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#ReframeToReengage

Break the Cycle:

Reframing Behaviors to Re-Engage Students in Learning Mathematics

Jennifer Lenhardt & Nikki La Londe



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Game Plan



Notice

How do our students show us they are struggling?



Reframe

What is under the surface?



Re-engage

How did my efforts impact student engagement?

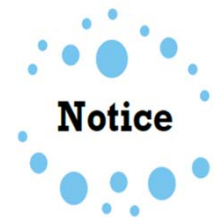
What

What does DISTRACT, DEFLECT, AVOID look/sound like in your class?



<https://answergarden.ch/>

Answer Garden ID: **689303**

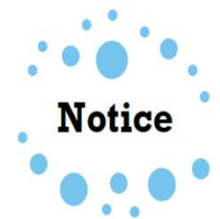


Responses from NCTM 2018



Padlet Brainstorm

<https://padlet.com/jlenhardt/wwitbsgsiqyk>





Reframing What We See and Hear

What are the implications of this for our practice?

As teachers we play a role in the development of our students' identity.



An Alternative Framework

What if, “When am I ever going to use this?” actually means, “I’m confused and I need help.”

Consider a particular student who said a particular thing on a particular day. What might be below the surface for that student?



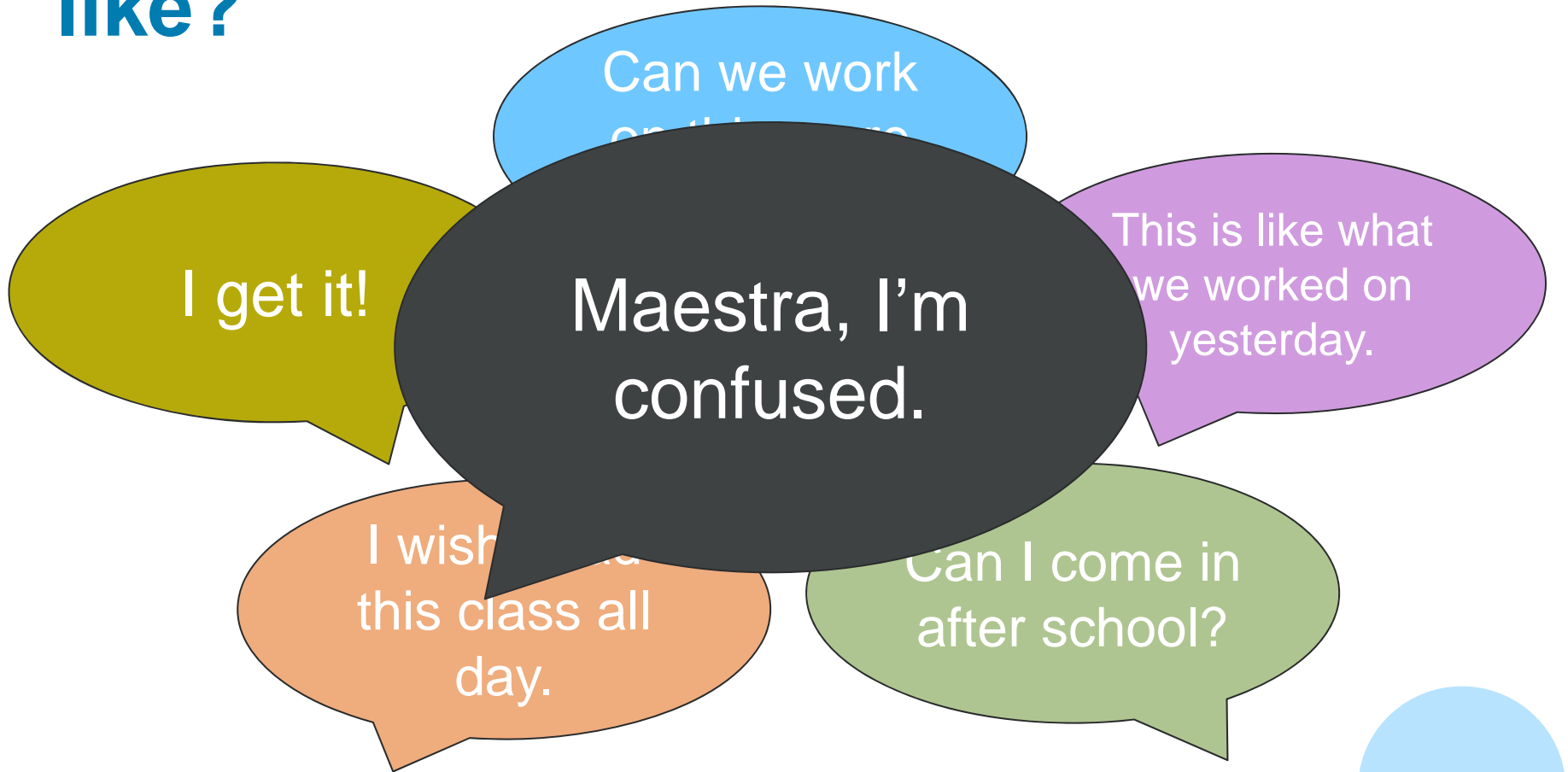
What Works?

How do I know if what I'm trying is actually impacting student engagement?

- » Quantitative
- » Qualitative

Re-Engage

What does it look like and sound like?



Re-Engage

Reflection and Action

- What is one student phrase or behavior I can commit to reframing?
- How will I reframe my perspective on what I see and hear?
- What re-engagement behaviors do I notice?

Re-Engage

Thank You

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