Connecting Shifts to Supporting Students With Special Needs Self-Assessment

Instructions: The *Shifts in Classroom Practice* listed below have specific connections to questioning and discourse. Put an *X* on the continuum of each *Shift* to identify where you currently see your practice.

Tool 10.1 Shifts

Shift 2: From routine tasks toward reasoning tasks

Teacher uses tasks involving recall of previously learned facts, rules, or definitions and provides students with	Teacher uses tasks that lend themselves to multiple representations, strategies, or pathways encouraging
specific strategies to follow.	student explanation (how) and justification (why/when)
	of solution strategies.

Shift 3: From teaching about representations toward teaching through representations

Teacher shows students how to create a representation (e.g., a graph or picture).	Teacher uses lesson goals to determine whether to highlight particular representations or to have students select a representation; in both cases, teacher provides opportunities for students to compa different representations and how they connect to ke mathematical concepts.	are ey
---	--	-----------

Shift 6: From teaching so that students replicate procedures toward teaching so that students select efficient strategies

Shift 7: From mathematics-made-easy toward mathematics-takes-time

Teacher presents mathematics in	
small chunks so that students reach solutions quickly.	states the value of grappling with mathematical tasks,
	making multiple attempts, and learning from mistakes,

Tool 10.1 Reflection Questions

- 1. What do you notice, in general, about your self-assessment of these Shifts in Classroom Practice?
- 2. What might be specific teaching moves that align with where you placed yourself on the Shifts?
- 3. What might be specific teaching moves that align to the right of where you placed yourself on the Shifts?
- 4. What might be some professional learning opportunities to help you move to the right for one or more of these *Shifts*?

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.