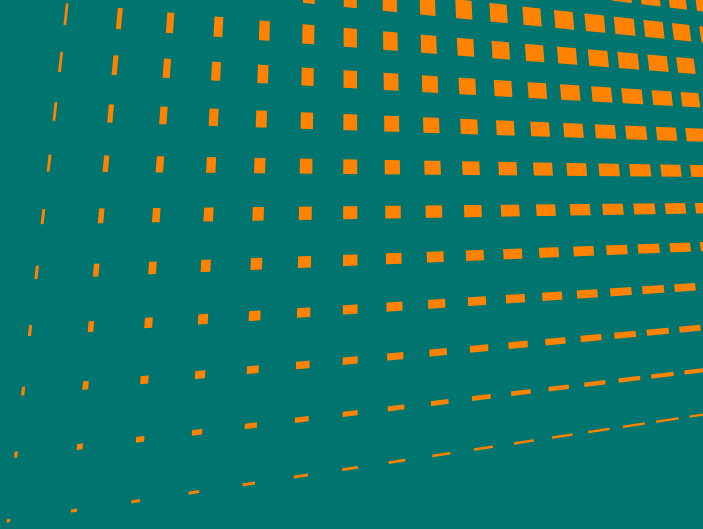


EDUCATOR PERCEPTIONS OF HQIM ALIGNMENT, ADOPTION, AND IMPLEMENTATION IN GRADES K-5

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TENNESSEE READING
RESEARCH CENTER



This report is the result of an evaluation by the Tennessee Reading Research Center at the University of Tennessee, Knoxville. The inclusion of any material is not intended to endorse any views expressed, vendors, products, or services or to establish findings on any specific materials. Further, the Tennessee Department of Education has commissioned the Tennessee Reading Research Center at the University of Tennessee, Knoxville, to conduct this evaluation and has worked in close partnership to establish the release of these findings.

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INTRODUCTION

Tennessee follows an adoption process outlined in state law to identify textbooks for use in public schools. First, the State Board of Education conducts a standards review process that involves multiple rounds of public and educator input to revise standards for each specific subject, such as English Language Arts (ELA), then adopts the updated standards. Next, the Tennessee Textbook and Instructional Materials Quality Commission thoroughly evaluates vendor-submitted products for alignment with Tennessee's ELA standards. Those that meet requirements are then submitted to the Tennessee State Board of Education which approves the final [list of high-quality instructional materials](#) (HQIM). Districts select, through a local adoption process, one or more of the approved HQIM or seek a waiver from the State Board of Education to use materials not on the list. More information about the adoption process and review procedures can be found on the [Textbook Commission Page](#).



The following seven ELA HQIM for elementary schools were on the 2019 approval list and were being used in districts in Tennessee during this 2025 evaluation:

- *Amplify Core Knowledge Language Arts (CKLA)*
- *Benchmark Education Benchmark Advance*
- *Great Minds Wit & Wisdom*¹
- *Houghton Mifflin Harcourt Into Reading*²
- *Imagine Learning EL Education*
- *McGraw Hill Wonders*
- *Open Up EL Education*

¹ Great Minds *Wit & Wisdom* was approved for Grades 3-5, but not for Grades K-2. At the time, the Department of Education was charged with granting textbook waivers, and several dozen LEAs were approved to use *Wit & Wisdom* in Grades K-2.

² *Into Reading* was approved for Grades K-2 and 4-5, but not for Grade 3

Prior to the upcoming ELA standards review cycle in 2026, district leaders, elementary school leaders, and elementary teachers across the state were surveyed about their current HQIM and the adoption of those new materials. The purpose of the survey was to gather information about Tennessee educators' perceptions of the HQIM, the acquisition and implementation of HQIM in their district or school, and the training or professional development on the HQIM provided.

