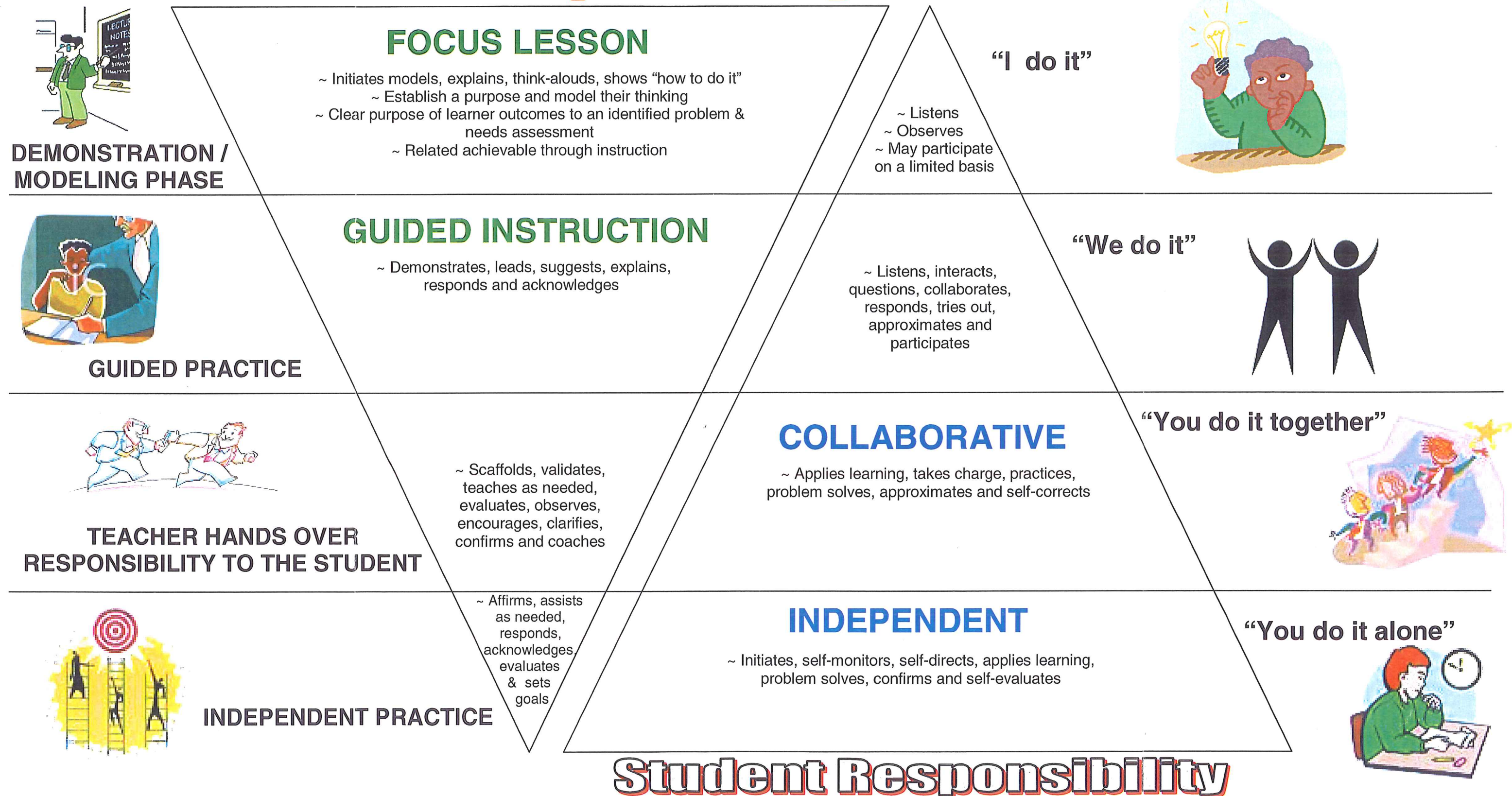


# GRADUAL RELEASE OF RESPONSIBILITY MODEL OF INSTRUCTION

## Teacher Responsibility



## Four Instructional Frameworks

### Focus Lessons:

#### ESTABLISHING PURPOSE & MODELING

- ~ Two key factors: purpose & model thinking
- ~ Use scaffolds
- ~ Involves the whole class; 15 minutes or less
- ~ Think-Alouds: Modeling, Metacognitive Awareness
- ~ Explain concepts
- ~ Not intended as a time to ask student questions
- ~ Not a time students read aloud to other students

