SpringBoard®
Professional Learning Services


CALIFORNIA EDITION 2019–2020
Welcome

The Catalyst for SpringBoard Success.

We invite you to explore the 2019 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.

“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.”

—SpringBoard teacher
Ongoing, Multiyear Professional Learning

**Partnership Builds Capacity and Boosts Student Performance**

Professional learning services and support are the core of our district partnerships. We want to help you make SpringBoard a success in your school or district. We partner with you to help your staff use SpringBoard confidently and grow as a community of professionals.

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**Building the Foundation**

Workshops and institutes get teachers, coaches, and administrators ready with SpringBoard pedagogy and content that supports effective implementation.

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**Building Expertise**

Focused workshops develop participants’ expertise in SpringBoard instructional approaches, standards alignment, assessments, program resources, and options for differentiation.

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**Building Capacity**

Workshops and symposia focus on program growth and expansion and tap into your team’s leadership potential.

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**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.

**Administrator Workshops** introduce significant instructional elements and help administrators 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.’”
# Building the Foundation: Sample Year-One Professional Learning Plan

We know a long-term plan for implementation in your district is key to SpringBoard success. Our tiered approach is designed to support you through all major phases of implementation: Building the Foundation, Building Expertise, and Building Capacity. Here’s a sample plan for a year-one implementation.

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>DURING SCHOOL YEAR</th>
<th>ANYTIME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Institute</strong></td>
<td><strong>Initial Institute Follow-Up</strong></td>
<td><strong>Purposeful Planning for Your Course</strong></td>
</tr>
<tr>
<td>§ Focuses on the nuts and bolts of the program, emphasizing planning and instructional support</td>
<td>§ Allows teachers to reflect on SpringBoard implementation to date</td>
<td>§ Applies planning skills to develop effective SpringBoard lessons</td>
</tr>
<tr>
<td>§ IMMERSES teachers in the SpringBoard Digital platform and print edition</td>
<td>§ Revisits key ideas from Initial Institute</td>
<td>§ Allows intensive study of the courses that participants teach</td>
</tr>
<tr>
<td>§ 3 consecutive days</td>
<td>§ Focuses on planning time for upcoming unit</td>
<td>§ 1 day</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Teachers and Instructional Coaches</strong></th>
<th><strong>Instructional Coaches Institute</strong></th>
<th><strong>Administrators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Coaches Workshop</strong></td>
<td><strong>Building the Foundation Administrator Workshop</strong></td>
<td><strong>Implementation Walks</strong></td>
</tr>
<tr>
<td>§ Focuses on supporting staff through use of the coaching cycle and facilitating effective professional learning communities</td>
<td>§ Focuses on helping leaders plan for supporting implementation at their schools</td>
<td>§ Observes early stages of classroom implementation, gathering data on key indicators</td>
</tr>
<tr>
<td>§ Empowers coaches with knowledge of SpringBoard resources to provide responsive support to teachers</td>
<td>§ Introduces key elements of SpringBoard instructional design and resources and how they support all students in achieving success with rigorous instruction</td>
<td>§ Provides trends, promising practices, and suggests next steps for school leaders</td>
</tr>
<tr>
<td>§ 2 consecutive days</td>
<td>§ 3–6 hours</td>
<td>§ 1 day</td>
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</tbody>
</table>
Interactive. Immersive. Inspiring.

Our professional learning services are led by SpringBoard National Faculty who share their insight, expertise, and firsthand experiences. Educators who are new to the program get valuable implementation support, and those who are experienced with the program discover opportunities for building on success.

**Master Teachers Lead Our Professional Learning**

- Modeling and practice in planning and facilitating instruction
- Collaboratively examining student work
- Facilitating collaborative activities focused on rigorous instruction and learning strategies
- Differentiating instruction
- Integrating SpringBoard Digital content, tools, and resources
- Demonstrating vertical articulation
- Aligning to Advanced Placement® courses and rigorous standards
- Engaging students in higher-order thinking and analysis

**Meet Two of the SpringBoard National Faculty**

**Adam Krupa, Math, Connecticut**
Adam Krupa has taught for 10 years, five of those using SpringBoard Math courses 1–3, Algebra 1, Geometry, and Algebra 2. He has been a department chair, mentor teacher, and instructional coach in addition to a math curriculum specialist for grades 6–12. Adam currently teaches in the East Hartford Public Schools in Connecticut. He is passionate about building student confidence in math.

