

High Quality Instructional Materials (HQIM): The Foundation of Core Instruction

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February 6, 2026

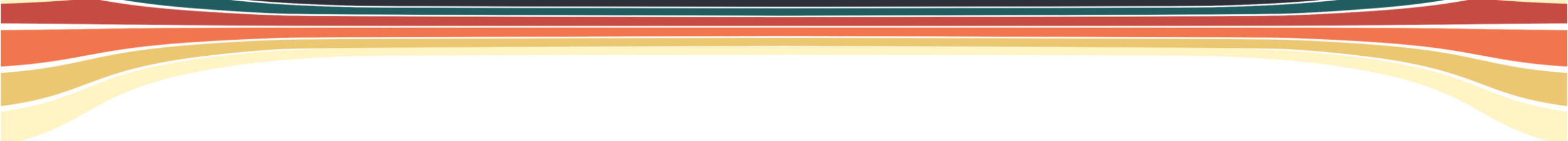
Survey

Questions for School Boards to Support HQIM - from Defining HQIM for Math: A School Board Priority

Please respond to the survey questions found in the QR code/bitly.



bit.ly/4rz0zRF



Instructional Quality and High-Quality Instructional Materials (HQIM)

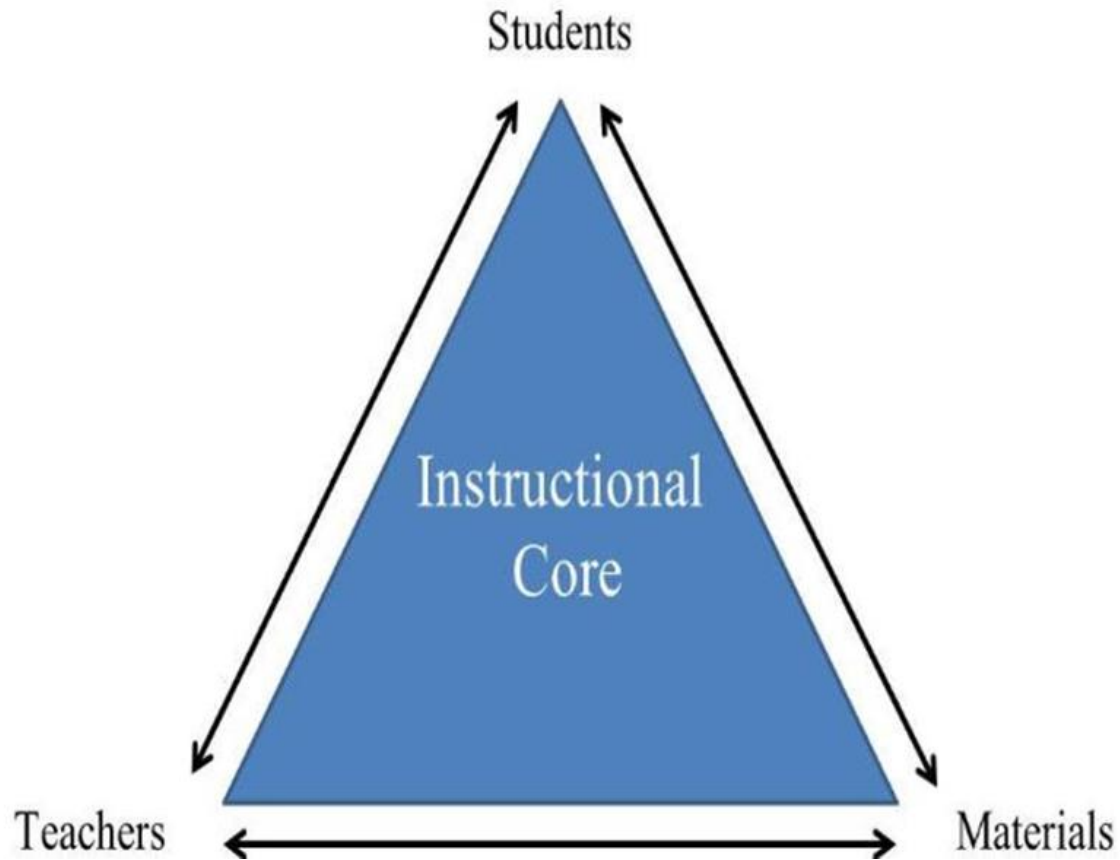
Imagine If...

