



TEACHING THE SPRINGS WAY

YOUR PERSONALIZED LEARNING HANDBOOK

**SCAN HERE TO ACCESS THE
TEACHING THE SPRINGS WAY TOOLBOX**



TEACHING THE SPRINGS WAY

Your Personalized Learning
Handbook

STUDENT
SUCCESS



5 PILLARS OF PERSONALIZED LEARNING

TABLE OF CONTENTS

SECTION 1: WELCOME TO SPRINGS

Aloha!.....	5
Mission & Vision.....	6
What we believe.....	7
Core Values.....	8

SECTION 2: WHAT MAKES SPRINGS DIFFERENT?

Defining Teaching the Springs Way.....	13
Benefits of Personalized Learning.....	14
An Analogy for Personalized Learning.....	15
A Day in the Life.....	16
Your School Story.....	17
A Shift to Personalized Learning.....	18
Professional Learning Communities.....	19
Better Together.....	20
Student Stories.....	21

SECTION 3: REACHING ALL LEARNERS

Reaching All Learners.....	24
A story about Ian.....	26
Teacher-Facing Record Keeping.....	27
Student Goal Progress Folders.....	28
What about Special Education?.....	29
All about the IEP.....	30
504 vs. IEP.....	32
Dos and Don'ts of Special Education.....	33
What about English Language Learners?.....	34
English Language Learning Instruction.....	36
Learning Styles Explained.....	37
Getting To Know Your Learners.....	38
Student Records.....	40

SECTION 4: CLASSROOM CULTURE

TTSW Toolbox.....	45
Getting Started.....	46
Procedures & routines.....	48
Managing Your Classroom.....	50
Establishing Help Routines.....	51
Positive Behavior Support.....	52
Statements & Affirmations.....	53
Community Circles.....	54
Home-to-School Communication.....	56
Soaring With Your ACE.....	58

SECTION 5: CURRICULUM & INSTRUCTION

Types of Instruction.....	67
Direct Instruction.....	68
Targeted Instruction.....	69
Home study Instruction.....	70
Virtual Instruction.....	71
Online Programs Instruction.....	72
Learner-Driven Elements.....	73
Comprehensive Literacy Instruction.....	74
Math Foundational Instruction.....	75
Goal Progress Folders.....	76
Example Work Maps.....	77
Work Block Independent Activities.....	78
Power Tools.....	80
Assessments.....	82
ELA & MATH Themes.....	84

SECTION 6: PRIMARY INSTRUCTION

Foundational Reading Skills.....	88
Primary I CAN! Resources.....	89
Grade-level Requirements & Instructional Guidelines	
o TK.....	90
o Kinder.....	92
o 1st.....	94
o 2nd.....	96
Primary Sample Daily Schedule.....	98

SECTION 7: INTERMEDIATE INSTRUCTION

Intermediate I Can! Resources.....	101
Grade-level Requirements & Instructional Guidelines	
o 3rd.....	102
o 4th, 5th, 6th	104
o 7th, 8th.....	106
Intermediate Sample Daily Schedule.....	108

SECTION 8: HIGH SCHOOL INSTRUCTION

POP High School Curriculum.....	110
High School Classroom Look-Fors.....	111
Lesson Planning for POP.....	112
College Career Readiness Look-Fors.....	113
CITE.....	114

SECTION 9: MASTERY LEARNING AT SPRINGS

The Mastery Learning Wheel Explained.....	116
Teaching the Springs Way.....	118
Sample Curriculum Maps.....	119
Sample Weekly Lesson Planner.....	120
Set The Goal.....	121
Make A Plan.....	122
The Learning Cycle.....	125
PROVE.....	130
Celebrate.....	131
Grading at Springs.....	132

SECTION 10: TECHNOLOGY AT SPRINGS

Accessing My Programs.....	141
Digital Citizenship.....	142
Canvas Learning Management System.....	144
Canvas Course Minimum expectations.....	145
Chromebook Safety.....	146
Chromebook Student Reminders.....	147
Email Etiquette.....	148
Google Suite.....	149

SECTION 11: PROFESSIONAL GROWTH AND DEVELOPMENT

SCS Personalized Learning Continuum.....	152
Teacher LEadership Pathways.....	154
Empowering Educators.....	155
Tips to Get Started	
o Caring Community.....	157
o Learner Driven.....	158
o Flexible Environment.....	159
o Mastery Learning.....	160
o Personalized Content & Resources.....	161

SECTION 1

WELCOME TO SPRINGS

ALOHA!.....5

MISSION & VISION.....6

WHAT WE BELIEVE.....7

CORE VALUES.....8





ALOHA!

4 STEPS TO YOUR FIRST YEAR AT SPRINGS



ALOHA WELCOME DAYS

- Day 1 - Welcome to Springs
- Day 2 - Teaching the Springs Way: Personalized Learning
- Day 3 - Teaching the Springs Way: Curriculum & Instruction
- Day 4 - Teaching the Springs Way: Mastery Learning



MENTORING

Every new Springs teacher is assigned a Personalized Learning Mentor. Mentors are here to support you throughout your first year with planning, classroom setup, daily schedules, and navigating our online programs and resources. They are your point person and will help you to thrive in our school communities.



OBSERVATIONS & GUIDED REFLECTION

Three times a year, all schools have a minimum day for Blended Professional Development. On these days, new Springs teachers are released from the classroom for the full day. During the morning, teachers receive training and support and are assigned classrooms for observation. In the afternoon, teachers attend the Blended Staff Development. Teachers are compensated for mileage. All substitutes are arranged by the teacher with the support of their supervisor.



FOCUSED GOALS FOR YOUR SPRING SHOT EVALUATIONS

Spring Shots are your opportunity to set and monitor your professional goals with your supervisor. To support your goals, educators evaluate themselves on the SCS Personalized Learning Continuum and set a goal for personalized learning. The continuum includes criteria for personalized learning pedagogy and levels of classroom practice from beginning to innovation. All professional development and training support educators' growth across the continuum.

Welcome to Springs Charter Schools, where we embrace a personalized approach to student learning. As a teacher new to Springs, we appreciate your commitment to creating a **student-driven** learning environment. This handbook will provide you with valuable information, guidelines, and strategies to effectively navigate and thrive in our **personalized learning** school.

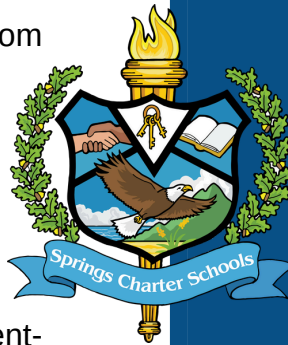
BEST OF LUCK - WE ARE THRILLED TO HAVE YOU AS A PART OF OUR SPRINGS NATION!

MISSION & VISION OF SPRINGS

Our Mission is to empower students by fostering their innate curiosity, engaging their caregivers, and promoting optimum learning by collaboratively developing a personalized learning program for each student.

We value

- Parent choice and involvement
- Using the community as the classroom
- Fostering a child's innate creativity
- Collaborating to achieve goals
- Building relationships
- Personalizing learning
- Empowering students through student-led education



AS A CHARTER SCHOOL,
WE ARE PART OF THE
SOLUTION TO A BETTER
PUBLIC EDUCATION
SYSTEM.

WE ARE DEDICATED TO
ENSURING THAT *WE*
LEAVE NO STUDENTS
BEHIND!

Springs Charter schools was created by parents. We understand that every child is on a personal educational journey. Our talented teachers work hard to guide students to develop skills, master standards and excel in interest-led activities each day. Our support staff works hard to direct our school's resources where our students need them most.

Springs Charter Schools have many diverse programs providing choices for parents. Yet no matter what the emphasis of the particular program, all Springs Charter Schools' programs follow the same mission-driven tenets stated above. These tenets require different teaching methods than one would find in traditional public schools. **For this reason, traditional "one-size-fits-all" teaching practices, no matter how good they are, are not acceptable at SCS.**



SCAN ME



Teaching the Springs Way - Introduction to Personalized
Learning for the Secondary Classroom

WHAT WE BELIEVE

LEARNERS

- All learners can learn.
- Learners acquire knowledge in different ways and on their own timelines.
- Mistakes are a natural part of the learning process.
- All learners want to learn.
- Learners are naturally curious.
- A positive teacher-learner relationship is critical to learning.
- Learning is fostered through frequent and formative feedback.
- Learning is focused on real-world, relevant, and meaningful tasks.
- Skills can be learned through a variety of content; what is most important is that students are excited and interested in the content.

EDUCATORS

- Educators have to believe that all students can learn.
- Educators have to be flexible and recognize that there are many paths to student success.
- Educators must listen to the child and respect their varying needs, interests, and passions.
- Educators are learning facilitators.
- Educators are models of self-regulation, courtesy, and respect.
- Educators are models of lifelong learners.
- Educators set the climate and culture of the classroom/school through their nonverbal communication, tone, language, and expression.
- Educators are knowledgeable in content knowledge, research-based strategies, and child development.
- Educators are the single most important factor in student learning.
- Teaching is focused on real-world, relevant, and meaningful tasks.
- Teaching is collaborative and requires ongoing networking, feedback, and reflection

BOTH TEACHING AND LEARNING REQUIRE A SINCERE PERSONAL RELATIONSHIP BUILT WITH CARE AND UNDERSTANDING.

OUR CORE VALUES



STUDENT-DRIVEN

Students come first at Springs. We empower students by putting them in the driver's seat for their educational journey. All decisions we make support helping students thrive.

Attributes: *Passion, Relationships*



JUST START

At Springs, we value progress over perfection. We have urgent work to do, and there's no time to wait. We believe continuous improvement happens through real implementation. The time to begin is now!

Attributes: *Growth, Courage, Action*



TURN ON THE LIGHTS

We wake up and smell the coffee. We face the data, good or bad. We are smart and agile to make necessary changes to improve our school. We are reflective and expect our students to be as well.

Attributes: *Smart, Data-driven, Reflective*



ACTIONS MATCH WORDS

We align our practice with our mission and goals. We keep our promises, and we share the whole truth with our community.

Attributes: *Ethical, Authentic*



WE ARE ALL BUILDERS

At Springs, it takes a village to make our mission a reality. We don't pass the buck. Initiative is valued at every level of our network. Teamwork makes the dream work!

Attributes: *Teamwork, Action, Initiative*



REVOLUTION HAPPENS OUTSIDE OUR COMFORT ZONE

Pioneers never have it easy. At Springs, we get comfortable with being uncomfortable! Our sacred quest is to change the very structure of public education, which requires us to get knee-deep in messy cognitive dissonance. We are blazing a trail through the educational jungle, so make sure to bring your Bushwacker!

Attributes: *Courage, Innovation*



KEEP IT SIMPLY STATED (KISS)

We are a different kind of school, one that truly partners with parents. We never want to put up barriers to communication through technical double-speak, buzzwords, and “district”ese. We value frequent, plain-spoken communication with our parents, students, and staff.

Attributes: *Inclusion, Relationships*



FUN AND FLEXIBLE

Springs employees enjoy each others’ company. We have a family-oriented culture and compassion for our teammates. Whenever possible, we support flexible work environments for optimal employee work satisfaction.

Attributes: *Relationships, Teamwork, Flexibility, Family*



ENVIRONMENT MATTERS

Springs believes that the environment makes a difference. We thrive when there is care and beauty around us in all the things that we create-- office space, schools, websites, and marketing. We also believe in providing our school community with varied environments through committees, internships, and community learning.

Attributes: *Environment, Beauty, Real-world*



BELIEVE THE BEST

By believing the best in each of our Springs community members, we shine a light on the potential in each one of us. We seek to understand, give compassion, express appreciation, and work together to make Springs Nation the best workplace on Earth.

Attributes: *Relationships, Teamwork, Gratitude*

SECTION 2

WHAT MAKES

SPRINGS DIFFERENT?

DEFINING TEACHING THE SPRINGS WAY.....	13
BENEFITS OF PERSONALIZED LEARNING.....	14
AN ANALOGY FOR PERSONALIZED LEARNING.....	15
A DAY IN THE LIFE.....	16
YOUR SCHOOL STORY.....	17
A SHIFT TO PERSONALIZED LEARNING.....	18
PROFESSIONAL LEARNING COMMUNITIES.....	19
BETTER TOGETHER.....	20
STUDENT STORIES.....	21

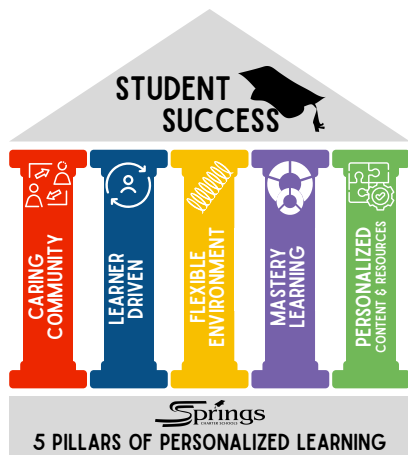
At Springs we believe in a model of education where students own their learning. We believe in personalized learning. Personalized learning can be a powerful tool for educators seeking to provide equitable outcomes for students. Equity can be the driver that empowers PL tactics and associated instructional models in our efforts to provide all students equitable access to not only grade-level content and skills but also equitable opportunities to achieve their very best. There are four key elements to personalized learning: Student reflection and goal setting, targeted instruction, flexible path and pace, and collaboration and creativity.



TEACHING THE SPRINGS WAY

At Springs, we value each individual student as both a human being and a learner and strive to personalize instruction for every learner. All educational decisions are made with this question in mind:

“WHO IS IN MY CLASS THIS YEAR?”



At Springs, we want to know our students by name, recognize who they are uniquely, and understand how they learn best. To develop this type of learning, we are guided by the **SCS 5 Pillars of Personalized Learning**.

Our teachers are intentional about relationships and use strategies and routines to develop caring communities within the classroom. Time is set aside each day to foster relationships within the school community, including morning meetings, community circles, and positive behavior management. Respectful, collaborative, and supportive relationships are formed both with students and teachers and within peer groups as a result of intentional instruction and activities. Teachers also design flexible learning environments both within and outside of the classroom that provides a natural flow of movement and organization so that basic human needs are met without embarrassment or shame. Our Learning Management System offers our learners anytime and anywhere access to instruction and feedback.

AT SPRINGS, THE GOAL IS NOT TO SIMPLY COVER CONCEPTS, SKILLS, AND MATERIALS, BUT TO ENGAGE IN A LEARNING CYCLE THAT ENSURES DEEP UNDERSTANDING AND EVIDENCE OF MASTERY.

The foundation of personalized learning is our **Mastery Learning Wheel**.

While the need for whole-group direct instruction exists, learning mainly occurs independently and in small-group settings. Students are always aware of what they are learning and how it fits into their yearly goals.

At any time, learners are able to answer these questions:

- What are you learning?
- What is your next step for mastery?
- What do you do when you need help?



BENEFITS OF PERSONALIZED LEARNING



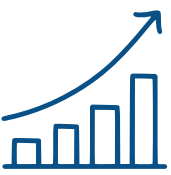
PERSONALIZED LEARNING PROMOTES STUDENT AGENCY.

We know from the science of learning that student ownership and agency promote learning. We also hear consistently from employers that they look for people who are self-directed. And so, we need to guide students to set their goals and work to achieve them, as well as give them choices so they learn how to make their own decisions.



PERSONALIZED LEARNING CREATES LIFELONG LEARNERS.

Our world is ever-changing, and challenges will continue to present themselves and evolve. Students cannot simply learn specific solutions but must be prepared to learn how to learn.



PERSONALIZED LEARNING INCREASES STUDENT ENGAGEMENT.

A recent Gallup poll shows that as students get older, they become increasingly less engaged in typical schools. Personalized learning shifts this in two ways: through making meaningful connections between teachers and students, we increase student engagement, and through making learning more relevant, we make it more engaging too.



PERSONALIZED LEARNING INCREASES STUDENT ACHIEVEMENT.

Through personalized learning, students spend more time in their zone of proximal development, and teachers spend more time addressing the needs of each student. With an increased understanding of the types of supports students need, teachers can provide more targeted instruction and support; students are more actively engaged, resulting in higher student achievement.



PERSONALIZED LEARNING IS WHAT OUR STUDENTS DESERVE.

Students deserve equitable opportunities and support to be successful and realize their fullest potential. They deserve opportunities to bring their whole selves to the learning experience. As iNACOL's 2018 report *Designing for Equity* notes, "Personalized and competency-based systems have the ability to empower individuals and enable educators to disrupt the historical dynamic of sorting students and replace it with one that seeks to educate 100 percent of students."



PERSONALIZED LEARNING IS THE FUTURE OF LEARNING.

This is what they said about it in *All Things Considered: The Future of Learning*: "Well, It's Personal!"

AN ANALOGY FOR PERSONALIZED LEARNING

When it comes to personalized learning, it may be helpful to think of a tree analogy. A tree can be segmented into three distinct parts: the tree roots, trunk, and branches.

Many schools focus only on the roots hoping that the rest will flourish naturally without explicit instruction. Springs's mission is to foster curiosity and enable lifelong learning for every student. This means we need to ensure that our curriculum teaches and reinforces these skills in a spiral way beginning in kindergarten.

BRANCHES

PERSONALIZED, STUDENT-DRIVEN APPLIED KNOWLEDGE

In order to foster curiosity, our students must be allowed to explore areas of interest within each discipline. Content that is only taught “a mile wide and an inch deep” is unlikely to spark curiosity in students. Students must be given meaningful, interesting, and personalized assignments and projects that allow them to choose to pursue certain aspects of the curriculum in a targeted and deep way.

TRUNK

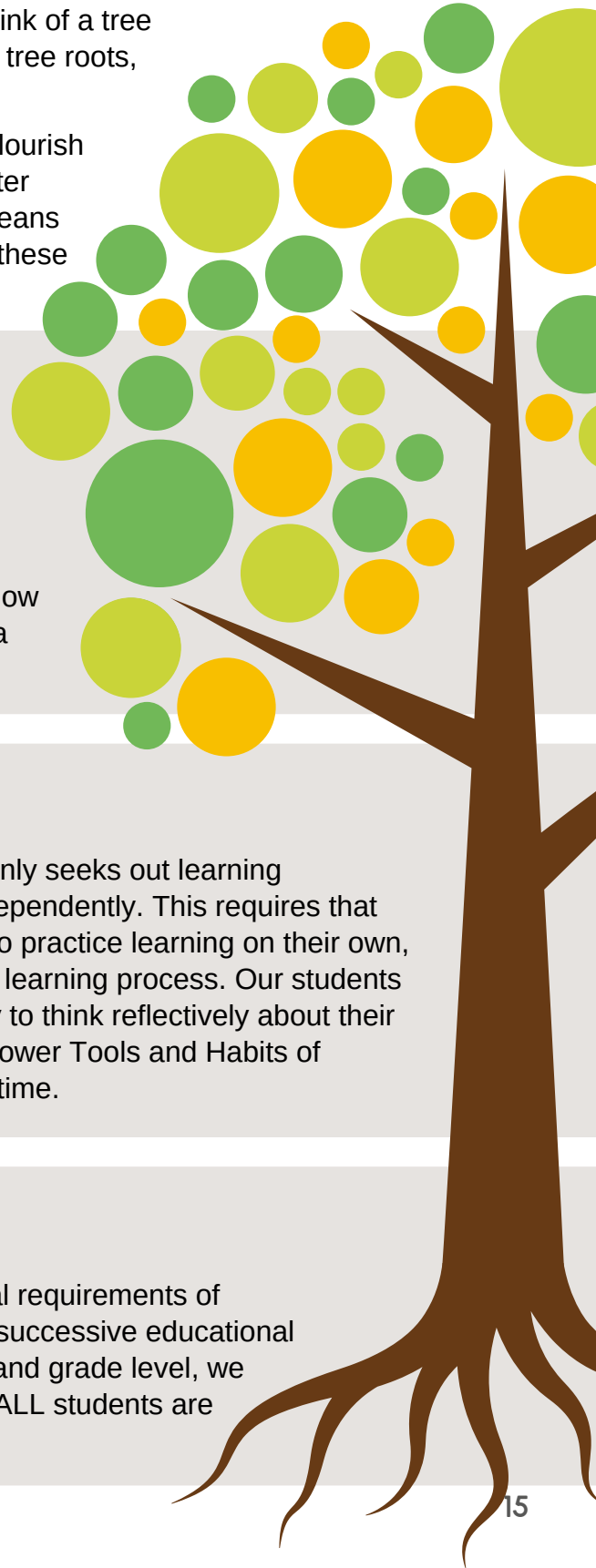
LEARNING SKILLS

At Springs, we believe a lifelong learner is someone who not only seeks out learning experiences but who also has the skills necessary to learn independently. This requires that students receive explicit instruction in learning strategies, get to practice learning on their own, and then take ownership to become fully engaged in their own learning process. Our students understand their own learning preferences and have the ability to think reflectively about their learning process. We believe in providing students with both Power Tools and Habits of Success to aid the learning of any subject, anywhere, and anytime.

ROOTS

FOUNDATIONAL ACADEMIC CONCEPTS

Driven by the State Standards, these skills are the foundational requirements of literacy in our society that enable students to be successful in successive educational experiences. Using the Academic Standards for each subject and grade level, we have established student-friendly “I CAN!” standards in which ALL students are expected to achieve mastery on their own individual timeline.



A DAY IN THE LIFE

TRADITIONAL SCHOOL SCENARIO

Ben wakes early to make the 7:30 am drop off. The morning is rushed and sleepy. Ben picks at his breakfast while his caregiver puts together a lunch bag.

Ben gets to school early so he can play handball with his friends. He enjoys 10 minutes of play before the bell rings. Ben lines up with his friends, and the campus aide blows the whistle reminding everyone to be quiet and stand still. Teachers come to meet the lines of students and walk together to class.

In the classroom, Ben finds his seat. He sits in the 3rd row. Bell work is on the board, and students silently get to work while the teacher takes attendance. After a few minutes of quiet work, the teacher begins the day by correcting the bell work and collecting homework. Students get started in math instruction. Everyone is learning the same lesson, using the same workbook, and learning the same way.

The day goes on like this; students sit quietly while the teacher imparts the same knowledge in the same way to all students regardless of their prior understanding.



SPRINGS SCENARIO

On Wednesday, Ben and his family wake up to prepare for an 8:30 am start time. At school, Ben plays with his friends on the playground. When the bell rings, Ben makes his way to class and is greeted at the threshold by his teacher. After a high-five, he takes a seat on the rug. The students sit criss-cross applesauce and listen to one another share which superpower they would like to have. They pass a stuffed otter as the talking piece.

After the morning greeting and prompt, the teacher shares a situation that happened on the playground on Monday and asks students to help solve the problem. Students take turns offering solutions and reminders for how to be a good friend.

Once circle time is over, students are dismissed to personalized learning time. Ben grabs his goal-setting folder and opens it. He takes a look at his personalized learning plan and work map for the week. He knows he is working toward mastering I CAN! 1.5 in Math and finishing up his passion project on space exploration. Ben goes to the shelf and grabs a file folder game, and invites his friend to work with him on the bean bags in the math zone. They play the learning game for a bit, and then Ben is called into his small group math lesson.

YOUR SCHOOL STORY

IN THE TRADITIONAL SETTING,
GENERALLY, THE TEACHER IS THE
HOLDER OF ALL KNOWLEDGE,
RESOURCES, AND MATERIALS AND
DIRECTS ALL ACTIVITIES. IMAGINE IF
THIS COULD BE SHIFTED TO A MODEL
WHERE STUDENTS OWN THE LEARNING.

LEARNING IS DIFFERENT AT SPRINGS.
WE ARE ASKING STUDENTS AND
TEACHERS TO RETHINK LEARNING AND
TO ENGAGE IN A DIFFERENT MODEL
WITH A LIFELONG IMPACT. IT IS A
PERSONALIZED LEARNING MODEL IN
WHICH THE WHOLE CHILD IS EDUCATED,
AND STUDENTS DEVELOP VOICE AND
AGENCY OVER THEIR LEARNING.

SHIFT TO PERSONALIZED LEARNING

THINK IT OVER



1. Take a moment to reflect on some of the traditional teaching methods that have been described in this section or that you have observed before, and list them on the left side of the table.
2. Then, brainstorm ways that you will replace those practices to personalize learning in your Springs classroom this year!



Listen to one of our amazing Springs teachers explain how she personalizes learning in a way that is learner-driven.



SCAN ME



Teaching the Springs Way -
Journal and Menu

TRADITIONAL TEACHING METHODS

PERSONALIZED TEACHING METHODS



PROFESSIONAL LEARNING COMMUNITIES

BEFORE INSTRUCTION BEGINS IN THE CLASSROOM, IT IS IMPORTANT TO:

- Establish your **Professional Learning Communities**
- Begin to build relationships with the **STAR Team of Support** on your site

At Springs, we ensure that each site has a **STAR Team of Support** for student learning. Teachers meet with these individuals regularly throughout the school year to ask **four critical questions**.



1. WHAT DO WE WANT ALL STUDENTS TO KNOW AND BE ABLE TO DO?
(Mastery Standards)



2. HOW WILL WE KNOW IF THEY LEARN IT?
(Example Problems, Rubrics)



3. HOW WILL WE RESPOND WHEN SOME STUDENTS DO NOT LEARN IT?
(Intervention Plan)



4. HOW WILL WE EXTEND THE LEARNING FOR STUDENTS WHO ARE ALREADY PROFICIENT?
(Enrichment Activities)



A STAR TEAM OF SUPPORT INCLUDES:

- Teachers & ACE
- MTSS Mentors
- Special Education Teachers
- Counselors
- School Psychologists

BETTER TOGETHER

PAC

Personalized Academic Coach

PACs provide support to teachers based on the goal of the teacher. They support the MTSS process and help teachers create routines that allow for intervention and acceleration to happen within the daily classroom schedule.

GURU/PL MENTOR

Personalized Learning Expert/PL Graduate

This is a stipend teacher position that supports teachers with personalized learning. Visit a Guru classroom to see TTSW in action.

PLAY COORDINATOR

This is a full-time position. The Play Coordinator plans, and executes daily play activities on campus by preparing games and outdoor play opportunities including setting up and putting materials away. They also support the Afterschool learning program with planning, prepping, set up, and clean up.

SPRINGS TEAM OF SUPPORT

PL MENTORS

GURUS

PACS

SPED/COUNSELOR

STUDENT STORIES



STUDENT SPOTLIGHT

PERSONALIZED LEARNING
CAN HAPPEN AT ANY AGE
LEVEL.

Check out these videos, and add your own stories to see the difference this strategy makes for all learners.



Trevor's Story



Jack's Story



Natalie's Story



WHAT ARE YOUR STORIES? WHEN DID SOMEONE MAKE LEARNING PERSONAL FOR YOU WHEN YOU WERE IN SCHOOL?

TEACHING THE SPRINGS WAY NOTES

SECTION 3

REACHING ALL LEARNERS

REACHING ALL LEARNERS.....	24
A STORY ABOUT IAN.....	26
TEACHER-FACING RECORD KEEPING.....	27
STUDENT GOAL PROGRESS FOLDERS.....	28
WHAT ABOUT SPECIAL EDUCATION?.....	29
ALL ABOUT THE IEP.....	30
504 VS. IEP.....	32
DOS AND DON'TS OF SPECIAL EDUCATION.....	33
WHAT ABOUT ENGLISH LANGUAGE LEARNERS?.....	34
ENGLISH LANGUAGE LEARNING INSTRUCTION.....	36
LEARNING STYLES EXPLAINED.....	37
GETTING TO KNOW YOUR LEARNERS.....	38
STUDENT RECORDS.....	40



REACHING ALL LEARNERS

At Springs, our very model is inclusive. There is nothing unusual about a child working on standards above and below the grade level expectations, and this is part of personalized learning.

Spring's **Multi-Tiered System of Supports (MTSS)** is part of the mastery learning process that provides high-quality opportunities for additional scaffolding and explicit instruction in new and varied ways to reach all learner's academic, social, and behavioral needs.

In a personalized learning school, all learners can access support when needed to reach their personalized learning goals, paths for mastery, and unique ways to demonstrate learning.

Support is accessible when students need it, and it is layered like a cake to provide enough support for ALL learners.

ALL learners have access to grade-level personalized learning and student-friendly goals.

SOME students need targeted support with scaffolded instruction in foundational skills to bridge the gap to grade-level mastery.

FEW students need strategic support with instruction on appropriate sequenced priority skills to bridge significant gaps to grade-level mastery.

