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Hawker Brownlow
EDUCATION

Thinking & Learning Conference

2014

23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

**Douglas Fisher
& Nancy Frey**

Sunday 25 May

**Better Learning through
Structured Teaching**
Session 2

DOUGLAS FISHER



Douglas Fisher, PhD, is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National

Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

NANCY FREY



Nancy Frey is a professor of Literacy in the School of Teacher Education at San Diego State University (SDSU), Calif. Before joining the university faculty, she was a special education teacher in the Broward County (Fla.) Public Schools, where she taught students at the elementary and middle school level. She later worked for the Florida Department of Education on a statewide project to support students with disabilities in general education curriculum.

Frey is a recipient of the Christa McAuliffe Award for excellence in teacher education from the American Association of State Colleges and Universities. Her research interests include reading and literacy, assessment, intervention, and curriculum design, and she was a finalist in for the International Reading Association's Outstanding Dissertation Award.

Frey has published in *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *English Journal*, *Voices in the Middle*, *Middle School Journal*, *Remedial and Special Education*, *Educational Leadership*, and *California English*. She has coauthored books on literacy, including *Improving Adolescent Literacy: Strategies at Work*, *Reading for Information in Elementary*, *Scaffolded Writing Instruction*, and *Checking for Understanding* for ASCD. She teaches a variety of courses in SDSU's teacher credentialing program on elementary and secondary reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also teaches classes at Health Sciences High and Middle College in San Diego, where she learns every day from her students and colleagues.

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Structured Teaching: A Gradual Release of Responsibility Model of Instruction

Doug Fisher and Nancy Frey

Contact us at
www.fisherandfrey.com



TEACHER RESPONSIBILITY

Focused Instruction

Guided Instruction

Collaborative Learning

Independent Learning

STUDENT RESPONSIBILITY

"I do it"

"We do it"

"You do it together"

"You do it alone"

A Structure for Instruction that Works
(c) Frey & Fisher, 2008

The sudden release of responsibility

TEACHER RESPONSIBILITY

Focused Instruction

Independent Learning

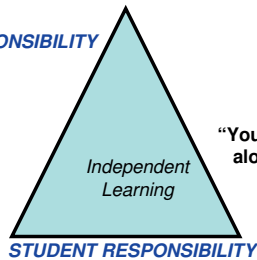
STUDENT RESPONSIBILITY

"I do it"

"You do it alone"

DIY School

TEACHER RESPONSIBILITY
(none)

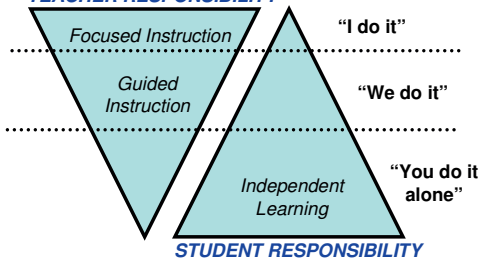


"You do it alone"

STUDENT RESPONSIBILITY

The "Good Enough" Classroom

TEACHER RESPONSIBILITY



"I do it"

"We do it"

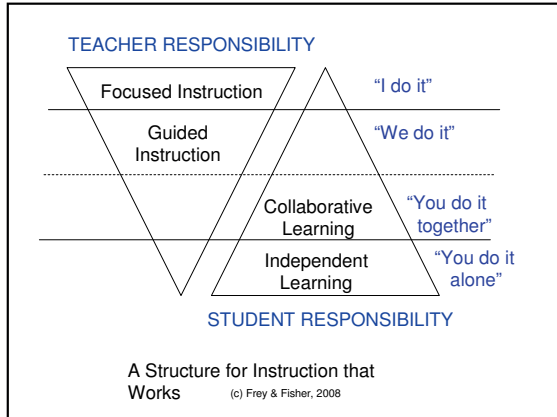
"You do it alone"

STUDENT RESPONSIBILITY

Time for a Story


January 2006





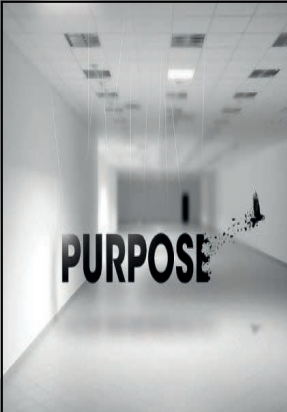
How does Pam:

- Establish purpose?
- Model her thinking?
- Demonstrate?
- Provide language supports?
- Utilize productive group work?
- Provide guided instruction?
- Check for understanding?
- Foster metacognition?



