

SCAFFOLDING	RESCUING
<b>Planned</b> –We have a specific idea of where the instruction is going and stick to it.	<b>Unprepared</b> –We’re not sure exactly where we’re going with the lesson, but we’re hoping for the best.
<b>Easy to learn</b> –We dig our heels into the ZPD, supporting learners in just the right way so they feel safe taking risks when things are challenging.	<b>Easy to give up</b> –Our teaching behaviors encourage learners to abandon their attempts, sit back, and let someone else do it.
<b>Intentional</b> –Every move we make is exact, decided, and well reasoned.	<b>Chance</b> –We’re grabbing at straws and unsure of whether our teaching moves are appropriate.
<b>Proactive</b> –We anticipate student behaviors and needs as we prepare our lessons.	<b>Reactive</b> –Our teaching decisions are knee-jerk at best, often leaving us unsure of their effectiveness.
<b>Derived from knowledge</b> –We make sound decisions based on what we know about the learner and best instructional practices.	<b>Arrives from discomfort and uncertainty</b> –We aren’t sure what to do, so our dissonance prompts us to jump in without reflecting.
<b>Assumes innate ability</b> –We know our learner has the strength inside to take on the task at hand as we wait, trust, and facilitate.	<b>Assumes helplessness</b> –Perhaps unconsciously, we may not trust learners to step up and may be unsure whether they can be successful without us.
<b>Deliberate</b> –We plan ahead, stay focused, and fill our bag of tricks with appropriate, intentional teaching moves derived from our own professional development.	<b>Accidental</b> –Our instructional moves can be rash and hit or miss, and although we may score some terrific teaching moments, we aren’t always sure why or how they occurred.
<b>Calculated</b> –Our lessons and conversations are tightly focused, and we don’t lose sight of the goal.	<b>Impulsive</b> –The lesson is loose and hurried, leaving our teaching feeling vague and scattered.
<b>Student focused</b> –Every move we make is dependent on the student taking some level of responsibility, and we strive to promote strategies students will use when working independently.	<b>Instructor focused</b> –We’ve taken so much responsibility that when we step out of the situation, the learning stops or reverts to its previous status.
<b>Plan for removal</b> –We understand that all scaffolds are built to be removed eventually, and we move forward with that goal in mind.	<b>No plan for removal</b> –Our instructional language and supports are the same for most of our lessons, making them inadvertently stagnate.
<b>Intentionally shared workload</b> –We understand that scaffolding takes two and are mindful of the dual responsibilities of the learner and the teacher.	<b>Teacher doing most of the work</b> –In an effort to move the lesson along, we control the conversation and the text while the student lets us.
<b>Empowering</b> –Both learner and teacher walk away from the lesson feeling valued and capable—a natural by-product of true reciprocal learning.	<b>Exhausting</b> –Both learner and teacher are tired from the instructional push and pull and overall disconnect of the lesson.
<b>Expects active readers and writers</b> –We address apathy in our teaching as well as our learners and insist that they sit up, participate, and “take the bull by the horns.”	<b>Generates passive readers and writers</b> –We allow learners to take part as quasi-involved participants, unintentionally training them to do the same when it comes time to work independently.