

00:14:51 Cindy Bryant: Welcome from Springfield, MO! Thank you for joining today! Please set your chat to "All panelists and attendees" so that everyone can see your chat posts.

00:14:52 Trena Wilkerson: Welcome from Waco, TX!

00:15:44 Trena Wilkerson: Welcome to your first one! So glad you are here!

00:16:04 Trena Wilkerson: So gal you are here Cheryl! WELcome to your first one!

00:16:05 Chonda Long: Session Handouts:

00:16:12 Cindy Bryant: IMPORTANT...Please set your chat to All panelists and attendees so that everyone can see your chat posts!

00:17:12 Trena Wilkerson: Welcome! So gad you are here. Hope you enjoy your first one!

00:17:29 Debra Cowan: Hello, from Mastic Beach, NY This is my 26th meeting

00:17:30 Emerlina Binuya: Hi! My name is Emerlina from Petersburg, VA

00:17:31 Jennifer Wolfe: Joining from Tucson, AZ :-)

00:17:33 Chonda Long: It should be available now

00:17:34 Pauline Oji: Pauline from Baltimore MD

00:17:36 Carol Matsumoto: Can change it now

00:17:41 Lorie Huff: Hello from Fayetteville, Arkansas.

00:17:43 Ulana Soletsky: Thanks

00:17:44 Jennifer Wolfe: Thanks @Chondra!

00:17:44 Lance Brauchla: Hello from IN!

00:17:45 Caitlin Fleck: Hello from Boston, MA! Thank you for updating the chat :)

00:17:46 Patricia Dominguez: Patricia from NJ, but teach @Bronx, NY

00:17:47 Amanda Jansen: hi! I am here from Newark, DE

00:17:47 Emily Graff: Thanks, hello from Chardon, Ohio

00:17:47 Ted Martin: Champaign, IL

00:17:48 Cady Zuvich: Hello from Baltimore, Md

00:17:48 Skip Fennell: Hello from Westminster, MD.

00:17:49 Tracy Newallis: Hello from San Pedro, CA

00:17:49 Susan Bardenhagen: Hi, from northern Virginia after a beautiful spring-like day!

00:17:55 Tanya Landry: Hi from Baton Rouge. Too many - like 50ish, all fantastic!

00:17:56 Chad Hale: ohio

00:17:57 Chonda Long: Session Handouts:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout1_RI-Definitions.pdf

https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout2_VideoTranscript.pdf

00:17:57 Ramona Hall: Charlotte, NC

00:17:57 Jamie Rossi: Hello from Peekskill, NY

00:17:58 Fiona Sotelo: Hello from Hawaii!

00:17:59 Olga Kosheleva: Yes, now it is available.

00:18:03 Cherish Alberts: Hi from Virginia!

00:18:03 Genesis Docena: Hello from Washington DC

00:18:04 Todd Smallcanyon: Southern Utah

00:18:04 Comfort Akwaji-Anderson: Hello Everyone! Greetings from Iowa City, IA

00:18:05 Faith Peddie: Hi Everyone! There are two handouts for tonight's session that you might want to use along the way! Enjoy!
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout1_RI-Definitions.pdf
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout2_VideoTranscript.pdf

00:18:05 Daniel Edelen: Hello From Orlando, FL.

00:18:05 Dalila Rivera: Hello from Kingsville, Tx

00:18:05 Ulana Soletsky: Hello from Edmonton, Alberta, Canada

00:18:06 Daniel Irving: Hello from North Providence, RI! This is my 89th meeting!

00:18:06 Lisa Aldous: Hello from Arnold, Maryland! I've been to about 40 of these, not sure the exact number!

00:18:06 Kimberly Peterson Watson: First time, from Seattle.

00:18:08 Nora Marasigan: Hello from Philippines.

00:18:13 Nick Johnson: Hello from San Diego!

00:18:13 Melonie Smith: Hello from Chicago

00:18:13 Kathryn Del Prete: Hi from Long Beach, NY!!

00:18:14 Mohamed T: Hi everyone ! This is Mohamed from CT!!

00:18:16 Ann Swierzbin: Hello All from Chelmsford MA

00:18:18 Glen Sherman: Hey, all, from Boston.

00:18:27 ABDUL OTHMAN: Hi from Malaysia

00:18:29 melissa lopez: Hello from San Pedro, CA

00:18:36 Denise Griffiths: Hello from Delaware - day 86!

00:18:41 Tricia Stohr-Hunt: HI from Richmond, VA. I've lost count at this point, but have enjoyed all of these webinars tremendously.

00:18:48 Elisa Waingort: Hello everybody! Elisa, grades 4/5 Spanish Bilingual teacher in Calgary, Alberta, Canada.

