

Figure 2.5

Prompts for Differentiated In-Class Support and Student Perseverance

Directions: Within your collaborative teams, have members complete each statement individually. Then, collectively discuss and decide on one to two indicators for differentiated support for students to engage in higher-level-cognitive-demand mathematics tasks.

1. My lessons allow students to take risks with problem-solving tasks and higher-level-cognitive-demand 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 our higher-level-cognitive-demand problem-solving tasks are . . .
4. When students are stuck on a problem . . .
 - a. I do this . . .
 - b. They do this . . .
5. If students need a resource or a model for a problem-solving task, they go to . . .
6. My feedback to students during a task is mostly based on effort by using phrases such as . . .
7. My feedback to students during a task is mostly based on talent by using phrases such as . . .