

# GRADUAL RELEASE OF RESPONSIBILITY

## CHARACTERISTICS OF INSTRUCTIONAL PHASES

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

# Gradual Release Lesson Plan

**Roberta Sejnost**



## **Gradual Release Lesson Plan:**

**AI Prompt Library for Teachers: 200+ Prompts for Lesson Planning, Quizzes, Parent Communication & Classroom Tools** ReguReady, 2025-09-07 The AI Prompt Library for Teachers gives you 200 ready to use prompts for everyday classroom tasks Whether you re planning lessons writing quizzes or drafting parent newsletters this book makes AI work for you Each prompt includes clear instructions customizable placeholders and example outputs so you can start immediately Inside you ll find Lesson Planning Tools daily plans unit outlines warm ups exit tickets Quizzes Assessments multiple choice tests rubrics peer reviews reflection prompts Parent Communication letters behavior notes newsletters permission slips Classroom Management job charts checklists schedules and templates This isn t theory it s a practical AI companion for teachers tutors and homeschoolers who want to save time reduce stress and stay creative **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](http://www.routledge.com/books/details/9781138838871) **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 improved 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     **Handbook on the Science of Literacy in Grades 3-8** ,     Tools for Teaching in the Block Roberta Sejnost,2009-04-29 This book provides teachers with a four phase lesson planning framework and numerous teaching strategies to build higher level thinking skills and increase student learning in extended class periods     *NBPTS Study Guide 2025-2026* Brielle Morgan,2025-09-04 Unlock Your Path to Literacy Excellence Master the National Board Certification Process with Confidence Are you an accomplished literacy educator ready to take your impact to the next level but feeling overwhelmed by the rigorous demands of the National Board Certification process You re not alone Thousands of passionate teachers share your commitment to excellence but few have the right tools to navigate the NBPTS Literacy Reading Language Arts exam with clarity confidence and strategic precision This 2025 2026 Study Guide was built for educators like you those determined to earn the distinguished title of National Board Certified Teacher and transform their classroom practice into national recognition Inside this guide you ll find more than just study content you ll find the direction insight and test readiness you ve been searching for Each chapter is structured to demystify the NBPTS process help you manage time and expectations and deliver real practice that reflects the depth and rigor of the actual exam What makes this guide your most valuable certification tool Step by Step Breakdown of All Four Components Get a crystal clear understanding of the NBPTS framework including the Five Core Propositions Architecture of Accomplished Teaching and the Literacy Standards that shape effective instruction Component 1 Mastery Targeted reviews and smart strategies for selected response and constructed response tasks Whether it s literacy development text comprehension writing instruction or assessment literacy you ll walk in ready to perform at your best Portfolio Support for Components 2 4 Learn exactly how to craft evidence driven written commentaries select student work samples and reflect deeply on your teaching practice with confidence Avoid common pitfalls with expert tips and annotated samples Practice Driven Success Includes 3 full length practice tests constructed response tasks Reflection prompts and detailed answer explanations so you don t just memorize you internalize apply and excel Real World Application and Reflection Go beyond test prep Strengthen your identity as a reflective practitioner collaborate with families and communities and document your professional growth all while aligning your work with NBPTS expectations Whether you re tackling the exam for the first time or refining your portfolio for retake this guide will keep you focused motivated and strategically prepared No fluff No filler Just what you need to succeed written by educators for educators The recognition you deserve is within reach The classrooms that need you are waiting Take the next step in your teaching journey Click Add to Cart and start preparing like a certified professional today     **What to Look for in Literacy** Angela Peery,Tracey Shiel,2021-05-06 Practical and rich in resources this book provides a roadmap to

monitoring evaluating and implementing effective literacy instruction in grades PK 12 Designed for district and school leaders as well as literacy coaches and consultants this book contains all the strategies guidance and tools you ll need to monitor the effectiveness of literacy instruction in your school or system Top literacy experts Angela Peery and Tracey Shiel share concise well researched information about how to identify enriched literacy environments what constitutes well designed literacy lessons and the components of effective literacy programs at each grade level Chapters cover reading writing speaking and listening as well as collaboration technology and more and offer adaptable strategies for different environments Tools such as checklists and conversation frames are included to help busy leaders and administrators effectively monitor literacy instruction and provide constructive thorough feedback to teachers Each chapter features Check Up Tools to review documents and observe instruction Check In Tools to guide your conversations and feedback given to teachers Reflective Questions for system and school leaders and instructional coaches