At all levels, it is important for the general education teacher and ACE to work collaboratively with the STAR Team of Support (MTSS Mentors, Special Education Teachers, Counselors, and School Psychologists) to ensure ALL learners are reaching their academic, social, and behavioral goals.

TIER 3

FEW

Few students (about 5 %) need another layer of support on top of personalized and targeted support with strategic support for priority skills to close opportunity gaps across several grade levels. This type of intervention should be accomplished in 17-21 weeks or less with strategic skills and an evidence-based intervention curriculum. Strategic support provides even more time with the teacher or ACE in a small group or one on one instruction, more frequent time, instruction, and intensity with increased access to learning opportunities that scaffold significant gaps using systematic, strategic skills instruction within mastery learning with multiple attempts to demonstrate mastery of priority skills.

TIER 2

SOME

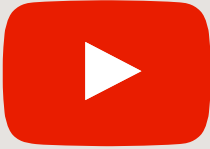
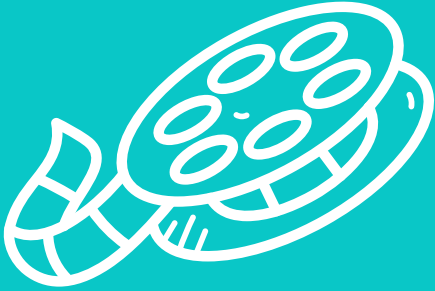
Some students (10-15 %) may need an additional layer of targeted support on top of personalized learning; this would include intervention time learning foundational skills and additional opportunities for scaffolding grade-level lessons with more teacher or ACE time in small, flexible group instruction and practice provided to learn the skill to mastery with choice based opportunities.

TIER 1

ALL

All learners have access to first best instruction in a personalized learning environment and learn skills to mastery. Support is provided within mastery learning proficiency scales, personalized learning, opportunities for redos and retakes, and multiple opportunities to demonstrate mastery of content and skills to scaffold up to grade level I CAN!s. Some need a little more targeted support with foundational skills, which leads to the next level of support.

A STORY ABOUT IAN



***Ian* by Mundoloco CGI
Ian Foundation**

TheCGBros Presents "Ian" by Mundoloco CGI Ian Foundation - He was born with cerebral palsy. All he wants is to make friends, although it seems impossible to achieve when discrimination and bullying keep him away from his beloved playground. However, this young boy is determined and won't give up easily.

Every classroom is fully inclusive, and learners receive accommodation and support when and how they need it.

WHAT DO YOU NOTICE ABOUT THE
CHILDREN?

WHAT DO YOU NOTICE ABOUT THE
CARE GIVER?

WHAT WILL YOU DO TO SUPPORT ALL
CHILDREN IN YOUR CLASSROOM?

TEACHER-FACING RECORD KEEPING



TEACHER BINDER

Personalized learning requires planning. The teacher planning binder keeps you organized and ensures all students are intentionally considered in planning.



STUDENT FILES

Having comprehensive student files is crucial for effective communication and collaboration among teachers, parents, and other education professionals.

TK-8

KEEP A BINDER WITH LESSON PLANS AND IMPORTANT INFORMATION SUCH AS:

- Calendar
- Pacing guides
- EL Identification
- Notes on accommodations and goals for students with 504/IEP (use student initials only)
- Progress Folders
- Small groups
- I CAN! tracking
- Parent phone numbers

You can leave this binder on your desk during principal observations.

In addition to each teacher's lesson plan binder, the teacher should also prepare a small-group lesson plan binder for their ACE.

STUDENT FILES SHOULD INCLUDE ANY:

- Personal Information/Parent Questionnaire
- Field Trip Permission Slip
- Assessments and Beginning/Middle/End
- Unique needs, dietary restrictions, etc.



K-8 MASTERY BINDER

Access this resource in the TTSW Toolbox. This binder is designed to help you with your lesson planning and mastery tracking.

HIGH SCHOOL

TEACHER FILES IN CANVAS:

- Lesson plans-keep an unpublished folder in Canvas under Modules labeled, "Lesson Plans". This should be the first module for ease of use and our auditors.
- Notes of accommodations for 504/IEP students need to be added in the note section, under grades for each student.

STUDENT FILES SHOULD INCLUDE ANY:

- Roster with student information, including cell phone number and personal email address.
- Parent contact information.
- Communication logs with student and parent via email, text, phone, and voicemail.

STUDENT GOAL PROGRESS FOLDERS



STUDENT GOAL PROGRESS FOLDER

Students use Goal Progress Folders/Binders to take ownership of their learning, track their progress, and set goals for improvement.



PROGRESS MONITORING

As a part of goal setting ensure that you provide a comprehensive and organized collection of student work that showcases their progress, growth, and achievements throughout the school year.

TK-8

Give students their own file or binder that only contains student PLPs, tuning meeting forms, student work samples and data tracking.

Students file their evidence for mastering I CAN! Proficiency as well as special art, projects, or work chosen by the student that they are proud of.

During conferences, have the students share their Student Binder along with their mastery tracking.

EVIDENCE OF STUDENT PROGRESS

Included in Goal Progress Folders/Binders

- Personalized Learning Plans
- Goal Setting Form
- I CAN! Mastery Trackers
- Tuning Meeting Form
- ST Math Progress
- I CAN! Mastery Paths
- Phonics
- Fluency
- Reading Levels
- Math Facts, etc.

Goal Progress
Folders are used for
MTSS Progress
Monitoring

HIGH SCHOOL

High School Mastery Assignments will be uploaded and submitted to the Canvas Course.

In the Canvas gradebook, the grading scheme is set for the Mastery Learning Gradebook. You must use the rubric when grading masteries for Masteries to be reported properly. After every Learning Period (if not seat-based) and Sprint, course teacher will enter information on the student's Progress Tracker. At the end of Sprint 2 and 4, progress will be added to Oasis.

High school progress monitoring: checking progress toward mastery of learning objectives, verifying that you are meeting a-g requirements, create and maintain a 4-year plan.

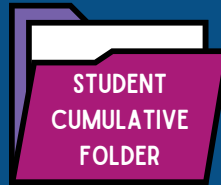
WHAT ABOUT SPECIAL EDUCATION?

Special Education is instruction that is specially designed to meet the unique needs of a child with a disability. Chances are good that you have at least a couple of students with an Individualized Education Plan (IEP) in your class. While it may seem intimidating because of the legalities involved, it is really just an official extension of what we already do best at Springs - **Personalized Learning!**

Each of our Springs students deserves the right to the same opportunities as others, regardless of ability. Special Education is important because it provides the equity needed for learning effectively alongside peers.



LET'S WORK TOGETHER TO
GIVE EVERY STUDENT A HIGH
LEVEL OF INDEPENDENCE
AND THE ABILITY TO REACH
THEIR FULL POTENTIAL!



WHERE CAN I FIND A STUDENT CUMULATIVE FOLDER?

A student's cumulative file can be found in the confidential section of Oasis. Click on the "Notes & Docs" tab and scroll down to the bottom to find the cume file.



A STUDENT/PARENT GAVE ME A FORM THAT LOOKS SPECIAL EDUCATION RELATED. WHERE SHOULD I PUT IT?

Special education paperwork is extremely time sensitive. Jot down the date you received it ("received 3/18/22" on the back or in a corner), then give it to a case manager on campus.

Please don't put it in an office mailbox or somewhere it can be overlooked (or seen by others for confidentiality reasons). Preferably, you will hand it directly to a case manager or place it in a predesignated, confidential area along with an email to the case manager so they know it is there. If you don't know whom to give it to, scan it and send it to special.education@springscs.org and ask your principal where the original should go.

In the unlikely event that a student arrives in your classroom with an IEP that you were not already aware of, please email special.education@springscs.org right away with the student's name and date of birth.

ALL ABOUT THE IEP

WHERE DO I FIND AN IEP?

A full copy of the IEP can be obtained from the case manager or school administration.

WHAT IS AN IEP AT-A-GLANCE, AND WHERE DO I FIND IT?

At the beginning of the year or after any IEP meeting that makes changes to the IEP, the case manager will give you an IEP At-a-Glance (AAG), which is basically the Cliff Notes version of your student's IEP. This is a confidential document, so please keep it in a safe place. The IEP AAG lists goals, supports in the classroom, and assessments and services the student will receive from special education staff during the school year.

An IEP AAG is uploaded to the confidential section of Oasis. Click on the "Notes & Docs" tab and scroll down to the bottom to find the most recent IEP AAG file.

DO I NEED TO DO EVERYTHING IN THE IEP?

The IEP is a legally binding document that must be followed by teachers and administrators. A parent can file a formal complaint with the state if the school is out of compliance with the IEP. If you do not have a copy of the IEP At A Glance, ask the case manager or your administrator for one.

WHO IS ON THE IEP TEAM?

Every IEP team has, at minimum, the student's guardian(s), case manager, general education teacher, and a school administrator or designee. If the student has related services, those providers are also part of the team. Depending on the type of meeting, there may also be a school psychologist.

Typically, the case manager is a credentialed special education teacher (SAI) or a credentialed speech & language pathologist (SLP). Related services are any services that are provided by somebody other than the case manager, providing services as outlined in their IEP.

The service providers could be Occupational Therapists, Adapted PE, a Vision Specialist, etc. They will support the goals and any relevant accommodations in both general education and a separate classroom setting as appropriate.

A PARENT ASKED ME IN THE PARKING LOT FOR AN IEP FOR THEIR CHILD. WHAT SHOULD I DO?

We take all parent requests for IEPs seriously, and legally, they are time-sensitive. **The request must be in writing;** let them know to write a letter or send an email to you and the school administration. Once a written request is received, a meeting will be scheduled within 10 days to determine the next steps. This often initiates an MTSS process where support is added for the student for a period of time. It is a team decision if & when the student is referred for special education assessments.

**IEP MEETINGS...
DO I HAVE TO GO?**

Yes. It takes a team to implement an IEP, and as the general education teacher, you are an integral part of the team.

Your input before the IEP meeting regarding the student's present levels of performance (PLOP) is crucial.

Usually, the case manager will send out a survey or ask for a quick meeting with you to gather this information. They might also ask for your input on creating draft goals for the IEP.

During the IEP meeting, you will be able to share what you know about the student and how their IEP is working in the classroom. Let the Case Manager take the lead on offering assessments or services - if you want to ask about the student getting additional services and/or support, that should be a discussion with the case manager or your school administrator before the meeting is held.

504 AND IEP COMPARISON

WHAT IS A 504?

A 504 plan is a formal plan that gives students with disabilities (any condition that limits daily activities in a major way) the support they need in school. Section 504 is a federal civil rights law protecting students from discrimination by public schools or schools that receive federal funding.

WHAT IS AN INDIVIDUALIZED EDUCATION PLAN (IEP)?

The IEP is a written statement of the educational program designed to meet a child's individual needs. This statement is developed, reviewed, and revised in a meeting with the IEP team. The IEP includes information regarding the student's present levels of performance, goals, special education instruction and related services, supplementary aids and services, assessment modifications, amount of participation time in the general education environment, and other information in alignment with the student's needs.



504s and IEPs are both formal plans designed to protect students with disabilities and provide what they need to make the school setting equitable.



Although they are similar and have the same end goal, 504s are not part of special education. Legally, **Individualized Education Plans** fall under the Individuals with Disabilities Education Act (IDEA), and **504s** fall under Section 504 of the Rehabilitation Act. To get an IEP, a student must have one of the 13 disabilities listed in the IDEA. The disability must impact the educational performance and/or ability to learn and benefit from the general education curriculum, requiring specialized instruction to progress in school.

Section 504 has a broader definition of a disability, covering any disability that interferes with a child's ability to learn in a general education classroom. A child with an IEP is protected by Section 504; a separate 504 plan is not necessary. A child that does not qualify for an IEP may qualify for a 504.

THE DOS AND DON'TS OF SPECIAL EDUCATION



- Ask questions! IEPs are legally binding documents. If there is something in the IEP you don't understand, ask! The case manager, your principal, or the special education specialist assigned to your program can help.
- Come to IEP meetings on time and bring work samples and data to show student progress.
- Talk to the case manager or your administrator about specific concerns you have regarding an IEP or services well in advance of an IEP meeting.
- Keep originals or copies of relevant work samples throughout the school year, including short notes about the independence level of the student while completing the work. When it comes time for an annual review, samples will help the team to see progress (or lack of progress) and determine continued services.
- Implement a consistent routine in the classroom, use visuals, and encourage small, collaborative group work. These strategies benefit all students, particularly many students with learning difficulties.
- Recognize that students with IEPs are capable and smart! They just learn in a different manner and/or at a different pace.



- Assume that the special education teacher and/or other providers will take care of everything written in the IEP. You are part of the team and responsible for implementing the IEP in your classroom.
- Miss the meeting or come late without previously approved permission from the parent/IEP team.
- Suggest services in an IEP meeting or to a parent. A casual comment can be taken as a recommendation and end up being a costly addition to an IEP.
- Tell the case manager to check iReady for a student's present levels. iReady is one important measure of how a student is doing, but ongoing data collection in the general education classroom is a crucial part of the IEP process.
- Frequently change class schedules without advance warning, use only one method of delivering information, or single out students by separating those with learning difficulties from their peers.
- Set the bar too low! Students with IEPs will rise to meet expectations like any other student - meet them where they are and gently push them to where they can go.

WHAT ABOUT ENGLISH LANGUAGE LEARNERS?



PART ONE: ASSESS AND IDENTIFY

New English Learner (EL) students will be identified using the Initial ELPAC exam screener based on their home language survey. The Assessment Department will oversee all testing. Existing EL students will take the Summative ELPAC exam once a year in the Spring to show their proficiency in English Language acquisition through the reading, writing, speaking, and listening domains. Student reports (SSRs) can be found in Oasis under the uploaded documents section. These reports should form the basis of your instruction plan for all EL Learners.



PART TWO: DESIGNATED ELD



PART THREE: INTEGRATED ELD

EL students will also receive Integrated ELD instruction in all classes. This refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to master the content and academic language used in each lesson.



PART FOUR: MONITOR PROGRESS

All students who were reclassified 4 or fewer years ago are formally monitored twice per year. TORs will complete a progress monitoring form. TORs must only monitor their progress throughout the school year to ensure that they are continuing to thrive in a regular educational setting with no EL instruction. After 4 years, the students will no longer be formally monitored.

All EL students receive Designated English Language Development (ELD) instruction each school day.

Designated ELD is English Language instruction provided by the certified Teacher of Record (TOR). In addition to daily content area lessons, EL students receive additional direct instruction using ELD standards that focus on developing English language proficiency and academic growth. The overall goal is for students to advance their language proficiency to the level of native speakers.

Based on Federal Requirements, all EL students must receive a minimum of:

- 30 minutes per day for Grades K-5
- 45-60 minutes per day for Grades 6-12

The TOR will create ELD standards-based lesson plans using the designated curriculum which will be monitored by the principal weekly.

EL LEVELS WITH DESCRIPTORS





ACRONYMS TO KNOW

CALPADS

CALIFORNIA LONGITUDINAL PUPIL ACHIEVEMENT DATA SYSTEM

- A database that stores student records for all public school students across the state

CELDT

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

- The test English Learners used before ELPAC

EL

ENGLISH LEARNER

- A student identified with a need in the area of English Language Acquisition

ELAS

ENGLISH LANGUAGE ACQUISITION STATUS

ELD

ENGLISH LANGUAGE DEVELOPMENT

- A course of study required for English Learners that teaches vocabulary and grammar and practices using them in reading, writing, speaking, and listening.

ETS

EDUCATIONAL TESTING SERVICE

- The company that writes and scores the ELPAC

INITIAL ELPAC

INITIAL ENGLISH LEARNER PROFICIENCY ASSESSMENT FOR CALIFORNIA

- The screening that is given to students who are likely to need support in the area of English Language Acquisition

IFEP

INITIAL FLUENT ENGLISH PROFICIENT

- The status that is given to students who pass the Initial ELPAC screening

LTEL

LONG-TERM ENGLISH LEARNER

- An English Learner who has held that status for more than six years

RFEP

RECLASSIFIED FLUENT ENGLISH PROFICIENT

- The status that is given to students who pass the Summative ELPAC with a score of 4 and meet the other reclassification requirements

SSR

STUDENT SCORE REPORT

- A child's official ELPAC scores and English proficiency level on either the initial screening or yearly assessment that provides information about a child's English written and oral language skills

SUMMATIVE ELPAC

SUMMATIVE ENGLISH LEARNER PROFICIENCY ASSESSMENT FOR CALIFORNIA

- The state assessment that is given each spring to determine an English Learner's progress

ENGLISH LANGUAGE LEARNER INSTRUCTION



ENGLISH LEARNER STRATEGIES OF SUPPORT

SCAN HERE TO
ACCESS THE
ENGLISH
LANGUAGE
DEVELOPMENT
HUB



1. Speak slowly and clearly
2. Uses gestures and facial expressions
3. Use simplified and common vocabulary
4. Allow more wait time
5. Use graphic organizers and visual aids.
6. Teach vocabulary
7. Build on background knowledge
8. Implement cooperative learning activities
9. Use student-friendly handouts
10. Modify class material and assessments
11. Allow ELs to use language resources
12. Pair new ELs with a buddy
13. Provide routine and structure
14. Create a welcoming classroom environment
15. Making predictions
16. Storyboards and Story Maps
17. Written descriptions
18. Alternate ways to use language
19. Role-playing
20. Creating rules (grammar, math)
21. Classifying
22. Word banks
23. Word lists
24. Think-Pair-Share
25. Visual Aids/Illustrations
26. Graphic Organizers
27. Sentence Frames
28. Interactive Read Aloud

LEARNING STYLES EXPLAINED



PHOTO-VISUAL LEARNERS

prefer to learn through visual aids such as diagrams, charts, and videos.



PHOTO-AUDITORY LEARNERS

prefer to learn through listening and speaking, such as lectures or discussions.



PHOTO-KINESTHETIC LEARNERS (TACTILE)

prefer to learn through physical activities, such as hands-on experiments or role-playing.

LEARNING STYLES REFER TO THE DIFFERENT WAYS IN WHICH INDIVIDUALS PREFER TO PROCESS, ORGANIZE, AND REMEMBER INFORMATION.

THERE ARE MANY DIFFERENT MODELS OF LEARNING STYLES, BUT SOME OF THE MOST COMMON INCLUDE VISUAL, AUDITORY, AND KINESTHETIC/TACTILE.

A teacher can use learning styles to plan instruction by tailoring their teaching methods and materials to meet the needs of all students in their classroom. This can involve using a variety of teaching methods, such as visual aids, verbal explanations, and hands-on activities, to appeal to different learning styles.

It is important to allow students to explore all types of learning modalities and not assign only one way of learning based on a learning style inventory.

GETTING TO KNOW YOUR LEARNERS

HOLISTIC VIEW OF LEARNERS

Gaining an understanding of our students' specific learning styles can enhance the way in which we teach them, help them master their schoolwork, and succeed in life.



LOWER
ELEMENTARY



UPPER
ELEMENTARY



OPTION 1

Print copies of the blank form and distribute them to students. Show them the completed form as an example as they work. For the “other” section, students can draw an icon of their own to represent their answer.



LOWER
ELEMENTARY



UPPER
ELEMENTARY



OPTION 2

Make as many copies as needed of the “Digital Version” slide. Give students the link to this presentation and ask them to fill out one slide. You can assign slides by having their names pre-typed or let the students find a blank slide themselves. Students type their answers into each text box, then type and/or add an image to the “other” category.

UPPER ELEMENTARY SAMPLE

NAME: Example Anderson

PASSIONS

Minecraft, St. Louis Cardinals

FAMILY

Live with mom and grandma

ACTIVITIES

Baseball, chess, drawing

ACADEMICS

Hate cursive, love mysteries

FOOD & DRINK

Allergic to Red #5

PHYSICAL

Broke arm last year

SKILLS

Know some coding

OTHER

Lived in Paris for a year



REACHING ALL LEARNERS NOTES

STUDENT RECORDS

SEAT-BASED AND INDEPENDENT STUDY: WHAT'S THE DIFFERENCE?



SEAT-BASED

Attendance for seat-based (SB) programs is based on the student's physical attendance on the school site, scheduled to complete the State minimum number of instructional minutes per year, based on the grade level. However, seat-based students can still earn attendance through short-term independent study if the parent agrees to it prior to the absence.

Hallmarks

- Five days per week in class
- Instructional Minutes
- Can do short-term Independent Study
- Truancy/SARB

Springs Seat-Based Programs

- Bear River
- Del Rio
- FAPA (6-8)
- Hemet Quest
- Indio/Palm
- Magnolia (TK-8)
- Rancho Cucamonga
- RVA
- Santa Ana
- Temecula (K-8)
- Vista La Fuente



More SB Info



INDEPENDENT STUDY

Attendance for independent study (IS) programs is based on daily engagement on assignments (5 CCR 11960) and the time-value of the pupil work product as judged by the supervising teacher or pupil participation in synchronous instruction (EC 51747.5). At Springs, this means completing at least one educational activity per school day.

Hallmarks

- Can be fully IS or hybrid
- IS parent/student contract
- Portfolio samples
- Adequate progress

Springs Independent Study Programs

- Cherry Valley
- Corona
- FAPA (9-12)
- Homeschool, Arrow, Venture
- iShine
- Magnolia (9-12)
- Murrieta
- Otay Ranch
- Riverside
- Temecula (9-12)
- Vista Mosaic



More IS Info

I TEACH AT _____, SO MY PROGRAM IS _____.
(Your Program Name Here) (Seat-Based/Independent Study)

NOTES

ATTENDANCE

ADEQUATE PROGRESS

PORTFOLIOS

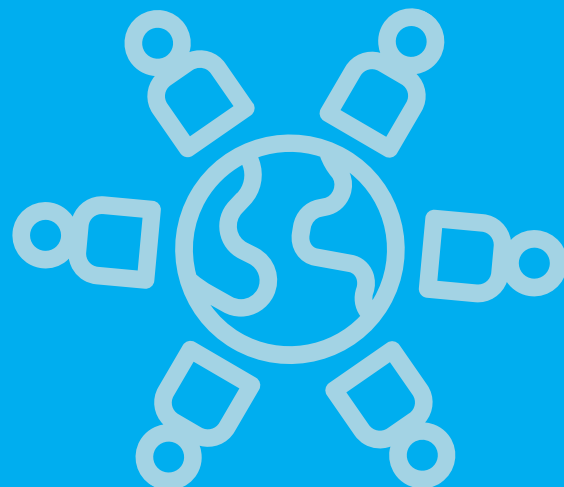
SECTION 4

CLASSROOM CULTURE

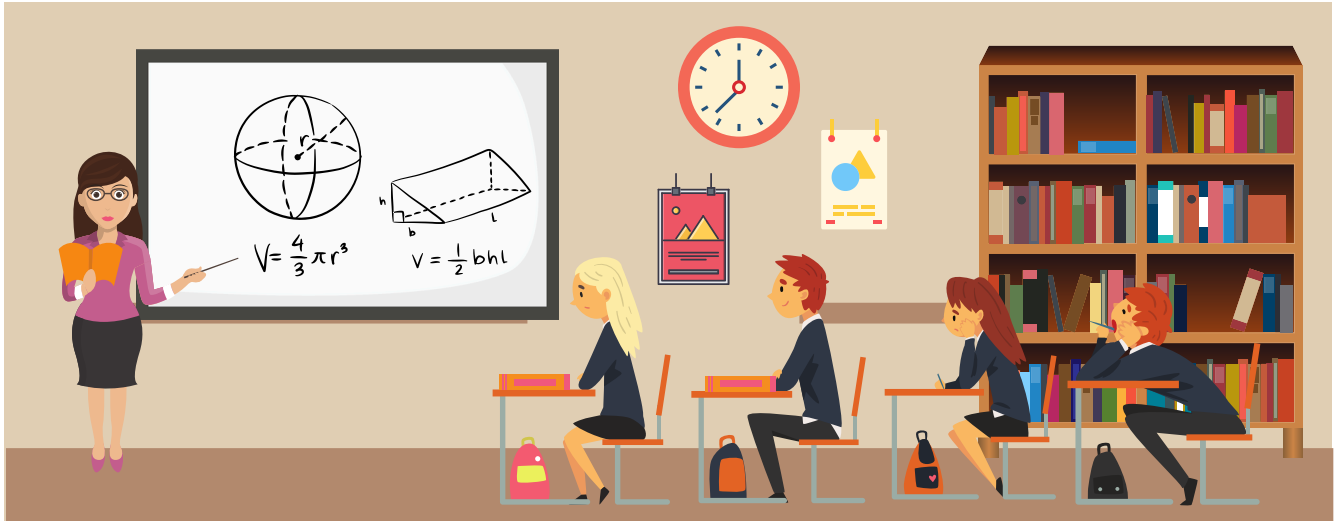
TTSW TOOLBOX.....	45
GETTING STARTED.....	46
PROCEDURES & ROUTINES.....	48
MANAGING YOUR CLASSROOM.....	50
ESTABLISHING HELP ROUTINES.....	51
POSITIVE BEHAVIOR SUPPORT.....	52
STATEMENTS & AFFIRMATIONS.....	53
COMMUNITY CIRCLES.....	54
HOME-TO-SCHOOL COMMUNICATION.....	56
SOARING WITH YOUR ACE.....	58

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.”

- JOHN DEWEY



TRADITIONAL CLASSROOM



VS. THE SPRINGS WAY



Springs
CHARTER SCHOOLS



THE TEACHING THE SPRINGS WAY TOOLBOX

The Teaching the Springs Way Toolbox is your one stop location for all things Teaching the Springs Way. The toolbox is organized by grade level and contains each of our templates, I CAN!s, and Pacing Guides. Teachers can search the Canvas Commons to find shared resources within the Canvas Community. Instructional Support adds to the Commons on a regular basis.



TEMPLATES

- Personalized Learning Plan Templates
- Tuning Meeting Template
- Math and Reading Rotation Templates
- Lesson Planning Templates
- Community Circle Prompts
- Check-in, Check-out
- Behavior Reflection Sheets
- Holistic View of Learners w/Learning Inventory Profiles

I CAN!S AND PACING GUIDES

- I CAN!s & Pacing Guides
- Curriculum Map

GRADE-LEVEL BRANDING

- Grade-Level Branding Package

LOOK FOR THIS ICON THROUGHOUT YOUR HANDBOOK THAT INDICATES WHICH RESOURCES CAN BE FOUND IN THE TEACHING THE SPRINGS WAY TOOLBOX. THIS CAN BE ACCESSED IN MYSPRINGS.



FIND ME IN THE CANVAS COMMONS:

- I CAN! ACTIVITIES
- LITERATURE GUIDES
- CANVAS BUILDER TEMPLATES



GETTING STARTED

"Classrooms are a living organism, a place of shared relationships among the children, the teachers, and the parents and a feeling of belonging in a world that is alive, welcoming and authentic."

- Emilia Reggio



Teaching the Springs Way - Flexible Learning Environment

SCAN ME



IN THIS VIDEO, AN AMAZING TEACHER, SUZIE WINES, SHARES HOW HER FLEXIBLE LEARNING ENVIRONMENT SUPPORTS PERSONALIZED LEARNING.

Your class environment (decor and space) can set the mood for a positive, focused, personalized learning classroom. What type of environment would you want to work in?

Springs is a Reggio-inspired learning environment that is thoughtfully designed and arranged in a way that engages and informs students beyond the direction a teacher provides. It can be thought of as the 'Third Teacher' (the caregiver is the first and the teacher is the second.)

The goal is to create an atmosphere that fosters creative exploration and demonstrates respect for children's work while encouraging encounters, communication, and relationships.

The next page contains a checklist of what a Reggio-inspired environment looks like at Springs.

WELCOME



A B C D E F
G H I J K L M
O P Q R S T
U V W X Y Z



CLASSROOM CONSIDERATIONS

✓ FURNITURE

- Are tables and chairs the right height for students?
- Do you have a variety of workspaces?
- Are the quiet areas (reading, working) separate from the noisy ones (small group lessons)?
- Do you have good visibility of the whole class from your desk and small group lesson table?
- Do you have space outside to set up a work area for an aide to help a small group of students?

✓ TRAFFIC FLOW

- If there are 2 exits, are they unobstructed?
- Can you freely walk around work areas and furniture to high-traffic areas?

