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# HIGH QUALITY INSTRUCTION RESOURCES

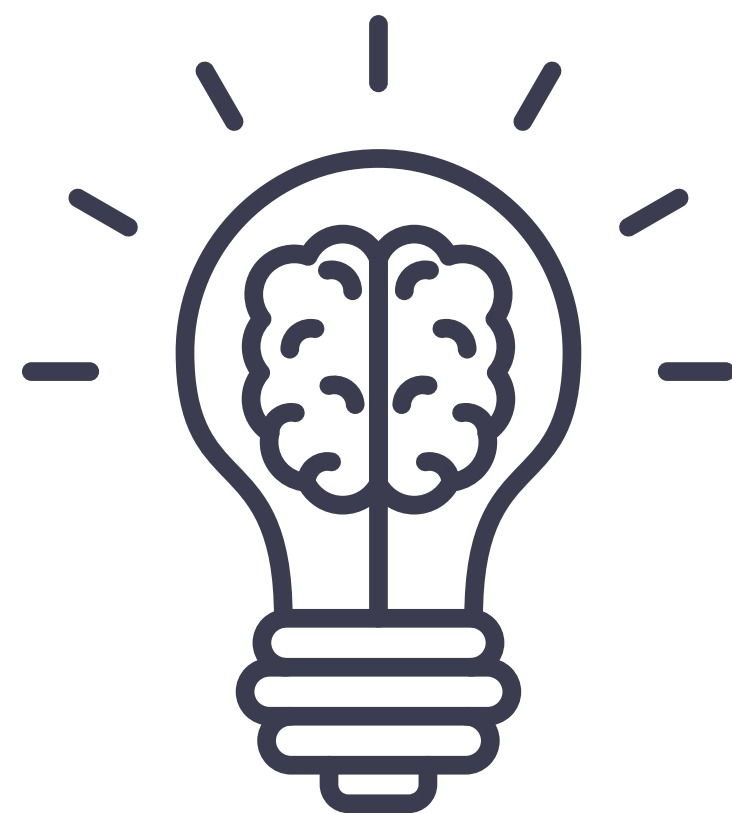
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Together, We Grow

