**<https://www.youtube.com/watch?v=cjURdvzty4c> (video)**

**Gradual Release of Responsibility Youtube Outline**



**Outline of Video:**

* You can do these components in any order however, all components should be present in every lesson every day for learning to occur.

**Focused Instruction: (Teacher Does)**

1. **Purpose**
* An objective that is interesting or **relevant** to the students
1. **Teacher Modeling -** Opening up your brain and modeling your thinking
* How you read, how you problem solve, think about a process etc...

 2 Components:

 \* “I” statements

 \* Metacognition (Thinking about our thinking) We should use the words

 “because, why or how”

 **\*\*\* Students need to hear expert thinking from their teachers**

**Guided Instruction: (Teacher & Student - We do it together)**

**Definition:** The strategic use of questions, prompts and cues.

* Don’t tell the students the information they are missing
* When we question, prompt and cue, the students are doing the cognitive work.

**2 Ways to do Guided Instruction:**

1. **Rotate around small groups and insert yourself into the group**
2. **Pull students from groups to form a group to do instruction with you - extention, remediation, etc...**

 **\*\*\* Everyday teachers should be working the errors & misconceptions that**

 **students have and don’t tell them - but question, prompt & cue them**

**Collaborative Learning: (Students Do - You do it, I watch & guide)**

* Student-to-student interaction - They talk to each other.
* They interact in academic ways and use academic language
* Students need to produce the language to be able to learn the language
* Speak the discipline of science, math, history, art, social studies etc… to each other
* We need more time in school spent on collaborative learning

 \*\*\* Something to think about - Why don’t teacher’s use collaborative learning?

1. Principals want quiet classrooms
2. Teacher’s own bad experience with group work when they went to school - usually one student does all the work
3. **Need to build individual accountability**

**Independent Learning: (You do it alone - reflect)**

* Application of what we’ve been teaching students
* In-class independent learning and out-of-class independent learning (homework)
* We give homework prematurely in the instructional cycle

**This link has lesson templates to help guide you in planning (Content Areas)**

<http://teacher.depaul.edu/Documents/GuidetoPlanningLessonswithGradualReleaseofResponsibility.pdf>

**This link shows what the teacher and student does in each component (Handout)**

<http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf>

**Videos of classroom teachers using gradual release of responsibility**

[**https://www.teachingchannel.org/videos/improving-teacher-practice**](https://www.teachingchannel.org/videos/improving-teacher-practice) **(literature)**

[**https://www.youtube.com/watch?v=gleNo8dqHb8**](https://www.youtube.com/watch?v=gleNo8dqHb8) **(Social Studies lesson)**

[**https://www.youtube.com/watch?v=uE\_KTMRwbJs**](https://www.youtube.com/watch?v=uE_KTMRwbJs) **(writing lesson)**

[**https://www.youtube.com/watch?v=3mZ9nqYvU1k&index=6&list=PL4rxPG74g3XciKSOjUguYtpy3ownIr6xv**](https://www.youtube.com/watch?v=3mZ9nqYvU1k&index=6&list=PL4rxPG74g3XciKSOjUguYtpy3ownIr6xv) **(Author’s Inference lesson)**

