

Learning Schedule · Leadership II (Returning Participants)

Section, Location, Facilitator	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-5 Section 1 Location: Los Feliz Facilitators: Karin Ryan & Elicia Bennett (Days 1 & 2) Karin Ryan & Megan Fehr (Days 3-5)	8:30 am - 9:45 am Keynote Address California Ballroom - Tim Wise	Keynote Address California Ballroom - Lacey Robinson and Brandon White	Session	Keynote Address San Jose - Deborah Loewenberg Ball	Keynote Address California Ballroom - Dr. Ibram Kendi
	10:00 am - 12:00 pm Session	Session	Session	Session	Session
Grades 6-12 Section 1 Location: Santa Monica D Facilitators: Vanna O'Conner & Matthew McCluskey (Days 1 & 2) Vanna O'Connor & Alex Moyer (Days 3-5)	12:00 pm Lunch	Lunch	Lunch	Lunch	Lunch
	1:00 pm - 4:30 pm Session	Session	Session	Session	Session 1:00 - 2:30 pm (end)
	4:45 pm - 5:30 pm Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.				

Special Events

Sunday, July 7 (6:30 pm-8:30 pm)	Standards Institute Meet and Greet Location: Sun Deck, 4th Floor All Participants are invited to an informal meet and greet, a chance for educators to mingle with one another and settle into the week together. Light appetizers and a cash bar are available.
Monday, July 8 (12:10 pm -12:50 pm)	TNTP's The Opportunity Myth Demo Location: San Diego- B, Second Floor The New Teacher Project (TNTP) recently published a study regarding college and career readiness based on an intensive study of nearly 4,000 students across five diverse school systems. Their results are disturbing: students who are labeled as proficient in

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	<p>their academic courses and prepared for life after high school are not nearly as prepared as they and their families think. The TNTP team will recount their findings and discuss what you as an educator can do to address this issue in your district.</p>
<p>Tuesday, July 9 (12:10 pm - 12:50 pm)</p>	<p>Family Engagement Lab Location: San Diego- B, Second Floor Districts interested in learning more about how the Oakland Unified School District and the Louisiana Department of Education partnered with the Family Engagement Lab to implement FASTalk (Families and Schools Talk). FASTalk engages families in improving literacy outcomes for all students, including English learners and students with disabilities in six school systems. If you are interested in attending, please contact Vidya@fastalk.org.</p>
<p>Tuesday, July 9 (12:10 pm - 12:50 pm)</p>	<p>UnboundEd's ELA Equitable Instruction Table Talk Location: Avalon Graduating from high school with low levels of literacy threatens students' quality of life and ability to be fully vested with the rights, privileges, and duties of citizenship. The ELA curriculum within a school system is a powerful tool for shaping the teaching and learning that provide access to the power and opportunities afforded by literacy. Given that reading proficiency rates for students of color are historically lower than for their white peers, we must consider the role that race and bias play in whether students of color are receiving the instruction and support they require. Join us to learn about 3 important elements of equitable ELA instruction and discuss what educators can do to create equity through curriculum and instruction.</p>
<p>Tuesday, July 9 (7 pm- 8:30 pm)</p>	<p>Movie Night Screening and Interactive Discussion: <i>America to Me</i> Location: California Ballroom, Second Floor Join us Tuesday as we screen clips of <i>America to Me</i>, a 10 part docu-series by Academy-Award nominated director Steve James (Hoop Dreams, Life Itself, The Interrupters) which follows a year in the life of students, teachers, and administrators at Oak Park and River Forest High School near Chicago. The series, which airs on STARZ, deals with issues of race and privilege within a well-resourced, racially integrated public high school.</p>
<p>Wednesday, July 10 (12:10-12:50 pm)</p>	<p><i>America to Me</i> Q&A Location: San Diego- B, Second Floor As a follow-up to movie night, <i>America to Me</i> team will join us again Wednesday afternoon for a special Q&A session. They will also explain more about other documentaries in the works, such as <i>TEACH</i>, and how you can host discussion groups for students, teachers, parents, administrators, community members, politicians, and influencers on race and equity.</p>
<p>Wednesday, July 10, (5:30 pm - 6:15 pm)</p>	<p>System Leader Academy and Equity Influencer Information Session Location: San Jose, California Ballroom, Second Floor Come and learn about UnboundEd's newest collaborative program: The System Leader Academy and Equity Influencer Residency. Unique in its design, focused in its scope and thorough in its support, this year-long program increases the agency of system leaders to successfully embed equity throughout their support systems and school-based leaders to enact real change in the classroom. UnboundEd has nearly doubled its districts from year one to two and excitement is building for Cohort 3, slated to begin in Summer 2020.</p>
<p>Additional Notes: For Pathway Information and Details, please see the following page.</p>	

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Morning Session: Grades K-5, 6-8, 9-12	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.	Standards-Aligned Writing K-5 participants apply protocols for analysis of student work samples and learn how to engage students in rigorous and scaffolded research and text based writing that builds knowledge and vocabulary. 6-12 participants engage in activities and video observation to recognize the skills and knowledge necessary for communicating understanding and analysis, the importance of explicit instruction, and the decision points for instructional scaffolds.	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 Emergent Multilingual Students looks like and how to adapt math instruction to support content and language development.	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.	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.
Afternoon Session: Grades K-5, 6-8, 9-12	Focus on Language Equity and Learners, continued In the afternoon, 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.	Standards-Aligned Writing, continued K-5 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. 6-12 leaders engage with the reading and writing standards that frame argumentation, then learn how to use tools that facilitate student acquisition of conceptual knowledge. Participants examine how a systematic and high-quality curriculum develops standards-aligned writing abilities while also building knowledge and vocabulary.	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.	The Intersection of Quality Math Tasks and Instruction, continued 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.	Systems Thinking, continued In the afternoon, 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 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.

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