Episode 16 Part 2 Nth Education Partners.MP3

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SPEAKERS
Jerica, Kari, Michelle, Jennifer, Esther, Chanel

Kari 00:13
Welcome to the Critical Math Drop Podcast, with part two of our conversation with Nth education partners, Esther, Jerica, Jennifer, and Chanel. And in part one, we had an opportunity to speak with them about their organization, Nth education partners, you can check them out at Nth education.com. And the work that they do and how they have built their foundation, we discussed a resource on their website about disrupting racism and math education. And we also had the opportunity to speak with Esther, about a new book that she just published with Dr. Lateefah Id-Deen. And now we continue. And we are going to ask Jennifer a question about her work, Jerica and Chanel. And we end with a game and with some, I am affirmations that Michelle led us in. So without further ado, this is the rest of our conversation with our amazing colleagues. Yeah, and I think it's actually a really good connection to the question that you were going to ask you, Jennifer, about the class that you're teaching called RE humanizing mathematics. And you also wrote an article about it. Yes, we can add the applauds in our editing for the Illinois mathematics teacher journal from ICTM. So can you share a little bit more about the class? And when will we be able to read and access your article?

Jennifer 01:33
Yeah, absolutely. First and foremost, I want to give a shout out to my incredible colleague, who created the curriculum at the school that I teach for re-humanizing math and started the course and brought it to the school, Virginia Roach. She started this course, wrote that curriculum, and she is currently working on her master's degree in Washington, and so just huge shout out and appreciation to Virginia. I've had the privilege to teach this class this year, thanks to her her work. And I'm doing my best to honor this curriculum as well as put in excerpts of my own. But overall, this re-humanizing math class is was very inspired by Dr. Rochelle Gutierrez, as Ginna has basically shared, she's admired Dr. Gutierrez from afar, even though she wasn't one of her students. It's a non-traditional math course, with a humanities lens that expands students' views about mathematics learning and education, where we explore the virtues of math and these virtues are from the book by Francis Su: Mathematics for Human Flourishing. We read that book as a classroom of seniors–this is a senior only elective class offered at my high school. And we read this this book just to kind of set the tone. That first unit is all about mathematics and identity and personal identity around mathematics. So we reflect on our personal experiences with our journey and mathematics. And students start to begin analyzing mathematics in a different lens, through practice and play, which were two of the virtues that Francis Su mentioned in his book, like, most of the time, we we share that, you know, in our K to 12 schooling experience, math is often taught in a way where it's rote memorization, practice, practice, practice, you know, Pythagorean theorem, were hear a lot. But Pythagoras obviously got the credit. But where else in the world did

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people discover the so called Pythagorean theorem or right triangle theorem. And so our students in this course get to start questioning the dominant narratives that are inherent in our textbooks, and our stories that we share in our mathematics classrooms. And they start thinking about and creating counter narratives themselves through our following unit where we learn about ethnomathematics and mathematics in different cultures. And then right before the semester end, we ended with the third unit on the mathematics of storytelling, where I had my scholars create story books of mathematicians, or scientists that are of non that are non white, and they actually use the resource by Annie Perkins, her website, arbitrarilyclose.com It's an excellent website if no one's um seen that yet. I learned it from Esther Song a few years back back, where she posted on Nepantla Teachers community, the resource to have the mathematician project. And I expand these topics a little bit more. In my article that will be published with ICTM this month, sometime, maybe next month. It hasn't been out yet, but be on the lookout on the ICTM on website. And in terms of this class too, something I do want to share out is the first half of class because this is a 90 minute block period– The first half of class is where students do a math activity where they are creating a passion project. And this is like towards the Thursday or Friday end of the school week. And they usually prepare that weekend before and I check in with them a few times and give him feedback on their presentation. But they basically select a passion. And these passions have included anywhere from math and sports, criminology, synchronized figure skating, baking the world of unfiction and I had no idea what it was I learned a lot about the world of unfiction, this year, graphic design anaesthesiology, dance meteorology and art. And they're able to make mathematical connections, turn it into a math activity for their peers to do, and we just have a lot of fun in the class overall.

Michelle 06:28
Okay, I have questions about that. So hello, Jennifer. But it's interesting when we have students think about like, who gets a claim narrative, like Matthew Henderson, who was one of the first, who was the first person to like, really get into it. And Artix did not get that credit for a really, really long time, because he wasn't the financer behind that. And so it's like, who gets the leg cream and credit to these mathematical or scientific concepts. When I teach science for K-5, the first project we do is they have to find a mathematical, like they have to find a science person or science thing that is from a community of color, and learn. And then they make a flip a flip grid story about it so they can show and it starts the class off to be like, whatever you think science is, it's not. And let's look and unpack that. But Jennifer, my question is about this. Do they do an activity every week? Or is this like an ongoing? Like, are they working on this math project? Because I have my babies make a math game. Like they worked together to create a math game on based off one of the standards that we did, and that's the end of the year, like, after seven hours testing, our brains are fried. And then I have I call it math Khan. And I have like a little cape like Comicon. But with math games, and then I get to wear a cape and just have like a superhero, because I'm all into cosplay, Andrew percent. But do you have them work on this? Like, do they do this activity every week? Or are they working towards that? Like, are they like, constantly doing iterations to have this project?

