

The gradual release of responsibility

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What is the gradual release of responsibility model of instruction in order. The gradual release of responsibility in literacy research and practice. The gradual release of responsibility model. The gradual release of responsibility model of instruction. What is meant by the gradual release of responsibility. The purpose of gradual release of responsibility. The gradual release of responsibility is an instructional concept that. Effective use of the gradual release of responsibility model.

If one method of teaching a concept can be successful for student learning, can a combination of methods be even more successful? Well, yes, if the methods of demonstration and collaboration are combined into a teaching method known as the gradual release of responsibility. The term gradual release of responsibility originated in a technical report (#297) The Instruction of Reading Comprehension by P. David Pearson and Margaret C. Gallagher. Their report explained how the demonstration method of teaching could be integrated as the first step in a gradual release of responsibility: "When the teacher is taking all or most of the responsibility for task completion, he is 'modeling' or demonstrating the desired application of some strategy" (35). This first step in the gradual release of responsibility is often referred to "I do" with the teacher using a model to demonstrate a concept. The second step in the gradual release of responsibility is often referred to "we do" and combines different kinds of collaboration between teachers and students or students and their peers. The third step in the gradual release of responsibility is referred to as the "you do" in which a student or students work independently from the teacher. Pearson and Gallagher explained the result of the combination of demonstration and collaboration in the following way: "When the student is taking all or most of that responsibility, she is 'practicing' or 'applying' that strategy. What comes in between these two extremes is the gradual release of responsibility from teacher to student, or [what Rosenshine] might call 'guided practice'" (35). Although the gradual release model began in reading comprehension research, the method is now recognized as an instructional method that can help all content area teachers move from lecture and whole group instruction to a more student-centered classroom that uses collaboration and independent practice. A teacher that uses the gradual release of responsibility will still have a primary role at the beginning of a lesson or when new material is being introduced. The teacher should begin, as with all lessons, by establishing the goals and purpose of the day's lesson. In this step, the teacher would offer direct instruction on a concept by using a model. During this step, the teacher may choose to do a "think aloud" in order to model his or her thinking. Teachers may engage students by demonstrating a task or providing examples. This part of direct instruction will set the tone for the lesson, so student engagement is critical. Some educators recommend that all students should have pen/pencils down while the teacher is modeling. Having students focus can help students who may need extra time to process information. In this step, the teacher and student participate in interactive instruction. A teacher may work directly with students with prompts or provide clues. Students can do more than just listen; they may have the opportunity for hands-on learning. A teacher can determine if additional modeling is necessary at this stage. The use of ongoing informal assessment can help a teacher decide if supports should be offered to students with more needs. If a student misses a crucial step or is weak in a specific skill, support can be immediate. In this final step, a student can work alone or work in collaboration with peers in order to practice and to demonstrate how well he or she has understood the instruction. Students in collaboration may look to their peers for clarification, a form of reciprocal teaching, in order to share outcomes. At the end of this step, students will look more to themselves and their peers while depending less and less on the teacher to complete a learning task. The three steps for the gradual release of responsibility can be completed in as short a time as a day's lesson. This method of instruction follows a progression during which teachers do less of the work and students gradually accept an increased responsibility for their learning. The gradual release of responsibility can be extended over a week, month, or year during which students develop the ability to be competent, independent learners. This gradual release of responsibility strategy works for all content areas. The process, when done correctly, means instruction is repeated three or four times, and repeating the gradual release of responsibility process in multiple classrooms across the content areas can also reinforce the strategy for student independence. In step one, for example, in a sixth grade ELA classroom, the "I do" model lesson for the gradual release of responsibility might begin with the teacher previewing a character by showing a picture that resembles the character and performing a think aloud, "What does an author do to help me understand characters?" "I know that what a character says is important. I remember that this character, Jeane, said