

# Integrated Leadership Course Class 1

## 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.



**Key Question Four:  
What should CORE instruction  
look like?**

## 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



## 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)



## 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

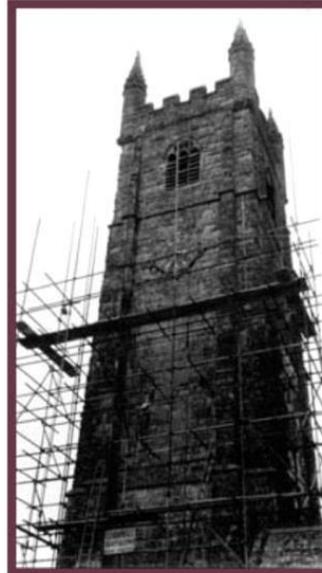


Image retrieved from <http://serc.carleton.edu/details/images/765.html>



## A Definition of Scaffolding

The term *scaffold*, as applied to learning situations, comes from Wood, Bruner, and Ross (1976), who defined it as a process “that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.”

Guided Instruction-Fisher and Frey, 2010



### 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	
<b>NEW KNOWLEDGE</b>	ft
Scaffold fades or is removed	
<b>SCAFFOLD</b>	II
Provided from the instructor	
<b>NEW TASK</b>	II
That students cannot do on their own	
<b>FOUNDATIONAL KNOWLEDGE</b>	
What the students can already	

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



# Why Use Scaffolding?

Monday, January 11, 2016 8:50 PM

## Think about . . .

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



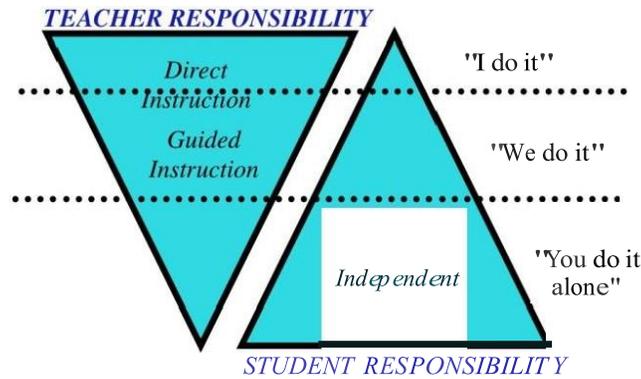
### Why Use Scaffolding?

- 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).

TEACHER RESPONSIBILITY	STUDENT RESPONSIBILITY
Focus Lesson	"I do it"
Guided Instruction	"We do it"
Collaborative	"You do it together"
Independent	"You do it alone"



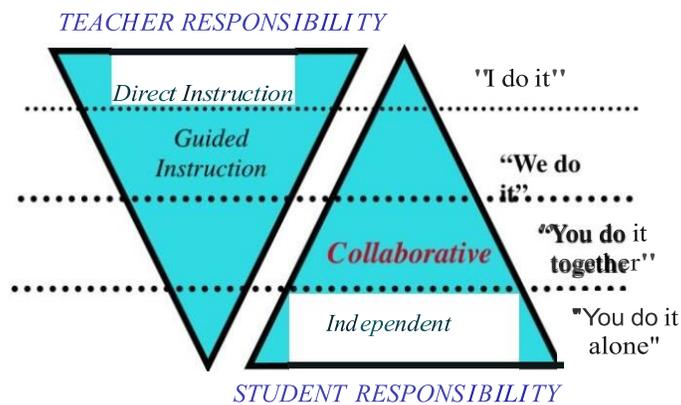
## The "Good Enough" Classroom



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

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## A Model for Success for All Students



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

## Importance of Effective Independent work

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

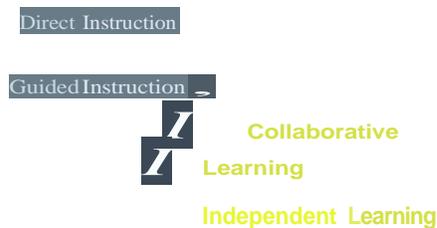
In doing so, students synthesize information, transform ideas, and solidify their understanding.

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 Learning



### Collaborative Learning:

teacher allows peers to clarify and is supporting group confusion, student 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 learning through structured teaching: A framework for the gradual release of responsibility.* Alexandria, VA :Association for Supervision and Curriculum Development.

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# Scaffolding Challenges

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



## How does this differentiation connect to TEAM-Level 5

<p><b>Teacher Knowledge of Students</b></p> 	<ul style="list-style-type: none"><li>• Teacher practices display understanding of each student's anticipated learning difficulties.</li><li>• <b>Teacher practices regularly incorporate student interests and cultural heritage.</b></li></ul> <div style="border: 1px solid red; padding: 5px;"><p><b>Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</b></p></div>
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## 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

Saturday, January 9, 2016 4:53 PM

Videos:

["Man on Fire" Videos](#)

[Scaffolding Video](#)

["Who is the Better Batter?" Task](#)

