

Professional Development

Transforming Mathematics Classrooms



Start

Connect to Prior Knowledge

Why Support students' knowledge of solving addition problems with an unknown change, foreshadowing solving for an unknown change in an addition problem with three-digit numbers.

How Have students solve two-digit addition equations for missing addends.

Find each sum.

$$32 + 7 = 89$$

$$55 + 7 = 92$$

Solutions:

57, 57

Helping every educator unlock the power of a truly *discourse-driven* mathematics classroom

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

Ready Classroom Mathematics Professional Development (PD)

PRODUCT KNOWLEDGE ● ► PRACTICE CHANGE

New Users



Launching mathematics curriculum

Practicing Users



Strengthening daily mathematics instruction

Advanced Users



Expanding effective mathematics practices





Putting Discourse at the Center of the Classroom

Our PD supports educators in using *Ready Classroom Mathematics* with fidelity 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.

Building Mathematics Instructional Practice

Each course is carefully aligned to the NCTM Teaching Practices so educators deepen their understanding of how best to teach mathematics as they improve their understanding of *Ready Classroom Mathematics*.



Ready Classroom Mathematics Look-Fors

Each Ready Classroom Mathematics Look-For corresponds to an Educator Best Practice. The indicators under "Teacher Actions" describe evidence of these best practices in action. This tool can be used to support lesson planning and observation.

Look For...	Teacher Actions	Notes
Purposeful Preparation	<ul style="list-style-type: none"> Prepares questions to promote the goals of the lesson Understands and anticipate many different solution strategies that students may use and thinks about how to sequence those strategies for classroom discussions Recognizes and addresses misconceptions and errors 	
Supporting Productive Struggle	<ul style="list-style-type: none"> Allows students a long enough time to think before they share their solutions or answers with partners or the class Does not ask a question and accept an answer from the first student to raise his or her hand Asks students questions to encourage and support students if they get "stuck" rather than telling them what to do 	
Facilitating Meaningful Discourse	<ul style="list-style-type: none"> Poses purposeful questions that engage all students in doing the majority of thinking and talking Asks students to explain and critique their solution strategies and responses to questions as well as those of their peers Frequently has students engage in partner or small group conversations before discussing with the class 	
Discussing Multiple Strategies	<ul style="list-style-type: none"> Encourages students to solve problems in more than one way and become flexible with multiple models and strategies Facilitates during independent think time and partner discussions to select and sequence multiple solutions to share during whole class discussion that advance the lesson's goals Compares and connects students' solution strategies to one another and to those shown in Ready Classroom Mathematics instruction 	
Differentiating with Targeted Resources (as needed)	<ul style="list-style-type: none"> Uses Quick Check to inform on-level lesson differentiation and remediates with activities in the Teacher Resource Book Uses Ready reports and the Teacher Toolbox to provide instruction and practice targeted to students' specific needs Provides opportunities for teacher-led small group work, student-led small groups, in-class instruction time, and independent time, as appropriate 	

Ready Classroom Mathematics

Scheduling Small Groups and Rotations

Recommended Content



Recommended Timing

Sessions	45-60 MINUTE BLOCK	60-90 MINUTE BLOCK
Explore	<ul style="list-style-type: none"> Facilitate whole class instruction with the PPT slides and assign Additional Practice pages to students. In some scenarios, consider including the Hands-On Activity with the whole class or in a small Teacher-led group. 	<ul style="list-style-type: none"> Complete the recommendations for the 45- to 60-minute block. Then, use this additional block of time to: <ul style="list-style-type: none"> Form differentiated groups based on the Exit Ticket Facilitate small Teacher-led groups while other students are working in a Student-Led or Independent station.
Develop	<ul style="list-style-type: none"> Have students independently work on the first two pages of the Ready assets. Then, facilitate partner and whole class conversations about their work. (In K-2, this happens in the first Ready sessions) Then, use the remaining time to: <ul style="list-style-type: none"> Form differentiated groups based on the Exit Ticket Facilitate small Teacher-led groups while other students are working in a Student-Led or Independent station, which can include working on the remaining problems in their Student Workbook (in K-2, this happens in the second Ready session) 	<ul style="list-style-type: none"> Facilitate small Teacher-led groups while other students are working in a Student-Led or Independent station, which can include working on the remaining problems in their Student Workbook (in K-2, this happens in the second Ready session)
Refine	<ul style="list-style-type: none"> Allow the Lesson Quiz, you may want to use the Differentiated Instruction activities in the Teacher's Guide to provide reteaching, self-assessment, or extension of student learning. 	

