

PROFESSIONAL DEVELOPMENT

Make the Connection to Addressing Unfinished Learning

***i-Ready Classroom Mathematics* has the tools to help you identify and address unfinished learning, then measure progress and refine your approach as you balance addressing prerequisite skills with grade-level instruction in your core mathematics curriculum.**

Throughout our professional development (PD) sessions, educators learn how to analyze their data to identify unfinished learning, utilize instructional resources to address student needs, and measure student progress. From the first sessions with new users to advanced Tailored Support sessions, this year more than ever, PD equips educators with the skills and techniques they need to use *i-Ready Classroom Mathematics* to take on their students' unfinished learning needs and ensure all students have access to rigorous, grade-level instruction.

Unfinished Learning Support in Action

New
Preparing to Teach with i-Ready Classroom Mathematics
BEFORE THE SCHOOL YEAR BEGINS

In this session, educators learn how to address unfinished learning needs alongside grade-level instruction by reviewing the Prerequisites report, Yearly Pacing for Prerequisites, and Unit and Lesson support tools.

Addressing Unfinished Learning with *i-Ready Classroom Mathematics*

Practicing
Promoting Strong Mathematical Conversations
AFTER THE FIRST DIAGNOSTIC

This session reinforces the student-centered routine as a way for students to learn and communicate grade-level mathematics content. Educators plan for Unit 1 considering the routine and referencing key information to address unfinished learning and pace instruction to meet students' needs.

Establishing Mathematical Goals for Unit 1

Grade: Unit Name:

To prepare for your first unit, read the **Unit Opener** and review the **Lesson Progression** pages. Watch the **Unit Flow & Progression Video** and review the **Math Background** to complete the following:

Mathematical ideas students are developing:	
Connections I see between these ideas:	

Advanced
Tailored Support: Using Assessment to Drive Instruction
ANY TIME DURING THE SCHOOL YEAR

Educators learn how to address unfinished learning within grade-level instruction to encourage effective pacing. Educators analyze Lesson Quiz or Unit Assessment data to inform next steps.

Using i-Ready Classroom Mathematics Assessment Data to Drive Instruction

Data Reflection Worksheet

Class: _____ Date: _____

Mathematics Content	Grade-Level Goal(s)	Prerequisite Skill(s)
Identify core concepts and skills.		
Ask Record your focus question.		
Observe List facts from the data.	Bright Spots	Areas for Improvement