Standards in Practice Progression Task

Instructional Alignment through Progressions

Strand: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Learning for Grade …** | **Learning for Grade…** | **Learning for Grade…** | **Learning for Grade…** |
|  |  |  |  |
| **Changes in Content/Process** | **Changes in Content/Process** |
|  |  |
| **Focus of Instruction** |
|  |  |  |  |
| **Implications for Instruction and Assessment** |
|  |

Goal: Understanding the Progression for Instructional Alignment

The chart provides a structure for professional collaborative conversations about Career and College Readiness through the lens of the teaching/learning progressions. The four steps addressed below correspond to the four sections of the chart.

**Step 1: Standards for grade/course**

Purpose

* To develop a common understanding of how learning progresses from one grade level to the next

Process

* Individually, read and analyze the standards to determine what is required for both content and processes.
* As a group, discuss and come to consensus on the grade level /course standards ask students to know and be able to do.

**Step 2: Changes**

Purpose

* To develop a common understanding of how the learning for adjacent grade affects/influences our understanding of the content and processes of the targeted grade level

Process

* Individually analyze the standards for adjacent grade levels to determine similarities and differences. Describe and document for both **content and processes.**
* As a group, discuss and come to consensus on what is consistent, what changes, and how the learning progresses across grade levels.

**Step 3: Focus of Instruction**

Purpose

* To identify the focus of instruction, i.e. introductory, reinforcement and practice, application, etc.

Process

* Individually analyze and reflect then, as a group, come to consensus on the focus of instruction at different grade levels. Document findings.

**Step 4: Implications for Instruction and Assessment**

Purpose

* Generate instructional and assessment approaches that are aligned to **content and processes** for the learning target.

Process

* Collaboratively generate instructional and assessment approaches that will ensure learning for all students. What are the non-negotiable approaches? What will best practice look like and sound like?