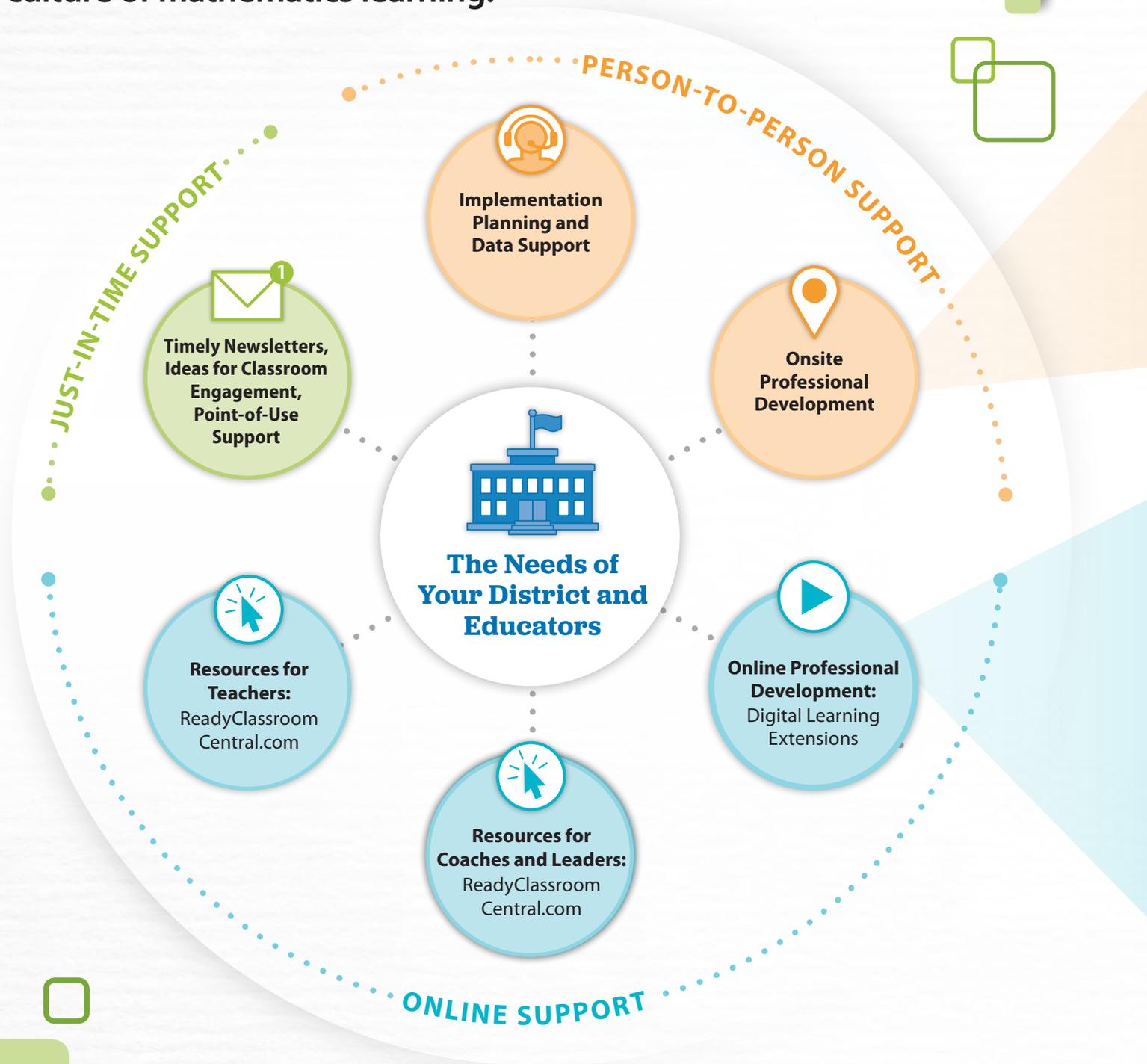
Ready Classroom Mathematics

Helping 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 you for long-term success.

A Comprehensive Network of Support—There When You Need It

We partner with you to help you build a discourse-driven culture of mathematics learning.



Onsite Professional Development: Sustained, Classroom-Focused Development

Our onsite professional development offers sustained, classroom-focused development for all educators that builds both their practical knowledge of fully utilizing the components of *Ready Classroom Mathematics* and their deep understanding of mathematics instructional practices. The result is rich, discourse-driven classrooms sustained by practical routines.



Digital Learning Extensions: Extending Educator Learning to Maximize Impact



Available on an introductory basis beginning in fall 2019, Digital Learning Extensions* (DLEs) are a flexible complement to and extension of your onsite *Ready Classroom Mathematics* Professional Development program.

DLEs are short courses and videos that highlight and align to NCTM's Effective Mathematics Teaching Practices. Focus areas include preparing for instruction, planning purposefully, supporting productive struggle, and facilitating meaningful discourse. The DLEs are intended to be used on demand to help educators extend or refresh their learning as they put *Ready Classroom Mathematics* strategies into practice.

*Digital Learning Extensions are only available with the purchase of onsite professional development.

Ready Classroom Mathematics 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.

	 New Launching mathematics curriculum		 Practicing Strengthening daily mathematics instruction	
End of Prior Year	Introducing the <i>Ready Classroom Mathematics Program</i>	\$1,500**		
