

## WEDNESDAY 2/17 Day 1

K-5 Leaders (ELA) (2 sections)		6-8 Leaders (ELA)	9-12 Leaders (ELA)
<b>Keynote: Kate Gerson &amp; Sonja Brookins Santelises</b> 8:30am - 10:00am, Location: Grand AB			
<b>Section 1</b> <b>Location:</b> Adams  <b>Facilitators:</b> J. Soto & L. Robinson	<b>Section 2</b> <b>Location:</b> Alcott  <b>Facilitators:</b> M. Etienne & E. Peterson	<b>Location:</b> Douglass  <b>Facilitators:</b> Tammy Tuck & Michele Bridgewater	<b>Location:</b> Faneuil  <b>Facilitators:</b> Brandy Nelson & Thomas Wight
<b>(10:00am - 12:00pm)</b> <b>Session: The Foundation in K-5</b> In this foundational session, participants analyze how the standards and shifts frame rigorous instruction in the elementary grades. Using grade-level text and instructional video, participants practice identifying what strong instruction looks like in the elementary classroom.		<b>(10:00am - 12:00pm)</b> <b>Session: The Foundation in 6-12, Part 1</b> In this foundational session, participants analyze how the standards and shifts frame rigorous instruction. Using grade-level text and instructional video participants practice identifying what strong instruction looks like in the middle school classroom.	<b>(10:00am - 12:00pm)</b> <b>Session: The Foundation in 6-12, Part 1</b> In this foundational session, participants analyze how the standards and shifts frame rigorous instruction. Using grade-level text and instructional video participants practice identifying what strong instruction looks like in high school.
<b>Lunch (12:00pm-1:00pm), Location: Grand AB</b>			
<b>(1:00pm - 4:00pm)</b> <b>Session: Components of a Comprehensive Literacy Program</b> Participants learn the key elements in an early literacy program, with specific focus on		<b>(1:00pm - 4:00pm)</b> <b>Session: The Foundation in 6-12, Part 2</b> The morning session continues into the first part of the afternoon.	<b>(1:00pm - 4:00pm)</b> <b>Session: The Foundation in 6-12, Part 2</b> The morning session continues into the first part of the afternoon.

<p>foundational skills standards and the process (and remediation) of learning to read. Participants analyze their current programs, systems and structures for strengths and weaknesses in each of the components.</p>	<p><b>Session: Text Complexity</b> Participants learn the relationship between reading and text complexity, define the components of text complexity, and analyze texts to determine complexity in calibrated setting, as well as how to scaffold struggling learners so that they can access that complexity in the classroom.</p>	<p><b>Session: Text Complexity</b> Participants learn the relationship between reading and text complexity, define the components of text complexity, and analyze texts to determine complexity in calibrated setting, as well as how to scaffold struggling learners so that they can access that complexity in the classroom.</p>
<p><b>Break</b> (4:00pm-4:15pm)</p>		
<p><b>Evening Session:</b> Black Minds Matter: a Conversation with Sonja Brookins Santelises and Ryan Smith 4:00pm-6:00pm, Location: Grand AB</p>		

## THURSDAY 2/18 Day 2 Sessions

K-5 Leaders (ELA) (2 sections)	6-8 Leaders (ELA)	9-12 Leaders (ELA)	
<p><b>Dave Liben Keynote</b> 8:30am-9:30am, Location: Grand AB</p>			
<p><b>Break</b> (9:30am-9:45am)</p>			
<p><b>Section 1</b> <b>Location:</b> Adams <b>Facilitators:</b> Section 1: Jalinda Soto</p>	<p><b>Section 2</b> <b>Location:</b> Alcott <b>Facilitators:</b> Marc Etienne &amp; Emily Peterson</p>	<p><b>Location:</b> Douglass  <b>Facilitators:</b> Tammy Tuck &amp; Michele Bridgewater</p>	<p><b>Location:</b> Faneuil  <b>Facilitators:</b> Brandy Nelson &amp; Thomas Wight</p>

