



2.1

Shifts in Classroom Practice Self-Assessment

Instructions: Place an X along each continuum that best represents your classroom practice.

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

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*

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*

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*

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

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*

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.