

3.1

Connecting *Shifts* to Content and Worthwhile Tasks

Self-Assessment

Instructions: The *Shifts in Classroom Practice* that follow 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 3.1 Shifts

***Shift 2:* From *routine tasks* toward *reasoning tasks***

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| 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

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| 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 6: From teaching so that students replicate procedures toward teaching so that students select efficient strategies

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| 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

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| 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. |

# Tool 3.1 Reflection Questions

1. What do you notice, in general, about your self-assessment of these *Shifts in Classroom Practice*?

## What might be specific teaching moves that align with where you placed yourself on the *Shifts*?

1. What might be specific teaching moves that align *to the right of* where you placed yourself on the *Shifts*?

## What might be some professional learning opportunities to help you move to the right for one or more of these *Shifts*?

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: Corwi[n, www.corwin.com.](http://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.