**Handbook of Research on the Educator Continuum and Development of Teachers** Zugelder, Bryan S.,L'Esperance, Mark,2022-06-24 In light of recent sociological events and the COVID 19 pandemic education has undergone an incredible change in both policy and delivery As a result many educators have sought different career paths It is essential to maintain a concentrated effort to retain educators however recruiting teachers into the profession is only one area of focus there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles The Handbook of Research on the Educator Continuum and Development of Teachers expands on the body of research related to the educator continuum with a holistic view of teacher development This book combines theory concepts and research studies that pinpoint facets of the educator continuum providing researchers with scholarly contributions that advance the profession Covering topics such as instructional coaching special educator career development and teacher retention this major reference work is a valuable resource for educational faculty and administration teacher colleges educators of K 12 and higher education pre service teachers government officials teacher education administrators libraries researchers and academicians

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

Using Data for Continuous Improvement in Educator Preparation Linda McKee,Sylvia Read,Debbie Rickey,2024-03-25 Using Data for Continuous Improvement in Educator Preparation provides case studies that illuminate and contextualize the ways in which educator preparation programs determine the data they need to improve collect data analyze data share data with stakeholders and close the loop by making focused improvements based on the data Educator preparation programs operate in a wide range of contexts that have different requirements e g state mandated measures different affordances and different needs This text focuses on not only the stories of how data is

collected analyzed and used for improvement but also on how stakeholders are impacted by the continuous improvement process In the editors work with accreditation and educator preparation program evaluation they noticed a variety of approaches to collecting analyzing and using data for program improvement Often this intense work with data goes unnoticed and unappreciated because it is done in the service of accreditation that once completed does not reach an audience outside of the institution and the accreditation agency Using Data for Continuous Improvement in Educator Preparation solves this problem by shedding light on this important work This volume inaugurates the AAQEP Program Evaluation in Education Series Perfect for courses such as Methods of Program Evaluation Teacher Education Improvement Science **Always a Lesson** Gretchen Bridgers,2024-04-02 Step by step advice to help teachers master classroom management lesson design student engagement and beyond Always a Lesson Teacher Essentials for Classroom and Career Success is the book that can turn every good teacher into a great teacher The art and science of teaching can be difficult to navigate There are moving pieces that change how teachers should approach instruction like unique student needs year after year curriculum changes updated research on best practices and more It s essential that teachers of all levels continue to learn and develop their craft so that they can best manage these moving pieces Using personal stories and tangible next steps gained from her experience as a teacher and teacher leader author Gretchen Bridgers can level up your teaching filling the gap left between traditional teacher training programs and the real world With high teacher turnover rates in the wake of the great resignation that occurred post COVID teachers need support more than ever Always a Lesson offers a systematic process for strengthening the skillset of any teacher The sequence of what teachers work on is the key to move through obstacles and increase effectiveness No matter their level of expertise Bridgers takes the stance that all teachers are learners By applying the principles and strategies in this book novice to veteran teachers will see a positive impact on student learning and their proficiency as an elite educator K 12 teachers teacher mentors instructional coaches school administrators and anyone else with an interest in improving teacher retention will thank their lucky stars for this book

*Literacy Assessment and Metacognitive Strategies* Stephanie L. McAndrews,2020-06-25 Packed with useful tools this practitioner guide and course text helps educators assess and teach essential literacy skills and strategies at all grade levels PreK 12 All six literacy modalities are addressed listening speaking reading writing viewing and visually representing Chapters on specific literacy processes integrate foundational knowledge assessments and strategies for students who need support in literacy including English language learners Presented are dozens of authentic assessments along with differentiation ideas In a large size format for easy photocopying the book features more than 70 reproducible assessment forms and resources Purchasers get access to a webpage where they can download and print the reproducible materials

