Integrated Leadership
Course Class *2*

Key Question #4
Section

CORE instruction

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking here. You may keep running notes by clicking anywhere to the right of the slides and beginning to type. You will also find additional resources under the "Resources" area of this section.

Our Priorities

Early Foundations & Literacy
Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary
Preparing significantly more students for postsecondary completion

All Means All
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support
Supporting the preparation and development of an exceptional educator workforce

District Empowerment
Providing districts with the tools and autonomy they need to make the best decisions for students

III.

What is differentiation?

Differentiation is NOT a set of strategies . . .
It's an approach to teaching and learning.

- Strategies are tools to accomplish the goals of differentiation.
- Differentiated core instruction meets all learners where they are and scaffolds them to mastery of the learning target.

Carol Tomlinson (2008)

II

Scaffolding

Saturday, January 2, 2016 1:11 PM

What is scaffolding?

"As a new building is being erected, scaffolding helps provide external support. Once construction is complete, the scaffolding is taken down and the building can stand on its own. In a similar way, a teacher might initially provide extensive support to a student, but then gradually remove that support until the student is able to apply the concept independently."
~Kenstick, J. 2013

Image retrieved from http://serc.carleton.edu/details/images/765.html

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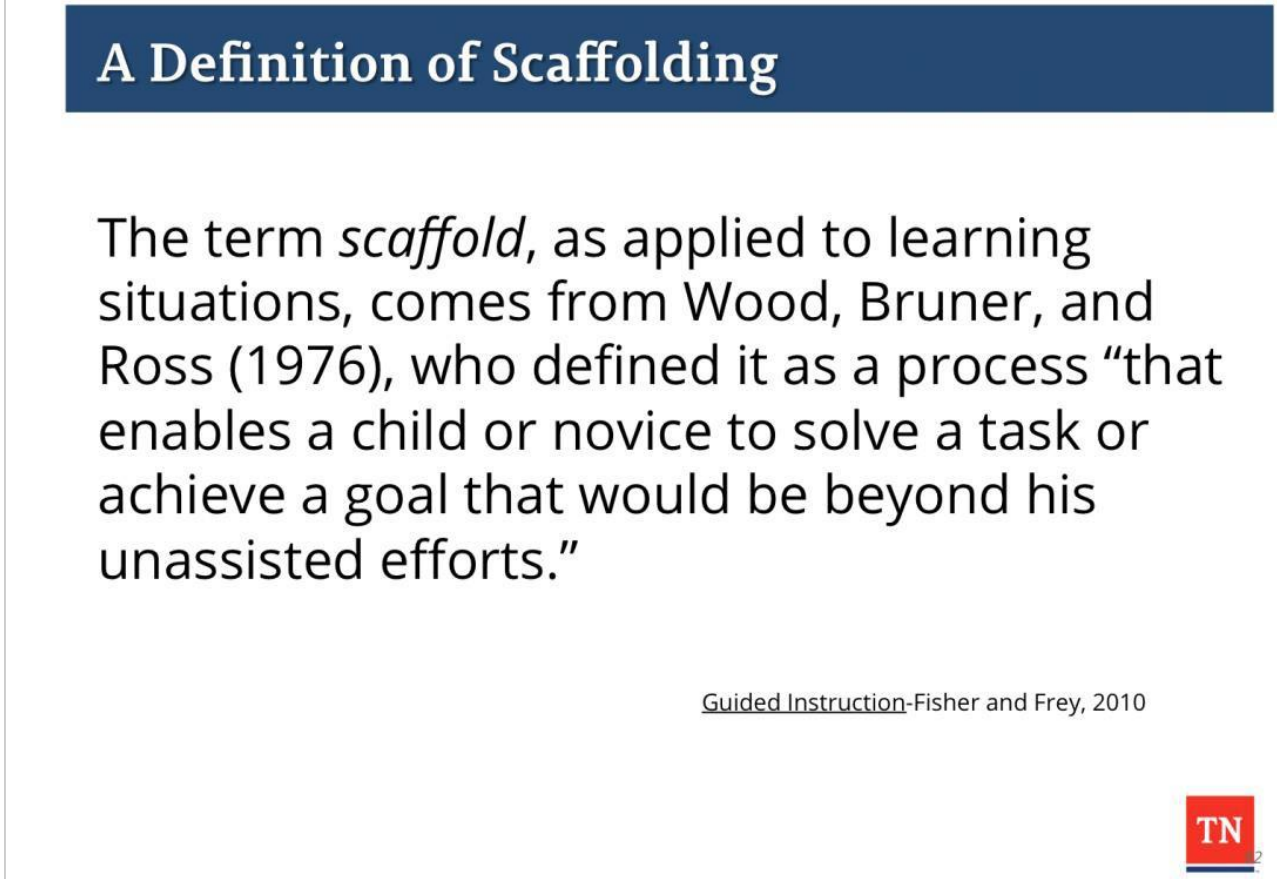

Table Talk Activity

Discuss with your table partners this example of scaffolding (teaching someone to ride a bicycle) and relate this example to the use of scaffolds in the classroom.

ILLUSTRATIVE MODEL OF SCAFFOLD

NEW KNOWLEDGE

Scaffold fades or is removed

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SCAFFOLD

Provided from the instructor

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NEW TASK

That students cannot do on their own

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FOUNDATIONAL KNOWLEDG E

What the students can already

Adapted from Northern Illinois University, Faculty Development and Instructional Design Center

II

Why Use Scaffolding?

