

Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 1/29/18

Grade	K-5 Leaders I (Math)				6-8 Leaders I (Math)		9-12 Leaders I (Math)
8:30 am 9:45 am	<p align="center">Keynote Address <i>California Ballroom - Kate Gerson</i></p>						
Section, Location, Facilitator	<p>Section 1 <i>Location: Santa Anita A</i> <i>Facilitator(s): Zipporah Hightower & Jessica Martin</i></p>	<p>Section 2 <i>Location: Santa Anita B</i> <i>Facilitator(s): Lakisha Covert & Diamond Graham</i></p>	<p>Section 3 <i>Location: Santa Anita C</i> <i>Facilitator(s): Nicole Williams & Karen Azani</i></p>	<p>Section 4 <i>Location: Palos Verdes</i> <i>Facilitator(s): Shahara Jackson & Karin Ryan</i></p>	<p>Section 1 <i>Location: San Gabriel B</i> <i>Facilitator(s): Tammy Tuck & Kar Hwee Koh</i></p>	<p>Section 2 <i>Location: San Fernando</i> <i>Facilitator(s): Tiffany Hardrick & Eric Green</i></p>	<p><i>Location: San Gabriel A</i> <i>Facilitator(s): Brandy Nelson & Anita Bright</i></p>
10:00 am 12:00 pm	<p>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.</p>				<p>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.</p>		<p>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.</p>
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: California Ballroom</i></p>						

Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 1/29/18 Continued

Grade	K-5 Leaders I (Math)	6-8 Leaders I (Math)	9-12 Leaders I (Math)
<p>1:00 pm 4:30 pm</p>	<p>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.</p> <p>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>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.</p> <p>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>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.</p> <p>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>4:45 pm 5:30 pm</p>	<p style="text-align: center;">Team Planning Time</p> <p style="text-align: center;">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></p>		
<p>5:30 pm</p>	<p style="text-align: center;">Dismissal</p>		

Learning Schedule · Leadership I (New Participants)

Day 2 - Tuesday - 1/30/18

Grade	K-5 Leaders I (Math)				6-8 Leaders I (Math)		9-12 Leaders I (Math)
8:30 am 9:45 am	<p align="center">Keynote Address <i>California Ballroom - Dr. Sonja Santelises</i></p>						
<i>Section, Location, Facilitator</i>	<p>Section 1 <i>Location: Santa Anita A</i> <i>Facilitator(s): Zipporah Hightower & Jessica Martin</i></p>	<p>Section 2 <i>Location: Santa Anita B</i> <i>Facilitator(s): Lakisha Covert & Diamond Graham</i></p>	<p>Section 3 <i>Location: Santa Anita C</i> <i>Facilitator(s): Nicole Williams & Karen Azani</i></p>	<p>Section 4 <i>Location: Palos Verdes</i> <i>Facilitator(s): Shahara Jackson & Karin Ryan</i></p>	<p>Section 1 <i>Location: San Gabriel B</i> <i>Facilitator(s): Tammy Tuck & Kar Hwee Koh</i></p>	<p>Section 2 <i>Location: San Fernando</i> <i>Facilitator(s): Tiffany Hardrick & Eric Green</i></p>	<p><i>Location: San Gabriel A</i> <i>Facilitator(s): Brandy Nelson & Anita Bright</i></p>
10:00 am 12:00 pm	<p>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.</p> <p>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.</p>				<p>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.</p> <p>Session: Observing & 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.</p>		<p>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.</p> <p>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>
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: California Ballroom</i></p>						

Learning Schedule · Leadership I (New Participants)

Day 2 - Tuesday - 1/30/18 Continued

Grade	K-5 Leaders I (Math)	6-8 Leaders I (Math)	9-12 Leaders I (Math)
1:00 pm 4:30 pm	<p>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: Adapting for Equity 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 students with unfinished learning.</p>	<p>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: Adapting for Equity 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 students with unfinished learning.</p>	<p>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: Adapting for Equity 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 students with unfinished learning.</p>
4:45 pm 5:30 pm	<p>Team Planning Time 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></p>		
5:30 pm	<p>Dismissal</p>		
7:00 pm 8:30 pm	<p>UnboundEd presents a screening of "RACE—The Power of an Illusion, Part III The House We Live In," followed by a facilitated conversation. <i>Location:</i> RACE—The Power of an Illusion is a three-part PBS series that questions the very idea of race as biology. This series provides an opportunity for people to examine their beliefs about race, privilege, policy, and justice. Tonight's screening of Episode III – "The House We Live In" focused on how our institutions shape and create race, giving different groups vastly unequal life chances. The UnboundEd team will facilitate a conversation afterwards.</p>		

Learning Schedule · Leadership I (New Participants)

