

Teacher Workshop: Empowering Student Growth Through Data-Informed Teaching

Grades K-2



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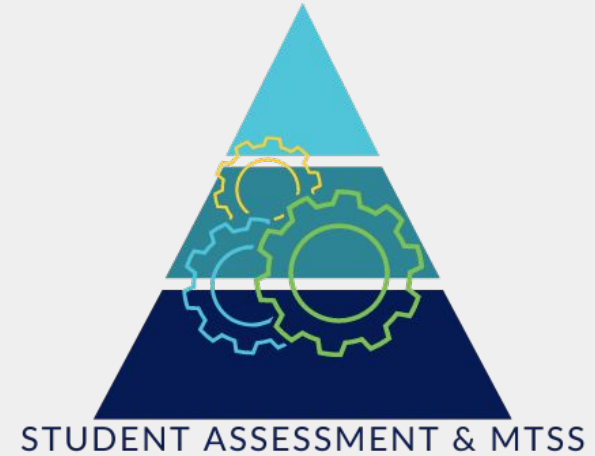


TEACHING
& LEARNING

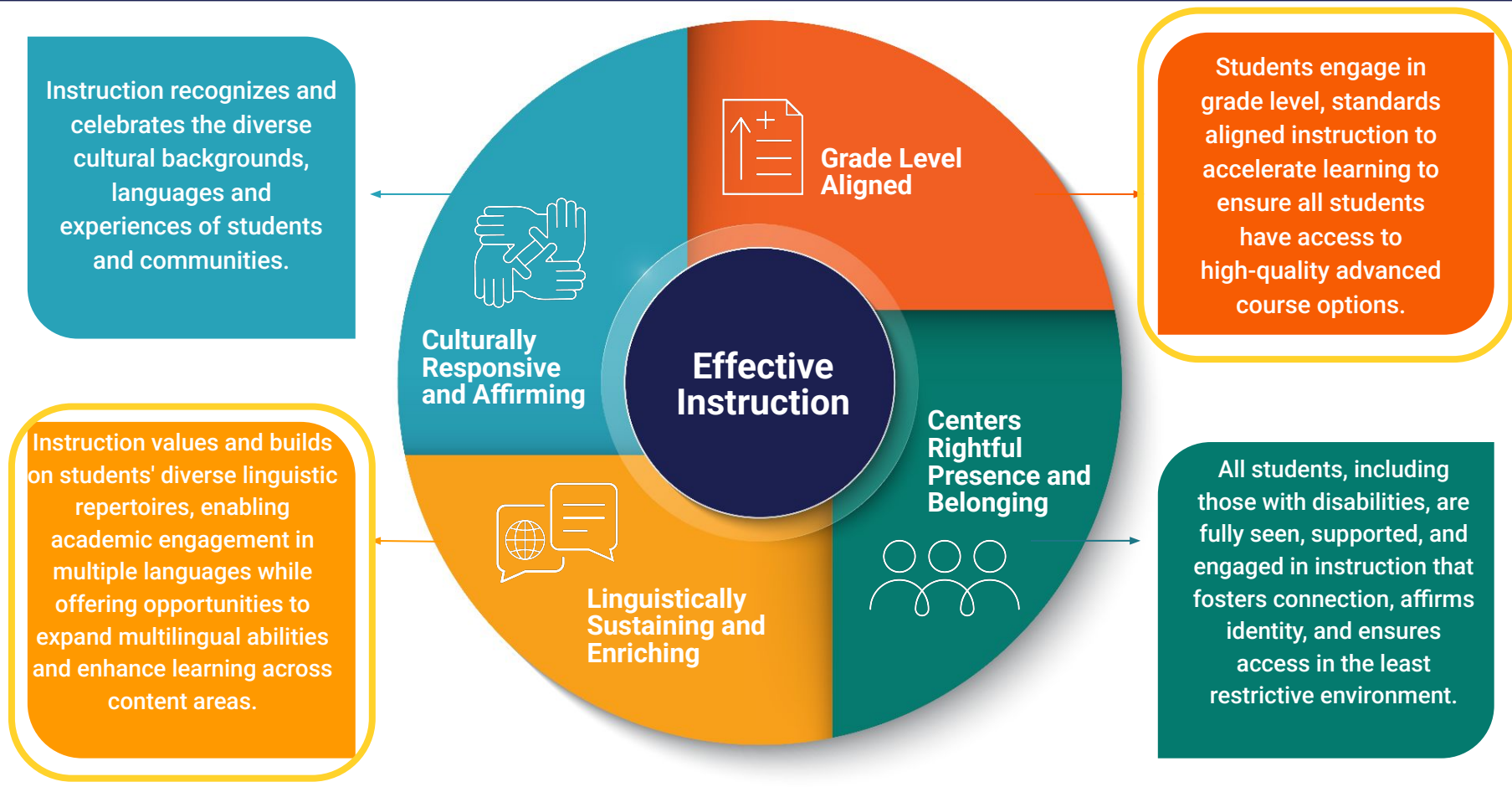
Department of Student Assessment & MTSS

Mission:

The Department of Student Assessment & MTSS empowers all members of the CPS community to use high-quality evidence of student learning to ensure students' unique needs are met and all students thrive.



Working Together to Support Effective Instruction



Instruction recognizes and celebrates the diverse cultural backgrounds, languages and experiences of students and communities.



Culturally Responsive and Affirming



Grade Level Aligned

Students engage in grade level, standards aligned instruction to accelerate learning to ensure all students have access to high-quality advanced course options.

