

Jennie Beltramini she/her: Good evening good afternoon everybody welcome for joining us and we are going to I think we'll go ahead and just get started right away, I know there's still some people joining from the waiting room and.

Jennie Beltramini she/her: we'll go ahead and continue to open that up and let people in, but we want to make sure we save it as much time as possible for conversation with our guest Danny tonight, so thank you all for being here, please feel free to continue to.

Jennie Beltramini she/her: Introduce yourselves in the chat answer the joining question it's always so great, to learn a little bit about the people who are with us this evening, so thank you for doing that and.

Jennie Beltramini she/her: If you are with us tonight we hope you're here to engage respectfully i'll just go over a few norms and then we'll do introductions and.

Jennie Beltramini she/her: feel free to use the chat throughout the evening tonight throughout our coffee and conversation we value your voices we love to hear from all of our guests that are with us this evening, and all of you.

Jennie Beltramini she/her: feel free to share constructive ideas resources comments as as as you want to also, as noted on the event page, we are recording this evening and we'll be sharing the presentation portion of our.

Jennie Beltramini she/her: evening tonight on our website or achieve the core we won't be recording when you go to breakout groups, and we will be recording your individual conversations will have opportunity after the breakout group tend to come back together for some.

Jennie Beltramini she/her: Question and answering sessions.

Jennie Beltramini she/her: From our guest Danny so please keep track of your questions, for her on throughout the.

David Binkowski: Time tonight and what time at the end for.

Jennie Beltramini she/her: That, and then we just want to make sure that you all know that this is a very safe space for each other to be here and so any participation in cyber bullying or deliberate attempt to intimidate other.

Jennie Beltramini she/her: guests or commenters or disrupt the conversation those people will probably be agreement for our.

Jennie Beltramini she/her: session tonight and, lastly, we hope that you'll feel free to discuss the conversation on social media this evening during our session and also continue the conversation afterwards feel free to tweet at achieve the core and use hashtag core advocates and also Danny and my.

Jennie Beltramini she/her: Twitter handles are there also if you want to tweet to us as well.

Jennie Beltramini she/her: So i'm going to with no further delay in have our guest Danny Washington introduce herself to all of you.

Dani Wadlington | she/her: Hello everybody it's so great to be here this.

Dani Wadlington | she/her: evening i'm so happy to share space with y'all my name is Danny Danny adlington originally from Chicago but I live in the Bay now.

Dani Wadlington | she/her: And i've been teaching for 12 years and then I swapped the in the

classroom always taught math I loved math.

Dani Wadlington | she/her: Ever since I was ever since I was little and so i'm just happy to now be shifting that work to something that's a whole lot more critical than I think when I entered the field.

Dani Wadlington | she/her: And so i'm happy to share the knowledge that I have with y'all today and share a little bit about the work that I do both within and beyond the classroom.

Dani Wadlington | she/her: You guys.

Dani Wadlington | she/her: From Chicago I love it.

Jennie Beltramini she/her: Thanks Danny and you'll have lots every video have lots more time to learn a little bit more about Danny as the evening goes on tonight, but I wanted to share with you the reason, one of the reasons we're here is to share with you the.

Jennie Beltramini she/her: pathway to equitable math instruction, which is available at equitable math.org there are five strides is what it's called it's kind of like five different.

Jennie Beltramini she/her: chapters and an online.

Jennie Beltramini she/her: resource for educators who are interested in equitable math instruction and anti racist teaching practices.

Jennie Beltramini she/her: And we'll be talking a little bit more in depth about strike one tonight, which is called dismantling racism in mathematics instruction and Danny was one of the co authors of stride one and so.

Jennie Beltramini she/her: She has lots of insight and knowledge about about this, the toolkit and struggling, in particular, which will be sharing with us this evening.

Jennie Beltramini she/her: And so we're going to get right into our conversation, which is super exciting so i'd love Danny, thank you for being here and sharing your knowledge and wisdom with us i'd love for you to share, particularly at this very moment in time, why this work is so important for educators.

Dani Wadlington | she/her: I mean, I think the events of this past weekend.

Dani Wadlington | she/her: are more and more evidence of why we need to do this type of work.

Dani Wadlington | she/her: To see another black man lost another life lost.

Dani Wadlington | she/her: To police violence to state sanctioned violence and I want to name that is not just police violence, it is state sanctioned violence, and I think we need to think about it that way.

Dani Wadlington | she/her: Because we realized that public education is also state sanctioned, and so we need to really think about what it is that we're doing in our learning spaces.

Dani Wadlington | she/her: Because, if not there's going to be just continues in your cycles of oppression needs to break that we really need to break that.

Dani Wadlington | she/her: um when we think about the violence against Asian Americans that is happening right now like, we need to break that cycle.

Dani Wadlington | she/her: And I think that a lot of times we try to do that, outside of the math classroom where we say that it doesn't have a place inside of our math classrooms but our people are in math classrooms.

