

Gradual Release of Student Responsibility



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Common Board Configuration

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Bell work: Student engagement chart

Essential Question: How can the Gradual Release Model build capacity in my students?

Objective: We will **identify** elements of the Gradual Release Model **by** collaboratively reflecting through writing and discussion

Vocabulary: Collaborative Learning, Gradual Release, Independent Learning, Scaffolding, Student-centered, Direct Instruction, Guided Instruction

Gradual Release: Agenda

I Do: Define rationale and elements for Gradual Release

We Do: Identify and discuss elements of the Gradual Release Model

You Do: Utilize various scenarios to identify evidence of gradual release and use that learning to revise our instructional delivery and classroom Gradual Release Model implementation

Summarizing Activity: Reflection Sheet

Homework: Continue to utilize the Gradual Release Model in your instructional delivery

Bellwork: Student Engagement Chart



- Brainstorm the student characteristics for each column on the chart provided for 60 seconds.
- Share at your table and compare your answers.

GRADUAL RELEASE OF STUDENT RESPONSIBILITY			
I DO	WE DO	YOU DO TOGETHER	YOU DO ALONE

Completed Student Engagement Chart



GRADUAL RELEASE OF STUDENT RESPONSIBILITY

I DO	WE DO	YOU DO TOGETHER	YOU DO ALONE
<ul style="list-style-type: none">•Listen•Observe•Note taking•May participate on limited basis	<ul style="list-style-type: none">•Listen•Interacts•Note taking•Ask and Respond to questions verbally or written form•Practice•Participates	<ul style="list-style-type: none">•Asks and responds to questions•Works with teacher and classmates•Completes process alongside others	<ul style="list-style-type: none">•Applies learning•Take charge of learning•Self-directs•Collaborate among peers• Problem solve

Rationale for Utilizing the Gradual Release Model

- Recognized widely as an approach to move classroom instruction from:

- Teacher-centered, whole group delivery to ;

- ✦ **student-centered,**
- ✦ **collaboration**
- ✦ **independent practice**

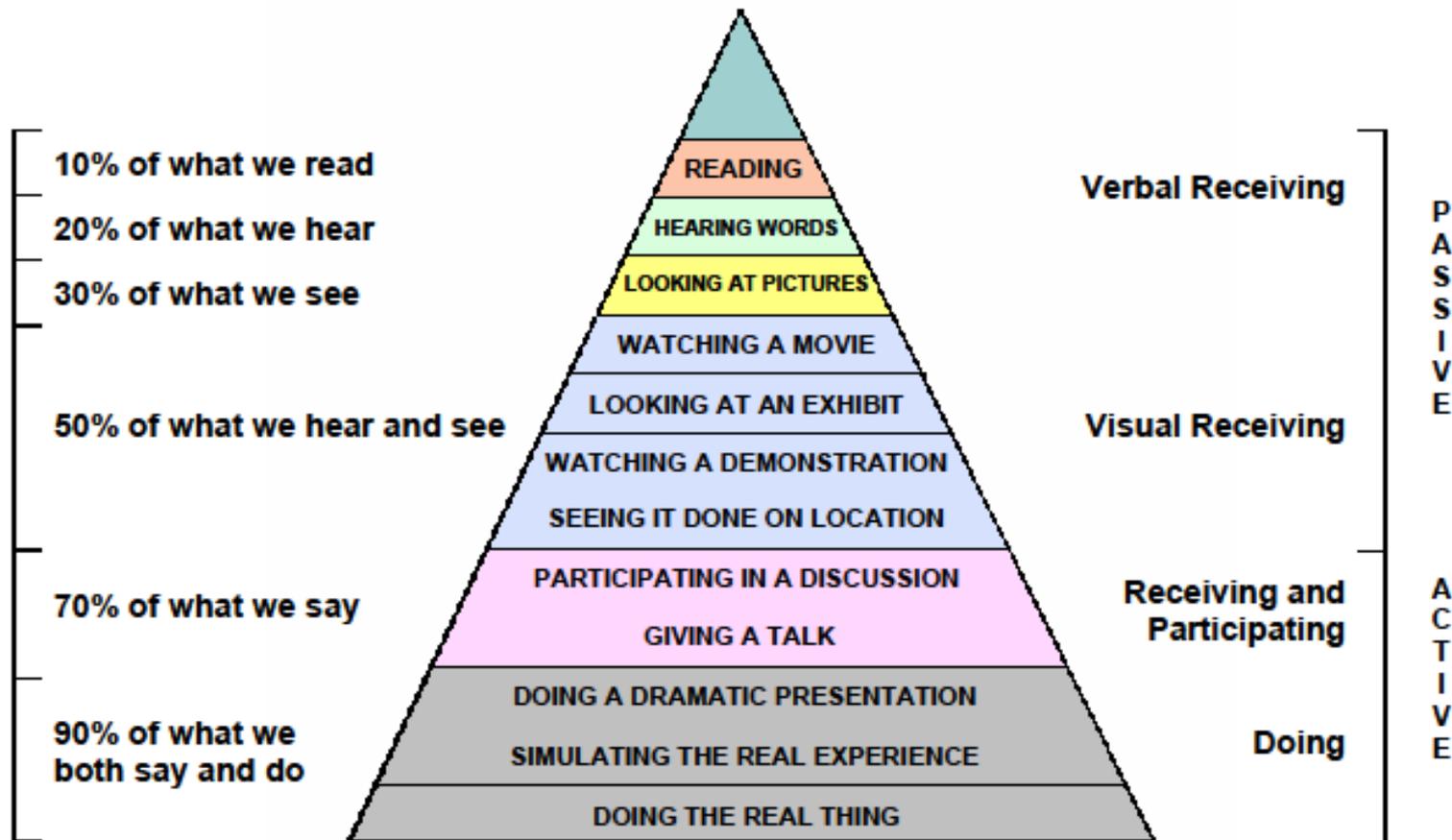
- This model emphasizes an instructional delivery plan to:

