

Figure 2.9

Prompts for Targeted and Differentiated In-Class Support

Directions: Within your collaborative team, complete each statement by providing one or two indicators for targeted and differentiated support for students to engage in higher-level-cognitive-demand mathematical tasks.

1. My class allows students to take risks when engaging in higher-level-cognitive-demand mathematical tasks because . . .
2. Students know I have high expectations for their development and perseverance as good problem solvers because . . .
3. The types of questions that build students' proficiency, perseverance, and endurance with problem solving are . . .
4. When students are stuck on a problem . . .
+ I do this . . .

+ They do this . . .
5. My assessment of students' progress in developing their problem-solving skills is meant to . . .
6. If students need a resource when engaging with a problem-solving task, they . . .
7. Students know that when it comes to problem solving in class, I . . .