56:26 Jennifer Corritore: guided notes

00:56:26 Cacho Mariella: small groups

00:56:26 Karen Hughes: I give them a chance to answer a question successfully by giving them a heads up before calling on them

00:56:26 Patricia Ferris: VISUAL DIAGRAMS

00:56:26 Jolene Peterson: FOIL expires and then you have to teach distribution when multiplying larger than binomials. Oh wait, you could have done that the first time.

00:56:26 John Ling: give them lots of time to process and let them try repeated times

00:56:26 DawnMarie Gaghan: guiding questions

00:56:27 Wanda Parker: visuals, graphic organizers

00:56:27 Lyndsey Horton: graphic organizers, manipulatives

00:56:27 Valerie Vanderport: graphic organizers

00:56:27 Lindsey Henderson: The opportunity to justify and listen to other's justification

00:56:28 Jill Ethridge: Lots of examples and scaffolded pre printed notes

00:56:28 Aya Zvaigzne: ask them to tell me how they see it

00:56:28 Lauren Koontz: Organized notes

00:56:29 Susan Schulz: CRA

00:56:29 Cheryl Lowery: make copies of notes

00:56:29 Aura Fortaleza: personal connection

00:56:29 Tanya Landry: manipulatives, chunking, graphic organizers

00:56:29 tracey simmons: manipulatives and preprinted notes

00:56:30 Jenifer Homer-Jones: scaffold differentiate

00:56:30 Thea Darling: small group

00:56:30 Michelle Moore: Homework policy that accepts late homework

00:56:31 Patty Juniper: anchor charts

00:56:31 Diosa Doane: GOs

00:56:32 Fatima Williams: modeling

00:56:32 Eme Grace Suarnaba: differentiated lesson plan

00:56:32 Twana Newman: guided notes

00:56:32 Matthew Wordell: concrete examples

00:56:32 Amy Tuckwell: Continual checking for understanding, work with peers

00:56:33 Jocelyn Gabrinao: concretize concepts

00:56:33 Maryn Foote: Students who have trouble with inference, is I draw a tape diagram so that they can come up with a strategy. If not, then I write the strategy for them to process.

00:56:33 Alberta Jarmon: guided notes

00:56:33 Cynthia Trotman: use manipulatives; have them draw or talk about what they see

00:56:33 JOdi Bland: small group settings visuals offer more time to process answers

00:56:34 Kara Taylor: Manipulatives, word walls, math groups, guided questions

00:56:34 Caroline Brown: multiple strategies, problems in context, sharing out strategies and multiple ways to solve

00:56:34 Darlene Purcell: multiplication chart, more time, diagrams

00:56:34 Mark Wendell: extendedn time, reduced assignments

00:56:34 Katherine Garcia: charts, manipulative

00:56:35 eshelle bennett: lots of visualization

00:56:36 Michelle Moore: Redo policies

00:56:36 Courtney Kimball: Provide practice tests so students can study the exact material they will be tested on and use those notes to help during an assessment

00:56:37 Robin Schwartz: Think Pair Share

00:56:37 Thea Darling: anchor charts

00:56:37 tracey simmons: charts

00:56:37 Patrick Anderson: manipulatives and peer teachers

00:56:37 Heide Kaminski: visuals and real life connecr

00:56:37 Heide Kaminski: tions

00:56:38 Carmela Minckler: graphic organizers

00:56:38 Sara McCoskery: extra thinking/processing time

00:56:39 Tracie Best-Harris: anchor charts and work buddies and frequent breaks along with centers and group activities

00:56:39 Fevi Rahmawati Suwanto: visual learning

00:56:40 Lisa Owens: graphic organizers, coteach with intervention specialist, massive examples

00:56:40 Traci Emory: post vocabulary on the walls

00:56:40 Elizabeth Mumaw: color coding

00:56:41 Kim Adkins: notebooks - color coded - small group work

00:56:41 Amy Tuckwell: Wait time, for sure.

00:56:41 Catherine Bronikowski: open ended questions

00:56:41 Michelle Moore: Pictures

00:56:41 Hsiao-Ting Chiou: graphic organizer

00:56:41 Keli Heath: waiting and graphiv organizers

00:56:41 Janice Magauay: Translated in their native language

00:56:42 Chloe Moberly: Graphic organizers and manipulatives

00:56:42 Milagros Smith: We write steps to solve a problem, but I teach students how to follow them and always use them.

00:56:43 Marya Hughes: CRA

00:56:43 Debra Carter: hands on , small groups, repetition

00:56:44 Jason Wright: I second what people have written, I also utilize things they may enjoy like Ford trucks

00:56:44 Jamie Greifenberger: Provide notes, create stories to go with problems, pull small group to reiterate skills, have kids act/draw

00:56:44 Cacho Mariella: manipulatives

00:56:44 Norma Warren: I don't start with "X" I start with an animal then say let's use the letter K for Kitten

00:56:44 NENA ROSE SOLIMAN: Manipulative, practice

00:56:44 Judith Florczak: appropriate questioning to scaffold

00:56:45 Gloria Flores: manipulatives, graphic organizers

00:56:45 tracey simmons: small groups

00:56:46 Ronald Austria: CPA(concrete-pictorial;-abstract)

00:56:46 Darius Hatcher: organizer

00:56:46 Sreevelmurugan Vamadevan: Playing games instead of teaching

00:56:47 Michelle Moore: Manipulatives

00:56:47 Ana Guerrero: Visuals, extra modeling, one-on-one assistance

00:56:48 Susan Jones:

<https://www.youtube.com/watch?v=wSY1VG1ErWE&feature=youtu.be> stuff fro this video on multisensory math ;)

00:56:48 Amanda Walker: breaking multi step word problems into smaller steps

00:56:49 Elizabeth Willis: manipulatives and real world examples

00:56:49 Katherine Garcia: guided fill in notes, audio

00:56:49 Courtney Kimball: Mastery learning. Grading 0-4 instead of points

00:56:50 Pendo Nyanda: math talk

00:56:50 Christina Hall: Tell them my struggles and what helps me.