NKCES



# NKCES HQIR TEAM



**Conditions for  
Success**



**Math  
Practices**



**Science  
Practices**

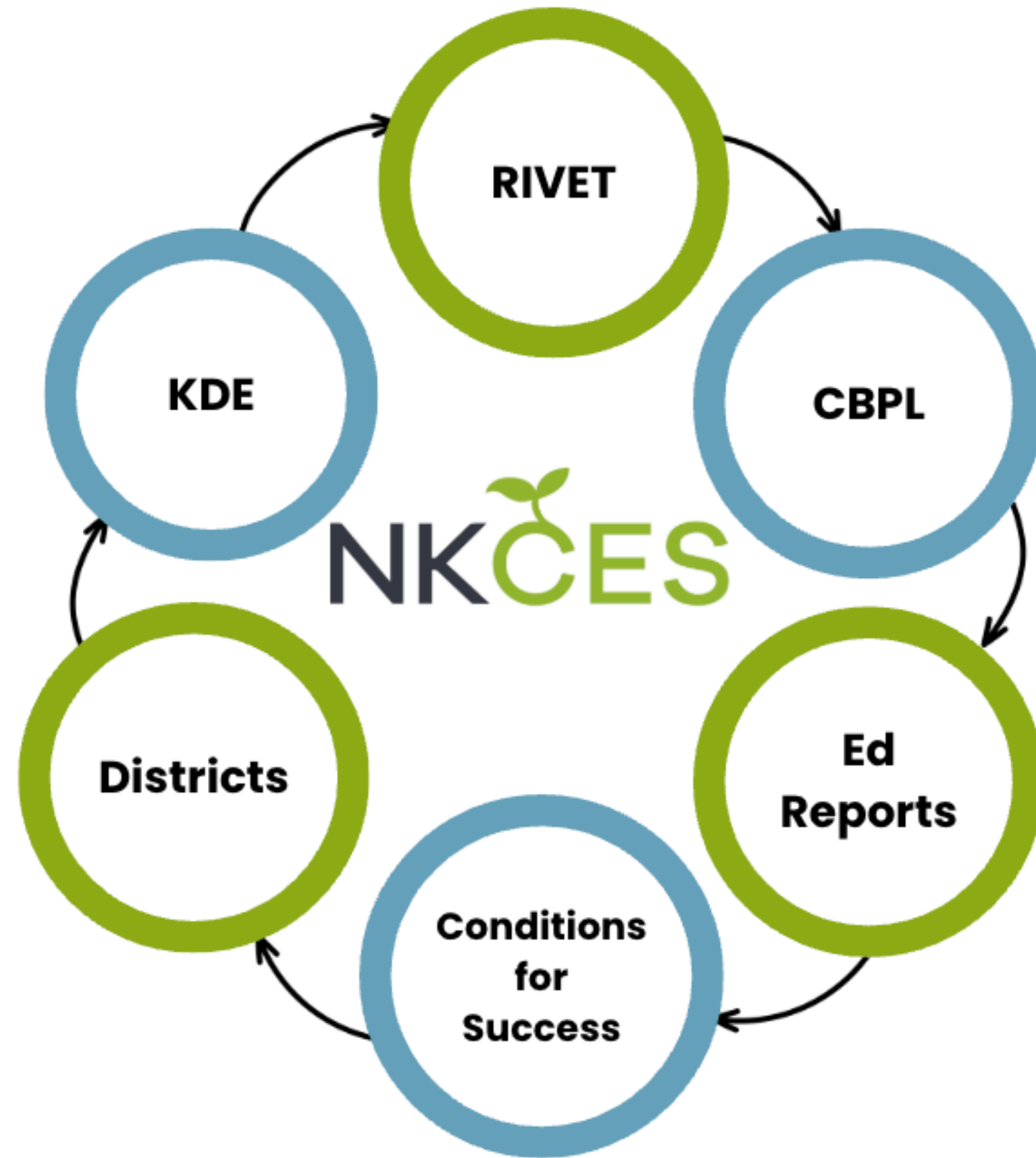


**ELA  
Practices**



**Professional Learning  
Communities**





# Cadre Models

## HQIR Administrator and Instructional Coaches Cadre


- Supports fidelity of implementation of HQIRs across schools
- Build leadership capacity among administrators and instructional coaches
- Promote system-wide coherence and alignment of resources, instruction, professional learning and culture

## HQIR Content Specific Cadres

- Embedding individual HQIR and KDE's unit and lesson internalization protocols
- Student work analysis, data trends, and Tier 2 access and scaffolds to ensure the rigorous content for all learners
- Content area coaching tools for Science, Math, and ELA

