

Leading with Intentionality: Five Instructional Shifts to Improve Student Outcomes

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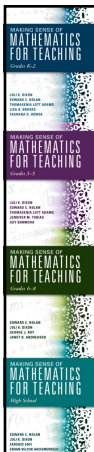
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Goals for this Session

- Make sense of the five instructional shifts to promote student engagement.
- Create a shared image of classrooms where teachers are implementing the instructional shifts.
- Explore the leader's role in successful implementation of the instructional shifts.

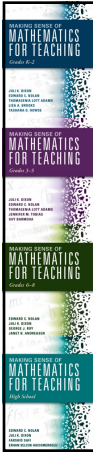
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Five Instructional Shifts

1. Teachers use engaging and multifaceted tasks.
2. Students provide the strategies.
3. Teachers provide strategies "as if" from students.
4. Students do the sense making.
5. Students talk to students.

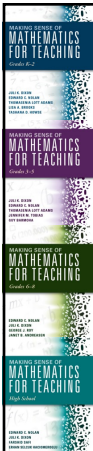
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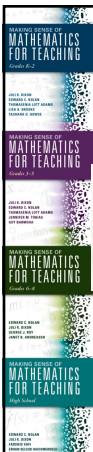
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Shift 1: Teachers use engaging and multifaceted tasks

The right tasks have the potential to provide access to all learners as well as to elicit understandings and common errors.

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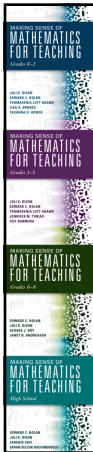
Shift 1: Teachers use engaging and multifaceted tasks

Spark Your Learning 

Four friends go hiking. They bring snacks, a compass, and $3\frac{1}{3}$ quarts of water. If they share the water equally, how many quarts will each person get?

Please use drawings to solve this. Do not use an algorithm.

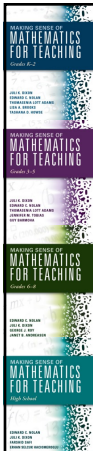
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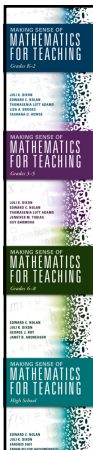


Shift 2: Students provide the strategies

What happens when the teacher uses **Gradual Release of Responsibility (I do, we do, you do)**?

If the goal is for students to provide the strategies, then the teacher can't demonstrate them first!

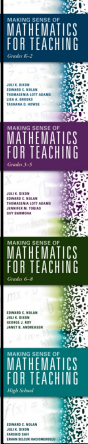
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Shift 2: Students provide the strategies

The learning goal should determine the structure of the lesson.

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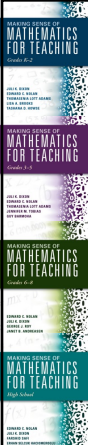


Plan with the TQE Process in Mind



- **Tasks** connect to learning goals and help identify student errors.
- **Questions** elicit mathematical understandings and common errors.
- **Evidence** drives scaffolding and guides extensions.

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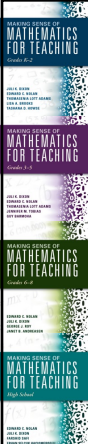


Shift 2: Students provide the strategies

Teachers set the stage for students to provide the strategies.

This has the greatest return on investment if teachers have a plan for what to do with what students provide.

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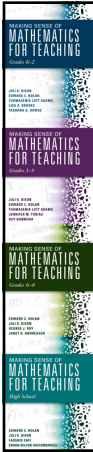


Shift 2: Students provide the strategies

Teachers set the stage for students to provide the strategies.

What does this look like in grade 1?

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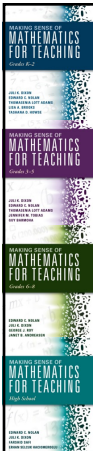


Shift 2: Students provide the strategies

Learning Goal for Grade 1:

Use strategies to add and subtract within 20.

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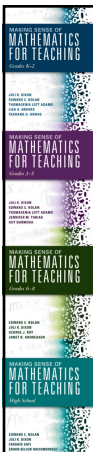


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Shift 2: Students provide the strategies

What strategies can you use to add 7 and 8?

