



Teaching Lab

## About our project

This field test integrated Math Narrative recommendations into existing HQIM-aligned PL and coaching across NYCPS. Messaging centered on real-world context, relevance, valuing mistakes, and reframing struggle and capability, supporting mindset shifts and changes in instruction.

## Top learnings about impact

**Reframing struggle as capability** shifted teacher expectations, disrupted deficit beliefs, especially for multilingual learners, and reduced premature lowering of rigor.

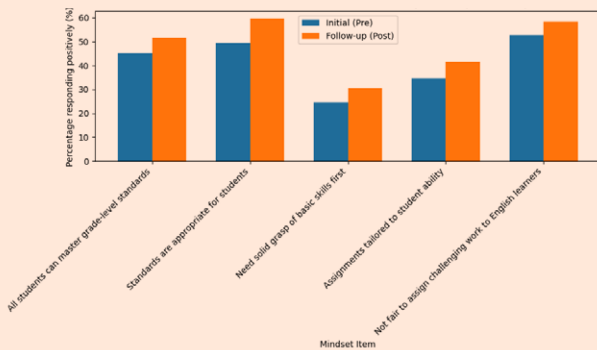
**Separating mathematical reasoning from English fluency is critical.** Our efforts helped teachers recognize students' capabilities and attend more closely to mathematical thinking rather than to verbal accuracy.

**Embedding narratives within existing PL structures increases impact.** Integrating messaging supported sustained mindset shifts and stronger alignment to HQIM. Shifts in thinking were also accompanied by reported changes in practice.

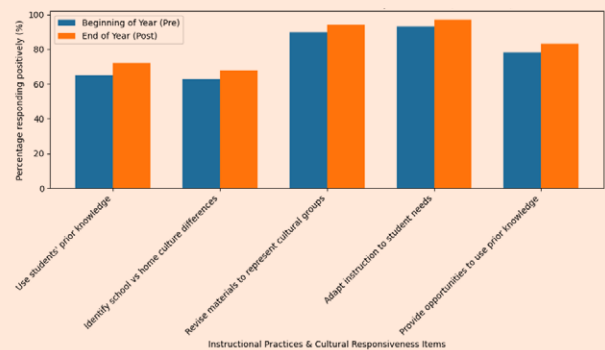
**Narratives strengthen equitable use of instructional routines.** Reframing Math Language Routines as tools for agency and sense-making, not remediation, encouraged teachers to maintain high expectations while expanding access through multiple modes of participation.

**Asset-based narratives elevate relevance and student voice.** Emphasizing real-world contexts and students' lived experiences increased teacher responsiveness to student thinking, strengthened instructional coherence, and supported more rigorous, equitable mathematics learning.

Growth in Teacher Mindset Scores for Selected Questions (Pre vs Post)



Growth in Instructional Practices & Cultural Responsiveness (Pre vs Post)



## Top learnings about process

- Time and repetition matter.
- School leaders set the tone for schoolwide shifts in beliefs, emotions, and instructional practice. It could be helpful to have tested recommendations for this audience.



Detailed Overview and Results