✓ WALL SPACE

- Keep it minimal.
 - mandatory postings, class contract, school news, artwork, Power Tools, GLOs, and calendar).
- Create an environment that is calming and peaceful, not overstimulating or cluttered.
- Student work is displayed along with Mastery Learning Levels.



✓ LIGHT AND DARK

- Natural light is best.
- How will you make it dark for video presentations or lockdowns?

✓ MATERIALS

- Students need access to supplies, books, and computers without relying on an adult.

✓ ENTRANCE

- Sign-In/Out Sheet
- Emergency Supplies

✓ APPEAL

- Is your classroom appealing?
- Clean, bright, and orderly?

✓ STORAGE

- Curriculum that is not being used should be stored.
- Important documents should be stored in a secure file cabinet.

PROCEDURES & ROUTINES

WHY?

Some teachers believe in the philosophy of personalized learning, but would only apply it in their classroom if all students remain quietly in their seats at all times.

Classrooms are purposeful, dynamic places where student activities change frequently, often necessitating moving seats and furniture.

Whether a new teacher or veteran, it's crucial to develop procedures (what the teacher wants to be done) and routines (what the students do automatically) **so that students can focus on the content.**

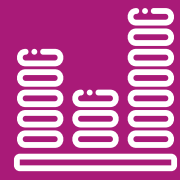
Research shows that issues with classroom management are the main reason approximately 20 percent of teachers leave the profession within the first five years.
(Marzano, 2013)

WHEN & WHERE?

SCS teachers create routines & procedures for:



STARTING
CLASS



MONITORING
NOISE LEVELS



GETTING & REPLACING
MATERIALS



MOVEMENT OF
STUDENTS



SELF-CORRECTING
SEAT WORK



ENDING
CLASS



ASKING
FOR HELP



TRANSITIONS & OTHER
DAILY OCCURRENCES

WHAT?

EXAMPLES OF IDEAS FOR PROCEDURES:

- Coding different areas of the room either by cardinal directions (N, W, S, E) or zones. This makes it easy for a teacher to assign a group to an area, “Peer partners are going to meet in the South.”
- Use pocket charts or assignment boards to let students know their group assignments for a day, week, or unit.
- Use task cards for independent groups, with a clear process on how to read the card together and summarize the task assignment.
- Assign codes for acceptable levels of noise. If noise begins to rise, the teacher might call for a “stoplight check.”
 - **Green light** is conversational
 - **Yellow light** is whispering
 - **Red light** is silence
- Students use question cards to indicate that they need help. They are instructed to keep working on the parts they know until help arrives.

HOW?

1. EXPLAIN

Explain the procedure while demonstrating it yourself. Then explain why the procedure works.

2. MODEL

Ask a few students to model the procedure while the other students observe.

3. IMPLEMENT

Practice the procedure. See how it goes. Remind the students of the expectations.

4. REFLECT & RETEACH

Students should reflect on their daily progress toward their goal at least once per day. All students have the opportunity to attempt assignments more than once.

PREPARE THE CLASS & MATERIALS FOR DAILY PROCEDURES.

- Clear pathways
- Set up sign-out sheets
- Create material repositories

MANAGING YOUR CLASSROOM

Classroom management refers to everything a teacher does to organize students, space, time, and materials so that instruction in content and student learning can occur. A well-managed classroom gives students a sense of security and is foundational to building a caring community.

CHARACTERISTICS OF A WELL-MANAGED CLASSROOM:



Students are deeply involved with their work.



Students know what is expected of them and are generally successful.



There is relatively little wasted time, confusion, or disruption.



The climate of the classroom is work-oriented but relaxed and pleasant.

ASK YOURSELF...



1. WHO IS WORKING HARDER, ME OR MY STUDENTS?
2. DO STUDENTS KNOW WHAT THEY ARE LEARNING AND WHY?
3. DO STUDENTS KNOW WHAT IS EXPECTED OF THEM AS THEY LEARN?
4. DO I START THE CLASS IMMEDIATELY?
5. ARE ASSIGNMENTS AND ACTIVITIES LISTED CLEARLY?
6. HAVE I INVESTED TIME IN PRACTICING PROCEDURES?
7. DO I KNOW HOW TO BRING THE CLASS TO ATTENTION?
8. DO I KNOW HOW TO GIVE SPECIFIC, POSITIVE PRAISE?

ESTABLISHING HELP ROUTINES



WHY DO STUDENTS STRUGGLE TO ASK TEACHERS FOR EXTRA HELP?

WHY DO THEY SIT IN SILENCE OR CONFUSION WHEN THEY COULD GET HELP?

Failure to ask for help can affect students' academic performance, self-esteem, and potentially their access to learning in the future. There are several reasons why students struggle to ask for help, but the good news is that there are many strategies that can help them become stronger self-advocates for their learning.

1. CREATE A SECURE ENVIRONMENT.

2. DEVELOP A "NOT YET" MINDSET.

3. HELP STUDENTS UNDERSTAND THAT TEACHERS WANT TO HELP.

4. ESTABLISH PEER SUPPORT

5. BRAINSTORM CONVERSATION STARTERS.

STUDENTS CAN APPROACH TEACHERS WITH CONVERSATION STARTERS LIKE:

- *I'm struggling with _____. Can we talk about it later?*
- *I'm working hard, but I'm still not understanding _____. Can you help me?*
- *I'm not sure what I need. Can you please talk with me?*
- *Can you give me advice about _____?*

POSITIVE BEHAVIOR SUPPORT

At Springs we utilize a restorative approach to positive behavior support. The restorative approach is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. We encourage a strong community within our classrooms. This is accomplished through the use of community circles and open communication.

Any positive behavior support plan used by a teacher should bring about **connection, belonging, and a positive classroom climate**. Springs teachers do not use any strategy that includes public shaming of individual students. This includes clip charts, detention lists, a name on the board with check marks, or any other form of public demerit. For more strategies to build a caring community visit your Teaching the Springs Way Toolbox.



RELATED RESOURCES

- Student Reflection
- Community Circle Prompts
- Check-in/Check-out



SPOTLIGHT ON MURRIETA STUDENT CENTER



SCAN ME



21st Century Learning
Environments - Social Justice

AT-A-GLANCE



DON'T

- Yell, be snarky, rude, or dismissive
- Use Clip Charts
- Write a name on the Board
- Give detention/Demerit



DO

- Stop and pause
- Facilitate Community Circles
- Provide redirection
- Create a Peace/Sensory Corner

STATEMENTS & AFFIRMATIONS



1. MISTAKES HELP ME LEARN AND GROW.
2. I HAVEN'T FIGURED IT OUT YET.
3. I AM ON THE RIGHT TRACK.
4. I CAN DO HARD THINGS.
5. THIS MIGHT TAKE TIME AND EFFORT.
6. I STICK WITH THINGS AND DON'T GIVE UP EASILY.
7. I STRIVE FOR PROGRESS, NOT PERFECTION.
8. I GO AFTER MY DREAMS.
9. I CHEER MYSELF UP WHEN IT GETS HARD.
10. I AM A PROBLEM SOLVER.
11. I TRY NEW THINGS.
12. I EMBRACE NEW CHALLENGES.
13. LEARNING IS MY SUPERPOWER.
14. I AM BRAVE ENOUGH TO TRY.
15. I IMPROVE WITH LOTS OF PRACTICE.
16. I GROW MY BRAIN BY LEARNING HARD THINGS.
17. I TRY DIFFERENT STRATEGIES.
18. WHEN I DON'T SUCCEED RIGHT AWAY, I TRY AGAIN.
19. I ASK FOR HELP WHEN I NEED IT.
20. I LEARN FROM MY MISTAKES.
21. I FOCUS ON MY OWN RESULTS.
22. I WAS BORN TO LEARN.
23. WHEN I FAIL, I SAY, "I CAN'T DO IT YET," AND TRY AGAIN.
24. I STRIVE TO DO MY BEST.
25. I CAN LEARN ANYTHING!

GETTING STARTED WITH COMMUNITY CIRCLES

The Circle, or council, is an ancient form of meeting that has gathered human beings into respectful conversations for thousands of years. It is a chance for people to truly stop, sit down, and listen to each other. The process of Council comes from a number of indigenous traditions and has been used by many non-native people for generations to facilitate meaningful interaction. One of the beautiful things about circle is its adaptability to a variety of groups, timeframes and it can be used to address any form of required conversation: getting to know each other, resolving a conflict, addressing trauma, diving deeper into an academic topic, and more!

A group is gathered in a circle for a conversation about a specific topic. The opportunity to speak is given one at a time to all members of the circle, often passing a “talking piece” around the circle to identify the speaker. Members only speak when it is their turn and are encouraged to listen intently, without comment or response, while others are speaking. A facilitator is charged with maintaining the boundaries of the circle to protect the process.



WHY CIRCLES?

- Circle is a shape where everyone can see and hear each other; every member is equally important.
- Circle is a group process that honors every voice in the community for the sake of the community.
- Circle is an experience of sharing stories, inviting diverse thinking, making connections, and encouraging creative problem-solving.

CIRCLE SET-UP

- Students will sit in a circle so that everyone is equally visible.
- There will be a talking piece.
- The facilitator is allowed the right to interrupt for the purpose of time-keeping, providing feedback, and/or redirecting.

COMMUNITY CIRCLE

PROMPTS

NOTE

It is always important to carefully select which questions or topics to pose depending on the group's needs. The health of each circle member is always to be strongly considered. Be prepared and know that some circle prompts may bring up many emotions for the circle members.

GETTING ACQUAINTED

- Share a happy childhood memory.
- If you could be a superhero, what superpowers would you choose and why?
- How would your best friend describe you?
- What would you not want to change about your life?
- If you could talk to someone from your family who is no longer alive, who would it be and why?
- What would you like to do if you had an unexpected free day?
- If you were an animal, what animal would you be and why?
- Name two things or people who always make you laugh.
- I like to collect....
- If you could have a face-to-face conversation with anyone, who would it be and why?
- Describe your ideal job.
- Describe your favorite vacation.
- If you could change anything about yourself, what would it be?

RELATING TO CURRICULUM

- The best/worst thing about this science project is...
- The main character in the book we are reading is like/not like me when...
- These math problems make me feel...

EXPLORING VALUES

- Imagine you are in conflict with someone important in your life. What values do you want to guide your conduct as you work out that conflict?
- What is your passion?
- What do you keep returning to in your life?
- What touches your heart?
- What gives you hope?
- What demonstrates respect?
- What change would you like to see in your community? What can you do to promote that change?
- A time when you acted on your core values even though others were not.

STORYTELLING FROM OUR LIVES TO SHARE WHO WE ARE AND WHAT HAS SHAPED US

(to build community)

- A time when you needed to trust and let go of control
- An experience in your life when you “made lemonade out of lemons.”
- An experience of transformation when, out of a crisis or difficulty, you discover a gift in your life.
- An experience of causing harm to someone and then dealing with it in a way you felt good about.
- An experience of letting go of anger or resentment.
- A time when you conflicted with your parents or caregiver.
- An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- An experience of feeling that you did not fit in.

COMMUNICATION & PARENT INVOLVEMENT

"The single biggest problem in communication is the illusion that it has taken place."

- George Bernard Shaw

START WITH A QUESTIONNAIRE

Ask parents to fill out a questionnaire about their students for you to keep in the classroom. Here are some sample questions:

- Does the student have food or other allergies?
- Three best emergency phone numbers?
- Behind in any subjects? Why?
- IEP or 504?
- Any social, emotional, mental, or physical issues?
- Other: left-handed, color-blind, dyslexia, wears glasses, etc.
- Type of learner?
- Special talents?
- Interests and hobbies?
- Do they like school?
- What can you do to help the family and the student?



**Teaching the Springs Way -
Communicating with Parents**

SCAN ME



CONTINUE COMMUNICATING

SEND A BACK TO SCHOOL LETTER

Include fun facts about you, how to contact you, general information about the curriculum and themes for the year, and login information for your Canvas homeroom.

MEET WITH CAREGIVERS EARLY

Meet with parents in the first month to develop a rapport and invite them to ask questions.

PARTNER WITH CAREGIVERS

Assure caregivers you are co-teaching with them. They are the expert on their child, and you are happy to have any information that might help you understand their child and help them be more successful.

SEND A WEEKLY EMAIL

Send a weekly email to parents on school happenings and update your class website with homeschooling and other important information. Be sure to cc your principal, site facilitator, ACE, etc.)

VOLUNTEERS

Springs believes in community involvement. Review your site policies on caretaker involvement in the classroom and on field trips. Make sure to write special events on your calendar (Talent Show, Science Fair, etc.)

CLASSROOM CULTURE NOTES

SOARING WITH YOUR ACE

Springs supports personalized learning instruction by providing Assistant Classroom Educators (ACEs).

Our ACEs provide the necessary amount of support so that together teachers, ACEs, and students can soar in the personalized learning classroom.



THE TEACHER/ACE RELATIONSHIP

- We work as a team to support **ALL** children, so they get the support they need when they need it.
- We support diverse learners so that all students can succeed at high levels.



SCAN ME



Teaching the Springs Way - The Impact of Assistant Classroom Educators in the Classroom



Helping all kids soar

ACEs
ASSISTANT CLASSROOM
EDUCATORS



**2ND GRADE TEACHER LIZ RAMIREZ
AND ACE RYANE ALLEGRO
FROM BEAR RIVER STUDENT CENTER**

GETTING TO KNOW EACH OTHER: TEACHER/ACE



GUIDING QUESTIONS

5 QUESTIONS FOR THE TEACHER TO ASK THE ACE

1. What do you hope to gain from your time in the classroom?
2. What is your biggest concern?
3. What do you feel comfortable doing in terms of teaching or supporting?
4. What are your best academic skills?
5. What are you excited to do? What passion, interests, and/or hobbies do you bring to our classroom?

5 QUESTIONS FOR THE ACE TO ASK THE TEACHER

1. What are the classroom rules and expectations and what positive behavior supports are used to reinforce good behavior? What are the consequences of negative behavior?
2. How and when should we communicate about lessons and modifications? How would you like me to communicate if I have clarifying questions about the lesson or a situation? What is my role in communicating with caregivers?
3. If I do not know the answer to a student's question how would you like me to proceed? Should I direct the student to you?
4. How should I communicate student progress? How often should I be checking in with you?
5. When should we schedule our weekly update meeting?

ANSWER/TAKE DISCUSSION NOTES HERE

TEACHER/ACE ROLES & RESPONSIBILITIES



PLANNING THE DAY

TEACHER ROLE

WRITE LESSON PLANS

Using the I CAN! Pacing Guides, develop lesson plans that include the Mastery Learning Wheel process, SEL focus, Power Tools, and also include intervention, accommodation, and modifications for those students that need more support.



ACE ROLE

COLLABORATE

Work with the teacher to align small group lessons and expectations.

SCHEDULE

Schedule the content and timing for both *Whole Group Direct* and *Small Group Instruction*.



SUPPORT SCHEDULE

Support whole group instruction by observing & monitoring all students and, when necessary bringing students back to focus, answering questions, and reinforcing good behavior.

DEVELOP ROUTINES

Develop the routines for creating a Caring Community in the classroom.



SUPPORT ROUTINES

Support the reinforcement of social and emotional skills including during one-on-one student support, whole group and small group instruction, and playground supervision.

SCHEDULE AND FACILITATE ASSESSMENTS

Make sure to include setting up the classroom conditions for testing. Assessments include diagnostic, progress monitoring, formative, and summative tests.



OBSERVE AND MONITOR

Support a productive assessment environment by observing and monitoring all students. When necessary bring students back to focus, answer questions, and reinforce good behavior.

TEACHER/ACE ROLES & RESPONSIBILITIES



CLASSROOM MANAGEMENT AND ROUTINES

TEACHER ROLE

DEVELOP ROUTINES

Develop the routines and procedures for *Learner Driven* instruction in line with the Springs Vision.

COMMUNICATE DISCIPLINE EXPECTATIONS

Communicate discipline expectations and protocols to caregivers, students, and classroom support staff.

DESIGN THE CLASSROOM

Design the classroom in a way that creates a *Flexible Environment* for students.

DESIGN THE DAILY SCHEDULE

Design the daily schedule to include time for students to work on I CAN! Mastery Paths, and have the opportunity for multiple attempts at the following steps: learn, try, and reflect.

ACE ROLE

REINFORCE ROUTINES

Reinforce skills, instructional strategies, centers, and small group lessons under the teacher's direction.

DIFFUSE

Diffuse conflict situations using positive behavior support and the positive behavior support system.

MONITORING

Support a Flexible Environment by monitoring all students and when necessary bringing students back to focus, answering questions, and reinforcing good behavior.

MONITOR AND FACILITATE

Support Mastery Learning by monitoring students and, when necessary bringing students back to focus, answering questions, reinforcing good behavior, and facilitating small group or one-on-one instruction.

TEACHER/ACE ROLES & RESPONSIBILITIES



PLC AND PROGRESS MONITORING

TEACHER ROLE

MONITOR

Monitor the growth of all students ensuring that each is making one year's growth and providing intervention for those that require additional resources and support.



ACE ROLE

SUPPORT MASTERY LEARNING

Support Mastery Learning by providing immediate feedback during whole group, small group, and one on one instruction.

DEVELOP RECORD-KEEPING SYSTEMS

Develop the record-keeping systems to include student records, *I CAN! Tracking*, progress reporting, and communication logs.



MAINTAIN RECORDS

Maintain records including data collection. Chart behaviors, progress toward goals, assessment results, etc.

GRADING

Determine the grading routines for daily practice and homestudy.



REVIEW

Collect and review assignments. Enter grades and provide feedback.

SELECT

Select the Personalized Content and Resources for personalized instruction.



CHECK-IN

Regularly check-in with the teacher for clarity on communication and meeting expectations.

SCHEDULE

Schedule and ensure that all students are engaged in *Tuning Meetings* at least once a quarter.



BE AVAILABLE

Be **available** for learner check-ins to provide feedback and guidance.

TEACHER/ACE ROLES & RESPONSIBILITIES



STUDENT SUPPORT

TEACHER ROLE

PERSONALIZED LEARNING PLAN

Develop a Personalized Learning Plan (PLP) for each student and use this to facilitate student conferences.

ASSIGN DAILY TASKS

Develop and assign daily tasks for all paraprofessionals and volunteers in the classroom.

DETERMINE TIMES

Determine times for collaboration and the systems for communicating with Assistant Classroom Educators.

SELECT

Select the Personalized Content and Resources for personalized instruction.

COLLABORATE WITH SUPPORT STAFF

Collaborate with support staff including Pupil Services & Special Education.

ACE ROLE

SUPPORT MASTERY LEARNING

Support Mastery Learning by providing immediate feedback during whole group, small group, and one on one instruction.

CHECK-IN

Regularly check-in with the teacher for clarity and understanding of daily tasks.

COMMUNICATE

Regularly check-in with the teacher for clarity on communication and meeting expectations.

CHECK-IN

Regularly check-in with the teacher for clarity on communication and meeting expectations.

COLLABORATE WITH STAR TEAM

Collaborate with STAR team and attend professional development to acquire strategies and skills to support all students.

SOARING WITH YOUR ACE NOTES



Helping all kids soar

ACEs
ASSISTANT CLASSROOM
EDUCATORS

SECTION 5

CURRICULUM & INSTRUCTION

TYPES OF INSTRUCTION.....	67
DIRECT INSTRUCTION.....	68
TARGETED INSTRUCTION.....	69
HOME STUDY INSTRUCTION.....	70
VIRTUAL INSTRUCTION.....	71
ONLINE PROGRAMS INSTRUCTION.....	72
LEARNER-DRIVEN ELEMENTS.....	73
COMPREHENSIVE LITERACY INSTRUCTION.....	74
MATH FOUNDATIONAL INSTRUCTION.....	75
GOAL PROGRESS FOLDERS.....	76
EXAMPLE WORK MAPS.....	77
WORK BLOCK INDEPENDENT ACTIVITIES.....	78
POWER TOOLS.....	80
ASSESSMENTS.....	82
ELA & MATH THEMES.....	84



TYPES OF INSTRUCTION

WHOLE-GROUP DIRECT INSTRUCTION



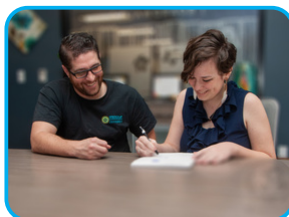
- Powerful and efficient for the student who is ready to learn the content
- Potentially frustrating for students who are not ready for or are beyond the content
- Not personalized
- Limit whole-class instruction to no more than 15 minutes per hour for elementary and 20 minutes per hour for secondary grades

FLEXIBLE SMALL GROUP INSTRUCTION



- Heterogeneous or homogenous
- Allow students to move in and out of groups based on mastery
- Adjust groupings often to avoid stigma
- Track students who require tier 3 support
- Provide varied groupings for students with mixed abilities to work together

ONE-ON-ONE INSTRUCTION



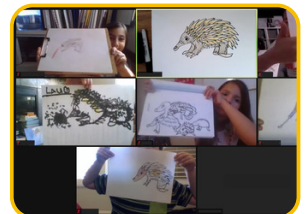
- Strategic instructional support for times that students need to meet with the teacher or ACE
- Before, during, or after whole group instruction
- Most effective way to provide strategic intervention for tier 3 support

INDEPENDENT INSTRUCTION



- Before independent instruction, teachers need to know each student's zone of proximal development
- The sweet spot of instruction
- The learning is challenging, but not so challenging that it would be almost impossible for a child to succeed based on their initial skill set

HOME STUDY



- Designed by the teacher of record and facilitated by the caregiver at home
- Provide clear objectives for these days
- Provide a learning log to students so that they can monitor their progress while learning outside of the classroom

DIRECT INSTRUCTION

DIRECT INSTRUCTION is a teacher-centered approach characterized by explicitly teaching specific skills or concepts in a structured, systematic manner. It is highly organized, with clear objectives and a focus on measurable outcomes.

KEY COMPONENTS

1. **Clear Objectives:** Begin with well-defined learning goals that include both academic and language objectives.
2. **Structured Lessons:** Follow a sequenced plan, often involving a step-by-step approach.
3. **Teacher Modeling:** Demonstrate the skill or concept to students.
4. **Guided Practice:** Engage students in practicing the skill with teacher support.
5. **Feedback and Correction:** Provide immediate feedback to correct errors and reinforce learning.
6. **Independent Practice:** Allow students to practice independently to solidify their understanding.
7. **Assessment:** Use formative and summative assessments to evaluate student progress using clear success criteria.

BENEFITS

- **Clarity and Focus:** Ensures that students understand the learning objectives and expectations.
- **Efficiency:** Maximizes instructional time by focusing on essential skills and knowledge.
- **Immediate Feedback:** Helps students correct mistakes and reinforce learning in real-time.
- **Consistency:** Provides a uniform approach that can be easily replicated and scaled.

PLAN THOROUGHLY

Prepare detailed lesson plans with clear objectives and steps.

USE VISUAL AIDS

Incorporate charts, diagrams, and other visual tools to enhance understanding.

ENGAGE STUDENTS

Ask questions and encourage student participation to maintain engagement.

MONITOR PROGRESS

Regularly check for understanding and adjust instruction as needed.

BE PATIENT

Allow students time to practice and master each step before moving on.

SPRINGS GUIDELINES FOR DIRECT INSTRUCTION

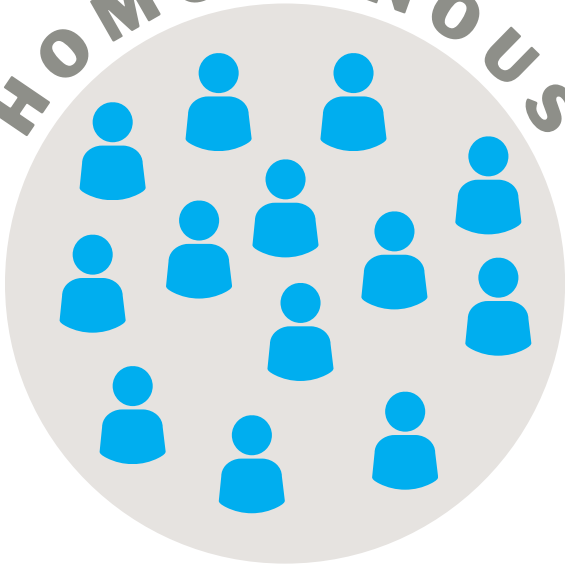
Whole group direct instruction does not exceed more than:

- 10 minutes in TK-2nd
- 15-20 minutes in 3rd-6th
- 20-30 minutes in High School

TARGETED INSTRUCTION

STUDENT GROUPINGS

HOMOGENOUS



HETEROGENOUS



FIXED GROUPING

- English language learners
- Anger management group
- Activity, club, sport team
- Student officers



RANDOM GROUPING

- To learn to work with new peers
- Count off, popsicle sticks
- Inside/outside circle
- Pick your partner



PURPOSEFUL HOMOGENOUS

- Common interest
- Same skill needs
- Teacher selected or self-identified
- Remedial or accelerated group



PURPOSEFUL HETEROGENOUS

- Varied background knowledge
- Mixed skills
- Jigsaw
- Match high & low achievers

HOME STUDY INSTRUCTION

TEACHER EXPECTATIONS FOR HOME STUDY DAYS



1. CREATE A ROUTINE



2. ENSURE 4 HOURS OF INSTRUCTION



3. BUILD IN FUN & VARIETY



4. CONDUCT LIVE SESSIONS DAILY



5. MAKE YOURSELF AVAILABLE THROUGHOUT THE DAY



6. GRADE & PROVIDE FEEDBACK



7. BLEND YOUR INSTRUCTION



BEST PRACTICES FOR VIRTUAL SETTINGS

(For ILP & Homestudy days)

- ★ One on one student teacher conferences to review progress toward their goals.
- ★ Small group direct instruction that is engaging and interactive, and short. This is known to be very effective in accelerating their progress.
- ★ Community circle to set morning goals and build a caring community. The big goal is to keep kids engaged and making progress every day.

VIRTUAL INSTRUCTION



Our teachers intentionally use technology tools and modified versions of the TTSW Templates for student online engagement. Follow these best practices for both virtual and home study instruction.



USE INTERACTIVE TOOLS

Make use of interactive tools, such as online polls, quizzes, and discussion boards, to increase student engagement and participation. These tools can help students feel more connected to the material and to their classmates.



SET EXPECTATIONS

Be clear about your expectations for student participation, behavior, and communication. This can help create a sense of structure and accountability in your virtual classroom.



PLAN YOUR LESSON

Like in-person instruction, virtual instruction requires proper planning.

- Create an outline of your lesson plan, including objectives, content, and activities.
- Think about how you can engage your students and keep them interested.



COMMUNICATE REGULARLY

Regular communication is important in virtual instruction. Make yourself available to your students through email, online discussion boards, or other platforms. Respond to questions and provide feedback in a timely manner.



USE MULTIMEDIA

Use videos, audio recordings, images, and other multimedia to make your virtual instruction more engaging. This can help break up the monotony of the lecture format and keep students focused.



CHECK FOR UNDERSTANDING

Just like in-person instruction, it's important to check for understanding in virtual instruction. Use quizzes, tests, or other assessments to ensure that your students are learning and retaining the material.



PROVIDE CLEAR INSTRUCTIONS

It's important to provide clear instructions for your students. This includes instructions on how to access materials, how to participate in online discussions, and how to submit assignments.



BE FLEXIBLE

Virtual instruction requires flexibility, especially in light of technical issues or other unforeseen circumstances. Be prepared to adjust your lesson plan or make accommodations as needed.