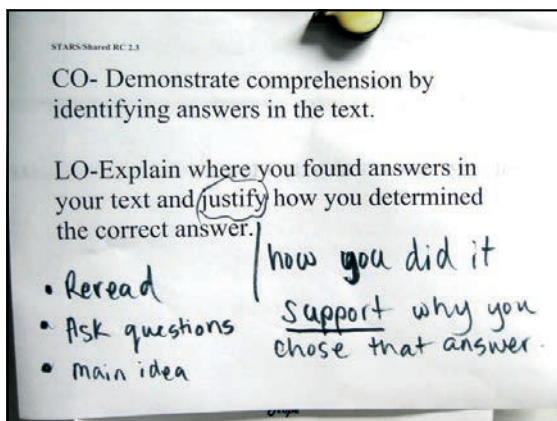
Why Focus on Purpose?

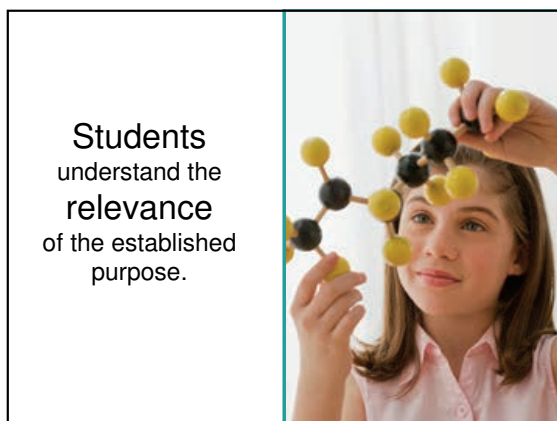
- Are students accessing grade level standards?
- Do students know what they are expected to learn, not just what they are expected to do?
- How is instructional time used?
- How does the teacher know when a learning goal has been met?



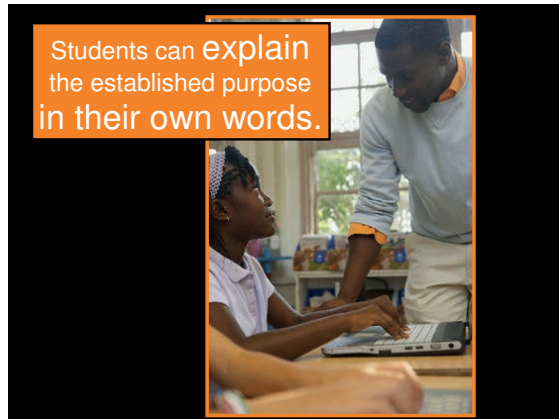


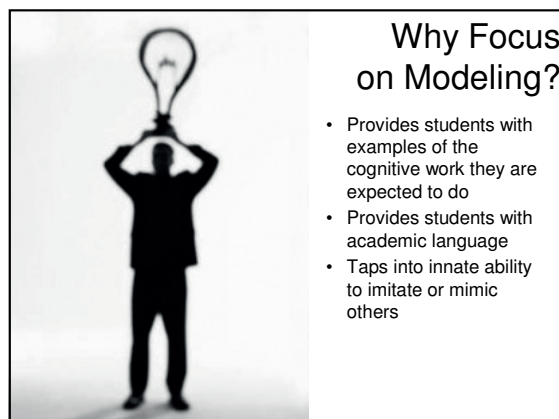
The established purpose contains both **content** and **language** components.

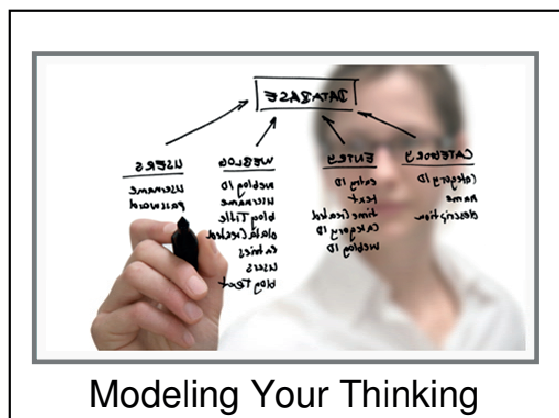




Students understand the **relevance** of the established purpose.









