



3.2 Connecting *Shifts* to Content and Tasks

Instructions: The *Shifts in Classroom Practice* can provide support in keeping the level of cognitive demand high through task implementation. Select one or two *Shifts* as a focus and then complete the planning table here.

Shift(s):

Toward ... _____

Toward ... _____

<i>The Task</i>	<i>Classroom Environment</i>	<i>Setting Up the Task</i>
How might you adapt the task to reflect the selected <i>Shifts</i> ?	How might you organize students?	How might you pose the task to reflect the selected <i>Shift(s)</i> ?
<i>Lesson</i>	<i>Discussing the Task</i>	<i>Assessing</i>
How might you structure the lesson itself to align with the <i>Shift(s)</i> ?	What questions or questioning strategies will you use?	What will you be looking for as students work?

Source: Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014). *Mathematics Coaching: Resources and Tools for Coaches and Leaders, K-12*. New York, NY: Pearson Education, Inc.