**Francine Wilcox, ELA, Florida**
Francine Wilcox has taught for 19 years, 12 of them with SpringBoard ELA in grades 6, 7, and 8. She is ESOL (English for Speakers of Other Languages) certified, has been both a department chair and a mentor teacher, and was awarded Teacher of the Year by her school. Francine currently teaches in Broward County, Florida.

Our faculty is a diverse group with many areas of expertise, including certification or experience in the following:
- National Board Certification: 40%
- Mentor teacher: 59%
- Department or grade-level chair: 64%
- Special Education or Gifted and Talented certification: 42%
- Instructional Coach: 71%
- Teacher of the Year: 42%
- Other: Google Educator, Professional Learning Community leader, Advanced Placement presenter/grader, and Native Education liaison
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 administrators 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 administrators 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**
- **Administrators**
Table of Contents

**Teachers/Instructional Coaches**
- California ELA/ELD Initial Institute ................................................. 8
- Math Initial Institute .................................................................................. 9
- Quick Start Initial Institute ........................................................................ 10
- Using the SpringBoard English Language Development (ELD) Designated Program .............................................. 11
- Initial Institute Follow-Up Workshop .......................................................... 12

**Administrators**
- Building the Foundation Administrator Workshop .................................. 13
- California English Language Development (ELD) Administrator Workshop ................................................................. 14
- Implementation Walks ............................................................................... 15

**Teachers/Instructional Coaches**
- Building Literacy Skills in the Math Classroom ...................................... 16
- Collaborative Curriculum Mapping .............................................................. 17
- Collaboratively Examining Student Work .................................................. 18
- Connecting the SAT to Classroom Practice .............................................. 19
- Differentiating Instruction ............................................................................ 20
- Effective Mathematics Practices for Your Classroom ............................ 21
- Engaging Math Students in Higher-Order Thinking ................................. 22
- Purposeful Planning for Your Course .......................................................... 23
- SpringBoard Close Reading Workshops .................................................... 24
- SpringBoard Writing Workshops ................................................................. 25
- Supporting English Language Learners ....................................................... 26
- Teaching and Learning with SpringBoard Digital ................................... 27
- Time with Text ............................................................................................. 28
- Using Assessments to Guide Instruction .................................................. 29

**Instructional Coaches**
- Instructional Coaches Institute .................................................................. 30

**Administrators**
- Building Expertise Administrator Workshop .......................................... 31
- Learning Walks ........................................................................................... 33

**Teachers/Instructional Coaches**
- Foundations for District Facilitation ......................................................... 34
- Planning Support for District-Endorsed Facilitators ................................ 35

**Teachers/Instructional Coaches/Administrators**
- SpringBoard Professional Learning Symposium ..................................... 36

**Administrators**
- Side-by-Side Coaching for Instructional Leaders .................................. 39
- How to Order Professional Learning Services and Terms and Conditions ................................................................. 40
California ELA/ELD Initial Institute

**Purpose**
In this institute, participants are introduced to the SpringBoard program’s instructional framework and how it supports all students in achieving success with the California State Standards and California English Language Development Standards. Over the course of the three days, they will gain the big picture of SpringBoard’s unit design and the role of Embedded Assessments, embedded learning strategies, formative assessment opportunities, and integrated and designated ELD supports. Participants 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 instructional framework utilizes the principle of backward design to support instruction aligned with the California State Standards and California English Language Development Standards.
- A plan for using the SpringBoard program’s scaffolding activities, strategies, Embedded Assessments, and digital resources in order to teach the first unit of instruction.

