



Leader Action Pack



2026-2027

i-Ready Leader Action Pack

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Suggested actions to help you plan for the upcoming school year and actively manage your <i>i-Ready</i> implementation	
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*i-Ready Inform was formerly named i-Ready Diagnostic.

i-Ready images shown throughout this pack are included as samples. Actual product may vary.

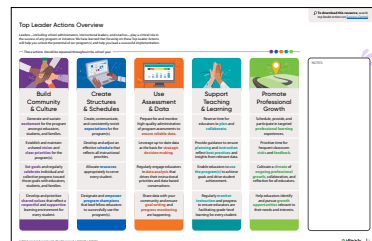
Take the Lead

Follow these suggested actions to help you plan for the upcoming school year and actively manage your i-Ready implementation.

1 Understand the Top Leader Actions

Get to know the five Top Leader Actions that are proven to drive success.

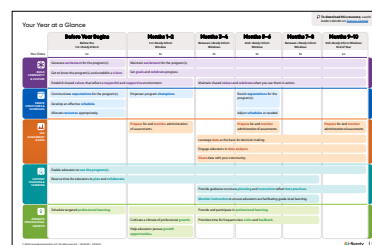
Use the [Top Leader Actions Overview](#) to familiarize yourself with these five key actions.



2 Scope Out Your Year

Keep track of what you need to do at different times of the year to support a healthy implementation.

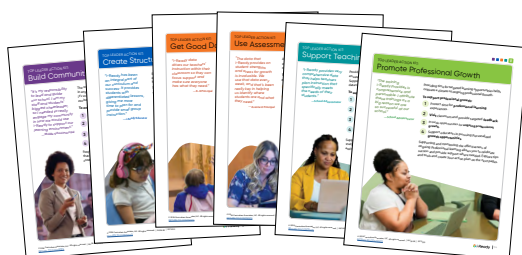
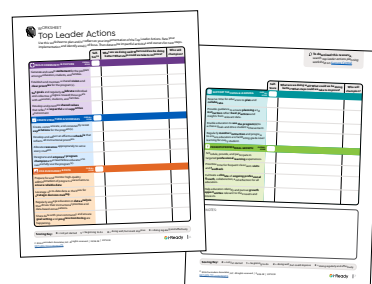
Use the [Your Year at a Glance](#) calendar to plan next steps and monitor your progress.



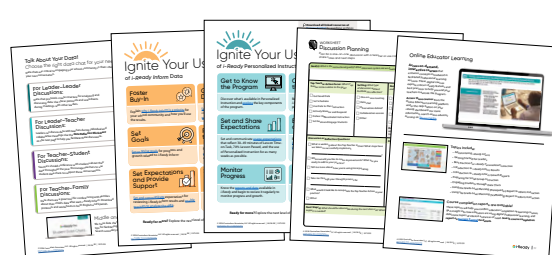
3 Prioritize Next Steps

Reflect on how you are doing in relation to the Top Leader Actions and make plans to improve on the most critical ones.

Use the [Top Leader Actions Planning Worksheet](#) to plan and reflect on your use of i-Ready, individually or with your leadership team.



Use the [Leader Kits](#) to understand and leverage actionable tips and tools.



Reference the **additional resources** to support your i-Ready priorities.

Top Leader Actions Overview

Leaders—including school administrators, instructional leaders, and coaches—play a critical role in the success of any program or initiative. We have learned that focusing on these Top Leader Actions will help you unlock the potential of our program(s) and help you lead a successful implementation.

— These actions should be repeated throughout the school year.



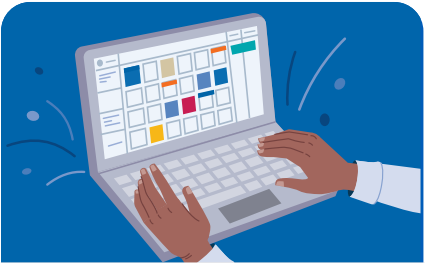
Build Community & Culture

Generate and sustain **excitement** for the program amongst educators, students, and families.

Establish and maintain a shared **vision** and **clear priorities** for the program(s).

Set goals and regularly **celebrate** individual and collective progress toward those goals with educators, students, and families.

Develop and prioritize **shared values** that reflect a **respectful** and **supportive** learning environment for every student.



Create Structures & Schedules

Create, communicate, and consistently revisit **expectations** for the program(s).

Develop and adjust an effective **schedule** that reflects all instructional priorities.

Allocate **resources** appropriately to serve every student.

Designate and **empower program champions** that lead fellow educators to successfully use the program(s).



Use Assessment & Data

Prepare for and monitor high-quality administration of program assessments to **ensure reliable data**.

Leverage up-to-date data as the basis for **strategic decision making**.

Regularly engage educators in **data analysis** that drives their instructional priorities and data-based conversations.

Share data with your community and ensure **goal setting** and **progress monitoring** are happening.



Support Teaching & Learning

Reserve time for educators to **plan** and **collaborate**.

Provide guidance to ensure **planning** and **instruction** reflect **best practices** and insights from relevant data.

Enable educators to **use the program(s)** to achieve goals and drive student achievement.

Regularly **monitor instruction** and progress to ensure educators are facilitating grade-level learning for every student.



Promote Professional Growth

Schedule, provide, and participate in targeted **professional learning** experiences.

Prioritize time for frequent classroom **visits** and **feedback**.

Cultivate a **climate** of **ongoing professional growth**, collaboration, and reflection for all educators.

Help educators identify and pursue **growth opportunities** relevant to their needs and interests.

NOTES:

Your Year at a Glance

	Before Year Begins	Months 1–2	Months 3–4	Months 5–6	Months 7–8	Months 9–10
	Before the 1st <i>i-Ready Inform</i>	1st <i>i-Ready Inform</i> Window	Between <i>i-Ready Inform</i> Windows	2nd <i>i-Ready Inform</i> Window	Between <i>i-Ready Inform</i> Windows	3rd <i>i-Ready Inform</i> Window/ End of Year
Your Dates:	to	to	to	to	to	to
 BUILD COMMUNITY & CULTURE	Generate excitement for the program(s).	Maintain excitement for the program(s).				
	Get to know the program(s) and establish a vision .	Set goals and celebrate progress.				
	Establish shared values that reflect a respectful and supportive environment.			Maintain shared values and celebrate when you see them in action.		
 CREATE STRUCTURES & SCHEDULES	Communicate expectations for the program(s).	Empower program champions .			Revisit expectations for the program(s).	
	Develop an effective schedule .				Adjust schedules as needed.	
	Allocate resources appropriately.					
 USE ASSESSMENT & DATA		Prepare for and monitor administration of assessments.			Prepare for and monitor administration of assessments.	Prepare for and monitor administration of assessments.
			Leverage data as the basis for decision making.			
			Engage educators in data analysis .			
			Share data with your community.			
 SUPPORT TEACHING & LEARNING	Enable educators to use the program(s) .					
	Reserve time for educators to plan and collaborate .					
			Provide guidance to ensure planning and instruction reflect best practices .			
			Monitor instruction to ensure educators are facilitating grade-level learning.			
 PROMOTE PROFESSIONAL GROWTH	Schedule targeted professional learning .			Provide and participate in professional learning .		
		Cultivate a climate of professional growth .	Prioritize time for frequent class visits and feedback .			
		Help educators pursue growth opportunities .				



Top Leader Actions

Use this worksheet to plan and/or reflect on your implementation of the Top Leader Actions. Rate your implementation and identify area(s) of focus. Then determine impactful activities and owners for next steps.

	Self-Score	What are we doing well? What could we be doing better? What steps could we take to improve?	Who will champion?
BUILD COMMUNITY & CULTURE OVERALL SCORE			
Generate and sustain excitement for the program amongst educators, students, and families.			
Establish and maintain a shared vision and clear priorities for the program(s).			
Set goals and regularly celebrate individual and collective progress toward those goals with educators, students, and families.			
Develop and prioritize shared values that reflect a respectful and supportive environment			
CREATE STRUCTURES & SCHEDULES OVERALL SCORE			
Create, communicate, and consistently revisit expectations for the program(s).			
Develop and adjust an effective schedule that reflects all instructional priorities.			
Allocate resources appropriately to serve every student.			
Designate and empower program champions that lead fellow educators to successfully use the program(s).			
USE ASSESSMENT & DATA OVERALL SCORE			
Prepare for and monitor high-quality administration of program assessments to ensure reliable data .			
Leverage up-to-date data as the basis for strategic decision making .			
Regularly engage educators in data analysis that drives their instructional priorities and data-based conversations.			
Share data with your community and ensure goal setting and progress monitoring are happening.			

Scoring Key: 0 = not yet started 1 = beginning to do 2 = doing well, but could improve 3 = doing regularly and effectively

	Self-Score	What are we doing well? What could we be doing better? What steps could we take to improve?	Who will champion?
 SUPPORT TEACHING & LEARNING OVERALL SCORE			
Reserve time for educators to plan and collaborate .			
Provide guidance to ensure planning and instruction reflect best practices and insights from relevant data.			
Enable educators to use the program(s) to achieve goals and drive student achievement.			
Regularly monitor instruction and progress to ensure educators are facilitating grade-level learning for every student.			
 PROMOTE PROFESSIONAL GROWTH OVERALL SCORE			
Schedule, provide, and participate in targeted professional learning experiences.			
Prioritize time for frequent classroom visits and feedback .			
Cultivate a climate of ongoing professional growth , collaboration, and reflection for all educators.			
Help educators identify and pursue growth opportunities relevant to their needs and interests.			

