



*Welcome to the  
Annual Conference!*



THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER  
SCHOOLS**

CENTRAL MICHIGAN  
UNIVERSITY



# Do Now

» Assessments are like a GPS because...



Photo by Rik Paul



THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER SCHOOLS**  
CENTRAL MICHIGAN UNIVERSITY

# Data to DI, Oh My!

## *Using Various Data to Differentiate Instruction*

Facilitated by Valerie Ward

School Performance Manager

The Governor John Engler Center for Charter Schools at CMU

August 17, 2021



THE GOVERNOR JOHN ENGLER

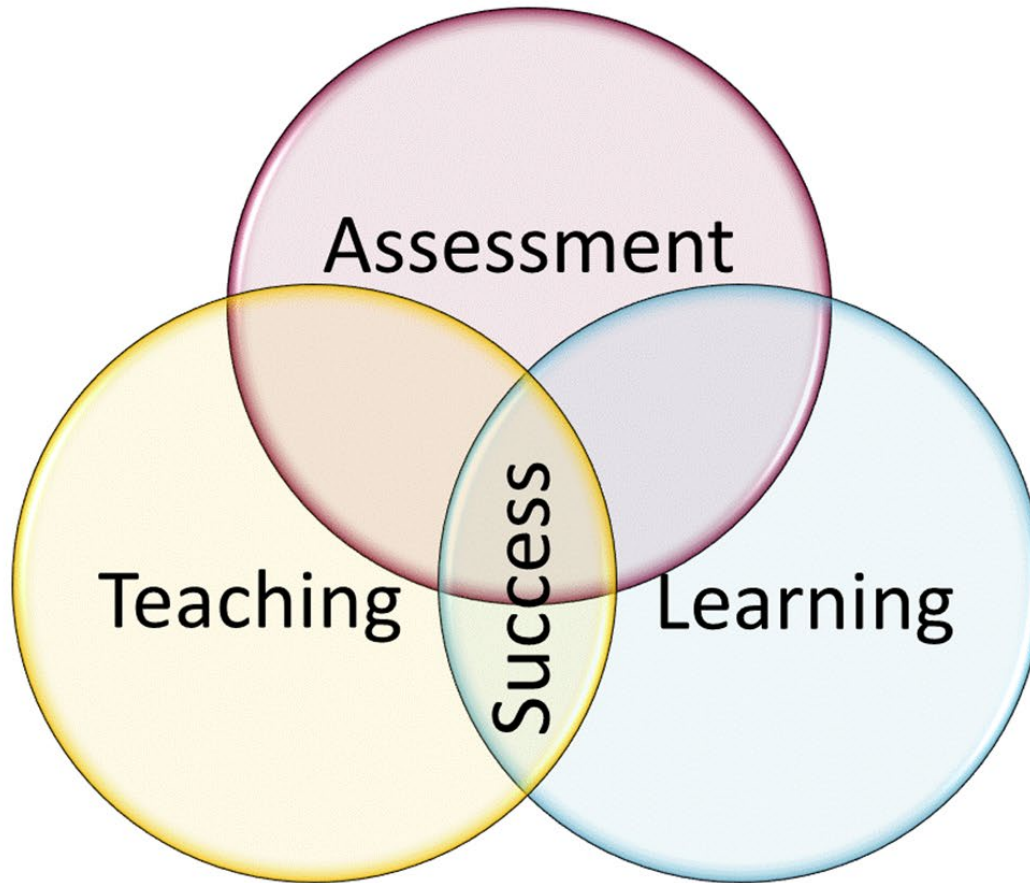
**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

# Today's Outcomes

- Determine how to utilize assessment data to guide instructional planning and delivery
- Explore strategies to differentiate instruction to meet the readiness needs of all learners







# Your Assessments and Data Use

» Complete the table in your packet.

