

# Learning Schedule · Math II (Returning Participants)

February 10-February 14, 2019

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Session:</b>  <b>Grades K-5, 6-12</b>	<b>Aligning Units</b> 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	<b>Adapting Lessons</b> 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.	<b>Using Mathematical Tasks to Promote Student Achievement</b> 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.	<b>Teaching Lessons</b> 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	<b>Planning for Action</b> 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

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	<p>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>when planning and delivering instruction.</p>	<p>standards-aligned instruction that supports students with unfinished learning.</p>
<p><b>Afternoon Session:</b></p> <p><b>Grades K-5, 6-12</b></p>	<p><b>Aligning Units</b>            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><b>Adapting Lessons</b>            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 strategies and language development supports to develop comprehensive instructional plans for specific units.</p>	<p><b>Using Mathematical Tasks to Promote Student Achievement</b>            Building on the morning session, participants will use tasks to both evaluate and adjust mathematical instruction to meet students where they are, and provide students access to grade-level content planning and orchestrating effective mathematical discourse.</p>	<p><b>Teaching Lessons</b>            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><b>Planning for Action (continued)</b>            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>