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[Jul 31, 1:14 PM] Blaine Carlsen: Yay!!!! I made it one in real time!!!

[Jul 31, 1:15 PM] Blaine Carlsen: Thanks Christina for all of your efforts!

[Jul 31, 1:17 PM] Pam B: First on time session for me as well!

[Jul 31, 1:20 PM] Guest1094: What time does this session start?

[Jul 31, 1:21 PM] Pam B: 12:15 if you are on the west coast. 3:15 here on the east coast

[Jul 31, 1:23 PM] Blaine Carlsen: I expect students to be open minded and to try their best.

[Jul 31, 1:23 PM] Blaine Carlsen: Lol. Exactly the same expectations.

[Jul 31, 1:26 PM] Pam B: I want my students to continue to try even when something is difficult

[Jul 31, 1:28 PM] Pam B: I am a Sped teacher working with K-1 students - I try to reinforce that their best effort is what I am looking for.

[Jul 31, 1:37 PM] Guest1969: Hi Andrew. Looking forward to hearing what you have to say.

[Jul 31, 1:39 PM] Elaine J: Yes, I think that my beliefs are impactful.

[Jul 31, 1:39 PM] Guest6144: Looking forward to this seminar. This will be my first time teaching a student with autism.

[Jul 31, 1:43 PM] Blaine Carlsen: i see unitizing, counting.

[Jul 31, 1:43 PM] Elaine J: Given the work of Dweck, that's why I prefer to make my own observations and look at children from many angles rather than listen to negative talk from the teacher before. I don't want last year's teacher to influence me. I know that every child is gifted in his or her own way.

[Jul 31, 1:44 PM] Elaine J: My answer does not change at all.

[Jul 31, 1:46 PM] Guest6144: My answer is still "to the best of their ability"

[Jul 31, 1:46 PM] Pam B: Making groups of 10

[Jul 31, 1:46 PM] Guest1969: My expectations for my students are that I expect them to preform tasks to the best of their abilities.

[Jul 31, 1:47 PM] Elaine J: I don't know anything about CGI, and there's a lot to unpack in this definition.

[Jul 31, 1:48 PM] Guest9908: To do the work. To try and learn from their mistakes

[Jul 31, 1:48 PM] Guest9908: It is the same they need to do the work, and learn from mistakes.

[Jul 31, 1:49 PM] Elaine J: No, the curriculum you displayed is not balanced at all.

[Jul 31, 2:01 PM] JJDLagrange: Don't know enough about CGI, but if we expect Ss to talk about what they know and how they know it, it could be challenging...

[Jul 31, 2:02 PM] Guest1642: My expectations are for each student to grow as much as possible.

[Jul 31, 2:02 PM] Elaine J: It looks like he is trying to make groups equalling each ten cents.

[Jul 31, 2:03 PM] JJDLagrange: Been learning about the importance of spatial and visual reasoning lately; think it needs to be a larger part of our math curriculum.

[Jul 31, 2:03 PM] Guest6144: Is the student showing the capability of sorting?

[Jul 31, 2:07 PM] Guest9908: He understands the worth of each coin, he can group them so they are easy to count, he is able to gather \$.50

[Jul 31, 2:21 PM] Guest1642: It looks like he is counting by 10's

[Jul 31, 2:27 PM] Guest1969: Thank you Andrew.

[Jul 31, 2:30 PM] Elaine J: Thank you Andrew!

[Jul 31, 4:05 PM] Renee Bailey: Good Afternoon

[Jul 31, 4:52 PM] qawilson: yes - if it affects your body language

[Jul 31, 4:57 PM] qawilson: I believe all my students can be successful and they know I do. They know I have high expectations and that I value mistakes, learning from them as long as they persevere they will make progress. It's like riding a bike or walking - we all get there at different times.

[Jul 31, 4:59 PM] qawilson: Same expectations for my students with disabilities. I do everything in my power to keep them with me for instruction. sadly I have seen a number off teachers that dismiss them or send them out of the room whenever they can because they would rather not deal with them.

[Jul 31, 5:01 PM] qawilson: Never heard of CGI - language is huge in understanding or expressing yourself

[Jul 31, 5:02 PM] qawilson: That graph is sad - it robs students with disabilities

[Jul 31, 5:16 PM] qawilson: he's got a grouping strategy - maybe tens, he knows the difference between coins and the value

[Jul 31, 5:17 PM] qawilson: oops when I enlarged I see the dime on top of the penny stack.

[Jul 31, 5:25 PM] qawilson: I notice the grid notebook. Does this type of notebook help most students with disabilities? I have a bunch of them that I bought to use for an engineering project but never thought about using with some LD students.

[Jul 31, 5:27 PM] Guest7608: I think that all of these strategies will work with all students!

[Jul 31, 5:33 PM] Julie: I like the way of going away from mastering and focusing on partial understanding.

[Jul 31, 7:53 PM] Martin Knight: Independence

[Jul 31, 7:54 PM] Martin Knight: Same

[Jul 31, 8:13 PM] Martin Knight: Qstacks of 10

[Jul 31, 8:13 PM] Martin Knight: Stacks of 10 coins

[Jul 31, 8:35 PM] Martin Knight: Very nice presentation

[Jul 31, 8:45 PM] Jeri Ayala: Thanks! Such an important topic!

[Aug 1, 9:54 AM] Guest3906: perseverance is huge

[Aug 1, 4:22 PM] Guest4610: If we presume competence, we limit growth even before we start. This seems very closed minded.

[Aug 1, 4:25 PM] Guest4610: Love the real world math in counting for the store. Gives purpose to the math.

[Aug 1, 5:08 PM] Guest3068: participate

[Aug 1, 5:09 PM] Guest3068: the same

[Aug 3, 12:13 PM] LooneyMath: thank you - powerful presentation! I'm cheering with everyone example and word I hear!!

[Aug 7, 1:41 PM] Guest9332: Private thoughts can unconsciously affect our actions.... I never heard of this rat study but I see the issue

[Aug 7, 1:46 PM] Guest9332: To show growth, to try their best and be engaged and communicate with me what works and what doesn't

[Aug 7, 1:47 PM] Guest9332: It shouldn't change... my answer includes all students I work with

[Aug 7, 1:49 PM] Guest9332: The same issues of a language disorders do have impacts on mathematical learning and part of the issue with teaching these problem solving concepts is how to overcome these processing disorders

[Aug 7, 1:52 PM] Guest9332: no curriculum shown is not equitable

[Aug 7, 2:08 PM] Guest9332: first showing a group of coins... looks like counting to 10 and then making more piles and eventually seeing that different valued coins might cause different pile sizes to help him count to 50 cents

[Aug 7, 2:17 PM] Guest9332: The student has shown they understand that each teacher gets the same amount but has not accounted for a "left over" amount smaller than 1/4. They could divide whole amounts of brownies and did some division on "left over" brownies</pre></body></html>