

Learning Schedule · Math I (New Participants)

Day 1 - Monday - 1/29/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
8:30 am 9:45 am	Keynote Address <i>California Ballroom - Kate Gerson</i>				
<i>Location, Facilitator</i>	<i>Location: Santa Monica A Facilitator: Jody Pople</i>	<i>Location: Beverly Facilitator(s): Natara Warren & Daniel Villareal</i>	Section 1 <i>Location: Hollywood Facilitator(s): Alexis Hammack</i>	Section 2 <i>Location: Santa Monica B Facilitator(s): Sonia Cintron</i>	<i>Location: Emerald Bay Facilitator(s): Karen McPherson & Rolanda Baldwin</i>
10:00 am 12:00 pm	Session: Focus in Grades K-2 This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.	Session: Focus in Grades 3-5 This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.	Session: Focus in Grades 6-8 This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.	Session: Focus in High School This session introduces participants to the structure of the Standards and deepens their understanding of the “Focus” shift. Participants will learn to identify major, supporting, and additional standards in their respective grades, and will identify the “themes” of the major work within this grade band.	
12:00 pm 1:00 pm	Lunch <i>Location: California Ballroom</i>				
1:00 pm 4:30 pm	Session: Focus and Within-Grade Coherence in Grades K-2 This session continues with a deep dive into major work using carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.	Session: Focus and Within-Grade Coherence in Grades 3-5 This session continues with a deep dive into major work using carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.	Session: Focus and Within-Grade Coherence in Grades 6-8 This session continues with a deep dive into major work using carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-grade coherence.	Session: Focus and Within-Grade Coherence in High School This session continues with a deep dive into major work using carefully selected mathematical tasks. Then participants explore the “Coherence” shift through the notion of within-grade coherence by examining connections between grade-level standards. They will also put their learning from both of the day’s sessions to work by evaluating a curriculum map for focus and within-course coherence.	

Learning Schedule · Math I (New Participants)

Day 1 - Monday - 1/29/18 Continued

Grade	K-2 Math I	3-5 Math I	6-8 Math I	9-12 Math I
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	<p style="text-align: center;">Dismissal</p>			

Learning Schedule · Math I (New Participants)

Day 2 - Tuesday - 1/30/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
<i>Location, Facilitator</i>	<i>Location: Santa Monica A Facilitator(s): Jody Popple</i>	<i>Location: Beverly Facilitator(s): Natara Warren & Daniel Villareal</i>	Section 1 <i>Location: Hollywood Facilitator(s): Alexis Hammack</i>	Section 2 <i>Location: Santa Monica B Facilitator(s): Sonia Cintron</i>	<i>Location: Emerald Bay Facilitator(s): Karen McPherson & Rolanda Baldwin</i>
8:30 am 12:00 pm	Session: Rigor in Grades K-2 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in 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.	Session: Rigor in Grades 3-5 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in 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.	Session: Rigor in Grades 6-8 This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in 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.		Session: Rigor in High School This session begins with an examination of the “Rigor” shift by asking participants to reconsider the traditional definition of rigor. Once again, participants will engage in 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.
12:00 pm 1:00 pm	Lunch <i>Location: California Ballroom</i>				
1:00 pm 4:30 pm	Session: Rigor and the Mathematical Practices in Grades K-2 This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor. Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.	Session: Rigor and the Mathematical Practices in Grades 3-5 This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor. Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.	Session: Rigor and the Mathematical Practices in Grades 6-8 This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor. Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.		Session: Rigor and the Mathematical Practices in High School This session introduces participants to the Standards for Mathematical Practice and demonstrates how they relate to the aspects of rigor. Participants will examine the connection between the Mathematical Practices and rigor, identify aspects of rigor in lessons, and describe the characteristics of these activities that support rigor. Participants will also put this knowledge into practice by aligning a lesson for rigor and an appropriate Mathematical Practice.