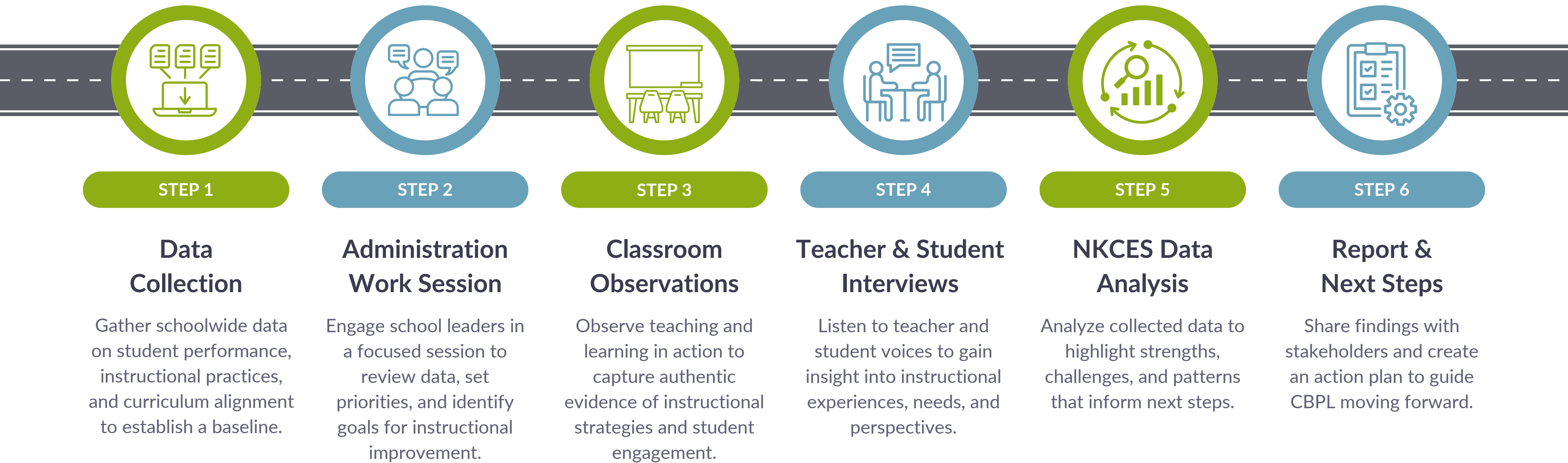
# HQIR Coaching Tool: Literacy

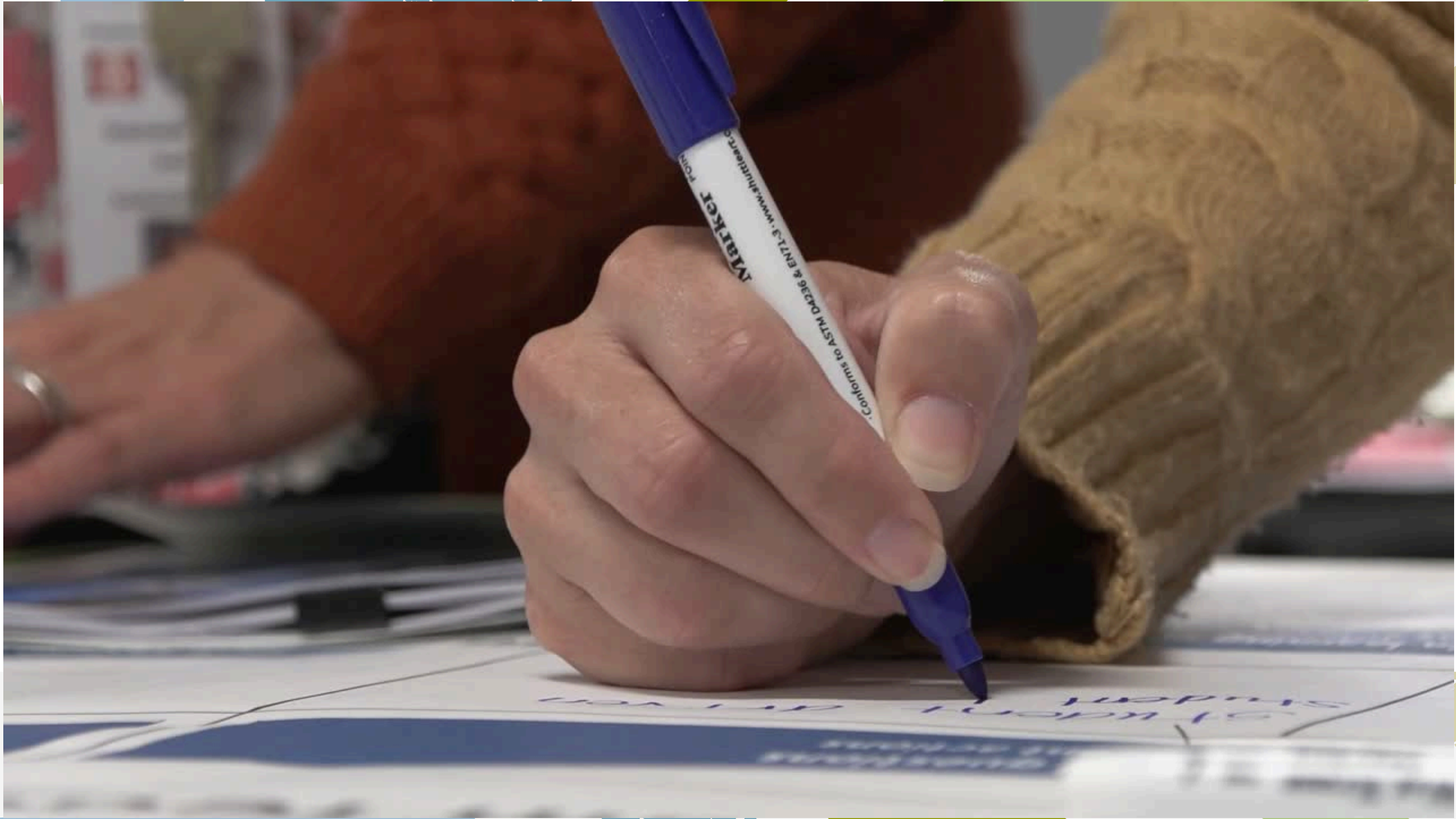
Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time of Observation: \_\_\_\_\_

