Session Outcomes

STARTALK Principle:
Facilitating a Learner-Centered Classroom

TELL Criteria:
- LE5a: My students are active participants in a variety of language learning opportunities throughout the lesson.
- LE5d: My students engage daily in pair and/or small group activities.
Session Can-Dos

I can explain the differences in the four phases of the Gradual Release of Responsibility Model.

I can identify several strategies to scaffold instruction.

I can identify strategies that create an effective and purposeful learning environment.

NORMS FOR FOCUS SESSION

MONITOR YOUR SIDE CONVERSATIONS and questions in order to maximize focused input: you will be able to share your expertise during the Reflective Collaboration session.

BE OPEN MINDED: respect new perspectives and information

PROCESS THE INPUT: take notes, draw visuals, etc.

LAW OF TWO FEET: if you realize this topic is not one you want to explore, this is the only opportunity to change strands.
Why Graduated Release of Responsibility?

The Graduated 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

—moves from teacher assuming all the responsibility for performing a task to the students assuming all of the responsibility
The Graduated Release of Responsibility

• “The Instruction of Reading Comprehension,” Contemporary Educational Psychology, 8, 1983, pp. 317-344, Pearson & Gallagher


GRR Graphic, Pearson & Gallagher, 1983

Fig. 1. A model of explicit instruction.
I do → We do → You do → Reflection

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<th>Naming, Framing, &amp; Modeling</th>
<th>Guided Practice</th>
<th>Collaborative Work</th>
<th>Independent Work</th>
<th>Sharing &amp; Reflection</th>
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<td>Input: Focus Lesson</td>
<td>Lead through Practice</td>
<td>Work together to use the skill Collaborative group practice</td>
<td>Use skill independently</td>
<td>Reflect on progress &amp; where to go next</td>
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<td>Demonstrate “in action”</td>
<td>Shared &amp; guided processing</td>
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Adapted from The Gradual Release of Responsibility Model: A Learning Framework (Pearson and Gallagher, 1983)
@ www.room21.com.au
Naming, Framing, Modeling: **I Do**

- **Focused Instruction: Teacher as Model, Input Provider**
  - **Why** are we doing this?
  - **What** do we already know?
  - **Where does it fit** with what we did in the previous learning episode?
  - What are the new "Know" elements?
  - What is the “Do” task: How will it develop skill or expertise?


**Tips for I Do**

- Be sure to have a **clear learning purpose**
- Strive to cognitively **engage learners with input**
- Make sure the **input is comprehensible**
  - Use Visuals, Graphics, Illustrations, etc
  - Include comprehension checks
  - Whisper/Pair/Confirm in English okay . . .
Potential Pitfalls

- **Neglecting to establish the “why”** or relevancy of the input or focus lesson to the learners
- **Too much input at one time**: chunk input based on lesson can-do
- **Not connecting the I Do phase to a specific lesson can-do**

Trying It Out together: **We Do Guided**

- **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.
- **Goal**: A low risk environment with opportunities to learn from mistakes

Scaffolding Guidelines: “We Do”

• View as a temporary and supportive structure that helps learners accomplish a task they could not accomplish/or not as well

• Must place learners in ZPD (Vygotsky, 1978) – in the range of tasks they can success in with assistance—not too easy, not too difficult.

• Teacher gradually dismantles the scaffold over time and transfers the responsibility for completing tasks to students.

(Graves & Fitzgerald 2003)

Tips for We Do Guided Instruction

• A series of guided instructional events will be more likely to develop content knowledge and skills in learners

• Use Cues, Prompts, Questions to guide learners-

• Anticipate misconceptions or misunderstandings and have a plan to deal with them

• This is an ideal place for differentiation
Potential Pitfalls

• Planning **only one guided instructional event**
• **Not anticipating misconceptions** and misunderstandings and having a plan to deal with them
• **Not pre-planning** scaffolding
• **Not increasing** scaffolding based on **learner needs**
• **Not decreasing** scaffolding based on **learner growth**

You Support Each Other: **We do Collaborative**

• **Teacher as coach:** intervening only as needed (differentiate level of support)
• **Students take over** the learning **task** and negotiate meaning
• **Student-to-student work** in pairs or small groups
• **Teacher acts on feedback/correction of misconceptions or misunderstandings**

We Do Collaborative

Key Features of Collaborative Tasks

• Task is designed for collaboration, not interdependence
• Focus is on cognitive and metacognitive processing
• Face-to-face interaction not required
• Involves sustained interaction using the language of the lesson with at least one peer; they “do”, not just “know”
• Learning will be messier than WE DO GUIDED

Tips for We Do Collaborative

• Don’t forget this phase! Make it a established instructional routine.
• Collaborative Learning is not the same thing as Cooperative Learning
• Pay attention to Ability + 1: Learners should encounter tasks on the edge of their expertise
Potential Pitfalls

• Introducing new material
  – Not the time for this
• Not reducing scaffolding or the amount of cuing, prompting, and questioning
• Using a task that learners are able to complete quickly and accurately the first time through.
  – the task was probably better suited as the YOU DO Independent practice task.

On My Own: You Do

Guiding Question: how can learners independently apply and extend from We Do tasks?

• Teacher as observer, evaluator, monitor
• Students independently use new learning to complete task with minimal cueing

Goal: Allow students to do as much as they can on their own. Aim for Independence.

**Tips for YOU DO**

- The task should be **purposeful** and result in **evidence** of learner ability to meet a lesson or Program Can-Do.
- Learners can work with partners if task requires it or is designed that way—just **not collaboratively**.
- Provide just enough prompting to **ensure learners understand the task**.

**Potential Pitfalls**

- Learners **replicating** Teacher Model Lesson
- **Not providing enough Knowing/Doing learning experiences** to complete the independent tasks.
- **Not limiting** cueing, guidance and prompting
- Requiring **100% accuracy** for success
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


IMPLICATIONS?

STARTALK Principle:
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In Preparation . . .

• **Think Application:** How much of this topic already applies? How much do you want to implement this year?

• **Think Growth:** What topics relate to your problem of practice or continuous improvement goal?

• **Think Collaboration:** What experiences you can share? or What additional questions can you pose?

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Table Topics

• How do I make the “I Do” phase more active for my learners?

• How do I transition from the “I Do” phase to the “We Do” phase?

• How do I make learners accountable in the “We Do Collaborative” phase?

• My idea is . . .

• Another idea is . . .

• Ask the Presenter . . . **Have further questions? See me at my table!**
Linguafolio Online

As you work throughout the day, remember you will be responsible for uploading evidence to Linguafolio Online.

- I can contribute to the development of an action plan based on a problem of practice or continuous improvement goal.
- I can contribute to the learning of others.
- I can learn from others.
- I can act on insights gained from self-reflection and the reflection of others.
- I can receive and act on feedback to improve a plan, product, or performance.

LET’S LEARN TOGETHER!