Critical Math Drop Episode 7: We are all Mathematical Part 1 with Angela Torres

Kari 00:01
Hi, everybody, and welcome to the Critical Math Drop Podcast with your favorite math teachers, Kari Kokka, and Michelle Cody with our special guest, Angela Torres, thank you so much for joining us.

Angela 00:18
Hello. Hello.

Michelle 00:22
So I'm going to do a little bit of a introduction of Angela. Angela worked for SFUSD for over nine years as a secondary math specialist, where she helped to detract math and move towards heterogeneous classrooms in the spring of 2020. During COVID, she decided to shelter in place with her family in San Diego. Eventually, Angela took the leap and decided to move there permanently. Angela now works for UCSD Mathematics Project, an organization that supports site teams with math instruction, site Pacific support, less than 30 and teaching leadership. Angela is a firm believer that everyone is math brilliant, and inspires teachers everyday to see it that way. She is also a consultant. That's right, a consultant. So you know, hit her up, Tweeter, email her if you're looking to do some consulting work, who works with teachers administration's administrators and school districts interested in making their mathematic programs more equitable? Without further ado, y'all, Angela Torres, beyond Hello.

Angela 01:39
Hi, thank you for having me. I'm so excited to be here.

Kari 01:44
Yes, we're very, very excited that you accepted our invitation so quickly. We were like Yes. Yay, Angela.

Michelle 01:55
Yeah, Angela is amazing. And we work together when I when I'm still at us of USD. But we work together back in the days and you know, it's just good. It's as good as I I actually remember when I first Angela got me hooked up with CMC when I did Ignite, which was December 2020. And then when they asked me to be like keynote, and so was the first person I called. And I like, texted her. I was like, Angela, Angela, I was like, she was like, screaming with me. And it was such like, a good moment, because I was like, as soon as they sent me the emails, like, who would be so excited? And I was like, Angela, I was like, Oh, let me you were literally, like the first person. And then I told my parents, and my parents are just excited. But like it was, you know, it's like, yeah, like, just like, you just peed in the pot. Oh, my God. Yes. Kind of excitement. Versus like, really? Like, yo, this is exciting. Um, so yeah, so you and I felt like it was helpful, because you were the one who prints the, the thing for Ignite anyway. And

so like, it kind of helped out for you. So we're excited to have you here to converse on our podcast, and your second, your second, or second person to come through. So we're excited about that. Yay.

Angela 03:22
I feel so privileged to be on your on your call list. And always at the beginning. That's awesome.

Kari 03:29
And we appreciate all that you've been listening to the podcast?

Angela 03:34
Oh, yes. It's been great. I'm like, Oh, my gosh, they're teaching me so much. I love it. And I just feel like I've been hanging out with you guys, as I haven't seen you all in so long. And I mean, I get to, I feel like I get to see Michelle every time we go to our CMC North conference every year that's like my reconnection with the Bay Area and my math folks. So there, but this is this is nice.

Michelle 03:59
And it's actually interesting, because like, I had a parent who listens to the podcast, I'm thinking, I don't think I've said this before. But I've apparently listened the podcast. And I saw her recently. And she came up to me and she was just like, I feel like I know you've so much better. And she's like, I feel like really connected to you. Because I listened to the podcast. And I was just like, that's great people, and I do union work. And I do the videos for the Union too. And I've had people come up to me and be like, and talk to me, and I'm like, I don't know who you are. And they're like, oh, no, we watch you. And you don't watch us and Trevor Noah had, like, I was just recently watching a podcast and he was having dinner with his brother. And someone came up. Let me be very clear. I do not think that we were on the level of Trevor Noah. Let me just throw out there. I was just given this stare like calm down people. We got 79 followers, maybe at this point 82 I'm just speaking into existence. We got 106 followers. Whereas by the time this podcast is 106 is the number that we have anyways. And he was like they were having dinner. And someone came up and was asking, I just felt like an autograph or something. And somebody was asking Trevor, like, is this annoying? And he was like, No, it's just, it's not annoying, but his brother was like, you have to realize that these people have been watching and having a relationship with you, because they're watching and engaging with you. And so like, when they see you that excitement is, like on brands, because they have a relationship. And in actuality, you're the one who's weird, because you're not excited to see them. Because like, you don't you haven't had that same, like building connection. And it's like, and this is what actually is happening on this podcast, like, folks are listening to us engage with each other. Right? And so they're being privy to come into this into our sphere. And so it's also important that when we engage with them, you know, that they're like, hey, yeah, I forget that we didn't do this together. But we kind of do this together. Again, not saying that we are as popular as Trevor Noah is right now. And if Trevor Noah wants to come on our podcast and talk about math, what's that? Boo. Hit us up? criticalmathdrop@gmail.com. We're waiting. Alright, let's get started. Is that a lot? This morning, Kari?

