Rachel Greene	Peter C= Enjoying math! I use to not, then I really did later in College. I find this opinion to be rare. E= Statement of not understanding how other people 'don't get' math, I am curious what part of your background allowed math to be intuitive for you		Elizabeth C= Double major in physics and music - very different passions which I appreciate. I also am interested in math/science AND the arts. They are hard to combine, but worth the exploration. I appreciate your discovery of physics and how it influenced your path. E= I am curious as to what comes next - not just in your career, but how you plan to fully pursue both areas in life.	Alex C= I understand the stress associated with open-ended subjects like writing and the humanities. I also appreciate that math is concrete and comforting for that reason. E= I am curious to hear more about your experiences as a math teacher in comparison to the Ted Talk. I wonder how you reached all types of students when many are experiencing math anxiety/hatred.	Ryan C= I appreciate that you've always been interested in math and have found it easy and have applied your natural talents to your educational path. I agree that physics is the hardest! E= You mentioned coding and I've always been curious how math is applied in this field or really, how coding is accomplished because of mathematics.	Emily C= I can relate to your journey with math going from hating it, to tolerating it, to enjoying it. It seems impossible to shake that hatred but when it comes organically, it seems to have more influence. E= I want to hear more about teachers exchanging specialities and how that impacts the students and professional development of the fellow professors.	Evan C= I appreciate your love of board games and how that related to the progression of your mathematical thinking. E= It's very interesting you basically fell into teaching math. That journey seems rare for a math teacher. I wonder how you adapted and quickly besides game-play.	Kara C= I enjoy how you've had several backgrounds but all with similar themes - Economics, stocks, lawyer, military - you sure have a lot of mathematical background. E= You stated that you are in this program because you often pigeonhole yourself in mathematical thinking and I wonder how you can broaden your perspective to new ways of thinking and how you plan to accomplish this. Also, do you think things would've been different if your father had a different career and didn't influence you the same?	Erin C= A teacher tearing up your notebook is traumatic, no wonder you hated math! I can relate to teacher's telling you you can't do something and then believing them. I am happy you were able to move on from that and are interested in being a well-rounded student. E= I would like to hear more about how you hope to utilize mathematical thinking and practical applications in your philosophy studies.	Rachel P C= I appreciate that you are facing your fear! I hope you can put aside your misgivings and get the most out of this course. You also mention your social interaction budget and I couldn't agree more, I have a very similar feeling and appreciate that you attributed this to mathematical thinking. E= I'm very interested in your trade-craft office at NGA, that sounds like a really unique and stimulating career. I am curious to hear how you are already utilizing mathematical thinking.
Alex	Peter: C - I identify with being able to do math and not necessarily understanding how to convey that ability, or why other people didn't get it. E - I wonder if you've read Infinite Power? It's a book that looks a bit at the history of calculus and how it's applied. It's on my list. My dad recommended it to me and I'm looking forward to reading it. I always wanted to weave more history into my math classes.	Rachel: C - I love that moment when you realize that you ARE good at math! E - I like to listen to Freakonomics these days. Even thought I'm not doing much math right now, I like listening to the topics they discuss.	Elizabeth: C - So cool that you are musical and mathematical simultaneously. I agree that they are incredibly interwoven. E - have you heard of Vi Heart? Check out her YouTube videos.		Ryan: C - I enjoyed calculus, too. I always thought that if younger people could just get exposure to calc earlier, they would appreciate all the building blocks. E - Man, I wanted to hear more about making colors with math. There's so much math in art and vice-versa. Are you familiar with Escher?	Emily: C - I was awful at multiplication tables, too. Frustrating that we beat the beauty out of it with kids so young. E - .	Evan: C - I love the thought that goes into board games, too. It's such a fun application of logic. E - Have you heard of/played SET? It's a super fun pattern recognition game.	Kara: C - I think my dad instilled my love for math, too. He is a civil engineer and was always very good at it. I am on that changing career paths path, too! E - .	Erin: C - Woof. What a rough story about the teacher ripping up your notebook. That's pretty brutal. We're both so close to wrapping up CCT/SICW! Go us. E - .	Rachel P: C - I can identify with the issues you're seeing at your work with competition and the changing data landscape (data is the new oil, uuuugh!). Love the idea of personal energy math. E - .
Emily F	Peter Taylor = striking me how much more mathematical experience you have than I!	Rachel Green = very interspective of you to know that about yourself - that you like order and steps.	Elizabeth George = interesting to hear about your music thinking. My husband is the same way, I am not, I have a hard time following him when he explains the musical system!	Alex = I relate to your reading comprehension - I find I need to read things multiple times to fully comprehend. I alternately don't find math to be a "safe place" though. I admire your career shift, I typically hear of the opposite shift. From tech/industry to teaching.	Ryan = multiplication tables are totally boring! Fascinating idea about color assignment in the coding world being rooted in a mathematical assignment, I feel like true mathematical thinkers must see math everywhere.	Evan = I remember what we said in our breakout room - the way they teach lower level math now is amazing - true mathematical thinking. I wish I had learned that way, perhaps I wouldn't have math anxiety that has stuck around from those multiplication flashcards that I loathed.	Kara = Executive functioning skills that are needed to parent - totally relate. My brain feels like it's on hyperdrive more often than not with 2 children, I can only imagine with 4!		Erin = fascinating career trajectory - philosophy and policy making, I think that we need more of that!	Rachel P = love the access to geospatial data, we can easily create a map showing our data collection points in our monitoring programs, it's incredibly helpful. Hysterical - I totally budget my alone time/family time and friend time - it has to be balanced in my mind.
