

Learning Schedule · ELA II (Returning Participants)

Day 1 - Monday - 2/11/19

Grade	P-5 ELA II	6-12 ELA II
8:30 am 9:45 am	Keynote Address <i>California Ballroom - Kate Gerson</i>	
<i>Location, Facilitator</i>	<i>Location: Los Cernitos Facilitators: Patricia Pond & Miriam Swirski-Lubin</i>	<i>Location: Los Feliz Facilitators: Tanji Reed Marshall & Hannah Turner</i>
10:00 am 12:00 pm	Session: Understanding Language In this foundational day, participants deepen their knowledge of standards-based content and equitable instructional practices through examination of essential conditions required for accelerating language development. Participants examine the intersection of academic language, academic conversations, and the standards and begin exploration of educational practices that support language development.	
12:00 pm 1:00 pm	Lunch <i>Location: Pasadena</i>	
1:00 pm 4:30 pm	Session: Understanding Language (continued) Participants engage in backward planning design to begin the scaffolding process and dive into the standards through a close examination of the vertical progression of the Writing standards.	Session: Understanding Language (continued) Participants begin work with curriculum and begin to analyze texts to identify opportunities for appropriate scaffolding.
4:45 pm 5:30 pm	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>	
5:30 pm	Dismissal	

Learning Schedule · ELA II (Returning Participants)

Day 2 - Tuesday - 2/12/19

Grade	P-5 ELA II	6-12 ELA II
8:30 am 9:45 am	Keynote Address <i>California Ballroom - Lacey Robinson</i>	
Location, Facilitator	<i>Location: Los Cernitos</i> <i>Facilitators: Patricia Pond & Miriam Swirski-Lubin</i>	<i>Location: Los Feliz</i> <i>Facilitators: Tanji Reed Marshall & Hannah Turner</i>
10:00 am 12:00 pm	Session: Scaffolding Up to Standards-Aligned Tasks Participants take a more complex look at the Writing standards by examining their intersection with the Language standards and the Speaking and Listening standards, as well as the implications of that intersection for instruction that maintains grade-level rigor. Armed with this knowledge, participants engage in a protocol to review the writing tasks they worked with on Day 1.	Session: Scaffolding Language for Understanding and Expression Participants grapple with the question: how do we make sure all students can access complex text? and the fact that the texts we place before students shows them what we think about them. Participants calibrate on what it means to scaffold to support grade-level learning.
12:00 pm 1:00 pm	Lunch <i>Location: Pasadena</i>	
1:00 pm 4:30 pm	Session continued Participants engage in a deep dive around scaffolding, including identifying the difference between scaffolding and modifying and using resources to inform proper scaffolding, as they begin a scaffolding process with existing lessons.	Session continued Participants unpack the Writing standards and EL guidance documents to craft effective scaffolds to support academic language acquisition and growth. Participants also practice coaching conversations around the implementation of grade-level instruction that addresses language needs and academic rigor.
4:45 pm 5:30 pm	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>	
5:30pm	Dismissal	
7:00 pm 8:30 pm	UnboundEd presents a screening of an episode of "America to Me," followed by a facilitated conversation. <i>Location: California Ballroom - San Jose</i> Join us Tuesday, February 12 as we screen an episode of America to Me , a 10 part docu-series by Academy-Award nominated director Steve James (<i>Hoop Dreams</i> , <i>Life Itself</i> , <i>The Interrupters</i>) 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. Those who attend the movie night will receive a special gift from <i>America to Me</i> team and will also have the opportunity to sit down the following day in an exclusive Q&A session.	