Kari 06:25
No, I love it. I love it. I just wanted to ask one thing. So CMC North is California mouth math Council, north, and that's the one that happens in a Sylmar? Yes.

Angela 06:37
Yes. So the California Council is a group that I am actually also a part of, I'm on the state board. I'm co chairing outreach and advocacy committee with Kathlyn Vladimir. And it's a wonderful group of folks. And then they also have sections around southern sections, central and north. And each one gets on their own conference every year. And so local teachers go, I feel like it's such a great conference. All of them are because you come and you reconnect with people. locally. I feel like I go to CMC North every year and I see teachers who were my cooperating teacher teachers who I mentor teachers who I taught with or connected with, across the region, and it's super affordable. And you should always go with your team. Like we have tons of teams of teachers who go together, and it's just such a great learning experience. And Asilomar and Monterey in California have just has a really special vibe to it. I describe it as like the mountains on the beach. That's because I'm from Southern California. So you see, like deer running around and you have the beach. It's just super chill. And then we also have CMC south. And that's in Palm Springs. And then CMC Central, I think is in Bakersfield. Sometimes it's been in Merced. Um, so again, lovely, wonderful speakers. And, you know, I feel like what part of the reason? I mean, I'm super excited for Michelle to get her spotlight. And when you called me, one of the things I loved is that oftentimes, keynotes very rightfully so are folks who are, you know, out there speaking all the time, who are often professors have been in the game a long time. And for me, it was like, this is the first one of the first times I remember seeing a teacher being highlighted, like in the classroom teacher, speaking from her experience, and Michelle just captured us. It was just it was so wonderful. So I look forward to those conferences every year.

Michelle 08:39
Yeah, it was super fun. And it was cool because then held up from Samsung central invited me a couple months later and I got to be keynote there. So I'm just saying CMC South What's that? The only one you the only one in Palm Springs highlighter girl. I can come through. I can come through. Yeah, but it's definitely an it's different vibes to like, Asilomar covers more area. So it's a little bit bigger. But I really appreciate the intimacy of CMC. Central, you know, cuz Central California has different vibes, right. Like, I think there's a distinct, like, ideology around what is Northern California, and what is Southern California like, and then, and there's Central California who has their own vibe that people tend to, like, forget about. So it was super cool to like, engage with the folks there and be in community with them. So yeah. Okay, are we ready? Ready, ready? Yeah. Okay, great. All right. So we got some questions. And so first of all, we're gonna frame and then Angela did write an article with CMC and we are going to make sure that the article is available in our length of our podcast, right, Kari, because you know how to do all that stuff? Yeah, okay, perfect. And so we're going to do a little bit of a tennis thing. I'm going to ask questions that are more like about Angela, the person. And Kari is going to ask about Angela, the academics. So we're going to, we're going to go back and forth and back and forth. Because I think that sometimes in this world, we are very siloed, into like, who you are represented in either the dichotomy of a classroom teacher, or as a human being, when actuality both of those things influence how you show up and navigate in life. And so we want to kind of get that map. Alright, so we're gonna start off, we're gonna start off, I feel like pretty deep, but we're gonna get in there. What did Angela 10 year old Angela wants to be when she grew up?

