

# 2

## STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

### INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p><b>Indicator 1</b> Tasks purposefully employ <b>all</b> students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Student classroom interviews</li> <li>• Student work</li> </ul>	<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>• Direct evaluator observation</li> <li>• Student classroom interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Student work</li> <li>• Student feedback (e.g., survey, writing)</li> </ul>	<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 <b>all</b> students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> <li>• Direct evaluator observation</li> <li>• One confirmatory item from optional evidence source</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher pre/post conference</li> <li>• Lesson plans</li> <li>• Teacher notes</li> <li>• Student work</li> </ul>	<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>

**Indicator 4**

Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

- Direct evaluator observation
- One confirmatory item from optional evidence source

- Teacher pre/post conference
- Lesson plans
- Teacher notes
- Student work

- Teacher serves all students well regardless of family background, socio-economic status, or ability.
- Teacher has an expectation that all children can achieve at high levels,
- The teacher takes an active role in ensuring that students have equitable opportunities to achieve