

i-Ready® Classroom Mathematics

Transforming Mathematics Classrooms, Accelerating Student Learning



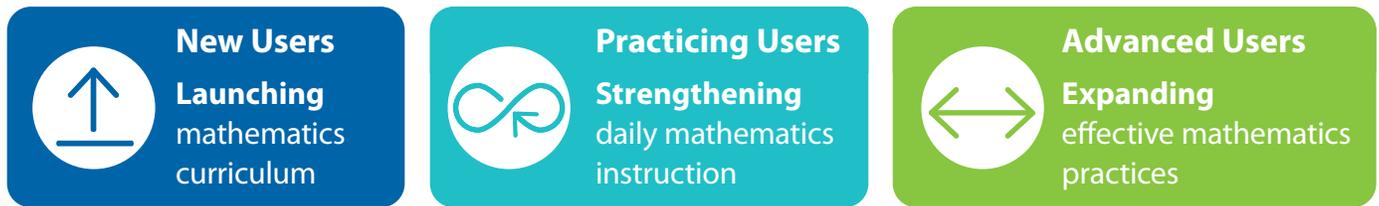
i-Ready Classroom Mathematics
Professional Development may be eligible
for federal funding or other grants.
Learn more at [CurriculumAssociates.com/
Grants-and-Funding](https://CurriculumAssociates.com/Grants-and-Funding).

Helping Every Educator Unlock the Power of a Truly Discourse-Driven Mathematics Classroom

To help you get the most from *i-Ready Classroom Mathematics*, we partner with you to shape a culture of deep mathematics learning and strive for equity. Educators learn carefully developed practices built around the most important actions to drive meaningful mathematics conversations and develop conceptual understanding. Each educator learns to make the leap to discourse-driven instruction with a powerful network of support behind them.

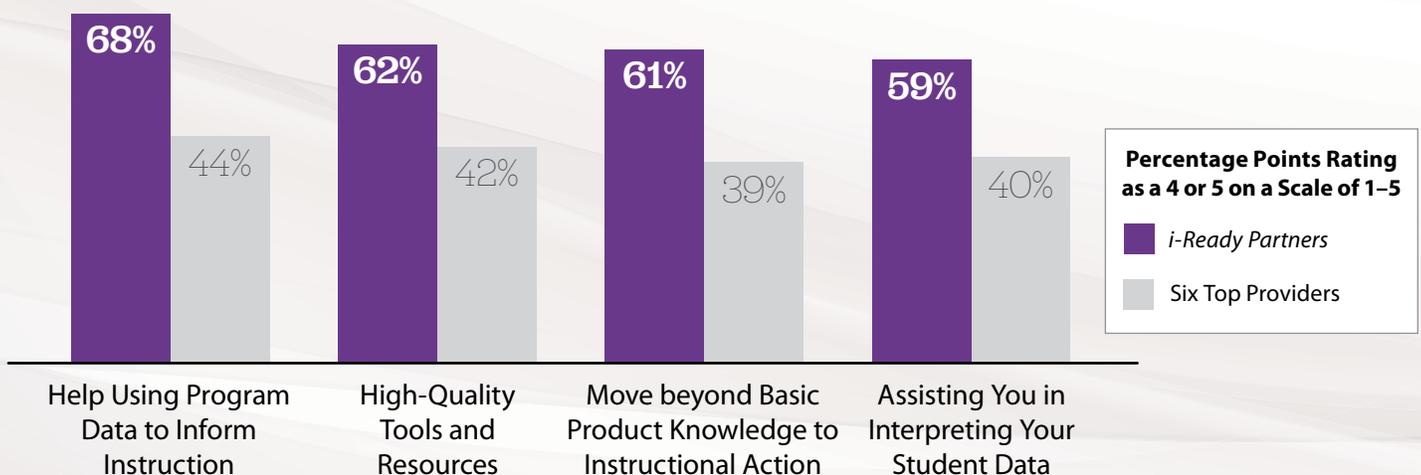
With *i-Ready Assessment*, *i-Ready Classroom Mathematics* has the tools to help you identify, address, and measure progress to accelerate student learning. Our professional development equips educators to effectively respond to those student instructional needs by ensuring students receive the right mix of just-in-time prerequisite instruction, grade-level scaffolding, and precision interventions tied to their Diagnostic results. We help educators leverage existing and new features with *i-Ready Assessment* and Personalized Instruction to provide targeted, just-in-time teaching and learning informed by data.

Product Knowledge ●.....► Practice Change



Preferred by Teachers

A 2020 study conducted by Hanover Research found that teachers preferred professional development conducted by *i-Ready Partners* over the professional development from other leading providers.



