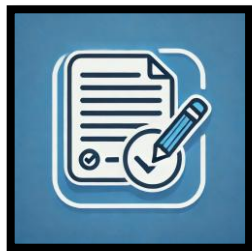




Accelerate Learning with Scaffolding

Support Learning Without Lowering Expectations.



Overview

Scaffolding equips teachers with strategies to maintain grade-level rigor while meeting the needs of students who are not yet performing on grade level. Rather than simplifying content or reteaching prior skills in isolation, scaffolding helps students access current grade-level objectives through targeted, timely support. Research shows that scaffolding increases student engagement and builds confidence, leading to greater independence and mastery over time. Learn how scaffolding supports instruction without lowering expectations, by embedding subtle interventions that bridge learning gaps during lessons. Effective scaffolding encourages students to take on more responsibility as they progress, helping them develop the skills and mindset needed to succeed with increasingly complex tasks.



Outcomes

By the end of this course, you will be able to...

- Describe the principles of scaffolding, including the zone of proximal development and the importance of maintaining grade-level expectations.
- Explain the role of scaffolding in Tier 2 instruction and its impact on accelerating student learning.
- Analyze student struggle points to identify when and where scaffolding is needed during instruction.
- Select appropriate scaffolding strategies that support content access, cognitive processes, assignment execution, and classroom organization.
- Plan subtle, proactive scaffolds that uphold the rigor of grade-level objectives while addressing foundational gaps.
- Integrate scaffolding into lesson design to support students without lowering expectations or isolating prior content knowledge.
- Adjust and fade scaffolding appropriately as students build confidence and independence in mastering new content and skills.

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Requirements

To complete the course, you will need to complete all activities within the course. At the end of the course, participants will receive a completion certificate to six continuing requirement hours.

Prerequisites

There are no prerequisites. Everything is available within the course.

Section	Objective	Topics
1 Recognizing the Relationship Between Accelerating Learning and Scaffolding	Understand the importance of the six principles of Scaffolding and how they support student access of grade level learning expectations.	<ul style="list-style-type: none"> • Purpose of Scaffolding up to bridge learning gaps • Six Principles of Scaffolding <ul style="list-style-type: none"> ○ High Expectations ○ Zone of Proximal Development ○ Students' Status ○ Effective Tier 1 Instruction ○ Organizing the Learning Environment ○ Acceleration Intervention Model
2 Examining the Purposes and Considerations for Selecting Scaffolding Strategies	Determine how each of the four types of Scaffolding Strategies can be used to support students' learning needs.	<ul style="list-style-type: none"> • Identifying the foundations of effective Scaffolding • Scaffolding Strategies for Content (presentation) • Scaffolding Strategies for Process (delivery) • Scaffolding Strategies for Products / Assignments (application) • Scaffolding Strategies for the Learning Environment (organization) • Combine Scaffolding Strategies to provide multiple access points for struggling students within a lesson
3 Planning Scaffolding for Struggle Points Specific to Learning Goals or Student Needs	Use the process for planning Scaffolding to enhance effective Tier 1 instruction with grade level lessons.	<ul style="list-style-type: none"> • Planning Process for Scaffolding • Identification of Learning Goals • Consideration of Student Readiness • Identification of Struggle Points • Determine the appropriate strategy • Monitor Students Progress and Fade Scaffolding Gradually as Student Competence Increases