Angela 10:50

That's a great question. So it goes back to my love of math, actually, because I loved math early on. For whatever I thought math was at the time. And you know, I thought I was I was good at it. The school math, following procedures or equations was easier to me. And so I didn't know. I don't know what I wanted to be exactly at 10. So what 10 years old is like fifth grade, you go back and forth, right? Like, I'd like math. I know, by eighth grade, I said, I wanted to be an accountant, because that's what I thought math did, you know, like you could do with math. And at various times, I wanted to be a teacher. And it was always like, I want to be the teacher of the grade level that I'm in currently. So when I got to sixth grade, it's like, I wanted to be the sixth grade teacher, because that I could go to sixth grade camp every year. The teacher part always came back to me, but also the math part was always kind of around. So yeah. And then, you know, throughout the years, it shifts as you realize that like, do I want to be an accountant? Or do I want to help people? And you know, what can I do so that if I'm a procrastinator, I'm not always up late and not coming home during tax season? Like, I didn't know what that meant? That was like, Oh, I don't think I can do that. Yeah, okay.

Kari 12:23
Thank you. Okay, so I'm gonna ask one of the questions about the article. And it's titled, working towards equity through core values. And I think you're also going to talk with us about the timeframe right of when you wrote this and what you were thinking. And so you'll share with us that and then also, just what are the six core values for equity in math education that you share in this article?

Angela 12:53
Yeah, so I, I wrote this article, back in the summer of 2020. And, and where it came from was, our California math Council has a publication called the communicator. And so we were looking for, they were looking for folks to write articles. And a group of us had gotten together actually, as a part of the state board, to write a statement on anti racism because of everything that was happening in the summer of 2020, with George Floyd and a lot of the Black Lives Matter movement, and so I was trying to figure out, okay, what would I What would I write, you know, why, why are you asking me to do this. And actually, so that's the summer of 2020. But if you roll back to the spring of 2020, when COVID really started to hit, and I was in the central office team in San Francisco Unified. And we got to directive as teachers on special assignments as math specialists to before the shutdown, before everything shut down, we were asked, Can you provide like a quick two weeks of work in case things shut down. And so at first, it was just some, like worksheets and practice, because we didn't really know it was happening. And then all of a sudden, everything went into shut down. And they that higher beings above us, asked us to write curriculum for teachers. So starting with a couple of weeks for some distance learning and things were just really confusing at the time. Nobody knew. You know, what was happening, teachers were starting to send things home, but not everyone was. And so once it kind of got into a routine of schooling, it was, you know, I don't know there was just so many different ideas running out there about what should happen for school, right? What should we do with our kids? And for me, I was taking it back to life. What if I was a kid at home when this happened? Right? So I am Mexican American, I grew up in San Diego, I am the oldest of five kids. And I mean, way back then we didn't have computers, but to, we had one computer in the living room for everyone. So if I was trying to, like, take this context of, okay, I'm the oldest at home, while my parents are at work. And I have to make sure that the younger kids are getting food are also staying on top of their homework, our, you know, whatever, not fighting, and all the things that are going on, all of the work that people were

putting out was like, really internally, making me upset. And as you'll learn, if I talk about equity, I will have tears. So that will happen, Michelle?

Kari 15:53
Because you're so passionate, because you care so much.

Angela 15:57
Yeah. And it just felt like how could how can people be putting out assignments that? Like, what what matters right now, you know, there's people who don't have, like, you have multi generational homes, you have people with a lot of folks within small spaces, like we're really working and thinking about our health and our loved ones and, and life and death, right. And so, to put out worksheets, on solving equations just didn't seem important at the time. And yet, within our own system, people were asking for that, and people were doing that from multiple perspectives. And so I just needed to like, take some time to reflect to myself, what are our core values? What do we care about? Why do we need to put work out? Like, do we just not put any work out for students or no, because other people are getting work and still learning along this time. And so we need to support all of our students. And if you don't know, San Francisco is a very it's a very diverse school district with about what is it like 54,000? Kids maybe. And it's a large number of backgrounds. And it's beautifully diverse, like, there's so many strengths in that. And poverty is also a real part of many of our students. Like situations and contexts. So I started thinking about, like, what are our core values. So the first two core values I wrote about are actually the our math team had two premises, and I still hold those very dear to everything that I do. So the first one being that all students are mathematically brilliant period. Like, let's just land there. Math is a web and not a ladder is the second because you can't believe in all of our kids being mathematically brilliant if you don't believe that math is expansive. relationships matter, like between teachers, between colleagues, between the students in our classrooms and between teacher and students. The other one is that I have is learning as social, I think this goes along. For everyone, like for our students, for our teachers, like we have to learn from a social perspective, there's research to back that up. And in order to increase like, we have to work to increase that participation, because that's what's gonna lead lead to our increase learning. And then the, I wonder, like, highlight that to

