

Best Practices for Culturally Responsive High-Quality Instructional Materials in Oregon

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Executive Summary

Oregon's High-Quality Instructional Materials (HQIM) program is at an important inflection point. The passage of SB 141 in 2025 removed publisher fees from the state adoption process and established stable funding mechanisms, creating new opportunities for smaller, culturally responsive, and dual language publishers to participate in state reviews. These structural changes, combined with sustained investment in professional learning and implementation support, position Oregon to strengthen both the diversity of available materials and the conditions under which those materials reach students.

Research is clear that instructional materials are one of the most cost-effective levers for improving student outcomes. High-quality, standards-aligned curriculum can produce learning gains that match or exceed more costly interventions, and cumulative exposure to HQIM compounds meaningfully over time. Yet materials alone are not enough — how materials are selected, implemented, and supported determines whether their potential is realized in classrooms.

Culturally responsive HQIM goes beyond standards alignment. They affirm student identities, integrate multiple perspectives, provide authentic representation, and support the holistic development of all learners — including multilingual learners, students with disabilities, and students from historically underrepresented communities. Research on Bishop's mirrors, windows, and sliding glass doors framework, Oregon's Transformative SEL Standards, and publishing industry data all underscore the ongoing need for intentional curation of materials that reflect the diversity of Oregon's students. For multilingual learners specifically, materials developed natively for dual language and bilingual programs — rather than translated versions of English-dominant originals — represent an important and underserved need that Oregon's broadened publisher participation could begin to address.

Despite these opportunities, Oregon districts face real implementation barriers. Back-to-back adoption cycles, constrained planning windows, limited access to curriculum-specific professional learning, and insufficient coaching infrastructure all affect whether adopted materials take root in classrooms. Teachers currently spend approximately seven hours per week searching for curriculum and five hours creating materials — a significant workload burden that coherent, well-supported HQIM adoption can reduce. Research consistently shows that curriculum-based professional learning and instructional coaching are pivotal to realizing HQIM's benefits, particularly when grounded in culturally responsive pedagogy.

This paper offers five policy-aligned recommendations for Oregon:

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- 1) Embed cultural responsiveness, including representation, multiple perspectives, Transformative SEL principles, and attention to dual language needs, as integral components of existing ODE adoption criteria rather than supplemental considerations.
- 2) Pair every adoption with curriculum-based professional learning and instructional coaching focused on the actual materials teachers use, with attention to dosage, coach preparation, and quality monitoring.
- 3) Sustain the equitable access funding established by SB 141 and clarify expectations for independent adoptions to ensure locally selected materials meet the same rigorous standards as state-adopted options.
- 4) Systematically include student and family voice as implementation feedback, particularly from historically marginalized communities, treating this input as a continuous improvement tool rather than a compliance exercise.
- 5) Adopt a learning-oriented measurement approach that tracks student outcomes, implementation fidelity, professional learning quality, representation audits, and student and family experience across adoption cycles.

Oregon has built a strong foundation. Our challenge is to pivot from the initial adoption of High-Quality Instructional Materials (HQIM) toward long-term implementation. The transformative potential of culturally responsive HQIM is not realized at the moment of purchase, but through years of sustained funding and coherent support in classrooms where every student is valued and challenged.

Oregon has been improving its statewide High Quality Instructional Materials (HQIM) program to address challenges associated with instructional incoherence and inconsistent instructional quality across the state. With the passage of [SB 141 in 2025](#), which removed publisher fees from the state adoption process and established stable funding mechanisms for instructional materials, Oregon created new opportunities for smaller and more culturally responsive publishers to participate in the state review process. This legislative change, combined with sustained investment in professional learning and implementation support, positions Oregon to strengthen both the diversity of available materials and the conditions under which those materials are implemented in classrooms. As the Oregon Department of Education works to strengthen its materials criteria and create systems of local implementation support, it uplifts and maintains culturally responsive pedagogy as a central foundation to improving student outcomes.

