

# Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 6/26/17

Grade	K-5 Leaders I (Math)		6-8 Leaders I (Math)		9-12 Leaders I (Math)
8:30 am   9:45 am	<b>Keynote Address</b> <i>Hilton Bonnet Creek Floridian Ballroom, Salons DEF – Kate Gerson</i>				
<i>Section, Location, Facilitator</i>	<b>Section 1</b> <i>Hamilton, Facilitators Jalinda Soto &amp; Nichole Lindgren</i>	<b>Section 2</b> <i>Indian River, Facilitators Andrea Zayas &amp; Julianne Scherker</i>	<b>Section 1</b> <i>Taylor, Facilitators Tammy Tuck &amp; Bri Gzik</i>	<b>Section 2</b> <i>Conrad (Waldorf Astoria), Facilitators Lori Taliaferro-Riddick &amp; Danielle Epps</i>	<i>Palm Beach, Facilitators Brandy Nelson &amp; Jennifer Lee</i>
10:00 am   12:00 pm	<b>Session: Focus in Grades K-5</b> In this session, participants learn to identify the major work of the grade and evaluate tasks for alignment to standards. Using classroom videos, participants practice observing the Focus Shift and standards-aligned instruction. This session continues after lunch.		<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 alignment to standards. Using classroom videos, participants practice observing the Focus Shift and standards-aligned instruction. This session continues after lunch.		<b>Session: Focus in High School</b> In this session, participants learn to identify the major work of the grade and evaluate tasks for alignment to standards. Using classroom videos, participants practice observing the Focus Shift and standards-aligned instruction. This session continues after lunch.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: Bonnet Creek Pavilion</i>				

# Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 6/26/17 Continued

Grade	K-5 Leaders I (Math)	6-8 Leaders I (Math)	9-12 Leaders I (Math)
<p>1:00 pm   4:30 pm</p>	<p><b>Session: Focus in Grades K-5 (continued)</b> The morning session continues into the first part of the afternoon.</p> <p><b>Session: Coherence in Grades K-5</b> Continuing the morning session, participants use classroom video to practice observing and coaching teacher development of the Focus Shift and standards-aligned instruction.</p> <p>In the second half of the afternoon, participants examine 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 provides opportunities to observe and scenarios to coach the Coherence Shift and standards-aligned instruction.</p>	<p><b>Session: Focus in Grades 6-8 (continued)</b> The morning session continues into the first part of the afternoon.</p> <p><b>Session: Coherence in Grades 6-8</b> Continuing the morning session, participants use classroom video to practice observing and coaching teacher development of the Focus Shift and standards-aligned instruction.</p> <p>In the second half of the afternoon, participants examine 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 provides opportunities to observe and scenarios to coach the Coherence Shift and standards-aligned instruction.</p>	<p><b>Session: Focus in High School (continued)</b> The morning session continues into the first part of the afternoon.</p> <p><b>Session: Coherence in High School</b> Continuing the morning session, participants use classroom video to practice observing and coaching teacher development of the Focus Shift and standards-aligned instruction.</p> <p>In the second half of the afternoon, participants examine 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 provides opportunities to observe and scenarios to coach the Coherence Shift and standards-aligned instruction.</p>
<p>4:45 pm   5:30 pm</p>	<p style="text-align: center;"><b>Team Planning Time</b></p> <p style="text-align: center;">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. <i>Locations will be communicated to teams during Institute.</i></p>		
<p>5:30 pm</p>	<p style="text-align: center;"><b>Dismissal</b></p>		

