Connecting *Shifts* to Content and Worthwhile Tasks

Self-Assessment

Instructions: The *Shifts in Classroom Practice* that follow have specific connections to content knowledge and worthwhile tasks. Put an X on the continuum of each *Shift* to identify where you currently see your practice.

Tool 3.1 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 specific strategies to follow. ↔ Teacher uses tasks that lend themselves to multiple representations, strategies, or pathways encouraging 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 compare different representations and how they connect to key mathematical concepts.

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

Teacher approaches facts and procedures with the goal of speed and accuracy. ↔ Teacher provides time for students to engage with mathematical problems, developing flexibility by encouraging student selection and use of efficient strategies; teacher provides opportunities for students to evaluate when a strategy is best suited for the problem at hand.

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

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

Tool 3.1 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*?