Instruction values and builds on students' diverse linguistic repertoires, enabling academic engagement in multiple languages while offering opportunities to expand multilingual abilities and enhance learning across content areas.



Linguistically Sustaining and Enriching



Centers Rightful Presence and Belonging

All students, including those with disabilities, are fully seen, supported, and engaged in instruction that fosters connection, affirms identity, and ensures access in the least restrictive environment.

Effective Instruction

Session Norms

- ✓ Respond to Prompts via the Chat
- ✓ Use Reactions (👍, ❤️, etc.) to Show Agreement or Support
- ✓ Ask Questions and Share Ideas
- ✓ Take Notes or Reflect in Real Time
- ✓ Allow Yourself to be Present and do one thing



Learning Outcomes & Agenda

Learning Outcomes

- Establish a plan for upcoming instruction that leverages instructional time and resources and ensures grade-level instructional coherence across all tiers of instruction

Agenda

- Planning for Instructional Coherence
- Instructional Scaffolds and Supports
- Closing

[Session Resources](#)

Let's Reflect

How do you get to know your students at the beginning of the year? How can Universal Screener/Diagnostic data help you get to know them?



Foundations of Effective Data Use



Maintain Objectivity

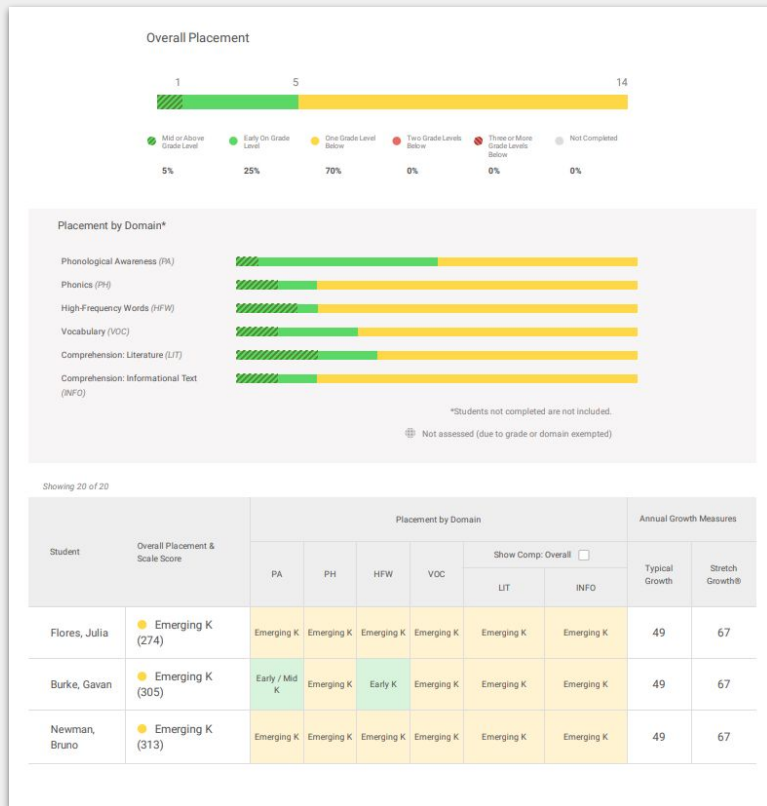
When looking at data, preconceived notions can cloud the lens through which we analyze it. What you know about students should not be dismissed, but looking at data objectively first allows you to see things you did not know about your students.



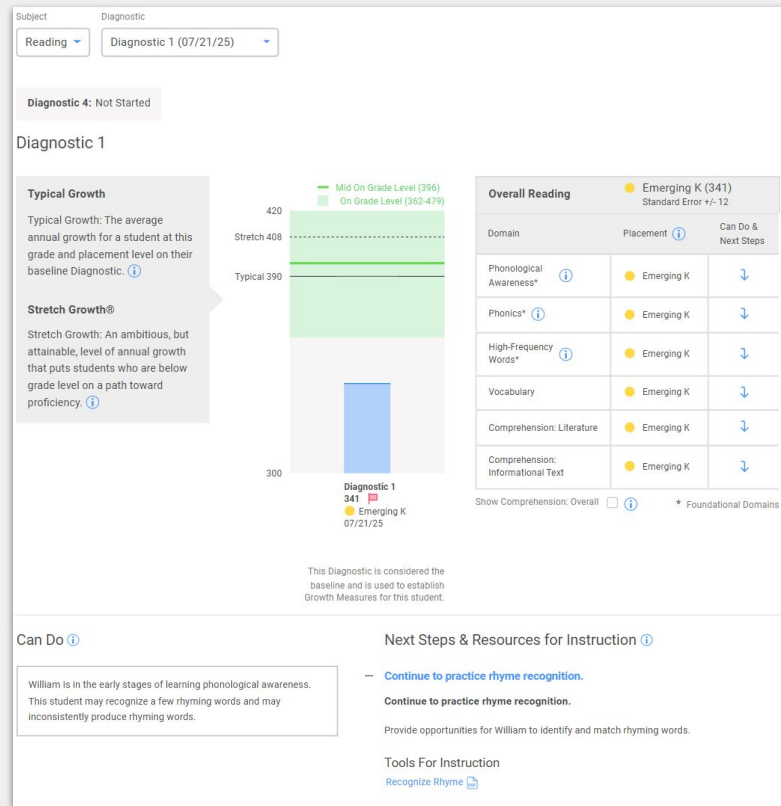
Use a Purposeful, Structured Process to Analyze Data

It is important to approach data with purpose, often guided by a specific question. Looking at data without a question in mind can make it hard to figure out where to start, and looking at data simply to look at data will not feel as purposeful or authentic as looking at data to find an answer, inform instructional decisions, or take action. Using a structured process, or a protocol, to analyze data can uncover information about students that was not evident through your original lens and allows you to be strategic in your action planning.