00:56:51 Caroline Brown: visuals, whatever tools they choose to use to be successful

00:56:52 Myra Collins: using manipulatives

00:56:52 Genesis Reyna: process charts, manipulatives, audio recordings, one on one groups, peer support groups

00:56:52 JOdi Bland: My deaf kids rely on VISUALS

00:56:53 Abdul Razak Othman: make my students happy

00:56:53 Emily Kavanagh: Accommodations and Modifications

00:56:54 Patricia Ferris: Incorporate math talks

00:56:54 Ange Kendall: Specific Learning Disability: It depends on how your state determines in. In a state with standard deviation, your student has to be 2 deviation points (2 years) below to qualify. It is a disconnect between their IQ and their Achievement. Rough definition.

00:56:56 Susan Bardenhagen: encourage metacognitve sharing

00:56:56 Susan Shuart: Read aloud, more time, manipulatives, larger pirnt

00:56:58 Meghan Austin: Lots of visuals. Teaching steps to solve problems very slowl. Master the first step before we move on to the next step.

00:56:59 susan mitzner: making relevant to the students visual kinesthetic manipulative -

00:56:59 Robin Schwartz: which of this work best in distanc elearning

00:57:00 Patricia Ferris: accessibility for all

00:57:01 Jennifer Webb: show understanding and encourage them to share their knowledge to help others

00:57:02 Aya Zvaigzne: car concrete relational abstract

00:57:03 Susan Schulz: Think Aloud/Talk Aloud

00:57:04 Janice Magauay: multiple means of representation

00:57:04 Anne Dempsey: Use of manipulatives, differentiation

00:57:04 Catherine Bronikowski: celebrate different ways students solve

00:57:05 Cheryl Williams: Encourage use of fingers.

00:57:05 Frederick Belen: one-on-one

00:57:07 Marla Aehlert: Let them TALK to each other about it!

00:57:07 Susan Shuart: larger print

00:57:08 Latasha Little: modeling, speaking slowly, anchor charts, manipulatives, graphic notes, color coding, use a calculator to check for accuracy, etc.

00:57:10 Michelle Moore: Understanding first, procedures after

00:57:11 Traci Emory: write on desks

00:57:12 Amanda Walker: What do you do instead of PEMDAS
00:57:17 Ann Caraway: Step by step instruction to solve problems. Lots of
guided practice is used.
00:57:22 Myra Collins: playing games
00:57:25 Ellen Williams: I think Productive Struggle is the goal for all
students
00:57:38 Megan D'Adamo: Use Calculators and number grids
00:57:40 April Flanders-Lee: other methods than the standard algorithm,
color, visuals, relating to real life, smaller groups, more time,
00:57:43 Virginia Hill: Make sure scaffolds/accommodations are put in place
as necessary so that all students have ACCESS to the high-level task to struggle
productively
00:57:43 Myra Collins: use manipulatives and encourage them to draw
pictures to help them make sense of problems
00:57:48 Amanda Walker: try to relate rules to silly real world ideas they
might remember
00:57:57 Emily Kavanagh: Yes!!!!
00:58:05 Warren Ledbetter: I FORBID the word's: I can't, I not good
enough, I'm not smart enough, and so on. You don't say those in my class on pain of
my displeasure. It's depressing how many of my students have to work at forgetting
these descriptors.
00:58:16 Max Loebig: graphic organizers
00:58:19 Susan Schulz: Great Warren
00:58:23 Patricia Ferris: I hear that a lot with EL
00:58:26 Shonda Moore: @Warren - I don't either.
00:58:28 MARIA THERESA R. ABUNDA: good morning from doha qatar
00:58:30 Allison Macaluso: I teach two or three strategies and let them
choose which they prefer
00:58:32 Robin Schwartz: yes encouragement is so important
00:58:52 Jacquelyn Harland: Will we get the ppt?
00:59:10 John Ling: LOVE DESMOS
00:59:15 Amanda Walker: I use laminated graphic organizers or sleeves so
they can use a whiteboard marker to fill in the organizer instead of writing the
steps every time on paper.
00:59:17 Melissa Luzano: Yes Desmos
00:59:28 Megan D'Adamo: The demos calculator is pretty awesome!
00:59:28 Gladys Montoya: Yes, they usually send it to you or post it on nctm
00:59:30 Shauna Brown: I love desmos I use it all the time
00:59:39 David Barnes: The presentation will be available tomorrow.
00:59:41 Shonda Moore: I LOVE Desmos too. Wish I could create activities.
00:59:45 Jamie Greifenberger: Yes! They can't find symbols, exponents
00:59:46 mike murphy: yep, there is so much
00:59:52 Warren Ledbetter: If your student needs a graphing calculator,
have them go to the play store and look up WabbitEMU. Can't remember what it is
called in the iStore
00:59:59 Catherine Bronikowski: in my high school classes, we play with
desmos before we layer the technical math terms on top
01:00:06 Max Loebig: desmos graphing tool
01:00:06 Robin Schwartz: istore calculate84
01:00:13 Susan Schulz: Anchor charts awesome

01:00:16 Warren Ledbetter: thanks Robin
01:00:38 Jason Wright: That is so true, I work in high school and many of my students do not know how to use a calculator beyond the four basic functions.
01:00:50 eshelle bennett: using a calculator has a bad stigma placed upon it. its cheating to most kids. they are ALL expected to use their brains when their brains have not been properly taught to calculate. I was one of those kids. my father demonized calculators. so highschool a graphing calculator was meeting a robber in a dark alley to my brain.
01:00:54 Michelle Moore: But even if you give them these handouts they don't often refer to them.
01:01:08 Michelle Moore: Even with reminders....
01:01:14 Susan Schulz: Again...explicit instruction!
01:01:15 ETerry: Desmos is Damost!!!