**Program:** ELA and ELD

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

**Duration:** Three consecutive days

**Available:** Throughout the year

**Price:** $7,200
Math Initial Institute

Purpose
In this institute, participants are introduced to the SpringBoard program’s instructional framework and how it supports all students in achieving success with the California State 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 the California State 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: Math or Integrated Math

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

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.”

—Bonnie Fenwick, Florida
Quick Start
Initial Institute

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 California State 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 the California State Standards.
- Skills to begin planning their upcoming unit of instruction.

Program: ELA/ELD, Math, or Integrated Math

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

Duration: Two consecutive days per content area

Available: September–February only

Price: $6,200

“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.”

—Julie Manley, Washington
Building the Foundation

Using the SpringBoard English Language Development (ELD) Designated Program

**Purpose**
Participants engage in an intensive study of SpringBoard's California English Language Development (ELD) program, which is aligned to both 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 the 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:** ELA and ELD

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

**Prerequisite:** It’s mandatory that participants have already attended an Initial Institute or Quick Start in order to participate in this workshop.

**Duration:** One day

**Available:** Throughout the year

**Price:** $4,100
Building the Foundation

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

Program: ELA, Math, or Integrated Math

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

Prerequisite: It is mandatory that participants have already attended an Initial Institute or Quick Start in order to participate in this workshop.

Duration: One day per content area

Available: September–May

Price: $4,100

“SpringBoard trainings 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.”

—Le’Andra Myers, Washington
Building the Foundation Administrator Workshop

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 tools available for classroom instruction.
- Identify foundational elements of instruction through classroom video.
- Create expectations and structures to support teaching and learning with SpringBoard.

Program: ELA, Math, or Integrated Math

Audience: Principals, administrators, district SpringBoard leaders, and instructional coaches

Duration: 4–6 hours

Available: Throughout the year

Price: $4,100
Purpose
This workshop provides California administrators with a comprehensive overview of SpringBoard’s Integrated ELA and Designated ELD programs. Participants will explore resources such as the California ELA/ELD Framework and Standards, common shifts 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 explore best practices in ELD instruction, and develop expectations and structures for how to support effective ELD instruction at their respective school sites. It is recommended that any district level staff, administrators, and coaches working with English learners of varying levels attend the California ELD Administrator Workshop.

Outcomes
- Analysis of how SpringBoard addresses the needs of English learners in both its Integrated ELA and Designated ELD programs.
- Understanding of how the expectations set forth by the state of California in regard to English learner instruction, and administrators’ roles in ensuring those expectations are met.

Program: ELA and ELD
Audience: Principals, administrators, district SpringBoard leaders, district curriculum leaders, English learner coordinators and coaches
Duration: 3–4 hours
Available: Throughout the year
Price: $4,100
**Implementation Walks**

**Purpose**
In this service, instructional leaders visit a representative sampling of classrooms for 10 minutes each during the initial stages of implementing SpringBoard. Observers gather objective data on foundational elements of implementation and collect snapshots of program use in classrooms. School-level debriefing discussions focus on trends and next steps.

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

**Program:** ELA, Math, or Integrated Math

**Audience:** Principals, administrators, district SpringBoard leaders, and instructional coaches

**Duration:** One day; 2–4 schools per day

**Available:** August–June

**Price:** $4,100

“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 Administrator, Louisiana
Building Expertise

Building Literacy Skills in the Math Classroom

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: Math and Integrated Math

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

Prerequisite: It is mandatory that participants have already attended an Initial Institute or Quick Start in order to participate in this workshop.

Duration: One day

Available: Throughout the year

Price: $4,100
Collaborative Curriculum Mapping

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: ELA, Math, or Integrated Math

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

Prerequisite: It is mandatory that participants in this pathway have had at least one year of SpringBoard implementation and have participated in either a SpringBoard Initial or Quick Start Institute.

Duration: Two consecutive days per content area

Available: Throughout the year

Price: $6,200

“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.”