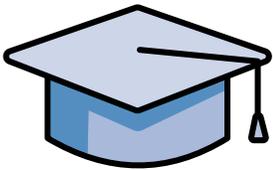
i-Ready® Partners

Each *i-Ready* partner has a different role to play in a successful implementation and professional development is what turns theory into action, desire into day-to-day change.



Account Managers

Dedicated partners working with you to integrate *i-Ready* into your classrooms and create a data culture



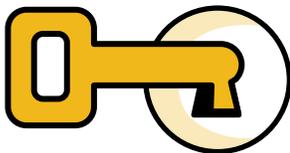
Professional Development

Experienced educators focused on best teaching practices to drive student achievement



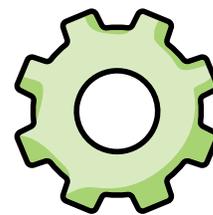
Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance



Technical Support

Responsive technical support and proactive issue identification

What We Offer

Putting Discourse at the Center of the Classroom

Our professional development supports educators in using *i-Ready Classroom Mathematics* with integrity from day one. Educators learn to deeply infuse student engagement through conversation into everyday instruction and to make balancing rigor and practical action possible in every classroom.

Expert-Facilitated Sessions Provide Sustained, Classroom-Focused Development

Led by expert former educators, our live professional development sessions offer sustained, classroom-focused development for all educators that builds their practical knowledge of fully utilizing the components within *i-Ready Classroom Mathematics*, their deep understanding of mathematics instructional practices, and their understanding of how to balance grade-level instruction with support for unfinished learning. The result is rich, discourse-driven classrooms sustained by practical routines.

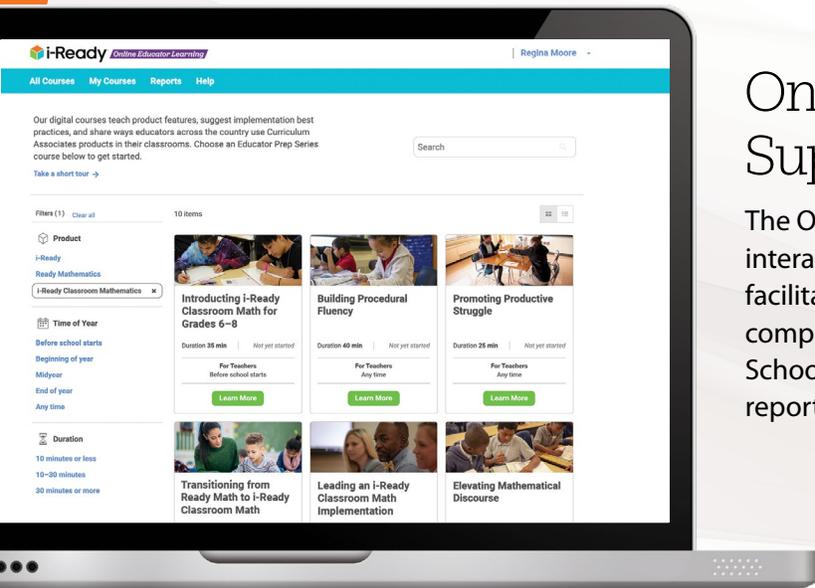
These sessions can be delivered on site or virtually.

See pages 6–7 for [Scope and Sequence](#) and [pricing](#).



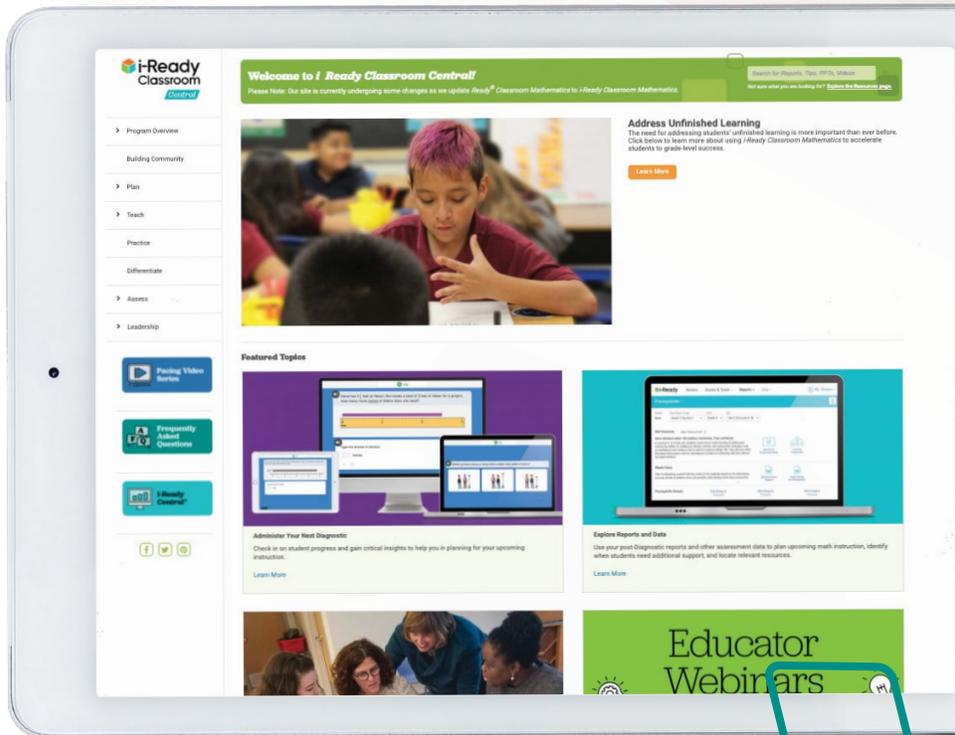
Online Educator Learning: Supporting Development 24/7

