

Standards to Students High-Quality Instructional Materials

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Desired Outcomes

Reimagine the journey from *Standards to Students*, where high-quality instructional materials (HQIM) transform expectations into experiences that ignite curiosity and deepen understanding.

Highlight how HQIM bridge *Standards to Students*, empowering teachers and elevating learning across North Carolina classrooms.

Explore lessons from other states to identify processes and practices that could inform North Carolina's HQIM approach.

Engage in discussion to shape priorities, partnerships, and policy considerations that will ensure every student benefits from high-quality, standards-aligned learning.



ACHIEVING EDUCATIONAL **EXCELLENCE**



**Prepare Each Student
for Their Next Phase
in Life**

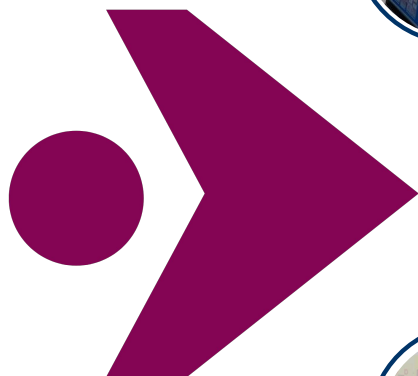
Focus Area 2 | Elevate Teaching and Learning

ACTION 3

Design a **Pre-K–12 Teaching and Learning Framework** with PSUs to set **shared expectations** for **standards-aligned instruction**, integrated supports and **access to high-quality learning** for **all students**.

“**Clear, coherent standards are the foundation of a unified Teaching and Learning Framework, ensuring every student experiences high-quality learning.**”

Unified PreK-12 Teaching and Learning Framework



Aligned Expectations



Standard Course
of Study



Assessments



Evidence-Based Practices



Evidence-Based
Strategies

Multi-Tiered
System of Support



High-Quality Instructional Materials



High-Quality
Instructional
Materials



Empowered Educators



Professional
Learning



Instructional
Practices



Student-Centered Supports



Student
Well-Being



Access
for All

IMPACT DRIVERS

Reimagine the Journey

Transforming Expectations into Experiences

Standards

High-Quality
Instructional Materials



Students

Transforming Expectations
into Experiences

Excellent
Instruction



Access
for All



Aligned
Content



Empowered
Educators



Engaged
Learners



Unified
Vision



Meaningful
Assessments

What Are High-Quality Instructional Materials?



Standards-aligned

Grounded in the North Carolina Standard Course of Study and built to support mastery of grade-level expectations.



Effective

Rooted in research and evidence of what works to improve student learning and outcomes.

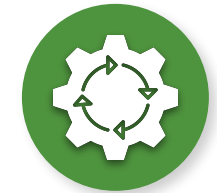


HQIM



Engaging

Designed to spark curiosity, sustain interest, and meet the diverse needs of all learners.



Coherent

Support inclusion, connection, and continuity across grades, subjects, and student experiences.

Why They Matter?



STUDENTS

Rigorous, coherent
learning experiences.



TEACHERS

Reduced prep time,
stronger confidence.



SYSTEMS

Consistent,
accountable instruction.

North Carolina's Opportunity

Currently materials vary greatly across the state.

North Carolina has the opportunity to ensure **every classroom is equipped with high-quality, standards-aligned materials** that empower teaching and learning.

EDREPORTS MISCONCEPTIONS ABOUT HIGH-QUALITY INSTRUCTIONAL MATERIALS



MISCONCEPTION

Great teachers create their own instructional materials.

A long-held belief by many teachers is that core comprehensive materials are too prescriptive and limit teacher creativity. This could not be farther from the truth.

TRUTH

Teachers spend **7–12 hours per week** searching for and creating instructional resources (free and paid). Let's be real: that is time teachers do not have to spare. But in a recent paper by the Center for Public Research & Leadership studying year one of the pandemic, it found that "**High-quality instructional materials enabled teachers daily to spend time on high-impact activities** like strengthening relationships with students and families, tailoring instruction, and participating in curriculum-based, peer-led, and embedded professional learning, rather than on low-impact activities like creating curricula from scratch." *Source: Center for Public Research & Leadership (2021)*

MISCONCEPTION

Teachers have the supports they need to implement instructional materials well.