Jennifer 08:18
Thank you for your question. Michelle, that's an excellent question. And so just knowing the context, these are seniors, and they're really busy. And you know, first semester seniors, they are just worried about applying for colleges and AP classes, that sort of thing. And so this is not a weekly project, even

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though that might be a cool idea. In the future, you just give me some ideas. This is kind of like every one or two weeks on a Thursday or Friday, the the we create a master schedule of the number of students like and I have the Thursday, Fridays listed, and I say who wants to go first, the first Thursday, Friday coming up in a few weeks, and so on. And they know they have to plan for that exact week only. And so this is over just one week span of when they're planning but if they want to start early and get it out of the way, or if they want to, like start thinking about ideas, and usually after the first couple presentations where the student presents their weak project, they basically are inspired, and the projects just get better and better. And they just keep surprising you, you know, and in regards to how our school day works, because we're in a block schedule. I think we're in a fortunate spot where it's not Monday, Tuesday, Wednesday, Thursday, Friday, I see them. I might see them Monday, Tuesday, Wednesday, or Tuesday, Thursday that week. And so there's a lot of time gaps in between where they do have time to work on it before their presentation. I hope that answers your question. Oh my god, I'm so excited. I think I might. I think I might change it. I have sixth graders so there's gotta be there's gotta be way more scaffolding. I'm still gonna keep the game aspect but

Michelle 09:59
I think that I want I want it to tie in like a math standard, a passion project. And then like an activity or a game, or a comic strip explaining something, I think that'd be super cool. I love it. I'm so inspired by your math comic con i, the you're giving me awesome. Like, it is so much fun, it is so much fun. Because I get excited because they build the pieces for their games, we spend time they build the board games. And it and it allows them to kind of like really connect the math to like all the things. So it's, it's pretty cool. I'm excited. But I'm excited. Thank you, Jennifer like this is I'm gonna remember this when I listened to the podcast and three minutes. I'm like, Oh my God, yes, I'm gonna do this activity in May.

Kari 10:49
It's great, too, because it's an example of what we were just talking about, about personalized, you know, knowing your students, your students are the leaders and they're the ones who are choosing and then as the teacher, you're learning from your students. Right. So I love to that you're you're flipping that narrative.

Michelle 11:07
Okay, so Jerica, well, oh, thank you. Yeah, gotcha Jerica, we know in the past, you have worked with students, where have they have learned about the mathematics of empathy. We think that this is super powerful. And we'd love to learn more about this approach, and how you did it in your classroom.

Jerica 11:32
Great, thank you. So I My situation is a bit similar to Chanel's. I've been out of the public school education classroom for a couple of years now, and trying to focus on our Nth education partners group here, and hopefully get us off the ground soon. So that's why I'm sharing some of my experience from the past. So I was first introduced to the idea of the importance of empathy and math, by Dr. Anita Rampal at an International Math Society Conference. And that's also where I met Rochelle Gutierrez for the first time.

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12:15
And I'm super grateful for the impact that they had on my work. At the time, when I first started engaging with mathematics of empathy. I was teaching at an alternative high school, on the southwest side of Chicago, that's down the street from Cook County Jail. And for those of you that don't know, Cook County Jail is the largest single-site jail here in Chicago, well in Illinois, and most of my students would cycle through there. So they were facing incredibly difficult and stressful situations. And as you can imagine, if you were not making mathematics relevant, they just were not going to your class. So I took the circumstance as a call to action and fused Dr. Rampal work on empathy with Paulo Friere work, which was

13:09
a pillar of the school that I taught at at the time, and created my own curriculum called mathematics of empathy. So throughout the semester, I would challenge students to reimagine what mathematics looks like, by applying Praxis to disrupt injustices that our students and community faced while teaching integrated mathematics and financial literacy. And we would study things like the school to prison pipeline, the war on drugs, militarism, speciesism, racism, classism, and many more systems of oppression that my students at that time really interacted with on a daily basis. And like you were saying earlier, Michelle, it's all about getting to know your students and the community that you're working in. And really building that relationship as a heart is at the heart of the social justice education work, in my opinion, too. So when we, we would have days when doing mathematics would look like getting together and circle and learning in circle or doing community events or going on community tours, even hosting community tours for parents or other members of the communities to join in as well are siblings doing interdisciplinary projects and engaging in civic actions, like protests, or nonviolent direct actions to dissect these complex systems, while understanding the story behind the numbers, figures and data that we worked with, for that unit. So the goal of mathematics of empathy was to really arm an individual with sustainable and relevant math skills to defend their lives and the lives of their communities both locally and a global scale, in order for each of us to really thrive and achieve our potential. And so I really see teaching mathematics as an

15:00
avenue to build empathy as a global citizen and emphasize the importance of connecting mathematics to the stories we live, the impact they carry, and the way that we relate to one another in our surroundings, which is contrary to the traditional mathematics that asserts that our relations impact and stories really have no place in the field.

15:23
Yeah, I remember talking with you about the that you shared with me the mathematics of empathy. And you talked about how

Kari 15:34
you said that you see your students calculations through their actions of helping and supporting each other? Can you talk a little bit more about that? I think it's really powerful.

