

Visions Week 6: Queering in Action

December 14, 2021

Video Transcript

Note: This Video transcript was auto generated through Zoom. Please reach out if you find errors.

1

00:03:32.910 --> 00:03:35.070

Brandie Waid: Alright we'll go ahead and get started.

2

00:03:36.600 --> 00:03:37.710

Brandie Waid: Are y'all doing tonight.

3

00:03:39.420 --> 00:03:40.020

Brandie Waid: you hear me.

4

00:03:45.030 --> 00:03:45.300

Brandie Waid: Good.

5

00:03:46.200 --> 00:03:46.680

awesome.

6

00:03:49.980 --> 00:03:54.840

Brandie Waid: So get started we'll play our usual game.

7

00:03:56.010 --> 00:04:00.300

Brandie Waid: i'm going around and saying something so I guess.

8

00:04:01.980 --> 00:04:09.060

Brandie Waid: What i'd like to share is one thing that we are looking forward to during our time off.

9

00:04:11.070 --> 00:04:15.510

Brandie Waid: So i'll go first I am looking forward to just cresting.

10

00:04:26.010 --> 00:04:29.970

Kyle Whipple: I will share that I am very much looking forward to time with my kid.

11

00:04:44.700 --> 00:04:46.740

Trena Wilkerson (she/her): i'm looking forward to just time.

12

00:04:48.450 --> 00:04:52.440

Trena Wilkerson (she/her): Right just time time to be with family time.

13

00:04:53.940 --> 00:04:58.650

Trena Wilkerson (she/her): The real time to catch up time to you know just time.

14

00:05:04.050 --> 00:05:06.480

Stephanie La France: i'm looking forward to seeing my sister.

15

00:05:11.190 --> 00:05:13.950

Brandie Waid: that's awesome i'm glad we're all looking forward to something.

16

00:05:15.870 --> 00:05:17.250

Brandie Waid: yeah and we'll be there soon.

17

00:05:20.010 --> 00:05:27.660

Brandie Waid: All right, well, it is our last day together um and so we're going to do today.

18

00:05:29.820 --> 00:05:42.060

Brandie Waid: Is here's our Community experience, first of all, so again remember we're going to work collaboratively be productive provocative yet caring feel comfortable and comfortable extend grace.

19

00:05:43.980 --> 00:05:52.980

Brandie Waid: embrace cognitive dissonance business Center calm and healing and follow the 42nd role to make space for new voices follows that one might apply a little less tonight.

20

00:05:55.230 --> 00:06:01.770

Brandie Waid: So what we're going to do your homework was to select an item.

21

00:06:02.850 --> 00:06:05.310

Brandie Waid: Whether it's it was a lesson plan a.

22

00:06:06.510 --> 00:06:08.100

Brandie Waid: Past a.

23

00:06:09.390 --> 00:06:18.330

Brandie Waid: unit, something that you might apply a queer lens to and we had three methods that we could use to do that, which were the.

24

00:06:19.290 --> 00:06:32.430

Brandie Waid: Clearing querying using the Cross disciplinary questions that my colleague, Dr Turner and I made the questions that Dr Catherine de and more rural created to query your own curriculum.

25

00:06:33.780 --> 00:06:42.420

Brandie Waid: The cross disciplinary questions where he is with students, whereas yay and ruble made their questions for teachers to use the query it themselves.

26

00:06:43.800 --> 00:06:59.940

Brandie Waid: or problem posing for mathematical and query Those are the three methods we went over over the past few weeks and we were gonna try to apply one of them to something that we brought tonight, so what we're going to do, eventually, is we're going to go through.

27

00:07:02.100 --> 00:07:04.320

Brandie Waid: This lesson tuning protocol.

28

00:07:05.610 --> 00:07:11.400

Brandie Waid: And the listening tuning protocol I haven't had any Have you ever done a protocol like this before.

29

00:07:21.810 --> 00:07:27.600

Trena Wilkerson (she/her): i'm similar to it, but not not not specifically.

30

00:07:28.050 --> 00:07:28.350

yeah.

31

00:07:31.110 --> 00:07:39.300

Brandie Waid: Alright cool so essentially the lesson tuning protocol is to provide feedback to each other on what it is.

32

00:07:40.440 --> 00:07:47.310

Brandie Waid: Whatever it is we're looking at we're going to apply this whatever you've brought tonight So the first thing you do is you present.

33

00:07:47.910 --> 00:07:55.050

Brandie Waid: Some information about what you thought, just so people don't have to contact and you're also going to tell us how you want to clear the item.

34

00:07:55.860 --> 00:08:08.310

Brandie Waid: Your plan for that and then we're going to ask clarifying questions if we need to and then we're going to look at the artifacts itself closely for able to and take some notes on.

35

00:08:09.540 --> 00:08:20.400

Brandie Waid: Some feedback we might provide based on what you say you want feedback on and there's one feedback, which are about strength cool feedback, which are about ways to improve.

36

00:08:22.170 --> 00:08:31.200

Brandie Waid: And presenter keep time i'll folks are doing this and then we provide the warm and cozy feedback and the presenter take notes and ask clarifying questions.

37

00:08:32.490 --> 00:08:37.260

Brandie Waid: As needed so that's where we're going we're going to take a minute, though.

38

00:08:38.880 --> 00:08:49.320

Brandie Waid: And we're going to take 10 actually so we're going to take 10 minutes to look over the tasks that you selected or if you haven't selected the past we're going to take 10 minutes to select the task.

39

00:08:50.640 --> 00:08:52.350

Brandie Waid: and think about how it might be.

40

00:08:52.350 --> 00:08:58.380

Brandie Waid: cleared and then we're going to identify one or two areas.

41

00:08:59.940 --> 00:09:09.150

Brandie Waid: That you'd like to receive feedback on in relation to how you want to apply for events, and it could even just be like I don't even know.

42

00:09:10.680 --> 00:09:13.770

Brandie Waid: So if that's your that's your question for feedback that's fine.

43

00:09:15.330 --> 00:09:25.380

Brandie Waid: So you're going to take some notes on what you want feedback on and what we're going to do for those 10 minutes i'm going to open some breakout rooms, if you want to go in a breakout room and think by yourself.

44

00:09:26.010 --> 00:09:33.390

Brandie Waid: You can do that there's going to be an independent breakout room, if you want to work with someone one of you wants to work with each other and talk.

45

00:09:33.870 --> 00:09:47.310

Brandie Waid: Through something you're welcome to use a chat or come off of mute and ask someone to go into one of the breakout two or three with you, or, if you want to chat with me about selecting an item or whatever.

46

00:09:47.970 --> 00:09:53.910

Brandie Waid: In this 10 minutes off in the main room, because I know that we have at least one person showing up late so.

47

00:09:55.770 --> 00:09:56.880

Brandie Waid: Are there any.

48

00:09:58.200 --> 00:10:00.000

Brandie Waid: Questions about.

49

00:10:01.860 --> 00:10:03.510

Brandie Waid: What we're going to be doing.

50

00:10:21.870 --> 00:10:22.980

Brandie Waid: Go ahead.

51

00:10:24.480 --> 00:10:25.680

Brandie Waid: and open.

52

00:10:27.750 --> 00:10:29.190

Brandie Waid: The room.

53

00:10:36.270 --> 00:10:42.930

Brandie Waid: And you can choose where to go, you should be able to choose where to go and then I will close the breakout rooms and.

54

00:10:45.450 --> 00:10:47.970

Brandie Waid: Then we'll come back together and provide feedback.

55

00:11:25.560 --> 00:11:26.790

Brandie Waid: yeah sorry I renamed them.

56

00:11:29.340 --> 00:11:33.870

Brandie Waid: So you're going collaboration collaboration Room one, so if anyone wants to join feel free.

188

00:22:33.150 --> 00:22:35.700

Brandie Waid: Hello welcome back welcome back.

189

00:22:37.380 --> 00:22:43.500

Trena Wilkerson (she/her): And we were in the middle of a sentence so stephanie yeah I think that that would be very good very interesting.

190

00:22:44.250 --> 00:22:45.150

Brandie Waid: Oh i'm intrigued.

191

00:22:45.330 --> 00:22:48.900

Trena Wilkerson (she/her): Sorry sorry we were in the middle of a sentence there.

192

00:22:49.590 --> 00:22:57.270

Brandie Waid: No worries um alright cool so I read I dropped to the five in the chat So if you want to have like for.

193

00:22:59.010 --> 00:23:04.680

Brandie Waid: yourself available so we're going to go ahead, we can do this one of two ways.

194

00:23:05.700 --> 00:23:21.540

Brandie Waid: But if we do it the second way, there is the danger that will get everyone, so the first idea that I had was that we use the lesson protocol, and we do it in pairs in breakout room and i'll try to hop between.

195

00:23:23.640 --> 00:23:39.270

Brandie Waid: I also am going to ask you to send your items to me with a little summary of like what it is that you how you're going to clear it and what it is, you would like to see so essentially the same thing, so I can give you feedback, just in case I don't get to all the room.

196

00:23:40.620 --> 00:23:45.660

Brandie Waid: Because I want you to you know feel like you got something out of it for me as well.

197

00:23:47.220 --> 00:23:57.090

Brandie Waid: So we could do it into breakout rooms, where you're providing feedback to one another, more we can do it as a group and run the risk that we might not get to the last person, what are your spouse.

198

00:24:09.000 --> 00:24:12.630

Dewey Gottlieb (he/him): i'll just jump in and say march group is good to me.

199

00:24:15.120 --> 00:24:15.840

Dewey Gottlieb (he/him): But I could go either way.

200

00:24:23.040 --> 00:24:24.810

Trena Wilkerson (she/her): i'm fine either way to hey do we.

201

00:24:25.170 --> 00:24:25.830

Trena Wilkerson (she/her): Did you hear me.

202

00:24:28.080 --> 00:24:29.130

Trena Wilkerson (she/her): Now i'm finally to what I.

203

00:24:35.190 --> 00:24:44.550

Brandie Waid: was trying to big group and then we'll just like keep in mind that there are four of us, so if we can try to keep our explanations.

204

00:24:46.830 --> 00:24:49.140

Brandie Waid: and other things you know.

205

00:24:50.190 --> 00:24:57.690

Brandie Waid: cut our tight down and not be very verbose that might be helpful um so who wants to go first.

206

00:25:15.390 --> 00:25:18.870

Brandie Waid: Alright i'm going to pick somebody Does that mean it sounds like you had a good idea.

207

00:25:20.550 --> 00:25:23.310

Brandie Waid: You just for time sake.

208

00:25:24.450 --> 00:25:25.200

Brandie Waid: Do that okay.

209

00:25:27.600 --> 00:25:29.940

Brandie Waid: Okay cool do you want to share your screen.

210

00:25:31.080 --> 00:25:32.700

Stephanie (she/her): I don't have an item.

211

00:25:33.060 --> 00:25:33.840

Brandie Waid: Okay cool.

212

00:25:34.140 --> 00:25:34.530

yeah.

213

00:25:36.480 --> 00:25:38.700

Stephanie (she/her): yeah so I was thinking.

214

00:25:40.140 --> 00:25:57.180

Stephanie (she/her): Of querying sort of a math activity so typically um you have like math fairs, and so I was thinking i've been in i've been dealing a lot with some homophobia racism and sexism enable ISM.

215

00:25:57.690 --> 00:26:05.100

Stephanie (she/her): In my classroom with the great hates and I thought that this year, since I want to do a math fair potentially I could um.

216

00:26:06.090 --> 00:26:22.140

Stephanie (she/her): The options that I give the students could be options that are conducive to exploring sort of the social justice elements of mathematics, and so I was thinking either they could choose a lesser known mathematician to look into.

217

00:26:23.490 --> 00:26:24.810

Stephanie (she/her): or they could.

