# **SpringBoard**® Professional Learning Services

**Purposeful Design. Meaningful Partnership. Student Success.**

# Welcome

## The Catalyst for SpringBoard Success.

We invite you to explore the SpringBoard® Professional Learning portfolio. SpringBoard Professional Learning is interactive and immersive, and it inspires educators to lead real change in their classrooms. Every participant, from the newest to the most experienced educator, engages with colleagues while examining and applying the program's instructional framework and pedagogy.

## Active Engagement. Responsive Partnership. Every Educator Involved.

Our professional learning is led by the SpringBoard National Faculty who facilitate learning experiences that model the rigor and best practices used in SpringBoard classrooms. Teachers' and administrators' suggestions and experiences continue to shape and refine the program and professional learning services, making them responsive to changing classroom priorities and challenges.

## Highly Rated, High-Quality Professional Learning.

SpringBoard Professional Learning is featured in Rivet Education's Professional Learning Partner Guide as being among the best curriculum-aligned professional learning services in the country. Our professional learning has been evaluated against a rigorous set of criteria by an expert review team to ensure our services are of the highest quality, and we've received a perfect score across all indicators.

> "I think SpringBoard was the most important single professional development experience I've ever had because it's real, it's hands-on, you're engaging with colleagues, building a shared knowledge. I think it invigorates teachers with all sorts of new ideas about walking into their classrooms and transforming their practice."
>
> **—Mathematics Teacher, Texas**

# Ongoing, Multiyear Professional Learning

## Partnership Builds Capacity and Boosts Student Performance

| Building the Foundation | Building Expertise | Building Capacity |
| --- | --- | --- |
| Workshops and institutes get teachers, coaches, and leaders ready with SpringBoard pedagogy and content that supports effective implementation. | Focused workshops develop participants' expertise in SpringBoard instructional approaches, standards alignment, assessments, program resources, and options for differentiation. | Workshops and institutes focus on program growth and expansion and tap into your team's leadership potential. |

## Support for Multiple Audiences

**Teacher Institutes and Workshops** teach the skills needed to use SpringBoard resources to support students in achieving success with college and career readiness standards.

**Instructional Coaches Institutes** teach the skills needed to support effective planning, coach instructional practices, mentor teachers, and develop job-embedded learning opportunities so that teachers' capacity grows with the program.

**Leadership Services** introduce significant instructional elements and help leaders with effective program planning and monitoring.

> "
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> Phi Delta Kappa's curriculum audit found SpringBoard Professional Learning to be of '**exceptional quality without peer among current education programs.**'"

# Sample Year-One Professional Learning Plan

| | SUMMER | DURING SCHOOL YEAR | ANYTIME |
|---|---|---|---|
| **Teachers** / **Instructional Coaches** | **Initial Institute**<br>▪ Focuses on the nuts and bolts of the program, emphasizing planning and instructional support<br><br>▪ Immerses teachers in the SpringBoard Digital platform and print edition<br><br>▪ **3 consecutive days**<br><br>**Virtual New Teacher Cohorts**<br>▪ Extends learning from the SpringBoard E-Learning module series<br><br>▪ Provides an opportunity for educator collaboration in planning and preparing to teach SpringBoard<br><br>▪ **4 1.5-hour classes** | **Initial Institute Follow-Up**<br>▪ Allows teachers to reflect on SpringBoard implementation to date<br><br>▪ Revisits key ideas from Initial Institute<br><br>▪ Focuses on planning time for upcoming unit<br><br>▪ **1 day** | **Purposeful Planning for Your Course**<br>▪ Applies planning skills to develop effective SpringBoard lessons<br><br>▪ Allows intensive study of the courses that participants teach<br><br>▪ **1 day**<br><br>**Virtual Purposeful Planning for Various Settings**<br>▪ Practices engaging students with critical content using SpringBoard Digital<br><br>▪ Plans for SpringBoard lessons within the current instructional setting; distance learning, hybrid, or in-person<br><br>▪ **2 2.5-hour classes** |
| **Instructional Coaches** | | **Instructional Coaches Institute**<br>▪ Focuses on supporting staff through use of the coaching cycle and facilitating effective professional learning communities<br><br>▪ Empowers coaches with knowledge of SpringBoard resources to provide responsive support to teachers<br><br>▪ **2 consecutive days** | |
| **Leaders** | **Building the Foundation Leadership Workshop**<br>▪ Focuses on helping leaders plan for supporting implementation at their schools<br><br>▪ Introduces key elements of SpringBoard instructional design and resources and how they support all students in achieving success with rigorous instruction<br><br>▪ **4–6 hours** | **Implementation Walks**<br>▪ Observes early stages of classroom implementation, gathering data on foundational elements of SpringBoard<br><br>▪ Provides trends, promising practices, and suggests next steps for school leaders<br><br>▪ **1 or more days** | |

# Master SpringBoard Teachers Lead Our Professional Learning

## Sharing their expertise and firsthand experiences

Our faculty bring their skills to support colleagues worldwide in:

- Modeling and practice in planning and facilitating instruction

- Facilitating collaborative activities focused on rigorous instruction and learning strategies

- Integrating SpringBoard Digital content, tools, and resources

- Aligning to Advanced Placement® courses and standards

**HOW TO GET INVOLVED**

Each year, College Board expands and strengthens the SpringBoard National Faculty—the team of educators who facilitate SpringBoard Institutes and Workshops.

**Teachers interested in becoming members of SpringBoard National Faculty should visit springboard.collegeboard.org.**

"

My facilitator was great! She was very organized and very professional while still being real. She did a great job of answering questions about how SpringBoard will look in our unique classrooms."

**—English Language Arts Teacher, Texas**

# How to Use the Catalog

## Choose Your Service:

**NEW USERS**—Bringing dynamic SpringBoard Professional Learning into your district is easy.

### Building the Foundation

Districts new to SpringBoard choose professional learning from Building the Foundation services to prepare teachers, coaches, and leaders for an effective SpringBoard implementation. Teachers and instructional coaches benefit from attending these services side by side, creating a strong, collaborative environment for growth.

**CURRENT USERS**—Districts currently using SpringBoard can choose Professional Learning from:

### Building Expertise

Building Expertise services provide in-depth instruction for teachers, instructional coaches, and leaders who have previously attended an Initial Institute. These services provide a vehicle for solidifying and enhancing SpringBoard implementation.