The Framework: From Policy to Practice

The following sections provide the research background, policy context, and practical guidance for implementing culturally responsive HQIM in Oregon. Section 1 establishes definitions and Oregon's legal framework for instructional materials adoption. Section 2 examines research evidence on curriculum impact and implementation conditions. Section 3 identifies common barriers districts face. Section 4 presents policy-aligned options for strengthening selection and implementation processes. Section 5 offers a measurement approach for continuous improvement. These recommendations build on Oregon's existing statutory requirements and recent policy developments to support districts in selecting and implementing materials that serve all students effectively.

Defining Culturally Responsive High-Quality Instructional Materials (HQIM)

Under Oregon law, instructional materials are any organized system that constitutes the major instructional vehicle for a course (print or digital). The State Board maintains criteria and an adoption schedule; districts may choose either State-adopted materials or conduct an independent adoption that meets the same criteria, with local school board approval ([Oregon Department of Education Instructional Materials OAR & ORS](#)) ([Oregon Department of Education HQIM](#)).

Oregon's statutes (ORS Chapter 337) codify the state's evaluation and adoption processes. In 2025, Section 27 of [SB 141](#) was enacted, and subsequent ODE rulemaking removed publisher fees from the process, aligning rules with statute and updating program funding mechanisms. This reduction of fees is intended to lower barriers for participation in the state adoption process, enabling smaller, emerging, and potentially more culturally responsive publishers to submit materials for state review and thereby broadening the diversity, inclusiveness, and cultural relevance of instructional materials available to Oregon districts.

What qualifies as HQIM?

Across states and national organizations, HQIM are typically characterized by alignment to standards, inclusion of diverse perspectives and accurate representation, student access to materials that affirm their identities and experiences, and use of evidence-based practices that foster belonging and engagement for students and families. Oregon communicates similar expectations through [public guidance](#) and links to [adoption criteria and OAR/ORS](#).

Several recent national reports emphasize that HQIM are a lever for coherence, equity, and efficiency, and that how materials are selected and implemented is as important as what is selected ([ED Reports Infographic, n.d.](#); [South Carolina Department of Education & EdReports, 2024](#)).

What makes materials culturally responsive?

“Culturally responsive” describes materials and supports that affirm student identities, integrate multiple perspectives, and advance rigorous learning for all students, including multilingual learners and students with disabilities.

Multilingual Learning and Culturally Responsive

Curriculum

For multilingual learners, specifically, culturally responsive materials recognize linguistic diversity as an asset. Rather than viewing student’s home languages as barriers to overcome, asset-based approaches position bilingualism and multilingualism as cognitive and cultural strengths that enrich classroom learning. Materials should include scaffolds and supports to encourage full participation of students with home languages beyond English ([Bunch, Kibler, & Pimentel, 2012](#)). Oregon's Instructional Materials Evaluation Tool (IMET) operationalizes this principle through Criterion 3.2, which requires that adopted materials provide explicit strategies enabling students who read, write, or speak languages other than English to participate fully in learning.

It is also worth distinguishing between translated materials and materials developed for dual language and bilingual programs. Translated materials, while valuable, often retain the cultural framing, sequencing, and assumptions of their English-language originals. Materials designed from the ground up for dual language contexts treat bilingualism as the instructional model rather than a modification, and are more likely to reflect the linguistic and cultural assets of bilingual learners authentically ([Howard et al., 2018](#)). As Oregon broadens publisher participation through SB 141, encouraging the development and submission of such materials represents an important future direction for the state's HQIM program.

Disability, Representation, and Culturally Responsive

Curriculum

For students with disabilities, culturally responsive materials provide authentic representation and ensure access to grade-level content. High-quality materials include scaffolds that enable

students with disabilities to participate in general education settings while representing disability as part of human diversity. IMET Criterion 3.2 also requires materials to provide explicit supports for students with disabilities and multiple modes of expression so all students can demonstrate understanding in ways that honor their strengths and learning preferences. By embedding these requirements in state adoption criteria, Oregon ensures that culturally responsive materials provide not only representation but the instructional supports necessary for equitable access to rigorous content.

