Sample HQIR Vendor Questions

Below is a list of sample questions that may be used to help guide conversations with vendors when evaluating possible high-quality instructional resources for adoption.

1. What specific evidence can you provide that your instructional resource strongly aligns to the content and cognitive demands of the *Kentucky Academic Standards (KAS).* For guidance specific to the *KAS* for a particular content area, vendors should consult the KDE's [Instructional Resources Alignment Rubrics](#).
   - Can you provide a crosswalk document of unit/lesson alignment to the KAS (including a layout of how standards are sequenced and bundled within the course)?
   - For standards unique to the *KAS,* what resources might you be able to provide?

2. What specific evidence can you provide that your instructional resource strongly aligns with our district's instructional vision for this specific content area?

3. Can you provide an overview of the "instructional model" for the resource that makes clear the elements of its learning design?

4. Is the resource "educative"? Does the resource include professional learning supports to help build the instructional skills, understandings and decision-making it requires?

5. How does the instructional resource provide tools for a balanced approach to assessment, including both formative and summative assessments by multiple means, not only to guide instruction but also to identify student mastery of standards-based understandings and skills?
   a. In what ways does the instructional resource support diagnosing of misconceptions and of student learning needs demonstrated in formative and summative assessment data?
   b. How does the instructional resource support responding to the range of learning needs data reveals?

6. How does the instructional resource support teachers in providing age-appropriate, authentic feedback that invites students to engage in deeper reflection about their own strengths?

7. How does the instructional resource support teachers in offering students opportunities to make decisions about how to improve as opposed to a way to determine if responses are 'right' or 'wrong'?

8. What pedagogical supports (evidence-based instructional practices, etc.) will help teachers deliver instruction that enables students to actively engage with grade-level appropriate texts and tasks?

9. How does the resource support students making interdisciplinary connections?

10. What specific evidence can you provide that your instructional resource supports classroom application by being accessible and usable for educators and supportive and challenging for all students, including those learning English, those with various disabilities and/or talents, and those working below and/or above grade level?

11. How does the instructional resource recognize, celebrate and leverage students' cultures and identities and provide opportunities to broaden perspectives by learning about other cultures? What specific evidence can you provide?

12. What does the resource provide to support coherent intervention across the Tiers of instruction? What research evidence can you provide for use of Tier 3 intervention supports, if available, for this resource?

13. How does the instructional resource provide supports for families (i.e., strategies for informing all families about the resource, suggestions for how families can support student progress and achievement at home, forms of communication with families that may speak and read in a language other than English)?

14. What modifications or alternative or supplemental texts/tasks/resources exist to better align with the needs of our local context?

15. What would a school or district need to implement the instructional resource successfully, including instructional hours and technological infrastructure (i.e., technology requirements, digital safety)? What basic information about products associated with the resource (e.g., texts a typical purchase includes, manipulatives, tools openly available online) is most important for schools and districts to have?

16. What are some common implementation challenges for this resource and what support can we expect to help us navigate those challenges should they arise for us?

17. What can we expect in terms of professional learning to support launch of the resource and early implementation, as well as ongoing professional learning throughout the vendor contract?

18. What professional learning supports are available to support "launch" of the new resource, including aspects such as:
    a. Understanding of the approach and design of their HQIR and what strong implementation looks like;
    b. "Non-negotiable" aspects of the lessons during early implementation that must remain intact to preserve the evidence-based integrity of the resource;
    c. Understanding of the supports built into the resource to address the needs of all learners;

    d. Navigating logistical and technological considerations required to effectively use the HQIR; and

    e. Internalizing early units and lessons in the HQIR.

19. What professional learning and coaching is available to support the stages of implementation, including aspects such as:

    a. Supporting teachers and leaders with curriculum-based professional learning experiences;

    b. Internalizing units and lessons with a focus on anticipating student thinking and responses;

    c. Providing clear models of strong implementation (video examples, on-site modeling of lessons, etc.);

    d. Addressing concerns and questions that arise during resource implementation; and

    e. Other professional learning supports available (i.e., Facebook groups, YouTube channel).

20. How will updates to the resource (technology, materials, supports, etc.) be communicated and supported throughout the contract and possibly beyond?