<p>&amp; Lacey Robinson</p>			
<p><b>(9:45am - 12:00pm)</b>  <b>Session: Building Knowledge &amp; Vocabulary in K-5</b>          In this session participants first examine one module’s approach to teaching texts and evidence-based claims, and then develop standards-aligned text dependent questions. Participants apply these learnings to the coaching skills needed to support struggling students in classroom instruction.</p>	<p><b>(9:45am - 12:00pm)</b>  <b>Session: Building Knowledge and Vocabulary in 6-8</b>          In this session participants first examine one module’s approach to teaching texts and evidence-based claims, and then develop standards-aligned text dependent questions. Participants apply these learnings to the coaching skills needed to support struggling students in classroom instruction.</p>	<p><b>(9:45am - 12:00pm)</b>  <b>Session: Building Knowledge &amp; Vocabulary in HS</b>          In this session participants first examine one module’s approach to teaching texts and evidence-based claims, and then develop standards-aligned text dependent questions. Participants apply these learnings to the coaching skills needed to support struggling students in classroom instruction.</p>	
<p><b>Lunch (12:00pm-1:00pm), Location: Grand AB</b></p>			
<p><b>(1:00pm - 4:00pm)</b>  <b>Session: The Juicy Language of Text in K-5</b>          Participants learn the role that syntax plays in students’ ability to access complex text. Participants then practice close reading and text dissection at the <i>sentence</i> level to support struggling learners. Last, participants engage in a culminating video practice observing and analyzing classroom instruction for ELA standards-alignment and the shifts.</p> <p><b>Session: Organizational Systems and Structures in K-5</b>          Participants use key Guskey Level 3 questions to</p>	<p><b>(1:00pm - 4:00pm)</b>  <b>Session: The Juicy Language of Text in 6-8</b>          Participants learn the role that syntax plays in students’ ability to access complex text. Participants then practice close reading and text dissection at the <i>sentence</i> level to support struggling learners. Last, participants engage in a culminating video practice observing and analyzing classroom instruction for ELA standards-alignment and the shifts.</p> <p><b>Session: Organizational Systems and Structures in 6-8</b>          Participants use key Guskey Level 3 questions to</p>	<p><b>(1:00pm - 4:00pm)</b>  <b>Session: The Juicy Language of Text in High School</b>          Participants learn the role that syntax plays in students’ ability to access complex text. Participants then practice close reading and text dissection at the <i>sentence</i> level to support struggling learners. Last, participants engage in a culminating video practice observing and analyzing classroom instruction for ELA standards-alignment and the shifts.</p> <p><b>Session: Organizational Systems and Structures in High School</b></p>	

<p>assess whether systems and structures provide the appropriate level of organizational support and to identify changes they need to make back home.</p>	<p>assess whether systems and structures provide the appropriate level of organizational support and to identify changes they need to make back home.</p>	<p>Participants use key Guskey Level 3 questions to assess whether systems and structures provide the appropriate level of organizational support and to identify changes they need to make back home.</p>
<p><b>Break (4:00pm-4:15pm)</b></p>		
<p><b>Team Planning Time (4:15pm-5:00pm)</b>                  This is a time for teams to convene, share the day’s learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute</p>		
<p><b>Dismissal (5:00pm-5:30pm)</b></p>		

## FRIDAY 2/19 Day 3

K-5 Leaders (MATH) (2 sections)		6-8 Leaders (MATH)	9-12 Leaders (MATH)
<p><b>Andrew Chen Keynote</b>                  8:30am-10:00am, Location: Grand AB</p>			
<p><b>Section 1</b>                  Location: Adams</p> <p><b>Facilitators:</b> J. Soto &amp; D. De Los Santos</p>	<p><b>Section 2</b>                  Location: Alcott</p> <p><b>Facilitators:</b> M. Etienne &amp; K. Ryan</p>	<p><b>Location:</b> Douglass</p> <p><b>Facilitators:</b> Tammy Tuck &amp; Liam Honigsberg</p>	<p><b>Location:</b> Faneuil</p> <p><b>Facilitators:</b> Brandy Nelson &amp; Deidre Richardson</p>
<p><b>(10:00am - 12:00pm)</b>  <b>Session: Focus in Grades K-5</b>                  In this session, participants learn to identify the major work of the grade and evaluate tasks</p>	<p><b>(10:00am - 12:00pm)</b>  <b>Session: Focus in Grades 6-8</b>                  In this session, participants learn to identify the major work of the grade and evaluate tasks for</p>	<p><b>(10:00am - 12:00pm)</b>  <b>Session: Focus in High School</b>                  In this session, participants learn to identify the major work of the grade and evaluate tasks for</p>	

