

Differentiated Outcomes-based Instruction in the Common Core Classroom

Vicki Gibson, Ph.D.

Author/Consultant, McGraw Hill Education
CEO, Gibson Hasbrouck & Associates

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

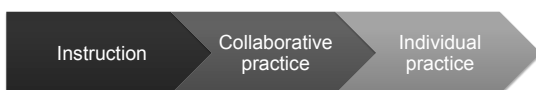
What is an OUTCOME

- Result or consequence
- Aftereffect or end product

Instructional outcome – Needs to LEARN

Performance outcome – Needs to DO

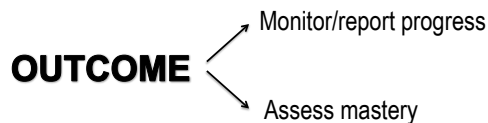
Plan, teach, and develop
the foundational skills
required to perform an outcome
BEFORE students are expected
to complete work



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**



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



(Blackburn, 2011; CCSSO, 2008 & 2009; CCSS, 2009 & 2010; Cheuk, 2013; COE, 2010)

KNOW the outcomes in state standards

The image shows a portion of the 'Reading Standards for Literature K-5' table. It lists various standards such as 'Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support analysis of what the text says explicitly and to make logical inferences from it.' and 'Analyze how major characters develop over the course of the text, explaining how and why they change or stay the same.'.

Teaching
Student practice
Assessment

(CCSS, 2010)

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

[illegible][illegible]

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

(August & Shanahan, 2008; Beck, McKeown & Kucan, 2002; Berne, 2002; Jensen, 2010; Heritage, 2010; Hess, 2010; Kame'ulani, Carnine, Dixon, Simmons & Coyne, 2002; Plinnell & Jagger, 1991; Snow, Burns & Griffin, 1998; Vaughn, Linari-Thompson, & Hickman, 2003)

Learning Progression

Listening
Understanding
Speaking
Reading
Writing

```
graph TD; Hear((Hear)) --> See((See)); See --> Say((Say)); Say --> Do((Do)); Do --> Hear
```

Foundational Skills K-5

```
graph LR; A[Print Concepts] --> B[Phonological Awareness]; B --> C[Phonics Word Recognition]; C --> D[Fluency];
```

Print Concepts

Phonological Awareness

★ Phonics Word Recognition

Fluency

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

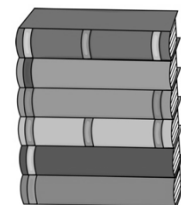
- **Effective, intensive instruction**
- **Productive practice activities**
that promote self-respect, competence, self-reliance, social integration, peer collaboration

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



Predicted outcomes
by the end of PreK **59%**

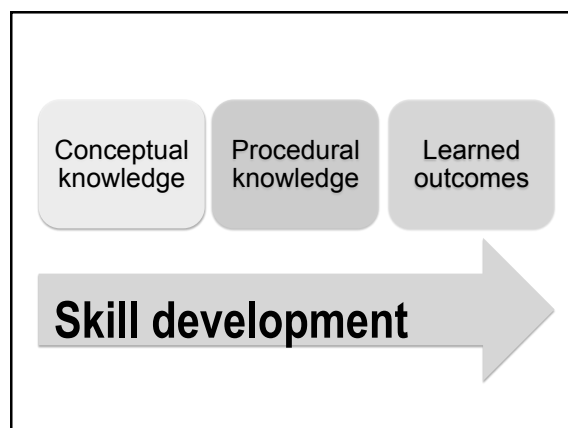
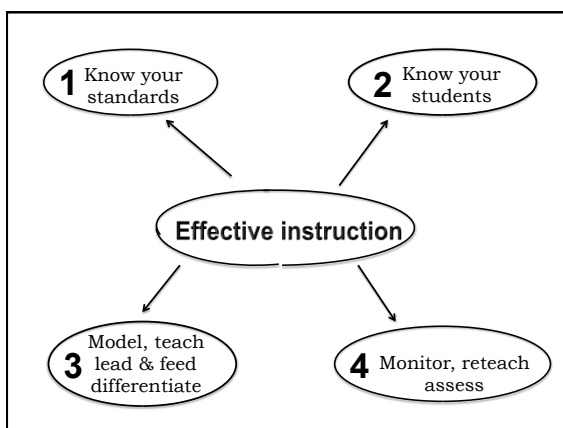
Predicted outcomes
by the end of 3rd grade ... **74%**

50% of 6th grade students who miss 10
or more days of school will drop out
of high school

(Muschkin, Ladd, & Dodge, 2015)

**Differentiating outcomes-based
instruction requires
teaching
differently**

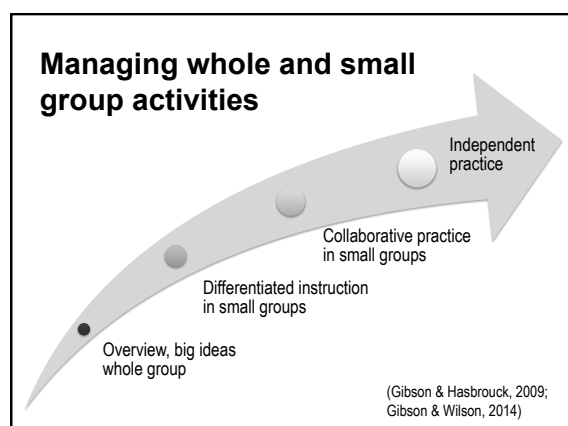
Changing the behaviors
of teaching and practice
to enhance student outcomes



Classroom management
Establish predictable order

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

A pyramid diagram with four horizontal layers. From top to bottom, the layers are labeled: "achievement", "teaching & practice", "behavior", and "environment".



Ensure students receive small group, differentiated instruction and feedback for ELA and Math

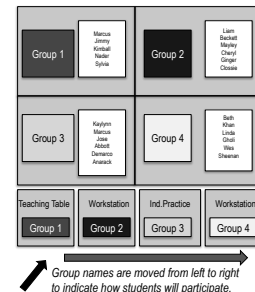
Students practice collaboratively in small groups after receiving sufficient explicit instruction

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



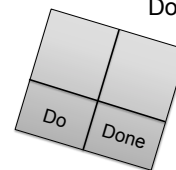
Change Daily Schedules (habits) to include small groups

- 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



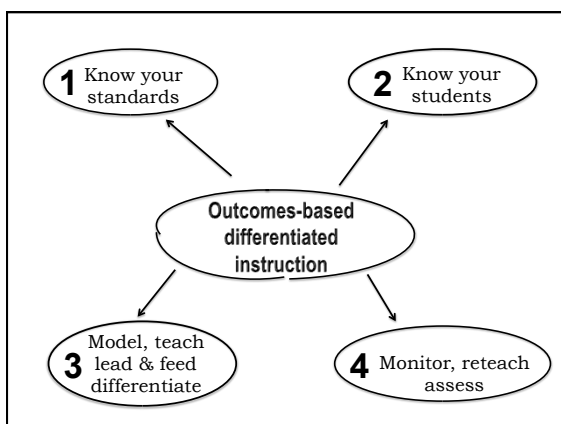
Mailboxes



Do/Done folders

(Homework folders)

Student contracts



Thanks for participating!

Vicki Gibson, Ph.D.

Author, *Treasures and Wonders*, McGraw Hill Education

Vickigibson@earthlink.net

www.gha-pd.com