Break the Cycle:

Reframing Behaviors to Re-Engage Students in Learning Mathematics

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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 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/wwitbgsigkyk
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
What does it look like and sound like?

Maestra, I’m confused.

Can we work on this more tomorrow?

This is like what we worked on yesterday.

Can I come in after school?

I wish I had this class all day.

I get it!
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?
Thank You

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@Nikki_mathsol #ReframeToReengage
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