—Bryan Sandala, Florida
Collaboratively Examining Student Work

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: ELA, Math, or Integrated Math
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 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.”
—Sharon Breeden, North Carolina
Connecting the SAT to Classroom Practice

Purpose
In this workshop, participants obtain an overview of the SAT® and examine how SpringBoard supports student readiness for the skills it demands. They examine College Board student and teacher resources and engage in a lesson modeling effective classroom SAT practice. Participants plan a lesson for their classroom that supports their students in increasing their SAT preparedness.

Outcomes
- An understanding of the skills that students need to be successful on the SAT.
- A purposeful plan for upcoming instruction, including strategies and resources to promote student growth and success on the SAT.

Program: ELA, Math, or Integrated Math

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 in order to participate in this workshop.

Duration: One day per content area

Available: Throughout the year

Price: $4,100
Building Expertise

Differentiating Instruction

Purpose
In this workshop, participants examine how to use SpringBoard resources to support differentiating instruction in order to meet the demands of the California State 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 the California State Standards.

Program: ELA, Math, or Integrated Math

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 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!”

—Tammy Buckshi, North Carolina
Building Expertise

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 the California State 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 California State Standards.
- Skills to help students use collaborative learning strategies to promote ownership of their learning.

Program: Math and Integrated Math

Audience: 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 in order to participate in this workshop.

Duration: One day

Available: Throughout the year

Price: $4,100

“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.”

—Teacher, Louisiana
Engaging Math Students in Higher-Order Thinking

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: Math and Integrated Math

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

Prerequisite: It is mandatory that participants have already attended an Initial Institute or Quick Start in order to participate in this workshop.

Duration: One day

Available: Throughout the year

Price: $4,100

“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.”

—Shawn Harris, Montana
Purposeful Planning for Your Course

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 the California State Standards.

Outcomes
- An understanding of the SpringBoard program’s content and pedagogy and its alignment to California State Standards.
- Skills for planning to teach SpringBoard using strategic instructional practices and resources that support student achievement.

Program: ELA, Math, or Integrated Math

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 in order to participate in this workshop.

Duration: One day per content area

Available: Throughout the year

Price: $4,100

“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.”

—Katie Sheets, South Dakota
SpringBoard Close Reading Workshops

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

Program: ELA

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

Duration: One day

Available: Throughout the year

Price: $4,100
Building Expertise

SpringBoard Writing Workshops

Purpose
In this workshop, participants develop skills for preparing all students for the writing performance expectations of the California State 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 and on the SAT.

Outcomes
- Knowledge of how SpringBoard Writing Workshops help students build skills necessary to meet the demands of the California State Standards.
- Skills for effectively implementing the pedagogy of strategic writing instruction.

Program: ELA

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

Duration: One day

Available: Throughout the year

Price: $4,100
Supporting English Language Learners

**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:** ELA, Math, or Integrated Math

**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 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

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 networking with colleagues nationwide. 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: ELA, Math, or Integrated Math

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 in order to participate in this workshop.

Duration: One day per content area

Available: Throughout the year

Price: $4,100
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: ELA

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

Prerequisite: It is mandatory that participants have already attended an Initial Institute or Quick Start in order to participate in this workshop.

Duration: One day

Available: Throughout the year

Price: $4,100
Using Assessments to Guide Instruction

**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 the California State 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:** ELA, Math, or Integrated Math

**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 in order to participate in this workshop.

**Duration:** One day per content area

**Available:** Throughout the year

**Price:** $4,100
Instructional Coaches Institute

**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:** ELA, Math, or Integrated Math

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

**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 training 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.”

—Darryl Webb Jr., Florida
Building Expertise Administrator Workshop

Purpose
This workshop is designed as a follow-up to the Building the Foundation Administrator Workshop. Districts may select 2–4 topics from below and on the following page:

Topics

Leading Differentiation Through SpringBoard
- Understand key principles of differentiated instruction (content, process, and product).
- Make connections between Learning Targets and differentiation.
- Show how SpringBoard supports differentiated instruction with a focus on process.

