The Gradual Release of Responsibility

Fall Seminar
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What is the Gradual Release of Responsibility?

Today’s Agenda:

- Define
- PSIA/AASI
- Gradual Release Steps
- Modeled Example
- Application/So now what?
What is the Gradual Release of Responsibility?

A research-based *instructional model* developed by Pearson and Gallagher (1993).

In this optimal learning model, the responsibility for task completion shifts gradually over time from the teacher to the student.
Children’s Teaching Model:

Play

**Drill

Adventure

Summary
PSIA/AASI

Teaching Model/
Learning Partnership:

Student Profile +
Instructor Behaviors =
The Learning Partnership
PSIA/AASI
Teaching Cycle: Instructor Behavior:

Introduce the Learning Segment
Assess the Student
Determine Goals and Plan Objectives

**Teach to the Objective or Goal**
Utilize the Principles of Learning
Monitor and Adjust to the Students Performance
Provide Closure
Teach to the Objective or Goal:

- Choose each activity/exercise to help achieve the end goal.

- Eliminate doing things that will not directly help the students achieve their goal.
Gradual Release of Responsibility:

So...how do we do this...and how do we do it **effectively**?
Gradual Release of Responsibility:

By using the Gradual Release of Responsibility Model
Gradual Release of Responsibility Model:

And it’s easy to remember: 😊

‘To, With, By’
Gradual Release of Responsibility Model:

“TO”

First, by modeling a particular strategy and/or skill.
Gradual Release of Responsibility Model:

‘With’

This time we model again, but students begin to provide input and their understanding of the appropriate steps.
Gradual Release of Responsibility Model:

‘With’

Now we ask students to try the skill/strategy for themselves, while we begin to step back from direct participation in order to monitor the use and application of the skill/strategy and provide feedback.
Gradual Release of Responsibility Model:

‘By’

Finally, the step asks each student to use the skill/strategy independently while our job is to monitor and continue to provide clear feedback based on our observations.
Gradual Release Instructional Model:

1. ‘to’ = I do, you watch
2. ‘with’ = I do, you help
3. ‘with’ = You do, I help
4. ‘by’ = You do, I watch
Gradual Release
Teacher Moves:

‘TO’ = I do, you watch

Teacher Responsibilities:
Initiates
Models
Explains
Thinks aloud
Shows “how to do it”
Gradual Release

Teacher Moves:

‘TO’ = I do, you watch

Sample Phrases:
“I am going to model…”
“This is how you… and this is why it is important…”
“I want you to watch for….at this part in the turn”
(Vary this question depending on the experience level of the group)
“Be ready to share what you saw when my demo is done.”
“Are there any questions before I model?”
Gradual Release Instructional Model:

1. ‘to’ = I do, you watch
2. ‘with’ = I do, you help
3. ‘with’ = You do, I help
4. ‘by’ = You do, I watch
Gradual Release
Teacher Moves:

‘WITH’ = I do, you help

Teacher Responsibilities:
Demonstrates
Leads
Suggests
Explains
Responds
Acknowledges
Gradual Release
Teacher Moves:

‘WITH’ = I do, you help

**Sample Phrases:** *(remember this needs to be QUICK, but it’s a critical step in informing our teaching)*

“Turn to a partner and share what you saw…”

“Let’s quickly shareout with the group, what did you see…?” *(Helpful to have 1 or 2 people share, but you don’t need to have everyone share)*
Gradual Release
Instructional Model:

1. ‘to’ = I do, you watch
2. ‘with’ = I do, you help
3. ‘with’ = You do, I help
4. ‘by’ = You do, I watch
Gradual Release
Teacher Moves:

‘WITH’ = You do, I help

Teacher Responsibilities:

Validates          Evaluates
Observes          Encourages
Clarifies          Confirms
Coaches

**Scaffolds         Reteach as needed
Gradual Release
Teacher Moves:

‘WITH’ = You do, I help

Sample Phrases:
“OK, your turn…but, I’ll do it with you.”
“Are there any questions before you start…?”
“Looks great, remember to…”
“Hop in behind me..” (needs more modeling)
“Use a little more….at this part in the turn....”
Scaffolding:

When teachers scaffold, they make slight adjustments within the same lesson to meet the needs of students.

All students learn the same fundamental skills and concepts but through varying modes and activities.

Scaffolding appropriately challenge students at their ability levels. The teacher’s challenge is to make sure all tasks, regardless of the scaffolded level, are interesting, engaging, and challenging.
Gradual Release Instructional Model:

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Gradual Release
Teacher Moves:

‘BY’ = You do, I watch

Teacher Responsibilities:
Affirms
Assists as needed
Responds
Acknowledges
Evaluates
Sets goals
Gradual Release
Teacher Moves:

‘BY’ = You do, I watch

*Sample Phrases:*
“Well done! Keep it up!”
“You are a quick learner!”
“Would you like to try this on different terrain?”
“Can you see how this drill applies to our riding/skiing?”
“Would you like me to model again?”
Our goal should always be to provide our students with the very best opportunity to be successful, allowing them to own information for themselves.

When we teach with strong, purposeful instruction, students learn.