ONLINE PROGRAMS

INSTRUCTION

CURRICULAR PROGRAMS

PROGRAM	FIRST BEST INSTRUCTION USE	MINUTES	INTERVENTION USE
LEXIA	Academy, V, & VV TK-2* Homeschool TK-2 Optional	TK 15 min K-3 20 min	3-8 Intervention for struggling decoders
READING PLUS	Academy 3-8 Optional ILP 308 Optional	Follow the students' recommended lesson path to reach targeted growth	6-8 Academy Reading Intervention* (Reading at a 3rd grade level or above) 9-12 Academy & ILP interventions and built into Opts and X-Opts
LETTERLAND ONLINE	Academy, V, & VV TK-2 Optional Homeschool TK-2 Optional	Teacher Paced	Really Great Reading
READ NATURALLY	Academy 3-5* ILP n/a	10-15 minutes/day 3-5 times/week	6-8 Optional
THE READING TREE	Academy K-2* Homeschool K-2 Optional	15 minutes/day 3-5 times/week	Not for Intervention
I-READY	Academy K-6 Optional Academy 7-8 Math* ELA Optional ILP 3-8 Math* ELA Optional	45 minutes/week	2-8 Math intervention for students needing targeted support (T2) Optional
ST MATH	Academy 3-6* Academy TK-2 Optional ILP TK-6 Optional	TK 30 min or 20 puzzles/week K-1 60 min or 40 puzzles/week 2-8 90 min or 60 puzzles/week	6-8 Academy Math intervention
ESGI	Academy & ILP TK-2*	Follow Guide	
ACADIENCE	K-8 Optional	Follow Guide	Use for Progress Monitoring Assessments
WRITE SCORE	Academy & ILP 9-12*	Follow Guide	
I-READY DIAGNOSTIC	Academy & ILP 3-8* Academy & ILP 9-12 Math*	Follow Guide	
READING PLUS ASSESSMENT	Academy & ILP HS*	Follow Guide	

*Required

ASSESSMENT

LEARNER-DRIVEN ELEMENTS

23

V

Voice

50,9415

VOICE

Teachers provide opportunities for students to share their opinions, ideas, and preferences.

6

C

Choice

12,011

CHOICE

The goal of choice is to ultimately have learners make decisions for how they want to learn, practice, and demonstrate mastery, but this can be confusing for students just getting started. We begin by offering scaffolded opportunities for learners to choose from a menu or selection of activities.

114

FI

Flow

(289)

ENGAGEMENT OR "FLOW" IN LEARNING

This is more than simply "on task" behavior. Students who are truly engaged find passion and purpose in the activity, are excited to plan to share the learning, are motivated intrinsically, and are able to self-regulate and make responsible learning choices.

8

O

Ownership

15,999

OWNERSHIP

Students are invested in their learning. They pursue their interests and passions in creative ways. They self monitor and track their own goals. They plan and decide when and how to demonstrate learning through exhibitions, student-led conferences, or portfolios.

47

Ag

Agency

107,8682

AGENCY

Students need to build self confidence so that they can move from being passive receivers of learning to active drivers of learning. Drivers know where they are beginning and have a destination for where they want to end up. They have a purpose in their activities and make plans. Springs' students are supported to embrace challenges, view mistakes as a learning opportunity, and move out of their comfort zone to accomplish their goals.

COMPREHENSIVE LITERACY INSTRUCTION



5 READING ACTIVITIES TO DO DAILY WITH PRIMARY CHILDREN

1. READ ALOUDS

Read aloud to your students at least twice a day from interesting fiction and non-fiction stories, articles, or poems. Ideally, good read-aloud choices are books that are too hard for the child to read independently, but that also create good opportunities for discussion.

2. SHARED READING

This is where you share a grade-level or above-grade-level passage of reading with your students and help them to read it independently with good expression. You might also teach a specific reading skill during this process.

3. GUIDED READING

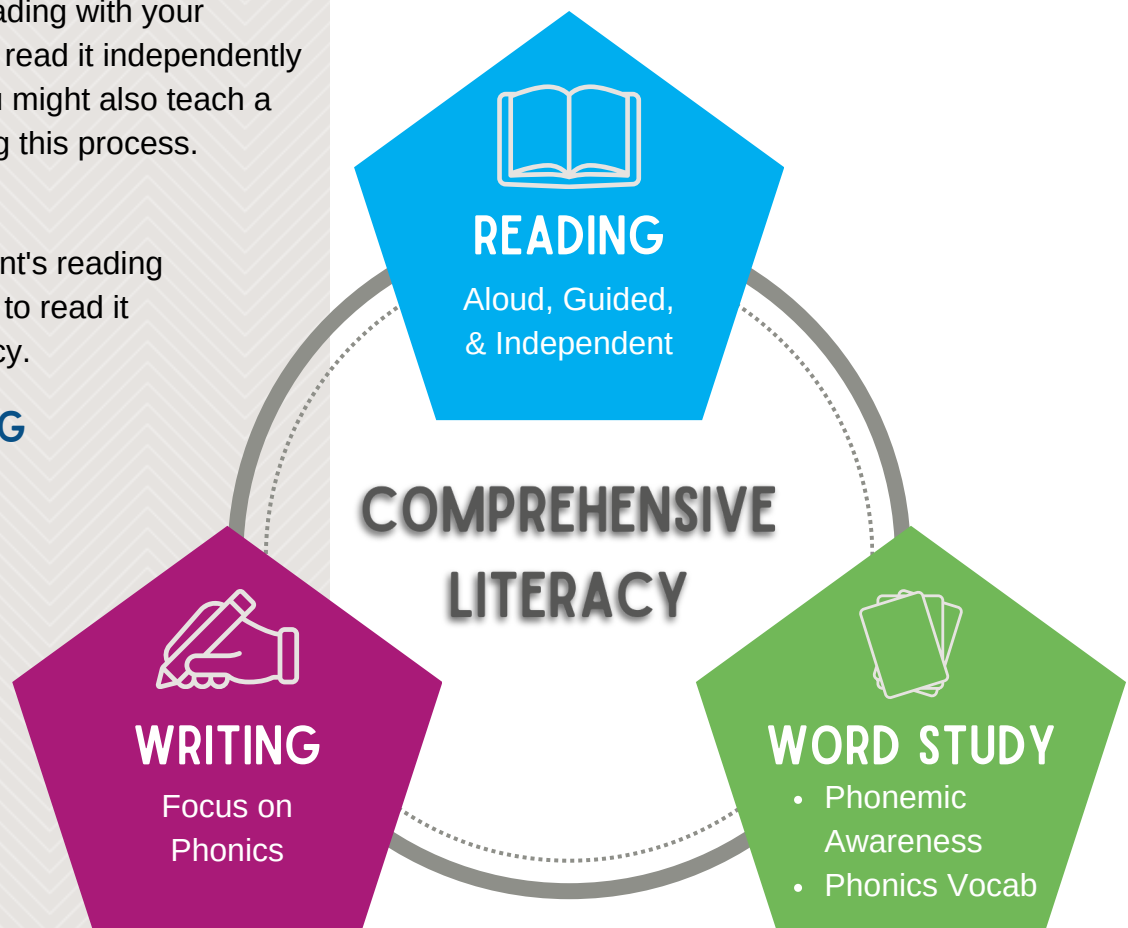
Select a book at the student's reading level, and help them learn to read it with expression and fluency.

4. INDEPENDENT READING

The student selects a "just right" book and reads it for at least 15 minutes daily. Remember to discuss with your student what they are reading.

5. FLUENCY

Poems and More - Young children should have fun with words every day! Rhyming and rhythm naturally encourage children to read the text multiple times and internalize the words and patterns. Additionally, when a child prepares a text to be performed, an extra level of motivation and pride in reading is added.



MATH FOUNDATIONAL INSTRUCTION



DISCOURSE

Effective math discourse promotes a deeper understanding of mathematical concepts, fosters critical thinking, and helps students develop problem-solving skills. It also creates a classroom culture where students feel comfortable sharing their ideas, making mistakes, and learning from one another.



SCAN ME



Why Number Talks? - Jo Boaler



MATH MANIPULATIVES

Manipulatives help students learn by allowing them to move from concrete experiences to abstract reasoning and they make learning fun!



INDEPENDENT WORK ACTIVITIES

It is essential to create an independent work activities resource bank that is abundant in rigorous, high quality activities that are student facing and self grading so that deep learning can be taking place while students work independently.



GOAL PROGRESS FOLDERS

WHAT ARE THEY?

Students use Goal Progress Folders to take ownership of their learning, track their daily progress, reflect, and set goals for improvement. These same folders are used for MTSS progress monitoring.

HOW DO YOU USE THEM?

Each teacher will have a slightly different way of using the goal progress folders.

The components that we recommend for every student are:

- PLP Forms*
- I CAN! Standards Mastery Trackers*
- Tuning Meeting Forms*
- Daily Effort/Reflection*
- Work Maps and/or Mastery Paths
- If needed, Behavior Forms

** Required*

WHY ARE THEY IMPORTANT?

By engaging students in the process of progress monitoring, you invite and expect students to own their learning. This, in return, can increase their motivation and self-efficacy in the learning process.



WHAT IS EXPECTED IN MY FIRST YEAR AT SCS?

New to Springs teachers are expected to begin getting comfortable with routines for goal setting and reflection. These signature practices will get you started.

- PLP Forms*
- Tuning Meeting Forms*
- Daily Effort/Reflection*

** Required*

SCAN HERE TO ACCESS GOAL PROGRESS FOLDER IDEAS

Primary



Intermediate



EXAMPLE WORK MAPS

At Springs, we use **Work Maps** to help our students organize their tasks for the day, week, or month. They can then use these Work Maps to conduct Tuning Meetings with their teachers and reflect on their progress.


















4th Grade

WORK MAP - MATH



Students use
this table to plan,
track, and reflect
on their learning
each week.

This week, I'm working on: _____

	Mon	Tue	Wed	Thu	Fri
My Plan: Based on your goals, what activities do you plan to complete?	M- Math Lesson (teacher) A- Math with ACE (fluency) T- Tech time (computer) H- Hard work on personal goals (I CAN! time)	M- Math Lesson (teacher) A- Math with ACE (fluency) T- Tech time (computer) H- Hard work on personal goals (I CAN! time)	M- Math Lesson (teacher) A- Math with ACE (fluency) T- Tech time (computer) H- Hard work on personal goals (I CAN! time)	M- Math Lesson (teacher) A- Math with ACE (fluency) T- Tech time (computer) H- Hard work on personal goals (I CAN! time)	M- Math Lesson (teacher) A- Math with ACE (fluency) T- Tech time (computer) H- Hard work on personal goals (I CAN! time)
What I did: Write about each activity you worked on.					
Reflect: Check-in with your progress and circle the thumb that shows how you feel about today's work. Did you meet your goal?	I will talk to my teacher and set a new goal.  	I will talk to my teacher and set a new goal.  	I will talk to my teacher and set a new goal.  	I will talk to my teacher and set a new goal.  	I will talk to my teacher and set a new goal.  
	I'm still working on this goal- not stuck, but not quite done. 	I'm still working on this goal- not stuck, but not quite done. 	I'm still working on this goal- not stuck, but not quite done. 	I'm still working on this goal- not stuck, but not quite done. 	I'm still working on this goal- not stuck, but not quite done. 

WORK BLOCK INDEPENDENT ACTIVITIES



One of the most important things you can do to prepare the environment for independent learning is to curate and organize easy to use resources for mastery learning. All resources should be accessible by students and provide opportunities for self grading.

TEACHER/ACE WORKBLOCK SCHEDULE

ELA	MATH
Listening Center	SRA Math Lab Cards
RAZ Kids Online Books	Albaneezi Cards
SRA Reading Lab	Manipulative Activities
Read Naturally	i-Ready Online Instruction
i-Ready Online Instruction	Math XL
Ready Core Reading Assignment	Slip and Flip Binders
Slip and Flip Binder Activities	Ready Core Math Assignments
Hand-2-Mind Frames	Hand-2-Mind Frames
File Folder Games	File Folder Games
Just-Right Reading	I CAN! Math Binder Worksheets
I CAN! Reading Binder Worksheets	Springs Curated Materials
Springs Curated Materials	Project Based Learning
Teacher Created Materials	
Literature Circles	
Project Based Learning	

	TEACHER	ACE
9:05-9:20	Intervention Tier 2 Group OR EL Designated Instruction	Circulate to get students focused, do two 3-minute Tuning or Ad Hoc Meetings
9:20-9:35	Ability-based small group lesson	Small group reteaching or support for independent work
9:35-9:50	Circulate, and three 3-minute Tuning Meetings	Ability-based small group lesson
9:50-10:05	Ability-based small group lesson	Circulate, support, and do two 3-minute Tuning or Ad Hoc Meetings
SUMMARY	3 Tuning Meetings, 3 small group sessions	4 Tuning Meetings, 2 small group sessions

NORMALIZED PROCESS FOR WORKBLOCK INDEPENDENT WORK (SUGGESTED)

Each student would receive a work map for a week or a month (according to age). Teachers would put a variety of independent activities on the work map and may also include mastery path packet assignments. Alternatively, a teacher could use the Mastery Path forms on their own, as long as there are at least 2 mastery paths assigned at all times.

ASSIGNMENTS

Assignments should be given based on what a student is likely to accomplish during workblocks.

For example, if a student attends a center 5 days per week, then they will have 10 hours of work block time. During that time, that student will be in small group pull-outs for some portion of time.

Generally, if the child has more academic needs, they will be in small groups for more time (possibly 45 to 60 minutes per day.) A higher functioning student may be in small group instruction for less than 30 minutes per day.

Struggling students will take longer to complete work (even work that is at their ZPD.) Higher functioning students will often fly through worksheet-style work, so be sure to have an ongoing project to assign. Each activity or worksheet will probably take 10-15 minutes to complete, although some Ready Core assignments may take longer.

GRADING

Grading of work should be self-graded if possible, or graded in front of the student.

WHAT ABOUT MY...

* TIER 2 & ELD STUDENTS?

For a Tier 2 or ELD student, it's recommended for you to assign approximately 2-3 independent activities per day.

* TYPICAL STUDENTS?

For a typical student, assign 5-6 independent activities each day.

* ADVANCED STUDENTS?

For advanced students, assign 3-4 independent activities, plus a larger interest-driven activity. This could include: reading a self-selected novel, studying about reptiles, learning about a musician or creating a science experiment.

SCS POWER TOOLS

RACES

Races helps students remember which steps and in which order to write a constructed response. An acronym for Restate, Answer, Cite, Explain, Summarize.



SKETCH TO STRETCH

A strategy that teaches students to visualize the main idea and concepts and to stretch their thinking and understanding.



CONNECT

An active reading strategy that helps students connect to things that they already know about.



GRAPHIC ORGANIZER

A strategy that encompasses a variety of note taking formats that show relationship among ideas and helps scaffold learning.



TALK IT OUT

A cooperative learning technique that supports students to think through questions



KWLQ

A strategy for scaffolding student's understanding of more complex non-fiction texts. An acronym for Know, Want to Know, Learned, Questions.



COVER & TELL

A reading comprehension strategy that enables a student to independently break up their reading into smaller parts.



POWER

A strategy to improve writing skills using a process. Power is an acronym for plan, organize, write, revise, and edit.



NOTES

A method to help students break down and organize information.



POWER TOOLS ARE 15 RESEARCHED BASED STRATEGIES FOR LEARNING ANY CONTENT.

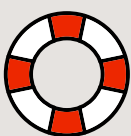
Backed by research and evidence, **Power Tools** are student-driven tools for learning. Teachers explicitly teach learners to use these tools so that they can ultimately select tools on their own and use them for literacy instruction.

Power Tools Presentation



RAFT

A flexible writing strategy. RAFT is an acronym for Role, Audience, Format, Topic.



MIND MAP

A strategy for helping students order and structure their thinking through mentally mapping words and/or concepts.



CLOSE READING

A strategy that teaches students to carefully and purposefully read and reread a text.



TRIP

A strategy to increase retention by using repetition, images, and patterns. An acronym for Tie, Repetition, Imagery, Pattern.



QUESTIONING

A strategy for classifying thinking according to levels of complexity. We think of it as a stairway to encourage higher level thinking.



SQ3R

A reading strategy used to aid comprehension and access difficult text. The acronym for Survey, Question, Read, Recite, and Review.



DIAGNOSTIC ASSESSMENT



MASTERY LEARNING BEGINS WITH USING DATA TO UNDERSTAND EACH LEARNER'S ACADEMIC STRENGTHS AND WEAKNESSES.



Our diagnostic tool is **i-Ready**. The diagnostic assessment is adaptive and will identify placement for grade

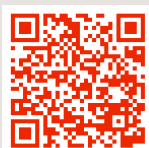
level skills and standards, inform small group instruction, and recommend tools for teaching. This assessment data can help drive personalized learning, **but only if the data you have is reliable.**

The most important thing you can do to get accurate data is to prepare students for the diagnostic and motivate them to put forth their best effort.

Once you have completed i-Ready Diagnostics, take time to review and understand your student data. Taking the time to analyze, reflect, and make an action plan based on student data results, supports personalized learning.



SCAN ME



Using i-Ready Diagnostic Data for Student Goal Setting

PART 1: UNDERSTAND YOUR DATA

Ask

- Select or create a question you want to answer with your data
- Choose appropriate report
- Generate and review

Get Data & Observe

- Write down or share observations

Infer and Question

- Interpret the data
- Note additional questions worth exploring
- Consider additional data sources and resources

PART 2: MAKE DATA-DRIVEN INSTRUCTIONAL DECISIONS

Focus

- Which student(s) will be the focus?
- Areas of strength?
- Instructional priority?

Reflect

- What instructional or intervention strategies have been used?
- What was the effect?

Brainstorm Solutions

- What are possible solutions using what resources you have available?

Take Action

- When/what instruction or intervention will happen?
- When/how will you review for impact and effectiveness?

FORMATIVE ASSESSMENTS



FORMATIVE
When the **chef**
tastes the soup



SUMMATIVE
When the **guests**
taste the soup

1. ENTRY SLIPS

Start the class off with a quick question about the previous day's work while students are getting settled—you can ask differentiated questions written out on chart paper or projected on the board, for example.

2. EXIT SLIPS

These can take on many forms beyond the old-school pencil and scrap paper. Whether you're assessing at the bottom of Bloom's taxonomy or the top, you can use tools like Padlet or Poll Everywhere or measure progress toward attainment or retention of essential content or standards with tools like Google Forms, Canvas Quizzes, and 1 minute quick writes all of which make seeing what students know a snap.

3. LOW-STAKES QUIZZES AND POLLS

If you want to find out if your students really know as much as you think they know, conduct polls and quizzes with Socrative, Quizlet, Quizalize, Kahoot, FlipQuiz, Gimkit, Plickers, and Flippity.

4. DIPSTICKS

These formative assessments are meant to be as easy and quick as checking the oil in your car. These can be things like asking students to:

- Write a letter explaining a key idea to a friend.
- Draw a sketch to visually represent new knowledge.
- Do a Think-Pair-Share exercise with a partner.

5. INTERVIEW ASSESSMENTS

If you want to dig a little deeper into students' understanding of content, try discussion-based assessment methods.

- Casual chats
- 5-minute interview assessments
- **TAG** feedback: **Tell** a peer something they did well, **ask** a thoughtful question, **give** a positive suggestion

6. USE ART

Things like drawing, painting, poetry, drama, and music are all ways to assess student learning.

7. SELF-ASSESSMENT

Using a rubric or answer key, allow students to write feedback to themselves indicating if they are "**green**" good to go, "**yellow**" getting there, or "**red**" need help.

Steve Wheeler, "The AFL Truth about Assessment"

PHONEMIC
AWARENESS

PHONICS

FLUENCY

VOCABULARY

LITERATURE

COMPREHENSION

WRITING

LANGUAGE
MECHANICS

SPEAKING &
WRITING

8TH: PROS + CONS • VOCABULARY, ANALYSIS, PROPAGANDA, GENRE, EXTENDED RESEARCH PAPER WRITING

7TH: TAKING A STAND • THEME, AUTHOR'S PURPOSE, FIVE PARAGRAPH ARGUMENTATIVE ESSAY WRITING

6TH: CHAIN REACTION • CAUSE AND EFFECT, LITERARY ELEMENTS, NARRATIVE ESSAY WRITING

5TH: TEXT DETECTIVES • CLOSE READING, INFERENCES, USE MULTIPLE SOURCES, EXPOSITORY WRITING

4TH: MESSAGE MATTERS • VOCABULARY, COMPREHENSION, SUMMARIZE MAIN IDEA, THREE PARAGRAPH DESCRIPTIVE WRITING

3RD: PURPOSEFUL PARAGRAPHS • READING AND WRITING PARAGRAPHS, TARGETED FLUENCY PRACTICE, TOPIC DEVELOPMENT

2ND: MAKE A STATEMENT • READING AND WRITING SENTENCES, COMPLEX PHONEMES AND VOWEL DIGRAPHS, SENTENCE LANGUAGE MECHANICS

1ST: WONDERFUL WORDS • PHONICS DECODING AND ENCODING, SIGHT WORDS

KN: PLAYING WITH WORDS • PHONEMIC AWARENESS, WORD FAMILIES, CONCEPTS OF PRINT, LETTER RECOGNITION

TK: CIRCLE TIME • LISTENING AND SPEAKING

NUMBER SENSE
& OPERATIONS

GEOMETRY
AND SPATIAL

ALGEBRA AND
FUNCTIONS

MEASUREMENT

DATA ANALYSIS
AND STATISTICS

8TH:

**EXPRESSIONS
& EQUATIONS**

•

MULTI VARIABLE & LINEAR EQUATIONS, PYTHAGOREAN THEOREM, FUNCTIONS, RADICALS & INTEGER EXPONENTS, CONGRUENCE

7TH:

**WHAT'S THE
PROPORTION?**

•

PROPORTIONAL RELATIONSHIPS, EQUIVALENT EXPRESSIONS, ALGEBRA FOUNDATIONS

6TH:

**RATIO
SHOWTIME**

•

RATIO REASONING, COMMON FACTORS, MULTIPLES, SINGLE VARIABLE EQUATIONS

5TH:

**PARTS TO
WHOLE**

•

WHOLE NUMBERS AND DECIMALS, MIXED FRACTIONS, EQUIVALENT FRACTIONS, VOLUME

4TH:

**DIVIDE AND
CONQUER**

•

DIVISION FLUENCY, MULTI-DIGIT MULTIPLICATION AND DIVISION, COMPARE FRACTIONS, ANGLES

3RD:

**TIME TO
MULTIPLY**

•

MULTIPLICATION FLUENCY AND ITS RELATIONSHIP TO DIVISION, MULTI-DIGIT ARITHMETIC, AREA AND PERIMETER

2ND:

**MAKE A
DIFFERENCE**

•

ADD AND SUBTRACT DOUBLE DIGIT NUMBERS, MEASURE AND ESTIMATE, MULTIPLY WITH MANIPULATIVES

1ST:

SUM IT UP!

•

ADD SIMPLE EQUATIONS, USE MANIPULATIVES TO SHOW LARGE NUMBERS, FOUNDATIONAL PLACE VALUE

KN:

**SETS AND
MORE SETS**

•

CREATE AND COMPARE SETS, CLASSIFY AND COUNT OBJECTS, CREATE SHAPES

TK:

LET'S COUNT!

•

RECOGNIZE AND RECITE NUMBERS TO 10, SORT AND CLASSIFY OBJECTS AND SHAPES

SECTION 6

PRIMARY INSTRUCTION

FOUNDATIONAL READING SKILLS.....	88
PRIMARY I CAN! RESOURCES.....	89
GRADE-LEVEL REQUIREMENTS & INSTRUCTIONAL GUIDELINES	
• TK.....	90
• KINDER.....	92
• 1ST.....	94
• 2ND.....	96
PRIMARY SAMPLE DAILY SCHEDULE.....	98



FOUNDATIONAL READING SKILLS



CONCEPTS OF PRINT

Concepts of Print (print awareness) is a child's earliest introduction to literacy. It is understanding that print is organized in a particular way — for example, knowing that print is read from left to right and top to bottom.



PHONEMIC AWARENESS

Phonemic Awareness is an auditory training process. It does not involve print. It is not phonics. It is the ability to understand that spoken words are made up of individual sounds called phonemes, and it's one of the best early predictors of reading success.



PHONICS

Phonics instruction teaches students how to use the relationships between sounds (phonemes) and letters to decode unfamiliar words in a text. Phonics understanding is essential for children to become successful readers and spellers/writers in the early years of schooling and beyond.



FLUENCY

Fluency is the ability to read quickly, accurately, and with appropriate expression. Reading fluency is the key to comprehension. If we want children to comprehend what they read, they must be able to read fluently first.



VOCABULARY

Vocabulary is the ability to understand and use words for effective communication. Children have a much easier time learning to read words that are already a part of their oral vocabulary. Children cannot understand what they are reading without knowing what most of the words mean.



READING COMPREHENSION

Comprehension is the understanding and interpretation of what is read. If a child can understand the meaning of spoken language, they should be able to understand the meaning of written language. The only way to achieve this is to be able to read fluently and accurately. That is why it is so important to focus on the previous building blocks: concepts of print, phonemic awareness, phonics, fluency, and vocabulary.

TO ACCESS THE FULL
FOUNDATIONS OF
READING PIKTOCHART,
COMPLETE WITH
REFERENCES, SCAN HERE.

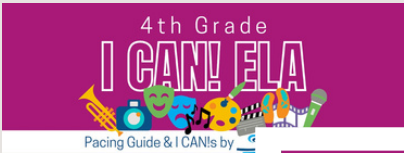


PRIMARY I CAN! RESOURCES


PACING GUIDES

In all grade levels, Springs has identified student-friendly **I CAN!s** based on the state standards for English Language Arts, Math, and the high school content areas. These I CAN!s can be found on the **Pacing Guides**, which can be found in the TTSW Toolbox.

- TK-8 teachers use these resources and their curriculum to develop a curriculum map for each subject area.
- High School courses have been developed by the Department Specialists. These courses include the I CAN!s and the pacing guides.



4th Grade
I CAN! ELA
Pacing Guide & I CAN!s by Springs



The Whole Child

- Has an increased attention span
- Accepts personal responsibility for behavior
- Strong desire to belong to a group
- Works towards shared goals
- Communicates wants and needs
- More aware of real-world events

2023 - 2024

1st Semester	
ICANs	DOMAINS
3Week Prior Grade Review	<p>Foundational Reading Skills: Prerequisite skills needed to start grade level I CANs</p> <p>Foundational Reading Skills: Use Greek and Latin Affixes (Prefixes & Suffixes) and Root Words as Clues to the Meaning of a Word, Read and Understand Commonly Confused Words, Decode Multisyllable Words, Read Sight Words, Read Fourth Grade Level Books for Purpose, Understanding, Accuracy, Pace, Expression and Content</p>
Key Standards	<p>Foundational Reading Skills: Use Greek and Latin Affixes (Prefixes & Suffixes) and Root Words as Clues to the Meaning of a Word, Read and Understand Commonly Confused Words, Decode Multisyllable Words, Read Sight Words, Read Fourth Grade Level Books for Purpose, Understanding, Accuracy, Pace, Expression and Content</p> <p>Reading Comprehension: Refer to Details in a Text Explaining what the Text Says Explicitly and Infer Information, Determine a Theme of a Story, Drama, or Poem from Details in the Text and Summarize, Describe a Topic or Theme, Setting, or Event Describing Specific Details in the Text, Explain the Major Differences Between Fiction, Drama, and Poem and Refer to the Structural Elements of Poems and Dramas, Compare and Contrast the Point of View Including First and Third Person</p> <p>Writing: Write Opinion or Informative/Explanatory or Narrative essays</p>
Key Standards	<p>Writing Assessment: 11/15</p> <p>Reading Fluency Goal: 90 wpm</p> <p>Foundational Reading and Language Skills: Use Greek and Latin Affixes (Prefixes & Suffixes) and Root Words as Clues to the Meaning of a Word, Read and Understand Commonly Confused Words, Decode Multisyllable Words, Read Sight Words, Capitalization and Punctuation, Read Fourth Grade Level Books for Purpose, Understanding, Accuracy, Pace, Expression and Content</p> <p>Foundational Reading Skills: Refer to Details in a Text Explaining what the Text Says Explicitly and Infer Information, Determine the Main Idea of a Text and How it is Supported by Key Details, Summarize Text, Describe the Overall Structure of Events, Ideas, Concepts, or Information in a Text</p> <p>Writing: Write Opinion or Informative/Explanatory or Narrative essays</p>




MASTERY PATHS & I CAN! ACTIVITIES

Mastery Paths are templates that guide the Springs Mastery Wheel cycle. These are completed with the student, and together a plan is made for the mastery goal. Throughout the path, the teacher and student will come together to check in on progress during the Tuning Meeting.

The **Tuning Meeting Template** guides each step, from Setting the Goal to Celebrating Success.

TUNING MEETING TEMPLATE



Kindergarten
TUNING TIME!





Name: _____

Meet with your teacher to discuss your progress, successes and/or barriers so that you can collaborate on your next steps! Document your discussion notes here:

Pre-Meeting (I fill this out first)

I CAN! CAN I? Focus _____

My Goal _____

Why do I need a tuning meeting? I feel:     about my goal right now.