### Building Capacity

Building Capacity services support districts with strong implementations. These services develop district leaders who can continue the momentum by bringing professional learning back to their peers and developing site-based professional learning informed by district needs.

## Choose Your Learners:

🍎 **Teachers**

🖼 **Instructional Coaches**

📖 **Leaders**

# Professional Learning Services

# Professional
# Learning Services, continued

### Teachers/Instructional Coaches

### Leaders/Instructional Coaches

### How to Order

# Initial Institute

**🍎 Teachers**   **💬 Instructional Coaches**

## Purpose

In this institute, participants are introduced to the SpringBoard program's instructional framework and how it supports all students in achieving success with college and career readiness standards. Over the course of the three days, participants will gain the big picture of the SpringBoard program's unit design and the role of Embedded Assessments, integrated learning strategies, and formative assessment opportunities. They learn how to purposefully plan using the print book and interactive digital platform to ensure that all students have access to rigorous instruction in a collaborative, student-centered classroom.

## Outcomes

- An understanding of how the SpringBoard program's flexible framework utilizes the principle of backward design to support instruction aligned with college and career readiness standards.

- A plan for using the SpringBoard program's scaffolding activities, integrated strategies, Embedded Assessments, and digital resources in order to teach the first unit of instruction.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Duration:** Three consecutive days per content area

**Available:** Throughout the year

**Price:** $7,200

> "
> SpringBoard professional learning has given me the tools I need to engage my students, making learning more enjoyable for them."
>
> **—Mathematics Instructional Coach and Teacher, Florida**

# Quick Start Initial Institute

🍎 **Teachers**   💬 **Instructional Coaches**

## Purpose

This abbreviated institute supports new hires or teachers who were unable to attend the three-day Initial Institute. Participants acquire a general understanding of the SpringBoard program's instructional design and how the features of the program support instruction aligned to the standards. They are exposed to the most essential elements of the print and interactive digital components and begin planning for their upcoming unit of instruction.

## Outcomes

- A fundamental understanding of how the SpringBoard program's flexible instructional framework utilizes the principle of backward design to support instruction aligned with college and career readiness standards.

- Skills to begin planning their upcoming unit of instruction.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Duration:** Two consecutive days per content area

**Available:** September–February only

**Price:** $6,200

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> Thinking back to my first experience as a middle school teacher, it built my content knowledge, and I became incredibly confident about what I was doing to teach rigorous content at my level."
>
> **—English Language Arts Instructional Coach and Teacher, Washington**

# Initial Institute Follow-Up Workshop

🍎 **Teachers**    📋 **Instructional Coaches**

## Purpose

In this workshop, participants revisit key ideas from the Initial Institute in order to continue to build confidence using SpringBoard with their students. They reflect on their successes and challenges, practice identifying critical activity content, make connections to Embedded Assessments and standards, and explore SpringBoard Digital resources. Participants leave with insight into questions about their early implementation and with a sharper ability to purposefully plan for and pace their current SpringBoard unit.

## Outcomes

- Greater expertise in identifying critical content and connections to Embedded Assessments in order to plan student-centered instruction aligned to college and career readiness standards.

- Skills to purposefully plan activities that support the needs of students in their classrooms.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day per content area

**Available:** September–May

**Price:** $4,100

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> SpringBoard workshops are presented by expert faculty who have actually used the SpringBoard program. They understand what implementing SpringBoard actually entails. My favorite part is that the workshops are collaborative and include the most current research and trends in education. I always come away feeling energized and ready to innovate in my own building."
>
> **—English Language Arts Teacher, Ohio**

# Using the SpringBoard English Language Development (ELD) Designated Program

**Teachers**    **Instructional Coaches**

## Purpose

Participants engage in an intensive study of SpringBoard's California English Language Development (ELD) program, which is aligned to both the California State Standards and California English Development Standards by closely examining the pedagogy, content, skills, and assessments of the instructional units. They will analyze various features and elements in the print and digital versions of the SpringBoard ELD program that support integrated and designated ELD instruction. This includes a survey of the SpringBoard Foundational Skills Workshop that provides additional instruction to support students still developing their early literacy skills. Through interactive modeling and guided practice, participants gain a deeper understanding of how to purposefully plan and deliver student-centered lessons that allow all students to develop critical language needed for content learning in English Language Arts.

## Outcomes

- Greater expertise in the designated SpringBoard ELD program, learning strategies, and digital tools to amplify the skills of English language learners so they are successful in English Language Arts.

- Purposeful planning to support differentiated and scaffolded instruction aligned to California State Standards and California English Development Standards.

**Program:** California ELA, California ELD

**Audience:** ELA and ELD teachers and instructional coaches—*minimum 10; maximum 28 participants*
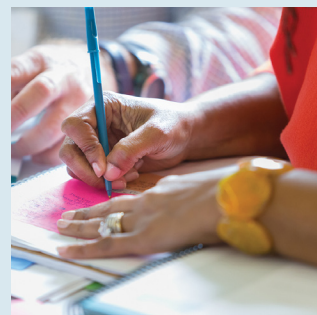
**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

# SpringBoard E-Learning Modules

**Teachers**   **Instructional Coaches**

## Purpose

SpringBoard E-Learning modules are self-paced, asynchronous online modules that introduce educators to topics foundational to SpringBoard implementation. Modules include direct application to classroom instruction and individual course level material and include a variety of activities that work for individuals or groups. It is recommended that the modules are completed as a series in sequence for a cohesive, foundational learning experience. SpringBoard E-Learning modules are a required component of the Virtual New Teacher Cohort.

## Outcomes

- A fundamental understanding of how the SpringBoard program's flexible instructional framework utilizes the principle of backward design with its Embedded Assessments and scaffolding activities, integrates strategies, and digital resources that support differentiating instruction.

- Skills to begin planning a unit of instruction.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics, Close Reading and Writing Workshop Edition

**Audience:** ELA or math teachers and instructional coaches

**Level:** Middle School, High School

**Duration:** Each module takes 30-60 minutes to complete

**Available:** Accessible on-demand on SpringBoard Digital in Professional Learning

**Price:** No cost

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> The modules included lots of interaction and navigation of actual materials from the curriculum. I liked the response questions where I could apply what we were learning. I got a lot from the classroom video."
>
> **—SpringBoard Teacher**

# Virtual New Teacher Cohorts

🍎 **Teachers**    🗨 **Instructional Coaches**

## Purpose

The Virtual New Teacher Cohorts extend learning from the SpringBoard E-Learning Module series and provide an opportunity for educator collaboration. Cohort participants are assigned asynchronous SpringBoard E-Learning modules that are required to complete prior to each class. During the four virtual cohort classes, educators are led by SpringBoard National Faculty to plan and prepare for teaching their SpringBoard course.