NOTES:

Scoring Key: 0 = not yet started 1 = beginning to do 2 = doing well, but could improve 3 = doing regularly and effectively



Ignite Your Use

of *i-Ready Inform* Data

Foster Buy-In



Explain [why i-Ready Inform is a priority](#) for your school community and how you'll use the results.

Get Valid Data



[Set your school community up](#) for a successful *i-Ready Inform* administration and [motivate teachers and students](#) to do their best.

Set Goals



[Set or revise goals](#) for progress and growth related to *i-Ready Inform*.

Review the Data



Protect time in your own schedule to [review and analyze data regularly](#), especially after an *i-Ready Inform* assessment.

Set Expectations and Provide Support



[Set and communicate](#) expectations for reviewing *i-Ready Inform* results and [enable teachers to analyze the data](#).

Share Data Broadly



[Share data](#) with leaders, teachers, and families and help them understand what it means.

Ready for more? Explore the next level of best practices on the [following page](#).



Level Up Your Use

of *i-Ready Inform* Data

Refine and Monitor Goals



[Set goals with each teacher](#) for progress and growth related to *i-Ready Inform* and monitor progress in a visible way.

Include Data in Conversations



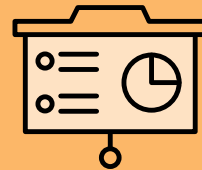
[Have data chats](#) with leaders, teachers, and families. Enable teachers to do the same with students ([Grades K–5](#) | [Grades 6–12](#)).

Empower Program Champions



Identify, enable, and [empower program champions](#) to support the use of data.

Use Data to Inform All Decisions



[Use *i-Ready Inform* data](#) to guide decisions at all levels and among all stakeholders.

Support Teachers in Using Data



Provide support that enables teachers to analyze *i-Ready Inform* data to [guide instruction](#) and [provide differentiated support](#).

Celebrate Progress and Growth



Create [engagement campaigns](#) and encourage goal setting and [celebrations at all levels](#) and with all stakeholders.

Ready for more? Explore all tips and tools to help you maximize your use of *i-Ready Inform* data at [Plan and Teach](#).



Ignite Your Use

of i-Ready Personalized Instruction

Get to Know the Program



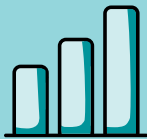
Discover what's available in Personalized Instruction and [explore](#) the key components of the program.

Communicate the Benefits



Be transparent about why you're adopting i-Ready, [explain the benefits](#) of the new program, and share your own excitement.

Set and Share Expectations



Set and communicate [usage expectations](#) that reflect 30–49 minutes of Lesson Time-on-Task, 70% Lessons Passed, and the use of Personalized Instruction for as many weeks as possible.

Establish a Schedule



Ensure that Personalized Instruction is [incorporated into school schedules](#) and [adequate technology](#) is available.

Monitor Progress



Know the [reports and data](#) available in i-Ready connect™ and begin to review it regularly to monitor progress and growth.

Offer Support



[Schedule professional learning](#) opportunities for your school community and ensure teachers attend.

Ready for more? Explore the next level of best practices on the [following page](#).



Level Up Your Use

of *i-Ready* Personalized Instruction

Re-establish Goals and Expectations



Set goals and [communicate expectations](#) to teachers, students, and families. Have a plan to [prepare students](#) to engage in Personalized Instruction.

Enhance Your Schedule



Ensure [class schedules](#) incorporate Personalized Instruction and are adjusted based on data and [adequate technology](#) is available.

Celebrate Engagement and Progress



Create engagement and [investment campaigns](#), and encourage [goal setting](#) and [celebrations at the class level](#).

Empower Program Champions



Identify, enable, and empower [program champions](#) to support the program.

Monitor Progress



Monitor and respond to [Personalized Instruction](#) data regularly.

Offer Support



Have [data chats](#) with teachers and actively participate in *i-Ready* professional learning scheduled for teachers.

Ready for more? Explore all tips and tools to help you maximize Personalized Instruction at [Get the Most from Personalized Instruction](#).

TOP LEADER ACTION KIT:

Build Community and Culture

"It's my responsibility to lead and guide our school. I am my staff and students' biggest cheerleader, so I needed to really engage my community in how we would use i-Ready to support our learning environment."

—Middle School Principal

The work you do to engage your school community in any initiative is imperative to its success. That's why it's so important to get teachers, students, and families excited to use *i-Ready*.

To engage your school community:

- 1 Generate and sustain **excitement** for the program.
- 2 Establish and maintain a shared **vision** and **clear priorities**.
- 3 **Set goals** and regularly **celebrate** progress.
- 4 Develop and prioritize **shared values**.

Frequent and strategic communication is a powerful tool that helps drive this work. Explore tips and tools and create your action plan on the next pages.





TIPS AND TOOLS

Build Community and Culture

You want your school community to be excited about and empowered by the instructional programs they use. Consider these tips and tools as you motivate teachers, students, and families to use *i-Ready*.

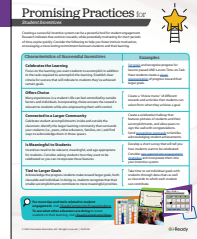
Generate Excitement

- Explain why you're adopting *i-Ready*.
- Communicate the benefits of the program and how it will impact your school community.
- Get everyone excited for the celebrations and incentives you have planned for the year.

Video: [The Power of i-Ready](#)

[Communication Templates](#)

[Promising Practices for Creating Incentive Systems](#)

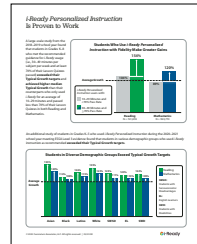


Establish a Shared Vision

- Name your expectations for program usage and how you plan to monitor.
- Engage teachers, students, and families in conversations about how they'll commit to using *i-Ready* during the year.
- Socialize and revisit these commitments regularly.

[Engaging Teachers in i-Ready Presentation](#)

Research: [The Power of Personalized Instruction](#)



Set and Celebrate Goals

- Set goals for *i-Ready* that relate to established district and school priorities.
- Plan for how you'll celebrate progress toward these goals and get teachers, students, and families excited.
- Refresh your celebrations regularly to keep energy high.

[Tips and Tools to Set Goals with Students Before the First i-Ready Inform](#)

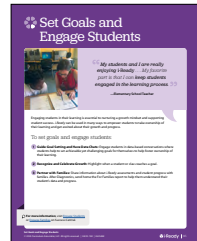
Student Data Trackers, Pledge Sheets, and Learning Reflections
[Grades K-5](#) | [Grades 6-12](#)

[Student Certificates](#)

[Recognition Postcards](#)

[Top Teacher Action Kit: Set Goals and Engage Students](#)

Video: [Set Goals and Engage Students](#)



Develop a Supportive Learning Environment

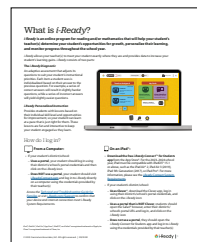
- Celebrate progress over perfection and recognize small wins.
- Make learning a team effort and help teachers and students see how their efforts contribute to larger goals.
- Help families understand what *i-Ready* is and how they can support their child's goals.

[Class Data Trackers](#)

[Teacher and Leader Data Chats](#)

[i-Ready Family Center](#)

Family Guide [English](#) | [Spanish](#)
[Additional Languages](#)





DEEP DIVE

Building Community and Culture Through Communications

An essential way to drive these leader actions and build community and culture is through regular and transparent communication. Use the recommendations below to help plan for these critical messages.

Don't start from scratch! Explore sample messages that address each of these topics by searching *communication support* on [Success Central](#).

What Should You Include in Your Messages?

Communicate the Why: Expectations

- | | |
|---------------------------|---|
| Before school year begins | <ul style="list-style-type: none"> • Communicate your school's plan for using <i>i-Ready</i>. • Be transparent about why you're adopting <i>i-Ready</i>. • Explain the benefit of <i>i-Ready</i>. • Foster buy-in by sharing your own excitement. |
|---------------------------|---|

Communicate the What: Growth and Proficiency Goals

- | | |
|-----------------------------------|--|
| Before school year begins | <ul style="list-style-type: none"> • Set and share goals for growth and proficiency. |
| Before each <i>i-Ready Inform</i> | <ul style="list-style-type: none"> • Set targets for Lesson Time-on-Task and performance metrics. |
| After each <i>i-Ready Inform</i> | <ul style="list-style-type: none"> • Explain why these goals are important, and engage teachers and students in setting their own. • Share purpose and timing of formative and summative assessment administrations. |

Key Update: Getting Good *i-Ready Inform* Data

- | | |
|-----------------------------------|---|
| Before each <i>i-Ready Inform</i> | <ul style="list-style-type: none"> • Explain why getting good data is important. • Set expectations for how teachers should prepare and motivate students and actively proctor during <i>i-Ready Inform</i>. • Provide guidance on how to actively proctor, and explain how you'll oversee and monitor during administration. • Be transparent about how you, teachers, and students will use the data. |
|-----------------------------------|---|