### Guided Instruction:

#### CUES, PROMPTS & QUESTIONS

- ~ Teacher meets with needs-based groups; small groups
- ~ Differentiate instruction (content, process & product)
- ~ Higher order thinking
- ~ Establish high expectations
- ~ Based on formative assessment
- ~ Cues, prompts, questions,
- ~ Guided reading, guided writing
- ~ Student Think-alouds

### Collaborative Learning

#### CONSOLIDATING THINKING WITH PEERS

- ~ Students work together to complete specific tasks
- ~ Students consolidate their thinking & understanding
- ~ Negotiate with peers
- ~ Reciprocal teaching
- ~ Listening and viewing stations
- ~ Visual displays
- ~ Literature circles / bookclubs
- ~ Jigsaw

### Independent Learning Tasks:

#### NOT JUST "DO IT YOURSELF SCHOOL"

- ~ Practice completing tasks
- ~ These theories suggest that learning occurs through interactions with others and when these interactions are intentional, specific learning occurs
- ~ Provide students with opportunities to apply what they have learned through focus lessons, guided instruction and collaborative learning
- ~ Helps students to become increasingly self-directed and engaged
- ~ Independent learning centers
- ~ Sustained silent reading and independent reading
- ~ Writing to prompts

# What does the Gradual Release of Responsibility Model look like?

1. Teacher does a think aloud to model the use of a specific strategy. Students just observe. (Do this several times).
2. Teacher does several think alouds modeling the specific strategy. Students are invited to give feedback to the teacher as to what they notice (see/hear) the teacher doing.
3. Teacher does several think alouds modeling the specific strategy. Students contribute verbally by personally using the strategy themselves in a whole group setting.
4. Teacher and students share a piece of text. They all have the same text in front of them. The teacher could read it to them, choral read, read it with a partner, etc. Students share use of the specific strategy verbally.
5. Teacher and students share a piece of text. They all have the same text in front of them. The teacher could read it to them, choral read, read it with a partner, etc. Students demonstrate use of the specific strategy on paper.
6. Teacher gives two students a piece of text that is easy to read. The partners read the text. The partners share use of the specific strategy verbally.
7. Teacher gives two students a piece of text that is easy to read. The partners read the text. The partners demonstrate the use of the specific strategy on paper.
8. Teacher gives each student a piece of text that is easy to read. The students each read the text. (Pair up only children you know will struggle with this text). The students each demonstrate use of the specific strategy on paper.
9. Each student selects a just right text. Each student independently reads text and demonstrates use of the specific strategy on paper. While most students are reading independently the teacher meets with Guided Reading groups. All students need to be in Guided Reading groups. Groups must be flexible. Students may be grouped by reading level, need based (need re-teaching of specific strategy).

#### Based on Theories of Learning

- ❖ *Plaget's (1952), Vygotsky's (1962, 1978), Bandura's (1965), Wood, Burner & Ross (1976)*
  - ❖ *These theories suggest that learning occurs through interactions with others and when these interactions are intentional, specific learning occurs.*

#### Based on A Framework for the Gradual Release of Responsibility

By Doug Fisher & Nancy Frey

Created by Candice Churchwell, June 2008

## Gradual Release of Responsibility Model

### What It Is ...

- ~ The Gradual Release of Responsibility suggests that the cognitive load should shift slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice and application by the learner.



- ~ It stipulates that the teacher moves from assuming "all the responsibility for performing a task ... to a situation in which the students assume all of the responsibility."

### How To Use It ...

- ~ Plan for a continuous shift of the cognitive load across time.
- ~ Identify indicators.
- ~ The teacher first models the desired learning.
- ~ Gradually moves the students from focus lessons to guided instruction to collaborative learning and finally to becoming independent.



### When To Use It ...

- ~ When planning a series of lessons using a Gradual Release of Responsibility framework.
- ~ When explaining a concept or strategy.
- ~ When modeling the lesson.
- ~ When helping students develop higher-level critical and creative thinking and deeper understanding of a concept or strategy.