Transformative Social Emotional Learning (TSEL) and Culturally Responsive Curriculum

Students' social, emotional, and academic development are deeply interconnected. School-based social and emotional learning (SEL) programs significantly improve academic achievement with particularly strong effects in literacy and math ([Ha, McCarthy, Strambler, & Cipriano, 2025](#)).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) highlight that classroom-based approaches to teaching SEL competence can include explicit instruction on emotional skills and attitudes, teaching practices such as cooperative learning, and integration of SEL within academic curriculum, including language arts, math, science, and social science ([CASEL, 2023](#)). An integrative approach weaves social-emotional learning into subject-area instruction, leveraging teachable moments within the curriculum to demonstrate SEL's relevance to the learning process ([CASEL, 2017](#)).

While most research has examined standalone SEL programs, emerging evidence indicates that integrating SEL into academic content produces stronger outcomes for students' skills, attitudes and academic performance compared to separate SEL instruction ([Cipriano et al., 2023](#)).

Oregon's Transformative SEL Framework and Standards align with CASEL's emphasis on culturally responsive practices. Transformative SEL focuses specifically on identity, agency, belonging, collaborative problem-solving, and curiosity, with instruction that honors and makes connections to students' lived experiences and identities ([Jagers, Skoog-Hoffman, Barthelus, & Schlund, 2021](#)). "The intention of [Oregon's Transformative SEL Standards](#) is to provide an intentional approach that builds on student assets, creates a sense of belonging, and develops agency and identity."

When considering HQIM adoption, these findings suggest that culturally responsive curriculum should attend to both academic rigor and social-emotional development. Materials that affirm

student identities, provide opportunities for collaborative learning, offer student agency and choice, and integrate multiple perspectives may support both rigor and social-emotional development. While additional research is needed on how core instructional materials designed with embedded SEL compare to discrete or free-standing programs, the established connection between social-emotional learning and academic success reinforces that instructional materials evaluation should consider the available supports for the holistic development of students.

Bishop's Framework for Culturally Responsive Curriculum

Rudine Sims Bishop's influential 1990 essay, "[essay, "Mirrors, Windows, and Sliding Glass Doors,"](#)" highlights the importance for students, especially students from traditionally underrepresented identity groups, to see themselves and their experiences mirrored in the curriculum for self and cultural affirmation ([Bishop, 1990](#)).

However, mirrors are not enough. Curriculum should also provide students with windows allowing the observation of others' experiences and perspectives, as well as sliding glass doors that encourage imaginative engagement with unfamiliar ideas, times, places, and characters. Together, these three elements create learning environments where all students see themselves valued while developing the critical consciousness and cultural competence needed to engage meaningfully with diverse perspectives.

To implement these principles in materials review, educators and selection committees can look to specific evaluation criteria. For instance, the Oregon Department of Education has a [four-part criteria for the evaluation of social science instructional materials](#). Part 2 requires the evaluation of materials based on *Equitable Student Engagement and Cultural Pedagogy*. Criterion 2.1 (Engagement and Relevance) focuses on making content relevant and engaging for diverse learners. Criterion 2.2 (Culturally Responsive Instructional Support) focuses on authentic representation, multiple perspectives, and asset-based practices that build on students' cultural knowledge.

Table 1. Connecting Bishop's Framework to Oregon's Evaluation Criteria

Bishop's Framework	ODE Evaluation Criteria	What to Look For
Mirrors (recognition and affirmation)	Criterion 2.2- Representation	Wide-ranging identities represented authentically
Windows (understanding others)	Criterion 2.2 - Multiple Perspectives	Multiple perspectives, diverse viewpoints represented
Sliding Glass Doors (engagement)	Criterion 2.1 - Engagement & Relevance	Student choice, relevant contexts, authentic engagement