Assessments I Administer	How I Use the Data

Write-Pair-Share



5 KEYS TO

# Comprehensive Assessment



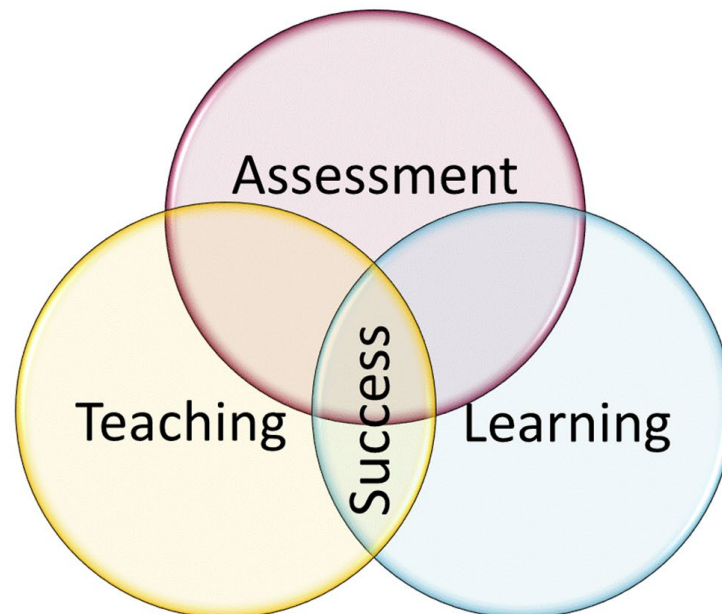
THE GOVERNOR JOHN ENGLER

**CENTER FOR  
CHARTER SCHOOLS**

CENTRAL MICHIGAN UNIVERSITY

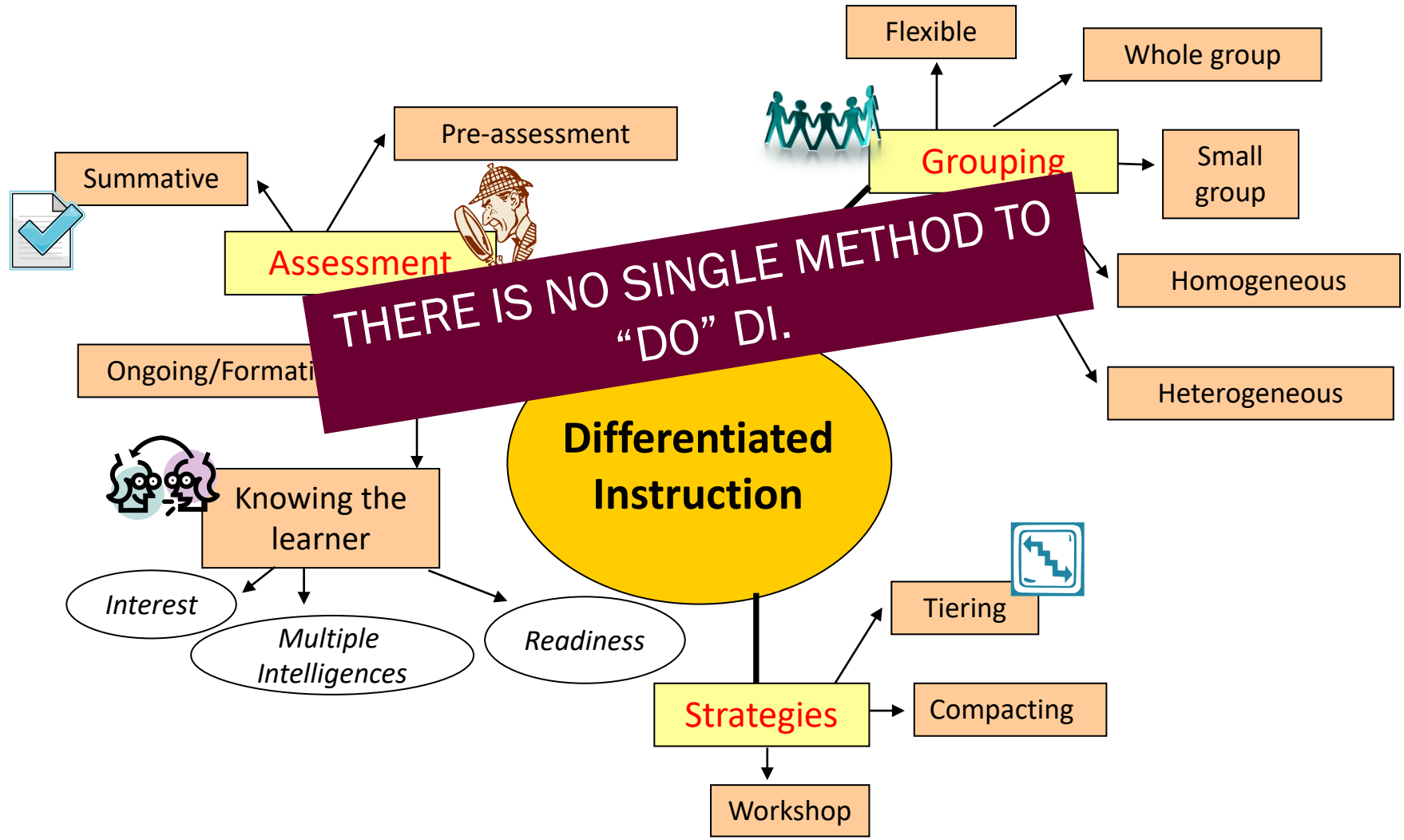
# Remember...