Jerica 15:47

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Yeah, so one of the ways that we would, I would kind of like measure this mathematics of empathy, because it wasn't all quantitative right. A lot of qualitative, when we're talking about that was the interactions in my classroom, and how were they really coming together as a community and interacting, right, were they able to have empathy for one another, because growing up in these difficult situations, and circumstances where you're coming from homes where maybe one parent is present, or no parent is present, or there's a revolving door of incarceration, whether that's within your family, or in your own life, or there's,

16:27
you know, pregnancy early on in your life, or multiple children, and you're trying to have to like focus on graduating

16:36
high school, and you're going through all of these struggles, to me, like having empathy, was really seeing how they would help one another, right? Because sometimes they would miss class because they had other responsibilities, or other issues that came up in their life, like, did you take notes for somebody? Are you sharing? we would stay after school together sometimes and catch some of them up. Like sometimes they're only the four students that came to class. And it was all about helping each other out, because one hadn't been there for a month, and the other one was there every day. And the other one was like, maybe he lost a family member decided to take two weeks off, like it was just a lot of situations that you could tell that

17:22
it was just difficult for them to show up to have stability. And you had to offer a lot of the stability through the environment that was created in the classroom. And so them learning how to even work with each other, which like to me I use Kagan structures. And if you're not familiar with that, you can look it up, I am a really big fan of Kagan structures and the community building support center does different cooperative learning.

17:52
But when I saw how they treated each other, they stopped like even rival gang members, right? That's a big deal to be able to interact in a non threatening way.

18:04
Because one thing is that it's a school rule. And other thing is like the world that we live in, and it's a whole nother thing outside of school. So even having them just humanize one another really showed me that the power of the work that we were doing, because it was also a school where as a whole, we were focused on it, like every subjects teacher was a social justice educator. So that's a very big component as well.

Kari 18:32
Can you talk a little bit more about the Chicago context, it's in terms of the racial profiling, and the level of surveillance, it just sounds extremely high. If you know, students were getting picked up and sent to Cook County that often. Sure.

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Jerica 18:52
You know, at that time, when I when I worked at the alternative high school, I became much more aware of the extremely violent racist policies that exist in our public schools in Chicago and as a society as a whole, because a lot of those students at that alternative high school were labeled more or less like the throwaway kids, right? The ones that don't really matter, the ones that aren't going to be anyone anyway, so don't waste your time. And that was coming from their own mouths. We did an event one year where we made a short film with CAN TV and the radical education Youth Project and Project Nia here in Chicago. That was called Doing the math School Pushouts I think you can look it up on YouTube and find it are my math classes organize that event with some community organizations, and they would share some stories that were just so horrific like to the point where police officers knew that they were affiliated with certain gangs and they would pay Some of them up and drop them in rival gang territory, on purpose so that they would get their ass beat. I'm not sure if that's cursing, I'm sorry if it is. But it was it's terrible. Like it's brutalization is police brutality at right at the at the heart of everything. And so like when some of these students don't show up, or when they're like, you know, not focused in your math class, it wasn't anything to take personal. And that was something that was so important, you know, at the beginning of my education career, for me to understand that a lot of the things when they're not listening to you, it has nothing to do with you like, it has nothing to do, you know, with all these preconceived notions like we were talking about, your lesson is not this special, like, this person has a life and they're just struggling on some basic needs, like basic safety, they don't have basic stability and and how can you help get them there? And so like, that's a form of mathematics to write, can you just start at that basic level of math of humanity of just saying this person needs help? So I can help? How can I add to their life, instead of continuing to subtract right and getting frustrated, or trying to guilt trip them or blaming them. So a lot of those stories would come out in in circles that we would do. And even then being discriminated for their sexuality, their gender, their class, most of I think, at that school, it was maybe like, 98% Latinx. So that was the majority of the population just at that particular school.

Michelle 21:40
Huh.

Kari 21:42
Wow. I mean, it just sounds like the students and their families and the community, we're dealing with so much, you know, being in a historically looted community. And the work that you were doing with them sounds really incredible. I mean, when I listen to all of you, all, I kept thinking, and I'm also thinking about your LLC, it's like, okay, audience, y'all need to hire them to do some work. Because they will personalize it to your needs, just like they do with their, their students. And there's just such a wealth of experience here. And I wanted to also invite Chanel, to get to share about your experience. As an administrator, I have my own personal experiences, trying to thinking about becoming an administrator. So I just know how incredibly hard that work is. And anyone that isn't an administrator I just have so much respect for. So I would love to hear more about your experiences.