Thinking Aloud in Math

Background knowledge (e.g., When I see a triangle, I remember that the angles have to add to 180° .)

Relevant versus irrelevant information (e.g., I've read this problem twice and I know that there is information included that I don't need.)

Selecting a function (e.g., The problem says 'increased by' so I know that I'll have to add.)

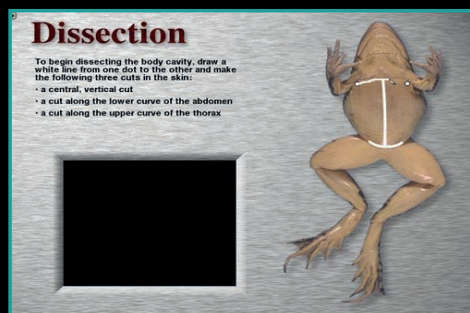
Setting up the problem (e.g., The first thing that I will do is ... because ...)

Estimating answers (e.g., I predict that the product will be about 150 because I see that there are 10 times the number.)

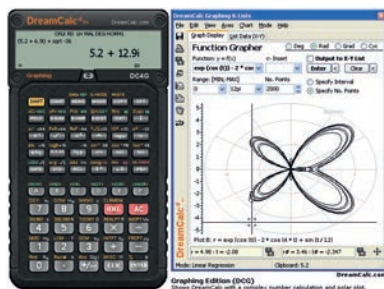
Determining reasonableness of an answer (e.g., I'm not done yet as I have to check to see if my answer makes sense.)

Fisher, D., Frey, N., & Anderson, H. (2010). Thinking and comprehending in the mathematics classroom (pp. 148-159). In K. Ganske & D. Fisher (Eds.), *Comprehension across the curriculum: Perspectives and practices, K-12*. New York: Guilford.

