Panel Discussion
Integrating the Gradual Release of Responsibility Model
Panel Discussion
Ruby Costea
Prince George’s Arts and Humanities Council
Paint Branch
Chinese STEAM and Culture Academy

Panel Focus:
Implementing the Gradual Release of Responsibility

Ruby Costea, Academic Dean  Paint Branch Elementary School  Prince George’s County Public School, Maryland
The Gradual Release Model

**TEACHER RESPONSIBILITY**

- **FOCUS LESSON**
  - Modeled Instruction
  - I do it (you watch)

- **TEACH**
  - Shared Instruction
  - We do it (together)
  - Guided Practice
  - You do it (I watch/guide)

- **COLLABORATIVE**
  - Independent Practice
  - You do it alone (Reflect)

**STUDENT RESPONSIBILITY**

Figure 1: The Gradual Release Model
## Gradual Release of Responsibility Model

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**I Do You Watch**
- (Whole Group)

**I Do You Help**
- (Whole Group)

**You Do I Help**
- (Small Groups)

**You Do I Watch**
- (Independent)
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- **I Do**
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  - You Help (Whole Group)
  - You Do (Small Groups)
  - You Do (Independent)
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[Images of classroom settings for each phase]
Implementing the Gradual Release of Responsibility

**Teacher Responsibility**

**Focus Lesson:**
Teacher does all the work
The teacher demonstrates reading and writing as he or she reads aloud and thinks aloud, talking while writing

**Share Instruction**
Guided Instruction

**You Watch**

**Teacher**

**I do it**

**We do it**

**You do it together**

**You do it alone**

**Modeling/Demonstration**

**Student Response/Interaction**

**Together**

**I watch/Guide**

**Independent Practice**
By the end of the lesson we should have moved from teacher led instruction to Student led instructions
Students should be given opportunities to share their learning with other students

**Reflect**

**Student Responsibility**

**Productive group work**
Collaboration/Student Talk

**You Watch**

**Guided Instruction**

**Productive group work**
Collaboration/Student Talk

**Together**

**I watch/Guide**

**Reflect**

**Student Responsibility**
Panel Discussion

Yuliana Gunn
Arizona State University
Arizona State University’s Russian STARTALK Summer Camp

Presenter: Yuliana Gunn
ygunn@asu.edu
Panel Focus: Integrating the Gradual Release of Responsibility

- Facilitating a Learner-Centered Classroom
- **TELL Domains**
  - P7: Activities: Comprehensible input
  - P8: Student Engagement

Brief overview of ASU’s Student Program
Highlights from our 2017 Program!
https://melikian.asu.edu/stvideos
Gradual Release of Responsibility Model
Facilitating a Learner-Centered Classroom

What worked:

- Can-Do Statements written on the board in English at the start of each class (P7)
- Staying in target language with the help of PPTs, images, classroom tools, props, etc. (P7)
Facilitating a Learner-Centered Classroom

What worked:

- New material introduced in 7-9 minute segments followed by an interactive activity (P8)
- Activities include real-world scenarios e.g., online store, Skype sessions, etc. (P8)
GRR Model Example

“I do it”
- Introduction of new vocabulary & expressions

“We do it”
- Model with teacher, practice with teacher & as a class

“You do it together”
- Practice with a friend or small group

“You do it alone”
- Written production of new material
Types of Activities

https://melikian.asu.edu/stvideos

Individual work: quick write/draw, say aloud, graphic organizers, etc.

Pair work: Ask a friend, speed dating, bicycle wheel, read a script, etc.

Group work: Ice-breaker games, yarn game, sing/rap a song, etc.
Thank you!

Contact Information:
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Arizona State University
ygunn@asu.edu
Panel Discussion

LiFeng Hu

Lewis University
IMPLEMENTING THE GRADUAL RELEASE OF RESPONSIBILITY IN LANGUAGE INSTRUCTION

FACILITATING A LEARNER-CENTERED CLASSROOM

Professor Lifeng Hu
Lewis University
huli@lewisu.edu
Overview of GRR Framework
Why is it effective?

Intentionally planned and intricately-designed learning sequence.

- 1. Modeling
- 1. Input
- 2. Forced choice output/output
- 3 & 4 Scaffolded communicative activities (Application/Review/Recycling)
Sequencing Learning episodes: I (teacher) do it

• EPISODE # 1

• Modeling & Comprehensible Input

• Input activities: understanding and learning the names of common Chinese food:

• at least 3-4 modeling & input activities (see handouts)
  – Oral Group input
  – Oral Individual input
  – Written input
Sequencing Learning episodes: I (teacher) do it

• EPISODE # 1

• **Modeling & comprehensible input**

• 1. Yes, No: Thumbs up, thumbs down

• 2. Choices: Point to / show the corresponding pictures / gestures

• 3. Opinions in TL / With Gestures

• 4. Written Input
Sequencing Learning episodes: Scaffolding from I do it to We do it Together

• EPISODE # 1
  • Modeling & Comprehensible Input

• EPISODE # 2 Forced Choice Output /Output
  1. Saying whether you like some foods or not with some help: Forced choice output: 2-3 different activities
  2. Saying it without help: Q & A with T
• **EPISODE # 3.1: You Do: Scaffolding Communicative Activities**

  – **Example: Learning from your partner**

  – **Each student will have two pictures of food s/he likes with him/her. Each will ask their partner:** “What is this?” (Pointing at the picture). If the partner doesn’t know (“I am sorry, I don’t know”), they will tell them what it is (“This is fried rice” in Chinese). If the partner knows and says it in Chinese, she/he will say “correct” and then move onto another partner. Continue doing it until the teacher says stop.
Sequencing Learning episodes: Scaffolding from **You do it together** –to **You do it alone**

- **Survey:** Students will circulate the class and survey as many classmates as possible by asking “Do you like (names of food)?” At the end of the survey, each student identifies who has the same preferences based on survey results.
Checking your comprehension: Which activity below is “We (T & S) Do it Together” activities?

• (Instructions to Students)

1. You are talking to your host family in Taipei. Tell them what Chinese food you like and don’t like.

2. For one minute, talk to your partner as much as you can in the target language about your food preferences.

3. I will be saying the name of a Chinese food, point to the corresponding picture.

4. I will tell you what I like to eat. You tell me whether you and I have the same taste by saying “I like (food) too.” or I don’t like (food).”
Common Pitfalls

• 1. Very few activities (not enough variety, not enough time)
• 2. Skipping a stage altogether
• 3. Not scaffolding/sequencing activities effectively
• 4: Moving to the next stage without making sure that most students are able to easily perform at the previous stage
Thank You for Your Attention!

Next Step:
Choose your Breakout Sessions
Enjoy the day!

#startalk18