Chanel 22:57

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Yeah, thank you so much for asking that question. I guess to kind of paint the picture before I get into what my experience was, like, I actually decided to go back to teaching and be an administrator in the school district I went to school in. So it was, when I was a student, going through the school district, I was, it was primarily a white community. And I think I really can only remember, like one or two people in my classes that were also people of color. So it was like, not very common. And then, of course, like a few years later, when my siblings went through it, like the community was much different. But what really motivated me to go back and be a teacher and administrator in that district was because I had experienced so much like bullying and, and racism that I wanted to kind of be not only serving as a math teacher, but also as like representation in these different roles. And so when I became an administrator, you know, I was also in an environment where most of my building was white people as well as like the other fellow administrators in the district. We're also primarily white, and it was a really challenging experience in that way. Also at my school, I think I was the second youngest at the building when I first became an administrator. So that was an added layer to navigate as well. And you know, it i

Michelle 24:55
We can't like we can't like brush by that because Like, just the education world sometimes got some old videos in there, who have been there a billion in five years, just same things the same thing. And they give shade to new teachers. So I can't imagine the like side, I shave, it's you got, as I pretty sure someone said something to the effect of, I've been teaching longer than you've been alive. Or I got kids your age. All of those little, like, they're not even micro aggression, they're like Mack Truck, I'm gonna knock you off kind of aggressions that you probably spit, I'm just projecting, I'm just assuming. These were so true. So like, I want to, like sit with the fact that like, outside of being like a woman, a person of color, you also a young, young against the and so that also complicates a lot of the, the idea of like, authoritativeness that like goes along with being an admin.

Chanel 26:07
Yeah, exactly. I think that, um, what I was, maybe lucky unlucky in the sense of when I went into that space, there wasn't really any pushback, I would say I got as far as those like direct type of assertive comments I got from staff, it actually that came a lot more from the community members that I had to work with daily. So for example, like police officers, or other district people that would come in, any paramedics. So those types of emergency response people I received more of that directness, I think with the staff at the time. They had a lot of trust in the principal. And so they trusted that, if I had been hired that it was, you know, for for a good reason. But it was difficult at the beginning to really gain the trust of the staff. Again, I wouldn't, I actually feel like the staff was probably the saving grace for me throughout my experience, and it was the district personnel that really made it more challenging for me of where I experienced a lot of some, some very outright racism, ageism, sexism, all of the above. But I think something that I learned throughout that experience, and I think, maybe an unpopular opinion, but something I really believe in is that, as an administrator, I have I believe that as administrators, we actually need to prioritize the teachers and the staff and not the students. And I think because if we prioritize the teachers and staff and everyone who is working with the students, then they will prioritize the students. And I saw in a lot of the work that I did, everyone would always focus on the students, and there was so much language around like, teachers aren't doing enough, like, why don't they want to stay after school for 30 minutes to help, you know, do this program or we're not getting volunteers anymore for all this stuff, or, and it was just this ongoing narrative. And to me, I was I pushed back and I

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would say, Well, I think that teachers are overwhelmed. And they're at their capacity. And it's our responsibility as administrators to reduce that, so that they do have the capacity to be able to volunteer support in the ways that they want to, and they actively choose to, not are being guilted into. So I think, you know, actually, it was very fulfilling for me to be an administrator, but because of all of the personal I guess, oppression I received due to my age, race and my gender, that's actually what really burned me out was that I didn't feel like I was just advocating for staff or students, but I had to constantly advocate for myself. And it got to a point where I felt like the Miss Keyvan, who I had to become to be that administrator that could make things happen and advocate for staff, and the Chanel who i i know and i love was not the same person anymore. And I really needed to kind of step back and figure out how can I align those two? And I think it just goes back to the, you know, our whole conversation on identity in the mathematics classroom. There's so many places in education where we have to conform to be a certain way just to survive the system, particularly as people of color and it's really hard because you don't know, it happens so slowly. And by the time you realize it now you have to go through this other identity and unearthing of like, how do I bring these parts of me together again? And who am I and why wasn't these pieces accepted? So, you know, I think that, throughout the experience of being an administrator, I not only learned a lot about myself, but also a lot about of how much identity really, really matters in the education space, particularly with with teachers and staff.

Kari 30:36
Yeah, I actually had a principal he used to call it trickle down leadership, where he, I mean, I don't think he really wanted to invoke like Ronald Reagan, economics when he said that, but Luis Delgado, amazing, amazing human school leader, he passed away a few years ago, rest and power to him. And he, he, that's what he did, he focused on what he poured into students, and he also poured into teachers as well. And he really believed that empowering teachers would then you know, then teachers would then I don't like to use the word empower students, because students already have power, we would recognize students power and support them. I mean, you are really contributing to that community with folks of dominant backgrounds to get to broaden their perspective, kind of at your own expense. So I'm glad that you made the move out of that environment in order to, to preserve your, your health and your well being.

Chanel 32:11
Yeah, thank you so much for for that, that recognition. And I, you know, it's I think, what's so interesting about our experiences as people of color in these predominantly white spaces, or really in any sort of like marginalized group with like a dominant, you know, characteristic type of group is, I found that the challenges our students go through with their identity and navigating these spaces is also the same that the teachers are going through and staff are going through. And I really do have to say, at the end of my experience, being an administrator, I think that the staff at my building, we really came to such an understanding and support of each other. That really gave me a lot of hope that, that this work matters, that we can make change together. And it really all comes down to to connection and trust in, in allowing ourselves to be who we are authentically with each other, and not breaking that down. And honoring the differences that come with that.

