



Design a **System of Scaffolded Supports**

*Overview of Comprehensive Scaffolded
Supports*



PDE Roadmap

- Let's check out the newest stop on the PDE Roadmap: Accelerated Learning – Scaffolded Supports!



Systems for Accelerated Learning

Accelerated Learning Toolkit

Planning Template- Executive Summary

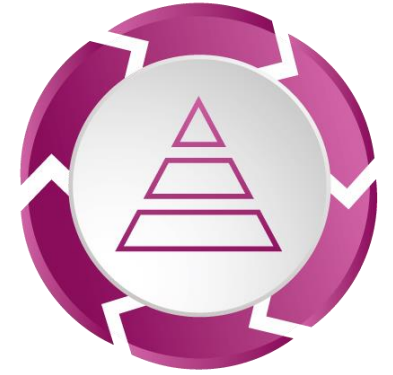
Planning Template- Full Version

Design a System of Scaffolded Supports



- The 2021-2022 school year promises to be an opportunity to accelerate learning for ALL Pennsylvania students. When considering the roles of educators, families and communities, using frameworks which support the delivery of academic, behavioral, and social-emotional instruction through an accelerated lens cannot be understated. Students will be embarking on a school year fresh from an unprecedented educational experience. At the foundational core, using universal practices for all, ensures equity and inclusion through a multi-leveled approach. Data will shape the narrative of determining the provision of universal, strategic and intensive services to ensure students are provided access and opportunity to thrive.

Design a System of Scaffolded Supports



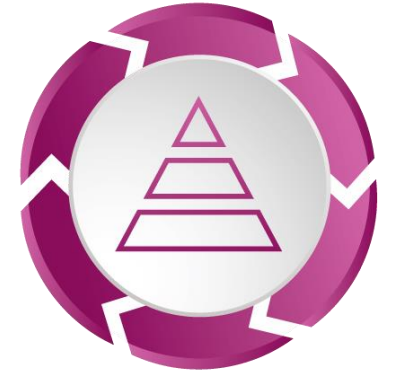
- The intent of providing scaffolded supports through academics, behavior and social-emotional competencies are to accelerate learning for all students through an equitable and trauma-informed lens, thus decreasing current skill gaps. The information provided will offer Local Educational Agencies (LEAs) the opportunity to consider best approaches to initiating the start of the new school year with guidance to provide: (1) accelerated learning through universal supports (2) addressing the core learning landscape through explicit instruction (3) classwide interventions and supports (4) systemically addressing strategic and intensive supports, (5) accessing additional accelerated learning experiences (6) ensuring considerations are in place for supporting students with significant learning and behavioral needs and (7) supporting gifted students.

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- Explicit instruction at the universal level sets the conditions for establishing foundational knowledge. “The primary goal of instruction is to increase not only the amount of student learning but also the quality of that learning by systematically developing important background knowledge and explicitly applying it and linking it to new knowledge” (Hall, p. 3). Through a cohesive and standards-aligned system, instructional supports should be provided in an explicit manner integrating the UDL framework. These supports can be provided within core (i.e., classwide intervention), as a tiered support (i.e., strategic and intensive), or outside of the typical school day through additional acceleration processes which may include tutoring opportunities.

Considerations



What data do we possess or need to target an area for improvement (i.e., core, tiered, intensive, additional supports [e.g. tutoring])?

What training do teachers/tutors need to improve the use of explicit instruction and application of Universal Design for Learning principles?

What training and resources do educators need to be able to provide classwide, strategic, and intensive supports to students, including students with the most significant needs?

Considerations



- Recognize that the students and families may have had traumatic experiences prior to the pandemic. This can include prior family displacement, loss, and/or violence exposure. For students who are homeless, refugees, or from migrant families, understanding their past experiences is critical to connecting with families.

Key Components



Accelerating Learning through Foundational Supports

- Identify strategies to ensure equity through student engagement in order to provide opportunities for motivation and interest in learning. These include: explicit instruction, build and prime background knowledge, increase opportunities to respond, and provide performance feedback [Chapparo, Nese & McIntosh, 2015]).
- Identify strategies to ensure flexible options for students to demonstrate what they know/learned.
- Identify strategies to ensure flexible options for students to interact with content in flexible ways.
- Develop processes for creating universally-designed lessons that foster safe places to fail, to learn and grow.
- Develop processes for creating universally-designed lessons that ensure lessons honor and celebrate the contributions of racially, culturally and linguistically diverse students.

Key Components



Accelerating Learning Through Foundational Supports (continued)

- Provide conditions that afford English learners access to high quality instruction grounded in an understanding of their diverse assets and strengths.
- Promote continuity of language and content instruction across program models for English learners.
- Recognize that the students and families may have had traumatic experiences prior to the pandemic. This can include prior family displacement, loss, and/or violence exposure. For students who are homeless, refugees, or from migrant families, understanding their past experiences is critical to connecting with families.
- Provide structured routines to address safety, collaboration, and behavioral expectations in classroom and non-classroom areas.

