



Key Ideas from Theory and Research

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

*Directions: Read the excerpts from the research base for Standard 2.
As you read each paragraph, highlight key words.*

- The success of students in developing high-level cognitive abilities and skills is dependent on their engagement in deep and rich tasks that afford such opportunities (Lin, 2005; Stein, Grover, & Henningsen, 1996; Stigler et al., 1999).
- The nature and level of a task will vary among students. This needs to be considered when planning activities that have high cognitive demand for diverse learners as a goal (Moll, 1990).
- Students attain deep knowledge when engaged in tasks that are authentically related to the everyday practices of professionals in a discipline, retaining fundamental, disciplinary practices and beliefs while also being age appropriate (Sawyer, 2006).
- Learning tasks that connect new learning to prior learning in networks structured around key ideas of the subject-matter can support the development of schema (Good & Brophy, 1994).
- Teachers engage students in learning that is within their Zone of Proximal Development (not too hard and not too easy), through tasks and interactions that involve a gradual release of assistance so that the learning ultimately becomes part of the student's independent achievement (Tharp & Gallimore, 1989; Vygotsky, 1986).

STANDARD 2

MODULE