		3 Sessions[†] Total: \$4,500/site		
Back to School	For Leaders: Leading a <i>Ready Classroom Mathematics Implementation I</i> p. 10	Included*	For Leaders: Leading a <i>Ready Classroom Mathematics Implementation II</i> p. 11	
	For Teachers: Preparing to Teach <i>Ready Classroom Mathematics</i> p. 12	✓	For Teachers: Sequencing Student Ideas to Deepen Mathematical Reasoning p. 13	
4–6 Weeks into the School Year	For Teachers: Developing Mathematical Thinkers through Instructional Routines p. 12	✓	For Teachers: Making Mathematics Accessible for All Learners p. 13	
12–16 Weeks into the School Year	 Tailored Support p. 15 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"> • Developing Fluency with <i>Ready Classroom Mathematics (geared toward Math Leads and Coaches)</i> • Using <i>Ready Classroom Mathematics Assessment Data to Drive Instruction</i> • Planning and Pacing • Interactive Video Studies 	✓	 Tailored Support p. 15 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—Look-Fors (<i>geared toward Math Leads and Coaches</i>) • Support for New Users • Implementation Reflection with Look-Fors • Try–Discuss–Connect Routine • And more, including Tailored Support courses from the prior year 	

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

† Up to six hours unless otherwise indicated. See pages 8–9 for details about our flexible scheduling and grouping.

** Recommended add-on to New User package. \$1,500 price includes up to three 90-minute sessions in a centralized location.



Digital Learning Extensions are included in the purchase of onsite sessions. For more about Digital Learning Extensions, see pages 4–5.



Visit **ReadyClassroomCentral.com** to find helpful resources to support mathematics instruction, including videos, planning templates, pacing guidance, and family communications.