Dani Wadlington | she/her: Our people experience this every day, and if we really believe in value in bringing the whole student to the classroom we cannot, we cannot ignore.

Dani Wadlington | she/her: Their experiences, we cannot ignore what they face, and we cannot separate our education from that that means that our math everything that we do needs to be in support of folks.

Dani Wadlington | she/her: And I feel wholeheartedly that we really need to be doing this type of work, not just now, because we're in this moment but forever until we get to a place where we're not in that, and even when we get there.

Dani Wadlington | she/her: So that we can prevent it from happening again.

Dani Wadlington | she/her: I think about i'm to write like specifically a MAC a few I think last week there was a story about that came out in the news about again.

Dani Wadlington | she/her: People using math and the Defense okay well, let me tell you a little bit about the problem, it was basically about slave owners and slavery and saying how many more slaves would a slave owner have to purchase in order to economical.

Dani Wadlington | she/her: Sorry i'm not sad because there's a lot happening in my home, so please.

Dani Wadlington | she/her: um, but I think about that, and we think that those stories are like oh my gosh sensational and they're far removed and they're not happening that way, but that was literally like two weeks ago.

Dani Wadlington | she/her: When a teacher attempting to bring math into their classroom did it in that kind of way, and then the school district apologizing but still justifying it as.

Dani Wadlington | she/her: Well, they were trying to understand the economic impacts of that time, but the economic impacts of that time well you can't reduce people.

Dani Wadlington | she/her: To that right like when you sort of reinforce this idea that people are commodities um even as you're apologizing it's like what what is that why, why is that happening, and so we can't we just can't like.

Dani Wadlington | she/her: We just can't keep doing this and again we think those things are far removed, but even.

Dani Wadlington | she/her: In that there's an article by Danny Martin that talks about anti blackness and they bring in all the sort of math problems that exist and show up in spaces and.

Dani Wadlington | she/her: you're like dang now it's 2013 dang now it's 2017 like that that's not that far and it continues to happen and people act shocked every time that it that it gets better it makes the news but also want to think about.

Dani Wadlington | she/her: Every time that it makes the news it's probably a whole lot more times that aren't making the news, and so we really just We really have to do this work because it's it's it's more than time we do more than time we We just need to do this now.

Jennie Beltramini she/her: Thank you for such like an emotional week to be having this conversation, and so I really appreciate your honesty and willingness to engage in a in a really tough.

Jennie Beltramini she/her: week for for a lot of people your you know your high school teacher and when you were talking, I was thinking about your students they've been in the system for 910 1112 years.

Jennie Beltramini she/her: I don't know, do you have like stories of impact on on specific students are Oh, I want to stay in this like Why is this important and I don't know if you could bring in like even to a student perspective or a student level but.

Dani Wadlington | she/her: yeah I mean I think about even i'm even now so like.

Dani Wadlington | she/her: There was a day that like I paused and talked about like just sharing solidarity with with our agents, students and a student messaged me.

Dani Wadlington | she/her: And she was like this is the first teacher that has talked about this not see them until Wednesday this stuff happened over the weekend, I was like yeah.

Dani Wadlington | she/her: We saw the Monday we saw them Tuesday, this was you know advisory so I didn't see the summit, a Wednesday, and I was like and I felt like personally like.

Dani Wadlington | she/her: I hadn't said anything to right like so it took me a while, because I was still healing from it, and I was like i'm not in a space to have this conversation with students, but I know that it's important, which is why.

Dani Wadlington | she/her: I wanted to wait and so for me personally to I was in a space that was a little bit safer to to share um and that was very intentional again not trying to.

Dani Wadlington | she/her: I want to make it clear that, like I did that, because that's what I needed, but I also knew that I needed to share to show up for students, and so I did talk about her with my other students to but.

Dani Wadlington | she/her: When she was saying, like you're the first teacher to talk about it my heart broke, both with guilt for not saying something sooner, but then also that, like.

Dani Wadlington | she/her: I think I walked away from that conversation wondering if other teachers were going to address it, I think sometimes right like people do need time and space where we are people too.

Dani Wadlington | she/her: We are people too, so we, we have to take care of ourselves, in order to show up for our students but I wasn't sure.

Dani Wadlington | she/her: I wasn't sure that other students that other teachers were going to show up for that student in that way um and that like again, is why it's important because one Someone needs to and to I think that, particularly for teachers of color this falls on them.

Dani Wadlington | she/her: And for us like I think this is a call for for white allies and colleagues like sometimes you have to take on that burden.

Dani Wadlington | she/her: You have to take on that Labor you have to step up in that way, because sometimes we we are just tired we don't have it the same way, our kids don't always have it.

Dani Wadlington | she/her: um and I think that's really important, because I can fight and fight and fight, and I can do what we can do, and like our communities can do everything that we can do um but sometimes we need help.

Dani Wadlington | she/her: And not like help to do it for us not help to take over, and I think one of our like norms that kids education consulting that's my consulting firm and.