The Online Educator Learning platform provides on-demand, interactive courses that enhance concepts introduced in facilitated professional development sessions. Educators complete modular courses when needed, at their own pace. School and district leaders can access course completion reports, offering insight into their staff's professional learning.



Resources to Help Implementations Succeed

Our commitment to each educator's success is our foremost priority. From the rich supports in our Teacher's Guides, to our always-available resources, to our deep commitment to partnership and service, we are here for your long-term success.



i-Ready Classroom Mathematics

Collaborative Learning Extension: Planning Instruction That Responds to Students' Strengths and Needs

This Collaborative Learning Extension (CLE) includes necessary resources to facilitate structured inquiry among educators so they can develop and maintain pacing and planning practices that effectively guide instruction and support all students. The group of educators interested in effectively managing the pace of instruction.

Goals:

- Identify and articulate connections between prerequisite skills and current grade-level goals.
- Analyze assessment data to determine students' strengths and needs.
- Plan instruction that advances grade-level learning for every student.

Table of Contents

CLE Guide

Leading the Collaborative Learning Extension: Preparation and Follow-Up Guides

Collaborative Learning Extension: Plan

Resources

The Benefits of Pacing Guidance

Gauging Progress on Pacing and Planning

Using Ready Classroom Mathematics Tips and Techniques to Adjust Pacing as Needed

i-Ready Classroom Mathematics

Collaborative Learning Extension: Managing the Pace of Instruction

This Collaborative Learning Extension (CLE) includes necessary resources to facilitate structured inquiry among educators so they can develop and maintain pacing and planning practices that effectively guide instruction and support all students. The group of educators interested in effectively managing the pace of instruction.

Goal:	Top Teacher Action Focus:	Resources:	Time:
Identify the benefits of Ready Classroom Mathematics pacing guidance.	Establish mathematics goals to focus learning.	<ul style="list-style-type: none"> Print or electronic copy of Teacher's Guide showing pacing guidance Electronic resources that support effective pacing practices found on ReadyClassroomCentral.com The Benefits of Pacing Guidance Gauging Progress on Pacing and Planning worksheet Using Ready Classroom Mathematics Tips and Techniques to Adjust Pacing as Needed School planning calendars 	45-60 min.
Analyze current pacing and planning practices, and develop plans to maintain or adjust as needed.	Elicit and use evidence of student thinking.		

Table of Contents

CLE Guidance Documents

Leading the Collaborative Learning Extension: Preparation and Follow-Up Guides

Guides for the educator who will be leading the collaborative meetings p. 2

Collaborative Learning Extension: Plan p. 4

Plan to facilitate collaborative meetings with colleagues on managing the pace of instruction

Resources

The Benefits of Pacing Guidance p. 7

Supports discussion about the benefits of Ready Classroom Mathematics pacing guidance and tools to support pacing and planning

Gauging Progress on Pacing and Planning p. 8

Prompts for gauging current progress on yearlong, lesson, and daily pacing as well as identifying strengths and struggles

Using Ready Classroom Mathematics Tips and Techniques to Adjust Pacing as Needed p. 9

Description of common pitfalls and helpful resources as well as a template for creating an action plan to adjust pacing as needed

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Tools to Build a Collaborative Learning Community

Go deep on the areas of *i-Ready Classroom Mathematics* that are most useful to your implementation. Collaborative Learning Extensions (CLEs) are designed to help you explore key steps and strategies in professional learning communities (PLCs), grade-level team meetings, or other collaborative settings. Includes all necessary resources for educators, including leaders, coaches, or teachers, to facilitate collaborative meetings with colleagues.

