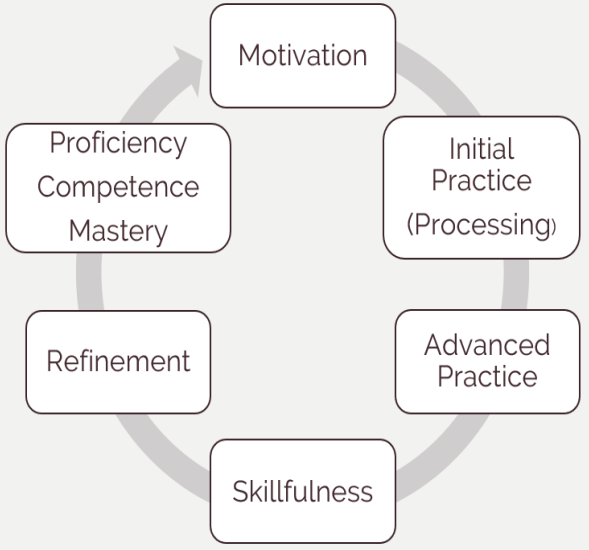
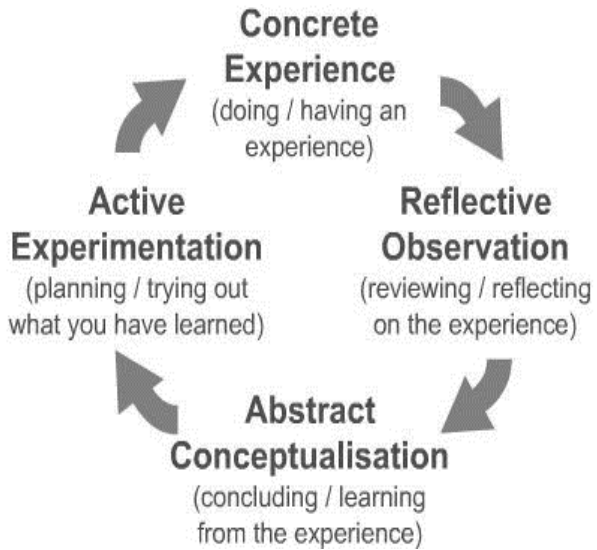


# Paving the Road to Independence: Designing Guided and Collaborative Tasks Implementing the Gradual Release of Responsibility

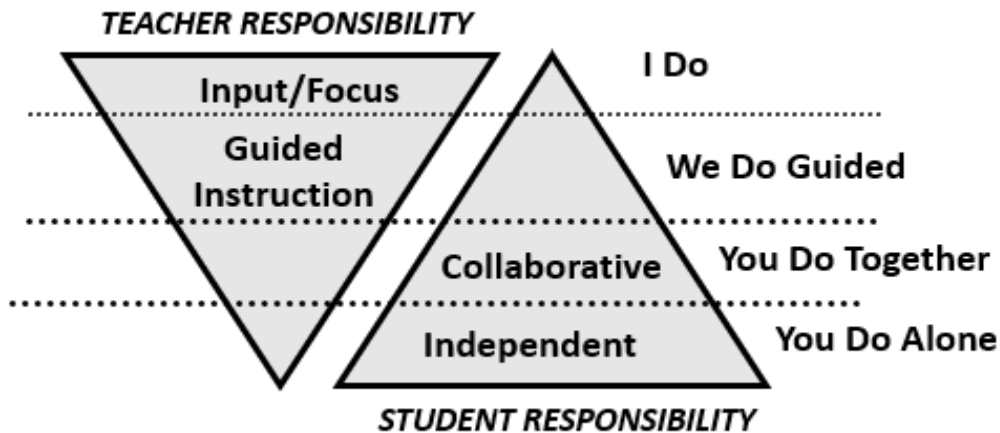
SCALTC 2020

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<b>My definition of Independent production</b>

