

Kristin Keith:We will begin at 7 pm ET

Kristin Keith:Where is everyone from?

Ondrea Johnston:Boston, MA

John Staley:Baltimore, MD

Sarah Luvaas:Portland, OR

Andrew Smith:Grand Rapids, MI

Minakshi Patel:Ontario, Canda

Rachelle Seibolt:hello, arcata, ca

Priscilla Gordeuk:Leitchfield, KY

Katy Long 2:Phoenix, AZ

Sara Donaldson:Middletown ri

Aurelia Milam:Evanston, IL

Catherine Miller:Cedar Falls Iowa

Michael Fountaine:Washington, DC

Alison Ellsworth:Portland OR

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

Tim Guy:Fals Church, VA

Tracy Doherty:Kenilworth, NJ

Joan Martin:Joan Martin: Watertwon, MA

Marta Civil:Marta Civil, Tucson, AZ

Susie Hakansson:Susie Hakansson, Venice, CA

Rebecca Graf 2:Winston-Salem, NC

Megan Gibbs:Orange County, California!

Lynda Ginsburg:Lynda Ginsburg: Yardley, PA

Ken Krehbiel:Washington, D.C.

April Pforts:April Pforts, Mt Union Iowa

Mary McMahan:Naperville, IL

Jenny Cheng:San Jose, CA

Barbara Post:Orange, CA

April Pforts:Hi Comfort!

Julie McNamara:Berkeley, CA

Alison Ridgway:Chicago, IL

Comfort Akwaji-Anderson:Hello April :)

Lybrya Kebreab:Hi. Oakland, CA

Danielle Seabold:Kalamazoo, MI

Tim Guy:Any chance you could share a resource list with citations for the resources you've mentioned?

Vicki Vierra:Vicki Vierra: Oxnard, CA

Bob McDonald:Bob McDonald Tempe, Arizona

Kristin Keith:Tim, they will place that info into a google drive that they will be providing at the end of the webinar

Tim Guy:thnaks

barb everhart:minneapolis, mn

Lisa Brown:Lisa Brown: Austin, TX

Danielle Seabold:Hi Barb!!

Danielle Seabold:Hi Lisa!!

barb everhart:Hi Diane!

Terri Gibbs-Burke:Terri Gibbs-Burke Crestline, CA

Lisa Brown:Hi Danielle and Bob

Comfort Akwaji-Anderson:Greetings John!

barb everhart:Hi Danielle!

John Staley:It impacts how students believe about themselves at a variety of levels.

John Staley:Hi Comfort

Lisa Brown:Hi Aurelia

barb everhart:Which question are we on?

Hank Kepner:hank kepner, Milwaukee, WI

Aurelia Milam:Greetings Lisa!

barb everhart:thank you

Julie McNamara:It provides access to many opportunities.

Ondrea Johnston:I definitely agree that it has the potential to influence life choices, but I'm not sure if it does more than any other subject

Danielle Seabold:Aurelia!!!

Ondrea Johnston:I would like to explore this more

Aurelia Milam:Hello Danielle!

Joan Martin:So many doors are closed without competent mathematics learning

Samantha Dale:Math allows students to have access to opportunities , as well as engage with it in their daily lives.

Michael Fountaine:I am skeptical of "more than any other subject" (despite loving math!)

Sara Donaldson:Being able to make sense of information and data allows you to be an informed citizen

Lisa Brown:Q6 I agree. Alas, it impacts life chances in both positive and negative ways, depending on how it is atught.

Ondrea Johnston:I see the math phobia daily, even in our school-wide professional development

Catherine Miller:In many programs in colleges and universities, math courses are considered weed out courses for the program. This must change.

Pamela Seda:Math dashes the dreams of more students than probably any other subject.

Michael Fountaine:Agreed, Catherine! It has fallen to math to be the subject that picks out "smart people"

John Staley:So, So, for engineering majors,... what math experiences do they need to be ready for the first year and also be ready for engineering class? Is it about their ability to make it through freshman Calculus???

Christina:Yes, teacher education programs should encompass social justice!

