



3

Empowering Student Learning in the Classroom

July 11 – 12, 2018

Rosen Shingle Creek, Orlando

www.IESConference.org

Dr. Bola Disu



Essential Question



How can students be empowered to take ownership of their learning?





Today's Outcomes

Today we will....

- Explore the 4 phases of Gradual Release of Responsibility (GRR) model by Fisher and Frey.
- Discover how GRR model can be implemented in daily teaching practice.
- Create an action plan to empower students in the classroom.





Agenda

- Welcome and Norms
- Explore the Gradual Release of Responsibility (GRR) Model by Fisher and Frey.
- Discover how it can be implemented in daily teaching practice.
- Create an action plan to empower students in the classroom.
- Closure





Norms

To accomplish the goals for this session, please adhere to these courtesy practices:

- Participate actively
- Honor time limits
- Be open to new ideas
- Trust the process
- Use vibrate mode on mobile phone



Housekeeping



- Please place comments and questions in the Parking Lot.





Phase 1: Focused Instruction (“I do it”)

- Name the strategy, skill, or task.
- State the purpose of the strategy, skill, or task.
- Demonstrate how the strategy skill or task is used.
- Draw connections to past learning.
- Alert learners to errors to avoid.
- Show students how to check for accuracy.



Phase 2: Guided Instruction (“We do it”)



- Prompt the students to engage in cognitive or metacognitive work and recall background information they’ve been taught.
- Re-teach a skill or strategy with necessary modifications.
- Question, prompt, explain, and model as needed.
- Monitor students’ understanding of the new concept or skills and plan next steps.



Phase 3: Collaborative Learning (“You do it together”)



- Students become interdependent: sharing idea and apply knowledge and skills acquired from the lesson.
- Students work in small groups, or in pairs, to share their understanding as they connect the curriculum to real world situations.
- Students work together to problem solve, evaluate, and demonstrate their understanding of the lesson together.
- Students leverage soft skills like communication, leadership, and negotiation.
- Teacher offers guidance and support when needed.



Phase 4: Independent Learning (“You do it alone”)



- Students engage in self-reflection;
- build fluency;
- demonstrate their understanding of new skills taught;
- take what they have learned and make it their own.
- Teachers assess students’ levels of understanding and provide actionable feedback to reinforce their learning.





What GRR Isn't

- Scripted and rigid steps
- Completed in a lockstep or linear order
- Partially enacted in a single lesson
- Equally divided among instructional minutes





What GRR Is...

- Flexible and responsive phases.
- Sometimes overlaps and carries out in an order that makes sense.
- Fully present in every lesson.
- Allocated based on student learning needs.





Practical Application in the Classroom

- Model ways to solve mathematical problems or apply ELA skills.
- Facilitate guided instruction using graphic organizers or anchor charts, through questioning techniques, reinforcing new skills or reviewing old ones.
- During collaborative learning students work in groups to discuss views on a topic, assemble supporting evidence, and provide peers with feedback.
- Students demonstrate mastery in a mode that suits them e.g. speech, writing, drawing/illustrations.





Reflection and Action Plan

- List 5 benefits to empowering students using GRR model.
- In what ways will you implement each phase in the classroom?
- What, if any, are perceived challenges? How can they be resolved?





Closure: Essential Question

How can students be empowered to take ownership of their learning?

- Use phases in the GRR model to shift the learning from teacher directed to student-led learning.
- Assess students to determine their level of understanding and teach students how to reflect on, and assess their learning.





Thank you!

