

2015 Hawaii Initial Training Agenda

Purpose: This comprehensive training introduces new SpringBoard teachers to the features of the 2014 edition and describes how those features support instruction that is aligned to College and Career Readiness Standards. Teachers learn how to effectively use the print and interactive digital components of SpringBoard to ensure that all students have access to rigorous and engaging instruction. They also examine implications that College and Career Readiness Standards have on content, classroom instruction, and performance-based assessment.

Comment [1]: My school is in the process of adapting springboard curriculum, in order to prepare, one teacher from each grade level was chosen to attend a training on the Springboard curriculum. I was chosen out of six other 6th grade ELA teachers to attend the springboard training with one teacher from 7th grade and one teacher from 8th grade.

Day 1 (6 hours)	Day 2 (6 hours)
<p style="text-align: center;">Opening Session</p> <p><i>Provides an introduction to the design and features of the SpringBoard Teacher Edition</i></p> <p style="text-align: center;">45 minutes</p>	<p style="text-align: center;">Opening Session</p> <p><i>Builds on Day 1 learning and creates a context for examining rigorous instructional units</i></p> <p style="text-align: center;">15 minutes</p>
<p style="text-align: center;">Diving into SpringBoard</p> <p><i>Explores the SpringBoard Teacher Edition and Digital eBook by examining grade levels and connections to the College and Career Readiness Standards</i></p> <p style="text-align: center;">45 minutes</p>	<p style="text-align: center;">Modeling a SpringBoard Unit: Focus on Formative Assessment Opportunities</p> <p><i>Analyzes a SpringBoard unit for content, design, and connections to College and Career Readiness via interactive modeling with a focus on using formative assessment opportunities</i></p> <p style="text-align: center;">2 hours and 15 minutes</p>
<p style="text-align: center;">Modeling a SpringBoard Unit: Focus on Effective Planning</p> <p><i>Analyzes a SpringBoard unit for content, design, and connections to College and Career Readiness Standards via the interactive modeling with a focus on planning an instructional unit</i></p> <p style="text-align: center;">3 hours</p>	<p style="text-align: center;">Modeling a SpringBoard Unit: Focus on Differentiating Instruction</p> <p><i>Analyzes a SpringBoard unit for content, design, and connections to College and Career Readiness Standards via interactive modeling with a focus on differentiating instruction</i></p> <p style="text-align: center;">2 hours and 15 minutes</p>
<p style="text-align: center;">Creating a Plan for Unit One</p> <p><i>Directly applies learning by planning and preparing to teach Unit One of a grade level</i></p> <p style="text-align: center;">45 minutes</p>	<p style="text-align: center;">Strategic Planning to Ensure Rigor for All Students</p> <p><i>Guides teachers to revisit their plans for Unit One to add strategic instruction to meet the diverse needs of all students</i></p> <p style="text-align: center;">1 hour</p>
<p style="text-align: center;">Closing Session</p> <p><i>Provides instructions for SpringBoard Digital access and time for reflecting on the day's learning</i></p> <p style="text-align: center;">45 minutes</p>	<p style="text-align: center;">Closing Session</p> <p><i>Provides an opportunity to reflect on and clarify Day 2 learning and make connections to Day 1 learning</i></p> <p style="text-align: center;">15 minutes</p>

Name tents and table map layout.

Word Wall: integrated curriculum, don't do explicit vocab, it's embedded

tier 1, 2, 3, words

tier 2 words: affinity, aversion

sentence stems for vocab acquisition

stand up hand up pair up

important tier 3 words, specific/ unique to a subject

ex: argument

- elements of an argument

explicit/ clear directions :)

refocus signal

establishing norms

focuses:

technology (what options are there for technology and integration of differentiation?)

ELA Literacy

- regular practice with complex text and academic language
- reading, writing, speaking is grounded in evidence from the text both literary and informational
- building knowledge through content-rich nonfiction

All are thematic

6th- change

7th- choice

8th- challenge

9th - coming of age

10th - global culture

11th - american dream

12th- critical perspectives (pygmalion)

focus on it as a framework

question: what about the students who aren't there cognitively??

Springboard online:

questions:

do students have access to this program too?

how many novels per year? 1?

"I'm confused about why they only read one novel per year if they aren't "wasting time" reading in class?"

Comment [2]: These are the notes that I took during the training session so that I could have information to bring back to my grade level to explain springboard.

Comment [3]: Many of the teachers see Springboard as a curriculum, but they wanted us to draw attention to the fact that it is a framework.

Comment [4]: We are focused on technology integration in the classroom so the online program was the most intriguing to us.

"a whole lot of small readings and analysis of different readings (hence my interest in using it for RI standards because it has a lot of that as options)"

is reading part of the pacing? (like do students read the novel during class time?)

Answer to above question: both... I don't know if this could work at Wheeler

no time in the pacing guide to read during class, books would have to go home/ students would have to read outside of class

Their graphic organizers vs. thinking maps? district conflict?

NOTE: Vertical Alignment starts on page 161 of Participant Booklet

Strategy: Metacognitive Markers

To track responses to texts and use those responses as a point for departure for talking or writing about texts

? questions

! reactions

* comments

underline key ideas

unit overview

unpacking the embedded assessments

connections

thematic

unpacking a rubric***

what is the value of seeing exactly what students are going to need to know

constant reminders of the why

Tech: individual student work, going through it with the whole class, in theory because you're watching everyone do it they should be all on it

Lesson/ activity breakdowns:

Plan

What did you notice about the timing/flow of the activity? Where was more/less time spent?

What is the purpose of the Word Wall and Reader/Writer Notebook? What materials and facilitation would work in your classroom?

Teach

What was the purpose of the strategy; how did it make the rigor of the Standards and Embedded Assessment accessible?

Strategies: Think Aloud, Graphic Organizer, Marking the Text, Guided Writing

Assess

What is the benefit of the Expository Writing Prompt and the “Be sure to” statements for students and teachers?

The “Be sure to” statements guide the students to address the requirements of the rubric

What is the connection between the Writer’s Craft and the Check Your Understanding?

Transfer of understanding from content to application

Adapt

How does the Adapt information help a teacher determine next steps after teaching this activity?

This gives the teacher the opportunity to assess the needs of his/her students and address those needs by modeling how to write a response to the prompt that students are already familiar with, before moving onto the next assessment of this skill.

informational texts

what are informational texts?? Examples of?

Inter-curricular alignment

if the whole state had to do Springboard, they’d want to revise their SS standards because they could be aligned to the English material in Springboard