Key Components



Accelerating Learning Through Foundational Supports (continued)

- Provide structured routines to address safety, collaboration, and behavioral expectations in classroom and non-classroom areas.
- Consider the following to assist with students returning to school as these considerations will benefit all students, but particularly benefit students who have experienced trauma:
 - Predictable, structured routines
 - Clear, consistent, positive behavioral expectations
 - Review, teach, and reinforce behavioral expectations
 - Model appropriate language
 - Explicit instruction and reinforcement of social emotional skills (e.g. relationship, conflict resolution, social problem solving, coping)
 - Continuum of procedures for encouraging positive behaviors.



Key Components



- Accelerating Learning through Universal/ Core Landscape
- Align instructional processes through the cycle of: *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* to provide explicit instruction targeting PDE's prioritized content standards.
- Identify essential components of explicit instruction in lessons (e.g. opportunities to respond, purposeful practice opportunities, priming and activating background knowledge, etc.)
- Ensure lesson delivery infuses the features of explicit instruction (*I do, We do, You do*) into daily instruction (inclusive of academics, behavior and social-emotional competencies).



Key Components



- **Classwide Supports**
- Create a plan to ensure there are ways to deliver classwide interventions through academic, behavioral and social-emotional domains.
- Determine a process to collect and analyze data to determine if classwide intervention is needed (50% of the students are demonstrating difficulty in a skill).
- Assess the ability to schedule classwide interventions to be provided for 10-15 minutes daily during core subject areas.
- Align practices through the process of: *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* to determine when students are ready to move to the next skill for classwide intervention.

Key Components



- **Strategic and Intensive Supports**
- Assess the ability for the school/district to collect and analyze data to determine which students need strategic supports and intensive supports in academic, social-emotional, and behavioral domains.
- Determine a plan to consider the category of the problem (e.g., computational fluency for sums to 20) and select an intervention designed to improve that skill.
- Take inventory of interventions available in the district/school to mitigate strategic and intensive need, ensuring appropriate match.
- Assess human capital to provide targeted / intensive support to be provided to students (in addition to core instruction and supports).
- Align practices through the process of: *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* to monitor student progress and determine when supports need to be **intensified** for students who are not making adequate progress or **faded/removed** for students who are meeting/exceeding goals.



Key Components



- **Additional Accelerated Opportunities**
- Determine through data-based decision making, what additional scaffolded supports could be provided to students most placed at-risk in key content areas through high dosage tutoring, or acceleration academies.
- Align practices through the process: *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* to determine which students need additional support outside of the typical class day and when they have made sufficient progress. This should include academic, social-emotional, and behavioral competencies.
- Provide ample opportunities to engage in authentic and meaningful academic discourse across the disciplines to accelerate content learning and language development.

Key Components



- **Additional Accelerated Opportunities (continued)**
- Engage in ongoing assessment of English learners' language development and mastery of content.
- Support infrastructures for professional collaboration that center English learners.
- Identify current staff, substitutes, or recent retirees to provide the necessary additional scaffolded supports after school or during break.
- Determine external partners with local colleges, universities (e.g., educators in training), or community partners to identify educational staff who can provide additional scaffolded support after school or during breaks.



Key Components



- **Supporting Students with Significant Learning and Behavioral Needs**
- Determine the data your school will collect and analyze to determine specific supports for students and to prioritize target skills for each student and select interventions designed to establish and/or improve those skills.
- Determine how your school will engage in data based decision-making processes and adjust instruction to meet specific student needs.
- In addition to the current instructional schedule for core content/programs, determine what other times during and/or outside of the school day might you be able to provide targeted instruction for remediation/accelerated learning opportunities.

Key Components



- **Supporting Students with Significant Learning and Behavioral Needs (continued)**
- Plan for professional development, training and technical support opportunities, and resources to support remediation and meaningful outcomes.
- Apply antecedent strategies such as motivation, reinforcement, and effective teaching practices to increase student cooperation and participation in active learning.

Key Components

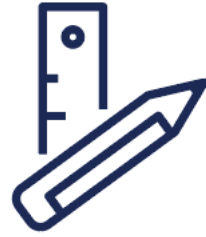


- **Supporting Gifted Students**
- Determine areas where differentiation of content, process and product can be applied where appropriate.
- Determine how the district provides access for students in a variety of best practices to include acceleration, enrichment, and in depth investigation.
- Determine how districts can create opportunities for the range of perspectives and talents in classrooms to leverage learning for all.

Questions to Consider

- How might our school use data to determine what scaffolded supports could be provided to students?
- How will your school engage in the *Assess, Analyze, Interpret, Instruct, Reflect, and Monitor* process to determine how students respond to scaffolded supports provided?

Resources



Accelerated Learning Toolkit

Pages 52-62 highlight many resources associated with the 7 professional learning modules within Scaffolded Supports.

5/6/2021

Scaffolded Supports: Overview of Comprehensive Scaffolded Supports

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You may also access the attendance form by scanning this QR code with your smartphone.

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