

High-Quality Instructional Materials, a Key to Consistency and Equity in Oregon's Classrooms

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Contents

Executive Summary.....	2
Introduction	3
Background and Literature Review.....	3
Identifying High-Quality Instructional Materials (HQIM).....	4
Evolution of HQIM	5
Impact of Effective HQIM Adoption and Implementation	5
Benefits for Educators and Students.....	5
Impacts On Student Growth and Outcomes	6
System Needs and Policy Gaps	7
Cost of Unaligned Materials	7
The Compliance Gap.....	7
Limitation of the Adoption Schedule	8
Implementation Phases.....	8
Proposed Solution: The Shift from Compliance to Commitment.....	9
Implementation Strategies.....	9
Impact: Investment in HQIM	11
Incentivizing HQIM with Strategic Policies.....	12
Current State Investments	13
Conclusion and Recommendations	14
Recommendations.....	14
Call to Action	15
References	16
Appendix A: Five Phases of Implementation (Rivet Education)	17
Appendix B: Inventory Dashboard of Literacy Instructional Materials	19
Appendix C: Learning from Other States	20

Executive Summary

Despite the well-documented benefits of High-Quality Instructional Materials (HQIM) in supporting equitable, grade-level learning, many educators lack consistent access to these resources. In the absence of intentionally designed, standards-aligned materials, teachers often spend more than 12 hours per week¹ developing or sourcing instructional content that varies in quality and alignment to Oregon's grade-level standards. This uneven approach fragments instructional coherence across classrooms, schools, and districts statewide, while diverting valuable educator time and expertise away from student-centered teaching and learning. Ensuring systematic access to HQIM is therefore critical to strengthening instructional consistency, reducing educator workload, and expanding equitable opportunities for all students to achieve grade-level proficiency and beyond.

To achieve instructional coherence and advance educational equity, Oregon should strategically invest in a statewide system that incentivizes the selection and effective sustained implementation of HQIM while prioritizing Curriculum-Based Professional Learning (CBPL) for all districts. Bolstered by a collaborative partnership between Oregon Department of Education (ODE) and local education agencies, this approach shifts the focus from a rigid, resource-intensive [seven-year] adoption cycle toward a sustainable model that integrates professional learning designed with the specific program under implementation, ensuring that educators are supported in delivering grade-level, standards-aligned instruction. By aligning HQIM requirements and investment in CBPL, ODE can create and facilitate coherent instructional systems that reduce variability between schools and districts, strengthen teacher capacity, and guarantee equitable access to grade-level content for all students in Oregon schools.

¹ EdReports. (n.d.). *Why materials matter*. Retrieved December 26, 2025, from <https://www.edreports.org>

Introduction

HQIM are comprehensive evidence-based resources that form the core of instruction and enable educators to teach all grade-level standards, for a given content area, while centering diverse student needs in the learning process. These materials are aligned to Oregon’s content standards and integrate research-based instructional practices that promote deep understanding through critical thinking, knowledge and skill development, and developing a sense of belonging. When implemented by well-supported teachers who feel confident in their use, HQIM ensure equitable access to grade-level content and foster meaningful student engagement.² They are culturally and linguistically responsive, provide coherent progressions, and incorporate aligned assessments that inform responsive instruction.³ By combining clarity of purpose with adaptability and an equity-focused design, HQIM can empower educators to deliver instruction that cultivates engagement, ownership of learning, and leads to improved outcomes for all students.

Recent policy developments, including Senate Bill 141 (2025)⁴, have elevated expectations for student success and strengthened statewide accountability systems. Together with Oregon’s commitment to equity and continuous improvement, these efforts reflect a coordinated, statewide approach to supporting instructional quality and professional learning. As Oregon reimagines its K–12 educational system, HQIM when implemented with consistency and supported by robust professional learning, represent a critical lever for achieving Oregon’s vision for teaching and learning.

This paper articulates a vision for teaching and learning, examines the critical benefits of HQIM for both students and educators, analyzes the current limitations within Oregon’s instructional materials adoption program, and proposes actions aligned with ODE’s Instructional Materials Professional Development Strategic Plan that prioritize effective implementation, including sustained professional learning.

The report outlines a roadmap for improving instructional quality and educational equity through the effective implementation of HQIM statewide. It moves from defining the problem of incoherent instruction and benefits of HQIM to proposing a shift from compliance-driven adoption cycles toward implementation-focused strategies.

Background and Literature Review

ODE’s Office of Teaching, Learning, and Assessment (OTLA) operates under a clear and compelling vision: “To ensure that every student, every day, is engaged in meaningful, affirming, grade-level instruction.” This vision serves as the foundation for all initiatives and

² Council of Chief State School Officers. (2022). High-quality instructional materials and professional learning: A guide for state leaders. Retrieved from <https://www.ccsso.org>

