

Learning Schedule · Leadership II (Returning 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 Gorksi	Session	Keynote Address Danny Martin	Keynote Address TBD
Grades 6-12 Section Location: Facilitators:	10:00 am - 12:00 pm Session	Session	Session	Session	Session
	12:00 pm Lunch	Lunch	Lunch	Lunch	Lunch
	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
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<p>Morning Session:</p> <p>Grades K-5</p>	<p>Focus on Language Equity and Learners Participants will deepen their knowledge of standards-based content and equitable instructional practices through exploring the relationship between content and language and how language demands of complex text grows within and across grades. This day forms the foundation for the week, and emphasizes amplifying language in/through content, integrating the speaking and listening standards, and sets the stage for the work that follows.</p>	<p>Standards-Aligned Writing K-5 participants apply protocols for analysis of student work samples and learn how to engage students in rigorous and scaffolded research and text based writing that builds knowledge and vocabulary.</p> <p>6-12 participants engage in activities and video observation to recognize the skills and knowledge necessary for communicating understanding and analysis, the importance of explicit instruction, and the decision points for instructional scaffolds.</p>	<p>Adapting Curriculum for Equity Leaders learn how to leverage the progressions of learning in the Standards to guide curriculum adaptations for students with unfinished learning. Participants will understand what rigorous mathematics instruction for Emergent Multilingual Students looks like and how to adapt math instruction to support content and language development.</p>	<p>The Intersection of Quality Math Tasks and Instruction Leaders will learn to recognize whether the mathematical tasks in front of students are high quality and well-aligned to the grade level standards -- or whether they are misaligned and low-quality. Participants will use the Smith and Stein levels of cognitive demand to recognize high quality, well aligned tasks and fix misaligned and low quality ones.</p>	<p>Systems Thinking for Leaders Who Want Different Results In this culminating session, leaders turn to systems analysis to diagnose the forces and interrelationships that are currently in place and contributing to student results. Participants Include the lenses of race and bias to identify the ways in which current structures, mental models and cultural values are exhibiting themselves in school.</p>
<p>Afternoon Session:</p> <p>Grades K-5</p>	<p>Focus on Language Equity and Learners, continued In the afternoon, participants take their learning from the morning and apply their knowledge of language demands and their relationship to standards-based content and equitable instructional practices to various units and lessons through classroom video, structured protocols and collaborative work. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.</p>	<p>Standards-Aligned Writing, continued Leaders examine the interdependence between reading, writing, speaking and listening, and how reading and writing skills grow through collaborative processes that encourage student exchange of ideas in the writing process.</p>	<p>Adapting Curriculum for Equity, continued In the afternoon, using UnboundEd Content Guides, participants apply the concept of <i>Coherent Content in Context</i> to increase curricular alignment and adapt and refine lessons. Understand how to guide teacher planning so that instructional decisions address prerequisites while also teaching grade-level standards. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.</p>	<p>The Intersection of Quality Math Tasks and Instruction, continued Building on the morning session, participants will use tasks and The Five Practices to both evaluate and adjust mathematical instruction to meet students where they are, and accelerate them up toward grade level by planning and orchestrating effective mathematical discourse.</p>	<p>Systems Thinking, continued In the afternoon, 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 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.</p>

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<p>Morning Session:</p> <p>Grades 6-12</p>	<p>Focus on Language Equity and Learners Participants will deepen their knowledge of standards-based content and equitable instructional practices through exploring the relationship between content and language and how language demands of complex text grows within and across grades. This day forms the foundation for the week, and emphasizes amplifying language in/through content, integrating the speaking and listening standards, and sets the stage for the work that follows.</p>	<p>Standards-Aligned Writing K-5 participants apply protocols for analysis of student work samples and learn how to engage students in rigorous and scaffolded research and text based writing that builds knowledge and vocabulary.</p> <p>6-12 participants engage in activities and video observation to recognize the skills and knowledge necessary for communicating understanding and analysis, the importance of explicit instruction, and the decision points for instructional scaffolds.</p>	<p>Equity in Teacher and Student Practices Leaders examine the role of racism in educational equity and how our identities intersect with our work. Participants then learn how to leverage the progressions of learning in the Standards to guide curriculum adaptations for students with unfinished learning. Participants connect the Standards of Mathematical Practice to the language of the content standards and the three aspects of rigor.</p>	<p>The Intersection of Quality Math Tasks and Instruction Leaders will learn to recognize whether the mathematical tasks in front of students are high quality and well-aligned to the grade level standards -- or whether they are misaligned and low-quality. Participants will use the Smith and Stein levels of cognitive demand to recognize high quality, well aligned tasks and fix misaligned and low quality ones.</p>	<p>Systems Thinking for Leaders Who Want Different Results In this culminating session, leaders turn to systems analysis to diagnose the forces and interrelationships that are currently in place and contributing to student results. Participants Include the lenses of race and bias to identify the ways in which current structures, mental models and cultural values are exhibiting themselves in school.</p>
<p>Afternoon Session:</p> <p>Grades 6-12</p>	<p>Focus on Language Equity and Learners, continued In the afternoon, participants take their learning from the morning and apply their knowledge of language demands and their relationship to standards-based content and equitable instructional practices to various units and lessons through classroom video, structured protocols and collaborative work. Reflection and time to record implications are included at the end of this session to progress towards day 5's focus on planning for action.</p>	<p>Standards-Aligned Writing, continued Leaders engage with the reading and writing standards that frame argumentation, then learn how to use tools that facilitate student acquisition of conceptual knowledge. Participants examine how a systematic and high-quality curriculum develops standards-aligned writing abilities while also building knowledge and vocabulary.</p>	<p>Equity in Teacher and Student Practices, continued In the afternoon, using classroom video, leaders practice using the Instructional Practice Guide (IPG) as a lesson planning and coaching tool. Last, participants will understand the design principles of the Mathematical Language Routines, see them in action in a classroom video, and practice applying them to a lesson.</p>	<p>The Intersection of Quality Math Tasks and Instruction, continued Building on the morning session, participants will use tasks and The Five Practices to both evaluate and adjust mathematical instruction to meet students where they are, and accelerate them up toward grade level by planning and orchestrating effective mathematical discourse.</p>	<p>Systems Thinking, continued In the afternoon, 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 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.</p>