Core Instructional Practices		
<p>Which of the following Core Instructional Practices for Literacy are observed during the walkthrough?</p> <p><input type="checkbox"/> <b>Conditions for Success:</b> There is a culture of strength-based learning and supportive high expectations in this classroom.</p> <p><input type="checkbox"/> <b>Foundational Literacy Skills, K-3:</b> Using Systematic, Explicit Phonemic Awareness and Phonics Resources</p> <p><input type="checkbox"/> <b>Comprehension in Reading &amp; Writing, K-12:</b> Effective Use of Questions and Tasks</p>		
Conditions for Success: There is a culture of strength-based learning and supportive high expectations in this classroom.	Focus on High-Quality Foundational Literacy Skills, K-3: Using Systematic, Explicit Phonemic Awareness and Phonics Resources	Collaborative Feedback: Notices and Next Steps
<p><b>Self-Management Skills</b></p> <p><input type="checkbox"/> Emotional Regulation</p> <p><input type="checkbox"/> Following Expectations</p> <p><input type="checkbox"/> Following Directions</p> <p><input type="checkbox"/> Efficient Transitions</p> <p><input type="checkbox"/> Independent &amp; Collaborative</p> <p><b>Ownership of Learning</b></p> <p><input type="checkbox"/> Engagement in Learning</p> <p><input type="checkbox"/> Time Management</p> <p><input type="checkbox"/> Goal-Oriented Behavior</p> <p><input type="checkbox"/> Self Awareness &amp; Reflection</p> <p><b>Adaptive Mindset</b></p> <p><input type="checkbox"/> Growth Mindset</p> <p><input type="checkbox"/> Self-Efficacy</p> <p><input type="checkbox"/> Problem-Solving</p> <p><input type="checkbox"/> Positive Interactions</p> <p><b>Social &amp; Cultural Awareness</b></p> <p><input type="checkbox"/> Active Listening</p> <p><input type="checkbox"/> Respectful Disagreement</p> <p><input type="checkbox"/> Building on Ideas</p> <p><input type="checkbox"/> Perspective Taking</p> <p><input type="checkbox"/> Reading Social Cues</p> <p><b>Relationships</b></p> <p><input type="checkbox"/> Positive Teacher- Student Interactions</p> <p><input type="checkbox"/> Enthusiasm for Learning</p> <p><input type="checkbox"/> Responsive Teaching</p> <p><input type="checkbox"/> Classroom Culture</p>	<p><b>The daily lesson accurately builds from a sequence that teaches and practices sound first to address grade-level standards as defined by the KAS for Reading and Writing Foundational Skills Strand and HQIR and is situated clearly within a systematic scope and sequence of foundational skill development within the HQIR.</b></p> <p><i>One or more of the following focus areas should be present. Check any that are observed:</i></p> <p><input type="checkbox"/> Isolated sounds; phonological/phonemic awareness</p> <p><input type="checkbox"/> Letter-sound correspondences (phonics) and word recognition should extend from an emphasis on sounds</p> <p><input type="checkbox"/> Fluency: Reading with appropriate accuracy, rate, and expression should extend from sounds and phonics components</p> <p><i>Instruction should follow the HQIR(s) and ground daily instruction in structured literacy.</i></p> <p><input type="checkbox"/> Ninety minutes of evidence-based literacy instruction occurs daily in all grades, K-5.</p>	<div>  </div>
	<p><b>Focus on High-Quality Comprehension in Reading &amp; Writing, K-12: Effective Use of Questions and Tasks</b></p> <p><input type="checkbox"/> The lesson consists primarily of reading, writing, and/or speaking about texts at or above the quantitative and/or qualitative complexity level appropriate for the grade and time in the school year.</p> <p><input type="checkbox"/> Texts exhibit exceptional craft and thought and provide meaningful information in the service of building domains of knowledge.</p> <p><input type="checkbox"/> Texts offer a foundation for questions and tasks to allow students to integrate knowledge and Ideas from multiple interpretations and for students to examine various perspectives represented in the texts.</p> <p><input type="checkbox"/> Texts can lead authentically into writing and allow reading and writing to exist as complementary learning rather than as separate subjects.</p> <p><input type="checkbox"/> Sixty to ninety minutes of evidence-based literacy instruction occurs daily in all grades, 6-12.</p>	

# CBPL ROADMAP

NKCES is becoming RIVET CBPL certified to enhance instruction and student success through a six-step CBPL process. Together, we will use data, classroom insights, and stakeholder feedback to guide meaningful improvement and professional growth.





NKCES



## HQIR in Action:

Empowering Minds, Cultivating Growth

Teachers: unlock the full potential of High-Quality Instructional Resources (HQIRs) with practical strategies that cultivate engaging, standards-aligned instruction for every learner.

**Math Teacher Cadre:**

11.18.25 & 2.24.26

**Science Teacher Cadre:**

11.19.2025 & 2.25.26

**ELA Teacher Cadre:**

11.20.25 & 2.26.26



Scan the  
code to  
register,  
or go to  
<https://bit.ly/HQIRCadres>.



# Let's Connect

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