01:01:16 Megan D'Adamo: I usually leave example problems on my whiteboard while students do work because I am lucky to have a really big whiteboard. I even use part of it as an anchor chart I haven't made yet
01:01:21 Mary Spickler: what if its part of the standard for students to know the formula? Do we mind?
01:01:25 Kim Adkins: and don't move them -students can develop a visual memory even when you take it down during high stakes testing.
01:01:32 Marla Aehlert: And we have to take all the posters down during state testing...
01:01:33 Mary Spickler: Or is this only for the students with disabilities
01:01:36 Shonda Moore: I have the student write the formula on their paper before they start working with a problem.
01:01:36 Angelita Beltran: Think Aloud
01:01:48 Judith Florczak: Sounds like a talk aloud...use it all the time in the math.....
01:01:50 Amy Dailey: modeling is crucial. It makes such a difference
01:01:52 Chad Hale: love anchor charts
01:01:53 Pendo Nyanda: I normally create anchor charts with students so they remember
01:01:57 Warren Ledbetter: You can put in thier IEP or 504 "use of calculator on calculator allowed sections." This lets them use the calculator they know and practiced with on the state/high stakes test.
01:02:01 Cindy Bryant: Visual memory can be very powerful for all students.
01:02:07 Tanja Solano: can't say how many times I referred to my anchor chart of a graph and the 4 quadrants in my 8th grade core class...they ALWAYS turned to it
01:02:18 Michelle Moore: So, if you do this, when should you expect it to have an impact and help the student?
01:02:29 Maryn Foote: Critical thinking skills. . .YES!
01:02:30 Judith Florczak: Bring them into the discussion by asking who know where our reference for that is
01:02:31 Jamie Greifenberger: Would you leave anchor charts with examples like these shown for a test
01:02:32 ETerry: State testing say you can't have theme up on the wall.
01:02:37 Louise Ollano: We are in an age where memorizing formulas are not really necessary...it can all be looked up.

01:02:39 Ximena Sloane: Our district does not allow students to use calculators unless they are 504 or SPED. What about students who are not labeled as either but could REALLY use them to be able to learn better?

01:02:39 Lois Hertz: Anchor charts not allowed for high stakes tests.

01:02:44 Kimberly Inman: no doesn't give formula charts on state tests

01:02:44 Cynthia Trotman: Wow! I get it now.

01:02:45 Patti Luxton-Moore: Essential for some good for all

01:02:48 Kimberly Inman: nc

01:02:52 W Tad Johnston: If you did not see Krpan session on think alouds - worth going to get it - really good - helps with this section of Malia's talk

01:02:53 Emily Kavanagh: Great list

01:03:06 Judith Florczak: No but testing now has such items/ formula in the root of the question or in a reference sheet

01:03:06 Maryn Foote: Pictorial Mathematics!

01:03:23 Mary Spickler: This is the 8th grade standard.

01:03:24 Mary Spickler: 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

01:03:25 Warren Ledbetter: ETerry: have the mentally take a trip through the room throughout the year. Then they can "see" the wall and charts, on the test.

01:03:27 Mary Spickler: Now the formulas

01:03:32 Mary Spickler: 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

01:03:38 Catherine Bronikowski: my Geometry word wall is a huge anchor chart - each tessellating hexagon has the word, a visual, and the notation - and they are laminated so students can pull off wall

01:03:44 Kim Adkins: It's true you have to take them down but they will develop a mental image and can look in the direction of where it was hanging and can have their memory triggered

01:03:55 Jolene Peterson: Kansas changed that standard G9.

01:03:56 Konnie Guthrie: My students tell me the anchor charts help them, whether that have a learning disability.

01:04:06 Cynthia Trotman: I love these.

01:04:09 Jolene Peterson: We now say "use"

01:04:11 Latasha Little: Why aren't these references allowed when students take standardized test? As of two years ago, the use of the calculator is prohibited even if its documented as a need in the students IEP. They will never show growth nor attainment when miscalculations is a key part of disability. SPED teachers need a platform!!!!!!

01:04:14 Sandhya Raman: Love this template

01:04:26 Robin Schwartz: what state/grade level Latasha?

01:04:34 Shonda Moore: The volume formulas drive me crazy right now. I've never learned $V=Bh$. It took another teacher to help me understand the big B.

01:04:36 Jennifer Hayes: I love using tiles to teach integers

01:04:52 Robin Schwartz: yes NY has that Bh even in 5th grade on the ref sheet

01:04:53 Grace Vaught-Smith: Catherine, I'd love to see a picture of your word wall

01:04:55 Michael Fierle: What profession doesn't have "anchor charts" of some form?

