8.1

Connecting Shifts to Differentiated Instruction

Self-Assessment

Instructions: The *Shifts in Classroom Practice* listed below have specific connections to differentiating instruction. Put an *X*

on the continuum of each *Shift* to identify where you currently see your practice.

# Tool 8.1 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 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 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

|  |  |
| --- | --- |
| 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 8.1 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.