Diagnostic Results Report by Class and Student

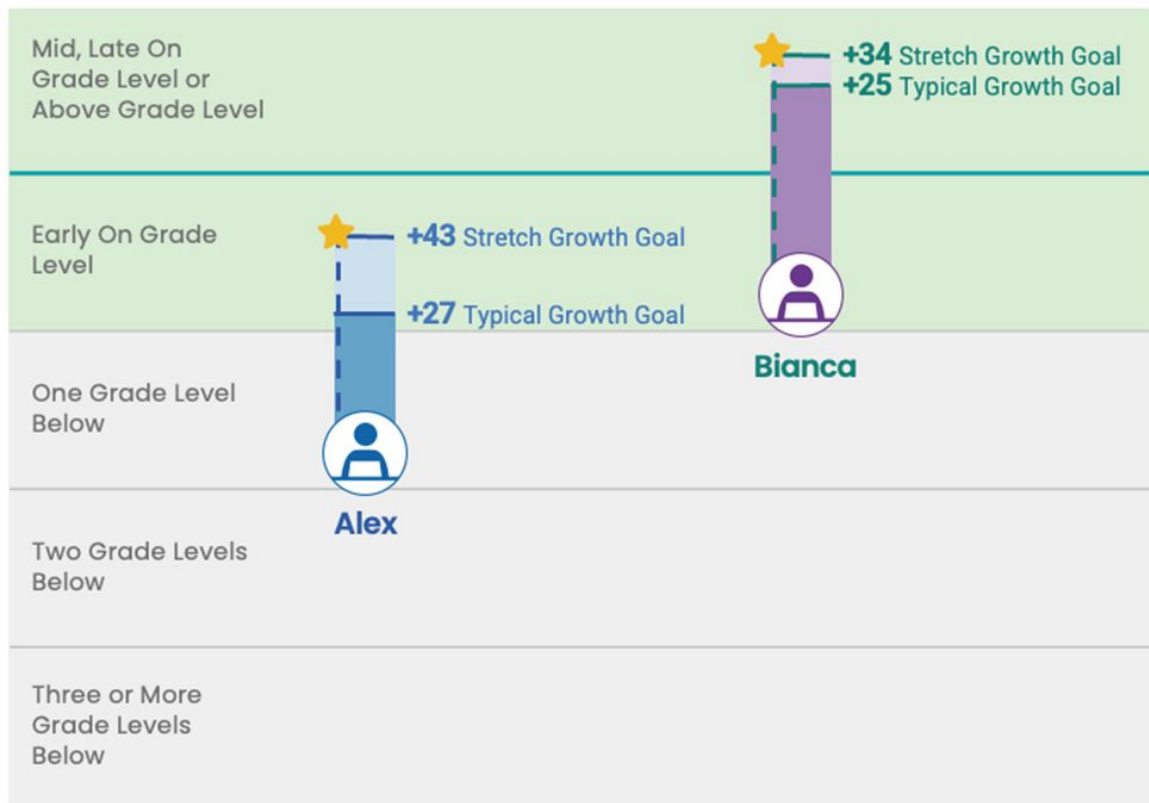


Diagnostic Results (Class) Report



Diagnostic Results (Student) Report

i-Ready Growth Model



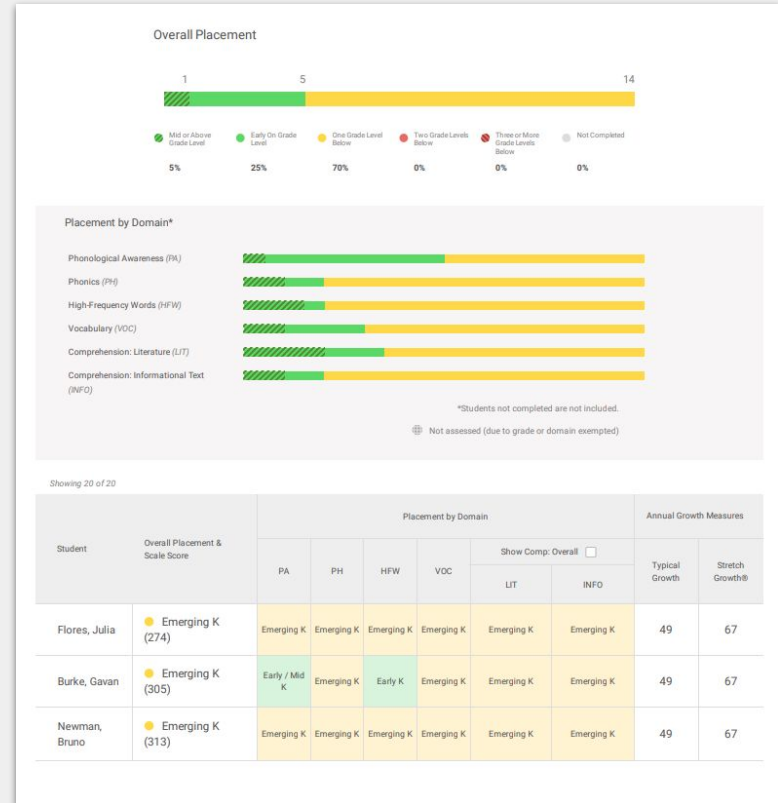
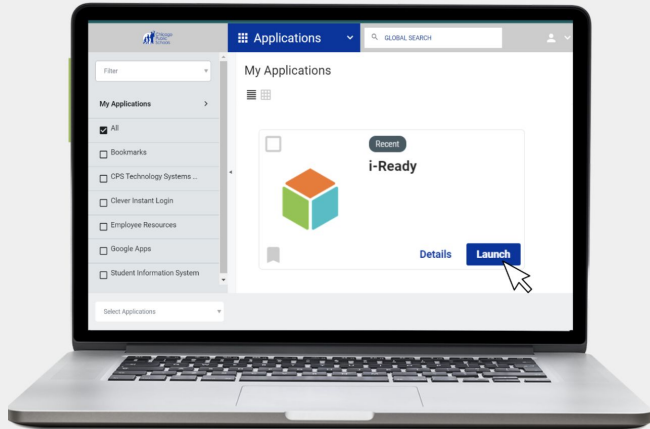
Differentiated Growth: Students with different placements receive different goals.

