

Learning Schedule · Leadership I (New Participants)

Section, Location, Facilitator	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-5 Section 1 Location: Santa Anita A Facilitators: Julianne Scherker, Marni Greenstein, Anita Walls	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 Fran & Sacramento - Tanji Reed Marshall, PhD	Keynote Address California Ballroom - Dr. Ibram Kendi
Grades K-5 Section 2 Location: Santa Anita B Facilitators: Zipporah Hightower, Dan Horn, Ashleigh Collins	10:00 am - 12:00 pm Session	Session	Session	Session	Session
	12:00 pm Lunch	Lunch	Lunch	Lunch	Lunch
Grades K-5 Section 3 Location: Santa Anita C Facilitators: Tracy Anderson, Myriell Von Aspen, Erin Gilbert	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.			Safe Travels!

Grades K-5 Section 4
Location: San Fernando
Facilitators:
Andrea Zayas, Megan Fehr,
Dan Horn

Grades K-5 Section 5
Location: Mt. Washington
Facilitators: Lori Taliaferro-Riddick, Karen Azani, Marietta Williams

Grades 6-8 Section 1
Location: San Pedro
Facilitators:
Tiffany Hardrick, Bri Gzik-Wright, Nubia Gerima-Rodgers

Grades 6-8 Section 2
Location: Silver Lake

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	TNTP's The Opportunity Myth Demo Location: San Diego- B, Second Floor

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<p>Facilitators: Tammy Tuck, Julie Puzon, Zachary Parker</p>	<p>(12:10 pm -12:50 pm)</p>	<p>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 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>Grades 6-8 Section 3 Location: Beverly Facilitators: Lysa Scott, Arby Martin, Jasmine Landry</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>Grades 9-12 Section 1 Location: San Gabriel A Facilitators: Glynis Jordan, Alex Moyer, Matthew McCluskey, Charie Worley</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>Grades 9-12 Section 2 Location: San Gabriel B Facilitators: Nina Willis-Frye, Jennifer Pelligrine, Elicia Bennett</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>

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Additional Notes:

For Pathway Information and Details, please see the following page.

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning Session:</p> <p>Grades K-5, 6-8, 9-12</p>	<p>Focus in Mathematics In this foundational session, participants launch their week-long investigation into the intersection of the standards, content, curriculum and equitable instructional practices. Using a “Do the Work of the Lesson” protocol, participants deepen their understanding of the structure of the standards, identify the major work of the grade and evaluate tasks for alignment to standards.</p>	<p>Rigor 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 they are important. Returning to the “Do the Work of the Lesson” protocol, participants examine a lesson plan, its intended standards and the associated math tasks for Rigor.</p>	<p>The Foundation in ELA In this foundational session, participants analyze how the standards and shifts frame rigorous ELA instruction. Using a “Do the Work of the Lesson” protocol with grade-level complex text and tasks, participants deepen their understanding of the structure of the ELA standards and identify the academic language demands that make a grade level text complex.</p>	<p>Building Knowledge and Vocabulary In these sessions, participants in each grade band examine the planning and instructional implications of intentional fluency building activities; then, participants engage in an experience that demonstrates how students rapidly build knowledge and vocabulary on a topic through reading texts that build in complexity.</p>	<p>Organizational Systems and Structures Participants use Adaptive Leadership principles and key Guskey evaluation questions to diagnose whether their ELA systems and structures provide the appropriate level of organizational support.</p>

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<p>Afternoon Session:</p> <p>Grades K-5, 6-8, 9-12</p>	<p>Coherence In 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 math tasks, and the role Coherence plays in equitable instruction. Last, participants take a deep dive into observing and deconstructing instructional video for standards-aligned and equitable instruction.</p>	<p>Adapting for Equity 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 with unfinished learning from prior grades. In closing, participants use mini-case studies to practice a coaching conversation that addresses adaptive challenges and equitable instruction.</p>	<p>Text Complexity Returning to the “Do the Work of the Lesson” protocol, participants in each grade band analyze texts, deconstruct student tasks and analyze text-dependent questions to determine the content strategies needed for students to meet grade level demands. In closing, using an instructional video, participants practice observing for effective scaffolding and pedagogical content strategies.</p>	<p>Scaffolds for Student Success Building on the morning sessions, participants apply the Juicy Sentence Protocol to enhance reading comprehension and support student language, fluency, and writing. Participants then examine aligned text-dependent questions and develop scaffolding questions that support equitable access and comprehension. Finally, participants engage in a consultancy around student access to complex texts as well as the infusion of equity into instructional moves and decision making.</p>	<p>Organizational Systems and Structures (continued) With opportunity for individual consultation with facilitators, participants complete the work of the morning, developing next steps that transition Institute learning to actionable practice.</p>
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