00:18:56 Sarah Todorow: Hello! Another DE friend

00:18:59 Trena Wilkerson: Hope you are okay now-hurricanes are scary! Goa you are here

00:19:06 Faith Peddie: Hi Everyone! There are two handouts for tonight's session that you might want to use along the way! Enjoy!
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout1_RI-Definitions.pdf
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout2_VideoTranscript.pdf

00:19:12 Delores Rushing: Hello everyone. Delores Rushing in Washington, DC I've attended more than 15 sessions and I've enjoyed them all.

00:19:17 Jennifer Dunn: Hi from a Math Coach in California :)

00:19:18 Trena Wilkerson: I meant glad you are here!!

00:19:20 Malahayati Malahayati: hello everybody, from indonesia

00:19:32 Zita Amor Mankos: Good evening Hi I am Ms. Zita Amor C. Mankos from NYC

00:19:38 Chauntae Whitter: Thanks Trena

00:19:53 paloma carrera-Andino: HI from El Paso, Tx

00:20:16 MYLA DETECIO: Good morning, from the Philippines

00:20:22 Emily Graff: yes
00:20:27 Faith Peddie: Hi Everyone! There are two handouts for tonight's session that you might want to use along the way! Enjoy!
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout1_RI-Definitions.pdf
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout2_VideoTranscript.pdf

00:20:49 Adriana Gómez Reyes: I'm from Mexico City and I attended about 10 sessions
00:20:51 Cindy Bryant: IMPORTANT...Please set your chat to All panelists and attendees so that everyone can see your chat posts!
00:21:07 Sarah Bush: Hi!!
00:21:25 Sarah Bush: Welcome Everyone, we are SO glad you are here with us tonight!
00:21:35 Jennifer Wolfe: @Sarah Hi Friend!
00:21:40 Terri Davis: Hi from Richmond VA
00:21:40 Chonda Long: Session Handouts:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout1_RI-Definitions.pdf
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout2_VideoTranscript.pdf

00:21:41 Sarah Bush: Sarah Bush from Orlando, FL
00:22:09 Ratu Ilma Indra Putri: Hi.... I'm Ratu Ilma from Indonesia
00:24:00 Sarah Bush: @Jen hi!!
00:24:20 Sarah Bush: Everyone should be able to chat out to everyone now!
00:24:39 Jennifer Gonzales: Good morning from Philippines
00:24:47 Masooma Razzak: Howdy from Houston, TX
00:25:01 Carol Matsumoto: @Sarah Hi glad to see you
00:25:07 LeAnna Deveaux-Miller: Good Evening From New Providence, THE BAHAMAS
00:25:19 Sarah Bush: Hi @Carol!
00:25:48 Jennifer Wolfe: Policing of students bodies through virtual learning
00:25:50 Heidi Fessenden: The idea that students who are learning English need easier content than students who already speak English.
00:25:53 Daniel Edelen: Grouping students based upon perceived abilities.
00:25:54 Terri Davis: No enough recognition of gifted qualities in black/brown students
00:25:56 Cheryl Ann Doyle E Barran: hi from bronx
00:25:59 Sarah Bush: Please switch to "all panelists and attendees" if you haven't already
00:25:59 Lance Brauchla: Peer pressure, wanting to belong
00:26:16 Nina Garden: The idea that certain students do not come from a good home.
00:26:16 Heidi Fessenden: The idea that "these kids" need more rote practice than other kids.
00:26:21 Sarah Bush: Please switch to "all panelists and attendees" if you haven't already
00:26:23 Alexandra Hafer: I definitely think my students feel pressure

to assimilate because of their linguistic background

00:26:26 Lisa Aldous: Misidentifying for special education

00:26:26 Martha Shorter: English Language learners cannot do rich mathematical problems because of language barrier.

00:26:31 Denise Smith: "these kids"

00:26:33 Gabby Trojanowski: Stereotyping ideas: certain racial groups are "better at math" than others

00:26:36 Emily Graff: Politics and BLM movement making a standpoint others not agreeing and conflict arising

00:26:36 Lorie Huff: Some educators don't have high academic expectations. They only look at behavior.

00:26:37 Cady Zuvich: Other make assumptions about students, for example: that they don't have confidence or assets

00:26:37 Christine Yokoyama: There has been bullying, age, race

00:26:45 Lauren Lott: Avoidance of answering questions based on inequality, race, age

00:26:49 Jamie Rossi: Not taking the time to understand different methods to do certain questions....

00:26:50 Caitlin Fleck: the idea that kids need to be told how to do math instead of use a discovery/inquiry based approach to learn math

00:26:54 Genesis Docena: Saying young people are not motivated when there are other underlying issues either from within or at the homes

00:26:54 Alexandra Hafer: Teachers applying behavioral expectations differently across races

00:26:57 Denise Smith: behind due to lack of parental support

00:26:59 Thy Dinh: not seeing themselves as mathematically proficient

00:27:02 Masooma Razzak: Brown students are sometimes classified as ESL even though they are not, but they are not challenged

00:27:20 Sandra Magana: Associating intellect with speaking with an accent

00:27:21 Jennifer Thomas: @CadyZuvich I totally agree with you

00:27:51 Brittany Marshall: Black girls are seen as loud, not math learners, and adults before they are.