Observing SpringBoard Instruction
- Capture evidence from classroom scenarios and videos with a focus on the Learning Target of the Activity/Lesson.
- Analyze the evidence and use a research-based protocol to develop high-quality feedback.

SpringBoard and the SAT
- Understand the key content features of the SAT.
- Make connections between the knowledge and skills developed in SpringBoard and the SAT Suite of Assessments.
- Explore resources that support the SAT Suite of Assessments for teachers and students.

Continued on next page
Building Expertise
Administrator Workshop, continued

Topics

Supporting English Language Learners (ELLs) in SpringBoard
- Connect the shifts in ELL instruction to SpringBoard ELL support features.
- Explore the administrator’s role in creating expectations and structures to support ELL’s language acquisition.

Using SAT Reports to Drive Instruction
- Explore SAT Score Reports and identify student needs.
- Investigate SpringBoard resources to address those needs.

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: ELA, Math, or Integrated Math

Audience: Principals, administrators, district SpringBoard leaders, and instructional coaches

Duration: 3–6 hours

Price: $4,100
Learning Walks

Purpose
In this service, leaders visit a representative sampling of classrooms for 15–20 minutes after the foundational stages of implementing SpringBoard. Observers use a research-based protocol that involves collection and analysis of qualitative evidence to develop high-quality feedback that site administrators deliver to individual teachers.

Outcomes
- Expert classroom observation with SpringBoard Directors of Implementation and Instructional Support.
- Research-based protocol and facilitated support in generating individual teacher feedback.

Program: ELA, Math, or Integrated Math

Audience: Principals, administrators, district SpringBoard leaders, and instructional coaches

Duration: One day; 2–3 schools per day

Available: August–June

Price: $4,100
Foundations for District Facilitation

**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:** ELA, Math, or Integrated Math

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

**Prerequisite:** It is mandatory that participants have already attended an Initial Institute or Quick Start in order to participate in this institute.

**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.”

—Nathan Busse, Texas
Planning Support for District-Endorsed Facilitators

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: ELA, Math, or Integrated Math

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

Duration: Two consecutive days per content area

Available: Throughout the year

Price: $6,200
Purpose

The SpringBoard Professional Learning Symposium is an intensive, immersive, and inspiring multi-day experience that builds participants’ capacity to support SpringBoard implementation in their own districts. Participants learn directly from SpringBoard National Faculty as they actively practice facilitating SpringBoard Professional Learning, collaborate with colleagues, and receive expert, real-time coaching.

Pathway One—Strengthening Your SpringBoard Foundation

Pathway One is designed to deepen participants’ expertise in the SpringBoard instructional framework by working with components of the SpringBoard Initial Institute. By learning critical components of the Initial Institute, participants are equipped to support their teachers one-on-one, in professional learning communities, and/or when facilitating district-sponsored SpringBoard Initial or Quickstart Institutes.

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 the effective facilitation of the SpringBoard Initial Institute.

Program: ELA, Math, and Integrated Math

Audience: Teacher leaders and/or instructional coaches who work directly with teachers and/or facilitate building- or district-level professional learning.

Prerequisite: It is mandatory that participants in this pathway have had at least one year of SpringBoard implementation and have participated in either a SpringBoard Initial or Quick Start Institute.

Duration: Three consecutive days

Available: Twice yearly in specified locations across the nation

Price: $1,050 per participant. A 10% discount for early bird registration.

Find more information on dates, pricing, and registration on the SpringBoard Digital Community website.

**Successful completion of this pathway will result in the participant earning the designation of “SpringBoard District-Endorsed Facilitator,” enabling a district to order and use official SpringBoard Initial Institute materials.

Continued on next page
Pathway Two—Designing Professional Learning

Pathway Two is designed to engage participants with a portfolio of topic-specific modules in order to create tailored professional learning experiences for their districts. Participants receive access to SpringBoard Professional Learning resources, including facilitation guides and PowerPoint templates, as they work collaboratively to customize modules based on their district’s needs.

Outcomes

- Increased knowledge of the available SpringBoard resources that support and enhance specific implementation needs.
- Tools, processes, and understanding of adult learning that promotes effective facilitation of self-designed professional learning.

