MOVING FROM DEFICIT THINKING TO ASSET-BASED LANGUAGE IN MATH

“MY KIDS CAN’T DO THAT.”	"I’LL NEED TO USE SOME STRATEGIES TO ENSURE ALL STUDENTS CAN ACCESS THE LEARNING."
“MY CLASS IS TOO BEHIND FOR GRADE-LEVEL WORK.”	“I CAN INTEGRATE CONTENT FROM PREVIOUS GRADE LEVELS ALONGSIDE GRADE-LEVEL WORK.”
“I TEACH THE LOW KIDS.”	“I'M WORKING TO BUILD MY STUDENTS' CONFIDENCE AND SKILLS SIMULTANEOUSLY.”
“MY KIDS HAVE HUGE MATH GAPS.”	“I’M PRIORITIZING THE MOST CRITICAL PREREQUISITES MY STUDENTS NEED TO ACCESS GRADE-LEVEL CONTENT.”
“THAT’S TOO RIGOROUS FOR MY STUDENTS.”	“MY STUDENTS WILL NEED SOME SUPPORT TO ACCESS THIS TASK GIVEN THEIR CURRENT SKILL SET.”
“MY STUDENTS ARE BELOW GRADE LEVEL.”	“MY STUDENTS HAVE UNFINISHED LEARNING FROM PREVIOUS GRADES. I'M WORKING TO ADDRESS IT.”
“MY KIDS CAN’T READ.”	“I PLAN WAYS TO BUILD BACKGROUND KNOWLEDGE TO HELP MY STUDENTS MAKE SENSE OF WORD PROBLEMS."
“MY STUDENTS GIVE UP TOO EASILY.”	“WE’RE BUILDING OUR PERSEVERANCE MUSCLES TO STICK WITH IT, EVEN WHEN IT’S TOUGH.”