218

00:26:27.120 --> 00:26:28.350

Stephanie (she/her): Oh, my gosh I forgot.

219

00:26:28.950 --> 00:26:30.210

Stephanie (she/her): I forgot what I said.

220

00:26:31.770 --> 00:26:33.810

Stephanie (she/her): i'm so sorry i'm so tired.

221

00:26:35.820 --> 00:26:38.370

Brandie Waid: You were in a group Oh well, whatever mind.

222

00:26:41.910 --> 00:26:57.030

Stephanie (she/her): or sorry sorry or interrogate textbook items, or even the program of studies that the Government puts out and just like really think critically about it and be like Okay, and what ways is this disclosing certain perspectives.

223

00:27:00.180 --> 00:27:00.630

Stephanie (she/her): yeah.

224

00:27:02.460 --> 00:27:02.940

Brandie Waid: cool.

225

00:27:04.140 --> 00:27:08.490

Brandie Waid: So do you have anything in particular you'd like to receive feedback on in relation to that.

226

00:27:10.140 --> 00:27:10.620

Stephanie (she/her): Sorry.

227

00:27:11.280 --> 00:27:15.840

Brandie Waid: Is there anything like to receive feedback on in relation to that idea.

228

00:27:16.860 --> 00:27:17.610

Stephanie (she/her): um.

229

00:27:19.140 --> 00:27:22.020

Stephanie (she/her): I guess sort of like how I might.

230

00:27:23.220 --> 00:27:26.250

Stephanie (she/her): How I might set that up as far as like.

231

00:27:28.380 --> 00:27:29.010

i'm.

232

00:27:30.600 --> 00:27:34.950

Stephanie (she/her): Making sure students get to engage in the topics, they want to engage in um.

233

00:27:36.750 --> 00:27:41.580

Stephanie (she/her): Well, also like keeping it focused on that social justice elements.

234

00:27:44.460 --> 00:27:44.820

Okay.

235

00:27:46.680 --> 00:27:47.280

cool.

236

00:27:49.020 --> 00:28:02.190

Brandie Waid: So i'm going to type that question into the chat and stephanie and then i'm going to put that bed and i'm going to put a five minute timer up for us to.

237

00:28:09.180 --> 00:28:10.410

Stephanie (she/her): Oh, and how.

238

00:28:10.500 --> 00:28:18.450

Stephanie (she/her): How that might be like the ethical considerations and how that might be assessed that the task.

239

00:28:19.200 --> 00:28:20.400

Brandie Waid: Okay cool.

240

00:28:22.980 --> 00:28:26.400

Brandie Waid: olivia for consideration first thing.

241

00:28:26.970 --> 00:28:28.500

Brandie Waid: And then the other words.

242

00:28:30.450 --> 00:28:32.010

Brandie Waid: How can that.

243

00:28:33.780 --> 00:28:35.340

Brandie Waid: Make sure.

244

00:28:36.360 --> 00:28:36.600

Brandie Waid: That.

245

00:28:37.950 --> 00:28:38.760

Brandie Waid: The students.

246

00:28:40.020 --> 00:28:40.920

Brandie Waid: get to.

247

00:28:48.210 --> 00:28:50.970

Brandie Waid: The topic of truth.

248

00:28:59.370 --> 00:28:59.820

Brandie Waid: Right.

249

00:29:01.110 --> 00:29:02.010

Brandie Waid: Like actually says.

250

00:29:07.110 --> 00:29:16.620

Brandie Waid: All right, so five minute warm and cool he backs the word straight to the idea, and the clearing and feedback on these two questions for.

251

00:29:17.670 --> 00:29:19.770

Brandie Waid: How we might help them.

252

00:29:46.050 --> 00:29:48.660

Trena Wilkerson (she/her): I really liked 70 I really liked the idea of.

253

00:29:49.230 --> 00:29:56.160

Trena Wilkerson (she/her): Potentially thinking about choices that your students could have so it might not they might not all do the same as you talked about it might be.

254

00:29:56.430 --> 00:30:04.740

Trena Wilkerson (she/her): A lesser known mathematician or interrogating a curricular so that you gave different options are you thinking about maybe offering them the different options.

255

00:30:05.370 --> 00:30:17.070

Trena Wilkerson (she/her): And maybe they can choose, so that the outcome, or the goal of whatever you have is the same for all students, because they have different ways of doing it so sometimes students by choices, I can live there that you're thinking about.

256

00:30:18.930 --> 00:30:22.050

Brandie Waid: Thank you trina I forgot to provide a clarifying question.

257

00:30:23.640 --> 00:30:23.970

No, no.

258

00:30:25.740 --> 00:30:27.060

Brandie Waid: So where is.

259

00:30:27.210 --> 00:30:31.800

Brandie Waid: That something that you would like to consider everything for the choices.

260

00:30:36.420 --> 00:30:39.420

Stephanie (she/her): i'm sorry I was just reading kyle's message work with.

261

00:30:41.220 --> 00:30:46.410

Brandie Waid: The choice would you is that something you'd consider that you were considering providing the choice to the students.

262

00:30:46.890 --> 00:30:57.570

Stephanie (she/her): yeah yeah and structuring the prompts to to grade level, certainly the grade sevens would be a lot more structured have a prompt nc like the grade eight or nine.

263

00:30:58.260 --> 00:31:00.120

Brandie Waid: that's right cool.

264

00:31:02.010 --> 00:31:09.030

Brandie Waid: I think we're gonna actually like deviate from the protocol, a little bit, so it sounds like you're like ready to give each other feedback, which is awesome.

265

00:31:11.460 --> 00:31:12.060

Brandie Waid: So.

266

00:31:13.560 --> 00:31:17.010

Brandie Waid: cool so you like, both of those options to do with a more robust.

267

00:31:18.870 --> 00:31:19.560

Brandie Waid: we'll do is we'll.

268

00:31:20.730 --> 00:31:22.020

Brandie Waid: Take really, really well.

269

00:31:24.060 --> 00:31:46.230

Kyle Whipple: I don't know that I have anything to add necessarily yeah I love the final westerner mathematician type task, but I do think it doesn't take the same brain power, as you know, here's here's a chunk of text what's it interrogate this I feel like that's a that's a much deeper.

270

00:31:47.820 --> 00:31:56.550

Kyle Whipple: task so you know I think it's okay to scaffold into and say you know with my seventh graders i'm going to have them find this.

271

00:31:56.820 --> 00:32:09.330

Kyle Whipple: A mathematician from a marginalized or historically underrepresented population with my eighth graders i'm going to give them, you know, two different math problems to look at with my ninth graders i'm going to say what about the standard or.

272

00:32:10.590 --> 00:32:17.130

Kyle Whipple: In or what about the objective of this particular unit, or something like that I think that's I think all of those are very reasonable.

273

00:32:42.000 --> 00:32:56.490

Brandie Waid: I think, also like if he wanted to pair them you don't want to lose that idea of looking into a lesser known mathematician It could also be paired as part of the pot like this is one part you get a choice, do you look into and how you present the information.

274

00:32:57.660 --> 00:32:59.190

Brandie Waid: Which is also a nice choice.

275

00:33:00.450 --> 00:33:03.030

Brandie Waid: And then also letting them.

276

00:33:04.080 --> 00:33:13.110

Brandie Waid: giving them a variety of problems and letting them interrogate them like nice core standards or whatever, and you can use those questions the Cross disciplinary questions.

277

00:33:14.370 --> 00:33:22.410

Brandie Waid: But you would likely have to train them on how to like do one or two with them so that they know what on earth you're talking about.

278

00:33:24.390 --> 00:33:27.360

Brandie Waid: And then let them try it out on their own.

279

00:33:29.640 --> 00:33:29.760

yeah.

280

00:33:32.670 --> 00:33:36.330

Brandie Waid: You look like you're listening to someone or thinking I can't tell.

281

00:33:39.840 --> 00:33:41.850

Dewey Gottlieb (he/him): I was thinking i'm trying to think of.

282

00:33:43.830 --> 00:33:44.190

Brandie Waid: stuff.

283

00:33:46.710 --> 00:33:51.780

Dewey Gottlieb (he/him): I mean, I, like the options, so I mean i'm trying to think about how know.

284

00:33:53.430 --> 00:33:54.930

Dewey Gottlieb (he/him): Something I could add to the competition.

285

00:33:58.050 --> 00:33:59.010

Brandie Waid: No, no question.

286

00:34:01.290 --> 00:34:04.260

Brandie Waid: So my question for you is when do you think that you'll do this.

287

00:34:08.550 --> 00:34:24.660

Stephanie (she/her): i'm thinking for we're set up in quarters this year so quarter three so that would be between January 27 and February 14 I think no not February, March march 14.

288

00:34:25.470 --> 00:34:26.760

Stephanie (she/her): Oh yeah.

289

00:34:27.270 --> 00:34:30.540

Brandie Waid: yeah we've got some time to get through.

290

00:34:31.080 --> 00:34:37.110

Stephanie (she/her): yeah yeah yeah yeah I wanted to have a matter anyway, and then I just I thought well.

291

00:34:38.400 --> 00:34:41.940

Stephanie (she/her): Maybe it should be more targeted than just the general find a math thing.

292

00:34:42.030 --> 00:34:45.000

Brandie Waid: yeah and I wonder also.

293

00:34:45.120 --> 00:34:55.290

Brandie Waid: Given the particulars of what you're dealing with and you saying that there's like some issues of homophobia and racism and whatnot going on in your classroom.

294

00:34:57.450 --> 00:35:06.570

Brandie Waid: Part of me I mean I don't know how much time you have, or what exactly you're envisioning for the SAS there and i'm always very extra so is.

295

00:35:07.860 --> 00:35:19.710

Brandie Waid: It could also be like a three part thing, like the first one is looking into a mathematician of our choice, the second is interrogating questions and then the third one is thinking more about like implications of.

296

00:35:20.970 --> 00:35:36.000

Brandie Waid: Racism and like what is the impact of kind of some of the things that you're seeing in your classroom which means and be them, looking at the bullying statistics that you found for Canada.

297

00:35:37.140 --> 00:35:40.470

Brandie Waid: That might be a good and just having like a conversation of.

298

00:35:41.760 --> 00:35:47.340

Brandie Waid: You know our our words have actually consequences so let's think about that.

299

00:35:48.900 --> 00:35:49.500

Brandie Waid: Think about that.

300

00:35:50.520 --> 00:35:55.320

Stephanie (she/her): yeah yeah for sure I was thinking about that I was thinking about how I might.

301

00:35:56.460 --> 00:35:57.750

Stephanie (she/her): implement those.

302

00:35:59.160 --> 00:36:03.330

Stephanie (she/her): Statistics into a into a discussion with them yeah.

303

00:36:04.560 --> 00:36:05.100

cool.

304

00:36:06.540 --> 00:36:09.420

Dewey Gottlieb (he/him): Does your school have any type of.

305

00:36:11.280 --> 00:36:19.170

Dewey Gottlieb (he/him): themes, like the general learning outcomes that are no bigger than that are beyond contents expectations you like.

306

00:36:21.570 --> 00:36:22.710

Dewey Gottlieb (he/him): What are we trying to say.

307

00:36:24.570 --> 00:36:32.100

Dewey Gottlieb (he/him): Community contributors are know those types of things is i'm just wanting to know if they're speaking of these kind of general learning outcomes.

308

00:36:32.850 --> 00:36:40.770

Dewey Gottlieb (he/him): broader than confident that you might be able to connect it to can you use an umbrella that say no, so how does mathematics contribute to that.

309

00:36:41.220 --> 00:36:52.620

Dewey Gottlieb (he/him): bar turn it into something like or use one angle could be you know how can mathematics, be used to positively impact people's lives or you know you know.

