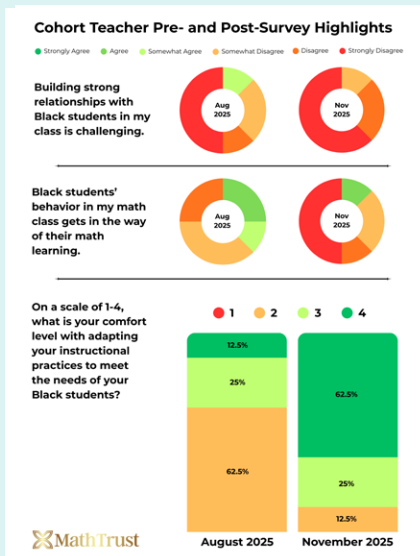


About our project

Using videos featuring Black students, we led a 4-month professional learning series with 8 middle school teachers focused on reassessing assumptions and prioritizing relationship building. We measured shifts in teachers' beliefs about Black students using surveys, reflections, and classroom observations.

Top learnings about impact



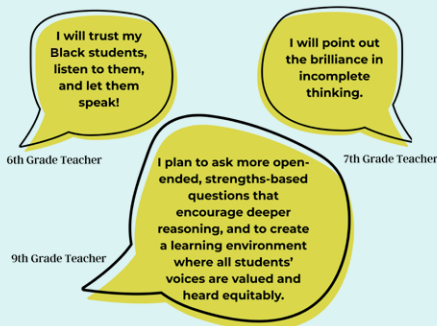
#LetThemSpeak



Positioning Black students as primary messengers was the most effective aspect of our intervention. Teachers got the opportunity to see students as their full selves: their emotions, lived experiences, and perspectives on learning math. The authentic videos disrupted deficit-based assumptions and invited teachers into reflection rather than defensiveness.

Repeated use of the same student stories over the 4-month series, deepened impact and supported shifts in teachers' beliefs and emotional responses. Teachers reported greater empathy, increased awareness of how their interpretations of behavior affected students, and a stronger belief in the importance of nurturing relationships.

Evidence of impact: Teachers demonstrated increased intentionality in inviting Black students to speak and lead, greater use of discourse strategies, and changes in how they responded to behaviors previously viewed as barriers to learning. Together, these findings suggest that centering student voice through narrative-based messaging can meaningfully influence teacher beliefs, emotions, and instructional behaviors.



Top learnings about process

Messaging must be emotionally compelling and repeated over time to shift beliefs and behaviors. Centering Black students as messengers elevated their agency and created powerful entry points for reflection and change. Moving forward, we will foreground student voices with structured reflection. Biggest challenge: measuring how belief shifts translated into instructional change within a limited timeframe.

