

**Paving the Road to Independence:
Designing Guided and
Collaborative Tasks**

**Implementing the Gradual Release of
Responsibility**

SCALTC 2020
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Turn to a Colleague:

What is your definition of
“Independent Production”?



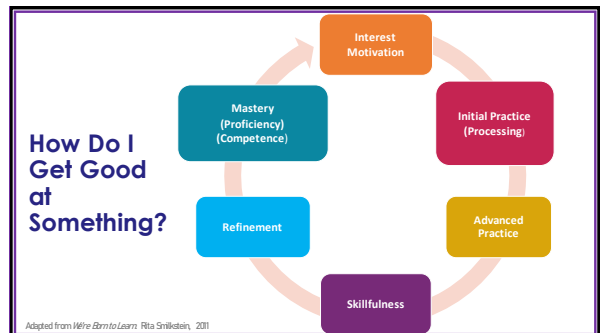
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Learning Target



*I can explain the connection
between the Gradual
Release of Responsibility
Framework and the
development of independent
production*

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Independent Production happens when . . .

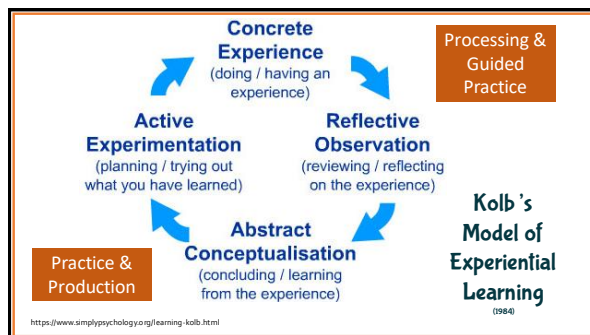
- The learner independently applies new learning with minimal support by the teacher.
- The learning environment shifts from the teacher assuming all the responsibility for performing a task to the students assuming all of the responsibility for performing a task.

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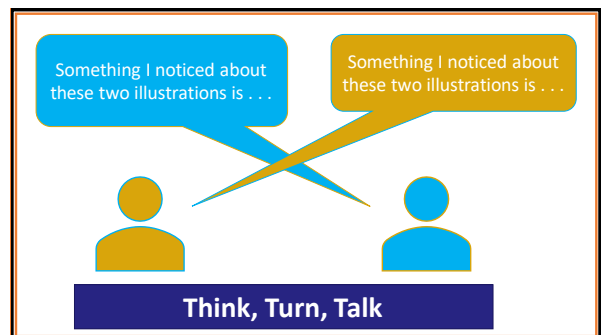
The Gradual Release of Responsibility

- The gradual release of responsibility instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner
- Learning environment shifts from teacher assuming all the responsibility for performing a task to the students assuming all of the responsibility

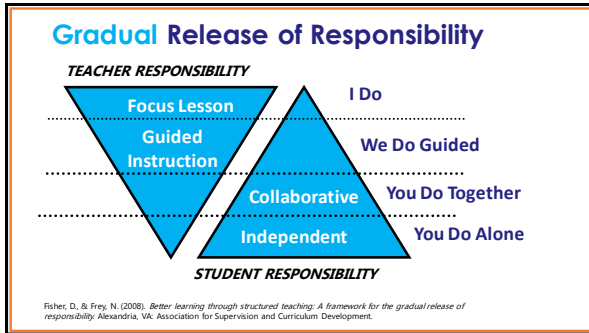
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I do→We Do→You Do Together→You Do Alone→Reflection

Focusing, Framing, & Modeling	Guided Processing & Practice	Collaborative Practice & Production	Independent Production	Sharing & Reflection
Input Focused Attention to Target Content in Context	Work with teacher through Guided Processing & Directed Practice	Work together to use the skill; Collaborative group Practice & Production	Use skill to produce independent of teacher & with minimal support	Reflect on progress & where to go next