Imagine if all students, in every classroom, everyday, had access to high-quality instructional materials (HQIM) and high-quality instruction. Would schools be...

- more effective?
- more efficient?
- more coherent?
- more equitable?



The Influence of Instructional Materials



“That instructional materials exercise their influence on learning directly as well as by influencing teachers’ instructional choices and behavior, makes them all the more important.”

Choosing Blindly,
Chingos and Whitehurst 2012

Inequality in Access to HQIM



“As it stands now, students’ chances to learn challenging content depend on whether they are lucky enough to attend a school that provides it. In effect, a defense of localism in questions about content amounts to a defense of inequality in opportunity to learn.” — Dr. William Schmidt, 2015

Teachers Trying to Solve Lack of Access

Teachers spend 7+ hours per week searching for and creating instructional resources, drawing from a variety of sources, many of them not vetted, and worse, misaligned.



95% of elementary teachers &
97% of secondary teachers
use Google to find lessons and materials.



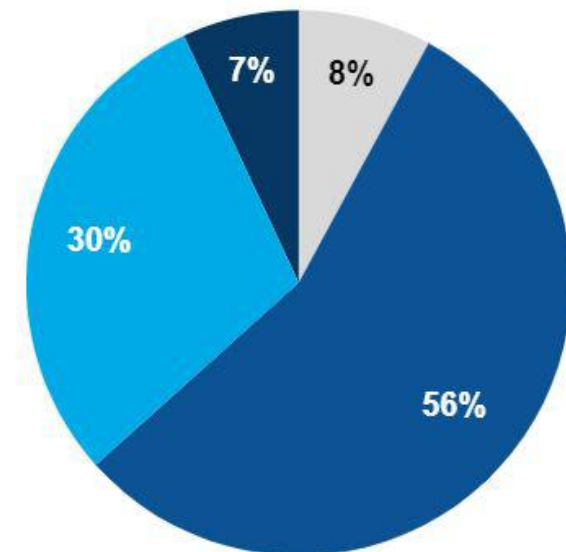
86% of elementary teachers &
63% of secondary teachers use
Pinterest to find lessons and materials.

This Leads to Inconsistent Quality

“In a single school year, the average student spent approximately 70% of available instructional minutes on assignments NOT aligned to grade-level expectations.”

Alignment of 300 of the most downloaded lessons from Teachers Pay Teachers, Share My Lesson and Read, Write, Think

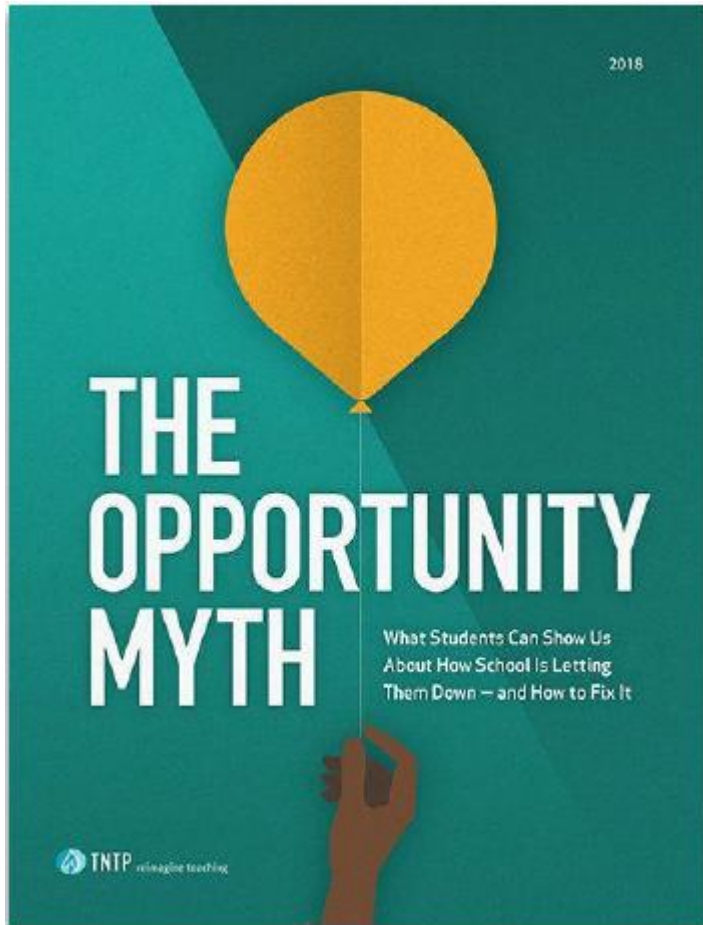
- Not Aligned
- Weakly Aligned
- Mostly Aligned
- Fully Aligned





