9.1 Connecting Shifts to Supporting Emergent Multilingual Students Self-Assessment

Instructions: The *Shifts in Classroom Practice* listed below 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 9.1 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 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 4: From *show-and-tell* toward *share-and-compare*

Teacher has students share their answers. → 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.

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.

Tool 9.1 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*?