

Reframe Deficit Talk about Student Achievement	
When you say or hear . . .	Reframe with a growth mindset, specificity, ownership, inquiry, and asset orientation. For example, say and reflect:
<i>Our students can't...</i> <i>These kids can't...</i> <i>ELs can't...</i> <i>Latino boys don't...</i>	Some students can't YET... Our current approaches aren't working to ensure our students thrive with (name the goal). What will we change in how we support their success? How might we better help our students leverage their assets to thrive with (name the goal)? In (name the assignment or assessment), (name student) demonstrates these assets and these growth priorities (use formative data to be specific). How will we help the student leverage these assets to thrive with these growth priorities?

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Reframe Deficit Talk about Families	
When you say or hear . . .	Reframe with a growth mindset, specificity, ownership, inquiry, and asset orientation. For example, say and reflect:
<i>Parents don't care about education.</i> <i>Their parents don't participate in the school.</i> <i>Parents don't help at home.</i>	Parents are involved in different ways than I expect from my own experience. Our current efforts to strengthen parent partnerships are not effective. What might we learn and change in our approach? Reflect: • What am I/are we not seeing? What do I/we seek to better understand? • How are parent and family voices at the table in our work to strengthen how families partner with the school? • How do families currently experience our school? Do they feel valued as partners and collaborators? How do we know? • What shifts might we make to strengthen our partnerships with parents and families for student success?

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Reframe Deficit Talk about Background Knowledge	
When you say or hear . . .	Reframe with a growth mindset, specificity, ownership, inquiry, and asset orientation. For example, say and reflect:
<i>They have no background knowledge.</i>	Our school curriculum doesn't connect to students' background knowledge. Reflect: • What assets, prior knowledge and experiences do students bring to learning? • How might we better connect learning to students' assets, prior knowledge and experiences? • How might we improve how we connect to and sustain students linguistic and cultural assets? • How are we listening to and learning from students within and beyond our classrooms?

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Reframe Deficit Talk about Student Motivation	
When you say or hear . . .	Reframe with a growth mindset, specificity, ownership, inquiry, and asset orientation. For example, say and reflect:
<i>Our students are not motivated.</i> <i>(Name group) aren't motivated.</i>	Our current approach to instruction is not motivating our students. (Name group) experience our school as demotivating. Reflect: • When are our students most motivated? What can we learn from these experiences to shape our teaching? • How are we listening to and partnering with students to strengthen motivation in our school? • How might we make instruction more engaging and relevant to our students? • What aspects of our school culture or curriculum demotivates students? What will we change?

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