Gradual Release of Student Responsibility

TEACHING AND LEARNING DEPARTMENT
LAKE COUNTY SCHOOLS
KATI PEARSON, DIRECTOR
TAMMY DEMPS, PROGRAM SPECIALIST
REHANA INSANALLY, PROGRAM SPECIALIST
ZHAKIMA SPRATLEY, PROGRAM SPECIALIST
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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.
# Completed Student Engagement Chart

<table>
<thead>
<tr>
<th>I DO</th>
<th>WE DO</th>
<th>YOU DO TOGETHER</th>
<th>YOU DO ALONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen</td>
<td>Listen</td>
<td>Asks and responds to questions</td>
<td>Applies learning</td>
</tr>
<tr>
<td>Observe</td>
<td>Interacts</td>
<td>Works with teacher and classmates</td>
<td>Take charge of learning</td>
</tr>
<tr>
<td>Note taking</td>
<td>Note taking</td>
<td>Completes process alongside others</td>
<td>Self-directs</td>
</tr>
<tr>
<td>May</td>
<td>Ask and Respond to questions verbally or written form</td>
<td></td>
<td>Collaborate among peers</td>
</tr>
<tr>
<td>participate on limited basis</td>
<td>Practice</td>
<td></td>
<td>Problem solve</td>
</tr>
<tr>
<td></td>
<td>Participates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

10% of what we read
20% of what we hear
30% of what we see
50% of what we hear and see
70% of what we say
90% of what we both say and do

READING
HEARING WORDS
LOOKING AT PICTURES
WATCHING A MOVIE
LOOKING AT AN EXHIBIT
WATCHING A DEMONSTRATION
SEEING IT DONE ON LOCATION
PARTICIPATING IN A DISCUSSION
GIVING A TALK
DOING A DRAMATIC PRESENTATION
SIMULATING THE REAL EXPERIENCE
DOING THE REAL THING

Verbal Receiving
Visual Receiving
Receiving and Participating
Doing

PASSIVE
ACTIVE

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

Fisher & Frey, p. 23–34
Teacher describes the strategy, the steps and how it’s used.

Teacher models use-student observes, follows along.

Collaboration of teacher and student – both participate in using the strategy.

Guided practice – student uses strategy while teacher guides/gives step by step directions.

Independent use of strategy – student uses the strategy in context.

Gradual release of responsibility to student.

Megaphone Graphic designed by Clarice Kennedy.
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.
A Model for Success for All Students

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**.
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.
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.
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 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.
<table>
<thead>
<tr>
<th>I do it</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
</table>
| Direct Instruction | Provides direct instruction  
Establishes goals and purpose  
Models  
Think aloud | Actively listens  
Takes notes  
Asks for clarification |
| We do it | Interactive instruction  
Works with students  
Checks, prompts, clues  
Provides additional modeling  
Meets with needs-based groups | Asks and responds to questions  
Works with teacher and classmates  
Completes process alongside others |
| You do it independently | Provides feedback  
Evaluates  
Determines level of understanding | Works alone  
Relies on notes, activities, classroom learning to complete assignment  
Takes full responsibility for outcome |
| You do it together | Moves among groups  
Clarifies confusion  
Provides support | 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