Learning Schedule · Math I (New Participants)

Day 2 - Tuesday - 1/30/18 Continued

Grade	K-2 Math I	3-5 Math I	6-8 Math I	9-12 Math I
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	<p style="text-align: center;">Dismissal</p>			

Learning Schedule · Math I (New Participants)

Day 3 - Wednesday - 1/31/18

Grade	K-2 Math I	3-5 Math I	6-8 Math I		9-12 Math I
<i>Location, Facilitator</i>	<i>Location: Santa Monica A Facilitator(s): Jody Poppo</i>	<i>Location: Beverly Facilitator(s): Natara Warren & Daniel Villareal</i>	Section 1 <i>Location: Hollywood Facilitator(s): Alexis Hammack</i>	Section 2 <i>Location: Santa Monica B Facilitator(s): Sonia Cintron</i>	<i>Location: Emerald Bay Facilitator(s): Karen McPherson & Rolanda Baldwin</i>
8:30 am 12:00 pm	Session: Across-Grade Coherence in Grades K-2 This session furthers participants 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 help students with “unfinished learning” from prior grades access content at their grade level.	Session: Across-Grade Coherence in Grades 3-5 This session furthers participants 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 help students with “unfinished learning” from prior grades access content at their grade level.	Session: Across-Grade Coherence in Grades 6-8 This session furthers participants 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 help students with “unfinished learning” from prior grades access content at their grade level.		Session: Across-Grade Coherence in High School This session furthers participants understanding of the “Coherence” shift by investigating the notion of across-course coherence. Participants will explore the connections between standards across courses in this band, and plan a sequence of instruction to help students with “unfinished learning” from prior grades access content in their course.
12:00 pm 1:00 pm	Lunch <i>Location: California Ballroom</i>				
1:00 pm 4:30 pm	Session: Instructional Practices in Grades K-2 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 all students to learn the content of the lesson.”	Session: Instructional Practices in Grades 3-5 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 all students to learn the content of the lesson.”	Session: Instructional Practices in Grades 6-8 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 all students to learn the content of the lesson.”		Session: Instructional Practices in High School 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 all students to learn the content of the lesson.”

Learning Schedule · Math I (New Participants)

Day 3 - Wednesday - 1/31/18 Continued

Grade	K-2 Math I	3-5 Math I	6-8 Math I	9-12 Math I
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 · Math I (New Participants)

Day 4 - Thursday - 2/1/18

Grade	K-2	3	4	5	6	7	8	A1	GE	A2
8:30 am 9:45 am	<p align="center">Keynote Address <i>Avalon - Dr. Andrew Chen</i></p>									
Location, Facilitator	Location: Santa Monica A Facilitator: Jody Popple	Location: Rodeo Facilitator: Natara Warren	Location: Beverly Facilitator: Dionne Samb	Location: Melrose Facilitator: Shelly Jain Chandra	Location: Hollywood Facilitator: Eric Green	Location: Santa Monica B Facilitator: Khushali Narechania	Location: Santa Monica D Facilitator: Alexis Hammack	Location: Emerald Bay Facilitator: Sharmaine Lewis	Location: Wilshire G Facilitator: Alex Sczesnak	Location: Wilshire D Facilitator: Karen McPherson
10:00 am 12:00 pm	<p>Session: Adapting the Grade Level Curriculum Maps 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.</p>									
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: California Ballroom</i></p>									
1:00 pm 4:30 pm	<p>Session: Introduction to the EngageNY Modules This session examines 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.</p>									
4:45 pm 5:30 pm	<p 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 align="center">Dismissal</p>									

Learning Schedule · Math I (New Participants)

Day 5 - Friday - 2/2/18

Grade	K-2	3	4	5	6	7	8	A1	GE	A2
8:30 am 9:30am	Keynote Address <i>California Ballroom - Lacey Robinson</i>									
<i>Location, Facilitator</i>	<i>Location: Santa Monica A Facilitator: Jody Popple</i>	<i>Location: Rodeo Facilitator: Natara Warren</i>	<i>Location: Beverly Facilitator: Dionne Samb</i>	<i>Location: Melrose Facilitator: Shelly Jain Chandra</i>	<i>Location: Hollywood Facilitator: Eric Green</i>	<i>Location: Santa Monica B Facilitator: Khushali Narechania</i>	<i>Location: Santa Monica D Facilitator: Alexis Hammack</i>	<i>Location: Emerald Bay Facilitator: Sharmaine Lewis</i>	<i>Location: Wilshire G Facilitator: Alex Sczesnak</i>	<i>Location: Wilshire D Facilitator: Karen McPherson</i>
10:00 am 12:00 pm	Session: Adapting and Teaching Lessons This session continues study of an EngageNY module from the previous day with attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.									
12:00 pm 1:00 pm	Lunch									
1:00 pm 2:30 pm	Session: Adapting and Teaching Lessons (continued) This session continues study of an EngageNY module from the previous day with attention to students with unfinished learning from prior grades. Participants use the IPG to augment their lesson planning and engage in a "buddy teaching" exercise.									
2:30 pm	Dismissal									