- Assessment is not a synonym for *test* or *evaluation*.
- Assessment is the ongoing gathering of information for the purpose of guiding instruction.
- It is assessment that helps you distinguish between teaching and learning.





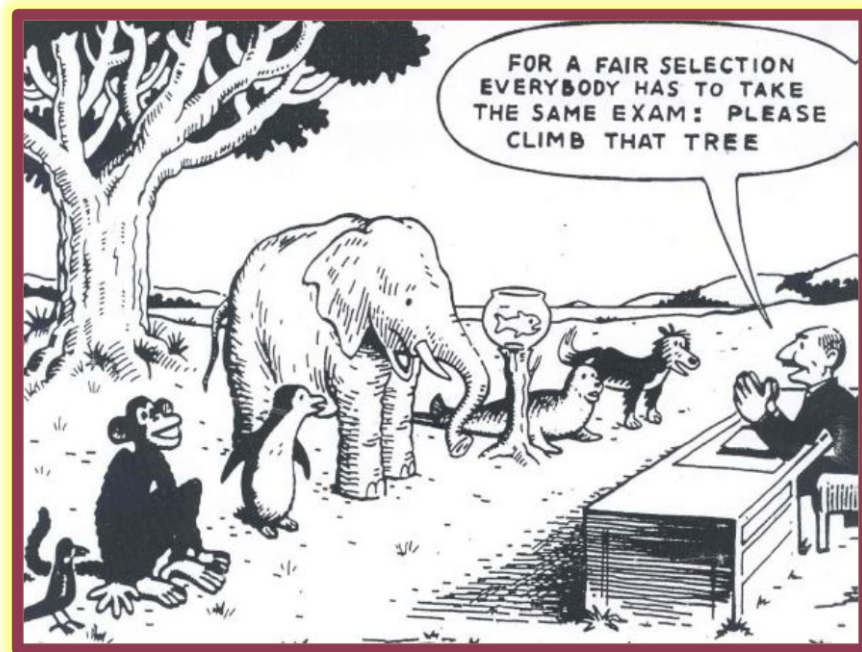
# Mind Map



# Differentiation

» “Everybody is a genius. If you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid.”

» Albert Einstein



# The Big Three Questions

1. What do we want our students to learn? (objective)
2. How will we know that they've learned it? (assess)
3. How do we respond when students experience difficulty, or need more challenge? (adjust)



are at the of



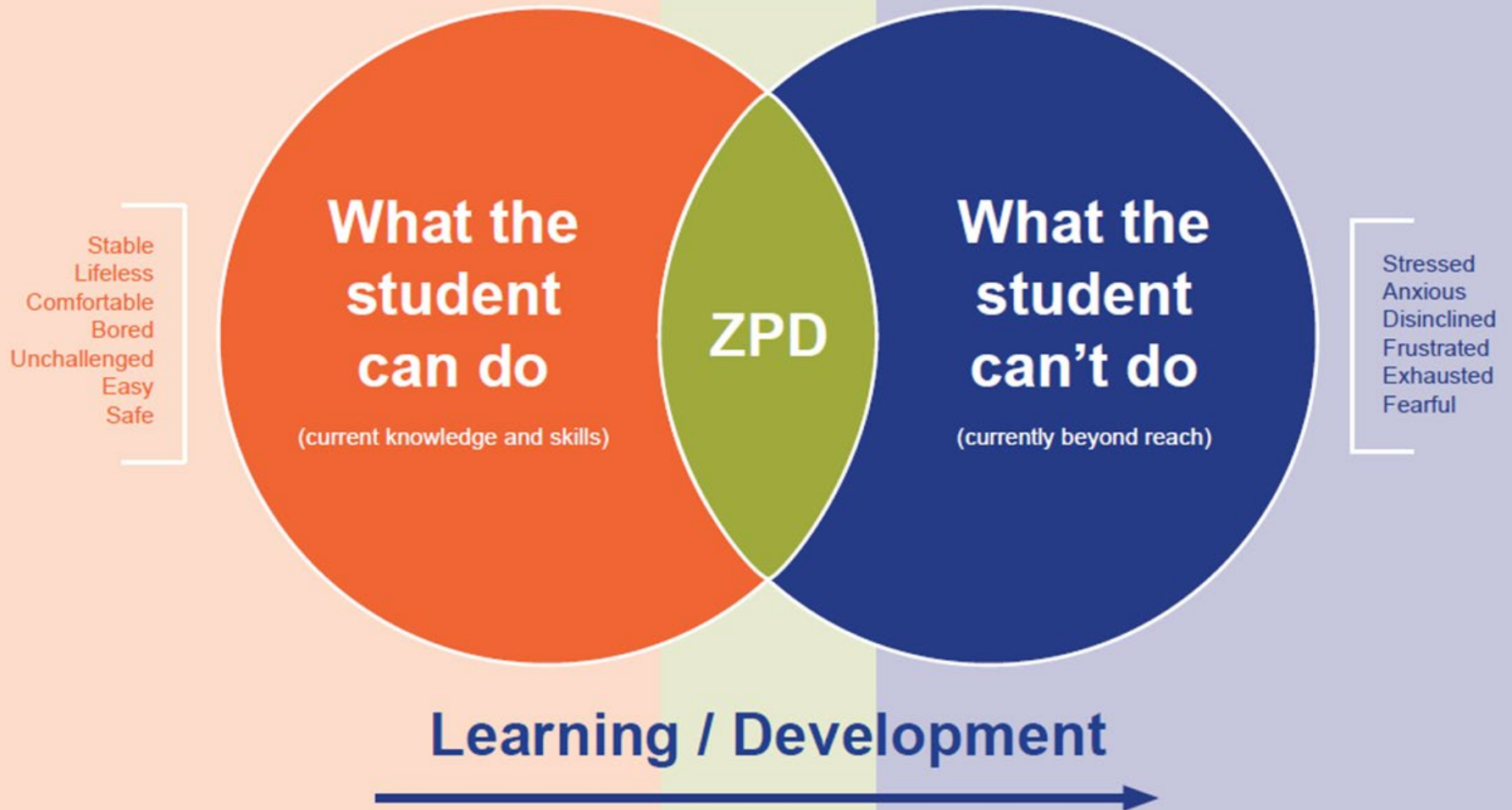
differentiation.