- ✦ **Demonstrate**
- ✦ **Prompt**
- ✦ **Practice**

CONE OF LEARNING

WE TEND TO REMEMBER OUR LEVEL OF INVOLVEMENT

(developed and revised by Bruce Hyland from material by Edgar Dale)



What does **Direct Instruction** Look Like “**I Do**”?

- **Clear Purpose**

- **Establishing purpose, setting learning objectives & providing feedback, is one of the most critical instructional strategies.**
- **Simply posting standards on the wall is not establishing a purpose.**
- **Students need to be involved with the process.**
- **Students need to be provided with clear explanations of the purpose and the activities that are linked with the purpose.**

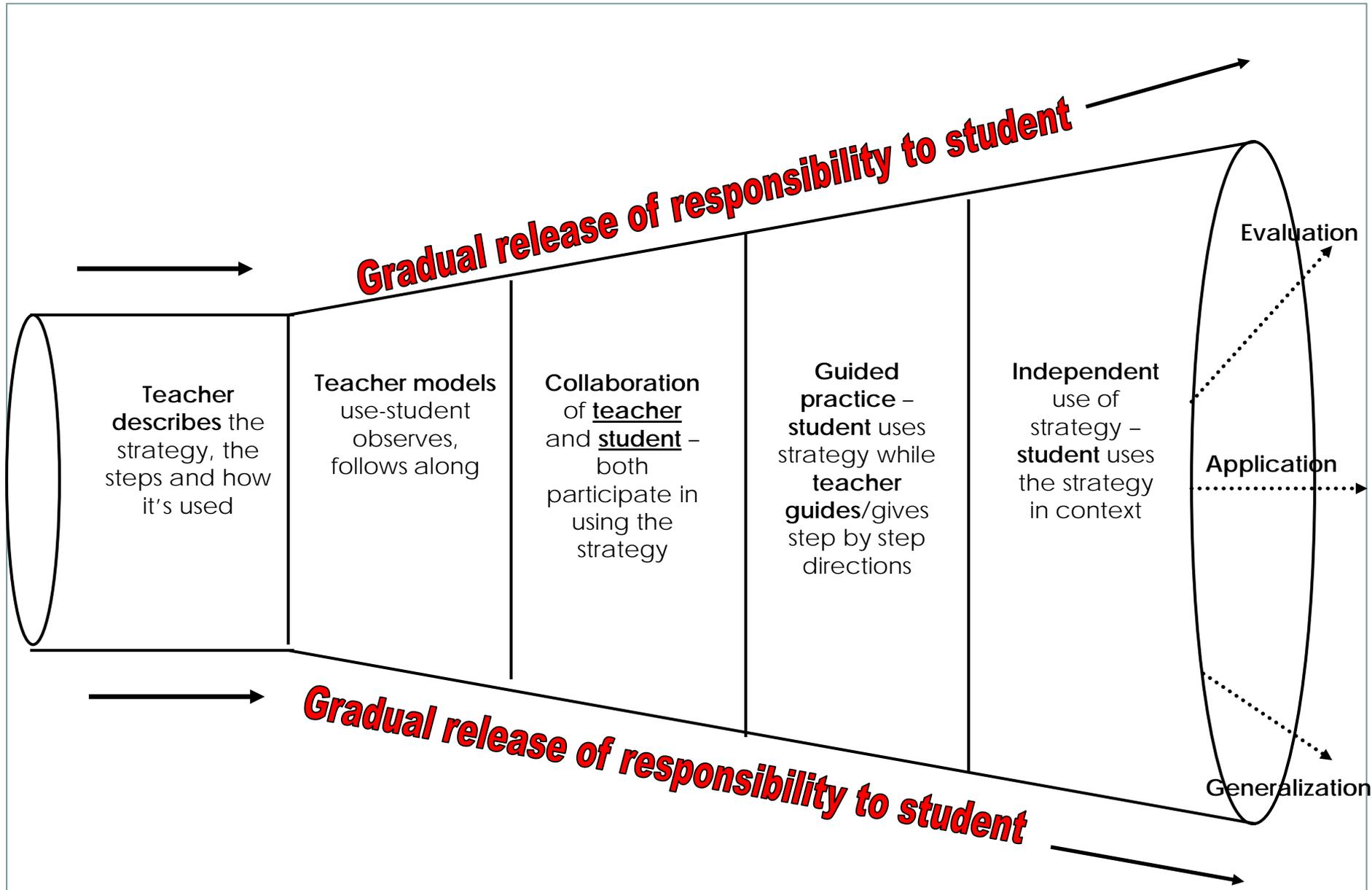
(Fisher & Frey, p. 21)