# Learning Schedule · Leadership I (New Participants)

Day 2 - Tuesday - 6/27/17

Grade	K-5 Leaders I (Math)		6-8 Leaders I (Math)		9-12 Leaders I (Math)
8:30 am   9:45 am	<b>Keynote Address</b> <i>Waldorf Astoria Grand Ballroom 1 – Dr. Luis Lima</i>				
<i>Section, Location, Facilitator</i>	<b>Section 1</b> <i>Hamilton, Facilitators Jalinda Soto &amp; Nichole Lindgren</i>	<b>Section 2</b> <i>Indian River, Facilitators Andrea Zayas &amp; Julianne Scherker</i>	<b>Section 1</b> <i>Taylor, Facilitators Tammy Tuck &amp; Bri Gzik</i>	<b>Section 2</b> <i>Conrad (Waldorf Astoria), Facilitators Lori Taliaferro-Riddick, Danielle Epps</i>	<i>Palm Beach, Facilitators Brandy Nelson, Jennifer Lee</i>
10:00 am   12:00 pm	<b>Session: Rigor in Grades K-5</b> This session begins an examination of the Rigor Shift by asking participants to reconsider the traditional definition of rigor. Participants focus on the three aspects of Rigor and why rigor is important. In addition, participants evaluate standards and tasks for aspects of Rigor. Last, leaders will practice observing and coaching the Rigor Shift and standards-aligned instruction using a classroom video.		<b>Session: Rigor in Grades 6-8</b> This session begins an examination of the Rigor Shift by asking participants to reconsider the traditional definition of rigor. Participants focus on the three aspects of Rigor and why rigor is important. In addition, participants evaluate standards and tasks for aspects of Rigor. Last, leaders will practice observing and coaching the Rigor Shift and standards-aligned instruction using a classroom video.		<b>Session: Rigor in High School</b> This session begins an examination of the Rigor Shift by asking participants to reconsider the traditional definition of rigor. Participants focus on the three aspects of Rigor and why rigor is important. In addition, participants evaluate standards and tasks for aspects of Rigor. Last, leaders will practice observing and coaching the Rigor Shift and standards-aligned instruction using a classroom video.
	<b>Session: Observing and Coaching the Standards and Shifts in Grades K-5, Part 1</b> This session builds off of the content of the previous sessions. Participants engage in a culminating video and coaching practice, observing and analyzing classroom instruction for standards-alignment and all three shifts: Focus, Coherence and Rigor.		<b>Session: Observing and Coaching the Standards and Shifts in Grades 6-8, Part 1</b> This session builds off of the content of the previous sessions. Participants engage in a culminating video and coaching practice, observing and analyzing classroom instruction for standards-alignment and all three shifts: Focus, Coherence and Rigor.		<b>Session: Observing and Coaching the Standards and Shifts in High School, Part 1</b> This session builds off of the content of the previous sessions. Participants engage in a culminating video and coaching practice, observing and analyzing classroom instruction for standards-alignment and all three shifts: Focus, Coherence and Rigor.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: Bonnet Creek Pavilion</i>				

# Learning Schedule · Leadership I (New Participants)

Day 2 - Tuesday - 6/27/17 Continued

Grade	K-5 Leaders I (Math)	6-8 Leaders I (Math)	9-12 Leaders I (Math)
1:00 pm   4:30 pm	<p><b>Session: Observing and Coaching the Standards and Shifts in Grades K-5, Part 2</b> In a continuation from the morning session, participants engage in a culminating video and coaching practice, observing and analyzing classroom instruction for standards-alignment and all three shifts: Focus, Coherence and Rigor.</p> <p><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.</p>	<p><b>Session: Observing and Coaching the Standards and Shifts in Grades 6-8, Part 2</b> In a continuation from the morning session, participants engage in a culminating video and coaching practice, observing and analyzing classroom instruction for standards-alignment and all three shifts: Focus, Coherence and Rigor.</p> <p><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.</p>	<p><b>Session: Observing and Coaching the Standards and Shifts in High School, Part 2</b> In a continuation from the morning session, participants engage in a culminating video and coaching practice, observing and analyzing classroom instruction for standards-alignment and all three shifts: Focus, Coherence and Rigor.</p> <p><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.</p>
4:45 pm   5:30 pm	<p style="text-align: center;"><b>Team Planning Time</b></p> <p style="text-align: center;">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. <i>Locations will be communicated to teams during Institute.</i></p>		
5:30 pm	<p style="text-align: center;"><b>Dismissal</b></p>		

# Learning Schedule · Leadership I (New Participants)

Day 3 - Wednesday - 6/28/17

Grade	K-5 Leaders I (ELA)		6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
<i>Section, Location, Facilitator</i>	<i>Section 1 Hamilton, Facilitators Jalinda Soto &amp; Michele Bridgewater</i>	<i>Section 2 Indian River, Facilitators Andrea Zayas &amp; Ramy Abdel-Nabi</i>	<i>Section 1 Taylor, Facilitators Tammy Tuck &amp; Cheryl Borden</i>	<i>Section 2 Conrad (Waldorf Astoria), Facilitators Lori Taliaferro-Riddick &amp; Patricia Pond</i>	<i>Palm Beach, Facilitators Brandy Nelson &amp; Matthew McCluskey</i>
8:30 am   12:00 pm	<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>Session: The Foundation in 6-8</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>Session: The Foundation in High School</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.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: Bonnet Creek Pavilion</i>				
1:00 pm   4:30 pm	<b>Session: The Foundation in K-5 (continued)</b> The morning session continues into the first part of the afternoon.  <b>Session: Components of an Effective Literacy Program</b> Participants learn the key elements of an early literacy program, with specific focus on 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.		<b>Session: The Foundation in 6-8 (continued)</b> The morning session continues into the first part of the afternoon.  <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.		<b>Session: The Foundation in High School (continued)</b> The morning session continues into the first part of the afternoon.  <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.