## Outcomes

- An understanding of how the SpringBoard program's flexible framework utilizes the principle of backward design to support instruction aligned with college and career readiness standards.

- Skills to begin planning how to use SpringBoard program's scaffolding activities, integrated strategies, Embedded Assessments, and digital resources.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 5; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Duration:** Four 1.5-hour live virtual classes scheduled as a one-week or two-week series. Educators will need to complete approximately 1 hour of asynchronous E-Learning module work prior to each cohort class.

**Available:** Throughout the year

**Price:** $4,100



**"**

I am taking with me knowledge and skills that I can implement in my classroom immediately, regularly, and easily. This, to me, is what a great professional development should provide."

**—Mathematics Teacher, Texas**

# Building the Foundation Leadership Workshop

📖 **Leaders**    ⧉ **Instructional Coaches**

## Purpose

This workshop examines how the SpringBoard program's design and resources support all students in achieving success with challenging curriculum. Leaders engage in interactive sessions that help them align their use of SpringBoard to their school and district expectations. Through analysis of research and collaboration, participants examine the tools available to teachers and students, determine what to look for in classrooms, and establish expectations and structures to support teaching and learning.

## Outcomes

- Explore SpringBoard design and resources available for classroom instruction.
- Identify foundational elements of instruction through classroom video.
- Discuss expectations and structures to support teaching and learning with SpringBoard.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Site- and district-level leaders and instructional coaches

**Level:** Middle School, High School, or Mixed

**Duration:** 4–6 hours

**Available:** Throughout the year

**Price:** $4,100

# Leadership E-Learning Modules

**Leaders**    **Instructional Coaches**

## Purpose

SpringBoard E-Learning modules are self-paced, asynchronous online modules that introduce leaders to SpringBoard's flexible instructional framework that supports all students in achieving success with college and career readiness standards. Participants examine the tools available to teachers and students, determine what to look for in classrooms, and establish expectations and structures to support teaching and learning. These modules may be completed as a series for a full foundational experience, or individually based on district needs.

## Outcomes

- Explore SpringBoard design and resources available for classroom instruction.
- Identify foundational elements of instruction through classroom video.
- Develop expectations and structures to support teaching and learning with SpringBoard.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Site-and district-level leaders and Instructional Coaches

**Level:** Middle School, High School

**Duration:** Each module takes 30-60 minutes to complete

**Available:** Accessible on-demand on SpringBoard Digital in Professional Learning

**Price:** No cost

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> The modules provided leader specific resources to guide our implementation. The prompts forced me to think about my leadership practices in concrete ways."
>
> **—SpringBoard Leader**

# Implementation Walks

📖 **Leaders**    ▱ **Instructional Coaches**

## Purpose

In this service, instructional leaders visit a representative sampling of classrooms within the initial stages of implementing SpringBoard. Observers gather objective data on foundational elements of SpringBoard and collect snapshots of program use in classrooms. School-level debriefing discussions focus on trends and next steps.

## Outcomes

- An understanding of the foundational elements of SpringBoard through classroom observations.

- District-level data report, including promising practices, areas for growth, and next steps.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Site- and district-level leaders and instructional coaches

**Level:** Middle School, High School, or Mixed

**Duration:** One day; 2–3 schools per day

**Available:** August–June

**Price:** $4,100

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Implementation Walks are the single most important piece of our implementation. They provide a clear focus for work at the district and school levels. The protocol supports the role of the instructional leader and the data we get help us shape our professional learning."

**—District Leader, Louisiana**

# Building Literacy Skills in the Math Classroom

🍎 **Teachers**    🗨 **Instructional Coaches**

## Purpose

In this workshop, participants build their understanding of the relationship between literacy instruction and success in mathematics. They explore SpringBoard learning strategies and resources to build their understanding of how to purposefully plan effective lessons that increase both student literacy and numeracy. Participants also deepen their knowledge of how to use collaborative grouping techniques to enable students to use accurate and precise math vocabulary.

## Outcomes

- An understanding of how literacy strategies can increase student access to math content, skills, and problem-solving strategies.
- A plan for incorporating literacy strategies to increase student engagement and communication skills into daily instruction.

**Program:** National Mathematics, Texas Mathematics

**Audience:** Math teachers and instructional coaches only—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

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> I believe in literacy strategies, but this workshop really helped me see ways to connect it to my lessons. I was able to have intelligent conversations with my colleagues about developing literate mathematicians."
>
> **—Mathematics Teacher, Louisiana**

# Collaborative Curriculum Mapping

**Teachers**   **Instructional Coaches**

## Purpose

During this service, instructional leaders collaboratively engage in a systematic process to create a dynamic curriculum map. The curriculum map articulates the decisions that participants make about instructional priorities and demonstrates the alignment between district requirements, state standards, and the SpringBoard program. Participants leave with a plan for SpringBoard implementation that supports a sustainable and viable curriculum for all students.

## Outcomes

- A resource to promote vertical articulation and assist teachers with instructional pacing and purposeful planning.

- Skills to make collaborative decisions about curriculum resources and implementation in order to provide access to essential standards for all students.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** District curriculum leaders, instructional coaches, teacher leaders— *minimum 6; maximum 18 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** Two consecutive days per content area

**Available:** Throughout the year

**Price:** $6,200

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> SpringBoard asks teachers not just to think about what's happening today or tomorrow or next week, but to look at the big picture for their students. And the big picture not just in terms of what they're going to do in an individual year, but what the instruction needs to look like now so they are successful next year and the year beyond, and eventually in college and career."
>
> **—English Language Arts Instructional Leader, Florida**

# Collaboratively Examining Student Work

**Teachers**  **Instructional Coaches**

## Purpose

In this workshop, participants collaborate to examine student work in order to calibrate student performance expectations and determine next steps for instruction. By following a common protocol for examining, scoring, and discussing their own student work, participants are empowered to use formative assessment data to differentiate instruction and adjust pacing. Participants leave the workshop with tools and processes to support ongoing professional conversations about how to use student data to inform instruction.