Key Update: Monitoring and Responding to Personalized Instruction

- | | |
|----------------------------------|---|
| After each <i>i-Ready Inform</i> | <ul style="list-style-type: none"> • Set expectations for teachers to review Lesson Time-on-Task, Lesson Alerts, and performance metrics weekly and adjust support for students as needed. |
| At least once a month | <ul style="list-style-type: none"> • Share updates about progress toward goals. • Celebrate the bright spots in schoolwide data. |

Communicate and Celebrate Progress Toward Goals

- | | |
|----------------------------------|--|
| After each <i>i-Ready Inform</i> | <ul style="list-style-type: none"> • Celebrate growth and progress. |
| At least once a month | <ul style="list-style-type: none"> • Acknowledge bright spots of <i>i-Ready</i> data, classroom visits, and student engagement. • Identify action steps and allocate resources to serve every student. |



Building Community and Culture Action Plan

Next Steps	Owner and Time Frame	Resources and Notes
Generate and sustain excitement for <i>i-Ready</i> amongst educators, students, and families.		
☐ Explain why you're adopting <i>i-Ready</i> .		
☐ Communicate the benefits of the program and how it will impact your school community.		
☐ Get everyone excited for the celebrations and incentives you have planned for the year.		
Establish and maintain a shared vision and clear priorities for <i>i-Ready</i>.		
☐ Name your expectations for program usage and how you plan to monitor.		
☐ Engage teachers, students, and families in conversations about how they'll commit to using <i>i-Ready</i> during the year.		
☐ Socialize and revisit these commitments regularly.		
Set goals and regularly celebrate individual and collective progress toward those goals with educators, students, and families.		
☐ Set goals for <i>i-Ready</i> that relate to established district and school priorities.		
☐ Plan for how you'll celebrate progress toward these goals and get teachers, students, and families excited.		
☐ Refresh your celebrations regularly to keep energy high.		
Develop and prioritize shared values that reflect a respectful and supportive learning environment for every student.		
☐ Celebrate progress over perfection and recognize small wins.		
☐ Make learning a team effort and help teachers and students see how their efforts contribute to larger goals.		
☐ Help families understand what <i>i-Ready</i> is and how they can support their child's goals.		

TOP LEADER ACTION KIT:

Create Structures and Schedules

"i-Ready has been an integral part of our curriculum and success. It provides students with differentiated lessons, giving me more time to plan for and provide small group instruction."

—i-Ready Educator

Ensuring resources and schedules are set up to support every student can be a challenge. Proactive planning helps you put the right structures in place to support your use of *i-Ready*.

To create effective structures and schedules:

- 1 Establish **clear expectations** for the program.
- 2 **Develop a schedule** that reflects all instructional priorities.
- 3 **Allocate resources** appropriately so students can access the program.
- 4 **Empower program champions** to support *i-Ready*.

Having effective structures and schedules are powerful tools that help drive this work. Explore tips and tools and create your action plan on the next pages.





TIPS AND TOOLS

Create Structures and Schedules

It's important to create a schedule that allows your school community to engage with instruction, curriculum, and programs in a meaningful way. For *i-Ready*, consider these best practices.

Create and Communicate Expectations

- Set clear expectations for how teachers, students, and families will use *i-Ready*. Communicate them broadly.
- Provide professional learning experiences, incentive systems, and communications that reinforce expectations.
- Adjust expectations in response to data and progress.

[Engaging Teachers in *i-Ready* Presentation](#)

[Communication Templates](#)

Preparing for Our Year with *i-Ready*



Develop an Effective Schedule

- Identify all scheduling elements and priorities.
- Ensure your schedule allows teachers and students to meet instructional priorities as well as your established usage goals for Personalized Instruction.
- Adjust and create a refined schedule when needed.

Sample Schedules
[Grades K–5](#) | [Grades 6–12](#)

[Top Teacher Action Kit: Set Schedules](#)

[Collaborative Learning Extension: Scheduling *i-Ready* Personalized Instruction](#)

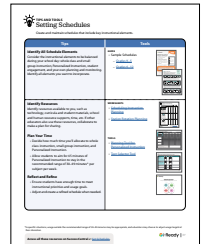


Allocate Resources Appropriately

- Identify available resources, including curriculum, technology, personnel, time, etc.
- Distribute resources so everyone can meet program expectations and goals.
- Confirm your technology meets the system requirements to operate *i-Ready*.

[i-Ready System Requirements](#)

[Tips and Tools to Set Schedules](#)

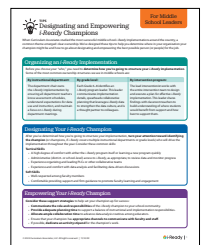


Designate and Empower Program Champions

- Identify individuals who can help you lead your implementation of *i-Ready*.
- Broadcast who these champions are and how they'll support the program.
- Meet with program champions to understand how things are going and where your attention may be needed.

[Planning to Engage Co-Champions Worksheet](#)

[Designating and Empowering *i-Ready* Champions](#)





DEEP DIVE

Creating Effective Schedules for *i-Ready*

There are three essential elements of an *i-Ready* implementation that require protected time in your schedule: *i-Ready Inform* administrations, Personalized Instruction, and time for teachers to analyze their data. As you carve out time for these activities, it is important to ensure the schedule is balanced and allows sufficient time for teacher-led instruction.

Step 1: Allow Time for Three *i-Ready Inform* Administrations

Protect time for three *i-Ready Inform* administrations during each school year.

i-Ready Inform Scheduling Information*

Recommended testing sessions are based on average total testing time. Consider adding buffer time for transitions, logging in, and viewing tutorial videos. Note: Additional testing sessions may be needed for students who are absent or need more time to complete *i-Ready Inform* before it expires (some students may need more or less time due to a number of factors). For testing windows for subsequent assessments, refer to the Assess & Teach tab.

Grade	K	1	2–5	6–8 and 9–12
When to Schedule the First <i>i-Ready Inform</i> Assessment	4–6 weeks into the school year	Start as soon as possible**		
Recommended Testing Sessions for Each <i>i-Ready Inform</i> (per Subject)	Three 20-minute sessions [†]	Two 20- to 30-minute sessions [†]	Two 40- to 50-minute sessions [†]	Plan number and length of testing sessions based on your schedule. Most students complete within 60–90 minutes (e.g., two 45-minute sessions); some will need additional time. [†]

Step 2: Protect Time for Data Analysis

Carve out time in your schedule so teachers can look at, analyze, and discuss *i-Ready Inform* data. Help them make meaning of the results so they can plan and adjust instruction strategically.

Step 3: Create a Balanced Schedule for Instruction

Determine how much time should be allocated to whole class instruction, small group rotations, and *i-Ready Personalized Instruction* within class schedules. Consider designating 60 minutes for Personalized Instruction per subject each week to allow students to meet the recommended range of 30–49 minutes per subject per week.

Reference sample schedules and Collaborative Learning Extensions to help you and your teachers build schedules.

The image displays several sample schedules and a Collaborative Learning Extension. On the left, there's a 'Third Grade Classroom Using a Rotation Model with Block Scheduling' showing a weekly rotation for Math, Reading, and i-Ready. In the center, a 'Period Scheduling' chart shows a weekly layout for Math, Reading, and i-Ready across five days. On the right, a 'Collaborative Learning Extension: Scheduling i-Ready Personalized Instruction in Your Building' provides a detailed guide for implementing i-Ready, including a 'Follow-up Grades' section and a 'Weekly Schedule' for i-Ready.

* We recommend 12–18 weeks between each *i-Ready Inform* assessment administration, including kindergarten.

** Administer the first *i-Ready Inform* assessment of the academic year as soon as possible for your district/school, based on priorities and needs of your community.

[†] Please note that we do not recommend students at any grade level try to complete an assessment in one session. For more information, review [i-Ready Inform: Guidance on Assessment Duration](#) on Success Central.



Create Structures and Schedules Action Plan

Next Steps	Owner and Time Frame	Resources and Notes
Create, communicate, and consistently revisit expectations for the program(s).		
☐ Set clear expectations for how teachers, students, and families will use <i>i-Ready</i> . Communicate them broadly.		
☐ Provide professional learning experiences, incentive systems, and communications that reinforce expectations.		
☐ Adjust expectations in response to data and progress.		
Develop and adjust an effective schedule that reflects all instructional priorities.		
☐ Identify all scheduling elements and priorities.		
☐ Ensure your schedule allows teachers and students to meet instructional priorities as well as your established usage goals for Personalized Instruction.		
☐ Adjust and create a refined schedule when needed.		
Allocate resources appropriately to serve every student.		
☐ Identify available resources, including curriculum, technology, personnel, time, etc.		
☐ Distribute resources so everyone can meet program expectations and goals.		
☐ Confirm your technology meets the system requirements to operate <i>i-Ready Connect</i> .		
Designate and empower program champions who lead fellow educators to successfully use <i>i-Ready</i>.		
☐ Identify individuals who can help you lead your implementation of <i>i-Ready</i> .		
☐ Broadcast who these champions are and how they'll support the program.		
☐ Meet with program champions to understand how things are going and where your attention may be needed.		

TOP LEADER ACTION KIT:

Get Good Data

"i-Ready data drives our teachers' instruction within their classroom so they can focus support and make sure everyone has what they need."

—K-8 Principal

Data can be used to help make a range of critical decisions at your school, but only if that data is valid and reliable. Prepare for and monitor high-quality administration of program assessments by following these steps.

