

Planning for Differentiation & Feedback During a Mathematics Lesson

Answer the following questions when planning to use high-level cognitive demand tasks during a lesson.

1. What standard(s) are students learning in this lesson?
2. What prior knowledge is needed for students to complete the task(s) in the lesson?
3. What are strategies students have learned earlier in the year or in a previous year that may be used to connect and scaffold learning?
4. Consider the task(s) in a lesson. What do you expect students to do to demonstrate proficiency? How might students solve the task(s)?
5. What questions might you ask while circulating around the room during student work time?
6. Where in the task(s) might students get stuck? What manipulatives might students use to make sense of the math? What questions might you ask to move students forward? How might you modify the task, if needed?
7. When students finish a task(s) early, how can you extend the task or provide an alternate extension to continue their learning while others are still completing the original task(s)?

 Visit <https://www.mathedleadership.org/coaching-corner/> to download a free reproducible version of this resource.

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