	3 Sessions [†] Total: \$4,500/site	2 Sessions [†] Total: \$3,000/site	 Advanced Expanding effective mathematics practices	2 Sessions [†] Total: \$3,000/site	1 Session [†] Total: \$1,500/site
	Included*	Included*	For Leaders: Leading a <i>Ready Classroom Mathematics Implementation III</i> p. 11	Included*	Included*
	✓	✓	For Teachers: Empowering Students within Differentiated Small Groups p. 14	✓	✓
	✓	✓	 Tailored Support p. 15 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"> • Facilitated Collaborative Team Planning (<i>geared toward Math Leads and Coaches</i>) • Support for New Users • Advanced Differentiated Instruction Practices • And more, including Tailored Support courses from other years 	✓	

For detailed course descriptions, see pages 10–15.

Flexible Scheduling, Differentiated Learning

While our PD scope and sequence is designed to move teachers and leaders along the continuum from product to practice, we continuously calibrate our approach because not everyone has the same needs at the same time. Our flexible days and grouping 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 our New and Practicing courses is three hours, but we work within the flexibility of up to six hours to meet your needs.

Scenario 1

The Need: Educators at a site have the same learning needs and can meet at the same time.

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

3 hrs

Course delivered to up to 30 teachers

Break

3 hrs

Site-level leadership planning with principal, APs, and coaches

Scenario 2

The Need: All educators need the same learning, but scheduling prevents them from meeting as one group.

The Solution: Rotate teacher groups through the same course.

2 hrs

Condensed course delivered to Group 1, possibly grouped by content or grade band

2 hrs

Same course repeated with Group 2

Break

2 hrs

Same course repeated with Group 3

Scenario 3

The Need: Educators at a site have varying levels of experience or other differentiated learning needs.

The Solution: Rotate teacher groups through different courses.

2 hrs

Condensed course delivered to group with similar learning needs

2 hrs

Different condensed course delivered to group with separate learning needs

Break

2 hrs

Site-level leadership planning



Scheduling Tailored Support

Tailored Support sessions last up to six hours and 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 *Ready Classroom Mathematics*.

The Solution: Rotate grade-level teams through Professional Learning Communities (PLCs).

60 mins PLC to review midyear data with Grade K

60 mins PLC to review midyear data with Grade 1

60 mins PLC to review midyear data with Grade 2

Break

60 mins PLC to review midyear data with Grade 3

60 mins PLC to review midyear data with Grade 4

60 mins PLC to review midyear data with Grade 5

Scenario 2

The Need: Specific groups need targeted support 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 delivered to enhance Grade 3 teachers' capacity for orchestrating mathematical discourse to increase student engagement

2 hrs Try–Discuss–Connect routine support delivered to enhance primary teachers' capacity for orchestrating mathematical discourse to increase student engagement

Break

2 hrs Try–Discuss–Connect routine support delivered to enhance math coaches' capacity for orchestrating mathematical discourse to increase student engagement

Detailed Course Descriptions

The following pages include detailed course descriptions for Leaders, New Users, and Practicing Users as well as Tailored Support topics. Each description is accompanied by outcomes indicating what leaders and educators should know or be able to do as a result of the session.

If you have any questions regarding the content, contact your sales representative or professional development specialist for more information. The service team at Curriculum Associates is dedicated to supporting a successful implementation of *Ready Classroom Mathematics* at your school or district. We look forward to working with you.

Symbols indicate an action is addressed in our professional development for:



New Users



Practicing Users



Advanced Users



Leaders



Courses for Leaders

The recommended length for these centrally delivered courses is three hours, but we work within the flexibility of up to six hours to meet your needs. Computer and web access are strongly recommended. The leader courses are geared toward principals and other site-level implementation leaders—such as instructional coaches—and district leaders responsible for the implementation.