Typical Growth: the average annual growth of students at each grade and baseline placement level.

Stretch Growth: the growth recommended to put students who placed below-grade level on a path toward proficiency and students who placed on-grade level on a path to advanced proficiency levels.

Diagnostic Results (Class) Report

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





Planning for Instructional Coherence

Let's Pause and Engage

“

There is time to provide Tiers 2 and 3 instruction for some students, but it can't come at the expense or loss of Tier 1 instruction. Otherwise, those students will never get to experience, be challenged by, and work toward being proficient with grade-level content.

”

Instructional Coherence

How do you ensure high-quality Tier 1 instruction for every student?

How does Tier 1, Tier 2, and Tier 3 instruction complement one another?



Literacy Tasks (Reading in EN and SP)
Growth Monitoring (Math)

Coherent Grade-Level Instruction Across All Tiers

Reading Instruction	Diagnostic Results (Student) report	Diagnostic Results (Class) report	Instructional Groupings report
Tier 3	<input type="checkbox"/>		
Tier 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 1	<input type="checkbox"/>	<input type="checkbox"/>	

Mathematics Instruction	Diagnostic Results (Student) report	Grade-Level Planning (Prerequisites) report	Diagnostic Results (Class) report	Instructional Groupings report
Tier 3	<input type="checkbox"/>			
Tier 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tier 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Preparing a Plan

PLANNING FOR INSTRUCTIONAL COHERENCE, K-12

To access this worksheet, search coherent instructional plan on [Success Central](#).



Prepare a Coherent Instructional Plan

Use this worksheet when analyzing data as you plan for coherent targeted instruction for every student to access upcoming grade-level instruction.

Class: A. Kumar - Grade 1

Mathematics Reading

Consider Upcoming Tier 1 Grade-Level Instruction

What Tier 1 instruction are you planning to teach? List the outcomes or objectives of the unit/lesson of the upcoming content you are planning for.

Adding and Subtracting Strategies to 10

Students will use the counting on strategy to solve addition and subtraction problems within 10, and demonstrate understanding of the relationship between addition and subtraction by applying these strategies to word problems.

What are the prerequisite skills? What will students need to know and be able to do by the end of the unit/lesson and what prerequisite skills are needed to meaningfully engage in the grade-level content?

After this unit, students should understand how to use the counting on strategy to solve both addition and subtraction problems within 10.

Prerequisite Skills: Count to tell how many, understand addition within 10, and understand subtraction as taking away.

Understand Student Data to Plan for Upcoming Instruction

Ask: Create a question that helps you have a clear starting point for observing student data.

Example: What scaffolds and supports do students need in order to access and engage in upcoming grade-level instruction?
(Using the question above)

Observe and Reflect: Write down observations and reflections. List students who will need targeted scaffolds and support.

I-Ready Data	Classroom Observations
Bela Cristobal Esteban Diego	Bela and Cristobal are performing in Emerging K in Numbers and Operations. Esteban & Diego has an overall placement of Grade K, but is performing on grade-level in Number and Operations


Make Data-Driven Instructional Decisions to Ensure Coherence


Take Action	Intervene with Precision	Maximize Focus and Intensity
What? What scaffolds and supports do these students* need to access Tier 1 instruction? What will you use?	Teacher-led group Tool for Instruction: Making a set up to 10 objects Center activity "Pass the Pan" for students in stations	Tools for Instruction: Intervention - Provide Ms. Valesquez a Tool for Instruction: Counting Backwards: 10 to 0 to support students
How and When? How/when will the scaffolded support be provided (e.g., whole class, small group, intervention)?	Small group rotations during center time the week before the lesson. Engaging activities will be used to support students during transitions (flashcards, etc.)	Ms. Valesquez will work with students Monday, Tuesday and Thursday. High-quality resources from the curriculum to support students every Wednesday for 10 minutes before Art.
Take Action	Grade-Level Instruction for All	
What? What scaffolds and supports do these students need to successfully engage in Tier 1 instruction?	On-the-Spot Teaching: Emphasize the relationship between addition and subtraction. Provide opportunities for working with concrete objects. Repeated work with fact families will support students in building fluency. Connect take away situations to counting on.	
How and When? How/when will the scaffolded support be provided (e.g., whole class/small group)?	Whole Group scaffolding will be provided to support students with unfinished prerequisite learning as they engage with on-level work.	

Consider Upcoming Tier 1 Grade-Level Instruction

Which Tier 1 lessons or units are you planning to teach in the next coming weeks?

