

Implementation Walk: Foundational Classroom Observables

SpringBoard Instructional Design	The deliberate use of backward design for planning results in clearly defined goals for students and teachers, appropriate assessments, and more purposeful teaching (Tomlinson and McTighe, 2006). By engaging students with these goals on a regular basis, students begin to understand the trajectory of their learning (i.e. self-assess, self-evaluate, and self-monitor). Strategies are embedded within SpringBoard activities so that students have tools to learn skills and content; to facilitate their use of critical thinking skills, and to discuss and interact with content that is expected of them.
Learning Targets	
Current Unpacked Embedded Assessment	
Learning Strategies in use	
Formative Assessment	
Delivery of Instruction	SpringBoard encourages teachers to make lessons their own, while incorporating effective instructional methods that prioritize student-centered instruction.
SpringBoard Activity in Progress	
Instruction: <input type="checkbox"/> Direct <input type="checkbox"/> Guided <input type="checkbox"/> Collaborative <input type="checkbox"/> Independent	
SB Digital In Use: <input type="checkbox"/> Teacher <input type="checkbox"/> Students	
Supportive Classroom Environment	There are critical classroom environment features that support instruction in learning, including a collaborative classroom. The mere presence of these features in a classroom does not necessarily mean they are meaningful, so we consider them in the context of the rest of our observation gathering.
Word Wall	
Student Work Displayed	
Collaborative Class Set-up: <input type="checkbox"/> Pairs <input type="checkbox"/> Groups <input type="checkbox"/> Rows	

Questions to Ask Students:

- ☐ What are you learning today?
- ☐ How is it connected to the upcoming Embedded Assessment?