



8.1

Connecting Shifts to Differentiated Instruction Self-Assessment

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

Tool 8.1 Shifts

Shift 1: From stating-a-standard toward communicating expectations for learning

Teacher shares broad performance goals and/or those provided in standards or curriculum documents.



Teacher creates lesson-specific learning goals and communicates these goals at critical times within the lesson to ensure students understand the lesson's purpose and what is expected of them.

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 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.

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.



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.

Tool 8.1 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*?