To get good data:

- 1 **Organize** schedules, technology, and materials.
- 2 **Encourage and prepare** students and teachers by sharing expectations, best practices, and resources.
- 3 **Oversee** *i-Ready Inform* administrations by conducting classroom visits and providing feedback.
- 4 **Monitor** *i-Ready Inform* completion and rushing with the *i-Ready Inform* Status report and ensure students test within the designated window.





TIPS AND TOOLS

Preparing Students and Teachers for *i-Ready Inform*

The most important thing that you and teachers can do to get valid and reliable data is to motivate students to put forth their best effort on *i-Ready Inform*.

Establish and Share Purpose

Both teachers and students benefit from understanding how *i-Ready Inform* can support their individual goals. Communicate how the data will be used to make instructional decisions and engage students and families.

[Preparing Teachers to Get Good Data from *i-Ready Inform* Presentation](#)

[Sample Emails](#)

[Communication Templates to Families](#)



Energize Your School Community

Share what teachers and students can expect to experience during *i-Ready Inform*, motivate them to do their best, and provide best practices. Send a letter home to families to explain *i-Ready Inform* and offer suggestions for how they can also support their students.

[Leader Checklist for Before *i-Ready Inform*](#)

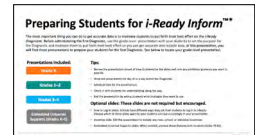
Preparing Students for *i-Ready Inform* Presentation:

Grades K–5: [English](#) | [Spanish](#)

Grades 6–12: [English](#) | [Spanish](#)

Preparing Students for a Subsequent *i-Ready Inform* Presentation: [English](#) | [Spanish](#)

Student Data Trackers, Pledge Sheets, and Learning Reflections
[Grades K–5](#) | [Grades 6–12](#)



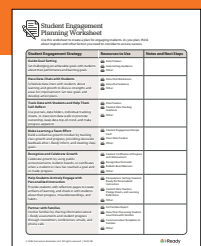
Prioritize Student Goal Setting

Students are more likely to be engaged when they set individual goals and understand their strengths and areas for growth. Encourage teachers to engage students in goal setting and data chats prior to each *i-Ready Inform* to foster ownership of their learning.

[FAQ: How do I set goals with students?](#)

Data Chats

[Grades K–5](#) | [Grades 6–12](#)

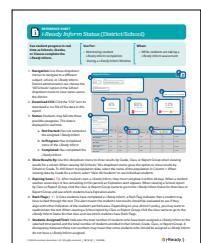


Actively Manage *i-Ready Inform*

Actively proctor during *i-Ready Inform* by conducting classroom visits, providing encouragement and feedback to teachers and students as needed, and monitoring *i-Ready Inform* completion and rushing to ensure all classes finish before the test expires and within the *i-Ready Inform* Window.

[Reference Sheet: *i-Ready Inform* Status Report](#)

[Proctoring Guidance for *i-Ready Inform*](#)





DEEP DIVE

How to Actively Manage an *i-Ready Inform* Administration

To best manage an *i-Ready Inform* administration, it's important to participate in the proctoring process. This may include conducting walkthroughs, visiting classrooms, and maintaining visibility among teachers and students. Use this document when visiting classrooms, and consider the suggested actions.

Teacher
or Class:

Date and
Time:

i-Ready Inform Look Fors

Teacher was organized for *i-Ready Inform* as evidenced by ...

- ⑥ Students having their login credentials and quickly logging in
- ⑥ Technology functioning properly
- ⑥ Students using headphones
- ⑥ Students effectively using paper and pencil to show their work

Share the *Teacher Checklist for Administering i-Ready Inform* with teachers.

Teacher has prepared students for *i-Ready Inform* because ...

- ⑥ Students know how to answer questions and interact with the test
- ⑥ Students use support features, like audio support and tools
- ⑥ Students appear encouraged and motivated to try their best
- ⑥ Students know what to do if they finish early

Encourage teachers to use the *Preparing Students for i-Ready Inform presentation* prior to testing.

Teacher actively proctors by ...

- ⑥ Circulating the room and using a purposeful path
- ⑥ Glancing at computer screens and progress bars
- ⑥ Reminding students who are rushing to take their time
- ⑥ Encouraging students who are taking too long to make their best guess
- ⑥ Allowing students who seem frustrated to take a short break
- ⑥ Redirecting students who are not following expectations

Review the *Actively Proctor step* on the *Teacher Checklist for Administering i-Ready Inform* with teachers to support these key actions.

Teacher tracks completion and rushing by ...

- ⑥ Reviewing *i-Ready Inform* Status report during the test to provide support
- ⑥ Checking for test duration alerts or Rush flags upon students' completion
- ⑥ Congratulating students for trying their best
- ⑥ Pulling individual students for quick data chats if appropriate

Best Practice: Teachers leverage *i-Ready Inform Status report* during administration to offer targeted support when students appear to be rushing or spending too much time on individual items.

It was great to see ...

For next time, please try to ...

Highlight areas of observed best practice and one to two action steps teachers can take to improve their next *i-Ready Inform* administration. Use language from this Look Fors document for support.

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WORKSHEET

Get Good Data Leader Action Plan

Use this worksheet to create your action plan to get good data for your district or school.

School, Grade Level, and/or Class: _____ Date: _____

***i-Ready Inform* Window:**

Get Organized*:

- How will you ensure teachers and students have access to the technology, materials, and testing space they need?
- How will you confirm that teachers reviewed the accuracy of their rosters and they have their students' login information?***

Encourage and Prepare Students and Teachers:

- When and how will you share expectations and motivate and prepare students and teachers?
- What resources will you share?

Oversee *i-Ready Inform* Administrations:

- When will you conduct walkthroughs, which classrooms will you visit on which days, and how long will you spend in each room?
- How will you provide encouragement and feedback?

Monitor *i-Ready Inform* Completion and Rushing:

- What will you do if you notice students are rushing during *i-Ready Inform* or taking longer than expected to complete?
- How will you encourage teachers to leverage their *i-Ready Inform* Status report to respond to students who are rushing or taking too long with certain items?
- How will you celebrate completion of *i-Ready Inform*?

* The first *i-Ready Inform* for Reading and/or *i-Ready Inform* for Mathematics/matemáticas of the academic year is automatically assigned. *i-Ready Inform* delectura must be manually assigned. All subsequent assessments must be manually assigned by an administrator or teacher with appropriate permissions in *i-Ready Connect*. Permission to assign or cancel an assessment varies depending on user role. Communicate with staff to ensure students are not assigned more than one adaptive assessment at a time.

***Single sign-on users will access *i-Ready Connect* through their district's login portal.

TOP LEADER ACTION KIT:

Use Assessment and Data

"The data that i-Ready provides on student strengths and areas for growth is invaluable. We use that data every week, and that's been really key in helping us identify where students are and what they need."

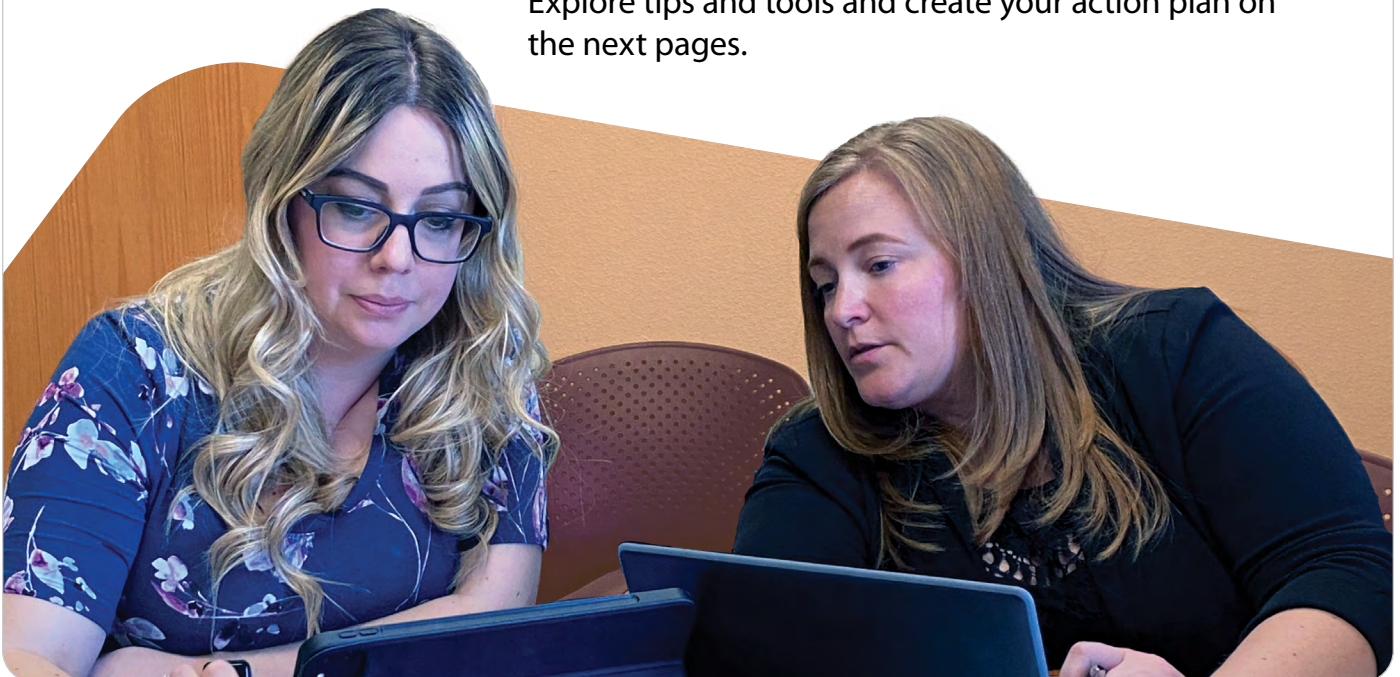
—Assistant Principal

Analyzing data regularly is an important step in meeting students where they are and in supporting teachers to make strategic decisions for their classrooms.