HQIM Matter for Students and Teachers

Access to Grade-Appropriate Assignments



“When students who started the year behind had greater access to grade-appropriate assignments, they closed the outcomes gap with their peers by more than seven months.”

HQIM Matter

One study showed using a top ranked program in 4th or 5th grade math can lead to...

Sources: Kane et al. (2016)
Taylor et al. (2015)

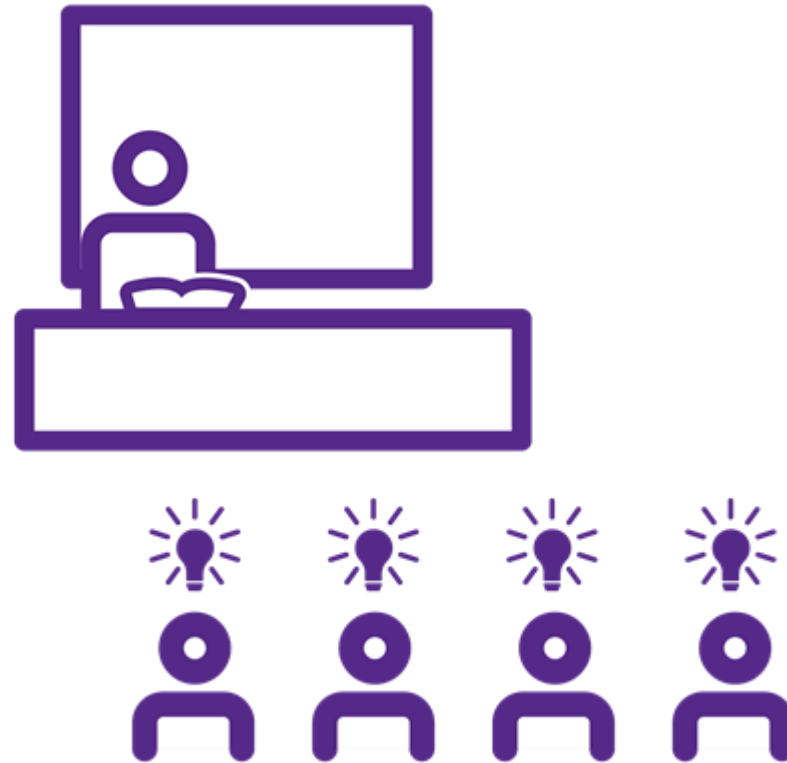


...student achievement gains of 3.6 percentile points.

Great materials in the hands of an effective teacher can double the impact on students.

HQIM Support Teachers to Better Help Students

When middle school teachers use high-quality instructional materials..



...it can significantly improve student learning outcomes.

A 2017 study shows that the effect on learning is the same as moving an average performing teacher to one at the 80th percentile

Source: Jackson & Makarin (2017)

What are HQIM?