Dani Wadlington | she/her: We always have this norm of like step up step back and what that means it's not like you know take up space and talk if you're a person who doesn't talk much and like you know if you are a person who talks a lot, maybe step back know we say like.

Dani Wadlington | she/her: Why folks need to step up in Labor and people of color need to step up and power.

Dani Wadlington | she/her: Because that's that's that's what shifting the dynamics looks like that's what it takes because we can't hold all of this.

Dani Wadlington | she/her: Like we can't hold other Labor all the time we can't we can't do all the work and be there for students and be there for ourselves and be there for our communities and our families and not have that support so um.

Dani Wadlington | she/her: We want us to make sure that we do that.

Jennie Beltramini she/her: Thank you for saying that I feel like you know so it's so important to acknowledge that something like about 80% of the teaching for us is white and.

Jennie Beltramini she/her: that's a whole nother conversation that we could talk about a whole nother problem, but if the white folks still don't step up and do the work, the work won't get done and, like you said, the burden the burden on educators teachers of color specifically is really great.

Jennie Beltramini she/her: So I think that's a good segue to our next conversation, which is how, how then do we do the work that works important, we know that you know it's critical and we know that.

Jennie Beltramini she/her: All educators need to do it all teachers need to do it, so what are your thoughts on how we do work.

Dani Wadlington | she/her: So I want to name that i'm going to tell you how I do the work and some ideas, but like what I say is not the end all be all right, like everybody has their lane everybody has their strength everybody has their passion everybody has their skill set um.

Dani Wadlington | she/her: And so I do think, though, one thing that is that I have found really helpful is to really visible as white supremacy culture, and I think the reason why that's important is because one is invisible eyes to it impacts us all the time, for me, we don't always see how and why.

Dani Wadlington | she/her: Things are happening and it's because it's designed that way.

Dani Wadlington | she/her: I think about all of the pushback I know we're going to talk about this weekend, a little bit, but I think about all the pushback from the tool can people are like oh my gosh I can't believe they said knock is very says, first of all that's not what I said but.

Dani Wadlington | she/her: Since you're going there right, the fact that you feel a discomfort with that is a place to really like sit and so there's so much energy that's being put into arguing the idea.

Dani Wadlington | she/her: That like math needs to take an Anti racist approach and like without even realizing it, though, the way that they're fighting the language that they're using is also very racist it's a racist ideology, and so I think that, like because of that.

Dani Wadlington | she/her: And I will not because of that, but I think that that happens, or that that's allowed to happen because, like it's so systemic and so set up.

Dani Wadlington | she/her: To like distract us from doing this kind of work that we miss it.

Dani Wadlington | she/her: um, so I think about like all the emails I get about like about doing this work and i'm just like I don't even have time and energy for this, because you're you're literally taking away from from the work right now.

Dani Wadlington | she/her: um, but I think that what has given me power to address, that is to think

about like white supremacy culture.

Dani Wadlington | she/her: And also want to note that, like I call it white supremacy culture, because that is the name that it is given, but I think one, we also have to unpack our language, because I think when we use terms like white supremacy.

Dani Wadlington | she/her: or white privilege, I understand them, intellectually, but then, like the language also.

Dani Wadlington | she/her: makes it seem like if you're white you add therefore privilege and I think, yes, society, but like what do we didn't mean to be colonized that language, because it is not.

Dani Wadlington | she/her: a privilege to be white like just because you are, why does not mean you're suppressing the premises right we'd like this to the idea of being supreme supreme is like big beautiful powerful and like.

Dani Wadlington | she/her: Why are we attaching that to one thing so sorry those a little bit of a side note, but.

Dani Wadlington | she/her: I like to like really think about.

Dani Wadlington | she/her: What white supremacy culture is and particularly as a person of color because um I think that a lot of times.

Dani Wadlington | she/her: Like i've been in spaces, where I or other folks have been like oh i'm like black or on this and I can kind of do no wrong and it's like nah we have my.

Dani Wadlington | she/her: Pregnancy culture in us too, and if we're not mindful about our spaces and about the work that we do, then we can start to perpetuate that without even realizing it and can work against.

Dani Wadlington | she/her: Anti racist work now That said, I think we also need to understand what anti racist work is because, if we stick and stay with.

Dani Wadlington | she/her: White supremacy culture, if we don't actually do the work around anti racism.

Dani Wadlington | she/her: Then we're like more knowledgeable in this thing that exists but we're not more powerful necessarily against it.

Dani Wadlington | she/her: And so i'm one of the things that that you know we've been able to contribute, as this is toolkit right the toolkit is like amazing, and I know i'm mostly talking about what.

Dani Wadlington | she/her: Sorry amazing for the wholesale kit i'm going to focus on strike one um.

Dani Wadlington | she/her: Because I think that that's what we had a hand in, and I think like one it's just powerful because that entire stride was written by all people of color which is like.

Dani Wadlington | she/her: Which is amazing right and then um That was really designed to think about how sort of white supremacy culture comes up in math classrooms all the time.