01:04:59 Megan D'Adamo: I always relate positive and negatives as money. Negative is you owe someone money and positive is you getting money

01:05:03 Maryn Foote: I agree. . .why don't students have access to these tools during testing!??!!!! Talk about inequity.

01:05:06 ETerry: I like the mental walkthrough idea.

01:05:07 Debbie Williams: would you suggest Math Practices for IEP goals rather than content standards?

01:05:32 Warren Ledbetter: Here's the ironic part: the constructed answer problems are graded using anchor charts.

01:05:33 Melanie Doody: Yes, see Mathematize4all

01:05:35 Shonda Moore: My word wall was a crossword puzzle with different colored letters.

01:05:35 Sandhya Raman: Debbie...I do give my feedback as Gen Ed in terms of Mathematical Standardss

01:05:37 Honey Sacro Swem: I also use tile spacers for concrete representation of integers

01:05:40 Marla Aehlert: From a webinar last week: Be like Prince! He became a symbol.

01:05:47 Robin Schwartz: Honey what are tile spacers?

01:05:58 Cynthia Trotman: I have students who draw open and filled in circles on tests to represent the algebra tiles

01:06:07 Susan Schulz: <https://www.ttac.vt.edu/Resources/Math.html>

01:06:20 Barbara A. Coleman: Math Practices for IEP is thoughtful but grade level standards should be embedded in the goal, right? For compliance.

01:06:25 Alberta Jarmon: yes @Debbie Williams

01:06:28 Ana Guerrero: I like this example of CRA

01:06:33 Honey Sacro Swem: You know the tile spacers that are like plus signs? From Lowe's or Home Depot. I just cut them to make them look (negative). So I have an equal number of positives and negatives.

01:06:43 Susan Bardenhagen: yes, not allowing access to manipulatives during testing and "making" students draw who have OCD- is just so iniquitable!

01:06:45 Robin Schwartz: k thanks Honey

01:06:48 Sandhya Raman: yes...@ Barbara...I didn't mean to imply "just"... lol...sorry..my oversight

01:06:52 Aura Fortaleza: very nice example specially the abstract part

01:06:53 Shonda Moore: I use them for integer math.

01:07:03 DawnMarie Gaghan: My accelerated students hate algebra tiles

01:07:15 Grace Vaught-Smith: Me too DawnMarie

01:07:24 Gordon Clark: Algebra tiles will work in 3 dimensions for cubic equations.

01:07:29 Katherine Rossignuolo: mine also Dawn Marie

01:07:49 Maryn Foote: UDL approach. give kids the choice.

01:07:57 Susan Schulz: Your accelerated student should prove conceptual understanding with algebra tiles. Then they can not use

01:08:01 Warren Ledbetter: They can't be given manipulatives (depending on the IEP and test) but, no rule prevents them from tearing a blank sheet of paper into thier own manipulatives. Drove a test proctor nuts by teaching my lower functioning students to do this.

01:08:05 Robin Schwartz: great Graphic Org connection to ELA
01:08:07 Michael Fierle: or don't start with the procedure, begin with the tiles
01:08:20 Honey Sacro Swem: Multiple representations - Jo Boaler advocates for this, too
01:08:30 Shauna Brown: I love creating my own graphic organizers
01:08:32 eshelle bennett: but are we allowing these manipulatives during tests? Especially for the one with the testing anxiety?
01:08:34 Shonda Moore: I struggle with having graphic organizers because I don't even write down my notes for teaching.
01:08:37 Latasha Little: It vex my inner most parts when I walk into a Gen. Ed. classroom and there is no evidence of manipulative as a resource. Not all gen. ed students are performing on grade level.
01:08:40 Michelle Moore: Ugh. Getting them to talk about math is so difficult sometimes.
01:08:44 ETerry: I use the positive and negative symbols as shields that two armies are holding. Its really cool when the social studies teachers are talking about wars.
01:09:03 Susan Schulz: My daughter is gifted- really smart. Always made her prove things with manipulatives. She hated it but I often helped her see she had memorized, not understood.
01:09:30 Robin Schwartz: self efficacy is so important
01:09:33 Susan Schulz: Think alouds/talk aloud CRUCIAL!!!
01:09:49 Shonda Moore: My school also does a pizza face for multiplying signed numbers.
01:09:53 Latasha Little: Thanks! I can use that tomorrow!!!! Make them actively listeners.
01:09:53 Susan Schulz: Love it @ETerry
01:10:19 Julie Levy: don't you think it's important to print out graphic organizers? Students struggle with clicking several links to solve problems.
01:11:03 Alberta Jarmon: love the visual cues for Math Talk
01:11:03 Jamie Greifenberger: Yes! We play a game called arguing, and the kids move different answers around the room and have to argue the correct answer based on what they can prove mathematically, or disprove someone else
01:11:03 David Barnes: @LeighAnne - Could you laminate a base graphic organizer to be reused with different problems?
01:11:11 Emily Kavanagh: Exactly
01:11:27 Julie Levy: online learning
01:11:32 Shonda Moore: @David - yes with the use of whiteboard markers.
01:11:37 Robin Schwartz: in a pre COVID world, printing graphic org is really helpful
01:11:37 India Puch: Thank you so much. this is going to help me when I start preparing for next year.
01:11:50 Ellen Williams: Routine is good for all students
01:11:51 Carmela Minckler: I was recommended this site with resources for mathematically discourse.
01:11:55 Glenda Escasinas: Yes the sentence starters is really very helpful.
01:11:55 Carmela Minckler:
<https://www.curriculumassociates.com/products/ready-classroom-mathematics/math-disco>