Adapted from The Gradual Release of Responsibility Model: A Learning Framework (Pearson and Gallagher, 1983) @ www.room21.com.au

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Learning Targets

- I can explain the characteristics of the **I Do** and **We Do Guided** Phases of the Gradual Release of Responsibility
- I can explain the characteristics of the **You Do Together** and **You Do Alone** Phases of the Gradual Release of Responsibility

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RELEASE RESPONSIBILITY - BY WHATSAID


Visual adapted from: whatsaid.wordpress.com/tag/gradual-release-of-responsibility/

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I DO
 We learn by Observing, Thinking, and Recognizing.
 But we need to *understand* what we observe.

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I Do: Building Understanding to Grown On

<p>Teacher's Role</p> <ul style="list-style-type: none"> • Make the Input Comprehensible • Provide Context • Provide Purpose • Make the Input Interactive • Check for Comprehension 		<p>Students' Role</p> <ul style="list-style-type: none"> • Observe and Engage • Make Generalizations to Understand • Respond to Questions • Participate
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Teacher Role:
Modelling Language Use in Context

Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing

Teacher Role:
Making Sure Language Is Comprehensible

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Goal:

Learners intake new vocabulary and/or structures in context via comprehensible input. Learners participate to make input "Active".


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WE DO GUIDED

We learn to Do by Doing
At first we need lots of help.
But we need the Right Kind of Help.

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We Do Guided: Trying It Out With Help



- Students are Active Participants
 - Work with language chunks and target vocabulary
 - Do not “produce”
- Teacher is Guide
 - Manages the Output
 - Designs activities to turn input into intake
 - Corrects misunderstandings

Better Learning Through Structured Teaching, Fisher & Frey 2nd ed. 2013

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Goal:

Low risk environment where learners to work through new knowledge by using and doing, learning from mistakes

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Processing to Intake: Trying It Out with Help

Initial Guided Learning Experience	Subsequent Guided Learning Experiences
Goal: Learners process by using and doing	Goal: Learners practice by using & doing
Teacher models activity; students imitate	Teacher provides language support; students practice

Capability + 1

Better Learning Through Structured Teaching, Fisher & Frey 2nd ed. 2013

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We Do Guided: Give Learners Time!

A **single** guided instructional event won't translate into all students developing the content knowledge or skills they are lacking, but a **series** of guided instructional events will.

Learners to work through new knowledge by using and doing; A low risk environment with opportunities and time to learn from mistakes

Better Learning Through Structured Teaching, Fisher & Frey 2nd ed. 2013

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YOU DO

We learn to Do by Doing:
After We Get The Basics
We need to be *Coached*, not Helped
TOGETHER

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You Do Together: Practicing & Helping Each Other

• Students:

- Take over and manage the activity
- Work in small groups then pairs
- Help each other produce language

• Teacher

- Coaches, intervenes only as needed
- Designs activities that lead to independence **Capability + 1**
- Designs activities that diminish teacher role



Better Learning Through Structured Teaching, Fisher & Frey 2nd ed. 2013

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Goal:

Students consolidate their learning and thinking by interacting meaningfully with the new language and one another using tasks that will reveal their understanding: confirming what they know and don't know.


Better Learning Through Structured Teaching, Fisher & Frey 2nd ed. 2013

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YOU DO
 We learn to Do by Doing:
 Doing It By Myself
 I need to know what I can do
 Without My Teacher
ALONE

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You Do Alone: Alone to Refine



- Students use what they know to complete the task with **minimal to no scaffolding**
- Students work independent of Teacher
- Teacher is observer, evaluator, monitor
- Teacher gives Feedback to improve next performance

Better Learning Through Structured Teaching, Fisher & Frey 2nd ed. 2013

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Recap: Effective Use of GRR

- **Active Input to Acquire:** input; strategy; description; purpose; teacher interacts with resource, content, language
- **Guide to Process with Help:** teacher models tasks, students use language provided by teacher very scaffolded task (**Continue this stage as necessary!**)
- **Together to Practice without Help:** students work together first in small groups then in pairs to complete task that requires them to do and use language with limited teacher intervention (**Continue this stage as necessary!**)
- **Alone to Refine:** students use new learning independent of teacher with minimal-to-no scaffolding or support

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Reflection and Discussion



How does the Gradual Release of Responsibility impact your thinking about lesson and unit design?

