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 ... _____

The Task	Classroom Environment	Setting Up the Task
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> ?
Lesson	Discussing the Task	Assessing
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.

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.