PARTNERSHIP
FOR LOS ANGELES SCHOOLS

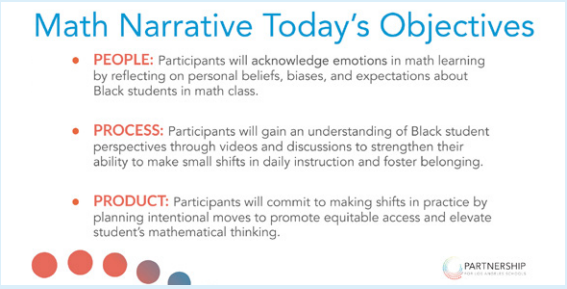
About our project

Embedded student video interview content into a series of professional learning sessions with mathematics educators. Focused on Emotions in Math Learning (Recommendation) and the Role of Emotions (Belief Pathway) and explored valuing student thinking and maintaining cognitive demand.

Top learnings about impact

1. **Student interview videos** were our most effective messaging strategy. By sharing their emotional experiences and whether their thinking was valued, student messages prompted deeper teacher empathy and reflection than adult-to-adult messaging alone.
2. **Explicitly acknowledging students' negative or mixed emotions** helped teachers recognize how emotions influence engagement, persistence, and performance, leading to plans for regular check-ins and more responsive instruction.
3. **Providing teachers with concrete examples**, such as vignettes, sample language, and rehearsal opportunities enabled teachers to move from empathy to action and respond to student emotions in real time.
4. **Narratives reinforced and deepened beliefs** about emotions in learning. Hearing students articulate these connections strengthened teachers' responsibility for creating emotionally safe math environments.
5. Quantitative data (pre/post surveys) showed **increased agreement that emotions matter in math learning** and should be considered when students enter class, reinforcing qualitative findings.

Participants engage in an interactive professional learning activity designed to prompt reflection on math narratives and instructional practice.



Professional learning objectives from Session 3, focused on the role of emotions in mathematics learning for Black students.

A student participates in an interview that served as a central component of our messaging, elevating student voice to support teacher reflection.

Top learnings about process

Centering student voice required planning, skilled facilitation, and time to build trust and elicit authentic narratives. Equipping educators with concrete tools and rehearsal opportunities strengthened uptake. Measuring impact was most effective when combining qualitative reflection with pre/post surveys. The biggest challenge was balancing authentic storytelling with a compressed timeline.

Role of Emotions in Math Reflection Questions

THE MATH NARRATIVE PROJECT