## Outcomes

- An understanding of how to use Embedded Assessment Scoring Guides to calibrate student performance expectations among colleagues and score student work.

- A protocol that can be used to regularly examine student work in teams to identify trends that inform instruction.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day per content area

**Available:** Throughout the year

**Price:** $4,100

> **"**
> It's research-based and it's bringing in the current research. And a lot of times as teachers we get very overwhelmed just in the day-to-day instruction. So having that time to have experts bring in information from other experts—and then we get to delve into it."
>
> **—Mathematics Teacher, North Carolina**

# Differentiating Instruction

**🍎 Teachers** **Instructional Coaches**

## Purpose

In this workshop, participants examine how to use SpringBoard resources to support differentiating instruction in order to meet the demands of college and career readiness standards for all learners. They analyze the principles of differentiated instruction and practice making strategic adjustments to process, content, and product in order to support and extend learning. Participants apply differentiation in planning upcoming instruction for their learners.

## Outcomes

- A deeper understanding of why, when, and how to differentiate instruction to meet the diverse learning needs of their students.

- Skills to effectively monitor and adjust instruction in support of the expectations of college and career readiness standards.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day per content area

**Available:** Throughout the year

**Price:** $4,100

> **"** SpringBoard professional learning puts theory into practice and allows participants to authentically experience modern content and pedagogy in real time ... SpringBoard workshops put participants in a position where they personally experience the power of learner-centered classrooms, and then learn to create effective learner-centered classrooms of their own!"
>
> **—Mathematics Instructional Coach, Ohio**

# Effective Mathematics Practices for Your Classroom

**Teachers**   **Instructional Coaches**

## Purpose

In this workshop, participants examine effective practices for mathematics teaching and learning that support student success with college and career readiness standards. These effective practices are aligned to the process of purposeful planning and the NCTM Guiding Principle: Teaching and Learning. Participants analyze a SpringBoard lesson plan for its development of critical content and connections to the Embedded Assessment, illustrating how lesson focus supports student learning. They also examine collaborative strategies that increase student ownership. Participants leave with a strengthened ability to plan and teach upcoming SpringBoard units.

## Outcomes

- Greater expertise in using effective instructional practices in order to connect and scaffold instruction to the standards.

- Skills to help students use collaborative learning strategies to promote ownership of their learning.

**Program:** National Mathematics, Texas Mathematics

**Audience:** Math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

# Engaging Math Students in Higher-Order Thinking

🍎 **Teachers**    🖼 **Instructional Coaches**

## Purpose

In this workshop, participants explore how to establish and maintain rigor in the classroom through the use of purposeful tiered questioning, as well as teaching and learning strategies that promote engagement and foster higher-order discourse among students. They examine SpringBoard lessons for evidence of rigor and opportunities for cognitive engagement that promote higher-order thinking. Participants create opportunities that incorporate higher-order thinking into their instruction.

## Outcomes

- Extended knowledge of strategies and questioning techniques that establish rigor in the SpringBoard classroom.

- A plan to include opportunities for students to engage in higher-order thinking within daily lessons.

**Program:** National Mathematics, Texas Mathematics

**Audience:** Math teachers and instructional coaches only—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

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> SpringBoard revitalized my teaching. The professional learning supported me as I worked to include best practices into my daily instruction. This support impacted my students' achievement and allowed me to make math more relevant and engaging for them while maintaining the rigor and intent of the standards."
>
> **—Mathematics Teacher, Montana**

# Purposeful Planning for Your Course

**Teachers**   **Instructional Coaches**

## Purpose

In this workshop, participants engage in an intensive study of their course by closely examining the content, skills, strategies, and assessments of the course's units. They analyze resources within SpringBoard Digital to support differentiating instruction for their students. Through interactive modeling and guided practice, teachers obtain an understanding of how to purposefully plan and facilitate student-centered lessons aligned to college and career readiness standards.

## Outcomes

- An understanding of the SpringBoard program's content and pedagogy and its alignment to college and career readiness standards.
- Skills for planning to teach SpringBoard using strategic instructional practices and resources that support student achievement.

**Program:** California ELA, National ELA, Texas ELA, Close Reading and Writing Workshop Edition ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day per content area

**Available:** Throughout the year

**Price:** $4,100

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> SpringBoard workshops are unique and powerful because participants are given the chance, within a collaborative setting, to thoroughly understand the design of SpringBoard, review the planning process for SpringBoard, and experience SpringBoard from a student's perspective. Participants leave with the confidence to implement the curriculum successfully in their classrooms."
>
> **—Mathematics Instructional Coach, South Dakota**

**Building Expertise**

# SpringBoard Close Reading Workshops

🍎 **Teachers**　　📋 **Instructional Coaches**

## Purpose

In this workshop, participants analyze how SpringBoard Close Reading Workshops help students build skills to successfully engage with complex texts. Through interactive modeling and collaborative investigation, participants experience the key elements of the Close Reading Workshops, including strategies, a scaffolded protocol, visual literacy, and writing prompts that require synthesis of evidence from texts. Participants consider when and how to embed SpringBoard Close Reading Workshops, Zinc Learning Labs, and close reading strategies within their grade-level units of instruction.

## Outcomes

- Knowledge of how SpringBoard Close Reading Workshops help students build skills necessary to meet the demands of reading standards for college and career.

- Skills for effectively implementing close reading pedagogy that engages students in the practice of reading complex texts.

**Program:** California ELA, National ELA, Texas ELA, Close Reading and Writing Workshop Edition
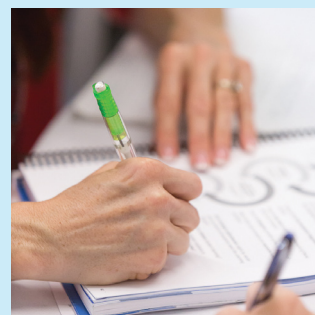
**Audience:** ELA teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

# SpringBoard Language Workshops

**Teachers**  **Instructional Coaches**

## Purpose

In this workshop, participants examine how SpringBoard Language Workshops help build academic language proficiency in all students, including English language learners. Through interactive modeling and collaborative investigation, participants experience how Language Workshop activities deliver grade-level English Language Arts content and tasks through the lens of developing students' academic language skills. Participants will practice building customized language development pathways for students who would benefit from extra support with academic English.