Professional Development Scope and Sequence

Our professional development is designed to grow along with your implementation, meeting the learning needs and interests of educators at each phase of their development: New, Practicing, and Advanced. Our courses address a set of common learning outcomes, while our Tailored Support sessions deliver targeted outcomes specific to your needs. All sessions in this scope and sequence can be facilitated on site or virtually.

For complete descriptions and outcomes of facilitated sessions, visit CurriculumAssociates.com/PD.

	 New: Launching mathematics curriculum	
End of Prior Year	Introducing the <i>i-Ready Classroom Mathematics</i> Program	\$2,000*
		3 Sessions[†] Total: \$5,250/site
Back to School	Leaders: Leading an <i>i-Ready Classroom Mathematics</i> Implementation I	Included**
	Teachers: Preparing to Teach <i>i-Ready Classroom Mathematics</i> <i>The recommended time for this course is 6 hours.</i>	✓
4–6 Weeks into the School Year	Teachers: Developing Mathematical Thinkers through Instructional Routines	✓
12–16 Weeks into the School Year	 Tailored Support Opportunities to enhance and refine learning are available during Tailored Support visits. These visits are designed in cooperation with leaders and coaches based on implementation goals and educator needs. Topics include: <ul style="list-style-type: none"> • Leadership classroom visits (<i>geared toward math leads and coaches</i>) • Try–Discuss–Connect routine facilitation • Differentiation strategies to accelerate learning • Pacing support • Implementation reflection . . . <i>and more!</i> 	✓

*Each à la carte session is \$2,000; this price is reduced to \$1,750 each when the minimum amount of professional development necessary to support an implementation is purchased. See pages 14–15 for details about our flexible scheduling and grouping.

**Districts with three or more implementing sites purchasing professional development packages will receive a centralized leadership session (one per every 10 sites) of up to three hours in length.

†Practicing and Advanced Tailored Support sessions can be scheduled at any time during the school year.

Practicing and Advanced Professional Development in the 2022–2023 School Year

This year, we will be offering four pathways for teacher professional development for educators in their second year and beyond with *i-Ready Classroom Mathematics*. These pathways allow educators to consult with their *i-Ready Partners* and select the sessions that will meet their needs.

- **Pathway 1:** Teachers need grounding in effective teaching and learning beliefs and related actions, such as implementing a discourse-rich classroom, to fully implement *i-Ready Classroom Mathematics*.
- **Pathway 2:** Teachers are comfortable with discourse but need support returning their discourse practice to the classroom.
- **Pathway 3:** Teachers are skilled discourse practitioners and primarily need support in applying discourse practices to *i-Ready Classroom Mathematics*.
- **Pathway 4:** Teachers are expert *i-Ready Classroom Mathematics* users looking to deepen students' mathematical understanding by applying appropriate questioning and differentiation strategies within whole class instruction.

If one of these pathways does not meet your implementation needs, your *i-Ready Partners* can work with you to customize a pathway with appropriate courses and Tailored Support sessions.

 Practicing: Strengthening daily mathematics instruction		3 Sessions [†] Total: \$5,250/site	2 Sessions [†] Total: \$3,500/site			
 Advanced: Expanding effective mathematics practices						
Leaders:	Leading an <i>i-Ready Classroom Mathematics</i> Implementation II		Included**	Included**		
Teachers:	Pathway 1: Using Reflective Practice to Enhance Instruction ↓ Promoting Strong Mathematical Conversations	Pathway 2: Promoting Strong Mathematical Conversations ↓ Sequencing Student Ideas to Deepen Mathematical Reasoning	Pathway 3: Sequencing Student Ideas to Deepen Mathematical Reasoning ↓ Making Mathematics Accessible through Purposeful Questioning	Pathway 4: Making Mathematics Accessible through Purposeful Questioning ↓ Empowering Students through Differentiation	✓	✓
Teachers:	Promoting Strong Mathematical Conversations	Sequencing Student Ideas to Deepen Mathematical Reasoning	Making Mathematics Accessible through Purposeful Questioning	Empowering Students through Differentiation	✓	✓
 Tailored Support	Opportunities to enhance and refine learning are available during Tailored Support visits. These visits are designed in cooperation with leaders and coaches based on implementation goals and educator needs. Topics include: <ul style="list-style-type: none"> • Leadership classroom visits (<i>geared toward math leads and coaches</i>) • Try–Discuss–Connect routine facilitation • Differentiation strategies to address unfinished learning • Pacing support • Implementation reflection . . . <i>and more!</i> 			✓		



Your First Year with *i-Ready* Classroom Mathematics Surrounded by Support

New: Launching Mathematics Curriculum

In your first year with *i-Ready Classroom Mathematics*, our *i-Ready Partners* will support you every step of the way. Your first year of professional development with *i-Ready* will include several expert-led sessions, along with just-in-time Online Educator Learning materials and resources, as well as resources for PLCs or other educator-led groups to deepen their learning.

