


Integrate and Differentiate to Enhance Instructional Effectiveness

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changing outcomes requires

getting informed

Important to **know** and be able to **do**

Outcomes
Classroom management
Integrate and differentiate

Outcomes in Standards

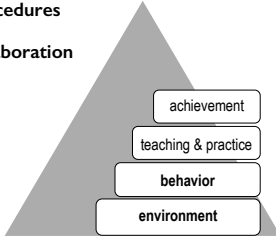
TEACHING aligned with ...
and based on **OUTCOMES**
reflected in state standards

changing outcomes requires

changing behaviors

Classroom management

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



Rotation Chart

Visual roadmap for participation

Students know ...

- what to do
- who they work with
- when and where they work
- when they work with teacher

Predictable order and flexible grouping

Teaching Table	Collaborative Practice	Independent Practice	Collaborative Practice
Beyond	Below	Approach	On-level

Daily schedule

Morning	Afternoon
8:15-8:35 Whole class overview	12:30-1:00 Whole class activity
8:40-9:00 SMALL GROUPS	1:05-1:25 Small groups
9:05-9:25 SMALL GROUPS	1:30-1:50 Whole class lesson
9:25-9:30 Whole class activity	1:55-2:15 Small groups
9:35-9:55 SMALL GROUPS	2:20-2:40 Small groups
10:00-10:20 SMALL GROUPS	2:45- Whole class wrap up/review or add a 4 th small group
10:25-10:45 Partner or independent practice	
10:50-11:15 Whole class AM wrap up	

Business Center

Daily Schedule

Job Chart

List of assigned partners, CP

Rotation Chart

List of due dates for assignments

Class roster/attendance, directives for procedures (fire escape plan, etc.)

Management tools

mailboxes

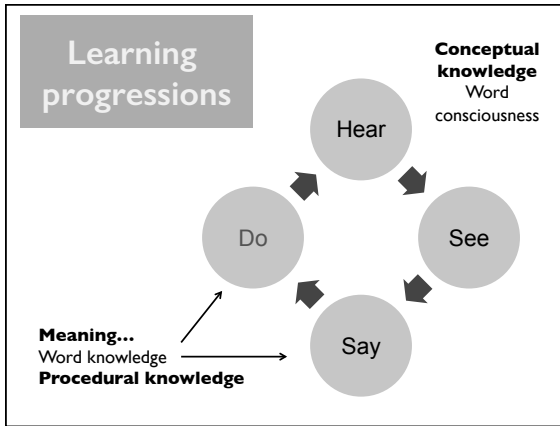
student contracts

student folders

Integrated differentiated instruction

Teach differently

RTI – Response to Instruction



Listening, speaking, language

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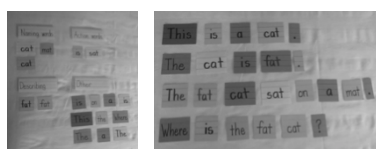
Phonological awareness
Listening comprehension

Word work

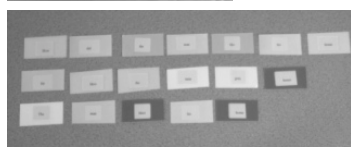
Redesign use of Word Walls

Naming words Nouns	Action words Verbs
Describing words Adj/Adv	Other

Sentence structure and grammar



Subject-verb agreement



Progressive pacing

HEAR

SPEAK

READ

WRITE

Collaboration and communication

SL.K.1 Participate in collaborative conversations with diverse partners

SLK.1.a Follow *rules for discussions* (listen attentively, take turns speaking about topics under discussion)

SLK.1.b Continue a conversation through multiple exchanges using complete sentences

SLK.3, SL.1.3, SL2.1.c Ask for clarification and further explanation as needed about topics/texts under discussion.

Speaking and Listening Standards, Kindergarten

Discussions and conversations

Evidence-based collaborative conversations

Outcomes-based instruction and practice

Feedback at point of need

Evidence-based instruction and feedback

Differentiated small group instruction

What works

Explicit instruction and feedback ... meaningful collaborative practice

Differentiated instruction and collaborative practice

BEFORE students perform independently

What we need to KNOW and be able to do

outcomes

management

instruction

Professional development

Gibson Hasbrouck & Associates
www.gha-pd.com

Training manuals

Booklets

Getting Started

Thanks for participating

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