RACHEL PARKIN		Rachel Green - being steered away from a math- and science-oriented degree track and then finding out later that she liked it/was good at it.	Elizabeth - growing up in a musical/artistic family and finding her own passion outside that (physics). Advice (from someone with a pretty similar background): keep playing music, even if only as a hobby. You'll be glad you maintained that skill in the long run. It has benefitted my life in ways I can't explain here.	Alex - playing to her strengths and focusing on objective subjects that are process-based. Realizing the need to adjust approach and meet people where they are. My advice - keep going! Sounds like you have the right attitude about personal growth.	Ryan - I related to his anecdote about a subject "clicking" once he got to college. I felt that same way about studying history. Also the "When am I ever going to use this?" question is one I get a lot about learning history. "Why do we even need to know these things?" Constant skepticism from others.	Emily - I relate to her not feeling super comfortable with math but doing ok, not terrible and not great. I'm interested in hearing more about dimensional analysis. Never heard of that before today.	Evan - I found it interesting that he connected early math experience with being "interested in racing, like many young boys". I can see subtle ways we steer people toward or away from subjects based on gender and perceived strengths/weaknesses. I was definitely led to not see myself as a "math person" though I'm not especially bad at it	Kara - I related to her story about connecting with her dad about certain subjects and becoming interested that way. Context and early influences are so important for shaping our directions in life. I am impressed Kara manages four kids, a career, and school at the same time.	Erin - I related to thinking "I'm not going to do any more math beyond this point" and realizing later how limiting that is. I also struggle to understand the connections between different math types/disciplines, but then I haven't put much effort into it. I want to hear more about Erin's midwifery experience! What a career switch.	Rachel (me) - I probably did an absurd amount of air quotes but oh well.

Peter	Rachel G: C= Important role of advice; E = What new forms of math might you study if given a chance?		Liz: C = want interpersonal relations to follow logical thinking; E = does your mathematical thinking make you more curious about everything or just things that can be made logical?	Alex C= safe place when you can follow rules and be assured of right answer; E = explore the more general phenomenon of reluctance to ask questions e.g., of people with greater experience in some area	Ryan C = enjoyed coding; E = Is there some analog for physics of coding?	Emily C = (ironic) because 3rd grade was boring, i created a 100x100 multiplication table in a notebook during class; E = What is the deep principle underneath connecting subjects? Curiosity? Rigor?...	Evan C = (an inversion) loved board games and strategies as child but faded away in HS and beyond; E = are there math courses that go beyond numbers to address tactics of games?	Kara, C = look for solutions even when situation is more fluid (e.g., political); E = When do public administrators get to be rational/solution-seeking vs. political?	Erin, C = Now believes in being well-rounded; E = What steps to take to pursue well-roundedness if anxiety and perfectionism and past lack of preparation get in the way?	Rachel P, C = affirm human dimension against uncritical confidence in algorithms; E = Analogs of 'introvert math" for others, e.g., work-family-self balancing
evan	Peter + C= Felt like naturally good at math in simple forms, mental math. E=	Rachel + C= I feel I couldn't pass Calculus either. E= Our Science department would love to team up with your team if you ever want to collaborate.	Elizabeth + C=One of most favorite classes in my undergraduate was a Music Theory class even though it wasn't close to my major. E= Are you excited about where Quantum physics is headed? Seems like some really cool concepts are being developed right now about matter particles and their substantiality.	Alex + C= I taught middle school math for 4 years. 7th graders. Loved it. E= What did you find is the best way to get people past their own roadblocks in accepting they can do math?	Ryan + C= I understand what Physics is trying to explain, but I don't get it often. E= Do you have any good Coding suggestions for young kids 6-10 year olds?	Emily + C= Conversions to metric is brutal. E= would love to know how you simplify it for your students		Kara + C=I used to love following stocks, and traded portfolios for a while. Semper Fi! E=Do you encourage your children to think about serving their country? I'm uncertain about this with mine.	Erin + C=I live in Wildwood with my wife and children and teach at Principia in Town and Country. Glad you are still in favor of human critical thinking. E=How could Geospatial data be used by high school students to help them learn?	Rachel + C=I too found Trig my exit out of math E=Taking theory and making it practical is so important. My colleagues are always looking for professionals in the field to collaborate with our students. Let me know if you'd like to be in touch with any high school department
