Microlearning for Teachers
(5 minutes total)

High-Leverage Practice 14

Teach Cognitive and Metacognitive Strategies to Support Learning and Independence

Why it matters

Learning does not happen simply because information is presented. Students need strategies to process information, make meaning, and monitor their own understanding. Teaching cognitive and metacognitive strategies makes learning visible and supports students in becoming more independent over time.

This practice honors each learner by giving them tools to think, plan, and reflect rather than relying on constant teacher direction.

Try This Tomorrow

Choose one lesson and ask:

- What thinking does this task require?
- Where might students lose track of their understanding?

Teach one strategy explicitly:

- How to plan before starting
- How to check for understanding during the task
- How to reflect after learning

Name the strategy. Model its use. Invite students to try it.

Look-fors in the classroom

You'll know cognitive and metacognitive strategies are working when:

- Students can explain how they approached a task
- Learners pause to check their understanding
- Reflection moves beyond "I'm done" to "Here's what I learned"

When students understand how they learn, independence grows.

Student-Facing Learning Support Template

(Aligned to HLP 14 | Thinking About My Learning)

Today's Learning Goal

I am learning:

This matters because:

Before I Begin

(Planning My Thinking)

What is my plan for this task?

- [ ] Read or review directions carefully
- [ ] Identify key ideas or steps
- [ ] Choose a strategy that helps me learn

My plan:

While I Am Learning

(Monitoring My Understanding)

As I work, I will:
- [ ] Pause to check my understanding
- [ ] Ask myself if my strategy is working
- [ ] Try a different approach if needed

One thing I noticed while learning:

After I Finish

(Reflecting and Adjusting)

One strategy that helped me today:

One thing I would do differently next time: