Collaborative Structures: An Integral Part of Gradual Release

Bureau of School Improvement
Differentiated Accountability
Region V Summer Academy
2013
Appointment Clock

• Please circulate around the room and schedule an appointment for each slot on your clock.
  – ALL appointments should be with someone from another school team
  – At least one appointment should be with another subject area
  – Make sure your appointments match
Objectives

Participants will be able to support teachers with:

- Developing a lesson that promotes a Gradual Release of Responsibility.
- Planning for high quality instruction and instructional delivery.
- Implementing collaborative structures in the daily lessons.
## Anticipation Guide

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PENCIL TALK

RULES:
✓ **Pencils-in-> Place ALL pencils in center container**
✓ **Discuss task or question with your group**
✓ **Pencils-out-> NO TALKING! Write a brief response to what your group discussed.**
The Sudden Release of Responsibility

**TEACHER RESPONSIBILITY**

Focus (Modeled) Lesson

“I do it”

**STUDENT RESPONSIBILITY**

“You do it alone”

Do It Yourself Learning

**TEACHER RESPONSIBILITY**
:none:

**STUDENT RESPONSIBILITY**

*You do it alone*

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Opinion Station - Activity

• Read the following statement:
  A classroom structured in the (I do, We do, You do) model, provides sufficient opportunities for students to be successful with the intended learning outcome.

• Take a stance.......
Let’s Take a Look
Opinion Station - Activity

• Read the following statement:
Based on the instructional delivery, this classroom provided sufficient opportunities for students to be successful with the intended learning outcome.

• Take a stance.......
The “Good Enough” Classroom

TEACHER RESPONSIBILITY

Focus (Modeled) Lesson

Guided Instruction

STUDENT RESPONSIBILITY

“I do it”

“We do it”

“You do it alone”

### The Evolution of Instructional Learning Models

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<td><strong>WE do it</strong></td>
<td>Step 2</td>
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<td>Guided Practice</td>
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<td>Closure</td>
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<td>&amp; Small Group</td>
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<td><strong>YOU do it</strong></td>
<td>Step 3</td>
<td>Phase 3</td>
<td>Collaborative</td>
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<td>together</td>
<td>Synthesis</td>
<td>Independent Work</td>
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<td><strong>YOU do it</strong></td>
<td>Independent</td>
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<td>Independent</td>
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<td>Practice</td>
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A Model for Success for All Students

TEACHER RESPONSIBILITY

STUDENT RESPONSIBILITY

TEACHER RESPONSIBILITY

Focus (Modeled) Instruction

STUDENT RESPONSIBILITY
Teacher Actions:
• Provides direct instruction
• Establishes goals and purpose of the lesson
• Models
• Uses think aloud - talks through the process of solving the problem

Student Actions:
• Actively listens
• Takes notes
• Asks for clarification
I do - Modeling Elements

• Name the strategy, skill, or task.
• State the purpose of strategy, skill, or task.
• Explain when the skill, strategy or task is used.
• Link to prior knowledge.
• Demonstrate how the skill, strategy, or task is completed.
• Highlight errors to avoid.
• Self-assess.
CHECK FOR UNDERSTANDING:
I Do
“You try it, and I’ll be there to help you with the tricky parts.”
We do:

**Teacher Actions**
- Coaching
- Provides opportunities for practice
- Scaffolds the students’ attempts & supports student thinking
- Interactive instruction
- Works with needs-based groups

**Student Actions**
- Asks and responds to questions
- Responsible for task completion
- Works with teacher and classmates
- Completes process alongside others

The Core Six Essential Strategies for Achieving Excellence
Roundtable

How would you teach someone to......

• One piece of paper and pen per group.
• First group member writes one response, and says it out loud.
• First group member passes paper to the left, second group member writes response, etc.
• Continues around group until time elapses.
• Group stops when time is called.
Guided Instruction

• Students begin to take on what they have begun to learn
• Often, they “use but confuse”
• Teacher is there to help with the tricky parts
• **Strategic use** of questions, prompts, and cues
Scaffolds in Classroom Instruction

• **Robust questions** to check for understanding

• **Prompts** that focus on cognitive and metacognitive processes

• **Cues** to shift attention to sources

• **Direct explanation and modeling** to re-teach
Robust Questions

• Not the time to assess
• Uncovers misconceptions or errors
• Types of questions determine what can be clarified
Teacher Poses a Question

Student Responds

Teacher: What is a nocturnal animal?
Student: An animal that stays awake at night.
Teacher: Tell me more about that. Does a nocturnal animal have special characteristics?
Student: Well, it doesn’t sleep a lot.
Prompts

• Student’s background knowledge or experiences
• Rules they’ve been taught
• Procedures commonly used to solve problems
**Teacher:** What is a nocturnal animal?