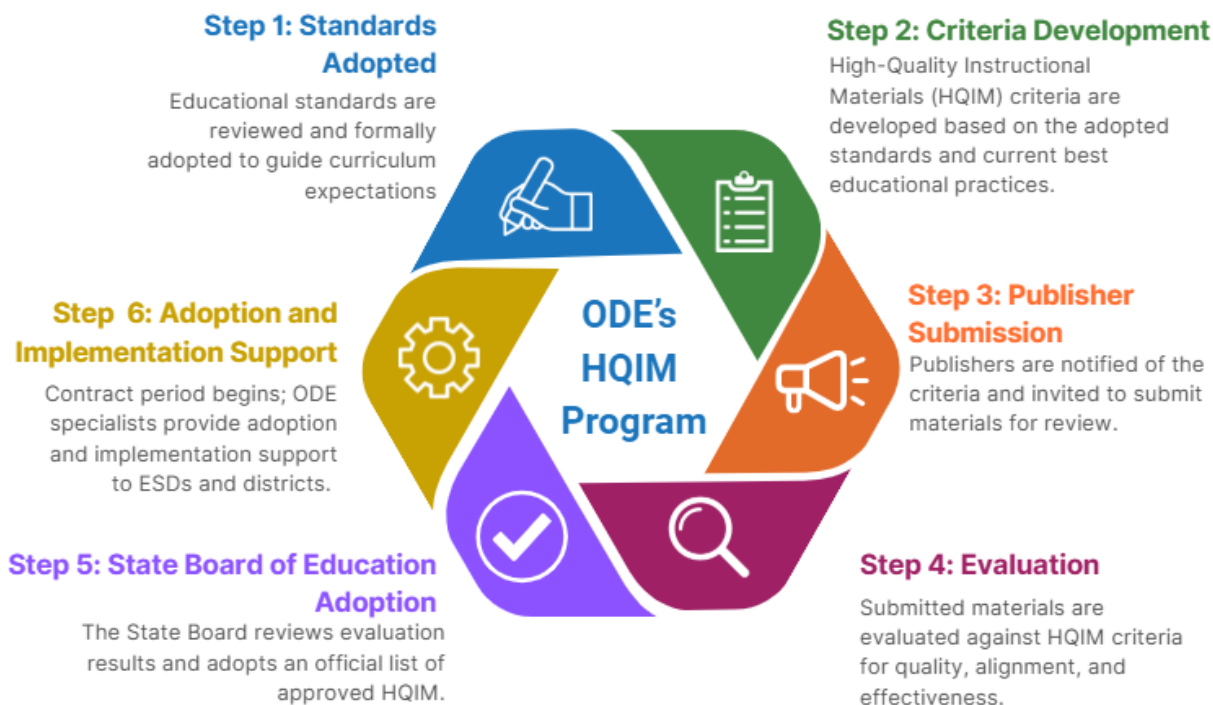
³ Rivet Education. (2021). Defining high-quality instructional materials and professional learning. Retrieved from <https://www.riveteducation.org>

⁴ Oregon Legislative Assembly. (2025). Senate Bill 141: Relating to education; declaring an emergency (Chapter 406). Retrieved from <https://olis.oregonlegislature.gov/liz/2025R1/Measures/Overview/SB141>

actions led by OTLA. HQIM represents one of the most powerful levers for realizing this vision in classrooms across the state.

ODE's HQIM Program supports districts and educators in selecting materials that are high-quality by facilitating a structured, multi-step process for evaluation and adoption of HQIM. Instructional materials are evaluated by ODE to ensure they are high-quality prior to being recommended for adoption by districts. The following graphic outlines the six key steps ODE uses to develop criteria, review materials, and support statewide implementation.

ODE's Annual HQIM Process



Identifying High-Quality Instructional Materials (HQIM)

ODE defines HQIM as “evidence-based curricular materials that help teachers effectively teach grade-level standards, and center students in the learning process.” It is through the evaluation of programs that instructional materials are identified and vetted as high quality in Oregon. The evaluation utilizes the [Oregon Instructional Materials Evaluation Tool](#) (OR-IMET) which is founded in criteria that focus on key characteristics of HQIM, such as:

- **Standards-Aligned:** Aligns with the majority of Oregon’s K–12 content standards.
- **Comprehensive:** Offers coherent learning progressions and includes integrated assessments.
- **Grade-level Learning and Engaging:** Challenges students intellectually and promotes deep, meaningful learning.
- **Culturally Responsive and Inclusive:** Represents diverse identities and ensures equitable access by honoring students’ cultural and linguistic backgrounds in both content and instructional design.

- **Expert-Reviewed:** Evaluated by trained and trusted reviewers for quality and effectiveness.
- **Adaptable and Teacher-Friendly:** Designed for flexibility and ease of use across diverse classroom settings.

Evolution of HQIM

In recent years, instructional resources have evolved from fragmented, single-textbook models to comprehensive systems that are standards-aligned, equity-driven, and supported by Curriculum-Based Professional Learning (CBPL). These systems often include combinations of print and digital resources, embedded assessments, multilingual and accessible texts, and multimedia components (including artificial intelligence), designed to ensure alignment with Oregon’s content standards and responsiveness to diverse learner needs. When paired with CBPL, they enable educators to implement Oregon’s content standards effectively and equitably. This evolution reflects a shift from discrete resources to comprehensive ecosystems that promote instructional coherence and equity.