Content Rich

Fully Accessible

Culturally &
Linguistically
Relevant

Free of Bias

Research-Based

Standards
Aligned

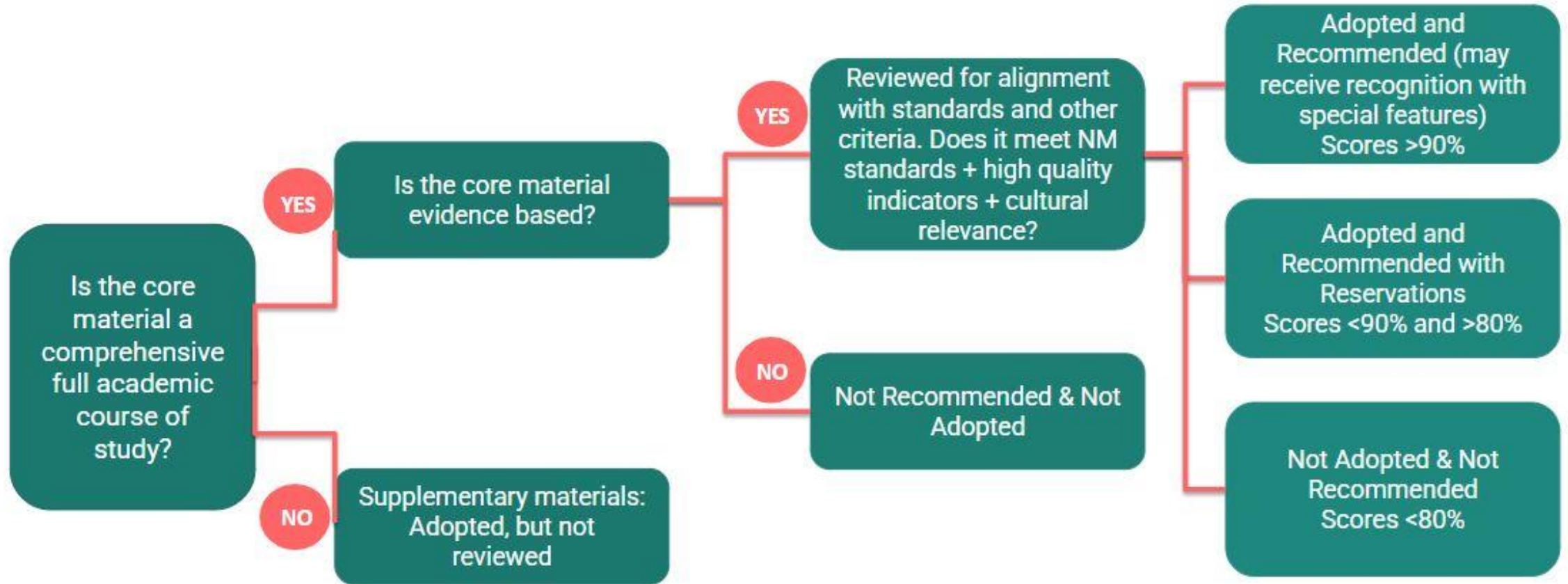
Clear Purpose,
Structure, Pacing

Variety of
Assessments

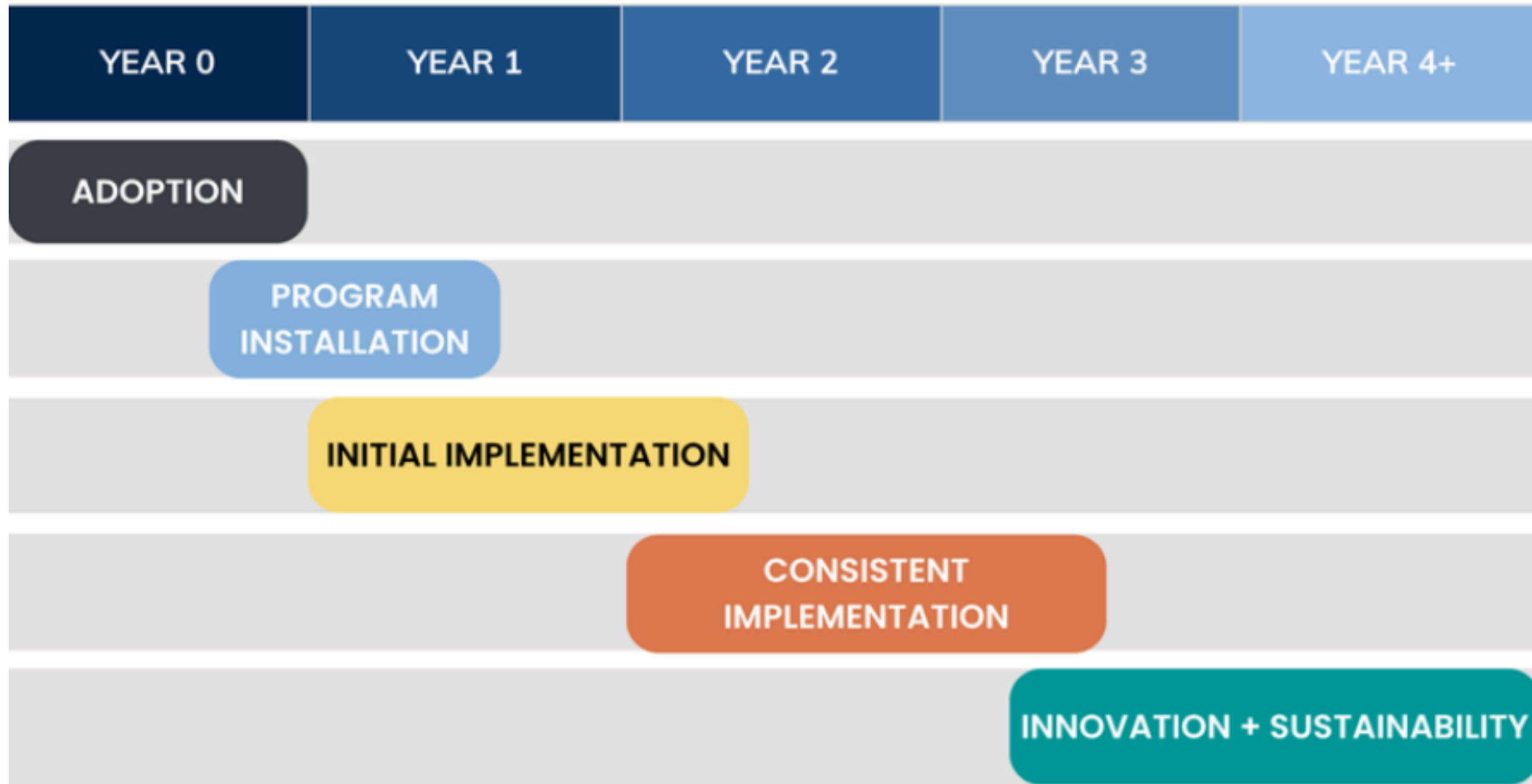
Deeper Learning

HQIM are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, aligned