## Outcomes

- Recognize how the explicit design of Language Workshop activities build academic language skills through content-specific listening, speaking, reading, and writing tasks.

- Plans to customize a pathway of instruction blending SpringBoard Language Workshop and SpringBoard ELA activities.

**Program:** National ELA, Texas ELA

**Audience:** ELA teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

# SpringBoard Writing Workshops

🍎 **Teachers**     💬 **Instructional Coaches**

## Purpose

In this workshop, participants develop skills for preparing all students for the writing performance expectations of college and career readiness standards by examining the vertically articulated, skills-based, direct writing instruction provided by SpringBoard Writing Workshops. They analyze the instructional and assessment resources, including model texts of a genre, scoring guides, and writing prompts. SpringBoard ELA users revisit the automated essay feedback tool, Turnitin Revision Assistant, as a powerful resource for student engagement in the writing process. Participants create a plan for strategic instruction to empower students to write well within a particular mode and to scaffold instruction toward success in Advanced Placement.

## Outcomes

- Knowledge of how SpringBoard Writing Workshops help students build skills necessary to meet the demands of college and career writing standards.

- Skills for effectively implementing the pedagogy of strategic writing instruction.

**Program:** California ELA, National ELA, Texas ELA, Close Reading and Writing Workshop Edition

**Audience:** ELA teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

# Supporting English Language Learners

**🍎 Teachers**   **Instructional Coaches**

## Purpose

In this workshop, participants examine principles for instructing English learners and explore how these principles can be applied to support students' diverse language needs. They learn how to simultaneously develop students' English language proficiency and disciplinary knowledge by scaffolding classroom instruction. Participants create a plan for differentiated instruction that allows English learners equal access to standards-based instruction supported by SpringBoard.

## Outcomes

- An understanding of how the principles for instructing English learners can be applied when SpringBoard materials are used.
- A protocol for planning scaffolded instruction that effectively supports students' development of English language and grade-level academic content.

**Program:** National Mathematics, Texas Mathematics

**Audience:** Math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day per content area

**Available:** Throughout the year

**Price:** $4,100
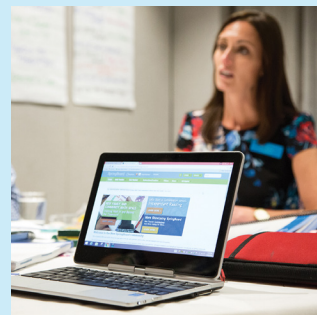
# Teaching and Learning with SpringBoard Digital

🍎 **Teachers**    🗣 **Instructional Coaches**

## Purpose

In this workshop, participants engage with SpringBoard Digital functionality in order to enhance effective teaching and learning. They practice with online tools that support flexible lesson planning, administering and scoring assessments, viewing on-demand progress reports, and exploring partner resources. Participants plan ways in which students can use the digital platform to engage with online text and tools, practice critical skills, and take assessments. Teachers leave having worked with digital functionality that addresses all phases of the instructional loop—plan, teach, assess, and adapt.

## Outcomes

- Knowledge of SpringBoard Digital functionality that supports teachers and students in all phases of the instructional loop.
- Skills to plan daily lessons that support diverse learners by incorporating SpringBoard Digital resources.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day per content area

**Available:** Throughout the year

**Price:** $4,100

**Building Expertise**

# Time with Text

**Teachers**   **Instructional Coaches**

## Purpose

This workshop builds on participants' prior experience with purposeful planning and differentiated instruction. It provides an intensive, collaborative analysis of a unit at their grade level, with a distinct focus on the role of a high-quality text in an ELA classroom. Participants engage in a process for professional study of a text's complexity and purpose as they begin to plan their daily instruction. They participate in a model lesson that demonstrates close reading strategies and reflect on instructional choices strategically made to promote student engagement. Participants leave having purposefully planned critical activities and with a planning protocol to use independently or in a professional learning community.

## Outcomes

- Greater understanding of text complexity measures and a protocol for analyzing the role of a text in an activity and unit.

- Purposeful planning of upcoming classroom instruction that keeps student interaction with text as a central focus.

**Program:** California ELA, National ELA, Texas ELA

**Audience:** ELA teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100

# Using Assessments to Guide Instruction

**🍎 Teachers**   **Instructional Coaches**

## Purpose

In this workshop, participants identify and examine how to use assessment opportunities within the SpringBoard program. They practice using formative assessments to diagnose student needs in order to plan effective instruction that addresses these needs while maintaining the expectations of college and career readiness standards. Participants create a plan for upcoming instruction to include various assessment opportunities.

## Outcomes

- Increased knowledge of the assessment opportunities within SpringBoard print and digital resources.
- Skills on using formative assessments to gather relevant student data and diagnose student needs in order to plan effective instruction.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** One day per content area

**Available:** Throughout the year

**Price:** $4,100

# Virtual Purposeful Planning for Various Settings

🍎 **Teachers**    📋 **Instructional Coaches**

## Purpose

In this virtual workshop, participants meet with a SpringBoard National Faculty member over the course of two classes. They will practice how to engage students with critical content using SpringBoard Digital and plan SpringBoard lessons for their current instructional setting—distance, hybrid, or in-person learning.

## Outcomes

- Examine how SpringBoard Digital functionality is a vehicle for content and engagement.
- Plan student-centered lessons that support your ability to pivot for various instructional settings.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 5; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** Two 2.5-hour live virtual classes. Classes must be scheduled within two consecutive weeks.

**Available:** Throughout the year

**Price:** $2,500



**"**
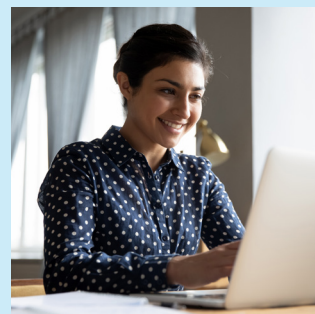
I found the workshop to be very helpful. She was an excellent facilitator and was knowledgeable, efficient, and clear in her instruction. She was mindful of our time and provided personal feedback. I feel that I have a much stronger grasp of the program, pacing, and what is expected of me."

