

Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 7/9/18

Grade	K-5 Leaders I (Math)			6-8 Leaders I (Math)		9-12 Leaders I (Math)
8:30 am 9:45 am	Keynote Address <i>Kate Gerson</i>					
<i>Section, Location, Facilitator</i>	Section 1 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 2 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 3 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 1 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 2 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	<i>Location: TBD</i> <i>Facilitator(s): TBD</i>
10:00 am 12:00 pm	Session: Focus in Grades K-5 In this foundational session, participants launch their week-long investigation into the intersection of the standards, content, curriculum and equitable instructional practices. Using a “Do the Work of the Lesson” protocol, participants deepen their understanding of the structure of the standards, identify the major work of the grade and evaluate tasks for alignment to standards.			Session: Focus in Grades 6-8 In this foundational session, participants launch their week-long investigation into the intersection of the standards, content, curriculum and equitable instructional practices. Using a “Do the Work of the Lesson” protocol, participants deepen their understanding of the structure of the standards, identify the major work of the grade and evaluate tasks for alignment to standards.		Session: Focus in High School In this foundational session, participants launch their week-long investigation into the intersection of the standards, content, curriculum and equitable instructional practices. Using a “Do the Work of the Lesson” protocol, participants deepen their understanding of the structure of the standards, identify the major work of the grade and evaluate tasks for alignment to standards.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>					

Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 7/9/18 Continued

Grade	K-5 Leaders I (Math)	6-8 Leaders I (Math)	9-12 Leaders I (Math)
1:00 pm 4:30 pm	<p>Session: Coherence in Grades K-5</p> <p>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 math tasks, and the role Coherence plays in equitable instruction. Last, participants take a deep dive into observing and deconstructing instructional video for standards-aligned and equitable instruction.</p>	<p>Session: Coherence in Grades 6-8</p> <p>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 math tasks, and the role Coherence plays in equitable instruction. Last, participants take a deep dive into observing and deconstructing instructional video for standards-aligned and equitable instruction.</p>	<p>Session: Coherence in High School</p> <p>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 math tasks, and the role Coherence plays in equitable instruction. Last, participants take a deep dive into observing and deconstructing instructional video for standards-aligned and equitable instruction.</p>
4:45 pm 5:30 pm	<p style="text-align: center;">Team Planning Time</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;">Dismissal</p>		

Learning Schedule · Leadership I (New Participants)

Day 2 - Tuesday - 7/10/18

Grade	K-5 Leaders I (Math)			6-8 Leaders I (Math)		9-12 Leaders I (Math)
8:30 am 9:45 am	Keynote Address					
<i>Section, Location, Facilitator</i>	Section 1 <i>Location: TBD Facilitator(s): TBD</i>	Section 2 <i>Location: TBD Facilitator(s): TBD</i>	Section 3 <i>Location: TBD Facilitator(s): TBD</i>	Section 1 <i>Location: TBD Facilitator(s): TBD</i>	Section 2 <i>Location: TBD Facilitator(s): TBD</i>	<i>Location: TBD Facilitator(s): TBD</i>
10:00 am 12:00 pm	Session: Rigor in Grades K-5 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. Returning to the “Do the Work of the Lesson” protocol, participants examine a lesson plan, its intended standards and the associated math tasks for Rigor.			Session: Rigor in Grades 6-8 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. Returning to the “Do the Work of the Lesson” protocol, participants examine a lesson plan, its intended standards and the associated math tasks for Rigor.		Session: Rigor in High School 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. Returning to the “Do the Work of the Lesson” protocol, participants examine a lesson plan, its intended standards and the associated math tasks for Rigor.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>					

Learning Schedule · Leadership I (New Participants)

Day 2 - Tuesday - 7/10/18 Continued

Grade	K-5 Leaders I (Math)	6-8 Leaders I (Math)	9-12 Leaders I (Math)
1:00 pm 4:30 pm	<p>Session: Observing and Coaching the Standards and Shifts in Grades K-5 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 equitable instructional practices.</p> <p>Session: Adapting for Equity in Grades K-5 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 students with unfinished learning.</p>	<p>Session: Observing and Coaching the Standards and Shifts in Grades 6-8 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 equitable instructional practices.</p> <p>Session: Adapting for Equity in Grades 6-8 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 students with unfinished learning.</p>	<p>Session: Observing and Coaching the Standards and Shifts in High School 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 equitable instructional practices.</p> <p>Session: Adapting for Equity in High School 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 students with unfinished learning.</p>
4:45 pm 5:30 pm	<p>Team Planning Time 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>Dismissal</p>		
7:00 pm 8:30 pm	<p>UnboundEd presents a screening of "RACE—The Power of an Illusion, Part III The House We Live In," followed by a facilitated conversation. <i>Location: TBD</i></p> <p>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.</p>		