Michelle 38:09
ya, thank you, thank you, thank you for like, having such a wonderful, enriching conversation. And I also want to take a moment to thank Kari for like, creating space for everybody just to kind of speak

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their own, like experience and truth and power as a collective, right, like y'all are a collective, but y'all are also individuals that bring something to the collective. So it is game time, Kari, is that cool? Yeah, she was. So I just want to throw something out. Because in this conversation, and we can cut this off, it doesn't work. That's the beauty of editing. I feel like I want to hear some im statements from y'all. And the reason why I want to say that is because we keep on talking about the counter narrative and celebrating all the things that we are when it comes to math. So I'm throwing this out here now, because we're gonna play this game. So I'm gonna give you time because Kari always needs time. Kari's like, I need my little thing time. I mean, Michelle, I asked her to let me cheat. I have to give them to me like the day before. And this day, I did not do that. So Kari is gonna kill me with that. Okay. Oh, okay. I'm participating to Okay, everybody's participating in so we're gonna play this game. Firstly, that rounds of questions, I got about 1010 questions and then after the game, I will we do appreciations. So again, and I think we kind of talked about this like appreciating each other. And then I want to say end off with like some I am like, you know, my name is Michelle. I am in I'm just looking for like three if statements. And I think that these im statements are gonna be powerful enough that we should cut them and that should be the thing that we put in the beginning of the podcast. I'm helping you out there Kari. Okay, so are you ready for this? Okay, so let me explain. I'm gonna project I'm gonna solve for the audience sake, I'm giving them an opportunity to read it, but I'm gonna read these who are most likely to scenarios. And this is a time for y'all to throw gentle shade at each other. And like in a very fun, playful way. And let's see.

40:43
And

Michelle 40:45
feel free to kind of explain and tell a humanizing story of why you would think this. About your, about your HMI, about, about the HMI. So give me one second while I am. While I set that up one moment, please. One moment, please.

41:07
Okay.

Michelle 41:11
Oh, I'm gonna actually give us

41:14
doo doo doo doo doo. I just realized I didn't put out a cover sheet and I want to, I don't want anybody to cheat. So I'm gonna give a cover sheet for the slide show.

41:34
Even though I'm gonna stop calling it cheating, and I'm gonna start calling it resourced. Because when you got resources, you make different decisions. All right.

41:47
Okay,

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41:48
here we go.

Michelle 41:51
Can everybody see my screen? Alright, can you unmute yourselves because it's not gonna be fun if you can't unmute yourself.

42:00
All right, you ready? All right, who is most likely to Critical Math Drop addition, we might turn this into cards because you know, we love a good game.

Michelle 42:11
And okay, who is most likely to be abducted by aliens? Which one? Yeah. Who would be walking down the street and aliens and be like,

Jennifer 42:25
can I just throw a joke out there? Esther was petting her cat earlier? Perhaps the cat and the alien so most likely asked her if it's gonna transform into an alien and abductor.

Esther 42:37
I'm gonna say Jerica because she's out there trying to go places alone. Oh, on her own, easy to plot out of nowhere. Nobody's gonna. Nobody's gonna know. It's just got

Jerica 42:53
my vote was for you to Esther. I was like, well, it's between me and you. Because you know, we're directionally challenged. So we might just stumble upon an alien. And, you know, just Oh, where are we going? Seems like a different place.

Michelle
Seems like fun. Who was most likely to lead the people through a zombie apocalypse?

Jennifer 43:13
I feel like it's Chanel. Just because with her administrative skills and the way how she couldn't negotiate, she might be able to negotiate with the zombies.

Michelle
Are we negotiating with the zombies and we just taken them down?

Jennifer
That too.

Chanel 43:35

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So I feel like I could handle slow zombies but fast zombies is like a fear of mine. If they're too fast, I'm not sure I might I'm not sure.

Jerica 43:40
My votes Chanel too

Michelle 43:44
Okay, who was most likely to lose their cell phone

43:51
if this was me and Kari it definitely me me. Yeah. Michelle. Oh my gosh, I don't even have a cell phone now.

43:57
I have a trapped

43:59
trapped phone doesn't even work.

Esther 44:05
A lot of our time spent together has been through zoom or online. So like we don't know if someone has lost their their phone. I know. I know. I'm up there. I know. I am high on the list.

Jerica 44:24
I can't lose my phone. That's just it can't be lost.

Michelle 44:30
Yeah, I felt like people. I was supposed to go to dinner with my coworkers. And she liked my old co workers and shout out to Marian was that Miriam? And she was like she Facebook messaged me. And she was like, I was so tempted to call your school and tell your classroom and be like, are you alive for and I was like, that's what that's me. I lose my phone. And my friends were like, they call my house number they call my mom. They were like, we just wonder if she's dead or not. And I was like, okay, great, because no one's heard from her and I was Like, I don't know, if my phone is turned off somewhere, and I have a son, so I should now my son will never lose his phone. It's like, actually, I think it actually is, like, attached to his body physically, who's like, Who's most likely to give the best advice?

Chanel 45:19
I feel like I would choose, it's hard because I would choose Jerica, Jen and Esther for different reasons. So depending on the more, which advice I need, I think I would like each of them have a different area of expertise. I think that for I would go to Jen for any sort of like creative advice and being able to, like, bring the creative side out of me. And I would go to Jerica for like, maybe seeing the, the strengths in me that I forgotten and just like need a reminder for and then I think for us stir, I would go to, like, be able to, to to build my confidence and navigating a system that maybe I'm not too sure about. So I think

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they each for me bring, like a really beautiful part. And I think I think that's why we all get along so well, because we all have different parts.