Additional Tools for Culturally Responsive Curriculum

The Education Trust's ([Tool for Representational Balance in Books, 2023](#)) provides a comprehensive framework for evaluating how people, groups, and topics are represented in curricular materials. The tool offers specific criteria including multidimensionality, agency, and the avoidance of stereotypes which can be applied to instructional materials evaluation processes. Similarly, ODE's ([Digital Instructional Materials Toolkit, 2024](#)) encompasses guidance on critical topics including accessibility, student data privacy, cultural responsiveness in digital materials, and centering linguistic strengths through technology, recognizing that modern basal programs increasingly include digital components. Together, these frameworks demonstrate that culturally responsive HQIM adoption requires evaluating not only the diversity of representation but also the quality and complexity of that representation, ensuring that materials reflect the rich diversity of student experiences while maintaining high academic standards. These tools can be applied alongside Oregon's adoption criteria to strengthen attention to representation, relevance, and academic rigor.

Why Culturally Responsive HQIM Matter: Impact on Students, Educators, and Systems

High-quality instructional materials function not only as classroom tools, but as a central improvement lever within a coherent instructional system. The research base underscores that the quality of instructional materials, combined with aligned professional learning and culturally responsive implementation, substantially shapes both academic outcomes and students' sense of belonging and engagement.

Curriculum quality as improvement lever

Using stronger, standards-aligned curricula can produce meaningful gains in student learning relative to other interventions ([EdReports, 2015](#)). ODE guidance on HQIM summarizes this research base, noting that HQIM can match or exceed the effect of more costly strategies when paired with appropriate support. Cumulative exposure to HQIM can yield substantial, compounding effects over time when implemented with fidelity and support ([Accelerated Learning Work Group, 2023](#)).

Representation, belonging, and academic engagement

Publishing-industry data analyzed by the Cooperative Children’s Book Center (CCBC) show year-over-year changes in the proportion of books by and about racially and ethnically diverse creators and characters, underscoring the importance of intentional selection to ensure materials reflect students’ identities and communities ([Cooperative Children's Book Center, 2024](#)). While these data describe publisher output rather than school adoptions, they illustrate an ongoing need to curate diverse, accurate, and developmentally appropriate texts.

Professional learning and implementation conditions amplify benefits

Research on how teachers access and use materials indicates variability in quality, mixing/modifying, and workload. RAND’s American Instructional Resources Survey (AIRS) finds that teachers often combine multiple curricula and supplemental resources ([Doan et al., 2025](#)). In surveys, teachers report spending approximately 7 hours searching for curriculum and 5 hours creating curriculum per week. This has significant implications for coherence and equitable learning experiences for students ([Doan et al., 2025](#)).

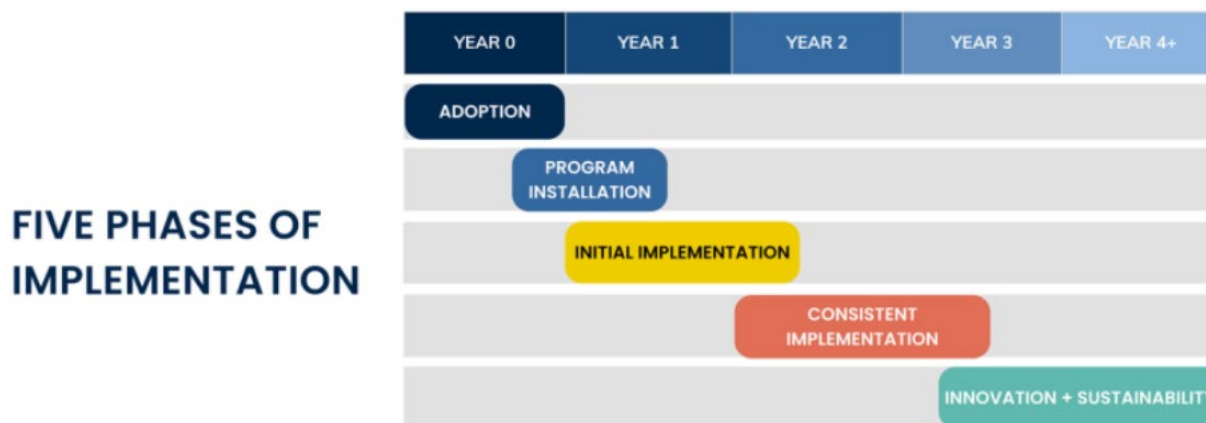
AIRS analysis links curriculum-based professional learning (PL) to more regular use of standards-aligned materials and shows positive effects on instruction and student achievement, pointing to why curriculum-based PL and coaching are pivotal to realizing HQIM’s benefits ([Zuo et al., 2023](#)) ([Doan et al., 2025](#)). When PL is grounded in culturally responsive pedagogy, educators are better equipped to implement materials in ways that affirm students’ identities, draw on community and cultural strengths, and increase relevance and engagement. Research also indicates that culturally responsive curriculum-based PL strengthens instructional coherence, improves student belonging and motivation, and supports more equitable academic outcomes ([Ciampa & Reisboard, 2024](#)).