Tuning Time! (We fill this out together)

Did I meet my goal yet?
Yes _____ No _____
Date goal was met: _____

Next Steps to Success: ☐ _____
☐ _____
☐ _____

OR

My Next Goal _____

TK GRADE-LEVEL REQUIREMENTS



CLASSROOM REQUIREMENTS

✓ SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOs
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales

✓ MATERIALS

- ☐ Big Books
- ☐ RAZ Plus, Raz Kids, or Reading A-Z

✓ CORE CURRICULUM

Targeted to support personalized, student-driven learning.

✓ GOAL PROGRESS FOLDERS

Progress monitoring tool for goal setting and mastery tracking.

✓ DAILY REFLECTION & FEEDBACK

Scheduled times for individual and group reflection and targeted feedback.



COMPREHENSIVE LITERACY REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **ELA Instruction:** 90 minutes per day
- ☐ **Concepts of Print:** _____
- ☐ **Phonemic Awareness:** Heggerty
- ☐ **Comprehensive Phonics:** _____
- ☐ **Read Alouds/Shared Reading:** _____
- ☐ **Listening Centers:** The Reading Tree, TK/K Kit
- ☐ **Classroom Library:** 100-200 books per class, organized in baskets by Lexile reading level



COMPREHENSIVE MATH REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **Math Instruction:** 60 minutes per day
- ☐ **Math Curriculum:** _____
- ☐ **Manipulatives:** TK-2 Kit
- ☐ **Teacher Training:** Jo Boaler



ELD REQUIREMENTS

- ☐ **Designated:** Benchmark Express
- ☐ **Integrated:** Academic Language Support Strategies

TK INSTRUCTIONAL GUIDELINES



COMPREHENSIVE LITERACY GUIDELINES



WHOLE GROUP ACTIVITIES

(50 total minutes per day, including cross-curricular activities)



Whole Class skills lessons (concepts of print, phonemic awareness, phonics)



Read Alouds (at least two)



Songs/Chants/Poetry (fluency, phonics, concepts of print, phonemic awareness)



WORK BLOCK ACTIVITIES

(40 minutes per day could include)

- Small group skills lesson and reading practice
- Listening Center stories
- Independent activity from whole/small group skills lesson
- Lexia Online (optional)
- Phonics cut-n-paste or sorting activity
- Penmanship



KEY GOALS

- Listening comprehension & vocabulary skills through Read Alouds
- Phonemic awareness, including rhymes, segmenting, and blending
- Sequenced phonics instruction (this includes spelling and writing)

TOTAL ELA TIME: 90 MINUTES



COMPREHENSIVE MATH GUIDELINES



WHOLE GROUP ACTIVITIES

(15 total minutes per day)



Whole Class skills lessons (introduction of a new topic, "we do" practice, discourse)



WORK BLOCK ACTIVITIES

(45 minutes per day could include)

- **Small group skills lesson** (with teacher or ACE and fluency practice)
- **ST Math** (optional)/**iReady Math Lessons** (optional)
- **Manipulatives, Math Games, Personalized Learning Workmaps, I CAN! Activities**
- **Goal Tracking/Progress Monitoring**



KEY GOALS

- Touching and seeing numbers
- Building and connecting
- Using Number Talks to increase math discourse

TOTAL MATH TIME: 60 MINUTES

SUPPLEMENTAL RESOURCES:

These instructional resources have been curated or developed by SCS for personalized learning or are provided by Springs in TK.

- **Letterland, Lexia, iReady, ST Math**

KINDER GRADE-LEVEL REQUIREMENTS



CLASSROOM REQUIREMENTS

✓ SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOs
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales

✓ MATERIALS

- ☐ RAZ Plus, Raz Kids, or Reading A-Z
- ☐ Decodables for guided reading
- ☐ Big Books
- ☐ Lettercards with pictures (on wall)
- ☐ Moveable alphabet (magnetic)
- ☐ Pocket chart with stand
- ☐ Small dry-erase board, EXPO markers, and erasers
- ☐ Poster boards
- ☐ Sentence strips
- ☐ Writing journals

✓ CORE CURRICULUM

Targeted to support personalized, student-driven learning.

✓ GOAL PROGRESS FOLDERS

Progress monitoring tool for goal setting and mastery tracking.

✓ DAILY REFLECTION & FEEDBACK

Scheduled times for individual and group reflection and targeted feedback.



COMPREHENSIVE LITERACY REQUIREMENTS

ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **ELA Instruction:** 140 minutes per day
- ☐ **Concepts of Print:** _____
- ☐ **Phonemic Awareness:** Heggerty
- ☐ **Phonics:** _____
 - **Required Online Component:** Lexia
- ☐ **Sight Words:** Rainbow Sight Words
- ☐ **Vocabulary:** _____
- ☐ **Reading Comprehension:** _____
- ☐ **Guided Reading:** _____
- ☐ **Read Alouds/Shared Reading:** _____
- ☐ **Listening Center:** The Reading Tree, K Kit
- ☐ **Classroom Library:** 100-200 books per class, organized in baskets by Lexile reading level
- ☐ **Writing:** _____



COMPREHENSIVE MATH REQUIREMENTS

ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **Math Instruction:** 60 minutes per day
- ☐ **Math Curriculum:** _____
- ☐ **Manipulatives:** TK-2 Kit
- ☐ **Teacher Training:** Jo Boaler



ELD REQUIREMENTS

- ☐ **Designated:** Benchmark Express
- ☐ **Integrated:** Academic Language Support Strategies



HISTORY

- ☐ **History Curriculum:** _____



SCIENCE

- ☐ **Science Curriculum:** _____

KINDER INSTRUCTIONAL GUIDELINES



COMPREHENSIVE LITERACY GUIDELINES



WHOLE GROUP ACTIVITIES

(80 total minutes per day, including cross-curricular activities)



Skills lessons (concepts of print, phonemic awareness, phonics)



Read Alouds (at least two)



Songs/Chants/Poetry (fluency, repeated readings, and selected phonics and phonemic awareness)



Writing Lesson and Journal Writing



WORK BLOCK ACTIVITIES

(60 minutes per day could include)

- **Small group Guided Reading**
- **Small group skills lesson** (concepts of print, phonemic awareness, phonics)
- **Independent activity from whole/small group skills lesson**
- **Lexia Online**
- **Penmanship, Listening Center stories, punctuation/spelling practice**



KEY GOALS

- Listening comprehension and vocabulary skills through Read Alouds
- Phonemic awareness, including rhymes, segmenting, and blending
- Sequenced phonics instruction (including spelling and writing)

TOTAL ELA TIME: 140 MINUTES



COMPREHENSIVE MATH GUIDELINES



WHOLE GROUP ACTIVITIES

(15 total minutes per day)



Whole Class skills lessons (introduction of a new topic, "we do" practice, discourse)



WORK BLOCK ACTIVITIES

(45 minutes per day could include)

- **Small group skills lesson** (with teacher or ACE and fluency practice)
- **ST Math** (optional)/iReady Math Lessons (optional)
- **Manipulatives, Math Games, Personalized Learning Workmaps, I CAN! Activities**
- **Goal Tracking/Progress Monitoring**



KEY GOALS

- Touching and seeing numbers
- Building and connecting
- Using Number Talks to increase math discourse

TOTAL MATH TIME: 60 MINUTES

SUPPLEMENTAL RESOURCES:

These instructional resources have been curated or developed by SCS for personalized learning or are provided by Springs in Kindergarten.

- **Letterland, Lexia, iReady, ST Math**

1ST GRADE GRADE-LEVEL REQUIREMENTS



CLASSROOM REQUIREMENTS

✓ SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOs
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales

✓ MATERIALS

- ☐ RAZ Plus, Raz Kids, or Reading A-Z
- ☐ Decodables for guided reading
- ☐ Big Books
- ☐ Lettercards with pictures (on wall)
- ☐ Moveable alphabet (magnetic)
- ☐ Pocket chart with stand
- ☐ Small dry-erase board, EXPO markers, and erasers
- ☐ Poster boards
- ☐ Sentence strips
- ☐ Writing journals

✓ CORE CURRICULUM

Targeted to support personalized, student-driven learning.

✓ GOAL PROGRESS FOLDERS

Progress monitoring tool for goal setting and mastery tracking.

✓ DAILY REFLECTION & FEEDBACK

Scheduled times for individual and group reflection and targeted feedback.



COMPREHENSIVE LITERACY REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **ELA Instruction:** 170 minutes per day
- ☐ **Phonemic Awareness:** Heggerty
- ☐ **Phonics:** _____
 - **Required Online Component:** Lexia
- ☐ **Sight Words:** Rainbow Sight Words
- ☐ **Vocabulary:** _____
- ☐ **Reading Comprehension:** _____
- ☐ **Listening Center:** The Reading Tree, 1st Grade Kit
- ☐ **Guided Reading:** _____
- ☐ **Read Alouds/Shared Reading:** _____
- ☐ **Classroom Library:** 100-200 books per class, organized in baskets by Lexile reading level
- ☐ **Writing:** _____



COMPREHENSIVE MATH REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **Math Instruction:** 60 minutes per day
- ☐ **Math Curriculum:** _____
- ☐ **Manipulatives:** TK-2 Kit
- ☐ **Teacher Training:** Jo Boaler



ELD REQUIREMENTS

- ☐ **Designated:** Benchmark Express
- ☐ **Integrated:** Academic Language Support Strategies



HISTORY

- ☐ **History Curriculum:** _____



SCIENCE

- ☐ **Science Curriculum:** _____



INTERVENTION

- ☐ **Phonics/Phonemic Awareness:** Really Great Reading

1ST GRADE INSTRUCTIONAL GUIDELINES



COMPREHENSIVE LITERACY GUIDELINES



WHOLE GROUP ACTIVITIES

(95 total minutes per day, including cross-curricular activities)



Phonics/phonemic awareness



Teacher-led shared reading activity



Read Alouds with teacher (at least two)



Songs/Chants/Poetry (with phonics/phonemic awareness mini lesson)



Writing mini-lesson, vocabulary



Writing



WORK BLOCK ACTIVITIES

(75 minutes per day could include)

- **Small group Guided Reading**
- **Small group skills lesson** (phonics, vocabulary, or other)
- **Penmanship activity, Listening Center stories, punctuation/spelling practice, independent reading** (advanced kids)
- **Lexia Online**
- **Independent practice for skills lesson**



KEY GOALS

- Sequenced phonics instruction (this includes phonics, Lexia, spelling, and writing)
- Reading fluency through guided reading, poetry, and repeated readings
- Listening comprehension and vocabulary skills through

TOTAL ELA TIME: 170 MINUTES



COMPREHENSIVE MATH GUIDELINES



WHOLE GROUP ACTIVITIES

(15 total minutes per day)



Whole Class skills lessons (introduction of a new topic, "we do" practice, discourse)



WORK BLOCK ACTIVITIES

(45 minutes per day could include)

- **Small group skills lesson** (with teacher or ACE and fluency practice)
- **ST Math** (optional)/**i-Ready Math Lessons** (optional)
- **Manipulatives, Math Games, Personalized Learning Workmaps, I CAN! Activities**
- **Goal Tracking/Progress Monitoring**



KEY GOALS

- Touching and seeing numbers
- Building and connecting
- Using Number Talks to increase math discourse

TOTAL MATH TIME: 60 MINUTES

SUPPLEMENTAL RESOURCES:

These instructional resources have been curated or developed by SCS for personalized learning or are provided by Springs in 1st Grade.

- **Letterland, Lexia, iReady, ST Math**

2ND GRADE GRADE-LEVEL REQUIREMENTS



2nd

CLASSROOM REQUIREMENTS



SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOs
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales



MATERIALS

- ☐ RAZ Plus, Raz Kids, or Reading A-Z
- ☐ Decodables for guided reading
- ☐ Lettercards with pictures (on wall)
- ☐ Moveable alphabet (magnetic)
- ☐ Pocket chart with stand
- ☐ Small dry-erase board, EXPO markers, and erasers
- ☐ Poster boards
- ☐ Sentence strips
- ☐ Writing journals



CORE CURRICULUM

Targeted to support personalized, student-driven learning.



GOAL PROGRESS FOLDERS

Progress monitoring tool for goal setting and mastery tracking.



DAILY REFLECTION & FEEDBACK

Scheduled times for individual and group reflection and targeted feedback.



COMPREHENSIVE LITERACY REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **ELA Instruction:** 160 minutes per day
- ☐ **Phonics:** _____
 - **Required Online Component:** Lexia
- ☐ **Fluency:** Read Naturally
- ☐ **Sight Reading:** Rainbow Sight Words
- ☐ **Vocabulary:** _____
- ☐ **Reading Comprehension:** _____
- ☐ **Listening Center:** The Reading Tree, 2nd Grade Kit
- ☐ **Guided Reading:** _____
- ☐ **Read Alouds/Shared Reading:** _____
- ☐ **Classroom Library:** 100-200 books per class, organized in baskets by Lexile reading level
- ☐ **Writing:** _____



COMPREHENSIVE MATH REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **Math Instruction:** 60 minutes per day
- ☐ **Math Curriculum:** _____
- ☐ **Manipulatives:** TK-2 Kit
- ☐ **Teacher Training:** Jo Boaler



ELD REQUIREMENTS

- ☐ **Designated:** Benchmark Express
- ☐ **Integrated:** Academic Language Support Strategies



HISTORY

- ☐ **History Curriculum:** _____



SCIENCE

- ☐ **Science Curriculum:** _____



INTERVENTION

- ☐ **ELA:** Really Great Reading
- ☐ **Math Tier 2:** _____ **Math Tier 3:** _____

2ND GRADE INSTRUCTIONAL GUIDELINES



COMPREHENSIVE LITERACY GUIDELINES



WHOLE GROUP ACTIVITIES

(85 total minutes per day, including cross-curricular activities)



Skills Lesson (phonics, vocabulary, or other)



Teacher-led shared reading



Teacher Read Alouds



Writing mini-lesson, vocabulary



Writing



WORK BLOCK ACTIVITIES

(75 minutes per day could include)

- **Guided Reading/Independent Reading**
- **Small group skills lesson** (phonics, vocabulary, or intervention)
- **Fluency work** (small group or independent; Read Naturally)
- **Lexia**
- **Penmanship, Independent practice for skills lesson**



KEY GOALS

- Sequenced phonics instruction (this includes phonics, Lexia, spelling, and writing)
- Reading fluency through guided reading, poetry, and repeated readings
- Listening comprehension and vocabulary skills through

TOTAL ELA TIME: 160 MINUTES



COMPREHENSIVE MATH GUIDELINES



WHOLE GROUP ACTIVITIES

(15 total minutes per day)



Whole Class skills lessons (introduction of a new topic, "we do" practice, discourse)



WORK BLOCK ACTIVITIES

(45 minutes per day could include)

- **Small group skills lesson** (with teacher or ACE and fluency practice)
- **ST Math** (optional)/**i-Ready Math Lessons** (optional)
- **Manipulatives, Math Games, Personalized Learning Workmaps, I CAN! Activities**
- **Goal Tracking/Progress Monitoring**



KEY GOALS

- Touching and seeing numbers
- Building and connecting
- Using Number Talks to increase math discourse

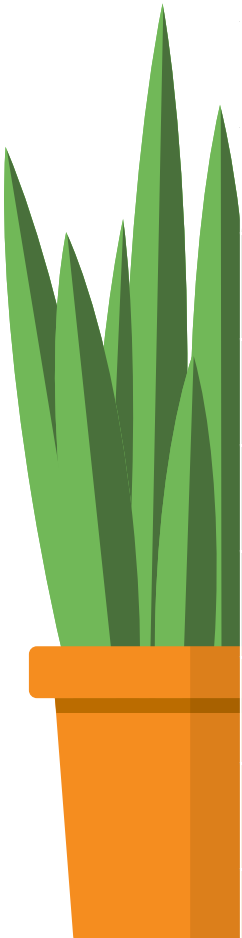
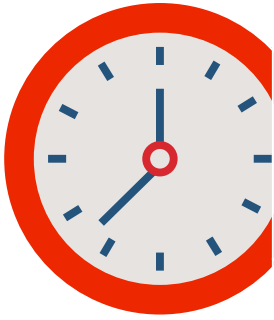
TOTAL MATH TIME: 60 MINUTES

SUPPLEMENTAL RESOURCES:

These instructional resources have been curated or developed by SCS for personalized learning or are provided by Springs in 2nd Grade.

- **Letterland, Lexia, iReady, ST Math**

PRIMARY SAMPLE DAILY SCHEDULE

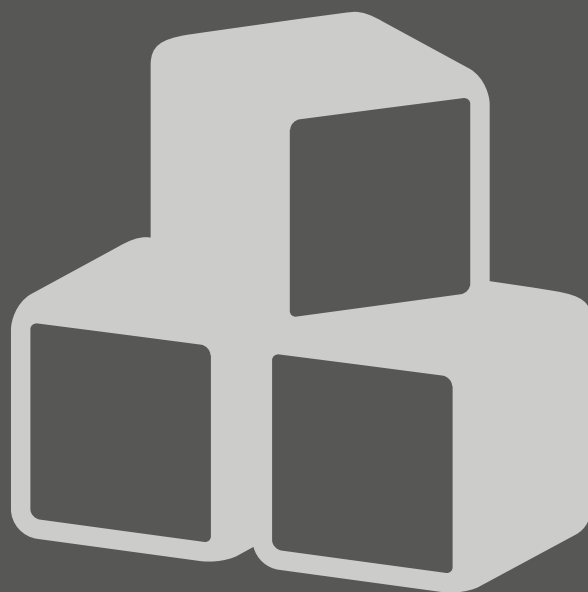


8:30-8:45	Community Circle
8:45-8:50	Student goal setting for the day's work
8:50-9:05	Mini Whole Group Lesson ELA or Math
9:05-10:05	Work Block I
10:05-10:20	Recess
10:20-10:35	Mini Whole Group Lesson ELA or Math
10:35-11:35	Work Block II
11:35-11:50	Read Aloud or Shared Reading
11:50-12:00	Reflection on morning work completed
12:00-12:45	Lunch
12:45-1:00	Read Aloud/Shared Reading (can be cross-curricular/thematic)
1:00-1:45	Tech Intensive Time
1:45-2:15	PE/Art/Music Whole Group Lesson
2:15-2:45	Social Studies/Science Whole Group or Independent
2:45-3:00	Closure/Reflection/Progress Folder updates

SECTION 7

INTERMEDIATE INSTRUCTION

INTERMEDIATE I CAN! RESOURCES.....	101
GRADE-LEVEL REQUIREMENTS & INSTRUCTIONAL GUIDELINES	
• 3RD.....	102
• 4TH, 5TH, 6TH	104
• 7TH, 8TH.....	106
INTERMEDIATE SAMPLE DAILY SCHEDULE.....	108



INTERMEDIATE I CAN! RESOURCES

PACING GUIDES

In all grade levels, Springs has identified student-friendly **I CAN!s** based on the state standards for English Language Arts, Math, and the high school content areas. These I CAN!s can be found on the **Pacing Guides**, which can be found in the TTSW Toolbox.

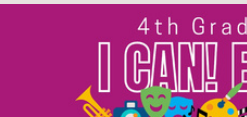
- TK-8 teachers use these resources and their curriculum to develop a curriculum map for each subject area.
- High School courses have been developed by the Department Specialists. These courses include the I CAN!s and the pacing guides.


PACING GUIDES


4th Grade I CAN! ELA

Pacing Guide & I CAN!s by

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The Whole Child

- Has an increased attention span
- Accepts personal responsibility for behavior
- Strong desire to belong to a group
- Works towards shared goals
- Communicates wants and needs
- More aware of real-world events






2023 - 2024

1st Semester

Teaching the Springs Way: The foundation of personalized learning is developing relationships with your students. Take the first three weeks of school to get to know each other and teach the routines and procedures for your classroom to make expectations clear. **TSWY Toolbox: Holistic View of Students, Literacy Diagnostic, Assessment Toolbox, I CAN! Evidence, Student Engagement Calendar (Canvas Comments and FLPs).**

	I CAN!s	EDMSS
		1-Ready Diagnostic: 8/22 - 9/22 Foundational Reading Skills Reading Readiness Skills Prerequisite skills needed to start grade-level I CAN!s
3/Week Prior Grade Review	8.20 8.21 8.22	Foundational Reading Skills: Use Greek and Latin Affixes (Prefixes & Suffixes) and Root Words to Close in the Meaning of a Word, Read and Understand Commonly Confused Words, Decode Multisyllable Words, Read Sight Words, Read Graphically Presented Text for Purpose, Understanding, Accuracy, Pace, Engagement and Context
Key Standards	8.20 8.21 8.22	Foundational Reading Skills: Use Greek and Latin Affixes (Prefixes & Suffixes) and Root Words to Close in the Meaning of a Word, Read and Understand Commonly Confused Words, Decode Multisyllable Words, Read Sight Words, Read Graphically Presented Text for Purpose, Understanding, Accuracy, Pace, Engagement and Context
	8.2	Reading Understanding: Refer to Details in a Text Explaining what the Text Says Explicitly and Draw Inferences, Determine a Theme of a Story, Drama, or Poem from Objects in the Text and Characters, Describe in Depth a Character's Setting, or Event Showing Significant Details in the Text, Explain the Major Differences Between Events, Concepts, and Places and Reflect on the Structural Unfolding Plot and Third Person
	8.6	Writing: Write Opinion or Informative/Explanatory or Narrative essays
	8.6	Writing Assessment 7/1/25 Reading Inquiry Goal 34 items
Key Standards	8.20 8.21 8.22	Foundational Reading and Language Skills: Use Greek and Latin Affixes (Prefixes & Suffixes) and Root Words to Close in the Meaning of a Word, Read and Understand Commonly Confused Words, Decode Multisyllable Words, Read Sight Words, Read Graphically Presented Text for Purpose, Understanding, Accuracy, Pace, Engagement and Context
	8.2	Reading Understanding: Refer to Details in a Text Explaining what the Text Says Explicitly and Draw Inferences, Determine the Main Idea of a Text and the Author's Purpose, Draw Conclusions, Summarize Text, Describe the General Structure of Events, Ideas, Concepts, or Information in a Text
	8.6	Writing: Write Opinion or Informative/Explanatory or Narrative essays
	8.6	



I CAN! COURSES

I CAN! Courses are Springs' supplemental curriculum for standards-based mastery learning in English Language Arts and Math.

MASTERY PATHS & I CAN! ACTIVITIES

Mastery Paths are templates that guide the Springs Mastery Wheel cycle. These are completed with the student, and together a plan is made for the mastery goal. Throughout the path, the teacher and student will come together to check in on progress during the Tuning Meeting.

The **Tuning Meeting Template** guides each step, from Setting the Goal to Celebrating Success.

TUNING MEETING TEMPLATE

Kindergarten TUNING TIME!

Name _____

With your teacher to discuss your progress, successes and/or barriers so that you can collaborate on your next steps! Document your discussion notes here:

Pre-Meeting (!) Fill this out first)

I CAN/CAN'T Focus

My Goal

Why do I need a tuning meeting?	I feel:				
---------------------------------	---------	--	--	--	--

about my goal right now.

Tuning Time! (We fill this out together)

Did I meet my goal yet?
Yes _____ No _____
Date goal was met: _____

Next Steps to Success	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
-----------------------	--

OR

My Next Goal	
--------------	--

3RD GRADE GRADE-LEVEL REQUIREMENTS



CLASSROOM REQUIREMENTS

✓ SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOs
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales

✓ MATERIALS & SUBSCRIPTIONS

- ☐ Pocket chart with stand
- ☐ Small dry-erase board, EXPO markers, and erasers
- ☐ Poster boards
- ☐ Sentence strips
- ☐ Writing journals

✓ CORE CURRICULUM

Targeted to support personalized, student-driven learning.

✓ GOAL PROGRESS FOLDERS

Progress monitoring tool for goal setting and mastery tracking.

✓ DAILY REFLECTION & FEEDBACK

Scheduled times for individual and group reflection and targeted feedback.



COMPREHENSIVE LITERACY REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **ELA Instruction:** 160 minutes per day
- ☐ **Reading Comprehension:** _____
- ☐ **Writing:** _____
- ☐ **Grammar:** _____
- ☐ **Vocabulary:** _____
- ☐ **Spelling:** _____
- ☐ **Fluency:** Read Naturally
- ☐ **Sight Words:** Rainbow Sight Words
- ☐ **Classroom Library:** 100-200 books per class, organized in baskets by Lexile reading level
- ☐ **Read Alouds/Shared Reading:** _____
- ☐ **Small Group Guided Reading:** _____



COMPREHENSIVE MATH REQUIREMENTS ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **Math Instruction:** 90 minutes per day
- ☐ **Math Curriculum:** _____
- ☐ **Teacher Training:** Jo Boaler
- ☐ **Manipulatives:** 3-5 Kit
- ☐ **ST Math:** 90 minutes per week or 60 puzzles per week
- ☐ **M.A.T.H.**
 - Math with the teacher in whole and small groups
 - ACE Support in small groups
 - Tech Time
 - Hard work on personalized goals



ELD REQUIREMENTS

- ☐ **Designated:** Benchmark Express
- ☐ **Integrated:** Academic Language Support Strategies



HISTORY

- ☐ **History Curriculum:** _____



SCIENCE

- ☐ **Science Curriculum:** _____



INTERVENTION

- ☐ **ELA:** Really Great Reading, Lexia, Reading Plus
- ☐ **Math Tier 2:** _____ **Math Tier 3:** _____

3RD GRADE INSTRUCTIONAL GUIDELINES



COMPREHENSIVE LITERACY GUIDELINES



WHOLE GROUP ACTIVITIES

(85 total minutes per day, including cross-curricular activities)



Skills Lesson (phonics, vocabulary, or other)



Teacher-led shared reading



Teacher Read Alouds



Writing mini-lesson/vocabulary



Writing



WORK BLOCK ACTIVITIES

(75 minutes per day could include)

- **Guided Reading/Independent Reading**
- **Small group skills lesson** (phonics, vocabulary, or intervention)
- **Fluency work** (small group or independent; Read Naturally)
- **Lexia**
- **Penmanship, Independent practice for skills lesson**



KEY GOALS

- Reading fluency through incremental repeated readings (Read Naturally), guided reading, poetry, and reader's theater
- High-level decoding skills taught through phonics, spelling, and vocabulary lessons
- Reading comprehension and vocabulary skills through content reading, read alouds, and shared reading

TOTAL ELA TIME: 160 MINUTES



COMPREHENSIVE MATH GUIDELINES



WHOLE GROUP ACTIVITIES

(15 total minutes per day)



Whole Class skills lessons (introduction of a new topic, "we do" practice, discourse)



WORK BLOCK ACTIVITIES

(75 minutes per day could include)

- **Small group skills lesson** (with teacher or ACE and fluency practice)
- **ST Math** (required)/**i-Ready Math Lessons** (optional)
- **Manipulatives, Math Games, Personalized Learning Workmaps, I CAN! Activities**
- **Goal Tracking/Progress Monitoring**



KEY GOALS

- The ability to apply the math they know to solve problems inside and outside the math classroom
- A beginning degree of procedural skill and fluency
- Use of manipulatives to make the learning concrete
- Using number talks to increase math discourse

TOTAL MATH TIME: 90 MINUTES

SUPPLEMENTAL RESOURCES:

These instructional resources have been curated or developed by SCS for personalized learning or are provided by Springs in 3rd Grade.

- **Lexia, iReady, ST Math**

4TH-6TH GRADE GRADE-LEVEL REQUIREMENTS



CLASSROOM REQUIREMENTS

✓ SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOs
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales

✓ MATERIALS & SUBSCRIPTIONS

- ☐ Pocket chart with stand
- ☐ Small dry-erase board, EXPO markers, and erasers
- ☐ Poster boards
- ☐ Sentence strips
- ☐ Writing journals

✓ CORE CURRICULUM

Targeted to support personalized, student-driven learning.

✓ GOAL PROGRESS FOLDERS

Progress monitoring tool for goal setting and mastery tracking.

✓ DAILY REFLECTION & FEEDBACK

Scheduled times for individual and group reflection and targeted feedback.



