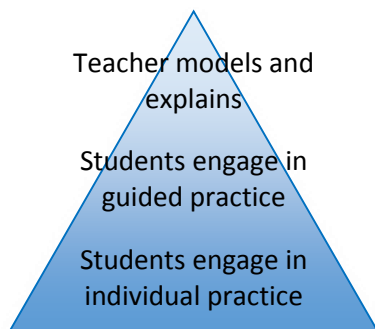


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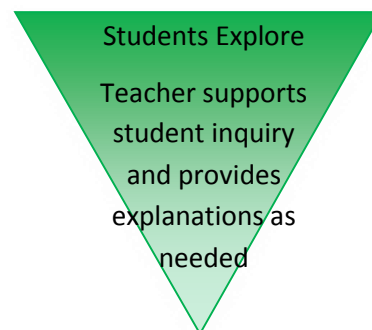
WILLIAM PATERSON UNIVERSITY

Process Step Models

Gradual Release: Teacher Scaffolding



Inquiry: Teacher as Facilitator



Process Steps by Model

I. Gradual Release Model Steps

Engage: An introduction to the activity so as to provide access to all students while maintaining the cognitive demands of the task (elicit students' prior knowledge, provide context and establish expectations).

Teach/ Modeling/ Think Aloud: The delivery of information from the teacher to the students, which can involve interactive student participation or teacher-led modeling where the students watch the teacher as s/he presents a strategy or content. Teacher modeling should not exceed 3-5 minutes.

Guided Practice: A gradual release of responsibility where the teacher assesses the students' understanding of the material while they practice the skill or strategy with teacher or peer feedback. Helps teacher to determine if the students are prepared for independent practice.

Centers: Stations where students are assigned task cards/ instructions based upon specific content, skills, or strategies; or areas where students engage in intentional play and/or work with manipulative materials. Sometimes centers are for one day and other times they are an opportunity to work on a culminating project over the course of a number of lessons.

Discussion: A structured forum where questions, posed by the teacher or students, provoke an oral exchange of ideas.

Practice: An opportunity for students, either in pairs, independently or in small groups, to practice a new skill or strategy.

Read Aloud: A prepared reading by a proficient reader who models fluency, accuracy, and expression. During this time a teacher may focus on specific reading strategies or text features.

Share: A closing activity where students are able to share practices or creations in small groups or in front of the entire class.

II. Inquiry Model Process Steps:

Engage: An introduction to the activity so as to provide access to all students while maintaining the cognitive demands of the task (i.e. elicit students' prior knowledge, create cognitive dissonance, provide context and establish expectations). The purpose for the ENGAGE phase is **to pique student interest and get them personally involved in the lesson, while pre-assessing prior understanding.**

Explore: An opportunity for students to work in groups, pairs or independently to develop ideas. Students have the opportunity to get directly involved with phenomena and materials. (Teachers "Let go", notice students' thinking, monitor, listen, provide appropriate support, assess student progress, and provide worthwhile extensions.) The purpose for the EXPLORE phase is to get students involved in the topic; providing them with a chance to build their own understanding.

Explain: An opportunity for students or teacher to share their ideas with the class - promote a community of learners, listen actively without evaluation, summarize main ideas and identify future problems. The purpose for the EXPLAIN phase is to provide students with an opportunity to communicate what they have learned so far and figure out what it means. Teachers might provide expert knowledge and terminology to help solidify conceptual understanding gained in the "Explore" phase.

Elaborate/Extend: An opportunity to go deeper as students share their ideas with the class - use talk moves to help students elaborate, gain ownership of their ideas, connect ideas to each other (e.g. ask the students if they agree or disagree with another student's idea and to explain why). In this phase students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways. The purpose for the EXTEND phase is to allow students to use their new knowledge and continue to explore its implications.

Evaluate: Evaluation and assessment can occur at all points along the continuum of the instructional process. Some of the tools that assist in this diagnostic process are: rubrics, teacher observation, student interviews, portfolios, project and problem-based learning products. The purpose for the EVALUATION phase is for both students and teachers to determine how much learning and understanding has taken place.