Michelle 18:45
Angela, like, this idea about, we learn like in a silo, and that learning is just individual. And it's crazy, because that's not how the rest of the rest of the world interacts. Like, no one interacts by themselves like we don't we moved away from sitting in a seat and like, keeping your head down. And so like, why isn't education reflecting the way? I mean, you think about all these companies that moved away from the people who have the open floor calm, open floor concept, or working in teams and working in groups and getting on Zoom calls and interacting and feeding off each other. It's like, that's how they work. Yeah, we still have instances where we're not actually replicating that, that skill set or developing that skill set with young people, because they're gonna need that right for the rest of the work for the rest of our life.

Angela 19:45
Yeah. Yeah, we need to learn socially. That's why we put people in groups oftentimes, and we need to make space for our students voices yet. Sometimes we don't think about every single student and so

we have to think about how can I piece that participation for each of my kids in the room. And then the sixth one is around status hierarchies, like who is perceived as smart or not determines, will determine can determine how we then participate. So, and often this is based on status characteristics like race, gender, and other characteristics, it changes in your context. And we have to really work actively to dismantle these hierarchies that our perceptions of who is smart and not, not reality. But perceptions. Yeah, so the

Kari 20:41
Yeah, I love how also throughout the article, you say, all students are brilliant period? Like, I'm not I don't even need to add an explanation for that. It is what it is punctuating that for everyone, I really enjoyed that part of the article.

Angela 20:57
Thank you. Yeah. And, you know, this came, as we talked about them as premises, the first two math, you know, all of our students are mathematically brilliant, and math is a web, this idea is, I'm going to push myself to believe this. And we wanted to make space for teachers to honor the fact that they may not believe that all the time, like on a zero to one scale, where do you feel like you are a day and believing that, but then because it's a premise of mine, it pushes me to look for more like it's going to push for me to look for that brilliance of my students. And even if I'm not seeing it, it doesn't mean that it's not there, it means I haven't made the opportunities yet for it. And originally, we only had that first one. And then, you know, as more conversations came, it was like, oh, yeah, we need to, you can't believe that. That's true, unless unless you see math as expansive, and you see there many ways for it to be smart. And my colleague who, when had created those first two, when he started overseeing a group of middle school math coaches, and he was very intentional about using the word brilliant. And not just like all students are mathematically capable, or smart, or, you know, it's like, we're really going to try to push, push this notion that our kids have a lot to offer. Even if they haven't done well in school math yet. You know, where they are in their career, they still have the brilliance within them. And so it provided a lot of conversations. And I think it's really pushed my, my learning and understanding.

Michelle 22:43
Yeah, I think that, um, that whole idea, which is amazing about the idea of like the math web is, it's not linear, and it catches all things. And so it's like, you might not feel math strong in this one unit this one time. But that doesn't take away from the fact that like, you're moving towards it, you're aren't you have some parts of it. And it allows like forgiveness, right. And I think that that's important, like if kids feel that they have the capacity to do this, then when they fall short, there's a forgiveness factor that happens. Like, I didn't get this yet. And this kind of goes into like, the growth mindset, right, like we're almost there, we're in transition, we're moving forward. Keep moving forward, keep pushing forward. is super, super important. That kind of pivots to this because this notion of math is aware of everyone is mathematically brilliant. It's not something that auto homies agree with. And I use that word homies very loosely because you're silly, not my homie if you don't believe that. So. So, my question is like, what keeps you going when the world says, No, this is not right. And that, that can be directed towards you as Angela Torres, the math teacher, Angela Torres, the coach. Or Angela Torres, like, the whole last human. This is the second podcast on cassette so we might be censored. We get that E writing an E is not everybody.

