



Scaffolding: What Why & How



Presented for TESOL 2012
Dr. Chris Roe and Dr. Joan Wink
CSU Stanislaus



Today's Presentation

- * 15 Minutes:
 - * What is it?
 - * Why do we need to do it?
- * 15 Minutes:
 - * How is it done?
 - * Examples via activity centers
- * 15 Minutes:
 - * Participants share experiences
- * Our objective: Participants leave with hands-on practical strategies for multiple content areas

What is it?

- * Scaffolding, a term coined by Wood, Bruner and Ross (1976) applies to **structuring strategies to make content comprehensible for students**. It is especially useful for English learners as the content is broken down into manageable chunks to enhance understanding. (Roe/Wink, 2012 in process)

What is it? Vygotsky (& Wink)

- * Higher levels of cognition are expressed through language, which is developed in social processes.

(Or, talk is our tool.)

- * Social processes affect higher mental functions.

(Or, we talk with others, and we get smarter.)

- * Our cognitive capacities are social in origin.

(Or, we generate our own knowledge – kids do, too.)

- * The interactive process between language and thoughts affects both.

(Or, words and ideas join together to help us understand.)

What is it?

- * Our social, historical, and cultural contexts affects our thought, language, perception, problem-solving, and cognition.

(Or, our lived experiences make a difference.)

- * Central to being human is manipulating signs and mediating meaning, which is all determined by social relations.

(Or, talking with and listening to others, determines the path we take.)

- * Mediation of meaning is socially-grounded.

(Or, if students are denied the use of their dominant language, they are denied equal access to education.)

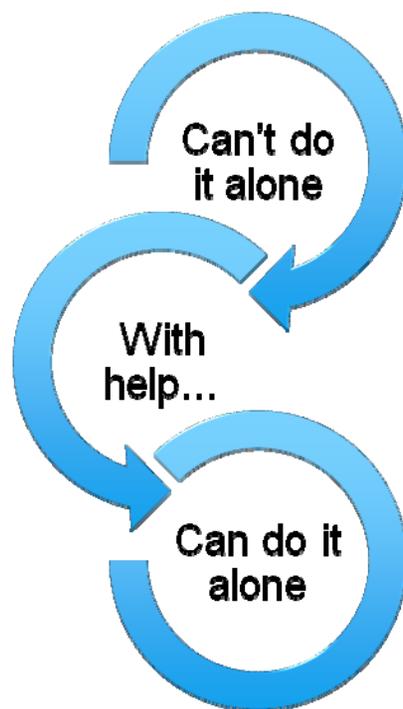
Wink, J., & Putney, L. (2002). A vision of Vygotsky. Boston: Allyn & Bacon.

What is the ZPD?

