

# Learning Schedule · Math II (Returning Participants)

Day 1 - Monday - 7/9/18

Grade	K-5 Math II	6-12 Math II
8:30 am   9:45 am	<b>Keynote Address</b> <i>Kate Gerson</i>	
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<i>Location: TBD Facilitator(s): TBD</i>
10:00 am   12:00 pm	<b>Session: Aligning Units, Grades K-5</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 the enactment of equitable instructional practices standards and shifts related to an upcoming unit of instruction. Through 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.	<b>Session: Aligning Units, Grades 6-12</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 the enactment of equitable instructional practices standards and shifts related to an upcoming unit of instruction. Through 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.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: TBD</i>	
1:00 pm   4:30 pm	<b>Session: Aligning Units, Grades K-5</b> Building on the morning session, participants will understand what rigorous mathematics instruction for ELs looks like and how to adapt math instruction to support content and language development. Additionally, they will develop a list of indicators of high-quality, aligned instruction and evaluate units for alignment in terms of focus, coherence, rigor, and language development, and identify next steps for improving alignment.	<b>Session: Aligning Units, Grades 6-12</b> Building on the morning session, participants will understand what rigorous mathematics instruction for ELs looks like and how to adapt math instruction to support content and language development. Additionally, they will develop a list of indicators of high-quality, aligned instruction and evaluate units for alignment in terms of focus, coherence, rigor, and language development, and identify next steps for improving alignment.
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>	

# Learning Schedule · Math II (Returning Participants)

Day 2 - Tuesday - 7/10/18

Grade	K-5 Math II	6-12 Math II
8:30 am   9:45 am	<b>Keynote Address</b> <i>TBD</i>	
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<i>Location: TBD Facilitator(s): TBD</i>
10:00 am   12:00 pm	<b>Session: Adapting Lessons, Grades K-5</b> In this 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.	<b>Session: Adapting Lessons, Grades 6-12</b> In this 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.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>	
1:00 pm   4:30 pm	<b>Session: Adapting Lessons, Grades K-5</b> Building on the morning session, 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.	<b>Session: Adapting Lessons, Grades 6-12</b> Building on the morning session, 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.
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 · Math II (Returning Participants)

Day 3 - Wednesday - 7/11/18

Grade	K-5 Math II	6-12 Math II
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<i>Location: TBD Facilitator(s): TBD</i>
8:30 am   12:00 pm	<b>Session: Using Mathematical Tasks to Promote Student Achievement, Grades K-5</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>Session: Using Mathematical Tasks to Promote Student Achievement, Grades 6-12</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.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>	
1:00 pm   4:30 pm	<b>Session: Using Mathematical Tasks to Promote Student Achievement, Grades K-5</b> Building on the morning session, participants will use tasks 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.	<b>Session: Using Mathematical Tasks to Promote Student Achievement, Grades 6-12</b> Building on the morning session, participants will use tasks 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	<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 · Math II (Returning Participants)

Day 4 - Thursday - 7/12/18

Grade	K-5 Math II	6-12 Math II
8:30 am   9:45 am	<b>Keynote Address</b> <i>TBD</i>	
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<i>Location: TBD Facilitator(s): TBD</i>
10:00 am   12:00 pm	<b>Session: Teaching Lessons, Grades K-5</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 when planning and delivering instruction.	<b>Session: Teaching Lessons, Grades 6-12</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 when planning and delivering instruction.
12:00 pm   1:00 pm	<b>Lunch</b> <i>Location: California Ballroom</i>	
1:00 pm   4:30 pm	<b>Session: Teaching Lessons, Grades K-5 (continued)</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.	<b>Session: Teaching Lessons, Grades 6-12 (continued)</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.
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 · Math II (Returning Participants)

Day 5 - Friday - 7/13/18

Grade	K-12 Math II	K-12 Math II
8:30 am   9:30am	<b>Keynote Address</b>  <i>TBD - Lacey Robinson</i>	
<i>Location, Facilitator</i>	<i>Location: TBD Facilitator(s): TBD</i>	<i>Location: TBD Facilitator(s): TBD</i>
10:00 am   12:00 pm	<b>Session: 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 standards-aligned instruction that support students with unfinished learning.	<b>Session: 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 standards-aligned instruction that support students with unfinished learning.
12:00 pm   1:00pm	<b>Lunch</b>  <i>Location: California Ballroom</i>	
1:00 pm   2:30pm	<b>Session: Planning for Action (continued)</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 standards-aligned instruction that support students with unfinished learning.	<b>Session: Planning for Action (continued)</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 standards-aligned instruction that support students with unfinished learning.
2:30 pm	<b>Dismissal</b>	