**—English Language Arts Teacher, Los Angeles, California**

# Instructional Coaches Institute

**⊡ Instructional Coaches**

## Purpose

This institute expands instructional coaches' knowledge of SpringBoard resources and research-based coaching protocols, allowing them to support teachers in creating rigorous, student-centered lessons. Coaches develop skills in peer observation and feedback as well as in leading collaborative scoring of student work. They also develop professional learning based on the needs of their professional learning communities (PLCs).

## Outcomes

- Increased knowledge of SpringBoard resources and research-based coaching protocols that support teachers in planning and using assessment data to inform instruction.

- Skills to effectively engage in all phases of the coaching cycle, including peer observation and feedback and facilitating effective PLCs.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Instructional coaches and content leadership—*minimum 10; maximum 28 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** Two consecutive days per content area

**Available:** Throughout the year

**Price:** $6,200

> **"**
> What makes a SpringBoard training so dynamic is the authenticity of voice, from both the facilitator's and the participants' perspective. The workshop is designed to foster an environment where real practitioners, the participants along with the facilitator, celebrate successes but also grapple with and resolve pedagogical concerns."
>
> **—English Language Arts Instructional Coach, Florida**

# Building Expertise Leadership Workshop

**📖 Leaders**  **🖼 Instructional Coaches**

## Purpose

Building Expertise sessions are designed to meet the differentiated needs of schools and districts. These flexible sessions allow leaders to work with members of the Implementation Team to target specific needs and build deeper understanding of the SpringBoard program and its resources. Districts may select from the topics below or work with an Implementation Director to explore additional options.

## Topics

**Leading Differentiation Through SpringBoard**

- Understand key principles of differentiated instruction (content, process, and product).
- Draw connections between standards-based Learning Targets and differentiation.
- Explore how SpringBoard supports differentiated instruction with a focus on process.

**Close Reading and Writing Workshops for Leaders**

- Examine the design of SpringBoard Close Reading and/or Writing Workshops.
- Explore how the workshops build independent readers and writers through direct instruction, collaboration, and independent practice.
- Investigate strategies and digital resources that support reading and writing instruction.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Site- and district-level leaders and instructional coaches

**Level:** Middle School, High School, or Mixed

**Duration:** 3–6 hours

**Available:** Throughout the year

**Price:** $4,100

**Building Expertise**

# California English Language Development (ELD) Leadership Workshop

📖 **Leaders**    🖥 **Instructional Coaches**

## Purpose

This workshop provides California leaders with an overview of SpringBoard's Integrated ELA and Designated ELD programs. Participants will explore resources such as the California ELA/ELD Framework and Standards, best practices in English learner instruction, and English learner proficiency levels, all of which informed the creation of SpringBoard's English learner curriculum and supports. Additionally, participants will develop expectations and structures for how to support effective ELD instruction at their respective school sites. It is recommended that any district-level staff, leaders, and coaches working with English learners of varying levels attend the California ELD Administrator Workshop.

## Outcomes

- Analyze how SpringBoard addresses the needs of English learners in both its Integrated ELA and Designated ELD programs.

- Explore the expectations for English learner instruction set forth by the CA ELA/ELD Framework, and the administrator's role in providing the necessary supports to teachers and students.

**Program:** California ELA, California ELD

**Audience:** Site- and district-level leaders and instructional coaches

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **strongly recommended** that participants attend the Building the Foundation Administrator Workshop or ELA Initial Institute prior to attending this workshop.

**Duration:** 3–4 hours

**Available:** Throughout the year

**Price:** $4,100

# Learning Walks

**Leaders**  **Instructional Coaches**

## Purpose

This service is designed to support leaders in developing classroom observation practices that support teacher growth. Instructional leaders visit a representative sampling of classrooms using a research-based protocol to observe instruction, capture and synthesize evidence, and craft feedback questions.

## Outcomes

- A deeper understanding of SpringBoard elements through classroom observations.
- Support in identifying areas for growth and generating feedback questions to drive teacher reflection.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Site- and district-level leaders and instructional coaches

**Level:** Middle School, High School, or Mixed

**Duration:** One day; 2–3 schools per day

**Available:** August–June

**Price:** $4,100

# Building District-Endorsed Facilitators

**Teachers**   **Instructional Coaches**

## Purpose

This institute develops a cohort of local facilitators by providing the SpringBoard knowledge, facilitator resources, and presentation tips necessary to deliver a high-quality SpringBoard Initial Institute in their district. It is intended for exceptional SpringBoard teachers and instructional coaches who have attended an Initial Institute and have taught SpringBoard in their classroom or supported SpringBoard implementation with integrity. Participants have the opportunity to practice facilitating and receive feedback and coaching from SpringBoard National Faculty. Successful completion of this institute results in participants receiving an active SpringBoard District Facilitator Endorsement for a specified duration.

## Outcomes

- Deeper knowledge of the SpringBoard instructional framework that promotes confidence in supporting colleagues with implementation.
- Tools, processes, and understanding of adult learning that promotes effective facilitation of the SpringBoard Initial Institute.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** ELA or math teachers and instructional coaches—*minimum 6; maximum 12 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** Three consecutive days per content area

**Available:** Throughout the year

**Price:** $10,000

> "Everyone not talking about district quibbles—but talking about content and what they're able to do with their students. And that was just so energizing to me because they were talking about the outcomes and central questions, and big picture things."
>
> **—English Language Arts Teacher, Texas**

# Planning Support for District-Endorsed Facilitators

**Teachers**  **Instructional Coaches**

## Purpose

In this workshop, SpringBoard National Faculty guide district-endorsed facilitators as they prepare for, and present, an Initial Institute in their districts. District-endorsed facilitators receive support through observation and coaching in order to develop content and presentation skills and assure the fidelity of the Initial Institute experience for participants. District-endorsed facilitators also engage in goal setting and reflection to promote success in future professional learning opportunities.

## Outcomes

- Support, observation, and coaching from SpringBoard National Faculty before and during the district-led Initial Institute.

- Specific feedback for refining facilitation skills based on personal goal setting.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** District-endorsed SpringBoard facilitators ONLY—*minimum 4; maximum 6 participants*

**Level:** Middle School, High School, or Mixed

**Prerequisite:** It is **mandatory** that participants have already attended an Initial Institute or Quick Start or completed the SpringBoard E-Learning modules in order to participate in this workshop.