Image Source: [Ralf Kunze](#) @pixabay.com

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Learning Targets



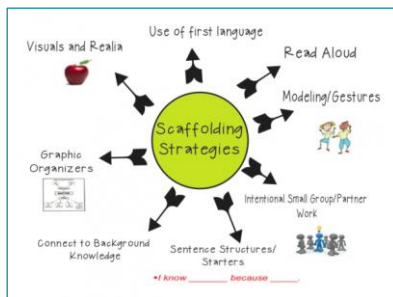
- I can explain effective ways to support learners.
- I can define modeling and give an example of how to effectively model.
- I can explain how to effectively support learners on their path to independence.

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Supporting Our Learners

Scaffolding, Modeling, and Prompting

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Visual Source: <https://www.mshouser.com/teaching-tips/8-strategies-for-scaffolding-instruction>

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Teacher Role: Modeling

Modeling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing

- Most human behavior is learned through modeling or demonstration
- Teachers talk through the modeling process while demonstrating the activity

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Teacher Role: Modeling Activities & Tasks

- Teacher demonstrates an activity or a task that students are expected to do.
- The teacher model is a draft that students can connect to and copy.
- The purpose of modeling is to allow students to first observe the expected actions during an activity and then work through the activity at their own pace.
- An outcome of modeling is that students gain confidence and begin to personalize and adapt the teacher model.

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Three Steps of Modelling

1. Teacher demonstrates the activity
2. Teacher models activity with student
3. Student models activity with another student

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Effective Instructions

From Cherice Montgomery, BYU

No More Than 5 Steps

No More Than 5 Words in Each Step



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Teacher Role: Scaffolding

Scaffolding is a key feature of effective teaching and can include modeling as a skill, providing hints or cues, and adapting material or activity.

- Teacher assists until students' knowledge and capabilities meet the task requirements
- Teachers talk through the process while demonstrating the activity

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- Read the following set of directions for a writing task.
- Can you adjust the directions so that they follow the guidelines for writing effective directions?
- Be ready to share!

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A foreign exchange student is coming to live with you. To prepare him for your family, write an e-mail introducing the members of your family to him. **You must write 15 sentences minimum.** Each sentence should contain **AT LEAST 6 words**. After you finish your email, find a partner and take turns pretending to be the exchange student. Ask your partner “exchange student” questions about his family. Record his responses and he records yours so you can write two ways your families are the same and two ways they are different. Ask as many questions as you need to find your differences and similarities.

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Scaffolding: Building Capability Step-by-Step




- Learning works best when students can focus in depth on a few things at a time.
- Scaffolding is a key feature of effective teaching and can include modeling as a skill, providing hints or cues, and adapting material or activity.

(Copple & Bredekamp, 2009)

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Scaffolding: Building Up Step By Step



- All tasks build up to language goals or can-do statements
- Tasks are just above what students can do at the time: **Capability + 1**
- Student-centered learning and pair tasks build confidence and skills
- Teacher assists until students' knowledge & capabilities are meeting the task requirements

Adapted from Jessica Haahli, Staying in the Target Language in the World Language Classroom

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Scaffolded Interpersonal: Step 1

With A Partner, create questions about both images. Include these words.



1. When
2. Where
3. How Often
4. How Many
5. At What Time
6. Favorite
7. Least Favorite

Full Week	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
9:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
10:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
11:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
12:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101
1:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101
2:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101

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From a presentation by Laura Terrill

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Scaffolded Interpersonal: Step 2

Join another pair. Answer their questions and ask them your questions.