00:27:59 Jennifer Thomas: Understanding and learning the vocabulary in order to understand as well as learning process and steps

00:28:07 Susan Bardenhagen: Sometimes ESL students are not diagnosed with LD or reading readiness needs because they're labeled ESL and get that as a "service". =(

00:28:13 Sarah Bush: Thank you everyone for sharing in the chat.

00:28:24 Heidi Fessenden: Overly punitive teachers

00:28:35 Denise Smith: less rigor

00:28:35 Brittany Marshall: Carceral pedagogy

00:28:36 Delores Rushing: Black and Brown students experience racism when students may be exhibiting the exact same behaviors, black students are considered aggressive and white students are considered assertive.

00:28:37 Elisa Waingort: Racist grading practices

00:28:39 Todd Smallcanyon: avoidance

00:28:40 Nina Garden: can you repeat that?

00:28:40 Heidi Fessenden: Students grouped by perceived ability

00:28:40 Kendra Edwards: Low expectations

00:28:43 Emily Graff: Builds walls
00:28:45 Glen Sherman: Students of color working primarily on "skills" instead of complex problem solving.
00:28:48 Cindy Bryant: IMPORTANT...Please set your chat to All panelists and attendees so that everyone can see your chat posts!
00:28:53 Susan Bardenhagen: Using only "white" cultural scenarios for word problems.
00:28:55 Kim Williams: Dumbing down the curriculum
00:28:59 Hyesun Kim: Content that is taught
00:28:59 Nick Johnson: A preference for certain ways of participating (quietly) or for formal vs informal language/mathematical terms
00:29:01 Thy Dinh: Tracking in terms of access to higher level math courses
00:29:01 Alexandra Hafer: Teachers giving easier assignments to students of color, relying on white students to be the ones to give correct answers
00:29:03 Sarah Bush: IMPORTANT...Please set your chat to All panelists and attendees so that everyone can see your chat posts!
00:29:12 Angela Jeffreys: Making assumptions on ability based on race
00:29:16 Elizabeth Wallace: Dumbing down curriculum.
00:29:21 Denise Smith: lack of resources
00:29:23 Heidi Fessenden: Teachers showing students how to solve problems, asking leading questions
00:29:27 Glen Sherman: Teaching non-grade level material.
00:29:28 Kristine Ho: Misinterpreting their thinking, deficit views
00:29:28 Sarah Todorow: Not being as patient when a student of color tries to explain their strategy
00:29:29 Tricia Stohr-Hunt: Suggesting students aren't capable of using manipulative (discipline /classroom management issue)
00:29:31 Martha Shorter: Students are not expected to perform at grade level. Teachers do not believe students are capable and have low expectations.
00:29:33 Alexandra Hafer: assuming students' ability level
00:29:36 Jennifer Thomas: The attitude that children cannot learn or do not understand. You need to build self esteem and confidence in the students. discipline is present due to lack of understanding
00:29:39 Terri Davis: Not providing challenging work for students of color
00:29:39 Hailey Chalhoub: Less cognitively demanding tasks; harsh punishments for behavior challenges
00:29:41 Margaret Moose: @Sarah, mine was frozen and wouldn't change, others might be having that issue.
00:29:46 Susan Bardenhagen: Teachers believing that since Math is "universal" ESL students will just "get" it.
00:29:59 Denise Smith: teachers with less pedagogical knowledge
00:30:07 Luz Maldonado Rodriguez: Assuming that family culture does not have mathematics knowledge to share or is relevant to the mathematics classroom
00:30:10 Sarah Bush: Thanks @Margaret. I think it's fixed now I hope.
00:30:15 Susan Bardenhagen: Yes, Margaret, mine was locked, too.
00:30:18 Delores Rushing: Teachers may consistently ignore black and brown students when asking questions and requiring responses.
00:32:58 Sarah Bush: I noticed you have your hand up, is there a question I can help you with?

00:33:12 Sarah Bush: I noticed you have your hand raised, is there a question I can help with?

00:33:18 Faith Peddie: Here is the sheet of definitions!
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout1_RI-Definitions.pdf

00:35:07 Betty Stallings: Hello from Virginia

00:38:05 Sarah Bush: I noticed you have your hand up, is there a question I can help you with?

00:38:31 Cindy Bryant: IMPORTANT...Please set your chat to All panelists and attendees so that everyone can see your chat posts!

00:38:45 Vikas Saxena: Good evening to everyone. Vikas Saxena

00:40:28 Sarah Bush: Please share your thoughts in the chat!

