

GRADUAL RELEASE OF RESPONSIBILITY

CHARACTERISTICS OF INSTRUCTIONAL PHASES

FOCUS LESSON	
<i>What is the teacher doing?</i>	<i>What are the students doing?</i>
<ul style="list-style-type: none"> ✓ Focusing on a single teaching point ✓ Explicitly showing the students a learning behavior through modeling ✓ Refraining from answering unsolicited student questions- "Hold that thought..." ✓ Using only 10-15 minutes of instructional time 	<ul style="list-style-type: none"> ✓ Located close to the teacher ✓ Watching what the teacher is doing ✓ Preparing to participate
GUIDED PRACTICE	
<i>What is the teacher doing?</i>	<i>What are the students doing?</i>
<ul style="list-style-type: none"> ✓ Providing opportunities for students to verbalize thoughts ✓ Listening in to conversations to assess understanding ✓ Inviting students to "give it a try" ✓ Scaffolding release of some responsibility for learning to students ✓ Differentiating through adapting content, process, or product 	<ul style="list-style-type: none"> ✓ Practicing modeled skill or behavior ✓ Turning & Talking ✓ Making thinking visible with some form of writing
COLLABORATION	
<i>What is the teacher doing?</i>	<i>What are the students doing?</i>
<ul style="list-style-type: none"> ✓ Creating opportunities for student collaboration ✓ Organizing small groups ✓ Facilitating or scaffolding small group work ✓ Assessing student interactions and responses ✓ Listening to students ✓ Taking anecdotal notes 	<ul style="list-style-type: none"> ✓ Discussing ideas and concepts ✓ Interacting with one another ✓ Practicing a previous teaching point ✓ Making connections between content and their own lives ✓ Explaining processes ✓ Checking each other's understanding ✓ Making a contribution to the joint effort or project ✓ Reflecting upon & assessing group and personal learning
INDEPENDENT	
<i>What is the teacher doing?</i>	<i>What are the students doing?</i>
<ul style="list-style-type: none"> ✓ Conferring with students ✓ Observing and taking anecdotal notes ✓ Assessing individual student responses 	<ul style="list-style-type: none"> ✓ Strategically and independently applying strategies & skills in authentic situations ✓ Taking responsibility for learning ✓ Keeping records of learning ✓ Reflecting upon personal growth ✓ Assessing personal progress

Gradual Release Of Responsibility Lesson Plan

Sandra F. Rief, Julie A. Heimburge



Gradual Release Of Responsibility Lesson Plan:

Better Lesson Plans, Better Lessons Ben Curran, 2015-09-25 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement Writing a strong objective to stay focused on the goal of a lesson Creating an end of lesson assessment to gauge the lesson's success Constructing a lesson plan that combines direct instruction guided practice and independent practice Along the way you'll find plenty of helpful examples from math and English Language Arts You'll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom Many of the tools from the book are also available as free downloads from our website www.routledge.com/books/details/9781138838871

Gradual Release of Responsibility in the Classroom Douglas Fisher, Nancy Frey, 2016 *Teaching the Language Arts* Denise Johnson, Elizabeth Dobler, Thomas DeVere Wolsey, 2022-09-30 This eBook version includes the following enhancements interactive features and links to the up to date Companion Website with more strategies and examples of practice and student work This book's unique and engaging voice supported by its many resources will help future and in service teachers bring the language arts to life in their own classrooms This book helps readers envision their future classrooms including the role technology will play as they prepare to be successful teachers Comprehensively updated the second edition addresses new demands on teaching in traditional and virtual ELA classrooms and the new ways technology facilitates effective instructional practices Organized around the receptive language arts the way learners receive information and the expressive language arts the way learners express ideas chapters cover all aspects of language arts instruction including new information on planning and assessment teaching reading and writing fundamentals supporting ELLs dyslexic and dysgraphic learners using digital tools and more In every chapter readers can explore a rich array of teaching tools and experiences which allow readers to learn from real world classrooms *The Gradual Release of Responsibility in Literacy Research and Practice* Mary McVee, Evan Ortlieb, Jennifer Reichenberg, P. David Pearson, 2019-08-26 This edited volume discusses how the Gradual Release of Responsibility model evolved and has been applied how it benefits learners and teachers and how it can be utilised for years to come [The i5 Approach: Lesson Planning That Teaches Thinking and Fosters Innovation](#) Jane E. Pollock, Susan Hensley, 2017-11-27 If the three r's define education's past there are five i's information images interaction inquiry and innovation that forecast its future one in which students think for themselves actively self assess and enthusiastically use technology to further their learning and contribute

to the world What students need but too often do not get is deliberate instruction in the critical and creative thinking skills that make this vision possible The i5 approach provides a way to develop these skills in the context of content focused and technology powered lessons that give students the opportunity to Seek and acquire new information Use visual images and nonlinguistic representations to add meaning Interact with others to obtain and provide feedback and enhance understanding Engage in inquiry use and develop a thinking skill that will expand and extend knowledge Generate innovative insights and products related to the lesson goals Jane E Pollock and Susan Hensley explain the i5 approach s foundations in brain research and its links to proven instructional principles and planning models They provide step by step procedures for teaching 12 key thinking skills and share lesson examples from teachers who have successfully i5 ed their instruction With practical guidance on how to revamp existing lessons The i5 Approach is an indispensable resource for any teacher who wants to help students gain deeper and broader content understanding and become stronger and more innovative thinkers