Day 3 - Wednesday - 1/31/18

Grade	K-5 Leaders I (ELA)				6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
Section, Location, Facilitator	Section 1 Location: Santa Anita A Facilitator(s): Zipporah Hightower & Dorie Withey	Section 2 Location: Santa Anita B Facilitator(s): Lakisha Covert & Karen Harris	Section 3 Location: Santa Anita C Facilitator(s): Nicole Williams & Erin Gilbert	Section 4 Location: Palos Verdes Facilitator(s): Shahara Jackson & Shavonne Gibson	Section 1 Location: San Gabriel B Facilitator(s): Tammy Tuck & Vanna O'Connor	Section 2 Location: San Fernando Facilitator(s): Tiffany Hardrick & Brandon White	Location: San Gabriel A Facilitator(s): Brandy Nelson & Cheryl Borden Thompson
8:30 am 12:00 pm	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.				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.		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.
12:00 pm 1:00 pm	Lunch Location: California Ballroom						
1:00 pm 4:30 pm	Session: The Foundation in K-5 (continued) The morning session continues into the first part of the afternoon.				Session: The Foundation in 6-8 (continued) The morning session continues into the first part of the afternoon.		Session: The Foundation in High School (continued) The morning session continues into the first part of the afternoon.
	Session: Components of an Effective 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.				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.		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.

Learning Schedule · Leadership I (New Participants)

Day 3 - Wednesday - 1/31/18 Continued

Grade	K-5 Leaders I (ELA)	6-8 Leaders I (ELA)	9-12 Leaders I (ELA)
4:45 pm 5:30 pm	<p style="text-align: center;">Team Planning Time</p> <p style="text-align: center;">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></p>		
5:30 pm	Dismissal		

Learning Schedule · Leadership I (New Participants)

Day 4 - Thursday - 2/1/18

Grade	K-5 Leaders I (ELA)				6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
8:30 am 9:45 am	<p align="center">Keynote Address <i>California Ballroom (Sacramento & San Francisco) - Dr. Tim Shanahan</i></p>						
<i>Section, Location, Facilitator</i>	<p>Section 1 <i>Location: Santa Anita A</i> <i>Facilitator(s): Hightower & Dorie Withey</i></p>	<p>Section 2 <i>Location: Santa Anita B</i> <i>Facilitator(s): Lakisha Covert & Karen Harris</i></p>	<p>Section 3 <i>Location: Santa Anita C</i> <i>Facilitator(s): Nicole Williams & Erin Gilbert</i></p>	<p>Section 4 <i>Location: Palos Verdes</i> <i>Facilitator(s): Shahara Jackson & Shavonne Gibson</i></p>	<p>Section 1 <i>Location: San Gabriel B</i> <i>Facilitator(s): Tammy Tuck & Vanna O'Connor</i></p>	<p>Section 2 <i>Location: San Fernando</i> <i>Facilitator(s): Tiffany Hardrick & Brandon White</i></p>	<p><i>Location: San Gabriel A</i> <i>Facilitator(s): Brandy Nelson & Cheryl Borden Thompson</i></p>
10:00 am 12:00 pm	<p>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.</p>				<p>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.</p>		<p>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.</p>
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: California Ballroom</i></p>						

Learning Schedule · Leadership I (New Participants)

Day 4 - Thursday - 2/1/18 Continued

Grade	K-5 Leaders I (ELA)	6-8 Leaders I (ELA)	9-12 Leaders I (ELA)
1:00 pm 4:30 pm	<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>
4:45 pm 5:30 pm	<p style="text-align: center;">Team Planning Time 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></p>		
5:30 pm	<p style="text-align: center;">Dismissal</p>		

Learning Schedule · Leadership I (New Participants)

Day 5 - Friday - 2/2/18

Grade	K-5 Leaders I (ELA)				6-8 Leaders I (ELA)		9-12 Leaders I (ELA)
8:30 am 9:30 am	<p align="center">Keynote Address <i>California Ballroom - Lacey Robinson</i></p>						
<i>Section, Location, Facilitator</i>	<p>Section 1 <i>Location: Santa Anita A</i> Facilitator(s): <i>Hightower & Dorie Withey</i></p>	<p>Section 2 <i>Location: Santa Anita B</i> Facilitator(s): <i>Lakisha Covert & Karen Harris</i></p>	<p>Section 3 <i>Location: Santa Anita C</i> Facilitator(s): <i>Nicole Williams & Erin Gilbert</i></p>	<p>Section 4 <i>Location: Palos Verdes</i> Facilitator(s): <i>Shahara Jackson & Shavonne Gibson</i></p>	<p>Section 1 <i>Location: San Gabriel B</i> Facilitator(s): <i>Tammy Tuck & Vanna O'Connor</i></p>	<p>Section 2 <i>Location: San Fernando</i> Facilitator(s): <i>Tiffany Hardrick & Brandon White</i></p>	<p><i>Location: San Gabriel A</i> Facilitator(s): <i>Brandy Nelson & Cheryl Borden Thompson</i></p>
10:00 am 12:00 pm	<p>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.</p>				<p>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.</p>		<p>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.</p>
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: California Ballroom</i></p>						
1:00 pm 2:30 pm	<p>Session: Organizational Systems and Structures in K-5 (continued) 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.</p>				<p>Session: Organizational Systems and Structures in 6-8 (continued) 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.</p>		<p>Session: Organizational Systems and Structures in High School (continued) 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.</p>
2:30 pm	<p align="center">Dismissal</p>						