Turn and Talk



# Zone of Proximal Development

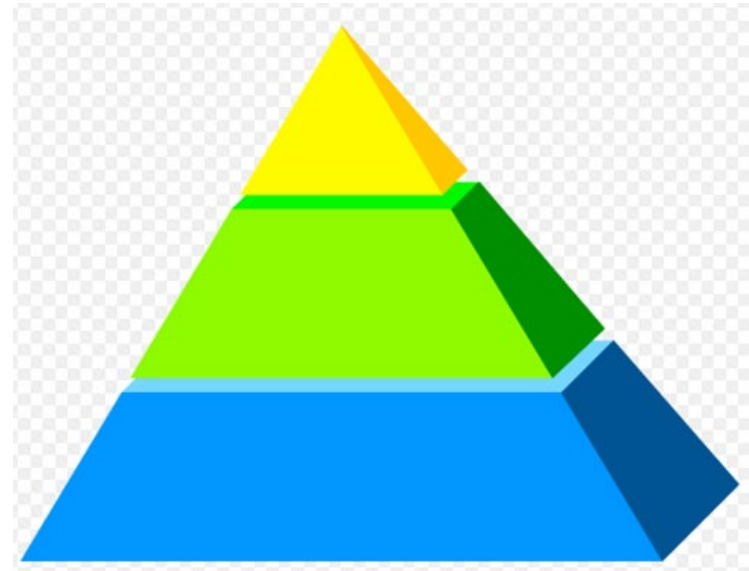
Lev Vygotsky



ZPD is the gap between what the student is currently capable of doing independently, and what they can do with support.

# Tiering

- » A differentiated instructional planning strategies that enables educators to teach one concept at multiple levels of complexity based on students' readiness levels in order to ensure student success
- » Driven by assessment
- » Assuring the content standards are met for all students
- » Providing opportunities for all students to learn the same standards at varying levels of complexity



# Tiering Your Plans



(Above Grade-Level)

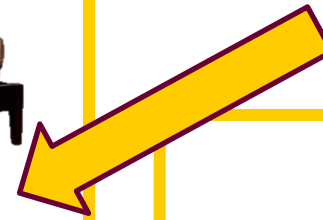


(At Grade-Level)



(Below Grade-Level)

Start here!