1. When
2. Where
3. How Often
4. How Many
5. At What Time
6. Favorite
7. Least Favorite

Full Week	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
9:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
10:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
11:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
12:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101
1:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101
2:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101

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Scaffolding: Develop or Extend Skills

Create sentences that combine the ideas in both images. Include these words



1. First
2. Next
3. Then
4. After that
5. Finally
6. Never
7. Always

Full Week	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
9:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
10:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
11:00 AM	Math 101	Math 101	Math 101	Math 101	Math 101
12:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101
1:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101
2:00 PM	Math 101	Math 101	Math 101	Math 101	Math 101

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Interpersonal Task Practice



Use Inner Circle/Outer Circle Strategy



Ask your partner 2 questions about his school schedule



Answer his questions to you.



Shift when the teacher signals

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Interpersonal Assessment

- Purpose: Find out information about a classmate's school schedule.
- Think about all the questions about school you know how to ask and answer (1 minute: no writing)
- Sit with the partner your teacher has assigned you. (Random Partner)

TASK: Record your conversation on your Chromebook.

- Ask your partner 3 questions about school.
- Be sure to ask 2 follow up questions.
- Take turns asking questions
- Do not repeat any questions
- Person with longest pinky finger is Partner A and begins.

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Scaffolding: Develop or Extend Skills

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- A: Asks B: "What is your favorite hobby?" or
"What do you like to do after school?"
B: Answers
C: Ask a follow up question to get more details.

1. When do you usually _____?
2. Why do you like _____ better than _____?
3. Who do you regularly do _____ with and why?
4. What other activities do you usually do?
5. Where do you usually _____?
6. ????

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My take-away from this discussion about modeling & scaffolding is ...

My take-away from this discussion about modeling & scaffolding is ...



Think, Turn, Talk

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Teacher Role: Prompting

Prompting or Cueing is providing learners with extra or artificial stimuli whose purpose is to get specific responses or behavior to occur.

Why do teachers Prompt or Cue ?

The desired response or behavior is not yet natural.

MacDuff, Krantz, and McClannahan (1993)

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Goal of Prompting:
Get the learner to reliably respond to the prompting or imitate the cue in his language production or output

Adapted from MacDuff, Krantz, and McClannahan (1993)

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In What Phases of the GRR Do Learners need the Most Prompting?

Photo Credit: Unknown

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In What Phases of the GRR Do Learners need the Least Prompting?

Photo Credit: Unknown

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Excessive Prompting?

Unit Exam Prompt: Think about yourself when you were younger. What do you remember about what you were like and the toys you had?

Minimum requirements: Write a minimum of 12-14 sentences on your childhood including the following: 3 adjectives that describe you as a child, 4 different toys you used to play with, 2 activities you used to do on the playground or at daycare, 1 thing you were prohibited to do and 2 things you used to collect as a child. Also discuss one event that you remember from that time in detail.

Suggestions: You might want to write about what your best friend was like. You can also talk about what you and your best friend used to do together and how well you got along with each other.

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Excessive Prompting?

Unit Exam Prompt: Think about yourself when you were a child. Remember about what you were like and what you did. Write about your childhood in a way that tells us about you as a child, 4 paragraphs long. You should use the prompts you used to do on the previous exam. You should also write about 2 things you were prohibited to do and 2 things you used to do together as a child. Also discuss one event that you remember from that time in detail.

Suggestions: You might want to write about what your best friend was like. You can also talk about what you and your best friend used to do together and how well you got along with each other.

Is this Independent Production:
You Do Alone?

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Excessive Prompting?

