Dr. T's Scaffolding Practices for ELs

Remember, one of the aspects of scaffolding that makes it successful is that it is a <u>temporary support</u> both given and taken away at the appropriate time. There is no one size fits all scaffolding technique for every child.

Through scaffolding, teachers will amplify the use of disciplinary language not water down or simplify. They will provide multiple ways to access the concepts and terms needed to understand a concept.

<u>Top Scaffolding Strategies</u>

1. **Visuals** – There is no greater way to teach vocabulary and concepts then by using visuals to show what you mean. (Strategy to integrate with prior knowledge .93)
2. **Teacher communicating goals and objectives**. Making sure teachers communicate so students understand what is going to learned in this lesson. (Teacher Clarity .75) (Learning Goals vs. No learning goals .68)
3. **Leveled sentence stems and paragraph frames to help students talk or write**. Can be as simple as a starter or more in-depth with only a few words missing. The best way to make this work is to give less and less help until students can work independently. The caution here is when teaching a new genre of writing or speaking, new stems should be reintroduced. (explicitly teacher strategies .57)
4. **Emphasize important vocabulary**. This can be done either by preteaching with visuals and examples in context or by having students generate their own definition after an initial reading of a text or after an experiment. By going through an experience first, students can build background as they learn the new vocabulary. Because ELs have varied language experiences to hook new words onto, teaching discrete vocabulary is not effective. ELs need to be taught the new words within the whole of the language. (vocabulary programs .62)
5. **Predictability** – seems simple, but when ELs and other at-risk students are taught a new routine with a new concept, it can cognitively overload and they miss what the intended content learning is. (Planning and prediction .76)
6. **Think aloud modeling by the teacher** when working through a new problem, concept, or text. Teachers can go through their own thinking/questioning process to share with students how to engage with text, including math word problems. (Elaboration and Organization .75) (Metacognitive Strategies .60)
7. **Students verbalizing their own thinking with partners and in groups**. We cannot overemphasize the importance of oracy and allowing/expecting students to speak, even when they seemingly have no English. Grouping is tricky because sometimes teachers pair up the ELs together, but then how do the students know what the expected outcome should be? Varying grouping between mixed with native peers and ELs is good, but if ELs are grouped together, the teacher should work closely with the group. Also, strict parameters need to be established with practice in whole group for expectations. (Classroom Discussion .82) (Self-verbalization and self-questioning .55)
8. **Hooking to students' background.** All students bring background experiences to the classroom. Finding out what those are and hooking the new learning to those experiences is important. When a teacher knows students may not have the needed background concepts, she can then

bring in regalia, use pictures, or show videos to help build these needed background experiences. (Strategy to integrate with prior knowledge .93)

9. **Chunk the text, lesson, or practice work**. When working with longer texts or lectures, stopping at appropriate places to review and ask students application questions helps them internalize the information better. The students should be giving the summaries either verbally or in a quick write. Yes, this may lengthen the lesson, but students will internalize the learning quicker. When giving longer indep practice work, check with an EL more often so you make sure students are not learning/applying incorrectly. (spaced vs. Mass practice .60)

10. **Feedback** – Responding to students verbal and written work in way that positively increases their development. This is a two-way street. Giving students timely feedback on their own learning and listening to student's feedback (communicated both verbally and nonverbally). (if positive with encouragement, can be Teacher Estimates of Achievement 1.29)

11. **Native language support**. When necessary and <u>appropriate</u>, allow students to use word to word dictionaries and peer language support. HOWEVER, unless a student is a newcomer, they should listen to the teacher first in English and only translate a whole piece if they did not understand the concepts, directions, etc at all. In addition, students need to learn and practice how to use dictionaries when words, which are imperative for comprehension, arise in a text. (Strategy to integrate with prior knowledge .93)

12. **Different ways for students to show what they know**. Student need to be exposed to grade level assessments. They need to see the goal and be given opportunities to figure out what these tests are asking. When a teacher wants to determine if/what a student has learned, alternate forms of assessment can be used, such as read aloud of a test, using translation, having a student verbally tell an answer, or simplifying a word problem.

<u>Other important areas for Hattie</u>

Teachers not labeling students .61

Teacher Student Relationships .52

<u>Teacher Estimates of Achievement 1.29</u>

Student self-efficacy .92