

## Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners

What Teachers Need to Demonstrate	Description/Notes
<p><b>Indicator 1</b> Tasks purposefully employ all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• <b>All</b> students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES)</li> <li>• Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing</li> <li>• Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order)</li> <li>• Cognitive abilities and skills are increasingly content specific as students' learning develops</li> </ul>
<p><b>Indicator 2</b> Tasks place appropriate demands on each student</p>	<ul style="list-style-type: none"> <li>• Tasks require cognitive effort from <b>all</b> students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard)</li> <li>• Tasks should not be "one-size fits all"</li> </ul>
<p><b>Indicator 3</b> Tasks progressively develop all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• Teacher designs and structures tasks that allow for deep rather than superficial learning</li> <li>• Tasks are not discrete but connected to a larger sequence of learning</li> <li>• Tasks are connected to overall goals of the lesson, unit, or standard</li> <li>• Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?</li> </ul>
<p><b>Indicator 4</b> Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status</p>	<ul style="list-style-type: none"> <li>• Teacher serves all students well regardless of family background, socio-economic status, or ability</li> <li>• Teacher has an expectation that all children can achieve at high levels</li> <li>• The teacher takes an active role in ensuring that students have equitable opportunities to achieve</li> </ul>

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