COMPREHENSIVE LITERACY REQUIREMENTS

ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **ELA Instruction:** 160 minutes per day
- ☐ **Fluency:** Read Naturally (Only required for 4th Grade)
- ☐ **Reading Comprehension:** _____
- ☐ **Classroom Library:** 100-200 books per class, organized in baskets by Lexile reading level
- ☐ **Read Alouds/Shared Reading:** _____
- ☐ **Small Group Guided Reading:** Curriculum-embedded Grade-Level Novels
- ☐ **Vocabulary:** _____
- ☐ **Spelling:** _____
- ☐ **Grammar:** _____
- ☐ **Writing:** _____



COMPREHENSIVE MATH REQUIREMENTS

ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **Math Instruction:** 90 minutes per day
- ☐ **Math Curriculum:** _____
- ☐ **Teacher Training:** Jo Boaler
- ☐ **Manipulatives:** 3-5 Kit (4th & 5th Grade); 6-8 Kit (6th Grade)
- ☐ **ST Math:** 90 minutes per week or 60 puzzles per week
- ☐ **M.A.T.H.**
 - Math with the teacher in whole and small groups
 - ACE Support in small groups
 - Tech Time
 - Hard work on personalized goals



ELD REQUIREMENTS

- ☐ **Designated:** Benchmark Express, Language Tree (6th)
- ☐ **Integrated:** Academic Language Support Strategies



HISTORY

- ☐ **History Curriculum:** _____



SCIENCE

- ☐ **Science Curriculum:** _____



INTERVENTION

- ☐ **ELA:** Really Great Reading, Lexia, Read Naturally (5th & 6th)
- ☐ **Math Tier 2:** _____ **Math Tier 3:** _____

4TH-6TH INSTRUCTIONAL GUIDELINES



COMPREHENSIVE LITERACY GUIDELINES



WHOLE GROUP ACTIVITIES

(75 total minutes per day, including cross-curricular activities)



Close reading lesson



Read Alouds



Writing mini-lesson/vocabulary



Writing



WORK BLOCK ACTIVITIES

(85 minutes per day could include)

- Small group guided reading
- Small group skills for intervention
- Reading Plus
- Independent practice from small group
- Penmanship, spelling, mechanics activity, independent reading, Read Naturally fluency practice
- Literature Circles



KEY GOALS

- Reading fluency through incremental repeated readings (Read Naturally), guided reading, poetry and reader's theater
- Reading comprehension and vocabulary skills through content-area reading, read alouds, and shared reading

TOTAL ELA TIME: 160 MINUTES



COMPREHENSIVE MATH GUIDELINES



WHOLE GROUP ACTIVITIES

(15 total minutes per day)



Whole Class skills lessons (introduction of a new topic, "we do" practice, discourse)



WORK BLOCK ACTIVITIES

(75 minutes per day could include)

- **Small group skills lesson** (with teacher or ACE and fluency practice)
- **ST Math** (required)/**i-Ready Math Lessons** (optional)
- **Manipulatives, Math Games, Personalized Learning Workmaps, I CAN! Activities**
- **Goal Tracking/Progress Monitoring**



KEY GOALS

- The ability to apply the math they know to solve problems inside and outside the math classroom
- A beginning degree of procedural skill and fluency
- Use of manipulatives to make the learning concrete
- Using number talks to increase math discourse

TOTAL MATH TIME: 90 MINUTES

SUPPLEMENTAL RESOURCES:

These instructional resources have been curated or developed by SCS for personalized learning or are provided by Springs in 3rd Grade.

- **i-Ready, Reading Plus, I CAN! Courses, Literature Bundles, Lexia, Read Naturally, Really Great Reading**

7TH-8TH GRADE GRADE-LEVEL REQUIREMENTS



CLASSROOM REQUIREMENTS

✓ SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOs
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales

✓ MATERIALS & SUBSCRIPTIONS

- ☐ Pocket chart with stand
- ☐ Small dry-erase board, EXPO markers, and erasers
- ☐ Poster boards
- ☐ Sentence strips
- ☐ Writing journals

✓ CORE CURRICULUM

Targeted to support personalized, student-driven learning.

✓ GOAL PROGRESS FOLDERS

Progress monitoring tool for goal setting and mastery tracking.

✓ DAILY REFLECTION & FEEDBACK

Scheduled times for individual and group reflection and targeted feedback.



COMPREHENSIVE LITERACY REQUIREMENTS

ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **ELA Instruction:** 160 Minutes
- ☐ **Reading Comprehension:** _____
- ☐ **Classroom Library:** 100-200 books per class, organized in baskets by Lexile reading level
- ☐ **Read Alouds/Shared Reading:** _____
- ☐ **Small Group Guided Reading:** Curriculum-embedded Grade-Level Novels
- ☐ **Writing:** _____
- ☐ **Grammar:** _____
- ☐ **Vocabulary:** _____
- ☐ **Spelling:** _____



COMPREHENSIVE MATH REQUIREMENTS

ALL REQUIRED COMPONENTS ARE LISTED BELOW.

On the fill-in-the-blanks, write the curriculum that your site or program has selected.

- ☐ **Math instruction:** 90 minutes per day
- ☐ **Math Curriculum:** _____
- ☐ **Manipulatives:** 6-8 Kit
- ☐ **Teacher Training:** Jo Boaler
- ☐ **i-Ready:** 45 minutes per week
- ☐ **M.A.T.H.**
 - Math with the teacher in whole and small groups
 - ACE Support in small groups
 - Tech Time
 - Hard work on personalized goals



ELD REQUIREMENTS

- ☐ **Designated:** Language Tree
- ☐ **Integrated:** Academic Language Support Strategies



HISTORY

- ☐ **History Curriculum:** _____



SCIENCE

- ☐ **Science Curriculum:** _____



INTERVENTION

- ☐ **ELA:** Lexia, Read Naturally, Reading Plus
- ☐ **Math Tier 2:** _____ **Math Tier 3:** _____

7TH-8TH INSTRUCTIONAL GUIDELINES



COMPREHENSIVE LITERACY GUIDELINES



WHOLE GROUP ACTIVITIES

(75 total minutes per day, including cross-curricular activities)



Close reading lesson



Read Alouds



Writing mini-lesson/vocabulary



Writing



WORK BLOCK ACTIVITIES

(85 minutes per day could include)

- Small group guided reading
- Small group skills for intervention
- Reading Plus
- Independent practice from small group
- Penmanship, spelling, mechanics activity, independent reading, Read Naturally fluency practice
- Literature Circles



KEY GOALS

- Reading fluency through incremental repeated readings (Read Naturally), guided reading, poetry and reader's theater
- Reading comprehension and vocabulary skills through content-area reading, read alouds, and shared reading

TOTAL ELA TIME: 160 MINUTES



COMPREHENSIVE MATH GUIDELINES



WHOLE GROUP ACTIVITIES

(15 total minutes per day)



Whole Class skills lessons (introduction of a new topic, "we do" practice, discourse)



WORK BLOCK ACTIVITIES

(75 minutes per day could include)

- **Small group skills lesson** (with teacher or ACE and fluency practice)
- **I-Ready Math** (required)/**ST Math Lessons** (optional)
- **Manipulatives, Math Games, Personalized Learning Workmaps, I CAN! Activities**
- **Goal Tracking/Progress Monitoring**



KEY GOALS

- The ability to apply the math they know to solve problems inside and outside the math classroom
- A beginning degree of procedural skill and fluency
- Use of manipulatives to make the learning concrete
- Using number talks to increase math discourse

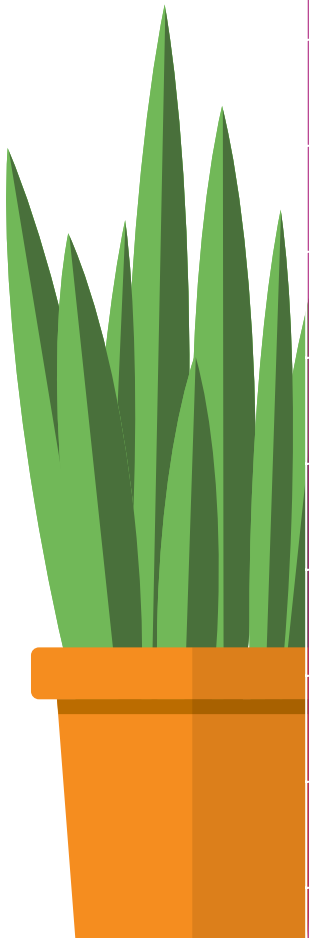
TOTAL MATH TIME: 90 MINUTES

SUPPLEMENTAL RESOURCES:

These instructional resources have been curated or developed by SCS for personalized learning or are provided by Springs in 3rd Grade.

- **i-Ready, Reading Plus, I CAN! Courses, Literature Bundles, Lexia, Read Naturally, Really Great Reading**

INTERMEDIATE SAMPLE DAILY SCHEDULE

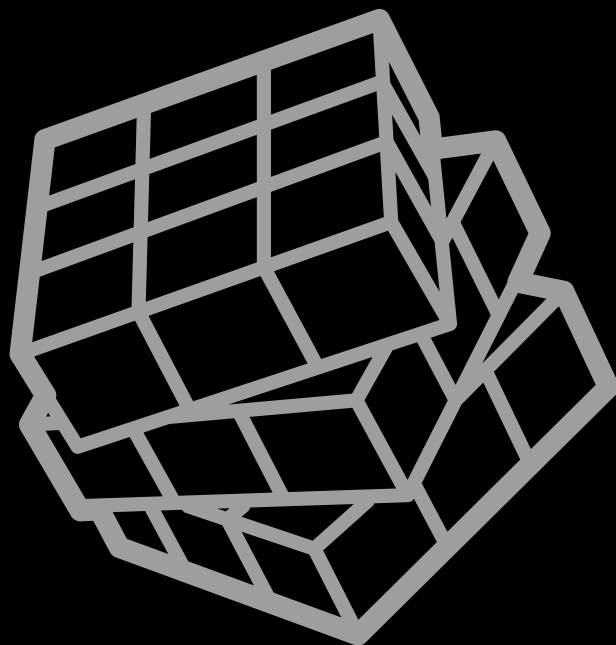


8:30-8:45	Community Circle
8:45-8:50	Student goal setting for the day's work
8:50-9:05	Mini Whole Group Lesson ELA or Math
9:05-10:05	Work Block I
10:05-10:20	Recess
10:20-10:35	Mini Whole Group Lesson ELA or Math
10:35-11:35	Work Block II
11:35-11:50	Read Aloud or Shared Reading
11:50-12:00	Reflection on morning work completed
12:00-12:45	Lunch
12:45-1:00	Read Aloud/Shared Reading (can be cross-curricular/thematic)
1:00-1:45	Tech Intensive Time
1:45-2:45	PE/Art/Music/Social Studies/Science Whole Group Lesson
2:45-3:00	Closure/Reflection/Progress Folder updates

SECTION 8

HIGH SCHOOL INSTRUCTION

POP HIGH SCHOOL CURRICULUM.....	110
HIGH SCHOOL CLASSROOM LOOK-FORS.....	111
LESSON PLANNING FOR POP.....	112
COLLEGE CAREER READINESS LOOKFORS.....	113
CITE.....	114



POP HIGH SCHOOL CURRICULUM

SPRINGS
CHARTER SCHOOLS



POP

PERSONALIZED OPTIONS PROGRAM

HOW DOES THE POP SCHEDULE WORK?



Springs' POP schedule is a more brain-friendly approach than the traditional six classes per semester schedule.



The high school year is broken into six 26-day **Sprints**.



Each school day includes four **OPTs**

- Three 90-minute OPTs
- One 45-minute X-OPT



CHECK OUT THE POP
CATALOG ON OUR WEBSITE
FOR MORE INFORMATION!

We believe that students learn best when they are invested. Offering student choice in learning is one of the most powerful ways to increase intrinsic motivation and affect student learning.

We know that when students have energy and passion for their work, they can accomplish great things. When learning doesn't have personal relevance or connect with a student's strengths or interests, it becomes a meaningless struggle.

STUDENT CHOICE BUILDS OWNERSHIP IN LEARNING.

Traditional schools let schedules dictate, but we let choice and ownership lead the way.

- Students choose three OPTs (options) per Sprint.
- OPTs are interesting and relevant to teenagers.
- Activities encourage hands-on, engaged learning.
- Mastery-based

Research on the teenage brain shows that students learn better when they dive deep and focus on fewer courses at a time.



SCAN ME



Springs High Schools POP!

HIGH SCHOOL CLASSROOM LOOK-FORS

WELCOME TO
HIGH SCHOOL!

High School



SCS POSTERS

These posters reflect the tenets of the Springs Mission and Vision. They should be in your classroom and visible to your school community.

- ☐ GLOS
- ☐ Mastery Learning Wheel
- ☐ Power Tools
- ☐ Proficiency Scales
- ☐ High School Minimum Standards for Writing



OBSERVABLES



INSTRUCTION & EXPECTATIONS

- ☐ **CANVAS Course**
 - A variety of writing styles are being assigned
 - Reading volume is a priority
- ☐ **Students are:**
 - engaging in listening and speaking assignments
 - learning independently and collaboratively
- ☐ **Mastery**
 - Mastery assignments are being graded with timely feedback (1 week from the due date)
 - Multiple attempts for mastery assignments are provided
- ☐ **ENGLISH ONLY - Qualified students are:**
 - enrolled in Literacy Essentials x-OPT
 - enrolled in Writing Essentials OPTs or x-OPT

LESSON PLANNING FOR POP

ACADEMY
SCENARIO

ILP
SCENARIO

PLAN:
DAY OF THE
ASSIGNMENT

LEARN:
DIRECT INSTRUCTION

TRY:
GROUP/INDIVIDUAL PRACTICE

REFLECT:
EVIDENCE TO SUBMIT
TO CANVAS

CYOA* DAY 2:
WH Prelude to
Imperialism

*Adapted for
Academy CYOA
Day 2*



Students will complete the Imperialism Stations Activities in table groups.

(Students will complete the activity in their copy of the assignment or on their printable handout.)

Station 1: As a class, students will analyze a historical image using Jamboard.

Station 2: In table groups, students will identify and define important key terms. Class will regroup and discuss misconceptions.

Station 3: In table groups, students will have 15 minutes to complete the "Star Wars" reading and questions.

Station 4: Station will begin with the whole class watching the video and taking notes of main points. Then, in table groups, students will jigsaw read Slides 7-9. Teacher will determine how to split up the reading and then students will share the main points to the class.

If time permits, students will individually complete the Final Reflection and submit.

CYOA* DAY 2:
WH Prelude to
Imperialism

*Adapted for
ILP CYOA Day 2
using Pear Deck*



The ILP lesson would take place using Zoom. The teacher needs to be familiar with putting students into groups on Zoom. Based on the class, the teacher needs to decide if groups would be random or if they will be setting the groups.

As students enter, instructions for joining the Pear Deck would be on the screen. Once they join, students would start as a warm-up with **Slide 2**.

Slides 4, 5, and 6: teacher reads, and models what to highlight that would answer the question and helps frame the responses. Students copy answers on their document.

Slide 3: Students are put into groups and assigned a term- they are given 7 minutes to define their term and create a drawing. After the time is up, students would come back, and the teacher would go over responses while students finish defining the remaining terms based on what is shared.

Slides 7, 8, and 9:

Students will individually complete with the teacher checking responses through Pear Deck and making corrections in thought patterns as needed.

Slide 10: Students will be put into groups which will be given 15 minutes to complete. (Please note that in strategies of success, there is a lower level Lexile of the reading- the teacher should use that for individuals or groups that might need help)

Slide 11: Students will complete slide 11 on their own using examples from the resources. (Teacher can put on the screen sentence starters to help)

Once the lesson is completed the teacher will click "End Session"- then click publish takeaways- this will email students their responses and they can submit that to Canvas.

*CHOOSE
YOUR OWN
ADVENTURE

COLLEGE & CAREER INDICATORS



OUR PROMISE IS THAT EVERY STUDENT WILL BE COLLEGE & CAREER READY.

SUPPORTING EVERY STUDENT

Master planning & scheduling is crucial to opening up College & Career opportunities for our students. By offering *Beginning Keyboarding* and *Get Focused* early (9th or 10th grade), students can earn college credit if they pass with a B or better and apply for the college credit, which is free. Additionally, Springs's CTE and Internships offer college credit, as well as enrollment at Barstow Community College, or the local community colleges.

EVERY STUDENT MEANS EVERY STUDENT

Special Education students can:

- take articulated college courses like *Keyboarding* or *Get Focused* in 9th grade.
- take 2 years of a CTE pathway with support from their Case Manager.
- get paid to do internships with the Department of Rehab or with a pre-apprenticeship in 11th & 12th grade.

3 ROUTES FOR SPRINGS STUDENTS



- 1** 4-Year College Ready
- 2** Career Ready
- 3** Post-Secondary Connections

PROMOTING CCI

- College Spirit Days
- College Resource Center
- College & Career Fairs

SPRINGS CAREER SPEAKER SERIES



Scan here to check out our weekly series of interviews with alumni and other service and career professionals from a wide variety of jobs and positions.

C.I.T.E.



CAREER & TECHNICAL EDUCATION, CTE

C.I.T.E is a nationwide program intended to prepare students for college and careers. At Springs, we currently offer 16 CTE pathways

- Combines Academic Knowledge and Technical Skills
- Includes pathways of study in specific industry sectors
- Each pathway consists of two year-long courses
- Eight CTE courses are articulated for college credit
- "CTE Completer" - students who complete a pathway at C- or better
- Part of the CA Dashboard - College Career Indicator



SCAN
HERE FOR
MORE
INFO
ABOUT
CITE



WORK-BASED LEARNING

1. **Internship** - unpaid opportunities to "try out" a career
 - a. EWEE 1 (articulated) / EWEE 2
2. **Work Experience** - earning high school credit while working at a paid job
 - a. GWEE 1 / GWEE 2
3. **Part of the CA Dashboard** - College Career Indicator

CTE ACADEMIC HONOR CORD

Students who complete a CTE pathway with a GPA of 3.0 or better, and complete 120 hours in EWEE or GWEE, will receive a purple and white cord to wear at graduation.



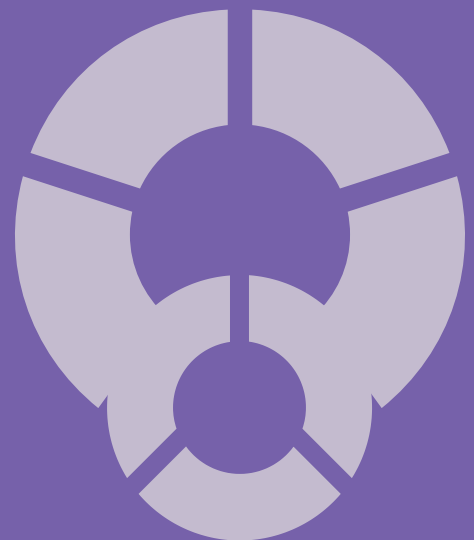
SECTION 9

MASTERY LEARNING AT SPRINGS

THE MASTERY LEARNING WHEEL EXPLAINED.....	116
TEACHING THE SPRINGS WAY.....	118
SAMPLE CURRICULUM MAPS.....	119
SAMPLE WEEKLY LESSON PLANNER.....	120
SET THE GOAL.....	121
MAKE A PLAN.....	122
THE LEARNING CYCLE.....	125
PROVE.....	130
CELEBRATE.....	131
GRADING AT SPRINGS.....	132

*"We do not learn from
experience... we learn from
reflecting on experience."*

- John Dewey



MASTERY LEARNING WHEEL

THE MASTERY LEARNING WHEEL INCLUDES SEVEN STAGES.

Springs lives out personalized learning through our Mastery Learning Wheel process used at every level with increasing complexity as age and abilities increase.

CELEBRATE

Celebrate success, discuss obstacles, and develop new goals.

PROVE

(summative assessment)

When the student believes they have mastered the skill, they complete the mastery quiz or assignment related to the I CAN! topic.

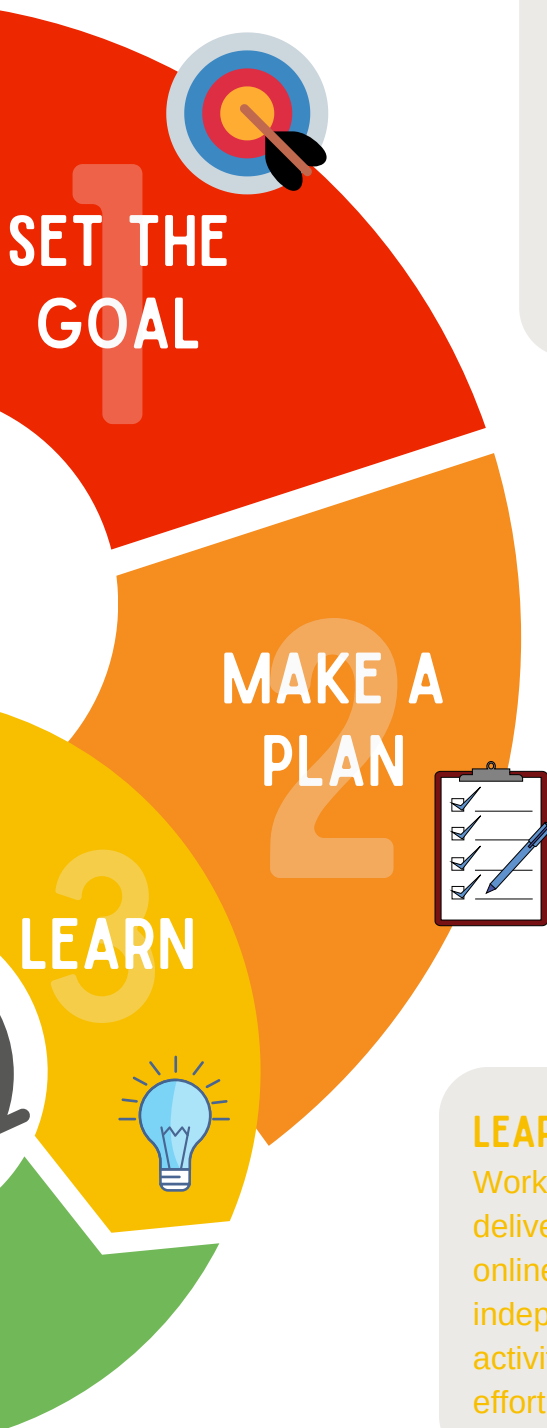
REFLECT

Teachers and students participate in **Tuning Meetings** at least bimonthly where progress is reviewed and assignments are honed.

TRY

Assess and track progress. Students complete learning activities and track progress in their folders.





SET A PERSONALIZED LEARNING GOAL

The teacher begins by reviewing diagnostic assessment data, mastery quiz data, and observations with the child to determine the appropriate academic skills to select. Teachers will lead students through a series of questions designed to get them thinking strategically and analytically. Teachers will ensure that children know how to write a “SMART” goal, one that is specific, measurable, attainable, relevant, and time-based.

MAKE A PLAN

Students will need the teacher’s guidance to develop clear and simple strategies for learning. They will need to be encouraged to select a variety of learning activities to complete their plan. The strategies should align with and build on the student’s learning preferences, their capacity for independent learning, their personal characteristics, and the specific learning goals they set.

LEARN THE CONTENT

Work the plan. This portion of the process includes both teacher-delivered instruction and independent learning activities including online lessons, textbook learning, center activities, and independently completed paper-and-pencil activities. All “Learn” activities should be paired with a “try” activity for accountability and effort tracking.

TEACHING THE SPRINGS WAY





1. Develop the Curriculum Map using the I CAN! Pacing Guide(s) and Assessment Plans.
2. Plan weekly lessons using the SCS Weekly Lesson Planner.
3. Create Student Goal Progress Folders.
4. Prepare for your grade level Diagnostic.
5. Use the diagnostic data to complete the I CAN! Mastery tracker for both ELA and math for each student.
6. Complete the PLP Template and meet with each family to review the information and set collaborative goals.
7. Use the PLP information to create SCS Work Maps for student independent work.
8. Work Maps and PLP Templates are stored in each student's Goal Progress Folder. Students will have multiple mastery paths based on their I CAN! goals.
9. Ensure that I CAN! resources are accessible and available for students during independent work time.
10. Establish the expectations for independent work time including how to pull small groups and work with your ACE.
11. Every morning students set goals and intentions for learning and have scheduled time to reflect on their progress.
12. At the end of each day, students reflect on their accomplishments, celebrate their success, and problem-solve. They complete Daily Reports and give them to the teacher before going home.
13. Mastery quizzes and Proficiency Scales for each I CAN! are used to help students monitor their progress, adjust goals, and plan additional opportunities for practice.
14. Every Friday, new goals are set and tracked in the Goal Progress Folder.
15. Teachers meet with families at least twice a year for PLP Meetings
16. On Home Study days, students check in with their teacher virtually in the morning and share their completed Daily Learning Menu, documenting their plan for the morning for focused work on their learning goals. In the afternoons, students work on passion projects and complete their work maps.


SAMPLE CURRICULUM MAPS



CURRICULUM MAPS HAVE BEEN PROVIDED TO HELP YOU ORGANIZE ALL OF YOUR CURRICULUM CONTENT IN ONE PLACE. DIFFERENT FORMATS HAVE BEEN CREATED TO ALLOW YOU TO ORGANIZE BY WEEK, MONTH, OR UNIT.

<div>  <div>5th Grade Monthly CURRICULUM MAP</div>  <div>Use this teacher planning document for annual, big-picture planning.</div> </div>					
Month	Subject	I Can/Content	Projects/Activities	Assessment	Personalization
August	ELA				
	Math				
	Science/Social Studies				
	Electives				

MONTHLY TEMPLATE



2025 Grade 5 Curriculum Map

August			Week	Whole Group Focus	Discourse Topics	Manipulatives	Vocabulary & ELD	ST Math Objective	Spiral Review	Science
	Science/ Social Studies									
	Elec ves									
September										
	ELA		Example: Week 15 12/2-12/6 (5 days)	Topic 7: Use Equivalent Fractions to Add and Subtract Fraction	1. Pattern Blocks 2. Equiv or Not 3. Mix it up 4. WN Vs Fractions	Pattern blocks Fraction tiles	Numerator Denominator Equiv Fractions Common denominator	1. Adding and Subtracting Fractions with Unlike Denominators 2.) Common Denominators 3.) Equivalent Fractions	Operations with whole numbers and decimals	Mystery Science U3L2: Who Set the First Clock?
	Math									
	Science/ Social Studies		Week 1 8/20-8/23 (4 days) Diagnostic							
	Elec ves		Week 2 8/26-8/30 (5 days) Diagnostic							
			Week 3 9/-9/6 (4 days)							
			Week 4 9/9-9/13 (5 days) TAB: Place Value System							

WEEKLY TEMPLATE

WEEKLY TEMPLATE

ALL TEMPLATES ARE CUSTOMIZABLE. PERSONALIZATION MUST BE INCLUDED IN ALL PLANNING DOCUMENTS.

SAMPLE WEEKLY LESSON PLANNER



Lesson Planner templates are provided to help teachers break down the content of their teaching day.

The templates allow for whole group and small group instruction to be planned, and they include special sections for content vocabulary, MTSS, and teacher notes.

Templates are available in 5, 4, 3, and 2 days a week to support all of our different programs.

5th Grade 5-Day
LESSON PLANNER

Use this teacher planning document for weekly, detailed planning.

Teacher Name: _____ Week Of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
ELA (170 min)	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group	
Vocabulary of the Week	Group 1 Focus:	Group 1 Focus:	Group 1 Focus:	Group 1 Focus:	Group 1 Focus:	
	Group 2 Focus:	Group 2 Focus:	Group 2 Focus:	Group 2 Focus:	Group 2 Focus:	
	Group 3 Focus:	Group 3 Focus:	Group 3 Focus:	Group 3 Focus:	Group 3 Focus:	
	Group 4 Focus:	Group 4 Focus:	Group 4 Focus:	Group 4 Focus:	Group 4 Focus:	
	Goals & Tuning:	Goals & Tuning:	Goals & Tuning:	Goals & Tuning:	Goals & Tuning:	
Math (90 min)	Whole Group	Whole Group	Whole Group	Whole Group	Whole Group	
Vocabulary of the Week	Group 1 Focus:	Group 1 Focus:	Group 1 Focus:	Group 1 Focus:	Group 1 Focus:	
	Group 2 Focus:	Group 2 Focus:	Group 2 Focus:	Group 2 Focus:	Group 2 Focus:	
	Group 3 Focus:	Group 3 Focus:	Group 3 Focus:	Group 3 Focus:	Group 3 Focus:	
	Group 4 Focus:	Group 4 Focus:	Group 4 Focus:	Group 4 Focus:	Group 4 Focus:	
	Goals & Tuning:	Goals & Tuning:	Goals & Tuning:	Goals & Tuning:	Goals & Tuning:	
Science/SS	Unit	Unit	Unit	Unit	Unit	
Vocabulary of the Week	Activity:	Activity:	Activity:	Activity:	Activity:	
	Outcome:	Outcome:	Outcome:	Outcome:	Outcome:	
Electives	Unit	Unit	Unit	Unit	Unit	
Vocabulary of the Week	Activity:	Activity:	Activity:	Activity:	Activity:	
	Outcome:	Outcome:	Outcome:	Outcome:	Outcome:	
MTSS/ELD	Skill(s):	Skill(s):	Skill(s):	Skill(s):	Skill(s):	
Vocabulary of the Week	Group(s):	Group(s):	Group(s):	Group(s):	Group(s):	

SET THE GOAL

S.M.A.R.T. GOALS

SPECIFIC

- Create a Habits of Success goal statement for yourself related to this unit.