***Remember...***

***“More Complex” does not mean more work and  
“Fair” is not always equal.***



# Workshop

## » Instructional Delivery

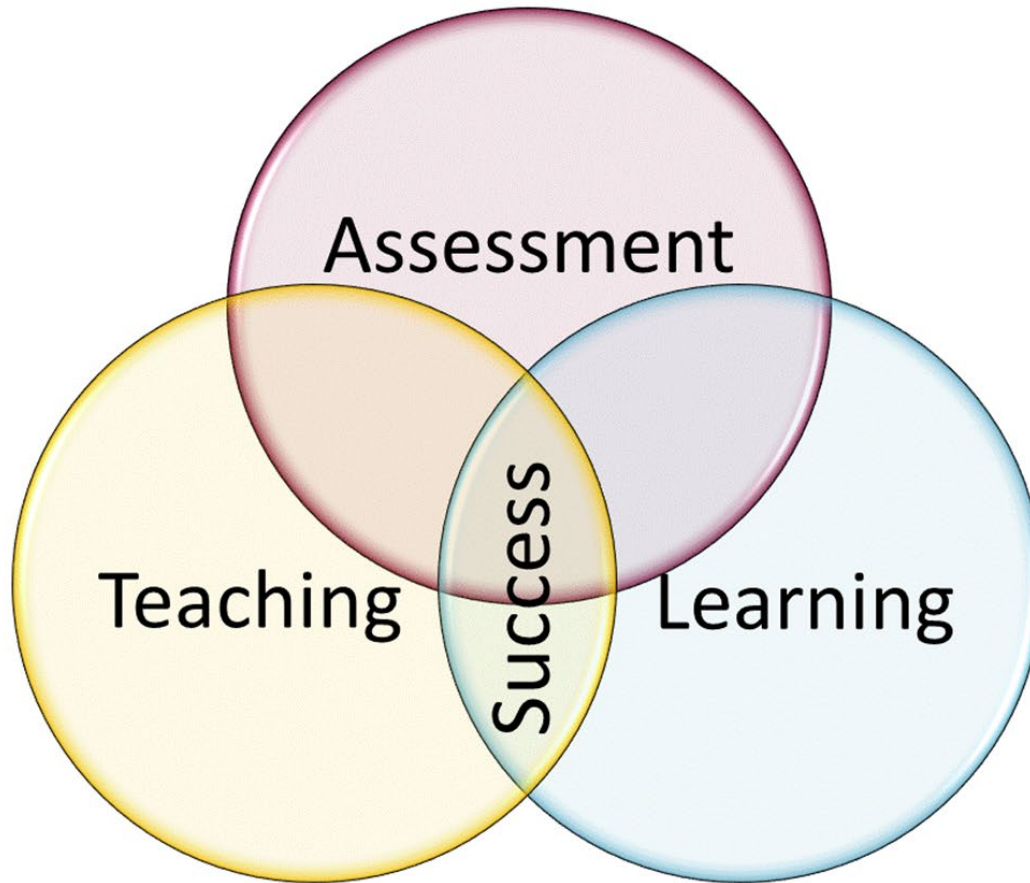
- Effectively use the workshop model to meet the diverse needs of students by establishing and facilitating groups (guiding group and/or individual activities; direct teaching; monitoring student progress) based on these three areas:
  - Students who are above grade level content (**extension**)
  - Students who are at or near mastery in grade level content and need additional support (**reinforcement**)
  - Students who are below grade level and need intervention (**remediation**)



## Workshop Planning

<b>Teacher:</b>	<b>Subject:</b>
<b>Grade:</b>	<b>Standard:</b>
	<b>Standard:</b>
<b>Date:</b>	<b>Time Required for Mini-Lesson:</b> <b>Time Required for Each Group Rotation:</b>
<b>Curricular Tool/Resources/Materials:</b>	<b>Support Staff / Paraprofessional(s) and Duties Assigned:</b>

<b>Whole Group Mini Lesson</b> <u>Learning Objective:</u>	<b>Direct Instruction:</b>
<b>Group 1 (At Grade Level)</b> <u>Students:</u>	<b>1. Anchor Activity:</b>  <b>2. Teacher Time:</b>  <b>3. Assignment:</b>
<b>Group 2 (Below Grade Level)</b> <u>Students:</u>	<b>1. Teacher Time:</b>  <b>2. Assignment:</b>  <b>3. Anchor Activity:</b>
<b>Group 3 (Above Grade Level)</b> <u>Students:</u>	<b>1. Assignment:</b>  <b>2. Anchor Activity:</b>  <b>3. Teacher Time:</b>





# QUESTIONS & ANSWERS

**Valerie Ward**, School Performance Manager  
616-498-9202 | [vward@thecenterforcharters.org](mailto:vward@thecenterforcharters.org)



THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER SCHOOLS**  
CENTRAL MICHIGAN UNIVERSITY



**“Obstacles are those  
frightening things you  
see when you take  
your eye off the  
target.”**

**–Curt Carlson**



THE GOVERNOR JOHN ENGLER  
**CENTER FOR  
CHARTER SCHOOLS**  
CENTRAL MICHIGAN UNIVERSITY