

SIX PHASES OF GRADUAL RELEASE

“ I Do ”		“ We Do ”	“ You Do Together ”	“ You Do Alone ”	
Orientation Purpose: Orient students to new material.	Presentation Purpose: Provide access to new concept and/or skill.	Guided Practice Purpose: Master each step one at a time.	Collaborative Practice Purpose: Move students toward fluency through application.	Independent Practice Purpose: Transfer new knowledge from short- to long-term memory.	Reflection Purpose: Evoke higher order thinking.
<ul style="list-style-type: none"> Teacher states the purpose for the learning. Teacher has clear expectations for student accountability. Students may set their own learning goals. Teachers make clear connections between the new material and students' existing knowledge. Students actively make connections to their lives. Teacher motivates students by generating interests through guiding questions or eliciting questions from students 	<ul style="list-style-type: none"> Teacher describes the characteristics of the concept. Teacher provides the rule or definition. Teacher provides steps by step explanation of the skill with examples of each step. Teacher communicates performance expectations for which students will be held accountable. Teacher explicitly calls out critical academic vocabulary. Teacher provides examples and non-examples. Teacher provides think-alouds, talking about the thinking process while modeling for students. Teacher provides a visual representation of the concept and each step. Teacher Displays exemplars of what is expected as the end product of student work. Teacher ensures student understanding of concept by asking higher level questions. Teacher structures questions at the level of proximal development. Teacher ensures understanding of skill before structured experience. 	<ul style="list-style-type: none"> Teacher leads students through practice examples of each step in order to reduce errors in the initial learning stages. Student has opportunities to demonstrate a grasp of the new learning under the direct supervision of the teacher. Teacher provides immediate feedback and intervention as necessary. May return to this level at any time the students are unsuccessful in less structured phases of practice. 	<ul style="list-style-type: none"> Teacher gradually reduces support and students eventually apply the steps independently. Teacher monitors students as they work independently, in partner pairs, or table groups. Teacher provides immediate feedback to pairs or small groups. Teacher and students review and clarify main points of the lesson ensuring utility of application. The visual representation is referenced as necessary to remind students of the concept and steps. Students use a wide range of idea creation techniques including brainstorming. Students process information using peer support. Students balance diverse views and beliefs to achieve outcomes. Students use interpersonal and problem solving skills to guide others toward a goal. Students develop and effectively communicate ideas to others. 	<ul style="list-style-type: none"> Students demonstrate knowledge of the concept and perform the skill without assistance from the teacher. Students define, monitor, prioritize, and complete tasks without direct oversight. Students are engaged in useful meaningful work in regards to the skill being taught. Ownership and responsibility of learning has shifted to the student and they can authentically transfer the learning to other areas of learning. Students extend and refine acquired knowledge to be able to use it automatically and routinely to analyze and solve problems and create unique solutions. Students use a wider range of idea creation techniques including brainstorming. Teacher may provide additional structured or guided practices to those students who are still in need. For students who are in the independent phase, feedback may be delayed. Students may self assess or peer assess against the established criteria set by the teacher. 	<ul style="list-style-type: none"> Students publicly share their work. Students monitor effectiveness of chosen strategy to solve a problem. Students manage and evaluate their own progress as a learner and set new goals. Students monitor their comprehension of learning outcomes. Students apply self questioning techniques. Students create solutions and take actions that further deepen their skills and knowledge. Students view failure as an opportunity to learn, and understand that creativity and innovation is a long term process of small successes and frequent mistakes.

PROMOTING ENGAGEMENT THROUGH GRADUAL RELEASE

A Culture of Risk-Taking

- Culturally sensitive, safe, and orderly classroom environment
- Adaptability including varied roles and responsibilities
- Interactive structures
- Efficient use of instructional time
- Clear routines and procedures
- Positive, nurturing relationships

21st Century Learning

- Interdisciplinary Themes
- Learning and Innovation Skills
- Information, Media, and Technology Skills
- Life and Career Skills

Marzano's High Yield Strategies

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Representing knowledge
- Learning groups
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

Differentiation

- Differentiate the learning environment
- Differentiate the content
- Differentiate the learning process
- Differentiate the product

Brain based learning Systems

- Social/Collaborative System
- Sensory/Emotional System
- Cognitive/Analytical System
- Health/Physical System
- Reflective/Metacognitive System

Levels of Bloom's Taxonomy

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

[Video exemplars using effective instructional strategies within the Gradual Release Model](#)