



This month's issue is focusing on Gradual Release of Responsibility: "I Do, We Do, You Do". This model is a plan of instruction that includes demonstration, prompt and practice.



**Specialized  
Teaching and  
Learning**

# Specialized Teaching and Learning

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## Specialized Instruction

Gradual release of responsibility and scaffolded instruction, also referred to as "I do, We do, You Do" strategy is recognized as a successful approach in many different classroom settings. It is especially effective when planning for specialized instruction

### "I Do, You Do, We Do" Teaching Strategy

**Modeling (I do):** Modeling involves teaching using think alouds to reveal to students the strategic thinking required to solve a problem. The teacher models the skill three times. The teacher demonstrates and describes the skill performance.

#### Example of "I Do"

Teacher reads passage from "Shrouded in Myth." All students read in their heads while teacher reads. Teacher models Think Alouds "What do you notice about this text? What do you wonder?"

**Specialized Instruction:** Special Ed teacher models by using scaffolded questioning: What do you see on the statue? What is she holding? Why do you think she's holding it? Special Ed teacher can model to the whole class or pull a small group. To assist with focus, the questions could be written out on index cards so the Special Education students will have a visual.

To understand a concept or process information, the "I do" stage helps students who need more opportunities to observe the teacher modeling. No one is moving ahead. Students are listening and watching the process being modeled. Ask the students to put down their pencils and give full attention to the teacher modeling the concept.



*“What a child can do today with assistance, she will be able to do by herself tomorrow.”*  
 ~ Lev Vygotsky.

## “I Do, We Do, You Do” Teaching Strategy

**Collaborative (We Do):** After you, as a teacher, model the correct way to understand or perform the new concept being taught, you partner with the student(s) work through some examples together. This allows for a deeper level of learning to develop.

### Example of “We Do”

The students are asked to read the book with a partner or small group (we do) by choosing a strategy such as “Reader’s Theater” or choral reading. When the students are finished they share their ideas with the group. Once they finish, the class comes back together for a whole group discussion to discuss ideas and talk through any misconceptions.

**Specialized Instruction:** Preselect partners. Highlight and pre chunk the text that the student is reading. Review the clarification strategy from reciprocal teaching and remind the students to write down any misconceptions.

## “ I Do, We Do, You Do” Teaching Strategy

**Independent (You Do):** This stage is where student(s) demonstrate their initial level of understanding of the new concept being taught through independent practice. The “I Do, We Do, You Do” strategy works very well in mathematics. Math concepts frequently involve multiple steps and operations. In this stage of the strategy, the teacher can make instructional changes based on the students’ level of independent proficiency.

**Specialized Instruction:** If there are multiple steps required to complete an assignment, create a checklist of steps, or write “hint bubbles” on the assignment. For example, if the vocabulary word (underline or highlight the word) on the assignment is “extraordinary”, the “hint bubble” may have a couple of synonyms to help with comprehension.

“I Do, We Do, You Do” Chart Developed by Ellen Levy

	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>

**Professional Learning**

**What:** Specialized Instruction Work Sessions: Specializing your Lesson Plans

**Where:** Hawthorne Center

**When:** January 4<sup>th</sup>, 2017

Sessions offered (only attend one session): 8:30-10:00; 10:00-11:30; 1-2:30; 2:30-4.

**Description:** Instructional Support Specialist (ISS) will be available to provide one-on-one instruction regarding lesson plan development. Feedback regarding specialized practices will be given. The ISS's will also provide specialized strategies & resources that can be embedded in your lesson plan.

**Audience:** K-12 IRR Teachers

Be sure to sign up early!!!! Only 10 participants per section: <http://tinyurl.com/zdz52pm>

----- **Assistive Technology Learning Labs for Low-Incidence Teachers**

These labs will allow participants to have extended training and practice time on resources currently in their classrooms. Examples include: Classroom Suite, Boardmaker, Low-tech devices, Show & Share, Core Words for Communication and Literacy Make & Take, and Lesson Pix. Participants must have software or equipment specified for session.

**Audience:** Low-Incidence Teachers, Paraprofessionals, OTs, SLPs, SSAs

**Start Date:** Mondays, September 12, October 10, November 14, December 12, January 9, February 13, March 13, April 10

**Start Time:** 4:00 p.m. - 6:00 p.m.

**Location:** Hawthorne Center - TBD

**Registration:** Contact [Helen.Upshaw@cobbk12.org](mailto:Helen.Upshaw@cobbk12.org)

**Another spin on the teaching strategy... "Y'all Do"**

