TABLE 3.1:
Sample Quality Indicators for Gradual Release of Responsibility Model of Instruction

High-Quality Component	Indicator
Purpose and Modeling	Teachers explicitly present *purpose* through content and language goals, which are based on content standards and the language demands of the task, as well as students' needs identified via formative assessments. *Modeling* includes naming the task or strategy, explaining when it is used, and using analogies to link to new learning. Teachers demonstrate the task or strategy, alert learners about errors to avoid, and show them how to check for accuracy. The modeling consistently contains "I" statements.
Guided Instruction	Teachers use questions, prompts, and cues to guide students to greater understanding and do not provide students with direct explanations unless the prompts and cues fail to result in understanding. When students are in small groups, teachers base guided instruction on an assessed instructional need and not an artificial performance level.
Productive Group Work	The task is a novel application of a grade-level-appropriate concept and is designed so that the success is not guaranteed. A chance for productive failure exists such that students remain challenged and engaged in the task at hand. Teachers purposefully construct small groups of two to five students (heterogeneous grouping) to maximize individual strengths without magnifying areas of need.
Independent Learning	The task is a novel application that relates to purpose of the lesson and provides students with an opportunity to apply what they have learned. Students practice with their peers before teachers ask them to complete tasks independently. Teachers and school leaders use student responses to independent tasks to make future instructional decisions, such as whole-class reteaching or additional guided instruction.

Quality Indicators for Gradual Release of Responsibility Model of Instruction

High-Quality Component	Indicator
Purpose and Modeling	
Guided Instruction	
Productive Group Work	
Independent Learning	