		Professional Development Led by Our <i>i-Ready</i> Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Back to School	Leaders:	Leading an <i>i-Ready Classroom Mathematics</i> Implementation I	Leading an <i>i-Ready Classroom Mathematics</i> Implementation I	Leader Communication Templates and Beginning-of-Year Checklist
	Teachers:	Preparing to Teach <i>i-Ready Classroom Mathematics</i>	Establishing Routines through Lesson 0 Administering the Diagnostic	Establishing Routines through Lesson 0 CLE
4–6 Weeks into the School Year	Leaders:			Leadership Look Fors Tool
	Teachers:	Developing Mathematical Thinkers through Instructional Routines	Introduction to Reports	Planning Instruction That Responds to Students' Strengths and Needs CLE
12–16 Weeks into the School Year	Leaders:			Monitoring Your <i>i-Ready Classroom Mathematics</i> Implementation
	Teachers:	Tailored Support recommended topics include: Interactive Video Studies on the Try–Discuss–Connect Routine Managing the Pace of Instruction	Using Prerequisites Report to Inform Instruction	Managing the Pace of Instruction CLE

*Can be delivered on site or remotely

**We will recommend additional resources and tools during our courses.

Educators learn to establish meaningful discourse essential for building student understanding and ownership by creating a vision for discourse, understanding the Try-Discuss-Connect routine, and preparing to facilitate the routine.

Try-Discuss-Connect Routine Preparation Template

Lesson Title: _____

Summarize the purpose of the session and how it supports the Lesson Objectives.

Try It

Make sense of the problem.

How will you focus students to make sense of the task and important information/say/do in response?

Solve and support your thinking

Do the math as a student. Show different strategies, both correct and producing.

Try-Discuss-Connect Routine

i-Ready Classroom Mathematics empowers all students to own their learning through a discourse-based instructional routine. In the Explore and Develop sessions teachers facilitate discourse through this Try-Discuss-Connect instructional routine.

- Try**
 - 1 Make sense of the problem
 - 2 Solve and support your thinking
 - Discuss**
 - 3 Share your thinking with a partner
 - 4 Compare strategies
 - Connect**
 - 5 Make connections and reflect on what you have learned
 - 6 Apply your thinking to a new problem
- 1 Make sure all students are engaged and understand the task at hand by using language routines to help them make sense of the problem without oversimplifying the text or reducing mathematical rigor.
 - 2 Allow enough time for students to persevere as they think through their solutions. Make sure students are showing the models and strategies they use.
 - 3 Have partners discuss their strategies. Circulate to hear conversations and select and sequence solutions to discuss with the whole class.
 - 4 Call on students to explain the solution strategies you have selected. Use the Compare and Connect routine and teacher moves to lead a conversation in which students discuss how the strategies are similar and different. Have students discuss how the strategies in *i-Ready Classroom Mathematics* if they did strategies.
 - 5 Choose key questions from the Teacher's Guide to help students make connections and reflect on their thinking.
 - 6 Use practice problems in the lesson to give students an opportunity to apply learning to new, similar problems.

Prerequisites

Subject: Math | Class/Report Group: Grade 4, Section 2 | Grade: Grade 4 | Unit: Unit 2 (Lessons 6-8)

Unit Overview Major Themes of Unit

Unit 2: Operations and Algebraic Thinking

In Lessons 6-8 of this unit, students build on their basic understanding of multiplication and division as they learn about multiplicative comparison and solve problems using multiplication and division. They also use multiplication and division facts as they find factors for whole numbers within 100.

Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

Prerequisite Groups

Unit Group A 4 Students	Unit Group B 5 Students	Unit Group C 6 Students	Unit Group D 4 Students
Additional Support	Additional Support	Additional Support	Additional Support
Additional Support	In-depth Review	In-depth Review	In-depth Review
Additional Support	In-depth Review	In-depth Review	In-depth Review
Foster, Claire López, Madeline Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Chen, Nadia Dorsey, Justin Flores, Shandra Martin, Holly Medeiros, Nick Nelson, Sean	Cham... Jones, Aisha Kovac, Valarie Williams, Gerald	

Student Work Sample

Jayden:

$3 \times 254 = 762$

700 60

3×200 3×50 3×4

Educators learn to use evidence of student thinking to drive decisions about when and how to differentiate to address potential unfinished learning through grade-level instruction.