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01:12:04 Emily Kavanagh: Good routine list
01:12:15 ETerry: Three Reads are great with my EL kids also
01:12:30 Becky Unker: I have used sheet protectors and then slide in the graphic organizer that I want the students to use...they can write on the sheet protectors with dry erase markers.
01:12:55 Robin Schwartz: how to engage families?
what kind of homework do you recommend?
01:13:03 Judith Florczak: I do that and students say I talk too much :)
01:13:05 Emily Kavanagh: Great quote
01:13:13 Janice Magauay: Certainly
01:13:13 ETerry: Becky U: YESSS!!!
01:13:15 Jenifer Homer-Jones: that's so true
01:13:16 Becky Unker: I also run the graphic organizers off on cardstock to help make it easier to write on
01:13:25 Wanda Parker: Love this!
01:13:30 Emily Kavanagh: I would rather talk too much than too little
01:13:45 Patti Gawronski: And consistently check for understanding and give feedback as quickly as possibility
01:13:51 Cruz Flores Vazquez: OH YES. I remember introducing the history of mathematics from the Hispanic development to motivate students
01:13:58 Sydnee Seager: Feedback is essential
01:14:02 Cheryl Ferrell: Agreed, CHECK for understanding
01:14:08 Maryn Foote: confidence in their own strategic thinking
01:14:12 Janice Magauay: Ownership, yes!
01:14:12 Pendo Nyanda: I do laminate the graphic organizers
01:14:13 Jenna Ashley: success
01:14:16 Jennifer Webb: Give the math class freedom to explore!
01:14:17 Sandhya Raman: Hey Cruz....how did you do that? I want to do that next year...the first few weeks
01:14:20 Amy Tuckwell: Very nice, thank you!
01:14:22 Wanda Parker: Yes!
01:14:24 Cindy Bryant: Great quote!!!
01:14:32 Katy Waller: Agreed!
01:14:39 Ana Guerrero: Great information! Thank you!
01:14:40 Ximena Sloane: Yes!
01:14:45 Eva Gomez: So true!
01:14:49 Michelle Bateman: Yes
01:14:52 Sandy Silverman: yes! they DO think differently and it is so wonderful and exciting and worthwhile!
01:14:56 Cheryl Ferrell: Great information to implement immediately
01:15:02 Sonja Gordy: My greatest joy was walking in on two of my students arguing about the Pythagorean Theorem. One of them said, "Come here! I'll prove it!"
01:15:06 Ximena Sloane: I love it when my students teach me new ways of learning and teaching!
01:15:06 Traci Emory: I have cried at their 'Ah-Ha' moments when learning math
01:15:07 Katy Waller: Great presentation! Going to share with teachers (and my husband)!!

01:15:11 Honey Sacro Swem: We need to appreciate the beauty in mathematical minds of ALL our students.

01:15:12 Michael Fierle: well done!

01:15:13 Marya Hughes: This presentation was fantastic! YOU are fantastic! Thank you for validating my practices and helping me build upon them and better support students.

01:15:15 Jenise Sexton: This was a beautiful talk Malia! I truly enjoyed it!

01:15:18 Katherine Rossignuolo: Thank you!

01:15:20 Elizabeth Boyd: Great information

01:15:20 Allison Macaluso: Amazing, thank you!!!

01:15:20 Tracie Best-Harris: This has really been helpful and informative! Thank you

01:15:21 Rachel White: Very informative. I wish more of my special ed teachers were here.

01:15:21 Ruby Garofalo: thank you!

01:15:24 Darlene Purcell: Thank you!

01:15:25 Ellen Zajda: Thank you!

01:15:25 Teresa Sutton: Thank you! Great information shared.

01:15:26 DawnMarie Gaghan: Thank you

01:15:27 Cheryl Williams: Thank you this was a great presentation.

01:15:28 Sandy Silverman: This hour flew by! thank you for this engaging PD!

01:15:28 Tammy Gelenaw: thank you!

01:15:28 Amy Tuckwell: Really liked this, thank you so much!

01:15:29 Sara Haas: thank you!!

01:15:29 Sharon Ling: Thank you!

01:15:31 Janice Magauay: Thank you!

01:15:31 Larry Arnett: Thank you

01:15:31 Ellen Williams: I think kids need to have fun with math and numbers

01:15:32 Daniel Irving: Thank you for the incredible presentation!

01:15:32 Honey Sacro Swem: Thank you for sharing your expertise. Learned so much from you!

01:15:34 Keli Heath: Thank you!

01:15:35 Carly Jardinier: Thank you, Malia, you are a wonderful presenter :)

01:15:35 Shonda Moore: I LOVED this presentation. Thanks for sharing.

01:15:35 Traci Emory: This was terrific!!

01:15:36 Yolanda Berrios: Thank You!

01:15:37 Ginette Peralta Suarez: thank you!

01:15:37 Megan D'Adamo: Thank you!

01:15:37 Cynthia Trotman: Thank you. This was an awesome presentation! - So helpful.

01:15:39 Frederick Belen: Thank you!

01:15:39 India Puch: This has been great! Thank you!

01:15:40 Suzanne Smith: Thank you for sharing some great ideas!

01:15:40 Regina Williams: Great, Thank you.

01:15:40 Sharon Black-MacKinnon: Thank you so much!

01:15:40 Emily Kavanagh: Thanks. Great presentation.

01:15:41 Tanja Solano: Amazing presentation, Malia. Thank you!!!

