Gradual Release of Responsibility

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Definition:
Gradual Release of Responsibility

- The Gradual Release of Responsibility is a research-based instructional model developed by Pearson and Gallagher (1993). In this optimal learning model, the responsibility for task completion shifts gradually over time from the teacher to the student. The instructional model includes demonstration, shared demonstration, guided practice, and independent practice.
Definition: Gradual Release of Responsibility (cont’d.)

- Gradual Release of Responsibility is recognized as a successful approach for moving classroom instruction from teacher-centered, whole-group delivery to student-centered collaboration and independent practice. Sometimes referred to as "I do it, we do it, you do it," this model proposes a plan for providing scaffolded instruction that includes demonstration, prompt, and practice.

Gradual Release of Responsibility Graphic

The Optimal Learning Model
The Gradual Release of Responsibility

<table>
<thead>
<tr>
<th>Demonstration</th>
<th>Shared Demonstration</th>
<th>Guided Practice</th>
<th>Independent Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little/No Control</td>
<td>High Support</td>
<td>Low Control</td>
<td>Moderate Support</td>
</tr>
<tr>
<td>Moderate Support</td>
<td>Low Support</td>
<td>Moderate Control</td>
<td>High Control</td>
</tr>
<tr>
<td>High Control</td>
<td>Little/No Support</td>
<td>Level of LEARNER Support</td>
<td>Level of TEACHER Support</td>
</tr>
</tbody>
</table>

I DO YOU WATCH | I DO YOU HELP | YOU DO I HELP | YOU DO I WATCH

Retrieved from www.literacyleader.com
TEACHER RESPONSIBILITY

Focus Lesson
Guided Instruction
Collaborative
Independent

“I do it”
“We do it”
“You do it together”
“You do it alone”

STUDENT RESPONSIBILITY

A Structure for Instruction that Works
(c) Fisher & Frey, 2006

Orientation/BBK

“I can successfully perform a slight of hand magic trick called the cork twist.”
TEACHER RESPONSIBILITY

Focus Lesson

Guided Instruction

Collaborative

Independent

“I do it”
Show Magic Trick

“We do it”
Walk you through the Cork Twist

“You do it together”
Demonstrate to a partner.

“You do it alone”
Participants conduct Cork twist on their own to a spouse or friend.

STUDENT RESPONSIBILITY

A Structure for Instruction that Works
(c) Fisher & Frey, 2006

In some classrooms ...

TEACHER RESPONSIBILITY

Focus Lesson

“I do it”

Independent

“You do it alone”

STUDENT RESPONSIBILITY

(c) Fisher & Frey, 2006
And in some classrooms...

TEACHER RESPONSIBILITY

Focus Lesson

Guided Instruction

“'I do it’

“We do it”

Independent

“'You do it alone”

STUDENT RESPONSIBILITY

(c) Fisher & Frey, 2006

In some classrooms...

TEACHER RESPONSIBILITY

Independent

“'You do it alone”

STUDENT RESPONSIBILITY

(c) Fisher & Frey, 2006
ELA Teacher Lesson Plan Templates (K-5): Using Gradual Release of Responsibility for Planning Lessons

- Six parts to the Lesson Plan Template:
  1. Lesson Foundations
  2. Setting the Stage for Learning Phase
  3. Focus/Mini-Lesson Phase
  4. Guided Practice Phase
  5. Independent Learning Phase
  6. Closure Phase
Walk-through K-5 Lesson Plan Template: Lesson Foundations

- Notice options: Click to add or insert text
- OEU, Inquiry Module, Lesson
- Consider Assessment Evidence:
  - Students’ Strengths and Weaknesses from Prior Work
  - Connections to Module Performance Task
  - Gaps to Close
- Consider Lesson Resources Needed
- Identify Focus Standards for this Lesson


- Notice Teacher Actions/Student Actions throughout the lesson plan
  - The teacher will...
  - The students will...

- Setting the Stage for Learning Phase
  - What is the context for the learning? What type of workshop?
  - How will the teacher check for understanding?

- **Focus/Mini-lesson Phase**
  - Components based on Lucy Calkins model
    1. Connection
    2. Teach
    3. Active Involvement
    4. Link

- **Guided Practice Phase**
  - Whole group, small-group, individual


- **Independent Learning Phase**
  - Practice Task(s)
  - Student/Teacher Conferring
  - Check for Understanding

- **Closure Phase**
  - Debriefing and/or whole group sharing
  - Check for Understanding
Gradual Release of Responsibility Framework – GSK5
Workshop Instructional Model

Sets the “stage” for learning...

Read aloud/Interactive Read aloud
Shared Reading/Writing
• Whole Group

Reading Workshop (60-90 min.)
1. Whole Group Mini-lesson
2. Small Group Guided Practice and Collaborative Work
   • Guided reading/Strategy Groups
   • Literature Discussion Groups/Book Clubs/Inquiry Groups
3. Independent Reading with One-on-One Conferring
4. Whole Group Share Time/Teaching

Writing Workshop (60 min.)
1. Whole Group Mini-lesson
2. Small Group Guided Practice and Collaborative
   • Guided writing/Strategy Groups
3. Independent Writing with One-on-One Conferring
4. Whole Group Share Time/Teaching

Reader’s Workshop graphic:
Structure of Reader’s Workshop-gr. K-5
ELA Teacher Lesson Plan Templates (Gr. 6-12): Using Gradual Release of Responsibility for Planning Lessons

- Seven parts to the Lesson Plan Template
  1. Lesson Foundations
  2. Orientation Phase
  3. Focus Lesson Phase
  4. Guided Instruction Phase
  5. Productive Group Work Phase
  6. Independent Learning Phase
  7. Closure Phase

Productive Group Work

- What classroom procedures must be taught to allow for collaborative productive group work?