Barriers to Effective Implementation

Oregon’s instructional materials adoption system is designed to promote coherence, standards alignment, and long-term stability across districts. However, the realities of back-to-back adoptions, constrained planning windows, and uneven professional learning infrastructure impact implementation and shape how materials are experienced in classrooms. The following considerations highlight structural and implementation factors that influence teacher workload, instructional quality, and sustained impact for students.

Adoption timelines and planning windows

Oregon maintains a multi-year adoption schedule organized by content area; for example, the 2025 Social Science adoption runs February 2026 through June 2033. During these cycles, planning professional learning aligned to standards and instructional materials often competes with other operational demands. Without intentional planning by districts and stable, predictable budgets allowing for on-cycle adoptions, classroom teachers (especially in K-5) face a carousel of new instructional materials to learn and implement every few years.



High-quality instructional materials take time to root. Implementation typically unfolds across multiple years, especially when the materials represent significant shifts in content organization or pedagogical approach. Research on implementation timelines suggests that districts need extended periods to intentionally build educator capacity, align support structures, and gradually strengthen practice across classrooms ([Accelerated Learning Work Group, 2023](#)).

Rivet Education recommends extended adoption cycles, when paired with ongoing professional learning and curriculum updates in-between adoptions to ensure that curriculum stays aligned with current standards, evolving best practices, and the research base. This can help prevent classrooms from relying on outdated materials or practices while allowing educators to deepen their expertise with adopted programs ([Rivet Education, 2024](#)).

Time and workload

Teachers often assemble and modify materials from multiple sources to meet state standards and student needs, with many using multiple core and supplemental resources concurrently. National surveys find that teachers spend approximately 7 hours per week searching for curriculum and 5 hours per week creating materials ([Tosh et al., 2020](#)). Without coherent guidance and support, this practice increases workload and reduces implementation fidelity. District efforts to link and align basal supplemental materials within comprehensive scope and sequence plans can help ensure coverage while reducing the need for teachers to design instruction from scratch.

Professional learning and coaching

Many educators lack extensive access to curriculum-specific professional learning focused on the materials they are expected to use. Research demonstrates that participation in curriculum-aligned professional learning is linked to stronger standards-aligned practice and more consistent implementation ([Steiner et al., 2025](#)). Meta-analyses of coaching interventions support curriculum-embedded coaching as a high-yield professional development approach, though scaling these efforts requires attention to coach preparation, dosage, and ongoing quality monitoring ([Kraft et al., 2018](#)).

Perceived material-student fit

A significant share of teachers report that grade-level materials feel too challenging for some learners, which can lead to lower implementation rates and increased modification. This perception often reflects insufficient professional learning on how to scaffold grade-level content while maintaining rigor. Lesson internalization is a structured practice where educators deeply study, annotate, and rehearse lessons before teaching them. This approach effectively builds teacher confidence and skill with new materials. Through internalization, teachers anticipate student needs, identify potential scaffolds, and plan adaptations that maintain grade-level rigor while ensuring accessibility. Professional learning that helps educators understand how materials can be adapted to meet diverse student needs while keeping students engaged with grade-level learning correlates with more positive perceptions of materials and stronger implementation ([Accelerated Learning Work Group, 2023](#)).