MEASURABLE

- What evidence will you have to indicate that you have/have not met your goal?
- What will you use to measure your success?

ACTIONABLE

This is the HOW!

- What steps will you take to in order to make progress toward meeting this goal?

RELEVANT

- Explain why this goal is worthwhile for you and this particular unit.
- How will working towards this goal help you to achieve Mastery?

TIMELY

- When will you start?
- When do you hope to see progress
- When do you hope to see completion?



EXAMPLE

By the end of the unit, I will demonstrate mastery of the Common Core Math Standard 6.SP.A.1 by recognizing a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.

MAKE A PLAN

KEY IDEAS

Teacher's guidance

Power Tools

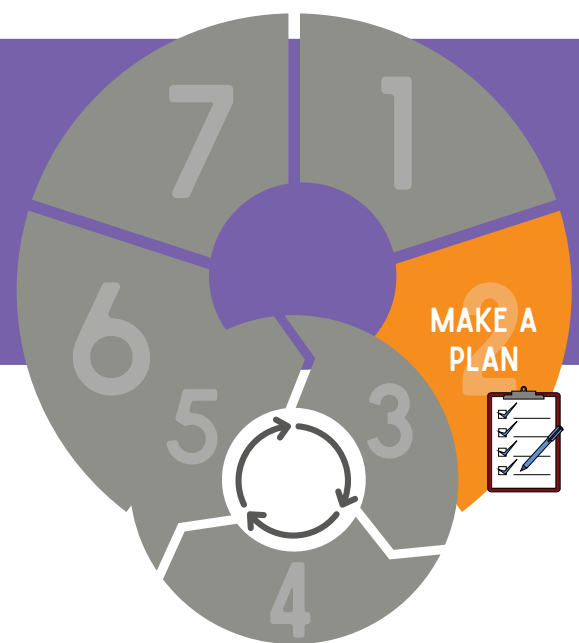
A Variety of activities

- Paper & pencil
- Textbooks
- File folder games & activities
- Partner/group activities
- Online research or programs
- Hands-on projects
- Videos

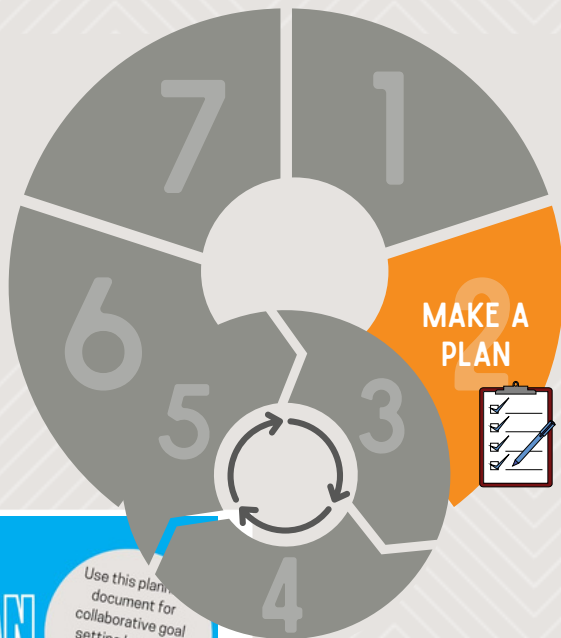
Mastery Paths

Learner Preferences

Gradual release toward independence



EXAMPLE PLPs



6th Grade PERSONALIZED LEARNING PLAN

Springs



Student Name: _____

Teacher: _____

Student Scores

i-Ready D1		i-Ready D2		i-Ready D3	
Score	Goal	Score	Goal	Score	Goal

Reading

	Current	Goal	Grade Level Expec.
Fluency			
Reading Level			

ICAN! Focus:

Writing

Strategies to Meet Goal:

i-Ready Skill(s) Focus: According to the diagnostic data, what are the next steps for growth?

Math

	Current	Goal	Grade Level Expec.
Fluency			

Strategies to Meet Goal:

Teacher Notes

Parent Notes

Student Signature: _____ Parent Signature: _____

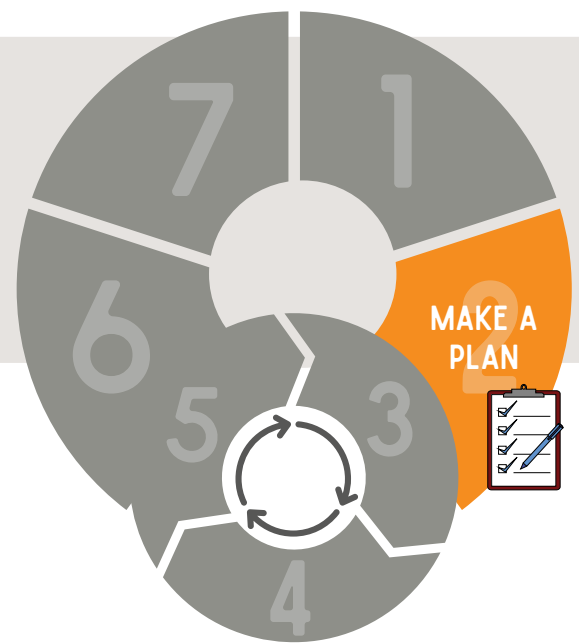
Teacher Signature: _____

MASTERY PATHS (MPS)

WHAT ARE THEY?

Mastery Paths are templates with built-in activities for each I CAN!

- Online activities
- Hands-on activities
- Self-reflection
- Assessments



HOW DO YOU USE THEM?

The teacher must explicitly guide students using their first Mastery Path. Once students are able to work independently, the teacher and student will meet to collaboratively make a plan for I CAN! Mastery using the MP.

- Personalized Learning Plan Meeting
- Mastery Path
- Tuning Meetings
- Celebrate Mastery

WHY DO THEY MATTER?

Mastery Paths are the perfect template to guide personalized, student-driven, mastery learning. When used collaboratively with students, teachers empower them to work independently and make choices about their learning.

THE LEARNING CYCLE

LEARN

Teacher-delivered instruction and independent learning activities including online lessons, textbook learning, center activities, and independently completed paper-and-pencil activities.

All “Learn” activities should be paired with a “try” activity for accountability and effort tracking.

TRY

- Students should set a daily goal.
- Establish a class culture of Growth Mindset.
- Create a routine for seeking help, self-grading, and Redos/ Retakes.
- Students complete learning activities and track progress in their **Goal Progress Folders**.

REFLECT

- I have/have not met this goal because...
- As evidence that I have met this goal, I have included the following...
- Describe what you learned, how you changed, or what you realized about yourself as a student throughout your progress toward this goal.



SCAFFOLDING

SIX SCAFFOLDING STRATEGIES

1. SHOW & TELL

How often have you been in the middle of explaining something and you get interrupted by a plea of, "Just show me!" Modeling for students is the first step in scaffolding.

2. TAP INTO PRIOR KNOWLEDGE

Ask students to share their own experiences, hunches, and ideas about the content or concept of study. Then have them relate and connect it to their own lives. Sometimes you may have to offer hints and suggestions, leading them to the connections a bit, but once they get there, they will grasp the content as their own.

3. GIVE TIME TO TALK

All learners need time to process new information. They also need time to verbally make sense of and articulate their learning with the community of learners who are engaged in the same experience and journey. As we all know, structured discussions really work best with children of all ages.

4. PRE-TEACH VOCABULARY

Sometimes referred to as front-loading vocabulary, this is a strategy that is often underutilized. Pre-teaching vocabulary doesn't mean pulling a dozen words from the chapter and having kids look up definitions to write them out. Instead, introduce the words to kids in photos or in context with things they know and are interested in.

5. USE VISUAL AIDS

Graphic organizers, pictures, and charts can all serve as scaffolding tools. Graphic organizers shouldn't be "The Product" but rather a scaffolding tool that helps guide and shape students' thinking. Think of graphic organizers as training wheels: they're temporary and meant to be removed.

6. PAUSE, ASK QUESTIONS, PAUSE, REVIEW

This is a wonderful way to check for understanding while students read a chunk of difficult text or learn a new concept or content. Here's how this strategy works: Share a new idea from the discussion or the reading, then pause (providing think time), and then ask a strategic question, pausing again. You need to design the questions ahead of time, making sure they're specific, guiding, and open-ended. WAIT, even if it is uncomfortable.



SAMPLE ACTIVITIES

1. Show & Tell

- Fishbowl
- I do, We do, You do
- Think Alouds

2. Tap Into Prior Knowledge

- Mind Maps
- Questioning
- KWLQ

3. Give Time To Talk

- Talk it out
- Think, pair, share
- Turn and talk
- Triad teams

4. Pre-Teach Vocabulary

- Analogies/metaphors
- Sketch to Stretch
- Cover and Tell

5. Use Visual Aids

- Graphic Organizers
- Connect
- Mindmaps

6. Pause, Ask Questions, Pause, Review

- Questioning

Rebecca Alber, 2011, May 24

REFLECTION

INTERMEDIATE

SAMPLE REFLECTION QUESTIONS

1-2 times per week.

(Scales, journal prompts, Think-Pair-Share, elbow partners, small group discussion)

1. Identify areas where you excelled and where you could improve.
2. What steps did you take to understand and master the standard?
3. Reflect on the strategies you used and the progress you made to master the I CAN!.
4. What study habits or techniques did you use to achieve mastery of the I CAN!s?
5. Select an I CAN! that you struggled with initially but managed to improve through seeking help or guidance. Describe the resources or support you utilized, and reflect on the impact they had on your understanding and performance of the assignment.
6. Consider a standard that you feel passionate about. Reflect on why it resonates with you and how that passion has influenced your engagement and performance in assignments related to that I CAN!
7. Reflect on a time when you faced a challenge in completing an assignment. How did you overcome the challenge? Did you try different strategies or ask for help? What did you learn from that experience?



PRIMARY

SAMPLE REFLECTION QUESTIONS

Daily reflection and multiple opportunities throughout the day.

(Likert scales, Think-Pair-Share, elbow partners, emojis)

1. Did you do something hard today?
How did it make you feel?
2. Did you make any mistakes today?
What did you learn from them?
3. What power tools did you use today
to help you learn?

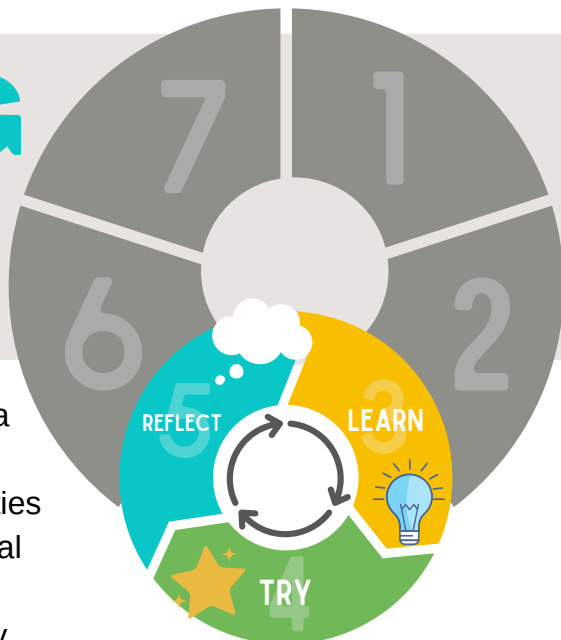
WHAT'S THE BIG DEAL?

Reflection is the core of a student-driven classroom. Students must be asked early and often throughout the entire process. It should be taught like a lesson. **We need to teach students to be reflective and to schedule reflective time throughout the day.** This activity focuses on metacognition and understanding ourselves as learners.

TUNING MEETING PROTOCOL



Imagine the fine-tuning that happens on a dial; this is the type of feedback we seek during tuning meetings. These opportunities allow students to check in and get informal feedback so that they can make slight adjustments as they work toward mastery.



PROTOCOL FOR TUNING MEETING:

#1



Identify successes and needs for this standard.

#4



Have the child verbally repeat back their successes and needs.

#2



Review the student's progress folder and identify the standard of focus for the meeting.

#5



Set 2-3 narrowly focused goals for practice over the next 5 days or so.

#3



Ask the student about progress towards that standard; ask a related quiz question and have the student verbally walk through the way the question is solved.

#6



Ask the child to repeat what their goals are for this standard for the next 5 days or so.

TUNING MEETING ACTIVITY



ROLE PLAY: TEACHER & STUDENT



1. Greet the student and express your enthusiasm for the tuning meeting.
2. Ask students to reflect on their learning journey so far. What are their thoughts and feeling about their progress?
3. Inquire about the specific I CAN! that the student is working on. Ask them to share examples of their work or demonstrate their understanding.
4. Provide specific feedback on the student's performance, highlighting their strengths and areas for improvement.
5. Engage in conversation about the student's study habits, power tools, and any challenges they have encountered. Offer suggestions or guidance based on their needs.
6. Discuss any goals the student set. Assess their progress and ask for their thoughts on their achievements.
7. Encourage the student to reflect on their level of engagement in class and their participation in discussions or activities. Ask about their contributions and any areas for improvement.
8. Inquire about the student's understanding of the relevance and real-world application of the concepts they are learning.
9. Collaborate with the student for the next steps. Discuss strategies and resources that can support their continued progress.
10. Summarize the conference by expressing confidence in the student's abilities and emphasizing the importance of ongoing reflection and growth.

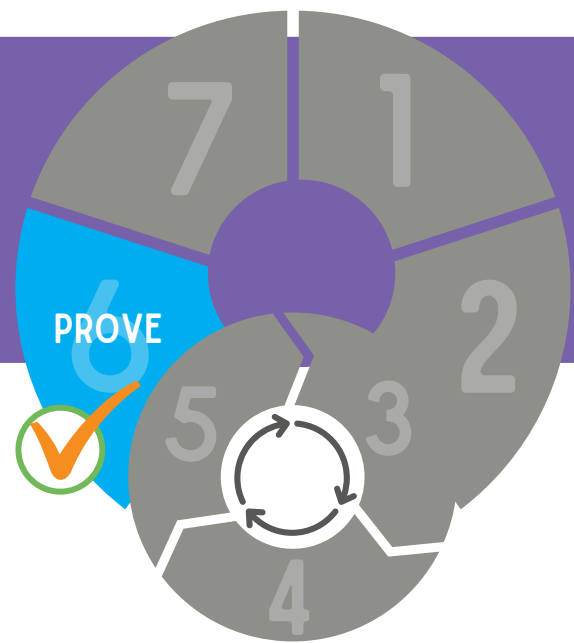
PROVE

SHOW WHAT YOU KNOW

When students believe they have mastered the skill, they complete the mastery quiz or assignment related to the I CAN! topic.

Summative Assessments:

- I CAN! Quiz
- FIAB
- ESGI
- i-Ready Standards Mastery
- Unit exam
- Midterms/Finals Exam



Celebrating student mastery learning creates a positive classroom environment, fosters a growth mindset, and reinforces the importance of effort and improvement. These simple gestures of celebration can go a long way in motivating students and building their confidence as learners.

THE FOLLOWING IS A LIST OF TOOLS AND STRATEGIES YOU CAN USE TO FOSTER AN ENVIRONMENT OF CELEBRATION AROUND MASTERY LEARNING:

- I CAN! Mastery Certificates
- Wall of Mastery
- Student Showcases
- Personalized Notes
- Verbal praise
- Class celebrations
- Digital badges
- Peer recognition
- Interactive display
- Parent communication

8 NON-NEGOTIABLES OF MASTERY GRADING



FLEXIBLE PACING

- Grade-level Expectations
- Multiple Opportunities
- Personalized Learning Paths



RE-DOS & RETAKES

- Varied Opportunities
- "Not yet" Mindset



JUST IN TIME FEEDBACK

- Authentic
- Standards-based
- Formative and Summative



GOAL-SETTING & REFLECTION

- Learner-driven Cycle
- Collaborative Process



LEVELS OF MASTERY

- Proficiency Scales
- Exemplars
- Standards-based



LEVELS OF MASTERY

- Teacher-facilitated
- Personalized
- Practice



HABITS OF SUCCESS

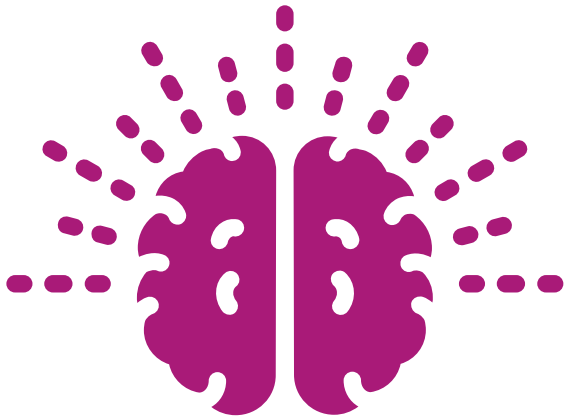
- On Report Card
- 21st Century Skills
- Connected to GLOs
- Noted on Transcript



HABITS OF SUCCESS

- 4-part Mastery Scale
- A-C for 9-12
- Zeroes Not Permitted
- Evidence-based
- No Extra Credit

SPRINGS GRADING PHILOSOPHY



WE BELIEVE THAT A CHILD'S SELF-ESTEEM AND ATTITUDE ABOUT LEARNING A PARTICULAR SUBJECT SIGNIFICANTLY CONTRIBUTE TO THEIR SUCCESS OR FAILURE IN THAT SUBJECT.

POSITIVE SELF-ESTEEM AND ATTITUDE ARE STRONGLY INFLUENCED BY SUCCESS.

FOR THIS REASON, IT IS IMPORTANT TO:

- 1** Accurately assess and place each child in the appropriate course/curriculum for his/her skills. The content should be challenging but not so challenging that it would be almost impossible for the child to succeed based on his/her initial skill set.
PERFECT PRACTICE
- 2** Focus on the goals of mastery and understanding within each discipline, not punishment. Children should be encouraged to keep working on a skill until it is mastered, and they should not be penalized for multiple attempts at mastery.
FLEXIBLE PACING, REDOS & RETAKES, LEVELS OF MASTERY
- 3** Timely feedback must be given to the student about their progress in such a way that the student will learn and grow from it. Further, we believe children should be actively involved in evaluating their own progress—they should be called upon to react and be given tools such as rubrics, pre-assessments, and other means of identifying their strengths and weaknesses—so they will be more able to make the adjustments necessary to succeed and achieve at high levels. Teachers should personalize learning to help children identify their own strengths and weaknesses in a particular task or topic, which is perhaps the most important service teachers provide their students.
JUST IN TIME FEEDBACK, GOAL SETTING, HABITS OF SUCCESS

TK-8TH REPORT CARDS & PROGRESS REPORTING



**ALL CHILDREN NEED
REGULAR FEEDBACK
ABOUT THEIR PROGRESS.**

Springs Charter Schools recommends that children under 8th grade be given progress reports using two criteria for each subject:

1. Mastery of the subject
2. Mastery of the habits of success

With this grading mechanism, it is conceivable that a child could exceed expectations in mastery of the subject and yet their effort and participation could be extremely poor. The converse could also be true. This type of reporting tells us much more than a letter grade ever could. Since SCS parents have a crucial role in teaching their students, we believe it is very important for both parents and students to know exactly what has been mastered and what is still difficult.



Official Progress reports and report cards are entered into OASIS.

ANY TEACHER OR SITE-DEVELOPED PROGRESS REPORTING DOCUMENT MUST NOT CONTAIN THE WORDS "PROGRESS REPORT" OR "REPORT CARD."

ABOUT PROGRESS REPORTS...



Minimum of twice per year, preferably four times per year; a combination of both mastery grading and effort grading



Requires student involvement



Contains the highest quality feedback for our caregiver or adult teaching-partners



BENEFITS OF STUDENT INVOLVEMENT

Children should usually be part of the parent-teacher conference, the IEP meeting, the 504, or the MTSS Tier 2 & 3 (once it gets to the level that the parents are involved.) These types of meetings, particularly when children are given a large role in the meetings, can go a long way towards helping a child to understand what s/he needs to do to progress and succeed.

MASTERY GRADING SCALE	CRITERIA
4 Expert	The student exceeds mastery of the grade-level standards. <i>Exceeds: Has mastered all grade level I CAN!s and is working on the next grade level</i>
3 Practitioner (Mastery)	The student demonstrates mastery of all the grade-level standards. <i>All: Has mastered each grade level I CAN!</i>
2 Apprentice	The student demonstrates mastery of most of the grade-level standards. <i>Most: More than 50% of the I CAN!s</i>
1 Novice	The student demonstrates mastery of some of the grade-level standards. <i>Some: Fewer than 50% of the I CAN!s</i>

To determine a student's final grade, the teacher will review the body of the work mastered.

Demonstration of Mastery Includes:

- I CAN! Quizzes
- i-Ready Standards Mastery Quizzes
- Core curriculum unit tests
- Performance tasks
- Cumulative projects with rubrics



GRADE REPORTING SCHEDULE

DAILY

- **TK-8th:** Students receive continual formative feedback using speed grader comments, auto-graded quizzes, and teacher conferencing on a daily basis.

WEEKLY

- **TK-8th:** Grades are documented in your grade book on a weekly basis.

END OF 1ST SEMESTER

- **7th-8th:** Progress report in OASIS.

END OF 2ND SEMESTER

- **7th-8th:** Report card in OASIS.

CONSIDERATIONS FOR STUDENTS WITH IEPs:

- You may use Pass/Fail for students using alternate state standards and alternate curricula such as Unique.
- Review goals and mastery of I CAN! progress attempted throughout the school year to select the most appropriate measure of mastery.
 - **3 Mastery Score:** students making progress at grade level
 - **2 Mastery Score:** students making any measurable amount of progress
 - **1 Mastery Score:** students showing minimal progress towards mastery with accommodations in place; an IEP meeting should be held

HIGH SCHOOL GRADING

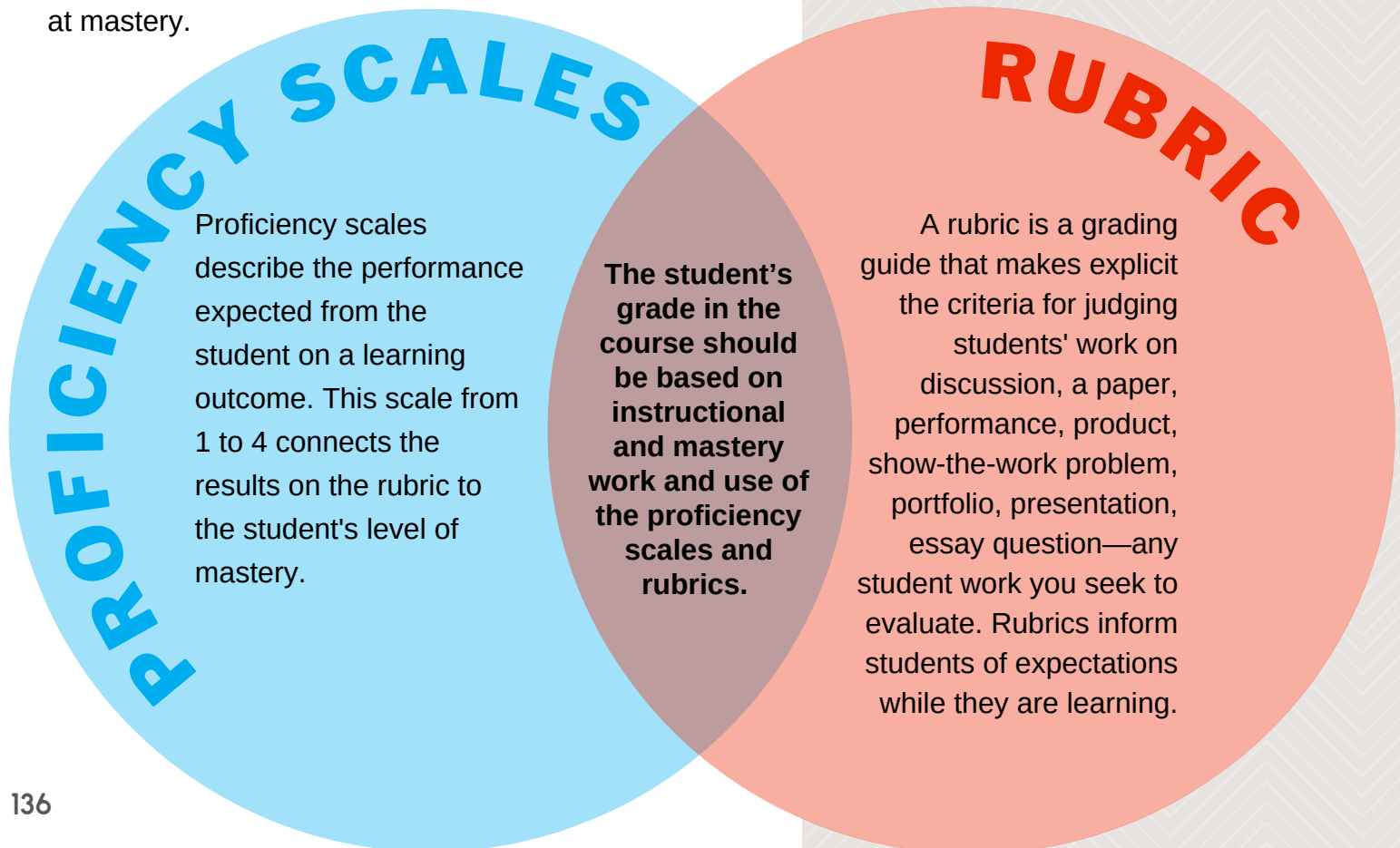


High school classes are graded on instructional material leading to mastery of core content standards, called Outcomes. Mastery Assessments are given throughout OPTs for students to prove what they have learned through the course content. Mastery of the Outcomes through work and assessments must be completed at a 2 or higher and the overall course content at a C- or higher.

If mastery is never required, certain students will not bother to master certain difficult concepts which can affect their ability to flourish in future academic endeavors and careers. For this reason, students will have ample opportunities and support, including feedback, to make multiple attempts at mastery.

Each course must have course expectations that outline the specific course grading process, policies, and mastery assessments, including instructional work at 40% and mastery work at 60%. The expectations are included on the Course Overview page of the Canvas course.

Canvas courses pace students in 26-day increments called Sprints. Students that do not complete the course in the given time frame may be at risk of not graduating at their anticipated graduation date.



GRADES & UNITS

At Springs Charter Schools, we believe that a student's learning is enhanced when the student is allowed voice and choice in all disciplines. Teachers will provide parents and students with clear grading policies and course expectations at the beginning of the school year and in each Canvas course. Students will have choice through the Personalized Options Program offered to all high school students.

A-G

IN ALL CASES, HIGH SCHOOL STUDENTS SHOULD BE CHALLENGED TO THEIR MAXIMUM CAPACITY. FOR THIS REASON, SPRINGS CHARTER SCHOOLS RECOMMENDS THAT ALL STUDENTS BE ENROLLED IN A-G COURSEWORK FOR THEIR CORE ACADEMICS.

A-G Course Guidelines:

- Course objectives and Outcomes must be followed and meet all the necessary requirements of the A-G approved course.
- All high school courses must include mastery assessments, which may include performance tasks.



IT IS THE SOLE RESPONSIBILITY OF THE CREDENTIALLED TEACHER TO DETERMINE THE GRADES AND UNITS FOR EACH COURSE THAT THEY OVERSEE.

The grade of the teacher will be final, unless otherwise decided by school policy. If a grade or unit in any course is contested by the parent or student, the teacher who awarded the grade or units will be included, to the extent that it is practical, in all decisions regarding the request to change the grades and/or units.

The only exceptions made to the teacher's final determination of grades and units is when the teacher is no longer available or the school has a specific policy. In the teacher's absence, the credentialed program administrator or administrative designee will make the determination for the final grade and units.