To administer successful assessments and use the resulting data, consider the following:

- 1** Prepare for and monitor assessment administration to **ensure reliable data**.
- 2** Leverage data to support **strategic decision making**.
- 3** Engage in regular **data analysis** to drive instructional priorities.
- 4** Share data broadly and ensure **goal setting** and **progress monitoring** are happening.

Regular use of data is an important step in meeting students where they are and in supporting strategic decision making at the school and classroom levels. Explore tips and tools and create your action plan on the next pages.





Use Assessment and Data

You have decisions to make and questions that come up every day about how to best support your school and community. Data is essential to this work.

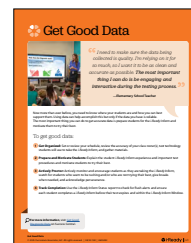
Ensure Reliable Data

- Organize schedules, technology, and materials so your community can successfully take the *i-Ready Inform* assessment.
- Encourage and prepare students and teachers by sharing expectations, best practices, and resources.
- Conduct walkthroughs during *i-Ready Inform* assessments.
- Monitor *i-Ready Inform* completion and rushing.

[Preparing Teachers to Get Good Data Presentation](#)

[Video: Get Good Data](#)

[Top Teacher Action: Get Good Data](#)



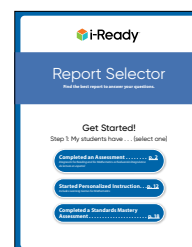
Leverage Up-to-Date Data

- Review *i-Ready* reports regularly and understand the insights they provide.
- Analyze data for bright spots and areas of improvement.
- Use learnings from data to adjust your program implementation as needed.

[Report Selector Tool](#)

OEL Course: [Introduction to i-Ready Inform Results](#)

OEL Course: [Introduction to i-Ready Inform Growth](#)



Engage Educators in Data Analysis

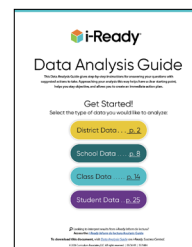
- Use data to guide decisions being made at all levels—between leaders and teachers, between teachers and students, and among teachers collectively.
- Set clear expectations for data analysis and data chats.
- Help teachers use insights from their data to drive their instructional planning.

[Data Analysis Guide](#)

Student Data Chats
[Grades K–5](#) | [Grades 6–12](#)

[Top Teacher Action Kit: Use Data to Plan Instruction](#)

[Teacher Kit: Using i-Ready for Coherent Instructional Planning](#)



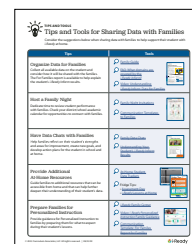
Share Data Broadly

- Communicate insights from data to teachers, students, and families regularly.
- Celebrate progress toward goals, both at the individual and collective level.
- Make growth goals visible and track progress in a transparent way.

[Communication Templates](#)

[Tips and Tools for Sharing Data with Families](#)

[Promising Practices for Student Incentives](#)





DEEP DIVE

i-Ready Data at Your Fingertips

The data you need to help make key decisions for your school is easily accessible on your *i-Ready* dashboard! **Click on Reports in your top navigation** to review essential information about your students' strengths and areas for growth.

Beyond the Basics. There is so much data available to you in *i-Ready connect*. To explore the reports available and learn more about how to apply these valuable insights, search data analysis guide on [Success Central](#).

Know Which Report to Use and When

Use the guidance below to help focus your analysis and plan next steps.

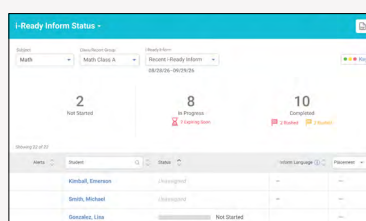
Questions

Report to Use

During EACH *i-Ready Inform* Administration

- What is the **status** of *i-Ready Inform* assignment and completion?
- How many students have **rushed** or have an *i-Ready Inform* assessment **expiring** soon?

i-Ready Inform Status Report

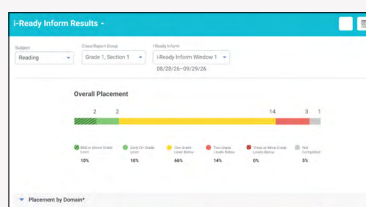


Identify which classes need more support, which students have an *i-Ready Inform* assessment expiring soon, and which students may need retesting.

After EACH *i-Ready Inform*

- What **percentage of students** are on/above or below grade level, and who would benefit from support?
- For each **domain**, how are students performing?

i-Ready Inform Results Report

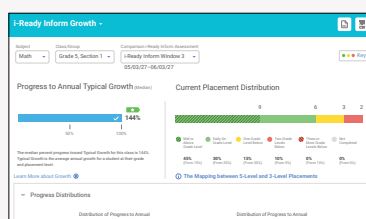


Identify instructional priorities of students and support teachers in planning strategic instruction.

After EACH SUBSEQUENT *i-Ready Inform*

- How are students **progressing** toward their growth measures and grade-level proficiency?

i-Ready Inform Growth Report

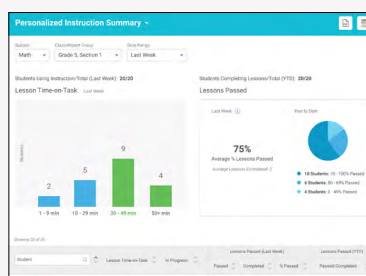


Track student progress toward annual Typical Growth and Stretch Growth® goals.

Ideally Once a Week but AT LEAST ONCE A MONTH

- Is **instructional usage** in the recommended range and/or meeting our weekly goals for each subject?
- How are students performing in **Personalized Instruction**?

Personalized Instruction Summary Report



Confirm that all classes are working toward usage expectations, and support teachers in monitoring and responding to Personalized Instruction.



Use Assessment and Data Action Plan

Next Steps	Owner and Time Frame	Resources and Notes
Prepare for and monitor high-quality administration of program assessments to ensure reliable data.		
☐ Organize schedules, technology, and materials so your community can successfully take <i>i-Ready Inform</i> .		
☐ Encourage and prepare students and teachers by sharing expectations, best practices, and resources.		
☐ Conduct walkthroughs during <i>i-Ready Inform</i> .		
☐ Monitor <i>i-Ready Inform</i> completion and rushing.		
Leverage up-to-date data as the basis for strategic decision making.		
☐ Review <i>i-Ready</i> reports regularly and understand the insights they provide.		
☐ Analyze data for bright spots and areas of improvement.		
☐ Use learnings from data to adjust your program implementation as needed.		
Regularly engage educators in data analysis that drives their instructional priorities and data-based conversations.		
☐ Use data to guide decisions being made at all levels—between leaders and teachers, between teachers and students, and among teachers collectively.		
☐ Set clear expectations for data analysis and data chats.		
☐ Help teachers use insights from their data to drive their instructional planning.		
Share data with your community and ensure goal setting and progress monitoring are happening.		
☐ Communicate insights from data to teachers, students, and families regularly.		
☐ Celebrate progress toward goals, both at the individual and collective level.		
☐ Make growth goals visible and track progress in a transparent way.		

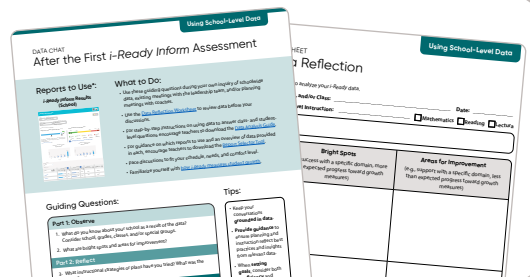
Talk About Your Data!

Choose the right data chat for your needs.

Data chats are critical to engaging your school community in their *i-Ready* data. Choose the right data chat for your next conversation.

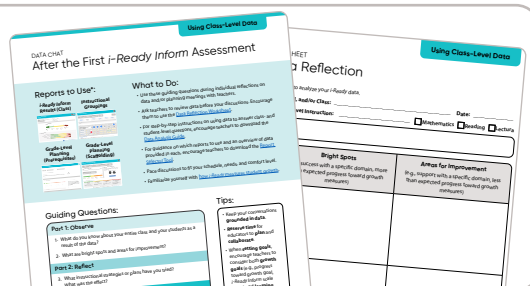
For Leader–Leader Discussions:

Data chat protocols create structure for analyzing and discussing data. Use these protocols and worksheets during meetings with other leaders.



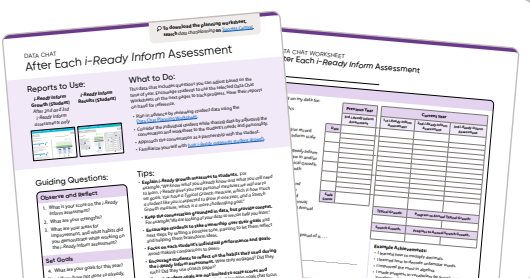
For Leader–Teacher Discussions:

Leaders can discuss data with teachers during individual and collaborative meetings. Use the **Data Reflection Worksheet** on the next page to help you facilitate these discussions.



