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| **Shifts in Math** | | |
| **Shift 1** | **Focus** | Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards. |
| **Shift 2** | **Coherence** | Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years. |
| **Shift 3** | **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. |
| **Shift 4** | **Deep Understanding** | Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math. |
| **Shift 5** | **Application** | Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. |
| **Shift 6** | **Dual Intensity** | Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. |