Elizabeth George	Peter Taylor; C: I connect to the concept of math and mathematical thinking having social implications. E: Did you grow up in an environment where mathematical thinking was encouraged?	Rachel G; C: I relate to what was said about initially being a bit afraid of math and being surprised by her ability to learn higher-level mathematics. E: What was the turning point in your being able to understand and enjoy math? What made the difference?		Alex; C: I connect to the idea that the "rules" of math offer a level of reliability and comfort that other subjects do not. E: ------	Ryan; C: I connected to not enjoying the repetitive aspect of memorization that is often required in math classes. E: What was it about physics that you found especially difficult, in comparison to computer science? I had the exact opposite experience, in that I enjoy physics but find computer science to be very confusing.	Emily; C: I relate to the experience of ending up in a scientific field in through a somewhat unusual process. E:------	Evan; C: I connect to enjoying the challenge of math and viewing math as a vehicle for self improvement. E: What do you find especially challenging about abstract math in comparison to arithmetic?	Kara; C: As I said about Alex, I connect to finding comfort in the objectivity of math. E:------	Erin; C: I relate to having perfectionist tendencies and sometimes being easily discouraged or intimidated by material that does not come naturally to me. E:-----	Rachel P; C: I relate to the experience of coming from an artistic/musical background and not considering myself a math person while growing up. I also connect with the concept of "introvert math." E: -------
Ryan Dang	Peter Taylor I can kinda agree on how when I was younger why people couldn't "understand" math when it was very much just memorization of formulas and such	Rachel Green I switched from a BS to BA because of Physics	Elizabeth George I've had points where math started to *click* as well, I do believe music has mathematical parts as well	Alexandra Fetterman I've had struggles with reading as well, and when I was younger math to me it was always just follow the rules and you'll do well.		Emily I'm a pretty visual learner as well, I struggled with linear algebra until I saw a video that really visualized the entire subject.	Evan I enjoyed the quick math sheets as well and being competitive about a lot of things. Trig was about the point where math started to get a bit shakey for me	Kara Duquette The certainty of math is also something I enjoy about the subject	Erin B Started to struggle with higher level math as well, and I can really relate with struggling with stepping out of my comfort zone as well.	Rachel Parkin I like the term "introvert math", I can really relate with managing my time in regards to social situations.
erin	peter - I was struck by the idea that your interest in mathematics extended to thinking about which part of society it was serving. I was previously unaware of the military funding for math ed. I am curious to know more detail about why you saw the need to evolve the course from the deficit model to what you are doing now.	rachel g - I absolutely resonated with the idea of "math anxiety" and was really interested in your experience with not only returning to do the maths that you missed as a result of bad guidance, but that you excelled and did really well. I found it inspiring and motivational as well as your adoption of the idea that everything has a solution even if it doesn't exist yet - I am not really familiar with that and would love to know more.	liz g - music and physics doesn't feel like a readily identifiable pair and I am so curious how that came to be what you are pursuing as a combo degree. I would like to know what the transition point was where you stepped out of being 'just' an artist to also being a 'math person' and while you were definitely drawing some connections between the music and physics, it felt like there was a lot more there to dig into and I would have enjoyed hearing it.	alex - I love hearing you talk about your history with math as your safe place and the the idea that if you just follow the rules, it works. Hearing about your realizations that others did not approach the subject the same way was great and your experiences have lent well to 'meeting people where they are'. Since you are a math teacher, who has had these experiences, I am curious how you would teach someone like me how to approach mathematics that feel unreachable for me at the moment.	ryan - I found your ability to talk about how math applies to your major with such ease impressive. The color thing was really interesting and I would love to know more about how that actually works - how color gets coded, etc. Seems very interesting.	emily - You said something more than once about getting students out of silos and I found it really interesting and wanted to know more about the reasoning to move away from declaring a person to be good at math or science as the examples you gave - because while I can see how implying someone isn't good at those things would be a negative, it wasn't readily clear to me how declaring someone apt, was also a negative.	evan - I have been away from math for a very long time and I appreciate that you said that was your experience. What I found very curious was the hard distinction you made between 7th and 8 grade maths and I wanted to know more about why one was so accessible for you and the other, not so.	kara - you have a very impressive resume and just hearing you speak about the different things you have moved through was very interesting. I think I connected with the idea that you are looking to CCT to get out of more traditional or narrow thinking, as that is something that really resonates with me about the program. What things do you think you will do next with the broader thinking you will get from CCT - I'd be very interested to see where this takes you next.		rachel e - you said so many great and funny things, the connecting of personal energy mass and weight watchers had me laugh out loud. As did your comment about puking if anyone says to you data is the new oil again. I may or may not have heard something like that previously, but it hasn't had nearly the impact on me that is clearly has on you and I am curious about why and if its just the repetition of the idea or that there is something more about it that causes you such upset with the notion. I wanted to hear more about the concept and how it is problematic since I am totally clueless