Dani Wadlington | she/her: All the time we can really thinking about how can we like get away from that, and so I really, really want to as you're looking at the tool kit or, if you have.

Dani Wadlington | she/her: Access looks Okay, and as you're working through it, I think the most important pages on there are eight and nine, which are the characteristics of anti racist math teachers.

Dani Wadlington | she/her: Because it really talks about how to do math differently, and I know that the whole workbook is thinking about like is unpacking white supremacy culture um.

Dani Wadlington | she/her: But the reflections in there are designed for you to take those anti racist practices kind of as like antidotes to this white supremacy culture, so that you can do it, and I think.

Dani Wadlington | she/her: We really want to make sure that you if you're looking at the tool kit and using the tool kit and if you're not a math teacher, you know you can apply those things to your own spaces as well.

Dani Wadlington | she/her: um but to really look at what it means to to do anti racist work in math and for me particular I think i've been working on making rigor accessible and a strong scaffolding.

Dani Wadlington | she/her: And I have really taken that on in distance learning because one we just people are in such different spaces right now.

Dani Wadlington | she/her: So.

Dani Wadlington | she/her: really just trying to think about how do you how do you create and design lessons for all for all the students in your classroom thinking about i'm.

Dani Wadlington | she/her: Not only like thinking about their race, their gender, their all of the multiple identities vested in spring to you, but also their situations to write like what happens if a student can't come to class, what happens if a student is.

Dani Wadlington | she/her: On their phone and they only have one device, what happens if you know, like planning for all of those things, and so i've been really thinking about how do I scaffold um so that the math is still rigorous, but not but not inaccessible but.

Dani Wadlington | she/her: What sometimes happens when people do that is that they over scaffold so also being mindful of like not over scaffolding as well.

Dani Wadlington | she/her: Because we don't also don't want to make assumptions about students, though.

Dani Wadlington | she/her: i've been really thinking about how to do that practically and I can talk more about that if you want to reach out i'm talking more about how I use decimals in particular to.

Dani Wadlington | she/her: To creatively scaffold um, but I think that's the one that's been sitting heavy with me and then also how to make.

Dani Wadlington | she/her: How to make my math space more culturally sustaining and especially when we're not in the classroom and really thinking about that, and I think.

Dani Wadlington | she/her: For me just trying to provide safe spaces for students to be mathematicians and people at the same time, and I mean spending, you know 20 to 30 minutes on Community building and I know that seems like oh my gosh has half the class, but you know what.

Dani Wadlington | she/her: We get through the same amount of work is, as my colleagues who are also i'm not doing them out there, they also do a lot of Community building we use the same thing, so we use the same sources but.

Dani Wadlington | she/her: same resources, but I think that, like you know we're intentional our math department is really intentional about.

Dani Wadlington | she/her: about anti racist work and really showing up and being there for students, I

say this for myself, but I know that I that other colleagues who have worked with even now and in the past math is my context for what I wanted to teach, it is not like content is not.

Dani Wadlington | she/her: Like math is just like it's the content, but like not right like I want people.

Jennie Beltramini she/her: love them.

Dani Wadlington | she/her: I want people to be able to think I want them to communicate, I wanted to be able to live.

Dani Wadlington | she/her: freely express themselves do whatever they need to do.

Dani Wadlington | she/her: And so, like the way that I might show up in classes like Okay, maybe they don't have to write so like sometimes i'm like I can you explain this I like do you know or tell me what you're thinking and sometimes they draw pictures sometimes they like.

Dani Wadlington | she/her: I really wish that we had a voice recording thing, because then, I know that people would use that instead of typing but, just like giving them multiple ways to express and and be.

Dani Wadlington | she/her: And I think that, like that helps the math get done right a lot of times like particularly a MAC there's like so much anxiety around that.

Dani Wadlington | she/her: And like lowering that is really, really, really important, and you can do that by just letting them be.

Dani Wadlington | she/her: A just honoring who they are, and that in itself is not necessarily a simple thing, but it is something that everyone can do right now just pause take a moment ask them a little bit about themselves.

Dani Wadlington | she/her: As students will share, and if they don't share that's okay.

Dani Wadlington | she/her: Note like maybe they don't want to share, but maybe also like that's just not the culture of the class and you need to think about what shifts you need to make in your class, so that they do feel comfortable sharing.

Dani Wadlington | she/her: um, and I say that, too, because I feel like another thing and distance learning right now that I that I hear a lot from teachers when they're like oh my gosh there's so silent, how do I know that they're there i'm like yo yo when.

Dani Wadlington | she/her: You were asking folks to be silent you're like okay they're paying attention they're silent, I know I know they're paying attention.

Dani Wadlington | she/her: they're doing the same doing the same thing right now so i'm really like honoring students i'm honoring students, where they are and honoring their experiences a promise you, will you will get so much further and whatever it is, you want to teach it to do that.

Jennie Beltramini she/her: I love that um I like how you also like you kind of spoke to both sides of the astride one the the reflection pieces and all the months and.