01:15:43 Valerie Vanderport: Outstanding presentation!
01:15:43 Christina Siow Young: This was great! Thank you for this presentation!
01:15:43 Tamikia Greene: THANK YOU! Good presentation (:
01:15:43 Alberta Jarmon: I thoroughly enjoyed the presentation. Thank you so very much!♥
01:15:44 Lauren Koontz: Thank you!
01:15:45 Danielle Bentley: What an excellent presentation! Thank you so much!
01:15:45 Kristen Freund: This was wonderful! Thank you!
01:15:45 Fevi Rahmawati Suwanto: Thank you so much
01:15:46 tracey simmons: Thank you! This was very informative. Loved it.
01:15:47 Sandhya Raman: In India...they don't say "disabled"...they say "Differently Abled"...makes and means a world of difference....
01:15:48 Vitus Paul de Jesus: Thank you!
01:15:48 Rosalyn Bantay: ♥♥♥👏👏👏
01:15:50 Myra Collins: Very good. Thank you. I wish I had had this years ago.
01:15:51 Kennisha Williams: Thank you
01:15:51 Daniela Graham: Very explicit and helpful! Thank you!
01:15:51 Katy Waller: Thank you! Very helpful presentation!
01:15:51 Lori Krebs: Thank you very useful presentation.
01:15:52 ALICIA PARUGINOG: Thank you very much
01:15:53 Victor Muller: Thank yo
01:15:54 Stephanei Burton: So perfect. WE are doing study on 5 practices. Feel like in a better place to support students and teachers now.
01:15:55 ETerry: Great. Plenty of AH-HA's
01:15:57 Wanda Parker: Great info!
01:15:57 Ann Caraway: Thank you for this presentation. It was awesome!
01:15:58 Jose Neri: Thank you!
01:15:58 Elizabeth Willis: Thank you!
01:16:00 Rose Cisneros: Thank you! Awesome presentation!
01:16:00 Kathy Rubendall: I learned so much! Thank you.
01:16:01 Diane Anderson: Thank You!
01:16:02 Leighann Feola: Great presentation..TY! From PA
01:16:03 Samantha Aeschliman: Thank you!
01:16:03 Margie Acabal: Thank you very much
01:16:04 Rachel Sawyers: Great presentation!!!!
01:16:07 Catherine Head: This was an amazing presentation- thank you! I can't wait to share with the teachers and leaders in my district!!
01:16:07 rachel wingo: thank you for being such an advocate for kids with disabilities. great presentation
01:16:09 Chad Hale: good stuff, thanks
01:16:09 Patti Luxton-Moore: Thank you!
01:16:10 Robert Berthiaume: Cute dog David!
01:16:12 Cruz Flores Vazquez: I brought it up as a week of discussing our basics. Numbers, symbols, and just how exactly did numbers come from. So the value and existence of zeros I discussed Aztecs/Mayans. Then roman numerals. It was definitely also used when I introduced expressions and explained how this was an intro to algebra. So I explained (or gave a quick summary) of algebra

01:16:12 NENA ROSE SOLIMAN: Thank you very much. Very informative. Mrs. Nena Rose Soliman

01:16:12 Marcel te Bokkel: Thankyou for a great presentation!

01:16:14 Andy Nguyen: Thank you.

01:16:15 Kay Wohlhuter: Thank you.

01:16:16 Moriah Martinez: Thank you!

01:16:17 Becky Unker: Great presentation Malia! Thank you!

01:16:18 Lance Brauchla: Thank you...love the insights/perspective.

01:16:19 Judith Florczak: chunking!

01:16:20 Konnie Guthrie: I am glad I attended.

01:16:21 Daniel Luther: THANK YOU!!!

01:16:21 Frederick Belen: Repetition

01:16:22 Wanda Parker: Thank you very much!

01:16:24 Milagros Smith: This Webinar is amazing! Great! On point! A Relief!

01:16:24 Gloria Flores: Awesome Thank You

01:16:24 Paula Wardell: Thank you so much, great information and suggestions.

01:16:25 Kathy Woodward: Thank you so much.

01:16:25 April Flanders-Lee: My favorite time was when a child who typically goes to another room for math but he enjoyed doing the hands on math and games with us. So, I schedule it, so that he could join us. He beat many of his classmates and it made him feel so good about math and he was so proud of himself. This took communication and observation to see it but it was great!

01:16:29 Cruz Flores Vazquez: It does take a lot of personal research, but it was really fun

01:16:37 Larry Arnett: Lots of practice is a winner

01:16:39 Pamela Couther: THIS WAS SUPERB!!!! Thank you for your insight, easy, and tangible resources that we can immediately use in classrooms. AWESOME!!!

01:16:40 Amy Dailey: Malia, you are amazing. This was helpful for ANY teacher...even this ELA-7 gal!

01:16:41 Judith Florczak: gotcha, thanks

01:16:42 Mark Fili: Clear need for IEP Goals that specify strenghts and needs!!!!

01:16:44 eshelle bennett: Thank you for this presentation.

01:16:45 Max Loebig: Thank You For This Workshop. Max

01:16:46 Ximena Sloane: Processing speed doesn't make you good or bad at Math!

01:16:47 Aimee Neece: thank you! great information

01:16:52 Cindy Bryant: Well-done presentation Malia!

01:16:53 Sreevelmurugan Vamadevan: Thank you Malia for such a wonderful presentation.

01:16:55 India Puch: good question

01:16:55 Milagros Smith: Thank you!!!!!! For me as an educator and for ALL my students!

