

Connecting *Shifts* to Questioning and Discourse Self-Assessment

Instructions: The following *Shifts in Classroom Practice* 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 5.1 Shifts

Shift 4: From show-and-tell toward share-and-compare

answers. answers. answers. iisten, honor, and critique each other's ideas to clarify and deepen mathematical understandings and language; teacher strategically invites participation in ways that facilitate mathematical connections.	Teacher has students share their answers.	\longrightarrow	Teacher creates a dynamic forum where students share, listen, honor, and critique each other's ideas to clarify and deepen mathematical understandings and language; teacher strategically invites participation in ways that facilitate mathematical connections.	
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Shift 5: From questions that seek expected answers toward questions that illuminate and deepen student understanding

Teacher poses closed and/or low-level questions, confirms correctness of responses, and provides little or no opportunity for students to explain their thinking.	Teacher poses questions that advance student thinking, deepen students' understanding, make the mathematics more visible, provide insights into student reasoning, and promote meaningful reflection.
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Shift 7: From mathematics-made-easy toward mathematics-takes-time

Teacher presents mathematics in small chunks so that students reach solutions quickly.	\rightarrow	Teacher questions, encourages, provides time, and explicitly states the value of grappling with mathematical tasks, making multiple attempts, and learning from mistakes.
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Shift 8: From looking at correct answers toward looking for students' thinking

Teacher attends to whether an answer or procedure is (or is not) correct.	\longrightarrow	Teacher identifies specific strategies or representations that are important to notice; strategically uses observations, student responses to questions, and written work to determine what students understand; and uses these data to inform in-the- moment discourse and future lessons
		moment discourse and future lessons.

Tool 5.1 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*?