MASTERY LEARNING NOTES

SECTION 10

TECHNOLOGY

AT SPRINGS

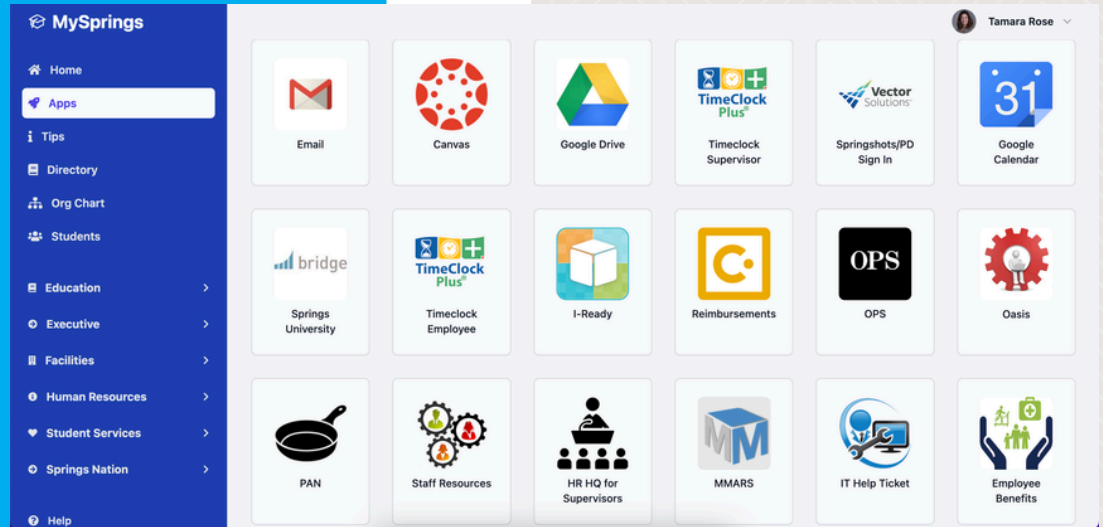
ACCESSING MY PROGRAMS.....	141
DIGITAL CITIZENSHIP.....	142
CANVAS LEARNING MANAGEMENT SYSTEM.....	144
CANVAS COURSE MINIMUM EXPECTATIONS.....	145
CHROMEBOOK SAFETY.....	146
CHROMEBOOK STUDENT REMINDERS.....	147
EMAIL ETIQUETTE.....	148
GOOGLE SUITE.....	149

In today's rapidly evolving world, technology has become an integral part of education, transforming the way teachers teach and students learn. This section aims to provide valuable information and resources to empower you to effectively integrate technology into the Springs classrooms. Remember, while technology can greatly enrich the educational experience, it is essential to strike a balance and use it purposefully and responsibly.



ACCESSING MY PROGRAMS

Staff and students access programs and applications through the **MySprings dashboard**. Tiles are organized by frequency of use. If you or a student are having trouble logging in, submit an **IT help ticket**.



YOU CAN WORK WITH YOUR MENTOR TO NOTE AND ACCESS YOUR ONLINE PROGRAMS.

1. How do you organize technology for students?
2. How do you manage student access?
3. Best practices and tips for online instruction?

DIGITAL CITIZENSHIP

DIGITAL LITERACY

Kids today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. These activities offer both awesome opportunities and potential pitfalls. And kids' digital lives don't stop at the school gates, either. The spillover can result in cyberbullying, digital cheating, and safety and security concerns. That's why digital literacy is a uniquely important part of media literacy.

- **Searching effectively.** From researching a school report to watching the latest music video, kids need to learn how to evaluate the quality, credibility, and validity of media.
- **Protecting their and others' private information online.** With so many ways to share information, kids need to learn internet safety basics, such as creating strong passwords, using privacy settings, and respecting their friends' privacy.
- **Giving proper credit when using other people's work.** Today, anything can be copied, pasted, and even claimed as one's own; it's critical that kids learn to cite sources correctly.
- **Understanding digital footprints.** What makes digital media so cool also creates tiny tracks across the web. Kids need to know that whenever they create a profile, post something, or comment on something, they're creating a composite profile potentially viewable by others.
- **Respecting each other's ideas and opinions.** To be digitally literate, kids must understand that what makes the web an amazing place is that for this vast virtual world to function properly, we must all be good digital citizens.

CYBERSECURITY

Many platforms require some kind of student data, as outlined above. Ideally, the tool won't ask for any more information than is absolutely necessary in order to function, and the policy should state that the developers allow students and schools to maintain ownership and control of their content. In terms of funding, a free platform subsidized by partners/philanthropy is less likely to sell data, especially if it's made for schools. You can always check our privacy ratings, which include evaluations of data collection practices.

- **What student data are you sharing?**
- **What happens to that data after it is shared?**
- **Are there settings that can make it safer?**

TECHONOLGY INTEGRATION STRATEGIES

The classroom is a great place to model media balance. For example, technology can be helpful for students researching and collaborating on a topic, but tech use should be limited or restricted during in-class discussions. Knowing whether to use devices comes down to the purpose of the activity and what you're trying to accomplish.

You can also promote media balance by making sure students are actively using the technology as opposed to passively consuming media. One way to do this is by encouraging students to learn how to use digital creation tools.

ACCESSIBILITY AND INCLUSIVITY

Any classroom teacher will tell you the importance of differentiating instruction and materials for students' diverse needs. It's also crucial that when you introduce a new digital learning tool into your classroom, you make sure it will be accessible to your students. That means that a student with a disability (cognitive, physical, or learning) will be able to engage and interact with the content in the same way a student without a disability can. Simple things like closed-captioning or voiceovers can go a long way to helping students access content. The next time you introduce a new digital learning tool, consider these three key questions to help ensure you're meeting all your students' needs.

- **Is it easy to operate?**
- **Is the content understandable?**
- **Can the content be interpreted by assistive technology?**

RESPONSIBLE TECHNOLOGY USE

Just as we teach our students how to do algebra, analyze historical documents, and write persuasive essays, we must also teach them how to be good digital citizens. Oftentimes, we assume that digital natives will already understand many of these concepts. In reality, our students need guidance on leaving positive digital footprints that will not hinder them later in life.

- **Digital etiquette**
- **Online behavior**
- **Potential consequences of inappropriate actions**
- **Respectful, responsible, and ethical digital citizens**
- **Healthy technology habits**

COMMON SENSE EDUCATION

Common Sense Media is the nation's leading nonprofit organization dedicated to improving the lives of all kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century.



Scan here to access lesson plans and more information, including the following topics.

SEARCH THESE TITLES:

- ✓ News and America's Kids
- ✓ What are some good rules for screen names and passwords?
- ✓ All Common Sense Privacy Evaluations
- ✓ 3 Steps to Student Privacy
- ✓ Media Balance and Well-being
- ✓ Screen Time: How much is too much?
- ✓ Best Tech-Creation tools
- ✓ Teacher's Essential Guide to Teaching with Technology

CANVAS LEARNING MANAGEMENT SYSTEM



Canvas is Springs Charter Schools' primary Learning Management System (LMS). Canvas is accessed by Students, Parents, and Staff, and online courses are built for each program and teacher schoolwide. Although the expectations for each course can vary depending on the site and program, the general guidelines and minimum expectations included on the next page still apply schoolwide.



HOMEPAGE

- Use the appropriate Springs Homepage template for your Site, Content, and Grade Level.
- Include QUICK LINKS to frequently used online programs (I-Ready, ST Math, BrainPop, etc. - this is already in the template but can be customized).
- Provide your contact information, class schedule, and listed office hours.



PEOPLE

- Add students to your course(s).
- Communicate with your students and their caregivers how to log in.



ANNOUNCEMENTS

- Post regular announcements.
- Document class progress, successful lessons or projects, and important upcoming events.



MODULES

- Modules should be organized following the course template provided or under the guidance of the principal.
- Modules should contain pages, assignments, quizzes, discussions, files, and all other necessary content, organized for student and parent use.
- Write in simple, clear, parent-friendly language.
- Use consistent module naming conventions.



TYPES OF LEARNING ACTIVITIES

- Discussions
- Assignments
- Quizzes
- Quizzes 2.0



GRADING AND FEEDBACK

- Gradebook
- Speedgrader
- Rubrics and Comments







LEARNING ANALYTICS AND REPORTS

- Attendance (depending on site)
- Canvas Analytics for trends and missing assignment reporting

CANVAS COURSE MINIMUM EXPECTATIONS

A ★ (1-star) rating indicates a **Good** and standard design component to online learning (including the top 10 Essentials); a ★★ (2-star) rating is considered **Better** and adds value to a course; and a ★★★ (3-star) rating is **Best** and elevates learning.

	★ GOOD	★★ BETTER	★★★ BEST
 COURSE INFORMATION			
 COURSE CONTENT			
 ASSESSMENT OF STUDENT LEARNING			
 COURSE ACCESSIBILITY			

CHROMEBOOK SAFETY



Chromebooks come with a number of safety mechanisms, each one powerful on its own but also designed to back up the others, creating multi-layered security.

THESE SAFETY MECHANISMS INCLUDE:



AUTOMATIC UPDATES

Chromebook's antivirus software is always running in the background, and while it's running, it's also constantly updating, adding new virus definitions to its library.



SANDBOXING

Chromebook's operating system is set up so each website and app works as its own individual program, completely separate and walled off from the rest of the computer. This means that should you encounter a piece of malware or a threatening website, it will be kept contained, unable to infect the rest of your Chromebook.



DATA ENCRYPTION

Any web data not stored in the cloud, including downloads, cookies, and browser cache files, are automatically encrypted in local storage.



RECOVERY

Chromebook has a fast, easy recovery option. It only takes a single keystroke or a keyboard combination to reinstall the most recent operational version of your OS.

CHROMEBOOK STUDENT REMINDERS



BE SURE TO MODEL AND REMIND STUDENTS OF THESE SAFETY TIPS TO HELP MINIMIZE CHROMEBOOK DAMAGE THROUGHOUT THE SCHOOL YEAR:



DO

- Keep food and drink away from your Chromebook. They are not allowed in the Cafeteria.
- Be sure to place the Chromebook in the protective case that was provided to you before you walk in the hallways.
- Always close the Chromebook before walking with it.
- Treat your Chromebook as valuable material.



DON'T

- Pack your Chromebook with other materials. Keep it separate from textbooks and other heavy objects that could potentially damage the screen.
- Run with your Chromebook. Running in the hallways is prohibited- keep in mind that all students are now carrying Chromebooks.
- Open your Chromebook with one hand. Always use both hands when opening the Chromebooks.

DO NOT ADD ANY STICKERS OR ANY OTHER DECORATIVE ITEMS THAT WOULD ALTER THE APPEARANCE OF THE CHROMEBOOK FROM WHEN YOU RECEIVED IT.

DO NOT HOLD THE CHROMEBOOK BY THE SCREEN.



DO NOT TAMPER WITH SCHOOL TAGS THAT ARE PRESENT ON THE CHROMEBOOKS.

EMAIL ETIQUETTE

In face-to-face communication, we rely heavily on non-verbal information like facial expressions, body posture, gestures, and voice tone to interpret and predict other people's behavior. Sadly, email misses out on these important non-verbal cues. Our imaginations fill in the blanks of what the person sending the message intended and how they felt about the communication. ***We rarely fill in the blanks with positive intentions.*** This can lead to misunderstanding, damaged relationships, and poor decisions.

Here are some tips for conveying your message appropriately via email.

QUICK EMAIL CHECKLIST

- ✓ Adjust formality
- ✓ Lead with small-talk
- ✓ Clear intentions
- ✓ No slang or Emojis
- ✓ Check CCs and BCCs
- ✓ Nothing ALL CAPS
- ✓ No excess punctuation
- ✓ Tone Check
- ✓ Should I call instead?

ADJUST FORMALITY

Assess your relationship with the receiver. Adjust your level of writing formality to match the relationship.

LEAD WITH SMALL-TALK

Email is more than just the transmission of information. Consider leading with a social comment like you would if you were talking face-to-face. For example, "I hope you enjoyed the long weekend," or "I'm looking forward to working with you on this project."

PROVIDE CLEAR INTENTIONS

If you think there is room for misinterpretation of your message, take the time to craft the email to make sure your message is more likely to be received with your true intention.

NO SLANG OR EMOJIS

Do not use slang like "lol" or "BTW" unless you know the person really well. The same goes for using emojis.

CHECK CCS AND BCCS

Different interpretations can be made about what copying people on email implies. Realize that a person who is blind copied may reply, forgetting that they were a blind copy.

NOTHING ALL CAPS

Most people know by now that typing in ALL CAPS is the same as screaming at someone.

NO EXCESS PUNCTUATION

Don't overuse punctuation!!!!

TOPE CHECK

If you are not sure about the tone of an email you are sending, have someone else read it and give you feedback before you send it, or park the email in your draft folder and come back and reread it a couple of hours later before sending it.

SHOULD I CALL INSTEAD?

Most importantly, know when to pick up the phone or meet face-to-face to discuss an issue.

GOOGLE SUITE



Springs provides all staff with a Google for Education account, which includes access to Gmail for communication, Google Drive for file storage, and much more.



As part of your Springs Google account, you will have access to Google Drive. This service is a cloud-based (online) digital storage system. Teachers can create their own folders and subfolders as well as author and share content through Google Drive.



Google Docs is the primary Word Processing program used by Springs. Simple documents can be created in this system, similar to Microsoft Word.



Google Sheets is a spreadsheet application provided by Google that is similar to Microsoft Excel. This software allows teachers to create simple or complex spreadsheets and to even collect automated responses with Google Forms.



Google Slides is a slideshow presentation software with similar options to Microsoft Powerpoint. Teachers may use Google Slides to create slideshow presentations to help illustrate important concepts.



PROTECTING YOUR SPRINGS GOOGLE ACCOUNT

- Anytime you leave your Chromebook on your desk, close the lid so that students cannot access your documents or email.
- Do not share your Chromebook with students. Students should use their own Chromebook or a loaner.
- Do not share your password with anyone!

TECHNOLOGY AT SPRINGS NOTES

SECTION 11

PROFESSIONAL GROWTH & PL PROGRAMS

SCS PERSONALIZED LEARNING CONTINUUM.....	152
TEACHER LEADERSHIP PATHWAYS.....	154
EMPOWERING EDUCATORS.....	155
TIPS TO GET STARTED	
• CARING COMMUNITY.....	157
• LEARNER DRIVEN.....	158
• FLEXIBLE ENVIRONMENT.....	159
• MASTERY LEARNING.....	160
• PERSONALIZED CONTENT & RESOURCES.....	161

At Springs we realize that refining the teacher practice takes time. It is our goal that all teachers develop their practice by creating a learner-directed classroom. In this way, each learning community offers a positive and safe environment for teachers to collaborate, practice, and try new strategies. Teachers will set goals on the SCS Personalized Learning Continuum and reflect on their progress during each Spring Shot meeting.



SCS PERSONALIZED LEARNING CONTINUUM

#2 EXPLORING

Who: Developing teachers

What: Teachers in this column are beginning to explore the Teaching the Springs Way resources. At this level, they are consistently using the non-negotiable curriculum with fidelity and are ready to begin facilitating learning in a more student-driven way. These teachers are:

- able to fulfill the expectations of a beginning teacher.
- able to begin using the Holistic view of Learners to facilitate Tuning Meetings.
- beginning to implement SCS Resources such as the I CAN! Courses and Mastery Paths.
- moving beyond differentiation and on to personalized learning for large blocks of time.
- skillfully planning and managing strategic small group instruction, including ACE support, Aides, small groups, and intervention.
- advancing in their development of personalized learning routines and procedures, facilitating community circles, and networking with their Star Team of Support for inclusion.

How: Springs University, TTSW Handbook, Personalized Learning Certificate Program, Networking

#1 BEGINNING

Who: New to Springs teachers and teachers in Induction.

What: Teachers in this column are beginning to understand the philosophy of personalized learning, aka Teaching the Springs Way. At this level, teachers are:

- learning the curriculum and non-negotiables for their grade level
- learning how to use the diagnostic assessment to identify learning needs and group students
- developing personalized learning plans, and using this information to begin planning for instruction
- student goal setting, and mastery tracking.
- learning to develop routines and procedures to manage the classroom and differentiated instruction.
- using Power Tools for student-driven learning.

How: Aloha Welcome Days, New Teacher Mentoring, Induction, and observations and training the morning of minimum days



#3 INTEGRATING

Who: Developing teachers

What: Teachers in this column are:

- well-versed in their understanding of personalized learning.
- regularly using TTSW resources.
- able to mentor new teachers and provide support to site/program administrators for Springs signature practices.
- integrating trending tools, strategies, and pedagogy for personalized learning, including the I CAN! Progress Folders, Work Maps, and I CAN! Trackers.

How: Springs University, TTSW Handbook, Personalized Learning Expert Program, Networking



OVERVIEW OF
CLASSROOM
LEVELS



OVERVIEW OF
CLASSROOM
CONTINUUM



#4 INNOVATING

Who: Personalized Learning expert teachers

What: Teachers in this column:

- are experts in personalized learning.
- have developed systems for student-driven Mastery Learning.
- mentor new teachers.
- provide support for new administrators to show Teaching the Springs Way in action.
- have systems in place for classroom observations, including student ambassadors, student goal-setting folders and data binders, and personalized content and resources.
- are regularly networking.
- are supporting school-wide initiatives and acting as a liaison between teachers and the central office staff.
- regularly collaborate with the Instructional Leadership Team to develop resources, training, and support for personalized learning.
- are experimenting with new ideas in education.
- innovating teaching and learning in TTSW Learning Labs.

How: Springs University, TTSW Handbook, Networking, Admin Designee

TEACHER LEADERSHIP PATHWAY



NEW TO SPRINGS TEACHERS

During a teacher's first year with Springs, they will receive a mentor and be given additional release time for training, support, and observations. We realize that personalized learning might be a new pedagogy, and we want to give all teachers the support they need to succeed in Teaching the Springs Way.

ALL TEACHERS

At Springs, we value ongoing growth and expect our educators to model a love of lifelong learning. Our evaluation system is based on a growth approach based on teachers' goal setting, site program goals, and school-wide initiatives. Teachers develop goals according to their self-assessment on the SCS PL Continuum. All staff meets three times a year to discuss progress on their goals and receive coaching and support.

PERSONALIZED LEARNING COHORT

Are you Ready to take your teaching to the next level? The PL Certificate Course offers teachers a well-supported opportunity to develop as Personalized Learning teachers. Teachers will not only hone their teaching skills but also develop as personalized learning mentors.

PERSONALIZED LEARNING MENTORS

Graduates of the Personalized Learning Cohort and Personalized Learning Expert Program support teachers, New to Springs teachers, and programs with best practices and tried and true resources for Teaching the Springs Way. During a teacher's first year with Springs, they are assigned a mentee and given the time to meet regularly to develop relationships and give support as they continue to develop a personalized learning philosophy.

GURUS

The Personalized Learning Expert Program is an opportunity for graduates of the PL Cohort to apply to extend their knowledge of personalized learning pedagogy and develop a model classroom. The Gurus are our PL Experts, and they support our programs through training, mentoring, and developing innovative instructional resources for Teaching the Springs Way.



NOT SURE
WHO TO ASK?

**Director of Professional
Learning & Development**
Tamara Rose

Spring Into Teaching Program
Karen Arnett

New Teacher Induction Program
Erin Chafin

EMPOWERING EDUCATORS

PERSONALIZED LEARNING COHORT

Springs is committed to empowering each teacher through professional growth and personalized professional learning programs. Teachers at Springs have access to site-based mentors, gurus, best practice videos, annual staff development, as well as 24/7 access to our online TTSW Toolbox and On-Demand Trainings.



WHEN CAN I JOIN THE PL COHORT?

After working at Springs for two years, eligible teachers can apply to the Personalized Learning Certificate Program. This program involves training days (Summer Camp days, meetings throughout the school year, and the PL Retreat) and the completion of an action research project. Teachers who successfully complete this certification program will become a mentor. Mentors earn a special stipend for their ongoing part in this program.

PERSONALIZED LEARNING MENTORS

PL Mentors are academy teachers who have completed certification in the Personalized Learning Certificate Program (PL Cohort). These experts have created lesson plans and resources to share and are available to all Springs' teachers to help them personalize their classrooms. Take a minute to find out the name and contact information of your mentor, and don't be shy! Springs teachers love to talk shop and improve their practice!

PERSONALIZED LEARNING GURUS

PL Gurus (The Guru Crew) are also graduates of the PL Cohort. These experts design "learning labs" you can visit to see personalized learning in action! Check with your principal to schedule a classroom observation.

TIPS TO GET STARTED

STUDENT SUCCESS



5 PILLARS OF PERSONALIZED LEARNING



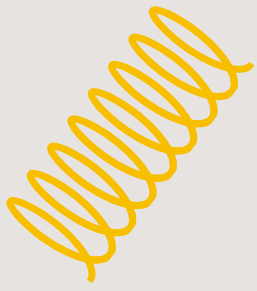
JEN CAMPBELL





ANNA MUNOZ





FLEXIBLE ENVIRONMENT



BEST PRACTICES SPOTLIGHT

By intentionally designing a "prepared environment," teachers are creating the conditions for **flexible learning**. A resource-rich classroom can actually provide instruction, feedback, and reinforcement of learning without the teacher's direct involvement. The time spent creating a resource-rich classroom is an "evergreen" project for a teacher.

SUZIE WINES



TAMARA BOS



TIPS TO GET STARTED

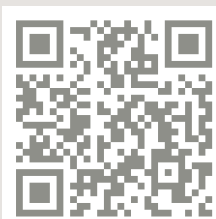


WHAT ARE YOUR STORIES? HOW HAVE YOU DEVELOPED AGENCY AS A LEARNER?





EMILIE HELVEY



TEACHING THE SPRINGS WAY

GLOSSARY

SPEAKING THE SPRINGS WAY

SAY THIS	NOT THAT	DESCRIPTION
Feedback	Grades	Instead of giving grades for completing work, we give feedback. Teachers review work to celebrate success and communicate next steps in the learning process.
Guides	Teachers	Teachers are guides for students to help them learn to be reflective, develop grit by persevering through tough goals and develop motivation by tracking their progress and celebrating success along the way.
Mastery Grading	Grading	We use Mastery Grading instead of Grading. Levels of Mastery range from needing help to being able to independently apply concepts to new ideas. Students in TK-8 receive mastery learning grades based on Springs Proficiency Scales. The mastery learning grades ranges from 1 to 4 (Novice, Apprentice, Practitioner (Master) to Expert) and reflects the level of understanding and applied knowledge of the concept or skill.
MTSS	Retention	MTSS (Multi-Tiered System of Supports) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. The goal is to prevent problems and intervene early so that students can be successful.

SAY THIS**NOT THAT****DESCRIPTION****Master****Pass**

Instead of “pass” we say “master.” At Springs the goal is not to simply cover concepts, skills, and materials. Students aren’t just taught new material and pass to the next unit or grade, our goal is that they master what they learn. At Springs, we engage in a learning cycle that ensures deep understanding and evidence of mastery.

Personalized Learning**Differentiation**

We say “Personalized Learning” instead of Differentiation. It is a model where students are owning and driving the process of their learning. When it comes to personalized learning, it might be helpful to think of a tree analogy.

Power Tools**Study**

We teach students to use “Power Tools” instead of telling them to “study.” We believe that teaching students how to learn is just as important as teaching them content. Power Tools are active learning strategies students are encouraged to use when accessing or learning new information.

TTSW GLOSSARY OF TERMS

TERM

DESCRIPTION

B.H.A.G.s

At Springs, we have Big, Hairy, Audacious Goals annually which we focus on as an entire school community. The goals are: **Reading** - Every student will be a strong reader by the end of 4th grade; **Math** - All students will be ready for HS Math by the end of 8th grade; **High School Literacy** - All students will graduate ready for College English; **College and Career** - All students will graduate college and career-ready.

Blended PD

The site leader facilitates this day with an agenda provided by Instructional Support. The outcomes for these days are teacher release days for prep, observations, and working toward their PL Goals on the Continuum; PLC & MTSS. The framework for PLC and MTSS is developed by Instructional Support.

Charter School

We are a Charter School instead of a traditional public school. Charter Schools are a public school of choice. They serve ALL student populations. Charter schools are tuition-free. They are not private schools. Charter schools are designed to be different than non-chartered public schools. Charter schools have the freedom to make many decisions at the school level and are unique in that each school is governed by its own charter. In exchange for greater autonomy, they also have greater accountability than traditional public schools.

Mastery Wheel

We have a Mastery Wheel (Set the goal, make a plan, (learn, try, reflect), prove, celebrate. Springs learners use the Mastery Wheel to promote their success. It helps our teachers partner with our students take ownership of their learning... What do we want learners to learn? How do we know they've learned it? How will we recognize and celebrate growth? The Mastery Learning Wheel includes seven stages: 1) Set the goal, 2) Make a plan, 3) Learn, 4) Try, 5) Reflect, 6) prove, 7) Celebrate.

Personalized Learning Path (PLP) Meetings

At least twice a year, school communities come together to discuss individual student achievement goals using the PLP template. These can be student-driven with teacher support. Site PLP meetings might vary site by site based on program goals, but all SCS PLP meetings will include similar attributes such as tracking grade level I CAN! Mastery, sharing Diagnostic Assessment results, discussing student learning styles, passions, and interests, and how the student learns best.

PL Summit

This internal conference is a time to build continuity of understanding for what it means to Teach the Springs Way. Our Education Leadership team collaboratively designs the outcomes of this day and leverages the support of our online program partners, Gurus, and PL Graduates to offer workshops and trainings for strategies to personalize learning for all students.

Regional Data Day

These days are collaboratively designed by Instructional Support, Assessment, and MTSS. The outcomes for these days are Collaborative Data Digs, MTSS Tracking & Training, IS Resources, Online Programs Support & Training, and Professional Growth time for teachers.

TTSW Toolbox

A Google Site that provides resources for teachers to support best practices based on the five pillars. Access the classroom or ILP Toolbox from MySprings.

Tuning Meetings

Tuning Meetings are short 5-10 minute update meetings, reviewing the PLP goals, SCS Mastery Path progress, and encouraging student reflection through the use of Tuning Meeting Prompts to check in on mastery learning progress. If a student is above or below grade level or has an IEP or 504, teachers should meet on a weekly basis.

COMMON TEACHING THE SPRINGS WAY ACRONYMS

7 Cs - Caring Community, Communicate, Connect, Confidence, Cope, Celebrate

ACE - Assistant Classroom Educator

BHAGs - Big Hairy Audacious Goals

C3 - Courageous Conversation Committees

MTSS - Multi-Tiered Systems of Support

MPs - Mastery Paths

OASIS - Student Information System at Springs. All official student documents and documentation can be found here.

PAC - Personalized Academic Coach

PL Cohort - Personalized Learning Cohort

PL Continuum - Personalized Learning Continuum

PL Mentor - Personalized Learning Mentor

Guru-Personalized Learning Expert

PLC - Professional Learning Community

PLPs - Personalized Learning Plans

POP - Personalized Options Program

TOSA - Teacher On Special Assignment

TTSW - Teaching The Springs Way

TTSW GLOSSARY OF RESOURCES

TERM	DESCRIPTION
Curriculum Map	Curriculum Maps are long-term overviews of what will be taught over the course of a school year. They can include unit plans, thematic units, integrated units, and projects.
Holistic View of Learners	The Holistic View of Learners is a tool that allows the teacher to gather important information about a student that might not show up in a cumulative folder or assessment. The purpose of the information is to know the student deeply.
I CAN!s & CAN I?s	I CAN!s are the state standards written in student-friendly statements. Standards are written very densely and are challenging for incremental skills mastery; therefore, each I CAN! has been unpacked into CAN I? statements. The CAN I?s are the learning target for mastery learning.
Learner Inventories	Learner Inventories are tools to help children understand how they learn best and to reinforce the need to use a variety of learning modalities in everyday life. At Springs, we believe that these types of tools can help students to build awareness and empower them to make choices. We do not believe that a student has only one learning style or one way of learning.
Pacing Guides & Assessment Calendars	Pacing guides contain important instructional dates, links to resources, and assessment calendars. The mastery standards are identified for each grade level, along with the strategic standards for intervention.

ALL RESOURCES CAN
BE FOUND IN THE
TEACHING THE SPRINGS
WAY TOOLBOX!



