4.1

Connecting *Shifts* to Engaging Students

Self-Assessment

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

# Tool 4.1 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 4: From show-and-tell toward share-and-compare

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| 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

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| 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 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. |

Shift 8: From looking at correct answers toward looking for students’ thinking

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| 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 4.1 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.