Quick tips for planning scaffolding for your project

Scaffolding is Dependent on Level of Experience with PBL
For teachers and/or students who are newer to PBL, more structure is needed.

Use Anticipated Knows and Need to Knows to Generate your Scaffolding Plan
Keep track of your ideas in the table on your Project Plan & Benchmarks graphic organizer. Once you roll-out the project with your students, you may have to change this plan because everything done within a project should be driven by students' actual knows and need to knows.

Scaffold the Development of all Targeted Skills (both content and non-content)
Include plans for scaffolding each targeted skill as you develop your project materials.

Plan Quality Scaffolding to Address Student Needs
Quality scaffolding will help deepen student learning. Quality scaffolding is **purposeful** (addressing specific targeted skills and need-to-knows), **interactive** (rather than passively absorbing material, students should interact with the material and each other), **differentiated/including multiple access points** (allowing learners with a variety of needs and at a variety of levels to access material) and **removed over time** (as students master material).

Scaffolding is Essential to the Beginning, Middle, & End of Project
Map out your plan. It is sometimes easier to plan the first few days and last few days of a project before planning the middle. Use this "map" to determine how many days a project will take. Adjustments should be made mid-project to reflect students' actual K/NTK list and any formative data you collect.

Use Formative Assessment to Gauge Student Understanding Before, During, & After Scaffolding
Formative assessment data should be used to help you determine students' prior knowledge (before), what level differentiation is needed within a given group of students (before & during), and students' level of understanding (during & after).

Plan your Workshops
Scaffolding in a PBL environment often includes workshops.

Develop a Daily Routine to Add Structure to your Scaffolding
It's easier for you and for your students if you have an established daily routine (e.g., warm-up, workshops/ activities/ structured work time, reflection/ wrap-up/ check-in/ daily benchmark, etc.). Try to keep scaffolding activities to one minute per every year of age of your students.