

Creating and Implementing a Scaffold, Support, or Extension

Move	Teachers:
<input type="checkbox"/> Identify Need	1. Name the specific skill that needs support or extension.
<input type="checkbox"/> Choose a Task	2. Choose a task that is repeated often (students will complete the task with the support and then learn to complete the task without support)
<input type="checkbox"/> Break the Task into Parts	3. Identify the parts of the task, to identify places where supports or extensions can address the learning need.
<input type="checkbox"/> Name the Purpose of each Part	4. Clearly identify the purpose of each part of the task. Make this visible to the student so that he/she understands the function of each part.
<input type="checkbox"/> Quality Criteria	5. Identify Quality Criteria for task on a checklist or rubric.
<input type="checkbox"/> Rules for Reflection	6. Create directions for students to annotate their work to show evidence of quality criteria (e.g. underline capital letters, circle vocabulary words, check next to work shown, etc.)
<input type="checkbox"/> Rules for Help and Engagement	7. Determine <i>Rules</i> for getting help and engaging in the task.
<input type="checkbox"/> Student Feedback	8. Ask students for feedback on <i>Rules</i> .
<input type="checkbox"/> Remove/Change Parts of Support	9. Each time support is used either the purpose of the part or the task is blank for the student to alternate completing. Students should be able to spot times when this support can be used in other tasks and should be able to create the support structure independently.
<input type="checkbox"/> Student Review Over Time	10. Student reflects on use of scaffold over time and growth in learning. Student can create own support for this type of task.
<input type="checkbox"/> Explore Generalization	11. Explore how the scaffold or skill developed through the scaffold can be used in other assignments and subject areas.
<input type="checkbox"/> Tailor Instruction	12. Tailor instruction for next learning goals based on student responses to scaffolds, providing instruction on areas for growth and helping students set goals to remove the support while increasing quality of task.