310

00:36:53.850 --> 00:36:55.590

Dewey Gottlieb (he/him): You know, as kind of a way to you know.

311

00:36:58.890 --> 00:37:00.480

Dewey Gottlieb (he/him): Come on a bigger perspective.

312

00:37:01.950 --> 00:37:08.160

Dewey Gottlieb (he/him): you're having to consume them explore these these ideas that it may seem like white white what, why are we doing some math.

313

00:37:09.840 --> 00:37:10.260

Dewey Gottlieb (he/him): You know.

314

00:37:11.400 --> 00:37:13.260

Dewey Gottlieb (he/him): So yeah or even maybe connect yeah.

315

00:37:14.610 --> 00:37:14.820

Dewey Gottlieb (he/him): Just.

316

00:37:16.260 --> 00:37:18.060

Stephanie (she/her): yeah no that's um.

317

00:37:21.180 --> 00:37:36.480

Stephanie (she/her): We have like posters up in the classroom of sort of good citizenship, and then we also have in health, they have particular outcomes around the around that so potentially like an interdisciplinary project yeah.

318

00:37:38.640 --> 00:37:38.940

Dewey Gottlieb (he/him): and

319

00:37:39.000 --> 00:37:46.080

Brandie Waid: Also theory you're tapping into using masters tool for creative insubordination so.

320

00:37:47.190 --> 00:37:48.630

Brandie Waid: you're like prepping with it.

321

00:37:52.320 --> 00:37:59.700

Brandie Waid: Just Preston awesome cool stuff do you feel like you've got some good feedback to work off of and.

322

00:38:00.930 --> 00:38:12.060

Brandie Waid: Make I mean you don't have to send it to me, but like you're welcome to if you want, if you start putting something together and you want me to take it a look at it through that lens i'm happy to.

323

00:38:13.170 --> 00:38:15.690

Stephanie (she/her): Sure yeah Thank you, thank you for all your feedback.

324

00:38:15.960 --> 00:38:16.560

Brandie Waid: Of course.

325

00:38:16.980 --> 00:38:20.040

Stephanie (she/her): yeah I feel more i'm more well equipped.

326

00:38:21.210 --> 00:38:21.570

Brandie Waid: yeah.

327

00:38:24.390 --> 00:38:24.960

All right.

328

00:38:25.980 --> 00:38:28.050

Brandie Waid: see what it's like on unix so.

329

00:38:33.390 --> 00:38:34.290

Kyle Whipple: i'm ready.

330

00:38:35.610 --> 00:38:35.850

Brandie Waid: So.

331

00:38:36.750 --> 00:38:39.060

Kyle Whipple: What is the picking on i'm.

332

00:38:39.390 --> 00:38:39.720

Okay.

333

00:38:40.860 --> 00:38:44.010

Kyle Whipple: I somehow lost my ability to make my screen small.

334

00:38:45.780 --> 00:38:46.740

Brandie Waid: You want to share your screen.

335

00:38:47.280 --> 00:38:50.340

Kyle Whipple: I want to grab something and just throw it in the chat.

336

00:38:50.700 --> 00:38:51.240

Kyle Whipple: There we go.

337

00:38:52.260 --> 00:38:54.270

Kyle Whipple: I got it it came up okay.

338

00:39:05.430 --> 00:39:07.020

Kyle Whipple: So what I did.

339

00:39:08.160 --> 00:39:23.760

Kyle Whipple: And I think this was borderline of failure, so I have a very thick skin it's okay for me to it for you all to say why did you think this would work and I will respond I don't know I get excited about things when I just try them and sometimes they work and sometimes they don't.

340

00:39:25.410 --> 00:39:27.240

Kyle Whipple: So I do.

341

00:39:28.560 --> 00:39:35.910

Kyle Whipple: With my methods classes, I one of the methods that I teach them as a critical response protocol, which is just.

342

00:39:37.470 --> 00:39:53.910

Kyle Whipple: notice remind emotions wonder speculate so it's five steps, what do you notice in this artifact and the art I teach them the artifact can be anything as long as it's interesting right like it can be a clip of music, it can be.

343

00:39:54.270 --> 00:40:00.480

Kyle Whipple: an actual physical item that you bring into a classroom and one of the coolest ones i've seen with elementary students is a.

344

00:40:00.870 --> 00:40:11.070

Kyle Whipple: victrola so somebody brings it up, I troll they take the Horn off so it's not clear that it's you know, and then the students can walk around and they have to talk about what they notice and.

345

00:40:11.850 --> 00:40:18.750

Kyle Whipple: They talk about what this thing reminds them of, and you know with elementary students get all kinds of great wonderful reminds.

346

00:40:19.710 --> 00:40:31.530

Kyle Whipple: So anyway it's one of my favorite things to do, and so I felt like I should be able to just take the inquiry questions and slap them into the same sort of form.

347

00:40:32.640 --> 00:40:42.930

Kyle Whipple: As the critical response protocol and create a nice discussion, and then I tested this with a group of my am T colleagues last night.

348

00:40:43.500 --> 00:40:51.390

Kyle Whipple: We had our we had a Community circle and some were like part of this is really good and part of this makes no sense and I was like okay.

349

00:40:52.230 --> 00:41:05.910

Kyle Whipple: that's fine um so I you know I give them, I went through the protocol with them and then instead of giving them obviously like we were on zoom so instead of being a physical object, I gave him the picture of the.

350

00:41:07.110 --> 00:41:10.470

Kyle Whipple: Oh what's it, I always forget what it's called but I love this picture so much.

351

00:41:12.510 --> 00:41:12.900

Kyle Whipple: and

352

00:41:14.580 --> 00:41:20.520

Kyle Whipple: yeah and I did I was smart enough to put the little link in so that they could go to the actual.

353

00:41:21.660 --> 00:41:31.020

Kyle Whipple: website to see the whole thing if they wanted to, and I asked, I asked them really timely I was like please don't go to the website until we're finished with the Protocol.

354

00:41:32.190 --> 00:41:46.200

Kyle Whipple: So this was my task and I will let you all give feedback and then I can tell you, after you've given feedback i'll tell you what they said, in the event that no one says what the AMT colleagues said.

355

00:42:01.440 --> 00:42:05.610

Kyle Whipple: Oh, I also did give them the picture of the Chicago teachers Union.

356

00:42:06.810 --> 00:42:08.040

Kyle Whipple: folks in the Pride parade.

357

00:42:08.580 --> 00:42:09.030

Brandie Waid: That was.

358

00:42:09.570 --> 00:42:13.440

Kyle Whipple: yeah yeah we we so we talked about both things.

359

00:42:14.280 --> 00:42:14.700

cool.

360

00:42:15.840 --> 00:42:16.380

Brandie Waid: So.

361

00:42:16.590 --> 00:42:25.620

Brandie Waid: Sorry, this, I have a clarifying question so basically have they had they done this before with the the protocol.

362

00:42:25.770 --> 00:42:27.150

Brandie Waid: The original protocol.

363

00:42:27.450 --> 00:42:40.710

Kyle Whipple: nope and, as a matter of fact, everyone in the room, and this shocked me, I mean there were like eight people there it's not like, there were 40 people there, everyone in the room, said they had never done a critical response protocol, even just the original five.

364

00:42:42.690 --> 00:42:47.100

Kyle Whipple: yeah I felt like I thought that was I was like oh I just thought everyone knew about these.

365

00:42:49.140 --> 00:42:50.820

Kyle Whipple: So that was a mistake on my part.

366

00:42:51.930 --> 00:43:01.560

Kyle Whipple: So it did take a little while to kind of get folks into the mindset of what it means to do a basic critical response protocol.

367

00:43:02.190 --> 00:43:03.360

Brandie Waid: yeah so you.

368

00:43:03.390 --> 00:43:10.770

Brandie Waid: Did you like take them through each of these and explain like what they were and then show them the photo.

369

00:43:12.630 --> 00:43:13.110

Brandie Waid: gotcha.

370

00:43:15.630 --> 00:43:20.880

Brandie Waid: i'll shut up now, and let people think of feedback, do you have anything in particular, you want feedback on.

371

00:43:22.890 --> 00:43:23.370

Brandie Waid: anything.

372

00:43:26.490 --> 00:43:30.180

Kyle Whipple: nope I will take any type of feedback whatsoever here.

373

00:44:14.490 --> 00:44:20.010

Trena Wilkerson (she/her): So called you, you did this with AMT so you did with math teacher educators right.

374

00:44:21.210 --> 00:44:32.970

Trena Wilkerson (she/her): So I was just curious about, are there any differences I don't know if that's the right word in how you might do it if you had a different audience I don't know if that's the right word, in other words.

375

00:44:36.120 --> 00:44:36.900

Trena Wilkerson (she/her): If it were.

376

00:44:38.700 --> 00:44:42.300

Trena Wilkerson (she/her): This was math teacher educators, what if it were.

377

00:44:44.280 --> 00:44:46.230

Trena Wilkerson (she/her): high school students or.

378

00:44:47.940 --> 00:44:56.700

Trena Wilkerson (she/her): teacher professional development, and I was just thinking about different audiences, are there any modifications to it or things that you would think about differently.

379

00:44:58.860 --> 00:45:02.670

Trena Wilkerson (she/her): that's just a curiosity it's not really feedback sorry.

380

00:45:04.050 --> 00:45:09.300

Trena Wilkerson (she/her): No think about audience that you know who your audience is that are who your participants our guest is a better word.

381

00:45:10.320 --> 00:45:12.240

Kyle Whipple: yeah no that's a great question I.

382

00:45:13.230 --> 00:45:27.090

Kyle Whipple: I have done a like I said, the first five steps basically of this with general methods pre service teachers, I have never done it within service teachers, but it does seem like a cool task for them.

383

00:45:28.950 --> 00:45:33.570

Kyle Whipple: I usually change the pictures just I just try to find some current.

384

00:45:34.830 --> 00:45:39.210

Kyle Whipple: picture that I considered to be social justice oriented or.

385

00:45:40.380 --> 00:45:49.620

Kyle Whipple: Something like that, so I actually only change the pictures for my own benefit, like i'll get sick of hearing the same discussion so i'll be like oh 99 different artifact.

386

00:45:52.230 --> 00:46:00.900

Kyle Whipple: But because this particular group is all LGBT Q plus identified, I thought they would find this particular picture very cool.

387

00:46:02.250 --> 00:46:04.320

Kyle Whipple: And so that's why I use that.

388

00:46:34.410 --> 00:46:43.410

Brandie Waid: Yes, gun dropping the slides the slides in the chat like kyle chairs and we are looking at he did this with a group of.

389

00:46:44.490 --> 00:46:47.760

Brandie Waid: teacher, educators and then go through a critical.

390

00:46:50.010 --> 00:46:52.920

Brandie Waid: Critical response her called what's it called critical thoughts.

391

00:46:55.590 --> 00:46:58.680

Brandie Waid: I wouldn't call it a critical noticing certain calls with critical response.

392

00:46:59.700 --> 00:47:03.690

Brandie Waid: and looking at Babylon d'ivoire image.

393

00:47:09.300 --> 00:47:09.750

Stephanie (she/her): i'm really.

394

00:47:16.860 --> 00:47:30.480

Stephanie (she/her): i'm really curious to know like after having completed this activity, how might they take it into their future classrooms like the connections that they would make and sort of like reflecting on the activity that they did.

395

00:47:32.910 --> 00:47:43.620

Stephanie (she/her): Like what, how do you how do they perceive it to be like something that they might be able to bring it into their classroom once they become teachers.

396

00:47:45.630 --> 00:47:46.800

Kyle Whipple: yeah so that's how.

397

00:47:47.130 --> 00:47:48.630

Dewey Gottlieb (he/him): she's very similar but sorry.

