

Professional Learning Plan - School Year 2025-26
District/School Name

Our goal is to create a Professional Learning Plan that meets the learning needs and interests of your educators at each phase of their learning. This document includes a summary of the key information we have collected on your needs, dates, and structures, as well as the recommended Professional Learning Plan for the 2025-26 school year. The details of the plan are flexible and may be adjusted to meet your needs.

Summary of Key Information

Focus areas for professional learning:

- K–8 *i-Ready Classroom Mathematics* users in their first year of implementation.
- Educators apply instructional practices centered around meaningful discourse, building student understanding and ownership of math ideas.
- Teachers and leaders understand the *i-Ready Classroom Mathematics*’ instructional design and supporting resources to build a discourse-rich math classroom.
- Leaders align current instructional practice with i-Ready Classroom Mathematics instructional philosophy and determine steps to monitor and support teacher implementation.

Educators to receive professional learning:

- 5 schools (75 teachers), 5 instructional coaches and 10 building leaders as well as district leaders

Contracted days of professional learning:

- 3 purchased sessions of professional learning for the 25-26 school year; 3 days per school = 30 days
- 1 3-hour centralized Leadership session (one per every 10 sites)
- 0 carryover days of professional learning from the 24-25 school year

Priority dates to keep in mind when planning professional learning:

- List any priority dates for scheduling professional learning for the 25-26 school year.

Structures and/or resources to keep in mind when planning professional learning:

- List any professional development structures and/or resources that may impact planning (i.e. monthly principal meetings, regular PLCs, school-based or district-wide instructional coaches)

Primary contacts to coordinate professional learning:

- List who should be the main points of contact to continue coordinating the Professional Learning plan throughout the year.

2025 – 2026 School Year				
Timing	Target Audience	Session Focus	Session Type	Details
August, one week before start of school	K–8 math teachers from each elementary and middle schools including instructional coaches; school leaders as able	<p>Preparing to Teach i-Ready Classroom Mathematics with Integrating Digital Resources to Support a Comprehensive Implementation</p> <ul style="list-style-type: none"> Use the Teacher’s Guide to plan and implement i-Ready Classroom Mathematics instruction. Introduce the Try–Discuss–Connect instructional framework by teaching Lesson 0 to establish a classroom where students make meaning of mathematics through purposeful conversation. Motivate and prepare students to do their best on the Diagnostic. <p><i>Actions Steps for continued professional learning following session:</i></p> <ul style="list-style-type: none"> In grade-level teams designate a teacher-leader to facilitate Collaborative Learning Extension (CLE): Establishing Routines Using Lesson 0 in the days following the session before the start of school. Educators should anticipate approximately 45 minutes for this CLE. 	<p>Facilitated PL Session</p> <p>Meeting</p>	<ul style="list-style-type: none"> 6 hours Up to 30 participants per session Onsite 1 PL day consumed Teachers should receive print versions of Teacher’s Guides and have login for i-Ready Connect before session. Recommended teachers take the Introducing i-Ready Classroom Mathematics OEL course prior to session.
August	K–8 leaders from each elementary and middle school; district leaders	<p>Leading an i-Ready Classroom Mathematics Implementation I</p> <ul style="list-style-type: none"> Foundations of i-Ready Classroom Mathematics: <ul style="list-style-type: none"> Identify essential i-Ready Classroom Mathematics program components that will support teachers in meeting implementation goals, Understanding the Try-Discuss-Connect Framework Classroom Visit Tool: <ul style="list-style-type: none"> Understand the Try–Discuss–Connect Instructional Routine and how i-Ready Classroom Mathematics supports effective instructional practice, and Applying the Try-Discuss-Connect Framework Classroom Visit Tools: <ul style="list-style-type: none"> Use the Try–Discuss–Connect Framework Classroom Visit Tool to monitor the health of implementation and inform next steps for professional learning. 	Facilitated PL Session	<ul style="list-style-type: none"> 2 hours Up to 30 participants per session Onsite or Virtual 0 PL days consumed

