

MONDAY 7/11 Day 1 MATH

K-5 Leaders (Math)		6-8 Leaders (Math)		9-12 Leaders (Math)
Keynote: Kate Gerson + Jean DesRavines (All Pathways) 8:30am-10:00am, Location: Las Olas Ballroom				
Section 1 Location: Atlantic 1 Facilitators: J.Soto & K. Ryan	Section 2 Location: Atlantic 2 Facilitators: A.Zayas & D.Graham	Section 1 Location: Atlantic 3 Facilitators: T.Hardrick & B. Wright	Section 2 Location: Atlantic 4 Facilitators: T. Tuck & J. Wells	Location: Atlantic 5 Facilitators: B. Nelson & J. Lee
(10:00am - 12:00pm) Session: Focus in Grades K-5 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.		(10:00am - 12:00pm) Session: Focus in Grades 6-8 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.		(10:00am - 12:00pm) Session: Focus in High School 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.
Lunch (12:00pm-1:00pm), Location: Served in session rooms.				

<p>(1:00pm - 4:30pm) Session: Focus in Grades K-5, continued The morning session continues into the first part of the afternoon.</p> <p>Session: Coherence in Grades K-5 Continuing the morning session, participants use classroom video to practice observing and coaching teacher development of the Focus Shift and standards-aligned instruction. 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>(1:00pm - 4:30pm) Session: Focus in Grades 6-8, continued The morning session continues into the first part of the afternoon.</p> <p>Session: Coherence in Grades 6-8 Continuing the morning session, participants use classroom video to practice observing and coaching teacher development of the Focus Shift and standards-aligned instruction. 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>(1:00pm - 4:30pm) Session: Focus in High School, continued The morning session continues into the first part of the afternoon.</p> <p>Session: Coherence in High School Continuing the morning session, participants use classroom video to practice observing and coaching teacher development of the Focus Shift and standards-aligned instruction. 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>Break (4:30pm-4:45pm)</p>		
<p>Team Planning Time (4:45pm-5:30pm) 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.</p>		
<p>Dismissal (5:30pm)</p>		

TUESDAY 7/12 Day 2 MATH

K-5 Leaders (Math)		6-8 Leaders (Math)		9-12 Leaders (Math)
Section 1 Location: Atlantic 1 Facilitators: J. Soto & K. Ryan	Section 2 Location: Atlantic 2 Facilitators: A. Zayas & D. Graham	Section 1 Location: Atlantic 3 Facilitators: T.Hardrick & B. Wright	Section 2 Location: Atlantic 4 Facilitators: T. Tuck & J.Wells	Location: Atlantic 5 Facilitators: B. Nelson & J. Lee
(8:30 am - 12:00pm) 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. 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.		(8:30am - 12:00pm) 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. 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.		(8:30am - 12:00pm) 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. 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.
Session: Observing and Coaching the Standards and Shifts in Grades K-5, Part 1 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.		Session: Observing and Coaching the Standards and Shifts in Grades 6-8, Part 1 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.		Session: Observing and Coaching the Standards and Shifts in High School, Part 1 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.

<p>Lunch (12:00pm-1:00pm), Location: Served in session rooms.</p>		
<p>(1:00pm - 4:30pm) Session: Observing and Coaching the Standards and Shifts in Grades K-5, Part 2 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>Session: Adaptations for Struggling Learners 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 struggling learners.</p>	<p>(1:00pm - 4:30pm) Session: Observing and Coaching the Standards and Shifts in Grades 6-8, Part 2 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>Session: Adaptations for Struggling Learners 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 struggling learners.</p>	<p>(1:00pm - 4:30pm) Session: Observing and Coaching the Standards and Shifts in High School, Part 2 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>Session: Adaptations for Struggling Learners 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 struggling learners.</p>
<p>Break (4:30pm-4:45pm)</p>		
<p>Team Planning Time (4:45pm-5:30pm) 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</p>		
<p>Dismissal (5:30pm)</p>		

