

00:18:59 Laurie Speranzo: I am excited to be here and I really appreciate when research and practice can coincide so it is not all about the "ivory tower"! Thank you!

00:19:12 Melissa Boston: <https://www.menti.com/al677hz1ukiz>

00:20:52 Henry Kranendonk: Following a method of statistical studies

00:20:55 Diamond Montana: Works in multiple contexts

00:21:22 Edmond Lau: What I mean risky is principal(s) may not like to try it because it will fail.

00:22:31 Henry Kranendonk: Addressing the evidence of the research student

00:22:43 Jennifer Malue: My dissertation in practice (DiP) as an EdD student at Marymount University

00:22:50 Laurie Speranzo: (I put non-practitioner) As a PD provider, when citing research, I often hear from teachers "but did they do the research in places like my classroom?" or "What was the 'n'? Was it only a few?"

00:24:05 Georgina Rivera: Practice taking instructional risks for kids in service of helping students grow as mathematicians

00:26:12 Henry Kranendonk: Investigated how high school students are motivated

00:26:47 Georgina Rivera: Refer to nctm and NCSM position statements along with research based practices from vetted sites to help make positive change at a grade level or school. I usually refer to multiple before taking action especially ensuring i am look at diverse researchers.

00:27:05 Henry Kranendonk: We involved in formal ways to define mathematical modeling

00:27:32 Georgina Rivera: Mathematical Topics and questions students care about.

00:27:52 Henry Kranendonk: Learning how to examine statistical studies

00:34:53 Candies Winfun-Cook: I'm sorry but the sound is very choppy

00:41:00 Debora Pletzke: I would appreciate an opportunity to read Dr. Harts research.

00:45:19 Jennifer Malue: Yay for math intervention teachers! I am working on reinventing the intervention process in my schools this year using the NCTM math teaching practices. Thank you Dr. Hart for sharing and congratulations on your doctorate! May 2025 for me!! :)

00:57:38 Mike Steele: ESP = Enhancing Secondary (Mathematics Teacher) Preparation

01:01:44 Dianne McCarthy: The schools in our area do not allow the teachers try things. They must stick to the curriculum program such as envision or eureka. I encourage my graduate students to try things and they often share that they are not allowed. There is no trust. Administrators are not open to change Any suggestions?

01:01:49 Lori Hart: Thank you Jennifer! Future congratulations to you! May 2025 will be here before you know it. :)

01:02:56 Mike Steele: @Dianne: That's a place where I think we could bring administrators into that circle of trust that Peg referred to. Bringing them into the conversation and helping them understand what we're trying to do when we are aiming to change practice can be really helpful.

01:03:42 Mike Steele: We worked on a project in Michigan several years ago where we engaged administrators in some of the same task-based professional

development that we then engaged teachers in... having them experience the PD as learners was really helpful in gaining buy-in.

01:04:08 Jariela Cruz Caliz: Yes. I apply the changes and collect the data. When confronted, or presented with an opportunity, I showcase my data highlighting students' engagement and academic performance. It is even easier when there is an entire team. But, I like good trouble.

01:04:57 Mike Steele: That's a great strategy, Jariela. It's really hard for administrators to argue with positive student learning data you've collected from your classroom!

01:05:47 Laurie Speranzo: @Dianne, I also wonder about the small tests of change. What would happen if we ask students to do a turn-and-talk around a rich prompt? What if we ask "why does that work?" or "will that always work?" Not suggesting deviating from the prescribed curriculum but overlaying small steps into effective practice and collecting results (50% more students raised their hands after the turn and talk; 7 students shared why a strategy was mathematically sound; etc).

01:07:16 Mike Steele: @Laurie, I like that. I've worked closely with a couple of districts in central Indiana implementing Amplify at the middle school and we spent some time talking about what were good and productive variations as compared to fatal adaptations of the curriculum as we started to implement it. Both teachers and admins really appreciated having some boundaries defined around those to feel good about their early implementations of a new set of materials.

01:07:32 Dianne McCarthy: Thanks Laurie, I think that idea may work. It is so frustrating for my grad students. They are unable to try things. Small changes might work.

01:08:37 Jariela Cruz Caliz: I'm not going to lie, it can be bumpy, but when the data is there, it will speak for itself. Also @Laurie makes a great point, sometimes small changes in curricular activities can support our students.

01:10:38 Mike Steele: Kayla's math club strategy here is a good example of ways to be creative about action research and testing changes to our practice

01:12:51 Jennifer Malue: What activities and lessons do you do in math club? I am an intervention teacher and I find teachers just want me to review for assessments instead of engaging in meaningful math tasks.

01:13:01 Debora Pletzke: I'd like read all these research projects. I'd like to know more about the math club and try to implement one. I have in the past but it didn't turn out the way i wanted.

01:15:55 Mike Steele: I'm sure our guests would be thrilled to share more about their work!

01:16:07 Dianne McCarthy: Jennifer, there are great activities at youcubed and nrich online. I am also so happy to see you want to do more interesting tasks to develop math understanding. I see so much low level work in intervention....like Lori Hart mentioned.

01:16:09 Jennifer Malue: Yes!! I would love to share!!

01:16:11 Kayla Blankenship: I'm happy to share the task bank I drew from and how I selected tasks for the math club. Reach out on X @mindfulmathK5 or email me at jkn23@gmail.com.

01:16:15 Debora Pletzke: I hope so!

01:16:39 Jennifer Malue: Thank you Dr. Blankenship! Congrats on your doctorate!

01:16:57 Maria Porras: I would gladly share :)

01:17:09 Debora Pletzke: Congratulations to all the new Dr.
01:17:54 Candies Winfun-Cook: Thank you
01:17:59 Kelly Davila: Thank you for organizing this event! Many ideas to
reflect on!
01:18:05 Candies Winfun-Cook: Thank you
01:18:06 Lauren Harter: Thank you!
01:18:09 Sophia Kubisiak: Thank you!
01:18:14 Nicole Rigelman: Thanks all!
01:18:18 Lori Hart: Thank you Debora!
01:18:20 Debora Pletzke: Thanks. I enjoyed it more than i anticipated!!
01:18:36 Georgina Rivera: Inspiring and important. Thank you
01:18:50 Melissa Boston: Debora -- that is what we were hoping :)
01:18:51 Jariela Cruz Caliz: Thank you so much to everyone!
01:20:17 Donna Pinkerton: Thank you!
01:20:42 Ken Krehbiel: Thank you all.
01:20:45 Jennifer Malue: Can't wait for my first annual meeting! Please come
to my sessions at the research and annual conference and poster presentation!
01:20:49 Brentley Bendewald: Thank you!
01:20:51 Diamond Montana: Thank you everyone! ♥♥♥
01:20:51 Jennifer Malue: Thank you!!!