**Duration:** Two consecutive days per content area

**Available:** Throughout the year

**Price:** $6,200
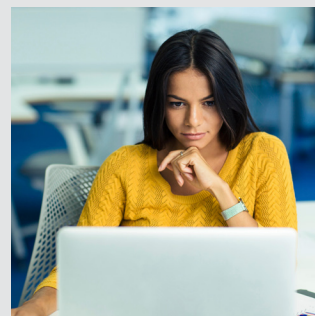
# Side-by-Side Coaching for Instructional Leaders

📖 **Leaders**    🗂 **Instructional Coaches**

## Purpose

Side-by-Side Coaching is designed to support leaders through on-site coaching to develop classroom observation practices that support teacher growth through reflective feedback conversations. A research-based protocol is used to observe instruction, capture evidence, and craft feedback questions. To provide opportunities for active practice, a gradual release model is utilized.

## Outcomes

- Engage in a research-based protocol for classroom observation.
- Gain an understanding of the benefits of positive intent and positive presupposition.
- Develop questions for feedback conversations to promote teacher reflection.

**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Site- and district-level leaders and instructional coaches—*minimum 2; maximum 6 participants*

**Level:** Middle School, High School, or Mixed

**Duration:** One day

**Available:** August–June

**Price:** $4,100

# Virtual Coaching for Instructional Leaders

📖 **Leaders**     📋 **Instructional Coaches**

## Purpose

Virtual coaching is designed to support leaders in developing classroom observation practices that support teacher growth through reflective feedback conversations. A research-based protocol is used with classroom videos to observe instruction, capture evidence, and craft feedback questions. To provide opportunities for active practice, a gradual release model is utilized.

## Outcomes

- Engage in a research-based protocol for classroom observation.

- Gain an understanding of the benefits of positive intent and positive presupposition.

- Develop questions for feedback conversations to promote teacher reflection.

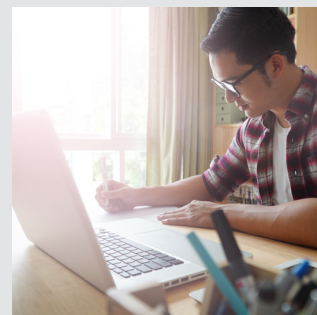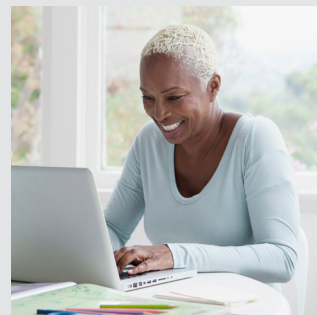**Program:** California ELA, National ELA, Texas ELA, National Mathematics, Texas Mathematics

**Audience:** Site- and district-level leaders and instructional coaches

**Level:** Middle School, High School, or Mixed

**Duration:** 3-hour webinar (3 separate one-hour sessions)

**Available:** August–June via webinar

**Price:** $2,500

# How to Order Professional Learning

1. Complete order form.

2. Submit payment information to SpringBoardPL@collegeboard.org.

We'll work hard to honor your first choice of dates. However, our calendar fills up quickly so be sure to submit your order and payment as early as possible.

**Questions?** Reach out to SpringBoardPL@collegeboard.org

# Terms and Conditions– SpringBoard Professional Learning

By acquiring College Board's SpringBoard professional learning, you ("Client" or "You") accept the terms of this order form (this "Agreement"). If Client subscribes to SpringBoard professional learning pursuant to a separate written contract with the College Board ("CRS Agreement"), the terms of the separate written CRS Agreement between the College Board and Client for SpringBoard Professional Learning supersede the terms contained herein to the extent they conflict with any terms in this Agreement.

**SpringBoard Professional Learning Orders.** To request SpringBoard Professional Learning workshops, institutes, and coaching (collectively, the "Services"), Client must submit via email this signed Agreement to College Board at least sixty (60) days prior to the start date of in-person Services, or thirty (30) days prior to the start date of virtual Services. College Board must receive Client's payment via purchase order, check, or credit card at least thirty (30) days prior to the start date of the Services. If Client does not timely provide each of the foregoing, College Board has no obligation to provide the Services.

**SpringBoard Digital Access during Services.** In connection with the Services, College Board shall provide temporary access to applicable subject and grade levels of SpringBoard Digital for any participants who do not already have access,

for a period of one hundred twenty (120) days from the date of the Service. College Board will grant complete access to SpringBoard Digital when Client purchases Student Editions (print and/or digital) for the subject and grade level for which the temporary access was provided.

**Products.** For certain Services, College Board shall furnish professional learning materials ("Products"). Client acknowledges and agrees that College Board shall be responsible for coordinating, shipping, and handling of the Products, as long as Client provides shipping information, contact name and phone number when submitting this Agreement.

**Client Obligations.** Client is responsible for confirming that the duration, scope, and dates of the Services are in compliance with applicable local, state, and federal statutes and regulations, applicable standards of relevant national professional associations, and applicable collective bargaining agreements. Client shall choose its teachers and educators to participate in each Service; provided, however, Client is prohibited from selling seats to teachers and educators who do not work for Client to any Service.

**Fees and Payment.** Client agrees to pay any applicable sales, use, value added or other taxes or import duties (other

than College Board's corporate income taxes) based on, or due as a result of, any fees paid to College Board under this Agreement, unless Client is exempt from such taxes as the result of Client's corporate or government status. Client shall furnish College Board with a valid tax exemption certificate.

**Costs Excluded from Fees.** The fees do not cover the following costs associated with Services: meeting room fees, audio-visual fees, food, insurance, fees for applicable substitute teachers and other costs for Client personnel, and other on-site or off-site transportation expenses and lodging for participants. Client shall be responsible for and pay directly the costs not covered by the fees.

**Rescheduling and Cancellation Costs.** In addition to the full cost of the Service, for Services cancelled or rescheduled less than thirty (30) days prior to the first day of in-person Services, or seven (7) days prior to the first day of virtual Services, Client shall pay College Board a fee equal to 50% of the full cost of the Service. These fees apply to all Services in this Agreement, regardless of whether Client has received any discounts. College Board retains the right, in its sole discretion, to apply these fees for rescheduling requests.

**Late Fee.** If Client does not provide a purchase order, check, or credit card payment for processing in addition to all of the required information outlined in the Service Checklist below at least thirty (30) days in advance of the first day of a scheduled Service, Client shall be subject to a late fee of 40% of the cost of Service.