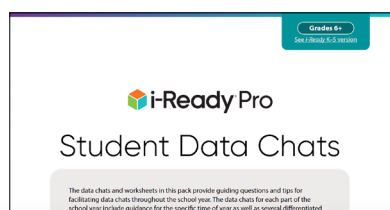
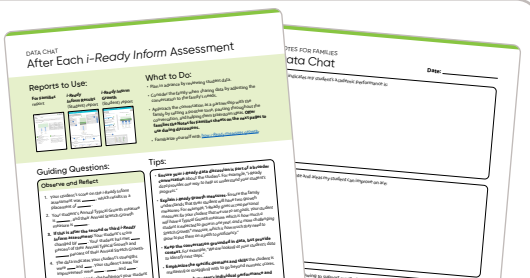
For Teacher–Student Discussions:

Teachers should conference with students about their data throughout the year. Encourage teachers to use student data chats to support these conversations.



For Teacher–Family Discussions:

Data chats are a great tool for conferencing with families about their child's data after each *i-Ready Inform*. Download protocols and worksheets in both English and Spanish.



Middle and High School Teachers!

We have data chat support specifically designed for you, including tips for facilitating a whole class data chat. Search *secondary data chats* on [Success Central!](#)



Data Reflection

Use this worksheet to analyze your *i-Ready Assessment* and/or *i-Ready Personalized Instruction* data.

School, Grade Level, and/or Class: _____ Date: _____

Upcoming Grade-Level Instruction:

☐ Mathematics ☐ Reading ☐ Lectura

Ask:

	Bright Spots (e.g., success with a specific domain, more than expected progress toward growth measures)	Areas for Improvement (e.g., support with a specific domain, less than expected progress toward growth measures)
Observe (List the grade level[s], class[es], and/or student[s].)		
Reflect (List the instructional strategies or plans you've tried and their effects.)		
Take Action (Indicate your plan for what you will do and when.)		

TOP LEADER ACTION KIT:

Support Teaching and Learning

"i-Ready provides very comprehensive data that helps teachers plan instruction that specifically meets the needs of their students."

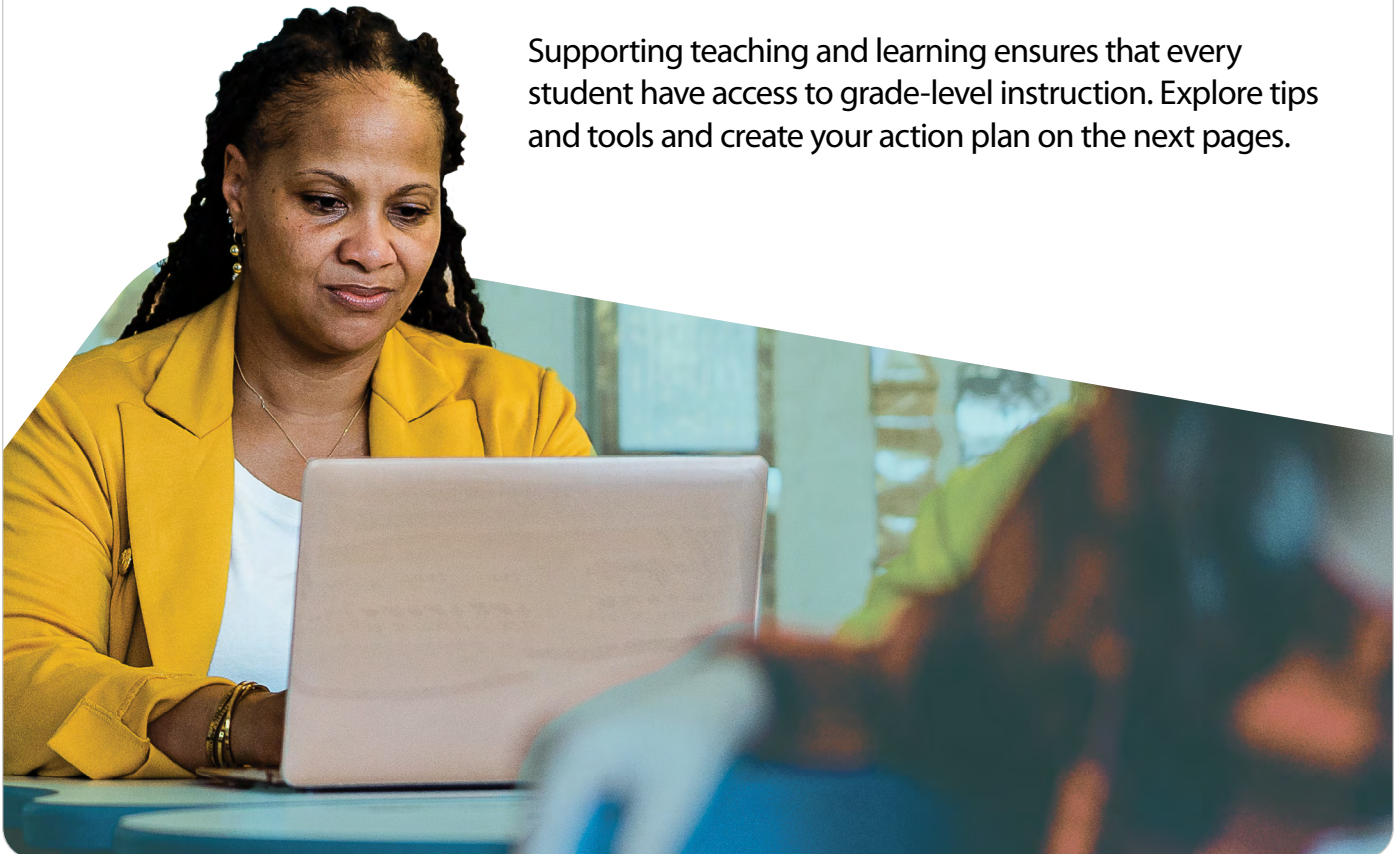
—School Administrator

Providing time for educators to plan and collaborate helps ensure effective instruction is happening in the classroom. Support your teachers as they use *i-Ready* programs and data to plan instruction.

To support teaching and learning:

- 1 Schedule time for educators to **plan** and **collaborate**.
- 2 Ensure **planning** and **instruction** reflect **best practices**.
- 3 Enable educators to **use the program(s)** and drive student outcomes.
- 4 **Monitor instruction** and progress to facilitate grade-level learning for every student.

Supporting teaching and learning ensures that every student have access to grade-level instruction. Explore tips and tools and create your action plan on the next pages.





TIPS AND TOOLS

Support Teaching and Learning

i-Ready supports every learner on their path toward grade-level success. Help teachers understand how to maximize their use of the *i-Ready* program to drive this important work.

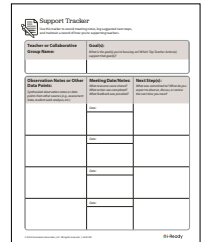
Reserve Time for Planning and Collaboration

- Protect time in your schedule so teachers can use data to plan instruction that reflects best practices.
- Provide focus areas, data, and resources for teacher collaboration.
- Document covered topics and progress made during collaboration to celebrate success.

[Collaborative Learning Extensions](#)

[Support Tracker](#)

[Data Team Protocol](#)

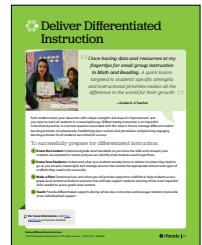


Ensure Planning and Instruction Reflects Best Practices

- Help teachers access and prioritize their *i-Ready* data.
- Make sure teachers know which data to reference, when, and how to interpret it.
- Ensure teachers are planning for “just-in-time” instruction that supports grade-level learning, as well as differentiating for support.

[Teacher Kit: Planning and Teaching with *i-Ready* to Accelerate Learning](#)

[Top Teacher Action Kit: Deliver Differentiated Instruction](#)



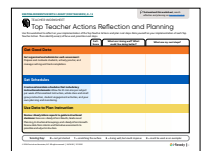
Enable Educators to Use *i-Ready*

- Ensure teachers understand how to support students in their use of the *i-Ready* program.
- Help teachers leverage the Top Teacher Actions to guide their use of *i-Ready*.
- Use data, observation, and discussion to determine what support teachers need.

[Top Teacher Actions Overview and Resources](#)

[Top Teacher Actions Calendar](#)

[Top Teacher Actions Planning and Reflection Worksheet](#)



Monitor Instruction and Progress

- Set aside time, preferably once a week, to review school and class Personalized Instruction data.
- Monitor Personalized Instruction usage and progress toward goals and enable teachers to do the same.
- Analyze Personalized Instruction data and provide targeted support.