Margaret Swearingen 2:The phobia and anxiety around mathematics learning causes some learners to identify as someone whois unable to enter many careers

Christina:engineering majors need to have mathematized their world and fall in love with it- so when it get more challenging they see it as worth it and hang in there

Catherine Miller:I think calculus should not be taught in HS. All students, including engineers and those in the sciences need more experience with data analysis before college.

Pamela Seda:Do we have enough teachers with the necessary conceptual understanding of statistics to teach it to everyone?

Christina:statistics is undervalued

Pat Baltzley:Just joined (from Gardiner, MT) and would like to see the questions. Is there some where I can see the questions? Thanks!

Kristin Keith:Pat, you can view them via a recording of the webinar that we'll post tomorrow along with a transcript of the chat

Pat Baltzley:Ok. Thanks!

Aurelia Milam:As I work with teachers I find more and more that teachers are intimidated with teaching Mathematics above their comfort level. This intimidation is embedded in their teaching practices.

Comfort Akwaji-Anderson:Yes, tapping to the funds of knowledge is critical

Pamela Seda:That is why teaching for social justice requires courage--courage to face our fears, and model that courage before our students who also face those same fears.

Christina:Yes, moral courage to stand up to the status quo

Megan Gibbs:Well said Pamela. I agree that we have to face our own fears!

Pat Baltzley:There is also a mindset change that has to be recognized. This, along with courage, are most important to move forward.

Christina:facing biases is hard but that is the only way change will occur!

Pamela Seda:I agree. It takes a lot of support, and encouragement. We should be that for each other.

Catherine Miller:Politicians and other stake holders who make the codes used to award teaching licenses and endorsements need to know this. That there is a specialized knowledge base needed to be a professional educator.

Christina:lots of support is needed

Comfort Akwaji-Anderson:Absolutely, PLCs are a great vehicle to support equitable teaching

pradeep Gowthaman:Pradeep from Indonesia

Margaret Swearingen 2:We definitely need to have a growth mindset about our learners in order to move forward with making mathematics accessible to all.

barb everhart:Starting the year asking the students about their interests and intentionally plan for including their ideas.

Pat Baltzley:Comfort just mentioned PLCs and I think that these guiding principles would be a good focus for a PLC.

Sara Donaldson:analyze and adapt curricular materials to better reflect students they are being used with

Alison Ellsworth:Collaboration with colleagues - cycles of planning, teaching, reflecting, to deepen our understanding of the politics and assumptions embedded in lessons and impact on students

Catherine Miller:I think discussing these with peers and holding ourselves accountable to these principles as we develop and implement our program would be good.

Samantha Dale:The principles builds a students mindsets around math. They develop a growth mindset about their ability to engage with math.

Ondrea Johnston:I began to use the principle that "mathematics teaching is political" last year

Susie Hakansson:We need to be flexible!

Tim Guy:Problems solving often includes a real life context to connect to relevance. The selection of problem scenarios is an indication of things that might be trivial OR IMPORTANT

barb everhart:Use students' strengths to include, promote and encourage the students to try and participate

Pamela Seda:We need to become students of our students, and use these principles to guide our plans to meet their needs.

pradeep Gowthaman:Engaging the students who are not interested is a tough task. please if i can do something with them

Ondrea Johnston:It helped me to present math that was more meaning to my students and increased their levels of engagement

Ondrea Johnston:\*meaningful

pradeep Gowthaman:i love the point 2

Lisa Brown:#2 corresponds to the principal of Ts being critical consumers of "scholarly" knowledge.

Catherine Miller:How do we prepare parents for student reports of liquor store counting in math class?

Joan Martin:I am so impressed with this math activity posed for students!