Virtual Frog Dissection Lab

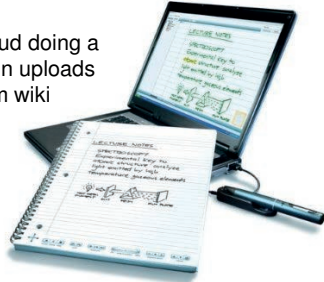


Thinking Aloud with a Calculator



Livescribe Pulse Smartpen

Teacher thinks aloud doing a math problem, then uploads notes to classroom wiki



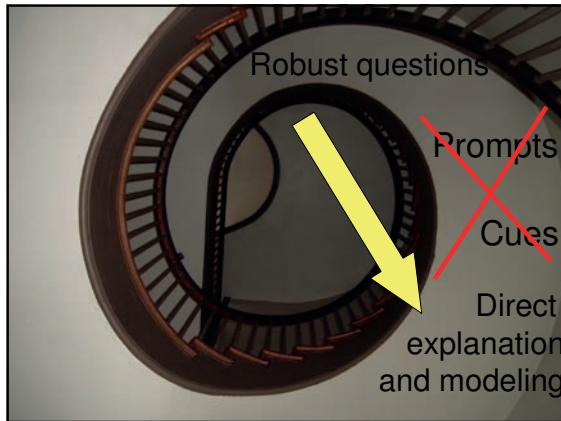
Guiding Instruction

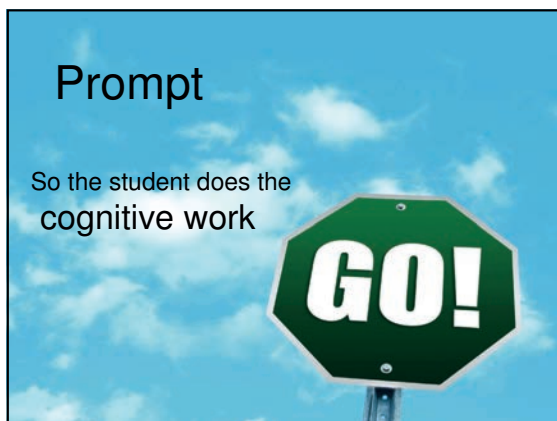


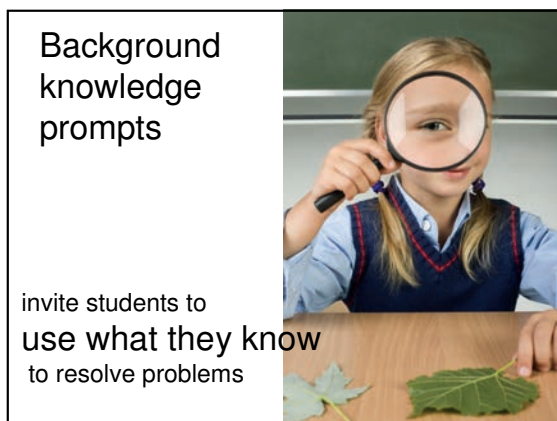
Why Focus on Guided Instruction?

- Targets instructional needs
- Provides feed forward instruction, not just feedback
- Provides for Tier 2 (RTI²) supplemental intervention





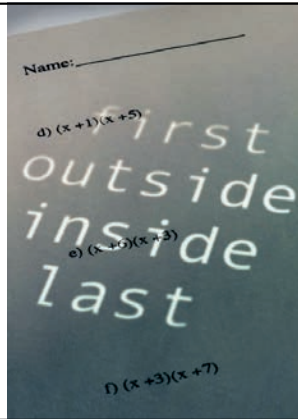






Process or Procedure Prompts

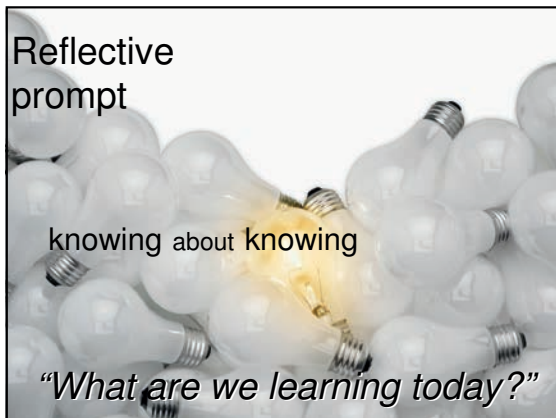
To perform a specific task



Reflective prompt

knowing about knowing

"What are we learning today?"



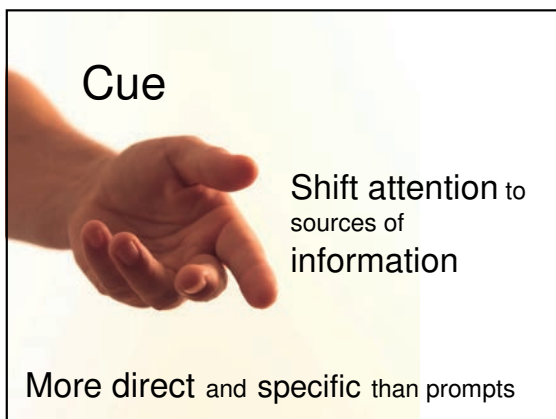
Heuristic prompt

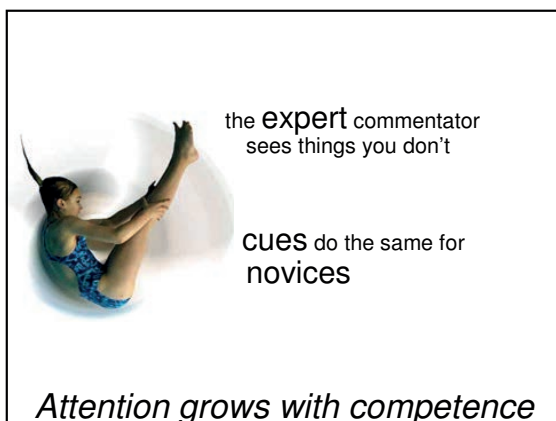
Informal and less defined



What do you do when you come to an unknown word?









