

Microlearning for Teachers

(5 minutes total)

High-Leverage Practice 15

Provide Scaffolded Supports

Why it matters

Scaffolded supports help learners access challenging work while building toward independence. Effective scaffolds provide temporary support that is intentionally adjusted and removed as students gain confidence and skill.

This practice honors each learner by meeting them where they are while maintaining high expectations for learning.

Try This Tomorrow

Review your next lesson and ask:

- Where will students need support to get started, stay engaged, or finish strong?
 - Which scaffold can be adjusted or removed as understanding grows?

Add **one purposeful scaffold**:

- A checklist or organizer
- A sentence frame or prompt
- A model or example

Plan when and how the support will fade.

Look-fors in the classroom

You'll know scaffolded supports are working when:

- Students rely less on prompts over time
- Learners can explain their thinking with increasing clarity
- Independence increases without lowering task complexity

Scaffolds support learning now and independence later.



Student-Facing Learning Support Template

(Aligned to HLP 15 | Using Supports to Build Independence)

Today’s Learning Goal

I am learning:

Why this is important:

Supports I Can Use

(Accessing Learning)

Today, I can use:

- ☐ A model or example
- ☐ A checklist or organizer
- ☐ Sentence starters or prompts
- ☐ Visual supports

The support I will start with:

While I Am Learning

(Noticing Growth)

As I work, I will:

- ☐ Use the support when I need it
- ☐ Try the task with less support when I am ready
- ☐ Ask for clarification if needed

One place I needed support today:

After I Finish

(Building Independence)

One support I needed less today:

One support I might need next time: