

Instructional Newsletter: ELA

Hello SpringBoard educators! In this quarter's Instructional Newsletter, you will find resources to make learning visible for students, professional learning experiences, and links to support your teachers and students.

Spring 2018

Visible Learning Opportunities in SpringBoard

“Visible learning for literacy requires that teachers understand which strategies and instructional routines are useful in which teaching situations” (Fisher, Frey & Hattie, 2017).

How do educators make learning visible for students? Educators need to be able to see when learning has occurred and what type of tools or strategies have the greatest impact.

Teachers need to recognize when it is time to move forward once students have learned a concept, skill, or standard. Feedback can be used to solidify initial learning, determine if students are ready to move forward, or provide additional time and practice. Students need tools and strategies they can use to independently transfer their knowledge to multiple applications. Essentially, we are asking students to understand who they are as learners, what the task demands are, what strategies can be leveraged to solve problems, and how to persevere.

Resources to Create Meaning

- **Purposeful Planning** – Means teachers know what strategies to implement for maximum impact. Included in both the Teacher and Student Editions is a list of SpringBoard Learning Strategies to support teaching and learning. Review the Teacher Wrap to learn how to utilize these strategies. Additional graphic organizers transform deep thinking strategies into a visual. Click [here](#) to view some high impact strategies in action.
- **Teacher Clarity** – Makes clear to students the learning and language targets, success criteria, and expectations for collaboration. Embedded in every SpringBoard Activity are learning targets to help communicate the expectations for learning and establish a connection to standards. Additionally, students can unpack the Embedded Assessment and corresponding rubrics to understand the skills and knowledge needed to demonstrate proficiency.
- **Assessing Learning** – Includes teachers providing multiple opportunities for formative and summative assessments. Embedded Assessments, Check Your Understanding, Writing to Sources prompts, as well as Short-Cycle Assessments are resources that support planning for formative assessments. Additionally, the Assess and Leveled Differentiation Instruction sections in the Teacher Wrap offer suggestions for various student populations. Consider using the End of Unit Assessments on SpringBoard Digital to summatively assess students.

Citation: Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, grades K-12: Implementing the practices that work best to accelerate student learning*. Thousand Oaks, California: Corwin, a SAGE company.

*** You must be logged onto the SpringBoard Community to access the embedded links ***

ELA eLearning Modules

We are excited to announce that the newly revised **ELA Professional Learning Modules** are now available on SpringBoard Digital. Use these online professional learning modules to help build your foundational knowledge of the SpringBoard ELA program and to support your growing expertise in using SpringBoard in your classroom.

The six modules are designed to work flexibly with your needs. You might complete them in the sequence listed for a cohesive, foundational learning experience as you are getting to know SpringBoard English Language Arts. Or, you may want to complete the modules as separate learning experiences on certain topics to refresh or extend your current SpringBoard ELA expertise.

Click [here](#) to learn how to access the modules on SpringBoard Digital.



Using the Embedded Assessment as a Second Experience to Enhance Writing

SpringBoard writing assessments ask students to write within a specific mode. Teachers may choose to revisit a previous Embedded Assessment to help students own their learning or extend the learning for an existing EA and work towards mastery. Teacher of Distinction, Alyssa Broussard, shared how she uses the Embedded Assessment as an additional opportunity to improve writing. Her process and presentation can be accessed [here](#). **Technology Tip:** Consider using Revision Assistant to help students incorporate specific feedback into their writing. Click [here](#) to access the Turnitin Revision Assistant guides and videos.

	4	3	2	1	Main Idea/Comment
Structure	Includes all required elements and uses them effectively to support the main idea.	Includes all required elements and uses them to support the main idea.	Includes all required elements and uses them to support the main idea.	Includes all required elements and uses them to support the main idea.	Includes all required elements and uses them to support the main idea.
Language	Uses precise, relevant details to support the main idea.	Uses precise, relevant details to support the main idea.	Uses precise, relevant details to support the main idea.	Uses precise, relevant details to support the main idea.	Uses precise, relevant details to support the main idea.
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Learning for Leaders

The [Leadership Support](#) tab on the SpringBoard Community hosts several resources to support instructional leaders and encourage reflection. The [Common Implementation Questions](#) document contains questions that allow leaders to reflect on the expectations set at the beginning of the year. At this point in the instructional year, consider how you would respond to the following questions:

- What will you do when teachers want to revert back to using outdated materials that are not aligned to current standards?
- What will you do when teachers want to stop and reteach the activities until all students get the skills/concepts at a mastery level?
- How will you support teachers who see strategies as the purpose of activities?

Leader Tip: SpringBoard resources are available to support responses to the reflection questions above. Additionally, [Digital Admin Workshops](#) provide interactive modules that can be used as a refresher or to extend your current SpringBoard knowledge.

Professional Learning Symposia



The Professional Learning Symposium is an intensive, immersive, and inspiring multi-day experience for districts moving into the building expertise phase (typically year 2 and beyond). Participants actively practice facilitating SpringBoard Professional Learning, collaborate with colleagues, enhance their content knowledge in SpringBoard ELA or Math, and receive expert coaching from SpringBoard National Faculty members. Districts choose from three different programs based on their participant’s role in education and the district’s professional learning needs.

East Coast Symposium

April 14-16, 2018

Atlanta, GA

West Coast Symposium

July 13-15, 2018

Phoenix, AZ

If you are interested in obtaining more information about this exciting opportunity please email springboardttt@collegeboard.org!

Showcasing SpringBoard

SpringBoard’s Implementation and Instructional Support team invites you to step inside **SpringBoard Interactive Classrooms** from across the country to see how teachers and students make their classrooms come alive! This site features pictures that showcase **elements** of a **SpringBoard classroom**, including:

- unpacked and interactive Embedded Assessments
- students collaborating; engaging with the materials and utilizing learning strategies
- student work samples; within the consumable work text and in the Digital platform
- interactive Word Walls

Click [here](#) to view exemplars of SpringBoard classroom elements and to showcase the great things happening in your schools.

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