- * *“...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.”*

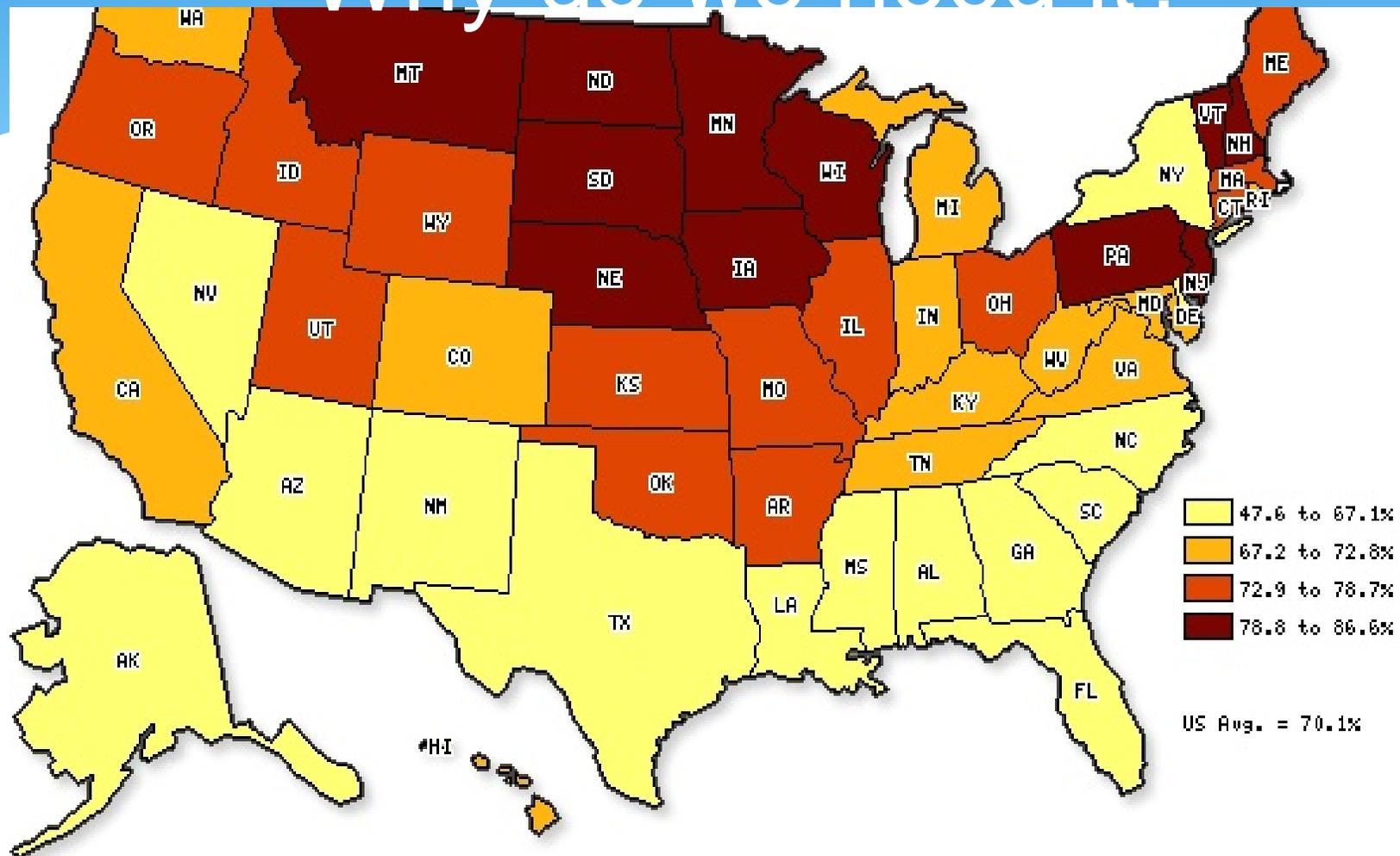
* *Vygotsky, 1986, p. 86; as cited in Wink and Putney, 2002, p. 86)*

Remember ZPD?



Roe 2012

Why do we need it?



Public HS Graduation Rates - 2008

<http://www.higheredinfo.org/dbrowser/index.php?measure=23>

So...

HOW?

