# Utah's High Quality Instructional (HQI) Cycle



## **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.

## **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.

## **ADAPT INSTRUCTION**

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

**STEP** 6

## HIGH QUALITY INSTRUCTIONAL CYCLE

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

**DATA AND REFLECTION** 

**STEP** 

## **ASSESSMENTS**

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

**STEP** 

**STEP** 

## **PLANNING** INSTRUCTION

Consider the evidence-based curricular options available and plan strategies to personalize, accommodate, scaffold, and activate background knowledge.

**STEP** 

### INSTRUCTION

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