

Strategies for Effective Teaching and Learning

Using Scaffolding in the Classroom

- **Introduce the concept.** The teacher lists all of the steps in the strategy using concrete illustrations, then models the strategy.
- **Regulate difficulty during guided practice.** The strategy is presented one step at a time using simplified situations. Pupils are guided through the process with the teacher providing assistance.
- **Provide varying contexts for student practice.** Students initially practice the strategy using authentic problems under the guidance of their teacher. Pupils eventually conduct practice sessions in small-group settings.
- **Provide feedback.** The instructor provides constructive feedback. Evaluative checklists are available so students can self-evaluate their performance.
- **Increase student responsibility.** Students are required to use the strategies independently. As pupils become increasingly proficient, supports are gradually decreased. The teacher evaluates for student mastery.
- **Provide independent practice.** Students are provided with extensive opportunities for practice and apply the steps to novel situations. (Friend & Bursuck, 2015)