Learning Schedule · Leadership I (New Participants)

Day 3 - Wednesday - 7/11/18

Grade	K-5 Leaders I (ELA)			6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
Section, Location, Facilitator	Section 1 Location: TBD Facilitator(s): TBD	Section 2 Location: TBD Facilitator(s): TBD	Section 3 Location: TBD Facilitator(s): TBD	Section 1 Location: TBD Facilitator(s): TBD	Section 2 Location: TBD Facilitator(s): TBD	Location: TBD Facilitator(s): TBD
8:30 am 12:00 pm	Session: The Foundation in K-5 In this foundational session, participants analyze how the standards and shifts frame rigorous ELA instruction in the elementary grades. Using a “Do the Work of the Lesson” protocol with grade-level complex text and tasks, participants deepen their understanding of the structure of the ELA standards.			Session: The Foundation in 6-8 In this foundational session, participants analyze how the standards and shifts frame rigorous ELA instruction in the elementary grades. Using a “Do the Work of the Lesson” protocol with grade-level complex text and tasks, participants deepen their understanding of the structure of the ELA standards.		Session: The Foundation in High School In this foundational session, participants analyze how the standards and shifts frame rigorous ELA instruction in the elementary grades. Using a “Do the Work of the Lesson” protocol with grade-level complex text and tasks, participants deepen their understanding of the structure of the ELA standards.
12:00 pm 1:00 pm	Lunch Location: TBD					
1:00 pm 4:30 pm	Session: Components of an Effective Literacy Program 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.			Session: Text Complexity 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.		Session: Text Complexity 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.
4:45 pm 5:30 pm	Team Planning Time 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.					
5:30 pm	Dismissal					

Learning Schedule · Leadership I (New Participants)

Day 4 - Thursday - 7/12/18

Grade	K-5 Leaders I (ELA)			6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
8:30 am 9:45 am	<p align="center">Keynote Address <i>TBD</i></p>					
<i>Section, Location, Facilitator</i>	<p>Section 1 <i>Location: TBD Facilitator(s): TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitator(s): TBD</i></p>	<p>Section 3 <i>Location: TBD Facilitator(s): TBD</i></p>	<p>Section 1 <i>Location: TBD Facilitator(s): TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitator(s): TBD</i></p>	<p><i>Location: TBD Facilitator(s): TBD</i></p>
10:00 am 12:00 pm	<p>Session: Building Knowledge & Vocabulary in K-5 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.</p>			<p>Session: Building Knowledge and Vocabulary in 6-8 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.</p>		<p>Session: Building Knowledge & Vocabulary in HS 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.</p>
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: TBD</i></p>					

Learning Schedule · Leadership I (New Participants)

Day 4 - Thursday - 7/12/18 Continued

Grade	K-5 Leaders I (ELA)	6-8 Leaders I (ELA)	9-12 Leaders I (ELA)
1:00 pm 4:30 pm	<p>Session: The Juicy Language of Text in K-5 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>Session: The Juicy Language of Text in 6-8 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>Session: The Juicy Language of Text in High School 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>
4:45 pm 5:30 pm	<p style="text-align: center;">Team Planning Time 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;">Dismissal</p>		

Learning Schedule · Leadership I (New Participants)

Day 5 - Friday - 7/13/18

Grade	K-5 Leaders I (ELA)			6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
8:30 am 9:30 am	Keynote Address <i>Lacey Robinson</i>					
<i>Section, Location, Facilitator</i>	Section 1 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 2 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 3 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 1 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	Section 2 <i>Location: TBD</i> <i>Facilitator(s): TBD</i>	<i>Location: TBD</i> <i>Facilitator(s): TBD</i>
10:00 am 12:00 pm	Session: Organizational Systems and Structures in K-5 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.	Session: Organizational Systems and Structures in 6-8 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.		Session: Organizational Systems and Structures in High School 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	Lunch <i>Location: TBD</i>					
1:00 pm 2:30 pm	Session: Organizational Systems and Structures in K-5 (continued) 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.	Session: Organizational Systems and Structures in 6-8 (continued) 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.		Session: Organizational Systems and Structures in High School (continued) 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.		
2:30 pm	Dismissal					