Personalized Instruction Monitoring Worksheet

Leader: [i-Ready](#) | [i-Ready Pro](#)

Teacher: [i-Ready](#) | [i-Ready Pro](#)

[Top Teacher Action Kit: Actively Monitor and Respond](#)





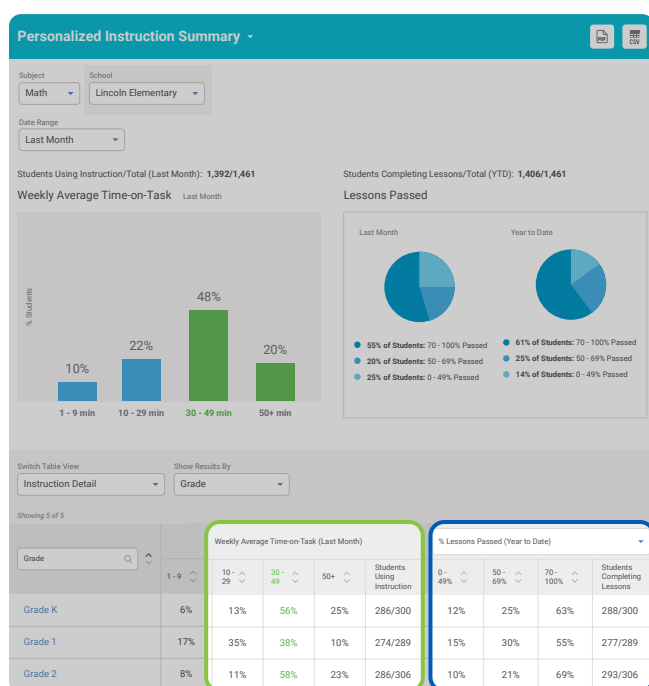
DEEPER DIVE

Monitor Instruction and Progress

Monitoring *i-Ready Personalized Instruction* is an important step in responding to students' needs. District and school leaders play a critical role in supporting this.

How to Monitor Personalized Instruction

1. **Set aside time** at least once a week to review school and/or class Personalized Instruction data.
2. Familiarize yourself **with how to monitor** Personalized Instruction.
3. Review the Personalized Instruction Summary (School) report and the Personalized Instruction Monitoring Leader Worksheets to **organize your data and plan** next steps.



% Lessons Passed

Goal: Percent of Lessons Passed at or above 70%

- Review the % Lessons Passed of each class.
- Maintaining 70%–100% of lessons passed for the year is a recommended range to help students get the full benefit of Personalized Instruction.
- If using Personalized Instruction with kindergarten students, look at number of lessons passed over Percent of Lessons Passed. Kindergarten students may need additional exposure by taking the lesson twice to be successful.

Note: As you monitor student progress, we recommend using Last Month for the Date Range or viewing Weekly Average Time-on-Task and % Lessons Passed (Year to Date) together.

Lesson Time-on-Task

Goal: 30–49 minutes per subject each week

- Review Lesson Time-on-Task for each class.
- Maintaining 30–49 minutes of Personalized Instruction per subject each week is the recommended range for aggregate Report Groups. To stay within the recommended range, individual students should aim for 45 minutes per subject each week.

Note: Scheduling 60 minutes to account for transitions provides students with enough time to achieve Lesson Time-on-Task within the recommended range.



Support Teaching and Learning Action Plan

Next Steps	Owner and Time Frame	Resources and Notes
Reserve time for educators to plan and collaborate.		
☐ Protect time in your schedule so teachers can use data to plan instruction that reflects best practices.		
☐ Provide focus areas, data, and resources for teacher collaboration.		
☐ Document covered topics and progress made during collaboration to celebrate success.		
Provide guidance to ensure planning and instruction reflect best practices and insights from relevant data.		
☐ Help teachers access and prioritize their <i>i-Ready</i> data.		
☐ Make sure teachers know which data to reference, when, and how to interpret it.		
☐ Ensure teachers are planning for “just-in-time” instruction that supports grade-level learning, as well as differentiating for support.		
Enable educators to use the program(s) to achieve goals and drive student achievement.		
☐ Ensure teachers understand how to support students in their use of the <i>i-Ready</i> program.		
☐ Help teachers leverage the Top Teacher Actions to guide their use of <i>i-Ready</i> .		
☐ Use data, observation, and discussion to determine what support teachers need.		
Regularly monitor instruction and progress to ensure educators are facilitating grade-level learning for every student.		
☐ Set aside time, preferably once a week, to review school and class Personalized Instruction data.		
☐ Monitor Personalized Instruction usage and progress toward goals and enable teachers to do the same.		
☐ Analyze Personalized Instruction data and provide targeted support.		

TOP LEADER ACTION KIT:

Promote Professional Growth

"The training i-Ready Partners provides is comprehensive and personable. I attribute these trainings as a big reason we are so successful at our school."

—School Administrator

Providing time for targeted learning opportunities helps cultivate a climate of ongoing professional growth.

To support professional growth:

- 1 Protect time for **professional learning** experiences.
- 2 **Visit** classroom and provide targeted **feedback**.
- 3 Provide opportunities for **ongoing professional growth**.
- 4 Support educators in pursuing personalized **growth opportunities**.

Supporting and monitoring the effectiveness of ongoing professional learning allows you to celebrate success and provide support where needed. Explore tips and tools and create your action plan on the next pages.





TIPS AND TOOLS

Promote Professional Growth

To cultivate a climate of ongoing professional growth, it's important to provide strategic learning experiences for your educators.

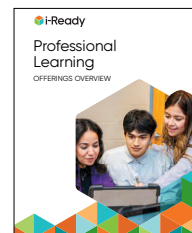
Plan for and Participate in Professional Learning

- Schedule targeted professional learning experiences for your staff.
- Participate in staff learning experiences to communicate your expectations and investment.
- Offer follow-up support through communications, staff meetings, and individual teacher support.

[i-Ready Professional Learning Brochure](#)

[Communication Templates](#)

[i-Ready Learning Extensions That Support Collaborative Planning](#)



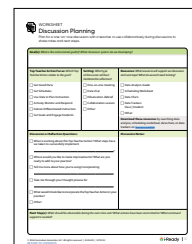
Visit Classrooms and Provide Feedback

- Set aside time for classroom visits so you can observe *i-Ready* in action.
- Provide feedback that's aligned to the Top Teacher Actions.
- Find bright spots across classrooms and celebrate trends in a public way, highlighting best practices and resources.

[i-Ready Classroom Visit Tool](#)

[Discussion Planning Worksheet](#)

[Support Tracker](#)

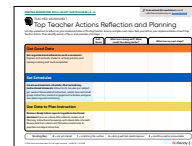


Cultivate a Climate of Professional Growth

- Set individual and collective professional growth goals with teachers related to the program.
- Monitor progress toward these goals, celebrating development and offering strategic support.
- Revisit goals throughout the year and enhance them as targets are met.

[Top Teacher Actions Reflection and Planning Worksheet](#)

[Teacher and Leader Data Chats](#)

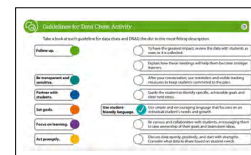


Help Educators Pursue Growth Opportunities

- Encourage ownership of professional goals, ensuring educators have a way to name them and track progress.
- Recommend on-demand learning courses for teachers who are aligned to their areas of growth.
- Teach educators to "fish" for answers and identify ways to get the support they need.

[Supporting Educators with Digital Courses](#)

[Answers to Frequently Asked Questions](#)





Focus Support on the Top Teacher Actions

The Top Teacher Actions support a healthy implementation of *i-Ready*. As you plan professional learning experiences, keep your support focused on these priorities.

— These actions should be repeated throughout the school year. —

Get Good Data

Get organized and administer each assessment:
Prepare and motivate students, actively proctor, and track completion.

Actively Monitor and Respond

Monitor Personalized Instruction and respond to support students: **Review Lesson Time-on-Task, Lesson Alerts, and performance metrics weekly and adjust support for students as needed.**

Set Schedules

Create and maintain schedules that include key instructional elements: **Allow for 45 minutes per subject per week of Personalized Instruction, whole class and small group instruction, student engagement activities, and your own planning and monitoring.**

Deliver Differentiated Instruction

Target instruction to students' instructional priorities: **Use *i-Ready* data and reports to help plan whole class, small group, and/or individual student instruction. Deliver tailored instruction using the recommended resources and regularly check for understanding.**

Use Data to Plan Instruction

Review *i-Ready Inform* reports to guide instructional decisions: **Focus on *i-Ready Inform* Results, Grade-Level Planning, Instructional Groupings, and *i-Ready Inform* Growth. Review data from interim and formative assessments to prioritize and adjust instruction.**

Set Goals and Engage Students

Set clear goals with students and celebrate growth and progress: **Make goals visible to students, routinely track student progress, and have data chats with students regularly.**





WORKSHEET

Discussion Planning

Plan for a one-on-one discussion with a teacher or use collaboratively during discussions to share notes and next steps.

Goal(s): *What is the instructional goal(s)? What classroom system are we developing?*

Top Teacher Action Focus: *Which Top Teacher Action relates to the goal?*

- ☐ Get Good Data
- ☐ Set Schedules
- ☐ Use Data to Plan Instruction
- ☐ Actively Monitor and Respond
- ☐ Deliver Differentiated Instruction
- ☐ Set Goals and Engage Students

Setting: *What type of discussion will best facilitate this reflection?*

- ☐ One-on-one meeting
- ☐ Data chat
- ☐ Observation debrief
- ☐ Collaboration session
- ☐ Other:

Resources: *What resources will support our discussion and next steps? What do we each need to bring?*

- ☐ Data Analysis Guide
- ☐ Scheduling Worksheet
- ☐ Data Chats
- ☐ Data Trackers
Class | Student
- ☐ Other:

Download these resources by searching *data analysis, scheduling worksheet, data chats, or data trackers* on [Success Central](#).