Impact of Effective HQIM Adoption and Implementation

Effective implementation of HQIM influence far more than lesson preparation or instructional consistency. When HQIM are implemented with integrity and supported by CBPL, they strengthen educator practice, create inclusive and engaging learning experiences for students, and contribute to measurable improvements in student growth and outcomes. By embedding structured supports and culturally responsive practices, HQIM helps ensure that learners across classrooms, schools, and districts have access to grade-level instruction. In this way, HQIM functions not only as instructional tools, but as a foundational component of Oregon’s broader effort to prioritize educational equity, advance academic excellence, and improve student outcomes.

Benefits for Educators and Students

Educators devote significant time and expertise to planning instruction aligned to Oregon standards. HQIM provide a strong foundation by streamlining preparation and offering clear guidance, allowing teachers to focus on responsive instruction and student engagement. With essential structures in place, educators can apply professional judgment and creativity while maintaining consistency and rigor.

HQIM also promote instructional coherence and equity. When educators use aligned, high-quality materials, students experience consistent, grade-level learning across classrooms and schools. This coherence is especially beneficial for multilingual learners and students with disabilities, who benefit from predictable language, routines, and learning progressions. Effective use of HQIM ensures access to strong instruction is both intentional and equitable for all learners.

Impacts On Student Growth and Outcomes

When educators implement HQIM effectively, students demonstrate **stronger academic growth, improved language development, and greater confidence in tackling challenging tasks**.⁵⁶ According to TNTP's "Opportunity Myth" research found that use of HQIM in middle school classrooms led to student performance gains equivalent to "moving a teacher from the 50th to the 80th percentile for effectiveness", resulting in 1.7 months of additional instructional progress for all students in a given classroom⁷. The benefits are even more pronounced for students who are behind grade level, who see an average of 7.3 months of additional progress using HQIM.⁸

Embedded Support for Multilingual Learners

In addition to improving achievement for all students, HQIM can support multilingual learners by embedding purposeful instructional scaffolds⁹ such as opportunities for oral language development through high-level academic discourse¹⁰, progress towards English language proficiency through structured learning experiences in all four language domains (reading, writing, speaking, and listening)¹¹, and cross-linguistic connections between a students' primary language and English. This provides multilingual learners with equitable access to linguistically responsive grade-level content while simultaneously fostering proficiency in English¹².

Supporting Access to Equitable Instruction

As required by federal and state law¹³, all instructional materials adopted for use in Oregon classrooms must meet accessibility standards, including alignment with the current Web Content Accessibility Guidelines (WCAG) for digital and web-based content. In addition, ODE's High-Quality Instructional Materials (HQIM) criteria emphasize embedded student supports, guidance for differentiated instruction, and equitable access for students with disabilities. By integrating accessibility best practices such as Universal Design for Learning, HQIM promote inclusive instructional design and ensure that students with IEPs and 504 Plans can fully access high-quality instruction.

⁵ Carvajal Hageman, Kelly. *Curriculum Case Study: How One School District in the 'Nylon Capital of the World' Once Faced State Takeover for Poor Performance, then Became Among the Best in Delaware*. Accessed January 20, 2026.

⁶ TNTP. *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It*. TNTP, 2018.

⁷ TNTP. *The Opportunity Myth*.

⁸ TNTP. *The Opportunity Myth*.

⁹ Blair, A., de Oliveira, L. C., & Avalos, M. A. (2024). Expanding teacher understanding of scaffolding for multilingual learners. *TESOL in Context*.

¹⁰ August, D., & Shanahan, T. (2006). *Developing Literacy in Second-Language Learners*. National Literacy Panel.

¹¹ Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning*. Heinemann.

¹² Blair & Avalos. Expanding teacher understanding of scaffolding for multilingual learners

¹³ Oregon Department of Education, *Accessible Educational Materials (AEM)*. Accessed 1/22/26.

System Needs and Policy Gaps

Cost of Unaligned Materials

When districts lack access to HQIM, teachers are forced to fill instructional gaps on their own. Research shows educators spend an average of seven hours per week searching for supplemental resources and an additional five hours creating materials, often outside contracted time¹⁴. This time-intensive work frequently results in inconsistent instructional quality, misalignment to standards, fragmented learning experiences, and diminished coherence across classrooms. Many teachers adapt or combine internet resources that are often unvetted and create situations where “the caliber, rigor, and any rational sequencing of material [...] becomes a matter of luck and chance.”¹⁵ Furthermore, much of this development occurs without oversight or collaboration, leading to materials that are frequently below grade level.

The Compliance Gap

Oregon has maintained a robust instructional materials adoption process since 1953, ensuring compliance with established statutes and administrative rules. However, the current system prioritizes selection and compliance over strategic, statewide implementation. While materials are adopted according to policy,¹⁶ there is limited emphasis on supporting districts and educators in effectively integrating those materials into classroom practice. Without a coordinated implementation strategy, the potential impact of HQIM is significantly diminished.

¹⁴ EdReports. (n.d.). *Why materials matter*.

¹⁵ David Steiner, *The Unrealized Promise of High-Quality Instructional Materials*, January 2024 — Volume 24, No. 1. Accessed December 25, 2025

¹⁶ Oregon Secretary of State, Ch. 581 Division 22, [OAR 581-022-2355 Adoption of Instructional Materials](#); [OAR 581-022-2350 Independent Adoption of Instructional Materials](#)

Limitation of the Adoption Schedule

The existing seven-year cycle, combined with annual adoption requirements, places a significant burden on districts. This structure often results in a continuous selection process with little time for effective implementation.

