

# EDUCATOR PERCEPTIONS OF HQIM ALIGNMENT, ADOPTION, AND IMPLEMENTATION IN GRADES K-5

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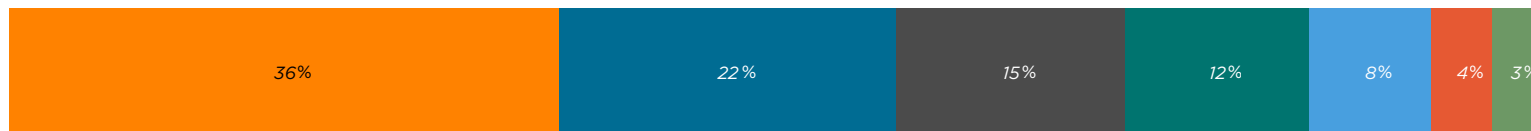
## PARTICIPANTS

● District Leaders ● Elementary School Leaders ● Elementary Teachers ● Districts



## ADOPTED HQIM BY PARTICIPANTS

● CKLA ● Benchmark Advance ● Wit & Wisdom ● Wonders ● Open Up EL Education ● Imagine Learning EL Education ● Into Reading



## ALIGNMENT WITH STANDARDS/SKILLS

### 🎓 Patterns by Educator Role

- District leaders tended to have the most favorable perceptions of their adopted HQIM, followed by school leaders, and teachers tended to have the least favorable perceptions.



### Patterns by HQIM

- A majority of educators rated each HQIM as at least adequately addressing meaning-focused skills.
- There was wide variation across HQIM in educators' perceptions of how well code-focused skills and written expression were addressed.



## IMPLEMENTATION/ACQUISITION

### 🎓 Patterns by Educator Role

- A majority of both school leaders and teachers felt at least adequately prepared to implement the HQIM.
- Educators reported minimal levels of difficulty in acquiring and distributing the HQIM materials or understanding and using the materials.



### Patterns by HQIM

- Educators reported the lowest levels of difficulty in understanding and implementing *CKLA* and *Into Reading*, whereas *Imagine Learning EL Education* and *Open Up EL Education* had the highest levels of reported difficulty.
- More educators reported *Imagine Learning EL Education* and *Wit & Wisdom* as requiring teachers to make major shifts to their literacy instructional practices, whereas fewer educators reported that *Into Reading* and *Open Up EL Education* required major shifts in instruction.



## TRAINING

- A majority of educators reported spending 1-3 days in initial training on the HQIM and another 1-3 days in follow-up training.
- About 76% of teachers agreed or somewhat agreed that they felt well-trained to implement the HQIM.



**Overall**, teachers tended to rate professional development as less useful than school and district leaders, but teachers were more likely to report internally delivered professional development was useful compared to external professional development.



## RECOMMENDATIONS

1. Clearly communicate about how the review process was done as well as how the HQIM addresses the ELA standards and critical literacy skills.
2. Provide implementation support for districts with toolkits, resources, and professional development that are related to adopting and using HQIM.



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