00:40:30 Todd Smallcanyon: teacher 1 is consistent

00:40:37 Alexandra Hafer: Teacher 2 has a lot of high negative interactions

00:40:42 Mohamed T: 1 consistennt

00:40:43 Nina Garden: teacher 2 is sparatic

00:40:44 Terri Davis: Acknowledging Student Contributions seems the most inconsistent interaction.

00:40:45 Nick Johnson: Lots more relational interactions in teacher 2's classroom

00:40:46 Pita-Gay Nelson: There is a positive correlation between The frequency of the interactions and the positive impact.

00:40:47 Emily Graff: Some consistency is good though

00:40:47 Kim Williams: Teacher 1 doesn't seem to be interacting much with the students.

00:40:48 Gabby Trojanowski: Teacher 2 is focused on student contributtions

00:40:49 Elisa Waingort: Teacher 1 has fewer interactions.

00:40:51 Tricia Stohr-Hunt: wondering if teacher 2 has classroom management issues

00:40:56 Susan Bardenhagen: Behavior improves with respect from teachers

00:40:57 Kimberly Peterson Watson: Emotional tone is flatlined in teacher 1, never registers

00:40:58 Elizabeth Wallace: It seems like having 0-4 episodes of setting the emotional tone is low.

00:41:00 Kristine Ho: Acknowledging student contributions are high for both

00:41:15 Delores Rushing: Teacher 2 seems to have a problem with the students

00:41:16 Sally Schmidig: Teacher 2's classroom sounds more stressful.

00:41:16 Kristine Ho: Higher than other areas

00:41:16 Karli Remata: teacher 2 has a higher emotional tone

00:41:19 Elizabeth Wallace: Is teacher one on his phone?

00:41:31 Angela Turrou: The "acknowledging student contributions" line is so all over the place for teacher 2-lots of every type?

00:41:31 Elisa Waingort: LOL, Elizabeth!

00:41:34 Glen Sherman: There's not a lot of framing around belief in math ability in either classroom.

00:41:37 Pita-Gay Nelson: I feel bad for the kids in Teacher 1's class

00:41:41 Christine Yokoyama: Teacher 2 is more interactive
00:41:42 Caitlin Fleck: There is very little positive framing of math
ability in either room.
00:41:44 Kristine Ho: Framing math ability is low for both
00:42:02 Sarah Bush: I noticed your hand is raised, is there something I
can help you with?
00:42:02 Susan Bardenhagen: Wow, our views are so different between the
two!
00:42:14 Martha Shorter: Teacher 1 and 2 shows have low framing math
ability.
00:42:56 Elizabeth Wallace: Can you please clarify the meaning of
Framing Math Ability?
00:43:36 Terri Davis: I'm curious about the success of the students in
these 2 classes.
00:44:17 Elisa Waingort: Can we assume Teacher #2 has better content
instruction because of more interactions?
00:44:26 Martha Shorter: How many lessons were observed for both teachers?
00:44:53 Brittany Marshall: Sounds about right?
00:45:14 Adriana Gómez Reyes: :0
00:45:26 Elisa Waingort: Wow!
00:45:27 Lisa Aldous: White urban - lots of negatives. Wow.
00:45:33 Angela Turrou: So if "red line" teachers are spending so much time
addressing behavior, how much time are they spending on other relational
interactions, like acknowledging student contributions?
00:45:50 Alexandra Hafer: Curious to hear if there's correlation with
number of years teaching
00:45:54 Elizabeth Wallace: Same line of low positive and high positive.
Sounds like not very encouraging teachers.
00:46:13 Hyesun Kim: barely any positives
00:46:22 Nina Garden: all are higher in low negative
00:46:23 Elisa Waingort: White Urban Teachers have more frequent interactions
around behavior.
00:46:27 Glen Sherman: Almost no positive feedback re: behavior in any
context, but negative feedback is highest for white urban teachers.
00:46:41 Elisa Waingort: Lots more negative interactions for white urban
teachers.
00:46:42 Cherish Alberts: No high positives!
00:46:46 Kimberly Peterson Watson: Way more negatives for all
00:46:50 Brittany Marshall: No high positives... a lot of small negative
moments in the classrooms
00:46:55 Heidi Fessenden: White teachers manage behavior of black and
brown students more intensely and negatively than they do for white students.
00:47:08 Lakeia Davis: More negatives
00:47:14 Emily Graff: Was this taken virtually or in classroom
00:47:20 Terri Davis: Need for asset-based instructional approaches!
00:47:22 Brittany Marshall: Lots of controlling of students behaviors
and such
00:47:34 Christine Yokoyama: White Suburban Teachers are addressing
students less frequently
00:47:39 Pita-Gay Nelson: I find myself getting triggered with this

graph. HmMMM

00:48:32 Elisa Waingort: Do the teachers talk to each other??

00:48:33 Martha Shorter: How can learning happen in the White Urban Teachers. I'm stressed just picturing that classroom environment.