Program: ELA, Math, and Integrated Math

Audience: Teacher leaders and/or instructional coaches who facilitate building- or district-level professional learning.

Prerequisite: It is strongly suggested that Pathway Two participants have previously experienced Pathway One. It is mandatory that Pathway Two participants have had at least one year of SpringBoard implementation and have participated in either a SpringBoard Initial or Quick Start Institute.

Duration: Three consecutive days

Available: Twice yearly in specified locations across the nation

Price: $1,050 per participant. A 10% discount for early bird registration.

Find more information on dates, pricing, and registration on the SpringBoard Digital Community website.

Continued on next page
SpringBoard Professional Learning Symposium, continued

Leadership Pathway—Strengthening Your SpringBoard Leadership

The Leadership Pathway is designed to deepen instructional leaders’ expertise in the SpringBoard instructional framework and leadership practices by working with components of the SpringBoard Administrator Workshop. By learning and facilitating critical components of the Workshop, participants are able to lead instruction using SpringBoard, support their colleagues one-on-one in professional learning communities, and/or when facilitating district-sponsored SpringBoard Administrator Workshops.

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 Administrator Workshop.

Program: ELA, Math, and Integrated Math

Audience: Site and district administrators or instructional leaders who support or supervise teachers and/or facilitate building- or district-level professional learning for leaders.

Prerequisite: It is mandatory that participants in this pathway have had at least one year of SpringBoard implementation and have participated in either a SpringBoard Initial, Quick Start Institute, or Administrator Workshop.

Duration: Three consecutive days

Availability: Twice yearly in specified locations across the nation

Price: $1,050 per participant. A 10% discount for early bird registration.

**Successful completion of this pathway will result in the participant earning the designation of “SpringBoard District-Endorsed Facilitator,” enabling a district to order and use official SpringBoard Administrator Workshop materials.
Building Capacity

Side-by-Side Coaching for Instructional Leaders

Purpose
This service is designed for leaders who want real-time coaching in observing classroom instruction using a research-based protocol to capture evidence. SpringBoard Directors of Implementation and Instructional Support utilize the gradual-release model to coach leaders in developing reflective feedback conversations.

Outcomes
- Engage in a research-based protocol for classroom observation.
- Practice developing positive coaching conversations.

Program: ELA, Math, and Integrated Math

Audience: Administrators and instructional coaches—minimum 2; maximum 6 participants

Duration: One day; 3–4 classrooms per day

Available: September–May

Price: $4,100
How to Order Professional Learning

1. Provide two possible dates for your district’s professional learning session at least 60 days in advance of your desired session to SpringBoard@collegeboard.org.

2. Submit signed order form and payment information at least 45 days in advance of your desired session dates. Orders may be submitted via fax to 646-607-2881 or via email to SpringBoardOrders@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 with payment as early as possible.

Questions? Reach out to SpringBoard@collegeboard.org or to your SpringBoard Program Delivery Specialist.

Professional Learning Services Terms and Conditions

Professional Learning Orders. To request SpringBoard Professional Learning workshops, institutes, and coaching (collectively, the “Services”), Client must submit a signed order form (this “Agreement”) and either a purchase order, check, or credit card information for processing. The College Board must receive this Agreement and payment at least thirty (30) days prior to the date of the Services, or the College Board, in its sole discretion, reserves the right to cancel the Services or apply the Expedited Workshop Request Planning Fee cited below.

SpringBoard Digital Access During Services. In connection with the Services, the 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. The College Board will grant complete access to SpringBoard Digital when Client purchases Student Editions (print and/or digital) for the subject and the grade level for which the temporary access was provided.

Products. The College Board shall furnish professional learning materials (“Products”) for certain Services. Client acknowledges and agrees that the 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.

Client Obligations. Client shall be 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.

Fees and Payment. Client agrees to pay any applicable sales, use, value added, or other taxes or import duties (other than the College Board’s corporate income taxes) based on, or due as a result of, any fees paid to the 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 the College Board with a valid tax exemption certificate.