List the outcomes or objectives of the lesson of the upcoming content you are planning for.


Prepare a Coherent Instructional Plan		Class: _____
 Use this worksheet when analyzing data as you plan for coherent targeted instruction for all students to access upcoming grade-level instruction.		<input type="checkbox"/> Mathematics <input type="checkbox"/> Reading
Consider Upcoming Tier 1 Grade-Level Instruction		
What Tier 1 instruction are you planning to teach? List the outcomes or objectives of the unit/lesson of the upcoming content you are planning for.		
What are the prerequisite skills? What will students need to know and be able to do by the end of the unit/lesson and what prerequisite skills are needed to meaningfully engage in the grade-level content?		
Understand Student Data to Plan for Upcoming Instruction		
Ask: Create a question that helps you have a clear starting point for observing student data.	Example: What scaffolds and supports do students need in order to access and engage in upcoming grade-level instruction?	
Observe and Reflect: Write down observations and reflections. List students that will need targeted scaffolds and support.	<i>i-Ready</i> Data	Classroom Observations


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Upcoming Instruction: Prerequisite Skills

What are the prerequisite skills?


What will students need to know and be able to do?


Prepare a Coherent Instructional Plan		Class: _____
 Use this worksheet when analyzing data as you plan for coherent targeted instruction for all students to access upcoming grade-level instruction.		<input type="checkbox"/> Mathematics <input type="checkbox"/> Reading
Consider Upcoming Tier 1 Grade-Level Instruction		
What Tier 1 instruction are you planning to teach? <i>List the outcomes or objectives of the unit/lesson of the upcoming content you are planning for.</i>		
What are the prerequisite skills? <i>What will students need to know and be able to do by the end of the unit/lesson and what prerequisite skills are needed to meaningfully engage in the grade-level content?</i>		
Understand Student Data to Plan for Upcoming Instruction		
Ask: <i>Create a question that helps you have a clear starting point for observing student data.</i>	<i>Example: What scaffolds and supports do students need in order to access and engage in upcoming grade-level instruction?</i>	
Observe and Reflect: <i>Write down observations and reflections. List students that will need targeted scaffolds and support.</i>	i-Ready Data	Classroom Observations

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Understanding Student Data

Ask: What scaffolds and supports do students need in order to access and engage in upcoming grade-level instruction?

Prepare a Coherent Instructional Plan		Class: _____
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Observe and Reflect: <i>Write down observations and reflections. List students that will need targeted scaffolds and support.</i>	i-Ready Data	Classroom Observations


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Understand Student Data: Observe and Reflect

How prepared are students for upcoming grade-level instruction, and where might they benefit from additional support?

Which students will need more targeted instruction that goes beyond the scaffolds already provided in Tier 1 instruction?

Which students will require the greatest focus and intensity to close critical foundational gaps before moving into grade-level work?

 **Prepare a Coherent Instructional Plan** Class: _____

Use this worksheet when analyzing data as you plan for coherent targeted instruction for all students to access upcoming grade-level instruction. Mathematics Reading

Consider Upcoming Tier 1 Grade-Level Instruction

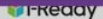
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What are the prerequisite skills? What will students need to know and be able to do by the end of the unit/lesson and what prerequisite skills are needed to meaningfully engage in the grade-level content?	

Understand Student Data to Plan for Upcoming Instruction

Ask: Create a question that helps you have a clear starting point for observing student data.	<i>Example:</i> What scaffolds and supports do students need in order to access and engage in upcoming grade-level instruction?
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Observe and Reflect: Write down observations and reflections. List students that will need targeted scaffolds and support.	i-Ready Data	Classroom Observations

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Inform Instruction with Diagnostic Data

Reading: Informing Tier 1 Instruction

Grade K-2	Diagnostic Results (Student)	Diagnostic Results (Class)
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Math: Informing Tier 1 Instruction

Grade K	Diagnostic Results (Student)		Diagnostic Results (Class)
Grades 1-2	Diagnostic Results (Student)	Grade-Level Planning (Prerequisites)	Diagnostic Results (Class)

Grade-Level Planning (Prerequisites) Report

MATHEMATICS

Grades 1-2

i-Ready Management Assess & Teach Reports Help Gianna Medina

Grade-Level Planning (Prerequisites)

Subject: Math Class/Report Group: A. Mayo - Grade 2, Section 1 Grade: 2 Topic: Addition and Subtraction...

Know the Math: i-Ready Topic Overview
Addition and Subtraction Strategies Within 20, and Word Problems, Part 1
Students extend their understanding of adding and subtracting within 20 by developing mental math strategies for addition and subtraction. First, students focus on fact families and then...

Identify Class Prerequisite Needs

Maximize Whole Class Instruction
Focus on grade-level instruction using On-the-Spot Teaching Tips or recommended resources to integrate the Priority Prerequisite Skill. As necessary, use small group instruction to address the prerequisite skills for the upcoming lessons.

Prerequisite Skills for Upcoming Instruction
As you plan upcoming instruction, consider recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

Understand Mental Math Strategies (Fact Families)

Add and subtract within 20 (Priority Prerequisite Skill)

Understand the relationship between addition and subtraction (Prerequisite Skill)

Solve One-Step Word Problems

Solve addition and subtraction word problems (Prerequisite Skill)

Grade-Level Planning (Prerequisites)

← Back

Recommended Resources for Prerequisite Skill:
Add and subtract within 20 (Priority Prerequisite Skill)
Supporting: Understand Mental Math Strategies (Fact Families) (Grade 2)

View Resources: All Students

Prerequisite skill learning progression

Grade K Add Within 10
Grade K Subtract Within 10

Grade 1 Facts I Know

Grade 1 Priority Prerequisite Skill: Understand Sums Greater than 10

Teacher-led Small Groups

Tools for Instruction: Add and Subtract 1 and 2, Addition and Subtraction Word Problems, Count to Add or Subtract, Missing Numbers, Totals of Ten

Tools for Instruction: Addition and Subtraction Facts, Doubles Addition Facts, Totals Greater Than Ten

Independent Reinforcement

Learning Games: Hungry Fish, Match



Instructional Scaffolds and Support

Tips to Do Your Best!