398

00:47:49.080 --> 00:47:51.060

Dewey Gottlieb (he/him): or bottom over people.

399

00:47:53.130 --> 00:47:54.090

Kyle Whipple: didn't mean to do that.

400

00:47:54.240 --> 00:48:03.630

Kyle Whipple: um that's actually how the discussion wrapped up was that several of them were like Oh, this is, this is very cool I definitely I use this in my classrooms in some way.

401

00:48:04.950 --> 00:48:18.930

Kyle Whipple: The folks who teach geometry were very on top of you know, we need to look at the symmetry, we need to look at the permutations of these things they were very happy to have the website so that they can see multiple angles of this room.

402

00:48:20.100 --> 00:48:27.000

Kyle Whipple: So that yes, a lot of several folks said oh i'm definitely a use this somehow my classroom so that was that was very cool.

403

00:48:31.350 --> 00:48:35.160

Dewey Gottlieb (he/him): And my thought was somewhat similar to what stephanie was saying, I was curious about.

404

00:48:35.160 --> 00:48:39.330

Dewey Gottlieb (he/him): That because I was going through each of them once.

405

00:48:40.920 --> 00:48:50.250

Dewey Gottlieb (he/him): The steps of the protocol to using the picture of the pride march, and then I got to the end and i'm like Okay, so how I was just trying to think about.

406

00:48:51.270 --> 00:48:59.700

Dewey Gottlieb (he/him): If I was a participant, you know within a group that you're facilitating with this protocol what's my what's my next what's my takeaway I guess.

407

00:49:00.480 --> 00:49:09.510

Dewey Gottlieb (he/him): And, and of course I mean there's a bunch of different than takeaways you can get a full course of it, I did actually appreciate how I was being provoked as I went through the protocol.

408

00:49:11.220 --> 00:49:11.700

Dewey Gottlieb (he/him): and

409

00:49:14.010 --> 00:49:22.200

Dewey Gottlieb (he/him): So I think I guess just a little bit of feedback as maybe the setup and the you know the prologue and epilogue.

410

00:49:23.880 --> 00:49:24.270

Dewey Gottlieb (he/him): Was.

411

00:49:25.560 --> 00:49:37.680

Dewey Gottlieb (he/him): I was just a little insurance, but I, but I can see it, how it can be used in a bit you know to be a pilot in a variety of different ways depending how you want to take it into your own practice or you know, or even for just your own.

412

00:49:39.240 --> 00:49:44.760

Dewey Gottlieb (he/him): You know wondering about things and kind of decent decent purposeful reflection, so I found that.

413

00:49:45.900 --> 00:49:48.240

Dewey Gottlieb (he/him): helpful I just wasn't sure of.

414

00:49:49.500 --> 00:49:50.940

Dewey Gottlieb (he/him): A couple beginning of the end.

415

00:49:53.880 --> 00:49:54.630

Dewey Gottlieb (he/him): Of the protocol.

416

00:50:05.700 --> 00:50:07.380

Brandie Waid: And I think.

417

00:50:07.650 --> 00:50:10.590

Brandie Waid: My thoughts are similar as far as.

418

00:50:12.600 --> 00:50:24.570

Brandie Waid: kind of that beginning in the end and kind of setting up because the first thing I thought was like i'd want to take them through an example of the critical noticing or sorry critical response phone call.

419

00:50:25.620 --> 00:50:29.010

Brandie Waid: Why keep learning about that group or sponsor default.

420

00:50:30.570 --> 00:50:37.680

Brandie Waid: With something just so that they have kind of a frame of reference, but like you said you were surprised that none of them had seen it so.

421

00:50:38.700 --> 00:50:42.870

Brandie Waid: You had come in with the assumption that they wouldn't need that.

422

00:50:44.550 --> 00:50:53.550

Brandie Waid: But so that would be the first thing like to have something for them to go through the other thing I thought, which is something I didn't because over the summer.

423

00:50:54.990 --> 00:50:58.860

Brandie Waid: Is we would go through this life cycle of notice and wonder.

424

00:51:00.240 --> 00:51:11.550

Brandie Waid: And we would kind of like refine our wondering based on new information that we found and we didn't specifically do with the questions that you've added but.

425

00:51:12.060 --> 00:51:21.120

Brandie Waid: I think that might be interesting so like to have wondering, and like what does it remind you of okay how am I sat in for like change are wondering.

426

00:51:21.750 --> 00:51:29.250

Brandie Waid: what's the context okay How does that change and wondering or strengthen the wondering same thing with centers and sexuality, or like what new wondering come up.

427

00:51:31.410 --> 00:51:40.590

Brandie Waid: So that's a possibility, because then you could also at the end okay well if you're if you're a student like.

428

00:51:41.580 --> 00:51:58.230

Brandie Waid: How can we find the mathematical answers to the questions or whatever that right, if your teacher or your teacher educator or pre service teacher, you could also find them as necklaces but also we want them to think about how the tickets to their classroom so like what.

429

00:52:00.570 --> 00:52:07.080

Brandie Waid: How do you facilitate this, or what kind of activity might you design based on this, or you know some kind of like action.

430

00:52:08.130 --> 00:52:09.330

Brandie Waid: To add to that last.

431

00:52:10.350 --> 00:52:14.670

Brandie Waid: bit to make the critical response protocol actionable.

432

00:52:23.010 --> 00:52:24.840

Kyle Whipple: So the the one big.

433

00:52:27.450 --> 00:52:30.780

Kyle Whipple: I guess shouldn't use the word big the one unique response that.

434

00:52:32.820 --> 00:52:35.760

Kyle Whipple: I felt like kind of landed the.

435

00:52:37.140 --> 00:52:50.460

Kyle Whipple: deepest was a person who pushed back against durability, to look at a space like this and talk about genders and sexualities you know it's a non binary they've them.

436

00:52:51.570 --> 00:53:01.590

Kyle Whipple: identified person who was like I always push back against the idea that a color can represent a gender or you know something artistic can represent a sexuality.

437

00:53:02.730 --> 00:53:07.740

Kyle Whipple: And because I don't want colors tied two genders like.

438

00:53:08.250 --> 00:53:13.650

Kyle Whipple: yeah, and so I thought that was a really cool response to this.

439

00:53:16.170 --> 00:53:17.610

Dewey Gottlieb (he/him): yeah that that.

440

00:53:18.780 --> 00:53:26.130

Dewey Gottlieb (he/him): Well, in a sense, I got a similar question, as I was going through, it was it was I hadn't to make certain assumptions.

441

00:53:27.090 --> 00:53:35.910

Dewey Gottlieb (he/him): In order in order to answer this question, but I think it's a good question, but I know the answer I have to make some assumptions about what i'm looking at them.

442

00:53:36.840 --> 00:53:44.430

Dewey Gottlieb (he/him): I think it's sort of related to this person is kind of pushing back with some assumptions about their or maybe not subjects aren't the right word.

443

00:53:45.510 --> 00:53:50.550

Dewey Gottlieb (he/him): But what we associate with certain things and how we.

444

00:53:51.000 --> 00:53:52.140

Dewey Gottlieb (he/him): touch meaning to it.

445

00:53:52.440 --> 00:53:52.980

Brandie Waid: and

446

00:53:53.610 --> 00:53:55.650

Dewey Gottlieb (he/him): So I think there's some underlying assumptions that.

447

00:53:57.390 --> 00:54:08.580

Dewey Gottlieb (he/him): provoke us to you know to see certain things a certain way, I guess, I don't know if that makes any sense but I agree, and I can see that person's response.

448

00:54:09.750 --> 00:54:10.260

Dewey Gottlieb (he/him): Should.

449

00:54:11.850 --> 00:54:14.700

Kyle Whipple: yeah I think the phrasing they used was that.

450

00:54:16.530 --> 00:54:19.410

Kyle Whipple: as facilitator, I was expecting a.

451

00:54:20.430 --> 00:54:25.860

Kyle Whipple: Particular cultural context perspective by asking for.

452

00:54:27.180 --> 00:54:33.450

Kyle Whipple: Ours or genders represented this based solely on colors and design.

453

00:54:35.070 --> 00:54:37.260

Kyle Whipple: yeah I thought I like I said I thought it was a really great.

454

00:54:38.280 --> 00:54:39.690

Kyle Whipple: addition to the conversation.

455

00:54:41.430 --> 00:54:41.820

Brandie Waid: yeah.

456

00:54:42.600 --> 00:54:44.520

Brandie Waid: that's awesome and like thinking about.

457

00:54:46.290 --> 00:54:46.680

Brandie Waid: You know.

458

00:54:50.100 --> 00:55:06.780

Brandie Waid: Like essentially the if if they read the article that provides like contacts, but like they didn't have that contact, so you know that's yeah very cool that they pointed that out just got to have that exact thing stick.

459

00:55:11.400 --> 00:55:12.330

Brandie Waid: Her back not.

460

00:55:16.080 --> 00:55:17.160

Brandie Waid: That helpful kyle.

461

00:55:19.770 --> 00:55:20.160

Brandie Waid: cool.

462

00:55:20.550 --> 00:55:24.180

Brandie Waid: Thank you very much yeah and saying, if you want to send anything.

463

00:55:25.110 --> 00:55:31.620

Brandie Waid: Along my way like if you're going to use this with your pre service teachers or whatever, and you want a pair of eyes on it happy to get feedback.

464

00:55:34.650 --> 00:55:35.280

Brandie Waid: cool.

465

00:55:37.230 --> 00:55:37.590

Brandie Waid: trina.

466

00:55:41.490 --> 00:55:42.210

Trena Wilkerson (she/her): sure.

467

00:55:42.390 --> 00:55:43.860

Trena Wilkerson (she/her): um I.

468

00:55:44.340 --> 00:55:53.910

Trena Wilkerson (she/her): I don't have anything typed up, but I wanted to share something that I do in my classes, that I wanted to get some feedback on how I might.

469

00:55:55.200 --> 00:56:06.540

Trena Wilkerson (she/her): engage my pre service teachers with this other protocol that I use I use an activity it's vignettes so which is not unusual people do them all the time, so there'll be a.

470

00:56:07.020 --> 00:56:16.590

Trena Wilkerson (she/her): Often, what we do this, I should back up for two different classes there's one is the methods classes and secondary mathematics and then there's one that's called critical issues in mathematics education.

471

00:56:17.130 --> 00:56:27.390

Trena Wilkerson (she/her): So in the one that is the the mathematics methods class I typically have a math problem that students have engaged in, and I have my pre service teachers engage in that problem.

472

00:56:27.870 --> 00:56:33.390

Trena Wilkerson (she/her): And then they will look at two things one is they will look at a vignette.

473

00:56:33.720 --> 00:56:40.260

Trena Wilkerson (she/her): Maybe a couple of paragraphs of a scenario of something that happened with students who engaged in this problem.

474

00:56:40.530 --> 00:56:53.820

Trena Wilkerson (she/her): That might be around how the teacher engaged interacted with the students or students interacted with each other, or they interacted with the problem, whatever it might be, sometimes we use video sometimes they're written vignettes so we do a variety of things.

475

00:56:54.480 --> 00:57:05.160

Trena Wilkerson (she/her): And it's to get the pre service teachers to think about okay when they when they do the problem they read about Su R watch students who have engaged in it.

476

00:57:05.640 --> 00:57:11.670

Trena Wilkerson (she/her): And, and then often they also look at student work it's a mathematical problem we'll look at student work that goes with it as well.

477

00:57:11.970 --> 00:57:18.690

Trena Wilkerson (she/her): And so, then there so to look at So what do you see as the the mathematical practices that the students are engaged in.

478

00:57:18.930 --> 00:57:24.480

Trena Wilkerson (she/her): And then, what are the about the mathematical teaching practices that the teacher has engaged in what do you notice about that.