Angela 24:39
What keeps me going when the world says no, um, wow, this is it's such an open question. I think what I was thinking of answering it now I'm thinking differently. I think everything takes a community. Right. So I have to know that I have I have to be In a space and I have to create, I have to create community and I have to lean on my community, right and of folks that are all like working towards the same goal of dismantling hierarchies or being anti racist, or being a culturally relevant educator, and making the space more welcoming, and more open for our students to have access to the learning. And so I can try things on my own, but I can't do it alone. None of us, none of us can do this alone, right? We need we need other people. And so when the world says no, like, when things are constantly going on, like you can read this article, and you can see, like, I was clearly writing this in that summer of 2020, when everything was happening in that case, and today, I might have written it with a different lens, giving things that are also happening in the world. And there's times where I feel like I need to step up and think about how I can be like, what are the actions I can take towards supporting within my locus of control. And sometimes we're exhausted, and you know the world a lot. And so it's also okay to take care of yourself in moments and step back, because this is a marathon and not a sprint. Right? So I think we have to know that other people can pick it up, when are going to be there to pick it up. When I can't, like I need to recharge or I just like this is just too much for me right now. And other times when I can do the same for them. Mm hmm.

Kari 26:43
Yeah, that actually leads into the next question. So of this, what did you call it before Michelle, like an academic tennis, how we're kind of going back and forth a personal and the questions related to the article. So going back to this concept of your core value number two, mathematics is a web and not a ladder. In the article, you share these different questions for teachers, that I think are really helpful when teachers are having that struggle with conceptualizing mathematics as a web. And so you ask these three questions, I don't know, do you want to tell us what the three questions are? And how you thought of them?

Angela 27:31
Sure. So at the time, remember, I was as a math specialist out of the classroom writing curriculum for teachers in algebra one. And so I was using, like trying to figure out how can I put it in an interactive way for for our students online on zoom in like this crazy world? And so the first question I found myself thinking about is how can I help students bring their thinking into this task, even if they do not know, whatever yet? So this idea of math is a web not a ladder. And Michelle, you were talking about it not being linear. And I want to, I want to separate this idea of math being a ladder from progressions. So in mathematics, we have progressions of learning that, you know, like algebra can be taught across K 12, through all the various years in the strand of mathematics, and there are some things that would be nice to have, you know, we want to access prior knowledge. But when we're saying math is a weapon, not a ladder, it's it's more about, they're like, even if my kids don't know their multiplication tables in ninth grade, I don't need to give them a multiplication table. I don't need to give them some time tests to memorize, you need to go back and memorize this know, like, how can I get over that hurdle? How can I support access into the grade level content for our students? And I think that's what a is thinking about? Or sorry, this first question, how can I help students bring their thinking into the task, even if they