What do I think about when planning *Direct Instruction*?

- Have I established a clear purpose for the lesson, including why this is important for students to learn?
- How will I model this skill/strategy for my students?
- How will I use a think aloud to make my thinking visible to my students?
(metacognition)

What do I do when I **Model** a strategy or skill?

- ▶ **I am explicit in my modeling**
- ▶ **I name the strategy, skill, or task**
- ▶ **I state the purpose of the strategy, skill or task**
- ▶ **I explain when the strategy or skill is used**
- ▶ **I make connections to link prior knowledge to new learning**
- ▶ **I demonstrate how the skill, strategy, or task is completed, alerting learners about errors to avoid**
- ▶ **I access the new skill**



What does ***Guided Instruction*** ***Look Like “We Do”***?

- ▶ **Cognitive load begins to shift to the student**

The teacher role begins to shift from modeling *to* or *for* learners, then works *with* them as a guide, and eventually is *by* their side as they become more independent.

- ▶ **Teacher Modeling**

- ▶ **Whole group & small group instruction occurs**

- ▶ **Strategic use of cues, prompts, scaffolding, and questioning**

- ▶ **Formative assessment/data helps guides grouping**

What do I think about when planning *Guided Instruction* ?

- ▶ **How will I release responsibility to students during the lesson?**
 - How am I going to begin to guide students through the practice of using the focus strategy or skill?
- ▶ **How will I scaffold my instruction to meet the needs of all learners?**
 - What do I want students to do individually, in pairs, and/or in small groups?
 - What will I do – confer, listen in, observe, meet with small groups?
- ▶ **What types of cues, questions, and/or prompts will I need to be ready to use to support the learners?**
- ▶ **How will I assess student understanding?**

What happens when I Scaffold effectively?