01:17:02 Andrea Touhey: I appreciated how you modeled what you recommended :)

01:17:04 KEISHA SMITH: Thank you...awesome presentation

01:17:07 Laura Ottaviani: Thank you for the information!

01:17:08 Kelley Manning: Thank you for this presentation!

01:17:18 SAPNA SHARMA: Thank You Malia

01:17:23 Jeanine Colwell: AMAXING webinar. great information, so helpful

01:17:24 Robin Schwartz: https://twitter.com/pearse_margie/status/1262737453254918149?s=20 Summer Book Study Productive Math STRuggle

01:17:33 Rachel Sawyers: Thank you Malia

01:17:36 Alison Walker: Thank you so much...Good presentation!

01:17:54 Laura Cranmer: Thank you. This was eye opening.

01:17:56 Ebony Baker: Thank you so much!!!

01:17:56 Rowena West: As an Exceptional Education Teacher, I greatly appreciated how well you explained disabilities to the novice teacher. This was an extremely knowledgeable session and I loved it.

01:17:57 Vicki Roman: Thank you!

01:17:58 Robin Schwartz: starts Tue 6/2 6 PT 9 ET

01:17:58 Josie Ramos-Leyva: yes best presentation for this topic.

01:18:00 Marie Laboy: This is so helpful. Thank you Malia!

01:18:01 Trena Wilkerson: Thank you Malia! This was excellent!

01:18:10 Maryn Foote: we need the Ad Council to produce a math think aloud to turn our US culture around about "not being good at math"

01:18:20 Robin Schwartz: love that Maryn

01:18:34 eshelle bennett: yes Maryn

01:18:35 Vanessa Whitehead: thank you

01:18:41 Sonja Gordy: I have so enjoyed this presentation and cannot wait to get the link for it tomorrow. I will watch it again so that I can write some items down. I am also going to share with our SPED director. A great refresher PLU for both general ed and sp ed instructors. Thank you!!!

01:18:46 Michelle Moore: Don't most middle school students need a scaffold for learning how to take notes?

01:18:51 Archita Vaghasiya: Thank you Malia!! Awesome presentation!!

01:19:08 Robin Schwartz: Daviid's doggo is adorable

01:19:19 Josie Ramos-Leyva: yes great question!

01:19:26 Judith Florczak: i've always wondered about notes....thank you for answering that....I hope by the end of the year that they have grown in their note taking skills

01:19:30 Sydnee Seager: Thank you great presentation!

01:19:46 LaDonna Schwab: Thank you!

01:19:49 John Ling: thank you very much, Malia!

01:19:51 Frederick Belen: differentiated instructions

01:19:52 Hsiao-Ting Chiou: Thank you!

01:19:55 Pauline Lindo: Tnamk you.

01:20:04 David Martinez: Thank you for this great presentation.

01:20:04 C Robertson: Yes, pup does my heart good to see

01:20:09 Kristen Freund: Thanks to panelists for providing additional links for resources!

01:20:13 Lorie Huff: Thank you, Malia, for presenting great strategies for developing mathematically competent students! Thank you Scott, Chonda, Faith, Dave, and NCTM!

01:20:17 Marilen Tavera: Big thanks, Malia! Well done!

01:20:24 Maren McMartin: This was incredibly enlightening. I am definitely going to be referencing this while I work through our new curriculum next year.

01:20:26 Christina Hall: Thank you.
01:20:30 Sherry Maxx: What do you do for SAT testing?
01:20:34 mike murphy: very informative. given me a lot to think about in class. thanks
01:20:36 Susan Schulz: Thank you!!!
01:20:37 Rachel Sawyers: I always gave my students quizzes on a section rather than a huge test at the end of a chapter
01:20:38 eshelle bennett: so this means that schools should focus on time management and organization skills at their base?
01:20:41 Courtney Kimball: Thank you!!
01:20:49 Charlene Montgomery: Thank you!
01:20:51 Robin Schwartz: thanks
01:20:53 Lisa Kowalski: Thank you so much! Great presentation!
01:20:55 Jet Yeung: Thank you. This is great information. So helpful.
01:20:56 Samara Booker: This was super helpful!
01:20:57 Kristen Freund: Be well, everyone!
01:20:58 Maryn Foote: Thank you ALL!!!!
01:20:58 Ana Alcaraz: Thank you! That what enlightening!
01:20:58 Ashley Slater: Thank you! Excellent!!!!
01:21:00 Darius Hatcher: thx
01:21:00 Terrance roumph: Thank you!!
01:21:01 Karen Hughes: Thank you!
01:21:01 Susan Shuart: Yes, maybe give them 30 minutes and have them complete 7 or 10 problems. Then, complete more another day
01:21:01 Christina Lincheck: Thank you!
01:21:02 Aya Zvaigzne: Thank you for such a great webinar ! This was really informative !!!!!
01:21:05 Jennifer Webb: Thank you so much, Malia!
01:21:05 Meg Pesavento: Thank you!
01:21:05 Grace Weissmann: thank you!
01:21:05 Debbie Williams: thank you!!
01:21:07 Katie Johnson: Thank you!
01:21:08 Judith Florczak: How to then teach test taking strategies of doing simpler problems first.....or moving on and coming back to a probme you struggle with
01:21:10 Latasha Little: AWESOME!!!!!!
01:21:11 Laurie Walker: Thank you!
01:21:11 Anna Ingiosi: thank you!!
01:21:11 Ashley Cusick: Thanks so much!
01:21:12 Jennifer Wall: Thank you!
01:21:12 Anna Digby: Thank you! Amazing and very informative!
01:21:12 W Tad Johnston: Very nice job and effective summary of many ideas
01:21:13 Judith Florczak: thank you!
01:21:14 Jolene Peterson: Thank you, Malia!
01:21:14 Robin Schwartz: You are knoweldgeable and kind just what s's need
01:21:15 Jorge Veloso: Great presentation Malia, great!
01:21:15 Kendra Edwards: Thank you!
01:21:16 Michelle Bateman: Great presentation!
01:21:18 Chloe Moberly: Great job! Thank you.
01:21:18 Yelena Berdichevsky: Thank you so much!

