

Learning Schedule · Math I (New Participants)

Day 1 - Monday - 7/9/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
8:30 am 9:45 am	Keynote Address <i>Kate Gerson</i>				
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator: TBD</i>	<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: Focus in Grades K-2 This session introduces participants to the structure of the Standards and deepens their understanding of educational equity and the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, will identify the “themes” of the major work within this grade band, and will come to see how focus contributes to an equitable environment for all students.	Session: Focus in Grades 3-5 This session introduces participants to the structure of the Standards and deepens their understanding of educational equity and the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, will identify the “themes” of the major work within this grade band, and will come to see how focus contributes to an equitable environment for all students.	Session: Focus in Grades 6-8 This session introduces participants to the structure of the Standards and deepens their understanding of educational equity and the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, will identify the “themes” of the major work within this grade band, and will come to see how focus contributes to an equitable environment for all students.	Session: Focus in High School This session introduces participants to the structure of the Standards and deepens their understanding of educational equity and the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, will identify the “themes” of the major work within this grade band, and will come to see how focus contributes to an equitable environment for all students.	
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>				
1:00 pm 4:30 pm	Session: Focus and Within-Grade Coherence in Grades K-2 This session continues with a deep dive into the major work of this grade band by “doing the math” of carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.	Session: Focus and Within-Grade Coherence in Grades 3-5 This session continues with a deep dive into the major work of this grade band by “doing the math” of carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.	Session: Focus and Within-Grade Coherence in Grades 6-8 This session continues with a deep dive into the major work of this grade band by “doing the math” of carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.	Session: Focus and Within-Grade Coherence in High School This session continues with a deep dive into the major work of this grade band by “doing the math” of carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.	

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Grade	K-2 Math I	3-5 Math I	6-8 Math I	9-12 Math I
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	Dismissal			

Learning Schedule · Math I (New Participants)

Day 2 - Tuesday - 7/10/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<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>
8:30 am 12:00 pm	Session: Rigor in Grades K-2 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in “doing the math” of carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction, and will come to see how rigor contributes to an equitable environment for all students.	Session: Rigor in Grades 3-5 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in “doing the math” of carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction, and will come to see how rigor contributes to an equitable environment for all students.	Session: Rigor in Grades 6-8 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in “doing the math” of carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction, and will come to see how rigor contributes to an equitable environment for all students.		Session: Rigor in High School This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in “doing the math” of carefully selected tasks in order to more deeply understand the aspects of rigor in the Standards. They will also learn to identify aspects of rigor in an aligned unit of instruction, and will come to see how rigor contributes to an equitable environment for all students.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>				
1:00 pm 4:30 pm	Session: The Mathematical Practices in Grades K-2 This session introduces participants to the Standards for Mathematical Practice. Participants will explore the Standards for Mathematical Practice, and understand the role these standards play in ensuring equitable instruction for all students.	Session: The Mathematical Practices in Grades 3-5 This session introduces participants to the Standards for Mathematical Practice. Participants will explore the Standards for Mathematical Practice, and understand the role these standards play in ensuring equitable instruction for all students.	Session: The Mathematical Practices in Grades 6-8 This session introduces participants to the Standards for Mathematical Practice. Participants will explore the Standards for Mathematical Practice, and understand the role these standards play in ensuring equitable instruction for all students.		Session: The Mathematical Practices in High School This session introduces participants to the Standards for Mathematical Practice. Participants will explore the Standards for Mathematical Practice, and understand the role these standards play in ensuring equitable instruction for all students. and an appropriate Mathematical Practice.

Learning Schedule · Math I (New Participants)

Day 2 - Tuesday - 7/10/18 Continued

Grade	K-2 Math I	3-5 Math I	6-8 Math I	9-12 Math I
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 · Math I (New Participants)

Day 3 - Wednesday - 7/11/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<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>
8:30 am 12:00 pm	Session: Across-Grade Coherence in Grades K-2 This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-grade coherence. Participants will explore the connections between standards across grades in this band, and plan a sequence of instruction to help students with unfinished learning from prior grades access content at their grade level. Participants will come to see how coherence contributes to an equitable environment for all students.	Session: Across-Grade Coherence in Grades 3-5 This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-grade coherence. Participants will explore the connections between standards across grades in this band, and plan a sequence of instruction to help students with unfinished learning from prior grades access content at their grade level. Participants will come to see how coherence contributes to an equitable environment for all students.	Session: Across-Grade Coherence in Grades 6-8 This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-grade coherence. Participants will explore the connections between standards across grades in this band, and plan a sequence of instruction to help students with unfinished learning from prior grades access content at their grade level. Participants will come to see how coherence contributes to an equitable environment for all students.		Session: Across-Grade Coherence in High School This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-grade coherence. Participants will explore the connections between standards across grades in this band, and plan a sequence of instruction to help students with unfinished learning from prior grades access content at their grade level. Participants will come to see how coherence contributes to an equitable environment for all students.
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>				
1:00 pm 4:30 pm	Session: Instructional Practices in Grades K-2 Participants adapt a lesson for students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson,” and those that contribute to equitable environments for all students.	Session: Instructional Practices in Grades 3-5 Participants adapt a lesson for students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson,” and those that contribute to equitable environments for all students.	Session: Instructional Practices in Grades 6-8 Participants adapt a lesson for students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson,” and those that contribute to equitable environments for all students.		Session: Instructional Practices in High School Participants adapt a lesson for students with unfinished learning using an understanding of prerequisite standards. They also use the Instructional Practice Guide (IPG) to plan a lesson while attending to the IPG’s Core Actions, including those that “allow all students to learn the content of the lesson,” and those that contribute to equitable environments for all students.

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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 · Math I (New Participants)

Day 4 - Thursday - 7/12/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
8:30 am 9:45 am	Keynote Address <i>TBD</i>				
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<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	<p>Session: Adapting the Grade Level Curriculum Maps</p> <p>Participants learn about the Mathematical Language Routines, as adaptations to support students learning English, and those who are linguistically marginalized. Participants study the EngageNY curriculum map for their respective grades, focusing on curriculum architecture and key methods and activities that support conceptual understanding. On an ongoing basis, they consider adaptations for students with unfinished learning from prior grades.</p>				
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>				
1:00 pm 4:30 pm	<p>Session: Introduction to the EngageNY Modules</p> <p>This session examines module assessment materials with focus on grade-level rigor. Participants "do the math" and study content sequence and adaptations for students with unfinished learning from prior grades.</p>				
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 · Math I (New Participants)

Day 5 - Friday - 7/13/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
8:30 am 9:45 am	Keynote Address <i>Lacey Robinson</i>				
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<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: Adapting and Teaching Lessons This session continues study of an EngageNY module from the previous day with attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.				
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>				
1:00 pm 2:30 pm	Session: Adapting and Teaching Lessons (continued) This session continues study of an EngageNY module from the previous day with attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.				
2:30 pm	Dismissal				