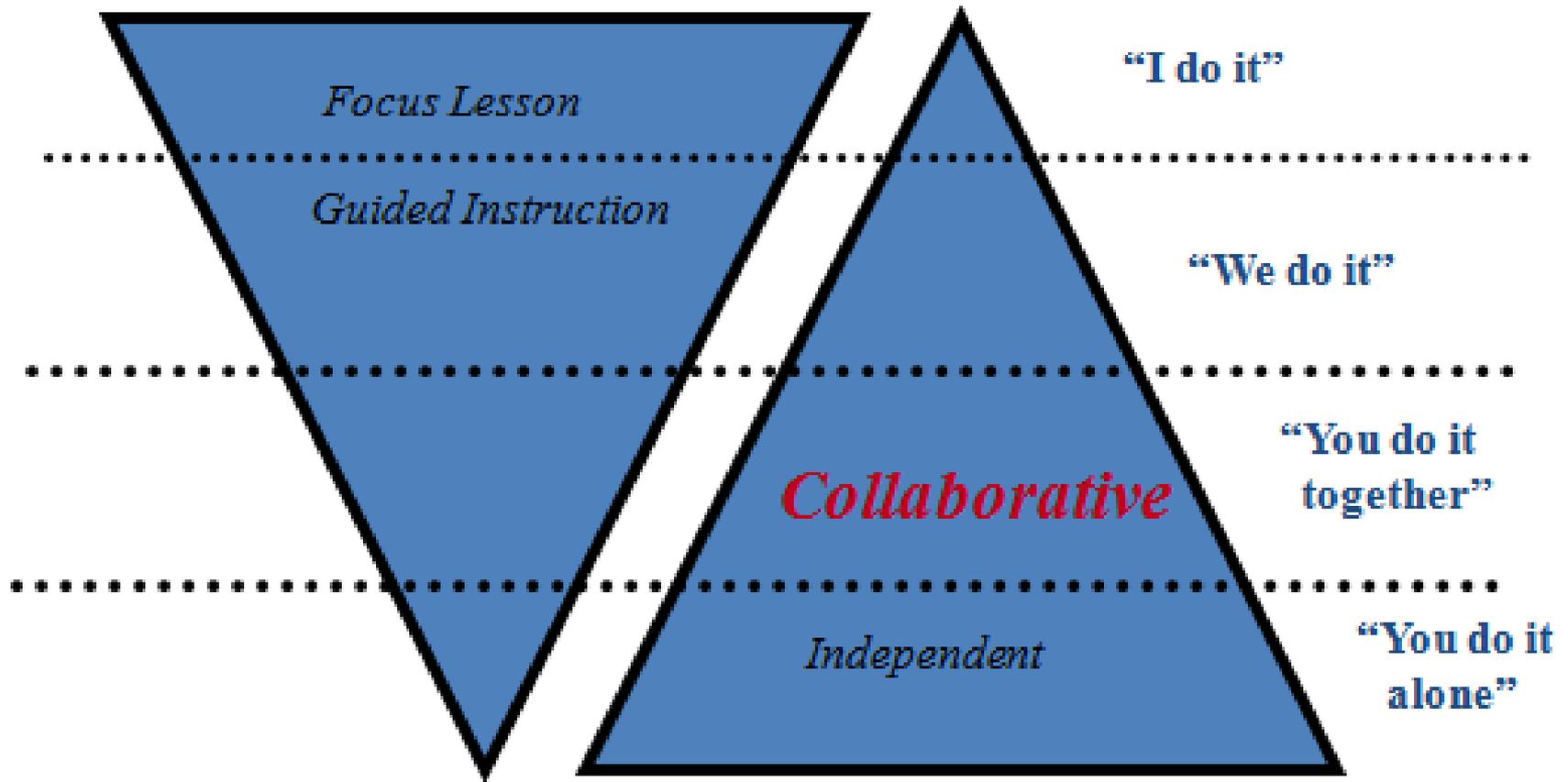
- **Students can learn new basic skills as well as more complex skills.**
- **Students maintain a high level of success as they learn more complex skills.**
- **Students move towards independent use of the acquired skill.**

What Does **Scaffolding** Look Like in the Classroom?



- **Taking a complex skill (e.g., a multistep strategy) and teaching it in manageable and logical pieces or chunks.**
- **Sequencing skills so that they build on each other.**
- **Selecting examples and problems that progress in complexity.**
- **Providing demonstrations and completed models of problems.**
- **Providing hints and prompts as students begin to practice a new skill.**
- **Providing aids such as cue cards and checklists to help students remember the steps and processes used to complete tasks and solve problems.**

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Model for Success for All Students

Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

What does *Collaborative Learning* look like “*We Do Together*”?



- ▶ **Students working together to complete specific tasks applying what they have learned in the focus lesson and guided instruction**
- ▶ **Students grouped based upon performance**
- ▶ **Individual accountability for each student in the group**
- ▶ **Purposeful student talk about the work**
- ▶ **Assessment**

Why should I use *Collaborative Learning*?



- ▶ **Regardless of subject matter or content area, students learn more, and retain information longer, when they work in small groups.**

(Beckman, 1990; Slavin, 1980, 1983)

- ▶ **Students who work in collaborative groups also appear more satisfied with their classes, complete more assignments, and generally like school better.**

(Johnson & Johnson, 1999; Summers, 2006)

What do I think about when *planning collaborative learning* opportunities?



- ▶ What authentic tasks do I want students to do to practice the new strategy or skill?
- ▶ What data will I use to group students?
- ▶ How will I build in individual accountability for all students?
- ▶ How will I structure the tasks to ensure that there is purposeful student talk?
- ▶ What will I do – confer, listen in, observe, meet with small groups?