Michelle 46:23
Ya can't see this, but each of them are kind of like beaming and smiling. And that is so beautiful to see. Yeah. Z max want to answer this. So are you unmuted just are you? Yeah, I I was I was actually thinking Chanel, because I have gone to her for advice of like, just just

Esther 46:44
thinking through ideas. And what Chanel Chanel will do it, she'll give you 100 Like, you come to her for one. And she's like, well, you could do this, you could do this, or you could do this, and like 30 ideas later. And then you're like, Okay, I think I got one that I can work with.

Jennifer 47:03
I go that I feel like there is a wonderful advice from all three of my amazing colleagues like something else Chanel's really good at I feel like you're really good at formatting, Google Sheets, documents, and everything. And Jerica thank you so much for being our our co founder, like Executive Director. I don't know what the actual title. I know you have amazing title too. But you like just the positivity and the joy and things. But then you also give our our us grace when giving us advice. And I and I think we just appreciate your leadership so much. And then Esther. I mean, you got that book published and I can't wait to read it. That's my summer reading list. Because that you will I know you have wonderful advice in that book by far.

Jerica 47:57
Yeah, I'm sorry. I'm sorry. I feel like I have to stack in. I can't not stack in and we're going to get an appreciation circle. Because I was also going to stack with all three that I would go to them for different advice, Esther, I feel like you're very direct. Like it's helpful when you just you know, need to lay it on the table. Just say what it is clean cut, like, cut all the unnecessary stuff out. Here it is. That's what you got to work with. And then Chanel I feel like yeah, she just paints this like larger picture and is able to see all these moving parts but in a non overwhelming way that you feel like you're gonna navigate things and like, you know, you're gonna be okay, you know, you might be in a whole like tsunami but you're gonna be fine. Like, you're you're gonna make it through and Jen. I feel like a lot of your, your vibration is such like, yeah, just light and like always hope and you always see the best in things. And you're, I feel like you're someone who can make something out of nothing like you always see the potential and everything. And that just I think radiates all of like your creative creativity and your brilliance and your ability to keep, you know, transforming and shifting spaces. So I had to stack on to share with everyone too, because that was my initial reactions like oh, all three of us. That's why That's why we're a team.

Michelle 49:22
Okay, who's most likely to pick up and move abroad? Like a map? This country?

Esther 49:28
is gonna do that like

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Michelle 49:35
March you're going to Mexico Jerica in five days, I am going to Nicaragua, Nicaragua, because I was like we talked about this at lunch that day, right? Yeah. Yay. Okay, okay, so Jerica for the easy win. Who is most likely to respond to a text message weeks later. Who's bad? Who's bad at responding to text messages?

Jerica 50:06
Yeah, I want to say Jenn as well. I'm gonna say

50:10
surprised.

50:12
Like surprised

Michelle 50:18
she's like I started the message I just forgot to suppress

Jennifer 50:22
half the time. It's so true. I forget the button. I accidentally deleted it.

Kari 50:29
You have such an innocent look on your face right now Jen.

Michelle 50:34
Like me, not me.

50:37
I tell people I responded back in my mind that doesn't count shall run question for herself. She wrote this question for herself and losing the phone. Both of these I just thought it was like Michelle, you wrote this fierce.

50:52
Definitely my questions. Okay, who will get scared easily like you can go behind them go boo. Who's most likely to scare easily?

Esther 51:03
Or you don't know this one? Jerica. If I if I had to make a guess based on personality? I think maybe Jerica might be easiest to scare.

51:15
That was my guess too.

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Jerica 51:18
Yeah, I like being scared. I'm not gonna lie.

Michelle 51:24
That's why being abducted by aliens or going out of space is like right up to like, yes. Or for Okay, who is most likely to start on a reality? Oh, she's instead of reality TV show. Not school reality TV show.

Jerica 51:50
Esther? Esther, I feel like it might be you. You're thinking so first of all, can I say world? I just met you Esther. And I kind of feel that vibe to

Esther 52:04
her. She's like, Yep, I would tune in soon. Yeah, I would love to stir up drama by saying like, Oh, well, this is what it is. I would love to tell people how it is. See? A lot of enemies. Yeah. And I wouldn't mind. Yeah, you wouldn't care. You just be like, yeah, that's how it is.

52:25
seem to.

Michelle 52:28
And you can enjoy your show every day. Like and bring me pencils. Pencils. Yeah. Okay. Oh, okay. Who's most likely to be on America's next? America's Got Talent?

Esther 52:45
America's Got Talent. I think Jen and I think the talent would be have it like growing a plant

Jennifer 52:55
it's true. I have a whole greenhouse of plants in my house. Minus the real greenhouse part. Maybe one day.

Jerica 53:04
I need your plants are nice. I'm gonna say Chanel. I'm gonna say Chanel because Chanel Chanel is going to be up there one day for her singing her music. Yeah. Chanel is over here being modest.

53:19
Oh, no, just kidding.

53:22
I'm putting you out there.

Chanel 53:24
I, um, I wouldn't say I'm either I would just say I really like music. And it's just like something I like to continue learning about. But I don't know that I would say I'm like a singer or a musician yet.

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Jerica 53:40
She’s all modest.

