

Learning Schedule · Math II (Returning Participants)

July 8, 2019- July 12, 2019

Section, Location, Facilitator	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-5 Section 1 Location: <i>place</i> Facilitator: <i>person</i>	8:30 am - 9:45 am Keynote Address California Ballroom - Kate Gerson	Keynote Address California Ballroom - Lacey Robinson	Session	Keynote Address California Ballroom - <i>TBD</i>	Keynote Address California Ballroom - Dr. Ibram Kendi
Grades 6-12 Section 1 Location: <i>place</i> Facilitator: <i>person</i>	10:00 am - 12:00 pm Session	Session	Session	Session	Session
	12:00 pm Lunch	Lunch	Lunch	Lunch	Lunch
	1:00 pm - 4:30 pm Session	Session	Session	Session	Session 1:00 - 2:30 pm (end)
	4:45 pm - 5:30 pm	Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.			Safe Travels!

Special Events

Date and Time TBD	Movie Night TBA
Dates and Times TBD	Lunch and Learns TBA

Additional Notes:
For Pathway Information and Details, please the following page

Monday	Tuesday	Wednesday	Thursday	Friday
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<p>Morning Session:</p> <p>Grades K-5, 6-12</p>	<p>Aligning Units In this session, participants examine assumptions about the equitable implementation of standards-aligned curriculum and access to on-grade-level content. Participants will build a shared understanding of factors influencing the decision-making process of practitioners and practices of the necessary conditions for the enactment of equitable instructional practices standards and shifts related to an upcoming unit of instruction. Through the study of Parts 1 and 2 of the UnboundEd content guides, participants will understand what the shifts of focus, coherence, and rigor look like for the standards addressed in their unit of instruction.</p>	<p>Adapting Lessons In this session, participants will understand what rigorous mathematics instruction for ELs looks like and how to adapt math instruction to support content and language development.</p>	<p>Using Mathematical Tasks to Promote Student Achievement In this session, participants will use the Smith and Stein levels of cognitive demand to recognize high quality, well aligned tasks and fix misaligned and low quality ones.</p>	<p>Teaching Lessons In this session, participants will identify facilitation strategies that promote effective mathematics instruction and how to apply them to teaching a lesson's "load-bearing walls" (i.e., important standards-aligned aspects). They will determine what the most important questions, problems, and other "moments" are, and how to focus on these when planning and delivering instruction.</p>	<p>Planning for Action In this session, participants will strategize with their peers and prioritize key initiatives that will help them bring back and share the insights gained during their Standards Institute experience. A consultancy protocol will be used to gather peer feedback on how they can make their district smarter about standards-aligned instruction that support students with unfinished learning.</p>
<p>Afternoon Session:</p> <p>Grades K-5, 6-12</p>	<p>Aligning Units Building on the morning session, participants will develop a list of indicators of high-quality, aligned instruction and evaluate units for alignment in terms of focus, coherence, rigor, and identify next steps for improving alignment.</p>	<p>Adapting Lessons Building on the morning session, participants will leverage progressions of learning in the Standards with an eye towards adapting materials for students with unfinished learning and identify and better understand the highest-leverage progressions for specific units using the principle of Coherent Content in Context. Participants will detect gaps in students' learning and proactively adjust their own instruction and examine and use formative assessment</p>	<p>Using Mathematical Tasks to Promote Student Achievement Building on the morning session, participants will use tasks to both evaluate and adjust mathematical instruction to meet students where they are, and accelerate them up toward grade level by planning and orchestrating effective mathematical discourse.</p>	<p>Teaching Lessons Building on the morning session, participants will apply learning and prepare a lesson from their own unit for teaching and engage in a "buddy teaching" exercise to put new learnings into practice.</p>	<p>Planning for Action (continued) Building on the morning session, participants will strategize with their peers and prioritize key initiatives that will help them bring back and share the insights gained during their Standards Institute experience. A consultancy protocol will be used to gather peer feedback on how they can make their district smarter about standards-aligned instruction that support students with unfinished learning.</p>

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		strategies and language development supports to develop comprehensive instructional plans for specific units.			
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