Jennie Beltramini she/her: I was thinking it's been a little while since i've been in the classroom teaching math but I was thinking how some of those characteristics of white supremacy culture.

Jennie Beltramini she/her: showed up in my classroom and like reflecting on that, when I was a teacher and thinking how.

Jennie Beltramini she/her: Like one right way, like, I always like kids do lots of different methods and solutions and things, but I know still there were some things that I was so set on like this, is the one

this is the right way we're going to do this in this classroom.

Jennie Beltramini she/her: And so I like how that part of it helps teachers reflect on ways in which that white supremacy culture shows up, but then also like pages, eight, nine, you mentioned is sort of the kind of a playbook for what to do, differently.

Jennie Beltramini she/her: So I know somebody in the chat so that you can do like one example, or I don't know if you have a specific example of something i'm from from like say pages, eight, nine or any any part of the toolkit you know from your classroom or something you've done the students.

Dani Wadlington | she/her: i'm trying to think so um.

Dani Wadlington | she/her: Sometimes okay so right now right, I know, breaking bad is like one movie that I really like everyone TV shows really like, and so I was like, how do you get student like, how do we think about like i'm.

Dani Wadlington | she/her: Like just how do I make area volume surface area, how do I make that important and then I realized like I don't know that I can.

Dani Wadlington | she/her: i'm sure there's a way to make it important, so don't get me wrong so don't misquote me, but I think that, like sometimes we also just need to give students time for fun.

Dani Wadlington | she/her: Right, and I think that, like they had fun figuring out like does Walter white and really have \$80 million and we took like the volume of like money and like.

Dani Wadlington | she/her: Look at the barrels and like found out the volume of the barrels and they're like looking at all of these things and saying like could he actually have that and like.

Dani Wadlington | she/her: i'm just being like whoa like you know, and I mean it's not necessarily like a what they might experience on a day to day, but like it's fun.

Dani Wadlington | she/her: And they had fun with it and man, you know we get to talk about the show, and they get to do that, and so the initial like you know it's just it's just fun for students um.

Dani Wadlington | she/her: that's like more of an example of like to me that's not a direct but a very indirect way of like.

Dani Wadlington | she/her: i'm not so one of the anti racist characteristics, is to make sure that students have access to stem fields and they will get pushed out of math if they don't really like it, and so I think that we really need to figure out how to incorporate fun.

Dani Wadlington | she/her: into the classroom and when I also think about another activity that I had students do it was measuring the ramp so using.

Dani Wadlington | she/her: We use like a squared plus B squared equals C squared and like sine cosine like immerse angles.

Dani Wadlington | she/her: Industry functions to figure out if, like the ramps on our campus where i'm at a compliant.

Dani Wadlington | she/her: Right and so, then it gives us a chance to talk about like what is Ada like How does it affect those what like how many of us.

Dani Wadlington | she/her: walk this world or walk this earth with invisible disabilities or learning differences I don't want to necessarily say disabilities but you know, like.

Dani Wadlington | she/her: And it gives us time and space to like talk about that and still do math, and

so I think that, like.

Dani Wadlington | she/her: there's a lot of different ways that this shows up in sort of the curriculum, but again, it shows up there, because, like, I want to again know who kids are I want them to be comfortable with their experiences.

Dani Wadlington | she/her: And like you know, a kid was talking about breaking bad one day and that's how it happened, I didn't just I wasn't just like let's do breaking bad like that came up because of student was talking about it, and I was, like all right, we can do this, we can do this.

Dani Wadlington | she/her: I love it.

Jennie Beltramini she/her: Thank you for those examples super concrete and helpful and if you can just picture your community of learners in your classroom.

Jennie Beltramini she/her: it's getting into the math so that's exciting um we might have already touched on this, but do you have any like other things that we should be mindful of them are thinking of like you know anti racist classrooms and attending to students.

Dani Wadlington | she/her: I would say, I have two big ones again there's more, but one of them is to really be cognizant of.

Dani Wadlington | she/her: were actually three really be cognizant of intersection ality a lot of times when we start to do outside racist work we get so caught up caught up in race we don't realize how other things like gender sexuality.

Dani Wadlington | she/her: abilities and all these other intersection ality is that folks have and bring with them to the classroom they they get missed or they get overlooked or they get minimized.

Dani Wadlington | she/her: And I want to make sure that that doesn't um but that doesn't happen, and now you really did take an intersection of lanes and approaching this work.

Dani Wadlington | she/her: One first first thing the second thing I hear this a lot.

Dani Wadlington | she/her: Like what happens if I don't have students of color.

Dani Wadlington | she/her: Your white students need this type of work, too, because when they walk out into the world there are other folks and they need it right, like, I think that the work that white folks and white white folks in general need to do is different.

Dani Wadlington | she/her: And I think that, like what that means right needs to be unpacked and that work still needs to happen, whether you have students of color in your classroom or not.

Dani Wadlington | she/her: And then the third thing is to like just continuously do learning right like right now anti racism seems really.