Rooted in the core belief that rigorous instruction and meaningful practice are necessary to deepen students' conceptual and procedural connections, educators begin to utilize practice opportunities throughout in-class, after-class, or at-home learning to build mathematical understanding.

Aligning Practice to the Learning Progression

So how does this work in the classroom? How can the focus of students' practice align with their learning progression? Below is one example of how this could work, but the path that students take to progress from conceptual understanding to procedural fluency is not necessarily discrete or linear. Additionally, the learning progression outlined below does not necessarily happen in one day. Students may need to revisit different states of learning over the course of multiple days while working with a concept.

State of Learning	What Learning Looks Like	What Practice Looks Like	Examples from Ready Classroom Mathematics*
Introducing a Concept	Students are introduced to a new concept by connecting it to previously learned content.	Questions and student discourse help students access prior knowledge.	
Exploring a Concept	Students investigate a rich task or model to build understanding.		
Developing a Concept	Students further enhance their understanding of the concept by exploring different representations or models and discovering how the representations of the concept describe it.		
Applying and Refining a Concept	Students use their understanding to explore applications and implications of the concept.		
Develop Fluency	Students solidify their thinking about a concept.		

Rigor

i-Ready Classroom Mathematics addresses all aspects of rigor in equal intensity throughout every unit and lesson. A few examples are highlighted below.