- What strategies could ensure participation and accountability for each member of the group?
Walk-through Gr. 6-12 Lesson Plan Template: Lesson Foundations

- Notice options: Click to add or insert text
- OEU, Inquiry Module, Lesson #, Lesson Duration
- Consider Assessment Evidence:
  - Students’ Strengths and Weaknesses from Prior Work
  - Connections to Module Performance Task
  - Gaps to Close
- Consider Lesson Resources Needed
- Identify Focus Standards for this Lesson

Walk-through Gr. 6-12 Lesson Plan Template: Using Phases of the Gradual Release of Responsibility

- Notice Teacher Actions/Student Actions throughout the lesson plan
  - The teacher will...
  - The students will...

- Orientation Phase
  - Set lesson purpose: “I can...” student learning goals
  - How will the teacher activate background knowledge?
  - How will the teacher check for understanding?
Walk-through Gr. 6-12 Lesson Plan Template: Using Phases of the Gradual Release of Responsibility

- **Focus Lesson Phase** (whole group)
- Utilize Teaching Point: *The teacher will...*
- Check for Understanding

- **Guided Instruction Phase**
  - Whole group, small-group, individual options

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Walk-through Gr. 6-12 Lesson Plan Template: Using Phases of the Gradual Release of Responsibility

- **Productive Group Work Phase**
  - Select 1-3 collaborative strategies
  - Small group work
    - Collaboration strategy
    - Product
    - Check for Understanding
Walk-through Gr. 6-12 Lesson Plan Template: Using Phases of the Gradual Release of Responsibility

- **Independent Learning Phase**
  - Practice Task(s)
  - Student/Teacher Conferring
  - Check for Understanding

- **Closure Phase**
  - Debriefing and/or whole group sharing
  - Check for Understanding

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### MS/HS Gradual Release Instructional Model: Phases to Build Student Learning and Thinking

**Teacher Lesson Preparation and Planning**

- **Common Core Standards**
- **Essential Questions**
  - Explain/post learning targets and essential questions
- **Learning Targets**
  - Assessment

**Lesson Orientation:** Share purpose of lesson; activate/access background knowledge

**TEACHER RESPONSIBILITY**

- **“I do it”**
  - Model process or actions while thinking aloud

- **“We do it”**
  - Teacher demonstration and modeling
  - Students try it

**STUDENT RESPONSIBILITY**

- **Collaborative Learning:**
  - Productive Group
  - Work/Guided Practice (Small group)

- **“You do it together”**
  - Work collaboratively and productively to clarify understanding and complete a task
  - Participate in differentiated opportunities

- **Independent Learning/Practice**

- **“You do it alone”**
  - Utilize resources to complete a task
  - Develop fluency and automaticity

**Whole Group Share/Debrief:** Close the teaching/learning cycle and connect to focus
Gradual Release of Responsibility: GRR Model-gr. 6-12

Important things to consider:
- A single lesson plan could be used over several days
- Not all components of the lesson plan will be used in every lesson
- Not sequential phases

Lesson Plan Templates
Activity: Creating a Lesson Plan

- Navigate the Curriculum Companion to find the Grade Level, OEU, IM for lesson design
  - i.e. Gr. 1, OEU 4, Module B
- Compare and contrast the organization and content of Lesson Teaching Points for each module
- Ask: How will I organize these teaching points in my lesson designs?
- Create a lesson plan from the template
  - My Lesson Plans ➔ +Select template ➔ “Create”
- Use edit features and check boxes to complete
- Be sure to click “Save” or “Done”

Other Resources:
Fisher / Frey Document

<table>
<thead>
<tr>
<th>Gradual Release of Responsibility: I do, We do, You do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
</tr>
<tr>
<td>Direct Instruction</td>
</tr>
<tr>
<td>- Provide clear instructions.</td>
</tr>
<tr>
<td>- Establish ground rules and purpose.</td>
</tr>
<tr>
<td>- Monitor.</td>
</tr>
<tr>
<td>- Time limit</td>
</tr>
<tr>
<td>We do—is Guided Instruction</td>
</tr>
<tr>
<td>- Provide feedback.</td>
</tr>
<tr>
<td>- Evaluate the level of understanding.</td>
</tr>
<tr>
<td>- Have students work in small groups.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>You do it Independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Have students work in small groups.</td>
</tr>
<tr>
<td>- Provide feedback.</td>
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<table>
<thead>
<tr>
<th>You do it Collaborative Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Work on a team.</td>
</tr>
<tr>
<td>- Collaborate on academic tasks.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Monitoring &amp; Responsibilities</th>
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<tbody>
<tr>
<td>Teacher</td>
</tr>
<tr>
<td>Authoritative Roles</td>
</tr>
<tr>
<td>- Rule the class.</td>
</tr>
<tr>
<td>- Issue commands.</td>
</tr>
<tr>
<td>- Take responsibility for outcomes.</td>
</tr>
</tbody>
</table>

| Teacher | Student |
|-------------------------|
| Automation | |
| - Monitor. |
| - Evaluate. |

| Fisher & Frey, 2006 | |
Other Resources:

R. Routman
Independent Practice

- Use the lesson plan templates to guide you in designing lessons with GGR.

“A mind that is stretched by new experience can never go back to its old dimensions”.

- Oliver Wendell Holmes