# Learning Schedule · Leadership I (New Participants)

Day 3 - Wednesday - 6/28/17 Continued

Grade	K-5 Leaders I (ELA)	6-8 Leaders I (ELA)	9-12 Leaders I (ELA)
4:45 pm   5:30 pm	<b>Team Planning Time</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. <i>Locations will be communicated to teams during Institute.</i>		
5:30 pm	<b>Dismissal</b>		
7:00 pm   8:30 pm	<b>UnboundEd presents a screening of "RACE—The Power of an Illusion, Part III The House We Live In," followed by a facilitated conversation.</b> <i>Location: Waldorf Astoria Grand Ballroom 1</i> RACE—The Power of an Illusion is a three-part PBS series that questions the very idea of race as biology. This series provides an opportunity for people to examine their beliefs about race, privilege, policy, and justice. Tonight's screening of Episode III – "The House We Live In" focused on how our institutions shape and create race, giving different groups vastly unequal life chances. The UnboundEd team will facilitate a conversation afterwards.		

# Learning Schedule · Leadership I (New Participants)

Day 4 - Thursday - 6/29/17

Grade	K-5 Leaders I (ELA)		6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
8:30 am   9:45 am	<b>Keynote Address</b> <i>Waldorf Astoria Grand Ballroom 1 – Tim Shanahan</i>				
<i>Section, Location, Facilitator</i>	<b>Section 1</b> <i>Hamilton, Facilitators Jalinda Soto, Michele Bridgewater</i>	<b>Section 2</b> <i>Indian River, Facilitators Andrea Zayas, Ramy Abdel-Nabi</i>	<b>Section 1</b> <i>Taylor, Facilitators Tammy Tuck, Cheryl Borden</i>	<b>Section 2</b> <i>Conrad (Waldorf Astoria), Facilitators Lori Taliaferro-Riddick, Patricia Pond</i>	<i>Palm Beach, Facilitators Brandy Nelson, Matthew McCluskey</i>
10:00 am   12:00 pm	<b>Session: Building Knowledge &amp; Vocabulary in K-5</b> In this session participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic. Participants then examine one module’s approach to teaching texts and evidence-based claims, and develop standards-aligned text dependent questions. Participants apply these learnings to the coaching skills needed to support knowledge- and vocabulary-building in teacher practice.	<b>Session: Building Knowledge and Vocabulary in 6-8</b> In this session participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic. Participants then examine one module’s approach to teaching texts and evidence-based claims, and develop standards-aligned text dependent questions. Participants apply these learnings to the coaching skills needed to support knowledge- and vocabulary-building in teacher practice.	<b>Session: Building Knowledge and Vocabulary in 6-8</b> In this session participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic. Participants then examine one module’s approach to teaching texts and evidence-based claims, and develop standards-aligned text dependent questions. Participants apply these learnings to the coaching skills needed to support knowledge- and vocabulary-building in teacher practice.	<b>Session: Building Knowledge &amp; Vocabulary in HS</b> In this session participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic. Participants then examine one module’s approach to teaching texts and evidence-based claims, and develop standards-aligned text dependent questions. Participants apply these learnings to the coaching skills needed to support knowledge- and vocabulary-building in teacher practice.	
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: Bonnet Creek Pavilion</i>				
1:00 pm   4:30 pm	<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.	<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.	<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.	<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.	

# Learning Schedule · Leadership I (New Participants)

Day 4 - Thursday - 6/29/17

Grade	K-5 Leaders I (ELA)	6-8 Leaders I (ELA)	9-12 Leaders I (ELA)
4:45 pm   5:30 pm	<b>Team Planning Time</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. <i>Locations will be communicated to teams during Institute.</i>		
5:30 pm	<b>Dismissal</b>		



# Learning Schedule · Leadership I (New Participants)

Day 5 - Friday - 6/30/17

Grade	K-5 Leaders I (ELA)		6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
<i>Section, Location, Facilitator</i>	<i>Section 1 Hamilton, Facilitators Jalinda Soto, Michele Bridgewater</i>	<i>Section 2 Indian River, Facilitators Andrea Zayas, Ramy Abdel-Nabi</i>	<i>Section 1 Taylor, Facilitators Tammy Tuck, Cheryl Borden</i>	<i>Section 2 Conrad (Waldorf Astoria), Facilitators Lori Taliaferro-Riddick, Patricia Pond</i>	<i>Palm Beach, Facilitators Brandy Nelson, Matthew McCluskey</i>
8:30 am   12:00 pm	<b>Session: Organizational Systems and Structures in K-5</b> 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.		<b>Session: Organizational Systems and Structures in 6-8</b> 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.		<b>Session: Organizational Systems and Structures in High School</b> 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.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: Bonnet Creek Pavilion</i>				
1:00 pm   2:30 pm	<b>Keynote Address</b> <i>Waldorf Astoria Grand Ballrooms 1 &amp; 2 – Lacey Robinson &amp; Kristen Ehlman</i>				
2:30 pm	<b>Dismissal</b>				