



## About our project

We embedded positive math narratives about building meaningful relationships and making mistakes in newly developed math practice materials (animated videos and lesson plans). We reached 189 math teachers (87 exposed to messaging), and measured impacts with a 3-item pre- and post-test survey.



View a practice



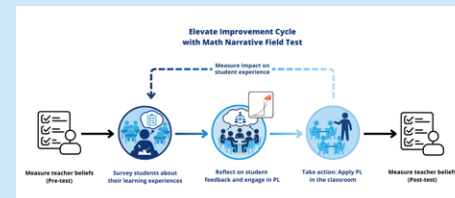
Check out our full practice library!

## Top learnings about impact

Our primary analyses did not reveal an effect of Math Narratives messaging on teacher beliefs, as measured by the items in our survey. However, we suspect that this null result may in part stem from ceiling effects in the belief items: teachers already rated the target beliefs as highly important at pre-test so there was not much potential for positive shifts.

To supplement our understanding and gain additional insights, we consulted the qualitative data that WestEd collected via teacher focus groups and interviews during material development. Teachers shared that they appreciated that the animated videos featured real teachers and included voiceovers from real students. They noted how important it was that the videos were authentic, plausible, and situated in realistic depictions of classroom life, and that they felt supported when the lessons included a recognition of their limited time and heavy workload.

Finally, teachers shared that these practices filled a need for concrete, actionable strategies that they could begin using immediately in their classrooms to strengthen their relationships with students and improve their students' experiences and beliefs about math.



Study flow. Blue circles show the typical Elevate continuous improvement cycle. Black boxes show the components added for the Math Narrative field test. For the PL stage in our field test, we shared Math Narrative-infused practice recommendations for teachers to use during their action periods. In future work, many types of messaging interventions could be used during this PL phase, such as in-person/synchronous PL, PL courses, videos or podcasts, etc.



Screenshots of teacher messengers from six of the animated practice videos.

## Top learnings about process

### Message development learnings:

- Authentic visuals are important alongside authentic messages and messengers
- Teachers desire messaging that affirms their personal and professional identities (e.g., as sensemakers, not just facilitators)

### Biggest challenges:

1. Short timeline to figure out how to maximize engagement with messaging on our platform
2. Measurement ceiling effects that hindered detecting impact