to New Mexico content standards, and a comprehensive full course of study.

How PED Identifies HQIM



LEA Adopts & Implements HQIM





HQIM: A Core Component of the Multi-Layered System of Supports (MLSS)

What is the MLSS?

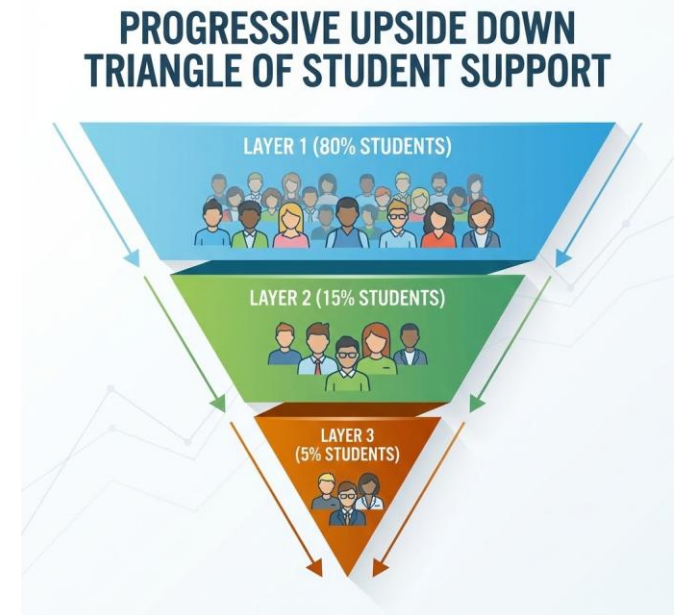
New Mexico Multi-Layered System of Supports