TRUTH

Most teachers are not receiving access to curriculum-embedded professional learning and other systemic supports. This creates a barrier to using new materials or implementing them with integrity. "**Nearly a quarter of teachers say they have no curriculum-related professional learning at all.**" (*RAND Corporation, 2022; Hirsh & Short, 2022*)

"The positive effects for students are amplified when strong curriculum is paired with strong professional learning: not only are students working with more rigorous instructional materials, but they also have a more skillful teacher to guide them." (*Center for Public Research & Leadership, 2021*)



THE TRUTH ABOUT HQIM

High-quality, core comprehensive instructional materials are not a script. Instead, they provide teachers with a strong, foundation to work their pedagogical prowess on. Quality materials ensure that every student is receiving access to grade-level content, that units build upon concepts, and that learning is coherent and cohesive year-to-year.

Examining Our Approach

No statewide
textbook orders
since 2023 -
an opportunity
to examine why
processes,
structures, and
systems for
instructional
materials.

		
TEXTBOOK COMMISSION		HQIM SYSTEM
A mechanism for approval.		
Approves textbooks for use in schools based on compliance with state standards.	PURPOSE 	Establishes statewide expectations for quality instructional materials and supports coherence across districts.
Compliance and procurement.	FOCUS 	Alignment, quality, and equitable access to high-quality learning experiences for all students.
Periodic review and adoption cycle.	PROCESS 	Continuous, state-led process that integrates research, educator input, and data on effectiveness.
Regulates approval and maintains an adoption list.	STATE ROLE 	Provides statewide criteria, guidance, tools, and professional learning to support implementation.
Limited participation in adoption decisions.	TEACHER ROLE 	Engaged as key partners in reviewing, selecting, and implementing materials.
Approved list of textbooks.	OUTCOME 	Coherent, standards-aligned instruction that advances student learning statewide.

National Perspectives

Practices to Inform Our Approach



North Carolina's
High-Quality
Instructional
Materials
System
Guiding
Principles

- Alignment to NC Standard Course of Study
- Research-based Design
- Usability for Teachers
- Inclusion and Accessibility for All Learners
- Responsive to Student Needs

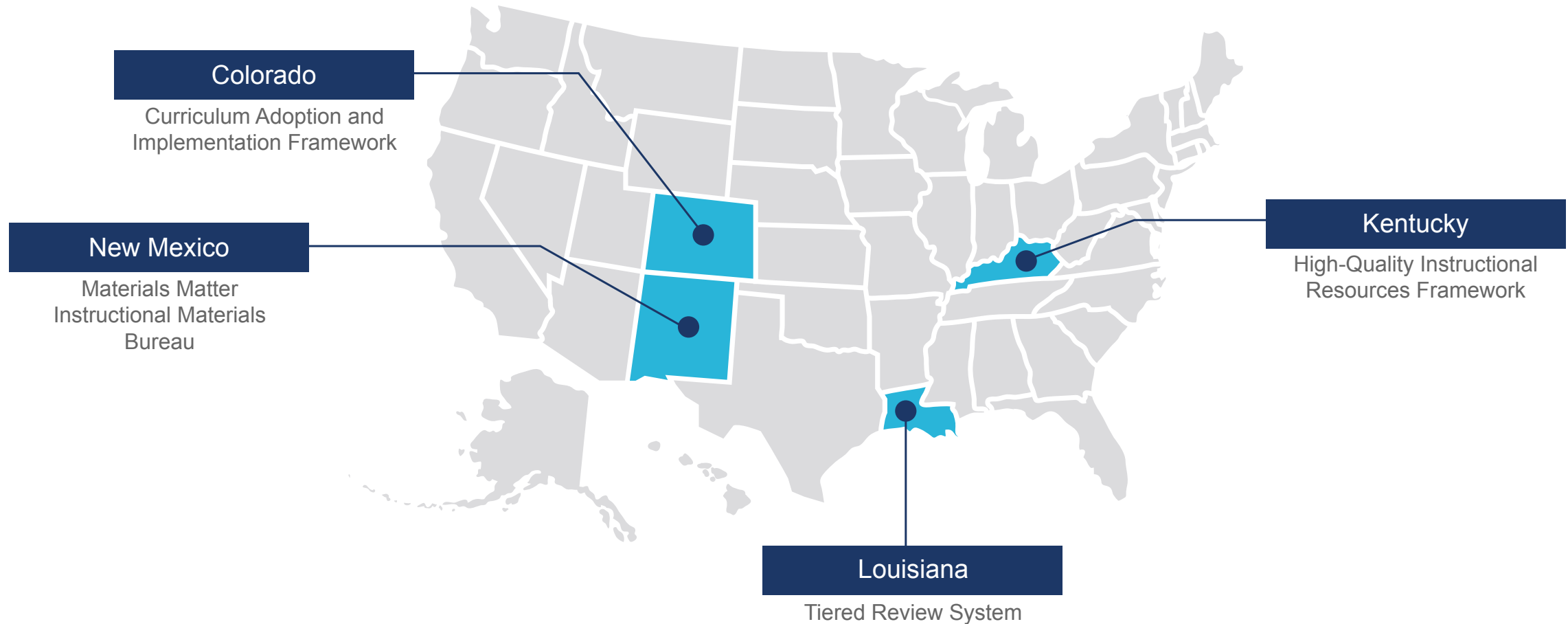


As we **explore** state models and examples, we'll consider how these principles can guide North Carolina's approach.