something mean about another character. I thought she was terrible. But, I also know what a character thinks is important. I remember Jeane felt terrible after what she said." The teacher can then provide the evidence from a text to support this think aloud: "That means the author gives us more information by allowing us to read Jeane's thoughts. Yes, page 84 shows that Jeane felt very guilty and wanted to apologize." In another example, in an 8th-grade algebra classroom, the step two known as "we do," might see students working together to solve multi-step equations like $4x + 5 = 6x - 7$ in small groups while the teacher circulates stopping to explain how to solve when variables are on both sides of the equation. Students may be given a number of problems using the same concept to solve together. Finally, step three, known as "you do," in a science classroom is the last step students perform when they complete a 10th-grade chemistry lab. Students would have seen a teacher demonstration of an experiment. They also would have practiced the handling of materials and safety procedures with the teacher because chemicals or materials need to be handled with care. They would have performed an experiment with assistance from the teacher. They would now be ready to work with their peers to perform a lab experiment independently. They would also be reflective in the lab write-up in recounting the steps that helped them to get results. By following each step in the gradual release of responsibility, students would be exposed to the lesson or unit content three or more times. This repetition can prepare students letting them practice with the skills to complete an assignment. They may also have fewer questions than if they were just sent off to do it all on their own the first time. There are a number of other models that use the gradual release of responsibility. One such model, the Daily 5, is used in elementary and middle schools. In a white paper (2016) titled Effective Strategies for Teaching and Learning Independence in Literacy, Dr. Jill Buchan explains: "Daily 5 is a framework for structuring literacy time so students develop lifelong habits of reading, writing, and working independently." During the Daily 5, students select from five authentic reading and writing choices that are set up in stations: read to self, work on writing, read to someone, word work, and listen to reading. In this way, students engage in a daily practice of reading, writing, speaking, and listening. The Daily 5 outlines 10 steps in training young students in the gradual release of responsibility: Identify what is to be taught Set a purpose and create a sense of urgency Record desired behaviors on a chart visible to all students Model the most-desirable behaviors during Daily 5 Model least-desirable behaviors and then correct with the most-desirable (with the same student) Place students around the room according to the Practice and build stamina Stay out of the way (only if necessary, discuss behavior) Use a quiet signal to bring students back to the group Conduct a group check-in and ask, "How did it go?" The gradual release of responsibility incorporates generally understood principles about learning. Students may learn best through hands-on learning as opposed to watching or listening to others. Mistakes are part of the learning process; the more practice, the fewer mistakes. Background knowledge and skills sets differ student by student which means that preparedness for learning also differs. For academics, the gradual release of responsibility framework owes a great deal to the theories of familiar social behavior theorists. Educators have used their work to develop or to improve teaching methods. The gradual release of responsibility can be used in all content areas. It is particularly useful in providing teachers a way to incorporate differentiated instruction for all content areas of instruction. The gradual release of responsibility model is a social constructivist teaching strategy that promotes student competence and confidence in completing tasks. The model is one of the key ways 'scaffolding theory' (the idea that teachers provide support to students and gradually remove it over time) can be implemented by teachers. The premise of the model is that the responsibility of a task begins with a teacher, and is slowly moved from the teacher to the student. There are four steps to the gradual release of responsibility model: Modeling (I Do) Co-Construction (We Do) Facilitation (You Do) Independent Practice (You Do) Below are all four steps, outlined. Gradual Release of Responsibility in 4 Steps 1. Modeling (Focused Instruction) In the first step, the teacher models a task or concept in front of the students as a whole group. During their modeling, the teacher should talk through the process and break it down into steps. The task should remain visible to the students at all times. The most successful teachers during the modeling phase are those who can explain and demonstrate concepts in simple, easy-to-understand terms. Over complicating the task can lose students, while over simplifying it might do a disservice to students' knowledge development. I like to talk through what I'm re doing out loud while modelling. During this modeling phase, students are mostly passive learners. They observe the teacher doing the work. However, it's good practice to continue to gauge students' responses throughout this step. Students might get confused, lose eye contact, and start to fidget. If this is the case, the task needs to be paused, and the teacher should break it down to even simpler steps. 