Leading a *Ready Classroom Mathematics* Implementation I

Leaders prepare to support teacher success implementing *Ready Classroom Mathematics*

In *Leading a Ready Classroom Mathematics Implementation I*, leaders who are new to implementing this program are introduced to strategies for identifying observable markers of effective mathematics instruction and to practices which support educators in selecting appropriate program components, preparing for instruction, and establishing routines to facilitate meaningful discourse. If time permits, leaders construct a clear vision to ensure strong program rollout and work collaboratively to develop plans for communicating and engaging teachers in a unified vision and shared goals for *Ready Classroom Mathematics* use in their schools.

Outcomes:

- **Focus Outcome*** Support educators in meeting students' needs by selecting the appropriate components of the *Ready Classroom Mathematics* program, preparing for instruction, and establishing routines to facilitate meaningful discourse.
- Set and communicate a clear vision, including identifying person(s) responsible for ensuring implementation of program components with fidelity.
- Identify common challenge areas in early phases of implementation, such as adjusting pacing, and determine actionable steps to provide support and guidance.

*Focus Outcomes are the primary objective of the course. Scheduling the course for less time than the recommended length will result in a reduction in the coverage of other outcomes or only coverage of the Focus Outcome.



Leading a Ready Classroom Mathematics Implementation II

Leaders focus on building a culture that fosters a growth mindset for teachers and students

Leading a Ready Classroom Mathematics Implementation II prepares leaders who have been using *Ready Classroom Mathematics* for at least one year to support a school culture that fosters a growth mindset among students and educators. Leaders refine their implementation plans to build on the prior year's successes and enhance use of observation tools to support development of teachers. If time permits, leaders learn more about opportunities for whole class differentiation and selecting and sequencing student-generated strategies so they are able to provide specific and actionable feedback on teachers' practice in direct relation to student learning.

Outcomes:

- **Focus Outcome*** Refine and execute a school-level implementation plan that builds on past successes and integrates the observable markers of quality *Ready Classroom Mathematics* instruction.
- Support schoolwide use of the full range of *Ready Classroom Mathematics* resources for whole class and small group instruction, assessment, practice, review, and enrichment.
- Provide specific and actionable feedback on teachers' practice in direct relation to student learning.



Leading a Ready Classroom Mathematics Implementation III

Leaders advance the implementation of *Ready Classroom Mathematics* to develop students as mathematical thinkers and foster ownership of their own learning

In the final course of our leadership series, leaders continue to define effective mathematics instruction, analyze current levels of implementation, and refine previous action plans to support and enhance educators' instructional practice and advance the implementation of *Ready Classroom Mathematics* to develop students as mathematical thinkers. If time permits, leaders dig deeper into small group differentiated resources so they can support educators in meeting students' instructional needs while fostering student ownership of their learning.

Outcomes:

- **Focus Outcome*** Enhance educators' instructional practice and advance the implementation of *Ready Classroom Mathematics* to develop students as mathematical thinkers.
- Support educators in using small group differentiated resources so they are equipped to meet students' instructional needs while fostering student ownership of their learning.
- Further refine and execute a school-level implementation plan that builds on past successes and integrates the observable markers of quality *Ready Classroom Mathematics* instruction.



Courses for New Users

Launching mathematics curriculum

The recommended length for these centrally delivered courses is three hours—with each course needing a minimum scheduled time of at least two hours—but we work within the flexibility of up to six hours to meet your needs. Computer and web access are strongly recommended. The teacher courses are geared toward teachers and instructional coaches, but leaders are also encouraged to attend.



Preparing to Teach *Ready Classroom Mathematics*

Educators connect the program to important daily habits and mathematics instructional practices

Preparing to Teach Ready Classroom Mathematics equips educators to launch successful *Ready Classroom Mathematics* implementations and begin to make connections between the program, the Standards for Mathematical Practice, and the NCTM Effective Teaching Practices. Educators focus on identifying and achieving daily mathematical learning goals and beginning the process of building discourse-rich classrooms that support students' mathematical reasoning and offer multiple entry points for diverse learners. To ensure that educators leave the session ready to begin the school year, they consolidate their learning by using print and digital resources to prepare for a week of instruction.

