2.1 Shifts in Classroom Practice Self-Assessment

Instructions: Place an X along each continuum that best represents your classroom practice.

**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 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.

**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.

**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.