

9.1

Connecting Shifts to Supporting Emergent Multilingual Students   
Self-Assessment

Instructions: The *Shifts in Classroom Practice* listed below 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 9.1 Shifts

*Shift 1:* From stating-a-standard toward communicating expectations for learning

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| 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

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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 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 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. |

# Tool 9.1 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.