

TeachFX

About our project

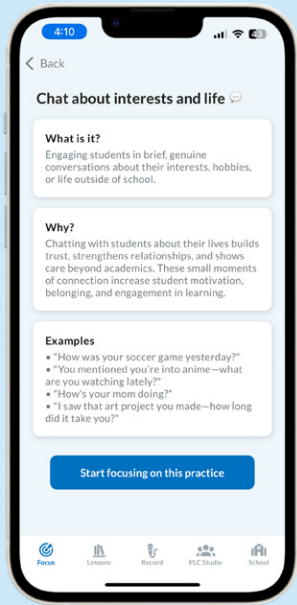
We included math narratives about prioritizing relationships in a PL session and paired it with automated feedback on relationship-building practices with 14 6-9th grade teachers from TX. We used surveys, interviews, and classroom recordings to assess the impact on teachers' beliefs and practices.

Top learnings about impact

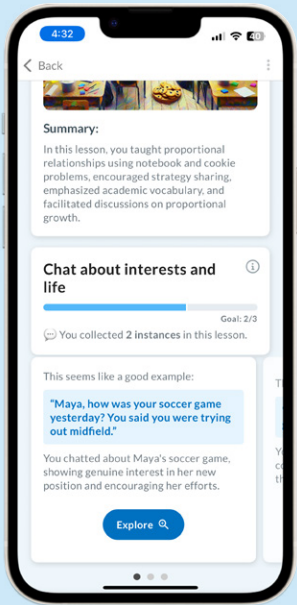
Teachers held strong beliefs on the importance of teacher-student relationships. Narrative messaging that emphasized the impact of relationships on math learning and highlighted low-effort practices increased teachers' intentions to prioritize relationship-building and their confidence in integrating these practices into daily instruction.

Over a two-week TeachFX pilot, automated feedback on four relationship-building practices —greeting students, encouraging students, asking about students' interests and lives, and checking on student well-being—was associated with modest but encouraging increases in teachers' use of these practices for 10 of 14 teachers. Mean lesson-level counts increased from 2.65 at baseline to 4.15 during the pilot, a notable change given the short duration and concurrent shifts in teachers' beliefs.

Classroom recordings showed how teachers' intentions were reflected in practice, while interviews provided insight into teachers' reflections about the feedback. Teachers reported greater awareness of both their strengths and gaps in relationship-building. The automated feedback allowed them to reflect on the quality of their interactions with specific students.



Practice overview for one of four new relationship-building practices, providing teachers with a clear definition, rationale, and examples to guide focus and goal setting.



Automated lesson report showing teachers' use of the focus practice, including counts and examples to support reflection.



Watch our math narrative videos



Teachers' post-intervention reflections

Top learnings about process

By prioritizing teacher narratives over expert-only messaging, our professional learning became more responsive to teachers' lived experiences. The prepared messaging also prompted in-the-moment peer-to-peer storytelling among participants, supporting deeper reflection on how relationship-building can fit within instructional constraints.