

ADAPTS

A simple framework for adaptive teaching

A

AIM

What must every learner learn?



Be clear on what success looks like for all learners.

D

DESIGN

What barriers might learners face?



Anticipate barriers and plan the support learners may need.

A

ACT

Deliver high-quality instruction.



Teach, model and explain with clarity using the planned supports.

P

PROBE

What is the evidence of learning?

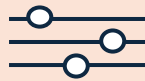


Use low-stakes checks for understanding to gather evidence of learning.

T

TAILOR

Adapt support in response.



Adapt tasks, strategies, resources or grouping based on evidence.

S

STEP BACK

Reduce support and build independence.



Gradually release responsibility.
Increase independence.

High expectations. Responsive support. Growing independence.

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Planning for Adaptive Teaching

Stage	Thinking Prompts	Notes
 Aim	Learning goal Success criteria Evidence of success	
 Design	Likely barriers Prior knowledge Vocabulary Misconceptions	
 Act	Explicit instruction/Explain Modelling Worked examples Cognitive load	
 Probe	Misconceptions Confidence Explanations Discussion Written work	
 Tailor	Re-explain? Scaffold? More practice? Grouping? Increase challenge?	
 Step Back	Remove prompts? Independent practice? Apply learning? Transfer?	

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Professional Prompts

Stage	Key Questions
 Aim	Clarify what every learner should achieve. - What do I want every learner to know, understand or be able to do? - What does success look like? - How will I know learners have achieved it? <i>Purpose: Establish a shared destination.</i>
 Design	Anticipate barriers before they become obstacles. - What barriers might learners face? - What misconceptions am I anticipating? - What prior knowledge or vocabulary might learners need? - What support should I plan in advance? <i>Purpose: Remove predictable barriers before teaching begins.</i>
 Act	Deliver high-quality instruction. - What should I explicitly teach? - How will I explain and model it clearly? - Which examples or worked examples will I use? - How will I reduce unnecessary cognitive load? <i>Purpose: Give every learner the best opportunity to succeed.</i>
 Probe	Gather evidence before making decisions. - What evidence of learning am I looking for? - What misconceptions are emerging? - What are learners saying, writing and explaining? - Who is ready to move on, and who needs more support? <i>Purpose: Base adaptations on evidence, not assumptions.</i>
 Tailor	Respond to the evidence. - What does the evidence tell me learners need? - What is the smallest useful adjustment? - Should I re-explain, scaffold, provide more practice or increase challenge? - How will I know my adaptation has worked? <i>Purpose: Adapt support while maintaining high expectations.</i>
 Step Back	Build independence. - Which support can I now remove? - Can learners succeed independently? - Can they apply their learning in a new context? - What will I monitor as I step back? <i>Purpose: Reduce support as learners become more independent.</i>

High expectations. Responsive support. Growing independence.



Date:



Class:



Target:



Aim

Did learners know where they were going?

- ☐ All learners understood the learning goal.
- ☐ Success criteria supported learning.
- ☐ All learners worked towards the same ambitious learning goal.

Evidence:



Design

Did my planning anticipate the barriers?

- ☐ Vocabulary
- ☐ Prior knowledge
- ☐ Misconceptions
- ☐ Task demands
- ☐ Self-regulation
- ☐ Engagement
- ☐ Cognitive load
- ☐ Unexpected: _____

- ☐ The main barriers were anticipated
- ☐ An unexpected barrier emerged

The barrier I had not planned for was:



Act

Which aspects of my instruction were most effective?

- ☐ Explanation
- ☐ Modelling
- ☐ Retrieval practice
- ☐ Questioning
- ☐ Discussion
- ☐ Visual support
- ☐ Practice
- ☐ Worked example
- ☐ Other: _____

What would I do differently next time?



Probe

How well did I probe for evidence?

- ☐ Checked understanding at several points.
- ☐ Gathered evidence from across the class.
- ☐ Probed reasoning and misconceptions.

The clearest evidence came from:

- ☐ Learner explanations
- ☐ Written work
- ☐ Observation
- ☐ Discussion
- ☐ Questioning
- ☐ Quick checks
- ☐ Other: _____

It revealed:



Date:



Class:



Target:



Tailor

How did I respond to the evidence?

- | | |
|--|--|
| ☐ Re-explained | ☐ Added scaffolds |
| ☐ Gave more practice | ☐ Grouped differently |
| ☐ Slowed the pace | ☐ Changed questions |
| ☐ Increased challenge | ☐ Changed example/model |
| ☐ Other: _____ | |

Which adaptation had the greatest impact?



Step Back

How did the need for support vary?

- ☐ Support could be reduced for some learners.
- ☐ Some learners still needed the planned support.
- ☐ Some learners needed additional support.
- ☐ Support had to be reintroduced for some learners.
- ☐ Readiness varied across tasks or points in the lesson.
- ☐ There was not yet an opportunity to reduce support.

Where did I notice growing independence?

Next Cycle

What learning still needs attention?	What barrier will I plan for?	What evidence will I gather earlier or more widely?

One aspect of my adaptive teaching I want to strengthen next lesson is...