

Kristin Keith:Welcome! Where is everypne from?

Lesla Clarkson:Minnesota

Raquel Ramirez:Hi! I'm Raquel in SF

KIMBERLY NIEKAMP:Ohio

Ann Carter:Delaware

Sana Brennan:Texas

Joshua Orem:Arizona

Stacie Kyhn>Hello from Apache Junction AZ!

David Jakstys:Concord

Bill Nielsen:Arkansas

DeAnn Huinker:Milwaukee

Sharon Hawes:Texas

Elisabeth Anderson:Maryland

Diana Kolhoff:New York

DALIZA MATEO:hello everyone!, Daliza from NYC

Jill Rosenblum:Jill Rosenblum: Maine

Maria Anghelache:Washington

Christus Leeper:Christus Leeper: Tennessee

Renee Markey:Washington state

Doris Mohr:Doris Mohr: Indiana

Brian O'Connell:Minnesota

Charese Munoz:Chicago

Stacy Monsman 2:Fountain Valley, California

Virginia Lewis:Virginis

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Aida Sanchez-Lobashov:Fort Lee, NJ

Linda Yu 2:Massachusetts

Halil İbrahim Taşova:Athens, GA

Catherine Butler:Crew from Mann Elem

Brian Lawler:Athens, GA -- that makes two of us!

Connie Richardson:Connie Richardson - Dana Center - UT Austin

Mary Rollick:Mary Beth Rollick - Kent Ohio

Nicole Rigelman:Portland, Oregon

Ann Zito:massachusetts

emine fesli:ohio

Donna Rishor:Tucson, Arizona

Angel Johnson 2:Yes Chicago my home town!!!

Virginia Lewis:Go Cavs!

DeAnn Huinker:Speaker Proposals for the NCTM Centennial Conference are due July 1. Consider submitting a proposal on a topic you are passionate about and are willing to share with other educators.

DeAnn Huinker:Principles to Actions: www.nctm.org/pta

DeAnn Huinker:Taking Action Series: <https://www.nctm.org/Store/takingaction/>

Sarah Huff:Durham, NC

Dorothy White:Dorothy Y. White, Athens, GA (n=3)

LA VERNE MITCHELL:La Verne Mitchell, Queens, NY

DeAnn Huinker:For a copy of the Mathematics Teaching Framework Graphic, here is a link to a google doc: <https://bit.ly/2laW5N7>

DALIZA MATEO:looking for ratios for each bag

Connie Richardson:Depending on age - may draw pictures of the gumballs

Sharon Hawes:Students will pick bag B because of larger numbers.

Ellen Ervin 2:They both are equivalent to $\frac{2}{3}$ so they have equal chance. Some will be testing equivalencies.

David Jakstys:The ratios are the same

Dorothy White:Some students will say bag b because there are more

Stacy Monsman 2:Problem would lend itself to multiple strategies to solve and prove reasoning.

Maria Anghelache:investigate with real bags

Raquel Ramirez:Some students might want to act this problem out

Virginia Lewis:how many times more red than blue in each bag

Ann Carter:both bags contain 40% blue balls

Ellen Ervin 2:Some might draw models to show equivalencies.

Brian Lawler:Thank you DeAnn H!

Angel Johnson 2:As the teacher deliberate developed purposeful questions

Stacy Monsman 2:Teacher had clear content goal; and, directed kids to interact individually, in partners, and in whole class. Plus, teacher had defined things for kids to accomplish in each setting.

Angel Johnson 2:deliberately

Virginia Lewis:Choosing specific students to share

Ellen Ervin 2:The question is fairly open ended so that students can find multiple ways to engage

DALIZA MATEO:having a clear criteria for success

Ellen Ervin 2:Being engaged in mathematical tasks like this is thrilling for students. When the answer isn't clear at first, and they know they have the time and respect from the teacher to explore their ideas.

Renee Markey:students are only asked purposeful questions to move their thinking forward but not necessarily to guide their thinking in a specific way

Connie Richardson:The problem is embedded in context so that students have to reason to see what to do (rather than "reduce $\frac{6}{9}$ ")

Amy Lucenta:The task is open, has multiple entry points and lines of thinking that will lead to deeper understanding.