Conceptual Understanding
High Ceiling/Low-Threshold Tasks

Procedural Skill and Fluency
Interactive Practice with Technology-Enhanced Items

Application
Math in Action Performance Task

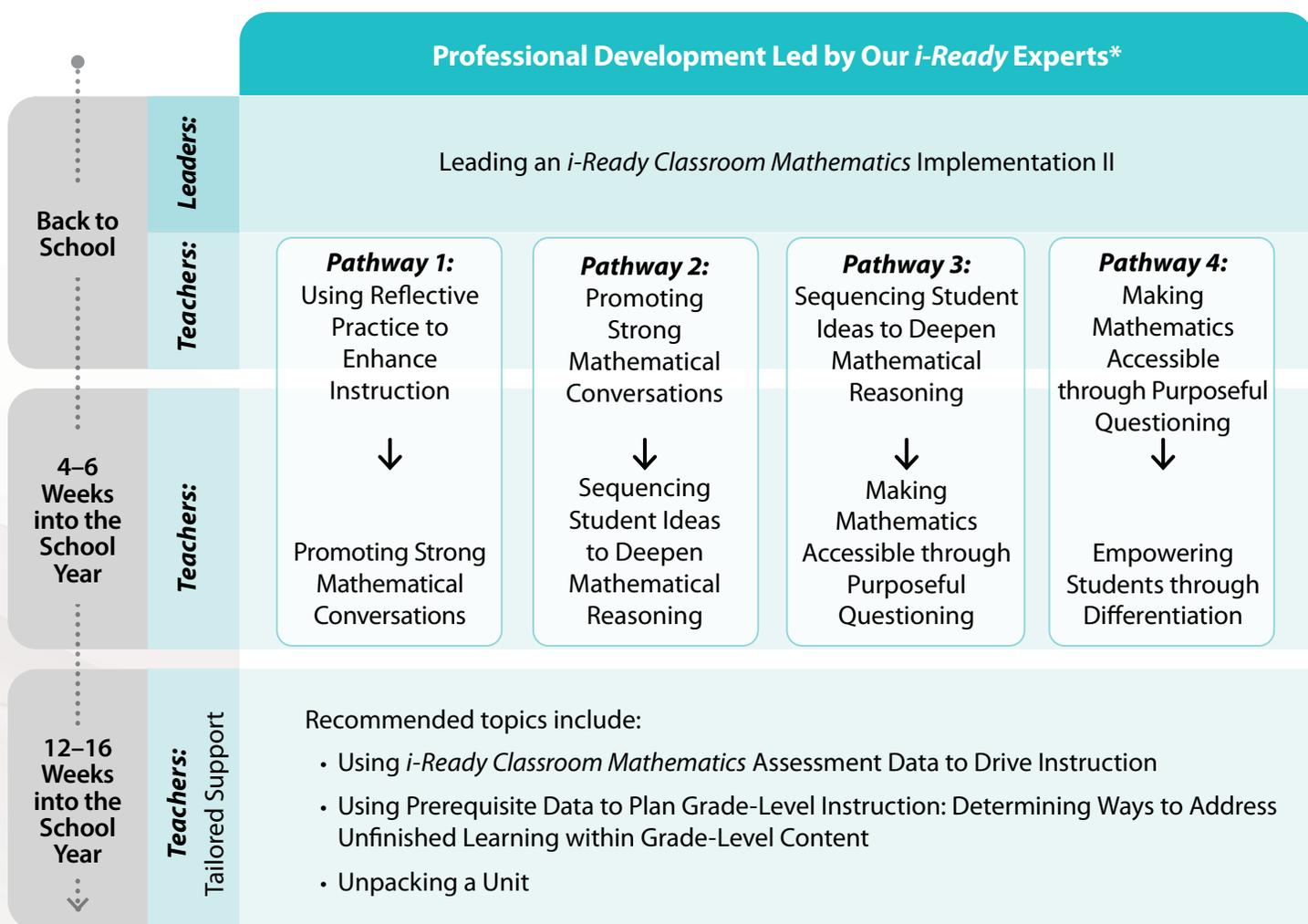


Making Change through Practice

Practicing: Strengthening Daily Mathematics Instruction

Advanced: Expanding Effective Mathematics Practices

In your second year and beyond with *i-Ready Classroom Mathematics*, our *i-Ready Partners* take you deeper into building strong daily instructional mathematics practice. Professional development sessions focus on the daily work of facilitating discourse, selecting and sequencing, and analyzing student understanding, while Online Educator Learning and support resources help educators deepen and extend their in-person learning experiences of both the program and instruction.



*Can be delivered on site or remotely

**We will recommend additional resources and tools during our courses.

For complete descriptions and outcomes of facilitated sessions, visit CurriculumAssociates.com/PD.

	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Leaders:		Leader Communication Templates and Beginning-of-Year Checklist
Teachers:	Elevating Mathematical Discourse	Establishing Routines through Lesson 0 CLE
Leaders:	Building Procedural Fluency	Planning Instruction That Responds to Students' Strengths and Needs CLE
Teachers:		Leadership Look Fors Tool
Leaders:	Introduction to Growth Reports	Managing the Pace of Instruction CLE
Teachers:		Monitoring Your <i>i-Ready Classroom Mathematics</i> Implementation

Select and Sequence: Grade 1 Plan A

Grade 1

Discuss It

What strategies, other than repeated addition, did students use to solve the problem? Model it, do you want to use it?

What is your rationale for selecting this strategy?

What questions will you ask so students make connections between strategies?

1. Janaki

2. Rebecca

3. Zachariah

$6 + 4 = 10$

Select and Sequence: Grade 4 Plan A

Grade 4

Discuss It

What strategies, other than repeated addition, did students use to solve the problem? Model it, do you want to use it?

What is your rationale for selecting this strategy?

What questions will you ask so students make connections between strategies?

1. Duquesne

2. Humber

3. Jayden

4. Gabby

5. Isiah

$3 \times 254 = 762$

Select and Sequence: Grade 6 Plan A

Grade 6

Discuss It

What strategies, other than repeated addition, did students use to solve the problem? Model it, do you want to use it?

What is your rationale for selecting this strategy?

What questions will you ask so students make connections between strategies?

1. Isiah

2. Mia

3. Noah

4. Rebecca

5. Zachariah

$60 \times 100 = 6000$

ACTIVITY Differentiation before a Lesson

Grade 1 Prerequisites Report

1. Isiah Vo: Appears confident in his math ability. Prefers working independently and requires little guidance. Struggles to explain his thinking and gets frustrated when he can't solve a problem.

2. Mia Patel: Prefers to help work, but expresses frustration at times. Benefits from and appears to enjoy hands-on activities. Is hesitant to explain her thinking to peers. Is reluctant to ask for help.

3. Noah L.: Likes to work with others. Often shares his work with peers. Enjoys working with peers. Enjoys working with peers. Enjoys working with peers.

Analyze the Prerequisites report. Use the information shown to describe the current needs of your students.

Prerequisites:

Unit 4: Operations with Tens and Ones Addition and Subtraction

Prerequisite Skills:

Unit 4: Operations with Tens and Ones Addition and Subtraction

ACTIVITY Differentiation after a Lesson

Grade 1 Comprehension Check

Comprehension Check Results:

Based on these results, what instructional next steps would you take to meet the needs of all students?

