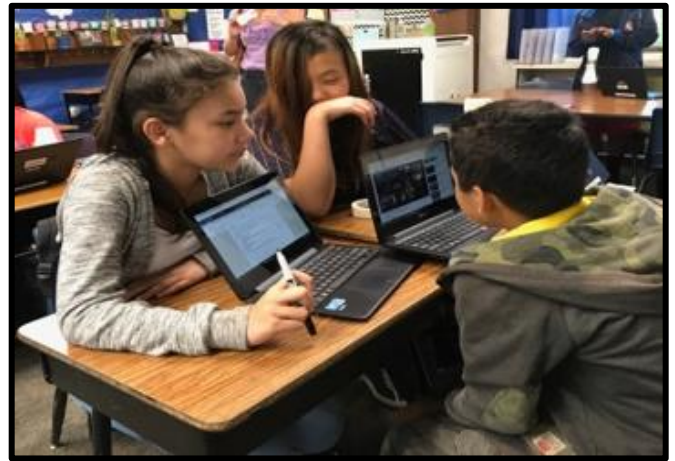


### What resources will help me to effectively address the state standards?

## Digital Adoption Tutorials

Do you have five minutes? Click on the links below to learn how to make the most out of these useful, digital resources from our curriculum adoptions:

- **WONDERS:** Access the [Data Dashboard](#) walk-through to see how to review classroom performance data and specific instructional recommendations for students.
- **SPRINGBOARD:** Check out these screencasts created by one of your FUSD colleagues for assigning Zinc [Vocabulary Games](#) and accessing the [Leaderboard Reports](#).
- **GO MATH:** The Support and Resources Center [Grades K-6](#) and [Grades 7-8](#) provides teachers with downloadable aids, technology support, professional development, and program enhancements.
- **BIG IDEAS:** Click [here](#) to view a short demonstration on how to access the Dynamic Classroom Student eBook, which features the embedded interactive components.



### Attention K-6 Teachers:

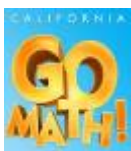


Have you noticed this icon on the Wonders student portal for English Learners? Wonders Adaptive Learning system provides personalized digital instruction and practice in foundational skills, allowing students to work at their own pace and instructional level.



## Have You Seen These Curriculum Resources?

### GO Math: Skills & Facts Fluency



Strategies and Practice for Skills and Facts Fluency provides a systematic practice plan for promoting automaticity through basic facts fluency. It outlines strategies for each operation and at each level there are workshops with accompanying opportunities for student practice. Click to access for grades [K-3](#) and [3-6](#).

### Big Ideas 9-12: STEM Videos



Each chapter contains a Real-Life STEM Video allowing students to further engage with mathematical concepts and relate them to real life scenarios. The STEM Videos are housed in the online student resource library, the online teacher Course Resources, and the eBook.

### Wonders: Managing Small Groups



This digital K-6 component is a teacher's guide for differentiating instruction through small- and whole- group lessons. It supports the development of management tools for organizing the environment, establishing routines and procedures, implementing instruction, and monitoring change.

### SpringBoard: NEW Language Checkpoints



SpringBoard has developed a new set of mini-lessons called Language Checkpoints. They are aligned to the grade-level language standards and are written to be used within the context of the unit. You can access the student and teacher editions of these lessons on the [CIPL](#) website.

# ACCOUNTABLE COMMUNITIES TO WATCH



**AC TEAM: Emmelin Herrera and Liliana Spears**  
**6<sup>th</sup> Grade, Homan Elementary School**

**How have you developed as an AC?**

We started our credentialing process through Fresno Unified with the Teacher Residency Program, where we created a bond and partnership with one another. Now that we are in our second-year teaching sixth grade at Homan Elementary, we have learned effective methods through vulnerability and the use of sharing best practices around standards. We are confident that when mistakes are made, we can come back together to share and learn from each other.

**What is the structure of your AC meeting?**

Liliana is our lead teacher and is very organized. Before every AC meeting Liliana shares our agenda on the OneDrive so we know what to bring and discuss. Once in our meeting we use a school-wide protocol that walks us through a data conversation based on our previous CFAs. Using the protocol, we look at each question and identify students' strengths and weaknesses, making conclusions around the strand of the assessed standard. Next, we create weekly CFAs using Illuminate for math and Wonders for ELA. During this process, we backwards map our week of instruction from our weekly CFA and use the IPG to help us plan our core instruction. Once the process is finalized, we create weekly learning targets to help us articulate our focus to students and keep instruction aligned to the standards being taught. This process is repeated weekly during our meeting time together.

**To what do you attribute your success as an AC?**

Being vulnerable has allowed us to discuss when data drops. We feel comfortable asking for needed support. The two of us are very similar, when we make commitments as a team, we stick to them. If we could say one thing to help others experience success, I would say, "Think about who your audience is [your students]. If you keep that in mind, it makes it totally worth it because you want to do the very best for them."



**AC TEAM: Emily Brandt, John-Michael De La Cerda, Heather Lane, Austin Lemay, and Briana Lucas**  
**9<sup>th</sup> Grade ELA, Bullard High School**

**How have you developed as an AC?**

This is our first year together as an AC of five. We have a good foundation with Heather taking over as a lead. As a team, we are very structured in our planning time, which helps keep all of us accountable and on track. We are open to working together and being a team because we want to be the best we can for our students. Being that it is year one of an adoption and we have a new team, ranging from veteran to intern teachers, Springboard

has made it easy to have deep discussions about where our students are going.

**What is the structure of your AC meeting?**

We are proud of the work that we do, which is a result of us meeting as a team often. Our AC meets every Monday and Friday, as it is important to us to bookend our meetings at the beginning and end of the week. On Mondays, we set goals for our students and instruction, then on Fridays, we assess how our goals went and what we may need to work on. Prior to every meeting, Heather emails an agenda with two to three things that we need to bring and be ready to discuss. We all appreciate the agenda prior to the meeting, as it helps keep everyone organized and accountable. Our notes from each meeting are posted on OneDrive so the team has access to the work we have accomplished over the year. In addition, this allows us to share files and resources with one another. We all bring a piece of expertise to the table during our meetings.

Our CFA process begins with a joint assignment and rubric created by our team. On Mondays we type the prompt, Wednesdays we give our CFA, and Fridays we look at our initial observation of what we noticed and discuss any potential re-teaching. The following Monday, we hammer down data by breaking down the percentage of Freshman students by proficiency level. When we are analyzing data, we use the Project Zero protocol from Learning by Doing (p.188-189) to help us stay focused and have an intentional conversation about how we can move our students. These meetings allow us to be open and honest about our data and teaching practices to help inform future instruction.

**To what do you attribute your success as an AC?**

Our personalities are cohesive and we want to help our students. When we say all, we mean ALL the Freshman students in English. As a team, we get down to our job and we discuss and require all our students to be moving towards proficiency. Our success comes from the heart because we are all passionate about helping our students. Also, having time to plan with PLUS has increased our effectiveness. We would like to thank our Plus teachers, Sharon Owens and Gretchen Fischle, as well as our instructional coach Jennifer Nast for helping us grow as an AC this year.