Elementary educators and schools, in particular, report burnout from frequent content-area adoptions which lack a strategic, integrated approach.

Currently, the adoption schedule includes nine distinct content areas evaluated during a seven-year cycle. Districts are required by state policy to adopt instructional materials for at least one content area every year, following the publication of a state-approved list. In Oregon, districts are required to select from the approved list or conduct an independent adoption utilizing the OR-IMET. The adoption schedule's pace is relentless, placing significant strain on district resources and educator capacity. The resulting cycle contributes to implementation fatigue and disrupts the continuity necessary for effective HQIM implementation and sustained instructional improvement.

Adoption Year	Required Content Area
Year 1	Physical Education, The Arts, and World Languages
Year 2	English Language Arts
Year 3	English Language Proficiency
Year 4	Mathematics
Year 5	Science
Year 6	Health
Year 7	Social Sciences

Implementation Phases

Even when teachers have access to HQIM, research shows they do not consistently use them as intended. RAND Corporation's 2022 *American Instructional Resources Survey* found that, although roughly half of teachers reported regularly using at least one new instructional material during the school year (i.e., at least once per week), most did not rely on those materials for the majority of their instructional time.¹⁷ This gap between access and effective use highlights a critical challenge: implementing HQIM is not simply about adoption and distribution. Without a clear, compelling implementation roadmap, initiatives such as CBPL risk becoming fragmented, reducing their potential impact on student outcomes.

Effective implementation requires a fundamental shift in teacher practice and professional learning, supported by aligned state and local systems, structures, and policies. Research identifies five distinct phases that characterize successful HQIM implementation. RIVET

¹⁷ Doan, S., Eagan, J., Grant, D., Kaufman, J. H., & Setodji, C. M. (2022, November 15). American instructional resources surveys: 2022 technical documentation and survey results (RAND Research Report RR-A134-14). RAND Corporation. https://www.rand.org/pubs/research_reports/RR134-14.html. Accessed December 26, 2025.

Education’s Phases of Implementation¹⁸ provide district leaders with a structured framework to track progress and evaluate implementation at each stage (see Appendix C). Without such guidance, factors that should enhance effectiveness can instead become barriers to improving student achievement.

By applying an evidence-based implementation model, districts can measure alignment with key indicators, identify areas needing additional support, and uphold the integrity of classroom instruction. This structured approach fosters consistency and transparency across districts while offering actionable data to inform decisions and allocate resources ultimately ensuring HQIM is integrated effectively into teaching and learning. The result is sustainability for educators and instructional innovation for students.

Proposed Solution: The Shift from Compliance to Commitment

Since its establishment in 1953, ODE’s HQIM program has primarily operated through annual adoption cycles and Division 22 requirements. While these processes have ensured adherence to state adoption expectations, they have not consistently translated into improved instructional quality or equitable access to HQIM for all Oregon students. Even when districts adopt HQIM, many educators continue using familiar resources often varying widely in quality and rigor because they lack confidence in the new materials or have insufficient professional learning to support implementation. This dynamic can undermine the intended impact of HQIM and perpetuate inconsistencies in instructional practice, limiting opportunities for coherence and statewide alignment.

Oregon should transition from an adoption-focused, compliance-driven system to a model that prioritizes effective implementation, shared commitment to instructional quality, and transparency with students, families, and communities. Instead of focusing solely on meeting adoption requirements, a strong HQIM program creates conditions where districts fully integrate HQIM into teaching and learning. An implementation-focused system recognizes that the true impact of HQIM lies not in selection alone, but in how effectively materials are used in classrooms to support both educators and students.

Through cohesive implementation strategies and clear reporting, ODE can build trust and accountability while reducing duplication of efforts across Oregon’s 197 districts. Ultimately, this shift from compliance to commitment positions Oregon to deliver on its vision for the student experience.

Implementation Strategies

To realize the full impact of high-quality instructional materials, educators must implement them with integrity by intentionally aligning instruction to the materials’ design, scope, and sequence to ensure coherent learning over time. Strategically applying proven implementation strategies increases the likelihood that both students and educators experience the intended outcomes of HQIM use.

To advance Oregon’s vision for high-quality student instruction, ODE has joined the Council of Chief State School Officers’ (CCSSO) Instructional Materials Professional Development (IMPD)

¹⁸ RIVET Education. Instructional Materials Implementation Tool. Retrieved from <https://riveteducation.org/implementation-tool/>. Accessed December 31, 2025

Network. The IMPD Network brings together various state education agencies around a shared commitment to strengthening the effective use of HQIM to improve student learning outcomes. As a participating member, ODE is developing and implementing a strategic approach to HQIM implementation. The strategies that follow are incorporated into ODE’s HQIM Strategic Plan.

