

Guide to the Implementation of High-Quality Instructional Materials (HQIM)



This document is an abridged version of the Guide to the Implementation of HQIM. To access the full version with links to resources, scan the QR code.

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HQIM: Basic Concepts

What are HQIM?

The most common definitions include materials that:

- Align to academic standards and have clear learning outcomes
- Reflect evidence-based practices
- Are content rich
- Have cultural and linguistic relevance and are free from bias
- Provide a full complement of teacher and student materials

Why are HQIM important?

- Increase time on grade-level work
- Improve student achievement

What criteria ensure materials are high quality?

- Rubrics developed by professional organizations and state agencies typically include alignment to learning standards and connection to evidence-based practices

What are strategies to engage teachers in the selection of HQIM?

- Build buy-in for implementation by engaging a wide range of staff in selection
- Begin with sharing the “why” for HQIM
- Give adequate time and guidance for review and selection

Planning for Implementation to Increase Success

How can districts avoid common mistakes when implementing HQIM?

- Communicate well and with intention
- Involve teachers and the community in the selection process
- Make sure the relative advantage of new materials is explicit

What is the best way to plan for implementation?

- Map out phases of implementation and engage in continuous improvement
- Utilize teaming and monitoring structures to ensure fidelity of implementation

What are implications for alignment with other systems and structures?

- Create a coherent environment for instruction—a systems approach
- Provide relevant and appropriate professional learning aligned with the HQIM
- Plan time and support for teachers to have explicit practice with new materials

“Improving equitable education for all is a systems issue.”

Brent Conway
Assistant Superintendent,
Pentucket Regional School District
in West Newbury, MA



Roles and Responsibilities in the Implementation of HQIM

What’s the role of the state education agency (SEA) in the implementation of HQIM?

- Publicize reviews of materials
- Create and fund pilot opportunities
- Partner with intermediaries to support implementation

What’s the role of school system leaders in the implementation of HQIM?

- Ensure all staff receive information
- Offer professional development/coaching opportunities
- Provide teacher supports
- Observe classroom implementation

What’s the role of local education agency (LEA) system leaders in the implementation of the HQIM?

- Establish a district-wide vision that connects HQIM with continuous improvement
- Engage teacher leaders in selection and implementation
- Provide professional development