<p><b>How do I get good at something?</b></p>  <p style="font-size: small;">Adapted from Smilkstein, 2011</p>	<p><b>Kolb's Model of Experiential Learning (1984)</b></p>  <p style="font-size: small;"><a href="https://www.simplypsychology.org/learning-kolb.html">https://www.simplypsychology.org/learning-kolb.html</a></p>
<p><b>Key Ideas to make learning stick:</b></p> <ul style="list-style-type: none"> <li>• Good Learning involves direct experience, “deep immersion in a consequential activity” (Bruner, 1966).</li> <li>• Learning works best when students can focus in depth on a few things at a time. (Copple &amp; Bredekamp, 2009)</li> <li>• Repeated exposure to information in specifically timed intervals provides the most powerful way to fix memory into the brain. (Ebbinghaus, 1885)</li> <li>• Learning is the process whereby knowledge is created through the transformation of experience. (Kolb, 1984)</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Concrete Experience – Doing Something</b> (a new experience or situation is encountered, or a prior experience is revisited). <i>Collecting data &amp; information</i></li> <li>2. <b>Reflective Observation of the New Experience – Thinking about what happened.</b> (identifying inconsistencies between experience and understanding; misconceptions or misunderstandings). <i>Analysis for Application</i></li> <li>3. <b>Abstract Conceptualization Collaborating with others and applying what happened</b> (reflection gives rise to new ideas: The learner has learned from the experience). <i>Analysis for Generalizations &amp; Hypotheses</i></li> <li>4. <b>Active Experimentation Applying idea(s) to a new situation or doing it in a more sophisticated way</b> (the learner applies idea(s) to the world around them to see what happens) <i>Testing hypotheses &amp; generalizations</i></li> </ol> <p style="font-size: small; text-align: right;"><i>adapted to WL by greta</i></p>

## Designing Instruction for Independence



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Adapted from The Gradual Release of Responsibility Model: A Learning Framework ( Pearson and Gallagher, 1983)

	Teacher Role	Student role
<b>I Do</b> Teacher Centered Input from Resource Learning is about Intake No Output or Production	<ul style="list-style-type: none"> <li>Establishes goal &amp; purpose</li> <li>Provides input</li> <li>Highlights vocabulary and language chunks</li> <li>Frames purpose around Can-Do</li> <li>Checks for Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Actively listens</li> <li>Cognitively Engages</li> <li>Sees language for a purpose</li> <li>Responds to comprehension checks</li> <li>Interacts with Input</li> <li>Participates</li> </ul>

<p><b>We Do Guided</b>  Learning becomes Active  Student Centered with Teacher Involvement  Supported Processing &amp; Practice Activities  Controlled Output or Production</p>	<ul style="list-style-type: none"> <li>• Demonstrates/Models</li> <li>• Limits or Controls Output</li> <li>• Clears up Misconceptions</li> <li>• Supports &amp; Scaffolds</li> <li>• Checks, prompts, cues</li> <li>• Adjusts as needed</li> <li>• Manages Classroom</li> <li>• Checks for Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Participates &amp; Interacts</li> </ul> <p>Responds to teacher guidance in activities</p> <ul style="list-style-type: none"> <li>• Processes and Practices language for a purpose</li> <li>• Takes Risks</li> <li>• Re-does as necessary</li> </ul>
<p><b>You Do Together</b>  Student Centered  Teacher facilitates learning  Students manage the activity  Students manage the output</p>	<ul style="list-style-type: none"> <li>• Fades Scaffolding</li> <li>• Clarifies confusion</li> <li>• Guides on the Side</li> <li>• Manages classroom</li> <li>• Clears up misconceptions</li> <li>• Checks for Application</li> <li>• Gives feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in groups/pairs</li> <li>• Practices and Produces language for a purpose</li> <li>• Takes Risks</li> <li>• Applies Feedback</li> <li>• Gives Feedback to peers</li> </ul>
<p><b>You Do Alone</b>  Student Centered  Independent of teacher  Minimal Cuing, Help, Scaffolding</p>	<ul style="list-style-type: none"> <li>• Evaluates Performances</li> <li>• Provides Feedback</li> <li>• Documents Learning</li> <li>• Evaluates instruction</li> <li>• Reflects</li> </ul>	<ul style="list-style-type: none"> <li>• Uses Feedback to Refine Performance</li> <li>• Independently applies learning</li> <li>• Self-Assesses</li> <li>• Reflects</li> </ul>