2. Co-Construction In the second step, the teacher remains in control of the situation, but asks students to provide instruction and input. Do the modeled task again, but this time ask students to tell you what comes next in each step. So, the teacher is still the person doing the task here. But the students are the people directing the tasks in a collaborative learning style. The teacher should be gauging how well the students can follow the steps and their levels of confusion or comprehension of the task. Students might need reminders and nudges to keep them on track. If the co-construction task does not go well, you might need to regress to step 1: modeling. But if you feel the students have a good general idea of how to do the task, you can now move on to the third step, where students first get a chance to do the task themselves. 3. Facilitation (Guided Instruction Phase) In step 3, the teacher now allows students to get hands-on with the task. The students are now the active learners who are doing the task with their own hands (or minds). But students are not doing the task independently yet. The task still has a strong role for the teacher. The teacher leans over the students' shoulders and asks them what to verbalize what they are doing. The teacher could, for example: Ask the students to tell you what they're doing next before they do it. Ask the students to talk out loud about what they're doing as they do it. Ask the students to pause and reflect on what they just did (and make amendments if necessary) Sometimes this step is done in small groups, while at other times it's done independently. This often depends on the type of content and whether it involves independent tasks or group work. To move on to the next step, the teacher needs to have confidence that the student is capable and confident about the task. A lot of step 3 is about allowing students to develop that confidence in a controlled and safe environment. Students need the chance to fail and get feedback before moving on to independent study. 4. Independent Practice The final step is the independent phase. The goal in this phase is to allow students the chance to conduct and complete tasks without the teacher's oversight. At this step, the students will go off on their own, but the teacher will be available if needed. Students who need the help will need to approach the teacher to ask for help, effectively giving them the chance to go back to step 3 for some instructional reinforcement. Independent practice is sometimes assigned as homework and the teacher will work with the students the next day to field questions and gauge success. Theoretical Links The gradual release of responsibility framework is based upon social learning theory. Key links include: Vygotsky's zone of proximal development highlights that teachers need to create tasks that are at the right level for student learning. A task that's too easy will bore a student, while a task that's too hard will cause the student to give up. The goal is to ensure the task is achievable with the help of an expert 'more knowledgeable other'. The GRR model provides an instructional model for presenting tasks right inside this 'optimal learning zone'. Bruner's scaffolding theory explains that teachers need to apply supports for students until they are capable of doing tasks on their own. This is perhaps the closest theoretical link. Scaffolding is a metaphor based on the scaffolds that builders place around buildings as they are constructing them. When the building can stand on its own, the scaffolds are withdrawn. Piaget's constructivist theory emphasizes the importance of "learning through doing". This mentality is emphasized in the gradual release of responsibility model, which has as its key goal to have students do the task themselves, without teacher support. Rogoff's guided practice model highlights the importance of teacher guidance while students practice a task. Here 'cognitive apprenticeship model' overlaps significantly with the gradual release of responsibility framework. Pros, Cons and Criticisms Pros This approach is very popular in schools today. Its greatest benefit is that it provides a practical way to implement theoretical ideas from social constructivism. In this sense, it's the bridge between theory and practice. It provides clear, step-by-step pedagogical guidance for teachers. Cons The model works primarily for recipe-style tasks which have clear steps and procedures. Critical thinking tasks which are messier and don't have clear steps are much harder to model. Furthermore, the framework presents a 'right way' of doing things, which is reinforced from the teacher. Such an approach does not allow students to learn through their own differentiated learning strategies or learning styles. Conclusion The gradual release of responsibility model is a step-by-step strategy that works very effectively for classroom instruction. It can be used in whole group teaching, small group learning, or even one-to-one individual instruction. It's a central strategy that should be core to a teacher's pedagogy, but does not represent the one and only strategy that's perfect for all situations. Teachers still need to determine when is a good moment to use this strategy, and when to utilize another approach.

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