01:21:19 Rebecca Ronk: Thank you!
01:21:19 Madhuri Konuri: This was very helpful. Thank you!
01:21:20 Abdul Razak Othman: Wonderful presentation
01:21:21 Ximena Sloane: Amazing PD! Thank you!
01:21:22 Susan Gemmati: Outstanding, Malia! Practical, useful, meaningful!
01:21:23 ann dusterbeck: Thanks
01:21:24 Amanda Walker: Thank you! I am going to share this with my
coteachers. It is exactly what they need as well.
01:21:26 Angela Gillett: This was great!
01:21:26 April Shelton: Thank you it was great!
01:21:27 Rebekah Labansat: Thank you so much!!! Great presentation!!
01:21:28 Michelle Lau: Thank you! Very helpful and insightful!
01:21:28 Sara McCoskery: Thank you! Great presentation!
01:21:30 Glenda Escasinas: thank you!
01:21:30 Emerson Roman: ¡Gracias!
01:21:32 Donna Gessner: Thank you Malia!
01:21:34 Jenifer Homer-Jones: Thank You Malia
01:21:35 Cheryl Lowery: thanks so much
01:21:39 Elizabeth Chapman: Thank you this has been awesome! I loved the
presentation!
01:21:40 Anne Dempsey: Thank you
01:21:40 Margaret Elliott: Thank you! Very informative.
01:21:41 Noe Eugenio: Thank you Malia!
01:21:41 Carmen Luna-Robledo: thank you
01:21:42 Cathy Chaput: Thank you very much! Great presentation.
01:21:44 Wanda Parker: Great presentation!
01:21:45 Alicia Kaplan: Excellent presentation! Thank you for everything.
01:21:47 Susan Shuart: This was an excellent presentation!
01:21:50 Rita Shamrock: Thank you
01:21:52 JANICE OLIVERA: Thank you Malia
01:21:53 Sreevelmurugan Vamadevan: Customer support link please
01:21:54 Gordon Clark: Thanks for all the energy.
01:21:57 Kimberly Brown: This was GREAT thank you are you doing another
one? you are a wonderful presenter
01:22:01 Jenna Baez: Thank you!!!!
01:22:03 Cheryl Ferrell: Great presentation
01:22:10 C Robertson: Malia you are so articulate and easy to understand.
GREAT ideas and answers. Thank you so much for your time tonight!
01:22:19 JESUSAN SIXSON: Great presentation! Thank you very much!
01:22:20 Julie Levy: thank you so much..I wish all math teachers could
see this. They would look at my SLD students in a different light
01:22:20 Michael Fierle: Great presentation and invaluable information. Love
your personal connections/examples. TY!
01:22:22 Jill Ethridge: Thank you so much. This has been incredibly helpful
01:22:27 Debi Csulak: Thank you so much. This was a very interesting and
resourceful webinar. I want to thank all of those posting in the chat as well. There
were a lot a useful information given by many.
01:22:27 Michelle Moore: Thank you!
01:22:32 Patricia Ferris: Thank you- great presentation and
information!

01:22:40 Jason Wright: Thank you.
01:22:40 Aya Zvaigzne: Please can we have slides pdf ?
01:22:45 donnahedges: This was Great!! You gave me so much information, I
Thank you so much!!
01:22:46 Frederick Belen: Thank you! Very informative!!!
01:22:50 Dave Hankin: Thank you from Globe, Arizona!
01:22:55 Rayan McIntosh: thanks
01:22:59 April Flanders-Lee: Thank you :)
01:23:00 Susan Gemmati: NCTM needs Malia to present again
01:23:00 Emerson Roman: ¡Gracias!
01:23:03 eshelle bennett: thank you all
01:23:05 Debi Csulak: Good bye, have a great evening.
01:23:05 Denise Juern: Thank you!
01:23:07 Mariuxi Luna-Bautista: Thank you Malia!
01:23:07 Angelita Beltran: Thank you!
01:23:09 Jocelyn Gabrinao: Thank you Malia!
01:23:10 Jenifer Homer-Jones: Will the link be emailed to us
01:23:11 Aya Zvaigzne: Blessings and be well everyone !
01:23:14 Sherry Maxx: Thanks!
01:23:15 Rebecca Flora: thank you. so much to process.
01:23:16 Emerson Roman: Ciao from Mexico City!
01:23:16 Sabrina Nikaghanri: Thanks
01:23:18 Josie Ramos-Leyva: best speaker ...
01:23:19 Lelia-allison Tsui: Thank you so much
01:23:21 Emily Kavanagh: Thanks Malia!!!!
01:23:21 Odemer P. Bayoca: thank you so much
01:23:29 Shauna Brown: great ideas I often these in my practice
01:23:31 Kendra Cole: This is great for special eduction classrooms and
general education classrooms!
01:23:33 Barbara McDonald-Pyle: Thank you
01:23:37 Sharon Williams: Thank you, great information
01:23:41 Louise Ollano: Thank you everyone! This was very helpful.