

Learning Schedule · Leadership I (New Participants)

Section, Location, Facilitator	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K-5 Section Location: Facilitators:	8:30 am - 9:45 am Keynote Address Lacey Robinson	Keynote Address Paul Gorski	Session	Keynote Address Tanji Reed-Marshall	Keynote Address TBD
Grades 6-8 Section Location: Facilitators:	10:00 am - 12:00 pm Session	Session	Session	Session	Session
	12:00 pm Lunch	Lunch	Lunch	Lunch	Lunch
Grades 9-12 Section Location: Facilitators:	1:00 pm - 4:30 pm Session	Session	Session	Session	Session 1:00 - 2:30 pm (end)
	4:45 pm - 5:30 pm Team Planning Time Teams convene, share learning, discuss implications, and plan for post-institute.				Safe Travels!

Special Events During Lunch Daily, TBD

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session: Grades K-5, 6-8, 9-12	Focus in Mathematics 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	Rigor 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 they are 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.	The Foundation in ELA In this foundational session, participants analyze how the standards and shifts frame rigorous ELA instruction. 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.	Building Knowledge and Vocabulary In these sessions, participants in each grade band 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.	Organizational Systems and Structures 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.

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	the grade and evaluate tasks for alignment to standards.				
Afternoon Session: Grades K-5, 6-8, 9-12	Coherence In 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 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.	Adapting for Equity 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 with unfinished learning from prior grades. In closing, participants use mini-case studies to practice a coaching conversation that addresses adaptive challenges and equitable instruction.	Text Complexity Returning to the “Do the Work of the Lesson” protocol, participants in each grade band 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.	Scaffolds for Student Success Building on the morning sessions, 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. Finally, participants engage in a consultancy around student access to complex texts as well as the infusion of equity into instructional moves and decision making.	Organizational Systems and Structures (continued) With opportunity for individual consultation with facilitators, participants complete the work of the morning, developing next steps that transition Institute learning to actionable practice.