

# GR

## SCAFFOLDING, GRADUAL RELEASE

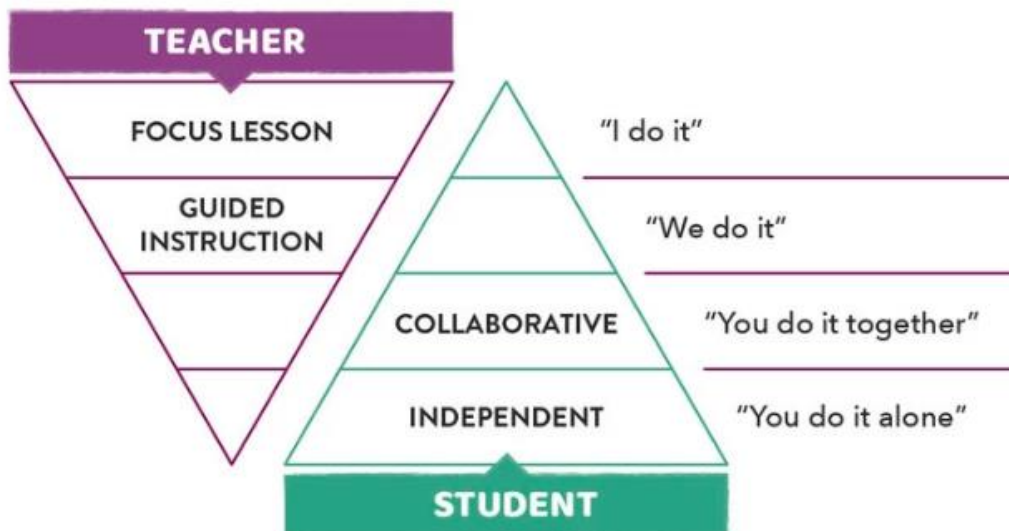
Effect Size 0.49, 0.59 | Explicit Instruction connection  
Ellen Levy, 2007

### EXPECTATION

- Be intentional about partnering and grouping decisions by using formative assessment data
- Present information for all students to have entry points into the lesson plan
- Target specific skills within the lesson and provide necessary support
- Withdraw support as students move from Acquisition, Automaticity to Application

### EXPLANATION

Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole group delivery to student-centered collaboration and independent practice. Sometimes referred to as “I do it, we do it, you do it,” this model proposes a plan of instruction that includes demonstration, prompt, and practice. This graphic, from the work of Doug Fisher and Nancy Frey (2007), takes the model a step further by defining the specific stages in greater detail. Taken as a whole, the triangles represent the mentoring relationship and two-way interaction between the teacher and student. At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content. This is the “I do” phase. But as the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. In the “We do” phase of learning, the teacher continues to model, question, prompt and cue students; but as student move into the “You do” phases, they rely more on themselves and less on the teacher to complete the learning task.



RESOURCES



TRAINING MODULE  
SCAFFOLDING



TRAINING MODULE  
GRR



HOMEWORK AND GRR

## Mentoring Roles &amp; Responsibilities

	Teacher	Student
<b>I do it</b> <i>Direct Instruction</i>	<ul style="list-style-type: none"> <li>▪ Provides direct instruction</li> <li>▪ Establishes goals and purpose</li> <li>▪ Models</li> <li>▪ Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>▪ Actively listens</li> <li>▪ Takes notes</li> <li>▪ Asks for clarification</li> </ul>
<b>We do it</b> <i>Guided Instruction</i>	<ul style="list-style-type: none"> <li>▪ Interactive instruction</li> <li>▪ Works with students</li> <li>▪ Checks, prompts, clues</li> <li>▪ Provides additional modeling</li> <li>▪ Meets with needs-based groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asks and responds to questions</li> <li>▪ Works with teacher and classmates</li> <li>▪ Completes process alongside others</li> </ul>
<b>You do it independently</b> <i>Independent Practice</i>	<ul style="list-style-type: none"> <li>▪ Provides feedback</li> <li>▪ Evaluates</li> <li>▪ Determines level of understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Works alone</li> <li>▪ Relies on notes, activities, classroom learning to complete assignment</li> <li>▪ Takes full responsibility for outcome</li> </ul>
<b>You do it together</b> <i>Collaborative Learning</i>	<ul style="list-style-type: none"> <li>▪ Moves among groups</li> <li>▪ Clarifies confusion</li> <li>▪ Provides support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Works with classmates, shares outcome</li> <li>▪ Collaborates on authentic task</li> <li>▪ Consolidates learning</li> <li>▪ Completes process in small group</li> <li>▪ Looks to peers for clarification</li> </ul>

## Instructional Scaffolding

*Instructional scaffolding* is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. Just like the scaffold in the picture to the left, these supports are temporary and adjustable. As students master the assigned tasks, the supports are gradually removed.

Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance organizers	<i>Tools used to introduce new content and tasks to help students learn about the topic:</i> Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Cue Cards	<i>Prepared cards given to individual or groups of students to assist in their discussion about a particular topic or content area:</i> Vocabulary words to prepare for exams; content-specific stem sentences to complete; formulae to associate with a problem; concepts to define.
Concept and mind maps	<i>Maps that show relationships:</i> Prepare partially completed maps for students to complete or have students create their own maps based on their current knowledge of the task or concept.
Examples	<i>Samples, specimens, illustrations, problems:</i> Real objects; illustrative problems used to represent something.
Explanations	<i>More detailed information to move students along on a task or in their thinking of a concept:</i> Written instructions for a task; verbal explanation of how a process works.
Handouts	<i>Prepared handouts</i> that contain task- and content-related information, but with less detail and room for student note taking.
Hints	<i>Suggestions and clues to move students along:</i> “place your foot in front of the other,” “use the escape key,” “find the subject of the verb,” “add the water first and then the acid.”
Prompts	<i>A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge.</i> Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as “Go,” “Stop,” “It’s right there,” “Tell me now,” “What toolbar menu item would you press to insert an image?”, “ Tell me why the character acted that way.”
Question Cards	<i>Prepared cards with content- and task-specific questions</i> given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
Question Stems	<i>Incomplete sentences which students complete:</i> Encourages deep thinking by using higher order “What if” questions.
Stories	<i>Stories relate complex and abstract material to situations more familiar with students.</i> Recite stories to inspire and motivate learners.
Visual Scaffolds (Alibali, 2006)	Pointing (call attention to an object); representational gestures (holding curved hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.