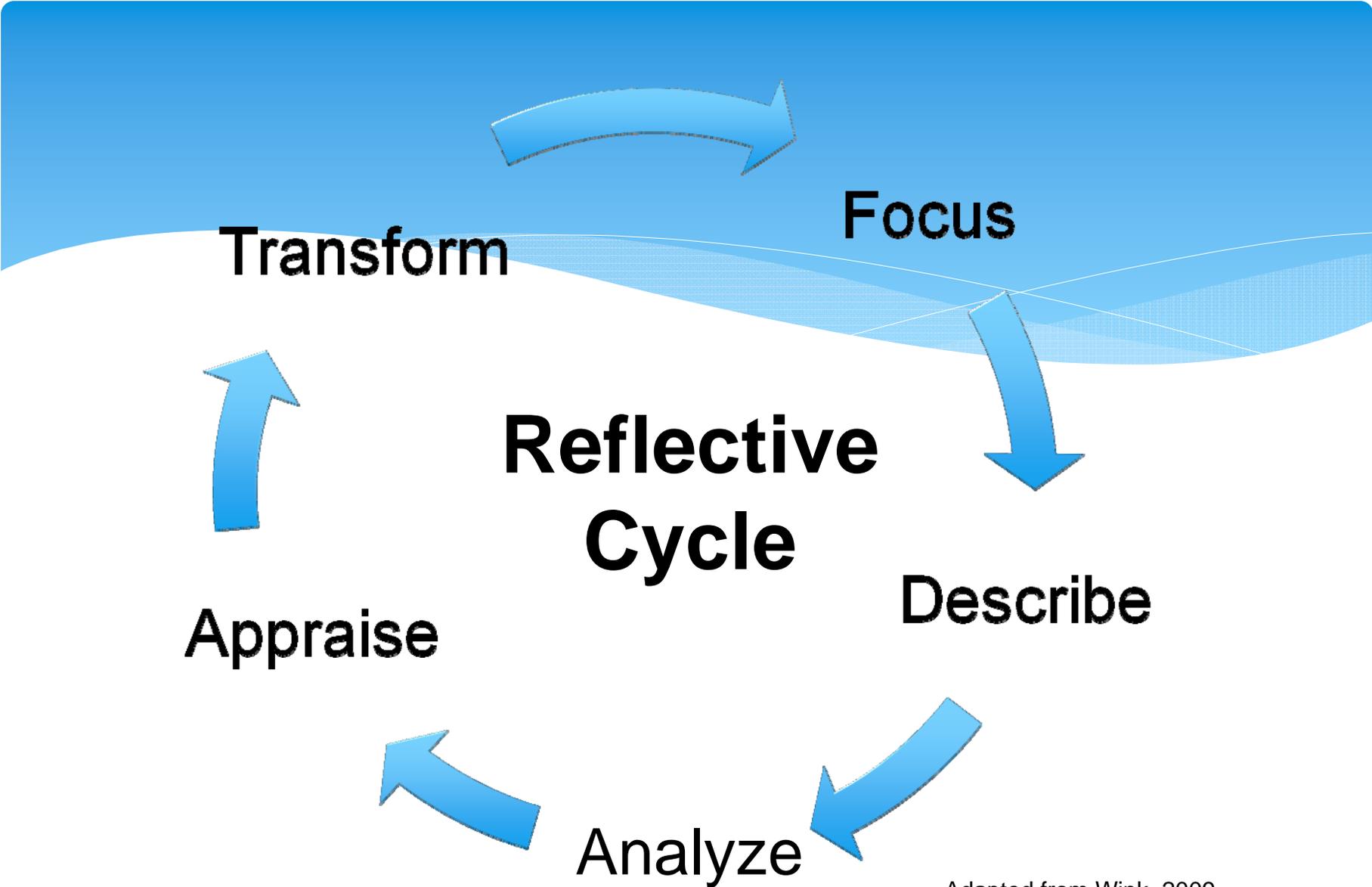
Writer's Workshop

- * Elementary Example:
- * Garrett explains how the process works-

[How to Scaffold Writer's Workshop](#)



<http://www.foreverin1st.blogspot.com/>



Adapted from Wink, 2009

In other words...

- * Focus (*on your content area*)
- * Describe (*your scaffolding strategy*)
- * Analyze (*how you could use this strategy*)
- * Appraise (*how you could assess the strategy*)
- * Transform (*the scaffolding strategy into a classroom activity*)

Activity Centers

“Focus, Focus, Focus”

1. Form groups of 3 to 4 people
2. Focus on the specific scaffolding strategy written on your copy of the reflective cycle
3. Now, focus on how to transform one content specific scaffolding adaptation
4. Share out after 10-15 minutes

Come Together

- * Participant Share Out:
 - * What did you learn in the centers that you can apply to your content area?
 - * What other scaffolds do you use now to accommodate your students?

Thanks...

- * For coming to our session.
- * For doing what you do.
- * For putting students first.
- * For wanting to learn more to make students successful.
- * For not giving up during difficult times.

We appreciate your energy and effort!

Scaffolding- What, Why & How

- * We can do it with any content
- * We can do it anytime
- * We can do it many ways
- * We can do it with a rhyme
- * We can do it with a song
- * We can do it as we write
- * We can do it using tools
- * And we can do it because it's right!