Learning Schedule · ELA II (Returning Participants)

Day 3 - Wednesday - 2/13/19

Grade	P-5 ELA II	6-12 ELA II
Location, Facilitator	Location: Los Cernitos Facilitators: Patricia Pond & Miriam Swirski-Lubin	Location: Los Feliz Facilitators: Tanji Reed Marshall & Hannah Turner
8:30 am 12:00 pm	<p>Session: Building and Processing Knowledge and Language</p> <p>Participants learn how to leverage Expert Packs as scaffolding to build knowledge and vocabulary so that students may more successfully work with complex texts. Participants engage in steps of Expert Pack development and explore several collaborative protocols are introduced as a way for students to use productive modalities to amplify the language and learning they acquire when working with an Expert Pack.</p>	<p>Session: Evaluating, Unpacking, and Scaffolding Writing Tasks to Promote Student Achievement</p> <p>Day 3 addresses the question: how do we cultivate and support strong writing? Through deconstructing a writing task with attention to its implications for reading, participants recognize the inherent skills and knowledge necessary for communicating understanding and analysis, the importance of explicit instruction to support them, and the decision points for instructional scaffolds.</p>
12:00 pm 1:00 pm	<p>Lunch <i>Location: Pasadena</i></p>	
1:00 pm 4:30 pm	<p>Session: Building and Processing Knowledge and Language (contd)</p> <p>Participants apply their learning to incorporate scaffolds into learning sequences begun in Day 2. Participants use their knowledge from the morning to include scaffolds that provide opportunities for students to capture notes and use discussion to process information prior to writing.</p>	<p>Session: Evaluating, Unpacking, and Scaffolding Writing Tasks to Promote Student Achievement(contd)</p> <p>Participants apply their learning to develop writing scaffolds and provide feedback for a scaffolded writing lesson.</p>
4:45 pm 5:30 pm	<p>Team Planning Time</p> <p>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>	

Learning Schedule · ELA II (Returning Participants)

Day 4 - Thursday - 2/14/19

Grade	P-5 ELA II	6-12 ELA II
8:30 am 9:45 am	Keynote Address <i>California Ballroom (Sacramento & San Francisco) - Dr. Aida Walqui</i>	
<i>Location, Facilitator</i>	<i>Location: Los Cernitos Facilitators: Patricia Pond & Miriam Swirski-Lubin</i>	<i>Location: Los Feliz Facilitators: Tanji Reed Marshall & Hannah Turner</i>
10:00 am 12:00 pm	Session: Academic Language Supports and Standards-Aligned Writing Instruction Participants identify the discrete academic language skills needed for oral and written expression and explore research-based recommendations for scaffolding writing tasks for ELs with attention to grade-level language standards that align to writing skills	Session: Linking Text Sets, Equity, and the Productive Modalities Day 4 addresses connection between being able to unpack the complex structure of a text and equitable reading and writing outcomes. Participants review the link between a volume of reading on a topic and rapid development of vocabulary, language and knowledge, then consider the classroom applications for expert packs, a structured variant of this process.
12:00 pm 1:00 pm	Lunch <i>Location: Pasadena</i>	
1:00 pm 4:30 pm	Session: Academic Language Supports and Standards-Aligned Writing Instruction (contd) Participants collaborate around development of writing scaffolds at the word, sentence, and text/idea level	Session: Linking Text Sets, Equity, and the Productive Modalities (contd) Participants continue work with existing expert pack resources and explore how this can rapidly build knowledge, drive language development, and provide opportunities for academic discourse.
4:45 pm 5:30 pm	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>	
5:30 pm	Dismissal	

Learning Schedule · ELA II (Returning Participants)

Day 5 - Friday - 2/15/19

Grade	K-5 ELA II	6-12 ELA II
8:30 am 10:30 am	Keynote Address <i>California Ballroom - Dr. Jeff Howard</i>	
Location, Facilitator	<i>Location: Los Cernitos Facilitators: Patricia Pond & Miriam Swirski-Lubin</i>	<i>Location: Los Feliz Facilitators: Tanji Reed Marshall & Hannah Turner</i>
10:45 am 12:00 pm	Session: Planning for action In this session, 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 consultancy 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.	
12:00 pm 1:00 pm	Lunch <i>Lunch will be provided in various locations near session rooms.</i>	
1:00 pm 2:30 pm	Session: Planning for action (continued) In this session, 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 consultancy 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.	
2:30 pm	Dismissal	