

DOMAIN THREE:

Instruction in Behavior and Academics, Embedded HLP

HLP 15: Provide Scaffolded Supports



Provide Scaffolded Supports: Categories of Work

Gather Information and Assess Needs

- Recognize the need to provide scaffolded supports across a wide range of areas including academics, language, culture, behavior, motivation, attention, social skills, and communication.
- Use dynamic and culturally inclusive assessments of 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.
- Intentionally plan for varying supports (e.g. technology, checklists, graphic organizers), and adjust for students' moment by moment support needs as well.

Incorporate Scaffolded Supports

- Provide scaffolded supports across a wide range of areas including academics, language, behavior, motivation, attention, social skills, and communication.
- 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.
- When providing scaffolded supports:
 - Create a safe environment in which students feel respected and comfortable sharing their thinking;
 - Watch and listen carefully to ensure that students understand the goal;
 - Remove a support once it is not needed, and put it back in place once it is;
 - Rehearse what to say to students and remember that prompts may need to be adjusted in the moment;
 - Be positive, patient, and caring.

Tips for Faculty to Support Candidates' Learning and Enactment

Gather Information and Assess Needs

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) and ask them to note adjustments they can make to minimize 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 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.

Incorporate Scaffolded Supports

Introduce – Provide candidates with examples of scaffolds used across content areas, grade levels, and addressing multiple barriers to learning.

Prepare – Provide small teams of candidates with classroom artifacts and ask them to decide whether or not a scaffold should be maintained, lessened, or removed and provide a rationale for their decision.

Enact – Facilitate role-play scenarios in which candidates practice explaining a scaffold to a student, using prompting as a support, and providing feedback.

Analyze - Share student work and ask candidates to analyze and identify possible needed scaffolded supports.

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?