

Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 2/11/19

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>TBD</i></p>						
<i>Section, Location, Facilitator</i>	<p>Section 1 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 3 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 1 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 1 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitators: TBD</i></p>
10:00 am 12:00 pm	<p>Session: Focus in Grades K-5 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>Session: Focus in Grades 6-8 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>Session: Focus in High School 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>	
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: TBD</i></p>						

Learning Schedule · Leadership I (New Participants)

Day 1 - Monday - 2/12/19 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: Coherence in Grades K-5</p> <p>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>Session: Coherence in Grades 6-8</p> <p>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>Session: Coherence in High School</p> <p>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>
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 · Leadership I (New Participants)

Day 2 - Tuesday - 2/12/19

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 TBD</p>						
<i>Section, Location, Facilitator</i>	<p>Section 1 Location: TBD Facilitators: TBD</p>	<p>Section 2 Location: TBD Facilitators: TBD</p>	<p>Section 3 Location: TBD Facilitators: TBD</p>	<p>Section 1 Location: TBD Facilitators: TBD</p>	<p>Section 2 Location: TBD Facilitators: TBD</p>	<p>Section 1 Location: TBD Facilitators: TBD</p>	<p>Section 2 Location: TBD Facilitators: TBD</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. 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>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. 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>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. 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>	
12:00 pm 1:00 pm	<p align="center">Lunch Location: TBD</p>						

Learning Schedule · Leadership I (New Participants)

Day 2 - Tuesday - 2/12/19 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: Observing the Standards and Shifts in Grades K-5 In a continuation from the morning session, participants engage in a culminating video practice, observing and analyzing classroom instruction for standards-alignment and equitable instructional practices.</p> <p>Session: Coaching 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 use mini-case studies to practice a coaching conversation that addresses adaptive challenges and equitable instruction.</p>	<p>Session: Observing the Standards and Shifts in Grades 6-8 In a continuation from the morning session, participants engage in a culminating video practice, observing and analyzing classroom instruction for standards-alignment and equitable instructional practices.</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 use mini-case studies to practice a coaching conversation that addresses adaptive challenges and equitable instruction.</p>	<p>Session: Observing the Standards and Shifts in High School In a continuation from the morning session, participants engage in a culminating video practice, observing and analyzing classroom instruction for standards-alignment and equitable instructional practices.</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 use mini-case studies to practice a coaching conversation that addresses adaptive challenges and equitable instruction.</p>
<p>4:45 pm 5:30 pm</p>	<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>		
<p>5:30 pm</p>	<p style="text-align: center;">Dismissal</p>		
<p>7:00 pm 8:30 pm</p>	<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: TBD</i></p> <p>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 - 2/13/19

Grade	K-5 Leaders I (ELA)			6-8 Leaders I (ELA)		9-12 Leaders I (ELA)	
Section, Location, Facilitator	Section 1 Location: TBD Facilitators: TBD	Section 2 Location: TBD Facilitators: TBD	Section 3 Location: TBD Facilitators: TBD	Section 1 Location: TBD Facilitators: TBD	Section 2 Location: TBD Facilitators: TBD	Section 1 Location: TBD Facilitators: TBD	Section 2 Location: TBD Facilitators: TBD
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 ELA instruction in the elementary grades. 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.			Session: The Foundation in 6-8 In this foundational session, participants analyze how the standards and shifts frame rigorous ELA instruction in the middle grades. 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.		Session: The Foundation in High School In this foundational session, participants analyze how the standards and shifts frame rigorous ELA instruction in high school. 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.	
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>						
1:00 pm 4:30 pm	Session: Text Complexity Returning to the “Do the Work of the Lesson” protocol, participants 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.			Session: Text Complexity Returning to the “Do the Work of the Lesson” protocol, participants 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.		Session: Text Complexity Returning to the “Do the Work of the Lesson” protocol, participants 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.	
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 · Leadership I (New Participants)

Day 4 - Thursday - 2/14/19

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>TBD</i></p>						
<i>Section, Location, Facilitator</i>	<p>Section 1 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 3 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 1 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 1 <i>Location: TBD Facilitators: TBD</i></p>	<p>Section 2 <i>Location: TBD Facilitators: TBD</i></p>
10:00 am 12:00 pm	<p>Session: Building Knowledge & Vocabulary in K-5 In this session, participants 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>Session: Building Knowledge and Vocabulary in 6-8 In this session, participants 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>Session: Building Knowledge & Vocabulary in HS In this session, participants 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>	
12:00 pm 1:00 pm	<p align="center">Lunch <i>Location: TBD</i></p>						

Learning Schedule · Leadership I (New Participants)

Day 4 - Thursday - 2/14/19 Continued

Grade	K-5 Leaders I (ELA)	6-8 Leaders I (ELA)	9-12 Leaders I (ELA)
<p>1:00 pm 4:30 pm</p>	<p>Session: The Juicy Language of Text in K-5 Building on the morning session, 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. Last, participants engage in a culminating coaching practice around student access to complex texts as well as the infusion of equity into instructional moves and decision making.</p>	<p>Session: The Juicy Language of Text in 6-8 Building on the morning session, 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. Last, participants engage in a culminating coaching practice around student access to complex texts as well as the infusion of equity into instructional moves and decision making.</p>	<p>Session: The Juicy Language of Text in HS Building on the morning session, 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. Last, participants engage in a culminating coaching practice around student access to complex texts as well as the infusion of equity into instructional moves and decision making.</p>
<p>4:45 pm 5:30 pm</p>	<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>		
<p>5:30 pm</p>	<p style="text-align: center;">Dismissal</p>		

Learning Schedule · Leadership I (New Participants)

Day 5 - Friday - 2/15/19

Grade	K-5 Leaders I (ELA)			6-8 Leaders I (ELA)		9-12 Leaders I (ELA)	
8:30 am 9:45 am	Keynote Address <i>TBD</i>						
<i>Section, Location, Facilitator</i>	Section 1 <i>Location: TBD</i> <i>Facilitators: TBD</i>	Section 2 <i>Location: TBD</i> <i>Facilitators: TBD</i>	Section 3 <i>Location: TBD</i> <i>Facilitators: TBD</i>	Section 1 <i>Location: TBD</i> <i>Facilitators: TBD</i>	Section 2 <i>Location: TBD</i> <i>Facilitators: TBD</i>	Section 1 <i>Location: TBD</i> <i>Facilitators: TBD</i>	Section 2 <i>Location: TBD</i> <i>Facilitators: TBD</i>
10:00 am 12:00 pm	Session: Organizational Systems and Structures in K-5 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.			Session: Organizational Systems and Structures in 6-8 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.		Session: Organizational Systems and Structures in High School 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.	
12:00 pm 1:00 pm	Lunch <i>Location: TBD</i>						
1:00 pm 2:30 pm	Session: Organizational Systems and Structures in K-5 (continued) Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps and how to transition Institute learning to actionable practice.			Session: Organizational Systems and Structures in 6-8 (continued) Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps and how to transition Institute learning to actionable practice.		Session: Organizational Systems and Structures in High School (continued) Participants complete the work of the morning, with opportunity for individual consultation with facilitators and the development of next steps and how to transition Institute learning to actionable practice.	
2:30 pm	Dismissal						