



Turnkey Guidance for Supporting All Students: Scaffolding Instruction of English Language Arts and Mathematics

Goal: To support teachers in designing instruction that makes the general education curriculum more accessible to all students without interfering with the rigor of grade-level content.

IMPORTANT: Please note that the purpose of this Turnkey Guidance and the associated PowerPoint presentation is to assist school districts with providing professional development (PD) sessions on the topic of scaffolding instruction. This resource is optional and meant to be customized as appropriate to best meet the skill levels and instructional interests and needs of participants. Length of PD sessions will vary in accordance with any supplemental activities and information used by the presenter to “dive deeper” into the topic of scaffolding.

Objectives:

- Increase the field’s awareness of the [Supporting All Students Resource Guides](#).
- Deepen understanding of what scaffolding instruction means and how scaffolds can be used to support student learning.
- Identify key considerations in effectively planning and delivering scaffolded instruction.

Materials needed:

Materials can be found on the [Supporting All Students Resource Guides webpage](#).

- Supporting All Students Resource Guides (have at least one hard copy of each grade-level ELA and math guide in case participants are unable to access digital copies)
- PowerPoint Presentation: Supporting All Students: Scaffolding Instruction of English Language Arts and Mathematics
- [List of ELA Scaffolds](#) and [List of Math Scaffolds](#)
- Scaffold Review Recording Form

Instructions:

- Prior to the presentation, send participants links to the materials. Ask participants to review and familiarize themselves with the materials before attending the presentation. Request that participants bring a laptop or tablet to the presentation as access to the materials on the [Supporting All Students webpage](#) will be needed.

Slide 12: Review the information regarding the [EngageNY](#) curriculum modules and the Aligning Local Curricula Guides as presented on the slide.

Explain:

Both guides include information on designing instruction that supports all students. The ELA curricula guide contains an indicator alignment log. This log is a rubric that teachers can use to assess the quality of their lesson plan. It also provides space for reflection after the lesson's implementation. The math curricula guide provides a hyperlink to the [EQulP Rubric](#). In addition to helping ensure that the key features of a high-quality mathematics curriculum are



STOP 4: Lesson Planning: e()G.a

important to remember that too much support frequently results in students not challenging themselves.

Slide 23: Lists examples of possible resources regarding scaffolding instruction and learning.

Explain:

There is a wealth of information out there about teaching and learning. One of the most easily accessible and helpful resources are other educators. Collaboration with others, including special education, related service providers, ENL teachers, and teaching assistants and teacher aides, is crucial. Build a repertoire of lessons, strategies, and tools and adjust based off students' needs.

STOP 5: Wrap-up

Slide 24: **Activity – Turn and Talk**

Ask participants to follow the directions on the slide and discuss with an elbow partner. Ask for volunteers to share out before presenting the next slide.

Slide 25: Review the takeaways with participants.

Slide 26: Provide time for questions. Provide contact information for the New York State Education Department's Office of Curriculum and Instruction.