479

00:57:24.810 --> 00:57:38.940

Trena Wilkerson (she/her): And then, they also have to bring it back to themselves about how does do you see this in your own practice or how would you take it back to your own classroom you know engage with the mathematical practice, sometimes with this specific problems but it's mainly about the practices.

480

00:57:40.710 --> 00:57:43.230

Trena Wilkerson (she/her): And the critical issues class we don't always.

481

00:57:44.460 --> 00:57:52.410

Trena Wilkerson (she/her): set the stage with a math problem, sometimes it's a situation that's happened and in the critical issues class when I started the students.

482

00:57:53.310 --> 00:57:57.270

Trena Wilkerson (she/her): We do, a whole series of activities where they help identify.

483

00:57:57.630 --> 00:58:03.600

Trena Wilkerson (she/her): The critical issues that they still have questions about, but this time they're seniors they've been in the classrooms quite a bit.

484

00:58:03.780 --> 00:58:12.660

Trena Wilkerson (she/her): There in their internship, and so the question for them there in the second semester is they're almost done, and so the idea is, what are the questions that you still have what are.

485

00:58:13.200 --> 00:58:22.050

Trena Wilkerson (she/her): critical issues that you've seen with your students are that you still have questions about your own practice and i'll let them help generate topics also I shared with.

486

00:58:22.530 --> 00:58:31.890

Trena Wilkerson (she/her): Collins stephanie there are also topics that I know they need to ask about and they may not ask about them, so I throw some in as well, so I let them determine the majority of the.

487

00:58:32.220 --> 00:58:42.390

Trena Wilkerson (she/her): The course, but then I throw in things that I know that that they need to think about as well, so I use these this same vignette kind of thing, so they have but it's not always around a math problem but, but it may.

488

00:58:42.840 --> 00:58:51.420

Trena Wilkerson (she/her): Be around something happened like we do something on motivation, for example, and so there may be some type of interaction that happened, and then we analyze that.

489

00:58:52.560 --> 00:59:10.560

Trena Wilkerson (she/her): I was thinking about taking a math problems sometimes maybe one that we talked about last week because they had several really good ones last week and the week before of ways to think about how LGBT Q how students can think about this because I don't think.

490

00:59:11.850 --> 00:59:17.550

Trena Wilkerson (she/her): I don't think pre service teachers always think about the problems the mathematics.

491

00:59:17.880 --> 00:59:26.280

Trena Wilkerson (she/her): And how they engage students in questions and things like that, like like you mentioned that there was one about the cow was talking about when we went in our breakout sessions.

492

00:59:26.430 --> 00:59:39.030

Trena Wilkerson (she/her): He was sharing about you know the going to the prom kind of question that we had, and you know what that cost is and that kind of thing, so I think that I would like to potentially engage them in a math problem that would have them think about.

493

00:59:40.170 --> 00:59:41.790

Trena Wilkerson (she/her): That would have them query it right.

494

00:59:42.270 --> 00:59:47.910

Trena Wilkerson (she/her): And I think the protocol i'm not positive, but I think and then that, then I would have them do a vignette about.

495

00:59:48.120 --> 00:59:58.680

Trena Wilkerson (she/her): Something that really did happen like students who really engaged in this and the questions that may have come up during class and then they can analyze it based on mathematical practices, the mathematical teaching practices.

496

00:59:59.100 --> 01:00:11.820

Trena Wilkerson (she/her): connect to their own practices, I think I would have them also connected to the equity of the non equitable teaching practices as well, but I think I would use yay and a lot of rebels.

497

01:00:12.930 --> 01:00:19.080

Trena Wilkerson (she/her): Questioning framework that's where I am with it right now so that's kind of what i'm thinking about so i'd love some feedback.

498

01:00:20.940 --> 01:00:24.420

Trena Wilkerson (she/her): thoughts questions that's what i'm thinking about.

499

01:00:39.630 --> 01:00:45.120

Brandie Waid: Okay, I just dropped in the chat greenhouse effect captures what's nice to me.

500

01:01:08.340 --> 01:01:10.470

Brandie Waid: That seems accurate, based on the process.

501

01:01:11.610 --> 01:01:12.270

Brandie Waid: That you described.

502

01:01:18.360 --> 01:01:24.870

Brandie Waid: anyone have any follow up questions clarifying questions for trina or but right off the BAT.

503

01:01:35.880 --> 01:01:41.190

Jessica Lee: i'm in your for of teaching so it's interesting hearing so many.

504

01:01:42.570 --> 01:01:44.640

Jessica Lee: teacher, educators and their.

505

01:01:44.820 --> 01:01:49.710

Jessica Lee: perspectives, because the teacher training program I wouldn't do it was not that long ago.

506

01:01:51.060 --> 01:01:53.730

Jessica Lee: I thought it was really cool that you.

507

01:01:54.870 --> 01:02:05.880

Jessica Lee: mentioned that a lot of the critical thinking course is like guided by what the teachers bring but you also have some that.

508

01:02:07.170 --> 01:02:09.330

Jessica Lee: You want to make sure it gets brought up.

509

01:02:11.790 --> 01:02:20.430

Jessica Lee: And now that i've been teaching like there's like an infinite number of topics, I think we can be spending time on.

510

01:02:21.840 --> 01:02:23.970

Jessica Lee: And I don't even remember what my.

511

01:02:25.110 --> 01:02:30.030

Jessica Lee: Like my methods course was a blur and my i'm sorry I forgot the name.

512

01:02:30.060 --> 01:02:32.190

Trena Wilkerson (she/her): Critical whatever it is critical issues.

513

01:02:32.400 --> 01:02:39.510

Jessica Lee: critical issues like that we could spend a lifetime on that we could spend more than the year that I spent in my credential Program.

514

01:02:39.930 --> 01:03:03.390

Jessica Lee: And they were just like shortage get them out the door right like forever, in theory, so it's kind of cool, because then the course kind of is more personal and it's like so I I don't have other things to say about that, except that i'm glad that there is like personal by in in your course.

515

01:03:03.780 --> 01:03:09.750

Trena Wilkerson (she/her): Thank you JESSICA, and you, you are exactly correct that there are, I mean hundreds of.

516

01:03:09.780 --> 01:03:10.080

Jessica Lee: If.

517

01:03:10.140 --> 01:03:20.550

Trena Wilkerson (she/her): You mean they're just hundreds of things that you could do I even have one of the graduate classes as well, because after you've been teaching a wall, then you have other questions that you have.

518

01:03:20.880 --> 01:03:35.340

Trena Wilkerson (she/her): So, you know that you've encountered, so I think I even use this in professional development, when I have teachers that come in, so we do it there, because so people are different stages and have different kinds of questions but but I appreciate that feedback.

519

01:03:42.390 --> 01:03:49.050

Trena Wilkerson (she/her): Now i'm gonna be like Carl you know you can tell me if this is the dumbest thing you've ever heard or you know you know I just.

520

01:03:51.300 --> 01:03:59.970

Trena Wilkerson (she/her): Any any feedback, you have the ideas about I want the con I want the problem to be something that would be something real that they would encounter in their.

521

01:04:00.390 --> 01:04:08.520

Trena Wilkerson (she/her): textbooks, or whatever you know something some task, or something they might have but then I want to cut the vignette to be something that would be real between students.

522

01:04:08.760 --> 01:04:15.630

Trena Wilkerson (she/her): And I think we have articles that pilot asked me about that, and there are articles in several journals that that do have these kinds of.

523

01:04:17.640 --> 01:04:20.010

Trena Wilkerson (she/her): interactions I think that would be very helpful.

524

01:04:21.750 --> 01:04:23.940

Trena Wilkerson (she/her): But anyway, that's what i'm thinking anyway.

525

01:04:28.380 --> 01:04:33.420

Kyle Whipple: anytime that I have my methods students engage with.

526

01:04:34.440 --> 01:04:42.750

Kyle Whipple: I call them scenarios, because I always make them, really, really short and then, yet I don't know some some that feels like that needs to be a paragraph and i'm not really a paragraph guy.

527

01:04:44.580 --> 01:04:48.780

Kyle Whipple: But I always and I have mentioned this before, but i'll say it to the whole group.

528

01:04:49.830 --> 01:04:51.360

Kyle Whipple: I always try to come up with.

529

01:04:52.410 --> 01:04:54.750

Kyle Whipple: scenarios that I literally witnessed.

530

01:04:54.900 --> 01:04:56.160

Kyle Whipple: Like 20 years of teaching.

531

01:04:57.420 --> 01:05:10.170

Kyle Whipple: and part of the reason I do, that is because, if it was so so memorable to me throughout a 20 year teaching career it's probably going to be impactful to the students when they engage in it.

532

01:05:11.460 --> 01:05:13.170

Trena Wilkerson (she/her): And so you know.

533

01:05:13.260 --> 01:05:22.740

Kyle Whipple: The situation where you're on bus duty and one kid calls another kid the F word and the other kid punches even the nose right away.

534

01:05:23.190 --> 01:05:38.790

Kyle Whipple: You know how you've now got a physical confrontation over words, how do you handle this situation at the end of their discussion I always tell them how I handled it and I always tell them, sometimes I handled things really well, sometimes it didn't handle things very well at all.

535

01:05:40.470 --> 01:05:42.960

Kyle Whipple: You know, this is what I did and.

536

01:05:44.070 --> 01:05:56.820

Kyle Whipple: You know, and here are the results of that so I just think the more personal you can make it the more sincere, you will be in like the carry the like execution.

537

01:05:58.650 --> 01:06:01.800

Kyle Whipple: So that's my tiny piece of feedback.

538

01:06:02.190 --> 01:06:04.860

Trena Wilkerson (she/her): that's helpful, it makes me think about the authenticity of it.

539

01:06:05.400 --> 01:06:08.340

Trena Wilkerson (she/her): has to be there, so I think.

540

01:06:09.420 --> 01:06:11.010

Trena Wilkerson (she/her): During group work I overheard.

541

01:06:15.840 --> 01:06:17.520

Brandie Waid: All right, I don't know if you heard that video.

542

01:06:20.520 --> 01:06:32.430

Brandie Waid: Question clarifying question so when you say you want a like you're you give them a vignette and considering giving them a vignette like what are you envisioning.

543

01:06:33.570 --> 01:06:41.820

Brandie Waid: In this context, like for clearing as that vignette to then possibly yay in rubles question.

544

01:06:48.810 --> 01:06:50.070

Brandie Waid: you hear me the trainer.

545

01:06:52.920 --> 01:06:54.930

Trena Wilkerson (she/her): I got lots of things open, so let me find that.

546

01:06:55.170 --> 01:06:55.500

So.

547

01:06:56.610 --> 01:07:07.380

Trena Wilkerson (she/her): So when I was looking at the questions I was looking at the series of five like what knowledge in worldview is assumed by this word problem, so it would be about the mathematics problem, so I think that would be something.

548

01:07:08.460 --> 01:07:14.610

Trena Wilkerson (she/her): That would have my students, think about that okay what's the problems the problems assumptions.

549

01:07:15.270 --> 01:07:23.580

Trena Wilkerson (she/her): Does this problem reflect your own experience, I think that would provoke the students do we I like your work provoke i'm gonna start using that I like that.

550

01:07:23.880 --> 01:07:34.830

Trena Wilkerson (she/her): So would it provoked him to think about that more right and in depth and to connect it like how you were talking about to their own experience are their lack of experience, you know that they've not experienced this.

551

01:07:36.720 --> 01:07:38.790

Trena Wilkerson (she/her): And let's say that the third one.

552

01:07:39.900 --> 01:07:50.700

Trena Wilkerson (she/her): What experiences are reflected are not included, and then, how could we clear the problem so that reflects a wider number of windows and mirrors in our students, I think that would be a valuable one, because I think sometimes that.