Curriculum-Based Professional Learning (CBPL)

CBPL is an essential component of an effective HQIM implementation plan. CBPL strengthens instructional practice by centering professional learning around the specific HQIM educators use. This approach provides training directly connected to adopted HQIM, enabling teachers to deepen their understanding of both the content and pedagogy, while implementing HQIM with integrity and coherence. The power of CBPL comes from connecting content knowledge and instructional strategies to the district’s adopted HQIM that teachers rely on daily. CBPL goes beyond the initial product training from a publisher to provide teachers and leaders with the ongoing, job-embedded, dynamic support needed to use the HQIM skillfully.¹⁹

PHASE	CBPL FOCUS	STRUCTURES	RESPONSIBLE
Exploration	Selection of materials	Workshops Consultation	District leaders
Program Installation	Teachers know how to use the HQIM and school leaders can create the enabling conditions to support HQIM	Workshops PLCs Coaching Consultations with leaders	District leaders
Initial Implementation	Teachers use the HQIM as intended, and leaders are equipped to monitor implementation	Workshops PLCs Coaching Consultations with leaders	School leaders
Consistent Implementation	Leaders provide consistent feedback and coaching on implementation; teachers leverage embedded supports to meet students’ needs	PLCs Coaching Workshops (for teachers new to the curriculum) Consultations with leaders	School leaders
Innovation and Sustainability	Teachers own implementation and continue to make smart adaptations to materials to meet students’ needs	PLCs Coaching Workshops (for new teachers) Consultations with leaders	Teachers

Figure 1: Adapted from Rivet Education. 2024. *Framework for Curriculum-Based Professional Learning*.

Communication

Effective communication strategies are necessary for signaling the value of HQIM and CBPL across all levels of Oregon’s education system. Strategies around communication emphasize

¹⁹ Rivet Education. 2024. *Framework for Curriculum-Based Professional Learning*. Rivet Education. Accessed December 3, 2025.

transparent messaging, engagement, and reporting data publicly to build statewide coherence and trust. By leveraging clear, consistent communication, ODE can articulate the instructional vision, align district and educator practices with state priorities, and foster collective ownership of HQIM and CBPL initiatives.²⁰ Furthermore, communication serves as a mechanism for reinforcing equity by ensuring that all partners (educators, families, and communities) understand the purpose and impact of these reforms on student learning outcomes.

HQIM Signaling

ODE should clearly communicate the importance of HQIM by establishing rigorous criteria for evaluating materials, aligning adoption processes with best instructional practices, evaluating for quality, and incentivizing districts to not only select but fully implement HQIM. This signaling can be strengthened through transparent guidance, the use of trusted external reviews such as EdReports, and embedding high expectations for HQIM within state policy. Strong signaling promotes coherence and equity in instructional practices across the state, ensuring that all students benefit from materials that support effective teaching and learning.

Educator Prep Programs

ODE, in collaboration with higher education institutions and other educational partners, should establish intentional systemic alignment to strengthen Educator Preparation Programs (EPPs). This ensures that teacher candidates graduate with the knowledge and skills necessary to identify, select, and effectively implement HQIM within diverse classroom contexts. Embedding HQIM-related competencies into teacher preparation standards is essential for creating coherence between state instructional priorities and the preparation of Oregon’s future educators.

Data Collection

Robust, integrated data systems are critical for monitoring the adoption of HQIM and CBPL, and their impact on student learning. Collecting and analyzing data on instructional material selection, educator participation in professional learning, and indicators of instructional quality is critical in understanding and improving the HQIM program for Oregon. Creating and maintaining data systems enable continuous improvement cycles and inform equity-driven strategies by identifying gaps in access, implementation integrity, and student achievement.²¹

Impact: Investment in HQIM

Transitioning to a statewide model that prioritizes effective implementation of HQIM requires more than compliance; it requires commitment. Incentivizing adoption and use of HQIM sends a clear message: HQIM are a strategic investment in student success, not an administrative

²⁰ Council of Chief State School Officers. “Brown Bag: The Instructional Materials and Professional Development (IMPD) Network – Our Next Phase of Work.” Research Partnership for Professional Learning (RPPL), January 17, 2023. Accessed [Month Day, Year]. Available from RPPL: Brown Bag: The IMPD Network – Next Phase of Work

²¹ Council of Chief State School Officers. “Brown Bag: The Instructional Materials and Professional Development (IMPD) Network

requirement. By pairing adoption expectations with meaningful incentives, ODE can foster a culture of quality and sustainability, ensuring districts have both the resources and the motivation to implement HQIM with integrity. This approach strengthens instructional coherence, reduces educator workload, and ultimately advances equitable learning opportunities for all Oregon students.

Incentivizing HQIM with Strategic Policies

To ensure that HQIM are not treated as a compliance checkbox but as a strategic investment in student success, Oregon should consider a set of targeted policy incentives. These incentives often operate across three critical levers: signaling, funding, and assessment alignment.

Signaling

Signaling begins with consistent, transparent communication that reinforces the value of HQIM across every level of Oregon’s education system. To strengthen visibility and accountability, ODE should implement public-facing dashboards that clearly display district adoptions, implementation progress, and related student outcome trends. These dashboards provide educators, families, and communities with actionable insights into statewide efforts regarding K-12 instruction. Complementing this transparency, clear and consistent messaging through statewide guidance, webinars, and regular engagement with district leaders will articulate Oregon’s instructional vision and foster collective ownership of HQIM initiatives.

