



## RESEARCH-BASED INSTRUCTIONAL STRATEGIES @ WGM

Gradual Release Model	Explicit Instruction	Cooperative Learning	Kagan Structures
<p>The Gradual Release of Responsibility Model is a teaching strategy characterized by a sequence of learning activities that shift the responsibility from the teacher to the student. The goal of this approach is autonomy and efficacy on the part of the student—ideally, the ability to transfer understanding on their own.</p> <p>The ideal result is a confident learner who accepts responsibility for their own learning and directs this learning through the cognitive processes involved, moving through the academic spectrum, to independent choice (personalized learning).</p> <p>As Buehl (2005) stated, the GRR model “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.”</p> <p>The Gradual Release of Responsibility Model can be summarized in six words: Show me, help me, let me.</p> <p>Within this short phrase lies several many of the pedagogical ‘best practices’ that simply work in learning, most fundamentally modeling (show me), scaffolding and support (help me), and transfer (let me - though it’s true you can ‘let a student’ without requiring transfer).</p> <p>Note: This is a non-linear process. Students may - and often will need to - move back and forth between levels as they develop proficiency around a skill or concept.</p>	<p>Explicit instruction is a purposeful way of overtly teaching students. Explicit in this case means a clear-cut and finite way of teaching that includes both instructional and delivery procedures.</p> <p>Torgesen (2004) described explicit instruction as “instruction that does not leave anything to chance and does not make assumptions about skills and knowledge that children will acquire on their own.”</p> <p>Rosenshine (1987) described explicit instruction as “a systematic method of teaching with emphasis on proceeding in small steps, checking for understanding, and achieving active and successful participation by all students.”</p> <p>Explicit instruction is a series of instructional behaviors that increase the likelihood for student achievement. Think of it as improving student outcomes with elevating teacher practice. The instructional behaviors are all about increasing modeling, providing students with frequent opportunities to respond and providing both guided and independent practice.</p> <p>Instruction is explicit when teachers tell students what they need to do using direct explanations along with sharing and modeling new knowledge (Fletcher, Lynn, Fuchs &amp; Barnes 2019).</p> <p>According to Dr. Anita Archer, explicit instruction is when students are engaged, instruction is systematic, teachers solicit many responses from the students, and teachers constantly give students feedback.</p>	<p>Cooperative learning involves students working together to accomplish shared goals, and it is this sense of interdependence that motivate group members to help and support each other. When students work cooperatively they learn to listen to what others have to say, give and receive help, reconcile differences, and resolve problems democratically.</p> <p>However, placing students in small groups and telling them to work together does not guarantee that they will work cooperatively. Groups need to be structured to ensure that members will work interdependently if they are to reap the academic and social benefits widely attributed to this approach to learning.</p> <p>The role the teacher plays in establishing cooperative learning in the classroom is critically important for its success. This involves being aware of how to structure cooperative learning in groups, including their size and composition the type of task set; expectations for student behavior; individual and group responsibilities; and the teacher’s role in monitoring both the process and the outcomes of the group experience.</p> <p>According to research, students who engage in cooperative learning learn significantly more, remember it longer, and develop better critical-thinking skills than their counterparts in traditional lecture classes.</p>	<p>Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students’ confidence and retain their interest in classroom interaction.</p> <p>Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students’ confidence and retain their interest in classroom interaction. The structures work in all teaching contexts - regardless of subject, age group, and number of students in class.</p> <p>Kagan Structures carefully engineer student interaction to maximize cooperation, communication, and active engagement by all.</p> <p>With Kagan Structures, participation is not voluntary. Participation is required by the structure. In Rally Coach, students take turns. Both partners have a very specific role and they cannot accomplish the task without working together. It is the same with Match Mine. Students must communicate accurately to complete the task. In the traditional classroom, the structure does not require participation from every student. It is the same with Match Mine with pair work or group work. If pair or group work is not structured properly, one student can simply do the work, while the others watch, or even tune out. In contrast, the structures hold every student individually accountable for participating. There is a direct connection between student participation, engagement, communication, and subsequent learning.</p>

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Differentiated Instruction	Project-Based Learning	Peer Learning	Guided Reading
<p>Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.</p> <p>Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.</p> <p>Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.</p> <p>Teachers who practice differentiation in the classroom may:</p> <ul style="list-style-type: none"> <li>- Design lessons based on students' learning styles.</li> <li>- Group students by shared interest, topic, or ability for assignments.</li> <li>- Assess students' learning using formative assessment.</li> <li>- Manage the classroom to create a safe and supportive environment.</li> <li>- Continually assess and adjust lesson content to meet students' needs.</li> </ul> <p>According to researcher Kathy Perez (2019), differentiated instruction may include tiered assignments, choice boards, compacting, interest centers/groups, flexible grouping, and learning contracts.</p>	<p>Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.</p> <p>Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Project Based Learning units often include the following core components:</p> <ul style="list-style-type: none"> <li>- Collaboration</li> <li>- Employability (21st Century) Skills</li> <li>- Community Partners</li> <li>- Feedback &amp; Revision</li> <li>- Publicly Presented Product</li> <li>- Reflection</li> <li>- Standards: Content Knowledge &amp; Skills</li> <li>- Authenticity &amp; Relevance: Addresses a real-world challenge, need, problem, or concern</li> <li>- Inquiry</li> <li>- Student Voice &amp; Choice</li> </ul> <p>The benefits of Project Based Learning extend to both teachers and students alike. PBL can have long-term impact on student success and achievement beyond the classroom.</p> <p>Many people confuse PBL with doing traditional projects. Major differences that separate PBL from a project include the purpose for learning and how student learning is assessed. In PBL, the project itself is used to teach rigorous academic content and success skills.</p>	<p>Peer learning is the process of students learning with and from each other. This is usually facilitated through teaching and learning activities such as student-led workshops, study groups, peer-to-peer learning partnerships, and group work.</p> <p>Some benefits include, development of student collaboration and communication skills, enhancement of student confidence and the ability to take control of their own learning (Ramsden, 1992; Biggs, 2003).</p> <p>Students feel more comfortable working with their peers, so may interact and engage in reflection and explore ideas more deeply than in a teacher led environment.</p> <p>Peer learning is an education method that helps students solidify their knowledge by teaching each other. One student tutoring another in a supervised environment can result in better learning and retention.</p> <p>Why? Because to teach another, one must first fully understand a concept themselves. Verbalizing a concept and sharing the information with a peer serves to reinforce the knowledge gained.</p> <p>Peer learning is important because to thrive in school, in the workplace, and in society, individuals must be able to learn from others and work with them to achieve mutual success. It generates teamwork, better feedback, and supports diversity.</p>	<p>Guided reading is a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. During guided reading, students in a small-group setting individually read a text that teachers have selected at their instructional reading level. Teachers provide guidance across the lesson to support students in building the "in-the-head" networks of strategic actions for processing increasingly challenging texts. Through guided reading, students learn how to engage in every facet of the reading process and apply that literacy power to all instructional contexts.</p> <p>As an instructional context, guided reading supports readers in expanding their processing competencies (in-the-head systems of strategic actions). It provides a context for responsive teaching – teaching that is grounded in the teacher's detailed knowledge of and respect for each student, supporting the readers' active construction of a processing system.</p> <p>Guided reading also allows students to engage with a rich variety of texts and helps students learn to think like proficient readers. It enables students to read more challenging texts with support.</p> <p>In guided reading, teachers meet students where they are and lead them forward with intention and precision.</p>