WEDNESDAY 7/13 Day 3 ELA

K-5 Leaders (ELA)		6-8 Leaders (ELA)		9-12 Leaders (ELA)
Keynote: Dave Abel 8:30am - 10:00am, Location: Las Olas Ballroom Foyer				
Section 1 Location: Atlantic 1 Facilitators: J. Soto & C. Gonzalez	Section 2 Location: Atlantic 2 Facilitators: A. Zayas & S. Gibson	Section 1 Location: Atlantic 3 Facilitators: T. Hardrick & M. McCloskey	Section 2 Location: Atlantic 4 Facilitators: T. Tuck & V. O'Connor	Location: Atlantic 5 Facilitators: B. Nelson & T. Wight
(10:00am - 12:00pm) Session: The Foundation in K-5 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.		(10:00am - 12:00pm) Session: The Foundation in 6-8 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.		(10:00am - 12:00pm) Session: The Foundation in High School 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.
Lunch (12:00pm-1:00pm), Location: Served in sessions rooms.				
(1:00pm - 4:30pm) Session: The Foundation in K-5, Continued The morning session continues into the first part of the afternoon.		(1:00pm - 4:30pm) Session: The Foundation in 6-8, Continued The morning session continues into the first part of the afternoon.		(1:00pm - 4:30pm) Session: The Foundation in High School, Continued The morning session continues into the first part of the afternoon.

<p>Session: Components of a Comprehensive 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.</p>	<p>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.</p>	<p>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.</p>
<p>Break (4:30pm-4:45pm)</p>		
<p>Team Planning Time (4:45pm-5:30pm) 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</p>		
<p>Dismissal (5:30pm)</p>		

THURSDAY 7/14 Day 4 ELA

K-5 Leaders (ELA)		6-8 Leaders (ELA)		9-12 Leaders (ELA)
Section 1 Location: Atlantic 1 Facilitators: J. Soto & C. Gonzalez	Section 2 Location: Atlantic 2 Facilitators: A. Zayas & S. Gibson	Section 1 Location: Atlantic 3 Facilitators: T. Hardrick & M. McCloskey	Section 2 Location: Atlantic 4 Facilitators: T. Tuck & V. O'Connor	Location: Atlantic 5 Facilitators: B. Nelson & T. Wight
(8:30am - 12:00pm) 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.		(8:30am - 12:00pm) 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.		(8:30am - 12:00pm) 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.
Lunch (12:00pm-1:00pm), Location: Served in session rooms.				
(1:00pm - 4:30pm)		(1:00pm - 4:30pm)		(1:00pm - 4:30pm)

<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>
<p>Break (4:30pm-4:45pm)</p>		
<p>Team Planning Time (4:45pm-5:30pm) 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</p>		
<p>Dismissal (5:30pm)</p>		
<p>(Optional) Poolside Happy Hour, cash bar 7:00pm-9:00pm, Location: Westin Fort Lauderdale Beach Resort Pool</p>		

FRIDAY 7/15 Day 5

K-5 Leaders (ELA)		6-8 Leaders (ELA)		9-12 Leaders (ELA)
Section 1 Location: Atlantic 1 Facilitators: J. Soto & C. Gonzalez	Section 2 Location: Atlantic 2 Facilitators: A. Zayas & S. Gibson	Section 1 Location: Atlantic 3 Facilitators: T. Hardrick & M. McCloskey	Section 2 Location: Atlantic 4 Facilitators: T. Tuck & V. O'Connor	Location: Atlantic 5 Facilitators: B. Nelson & T. Wight
(8:30am - 12:00pm) 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.		(8:30am - 12:00pm) 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.		(8:30am - 12:00pm) 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.
Lunch (12:00pm-1:00pm), Location: Served in session rooms.				
Keynote: Keynote: Kate Gerson and Nikolai Vitti (All Pathways) 1:15pm-2:30pm, Location: Las Olas Ballroom Foyer				
Dismissal (2:30pm)				