Visual
Physical
Gestural
Positional
Verbal
Environmental



Context: Students are creating a Jeopardy®-style game. The teacher is building the background knowledge of a group of students. He draws their attention to a sentence in the text: “When you eat foods—such as bread, meat, and vegetables—they are not in a form that the body can use as nourishment.” He asks Mauricio to retell it in his own words...

Mauricio: So, I think it says that your body can't use meat like it is meat. It has to be changed.

Jessica: But that's what we eat to live. That's good eating.

Russell: I don't eat any vegetables. I only like the meat and bread from this, like a hamburger.

Mr. Jackson: How does that meat change so that your body can use it? Russell?

Russell: It doesn't change. It's meat.

Mr. Jackson: So let's think about what we know about nourishment and our food. There's a process that it goes through, right? [they nod in agreement] What's the first step? You know this because you do it several times a day.

Sarah: The first thing to eat? Is that what you mean?

Mr. Jackson: Yeah, the first thing.

Sarah: You take a bite.

Mr. Jackson: Exactly, right on. So you've changed the food, right?

Russell: Yeah, but it's still meat.

Mr. Jackson: It sure is. But it's changed a bit, and will change more. Remember we talked about different kinds of changes. Physical ... Chemical

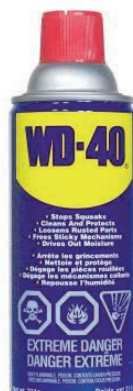


Productive Group Work



Why Focus on Collaborative Learning?

- Students must interact, using academic language, if they are to reach proficiency
- Provides teachers time for small group guided instruction
- Transfer of responsibility to students

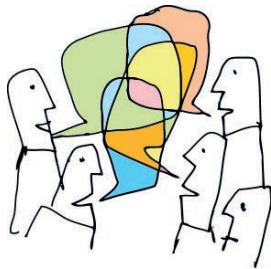


Productive failure

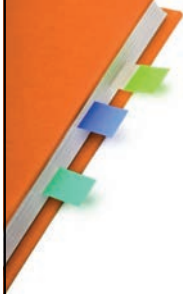


What does it look like?
What does it sound like?

- Students are consolidating their understanding
- Negotiating understanding with peers
- Engaging in inquiry
- Apply knowledge to novel situations




Sample Instructional Routines



Reading

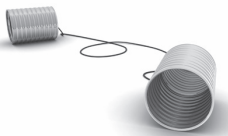
- Literature Circles
- Collaborative Strategic Reading
- Reciprocal Teaching
- Partner reading
- Jigsaw



Sample Instructional Routines

Writing

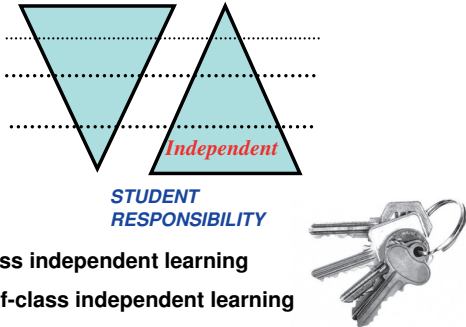
- Progressive Writing
- Paired Writing
- Peer response
- GIST writing
- Collaborative poster



Sample Instructional Routines

Oral Language

- Think-Pair-Square
- Numbered Heads Together
- Socratic Seminar
- Walking Review
- Novel Ideas Only



In-class independent learning

Out-of-class independent learning

"Independent" doesn't mean no support!

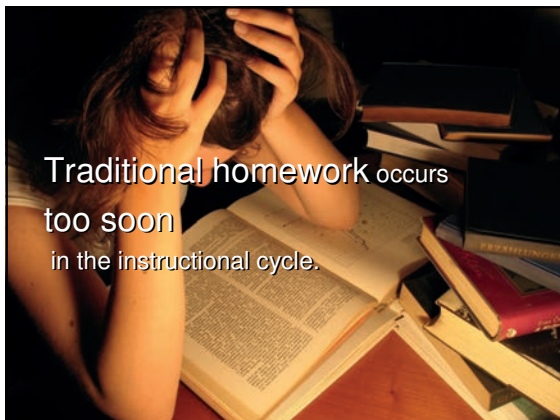


26%

Number of high school teachers who "often or very often" run out of time in class and assign the content for homework
(MetLife, 2008)



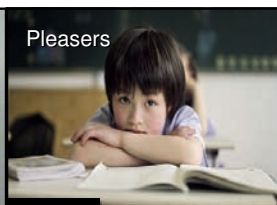
Traditional homework occurs too soon in the instructional cycle.