Community and Student Engagement

Many selection processes incorporate educator voice through review teams and pilot feedback. Fewer processes systematically capture student and community experience with adopted materials. Best practice includes piloting materials with diverse groups of students and families before full adoption, ensuring that feedback reflects the range of backgrounds, languages, and experiences present in the district's student population ([EdReports, 2021](#); [Accelerated Learning Work Group, 2023](#)).

Understanding how students and families experience materials in practice (including questions of belonging, relevance, and clarity) provides essential information for continuous improvement and helps districts identify where additional support or adjustment may be needed. When piloting intentionally includes outreach to families from historically marginalized communities, districts gain critical insight into whether materials are culturally responsive in practice, not just in stated design. Research demonstrates that meaningful family engagement in educational decision-making, including curriculum selection, strengthens trust between families and schools and supports student success, particularly for culturally and linguistically diverse students ([Regional Educational Laboratory West, 2021](#)).

Policy-Aligned Considerations

Realizing the full promise of high-quality instructional materials (HQIM) requires coherent state policies, local partnerships, and sustained implementation supports. The following priorities outline how Oregon can embed equity and cultural responsiveness within existing systems while strengthening materials evaluation, adoption, implementation, and continuous improvement practices statewide. The options below are **not new mandates**; they align with Oregon's statutes/rules and the research base on curriculum implementation.

Embed culturally responsive review within existing ODE criteria

Reinforce that cultural responsiveness is an integral component of quality that includes representation, multiple perspectives, and rigor as found within [Oregon's adoption criteria](#). Districts may optionally apply recognized frameworks during local reviews, such as Bishop's mirrors/windows/sliding glass doors, to deepen their analysis of how materials reflect and affirm diverse student identities. Districts should also integrate Transformative Social and Emotional Learning (TSEL) principles as criteria for evaluating materials, ensuring

that instructional content promotes identity development, agency, belonging, and collaborative problem-solving alongside academic rigor.

Emphasize implementation supports with adoption

Pair adoption with curriculum-based PL and instructional coaching focused on the actual program teachers use. Coaching has one of the strongest causal evidence bases among PL approaches; planning for scale should include dosage, coach preparation, and ongoing quality monitoring ([Kraft et al., 2018](#)). Districts should prioritize curriculum-embedded coaching that helps teachers internalize lessons, adapt materials responsively, and strengthen pedagogical practices aligned to the adopted program. Sustained investment in implementation support yields greater returns than adoption alone.

Sustain equitable access funding and signal coherence

Following the passage of SB 141, which removed publisher fees from Oregon's adoption process, the state should continue to provide clear program signals that prioritize equitable access to HQIM and sustained use over time. This includes clarifying expectations for [independent adoption processes](#) to ensure that locally selected materials meet the same rigorous standards as state-adopted options. Oregon can support districts by connecting them to state evaluation tools, such as the IMET, and national review sources like EdReports, enabling thorough local vetting without requiring districts to build review infrastructure from scratch. Sustained funding mechanisms that support not only initial purchase but also ongoing professional learning, coaching, and curricular updates help ensure that all districts, regardless of size or resources, can implement HQIM effectively and equitably.

Include student and family voice as implementation feedback

Co-design formative feedback mechanisms with students, families, and community partners to understand how materials are experienced in practice. Research demonstrates that schools including student voice practices are better able to facilitate students' academic and developmental success as well as access to educational opportunity, particularly for students from historically marginalized communities ([Conner et al., 2023](#); [Regional Educational Laboratory Pacific, 2025](#)). This includes gathering input on belonging, identity affirmation, relevance, and clarity through age-appropriate student surveys, family focus groups, and community review sessions. When treated as implementation feedback rather than high-stakes

evaluation, student and family voice becomes a powerful tool for continuous improvement. Districts should use this feedback to make in-year adjustments to instructional approaches, supplemental supports, or professional learning priorities while protecting the coherence of core adopted materials. By actively involving community voices in the materials implementation process, districts gain insight into how well adopted materials reflect the distinct characteristics, values, and needs of local communities ([Stentiford & Koutsouris, 2023](#)). Centering the perspectives of students and families from historically marginalized communities ensures that cultural responsiveness is assessed through lived experience, not assumptions.