Teaching Strategic Processes in Reading Janice F. Almasi,Susan King Fullerton,2012-08-30 This accessible teacher resource and course text shows how to incorporate strategy instruction into the K 8 classroom every day Cutting edge theory and research are integrated with practical guidance and reflections from experienced teachers of novice and struggling readers The book describes the nuts and bolts of creating classroom contexts that foster strategy use combining explicit comprehension instruction with scaffolded support and providing opportunities for students to verbalize their thinking It features reproducible learning activities and planning and assessment tools New to This Edition The latest knowledge and classroom tested methods Chapter on response to intervention RTI Chapter on organizing instruction across the school day and week Expanded practical content including sample lessons and more early literacy and upper elementary examples

The Mentor Teacher Blueprint Kristen M. Driskill,2023 Put more highly qualified teachers in more classrooms This proven effective blueprint will help teacher preparation programs and schools work together to best prepare preservice teachers The book outlines ways to collaboratively choose train and support mentor teachers along with suggestions for connecting P 12 and higher education faculty more regularly [Your Introduction to PLC+](#) Douglas Fisher,Nancy Frey,2025-04-21 Drive collaboration and improve student learning with PLC Professional Learning Communities PLCs have long been celebrated as a powerful tool for driving collaboration and improving student outcomes But what if there was a way to take your PLC work to the next level Your Introduction to PLC Building Collaborative Teams That Drive Student Success introduces the next generation PLC model that prioritizes collective efficacy and actionable strategies by focusing on five essential questions Where are we going Where are we now How do we move learning forward What did we learn today Who benefited and who did not PLC emphasizes identifying and applying evidence based instruction that values the background of every student ensuring access and opportunities for all Team members begin by identifying a common challenge Then the clear PLC framework practical tools and research based strategies ensure that team efforts directly

improve teaching practices and student outcomes This playbook includes Protocols and tools that promote data driven decision making and actionable plans Engaging features like Two Truths and a Lie self assessment tools and implementation ready scenarios Practical strategies to measure the real time impact of collaborative efforts An interactive design with ample space to reflect on your learning and outline steps to build collective efficacy Transform your professional learning community today Whether you re a teacher or school leader Your Introduction to PLC equips you with the knowledge and skills to collaborate effectively and lead with clarity and confidence Together you ll create effective and impactful learning environments that ensure every student thrives

A Guide to Co-Teaching Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin, 2013-01-04 Your go to guide for co teaching Differentiated instruction for a diversity of learners it s the reality of today s classrooms and a tough task to take on alone But co teaching more than just lightens your load When you and a co teacher bring together your individual skill sets and strategies you ll create a more enjoyable creative and productive teaching experience and deliver more effective outcomes to your students too Where do you start This brand new edition of the go to guide uses updated research and case studies to provide detailed profiles of four approaches to co teaching supportive parallel complementary and team teaching New features include Brand new chapter on preparing co teachers in clinical practice with examples Expanded explanations of the roles of paraprofessionals administrators and students in co teaching Updated discussions of co teaching in the RTI process New lesson plans linked to the Common Core State Standards and technology New forms and tools for establishing trust improving communication and planning With quotes and advice from teachers and students plus practical features like self assessments and organization tips this is the ultimate guide to co teaching Find out why so many teachers prefer co teaching to teaching alone and how co teaching improves the process of learning for all students

Instructional Coaches & Classroom Teachers Cheryl Jones, Mary Vreeman, 2008-04-01 Coaches and teachers alike will benefit from the research based classroom tested coaching model discussed in this book This unique look at instructional coaching as a team approach will give both coaches and teachers the tools they need to create a successful partnership and improve classroom instruction

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to my parents for the much needed love and support to my family and friends and to the people who helped with my eagle project and thank you all for attending my court of honor over the

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commend and congratulates the scout for sticking to his purpose until his goal has been realized and for having parents interested in his success the mc speaker s speech includes a

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when the dignitaries RSVP you should mention we re hoping he she will honor us by saying a few words to make sure they know you wish them to speak at the ceremony you may want to