**Reflection:**

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

## Supporting our Learners

Modeling	Scaffolding
<p>Modeling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing.</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates an activity or a task that students are expected to do.</li> <li>• The teacher model is a draft that students can connect to and copy.</li> <li>• 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.</li> <li>• An outcome of modeling is that students gain confidence and begin to personalize and adapt the teacher model.               <ol style="list-style-type: none"> <li>1. Teacher demonstrates the activity</li> <li>2. Teacher models activity with student</li> <li>3. Student models activity with another student</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning works best when students can focus in depth on a few things at a time.</li> <li>▪ 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 &amp; Bredekamp, 2009)</li> </ul> <p>- All activities build up to language goals or can-do statements</p> <p>- Activities are just above what students can do at the time</p> <p>- Student-centered learning and pair activities build confidence and skills</p> <p>- Teacher assists until students' knowledge &amp; capabilities are meeting the formative task requirements</p>
<p><b>Giving Effective Instructions:</b> <span style="float: right;"><i>From Cherice Montgomery, BYU</i></span></p> <p style="text-align: center;">- No more than 5 steps                      - No more than 5 words in each step.</p> <p>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 <b>15 sentences</b> 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.</p> <p>Re-write the instructions following the steps above.</p>	
<p><b>Cueing and Prompting</b></p> <p><i>What is cueing and prompting?</i></p> <ul style="list-style-type: none"> <li>• Extra or artificial stimuli whose purpose is to get specific responses or behavior to occur.</li> </ul> <p><i>Why do teachers cue or prompt?</i></p> <ul style="list-style-type: none"> <li>• The desired response or behavior is not yet natural.</li> </ul> <p><i>What is the goal of cueing or prompting?</i></p> <p>Get the learner to reliably respond to the prompting or imitate the cue in his language production or output</p>	<p><b>Cue Dependence &amp; Prompt or Cue Fading</b></p> <ul style="list-style-type: none"> <li>▪ <i>Decreasing Assistance (from MOST assistance to LEAST assistance)</i> tends to consistently produce fewer errors and more rapid skill acquisition (Demchak 1990)</li> <li>▪ Cues and prompting are useful initially in helping learners display new or desirable products or language output, but new skills are <i>mastered</i> (i.e., performed correctly and independently) <i>only if cues and prompting can be removed</i>. (MacDuff, Krantz, and McClannahan 1993)</li> </ul>

<b>Scaffolding + the Gradual Release of Responsibility</b>
<ul style="list-style-type: none"> <li>▪ <b>We Do Guided</b> : Begin Scaffolding - students use strategy/language/etc while teacher guides a very scaffolded task (Continue as necessary!)</li> <li>▪ <b>You Do Together</b>: Continue Scaffolding but Begin to FADE - students collaborate in pairs/groups to participate in scaffolded task with teacher facilitation (Continue as necessary!)</li> <li>▪ <b>You Do Alone</b>: students independently use new learning with minimal to no teacher guidance or scaffolding</li> </ul>

**Reflection:**  
**How can being thoughtful about modeling, scaffolding, and prompting connect to effective use of the Gradual Release of Responsibility?**

