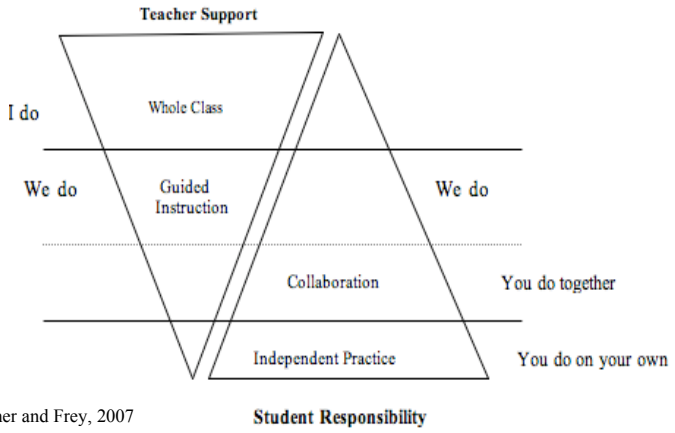
Gradual Release of Responsibility: I do, We do, You do



Fisher and Frey, 2007

Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, whole-group delivery to student-centered collaboration and independent practice.

Sometimes referred to as "I do it, we do it, you do it," this model proposes a plan of instruction that includes demonstration, prompt, and practice.

This graphic, from the work of Doug Fisher and Nancy Frey (2007), takes the model a step further by defining the specific stages in greater detail. Taken as a whole, the triangles represent the mentoring relationship and two-way interaction between the teacher and student. At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content. This is the "I do" phase.

But as the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. In the "We do" phase of learning, the teacher continues to model, question, prompt and cue students; but as student move into the "You do" phases, they rely more on themselves and less on the teacher to complete the learning task.

Mentoring Roles & Responsibilities

	Teacher	Student
I do it *Direct Instruction*	▪ Provides direct instruction ▪ Establishes goals and purpose ▪ Models ▪ Think aloud	▪ Actively listens ▪ Takes notes ▪ Asks for clarification
We do it *Guided Instruction*	▪ Interactive instruction ▪ Works with students ▪ Checks, prompts, clues ▪ Provides additional modeling ▪ Meets with needs-based groups	▪ Asks and responds to questions ▪ Works with teacher and classmates ▪ Completes process alongside others
You do it independently *Independent Practice*	▪ Provides feedback ▪ Evaluates ▪ Determines level of understanding	▪ Works alone ▪ Relies on notes, activities, classroom learning to complete assignment ▪ Takes full responsibility for outcome
You do it together *Collaborative Learning*	▪ Moves among groups ▪ Clarifies confusion ▪ Provides support	▪ Works with classmates, shares outcome ▪ Collaborates on authentic task ▪ Consolidates learning ▪ Completes process in small group ▪ Looks to peers for clarification

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