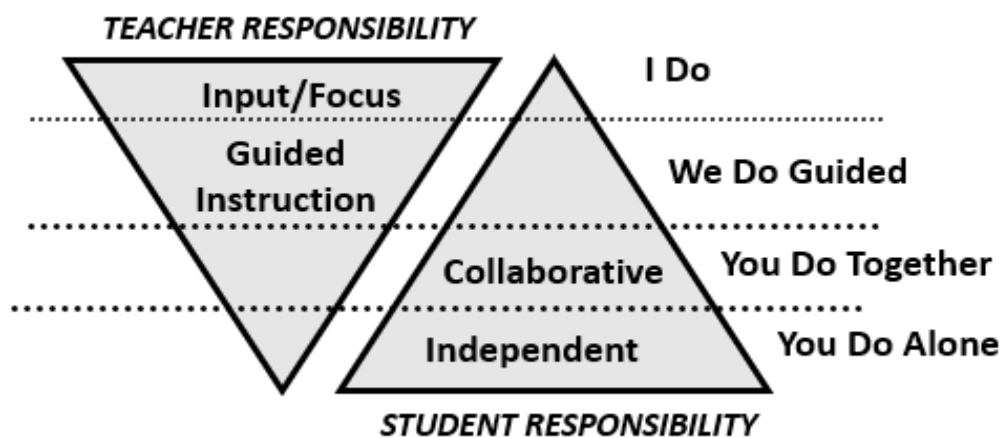


Paving the Road to Independence: Designing Guided and Collaborative Tasks
Introduction to the Gradual Release of Responsibility
 SCALTC 2020
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My definition of Independent production

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
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)

	Teacher Role	Student role
I Do Teacher Centered Input from Resource Learning is about Intake No Output or Production	<ul style="list-style-type: none"> Establishes goal & purpose Provides input Highlights vocabulary and language chunks Frames purpose around Can-Do Checks for Comprehension 	<ul style="list-style-type: none"> Actively listens Cognitively Engages Sees language for a purpose Responds to comprehension checks Interacts with Input Participates
We Do Guided Learning becomes Active Student Centered with Teacher Involvement Supported Processing & Practice Activities Controlled Output or Production	<ul style="list-style-type: none"> Demonstrates/Models Limits or Controls Output Clears up Misconceptions Supports & Scaffolds Checks, prompts, cues Adjusts as needed Manages Classroom Checks for Learning 	<ul style="list-style-type: none"> Participates & Interacts Responds to teacher guidance in activities Processes and Practices language for a purpose Takes Risks Re-does as necessary
You Do Together Student Centered Teacher facilitates learning Students manage the activity Students manage the output	<ul style="list-style-type: none"> Fades Scaffolding Clarifies confusion Guides on the Side Manages classroom Clears up misconceptions Checks for Application Gives feedback 	<ul style="list-style-type: none"> Participates in groups/pairs Practices and Produces language for a purpose Takes Risks Applies Feedback Gives Feedback to peers
You Do Alone Student Centered Independent of teacher Minimal Cuing, Help, Scaffolding	<ul style="list-style-type: none"> Evaluates Performances Provides Feedback Documents Learning Evaluates instruction Reflects 	<ul style="list-style-type: none"> Uses Feedback to Refine Performance Independently applies learning Self-Assesses Reflects

Modeling	Scaffolding
<ul style="list-style-type: none"> Modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. (Eggen & Kauchak 2001) Teachers talk through the process while demonstrating the activity. 	<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> - All activities build up to language goals or can-do statements - Activities are just above what students can do at the time - Student-centered learning and pair activities build confidence and skills - Teacher assists until students' knowledge & capabilities are meeting the formative task requirements 	

Scaffolding + the Gradual Release of Responsibility
<ul style="list-style-type: none"> ▪ 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

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

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

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	Key Vocabulary	Sentence Frames
<ul style="list-style-type: none"> - asking and answering questions - expressing likes/dislikes, preferences - sharing information 		
Lesson Can Do: I can ask and answer questions about what to see and do in San Diego.		
To See: La Jolla Cove Balboa Park Navy Base	To Do: Baseball game Amusement Park Zoo	Functions: Demonstrating understanding Asking & answering questions Sharing likes, dislikes, preferences Sharing information
I Do		

We Do Guided	Initial Activities <ul style="list-style-type: none"> • Interpretive <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.
We Do Guided	Subsequent Activities <ul style="list-style-type: none"> • Interpretive <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • <u>Seek & 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. • <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 • <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. • Presentational <ul style="list-style-type: none"> • <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.
You Do Together	Initial Activities <ul style="list-style-type: none"> • Interpretive <ul style="list-style-type: none"> • “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 <ul style="list-style-type: none"> • “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 <ul style="list-style-type: none"> • “Using the grid you just completed, ask 2 different people what they want to do and why. Record their answers.
You Do Together	Subsequent Activities
You Do Alone	Task:

Characteristics of <i>We Do Guided</i> Activities: Meaningful Processing and Practicing to Grow Skills
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

Characteristics of <i>You Do Together</i> Activities: Meaningful Practicing and Producing to Internalize Skills
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?