Exploration Activity

National HQIM Landscape

Strong systems share common threads, alignment, coherence, and teacher support.





Exploration Activity

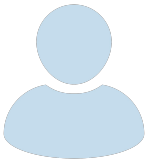
Poster Review

Purpose



To **explore how other states** have **designed and implemented high-quality instructional materials (HQIM) systems** in order to **identify practices, potential challenges, and key supports** that can **inform North Carolina's approach**.

Protocol



- **Review the summary posters** of each state's **HQIM approaches**.
- **Capture your observations, questions, and key takeaways** on your Recording Sheet, and **leave sticky notes** on each poster to highlight big ideas or insights.
- Return to your table and **discuss the insights that stood out most**.
- Be prepared to **share your reflections** with the full group.

Consider



- What **lessons** can North Carolina draw from other states' processes?
- What **level of state involvement** feels appropriate?
- How can the state best **support districts and educators**?
- What **investments** would have the **greatest impact**?
- What are potential **priorities** and potential **barriers** for NC?



Poster Review

Each poster image is **clickable**—select a state’s poster to access its official HQIM website and explore additional information or resources.

COLORADO
Department of Education

EXPLORING STATE MODELS FOR HIGH-QUALITY INSTRUCTIONAL MATERIALS

COLORADO

Curriculum Adoption & Implementation Framework

OVERVIEW AND HQIM DEFINITION

Colorado defines curriculum adoption as “the process of selecting materials for purchase and implementation as the ongoing use of materials within a system.”

The state’s goal is to help districts adopt standards-aligned, coherent, and accessible materials that ensure equity and excellence for all learners.

CDE provides a comprehensive roadmap that supports local decision-making and long-term sustainability.

SUPPORTS, PROFESSIONAL LEARNING & INVESTMENTS

CDE’s guide embeds professional learning and implementation supports throughout the process:

- Job-embedded professional learning for teachers and adoption teams
- Guidance for stakeholder input, onboarding new staff, and tech readiness
- Feedback cycles for continuous improvement and sustainability
- While the state offers extensive guidance and tools, there is no additional state budget or dedicated funding for HQIM implementation

PROCESS AND STATE ROLE

CDE Outlines Four Core Components for Adoption and Implementation

- Determine Current and Ideal State
- Research, Evaluate, and Analyze Materials
- Implement with a Systems Lens
- Create a Sustainable System

“LOCAL CONTROL, STATE SUPPORT.”

State Role

- Provides the roadmap, process, and rubrics for district use
- Curates content-specific resources to support evaluation & adoption
- Offers no state-level approved list and no direct funding beyond local district allocations

Local Role

- Districts lead evaluation, stakeholder engagement, and purchasing decisions
- Districts earmark their own funds for process and adoption

LESSONS FOR NC

What lessons can NC draw from Colorado?

Colorado has established a comprehensive implementation roadmap and supports for HQIM, enabling districts to adopt materials aligned to the Colorado Academic Standards with state-provided evaluation tools.

click image to access

LOUISIANA
Department of Education

EXPLORING STATE MODELS FOR HIGH-QUALITY INSTRUCTIONAL MATERIALS

LOUISIANA

Instructional Materials Review Process

OVERVIEW AND HQIM DEFINITION

Louisiana defines high-quality instructional materials (HQIM) as those that “fully align to state standards and provide meaningful instructional support.”

The state’s goal is to ensure every student and teacher has access to top-rated, standards-aligned materials that drive academic excellence.

Louisiana was first in the nation to prioritize HQIM adoption through transparent public review, teacher-leader involvement, and strong efforts.

SUPPORTS, PROFESSIONAL LEARNING & INVESTMENTS

Louisiana anchors HQIM implementation in professional learning and coaching:

- Louisiana provides professional learning packages and coaching supports to help districts implement Tier 1 materials with fidelity
- HQIM expectations are integrated into LEADS, the state’s educator development system, and partnerships with Educator Preparation Programs extend training to new teachers.
- Districts adopting Tier 1 materials may access state grant opportunities and master purchasing agreements negotiated by LDOE.

PROCESS AND STATE ROLE

Louisiana’s Instructional Materials Review Process provides a transparent, public system for evaluating and rating materials.