Measuring Progress: A Learning-Oriented Approach

A continuous improvement dashboard can help the state and districts understand whether implementation is strengthening over time. Measurement should be formative rather than punitive, focusing on learning and adjustment rather than compliance. Effective implementation monitoring examines multiple dimensions of materials use and impact, recognizing that no single metric captures the full picture of how HQIM are experienced in classrooms ([Accelerated Learning Work Group, 2023](#)). Some possible measurements to monitor include:

Student outcome data

Monitor grade-level access and achievement growth for all students, disaggregated by student group (including by race/ethnicity, language status, disability status, and economic background). Analyze correlations between HQIM use and outcomes to understand whether consistent implementation is associated with accelerated learning, particularly for students who begin below grade level. Research indicates that students performing below grade level can make significantly greater progress when supported by high-quality materials paired with effective instruction, making disaggregated outcome data essential for understanding implementation impact ([TNTP, 2018](#)).

Implementation data

Track rates of teacher modification and supplementation through surveys, classroom observations, or analysis of lesson plans. High modification rates may signal the need for additional professional learning, insufficient materials-student fit, or gaps in the scope and sequence that require supplemental resources. Understanding patterns in how and why teachers adapt materials helps districts provide targeted support. Implementation fidelity

research suggests that some adaptation is both inevitable and productive when teachers use materials responsively, but extensive modification or replacement of core materials can undermine coherence and reduce the cumulative benefit of standards-aligned curricula ([Century & Cassata, 2016](#)).

Professional learning data

Monitor participation rates in curriculum-based professional learning and coaching, including frequency, duration, and quality of interactions. Collect teacher self-reports of changes in practice, confidence with materials, and perceived effectiveness. Assess coaching quality through observation protocols, feedback cycles, or structured reflection tools. Given the strong research base linking curriculum-aligned professional learning to improved implementation and student outcomes, tracking both access to and quality of professional learning is critical for understanding implementation conditions ([Kraft et al., 2018](#)).

Representation audits

District curriculum teams should periodically review a sample of implemented lessons to assess whether diverse representation is maintained in practice, not just in purchased materials. This includes examining whether teachers are consistently using diverse texts, whether supplemental materials reflect multiple perspectives, and whether classroom implementation honors the cultural responsiveness embedded in adopted programs.

Student and family voice

Use age-appropriate surveys, focus groups, or classroom discussions to gather feedback on whether students see themselves in materials, find content relevant to their needs, experiences, and interests, and feel their identities are valued. This qualitative data is essential for understanding the lived experience of culturally responsive HQIM.

Research demonstrates that student voice regarding curriculum and materials provides valuable insight into belonging, engagement, and educational opportunity, particularly for students from historically marginalized communities ([Conner et al., 2023](#); [Regional Educational Laboratory Pacific, 2025](#)). Family input through structured listening sessions or review opportunities adds an additional perspective on cultural authenticity and community relevance.

A Cycle of Continuous Improvement

These measures should inform continuous improvement cycles rather than high-stakes accountability. The goal is to learn what is working, identify where additional support is needed,

and adjust implementation conditions accordingly. By treating measurement as a learning tool, districts and the state can create feedback loops that strengthen practice over time while respecting the complexity of implementation and the professional expertise of educators.

Conclusion

For Oregon, the next phase of HQIM work is not simply what is adopted, but rather how adopted HQIM are implemented, supported, and experienced by students and educators. The passage of SB 141 in 2025 created important structural conditions for this work by removing financial barriers to publisher participation and establishing stable funding mechanisms. These policy changes create opportunities to broaden the diversity of available materials while ensuring districts have resources to support implementation over time.

