Discussion Questions

Develop Your Data Mindset: Essentials of Educational Data Use
Module 9 - Periodic Assessment for Differentiating Instruction

This document includes discussion questions relevant to Module 9 of *Develop Your Data Mindset: Essentials of Educational Data Use*. The questions may help guide individual reflections or group discussions with pre-service or in-service educators following completion of Module 9. Discussion questions for consideration are as follows:

- What is the purpose of differentiating instruction?
- When differentiating by process, a teacher adjusts how students receive and make meaning out of content. What are examples of how a teacher could differentiate for students by process?
- When differentiating instruction by learning environment, you make adjustments to the climate of the classroom. What are examples of how you could differentiate for students by learning environment?
- When differentiating by products, you adjust means by which students demonstrate learning. What are examples of how you could differentiate for students by products?
- When differentiating by content, you adjust the information and ideas students interact with to achieve learning goals. What are examples of how you could differentiate for students by content?
- How could a teacher use Lexile Measures to differentiate content?
    - In order to differentiate instruction based on Lexile Measures, it's helpful to know the reading performance level of each student, text measure range of each student, and appropriate article level for each student. What are questions you could pose that, if answered, could reveal these values?
    - Which data are required to answer the questions you posed? Has the data already been collected? If not, where, from whom, and how will the data be collected?
    - Where will the data be retrieved after it has been collected?
    - How will data be analyzed to reveal an answer to each question posed in the Ask stage?
    - What are potential answers to the questions posed in the Ask stage based on data analysis?
    - What are potential limitations of the answers to the questions posed in the Ask stage?
    - Which stakeholders would be appropriate to inform about the answers to questions revealed through data analysis?
    - What types of actions could be taken based on data analysis results and conversations that may have occurred when communicating the results to stakeholders?
- Would it be beneficial to have additional information before making a decision or taking action based on the differentiating instruction by content results revealed through data analysis? If no, why not? If yes, describe an A+ Inquiry data use scenario (quantitative and/or qualitative) that could generate the information that would be beneficial. Use the following questions as a guide:
    - What is a general description of the information that is missing?
    - What general and operational questions could, if answered, reveal the missing information?
    - Which data have been or need to be collected in order to answer the questions?
    - Where will the data be retrieved after it has been collected?
    - How will the data be analyzed in such a way that reveals answers to the questions?
    - What are potential answers revealed through data analysis that could respond to the questions posed in the Ask stage?
    - Which stakeholders would be appropriate to inform about the answers?
    - What types of actions could be taken with the answers revealed through this data analysis process that were not possible with findings in the initial group-level goal setting scenario described?
- Is it possible to differentiate instruction without using data to identify variation among students? If yes, how? If no, why not?