Dani Wadlington | she/her: And once that gets trendy and once we talk about it its name is going to change, but this work will still need to happen um, so I think that, like one things change context changes your values shouldn't even as like you know culture changes and generations change.

Dani Wadlington | she/her: But what that means, then, is like the way that we carry out this work might look different, but the work still needs to get done.

Jennie Beltramini she/her: Thank you, such good important reminders and thinking of um you know how how folks can engage even beyond this copying conversation this evening.

Jennie Beltramini she/her: we're going to transition and give you all a chance to chat with one another

on on.

Jennie Beltramini she/her: In breakout groups this evening so i'm just we're going to send you to a breakout groups for just about 10 minutes.

Jennie Beltramini she/her: Hopefully you'll be able to make somebody from maybe another part of the country and other perspective, as you.

Jennie Beltramini she/her: and have some really great conversation about some of the things that Danny shared and some of the things she talked about so when you get into your breakout groups.

Jennie Beltramini she/her: Introduce one another, you can introduce yourself and say what you do and where you're from, and you know, whenever you want to feel comfortable.

Jennie Beltramini she/her: getting to know one another in the breakout group and then feel free to reflect and discuss the conversation that you just heard.

Jennie Beltramini she/her: Anything that stood out to you anything that you want to like discuss with your groups, but we also would encourage you to.

Jennie Beltramini she/her: Open up stride one and just scan pages, eight, nine, I know Danny mentioned those features as sort of a blueprint for anti racist teaching and what of anti racist math classroom might look like and so.

Jennie Beltramini she/her: You could scan those two pages also really quickly and have a conversation around.

Jennie Beltramini she/her: How can we, as a collective group because there's a lot of us on this on this i'm copying conversations my there's a lot of power in this group.

Jennie Beltramini she/her: How can we collectively embody characteristics of anti racist teaching in our roles in our classrooms and our leadership if you're a leader.

Jennie Beltramini she/her: In the role that you hold in schools and school districts so we're going to think if the keys ready we're going to send you out into breakout groups.

Jennie Beltramini she/her: and have about a 10 minute conversation and we'll come back and have enough time to do Q amp a and so feel free also to hold your questions that you might have for Danny and we'll do that we'll come back.

Jennie Beltramini she/her: Welcome back everyone, we have just about 15 more seconds and then everybody will be brought back and we'll get started again.

Jennie Beltramini she/her: Welcome back all thank you for joining us hopefully you found those conversations engaging and.

Jennie Beltramini she/her: enjoyable and I know that.

Jennie Beltramini she/her: A few of you might have been by yourself, or just one that with one other person, so if that was the case we apologize, we were doing some shuffling mid group to try to make sure everybody had somebody to talk with So hopefully you enjoyed that.

Jennie Beltramini she/her: My colleague vicki is going to share her screen and we have a little bit of time about 15 minutes for some q&a with Danny and so, if you have questions with her you'll be able to.

Jennie Beltramini she/her: Ask those questions.

Jennie Beltramini she/her: he's going to put up.

Vicky Gonzalez | She/Her: Everyone, yes, so you have the link to our poll everywhere in the chat where you can submit your questions and a boat, the questions of others and and as those come in i'll share my screen, so that you all can see what's happening like.

Jennie Beltramini she/her: Great so go ahead and use that poll everywhere link to add your questions for Danny.

Jennie Beltramini she/her: i'll put it in one more.

Dani Wadlington | she/her: While you all are generating questions we'll go ahead and answer the first one um.

Dani Wadlington | she/her: So I think like, how do you encourage teachers who don't know the right, the right words and fear, making it worse is that one right like fear with this kind of work is kind of inevitable so like know that.

Dani Wadlington | she/her: And own it and then work through it um and I think that, like so we'll share some resources with you, but not having the right language again that's.

Dani Wadlington | she/her: That comes with like reading and making yourself knowledgeable with that language so like I said for myself personally, when I was able to name.

Dani Wadlington | she/her: Things as white supremacy culture, using the specific language that was already in the article which is also linkedin strad went and tried to and i'm talking about the work by TIM okun and Kenneth Jones and it helps me to sort of main why or how this work.

Dani Wadlington | she/her: Is sort of named what I was experiencing so, then I could figure out what I needed to do, and so one, I would say, read read read and there is so much.

Dani Wadlington | she/her: But also like do the work and the only way you're going to find out one that you can do it is by doing it, so I understand that, but it's can be feel fear fearful, at times, but doing it, the only way to know how to do it and make mistakes we all make mistakes right like we all.

Dani Wadlington | she/her: We all have areas of growth and just listen when someone calls you out about something or if you realize your cell phone I was a writer and I didn't feel right.

Dani Wadlington | she/her: It was that reflect on it figure out Okay, what happened, what was going on, what did I do what what was happening and what do I need to do differently and then do that.

Dani Wadlington | she/her: And the more that you do this work, the more the further along you get the more mistakes to me.