553

01:07:51.000 --> 01:08:02.520

Trena Wilkerson (she/her): You know my students don't always think about that you know they they just don't and brandon you talked about that the night that you were talking about one of your problems that you didn't you had not thought about that.

554

01:08:02.850 --> 01:08:12.900

Trena Wilkerson (she/her): You know, and so um I think that this would cause the students by the having those questions, it would cause the pre service teachers to think.

555

01:08:13.650 --> 01:08:24.540

Trena Wilkerson (she/her): More critically about themselves, their own experiences and about the mathematics that they bring to their students and the interactions that may occur in the classroom so that is talked about they.

556

01:08:24.930 --> 01:08:30.030

Trena Wilkerson (she/her): would have some ideas about how to handle situations and how to have those discussions.

557

01:08:30.360 --> 01:08:43.860

Trena Wilkerson (she/her): In a safe environment for all students right so anyway, and then the categories of resistance that you might face with the word problems, so I just thought that would be a good protocol for them to think through the scenario or the you know the vignette or this.

558

01:08:44.430 --> 01:08:45.630

Brandie Waid: yeah so.

559

01:08:45.720 --> 01:08:46.800

Trena Wilkerson (she/her): that's what I was thinking.

560

01:08:47.010 --> 01:08:47.340

Trena Wilkerson (she/her): I don't know.

561

01:08:47.880 --> 01:08:51.270

Brandie Waid: So i'm so then that's making me think maybe like.

562

01:08:52.740 --> 01:09:07.710

Brandie Waid: I don't at least i'm not aware of a ton of examples of people even attempting to think through like clearness in math that, obviously, but not a ton were like it's in that kind of thing yet for.

563

01:09:09.030 --> 01:09:13.890

Brandie Waid: But there are two things that are coming to mind the first one is.

564

01:09:16.020 --> 01:09:21.180

Brandie Waid: lori's article that we read the speaking of an hour.

565

01:09:22.320 --> 01:09:27.480

Brandie Waid: Between us, and out about gender and mathematics, or something like that that we read in October for the journal club.

566

01:09:29.100 --> 01:09:33.390

Brandie Waid: That article I believe she presents specific problems.

567

01:09:34.650 --> 01:09:37.770

Brandie Waid: that she encountered so that might be one that.

568

01:09:39.540 --> 01:09:43.350

Brandie Waid: There might be something in that article that serves as a vignette if.

569

01:09:44.250 --> 01:09:44.730

Trena Wilkerson (she/her): that's a good.

570

01:09:45.300 --> 01:09:45.930

Brandie Waid: Point Thank you.

571

01:09:46.440 --> 01:10:02.640

Brandie Waid: yeah and then the other idea, the other thought I had is I wrote about that problem in the inquiry in query junkies so that that little front section to see the vignette or even just.

572

01:10:03.840 --> 01:10:09.900

Brandie Waid: Like because people sometimes don't like to read it and they're like to watch a video so you showing the little snippet from the.

573

01:10:10.800 --> 01:10:12.060

Brandie Waid: webinar might also.

574

01:10:12.390 --> 01:10:17.280

Brandie Waid: Like two or three minutes describing this scenario might serve as the vignette.

575

01:10:18.600 --> 01:10:25.920

Brandie Waid: That could work The other thing I thought, which is why I was clarifying about the vignette is there is this.

576

01:10:27.870 --> 01:10:30.960

Brandie Waid: speak up series that learning for justice.

577

01:10:31.980 --> 01:10:32.430

Trena Wilkerson (she/her): mm hmm.

578

01:10:35.670 --> 01:10:44.400

Brandie Waid: And I just looked up beat up learning for justice, video and like this is what I came up I didn't know what to say.

579

01:10:45.210 --> 01:11:01.800

Brandie Waid: During group work I overheard a boy or girl stop passing and just take your notes Okay, and I didn't know what to say so, what kyle said made me think of this because there is one that talks about homophobia specifically homophobic.

580

01:11:03.000 --> 01:11:13.020

Brandie Waid: So some of these videos might be useful card discussion on could be with those questions but also just more generally like kind of what would you do.

581

01:11:13.350 --> 01:11:13.770

Trena Wilkerson (she/her): In this.

582

01:11:14.220 --> 01:11:18.870

Brandie Waid: Situation and how would you respond and we did this at the learning for justice workshop.

583

01:11:19.950 --> 01:11:25.350

Brandie Waid: That I attended, and it was really I thought it was really impactful so yeah.

584

01:11:26.850 --> 01:11:34.980

Trena Wilkerson (she/her): Thank you, I, like the ideas I thought about the I thought about the article that you, you were talking about your article you.

585

01:11:36.090 --> 01:11:38.070

Trena Wilkerson (she/her): Who was your co author my my head's 30.

586

01:11:39.300 --> 01:11:40.050

Trena Wilkerson (she/her): yeah Thank you.

587

01:11:40.320 --> 01:11:52.140

Trena Wilkerson (she/her): Okay, and and i'm glad you reminded me about the book club article because that's another one, but I know that there are several and we do use video sometimes you're a little snippet of a video rather than the written we just use different things.

588

01:11:52.620 --> 01:11:55.650

Trena Wilkerson (she/her): yeah and so good that's those are great Thank you so much.

589

01:11:55.770 --> 01:11:56.250

yeah.

590

01:11:58.890 --> 01:12:02.640

Brandie Waid: Alright, so you feel like you're you're set for now.

591

01:12:04.890 --> 01:12:09.390

Brandie Waid: cool and same to you, you want to send anything wrong happy look at it.

592

01:12:11.160 --> 01:12:16.410

Brandie Waid: and the rest of us well Okay, so we have Jessica and doing we're gonna.

593

01:12:16.440 --> 01:12:19.920

Brandie Waid: try to get through both of you so which one of you would like to go first.

594

01:12:24.300 --> 01:12:29.040

Dewey Gottlieb (he/him): I don't have a specific task to share with you to look at and respond to, but I.

595

01:12:29.100 --> 01:12:34.710

Dewey Gottlieb (he/him): do have a question, I can pose but i'll defer to JESSICA JESSICA, if you have something i'll defer to you, and then I can.

596

01:12:38.190 --> 01:12:39.480

Dewey Gottlieb (he/him): Laughter so my question.

597

01:12:40.230 --> 01:12:44.340

Jessica Lee: I would love to share what I did with a small group of kids recently.

598

01:12:46.590 --> 01:12:47.310

Jessica Lee: and

599

01:12:48.450 --> 01:12:51.540

Jessica Lee: I guess the feedback I would love is.

600

01:12:52.740 --> 01:13:00.090

Jessica Lee: How I could position this to a larger group of kids can I share my screen at all.

601

01:13:00.450 --> 01:13:01.380

yeah.

602

01:13:10.410 --> 01:13:10.650

Brandie Waid: Oh.

603

01:13:12.990 --> 01:13:13.770

Brandie Waid: yeah yeah.

604

01:13:18.330 --> 01:13:21.180

Jessica Lee: Can you see this little boy over here okay.

605

01:13:22.230 --> 01:13:26.010

Jessica Lee: So I did this activity with.

606

01:13:27.960 --> 01:13:34.530

Jessica Lee: The local the school queer students association or queer straight alliance.

607

01:13:34.890 --> 01:13:37.290

Jessica Lee: we're not really sure what the acronym stands for anymore.

608

01:13:37.650 --> 01:13:37.950

But.

609

01:13:39.090 --> 01:13:55.350

Jessica Lee: It was a group of maybe 1215 kids during a lunchtime meeting, so it was kind of not your standard lesson plan, but it's a group of I would say, mostly seventh and eighth graders maybe some sixth graders because I will get them no school.

610

01:13:56.610 --> 01:14:01.620

Jessica Lee: And originally what I was looking for was I was looking at this video this videos.

611

01:14:02.820 --> 01:14:13.920

Jessica Lee: done in a series where they asked 70 people, one question and you can see, the values change over time, as people age so that's kind of cool.

612

01:14:15.360 --> 01:14:26.070

Jessica Lee: And this video i'll pay a real quick slip snippet of it led me to a further question which I shared with the kids later on okay.

613

01:14:29.520 --> 01:14:37.650

Jessica Lee: I don't want to talk about it, nothing i'm saving money for going to school, so this is a game that I really.

614

01:14:38.460 --> 01:14:44.520

Jessica Lee: want to buy pokemon soulful Nintendo switch a good time new nerf gun nothing.

615

01:14:45.030 --> 01:15:00.030

Jessica Lee: Air pods for an xbox college I supreme hoodie a trip to China to build a successful career my mom for to move into a big house for itself just my future in general to further invest in my business.

616

01:15:00.720 --> 01:15:06.990

Jessica Lee: Okay, so you kind of get the point, it goes up all the way to 70 and it's kind of sweet, to see how people's values change over time.

617

01:15:08.730 --> 01:15:16.440

Jessica Lee: But you might notice it said 70 men on the top left, so I was kind of curious I was like let me go find the women one.

618

01:15:18.360 --> 01:15:34.110

Jessica Lee: Just because i'm assuming there, there exists that video, so I took a screenshot of climbers playlist they did a whole series of 70 questions that they asked and I showed kids that this was the screenshot that I got from them.

619

01:15:35.730 --> 01:15:44.310

Jessica Lee: And you can see the same playlist it's not all men glamour is a magazine for women are female identifying people.

620

01:15:45.720 --> 01:15:52.530

Jessica Lee: And so it looks like it's all for men, but actually overall, there are more with videos for women.

621

01:15:53.910 --> 01:16:03.690

Jessica Lee: And I I was curious, so I typed up all of the videos and the questions that exist and i'll let you find some patterns.

622

01:16:17.130 --> 01:16:18.870

Jessica Lee: Is it big enough should I make it bigger.

623

01:16:44.580 --> 01:16:47.700

Jessica Lee: He want you can put it in the chat things you noticed.

624

01:16:57.210 --> 01:16:57.990

Jessica Lee: same time.

625

01:17:11.370 --> 01:17:14.580

Jessica Lee: There are a couple of videos that they did, where it was 70 people.

626

01:17:16.620 --> 01:17:18.060

Jessica Lee: A grand total of four videos.

627

01:17:24.090 --> 01:17:25.710

Brandie Waid: i'm just kind of a call.

628

01:17:33.480 --> 01:17:42.720

Jessica Lee: And what I did was I tried to take the ones that I did this manually so like if I noticed, they were in both I put them in blue.

629

01:17:44.250 --> 01:17:51.600

Jessica Lee: And the original video that I was looking for was the one in red here, and you might notice that.

630

01:17:52.920 --> 01:17:55.800

Jessica Lee: Either glamour doesn't believe women save money or.

631

01:17:57.060 --> 01:18:02.130

Jessica Lee: doesn't believe in the value of it, I could not find a video of women saving money.

632

01:18:04.500 --> 01:18:12.540

Jessica Lee: And the q&a kids and I have a friendly rapport it's not so much i'm an authority figure as I am.

633

01:18:14.610 --> 01:18:23.100

Jessica Lee: An older sister in some ways to them and I just watched jaws drop and I watched like it click for a lot of kids.

634

01:18:24.300 --> 01:18:33.180

Jessica Lee: They were very upset about the fact that the men got the interesting questions and the women got questions like what's your go to dance move.

635

01:18:36.900 --> 01:18:44.010

Jessica Lee: And I showed them the, this is not like in the past, this is current right, this is 2021.

636

01:18:45.300 --> 01:18:47.880

Jessica Lee: These videos are all from within the last year.

637

01:18:49.110 --> 01:18:51.780

Jessica Lee: So it's not like this is a of the past thing.

638

01:18:53.130 --> 01:18:53.760

Jessica Lee: um.