00:48:46 Jennifer Thomas: low positives meaning not much learning is taking place. Totally lack of instruction

00:48:53 Elizabeth Wallace: Was there an intervention for these teachers?

00:49:08 Lance Brauchla: Is there any graphs of males vs female teachers?

00:49:14 Pita-Gay Nelson: It may also be important to think about the racist ideas being unconsciously perpetuated by POCs as well.

00:49:23 Margaret Moose: An assumption of future failure? Giving up?

00:49:50 Brittany Marshall: @pita-gay... I was thinking the same thing

00:50:04 Glen Sherman: The white and black urban teachers are about the same on positive feedback but white teachers are much higher on negative feedback.

00:50:04 Elizabeth Wallace: White students get more low positive comments than black students.

00:50:06 Alexandra Hafer: white suburban and black urban teachers express a much stronger belief in their students' math ability

00:50:09 Caitlin Fleck: White urban teachers have more negative whereas black urban teachers are giving more positive interactions

00:50:12 Terri Davis: The White and Black Urban Teachers are similar in positives, but what a difference in the negatives!

00:51:14 Elizabeth Wallace: When was this data collected? During Distance Learning?

00:51:23 Margaret Moose: Could teachers of color feel they need to be more careful about how they address white students?

00:51:36 Brittany Marshall: This is before distance learning?

00:51:45 Emily Graff: Or the other way around too @Margaret

00:52:27 Emily Graff: Could teachers of white students feel they need to be more careful about how they address students of color?

00:52:51 Marshae Dunnell: They need to be WAY more careful

00:52:54 ALEX QUYENVO: I'm Vietnamese, and I told my students that not all Asian looking people are Chinese

00:53:15 Margaret Moose: White teachers might have more leeway in the community to speak to students in a negative way

00:54:19 Pita-Gay Nelson: Brings us back to thinking and teaching within the framework of a culturally responsive and competence curriculum.

00:54:47 Jennifer Thomas: I am a black teacher and my white partner teachers addressed all students the same. It could have been because of how we worked as a team. it is not the same for all though in both situations.

00:54:53 Terri Davis: How many teachers were observed in each group?

00:55:43 Cindy Bryant: The slides will be shared with the recording tomorrow.

00:56:18 Emily Graff: The title of this session was kind of misleading I thought it was going to focus more on how teachers regardless of color can build students' mathematical competence

00:56:48 Faith Peddie: Here is a transcript that coincides with the video https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout2_VideoTranscript.pdf

00:56:52 Emily Graff: Or the color of the students too, thank you

00:57:52 Elisa Waingort: Emily, can you make certain inferences based on what has been presented so far in terms of building students' mathematical competence?

00:57:59 Delores Rushing: Teacher attitude toward students of color can determine how competent these students might feel or experience.

00:58:16 ALEX QUYENVO: I teach my students doing math the American way, but sometimes I do share with them how Vietnamese do it and I always tell my students there is no right way to do math, as long as you do the right process, you should be ok

00:58:23 Emily Graff: Not when race is involved that should not be the main focus

00:59:06 Sarah Bush: Yes, we can hear

01:00:04 Emily Graff: @Elisa, I would hope you and others treat all students of color the same and competent as I do

01:00:23 Pita-Gay Nelson: Can you rephrase the question?

01:00:30 Nick Johnson: Transcript is here:
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout2_VideoTranscript.pdf

01:00:57 Jennifer Wolfe: Adam: "I know I don't 'cause I get stuff wrong" he is not framing himself as competent

01:01:02 Terri Davis: She asked Adam to explain, but then she jumped in to correct. That implied Adam couldn't explain his correct answer.

01:01:04 Elisa Waingort: Emily, I think including the element of race makes it more urgent. We all have racist ideas and attitudes even when we think we don't. Being aware of this can help all of us do better.

01:01:13 Kristine Ho: Teacher was questioning their confidence based on if the student was willing to wager their "class dollars"

01:01:16 Heidi Fessenden: "Have confidence in yourself!"

01:01:16 Nick Johnson: "Yeah, but sometimes you get stuff right. "

01:01:17 Masooma Razzak: Confidence is addressed. Teacher encouraged peer teaching.

01:01:17 ALEX QUYENVO: I think the teacher is pretty good in guiding them, no ?

01:01:21 Nina Garden: Teacher tells the students to have confidence!

01:01:25 Elisa Waingort: Remember intent vs. impact.

01:01:28 Alexandra Hafer: She encouraged students to be confident in themselves and she had students support their answer and use their knowledge to help other students, rather than just telling them the answer

01:01:40 Fran Vakirtzis: teacher is impatient

01:01:59 Elizabeth Wallace: Teacher asked Adam to share his thinking with Salina. But the words she used was can you explain to S why you got that answer. It sounded like she was saying that S did not have the correct answer and that A would be able to help her.

