

Paving the Road to Independence: Designing Guided and Collaborative Tasks

Introduction to the Gradual Release of
Responsibility

SCALTC 2020

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Learning Target



*I can explain how
responsibility shifts in the
Gradual Release of
Responsibility Framework*

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Turn to a Colleague:

What is your definition of
"Independent Production"?

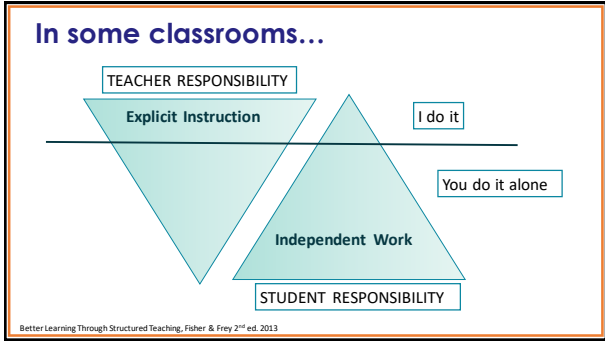


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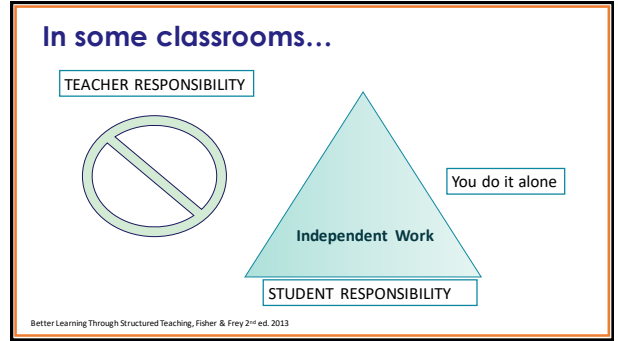
The Gradual Release of Responsibility

- 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

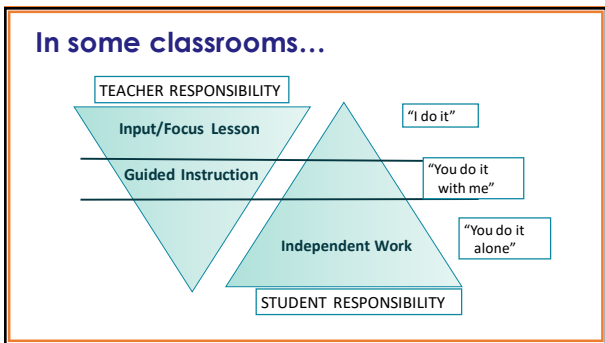
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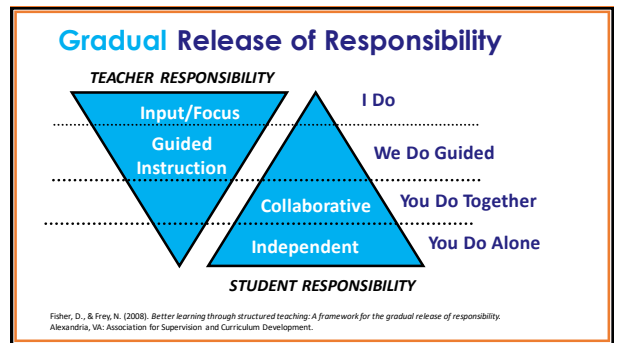
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I do → We Do → You Do Together → You Do Alone → Reflection

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 what it means to scaffold and support learners at these phases of the GRR

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RELEASE RESPONSIBILITY - BY WHATEDSAID WWW.TOODOO.COM

Visual adapted from: whatesaid.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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Naming, Framing, Modeling: I Do

- Focused Instruction: Teacher as Model, Input Provider
 - Checks for Comprehension
 - Active Responses

Goal: Learners Intake new vocabulary and/or structures in context via comprehensible input

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

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I Do: Building Understanding to Grown On

Teacher's Role

- Make the Input Comprehensible
- Provide Context
- Provide Purpose
- Make the Input Interactive
- Check for Comprehension



Students' Role

- Observe and Engage
- Make Generalizations to Understand
- Respond to Questions
- Participate

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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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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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Tips for I Do

- Be sure to have a clear learning purpose – connect to Can-Do
- Plan how to engage learners with input and the learning purpose in a meaningful way
- Make sure the input is comprehensible

Cautions for I Do

- Too much input at one time: chunk input in bite-sized amounts of complexity
- Not engaging learners with the input (make it ACTIVE)
- Not connecting the *I Do phase* to a specific lesson can-do

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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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Trying It Out together: We Do Guided

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.