639

01:18:54.810 --> 01:18:56.280

Jessica Lee: And then I.

640

01:18:57.390 --> 01:19:14.310

Jessica Lee: So I was thinking of brandies um one of the articles that you sent us about how kids went through newspapers and no that's not the one it was maybe week four we were looking at curriculum Eureka curriculum and how.

641

01:19:15.870 --> 01:19:21.360

Jessica Lee: All the questions about video games were about boys and all the questions about cooking were about girls.

642

01:19:22.590 --> 01:19:27.090

Jessica Lee: And so I was kind of trying to channel that a little bit and I.

643

01:19:28.170 --> 01:19:41.430

Jessica Lee: I told the USA is this and i'm a little bit more hesitant to tell my general audience of students this so so we did some questions like what do you think the stereotypes are reinforced, what do you wonder.

644

01:19:42.600 --> 01:19:51.630

Jessica Lee: What could glamour magazine do to be more inclusive and then I wanted to try to empower the USA kids a little bit.

645

01:19:52.350 --> 01:20:13.140

Jessica Lee: Because it's one thing if I the queer teacher on campus and going around to my straight Li teachers, asking them to include non binary pronouns or queer couples in their curriculum it's another thing if a student is kindly asking a teacher.

646

01:20:14.370 --> 01:20:24.810

Jessica Lee: So I shared this slide with Mike USA kids and i'm not going to do this with my general audience because I don't want 100 kids suddenly flooding the school and.

647

01:20:26.160 --> 01:20:36.120

Jessica Lee: Questioning what's being taught, but I told them, I was like hey everyone is biased, you know you're biased i'm biased your family your parents your teachers.

648

01:20:37.350 --> 01:20:48.660

Jessica Lee: But if you notice such a pattern where like and I use the example of like video games and cooking if you notice that kind of example or pattern in class.

649

01:20:49.620 --> 01:21:00.360

Jessica Lee: I want you to try to find a private time to talk to your teachers about why that is, and I tried to because I have some kids who are like a little bit argumentative.

650

01:21:02.370 --> 01:21:16.950

Jessica Lee: I tried to did a little seo here too I was like you know it's not going to be effective if you blast your teacher in the middle of class going hey how come like it's you want to.

651

01:21:18.600 --> 01:21:27.780

Jessica Lee: Make your message receivable right, you can be like that sexist miss Lee or you can say like hey.

652

01:21:28.830 --> 01:21:37.080

Jessica Lee: You can say that in front of all the other kids and that will make the teacher uncomfortable that'll make everyone else uncomfortable that will derail the whole lesson and like that's not productive.

653

01:21:37.500 --> 01:21:44.730

Jessica Lee: Right or you can, at the end of class go up to your teacher and say hey I noticed, like the word problems all included bubble blah.

654

01:21:46.620 --> 01:21:59.460

Jessica Lee: And just nudge them like was that on purpose or accidental and you can even include a counter example going hey my dad is a really great cook or like my favorite video game is fortnight or whatever it is, and just.

655

01:22:00.750 --> 01:22:02.730

Jessica Lee: it's not so much a challenge but it's like.

656

01:22:03.540 --> 01:22:16.470

Jessica Lee: Pushing teachers to be a little bit better right because it's one thing if the gay teachers like trying to be inclusive, but it's not until our straight allies are using the them pronouns in their examples.

657

01:22:17.160 --> 01:22:28.890

Jessica Lee: In their word problems or having queer couples that's that's what it is truly not and trade, like, I can only do so much i'm basically doing our equity coaches work here, but.

658

01:22:31.320 --> 01:22:39.450

Jessica Lee: That was how I positioned it to the USA kids I want to do something like this with my.

659

01:22:40.800 --> 01:22:46.860

Jessica Lee: Regular kids because I teach a personal finance class and that's really the origin of this concept like.

660

01:22:48.060 --> 01:23:04.890

Jessica Lee: A curriculum, I was looking at had this video, and I was like that's cool I want to be including you know the other half of my class and then I went down this rabbit hole of how like this question just doesn't even exist for half the population like what the hell.

661

01:23:06.210 --> 01:23:10.170

Jessica Lee: So I would love feedback on how to make this a little bit more.

662

01:23:11.640 --> 01:23:12.990

Jessica Lee: classroom friendly maybe.

663

01:23:16.350 --> 01:23:18.600

Jessica Lee: leave this list up and in case you're curious.

664

01:23:18.780 --> 01:23:19.860

Brandie Waid: yeah thanks.

665

01:23:22.980 --> 01:23:24.120

Brandie Waid: anyone have any thoughts.

666

01:23:29.400 --> 01:23:31.230

Dewey Gottlieb (he/him): First responses, I absolutely love it.

667

01:23:34.050 --> 01:23:41.640

Dewey Gottlieb (he/him): Just how you kind of presenting it to you know basically starting them off with a little bit of notice and one day.

668

01:23:43.230 --> 01:23:45.540

Dewey Gottlieb (he/him): You know i'll start my stop there, but.

669

01:23:47.100 --> 01:23:48.060

Dewey Gottlieb (he/him): Also, like the.

670

01:23:50.370 --> 01:23:50.850

Dewey Gottlieb (he/him): question.

671

01:23:50.970 --> 01:23:52.770

Dewey Gottlieb (he/him): A little more purpose, but I do.

672

01:23:54.180 --> 01:23:56.040

Kyle Whipple: it's it's really, really cool.

673

01:23:57.090 --> 01:23:57.840

Kyle Whipple: I would say.

674

01:23:58.680 --> 01:24:00.930

Kyle Whipple: Maybe an activity class is to.

675

01:24:00.960 --> 01:24:05.100

Kyle Whipple: Give them this list, but don't have anything highlighted so that.

676

01:24:06.420 --> 01:24:08.040

Kyle Whipple: They have to search for.

677

01:24:09.510 --> 01:24:11.640

Kyle Whipple: Are any of them the same on both lists and.

678

01:24:13.290 --> 01:24:15.960

Kyle Whipple: But this is this is really neat.

679

01:24:19.470 --> 01:24:20.460

Trena Wilkerson (she/her): Building off what.

680

01:24:20.640 --> 01:24:26.970

Trena Wilkerson (she/her): Carl just said something that it just struck me about this is having the students categorize.

681

01:24:27.360 --> 01:24:39.210

Trena Wilkerson (she/her): In other words, if they sorted these questions would they come up with some categories, you know and then that might be revealing as well, not to mention the questions themselves because i'm thinking why wouldn't you ask.

682

01:24:40.560 --> 01:24:48.780

Trena Wilkerson (she/her): Everybody the same question why are you got that especially that first one JESSICA think that's interesting that you found out that they only ask.

683

01:24:49.230 --> 01:24:58.530

Trena Wilkerson (she/her): males what they were saying, for, and that was like wow to do that, but anyway The other thing that I thought would be interesting, is to just to see how the students would.

684

01:24:59.070 --> 01:25:06.690

Trena Wilkerson (she/her): categorize them how would they sort them, what are the are there questions around certain topics, you know, certain areas and that might be interesting as well.

685

01:25:11.010 --> 01:25:12.570

Jessica Lee: that's that's really interesting.

686

01:25:13.170 --> 01:25:14.580

Jessica Lee: In terms of categorizing.

687

01:25:14.640 --> 01:25:14.880

Jessica Lee: I.

688

01:25:15.330 --> 01:25:29.280

Jessica Lee: almost feel like I should make the categories and just give them questions and have them categorize it and then give them and then I got a bunch of experience they're very helpless and then give them the opportunity to create their own categories.

689

01:25:31.200 --> 01:25:36.360

Jessica Lee: Just because, like if I handed them this many questions I feel like they would be very confused, but I like the idea.

690

01:25:37.680 --> 01:25:47.310

Trena Wilkerson (she/her): You can pare down the number of questions that you give them, you know just give them a few to think about it first or something if you're right that it would be overwhelming for them to see all of them, possibly.

691

01:25:48.000 --> 01:25:49.650

Jessica Lee: yeah I think I want.

692

01:25:50.340 --> 01:25:51.300

Especially.

693

01:25:53.430 --> 01:25:57.120

Jessica Lee: The female presenting or the female identifying half of the class to be like.

694

01:25:58.170 --> 01:26:03.090

Jessica Lee: Does glamour magazine think women doesn't say don't save what the hell right um.

695

01:26:06.510 --> 01:26:10.530

Jessica Lee: I think I want that point driven home, and I want.

696

01:26:11.910 --> 01:26:13.410

Jessica Lee: I want them to see that.

697

01:26:15.900 --> 01:26:18.300

Jessica Lee: I want them to see an example of sexism or.

698

01:26:21.030 --> 01:26:23.190

Jessica Lee: And it's like current right um.

699

01:26:24.690 --> 01:26:25.110

Jessica Lee: and

700

01:26:27.630 --> 01:26:28.980

Jessica Lee: I don't know what else I want, but.

701

01:26:29.700 --> 01:26:31.740

Jessica Lee: I don't know what I want the boys to do or.

702

01:26:33.570 --> 01:26:36.240

Jessica Lee: How they will because middle school is a tough place.

703

01:26:38.550 --> 01:26:42.600

Jessica Lee: That they could take this and turn it into evil like.

704

01:26:44.460 --> 01:27:03.900

Jessica Lee: For lack of better words like we do we do a lot of like oh yeah you should definitely not touch someone if they don't like consensus, important and then like they turn around and like yeah don't touch my no no area like that it gets you just there's a lot of that middle school so.

705

01:27:05.190 --> 01:27:05.580

Jessica Lee: yeah.

706

01:27:06.450 --> 01:27:08.250

Brandie Waid: That maybe you have some even ask.

707

01:27:15.990 --> 01:27:25.230

Stephanie (she/her): I really like that idea of having them create their own interview questions, and I really loved the element of sort of like normalizing that.

708

01:27:26.490 --> 01:27:34.050

Stephanie (she/her): Students giving feedback to teachers or acquiring on teacher choices, because, like I think that's really important that.

709

01:27:35.220 --> 01:27:37.050

Stephanie (she/her): You know how do you know you're.

710

01:27:38.190 --> 01:27:48.090

Stephanie (she/her): Making sure you're like how, how do you know you're not bias, you know student i'm sorry it's been a really long okay i'm wearing my thing.

711

01:27:49.290 --> 01:27:57.540

Stephanie (she/her): What i'm trying to say is I really liked the idea that students would have a voice in how the classroom is in rules out.

712

01:27:59.100 --> 01:28:00.600

Stephanie (she/her): yeah yeah.

713

01:28:00.930 --> 01:28:10.500

Brandie Waid: I agree, and I think that i'll say something real quick and then we'll get to this question if we stay on a couple extra minutes, and all of us will have gotten to go.

714

01:28:11.610 --> 01:28:18.510

Brandie Waid: But I had a couple of classes The first one is this idea of categorizing I really like it.

715

01:28:19.530 --> 01:28:21.630

Brandie Waid: Something that i'm envisioning is like.

716

01:28:22.650 --> 01:28:25.140

Brandie Waid: Each of these could be on a slip of paper.

717

01:28:26.400 --> 01:28:31.020

Brandie Waid: And labeled like the questions that they asked for men are the questions they asked for women.

718

01:28:31.440 --> 01:28:46.710

Brandie Waid: And then students can like physically move them around to categorize them and they categories and you could do one of two things you could say like, if you want more structure, I can give you categories or if you don't you can make your own custom, you know pick your own adventure.

719

01:28:48.030 --> 01:28:58.380

Brandie Waid: But, and then they can make like a visual bar graph, which is part of the middle school curricula only teaching that so that'd be cool The second thing I thought was as far as the.

