

Learning Schedule · Leadership II (Returning Participants)

Day 1 - Monday - 2/11/19

Grade	K-5 Leaders II (ELA)	6-12 Leaders II (ELA)
8:30 am 9:45 am	Keynote Address <i>TBD</i>	
Location, Facilitator	<i>Location: TBD</i> <i>Facilitators: Marc Etienne & Julianne Scherker</i>	<i>Location: TBD</i> <i>Facilitators: TBD</i>
10:00 am 12:00 pm	Session: Focus on Language, Equity and Learners Participants will deepen their knowledge of standards-based content and equitable instructional practices through exploring the relationship between content and language and how language demands of complex text grows within and across grades. This day forms the foundation for the week, and emphasizes amplifying language in/through content, integrating the speaking and listening standards, and sets the stage for the work that follows.	Session: Focus on Language, Equity and Learners Participants will deepen their knowledge of standards-based content and equitable instructional practices through exploring the relationship between content and language and how language demands of complex text grows within and across grades. This day forms the foundation for the week, and emphasizes amplifying language in/through content, integrating the speaking and listening standards, and sets the stage for the work that follows.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>	
1:00 pm 4:30 pm	Session: Focus on Language, Equity and Learners (continued) Participants take their learning from the morning and apply their knowledge of language demands and their relationship to standards-based content and equitable instructional practices to various units and lessons through classroom video, structured protocols and collaborative work. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.	Session: Focus on Language, Equity and Learners (continued) Participants take their learning from the morning and apply their knowledge of language demands and their relationship to standards-based content and equitable instructional practices to various units and lessons through classroom video, structured protocols and collaborative work. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.
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. <i>Locations will be communicated to teams during Institute.</i>	
5:30 pm	Dismissal	

Learning Schedule · Leadership II (Returning Participants)

Day 2 - Tuesday - 2/12/19

Grade	K-5 Leaders II (ELA)	6-12 Leaders II (ELA)
8:30 am 9:45 am	Keynote Address <i>TBD</i>	
Location, Facilitator	Location: <i>TBD</i> Facilitators: <i>TBD</i>	Location: <i>TBD</i> Facilitators: <i>TBD</i>
10:00 am 12:00 pm	Session: Standards-aligned Writing to Build Knowledge, Language and Vocabulary Participants learn how to engage students in rigorous and scaffolded research and text based writing that builds knowledge and vocabulary. Participants will use protocols for analysis of student work samples to understand the importance of explicit instruction to support written communication that is standards-aligned.	Session: Standards-aligned Writing to Build Knowledge, Language and Vocabulary Participants use Writing for Understanding and classroom video to recognize the inherent skills and knowledge necessary for communicating understanding and analysis, the importance of explicit instruction to support them, and the decision points for instructional scaffolds.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>	
1:00 pm 4:30 pm	Session: Standards-aligned Writing to Build Knowledge, Language and Vocabulary (continued) Leaders examine the interdependence between reading, writing, speaking and listening, and how reading and writing skills grow through collaborative processes that encourage student exchange of ideas in the writing process. Leaders will leave these sessions with turn-key professional development materials that they can implement in their schools and districts. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.	Session: Standards-aligned Writing to Build Knowledge, Language and Vocabulary (continued) Participants are introduced to argumentation through engagement with the specific reading and writing standards that frame argumentation in the standards, then learn how to use tools that facilitate student acquisition of conceptual knowledge. Leaders examine the interdependence between reading, writing, and language, and how a systematic and high-quality curriculum develops standards-aligned writing abilities while also building knowledge and vocabulary.
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. <i>Locations will be communicated to teams during Institute.</i>	
5:30 pm	Dismissal	

Learning Schedule · Leadership II (Returning Participants)

Day 3 - Wednesday - 2/13/19

Grade	K-5 Leaders II (MATH)	6-12 Leaders II (MATH)
Location, Facilitator	Location: TBD Facilitators: TBD	Location: TBD Facilitators: TBD
8:30 am 12:00 pm	Session: Adapting Curriculum for Equity Leaders learn how to leverage the progressions of learning in the Standards to guide curriculum adaptations for students with unfinished learning. Participants will understand what rigorous mathematics instruction for English learners looks like and how to adapt math instruction to support content and language development.	Session: Adapting Curriculum for Equity Leaders learn how to leverage the progressions of learning in the Standards to guide curriculum adaptations for students with unfinished learning. Participants will understand what rigorous mathematics instruction for English learners looks like and how to adapt math instruction to support content and language development.
12:00 pm 1:00 pm	Lunch Location: TBD	
1:00 pm 4:30 pm	Session: Adapting Curriculum for Equity (continued) In the afternoon, using UnboundEd Content Guides, participants apply the concept of <i>Coherent Content in Context</i> to increase curricular alignment and adapt and refine lessons. Understand how to guide teacher planning so that instructional decisions address prerequisites while also teaching grade-level standards. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.	Session: Adapting Curriculum for Equity (continued) In the afternoon, using UnboundEd Content Guides, participants apply the concept of <i>Coherent Content in Context</i> to increase curricular alignment and adapt and refine lessons. Understand how to guide teacher planning so that instructional decisions address prerequisites while also teaching grade-level standards. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.
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. <i>Locations will be communicated to teams during Institute.</i>	
5:30 pm	Dismissal	

Learning Schedule · Leadership II (Returning Participants)

Day 4 - Thursday - 2/14/19

Grade	K-5 Leaders II (MATH)	6-12 Leaders II (MATH)
8:30 am 9:45 am	Keynote Address <i>TBD</i>	
Location, Facilitator	Location: <i>TBD</i> Facilitators: <i>TBD</i>	Location: <i>TBD</i> Facilitators: <i>TBD</i>
10:00 am 12:00 pm	Session: The Intersection of Quality Math Tasks and Instruction Leaders will learn to recognize whether the mathematical tasks in front of students are high quality and well-aligned to the grade level standards -- or whether they are misaligned and low-quality. 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.	Session: The Intersection of Quality Math Tasks and Instruction Leaders will learn to recognize whether the mathematical tasks in front of students are high quality and well-aligned to the grade level standards -- or whether they are misaligned and low-quality. 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.
12:00 pm	Lunch <i>Location: TBD</i>	
1:00 pm 4:30 pm	Session: Promoting Mathematical Discourse Building on the morning session, participants will use tasks and The Five Practices 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.	Session: Promoting Mathematical Discourse Building on the morning session, participants will use tasks and The Five Practices 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.
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. <i>Locations will be communicated to teams during Institute.</i>	
5:30 pm	Dismissal	

Learning Schedule · Leadership II (Returning Participants)

Day 5 - Friday - 2/15/19

Grade	K-12 Leaders II (LEADERSHIP)
8:30 am 9:30am	Keynote Address <i>TBD</i>
<i>Location, Facilitator</i>	<i>Location: TBD Facilitators: TBD</i>
10:00 am 12:00 pm	Session: Systems Thinking for Leaders Who Want Different Results In this culminating session, leaders turn to systems analysis to diagnose the forces and interrelationships that are currently in place and contributing to student results. Participants include the lenses of race and bias to identify the ways in which current structures, mental models and cultural values are exhibiting themselves in school. 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.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>
1:00 pm 2:30 pm	Session: Systems Thinking for Leaders Who Want Different Results (continued) In this culminating session, leaders turn to systems analysis to diagnose the forces and interrelationships that are currently in place and contributing to student results. Participants include the lenses of race and bias to identify the ways in which current structures, mental models and cultural values are exhibiting themselves in school. 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.
2:30pm	Dismissal