don't know whatever we're, you know something yet, or if they're having trouble. So if that means giving access to a calculator and making sure that you know, that's in my students hands before we get started, or reminding them that they can use calculators if they need it. That's one thing if it's reminding kids like, you can use your slope if you're good at using slope triangles, like that could be a way to think about your your learning and support that with your with your graphing, and so you're trying to give them access in different ways. And we have to be aware of that because especially now I hear a lot from teachers. or just, you know, while this class wasn't in, had their COVID Distance Learning in X year in fifth grade, or whatever it was, is everybody's working backwards to that. And then seeing particular, you know, I don't I hate using the word gaps, but you're, you're, you're seeing something missing, like I saw a class the other day, and high school kids were getting stuck on some simple arithmetic. But that doesn't mean that they couldn't do quadratics they couldn't find a vertex. It Right, we had to like, let's give you some structures to think about the numbers and remind ourselves of those tools and strategies we might have had used in previous years. And then let's move past it. Right, let's let's find a way to get our kids access into the content and so that they can figure it out. And in other situations, too, when they don't remember something. So yeah, that's the first one. And you know, this idea that I also want to go back and where this quote came from. So like I said, originally, we had this premise of all students being mathematically brilliant. And I was teaching our complex instruction course. And we were reading the first couple chapters from the book Smarter Together, great book, if you haven't read it, pick it up. And there was a quote in there a line that said, mathematics is a web and not a ladder. And so when we were debriefing, the reading a teacher had brought it up in their small group. And so we had this huge discussion around what is what do you think that means? I read that I'm not sure what that means. And so that kind of made us realize, like, we've got to bring this in as another premise that has to be there in order to make sure that we can see our kids as mathematically smart. And know that if if a kid is getting stuck in a certain particular area, that just because it was gone over in a previous year, it doesn't mean that we can't help kids make connections. And so as a curriculum writer, I'm thinking about, okay, where's the access? So that's the first question. The second question is what other connections in this mathematical web can I make? Is there a connection between mathematical ideas, or alternative representations that I can use to make this problem richer? So I think about these questions all the time, sometimes people see the math as a web, and they're just thinking, like, like topics, you know, how is fractions connecting to, or, you know, adding and subtracting integers connecting to fractions connecting to factoring connected to, you know, different big ideas, which that is part of the math is a web. But I also think that, you know, so I'm very much sometimes in this algebra, one kind of math one world, and I think about multiple representations. Is a pile pattern. Can you turn it into a table, a graph and an equation? And that's kind of basic, right? And then the next part of the web is, well, maybe I start with a different representation. And I go to those three, right? And I feel like I've learned from particular curriculums like CPM, seeing, Oh, well, actually, here's a problem where there's part of a table filled in, and just a slip triangle, or just one pile of the Pat pile pattern. And now, can you make connections between the other representations and right, and connect between them? And so the more I can ask questions like that I'm actually providing rigor for every single student in thinking about learning the content, and deepening their understanding for any kid. And so this feels particularly important in teaching heterogeneous classrooms with kids who may have struggled previously or with kids who were understanding the content in the moment. I need to deepen their understanding, I don't need to rush them on to the next to the next unit. And then the third question is, in what ways do my students demonstrate that they're being smart? What strategies do they rely on

that I can incorporate into this task? So this is really thinking from the perspective of the classroom teacher who knows their students? And you know, if my kiddos are super good at, like, their strength is using the table they want to they want to start with tables or they want to start with graphing How can I make sure that that's in the task or that that's available to them in a, like, I'm not dictating the order for them to go in an order. That's not their strength. And so I want to make sure that I know their strengths and I want those to come out into the TAs and maybe it's also for particular students. You know, Kari hasn't been doing well lately, but I know she's super good at graphing Can I bring in a graphing task related to this? context that will support her to feel more mathematically competent and smart in this moment and know it and like, see it in herself. And then it gives me an opportunity to look for that and name it for her.

Kari 35:15
Yeah, I remember to with the multiple representations, learning that from San Lorenzo when I did my student teaching with Lisa Jilk, and Laura Evans, and I still remember to like the little diagram of all the different connections and seeing that as a web. And also, I think this notion of, you know, math being this linear progression is so infuriating, because we know that that's not how learning happens. And I mean, I remember teaching AP calculus. And kids struggled with fractions, you know, when they were taking the derivative, but that didn't prevent them from still learning calculus and taking the AP exam and doing well in the class. Right? It wasn't like this prerequisite thing they needed to know, in order to do well in calculus. So yeah, I just I think these are really important. And I'm excited that teachers are gonna get to learn about this from you.

Angela 36:20
Yeah. Yeah, very, very connected.