**Student:** An animal that stays awake at night.

**Teacher:** Tell me more about that. Does a nocturnal animal have special characteristics?

**Student:** Well, it doesn’t sleep a lot.

**Teacher:** I’m thinking of those pictures we saw of the great horned owl and the slow loris in the daytime and at night. Does your answer still work?
Cues

Prompt to elicit background knowledge
Focus on cognitive/metacognitive

Is the answer appropriate?

No
Cue to shift Attention to Information source

Yes
Pose new question

The Core Six Essential Strategies for Achieving Excellence
Cues

• Used when prompts fail to resolve the error
• Teachers assume a more directive role
• Shifts student’s attention to something they’ve missed or overlooked
• More direct and specific
• Shifts student attention to sources of information
Verbal and Emphasis Cues

VERBAL
• “Listen carefully to this next direction...”
• “This is important...”
• “Be sure to write this down in your notes...”
• “Get your mouth ready to say this word.”
• “You said _____. Does that sound right?”
• “Look at that last part of that paragraph.”
• “Watch out. This is where lots of people make a mistake.”

EMPHASIS
• Repeating a student’s statement
• Using intonation to stress a word or phrase
• Slowing the rate of speech
• Changing the volume of speech to emphasize a word or phrase
• Pausing after beginning a statement in order to allow the student to complete the thought.
Direct Explanation

• Used when prompting and cueing have failed
• Explicitly state what is being taught
• Tell when and how it will be used
• Think aloud to demonstrate reasoning
• Monitor application
• Check for understanding

• Take care not to re-assume responsibility too quickly
Break!

Please return in 10 minutes!
Enjoy!
Action!

• Look under your chair.
• If you find an index card with a name, you will play a part in a short skit.
• Please join us at the front of the room.
• Audience:
  – Please listen closely and consider how the teacher guided the students to the correct answer.

• How did the teacher get the kids to arrive at the correct answer?
Role Play
3PM Meeting

• Meet with your 3:00 appointments to guide them through the lesson you have created thus far.
CHECK FOR UNDERSTANDING: We Do
“Collaborative learning transfers more responsibility to the student, yet provides them with peer support.” (Fisher and Frey, 2008)
You do - Together

Teacher Actions:
• Moves among groups
• Clarifies confusion & provides support
• Assigns groups
• Prepares & monitors collaborative learning tasks

Student Actions:
• Consolidates learning & shares outcome
• Collaborates on authentic task
• Completes process in small group groups to brainstorm, solve problems, and complete assigned tasks.
• Looks to peers for clarification

The Core Six Essential Strategies for Achieving Excellence
Collaborative Structures

• Content-free ways of organizing social interaction in the classroom
• Encourages positive interdependence
• Involves the sharing of authority and acceptance of responsibility among group members
• Promotes problem solving and critical thinking

The Essential Three

• Personal Responsibility

• Respectful Discourse

• Working Collaboratively
Personal Responsibility: The ability to be a good group member begins with the understanding of responsibility to the team.
Respectful Discourse: Students need to be able to discuss topics in ways that keep the group moving.
Working Collaboratively: Opportunities for students to collaborate when encountering difficulties, clarifying understanding, and refining practice.
Think-Pair-Share

How do you encourage collaboration between students? What are the benefits and challenges?
Common Core Connection

• Oral communication is a crucial 21st century skill.
• Speaking and listening require students to think.
• Discussions help build collaborative and interpersonal skills.

SL.CCR.1, Students need to be able to “participate effectively... building on others’ ideas” (SL.CCR.1), “integrate and evaluate information” (SL.CCR.2), and “evaluate a speaker’s point of view, reasoning and use of evidence” (SL.CCR.3).

Silver, Dewing, and Perini, 2012
Common Planning Connection

Common planning “should” be an example of a collaborative structure.

Job-embedded, teacher-driven, subject specific collaborative planning and learning time is the most effective, affordable, and sustainable way to transform instructional practice and increase student performance.

CHECK FOR UNDERSTANDING: You do - together
As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding.

- Fisher, D. and N. Frey
You do - Independently

Teacher Actions:
• Provides feedback.
• Evaluates student’s level of understanding through varied ways.

Student Actions:
• Uses previous learning tasks to complete assignment
• Assumes full responsibility for outcome
• Demonstrates knowledge through varied ways.
• Applies skills and information in new ways.

The Core Six Essential strategies for Achieving Excellence
You do - Independently

- In-class independent learning
- Out-of-class independent learning
- “Independent” doesn’t mean no support!
You do - Independently

• Independent Learning:
  – Provide students with practice in applying skills and information in new ways.
  – Independent tasks allow individual application of information previously taught
CHECK FOR UNDERSTANDING:
You do - Independently
A Seamless Execution
Don’t be late...

• Please meet with your 6PM appointment

• Please discuss the indicators of movement through the gradual release by the teacher and how the students responded
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### Florida Department of Education

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References