Michelle 53:43
If you do it, you aren't like this is the same thing we tell our babies like you are a mathematician now because you're doing this math now. Right? And so I'm excited. All right. AR in a couple months, follow Chanel's YouTube channel. Her SoundCloud she's out here trying to make it happen. Who's most likely to be late for everything? Who's the person who's like, You got to tell them 15 minutes before the thing starts because they're gonna be 15 minutes late. Jerica

Jerica 54:15
Jerica you giggles because that is me. Yeah, that isn't me. There's no did I get they have to lie to me about when things are.

Esther 54:24
Like you get scared about morning things because you're worried that you're not going to make it. Yep. Mornings and me. I don't know how I taught that was the downside of all of teaching. Like am I even gonna make it?

Jerica 54:39
If it's at night, I'll be there. I'll be there. Who's most likely to laugh at a serious moment like a nervous laugh

Michelle 54:52
that might be a hard one.

54:57
Okay, how about this last one? This one

55:00
Actually, this is a shot at Kari 100% Who is most likely to sleep through an alarm or a fire alarm?

55:13
buildings on fire and you sleep through it. Which one of ya and then Kari's gonna tell a story how that's actually her real life

Michelle 55:25
now y'all will sleep through an alarm and then the guy was no.

Jennifer 55:28
That's always yes. I think I might I sleep like a baby.

Jerica 55:35
Yeah, I really might sleep through it depends how tired I am. I slept through a lot of things.

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Michelle 55:42
I've got some kiddos who have slept in my math class. So you know, and I find myself I think I'm entertaining.

Kari 55:49
But they don't always feel the same way about me and that's okay. That's okay. Kari, can you tell us about the time you slept in went along? Okay. Michelle, yes, exactly. Michelle only knows this because my mom decides to tell her embarrassing things about me that I when I was my first year of college, there was a fire alarm. And the next day is on fire. It's on fire. Yeah. And the next day everyone is talking about this fire alarm. And my roommate, Sonia and I were looking at everyone like, What do you mean? And they just left us. So we should have came to our room and knocked on the door and made sure that we got off the building. There's so many things wrong with it. 100% Like, we're glad you're alive. But if that was a real fire, you would be crispy Kari. I know. And we would have never met you because well and yeah, and I had a hard time waking up in the morning. And my friend used to call me every morning. Because I would not wake up to the alarm like I would I slept like a log. But I like sleep. I like sleep like a baby. That's better than saying I sleep like a log.

Michelle 57:01
I feel like that's a horrible thing as someone who like have been around babies like that's not true. Like babies don't be sleeping. I don't know who came up with that analogy. Like they might sleep for like an hour or two. But it's a whole thing about sleep training your child to sleep through the night. So what babies are sleeping hard. And and when you have a sleepy baby, everyone's always like quiet the baby sleep. Don't make a move. So I really want to I want to really I want to look up where that same ol came from maybe came from a father who actually doesn't know what's happening. I'm sorry, sorry for my brother would kill me because my brother was very much so involved both my brothers but my middle brother was definitely involved in his baby. He was like, How dare you say that about men? Because most men calm down for All right, y'all. We did it. We did. It was our first group session. Like a round of applause. Yay. We did it. And everybody should know that we are always doing these podcasts, not in person. So it is also extremely difficult to do this podcast on a video call together. So we really appreciate y'all really appreciate y'all. So we are going to take a crispy carry, I'm gonna get that on a t shirt and wear that. Let's start with our appreciations. Y'all kind of already kind of appreciating each other. And that's cool. But let's do a couple appreciations before we tag out. And also our I am statements because I'm really excited about who I am just and it's just three 3am segments. So I'm gonna start first appreciations. I learned something from each of y'all today. And sometimes when you do like group things or group settings, or have you go listen to like a Keynote or a couple of keynotes or panel, sometimes you find yourself only vibing with one or two other people. That was not the case today. I appreciate the thoughtfulness around the questions. I appreciate your abilities to connect with each other with us, and to give our audience food for thought. And I am so excited to continue to see your work, flourish and grow 10 times fold right. And all of the babies that you all are supporting now, and the ones that you will support in the future and their babies like your work is going to impact people who are going to impact people who are going to impact people. So I appreciate that. About John, I'm so glad y'all worth the wait. Y'all are definitely worth it.

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1:00:00
ate. And yeah, and you know, Kari

1:00:04
crispy Kari, um, I love you immensely. So, so much. And just listening to our panelists or our guests speak today, I've noticed moments of what in their work that I see in your work and what you do. And I really appreciate

Michelle 1:00:24
that. And this is what makes this very synergize synergy. And all like Lovey Dovey, hippie dippie kind of stuff, because we're all kind of like on the same wavelength, maybe we'll all be abducted by aliens together.

Kari 1:00:43
Um, I want to appreciate all of you as their Chanel, Jerica. And Jennifer, first of all, for hanging out with us for this long because, you know, we're way over the time we have a TA. This has happened every time we we do interviews, and we keep trying to reduce the questions like, Okay, we'll do one main question. And then one question per person. And we always go overtime, because it's so fun to talk with you. And I learned so much from all of you. And I just I don't know, I have this, this feeling inside of me. Like I just feel so uplifted after today's conversation, because I get to, you know, be in community with this amazing group of women of color. So thank you so much for for trusting us for saying yes, to come on the podcast with us. And it was really fun today. And, Michelle, I want to appreciate you for making fun of me. No, I'm just kidding. For making me laugh. I feel like 80% of the podcast is Michelle making me laugh. And so I just I honestly appreciate that. Because, you know, Michelle, when we started this podcast, what my life situation was, and so you have definitely been a part of my healing journey. And you've always uplifted me and and brought a smile to my face. So yeah, thank you to everybody.