**What does the Gradual Release of Responsibility look like in the classroom?**

<b>Unit Can Do:</b> I can ask and answer questions about what to see and do in California, including landmarks and cultural, educational and recreational activities.		
<b>Functions</b>	<b>Key Vocabulary</b>	<b>Sentence Frames</b>
- asking and answering questions - expressing likes/dislikes, preferences - sharing information		
<b>Lesson Can Do:</b> I can ask and answer questions about what to see and do in San Diego.		
<b>To See:</b> La Jolla Cove Balboa Park Navy Base	<b>To Do:</b> Baseball game Amusement Park Zoo	<b>Functions:</b> Demonstrating understanding Asking & answering questions Sharing likes, dislikes, preferences Sharing information
<b>I Do</b>		
<b>Modeling</b>	<b>Scaffolding</b>	<b>Prompting</b>

<b>We Do Guided</b>	<b>Initial Activities</b> <ul style="list-style-type: none"> <li>• <b>Interpretive</b> <ul style="list-style-type: none"> <li>• Look at the pictures of places to see and do in San Diego. With a partner, match the picture with its name.</li> <li>• 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.</li> <li>• “When you hear me describe a place to see or do in San Diego, hold up the correct picture.</li> </ul> </li> <li>• <b>Interpersonal</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul>		
<b>Modeling</b>	<b>Scaffolding</b>	<b>Prompting</b>	
<b>We Do Guided</b>	<b>Subsequent Activities</b> <ul style="list-style-type: none"> <li>• <b>Interpretive</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• <b>Interpersonal</b> <ul style="list-style-type: none"> <li>• <u>Seek &amp; Find</u> 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.</li> <li>• <u>Inner Circle-Outer Circle</u> – 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</li> <li>• <u>Infogap Activity.</u> 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.</li> </ul> </li> <li>• <b>Presentational</b> <ul style="list-style-type: none"> <li>• <u>Writing</u> 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.</li> </ul> </li> </ul>		
<b>Modeling</b>	<b>Scaffolding</b>	<b>Prompting</b>	

<b>You Do Together</b>	<b>Initial Activities</b> <ul style="list-style-type: none"> <li>• <b>Interpretive</b> <ul style="list-style-type: none"> <li>• “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”</li> </ul> </li> <li>• <b>Presentational</b> <ul style="list-style-type: none"> <li>• “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.”</li> </ul> </li> <li>• <b>Interpersonal</b> <ul style="list-style-type: none"> <li>• “Using the grid you just completed, ask 2 different people what they want to do and why. Record their answers.</li> </ul> </li> </ul>		
<b>Modeling</b>	<b>Scaffolding</b>	<b>Prompting</b>	
<b>You Do Together</b>	<b>Subsequent Activities</b>		
<b>Modeling</b>	<b>Scaffolding</b>	<b>Prompting</b>	
<b>You Do Alone</b>	<b>Task:</b>		
<b>Modeling</b>	<b>Scaffolding</b>	<b>Prompting</b>	

<b>Characteristics of <i>We Do Guided</i> Activities: Meaningful Processing and Practicing to Grow Skills</b>
Teacher models activity steps and/or directions and includes significant scaffolding and support in the task.
Students are using sentence starters/question starters/answer starters
Focus is on communication, task completion, and awareness of form
Teacher provides all language necessary to complete the task
Students use sentence starters or answer starters
Responses are limited to a small set of vocabulary
Students are using the same set of vocabulary in different ways
Students are “Lego-ing”—adding vocabulary to sentence stems or answer stems
Task is more close-ended – more likely only 1 or 2 correct or appropriate responses

<b>Characteristics of <i>You Do Together</i> Activities: Meaningful Practicing and Producing to Internalize Skills</b>
Teacher models activity steps and/or directions and includes some to little scaffolding and support in the task
Students are using memorized chunks to make statements, ask questions, respond to questions
Focus is on communication, task completion, and building accuracy
Students explore how to select, use and personalize language necessary to complete the task.
Students use prompts and cues (visual or linguistic)
Responses become more open ended
Students are using a variety of vocabulary in different ways
Students are recombining or adapting memorized chunks of language to complete the task
Task calls for a more personal response –more likely to have more than one correct or appropriate response

**Reflection:**

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?