

AVID and SpringBoard

In creating a comprehensive, school-wide system of access and supports for college readiness, there are numerous ways that AVID and SpringBoard can work together. Both programs share a common philosophy of equity that aggressively promotes first-generation college bound students toward Advanced Placement coursework and skills required for college success. When students are able to take SpringBoard math and English with the AVID elective, they are surrounded by extensive supports and high expectations. Six of the 11 AVID Essentials required for certification specifically overlap with SpringBoard program elements.

AVID Essential	SpringBoard program elements
#4: AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.	As the College Board’s official pre-AP math and Language Arts curricula, SpringBoard is an important part of the pathway to college. The Standards for College Success guide the program with not only university enrollment, but success through college as goals.
#5: A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom.	SpringBoard’s curriculum is designed to include culturally relevant reading and real-world math problem solving. Reading and writing strategies are transferred between the ELA and math classroom and are heavily literacy based. Many of the reading and writing strategies teachers learn in professional development are the same, as they are best practices in rigorous classroom instruction.
#6 Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking.	SpringBoard’s lessons have been developed with an emphasis on higher order critical thinking and inquiry. Unit and lesson design increases in complexity as teachers facilitate students through more challenging tasks and supporting successful academic experiences as content becomes more demanding.
#7: Collaboration is used as a basis for instruction in the AVID classroom.	Collaboration, speaking and listening strategies are emphasized in SpringBoard classrooms. In each lesson, there are numerous opportunities for students to interact collaboratively with the content. Again, many of the strategies teachers learn in both programs are the same.
#8: A sufficient number of tutors must be available in AVID elective class(es) to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities and they must be trained to implement the methodologies used in AVID.	SpringBoard’s focus on higher levels of questions provides an excellent basis for student study groups required in weekly tutorials in the AVID elective. The gradual release of responsibility and student ownership of skills that is woven throughout the SpringBoard classroom allows for students to more fully benefit from tutorials.
#11: An active interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory courses.	The SpringBoard teacher should be an outstanding contributor to the AVID site team. A school that is committed to both programs will have a viable interdisciplinary focus on student success and college readiness.