

	WHAT'S MY ROLE? (TEACHER RESPONSIBILITIES)	WHAT'S MY STUDENT'S ROLE? (STUDENT RESPONSIBILITIES)
Show	Largely in control, the more knowing other plans engaging instruction that explicitly defines, demonstrates, and explains a strategy, skill, or way of thinking while making clear how it can be useful to the learner.	Less in charge, but still active, the learner observes, listens, notices, and connects to the teacher's demonstration while reflecting on its significance and asking questions to clarify any misunderstandings.
Share	Here, the teacher creates opportunities that invite children into the work and begins carefully handing over responsibility—possibly giving feedback in the form of stronger, more specific prompts, nudges, or cues to assist learners while adjusting the scaffold as determined by their responses.	As students begin to take on some of the responsibility for the new learning, they attend to, consider, and respond to feedback while participating and “trying on” tentative knowledge and asking for assistance as needed.
Support	Continuing to hand over the responsibility, and doing so to a larger degree, the more knowing other allows students lots of time for practice while beginning to pull back, monitoring for the need to shore up confusions as necessary, and supporting learners with slight reminders and less explicit feedback.	At this stage, as learners become more and more accountable, they practice applying and orchestrating all they've learned with increasing levels of competence, seeking considerably less support as they internalize greater degrees of the learning.
Sustain	With the students either independent or well on their way, the teacher focuses on maintaining an environment that both creates and supports opportunities for learners to continue to apply newly mastered skills independently and in a variety of situations.	Now, more in control, learners build momentum from repeated successful efforts as they continue to practice and confidently use their new knowledge, strategies, and skills independently—without requiring much support from their more knowing other, if any at all.
Survey	Throughout the learning process, the teacher constantly monitors, observing and evaluating the students' processes and responses to instructional support and feedback, reflecting on this data, and adjusting the scaffold as needed.	From beginning to middle to end, learners (to the greatest extent possible) self-reflect and mind their own progress, noticing successful—and not so successful—attempts as they negotiate new areas of knowledge and move themselves toward increasing levels of independence.