Discussion or Reflection Questions:

- ☐ What is working about this Top Teacher Action? What steps have we taken to successfully implement _____?
- ☐ Where would you like to make improvements? What are you ready to add to your practice?
- ☐ Tell me more about how you're using/incorporating _____.
- ☐ Take me through your thought process for _____.
- ☐ What would it look like to incorporate the Top Teacher Action in your practice?
- ☐ Other:

Discussion Notes:

Next Step(s): *What should be observable during the next class visit? What actions have been committed to? What continued support is needed?*



WORKSHEET

Collaborative Meeting Agenda

Plan for an upcoming collaborative meeting with teachers. Consider the overall goals of your school and how the Top Teacher Actions support this work.

Looking for more? For resources to help facilitate PLCs, grade-level and team meetings, and other collaborative discussions, search *leading extensions* on [Success Central](#).

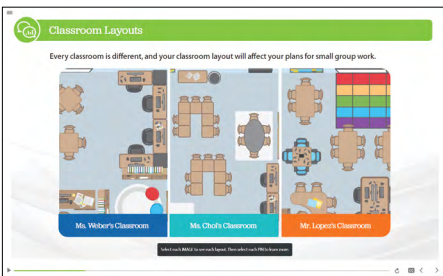
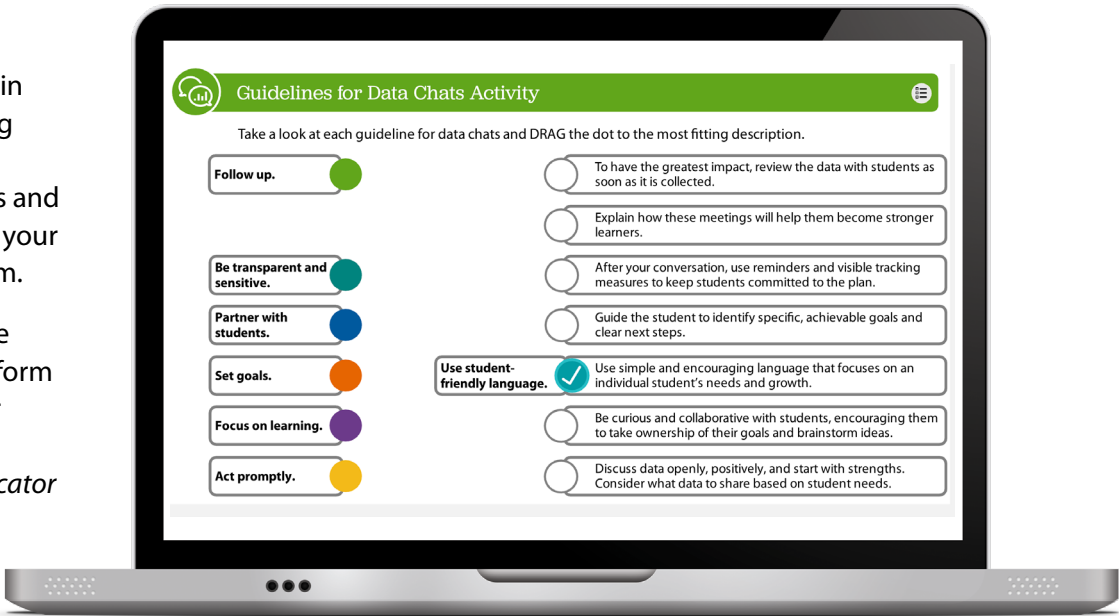
Goal(s): <i>What is the goal(s) of our meeting?</i>	Top Teacher Action Focus: <i>Which Top Teacher Action most closely relates to this goal?</i>	Resources: <i>What resources do we each need to bring to this meeting?</i>
	☐ Get Good Data ☐ Set Schedules ☐ Use Data to Plan Instruction ☐ Actively Monitor and Respond ☐ Deliver Differentiated Instruction ☐ Set Goals and Engage Students	

Time	WELCOME: Meeting Objective: <i>What objectives will we work on together to reach our meeting goal(s)? What do we need to accomplish by the end of this meeting?</i>
Time	Focus Question: <i>What focus question will kick off this meeting? Silently reflect and then collaboratively discuss.</i>
Time	Core Activities: <i>What activities, discussions, or planning will happen in this meeting?</i>
Core Activity 1:	
Core Activity 2:	
Core Activity 3:	
Time	CLOSING: Next Step(s): <i>What actions will we each take after this meeting? What follow-up or reflection will we bring to our next collaborative meeting to show we've made progress on objective(s)? What continued support is needed?</i>

Online Educator Learning

Access on-demand, interactive courses that enhance concepts introduced in facilitated professional learning sessions. These digital courses explore critical *i-Ready* features and best practices to help you and your teachers maximize the program.

Access these courses from the Online Educator Learning platform under the *Help* button on your *i-Ready* dashboard. For more information, search *online educator learning* on [Success Central](#).



Topics Include:

- Administering *i-Ready Inform*
- Getting Started for Leaders
- Best Practices for *i-Ready Personalized Instruction*
- Introduction to *i-Ready Inform* Results
- Introduction to *i-Ready Inform* Growth Reports
- Preparing for Small Group Instruction
- Engaging Students Through Data Chats
- Using the Grade-Level Planning (Prerequisites) Report to Inform Instruction
- Using the Grade-Level Planning (Scaffolding) Report to Inform Instruction

First Name	Last Name	Email Address	Role	Course	Completion Date	Course Status
Melissa	David	MDavid@iReady.com	Teacher	Introducing Ready Mathematics	9 Sep 2021	Complete
Gabrielle	Mendoza	GDMendoza@iReady.com	Teacher	Best Practices for i-Ready Personalized Instruction	9 Aug 2021	Complete
Gabrielle	Mendoza	GDMendoza@iReady.com	Teacher	Engaging Students Through Data Chats	11 Aug 2021	Complete
Gabrielle	Mendoza	GDMendoza@iReady.com	Teacher	Using Data to Plan Instruction	11 Aug 2021	Complete

Course completion reports are available!

These reports will help you confirm educator completion of learning courses, gain insight into how educators are using digital professional learning, and determine topics of interest and areas of need. **Search course completion report on [Success Central](#) for details.**



WORKSHEET

Digital Learning Action Plan

Develop a plan to use Online Educator Learning with your teachers and staff. Keep in mind that the digital courses are flexible, allowing educators to engage at their own pace.

Step 1: Identify Goals	Step 2: Select Course(s)	Step 3: Identify Audience	Step 4: Plan	Step 5: Follow Up
What are the learning goals of your district, school, and/or teachers?	Which course(s) support your learning goals?	Which educator(s) would benefit from the identified course(s)?	When and how will educators complete the courses (e.g., team meetings, independent participation)?	How will you address questions, determine next steps, and support teachers?



Time Frame	Courses
Before <i>i-Ready Inform</i>	☐ Administering <i>i-Ready Inform</i>: Get reliable data from <i>i-Ready Inform</i> .
	☐ Getting Started for Leaders: Support a successful <i>i-Ready</i> implementation.
Before Personalized Instruction	☐ Best Practices for <i>i-Ready Personalized Instruction</i>: Use Personalized Instruction strategically.
Before Small Group Instruction	☐ Preparing for Small Group Instruction: Create a plan for small group instruction.
After the First <i>i-Ready Inform</i>	☐ Introduction to <i>i-Ready Inform</i> Results: Use <i>i-Ready Inform</i> Results to inform instruction.
After the Second <i>i-Ready Inform</i>	☐ Introduction to <i>i-Ready Inform</i> Growth Reports: Explore <i>i-Ready Inform</i> Growth reports to understand how students are progressing.
Throughout the School Year	☐ Engaging Students through Data Chats: Learn how to facilitate data conversations.
	☐ Using the Grade-Level Planning (Prerequisites) Report to Inform Instruction: Identify students' learning needs for an upcoming unit of math instruction.
	☐ Using the Grade-Level Planning (Scaffolding) Report to Inform Instruction: Identify students' unfinished learning needs for upcoming grade-level comprehension instruction.



Promote Professional Growth Action Plan

Next Steps	Owner and Time Frame	Resources and Notes
Schedule, provide, and participate in targeted professional learning experiences.		
☐ Schedule targeted professional learning experiences for your staff.		
☐ Participate in staff learning experiences to communicate your expectations and investment.		
☐ Offer follow-up support through communications, staff meetings, and individual teacher support.		
Prioritize time for frequent classroom visits and feedback.		
☐ Set aside time for classroom visits so you can observe <i>i-Ready</i> in action.		
☐ Provide feedback that's aligned to the Top Teacher Actions.		
☐ Find bright spots across classrooms and celebrate trends in a public way, highlighting best practices and resources.		
Cultivate a climate of ongoing professional growth, collaboration, and reflection for all educators.		
☐ Set individual and collective professional growth goals with teachers related to the program.		
☐ Monitor progress toward these goals, celebrating development and offering strategic support.		
☐ Revisit goals throughout the year and enhance them as targets are met.		
Help educators identify and pursue growth opportunities relevant to their needs and interests.		
☐ Encourage ownership of professional goals, ensuring educators have a way to name them and track progress.		
☐ Recommend on-demand learning courses for teachers who are aligned to their areas of growth.		
☐ Teach educators to "fish" for answers and identify ways to get the support they need.		

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