Costs Excluded from Fee. The fees do not cover the following costs associated with Services: meeting room fees, audiovisual 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 canceled or rescheduled less than thirty (30) days prior to the first day of the Services, Client shall pay the College Board a fee equal to 50% of the full cost of the Service. For Services canceled or rescheduled less than fifteen (15) days prior to the first day of the Services, Client shall pay the College Board a fee equal to 75% of the full cost of the Services. These fees apply to all Services in this Agreement, and will be calculated on the full published rate, regardless if Client has received any discounts. The College Board retains the right, in its sole discretion, to apply these fees for rescheduling requests.

Expedited Workshop Request Planning Fee. If Client does not provide a purchase order, check, or credit card payment for processing and all of the required information outlined in the Workshop Checklist below at least thirty (30) days in advance of the first day of a scheduled Service or places an order for a Service less than thirty (30) days in advance, Client shall be subject to an expedited planning fee up to 40% of the cost of the Service. These fees apply to all Services in this Agreement, and will be calculated on the full published rate, regardless if Client has received any discounts. Client must order all Services no less than twenty-one (21) days prior to the first day of the Services.

Participant Fee. If the number of participants present at the Service exceeds the maximum defined in the Professional Learning Catalog, Client is subject to a fee of up to 20% of the total cost of the Services. This fee applies to all Services in this Agreement, and will be calculated on the full published rate, regardless if Client has received any discounts.

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

- District Information. Client shall provide the district contact information, district workshop coordinator, district contract signatory, number of participating middle schools, and/or number of participating high schools.
- School Information. Client shall provide the school contact information, principal contact information, school workshop coordinator and, where applicable, information technology contact.
- Workshop Site. Client shall provide the College Board with a venue to host the Services, which includes a meeting room and, where applicable, audiovisual equipment.
- Participant Information. Client shall provide the College Board with the number of participants, and their subject and grade levels. Client agrees that the College Board may rely on such list in determining the number of materials and consultants provided by the 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 Workshop Coordinator. Client shall designate a workshop coordinator who shall be the College Board’s principal contact and shall assist in the organization and training.
- Information Technology Contact. Client shall designate, and shall cause each school to designate an information technology contact. The information technology contact and the school information technology contacts 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 workshop 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 workshop space; instruments such as overheads, projectors, chairs, and desks; VCR and monitor; and whiteboards as necessary for the Services, and any food or refreshments Client wishes to have on-site.

The College Board reserves the right to change the Implementation Information at any time. In the event the College Board does not timely receive the Implementation Information, the Client may be subject to the additional fees outlined above, and the College Board reserves the right to decline furnishing the Services. If the College Board agrees to furnish Services without complete Implementation Information, then the College Board shall not be responsible if Client believes it has received incomplete or ineffective Services.
General Disclaimer. THE 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 THE 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 THE 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 THE COLLEGE BOARD OR ITS AFFILIATES, SHALL NOT EXCEED THE ACTUAL AMOUNT PAID TO THE COLLEGE BOARD UNDER THIS AGREEMENT FOR THE SPECIFIC DELIVERABLE SUBJECT TO THE DAMAGES CLAIM.

IN NO EVENT WILL THE COLLEGE BOARD AND ITS AFFILIATES HAVE ANY LIABILITY TO PURCHASER 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, PURCHASER WILL INDEMNIFY, DEFEND, AND HOLD HARMLESS, THE 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), 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 are the sole and exclusive property of the College Board. Nothing in this Agreement should be interpreted to indicate that the College Board is passing its proprietary rights in and to the College Board Intellectual Property to Client. Copying, disseminating, or posting any SpringBoard material on an internal or external website, including social media sites, is a breach of your agreement with the College Board.

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, terrorism, riot, fire, explosion, flood, or other circumstance that is beyond the control of, and could not reasonably be avoided by, such party.

Payment. This Agreement supersedes any conflicting terms and conditions contained in Client’s purchase order.