

accessible video transcript

STEM for All 2022

Madeline: I wish my teachers know how students felt about math. Some parts of math, I do understand. That's what I like about it.

Felix: It's my favorite, like, subject.

Maise: It's really hard.

Henry: My sister and me don't like math.

Laila: Math is actually my favorite subject but sometimes...it's not.

Benjamin: I like doing math with my dad.

Eliza: I like a variety of learning activities in math.

Julian: You can use your creativity to make something.

Jan: Whenever I write numbers it kind of feels satisfying.

Felix: I like having someone to like talk to, to help me with my math.

Madeline: I don't really like being timed in math.

Benjamin: Moving my body around helps things when things are hard.

Julian: feels more challenging.

Jan: math puzzles?

Eliza: I would love if there would be more like punk and spark in our math lessons.

Kelli Olson: Teachers need to understand how students learn because they need to model their instruction to meet the needs of these kids.

Shakeila Jones: With Math for All, you're learning a more efficient way to teach math. You're learning how to really kind of delve into math. How to break it apart. Really to see how the cognition plays into it.

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Isela Luna: The neurodevelopmental framework, it helped us really reflect on all the different areas a student might have a strength in or what areas still need to continuously be developed.

Shakeila: We're only focusing on one student. When you focus on that one student and you're looking at ways to engage them to make sure that that playing field is leveled for them, so that they have the same access as everyone else, then you start thinking about other students and what do they need.

Jackie Cestare: I'm focusing on the student's strengths. Starting with the strength and working from there is a lot different than what we've had with other professional development.

Kelli: So understanding my focal student's challenges and strengths made me plan, I think, better lessons.

Darcy Jaeger Brand: It makes you be more reflective in other subjects that you're teaching. Also it's not just math. And me choosing her as a focal student has helped her to be more confident and more successful.

Isela: Not only the focal child, but the whole class, is becoming more aware of their own strengths and they're able to voice that themselves. So it's building that metacognition, it's building that independence, and it's building also their self-confidence as well.

Noam: When my teachers says she believes in me, I start believing in myself too, and get the math questions right.