State Role

- Conducts reviews and publishes tiered ratings for transparency
- Provides rubrics, annotated reports, and public comment process to guide decisions
- Requires master service agreements with Tier 1 publishers
- Offers funding incentives and eligibility for competitive grants when districts adopt Tier 1 materials
- Integrates HQIM expectations into LEADS (Louisiana Educator Advancement and Development System) for ongoing accountability and alignment

Local Role

- Maintains local control: districts make final adoption and purchasing decisions
- May select materials from state-reviewed Tier 1 list or conduct independent reviews
- Formulates district needs for selection, adoption, and implementation
- Uses state-provided resources, rubrics, and reviews to guide training and planning
- Engage educators and stakeholders in the local review process

LESSONS FOR NC

What lessons can NC draw from Louisiana?

Nearly 100% of Louisiana’s elementary and middle school students have access to HQIM in both ELA and Math with 98% in HS ELA and 98% in HS math.

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NEW MEXICO
Public Education Department

EXPLORING STATE MODELS FOR HIGH-QUALITY INSTRUCTIONAL MATERIALS

NEW MEXICO

Materials Matter: Instructional Materials Bureau

OVERVIEW AND HQIM DEFINITION

New Mexico defines High-Quality Instructional Materials (HQIM) as content-rich, fully accessible, culturally and linguistically relevant, free from bias, and aligned to state content standards.

HQIM are research-based, encourage inquiry and complex problem solving, and include diverse cultural and linguistic perspectives.

By statute, the state must review and adopt lists of core instructional materials aligned to New Mexico Standards.

The goal is to ensure every district has access to approved, standards-aligned, evidence-based materials that advance student achievement.

SUPPORTS, PROFESSIONAL LEARNING & INVESTMENTS

Professional learning in New Mexico is directly linked to HQIM implementation through the High-Quality Professional Learning (HQPL) Marketplace List – an online catalog of approved content and programs. This list helps districts and schools select topics aligned to the specific HQIM they use.

80% of district GA funds CANNOT be spent outside of the list. 1.2 million in grants for 10 districts to develop a review and implementation plan with external HQIM expert (external coaching, access to resources, and professional learning vendor)

Tools & Resources: rubrics created on content experts, teacher groups review, training modules for districts

HQIM Implementation Hub

PROCESS AND STATE ROLE

State Role

- Conducts official reviews and publishes an approved list of HQIM for each subject
- Requires districts to use at least 80% of approved
- Approximation (GA) funds to materials from the approved list
- Provides public reports and a state dashboard showing unit materials each district uses
- Meets for Summer Review Institute and maintains rubrics developed by content experts and educators

Local Role

- Districts select materials from the state’s approved list and manage implementation locally
- Provide feedback to HQIM through public comment and usage data
- May apply for state grants to support HQIM implementation and training

LESSONS FOR NC

What lessons can NC draw from New Mexico?

New Mexico’s state-mandated HQIM system combines legislative requirements, data transparency, and targeted professional learning investments—ensuring every district selects standards-aligned, culturally relevant materials supported by vetted professional learning providers.

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KENTUCKY
Department of Education

EXPLORING STATE MODELS FOR HIGH-QUALITY INSTRUCTIONAL MATERIALS

KENTUCKY

High-Quality Instructional Resources (HQIR) Framework

OVERVIEW AND HQIM DEFINITION

Kentucky defines High-Quality Instructional Resources (HQIR) as materials that are aligned with the Kentucky Academic Standards, research-based, comprehensive, culturally relevant, and accessible for all students.

HQIRs foster robust student learning experiences through engaging tasks, meaningful tasks, and assessments that promote equity and understanding.

The Kentucky Department of Education provides a Model Curriculum Framework to guide districts in selecting, designing, and implementing curriculum using HQIRs.

SUPPORTS, PROFESSIONAL LEARNING & INVESTMENTS

Kentucky connects professional learning directly to HQIR implementation through resources, rubrics, and legislative supports:

- KDE promotes curriculum-based professional learning vendors to help districts implement materials effectively
- Ready to Succeed Act 1: Numeracy Counts Act strengthens early literacy and math instruction through HQIR-aligned PD
- CEI (Comprehensive Support and Improvement) schools are required to use materials meeting KDE’s definition of high quality

Strengthening Tier 1 Instruction FROM VISION TO IMPACT

PROCESS AND STATE ROLE

State Role

- Develops rubrics, consumer guides, and approved lists for HQIRs
- Provides guidance and technical assistance through the Model Curriculum Framework
- Requires District OPLM (On-Public Learning Materials) to ensure all materials align with standards
- Ensures legislative compliance related to literacy and numeracy initiatives

Local Role

- Supplementers and local boards make final curriculum adoption decisions
- District teams use KDE tools to evaluate, pilot, and implement materials
- Must notify KDE when adopting resources outside the approved HQIR lists for review and documentation

LESSONS FOR NC

What lessons can NC draw from Kentucky?