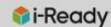
- Take your time and do not rush.
- Read each question and answer choice carefully.
- If you get a question you have not learned yet, just do your best.
- For math, use pencil and paper to work out a problem.
- For Reading: Read each passage carefully, and go back and reread the passage when necessary.
- Double check your answer before heading on.

i-Ready

Take Action: Intervene with Precision

Make Data-Driven Instructional Decisions to Ensure Coherence		
Take Action	Intervene with Precision	Maximize Focus and Intensity
<p>What? What scaffolds and supports do these students* need to access Tier 1 instruction? What will you use?</p>		
<p>How and When? How/when will the scaffolded support be provided? (Whole class, small group, intervention etc.)</p>		
Take Action	Grade-Level Instruction for All	
<p>What? What scaffolds and supports do these students need to successfully engage in Tier 1 instruction?</p>		
<p>How and When? How/when will the scaffolded support be provided? (whole class/small group)?</p>		

*Students can receive both Tier 2 and Tier 3 scaffolded instruction. This, along with the group sizes, is determined by the instructional priorities of the students.
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Also Consider: Which resources will you use to support tier 1 instruction?

How will you ensure every student is supported during small-group instruction?

Take Action: Maximize Focus and Intensity

Make Data-Driven Instructional Decisions to Ensure Coherence		
Take Action	Intervene with Precision	Maximize Focus and Intensity
What? <i>What scaffolds and supports do these students* need to access Tier 1 instruction? What will you use?</i>		
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i-Ready

Also Consider: Which resources will you use to support tier 1 instruction?

When will you provide opportunities for additional support?

Also Consider: Which students will need the maximum focus and intensity to fill in foundational gaps and how will you prepare them for tier 1 instruction?

Take Action: Grade-Level Instruction for All

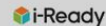
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*Students can receive both Tier 2 and Tier 3 scaffolded instruction. This, along with the group sizes, is determined by the instructional priorities of the students.

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Also Consider: What scaffolds will you provide so all learners can successfully engage in the grade-level content?

How and when will you provide these scaffolds?

Instructional Scaffolds and Supports

Reading

Grades K-2	Diagnostic Results (Student)	-Can Dos and Next Steps provide strategic scaffolds for entry points into core instruction
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Math

Grades K-2	Diagnostic Results (Student)	-Can Dos and Next Steps provide strategic scaffolds for entry points into core instruction
Grades 1-2	Grade-Level Planning (Prerequisites)	-On-the Spot Teaching Tips -Tools for Instruction -Learning Games

Grade Level Planning (Prerequisites) Report

MATHEMATICS

Grades 1-2

i-Ready Management Assess & Teach Reports Help Gianna Medina

Grade-Level Planning (Prerequisites)

[← Back](#)

Recommended Resources for Prerequisite Skill:
Add and subtract within 20 (Priority Prerequisite Skill) ⓘ
Supporting: Understand Mental Math Strategies (Fact Families) (Grade 2)

View Resources: 15 (Group A) 10 (Group B) 15 (Group C)

Focus on grade-level instruction, emphasizing connections to prerequisite skills. Consider small group instruction as time permits.

Prerequisite skill learning progression

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graph LR; K1[Grade K Add Within 10] --> K2[Grade K Subtract Within 10]; K1 --> G1[Grade 1 Facts I Know]; K2 --> G1; G1 --> G2[Grade 1 Priority Prerequisite Skill Understand Sums Greater than 10]
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Teacher-led Small Groups

Tools for Instruction	Tools for Instruction	Tools for Instruction
Add and Subtract 1 and 2	Addition and Subtraction Facts	Doubles Addition Facts
Addition and Subtraction Word Problems		Totals Greater Than Ten
Count to Add or Subtract		
Missing Numbers		
Totals of Ten		

Independent Reinforcement

Learning Games	Learning Games
Hungry Fish Direct students to their Student Dashboard to play Learning Games.	Hungry Fish Direct students to their Student Dashboard to play Learning Games.

Tools for Instruction

READING

MATHEMATICS



Key Features

1. Skill Overview
2. Explicit teacher-facing instructions
3. Estimated duration
4. Check for Understanding
5. Additional Resources



Lesson Types

1. Step by Step
2. Multiple Ways to Teach

Tools for Instruction

Match Vowel Letters and Long Vowel Sounds

A single vowel letter can have several sounds, so to match a vowel letter to a long vowel sound, students begin by matching vowel letters and vowel sounds. Students begin by matching vowel letters and then move on to long vowels. For each vowel letter, list three more on to long vowels. For example, the vowel letter *ai*: *ai, ai, ai, (play)*.

Two Ways to Teach

Identify Beginning Long Sounds

- Display one lowercase vowel letter, such as *a*.
- Explain that the long vowel sound in a word starts with *ai*, which is the long sound for *a*.
- Ask students that you will say some of each word if the word has the long sound for *a*.
- Say words including vowels that begin with the target letter even if it is not the first letter.