Dani Wadlington | she/her: And then you just get better and you get better and get better i'm now saying that doesn't mean i'm not giving you a license to go out there messing things up now don't don't do that.

Dani Wadlington | she/her: But right like when you do make a mistake, because there are people who who do just sometimes it happens only.

Dani Wadlington | she/her: Correct your cords and keep doing it.

Dani Wadlington | she/her: um some strategies and resources so again we'll share some will share some resources, about the work of any Martin.

Dani Wadlington | she/her: Martin of Russia would see it is Carrie Coca like that work is really good I'll add that to the resource list as well.

Dani Wadlington | she/her: But there's so much out there that it's hard to like name a few folks, but I think if you read some of the work of the folks I named, it will inevitably give you more links to click on to read other work as well.

Dani Wadlington | she/her: um how our districts systematically reaching teachers with this work um so Okay, this is a really good question because I think that right strike one is written as a one year plan, however.

Dani Wadlington | she/her: It can live past that one year, and some people can't do everything in the toolkit for one year, some folks need to do one.

Dani Wadlington | she/her: Just do one.

Dani Wadlington | she/her: The entire year and that's Okay, I think that we wanted to give as much resources.

Dani Wadlington | she/her: But you don't have to stick with the timeline that is in the toolkit In fact I encourage you to go beyond that extend things as you need to extend them, maybe something isn't.

Dani Wadlington | she/her: You know, maybe that's like oh actually I'm good with that I don't need to do that work move on to a different month I would say okay to not necessarily follow it as as planned.

Dani Wadlington | she/her: Or, as exactly as written and you can also hire kids education consulting we actually have a we actually are working with a district right now doing more in depth question development around the tool kit around the ideas and.

Dani Wadlington | she/her: call us up reach out to us, we can we can make that happen.

Jennie Beltramini she/her: I'll do a plug also Danny for a rehab a series which I hate to plug for it because it's full but we've been leading with Danny and a few other.

Jennie Beltramini she/her: educators and at math at leaders a seminar series around dismantling races and mathematics and while that's full and already started and we are planning to put together an asynchronous course that folks will be able to join and and use as well in the future so.

Jennie Beltramini she/her: I feel like there's there's lots of I've recently learned lots of ways, individual teachers school cohorts and districts have been picking up the toolkit and thinking about ways to use it.

Jennie Beltramini she/her: And it really just takes, I think it just takes a willingness for folks to examine their practice and be reflective and and dig in so.

Jennie Beltramini she/her: Great we have, because I think we have time for another question or two so feel free to pick a question.

Dani Wadlington | she/her: let's see, so I think the corona really get into the pushback, but I think it's just moved for some folks like people will push back against anti racist work always disaster racism does, and so I wouldn't spend your energy.

Dani Wadlington | she/her: Trying to unpack that because it'll make no sense so like just just keep doing this work, I would say, like you know the pushback is welcome, that means we're pushing the right buttons and we're doing the right thing.

Dani Wadlington | she/her: um must have strategies for brand new teachers um I would just

encourage you to really question what you just learned teacher education programs are also not doing.

Dani Wadlington | she/her: As as you this work and as you're negotiating like you're you're learning, we really think about.

Dani Wadlington | she/her: Like Am I really doing the right thing at the Institute for me to do it this way.

Dani Wadlington | she/her: Because institutions are typically white spaces.

Dani Wadlington | she/her: And so you want to question i'm question critically what you've learned right don't question yourself so much that you don't do anything.

Dani Wadlington | she/her: By really being mindful do what you can don't overwork yourself, there will, you will have years to continue working.

Dani Wadlington | she/her: prioritize rest how you start off your first year will will your first few years will greatly impact the rest of your own career so treat it.

Dani Wadlington | she/her: Like you would a baby right like it is, it is a big part of who you are what you do and you impact, a lot of lives so just be really mindful and take care of yourself.

Jennie Beltramini she/her: Great picky is there one more, I think we have time for one more question before we close out this evening.

Dani Wadlington | she/her: We go to the next one sorry I want it back question requires a really long response, and so I invite you to ask me back via email um.

Dani Wadlington | she/her: Who grading practices anytime there's grades involved there's always going to be bias and so.

Dani Wadlington | she/her: I don't know that like there is a right way to do that to me it would be no grades.

Dani Wadlington | she/her: That and there are schools that do that so when people say it can't be done it's not true because there are schools that don't have great.

Dani Wadlington | she/her: Great anytime you're evaluating folks there's just there's going to be biased but and so there's not really a way around that.

Dani Wadlington | she/her: There are ways of course to do it more equitably, and there are resources, I see the them dropping them in the link on there are definitely ways to do it better.

Dani Wadlington | she/her: But it's always questioning what is this what is the purpose of this, how is it being used, and if you can't answer those two questions.

Dani Wadlington | she/her: Then.

Dani Wadlington | she/her: I don't I don't really know what to tell you don't have the answers there, but I think that grapes will inherently be an equitable, we can always do better.