1. Write/speak about a trip you LOVED!
Helpful Hints:
-Where you went
-How long you stayed
-Who you went with
-Where you went
-How long you stayed
-What you did there
-Cool people that you met
-Why you hated the trip so much

3. Write/speak about a trip you HATED!
Helpful Hints:
-Where you went
-How long you stayed
-Who you went with
-Where you went
-How long you stayed
-What you did there
-Cool people that you met
-Why you hated the trip so much

4. Write/speak with travel advice.
Helpful Hints:
-How you recommend people pack (clothing, electronics, etc.)
-How long you recommend people go (specific weather? attractions?)
-Timing (of the year, or in the airport, waking up, anything)

Is this Independent Production:
You Do Alone?

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Potential Pitfall: Prompt Dependence

- If a learner is **Cue or Prompting Dependent**, he responds to the prompting or cue instead of the task.
- Cues or prompting must be removed and the learner must respond as desired in “the natural environment”.
- The learner’s response in “the natural environment” is evidence of independent production or level of transfer.

Adapted from MacDuff, Krantz, and McClannahan (1993)

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Solution: Cue or Prompt Fading

- **Decreasing Assistance** (from **MOST** assistance to **LEAST assistance**) tends to consistently produce fewer errors and more rapid skill acquisition Demchak 1990
- Cues and prompting are useful initially in helping learners display new or desirable products or language output, but new skills are **mastered** (i.e., performed correctly and independently) **only if cues and prompting can be removed.** MacDuff, Krantz, and McClannahan (1993)

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Scaffolding + Gradual Release

- **We Do Guided : Begin Scaffolding** - students use strategy/language/etc while teacher guides a very scaffolded task (Continue as necessary!)
- **You Do Together: Continue Scaffolding but Begin to FADE** - students collaborate in pairs/groups to participate in scaffolded task with teacher facilitation (Continue as necessary!)
- **You Do Alone:** students independently use new learning with minimal to no teacher guidance or scaffolding

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Reflection and Discussion



How can being thoughtful about modeling, scaffolding, and prompting connect to the Gradual Release of Responsibility?

Image Source: [Ralf Kunze @pixabay.com](#)

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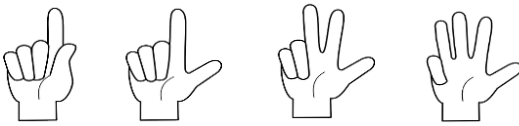


Check for Understanding

Which component of the Gradual Release Model is represented in each of the following pictures?

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Which component of the Gradual Release Model is represented in each of the following pictures?



I Do **We Do Guided** **You Do Together** **You Do Alone**

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I Do **We Do Guided** **You Do Together** **You Do Alone**

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I Do **We Do Guided** **You Do Together** **You Do Alone**

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I Do **We Do Guided** **You Do Together** **You Do Alone**

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What does the GRR look like in the classroom?

Let's Focus on Can Do Statements

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Learning Targets

- I can design learning experiences based on lesson can-dos and the GRR
- I can support learners appropriately based on the lesson can-dos and the GRR

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Model Unit Can-Do

I can ask and answer questions about what to see and do in California, including landmarks and cultural, educational and recreational activities.

- Functions
 - Asking and answering questions to find out information
 - Expressing likes/dislikes, preferences, opinions
 - Sharing Information
- Vocabulary
- Sentence Frames

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Model Unit Can-Do

I can ask and answer questions about what to see and do in California, including landmarks and cultural, educational and recreational activities.

Model Lesson Can-Do

I can ask and answer questions about what to see and do in San Diego.

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Greta's Instructional Plan

Lesson Can Do: I can ask and answer questions about what to see and do in San Diego.

