J. Harwood Science HSSS

**Gradual Release of Responsibility Model**

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| Modeled  The *Release of Responsibility* is from instructor to student. At each stage it is important to be vigilant as to the main criteria (key understandings) for the process/action being taught.  The goal is to move towards *independent* practice as quickly as the student demonstrates an *ability* and/or *willingness* to on take that responsibility.  The final step is to encourage *self-regulation*, preferably at first with peer support and commentary, but also encouraging students to request further feedback as they see fit. | I show, you watch |
| Shared | I do, you help |
| Guided | You do, I help |
| Independent | You do, I watch |
| Self-regulating | I do, I seek help |

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| *Steps* | *What the instructor does* | *What the student does* |
| Anticipatory Set | Explain clearly what will be modeled, recall why this is important, and state what action the student will be expected to do | Yes, this part is about listening and questioning...gathering the parts necessary for constructing new connections |
| Step One: **Modeled** | As little verbal as possible—remember, the overwhelming majority of learners have a visual preference. Quick debrief at end of this stage (remember, the **parking lot** may be your friend here; i.e., **park** what does not need to be known right now for successful implementation and respond to it later) | Watches closely and listens. Questions should be parked at this point or only brief answers.  Questions may be asked at stage debrief. |
| Step Two: **Shared** | Instructor will still be moving through the steps, but the student will also be helping recall information, define important steps, and give direction. At this point, it is still important the instructor keep the activity simple and “correct” (that is, model what you expect the student to be able to replicate)  Instructor may pause at points to ask “And then what do I do?” or “Why should I do it this way?” to maintain | Student “coaches” and clarifies. Questions parked until debrief for this stage.  Questions asked during debrief. |

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| Step Three: **Guided** | Instructor watches student(s) operate. May “timeout” at points if positively framed comments would improve practice (decision must always be made as to whether practicing a certain incorrect action could lead to reduced or ineffective practice as opposed to not best practice)  Allows student(s) to personally debrief at end of activity and answers questions, offers tips, as appropriate at debrief. | Student leads the exercise, but may either be “timed out” (if critical stage or action is omitted or seriously underperformed)  Important to let the student take charge as much as practical  Students do what they think they should do if uncertain. |
| Step Four: **Independent** | Instructor monitors but does not interrupt. Students allowed to go through entire process. No coaching during the practice.  During debrief, students lead, focussing on 1) what was done well and 2) what will be done better next time. Positive feedback loop.  Instructor may raise important points that are missed (rare at this stage) or confirm students’ debrief. | Student leads the exercise without being timed out or asking for support from instructor. Student may seek input from peers.  Students lead debrief at end. (set up for Stage Five “Self-Regulating”. |
| Step Five: **Self-Regulating** | Instructor clarifies that he or she is available for feedback during course. Other sources of authentic feedback are made available to students.  Instructor clarifies that WAGB is also a source for feedback in the future. | Student continues to implement skills, but understands it is appropriate to consult with “community” to resolve questions and concerns. |

**SMART Goal Setting**