Jennie Beltramini she/her: i'm great do you have any thoughts Danny just as a closing idea around the other four strides and I don't know if you want to have any thoughts about the use of them, or where folks should start or.

Dani Wadlington | she/her: yeah, so I would say um, so I would say that.

Dani Wadlington | she/her: The other ones are not necessarily like timeline.

Dani Wadlington | she/her: Based they are tools that you can use right like coaching tools, you can use and that really would depend on who you're coaching and how your coaching there's tools around.

Dani Wadlington | she/her: Language there's like mapping out the the standards, the one thing I will say is that the tools, though, all of them were written with black students latinx students and multilingual students in mind, particularly in grades six through eight they can be applied the same like.

Dani Wadlington | she/her: They can really be applied to grade levels beyond six through eight and I really do believe that the principles behind the tools which, as you engage with them can be used outside of math as well, and so I would really encourage all the folks who are here, whether you are.

Dani Wadlington | she/her: Whether you are math or not, whether you are a middle school teacher or not to really look at them and think about how they can be how they can be used because they're really powerful tools.

Jennie Beltramini she/her: Great Thank you so much i'm going to go ahead and.

Jennie Beltramini she/her: share my screen and close out and.

Jennie Beltramini she/her: I saw somebody asking the chat about sharing resources, so I want to definitely speak to that.

Jennie Beltramini she/her: So Danny mentioned her consulting organization and so, if you are, I think, somebody dropped the link in the chat also but if you're interested.

Jennie Beltramini she/her: in getting in touch with them, or just staying informed you can follow them on Facebook instagram or Twitter and also on danny's instagram and Twitter are there as well, and so.

Jennie Beltramini she/her: feel free to continue engaging with with Danny and the organization around this working sharing your stories sharing what you all, are doing.

Jennie Beltramini she/her: And and just continuing the conversation um I feel like I don't have maybe the link sorry i'm just.

Jennie Beltramini she/her: I don't vicki do we want to put the link to the resource document in the chat also I don't know that we thank you.

Jennie Beltramini she/her: So Danny Thank you so much janice she helped put together a document of resources and so i'm definitely the whole tool kit all five strides especially started one is a great place to start.

Jennie Beltramini she/her: But we know folks that want to do this work of thinking about anti racist teaching and anti racist math classrooms.

Jennie Beltramini she/her: There might be other ways that you can like dig in, and then the learning is so important and so lots of other amazing resources in that document.

Jennie Beltramini she/her: That you should check out and other some other workbooks even that you could work your way through, and so that's another way to just continue the conversation.

Jennie Beltramini she/her: And I also wanted to just do a quick plug for our upcoming coffee and

conversation.

Jennie Beltramini she/her: And we do this, these about monthly and if you're interested all of the previous ones are on our website on a chief the core.org.

Jennie Beltramini she/her: But the next one is going to be on may 19 and it's around culturally relevant read aloud to the early grades, and so.

Jennie Beltramini she/her: feel free to go to that event brightly to sign up or register for it or share it with colleagues, if you know other people that might be interested in attending that one, and you can just continue to watch that event bright page for our future.

Jennie Beltramini she/her: Opportunities for engagement and with that we have about five minutes left, but I wanted to leave space for you all to provide feedback for us as we continue.

Jennie Beltramini she/her: Doing this work of thinking about anti racism in classrooms and in schools, these coffee and conversations are a big part of.

Jennie Beltramini she/her: That conversation at our organization and so we'd love for your feedback around what you found useful what you found valuable anyways we could get better and improve and also the signup link the core advocate signup will.

Jennie Beltramini she/her: you'll be on our list and we don't send out too many emails, but if you want opportunities invites for future events like this, you should sign up there and you'll get our our.

Jennie Beltramini she/her: Announcements for other professional learning opportunities, like this one and, like the seminar series we're doing.

Jennie Beltramini she/her: So we'd love for you to sign up and be part of that community, and with that any last words Danny that you want to close with.

Dani Wadlington | she/her: I would just say, I want to encourage folks to do this work again, it is not easy, but it is the right thing to do, everyone has space to do this work, everyone has a.

Jennie Beltramini she/her: responsibility.

Dani Wadlington | she/her: To do this work, and so I really want to encourage you to do to really do to do the work you can you can do it, you have to do it and i'm here to do that work with you.

Jennie Beltramini she/her: Thank you Danny, thank you for being with us this evening I know i've.

Jennie Beltramini she/her: Thought a lot about my work and my role my practice and just really love listening to you and hearing your wisdom and their experience, so thank you.

Jennie Beltramini she/her: Thank you all for being with us, thank you for your engagement and for being committed to doing this work that really is so critical for students and for kids so we really appreciate it and hope you'll have a good evening.

Dani Wadlington | she/her: bye everybody.

Gabriel Marr: Thank you, thank you.

Luis Saucedo: Thank you.

Wendy Gamble: Thank you.

Patrice Francis: Thank you.

Nichole Campbell: Have a really quick question I was just checking out the other seminars.