<p>for alignment to standards. Using classroom videos, participants practice observing and coaching development of the focus shift and standards-aligned instruction.</p>	<p>alignment to standards. Using classroom videos, participants practice observing and coaching development of the focus shift and standards-aligned instruction.</p>	<p>alignment to standards. Using classroom videos, participants practice observing and coaching development of the focus shift and standards-aligned instruction.</p>
<p><b>Lunch</b> (12:00pm-1:00pm), Location: Grand AB</p>		
<p>(1:00pm - 4:00pm)  <b>Session: Coherence in Grades K-5</b>                  In this session, participants understand the coherence shift both as a logical sequencing of content across grades and as important connections between standards, clusters, and domains within the grade. Participants learn to identify prerequisite standards for grade level standards, and instructional video provide opportunities to observe and scenarios to coach the coherence shift and standards-aligned instruction.</p> <p><b>Session: Rigor in Grades K-5</b>                  This is the first of two sessions devoted to rigor. In this session, participants first focus on the three aspects of rigor and why rigor is important. Participants evaluate standards, tasks, and lessons for aspects of rigor.</p>	<p>(1:00pm - 4:00pm)  <b>Session: Coherence in Grades 6-8</b>                  In this session, participants understand the coherence shift both as a logical sequencing of content across grades and as important connections between standards, clusters, and domains within the grade. Participants learn to identify prerequisite standards for grade level standards, and instructional video provide opportunities to observe and scenarios to coach the coherence shift and standards-aligned instruction.</p> <p><b>Session: Rigor in Grades 6-8</b>                  This is the first of two sessions devoted to rigor. In this session, participants first focus on the three aspects of rigor and why rigor is important. Participants evaluate standards, tasks, and lessons for aspects of rigor.</p>	<p>(1:00pm - 4:00pm)  <b>Session: Coherence in High School</b>                  In this session, participants understand the coherence shift both as a logical sequencing of content across grades and as important connections between standards, clusters, and domains within the grade. Participants learn to identify prerequisite standards for grade level standards, and instructional video provide opportunities to observe and scenarios to coach the coherence shift and standards-aligned instruction.</p> <p><b>Session: Rigor in High School</b>                  This is the first of two sessions devoted to rigor. In this session, participants first focus on the three aspects of rigor and why rigor is important. Participants evaluate standards, tasks, and lessons for aspects of rigor.</p>
<p><b>Break</b> (4:00pm-4:15pm)</p>		
<p><b>Team Planning Time</b> (4:15pm-5:00pm)</p>		

This is a time for teams to convene, share the day’s learning, discuss implications, and name the priority actions they will take post-institute. Locations will be communicated to teams during Institute

**Dismissal (5:00pm-5:30pm)**

## SATURDAY 2/20 Day 4

K-5 Leaders (MATH) (2 sections)		6-8 Leaders (MATH)	9-12 Leaders (MATH)
<b>Tommy Chang Keynote</b> 8:30am-10:00am, Location: Grand AB			
<b>Section 1</b> Location: Adams  <b>Facilitators:</b> J. Soto & D. De Los Santos	<b>Section 2</b> Location: Alcott  <b>Facilitators:</b> Marc Etienne & Karin Ryan	<b>Location:</b> Douglass  <b>Facilitators:</b> Tammy Tuck & Liam Honigsberg	<b>Location:</b> Faneuil  <b>Facilitators:</b> Brandy Nelson & Deidre Richardson
<b>(10:00am - 12:00pm)</b> <b>Session: Observing the Standards and Shifts in Grades K-5</b> This session builds off of the content of the previous session. Participants first practice observing and coaching the rigor shift and standards-aligned instruction using a classroom video. Participants then engage in a culminating video practice, observing and analyzing classroom instruction for	<b>(10:00am - 12:00pm)</b> <b>Session: Observing the Standards and Shifts in Grades 6-8</b> This session builds off of the content of the previous session. Participants first practice observing and coaching the rigor shift and standards-aligned instruction using a classroom video. Participants then engage in a culminating video practice, observing and analyzing classroom instruction for standards-alignment, focus,	<b>(10:00am - 12:00pm)</b> <b>Session: Observing the Standards and Shifts in High School</b> This session builds off of the content of the previous session. Participants first practice observing and coaching the rigor shift and standards-aligned instruction using a classroom video. Participants then engage in a culminating video practice, observing and analyzing classroom instruction for standards-alignment, focus,	

standards-alignment, focus, coherence and rigor.	coherence and rigor.	coherence and rigor.
<b>Lunch (12:00pm-1:00pm)</b> Location: Grand AB		
<b>(1:00pm - 2:30pm)</b> <b>Session: Adaptations for Struggling Learners in Grades K-5</b> In this session, participants assess a curriculum for focus and use across grade coherence to guide adaptation. After identifying missing prerequisite knowledge and skill gaps, participants adapt a curriculum map for students below grade level. In closing, participants pinpoint critical systems and structures necessary to ensure standards-based support is occurring for struggling learners.	<b>(1:00pm - 2:30pm)</b> <b>Session: Adaptations for Struggling Learners in Grades 6-8</b> In this session, participants assess a curriculum for focus and use across grade coherence to guide adaptation. After identifying missing prerequisite knowledge and skill gaps, participants adapt a curriculum map for students below grade level. In closing, participants pinpoint critical systems and structures necessary to ensure standards-based support is occurring for struggling learners.	<b>(1:00pm - 2:30pm)</b> <b>Session: Adaptations for Struggling Learners in High School</b> In this session, participants assess a curriculum for focus and use across grade coherence to guide adaptation. After identifying missing prerequisite knowledge and skill gaps, participants adapt a curriculum map for students below grade level. In closing, participants pinpoint critical systems and structures necessary to ensure standards-based support is occurring for struggling learners.
<b>Dismissal (2:30pm-3:00pm)</b>		