Funding

Funding is one of the most powerful levers for driving HQIM implementation integrity. State Education Agencies (SEA) often provide funding incentives to motivate district adoption and use of HQIM. As modeled in other states, Oregon could provide grant funding to support both HQIM adoption and CBPL, with priority given to districts serving historically underserved populations. Additionally, performance-based funding models should reward districts that show measurable improvements in instructional quality and student achievement tied to HQIM implementation. Multi-year funding streams linked to clear implementation milestones help ensure sustainability and prevent districts from reverting to fragmented practices once initial funds are exhausted.

Louisiana’s Department of Education offers a strong model: the state provides competitive funding to districts for HQIM procurement and implementation, and pairs this with High-Quality Professional Learning (HQPL) packages that support educators throughout the adoption cycle. By adopting a similar strategy, Oregon can reduce financial barriers, accelerate statewide alignment with best instructional practices that support equity and student success, and ensure that HQIM are implemented with integrity and impact.²²

²² Louisiana Department of Education. (2025). High-Quality Professional Learning Packages. Retrieved from https://doe.louisiana.gov/docs/default-source/curricular-resources/high-quality-professional-learning-packages.pdf?sfvrsn=30a39da7_8

Connection to a Balanced Assessment System

HQIM and a balanced assessment system work together to create a coherent, standards aligned learning experience for students. A balanced assessment system uses a variety of measures and types of assessment that include formative assessment practices, interim, and summative assessments. These assessments create opportunities to make student thinking visible and enable educators to use evidence of student learning to inform instructional practices or make adjustments. Alignment with standards aligned assessments reinforces the instructional coherence that HQIM are designed to deliver. Connecting assessments with the most frequently used, approved HQIM content ensures that classroom instruction and accountability systems are working toward improved student outcomes. ODE should publish clear guidance on how HQIM-aligned instruction supports success on assessments and use assessment data to inform continuous improvement cycles. This alignment not only incentivizes adoption but also strengthens the case for full integration of HQIM into daily teaching and learning.

Current State Investments

Strengthening & Sustaining ODE's HQIM Program

Historically, ODE'S instructional materials program has relied on publisher fees as its primary funding source. This model, while functional, limited flexibility and long-term planning.

In 2025, Senate Bill 141 established stable funding for the program and eliminated the need to collect publisher fees. This legislative change enables ODE to design a more sustainable and responsive system that better meets the needs of educators and students across the state. It also provides an opportunity to revisit aspects of the program that have remained unchanged for decades.

To ensure this modernization reflects the priorities of Oregon's education community, ODE is engaging partners throughout the process. The timeline for this work includes continued engagement with partners culminating in recommendations to Oregon's State Board of Education in Spring 2026.

This collaborative approach ensures that updates to the instructional materials program are informed by broad input and aligned with Oregon's commitment to high-quality teaching and learning.

Early Literacy District Grants to purchase materials and fund CBPL.

Early Literacy Success School District Grants represent a strategic investment in Oregon's educational future. These grants provide districts with monetary resources to purchase HQIM and CBPL for educators. This dual focus ensures that students have access to evidence-based materials while teachers receive the training and support needed to implement them effectively.

By aligning funding with both instructional resources and professional learning, the grants advance ODE's goals of improving literacy outcomes for Oregon's youngest learners and strengthening educator capacity to deliver grade-level, standards-aligned instruction. Early Literacy Success School District Grants support district investment in HQIM and CBPL, creating a comprehensive foundation for equitable, high-quality instruction that benefits students statewide.

Conclusion and Recommendations

HQIM are a key lever for achieving ODE's vision of equitable, grade-level instruction, benefiting both students and teachers through consistency and reduced burden.

Recommendations

Engagement

Conduct widespread, inclusive engagement with local education agencies, education service districts, and community members (including students) to collect feedback on ODE's program to learn more about experiences with HQIM and identify needs in the field. This strategy provides ODE with the necessary information to be responsive to the needs of Local Educational Agencies (LEAs).

Shift from Compliance to Strategic Implementation

Replace the seven-year adoption cycle with a flexible, less compliance-driven model that prioritizes the effective, multi-year implementation of HQIM, including adequate CBPL, rather than only procurement. This approach emphasizes instructional quality and coherence over procedural compliance.

Fund and Scale Curriculum-Based Professional Learning (CBPL)

Invest in CBPL that is directly connected to adopted HQIM, ensuring educators receive ongoing, job-embedded professional learning that deepens their content knowledge and instructional practice. Integration of CBPL into the implementation cycle is essential for maximizing the impact of HQIM on student outcomes.

Incentivize District Adoption of SBE-Approved HQIM

Establish performance-based and/or per-student funding models that prioritize equitable access to State Board of Education-approved HQIM within a defined timeframe. These incentives will help ensure that all students benefit from coherent, standards-aligned instruction. By accelerating statewide alignment, this approach reduces disparities in instructional quality and creates a foundation for equity-driven teaching and learning. Additionally, it enables the ODE to provide targeted, statewide CBPL opportunities, supporting educators across districts to implement HQIM effectively.