Monday, January 11, 2016 8:50 PM

Think about it . . .

How can scaffolding instruction increase the rigor of the classroom and allow more students to achieve at higher levels?

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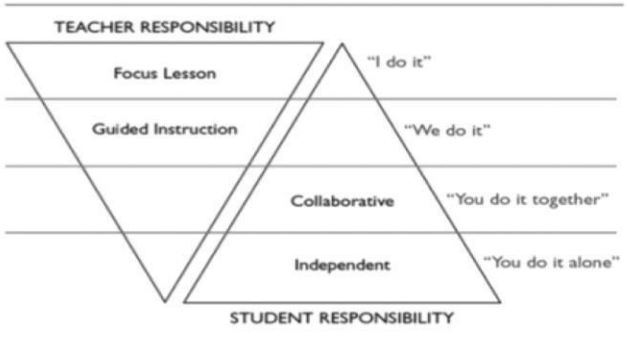
Why Use Scaffolding?

- Effective scaffolding can increase the students' independence in performing a task or learning a new concept through the gradual release of responsibility (Echevarria, Vogt & Short, 2010; Fisher & Frey, 2008).



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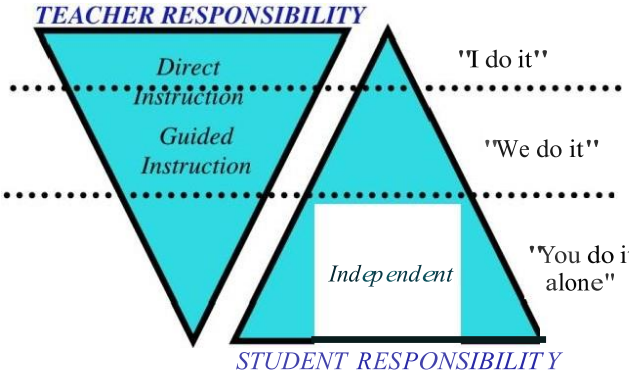
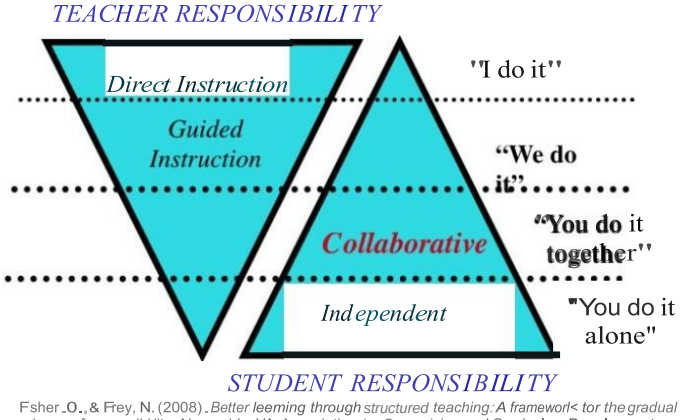
The "Good Enough" Classroom



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility* Alexandria, VA: Association for Supervision and Curriculum Development.

A Model for Success for All Students



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Importance of Effective Independent work

As the goal of all of our instruction, independent learning provides students practice with applying information in new ways.

In doing so, students synthesize information, transform ideas, and solidify their understanding.

Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards.

(Doug Fisher,

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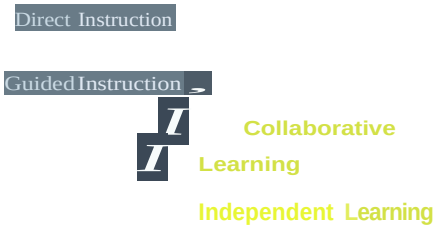
Collaborative Learning & Independent Learn



Collaborative Learning: teacher allows peers to clarify and is supporting group confusion, studen process collaboratively and reinforce their own understanding through their peer discussions

Independent Learning: student relies on own resources and is prepared to take full responsibility of the outcome while the teacher determines level of independent feedback and uses feedback to reinforce independence

Fisher, D. & Frey, N. (2008). *Better* earning *through structured teaching:* A *framework for the gradual* release *of responsibility*. Alexandria, VA :Association for Supervis on and Curriculum Development.

II

Scaffolding Challenges

Challenges	Possible Actions
Planning for and implementing scaffolds is time consuming and demanding.	Professional Learning Communities and learning groups work together to develop scaffolds for instructional lessons.
Selecting appropriate scaffolds that match the diverse learning and communication styles of students.	Data team meetings will identify those areas of need. Work with school level/ district level coaches/supervisors/ leaders to determine scaffolds.
Knowing when to remove the scaffold so the student does not rely on the support.	Professional learning and learning communities can help teachers learn about removing scaffolds. Observations by leaders and peers can provide assistance in the classroom.
Not knowing the students well enough (their cognitive and affective abilities) to provide appropriate scaffolds.	Data team meetings will provide teachers with the information needed to make instructional decisions

How does this differentiation connect to TEAM-Level 5

Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.

Reflection Questions

- What would be some challenges that your students would encounter through deep learning and discovery?
- How do teachers engage students in meaningful and dynamic discussions in small and large classes?
- How does scaffolding afford the opportunity for peer-teaching and learning?
- How could scaffolds can be recycled for other learning situations?

Resources

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Videos:

"Man on Fire" Videos

Scaffolding Video

"Who is the Better Batter?" Task