- Initial Guided Learning: Teacher as model: students imitate and expand
- Subsequent Guided Learning: Teacher as facilitator: Strong Support maintained by teacher
- Goal: Learners to work through new knowledge by using and doing; A low risk environment with opportunities to learn from mistakes

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Teacher Role: Modeling

Modelling 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 modelling or demonstration
- Teachers talk through the process while demonstrating the activity

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Teacher Role: Modeling Activities & Tasks

- Teacher demonstrates a task which students are expected to do on their own.
- The teacher model is a draft that students can personalize and adapt.
- The purpose of modeling is to allow students to first observe the expected actions during an activity and then work through the task at their own pace.

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Three Steps of Modeling

I Do

Teacher demonstrates the task

We Do

Teacher models task with student

You Do
Together

Student models task with another student

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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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Scaffolding: Building Up 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. (Coppole & 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 Haxhi, *Staying in the Target Language in the World Language Classroom*

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Tips for We Do Guided

- Plan a series of guided instructional events
- Use Cues, Prompts, Questions to guide learners;
SCAFFOLDING BEGINS HERE

Cautions for We Do Guided

- Anticipate misunderstandings & plan for them
- Don't forget to Differentiate here!
- **Increase or decrease** scaffolding as needed

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Learning Targets



- *I can explain the characteristics of the **You Do Together** Phases of the Gradual Release of Responsibility*
- *I can explain what it means to scaffold and support learners at this phase of the GRR*

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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.

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Tips for You Do Together

- Vary mode of communication
- Vary group size (partners, triads, quads)
- Plan for ability +1—with room for productive struggle

Cautions for You Do Together

- Don't introduce new material here
- Don't forget to reduce scaffolding & amount of cueing
- Reduce your involvement

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Caution: You Do Together

- If students complete the first *You Do Together* task too quickly:
 - The task was too easy OR
 - This should have been the You Do Alone Task

Capability + 1

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One new thing I heard about We Do Guided is . . .

Think, Turn, Talk

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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 how to effectively model an activity
- I can explain what it means to scaffold and support learners

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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

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Does Independent differ based on Proficiency?

Maybe.

- **Novice:** Independent with highly contextualized and familiar contexts
- **Intermediate:** Independent with uncomplicated situations in familiar contexts
- **Advanced:** Independent with complicated situations in familiar contexts
- **Superior:** Independent with any situation in any context

(adapted from Thomas Sauer)

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Tips for *You Do Alone*

- Make sure it aligns to the Can-Do/Learning Goal
- Can be a partner task, must be independent of teacher

Cautions for *You Do Alone*

- Be sure to limit teacher cueing or prompting
- Make sure learners are not replicating Teacher Model Lesson
- Don't require 100% accuracy for success

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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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Making it Meaningful & Transparent: Reflection

- Both Teacher and Students reflect on progress and connection to Lesson Can-Dos.
- Opportunity to deliver individual and whole group feedback on progress toward Program or Lesson Can-Dos
- Connect this learning to past learning & next learning

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

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Reflection and Discussion

How does what you've learned about the Gradual Release of Responsibility impact your thinking about lesson and unit design?


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Take a break!



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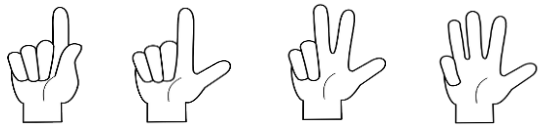


Check for Understanding

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

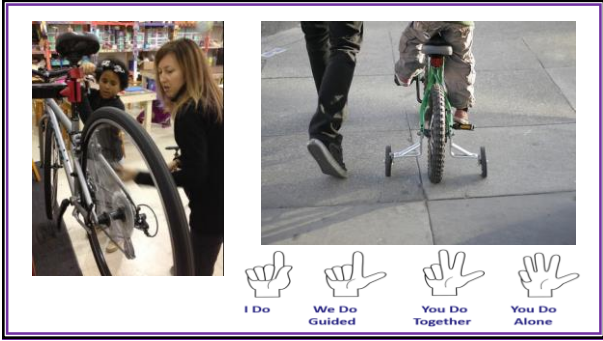
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Which component of the Gradual Release Model is represented in each of the following pictures?



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

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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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- 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 BECAUSE NOW IT'S YOUR TURN

- 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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