Lybrya Kebreab:Red dye #40

Sara Donaldson:Personally relevant scenarios/problems answer "so what"

Karen Cross:a great activity in addition adding to deep discussion

pradeep Gowthaman:Math can be used to change the minds of the people to be think logically from the start of a problem till end or solve. We can include the lesson in our classes and put the question among students and work on with the feedback

Felipe Saavedra: interesting task...not sure what math concepts are being used...statistics and probability are wonderful subjects to teach.

pradeep Gowthaman:\*feedback

pradeep Gowthaman:The statistics class can be used

Sara Donaldson:Great activity to develop reasoning & sense making and constructing viable arguments and critiquing the reasoning of others

pradeep Gowthaman:its a great activity

Felipe Saavedra:association vs causality are very different things. causality is way hard difficult to prove. has to be beyond significant

Sara Donaldson:I really like Aguirre & Zavala's 8 dimensions of CRMT lessons too

Margaret Swearingen 2:This task could be expanded to observe markets selling fresh produce or community parks or public transportation access between two communities.

barb everhart:I love this rubric.

Joan Martin:Thank you for this activity and explanation!

Rachelle Seibolt:thank you for making this lesson accessible to us and using it as an example

Destiny Porter: Thank you for sharing! lovely rubric.

John Staley: key comment, take a walk around the neighborhood of your school... willingness to learn about our students

Tim Guy: I noticed lowest was math richness. Perhaps adapting this lesson to use more neighborhoods and formal stats methods like chi sq?

Alison Ellsworth: Richness of math depends on grade level. It's very rich for upper elementary and middle

Aurelia Milam 2: Thank you for sharing and making yourself open to feedback. Great activity culturally relevant and important to expand to other sectors

Sara Donaldson: Love the idea of coresearchers both in terms of colleagues and students

Hank Kepner: While this is focus on individual teacher and connected students. We must think hard about how to engage our colleagues to jointly investigate our biases and experiences which led us to them.

Danielle Seabold: I wonder what responsibilities those of us from the dominant culture have to undo our inherent complicity (guilty by association) to dismantling and transforming the dominant-exclusive space we have in mathematics in the US?

barb everhart: Danielle: I think we have to ask the question about what the standards ask and don't ask our students to do in math. Why are they algebra heavy and not statistics?

April Pforts: Are we concerned by focusing on 3 Act tasks, Number Talks, etc we are having good instruction but missing the mathematical story as a whole and depriving access to the mathematics?

Susie Hakansson: Some of the questions posed in the chat will be discussed at the TODOS 2018 Conference held June 21-23. Go to [www.todos-math.org](http://www.todos-math.org). Lots of action items and next steps will be suggested at the conference.

Ondrea Johnston: Will we have access to the rubric that was used to judge the lesson, also?

April Pforts:I recent did some learning that has started to change my thoughts.

Lisa Brown:Yes, Danielle. White folks must be open to being held accountable for acknowledging and addressing our complicity in the dominant narrative.

Danielle Seabold:Equity-Directed Instructional Practices: Beyond the Dominant Perspective <http://ed-osprey.gsu.edu/ojs/index.php/JUME/article/view/324>

barb everhart:Thanks Danielle

Lynda Ginsburg:Given the challenges to researchers Laurie Rubel and Rochelle Gutierrez, have you experienced any political challenges to raising social justice issues in classrooms?

Terri Gibbs-Burke:April, I think that fits into that Principle 5 I think it was about being informed consumers of math instruction.

barb everhart:Whats the hashtag christina?

April Pforts:You can't be a math leader without being on Twitter! LOL Tweet Tweet

Terri Gibbs-Burke:Twitter is the wahy to expand your PLN!

John Staley:CMC-South thank you for today

Joan Martin:Thank you!

Bob McDonald:Thanks to ALL

Destiny Porter:Thank YOU!

Ondrea Johnston:Thank you!

Daniela Volpe:thank you

Lisa Brown:Thanks!

April Pforts:+1 Terri Gibbs-Burke

barb everhart:Thank you!!!

Ken Krehbiel:Thank you all.

Lynda Ginsburg:I appreciate the presentation. Thank you!

Susana Davidenko:Thank you!

Comfort Akwaji-Anderson:Thank you for sharing!

Margaret Swearingen 2:Thank you!

Danielle Seabold:Thank you

Vicki Vierra:Great job Rosa & Christina!

Aurelia Milam 2:Thank you

Katy Long 2:Thank you!

Michael Fountaine:thanks!

Rachelle Seibolt:thank you