The KDE provides consumer guides and approved lists of Tier 1 HQIRs for core subjects including reading/writing, mathematics, and science. These serve as starting points for district curriculum teams when selecting materials.

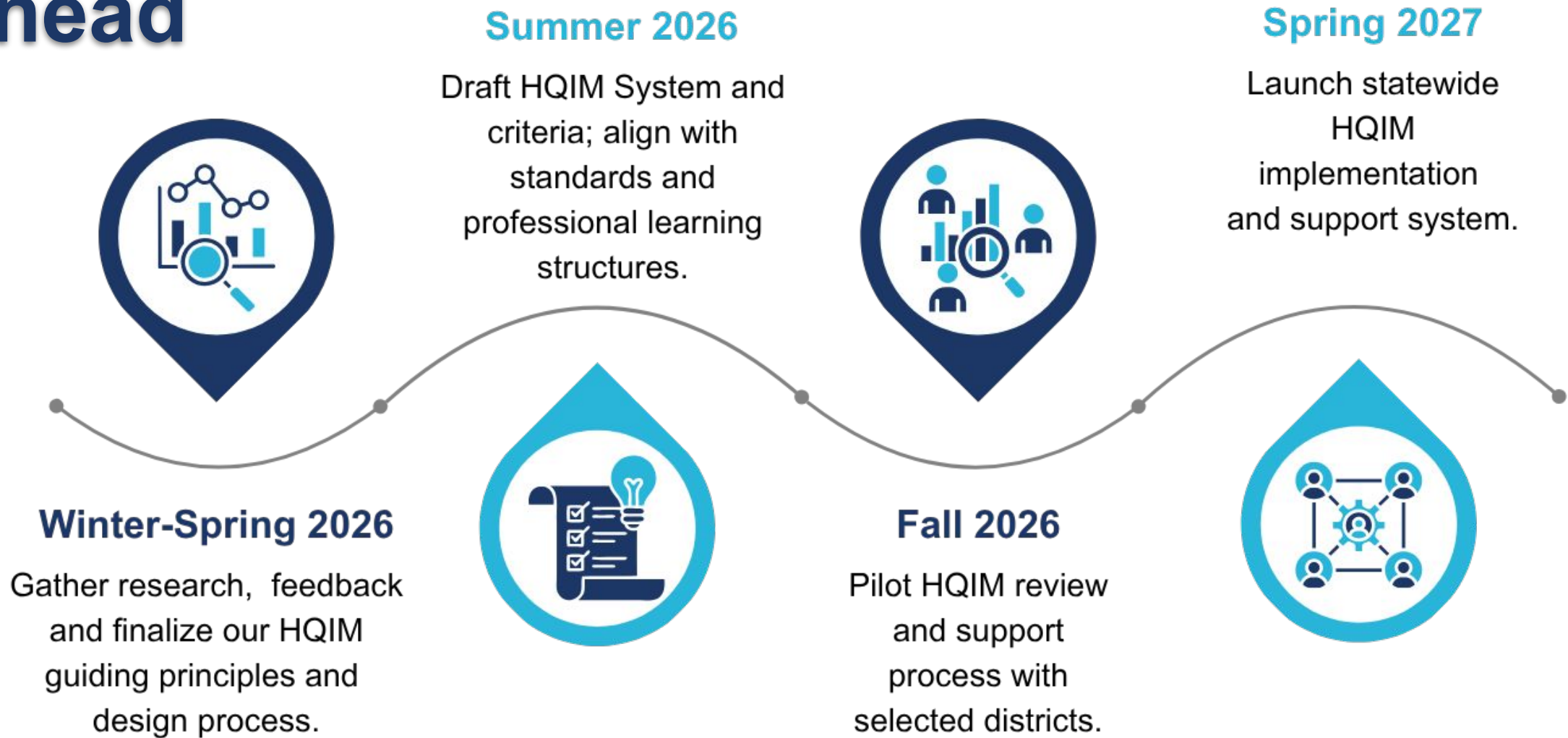
Kentucky’s HQIR model combines state-approved guidance and local decision-making, reinforced by legislative action in literacy and math, ensuring every student—especially in CEI schools—benefits from research-based, high-quality instructional resources.

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Standards to Students

Bringing the Vision to Life

Looking Ahead



Questions?

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