

LiftED

November Edition

Stronger Instruction.
Lifted Learning for All.

What you need to know about:

SCAFFOLDING

HATTIE'S EFFECT SIZE: .53

4 Foundations of Scaffolding:

- **Right- Size the Task** (chunk or task analyze)
- **Make Learning Safe** (Take risks and no fear of judgement)
- **Handle the Tricky Part** as students learn (right support)
- **Encourage even through failures** (normalize mistakes/celebrate effort/persistence)

TYPES OF SCAFFOLDING:

1. Front End Scaffolds: Supports provided before students begin a task to prepare them for learning about to take place.

Such as: Visual Cues, Graphic Org. Guided Notes, Chunking, etc.

When to use: Complex or multistep task, new concept or skill

2. Distributed Scaffolds: Supports embedded during the learning process to help students stay on track & adjust as they work.

Such as: Questioning, prompts/cues, Modeling

When to use: in response to learners needs, "Just in time scaffold"

3. Back End Scaffolds: Supports provided after the task to help students reflect, revise, and consolidate learning. These scaffolds deepen understanding and promote metacognition

Such as: Mnemonics, Flashcards, Planned Feedback for students, Graphic Organizers, Self- Evaluation

When to use: After assessments or performance tasks, when analyzing errors and addressing misconceptions

4. Peer Scaffolding: Structured support provided by classmates through collaboration. Requires safe class climate, clear roles & norms so peers offer meaningful help rather than just answers

Such as: Help seeking systems, Assigned roles, Peer Tutoring

When to use: Pause throughout lessons for peer check ins, emotional, social and academic tasks/ questions.

Based on insights from *How Scaffolding Works* by Fisher, Frey, and Almarode:

Fisher and Frey, professors at San Diego State, are best known for the Gradual Release of Responsibility framework, work on Visible Learning with John Hattie and numerous works on instructional design. Almarode, a global expert on the science of learning, co-developed the PLC+ framework with Fisher, Frey, and two others.

LIFT HIGHLIGHT

CHUNKING/TASK ANALYSIS

HATTIE'S EFFECT SIZE: 1.29

Chunking and task analysis simplify learning by breaking down complex tasks into bite-sized steps. This approach keeps students from feeling overloaded and helps them build understanding one step at a time.

What it is:

Chunking & task analysis are ways to break down learning. Chunking organizes lessons, assignments, questions, texts, or skills into smaller sections for comprehension. Task analysis breaks a complex task into sequential steps to execute a task. They reduce cognitive overload and help students focus on one piece at a time boosting comprehension & retention.

Why It Works:

Reduces Cognitive Load: Working memory holds 4-7 pcs. of info

Reduces stress: Smaller steps feel achievable.

Improves memory: Process & store information more effectively.

Supports diverse learners: Especially helpful for students with disabilities or executive functioning challenges.

Quick Tips to Try:

- ✓ Use Task Analysis: Break complex tasks into clear, sequential steps.
- ✓ Break up the time / group topics/content for your lesson
- ✓ Break up assignments into mini-deadlines.
- ✓ Using headings, numbered steps, or graphic organizers are all forms of chunking.
- ✓ Highlight, cut, or cover all but the current section to keep focus.
- ✓ Pause after each chunk for discussion or reflection.

What's Inside the HUB?

Short Videos to Frame Your Thinking on how you can apply it:

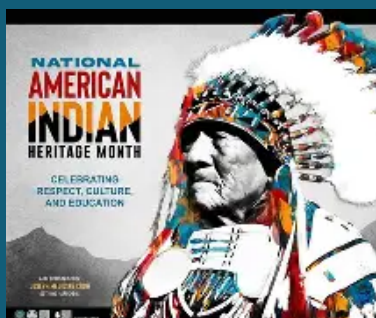
- How to chunk your lesson
- How to task analyze
- Ways to break up learning
- Tips for breaking tasks into smaller parts

Accommodation Central Resource that includes:

- Step-by-step guide for chunking
- Video on chunking texts to improve reading comprehension

Video on Task Analysis:

- Forward Chaining
- Backward Chaining



NATIVE AMERICAN HERITAGE MONTH

What is it? Native American Heritage Month, celebrated each November, honors the enduring contributions of the first Americans: a recognition that began with early 20th-century advocates like Dr. Arthur C. Parker, Rev. Sherman Coolidge, and Red Fox James and was officially designated by Congress in 1990.

How can I celebrate? Use this [slideshow](#) - and share with your school- on ways you could easily incorporate cultural diversity into your classroom.

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