**Instructional Alignment Chart Protocol – Process Ideas**

1. (Planning) Select a learning strand, learning standard, or learning target for skills or knowledge to consider across content area levels.

2. (Whole group) Begin by taking turns to share typical grade level instruction toward the learning target. Consider *demonstrations; sharing student work; sharing lesson materials; etc.*

3. (Whole group) Include formal or informal grade level *criteria for success* for meeting the target. Is this criteria explicitly shared with students? If yes, how?

4. (Teams of 3) Representatives from three grade levels analyze instruction using the alignment chart protocol. Grade levels do not need to be sequential but “A” is always the one in the middle. This process should be grounded in examples of **student work**; end of course **assessments**; lesson plans; **assignments**; or other **artifacts of teaching and learning** toward the learning target.

5. (Teams of 3) As you analyze the progression of teaching and learning, consider expectations for what students will know and be able to do when they’ve learned the skills or concepts at the grade level.

6. (Teams of 3) Keep notes on the gaps and overlaps between grade level instruction toward this learning target.

7. (Whole group or Grade levels) Report the conclusions of your analysis to the larger group and plan next steps to better align curriculum, instruction, and rigor across grade levels.