Jerica 1:02:27
Are we stacking next and appreciations? Well, I don't know. I was waiting for Michelle to see if Michelle was going to close this out. Okay, yeah, no. But you can, you can say, well, yeah, you can share to you if you want to share, like I know, y'all just appreciate each other with a VI thing. I just wanted to give space and I was just gonna move to the I Am. But if anybody wants to say anything, 100% This is your space your time. Okay. I am always a fan of appreciation circles, I feel like it was a very cultural thing that developed at the first school I taught and so I enjoyed it. I appreciated it. Yeah, so thank you, you know, thank you to the team, to my team Nth. And I appreciate you all Yeah, making time and space to be here for showing up for sharing for being authentic and genuine. As always, it's been such an honor to work alongside everybody, over the last decade or so. And it really has been such a powerful experience to connect and meet so many different people that I feel like I otherwise, you know, maybe we wouldn't have connected or we would have connected later down the line. And I just appreciate the team a lot for that for the community for the support for everything that you add to this, this different world that we're all trying to build together. And I want to appreciate Kari and Michelle, both of you for inviting us for thinking of us, you know, to be a part of your podcast, and also engaging with this new work that you're doing. It's such a powerful avenue for you to just build this space where you do these

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critical math drops, like the name is so fitting and the energy is so uplifting, like you were saying it's inspiring and I think it's time. Like Michelle you were saying earlier that we start echoing and centering on that joy and that uplifting amidst all the struggles that we're living and the reality of the the draining of the systems of oppression that we're fighting and struggling against, you know, the sustainability of our movement work is only as deep as our joy and the the ways that we connect with each other in the safe and meaningful and empowering spaces. So I want to thank you both for inviting us on here and for being here and present and all of your time and energy that it took for to put this all together and then it'll take to edit it all and cut it all you know

Esther 1:05:00
everything that goes on behind the scenes, it's a lot. So thank you for your efforts. I also wanted to add an appreciation for both of you, Michelle and Kari. I would say specifically for making this a fun experience for being fun people. I think that I don't know why. But I've just noticed that in whitespaces, like fun is just not a high value. And I value fun quite a bit. And I've noticed that other people of color seem to value fun at a much higher like value level than when I've been in white spaces. And so I just wanted to add that appreciation that that it makes it a much more welcoming space for for people like us.

Michelle 1:05:45
So I want to add that. All right. Okay, so we're gonna end with our im statements, and then we are overdue. And that's okay. Yeah. So I start first, and then

1:06:03
let's pop in. And then we'll end off and we'll say goodbye. Is that cool? That cool with everybody, okay. Um, so

1:06:14
my name is Michelle.

1:06:16
I am a teacher. I am a learner.

Jennifer 1:06:23
I am a child of this earth. I am Jennifer Dao. I'm a first generation Vietnamese American to attend college in my family. And I am a teacher.

Jerica 1:06:35
My name is Jerica Jurado. I am powerful. I am infinite. And I am timeless.

Kari 1:06:53
I am Kari.

1:06:55
I am brave. I am resilient. And I am strong.

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Chanel 1:07:01
I I am Chanel. And I am I hopeful. I am excited. And

1:07:13
I'm I am at peace.

Esther 1:07:18
I am Esther, I am part of something larger. I am a learner. And I am unsure of what is next.

Michelle 1:07:40
What I like about this activity is

1:07:44
your struggle to find the three things because there's so much more than three things. We are so much more then these three things. And these three things are going to change. And I appreciate this. It has been fun, y'all. It's been amazing. It's been a learning experience. So we try to keep it. We try to keep it fun, because not all audience members are teachers. And so how do we kid? Because according to Spotify, we have a big following of 18 to 24 year old boys. We don't know. We don't know. We don't know what's going on with that we never say never said that explicitly.

Kari 1:08:27
We always are just looking at it and we make some type of cryptic comment about it. I keep saying I think that maybe there for some of my students, my uncle. I also think he's just random people. I just like yeah, sorry. That was That was funny. That was funny.

Michelle 1:08:48
That's okay. Anyways, so we really appreciate ya. Thanks for coming out. Thanks for supporting us. We are so excited to drop these links and Chanel, Jennifer, Esther Jerica. We are going to drop all of your information on our website. When Chanel you have a paper coming out, right or Jennifer, Esther has a book. Jennifer, you have a paper coming out. Right? So Jennifer, when your paper comes out, let us know and we can add that link back onto the back to the website. Esther will add the link to your book onto the website Jerica as you move to Nicaragua, if you want to put a Donors Choose a GoFundMe, we'll drop that link onto the website. Other things as resources that people can check it out. We really really appreciate you all. So yeah, this is episode 1314 1729.

1:09:49
Critical Math Drop.

1:09:51
Yeah, we out y'all thank you

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