Fixers

	BELIEVE Do teachers believe it's important to teach conceptual understanding, multi-step problem-solving and executive functions and WHY?	FRAME What are teachers' mental models of learning conceptual understanding, multi-step problem-solving and executive functions? How do they think kids learn?	KNOW How do they know how to teach in this way and what supports do they have to do so?	ACT What are the contexts they need or build to teach for conceptual understanding, multi-step problem-solving and executive functions?	ADAPT How do they adapt in the moment? What do they do in the moment to execute?	REINFORCE How do they know that what they are doing is supporting their belief and mental model? What feedback do they get?
SUMMARY	When in Fixer mode, teachers often have low belief in teaching for conceptual understanding or multi-step problem solving in math.	When a teacher adopts a Fixer mental model of teaching and learning, it centers heavily on the teacher.	In Fixer mode, teachers are self-sufficient and trust their own perceptions of what is effective to build out their resources and knowledge.	When teachers are in Fixer mode, they are the hub of their classrooms.	When teachers are in Fixer mode, they don't have much space for adaptation; they are always driving forward.	When teachers are in Fixer mode, they look to state testing and standard assessments for input on their work.
OPPORTUNITIES	While in Fixer mode, teachers have relatively easily-attainable goals for their students and are more focused on the teacher's own ability to impact them. - How might we build reflection into the Fixer workflow to recognize the strengths of their students? - How might we support teachers in Fixer mode in setting clear goals and approaches to closing the gaps they see students have? - How might we leverage the strong student relationships that teachers in Fixer mode use to leverage student EF development?	In Fixer mode, teachers have a teacher-centered mental model that puts much of the emotional and problem-solving labor of the classroom on themselves. - How might we support teachers in Fixer mode build on strong relationships to recognize the stories of persistence, accomplishment, or productive failure in their classroom? - How might we leverage this emphasis on relationships to help teachers encourage their students' strengths? - How might we position the development of student EFs as an opportunity for teachers in this mode to build their relationships?	While in Fixer mode, teachers can feel like they're in it on their own and can need a high degree of control over the tools or resources they adopt. - How might we give teachers in Fixer mode the right level of control over new platforms? - How might we show teachers in Fixer mode the control that they have on these platforms?	In Fixer mode, teachers are the hub of their classrooms, building and leveraging their relationships with students to tailor work to each student's way of working and to encourage them. - How might we help teachers in Fixer mode to scale their one-on-one relationships with students into a shared culture that reflects their caring? - How might we demonstrate that the development student EFs can make individual student work time even more productive?	Teachers in Fixer mode are great at moving the class forward and are seeking ways to balance the needs of struggling students with the rest of the class. - How might we help teachers in Fixer mode support struggling students while enabling other students to work substantively? - How might we help teachers in Fixer mode integrate their caring into math work, so that they may express their care in ways that are meaningful to the content? - How might we demonstrate ways that teacher to student interactions can build EFs in students?	Teachers in Fixer mode use a range of assessment tools, but have not fully integrated the feedback they receive into their planning or instruction. - How might we help teachers in Fixer mode use feedback to shape instruction?

THE
CYCLE OF
PRACTICE