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The image features the HMH logo in the center, consisting of the letters 'HMH' in a bold, black, sans-serif font, followed by a stylized graphic of three overlapping ovals in orange, yellow, and green. To the left of the logo is a vertical stack of four book spines from the 'Training Series of Mathematics for Teaching' by Juli K. Dixon. The spines are color-coded: blue, purple, green, and teal. Each spine displays the title, author's name, and a list of topics: 'Number & Operations', 'Geometry & Measurement', 'Algebra & Functions', and 'Data Analysis & Probability'. The spines are decorated with a pattern of small, colorful dots.

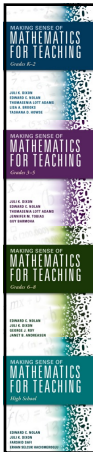


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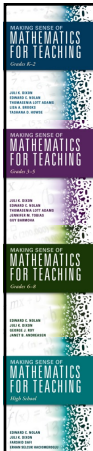
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Discourse Norms

- Provide explanations and justifications with solutions.
- Make sense of others' solutions.
- Communicate when you don't understand or don't agree.

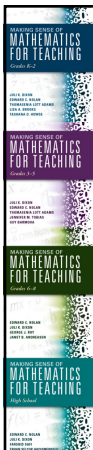
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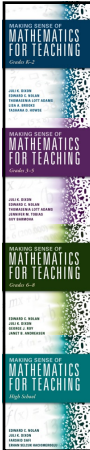
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Shift 3: Teachers provide strategies "as if" from students

Teachers maintain control of the learning target by providing strategies "as if" they came from the students when necessary.

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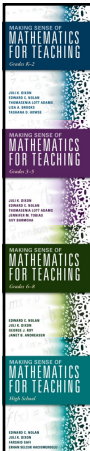
Shift 3: Teachers provide strategies “as if” from students

I saw someone do this....



What do you think the student did next? And how would you respond?

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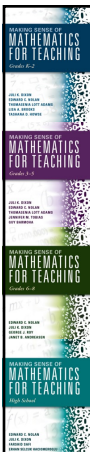
Shift 3: Teachers provide strategies “as if” from students

I saw someone do this....



Anticipating student errors may be the most important part of anticipating student thinking.

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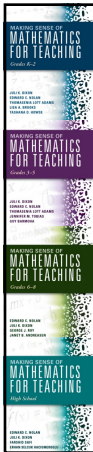


Cultivating Perseverance

- Just-in-case scaffolding
- Just-in-time scaffolding



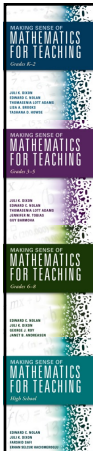
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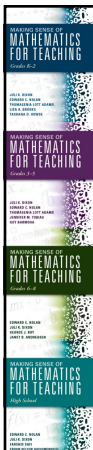


Culture Shift 4: Students do the sense making

Teachers must expect students to do the sense making.

Supporting good tasks during instruction is the key – including during small group instruction...

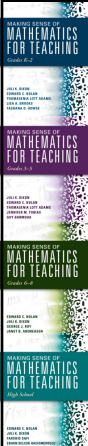
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Culture Shift 4: Students do the sense making

Brandon shared 4 cookies equally between himself and his 4 friends. He started by giving each person (including himself) a half of a cookie. What could he have done next?

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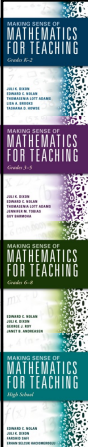


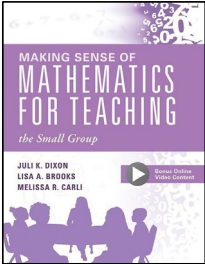
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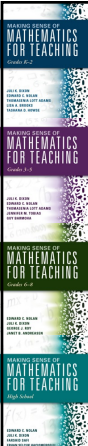
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Making Sense of Mathematics for Teaching the Small Group

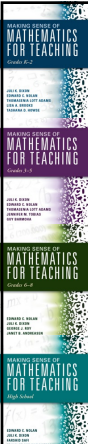
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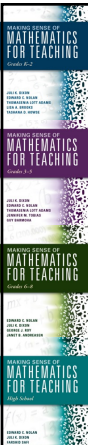


Shift 5: Students talk to students

Teachers set the stage for students to talk to students.

This occurs when the teacher is an active facilitator of instruction.

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