

Utah's High Quality Instructional (HQI) Cycle

for LEAs

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Utah's High Quality Instructional (HQI) Cycle

outlines the planning and instructional delivery processes that teachers can enact to ensure that each student has access to demonstrate competency in alignment with the Utah Portrait of a Graduate. The HQI cycle is iterative. The series of steps are dynamically applied in teaching and learning cycles with both short- and long-term goals.

As teachers combine these processes with a responsive culture of support and personalization, they plan, implement, and reflect on how their instructional practices can support each student in honoring their funds of knowledge and meeting rigorous grade level outcomes.

Educators believe that shared understanding leads to coherent, focused capacity building which will in turn impact student learning statewide.



INSTRUCTIONAL CYCLE

1 **Goals and Outcomes:** Connect learning intentions and student success criteria to standards and student data; incorporate high expectations that take unique student characteristics into account.

Purpose and Vision

Design well-defined learning outcomes based on grade-level standards.

Student Agency

Ensure that students generate learning goals aligned to learning intentions and success criteria.

Demonstrate Competency and Assessment

Connect relevant learning to students' prior knowledge.

Customized Supports

Value individual students through use of flexible supports to maximize student growth and competence.

Equity

Provide learning experiences that honor student perspectives, cultures, and experiences.

Social and Emotional Learning (SEL)

Maintain developmentally appropriate and challenging goals based on individual strengths, interests, and needs.

INSTRUCTIONAL CYCLE

2

Planning Instruction: Consider the evidence-based curricular options available and plan strategies to personalize, accommodate, scaffold, and access background knowledge.

Purpose and Vision

- Incorporate multiple opportunities for students to equitably access and master rigorous content.
- Establish a culture where students develop higher order and metacognitive skills.

Student Agency

Develop experiences that engage and support students as self-directed students.

Demonstrate Competency and Assessment

Plan opportunities for speaking, listening, reading, writing, analysis, synthesis, and decision making in real-world contexts.

Customized Supports

- Incorporate student choice of multiple and varied learning strategies.
- Plan for scaffolded executive functioning skills that apply content knowledge.
- Design instruction to address the diverse learning strengths and needs of each student.
- Plan accommodations for individual students (e.g., students with disabilities, students learning English, students not meeting learning goals, students enrolled in advanced coursework).

Equity

- Examine and acknowledge personal implicit and explicit biases that may influence instructional choices.
- Ensure each student has access to needed learning materials and content.
- Incorporate developmentally, culturally, and linguistically appropriate instructional strategies and classroom cultures.
- Select and create relevant experiences, based on principles of evidence-based practices and instruction, to reach content standards.

Social and Emotional Learning (SEL)

- Integrate opportunities for students to develop self-awareness and internalize classroom routines.
- Collaborate with students to establish a positive, open, respectful, and supportive climate.
- Collaborate with families, colleagues, and other professionals to promote student growth and development.

INSTRUCTIONAL CYCLE

3

Instruction: Incorporate student agency, customized supports, opportunities to read, write, speak and listen while providing multiple opportunities to show mastery over time.

Purpose and Vision

- Adapt and deliver instruction to address diverse learning strengths and needs.
- Support and encourage student perseverance and advancement.
- Maintain a culture of active engagement through a variety of instructional practices.
- Implement programs with integrity.

Student Agency

- Engage and support students as self-directed students as an active part of the learning community.
- Share decision making with each student to support learning and accountability.

Demonstrate Competency and Assessment

- Provide opportunities for students to generate and evaluate new ideas.
- Connect knowledge, skills, and standards of evidence across disciplines.

Customized Supports

- Give and receive mastery-based feedback.
- Extend the learning environment using technology, media, and local and global resources.
- Provide differentiated opportunities for speaking, listening, reading, writing, analysis, synthesis, and decision making in real-world contexts.

Equity

- Maintain high expectations for every student.
- Ensure that learning activities are developmentally, culturally, and linguistically appropriate.

Social and Emotional Learning (SEL)

- Encourage students to seek inventive solutions to problems and create original work.
- Engage students in activities that allow them to make reasoned judgments after analyzing information, data, facts, and context.

INSTRUCTIONAL CYCLE

4

Assessments: Design and use formative assessment practices that are student centered with multiple methods for demonstrating competency.

Purpose and Vision

Create multiple opportunities for students to apply knowledge, skills, and standards of evidence across disciplines.

Student Agency

- Guarantee student voice in demonstrating competency.
- Ensure students participate in reciprocal feedback.

Demonstrate Competency and Assessment

- Design or utilize formative and summative assessments that match learning objectives and engage the student in demonstrating knowledge and skills.
- Collect a variety of data to evaluate student outcomes and modify future instruction.
- Document student progress and provide descriptive feedback.

Customized Supports

- Engage students in understanding and identifying the elements of quality work.
- Provide students with timely and explicit feedback to guide their progress toward mastery.

Equity

Actively participate in a professional learning community to develop common learning intentions and common assessments.

Social and Emotional Learning (SEL)

- Foster students' active participation in a learning community.
- Incorporate opportunities for students to utilize critical thinking skills.

INSTRUCTIONAL CYCLE

5

Data and Reflection: Analyze and reflect on student errors and misconceptions, and outcomes; meet with collaborative teams and use a variety of data to reflect on instruction.

Purpose and Vision

Reflect on qualitative and quantitative data to inform instructional practices.

Student Agency

- Develop learning experiences that engage and support students as self-directed students.
- Engage students in understanding and identifying the elements of quality work using exemplars.

Demonstrate Competency and Assessment

- Analyze student outcomes to inform instructional decisions regarding rigor and competency.
- Use a variety of data to evaluate student outcomes and modify future instruction.

Customized Supports

Work with other school professionals to plan and jointly facilitate learning to meet diverse needs of students.

Equity

Actively participate in a professional learning community to promote each student's growth through reflection and data-driven decisions.

Social and Emotional Learning (SEL)

- Reflect on individual needs based on qualitative and quantitative student outcomes
- Allow opportunities for students to analyze information, data, and facts to improve reasoning skills.

INSTRUCTIONAL CYCLE

6

Adapt Instruction: Adjust plans for instruction based on student needs by extending and deepening learning, providing appropriate interventions, and incorporating feedback.

Purpose and Vision

Develop a professional learning plan based on the needs of students, schools, and educational communities.

Student Agency

Support students in becoming assessment capable students.

Demonstrate Competency and Assessment

- Engage students in metacognitive strategies to work toward demonstrated competency.
- Employ student reciprocal feedback of success criteria.

Customized Supports

Use appropriate strategies and resources to adapt instruction that addresses diverse learning strengths and needs.

Equity

Plan accommodations for individual students (e.g., students with disabilities, students learning English, students not meeting learning goals, students enrolled in advanced coursework).

Social and Emotional Learning (SEL)

Demonstrate open-mindedness and curiosity in individual student learning when providing accommodations and scaffolded support.