Tutoring Adolescent Literacy Learners Kelly Chandler-Olcott,Kathleen A. Hinchman,2005-02-23 Filling a key need among educators and literacy volunteers this is the first hands on guide for tutoring students with literacy difficulties in grades 6 12

Grounded in the most current literacy research the book reflects the authors 25 years of combined experience working with tutoring programs Every page features practical ideas for carrying out the entire process of tutoring assessing teenagers strengths weaknesses and interests selecting appropriate engaging materials and fostering development in comprehension word study fluency and composition Special features include concrete examples and activities from over 20 tutors a Q and reproducible planning forms in a large ready to use format

**Rigorous Curriculum Design** Larry Ainsworth,2011-04-16

The need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing For educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year Rigorous Curriculum Design presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected

**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

**A Guide to Co-Teaching** Richard A. Villa,Jacqueline S. Thousand,Ann I.

Nevin,2013-01-04 Your go to guide for co teaching 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 with more effective outcomes for students Featuring updated research and case studies this brand new edition of the go to guide profiles the supportive parallel complementary and team teaching approaches to co teaching New features include Updated discussions of co teaching in the RTI process New explorations of the roles of paraprofessionals administrators and even students New lesson plans linked to the Common Core and technology Forms and tools for establishing trust improving communication and planning

**Complex Text Decoded** Kathy T. Glass,2015-09-01 In Complex Text Decoded educational consultant and

former master teacher Kathy T Glass presents strategies activities and assessments that target students ability to comprehend complex text whether presented as traditional written text or in multimedia formats in grades 5 10 You ll learn The essential elements of unit design and models for lesson planning Specific step by step instruction for teaching vocabulary Effective questioning techniques Strategies and activities explicitly designed for teaching complex text How to measure text complexity and select appropriate texts that are aligned with curricular goals It s important to provide opportunities for

students to read a wide variety of texts for different purposes and along a spectrum of difficulty and length To meet the goal of comprehensively grasping complex text students must have concrete tools to help them become highly skilled readers Complex Text Decoded enables teachers to provide precisely that Urban Principal: Leadership Lessons Bret Allan Anderson,2024-01-20 There will always be a need for excellent school leaders Bret Allan Anderson is one of these as his career shows Unlock the secrets to transformative leadership with Bret Allan Anderson s Urban Principal Leadership Lessons This riveting journey of insights and strategies will inspire you to lead with purpose and impact Anderson shares what he has learned as an educator and long term administrator lessons that transcend the world of education which would be helpful to any leader Developing and mentoring leaders is his passion Bret Allan Anderson has over 30 years in education 21 as a principal He has turned around a high poverty building and established another innovative school as a national model Upon retiring he founded Bret Anderson Consulting LLC He is a leadership consultant speaker trainer coach and host of the weekly podcast Urban Principal Leadership Lessons **Teaching and Supporting English Learners** Eugenia

Mora-Flores,Stephanie Dewing,2022-12-16 Learn how to best support English learners and address the needs of newcomers This professional book provides step by step strategies for teachers of ELs Written by Eugenia Mora Flores and Stephanie Dewing this book offers practical tips to help teachers bring English language instruction into any classroom With this meaningful resource teachers will meet English learners diverse needs and make newcomers feel safe and welcome

*TEXTBOOK OF NURSING EDUCATION* Dr. Sudhir Kumar Khuntia,Dr. Ann Maria Thomas,Prof. J.M. Silja,Dr. Vasanthakumari Sundararajan,Prof. Dr. Shalini Abraham,2024-04-11 I would like to dedicate this unit 1 Introduction to Education in memory of our great Indian Leader philosopher great Scientist India s pride Bharat Ratna the Missile Man of India Dr Abdul Kalam Despite the range of titles he had earned in his lifetime the visionary preferred to call himself A Teacher Abdul Kalam he is the only president who has a lot of love for children and feels that the future of India lies in them According to Dr APJ Abdul Kalam the purpose of education is to make good human beings with skill and expertise He was source of inspirations for thousands of people across the world because of his philosophy and teachings His ideas and considerations on education and empowering country are outstanding He said all of us do not have equal talent But all of us have equal opportunity to develop out talent He emphasized that education is a pillar of a developed and a powerful country besides the most important element for growth and prosperity of a nation

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