



***i-Ready* Professional Development is eligible for federal funding and can be a part of your plan to address learning loss. Learn more at CurriculumAssociates.com/ESSER.**

PROFESSIONAL DEVELOPMENT

Make the Connection to Addressing Unfinished Learning

***i-Ready* has the tools to help you identify and address unfinished learning, then measure progress and refine your approach.**

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 with educators who have been using *i-Ready* for years, this year more than ever, PD equips educators with the skills and techniques they need to use *i-Ready* 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
Using Data to Plan Instruction

AFTER THE FIRST DIAGNOSTIC

In this session, educators analyze their own *i-Ready* data to create instructional plans that help students access grade-level instruction—a key element of addressing unfinished learning.

Class Data Reflection Worksheet
Use this worksheet to analyze your *i-Ready* Diagnostic data. Date: _____

Ask
How is my class performing and what are their domain-specific instructional priorities?

Subject/Class

Observe
(List whole class observations, including observations in the domain related to upcoming instruction.)

Practicing
Delivering Differentiated Instruction

AFTER THE FIRST DIAGNOSTIC

In this session, educators connect their data to instructional action. They will review the Prerequisites report for mathematics or their reading comprehension data to prioritize areas of unfinished learning and plan strategically scaffolded small group instruction.

Differentiated Instruction Planning Worksheet: Diagnostic Results (Class) and Prerequisites

Class: _____ Subject: _____

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Keep the following in mind:
- Maintain objectivity.
- Use a purposeful, structured process to analyze data.
- Analyze data regularly.
- Engage students and families in growth and progress.

Whole Class Observations:	Small Group: Who?				

Advanced
Tailored Support: Supporting Unfinished Learning

AFTER THE FIRST OR SECOND DIAGNOSTIC

In this session, educators analyze students' Diagnostic data to make a plan to address unfinished learning. When the session is delivered after the second Diagnostic, educators use growth and performance data to plan and prioritize instructional next steps using multiple data sources.

Student Growth and Performance Analysis Worksheet, Cont'd

Class: _____ Date: _____ Reading Mathematics

Median Class Progress to Annual Typical Growth: _____%

<p>Quadrant 2: High Growth & Low Performance Growth: Achieved more than 20% of Typical Growth Performance: ● One Grade Level Below or Early On Grade Level ● One or More Grade Levels Below</p> <p>How can I engage and motivate these students to continue their progress?</p>	<p>Quadrant 1: High Growth & High Performance Growth: Achieved more than 20% of Typical Growth Performance: ● On or Above Grade Level</p> <p>How can I continue to provide enrichment and challenge for these students?</p>
<p>Quadrant 3: Low Growth & Low Performance Growth: Achieved less than 20% of Typical Growth Performance: ● One Grade Level Below or Early On Grade Level ● One or More Grade Levels Below</p> <p>How can I accelerate growth for these students? How will I prioritize their needs?</p>	<p>Quadrant 4: Low Growth & High Performance Growth: Achieved less than 20% of Typical Growth Performance: ● On or Above Grade Level</p> <p>How can I accelerate growth for these students?</p>