Differentiated Outcomes-based Instruction in the Common Core Classroom

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BIG ideas for today

• Outcomes-based instruction
• Differentiating teaching and student practice
• Classroom management

Outcomes-based instruction

TEACHING aligned with … and based on OUTCOMES reflected in state standards

What is an OUTCOME

• Result or consequence
• Aftereffect or end product

Instructional outcome – Needs to LEARN
Performance outcome – Needs to DO

Plan, teach, and develop the foundational skills required to perform an outcome BEFORE students are expected to complete work

OUTCOMES in Standards serve 3 purposes

• Clarify the teacher’s responsibility
• Identify student’s performance
• Elucidate assessment
Outcome reflected in a standard is the expected student performance at the appropriate level of mastery.

**Outcome**
- Monitor/report progress
- Assess mastery

Prioritize the outcomes.
Plan, pace, and deliver quality instruction and student practice.

- **Sequence** used to logically present content/skills
- **Pacing** to develop conceptual knowledge
- **Practice** to apply learning – procedural knowledge

Outcomes in ELA Standards: 4 domains, K-12

- Speaking and Listening
- Language
- Reading
- Writing

(Know the outcomes in state standards)

Teaching
Student practice
Assessment


Attend to the VERBS and NOUNS in a standard

- **Verbs** identify INTENSITY of instruction and student performance
- **Nouns** identify key details that IDENTIFY the outcome

Kindergarten Standards

**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear

**WK.8** With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question
Differentiating outcomes-based instruction requires understanding

The progressive, cumulative DESIGN of the outcomes in the Standards

The impact of pacing and practice PRIOR to assessing outcomes

Learning progression

- LISTENING COMPREHENSION, receptive language
- Silent period
- EXPRESSIVE LANGUAGE, VOCABULARY DEVELOPMENT labeling, phrases, sentences
- ORAL LANGUAGE EXPRESSIVE FLUENCY
- READING (sounds, words, phrases, sentences, paragraphs, connected text in books)
- WRITING (letters, words, sentences), highest form of language


Foundational Skills K-5

Print Concepts Phonological Awareness Phonics Word Recognition Fluency

Directions for CCSS Big Sheets

ELA, Grades K-12
Math, Grades K-5

Download www.gha-pd.com
Changing outcomes
Modify instruction
Differentiate instruction
Instructional shifts
Change teaching and practice

Evidence has identified
WHAT WORKS

Student-teacher relationships
Explicit instruction and feedback
Collaborative repeated practice

(Visible Learning, Hattie, 2009; Hattie & Yates, 2013)

Provide teaching support
Well-designed curricula
Technology
Professional development

Embrace collaboration and integration
Working together doing WHAT WORKS

WHAT WORKS
• Effective, intensive instruction
• Productive practice activities that promote self-respect, competence, self-reliance, social integration, peer collaboration

Language comprehension
Navigation of challenging text

( Teaching Adolescents to Read: It’s Not Too Late, Louisa C. Moats, Ed.D.)

Enhance the quality and increase the quantity of instruction

What we have been doing is not working
Differentiated Outcomes-Based Instruction in the Common Core Classroom

Differentiating outcomes-based instruction requires teaching differently

Changing the behaviors of teaching and practice to enhance student outcomes

Predicted outcomes by the end of PreK 59%
Predicted outcomes by the end of 3rd grade … 74%
50% of 6th grade students who miss 10 or more days of school will drop out of high school

(Muschkin, Ladd, & Dodge, 2015)

Effective instruction

1 Know your standards
2 Know your students
3 Model, teach & feed differentiate
4 Monitor, reteach & assess

Conceptual knowledge
Procedural knowledge
Learned outcomes

Skill development

Classroom management
Establish predictable order

- Establish routines and procedures
- Teach self-regulation
- Manage flexible grouping

Managing whole and small group activities

Inductive practice
Collaborative practice in small groups
Differentiated instruction in small groups
Overview, big ideas whole group

(Gibson & Hasbrouck, 2009; Gibson & Wilson, 2014)
Ensure students receive small group, differentiated instruction and feedback for ELA and Math

Students practice collaboratively in small groups after receiving sufficient explicit instruction

Students talk more before they read and write independently

Manage flexible grouping using a Rotation Chart

Students know ...
- what to do
- who they work with
- when & where they work
- when they work with teacher

Group names are moved from left to right to indicate how students will participate.

Change Daily Schedules (habits) to include small groups
- Shorter activities, 15-20 min.
- Whole class overview or review
- Small group explicit instruction
- Collaborative practice
- Independent practice

Establish routines and procedures used in all grades
- Mailboxes
- Do/Done folders (Homework folders)
- Student contracts

Thanks for participating!
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