Call to Action

To experience the full impact of effective HQIM implementation, Oregon should adopt a statewide approach anchored in the strategic pillars previously outlined: CBPL, clear communication, signaling the importance of HQIM, robust data collection, and alignment with educator preparation programs and state assessments. These pillars work together to create coherence, sustainability, and accountability across the state. Achieving this vision requires dedicated funding for both districts and ODE to scale adoption and ensure effective implementation of HQIM statewide. By investing in these strategies, Oregon can equip every educator and guarantee that every student has equitable access to grade-level, high-quality instruction—advancing educational excellence and equity for all Oregon students.

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Appendix A: Five Phases of Implementation (Rivet Education)²³

Rivet Education (commonly referred to as Rivet) is a nationally trusted educational consulting organization that partners with state education agencies and school district leaders to ensure the effective selection, adoption, and implementation of HQIM. Rivet outlines each phase of effective HQIM implementation along with key actions and success criteria.

ADOPTION

Leaders review and select HQIM with input from key staff and members from all relevant groups.

PROGRAM INSTALLATION

Teachers have access to HQIM; leaders establish or revise systems and structures for support.

INITIAL IMPLEMENTATION

Leaders set and monitor expectations for implementation; teachers use the HQIM as intended.

CONSISTENT IMPLEMENTATION

Leaders ensure HQIM are integrated into regular practices, policies, and procedures; teachers skillfully use HQIM. Student data begins to show improvement across all subgroups.

INNOVATION & SUSTAINABILITY

Teachers make smart adaptations to the HQIM to ensure all students access grade-level content. Student data consistently shows mastery across all student subgroups.

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Alongside the five phases of implementation, Rivet highlights three key actors: school system leaders, school building leaders, and practicing K–12 educators. Their [Instructional Materials Implementation Tool](#) offers targeted guidance for each phase, including clear instructions and tools tailored to these audiences. By engaging these groups—both individually and collectively—state education agencies can move beyond an adoption-focused approach toward a comprehensive strategy that addresses every component of successful implementation.

Exploration

Districts often begin the instructional materials implementation cycle by reviewing the needs of their current students, identifying potential gaps in the materials in-use, and surveying implementers of current materials. The foundation-building of the exploration phase impacts school system leaders as they are tasked with setting timelines, milestones, and communication strategies. They secure funding for materials and professional learning, define and share a content-specific instructional vision, and prepare adoption teams by gathering stakeholder input and using state rubrics to review options. The local education agency (LEA) convenes a balanced adoption team to formally review and select HQIM based on alignment and evidence; decisions and rationale are communicated to all partners, including community members and families. Completing these essential first steps ensures readiness to transition to the Program Installation phase.

²³ RIVET Education. Instructional Materials Implementation Tool. Retrieved from <https://riveteducation.org/implementation-tool/>. Accessed December 31, 2025

Program Installation

Once HQIM are formally adopted, the focus shifts to building systems, procedures, and structures that ensure their consistent and sustained use as the primary instructional resource. Responsibilities in this phase are organized by role. School system leaders manage procurement and distribution, establish enabling conditions—such as a CBPL plan and timeline—and communicate clear expectations to district-level instructional leaders. School leaders use this guidance to create and maintain those conditions, reinforce expectations aligned with the system’s vision, and invest in a content-specific vision for instruction at the school level. Teachers impacted by the adoption engage in effective program installation, which includes organizing materials, preparing for instructional shifts with colleagues and professional learning communities, and participating in meaningful CBPL connected to the vision for equitable instruction.

Initial Implementation

In this phase, educators begin using HQIM in classrooms with support from school and district leaders. The emphasis is on building school-wide confidence and competence through coaching, collaborative planning, and feedback cycles. Leaders monitor early implementation, identify challenges, and provide targeted support to ensure implementation integrity. Professional learning remains ongoing and connected to classroom practice.

Consistent Implementation

Districts and schools move toward district-wide consistency in HQIM use. Instructional practices become more aligned, and teachers demonstrate increasing proficiency in leveraging materials to meet diverse student needs. Leaders use data to monitor progress, adjust support, and reinforce expectations. Professional learning evolves to deepen instructional expertise and sustain momentum.

Innovation + Sustainability

The final phase focuses on maintaining strong implementation, while developing necessary support for continuous improvement and sustainability. Districts embed HQIM into instructional systems, budgets, and professional learning cycles. Educators have license to innovate within the framework of HQIM to personalize learning and address equity goals. School and district leaders document and refine processes for evaluating materials, supporting educators, and maintaining coherence across classrooms. This phase ensures HQIM remains a cornerstone of instructional quality for the length of the implementation.

Appendix B: Inventory Dashboard of Literacy Instructional Materials

The [Early Literacy Instructional Materials Dashboard](#), created in accordance with [ORS.327.835 \(3\)\(b\)](#), provides an inventory of literacy assessments, tools, curricula, and digital resources used in Pre-K to 5th-grade classrooms throughout Oregon. It includes instructional materials used by recipients of the Early Literacy Success School District Grant.

The inventory dashboard uses information submitted by districts and charter schools through grant applications and reporting. ODE has made some changes to entries for clarity. The dashboard will be updated annually based on information submitted by districts and charter schools.