Amy Lucenta:The vignette also describes *how* students engage with the task, in a collaborative way, which also impacts how students see themselves.

Renee Markey:just to help students pursue their own thoughts

Renee Markey:*pursue. sorry!

Sarah Huff:This task asked them what THEY thought- just that alone gives them agency

Stacey Jackson:This task asks students to explain their thinking and the problem gives all students access because of the way the problem is set up.

David Jakstys:You seem to be addressing "Learning Styles"

Sarah Huff:most teachers really in actuality should end tasks with "what do you think about what I as the teacher think?" because teachers have a bad habit of creating space for student discourse around their thoughts as a teacher.

DALIZA MATEO:Sarah I agree so much because I sometimes fall into that pit

Bill Nielsen:Our state has developed 3 new state math initiatives on the 3 Taking Action series books. I'm curious as to how others are using these resources.

DALIZA MATEO:I want to find a way to take that idea and let students become leaders and speak out on their thoughts and let peers guide them towards the right idea

Donna Rishor:When we broaden what it means to be competent in mathematics, status issues are reduced.

David Jakstys:Yes Daliza, a lady I supported thought that students becoming leaders can help build confidence

Virginia Lewis:We are using the Taking Action middle school book for our first practicum course for pre-service secondary teachers

Mary Rollick:Our local Math Society is using the Taking Action books as a summer professional development opportunity.

DeAnn Huinker:Thanks for sharing that, Mary. How great that you are finding value in the Taking Action books.. You might want to jump ahead to Chapter 10, for that is where the Math Teaching Framework graphic is located.

Mary Rollick:Thanks. Beginning with that Chapter 10 graphic is a great idea.

Donna Rishor: The role of the teacher is very different than what it was when many teacher candidates attended school.

Beverly Bonaparte-Clark: Beverly Clark to help students participation are you calling on them by name, or giving our handouts or both

Sarah Huff: How would you address this comment from a teacher: the mindset that mathematical competency means participation goes against the current pressures and requirements of standardized testing.

Joshua Orem: A lot of my students don't want to do math at all. So I am thinking about this idea of a productive struggle and I really like that idea but, I have a feeling that it could become a very negative thing with some students that turn them off to trying to figure out the math problem or idea. How do you keep the Productive struggle POSITIVE?

Ellen Ervin 2: Our school is discussing diversity and how we can foster this in our school. I wonder if the better quality to examine is our view towards equity?

Virginia Lewis: Any tips on how to help practicum 1 pre-service teachers to understand the value of thinking about purposeful questions during their planning

Ellen Ervin 2: I think the current standardized testing does require a high level of understanding and engagement by the student. I think our students will be more successful if we engage our students more and require a higher level of understanding.

Angel Johnson 2: What do you suggest leaders do to roll out the idea of equity teaching without overwhelming them

David Jakstys: A fellow NCTM member made the point that effort is important, even for gifted mathematical people.

Amy Lucenta: Are you thinking about creating a set of indicators of the practices - to answer the Qs 'what does this look like?' and 'how do I start?'

Lesia Clarkson: What is the reference for the article that includes MARTIN with the five practices?

Nicole Rigelman: Lesia, here is the link: <https://www.nctm.org/Store/Products/The-Impact-of-Identity-in-K-8-Mathematics--Rethinking--Equity-Based-Practices/>

Angel Johnson 2: Thanks!!!!

Virginia Lewis: Exactly and it is hard for them since they lack that experience

Virginia Lewis: Thanks!

Amy Lucenta: Thank you - Go Bruins!

Ann Carter: Thank you.

DeAnn Huinker: Thank you, Robert! Very thought provoking.

Lesia Clarkson: That would be great!

Bill Nielsen: Thanks for this webinar.

David Jakstys: This was very thought provoking!

Joshua Orem: Thank you

Shelly Gibson: Thank you!

Ellen Ervin 2:Thank you! I like Amy's idea of a set of indicators or ways to evaluate our teaching.

Maria Anghelache:thank you

Regina Williams:Thank you.

Ken Krehbiel:Thank you Robert.

Nicole Rigelman:Thank you Robert!

Jose Guzman:Thank you.

Lesa Clarkson:Thanks Nicole!

Elisabeth Anderson:Thank you