Shifts in Action

Focus

Prompt:

Response:

Focus: The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.

1) *Write 2-3 key ideas*

2) *What does a teacher's **shift in focus** look like in the classroom?*

Shifts in Action

Coherence

Prompt:

Response:

Coherence:
Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade level and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

1) *Write down 2-3 key ideas*

2) *What does a teacher's **shift in coherence** look like in the classroom?*

Shifts in Action

Rigor

Prompt:

Response:

Rigor

Fluency: Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions such as multiplication tables so that they are more able to understand and manipulate more complex concepts.

Deep (Conceptual) Understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.

Applications: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

Dual Intensity: The Standards call for speed and accuracy in calculation as well applications. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

1) *Write 2-3 key ideas*

2) *What does a teacher's **shift in rigor** look like in the classroom?*