

## Integrating Deeper Learning and HQIR Curriculum Analysis and Adjustment Tool: Priming for Learning

**Purpose:** This tool is designed to support district curriculum teams in analyzing a local curriculum with its high-quality instructional resource (HQIR) to determine alignment with learning science principles. This analysis also will help show where deeper learning is happening within the resource and inform how deeper learning practices may be used to make smart adjustments in order to provide more vibrant student learning experiences in Tier 1 instruction.

**When to Use:** This tool may be used to support districts during the HQIR adoption process as the curriculum team analyzes potential resources for alignment to the indicators below. Once an HQIR has been adopted, it is recommended that this tool is used after early implementation as districts transition into ongoing implementation (**potentially starting in year 2 and beyond**). This allows educators to develop a better understanding of the resource and its instructional design to ensure any adjustments made in ongoing implementation maintain the integrity of the resource.

### Instructions for Curriculum Analysis:

- Analyze the local curriculum and HQIR for evidence of each indicator below.
- Make note of indicators or aspects of an indicator that may not be fully present.

Learning Stage	Indicators	Notes from Analysis
<b>Priming for Learning</b>	<ul style="list-style-type: none"> <li>● Learning is framed around big ideas, essential questions and/or anchoring phenomena.               <ul style="list-style-type: none"> <li>○ Students see the big picture of where learning is headed and the big ideas, essential questions, and /or anchoring phenomena that drive learning throughout the unit.</li> <li>○ Students understand why the learning is important.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>● Strategies are used to spark student curiosity aligned to the intended learning and outcomes.</li> </ul>	
	<ul style="list-style-type: none"> <li>● Students make personal connections to the learning. Connections should help students see how learning:               <ul style="list-style-type: none"> <li>○ Relates to their lives;</li> <li>○ Has value outside of school; and/or</li> <li>○ Might be used to help others.</li> </ul> </li> </ul>	

Learning Stage	Indicators	Notes from Analysis
	<ul style="list-style-type: none"> <li>● The cognitive challenge presented by the learning can increase student motivation.               <ul style="list-style-type: none"> <li>○ Learning experiences will engage students in complex ideas, texts and tasks that are of high interest and seem worth the commitment of sustained effort.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>● Students understand the learning progression and criteria for success and are encouraged to set related personal learning goals.</li> </ul>	

- Based on analysis of the indicators above, it is important for districts to ensure aspects of the HQIR that align to priming for learning are consistently implemented into classroom instruction. In some HQIRs, these aspects may be presented as optional and may need to be designated as “non-negotiable” elements in the local curriculum document. It may not be necessary, however, to do them all.
- While a curriculum team may choose to make discrete adjustments to address issues identified above, the deeper learning practices below also address what may not be present in an HQIR or may be used to strengthen what is only partially present.

**Instructions for Curriculum Adjustment:** The practices below are often associated with project-based learning, a common vehicle for deeper learning. The considerations for each deeper learning practice can help support priming for learning’s core components of “become interested” and “commit to learning,” and their corresponding elements of “curiosity” and “motivation.” Which considerations are taken up depends on findings from the curriculum team’s analysis as well as current capacities regarding deeper learning. A few additional recommendations are:

- Use the [Adjusting High-Quality Instructional Resources Tool](#) from the Kentucky Department of Education (KDE) to help make sure adjustments made do not compromise the integrity of the HQIR’s design.
- Strategically space curriculum adjustments over time to ensure they are effectively embedded and there is opportunity for leaders and teachers to develop a shared understanding of them.
- Engage with high-quality deeper learning partners, when needed, to support the district in making adjustments to the curriculum.
- Assess the needs educators may have for high-quality professional learning to develop their capacity to incorporate adjustments to their curriculum successfully.

Learning Stage	Deeper Learning Practices and Considerations	Notes for Curriculum Adjustment
<b>Priming for Learning</b>	<b>Authenticity</b> <ul style="list-style-type: none"> <li>● See if the learning can become more relevant to learners through:               <ul style="list-style-type: none"> <li>○ Better connection to a real-world context (global, local) and/or</li> <li>○ Creation of a public product to be shared with an authentic audience.</li> </ul> </li> </ul>	
	<b>Inquiry</b> <ul style="list-style-type: none"> <li>● If there is an essential question that does not adequately drive learning throughout the module/unit, consider including a sequence of supporting questions that would help sustain inquiry toward responding to the essential question.</li> <li>● Consider having students generate their own “supporting questions” to be revisited and revised as the learning unfolds.</li> </ul>	
	<b>Structured Collaboration</b> <ul style="list-style-type: none"> <li>● Let students know when and how they will be working together to build understanding and create products to demonstrate learning during the unit/module. Establish that the work will be supported by appropriate collaborative structures so it can feel safe and be productive.</li> </ul>	
	<b>Voice &amp; Choice</b> <ul style="list-style-type: none"> <li>● When learners set goals for their learning based on how it is framed at the unit/module level, consider encouraging them to reflect their current level of readiness and to use language that makes sense to them for their goals.</li> <li>● See if there are Portrait of a Learner competencies that might best support this learning and invite goal setting around them as well.</li> <li>● Notice where there is flexibility in what students will produce to demonstrate their learning and communicate how this flexibility allows space for voice and choice.</li> </ul>	