- MLSS is a **proactive and preventative** framework that integrates data and instruction to maximize student achievement and support **students' social, emotional, and behavior needs** from a strengths-based perspective.
- 6.29.1.9 NM Administrative Code (NMAC)
 - All students shall have access to layer 1, 2, 3 interventions without a need to convene the SAT team or a referral to special education
 - At any layer, a parent may request an evaluation
 - The MLSS Self-Assessment is required to be completed annually
 - Embedded Intervention Time
- **If Core Instruction (Layer 1) is not succeeding, Interventions won't compensate**

The Foundation of MLSS

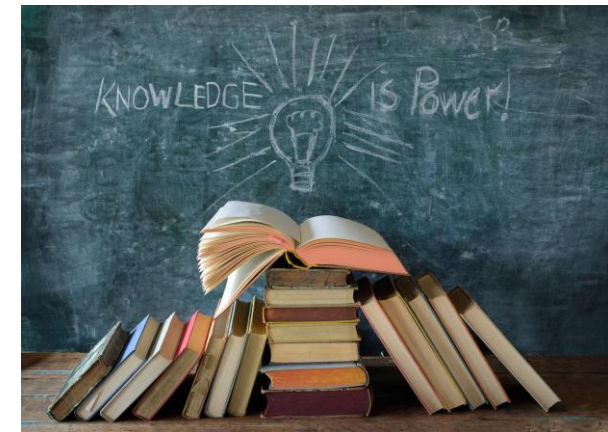
- Most student needs are met within core instruction aligned to core curriculum
- A strong core:
 - Reduces over-identification of special education (National rate is 16% while New Mexico is at 21%)
 - Creates consistency and equitable learning across schools and districts
 - Improves equity and coherence



Guiding Thought for Boards: Weak core instruction and curriculum is dependent on intervention

The Guaranteed Learning Experience

- Core Curriculum is what *all students* are guaranteed to access, every day
- It is anchored in:
 - Grade Level Standards
 - High Quality Instructional Materials
 - Consistent Instructional Practices
- Core Curriculum is guided by the question: What do we expect every student to learn?



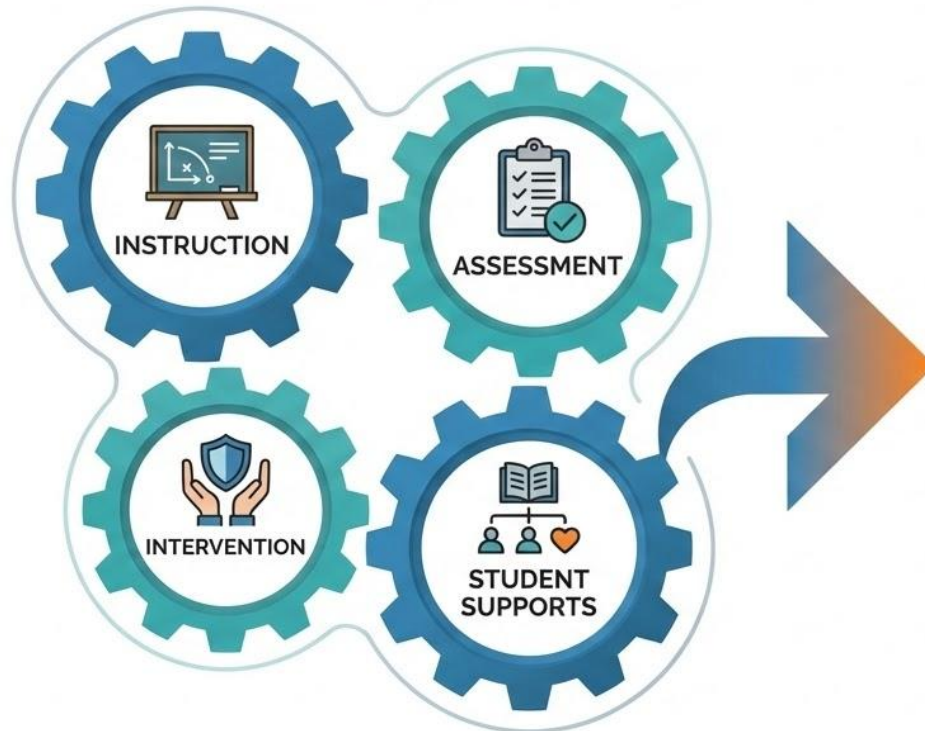
Guiding Thought for Boards: While school boards do not manage instruction, they do set expectations for what every student has a right to access and learn.