Display the lowercase letter *e*. If you say the word *egg*, will you say some words that begin with the long sound for *e*?

- Encourage students to make words.
- Repeat the procedure for each vowel letter.

Contrast Long and Short Vowel Sounds

- Select CVC, CCVC, or CVCVC words when the vowel is *a* and *i*.
- Write the words on a card.
- Display a CVC word and its long vowel sound.
- Explain that the long vowel sound is the same as the short vowel sound but repeated.

Check for Understanding

If you observe...	Then try...
Students are having difficulty matching long sounds with vowel letters	Using rhyming words with a final long vowel sound, have students hold up the letter card that matches the sound at the end of the word. Use words such as <i>ai, ay, ay, ay, me, ai, ai, pi, no, ci, ci, pi, ai</i> .

Contrast Long and Short Vowel Sounds

Display the long vowel word, drawing a horizontal line above the vowel to show that it has a long sound. Have students read the word and tell its meaning. See the example below.

- Display the word *cap*.
- What is this sound? (*ai*) What is a cap? (*A type of hat you wear on your head.*)
- Listen to the short sound for *a* in *cap*. (*ai*) What is the short *a* sound? (*i*)
- Change the short sound for *a* to the long sound (*ai*). What is the new word? (*cap*)
- Display the word *cap*. If you are slow, show the *a* in *cap* to remember to say the long sound, *ai*.
- This word is *cap*. What is a cap? (*Something to wear on your head.*)
- We just turned a cap into a cap!

Check for Understanding

If you observe...	Then try...
Students are having difficulty matching long sounds with vowel letters	Using rhyming words with a final long vowel sound, have students hold up the letter card that matches the sound at the end of the word. Use words such as <i>ai, ay, ay, ay, me, ai, ai, pi, no, ci, ci, pi, ai</i> .

Diagnostic Results (Student)

Can Do ⓘ

Operations and Algebraic Thinking

Find combinations of 10 and identify missing addends.

[Standards](#)

Find different number pairs with the same sum for sums to 10.

[Standards](#)

Use equations to solve joining problems with numbers to 10.

[Standards](#)

Use equations to solve take away problems with numbers to 10.

[Standards](#)

Next Steps & Resources for Instruction ⓘ

Operations and Algebraic Thinking

- [Solve addition problems for combining, joining, or comparison situations.](#)

Solve addition problems for combining, joining, or comparison situations.

Tools For Instruction

[Resolver problemas verbales con totales hasta 10](#) 

[Resolver problemas verbales con totales hasta 20](#) 

Additional Resources

Ready® Common Core Math Instruction

Or

Digital access to Ready® through Teacher Toolbox



[Learn More](#)

Grade 1

Lesson 3: Add and Subtract in Word Problems

i-Ready® Classroom Mathematics © 2024

i-Ready Classroom
Mathematics

[Learn More](#)

Can Dos and Next Steps

Grade-Level Planning (Prerequisites)

MATHEMATICS

Grades 1–2

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Grade-Level Planning (Prerequisites)

Subject: Math Class Report Group: A. Mayo - Grade 2, Section 1 Grade: 2 Topic: Addition and Subtraction

Know the Math: i-Ready Topic Overview

Addition and Subtraction Strategies Within 20, and Word Problems, Part 1

Students extend their understanding of adding and subtracting within 20 by developing mental math strategies for addition and subtraction. First, students focus on fact families and then u...

Identify Class Prerequisites Needs

Maximize Whole Class Instruction

Focus on grade-level instruction using On-the-Spot Teaching Tips or recommended resources to integrate the Priority Prerequisite Skill. As necessary, use small group instruction to address the prerequisite skills for the upcoming lessons.

Topic Support (On-the-Spot Teaching Tips)

Prerequisite Skills for Upcoming Instruction

As you plan upcoming instruction, consider recommended resources for prerequisite skills while maintaining pace with grade-level instruction.

Understand Mental Math Strategies (Fact Families)

Add end subtract within 20 (Priority Prerequisite Skill)

On-the-Spot Teaching Tips



TOPIC SUPPORT

I-READY MATHEMATICS

GRADE 2, Addition and Subtraction Strategies Within 20, and Word Problems

INSTRUCTIONAL SUPPORT

Understand Even and Odd Numbers

Add Using Arrays

Solve Two-Step Word Problems

These skills build on students' understanding of various addition and subtraction strategies such as doubles and doubles plus 1, number partners, and making a ten.

► PREREQUISITE SKILLS FROM GRADE 1

There are no recommended prerequisite skills. Focus on grade-level concepts.

◆ ON-THE-SPOT TEACHING TIPS FOR GRADE 2

- **Use visual models to support understanding.** Discuss visual models for doubles and doubles plus 1 to support understanding of even and odd numbers.
- **Provide hundreds charts.** Students who are still working on fluency with skip counting can use a hundreds chart to identify patterns. This will help with understanding of arrays and even and odd numbers.
- **Connect visual models and equations.** Discuss with students how an array, repeated addition, and skip counting are related.
- **Make connections between addition and subtraction.** Continue to reinforce the relationship between addition and subtraction by having students identify fact families. This will help them build number sense and think more flexibly when writing equations to solve two-step word problems.

A photograph of two women sitting at a desk in an office, looking at a laptop. The woman on the left is wearing glasses and has her hair pulled back. The woman on the right is wearing a white shirt with a colorful pattern. In the background, there are several trophies on a shelf and a poster on the wall. The poster is titled "Tips to Do Your Best!" and lists several tips for students. The word "Together" is written on a sign in the background. A large white rounded rectangle with an orange border is overlaid on the image, containing the word "Closing" in a bold, black, serif font.