The [dashboard](#) offers an unprecedented opportunity for:

- **Families and community members** to see the instructional materials being used in their student's school district for early literacy across grades and explore what is used in other districts.
- **School districts, ESDs, and charter schools** to understand what others are using across the state, search all the districts using a particular instructional material, and create opportunities for collaboration.

Appendix C: Learning from Other States

Feature	Louisiana	Rhode Island	Texas
General Theory of Action	To support local school systems in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials. The tiered reviews describe the degree of alignment with state content standards. Each local school system should determine if their use is appropriate to meet the educational needs of their students. Tier 1 - Exemplifies Quality: Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality. Tier 2 - Approaching Quality: Meets all non-negotiable criteria and some indicators of superior quality. Tier 3 - Not representing Quality: Does not meet non-negotiable criteria. In addition to establishing a review process to assist local education agencies in identifying textbooks and other instructional materials that align to Louisiana state academic standards, the LDOE also provides support by building high-quality tools to fill in the gaps where needed. • Louisiana ELA Guidebooks Access and Purchasing Information • Bayou Bridges Access and Purchasing Information • Foundations of Freedom Access and Purchasing Information • Land of Liberty: The History of the United States Access and Purchasing Information	Find details in RI DOE's guidance doc.	"Enhance transparency, support local processes by providing dedicated funding per student, and protect teachers' planning time by ensuring resources are high quality and standards aligned."

Feature	Louisiana	Rhode Island	Texas
Program Funding Model	The Super App is a comprehensive application that allows LEAs to plan for their needs, access their formula funds, and apply for competitive funds on one timeline. • Competitive funding to provide high-impact teacher collaboration in order to improve unit and lesson planning of high-quality curricula. • Funds may be used to provide one Literacy Teacher Collaboration (TC) facilitator per each CIR/UIR-A school. • Funds may be used to provide one Math/Numeracy Teacher Collaboration (TC) facilitator per each CIR/UIR-A school. • Funds may be used to provide initial implementation curriculum training on new adoptions in CIR/UIR-A schools. • Funds may be used to purchase seats at regional new teacher initial implementation curriculum training in CIR/UIR-A schools. Educators should be provided with high-impact teacher collaboration aligned to high quality instructional materials HQIM and the LDOE High-Quality Professional Learning Cycle to strengthen unit and lesson preparation and improve instructional coherence and implementation. ○ Students should be provided access to high quality instructional materials (HQIM) that fully align to state standards and provide meaningful instructional support.	LEAs are purchasing HQCM materials and providing PL for implementation. RIDE has supported selection by hosting EdReports sessions, pilots that included materials and PL for one unit, and hosting colloquia to share best practices.	LEAs receive an allotment per student.

Feature	Louisiana	Rhode Island	Texas
State-led process	To ensure that teachers and students have high-quality instructional materials: - the Louisiana Legislature, through La RS 17:351.1 provides regulations relative to the review and adoption of textbooks and other instructional materials; - the State Board of Elementary and Secondary Education, through Bulletin 741 §1703, has updated regulations regarding the same; and - the Louisiana Department of Education (LDOE) has established a review process to assist local education agencies in identifying textbooks and other instructional materials that align to Louisiana state academic standards.	This is legislation from our General Assembly. Find links in the guidance doc above. Science implementation was originally set to be done by Sept 2025, but the legislators amended it to Sept 2026	TEA conducts evaluation and releases a list of approved materials in accordance with their new IMRA schedule/process.

Feature	Louisiana	Rhode Island	Texas
Incentive(s) for Districts	Super App is a comprehensive application that allows school systems to plan for their needs, access formula funds, and apply for competitive funds on one timeline. When approved, school systems can access federal formula and competitive dollars and meet the federal requirement for each school system's ESSA plan (20 USC §6312). This application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR) and Urgent Intervention Required - Academics (UIR-A). To learn more about CIR and UIR labels, refer to the Identification of Struggling Schools table (see below) or the list of struggling schools. For UIR-Academics and CIR-Academics, Targeted Support includes professional learning, coaching and support in the implementation of High Quality Professional Learning (HQPL) Structures, individualized coaching support, and funding for implementation of High-Quality Curriculum (HQIM).	No incentives, but the expectation to meet the deadline of legislation.	Texas' Instructional Materials & Technology Allotment (IMTA) now provides districts with an \$40 per student to procure SBOE-approved HQIM, with an additional \$20 allotted per student for printed formats of <i>SBOE-approved Open Educational Resource (OER) options</i>.
Local Control	In Louisiana, all school systems are able to purchase instructional materials that are best for their local communities. The Louisiana Department of Education leads the online review of instructional materials to determine the degree of alignment with state content standards to support school systems with these decisions. Each local school system should determine if their use is appropriate to meet the educational needs of their students. The LDOE also offers school systems textbooks policy guidance which outlines the choices school systems have when adopting textbooks and other instructional materials.	LEAs select from the list that RIDE compiles. For ELA and Math, there are many curricula to choose from. RIDE encourages LEAs to have selection committees that include classroom educators, so their students and communities are considered.	Districts have control over which materials they utilize but are highly incentivized to adopt from the TEA approved list. "Instructional Materials and Technology Allotment (IMTA)"