However, realizing these opportunities requires sustained and adequate funding at both state and local levels. Districts need stable, predictable funding not only for the initial purchase of high-quality materials but also for the multi-year implementation support that determines whether materials achieve their intended impact. Too often, adoption cycles are funded while implementation infrastructure—professional learning, coaching, curriculum updates, and community engagement—operates on unstable or insufficient budgets. This creates a pattern where districts invest in materials but cannot invest in the conditions that make those materials effective. Without adequate funding for ongoing coaching and curriculum-based professional learning, even the highest-quality, most culturally responsive materials risk remaining underutilized or inconsistently implemented.

Stable funding must support the full implementation lifecycle: initial professional learning during the adoption year, sustained coaching over multiple years as teachers deepen their practice, periodic curriculum updates to maintain alignment with evolving standards and research, and structures for gathering and responding to student and family feedback. When funding is episodic or insufficient, districts are forced to make impossible choices between purchasing new materials and supporting teachers in using existing materials well. Adequate, sustained funding for both materials and implementation support is not an additional expense but a necessary investment in ensuring that Oregon's commitment to culturally responsive HQIM translates into classroom reality.

Materials alone do not transform instructional practice or student outcomes. Realizing the promise of culturally responsive HQIM depends on several interconnected conditions working in concert. First, curriculum-based professional learning must be ongoing, job-embedded, and focused on the actual programs teachers use in classrooms. This includes structured practices like lesson internalization that build teacher confidence and skill with materials

while maintaining grade-level rigor for all students. Second, instructional coaching must be curriculum-embedded and sustained, providing teachers with expert support as they implement new materials and adapt instruction to meet diverse student needs.

Research demonstrates that coaching has one of the strongest evidence bases among professional development approaches, but realizing these benefits at scale requires careful attention to coach preparation, adequate dosage, and quality monitoring—all of which depend on adequate funding.

Third, coherent state and local policies must align to support rather than fragment implementation. This means connecting adoption processes to multi-year professional learning plans, ensuring adequate funding not only for initial purchase but for sustained support, and creating feedback mechanisms that inform continuous improvement without imposing punitive accountability. When policies, professional learning, and materials work together as a coherent system, the cumulative effects on instruction and student learning can be substantial.

Fourth, feedback from students and communities must inform how materials are experienced in practice. Student and family voice provides essential insight into questions of belonging, relevance, and cultural authenticity that cannot be determined through professional review alone. When districts systematically gather and respond to this feedback, they ensure that cultural responsiveness is assessed through lived experience rather than assumptions, and that implementation adjustments reflect the perspectives of those most directly affected by instructional decisions.

With these conditions in place HQIM have the potential to serve as a high-leverage improvement strategy that strengthens instructional quality across Oregon's diverse school communities. Well-implemented, culturally responsive materials can elevate student belonging and engagement, reduce unnecessary teacher workload by providing coherent instructional resources, support rigorous learning, and improve outcomes for all students.

The path forward requires sustained commitment from state and local leaders to move beyond adoption events toward long-term implementation success. It demands investment in the professional learning infrastructure that enables teachers to use materials skillfully and responsively. It requires ensuring funding for implementation support as essential rather than optional, recognizing that the return on investment in HQIM depends entirely on whether teachers receive the ongoing coaching and professional learning necessary to implement materials with fidelity and responsiveness. It calls for policy coherence that protects implementation fidelity while allowing for thoughtful adaptation to local contexts and student needs. And it necessitates centering student and community voice as a

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fundamental component of continuous improvement rather than an afterthought to professional decision-making.

Oregon's HQIM program, strengthened by SB 141's funding stability and reduced barriers to publisher participation, has established a strong foundation. The challenge now is to build on this foundation through sustained attention to implementation and adequate resourcing, recognizing that the transformative potential of culturally responsive materials is realized not at the moment of adoption, but through years of well-funded, coherently supported use in classrooms where all students see themselves valued, challenged, and equipped for success.

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