Overwhelmingly, research indicates that optimal learning is achieved when teachers actively use the *Gradual Release of Responsibility* model of instruction. As illustrated below, it is important to understand that teaching and learning are not unidirectional. Teachers and students move back and forth between the components as they continually master new content/skills.

**THE OPTIMAL LEARNING MODEL - GRADUAL RELEASE OF RESPONSIBILITY**

It is important to *check for understanding* (CFU) at each step of the EI lesson. Strategies include:

- Choral response
- Partner response (eg. Think, Pair, Share)
- Individual response (see TAPPLE - Hollingsworth & Ybarra)
- Walk around, look around, talk around
- Show Me Boards (eg. Individual whiteboards), response cards or actions

Providing immediate affirmative and corrective feedback is crucial. The goal of feedback is to close the gap between student’s current responses and the desired response.

**Diagram: Modelling/Demonstration**

- **Teacher models and leads** learning
- **Little to no student control over learning**
- **Very high teacher support**

**Joint/shared Demonstration**

- **Teacher and students learn together**
- **Low student control over learning**
- **High teacher support**

**Interactive**

- **Teacher confirms student learning**
- **Moderate student control over learning**
- **Moderate teacher support**

**Guided Practice**

- **Students learn together**
- **HIGH student control over learning**
- **Very high teacher support**

**BY students**

- **Students responsible for own learning**
- **Little to no teacher support**

**Modelling/ Demonstration**

- **I Do (You Watch)**
- **I Do (You Help)**
- **We Do (Together)**
- **You Do (I Help)**
- **You Do (I Check)**