

3.2

Connecting *Shifts* to Content and Tasks

Instructions: The *Shifts in Classroom Practice* can provide support in keeping the level of cognitive demand high through task implementation. Select one or two *Shifts* as a focus and then complete the planning table here.

***Shift(s):***

*Toward . . . Toward . . .*

|  |  |  |
| --- | --- | --- |
| ***The Task*** | ***Classroom Environment*** | ***Setting Up the Task*** |
| How might you adapt the task to reflect the selected *Shifts*? | How might you organize students? | How might you pose the task to reflect the selected *Shift(s)*? |
|  |  |  |
| ***Lesson*** | ***Discussing the Task*** | ***Assessing*** |
| How might you structure the lesson itself to align with the *Shift(s)*? | What questions or questioning strategies will you use? | What will you be looking for as students work? |
|  |  |  |

Source*: Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014).* Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12*. New York, NY: Pearson Education, Inc.*

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.