**Scaffolding vs. Rescuing**

Compare and Contrast

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

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