The students we think we have



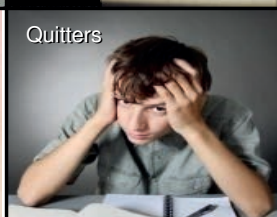
Pleasers




Outsourcers



Quitters





Goals of Homework

- Fluency building
- Application
- Spiral review
- Extension

Fisher, D., & Frey, N. (2008). Homework and the gradual release of responsibility: Making responsibility possible. *English Journal*, 98(2), 40-45.

Fluency-building at Home and School



Application homework

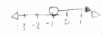


**Application at School**

I learned how to solve inequalities just by pretending the symbol ($<$, $>$) is an equal sign ($=$), so then I can solve it like I solve problems to find the unknown. I also learned that if I divide or multiply both sides by a negative number I have to change the symbol but for example, if the symbol was \geq , I would change it to \leq . I learned how to graph an equation as well. I learned that if the symbol has a bar under it (\leq), I should shade in the circle when I graph it. If there isn't a bar under it, it means that x or the variable isn't equal, so I should leave the circle unshaded.

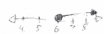
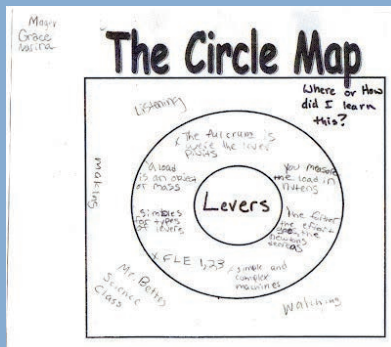
$$\begin{array}{r} 2x + 11 > 9 \\ 11 - 11 \quad -11 \\ \hline 2x > -2 \\ \frac{2x}{2} > \frac{-2}{2} \\ x > -1 \end{array}$$

You have a tremendous understanding of the concept you learned.



$$\begin{array}{r} 2m \leq -12 + 4m \\ 4m - 4m \quad -4m \\ \hline -2m \leq -12 \\ \frac{-2m}{-2} \leq \frac{-12}{-2} \\ m \geq 6 \end{array}$$

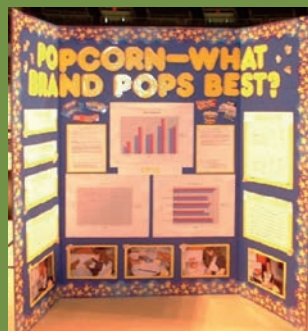
Excellent Work.

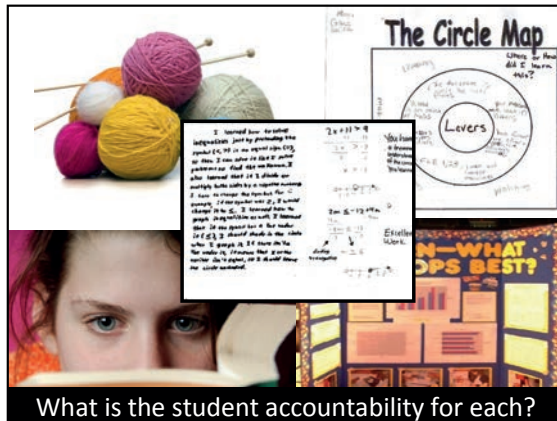
**Spiral Review in School**

Preparing for Science CST in Grade 5

Extension at Home

Science Fair Project









[illegible]



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	107023	Checking for Understanding: Formative Assessment Techniques for Your Classroom	\$29.95
	BKD1582	Close Reading and Writing from Sources	\$39.95
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	SOT3306	Essentials for Principals: The School Leader's Guide to English Learners	\$21.95
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	SOT7184	Literacy 2.0: Reading and Writing in 21st Century Classrooms	\$32.95
	109018	Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding	\$15.95
	CO2052	Rigorous Reading: 5 Access Points for Comprehending Complex Texts	\$34.95
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	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
Total (plus freight) \$			



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