

Using Intentional Scaffolding

Are you, or have you been, stuck in the trap of “students should know _____” that keeps you from meeting them where they are at? How does that impact your ability to effectively scaffold your content?

What factors influence how effectively you can meet students where they are at (testing pressure, pressure from administration, not understanding how a student can really be so far behind, fear of job security, or others)?

What would help you feel more comfortable with slowing down and meeting students at their current ability level?

REPRODUCIBLE

Do you believe that all students can grow and learn if given the right supports? Why or why not?