Outcomes:

- **Focus Outcome*** Locate and utilize essential components for planning goal-driven *Ready Classroom Mathematics* lessons.
- Deliver purposefully planned instruction.
- Begin to establish a mathematics classroom where students make meaning of mathematics through purposeful conversation, perseverance, productive struggle, and collaborative thinking.

NCTM Effective Teaching Practice Connection**

- Establish mathematics goals to focus learning.
- Implement tasks that promote reasoning and problem solving.
- Support productive struggle in learning mathematics.



Developing Mathematical Thinkers through Instructional Routines

Educators expand their practice of supporting productive student discourse for all learners

In *Developing Mathematical Thinkers through Instructional Routines*, educators go deeper in examining how to use the *Ready Classroom Mathematics*' Try–Discuss–Connect routine to support productive student discourse for all learners. Within each step of the routine, educators prepare to maximize students' opportunities to engage with the Standards for Mathematical Practice, including making sense of tasks and solving problems, exploring various strategies, and connecting between multiple mathematical representations. Educators plan for the routine within the context of a day of instruction, focusing on effective ways to facilitate student-led discourse that lead to shared understanding of mathematical concepts.

Outcomes:

- **Focus Outcome*** Draw connections between the Try–Discuss–Connect routine and the Standards for Mathematical Practice—including making sense of tasks and solving problems, exploring various strategies, and connecting between multiple mathematical representations.
- Use the routine as a vehicle for developing conceptual understanding through shared student thinking, productive struggle, and authentic discourse.

NCTM Effective Teaching Practice Connection**

- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.



Courses for Practicing Users

Strengthening daily mathematics instruction

The recommended length for these centrally delivered courses is three hours, but we work within the flexibility of up to six hours to meet your needs. Computer and web access are strongly recommended. The teacher courses are geared toward teachers and instructional coaches, but leaders are also encouraged to attend.



Sequencing Student Ideas to Deepen Mathematical Reasoning

Educators develop students' confidence in mathematics through the use of the Standards for Mathematical Practice

In *Sequencing Student Ideas to Deepen Mathematical Reasoning*, educators analyze student work samples and build their teaching practice for selecting, sequencing, sharing, and connecting student-generated strategies to advance established mathematical goals. Educators also hone their ability to pose purposeful questions during the Try–Discuss–Connect routine to continue to develop students' mathematical confidence and ability to independently activate the Standards for Mathematical Practice.

Outcomes:

- **Focus Outcome*** Investigate how session and lesson goals are situated within the learning progression and related standards.
- Connect *Ready Classroom Mathematics* supports for sequencing student solutions to established goals.
- Pose questions that lead students to use, discuss, and connect multiple representations.

NCTM Effective Teaching Practice Connection**

- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.
- Build procedural fluency from conceptual understanding.
- Elicit and use evidence of student thinking.



Making Mathematics Accessible for All Learners

Educators differentiate instruction to support student access to grade-level content

Making Mathematics Accessible for All Learners helps educators refine their ability to offer all students access to grade-level content through whole class differentiation opportunities built into *Ready Classroom Mathematics*. Educators strategically explore program features to activate or build students' prior knowledge, connect to real-world contexts, develop language, and represent mathematics with hands-on models. In order to advance the learning of all students, educators apply these supports to their practice and plan for ways to monitor and observe understanding.

Outcomes:

- **Focus Outcome*** Use *Ready Classroom Mathematics* components to plan opportunities for differentiation within a day of instruction.
- Leverage problems to maximize student learning, providing access and challenge for all students.
- Utilize formative assessments to plan for instruction that meets the needs of all learners.

NCTM Effective Teaching Practice Connection**

- Implement tasks that promote reasoning and problem solving.
- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking.

*Focus Outcomes are the primary objective of the course. Scheduling the course for less time than the recommended length will result in a reduction in the coverage of other outcomes or only coverage of the Focus Outcome.