Instructional Coherence



Systemic Improvement Through MLSS

ALIGNS



ENSURES



TIMELY
SUPPORT



DATA-INFORMED
DECISIONS



ACCESS TO
GRADE-LEVEL
LEARNING

The Instructional Core

“There are only 3 ways to **impact student learning act scale**.

1. **Raise** the level of **content** that students are **taught**
2. **Increase** the skill and **knowledge** of the **teacher** that is **teaching** the content
3. **Increase** the level of students' **active learning (engagement)** of the **content**.”

- Dr. Richard Elmore, Instructional Rounds in Education



School Board's Role in Monitoring Core Curriculum

Boards Focus On ✓

- Clear expectations for access to HQIM
- Adoption of coherent core curriculum
- Alignment of MLSS to core instruction
- Monitoring outcomes (not micromanaging methods)

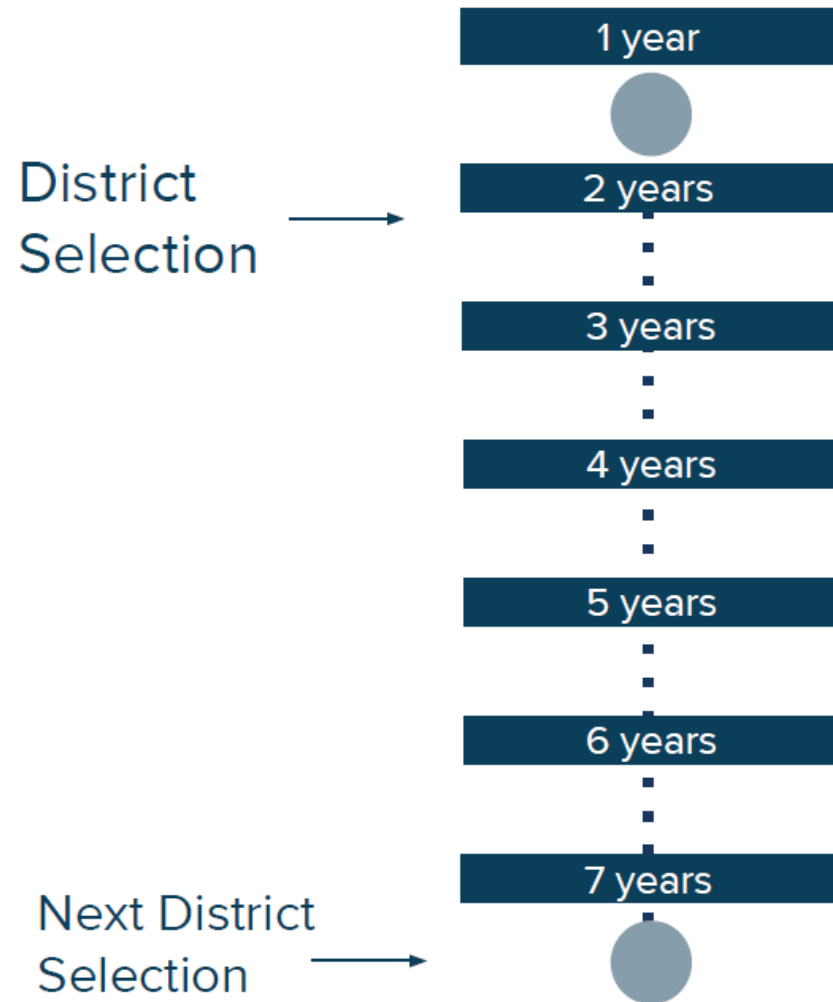
Boards Do Not ✗

- Select daily lessons
- Prescribe interventions
- Manage classroom instruction



The Role School Boards Play with Adopting and Implementing HQIM

Selection is a High-Stakes Decision



States/districts adopt materials once every 5-7 years. A district can miss the opportunity to serve a generation of students by selecting the wrong material.

HQIM Don't Necessarily Cost More



“Textbooks are relatively inexpensive and tend to be similarly priced. The implication is that the marginal cost of choosing a more effective textbook over a less effective alternative is essentially zero.”