**Expedited Services Request Planning Fee.** If Client places an order for an in-person Service less than sixty (60) in advance, or a virtual Service less than thirty (30) days in advance, Client shall be subject to an expedited planning fee of 40% of the cost of the Service. For expedited requests, Client must provide a purchase order, check, or credit card payment for processing in addition to all of the required information outlined in the Service Checklist by the applicable due dates. These fees apply to all Services in this Agreement, regardless of whether Client has received any discounts. If Client requests an expedited Service, Client will only be charged the 40% expedited planning fee and will not be charged an additional fee for a late payment if Client submits the payment (i) by the payment deadline, or (ii) if less than thirty (30) days prior to the first day of Services, with a signed copy of this Agreement.

College Board will not approve in-person Services requested less than twenty-one (21) days prior to the first day of the Services or virtual Services requested less than fourteen (14) days prior to the first day of the Services .

**Participant Fee.** If the number of participants present at the Service exceeds the maximum 28 participants, Client is subject to a fee of up to 20% of the total cost of the Services, and College Board reserves the right to decline furnishing the Services. This fee applies to all Services in this Agreement, regardless of whether Client has received any discounts.

**Force Majeure.** Either party may be excused from performance of an obligation under this Agreement in the event that performance of that obligation by such party is prevented by an act of God, act of war, epidemic, terrorism, riot, fire, explosion, flood or other circumstance that is beyond the control of, and could not reasonably be avoided by, such party.

**Entire Agreement.** This Agreement, including the associated purchase order and any counterparts, is the full and entire agreement and supersedes any prior agreements between the parties relating to the subject matter hereof.

**Service Checklist.** Client will collect and provide College Board with the implementation information ("Implementation Information") below via this Agreement at least thirty (30) days prior to the first day of the Service, or upon execution of this Agreement if College Board is offering an expedited Service:

• District Information. District contact information, District Service Coordinator, District contract signatory, number of participating middle schools, and/or number of participating high schools.

• School Information. School contact information, principal contact information, School Service coordinator, and where applicable, information technology contact information.

• Service Site. Venue address to host the Services, which includes a meeting room and where applicable, audio-visual equipment.

• Virtual Participant Information. Client shall provide participants with registration information provided by College Board, so that participants are able to register and access College Board's virtual meeting platform for the Service. The number of participants may not exceed the maximum outlined in the SpringBoard Virtual Services, or Client will be subject to the Participant Fee outlined above. Virtual Services are not recorded for use by Client or College Board after the Service.

• In-Person Participant Information. The number of participants, and their subject and grade levels. Client

agrees that College Board may rely on such list in determining the number of materials and consultants provided by College Board to Client at such Service. The number of participants may not exceed the maximum outlined in the Professional Learning Catalog, or Client will be subject to the Participant Fee outlined above.

- Designation of Service Coordinator. Client shall designate a Service coordinator who shall be College Board's principal contact and shall assist in the organization of the service.

- Information Technology Contact. Client shall designate and shall cause each School to designate an information technology contact. Client information technology contact and the School Information Technology Contact shall address any technical issues that may arise in the course of the Service.

- Network Access and Internet Connectivity. Client will ensure network access and Internet connectivity during the Service and will require Client Information Technology Contact or another appropriate staff person to be available during the Services to assist in the maintenance of such network access and Internet connectivity.

- Accommodations and Instruments. Client shall furnish service space, instruments such as projectors, chairs and desks, and whiteboards as necessary for in-person Services, and any food or refreshments Client wishes to have onsite. All virtual participants will need to have access to a device that can connect to the internet.

College Board reserves the right to change the Implementation Information at any time. In the event College Board does not timely receive the Implementation Information required, College Board reserves the right to decline furnishing the Services. If College Board agrees to furnish Services without complete Implementation Information, then College Board shall not be responsible if Client believes it has received incomplete or ineffective Services.

If this Agreement includes any complimentary Services, Client may not make any substitutions.

**General Disclaimer.** College Board HEREBY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE.

**Limitation of Liability.** TO THE EXTENT PERMITTED BY LAW, IN NO EVENT WILL THE TOTAL LIABILITY, IN THE AGGREGATE, OF COLLEGE BOARD AND ITS AFFILIATES FOR ANY AND ALL CLAIMS, LOSSES, COSTS OR DAMAGES WHATSOEVER ARISING OUT OF, RESULTING FROM OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE WORK PERFORMED BY COLLEGE BOARD PURSUANT TO THIS AGREEMENT FROM ANY CAUSE OR CAUSES, INCLUDED BUT NOT LIMITED TO THE NEGLIGENCE, PROFESSIONAL ERRORS OR OMISSIONS, STRICT LIABILITY OR BREACH OF CONTRACT OR WARRANTY EXPRESS OR IMPLIED OF COLLEGE BOARD OR ITS' AFFILIATES, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM. IN NO EVENT WILL COLLEGE BOARD AND ITS AFFILIATES HAVE ANY LIABILITY TO CLIENT IN CONNECTION WITH THIS AGREEMENT FOR ANY DIRECT, INDIRECT, CONSEQUENTIAL, INCIDENTAL, SPECIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE NATURE OF THE CLAIM OR THEORY OF LIABILITY. TO THE EXTENT ALLOWED BY LAW, CLIENT WILL INDEMNIFY, DEFEND AND HOLD HARMLESS, COLLEGE BOARD AGAINST THIRD PARTY CLAIMS THAT ARISE AS A RESULT OF THE BREACH OF THIS AGREEMENT BY CLIENT.

**Ownership of Intellectual Property.** Client agrees and acknowledges that all intellectual property provided under or pertaining to this Agreement, including, but not limited to, any College Board publications, College Board website(s), service materials, Products, CD-ROMS, videos, examinations and all items contained therein, including all copies thereof, all data and any parts thereof, all copyrights, trademarks, trade secrets, patents, and other similar proprietary rights ("College Board Intellectual Property") are the sole and exclusive property of College Board. Nothing in this Agreement should be interpreted to indicate that College Board is passing its proprietary rights in and to College Board Intellectual Property to Client. Copying, disseminating, or posting any College Board Intellectual Property on an internal or external website, including social media sites, is a breach of this Agreement.