**Our courses support the understanding and implementation of all the NCTM Effective Teaching Practices. We have listed the Teaching Practices most connected to each course.



Courses for Advanced Users

Expanding effective mathematics practices

The recommended length for these centrally delivered courses is three hours, but we work within the flexibility of up to six hours to meet your needs. Computer and web access are strongly recommended. The teacher courses are geared toward teachers and instructional coaches, but leaders are also encouraged to attend.



Empowering Students within Differentiated Small Groups

Educators empower students and support their instructional needs

Educators evaluate student needs to create differentiated rotations that leverage *Ready Classroom Mathematics* resources in small groups, empowering students to develop autonomy, self-efficacy, and a growth mindset. Educators refine strategies to prepare for scaffolds that support students' instructional needs, while honoring their thinking and maintaining the rigor of *Ready Classroom Mathematics* to foster student ownership of their learning.

Outcomes

- **Focus Outcome*** Plan for differentiated instruction within the Refine day of a lesson to reteach, reinforce, extend, or individualize student learning.
- Use opportunities to formatively assess learning in *Ready Classroom Mathematics* to elicit evidence of student thinking and plan for differentiated instruction, providing equity and access for all students.

NCTM Effective Teaching Practice Connection**

- Establish mathematics goals to focus learning.
- Implement tasks that promote problem solving and reasoning.
- Elicit and use evidence of student thinking.





Tailored Support

Tailored Support is planned collaboratively with you to provide what you need to meet your goals by addressing key areas of professional development. Our professional development specialists consult with educators to select appropriate content and create customized agendas.



Developing Fluency with *Ready Classroom Mathematics*

This course is geared toward Math Leads and Coaches.

Educators work in teams to develop their understanding of how students build from conceptual understanding to procedural fluency in *Ready Classroom Mathematics*. They analyze learning progressions and identify fluency expectations, explore effective teaching practices that help students connect procedures with the underlying concepts, and leverage program resources designed to encourage students to demonstrate flexible and efficient application of problem-solving strategies.

Outcomes:

As a result of our time together, leaders will be able to:

- Use progressions from *Ready Classroom Mathematics* and student work samples to investigate how procedural fluency develops from conceptual understanding.
- Analyze, organize student work, and share student-generated strategies that demonstrate increasing sophistication and efficiency.



Interactive Video Studies

Educators see the Try–Discuss–Connect routine used within a day of *Ready Classroom Mathematics* instruction and engage in purposeful planning to set the stage for viewing the routine. While viewing, educators observe *Ready Classroom Mathematics* Look-Fors and make connections between the video and the Standards for Mathematical Practice. Educators reflect on the day’s learning and create an action plan to incorporate goals identified during the session.

Outcomes:

As a result of our time together, leaders will be able to:

- Use the Try–Discuss–Connect routine to structure mathematical discourse during instruction.
- Connect the Try–Discuss–Connect routine to the Standards for Mathematical Practice.

Additional Tailored Support Topics

Practicing and Advanced Users can also select from Tailored Support topics from prior years.

New Users

- Using *Ready Classroom Mathematics* Assessment Data to Drive Instruction
- Planning and Pacing

Practicing Users

- Leadership Classroom Visits—Look-Fors (*geared toward Math Leads and Coaches*)
- Support for New Users
- Implementation Reflection with Look-Fors
- Try–Discuss–Connect Routine

Advanced Users

- Facilitated Collaborative Team Planning (*geared toward Math Leads and Coaches*)
- Support for New Users
- Advanced Differentiated Instruction Practices

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For more information



Go to
CurriculumAssociates.com/PD



ReadyClassroomCentral.com

24/7 access to self-service support,
including tutorial videos, how-tos,
planning tools, and tips



Contact Your Sales
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To see how other educators are maximizing their
Ready Classroom Mathematics experience, follow us on social media!



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