HQIM Are Cost-Effective



Improving the **quality of curriculum** is

more **cost effective** than

- Common interventions** like:
- class-size reduction
 - computer-aided instruction
 - peer or adult cross-age tutoring
 - extending instructional time

Recommendations for School Boards

Adopt a clear policy framework for adopting and implementing HQIM to:

- guide decision-making
- promote transparency
- evaluate materials against established quality standards

School Boards Play an Active Role

School board members should play an active role with HQIM adoption and implementation by:

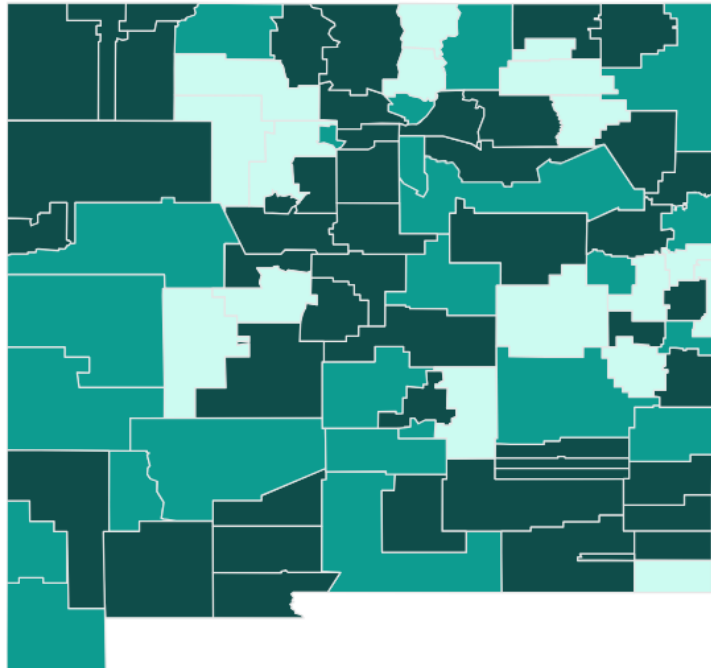
- engaging with HQIM adoption committees,
- elevating curriculum-based professional learning to support the implementation of the district adopted HQIM, and
- supporting the collection and analysis of data on teacher usage of the district adopted HQIM.

NM Materials Matter Dashboard

ELA

Math

Science



54% of NM districts have purchased HQIM for all grade levels (K-12) for ELA (English Language Arts)

of ELA Grade Bands (K-5, 6-8, 9-12) w/HQIM Purchased

● 0-1 ● 2 ● 3 (HQIM Purchased for All Grade Bands)

2026 Legislative Session

- Senate Bill 29 Math Requirements for Teaching License
- Senate Bill 37 High Quality Literacy Instruction Act
- HB02 funding for instructional materials - approx \$55million in FY27

For More Information

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