01:02:08 Lance Brauchla: ALWAYS try to look for ANY positive to build off of it.

01:02:11 Gabby Trojanowski: "Can you explain it to Salina 'cause she thinks it's twelve" frames Salina as less competent

01:02:18 Glen Sherman: Salina was not positioned as competent. She asked Adam to explain to her why the answer was 13 instead of having both of them explain and decide together which was correct.

01:02:20 Elizabeth Wallace: Yes Gabby.
01:02:33 Elisa Waingort: Yes, Gabby. I kinda cringed at that point.
01:02:34 Aaija Hall: Her tone made the girl seem less competent
01:02:35 Terri Davis: She didn't ask Salina to explain her answer.
01:02:37 Delores Rushing: Teacher had student think about their answer
and challenged them to prove their answer
01:02:39 Heidi Fessenden: "Can you explain it to Salina 'cause she
thinks it's twelve." -This is interesting, it sounds like it could be a way to make
one student seem less competent but it could also be just saying "you two have
different answers, what do you think about it? Explain to each other."
01:02:48 Kim Williams: The boy explained to the girl but I am not sure that
the girl actually understood or had a chance to prove.
01:02:50 Emily Graff: Even if we do, we don't have to act on them. I
believe there is more to mathematical competence than just blaming it on the basis
of color
01:02:50 Jennifer Wolfe: Starts of with Salina sharing then Adam...Salina not
positioned as competent
01:02:52 Elizabeth Wallace: I think asking about the class money put
stress on the student.
01:02:54 Angela Turrou: I saw it the same way as Heidi
01:03:04 Elisa Waingort: The teacher is saying that the other girl is right
and Salina is wrong by saying that she should explain to Salina.
01:03:06 Kim Williams: The teacher did attempt to have a conversation and
allow them to discuss their answers.
01:03:16 Maria Cody: I thought she did pretty good to get them to try to
explain and encouraged them to have confidence. I would like to have heard her ask
them if they could prove it with a picture or model.
01:03:26 aurora gonzales: Teacher used rephrasing her questions when
the student failed to give the right answer/ or when the student shows uncertainty
in his answer....for me, it is a good way of building student's competence.
01:03:30 Christine Yokoyama: The teacher encouraged him to explain how he
came up with 13
01:03:46 Elisa Waingort: The teacher could have asked both girls to explain
to each other why they think the answer they got is correct.
01:04:02 Elizabeth Wallace: It seemed like the intent to help and
support the students was there. But she missed something important.
01:04:08 Cady Zuvich: I think the teacher could have perhaps rephrased her
language. Being more of a facilitator and allowing discussion is important
01:04:11 Jamie Rossi: I would have loved to see a picture that was created
by the students to show a model of the problem
01:04:12 Kimberly Peterson Watson: The teacher starts out with 'okay,
let's do this again,' which implies wrong/bad.
01:04:19 Kathleen Hagan: @Elisa, thank you for what you have shared, I
completely agree with you, and don't understand why someone would be upset the
session is sharing statistics about teacher and student interactions based on
teacher race.
01:04:22 Heidi Fessenden: Ah, interesting, it's so important to know
the relative status of the two kids in order to interpret the interaction!
01:04:50 Elisa Waingort: Thank you, @Kathleen. I appreciate your comment.
01:04:59 Pita-Gay Nelson: I would have ask both students to think

about their process for both and then share.

01:05:16 Jennifer Thomas: @Elisa I agree, sometimes that explanation shows what they were thinking and that can also allow them to understand where they may have made a mistake if one was made.

01:05:31 Emily Graff: @ Kathleen, well some of those who are upset are allowed to voice our opinion

01:06:32 Nick Johnson: Yup! Go ahead and get comfortable! It'll be fun!

01:06:46 Heidi Fessenden: Laugh, agree – it's so fun to spend a lot of time on a math problem together!

01:06:48 Alexandra Hafer: I think it's important to acknowledge and validate the students' feelings/frustrations, then get back to the actual content

01:06:49 Brittany Marshall: hahaha

01:06:50 Pita-Gay Nelson: I'd probably laugh and say, sometimes slowing down your thinking is better than rushing to the answer right away.

01:06:53 Maria Cody: I would ask - How can we draw it out?

01:06:54 Katherine Hepburn: I would let Nigel keep his shoes off if it helps him think about the problem

01:06:55 Terri Davis: Ask the other students if they agree with Jonathan's reasoning, and if not, explain why.

01:07:02 Elizabeth Wallace: Ask student to draw it.

01:07:03 Caitlin Fleck: I would talk about how mathematicians get stuck on problems all the time, and that the best learning happens when we get stuck and dig in deep to make new understandings.

01:07:05 Masooma Razzak: Yes! This discussion is more important than the answer!