720

01:28:59.940 --> 01:29:15.090

Brandie Waid: personal finance class that you're talking about what is the personal finance class actually interviewed women identified people like and and got the answers and then from there, they can choose from the two videos to see if.

721

01:29:16.350 --> 01:29:32.220

Brandie Waid: You know people want like they can investigate like okay this person saving for this, how long would it take to say for that, like kind of so that there is some kind of project built into it if, if you want to take it further, to fight the Masters so that's something.

722

01:29:33.540 --> 01:29:43.170

Brandie Waid: That could happen, and I also think, for what you did on that last five would work with all of your kids because I think that I understand like you're hesitant, but like.

723

01:29:43.830 --> 01:29:57.720

Brandie Waid: I think all kids need structure and how to question things and this might help them do that because, like you said, like it might help them to be less likely to be like oh that was homophobic or you know, whatever.

724

01:29:59.160 --> 01:30:00.360

Brandie Waid: It is that they're doing.

725

01:30:02.100 --> 01:30:04.230

Brandie Waid: yeah this is awesome thanks for sharing.

726

01:30:05.310 --> 01:30:06.720

Brandie Waid: That really that's about it.

727

01:30:07.890 --> 01:30:09.300

Brandie Waid: If you ask your question.

728

01:30:11.820 --> 01:30:17.340

Dewey Gottlieb (he/him): Everything I was gonna say about jessica's real quick i'd love to suggestions and I think that another thing would even be.

729

01:30:18.360 --> 01:30:27.060

Dewey Gottlieb (he/him): Leaving off the title, you know, presenting the questions in the two columns but don't label them which one is men and women, and then go through the categorization.

730

01:30:28.410 --> 01:30:36.000

Dewey Gottlieb (he/him): Part of it or kind of jumping or clustering me with some kind of categories and i'm going to reveal it.

731

01:30:36.930 --> 01:30:53.490

Dewey Gottlieb (he/him): You know well, these are presented these two men, these are the ones that the women, what do you see you know yeah there's a bunch of different ways, you can do that for for kids to kind of have that Aha moment that you want them to have no and then take it to the mathematics so yeah.

732

01:30:53.550 --> 01:30:54.510

Jessica Lee: Love card so.

733

01:30:54.600 --> 01:30:55.110

Dewey Gottlieb (he/him): I love it.

734

01:30:55.620 --> 01:30:56.700

Jessica Lee: I love it Thank you.

735

01:30:59.670 --> 01:31:01.470

Brandie Waid: So do we want your question.

736

01:31:01.740 --> 01:31:06.480

Dewey Gottlieb (he/him): Sure, well, I think I was thinking of it, because the role that i'm in.

737

01:31:07.740 --> 01:31:07.980

Dewey Gottlieb (he/him): You know.

738

01:31:09.090 --> 01:31:12.750

Dewey Gottlieb (he/him): I love thinking about these questions in terms of classroom practice.

739

01:31:14.280 --> 01:31:20.340

Dewey Gottlieb (he/him): The role that i'm in is more of a leader state leadership position, and you know organizations that I served in like.

740

01:31:20.790 --> 01:31:33.840

Dewey Gottlieb (he/him): To meet you too bro, so I think my question was just more a wondering that i'm just had this how I can apply this in that perspective, not anymore, not just a better advocate but to engage others in the same kind of conversations.

741

01:31:35.220 --> 01:31:50.340

Dewey Gottlieb (he/him): that's where that's kind of really what it is, which i'm i'm just wondering like i've really appreciated all the sessions that we've had and the conversations that have been shared yeah so my thought processes at this point is, you know how do I take this and apply from you.

742

01:31:51.870 --> 01:31:54.600

Dewey Gottlieb (he/him): know from a leadership perspective, no.

743

01:31:55.740 --> 01:32:01.860

Dewey Gottlieb (he/him): that's that's I know that's a huge question I might put it on hold on one minute past our time.

744

01:32:02.880 --> 01:32:05.850

Dewey Gottlieb (he/him): But that's the company's i'd like to kind of continue to have.

745

01:32:07.020 --> 01:32:07.320

Dewey Gottlieb (he/him): yeah.

746

01:32:09.810 --> 01:32:10.650

Brandie Waid: If anyone.

747

01:32:13.710 --> 01:32:15.630

Especially from a leadership perspective.

748

01:32:17.730 --> 01:32:18.720

Dewey Gottlieb (he/him): Even if it's even.

749

01:32:19.260 --> 01:32:24.900

Dewey Gottlieb (he/him): Here, even if it's something like what would you appreciate seeing from leaders.

750

01:32:26.460 --> 01:32:30.840

Dewey Gottlieb (he/him): You know, help you be supported you know.

751

01:32:33.090 --> 01:32:36.420

Dewey Gottlieb (he/him): The advocated for this worker won't be personally.

752

01:32:43.500 --> 01:32:44.070

Dewey Gottlieb (he/him): that's good point.

753

01:32:52.200 --> 01:32:53.550

yeah good point.

754

01:33:07.350 --> 01:33:09.000

Dewey Gottlieb (he/him): I don't want to keep people after class so.

755

01:33:09.270 --> 01:33:09.510

don't.

756

01:33:11.130 --> 01:33:13.020

Dewey Gottlieb (he/him): I appreciate the time but.

757

01:33:14.760 --> 01:33:17.100

Trena Wilkerson (she/her): nothing left to do but go sleep so i'm fine.

758

01:33:19.140 --> 01:33:22.530

Dewey Gottlieb (he/him): Yes, good leader for you off tell me it's four o'clock yes, I got.

759

01:33:23.790 --> 01:33:24.060

Dewey Gottlieb (he/him): But.

760

01:33:25.230 --> 01:33:26.790

Dewey Gottlieb (he/him): I want to be respectful of your lives.

761

01:33:27.210 --> 01:33:33.510

Trena Wilkerson (she/her): But doing that is a big one, I mean I think of it in terms of pre service teacher education and in service teacher, but then.

762

01:33:34.080 --> 01:33:40.110

Trena Wilkerson (she/her): But that was that's just in my little world so, but we think about in leadership roles.

763

01:33:40.920 --> 01:33:51.540

Trena Wilkerson (she/her): You know how do you have people have these important conversations and how do you set the stage for them to be able to do that, and then, how do you leave exactly what Carl was talking about, too, so I like them.

764

01:33:52.650 --> 01:33:59.490

Dewey Gottlieb (he/him): yeah I mean I was just what my current role, but even worse than my previous role, and I was the state us matt specialist.

765

01:33:59.550 --> 01:34:00.630

Dewey Gottlieb (he/him): For the state of boy.

766

01:34:01.140 --> 01:34:03.150

Dewey Gottlieb (he/him): I never wanted to shoot a conversations.

767

01:34:04.410 --> 01:34:11.790

Dewey Gottlieb (he/him): About you know, being more inclusive and centering the voices and experience of LGBT students.

768

01:34:13.020 --> 01:34:13.410

Dewey Gottlieb (he/him): and

769

01:34:14.790 --> 01:34:21.240

Dewey Gottlieb (he/him): yeah so I can just want to how I can be do that better, and you know kind of I appreciate your comment there.

770

01:34:22.560 --> 01:34:22.890

Dewey Gottlieb (he/him): and

771

01:34:23.910 --> 01:34:29.010

Dewey Gottlieb (he/him): What that kind of provoked me to think about this that whether it was.

772

01:34:31.980 --> 01:34:42.090

Dewey Gottlieb (he/him): It wasn't a conscious choice, but I didn't include those conversations and I didn't create space for that and that's a choice as well, whether we're you know from anywhere.

773

01:34:43.230 --> 01:34:44.940

Dewey Gottlieb (he/him): not going to be hypercritical myself but.

774

01:34:45.180 --> 01:34:46.950

Dewey Gottlieb (he/him): I think it's yeah yeah that's absolutely right.

775

01:34:48.960 --> 01:34:56.220

Brandie Waid: We can always do better so it's a nice best but also you know we can enjoy ourselves.

776

01:34:59.010 --> 01:35:00.630

Brandie Waid: cool well.

777

01:35:02.010 --> 01:35:08.250

Brandie Waid: I like yeah No, sorry dude we didn't have a ton of time, but you and I are going to chat later, so what will find the time.

778

01:35:08.550 --> 01:35:09.990

Dewey Gottlieb (he/him): I love the chance to connect yeah.

779

01:35:10.170 --> 01:35:10.620

Yes.

780

01:35:11.820 --> 01:35:18.810

Brandie Waid: So that'll be good, so the last thing I want to do real quick before we head off our separate ways forever so.

781

01:35:20.010 --> 01:35:20.520

Brandie Waid: i'm.

782

01:35:21.630 --> 01:35:22.050

Brandie Waid: Still.

783

01:35:23.580 --> 01:35:33.180

Brandie Waid: Just do the final, thank you, thank you all for joining me on this adventure that I just decided to take, and you all humor see and signed up.

784

01:35:34.500 --> 01:35:35.700

Brandie Waid: So if you enjoyed.

785

01:35:36.960 --> 01:35:39.180

Brandie Waid: The class or the workshop series.

786

01:35:40.800 --> 01:35:44.400

Brandie Waid: feel free to tell your friends about it we're gonna have an offer it again in the spring.

787

01:35:45.300 --> 01:35:57.030

Brandie Waid: Starting in February, I would like your feedback to you know just know like what you found helpful and what you think to be improved, because, again, we can always do better, and I want this to be.

788

01:35:57.750 --> 01:36:14.070

Brandie Waid: As beneficial for people as possible, and then, if you want to send me anything like I had mentioned, as mentioned it a few times throughout, but like i'm happy to look at some of the things that you're working on through a clear, a clear lens and provide feedback.

789

01:36:15.180 --> 01:36:17.220

Brandie Waid: And then the very last thing is, we have a lot of.

790

01:36:18.360 --> 01:36:18.750

Brandie Waid: three.

791

01:36:20.130 --> 01:36:20.760

Brandie Waid: And even.

792

01:36:21.900 --> 01:36:35.640

Brandie Waid: The fans looking up there's some some stuff going on in Canada first provinces not doing a great job for queer students, even though, can I said recently passed the exam on conversion therapy, which is great.

793

01:36:36.720 --> 01:36:37.230

Brandie Waid: But.

794

01:36:38.520 --> 01:36:51.540

Brandie Waid: there's a lot of state legislators that are enacting laws that hurt precedent, so this winter, if you want to do something, while you're relaxing you can take some action, and this blog posts that I, linked as some.

795

01:36:52.440 --> 01:36:58.530

Brandie Waid: Easy like syllable forms to contact your senators that ended it why watch TV.

796

01:36:59.640 --> 01:37:06.480

Brandie Waid: it's very easy to do it because they the organizations, make it pretty pretty seamless so.

797

01:37:07.860 --> 01:37:09.660

Brandie Waid: yeah thanks so much.

798

01:37:10.770 --> 01:37:11.850

Kyle Whipple: Thank you so much ready.

799

01:37:12.210 --> 01:37:15.480

Brandie Waid: Yes, good so have you hang around If anyone was hanging around.

800

01:37:16.680 --> 01:37:19.680

Brandie Waid: See stephanie stephanie JESSICA do.

801

01:37:28.350 --> 01:37:29.340

Jessica Lee: I gotta run I gotta.

802

01:37:29.640 --> 01:37:30.480

Dewey Gottlieb (he/him): Go thanks everyone.

803

01:37:30.750 --> 01:37:34.470

Trena Wilkerson (she/her): Thanks Randy was great meeting everybody and everybody bye.

804

01:37:35.610 --> 01:37:36.000

Brandie Waid: bye.

805

01:37:37.080 --> 01:37:37.800

Dewey Gottlieb (he/him): Again sometime.

806

01:37:38.340 --> 01:37:38.910

Dewey Gottlieb (he/him): Take care.