

## Phone Conversations – A Sales Pitch

EMAPHASZE – CHANGING BELIEF SYSTEMS – SETTING STUDENTS UP FOR SYCCCESS



Make sure you are physically smiling when making these calls.

When calling parents, introduce yourself and ask if this is a good time to talk with them.

If it is, let them know the conversation will be about 10–12 minutes and you will be discussing strategies that you use in class to make students more comfortable in their knowledge and understanding of math and that should be reflected in a higher grade.

Mention that some students don't believe they can do well in math, but you use a “*success on success*” model to change those beliefs.

Start the conversation by how you use the QCPR to start class every day as a reminder of recently taught material followed by the CFP. Explain that you use linkages to introduce new material using what students learned in earlier grade so they are comfortable with the language and concept being introduced; i.e., before teaching students to multiply polynomials, you would review multiplying 32 by 21 and show the students the procedures are the same for both.

Also, let them know we use “nice” numbers when introducing new concepts. As an example, when teaching the Triangle Sum Theorem, sum of 3 interior angles equal  $180^\circ$ , rather than using numbers like 57, 65 and ask students to find the 3<sup>rd</sup> angle, that results in students adding those 2 numbers and subtracting that result from 180, we would give numbers like 100, 70 which students could do in their head, and get 10 for the remaining angle.

Next, talk about how you set up student notes, ensuring white space so students do not have a visual overload making it easier for students to study more effectively and efficiently, and use a highlighting system. Items marked as 3 stars are on the test – UNCHANGED, they are definitions, identifications, formulas, and procedures and do not have any computation or manipulation. But they are things students need to know to be able to do the math.

Continue explaining that highlighting with 2 stars means that questions “like that” will be on the test, but with different numbers. And 1 star questions are SBAC, ACT, SAT and conceptual based questions.

Connect how that highlighting with stars connects instruction, notes, HW, practice test and assessment. Mention that the 3 star and 2 star questions are used for quizzes. For tests, we use a template with the highlighting stars, the first 20-30% of the test are 3 star questions, memorization of definitions, identifications, formulas and procedures – no math computation or manipulation. But information students need to know to be successful. The next approximately 50% of the test are the 2 star questions – problems like we did in class, and the last few questions on the test are the 1 star – questions like SBAC, ACT or SAT. Explain further, that the 3 star

questions should help the students do the problems in the 2 star section. As an example, a 3 star question might be to write the “distance formula”. If the students memorized that, then when they encounter distance problems later on the test, they can use that formula. But, if the students did not memorize the formula up front, the probability of failing the test is greater.

Explain that we create a parallel constructed practice test. Emphasize if the distance formula is #3 on the parallel constructed test, it will be #3 on the real test – UNCHANGED. If problem #18 was a 2 star question on slope, then #18 on the test will be a problem on slope with different numbers. And finally indicate that to help students succeed and build success on success to change belief systems, we go over the practice test two days before the real test – one question at a time to ensure students are ready for the exam.

In addition, emphasize when you teach a new definition, identification, formula or procedure, how we have the students recite it for approximately 60 seconds to teach them how to read, write and speak mathematics and to embed that information in short-term memory. And, when we do the QCPR and CFP, these same items are repeated DAILY – setting them up for success on the test and quizzes.

Finally, ask for permissions.

Explain we have students recite new information so they learn how to read, write and speak mathematically. And, that recitation helps place that information in short term memory. If their son/daughter chooses not to recite, is it alright to have them write 25-35 times?

With notes, since we use the highlighting system to identify what is being tested, it takes on a added dimension in helping students succeed and earn higher grades. If their student does not want to take notes in class, can we bring them in before or after school or at lunch time to copy our notes. Notes are very important component of increasing student grades.

3 star questions. 3 star questions are identified in the instruction, highlighted in the notes, on the homework, and on the parallel constructed practice test. It’s information students need to know to do problems, if students were asked to give the “distance formula” as # 4 on the practice test, it will be #4 on the real test unchanged. And, by knowing that formula, that will help them with other problems on the test. If \_\_\_ misses a 3 star question, from my perspective it is UNACCEPTABLE, with your permission, I would like to have him/her write that x times.

Also discuss cell phones are a distraction (texting, games, videos, meetings) and cannot be out in class. Also mention that bathroom passes will be limited. That when students leave a classroom, there is little or no supervision. That, under those circumstances, students can be more easily bullied, have items stolen, or be physically attacked.

End the conversation with - Please let me know if there anything I can do to help \_\_\_ succeed and earn a higher grade in this class.

Smile as you are talking, this communication is a sales pitch, what we are going to do to help tier child succeed.