01:07:06 Tiffany Scott: Great, lets get figure this out together

01:07:15 Jennifer Cataldo: Is he so brilliant that he's knocking your socks off!?

01:07:16 Elisa Waingort: I think I would have asked Nigel to explain his idea again.

01:07:18 Margaret Moose: Redirect to growth mindset

01:07:18 Cady Zuvich: Asking rephrasing questions initially, can you explain it a different way or can you use pictures/representations? Also affirm him for having the bravery to present in the first place

01:07:19 Daniel Edelen: A month! This sounds great a problem. Mind if I join you?

01:07:19 Cherish Alberts: Are you trying to subtract your shoes? That's a creative approach.

01:07:21 Brittany Marshall: Exactly, we will be here for a minute. Pull up a chair. Also, if you know how to do it, help them out

01:07:22 Sally Schmidig: Do you think it will take that long? Let's see how long it does take!

01:07:24 Delores Rushing: Nigel may need to take off. his shoes to dig into the problem

01:07:31 Nina Garden: One of our class rules is to respect our peers, teachers, and ourselves. We will get through this, we need to take our time and figure out the problem.

01:07:31 Aaija Hall: Sometimes mathematicians struggle through math and that's okay

01:07:35 Jennifer Wolfe: Highlight the brilliant strategy that Jonathan has

and how it can be used to help the community see other ways...remember these are our rough draft ideas

01:07:40 Emily Graff: I believe there are other deeper factors at play that diminish student mathematical competence than basis of taught by a teacher of color or not than to just focus on that with minimal context and focusing on that as the main issue and problem

01:07:41 Hyesun Kim: Ask: can someone else try to explain what Jonathan did here?

01:07:45 Adriana Gómez Reyes: ask for review what are Jonathan doing...

01:07:46 Glen Sherman: Talk about the problem being less important than understanding the equal sign and inviting Nigel to create another problem.

01:07:52 Pita-Gay Nelson: Ask him to take a brain break and come back to it.

01:07:55 Sharon Black-MacKinnon: Agree and validate his feeling about the situation.

01:08:24 Peter Omura: I'd take my shoes off and put them next to Nigels and show them $10 + 10$

01:08:31 Brittany Marshall: Go Ms. More!!!

01:08:34 Heidi Fessenden: I love it.

01:08:41 Jamie Rossi: I kind of think we should ignore Nigel...

01:09:48 Pita-Gay Nelson: Incorporate some manipulatives in this moment.

01:10:03 Martha Shorter: This might engage Nigel since it is a different problem.

01:10:29 Vikas Saxena: students teach us different ways of thinking.

01:10:33 Delores Rushing: Nigel taking off his shoes may be a sign of his not giving up and feeling better about himself in trying to solve the problem.

01:11:50 Pita-Gay Nelson: Valuing student voices and clarifying misunderstandings.

01:12:15 Brittany Marshall: Shout out to informal language

01:12:17 Elisa Waingort: And then giving them the mathematical terminology that they will need to be able to talk about this later.

01:12:19 Elizabeth Wallace: Also using mathematical terminology to build students' language skills.

01:12:27 Terri Davis: I hope that's the definition she puts onto the anchor chart!

01:14:13 Brittany Marshall: Yay advisor....great job!!!

01:14:31 Genesis Docena: Thank you!! great PD

01:14:52 Sandra Magana: Great PD, Thank you!

01:15:08 Alicia Fessenden: Powerful! Thanks so much!

01:15:08 Hyesun Kim: I appreciated that you connected to supporting students of color in this presentation - it was a surprising plus because it needs to be addressed as much as possible with the way race plays out consciously and unconsciously. Thank you!

01:15:09 Heidi Fessenden: This is excellent. Thank you.

01:15:09 MYLA DETECIO: thank you

01:15:11 Angela Turrou: Thanks, Dr. Battey!

01:15:14 Terri Davis: Thank you so much for good information that I can immediately use to reflect on my teaching practice!

01:15:17 Elisa Waingort: Thank you for this session! We need to keep talking

about anti racist teaching.