Michelle 36:25
I think it's also important, because if, if you don't think that you are strong in the foundational parts of math, then that does send a little message to you that you're not math smart. Right. And so I was I was reading something. Somewhere recently about, somebody was talking about taking a test about I can't remember, like, the full context of it, but it was saying, like, in education, we value memorization, right? And to the to the detriment of like, the kids who are able to be super successful is because they are able to memorize, right. And through that memorization, they're able to kind of like truck through things. But then again, when you get into the real world, like, I think about like, I think about, you know, I deliver a good TV show, I think about when I watch like Doctor shows, or like lawyer shows, these fools are always doing research, like before we do this procedure that we've never done before, we're going to practice together, or we're going to do, we're going to read up the, like articles, or when, you know, lawyers are presenting or getting ready, they're like, let's, let's make sure to be the case law. All of these things are like research. No one is, no one is pretending that you know everything, like a brain of yours. But we, but that's the way that we operate in schools, like do you know how to do this? Do you know how to memorize this? And if you don't know how to memorize this, then that means that you're not smart, you're not capable, you're not worthy. And even if you don't say those words, the structures are created in such a way that it, it sends that message, right. I mean, we, we have these standardized testing, that I'm probably in trouble for chocolate,

Kari 38:24
that are that are from the eugenics movement, let's just clarify.

Michelle 38:30
And focus like focus on like, my worth, as a math teacher is equated to how many kiddos like, score proficient or highly proficient or advanced on these tests. Even if a some kids, like you said just aren't test taking people be some of the students have felt way more confident, and competent in their math learning. In this classroom, it seems like we're living in a world where college, which I feel like for most people is the ultimate goal. And that's whatever here or here or there, but they're moving away from the systems to because it's like, it's like this really like, meat thing. Like, can you I mean, it's also I think about like, teacher education programs I hadn't, I hadn't homie, who is an amazing and amazing math teacher, but cannot pass the CSET in math. And we lost out on this dope math teacher, because she, like, wasn't able to perform on this test. But we saw her in the classroom engaging with students and their learning. You were like, This is who you want to be in front of children. And so again, like this whole structure is not created in such a way that folks are able, like people can thrive. Educators can thrive and make came back the babies came thrive. And the folks who do thrive, like it's actually kind of unfair to them to it because it's a kid who has been told that they are math smart because of this one thing. Because if there's one thing, and they fall off for that one thing that blows their mind, if they're, it's fragile, it's so fragile, and it's not fair to them, because of whatever preconceived notion we've placed upon them, for them to like, go this one direction. And that's not how the world that's not how the world works. Anyways. Question number three. We're having a good time. Yes. Tell us one of your one of your favorite math moments as either a coach or a classroom teacher. This one's hard to say one

Angela 40:56
word. I mean, there's so many moments, there are so many moments that are like, kids, aha moments, you know, with math or moments where they come up with ways that I hadn't even thought of or considered that are super exciting. There's like special moments where kids told me something really private and important or critical in their lives that are special because we had this relationship or there's moments where it's just like, during lunchtime, we were just hanging out because kids would come and hang out in my classroom. And we just had our laughter giggling and, you know, or getting kids to come in early for tutoring, or after school or softball coaching, like all of that is connected to teaching that are just so like, I don't know how to pick one. So I'm not gonna give you one because there's just so many. And coaching, I feel like there's a lot of special ones. You know, where I get to meet like, really amazing people. But I would say one, one that really touched me, I think was a woman, a young woman coming into our complex instruction course. And myself. And so the young woman was a young Latina, and myself and then teaching with Crystal Proctor, one of our teachers in San Francisco Unified. And she just like spoke to me later, we were after it was like on the side after our day talking about status. And she was like, I just want to do to know like, how, how important it was for me to come into this space thinking I was walking into whitespace and having two educators of color women here to really guide us and think through this with us just makes me feel so welcome. You know, it's not a space we often get as as teachers of color. So again, see you there I go. But I'd say that's, that was a very special moment.

Michelle 43:25
Shout out to Crystal Proctor because she tutoring my son. He was seeing her on the side.

Kari 43:35
Yeah, is she still at June Jordan?

Michelle 43:39
Yea she's still at June Jordan. My mama too. And so Kari that's you.