70% Correct

Comprehension Check Results:

Student	Score	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Isiah Vo	100%	100%	100%	100%	100%	100%	100%
Mia Patel	100%	100%	100%	100%	100%	100%	100%
Noah L.	100%	100%	100%	100%	100%	100%	100%
Rebecca	100%	100%	100%	100%	100%	100%	100%
Zachariah	100%	100%	100%	100%	100%	100%	100%

Mia: Grade 1—Add and Subtract Tens

Session 1: Explore

Student Work Sample

Analytic Notes

Session 2: Develop

Student Work Sample

Analytic Notes

Session 5: Refine

Student Work Sample

Analytic Notes

Best Practices for Sequencing Student Solutions

There is often more than one way to sequence solutions to help students make sense of the mathematical learning goals—don't stress about getting the order perfect!

Talking about the most commonly used solution methods first can spark discussion because it allows a majority of the students to enter into conversation.

Moving from concrete solutions/representations (e.g., pictures, models, manipulatives) to more abstract solutions/ideas (e.g., expressions, equations, generalizations) can allow more students to access the conversation and promote sense-making.

Similarly, moving from simpler solutions to more complex solutions can allow students to access the conversation and promote sense-making.

Including multiple representations can help students deepen understanding as they make connections between the representations.

Including errors, misconceptions, and inefficient methods is important to honoring student thinking and, over the long run, supporting productive struggle because students grow to see mistakes as part of learning and doing mathematics.

Educators strengthen their understanding of how to use *i-Ready Classroom Mathematics'* tools for differentiation to identify strengths and growth opportunities to address student learning needs during a lesson.

Educators build strategies for intentionally selecting and sequencing to build students' conceptual mathematical understanding of grade-level content and address potential unfinished learning.

Flexible Scheduling, Differentiated Learning

While our professional development scope and sequence is designed to move teachers and leaders along the continuum from product to practice, we continually calibrate our approach because not everyone has the same needs at the same time. Our flexible days and groupings allow us to work with you to meet multiple sets of needs in one session, lasting up to six hours.



Scheduling Courses

The recommended time for Preparing to Teach is six hours. For the remaining New and Practicing courses, we advise at least four hours and no less than three.

Scenario 1

The Need: Educators need a solid foundation of the program components and philosophy as well as time to prepare for instruction.

The Solution: Deliver a six-hour course to all teachers together.

6 hrs | Preparing to Teach course delivered to up to 30 teachers

Scenario 2

The Need: Educators at a site need remote delivery of content to develop an understanding of the program components and philosophy to prepare for instruction.

The Solution: Deliver three 1.5-hour segments across two days.

Day 1

1.5 hrs | Part 1 of course delivered

1.5 hrs | Part 2 of course delivered

Day 2

1.5 hrs | Part 3 of course delivered

1.5 hrs | Site-level leadership planning

Scenario 3

The Need: Educators at a site have varying levels of *i-Ready Classroom Mathematics* experience or other differentiated learning needs.

The Solution: Rotate teacher groups through different courses.

3 hrs | Condensed course delivered to group with similar learning needs

Break

3 hrs | Different condensed course delivered to group with separate learning needs



“Curriculum Associates becomes your family, and it’s all because of the service you receive.”

—Rosemary V.,
Resource Specialist



Scheduling Tailored Support

Tailored Support sessions are designed in cooperation with leaders and coaches based on implementation goals and educator needs.

Scenario 1

The Need: All teachers at a site need support with pacing *i-Ready Classroom Mathematics*.

The Solution: Rotate grade-level teams through PLCs.

1 hr	PLC to reflect on pacing and instructional practices and make adjustments based on needs
1 hr	PLC to reflect on pacing and instructional practices and make adjustments based on needs
1 hr	PLC to reflect on pacing and instructional practices and make adjustments based on needs
Break	
1 hr	PLC to reflect on pacing and instructional practices and make adjustments based on needs
1 hr	PLC to reflect on pacing and instructional practices and make adjustments based on needs
1 hr	PLC to reflect on pacing and instructional practices and make adjustments based on needs

Scenario 2

The Need: Specific groups need targeted support in implementing the Try–Discuss–Connect routine to foster mathematical discourse in their classrooms.

The Solution: Rotate role-alike teams through Tailored Support sessions.

2 hrs	Try–Discuss–Connect routine support provided through Interactive Video Study to enhance Grade 3 teachers’ capacity for orchestrating mathematical discourse to increase student engagement
2 hrs	Try–Discuss–Connect routine support provided through Interactive Video Study to enhance primary teachers’ capacity for orchestrating mathematical discourse to increase student engagement
Break	
2 hrs	Try–Discuss–Connect routine support provided through Interactive Video Study to enhance math coaches’ capacity for orchestrating mathematical discourse to increase student engagement

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**To see how other educators are maximizing their
i-Ready experience, follow us on social media!**



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