01:15:19 Skip Fennell: Thank you.
01:15:20 ALEX QUYENVO: thank you !
01:15:23 Cherish Alberts: Thank you!!!!
01:15:23 Lakeia Davis: Thank you!
01:15:24 Kristine Ho: Thank you Dan!!! :)
01:15:24 Thy Dinh: Lots to think about. Thank you
01:15:24 Lisa Aldous: Thank you so much!
01:15:26 Alexandra Hafer: Thank you! This was awesome!
01:15:27 Lance Brauchla: Thank you!!!!!!
01:15:28 Kathleen Hagan: this was so so so wonderful! beyond my expectations!
01:15:28 Sharon Dawkins: thank you
01:15:30 Sally Schmidig: Thank you!
01:15:30 Fanty Marc: Thank you
01:15:31 Cindy Bryant: Thank you Dan!
01:15:32 Lauren Brauer: Thank you!
01:15:33 Erika Hassay: excellent - thank you!
01:15:34 Comfort Akwaji-Anderson: Thanks everybody:)
01:15:35 Daniel Edelen: Thank you, Dr. Battey!! Love your work.
01:15:36 Kathleen Hagan: I will share this with my school!
01:15:38 Caitlin Fleck: Thank you Dan!
01:15:39 Tanya Landry: Thanks. Stuff to think about.
01:15:39 Jennifer Wolfe: Thank you so much!
01:15:40 Maria Cody: Thank you!
01:15:40 Nina Garden: Thank you!
01:15:40 Ratu Ilma Indra Putri: Thanks Dan
01:15:41 Vikas Saxena: Thanks a lot.
01:15:41 Dan Battey: Thank you everyone!
01:15:41 Jennifer Thomas: Thank you!
01:15:42 Christine Yokoyama: Thank you
01:15:42 Martha Shorter: Thank You!
01:15:42 Glen Sherman: Thanks, Dan. I'll be taking a look at your published work to learn more about your research.
01:15:43 Ted Martin: Thank you!
01:15:44 aurora gonzales: thank you!
01:15:44 Ann Bush: Thank you
01:15:44 Pita-Gay Nelson: Wonderful start to building and revamping curricula to become anti-racist in thought and action.
01:15:45 Brienna Moreland: Thank you!
01:15:45 Malvina Libsch: Thank you Dan!
01:15:46 Lakeia Davis: Thank you Dan!
01:15:46 Melonie Smith: Thank you
01:15:46 Oluwatoyin Ibiam: Thank You Dan
01:15:48 LaGail Pearson: thank you so much
01:15:51 Peter Omura: Thanks Dan
01:15:52 Charleta White-Fletcher: Thank you
01:15:52 Kathleen Hagan: what was the third link?
01:15:52 Faith Peddie: Here is a final handout from Dan, that focuses on highlighting competence in mathematics classroom

https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars

[_and_Webcasts/Webcasts/Sept14WebinarHandout3_HighlightingMathematicalCompetence.pdf](#)

01:15:54 Sharon Black-MacKinnon: Thank you so much Dan
01:15:54 Carol Matsumoto: Thank you Dan. Thanks Sarah, Chonda, Faith and Dave.
01:15:55 Davynn Roberts: Thank you Dan!!!!
01:15:56 Jennifer Dunn: Thank you
01:15:58 Aaija Hall: Thank You Dan That was very thought provoking!
01:15:59 Olga Kosheleva: Thank you!
01:15:59 Ann Swierzbin: thank you!
01:16:00 Kim Williams: Thank you. As educators we need to be aware of our own biases toward our students.
01:16:02 LeAnna Deveaux-Miller: Thanks very much
01:16:05 Brittany Marshall: Thanks Sarah
01:16:06 Delores Rushing: Thank you so much for sharing this information. This is food for thought for all of us and challenges us to think about how we are helping our students feel competent in the classroom.
01:16:13 Faith Peddie: Here is a final handout from Dan, that focuses on highlighting competence in mathematics classrooms
https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Webinars_and_Webcasts/Webcasts/Sept14WebinarHandout3_HighlightingMathematicalCompetence.pdf
01:16:13 Grace Cogan: thank you!
01:16:13 Trena Wilkerson: Thank you Dan—much to deeply reflect upon to focus on rich mathematical experiences for each and every student.
01:16:15 Cady Zuvich: Thank you!
01:16:23 Tricia Stohr-Hunt: Thank you for this thoughtful presentation. I have much to reflect on.
01:16:24 Lesly Brown: Thank you!
01:16:29 Jennifer Gonzales: Thank you
01:16:39 Chonda Long: <https://www.nctm.org/change/>
01:16:48 Dan Battey: Thank you again everyone!
01:16:54 Elizabeth Wallace: Mr. Battey: Your approach to this session was really insightful. I love how you used data to show what is happening in classrooms. And how our Relational Interactions account fo 11-13% of the change in student achievement. This is as important as excellent content teaching. They both must be considered and be a focus of every class session. THANK YOU!
01:17:13 Chonda Long: <https://www.nctm.org/virtual2020/>
01:17:14 LF W: Thank you!
01:18:03 Chonda Long: Sarah Bush is doing a preconference workshop before the virtual conference on Catalyzing Change :-)
01:18:13 Tara Pryor: Thank you!!
01:18:18 Chonda Long: The certificate will be emailed.
01:18:24 Mohamed T: Thanks so much!!
01:18:32 Karli Remata: thank you!!
01:18:32 Pita-Gay Nelson: Can you please save the chat as well?
01:18:35 Daniel Irving: Thank you for this amazing presentation!
01:18:41 ALEX QUYENVO: thank you !
01:19:19 Sarah Bush: Thank you! So great to see everyone!