What does **Independent Learning** look like **“You Do”**?



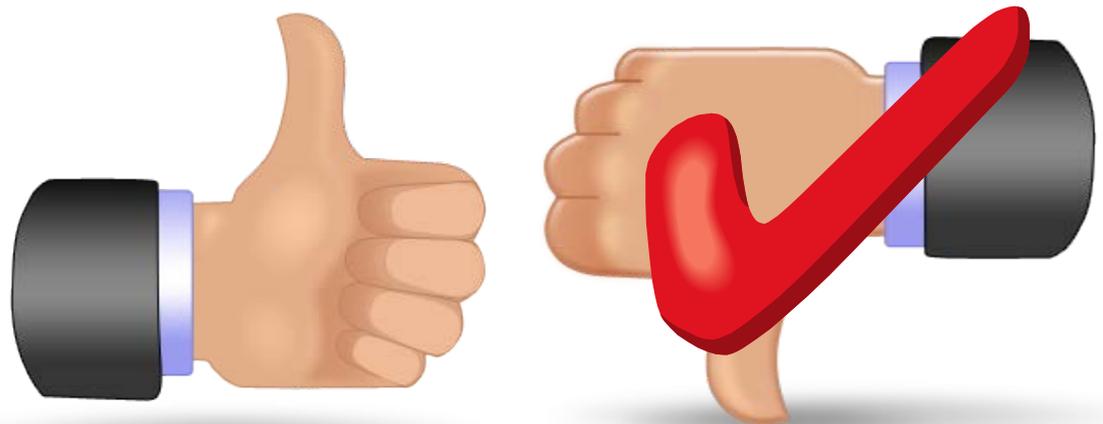
- ▶ **Independent learning is a time when students fully assume the cognitive load of learning by applying what they have learned to novel tasks.**
- ▶ **Independent learning tasks need to provide students with opportunities to apply what they have learned from direct instruction, guided instruction, and collaborative learning.**
- ▶ **Independent learning tasks need to be meaningful, relevant and authentic.**



COMPREHENSION CHECK

READ THE SCENARIO TO THE RIGHT AND PUT A THUMBS UP IF YOU BELIEVE IT IS AN EXAMPLE OF THE GRADUAL RELEASE MODEL OR A THUMBS DOWN IF THE SCENARIO IS MISSING AN ELEMENT OF THE GRADUAL RELEASE MODEL.

The teacher demonstrates how to solve multi-digit addition problems with regrouping. He works through four example problems on the board. The teacher then assigns students to work on the odd numbered problems on page 29.





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Using think aloud and scientific text, the teacher models 2 comprehension strategies useful in understanding scientific texts. Next as a large group, students and teacher examine sections of text and are guided through the use of one strategy for understanding each section. Students then work with a partner to read the next two sections of text and write a summary sentence. They identify one strategy they used to help the text make sense. Lastly, students do one section of text independently.





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The teacher reads a section of geography text aloud and then asks students to complete a worksheet on use of land, design of shelters and locations of communities.



Mentoring Roles & Responsibilities

	Teacher	Student
I do it <i>Direct Instruction</i>	<ul style="list-style-type: none">▪ Provides direct instruction▪ Establishes goals and purpose▪ Models▪ Think aloud	<ul style="list-style-type: none">▪ Actively listens▪ Takes notes▪ Asks for clarification
We do it <i>Guided Instruction</i>	<ul style="list-style-type: none">▪ Interactive instruction▪ Works with students▪ Checks, prompts, clues▪ Provides additional modeling▪ Meets with needs-based groups	<ul style="list-style-type: none">▪ Asks and responds to questions▪ Works with teacher and classmates▪ Completes process alongside others
You do it independently <i>Independent Practice</i>	<ul style="list-style-type: none">▪ Provides feedback▪ Evaluates▪ Determines level of understanding	<ul style="list-style-type: none">▪ Works alone▪ Relies on notes, activities, classroom learning to complete assignment▪ Takes full responsibility for outcome
You do it together <i>Collaborative Learning</i>	<ul style="list-style-type: none">▪ Moves among groups▪ Clarifies confusion▪ Provides support	<ul style="list-style-type: none">▪ Works with classmates, shares outcome▪ Collaborates on authentic task▪ Consolidates learning▪ Completes process in small group▪ Looks to peers for clarification

Revisiting the Essential Question/Exit Ticket



Essential Question

How can the Gradual Release Model build capacity in my students?



Exit Ticket



Complete Gradual Release Reflection