Closing

Tips to Do Your Best!

- 1. Take your time and do not rush.
- 2. Read each question and answer choice carefully.
- 3. If you get a question you have not learned yet, just do your best.
- 4. Do math on pencil and paper to work out a problem.
- 5. For Reading: Read each passage carefully, and go back and reread the passage when necessary.
- 6. Double-check your answer before heading on.

e-Ready

Let's Pause and Engage

In what ways does your plan
strengthen coherence between
the **assessment** data,
instruction and student **learning**
goals?

Save the Dates!



☀️ Join the All-New Learning Lounge – Wednesdays @ 11:00! ☀️

K–2 educators, we're excited to introduce the Learning Lounge—a relaxed, professional learning space happening from 11:00–11:30, during i-Ready Assessment Office Hours.

What to expect:

- Practical tips and insights to support your instruction.
- A relaxed, stress-free atmosphere for learning and sharing.
- Opportunities to connect with fellow educators.

No registration needed—just drop in and enjoy! [Click HERE](#) to join and we look forward to seeing you in the Lounge!

October	Tracking Growth: Literacy Progress Monitoring with i-Ready
10/1 10/8	Description: Discover how i-Ready Literacy Tasks can transform your progress monitoring game! In this interactive session, educators will discover how to confidently use the i-Ready dashboard to progress monitor. You'll leave with actionable insights and tools to support every learner's literacy journey.

October	Get Ready for Parent Conferences with Confidence!
10/15 10/22	Description: Ready to make data conversations with families feel less like a report and more like a relationship? Join us for an energizing session where we'll dive into smart, simple ways to share i-Ready data that truly connect. You'll walk away with practical tools, clear strategies, and confidence to turn numbers into meaningful stories—whether you're gearing up for conferences or building stronger family partnerships year-round. Let's transform data into dialogue and make every family feel informed, empowered, and inspired!



Need Help?

Submit questions via the [i-Ready Support Form](#).

Sign up for [Professional Learning](#) to analyze your i-Ready data!

Join the [CPS i-Ready Google Classroom](#) for resources and community!

Additional questions? Contact **Talibah Floyd, CPS i-Ready K-2 Assessment Specialist** at tfloyd7@cps.edu

Find SY26 Professional Learning being Offered by CPS Central Office in the Employee Intranet Professional Learning Calendar

Chicago Public Schools
EMPLOYEE INTRANET

HR40 BLOG RESOURCES APPLICATIONS DATA SELECT LANGUAGE

News Calendar Training Groups Operations Academics

Calendar

2025-2026 School Year Calendars

- Staff Calendar
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- Central Office Holiday Calendar

ENTER EVENT TITLE

TODAY | PREVIOUS EVENTS LIST | MONTH | WEEK

AUGUST 2025

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Professional Development

- FRAMEWORK FOR TEACHING
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- NEW TEACHER INDUCTION AND MENTORING

MONDAY 11

Series: Sheltered Instruction for Meaningful Access
08:30AM - 10:30AM | PROFESSIONAL DEVELOPMENT
Audience: High School Content Teachers
Description: In this session, teachers will deepen their understanding of who multilingual learners are and explore key strategies to make content comprehensible. We will focus on activating and building background knowledge and identifying language demands within content tasks. Participants will engage in practical, content-specific activities that help them recognize access points for ELs and begin planning with a language lens, without introducing new frameworks or tools yet.
Register on the Learning Hub with Course Code: 74852, Class Code: 136090.

Series: Supporting Newcomers in the Classroom: Creating a Welcoming School and Classroom Environment
08:30AM - 10:30AM | PROFESSIONAL DEVELOPMENT
Audience: Teachers
Description: This series equips educators—both those teaching newcomers and those new to EL education—with the (1) knowledge and strategies to create a welcoming and supportive environment for newcomer students and their families (2) recognize the possible indicators of trauma and cultural nuances that may affect newcomer students and their families. Participants will explore the connection between Social Emotional Learning (SEL) and academic success, gaining strategies to effectively support newcomers in the classroom and (3) with strategies to plan for the meaningful participation of newcomer students. Participants will explore the role of cooperative learning, scaffolding techniques, and multimodal assessments in making content more accessible and engaging.
Session #1: This session focuses on knowledge and strategies to create a welcoming and supportive environment for newcomer students and their families.
Register on the Learning Hub with Course Code: 74820, Class Code: 136090.

Skyline ALE Grades K-2 Unit 1 Internalization
08:00AM - 03:00PM | PROFESSIONAL DEVELOPMENT
Audience: Skyline ALE K-2 Teachers
Description: Look forward to getting hands-on with this curriculum and collaborating with your colleagues who are also teaching Skyline! You'll work as a team to explore core components of the curriculum, experience the key instructional shifts as both a teacher and a learner, and get guided practice with the digital learning ecosystem. You'll dig deep into your next unit and leave with a head start on your unit internalization plan!
Register on Sched.

Skyline Civics Grades 8 and 11 Unit 1 Internalization
09:00AM - 03:00PM | PROFESSIONAL DEVELOPMENT

All district-wide offered professional learning opportunities can be found in the [CPS Professional Learning Calendar Employee Intranet Page](#).

- Click to expand "Filter Calendar" (left) and check only "Professional Learning"
- Click to expand "Filter Tags" (left) and select

Thank you!

We appreciate your attendance. See you at the next session!

Exit Ticket [Feedback](#)

