

HLP 15



Provide scaffolded supports

- Provide scaffolded supports across a wide range of areas including academics, language, behavior, motivation, attention, social skills, and communication.
- Use dynamic assessment to assess students' thinking, language, writing, or performance to determine the type and level of scaffolded supports needed.
- Use knowledge of curriculum standards and benchmarks, the scope and sequence of the curriculum, and prerequisite skills/understandings to structure task difficulty from easier to more difficult for students, focusing on essential knowledge and skills.
- Are attentive to students' motivation and engagement, and to whether students understand and value the purpose of learning a concept or strategy, in order to plan for and adjust supports as needed.
- Provide only the amount of scaffolded support necessary to allow a student or group to perform at a level they could not have performed at independently.
- Gradually release responsibility back to students or fade their support to promote independence with concepts/tasks.
- Intentionally plan for varying supports (e.g., technology, checklists, graphic organizers), but are attune to, and adjust for, students' moment by moment support needs as well.
- When providing scaffolded supports:
 - Work to create a safe environment in which students feel respected and comfortable sharing their thinking;
 - Watch and listen carefully to make sure students understand the goal;
 - Remove a support once it is not needed, and put it back when it is;
 - Practice what they could say to students and remember that prompts may need adjusting in the moment;
 - Are positive, patient, and caring.

Tips for Faculty to Support Candidate's Learning and Enactment

Introduce – Discuss with candidates the meaning of Scaffolded Supports in the context of instruction and ask them to identify times in which scaffolded supports were provided to them such as by a teacher, coach, parent, etc.

Prepare – Provide small groups of candidates with curricular materials (i.e., standards, scope and sequence, complex content, etc.) and ask them to note adjustments they can make to minimize the barriers to learning, identify where scaffolded supports still will be needed, what types they would employ, and how they will determine when to gradually reduce the scaffolded supports.

Enact – Provide candidates the opportunity to use dynamic assessment to determine the type and level of scaffolded support might be needed; discuss and provide feedback.

Analyze – Distribute classroom assignment artifacts to candidates and instruct them to develop a plan identifying what scaffolded supports they would use and why, narrative for how they would explain the support to students, and indicators for when to reduce the support.

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why are scaffolds important to consider when planning how to address long- and short-term learning goals?
- What are effective ways to monitor student performance using scaffolds?
- When should a scaffold be faded or removed?

References and Additional Resources



CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Brownell, M. T., Benedict, A. E., Leko, M. M., Peyton, D., Pua, D., & Richards-Tutor, C. (2019). A continuum of pedagogies for preparing teachers to use high-leverage practices. *Remedial and Special Education, 40*(6), 338-355.

Foxworth, L. L., Hashey, A. I., Dexter, C., Rasnitsyn, S., & Beck, R. (2022). Approaching explicit instruction within a universal design for learning framework. *TEACHING Exceptional Children, 54*(4), 268-275.

Gotwals, A. W., & Cisterna, D. (2022). Formative assessment practice progressions for teacher preparation: A framework and illustrative case. *Teaching and Teacher Education, 110*, 103601.

Herburger, D., Holdheide, L., & Sacco, D. (2020). Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices: Tips and Tools. WestEd.

HURLBUT, A., & KRUTKA, D. (2020). Where do we start?: Initiating a practice-based teacher education program around high-leverage practices. *Journal of Teacher Education and Educators, 9*(2), 169-199.

Keeseey, S., Hulan, N., & Hoechner, P. (2019). Collaboration With Community Partners to Enhance Clinical Practice. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children, 6*(1), 4.

Martin, R., O'Hara, S., Bookmyer, J., & Newton, R. (2020). Identifying high-impact practices of learning communities that foster collective professional growth. *The New Educator, 16*(4), 296-312.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2019). Sharing a vision, sharing practices: How communities of educators improve teaching. *Remedial and Special Education, 40*(6), 380-390.