

Learning Schedule · Math I (New Participants)

July 8, 2019- July 12, 2019

Section, Location, Facilitator	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-2 Section 1 Location: Avalon Facilitator: Angie Miller & Jody Popple	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
Grades 3-5 Section 1 Location: Emerald Bay Facilitator: Natara Warren & Alexis Rosenblatt	10:00 am - 12:00 pm	Session	Session	Session	Session
	12:00 pm	Lunch	Lunch	Lunch	Lunch
Grades 3-5 Section 2 Location: Wilshire A Facilitator: Amy Weber-Salgo & Ebony Wallace	1:00 pm - 4:30 pm	Session	Session	Session	Session 1:00 - 2:30 pm (end)
Grades 3-5 Section 3 Location: Santa Barbara B Facilitator: Dionne Samb & Daniel Murphy					
Grades 6-8 Section 1 Location: Santa Monica B Facilitator: Kar Hwee Koh & Gabriel Cartagena	4:45 pm - 5:30 pm Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.				Safe Travels!
Grades 6-8 Section 2 Location: Santa Monica D Facilitator: Brian Dean & Veronica (Ronnie) Ernandes					
Grades 6-8 Section 3 Location: Wilshire G					

Learning Schedule · Math I (New Participants)

Facilitator:
Eric Green & Richard Bobinchuck

Grades 9-12 Section 1
Location: Palos Verdes

Facilitator: Karen McPherson &
Oksana Reznikova

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 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.
Tuesday, July 9 (12:10 pm - 12:50 pm)	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 .
Tuesday, July 9 (12:10 pm - 12:50 pm)	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.
Tuesday, July 9 (7 pm- 8:30 pm)	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

Learning Schedule · Math I (New Participants)

	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.
Wednesday July 10 (12:10-12:50 pm)	America to Me 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.
Wednesday, July 10, (5:30 pm - 6:15 pm)	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.
Additional Notes: For Pathway Information and Details, please the following page.	

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session:	Focus In this session, participants examine the structure of the Standards, and deepen their understanding of educational equity. Participants learn to identify major, supporting, and additional standards, coming to see "themes" of the major work within this grade band.	Rigor In this session, participants begin an examination of the "Rigor" shift by reconsidering 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.	Across-Grade Coherence In this session, participants further their 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 support students with unfinished learning from prior grades in accessing content at their grade level. Participants will come to see how coherence contributes to an equitable environment for all students.	Adapting the Grade Level Curriculum Maps In this session, participants learn about the Mathematical Language Routines, as adaptations to support language development and the development of mathematical understanding. 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.	Adapting and Teaching Lessons In this session, participants continue their study of an EngageNY module from the previous day with attention to students with unfinished learning from prior grades and language development. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.
Grades K-2, 3-5, 6-8, 9-12					

Learning Schedule · Math I (New Participants)

<p>Afternoon Session:</p> <p>Grades K-2, 3-5, 6-8, 9-12</p>	<p>Focus and Within-Grade Coherence</p> <p>Building on the morning session, participants examine the major work of this grade band by “doing the math” and diving into grade-level tasks. Participants explore within-grade coherence by examining connections between grade-level standards, and apply their learning from the day’s sessions by evaluating a curriculum map for focus and within-grade coherence.</p>	<p>Rigor and The Mathematical Practices</p> <p>Building on the morning session, participants continue to examine rigor in the Standards by “doing the math” and diving into grade-level tasks in order to more deeply understand the aspects of rigor. Participants are introduced to the Standards for Mathematical Practice, and will explore the Standards for Mathematical Practice, and understand the role these standards play in ensuring equitable instruction for all students. equity into instructional moves and decision making.</p>	<p>Instructional Practices</p> <p>Building on the morning session, 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 <i>all</i> students to learn the content of the lesson,” and those that contribute to equitable environments for all students.</p>	<p>Introduction to the EngageNY Modules</p> <p>Building on the morning session, participants examine 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 and language development.</p>	<p>Adapting and Teaching Lessons (continued)</p> <p>Building on the morning session, participants continue their study of an EngageNY module with attention to students with unfinished learning from prior grades and language development. Participants use the IPG to augment their lesson planning and engage in a “buddy teaching” exercise.</p>
---	--	---	---	--	--