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • To See: • La Jolla Cove • Balboa Park • Navy Base | <ul style="list-style-type: none"> • To Do • Baseball game • Amusement Park • Zoo | <ul style="list-style-type: none"> • Functions • Demonstrating Understanding • Asking & answering questions • Sharing preferences, likes & dislikes • Sharing information |
|---|--|---|

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Greta's I Do (Active Input)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Teacher Does • Video Resource – “Things to do in San Diego” • Geography – San Diego • See <ul style="list-style-type: none"> • Balboa Park • Navy Base • Do <ul style="list-style-type: none"> • Baseball • Zoo | <ul style="list-style-type: none"> • Students Do • Question Stems: <ul style="list-style-type: none"> • Do you like . . . ? • Where is the . . . ? • What is the ____ like? • Which is more interesting/fun? • Response Stems <ul style="list-style-type: none"> • I like . . . • The ____ is in/on ____ • The ____ is ____. • I think ____ is ____. |
|--|--|

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We Do Guided – Initial Activities After Input

- Interpretive
 - “Look at the pictures of places to see and do in San Diego. With a partner, match the picture with its name.”
 - “Look at the pictures of places to see and do in San Diego. With a partner, put the picture in the correct category: SEE or DO.”
 - “When you hear me describe a place to see or do in San Diego, hold up the correct picture.”
- Interpersonal
 - Using the question starter, “Do you want to see/do . . .” and the answer starter “Yes, I want to/No I don’t want to . . .” ask your partner about each picture and answer his questions to you.

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We Do Guided – Subsequent Activities

- Interpretive
 - “Listen to these 5 students. Check the box indicating what each wants to see and do. Circle the picture of what each does not want to see or do.”
- Interpersonal
 - **Seek & Find** “Using the Grid of questions, ask questions to find 1 person who wants to see or do each of the 8 items. Be ready to report out.
 - **Inner Circle-Outer Circle**— Using the picture grid of things to do and see in San Diego, ask questions to find the name of classmates who want to see and do each thing”
 - **Infogap Activity**. “Other people in this school have opinions about what to see or do in San Diego. Find out each person’s favorite thing to do and favorite thing to see in San Diego and why.
- Presentational
 - **Writing** Using the information you heard about what your classmates’ favorite things to do and see in San Diego, write 60 words comparing what you want to see and do in San Diego with what some of your classmates want to see and do.

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We Do Guided – Subsequent Activities

- Language Chunks to Introduce
 - _____ is fun/interesting/ cool
 - _____ is boring/lame/so-so
 - I want to see _____ because . . .
 - My favorite is _____ because
 - I don’t want to see _____ because
 - I like _____ better/best/least/worst
 - The _____ is in North/South/East/West/Central San Diego.
 - Do you want to see _____ or _____?
 - Do you want to do/go/play _____?

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Why are these activities We Do Guided?

- Only working with vocabulary teacher gives the way the teacher wants
- No student production; teacher provides all the language
- Output is controlled by teacher

How involved is the Teacher?

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YOUR TURN**

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- What scaffolding or support would teachers need to provide for the sample *We Do Guided Activities*?

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You Do Together – Initial Activities

- Interpretive
 - “With your group, look at the pictures of places to see in San Diego. Rank them by preference as a group. When time is up, compare your ranking with another groups. Come up with 4 sentences about the ranking of each group”
- Presentational
 - “Look at the grid of pictures of things to see and do in San Diego. With a partner, complete Column 1 by writing a sentence stating what you want to see and what your partner wants to see. Write a sentence stating why or why not.”
- Interpersonal
 - “Using the grid you just completed, ask 2 different people what they want to do and why. Record their answers.

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Why are these activities *You Do Together*?

- Students are recombining and adapting vocabulary
- Students are producing using memorized chunks and words in prior learning
- Output is focused by teacher

How involved is the Teacher?

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**KEEP CALM
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YOUR TURN**

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- What scaffolding or support would teachers need to provide for the sample *You Do Together Activities*?
- What additional *You Do Together* activities and tasks would you design?
- What *You Do Alone* task would sum up and complete this part of the unit?

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Reflection and Discussion

What do I need to adjust and focus on to create a learning environment that leads to learner independent production?
What are my take-aways from this workshop?

Image Source: Ralf_Kunze @pixabay.com

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Thanks!
Any questions?

You can find me here:
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[@gretafromtexas](https://www.instagram.com/gretafromtexas)

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