After the first Diagnostic: Before the next Facilitated PL Session	K-8 teachers that attended Preparing to Teach RCL	Introduction to Diagnostic Results (OEL) <ul style="list-style-type: none"> Recommended for educators looking for an introduction to the Diagnostic Results reports that will provide actionable insights into students' strengths and opportunities for growth. In addition, educators will consider how to use these insights to inform instructional decisions. 	Online Educator Learning (OEL)	<ul style="list-style-type: none"> Accessed in i-Ready Connect Approx. 30 minutes
After first leader PL session and then anytime after throughout the school year	<i>K-8 leaders from each elementary and middle school</i>	Introducing i-Ready Classroom Mathematics for Leaders (OEL) <ul style="list-style-type: none"> Recommended for leaders new to i-Ready Classroom Mathematics. This course explores how to lead a successful i-Ready Classroom Mathematics implementation, the Top Leader Actions, and how to support educators in administering the Diagnostic and implementing the Try-Discuss-Connect instructional framework. 	Online Educator Learning (OEL)	<ul style="list-style-type: none"> Accessed in i-Ready Connect Approx. 30 minutes
<i>September/early-October, 4-6 weeks into the school year</i>	<i>K-8 math teachers from each elementary and middle school including instructional coaches; school leaders as able</i>	Developing Mathematical Thinkers through Instructional Routines with Personalized Instruction Orientation <ul style="list-style-type: none"> Draw connections between the Try-Discuss-Connect framework and mathematical practices. Use the framework as a vehicle for developing conceptual understanding through shared student thinking, productive struggle, and authentic discourse. As time allows, analyze student prerequisite data to determine how to address unfinished learning within grade-level instruction. 	<i>Facilitated PL Session</i>	<ul style="list-style-type: none"> 3 hours 30 participants per session Onsite ½ PL day consumed Consider grade-bands of teachers for session; K-2, 3-5, 6-8
<i>September/early-October</i>	<i>K-8 leaders from each elementary and middle school</i>	Conducting a Learning Walk <ul style="list-style-type: none"> Define the observable markers of successful i-Ready Classroom Mathematics implementation and use them to analyze their own implementation. Conduct a Learning Walk using i-Ready Classroom Mathematics Classroom Visit Tools and create actionable plans with steps to support educators. 	<i>Meeting</i>	<ul style="list-style-type: none"> 3 hours Onsite leader; can include instructional coach Should occur same day as Developing Mathematical Thinkers through Instructional Routines ½ PL day consumed
<i>September/October, following</i>	<i>K-8 math teachers from each elementary and</i>	Using the Prerequisites Report to Plan Grade-Level Instruction Digital Learning Extension		<ul style="list-style-type: none"> Available on the Online Educator Learning

<i>delivery of first Diagnostic</i>	<i>middle school including instructional coaches; school leaders as able</i>	<ul style="list-style-type: none"> Recommended for educators interesting in learning how the Prerequisites report offers insight into students' learning needs in relation to upcoming grade-level mathematics by identifying essential prerequisite skills, potential student groupings, and recommended resources to be used during classroom instruction. 	<i>Online Educator Learning course</i>	<i>platform through i-Ready Connect</i>
<i>February</i>	<i>K–8 math teachers from each elementary and middle school including instructional coaches; school leaders as able</i>	<p><i>Selected focus area based on district goal of promoting rich student discourse: Implement Meaningful Discourse with the Try-Discuss-Connect Instructional Framework</i></p> <p><i>Reflecting on the Try-Discuss-Connect Framework</i></p> <ul style="list-style-type: none"> Connect steps of the Try-Discuss-Connect framework to the NCTM Effective Mathematics Teaching Practices and the Standards for Mathematical Practice. Apply new insights about the purposes and outcomes for each step when planning to implement the Try-Discuss-Connect framework. 	<i>Facilitated PL Session</i>	<ul style="list-style-type: none"> 6 hours Grade-level or grade-banded groups Onsite 1 PL day consumed