Participants

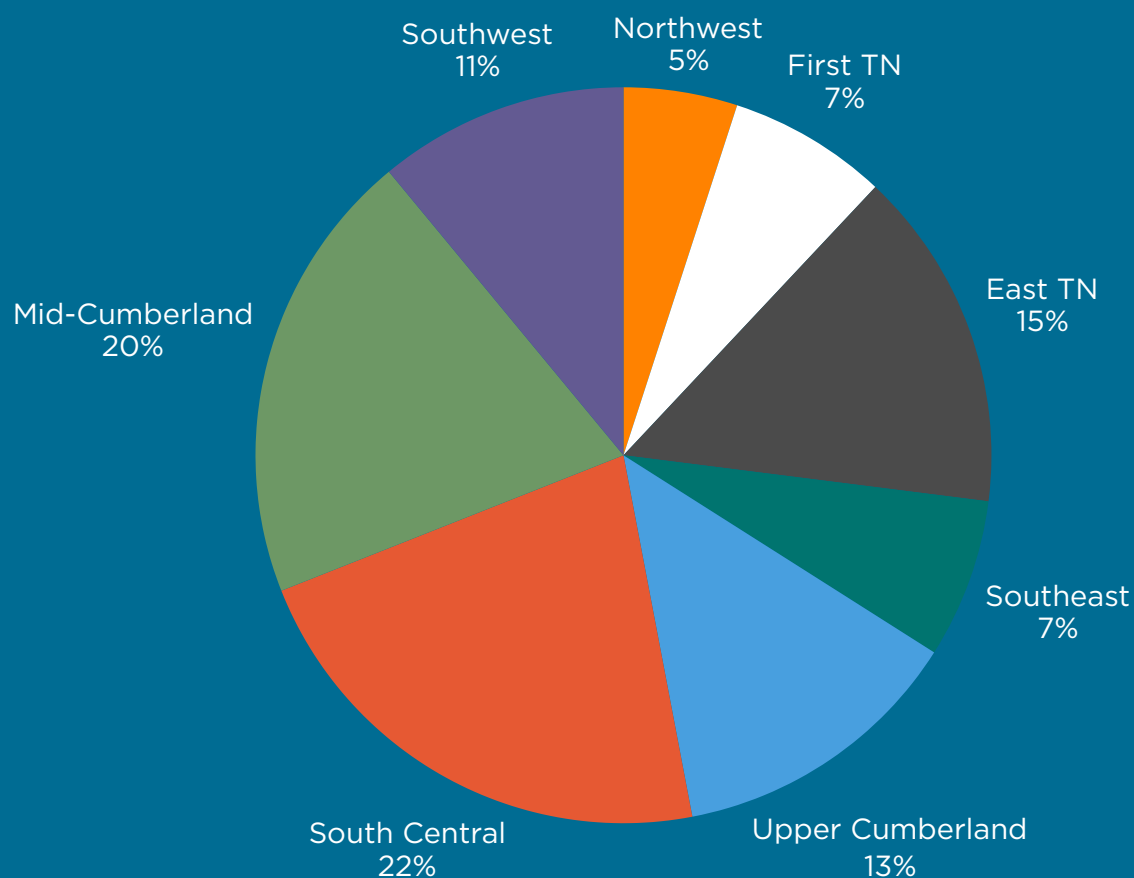
A total of 1,189 educator responses were received from district leaders ($n = 149$), school leaders ($n = 260$), and teachers ($n = 780$) in elementary schools from 127 school districts across the state of Tennessee (86% of all districts in the state), with the number of participants per district ranging from one to 96.

DISTRICT LEADERS WERE DEFINED AS EDUCATORS WHO WORKED AT THE DISTRICT-LEVEL AND WERE NOT ASSIGNED TO A SPECIFIC SCHOOL (E.G., SUPERINTENDENTS, CURRICULUM COORDINATORS, LITERACY LEADERS, CHIEF ACADEMIC OFFICERS).

SCHOOL LEADERS WERE DEFINED AS EDUCATORS WHO WORKED IN LEADERSHIP ROLES AT A SPECIFIC SCHOOL (E.G., PRINCIPALS, ASSISTANT PRINCIPALS, INSTRUCTIONAL COACHES, LITERACY SPECIALISTS).

TEACHERS WERE DEFINED AS EDUCATORS WHO TEACH CORE CONTENT IN AN ELEMENTARY CLASSROOM, INCLUDING GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS.

Figure 1: *Participants by CORE Region*



Note. Percentages may not add to 100% due to rounding.

Tennessee's eight Centers of Regional Excellence (CORE) regions (see Figure 1) and all seven approved HQIM (see Figure 2) were represented in the participant responses for each of the three surveys (see [Appendix A Table 1](#) for more details).

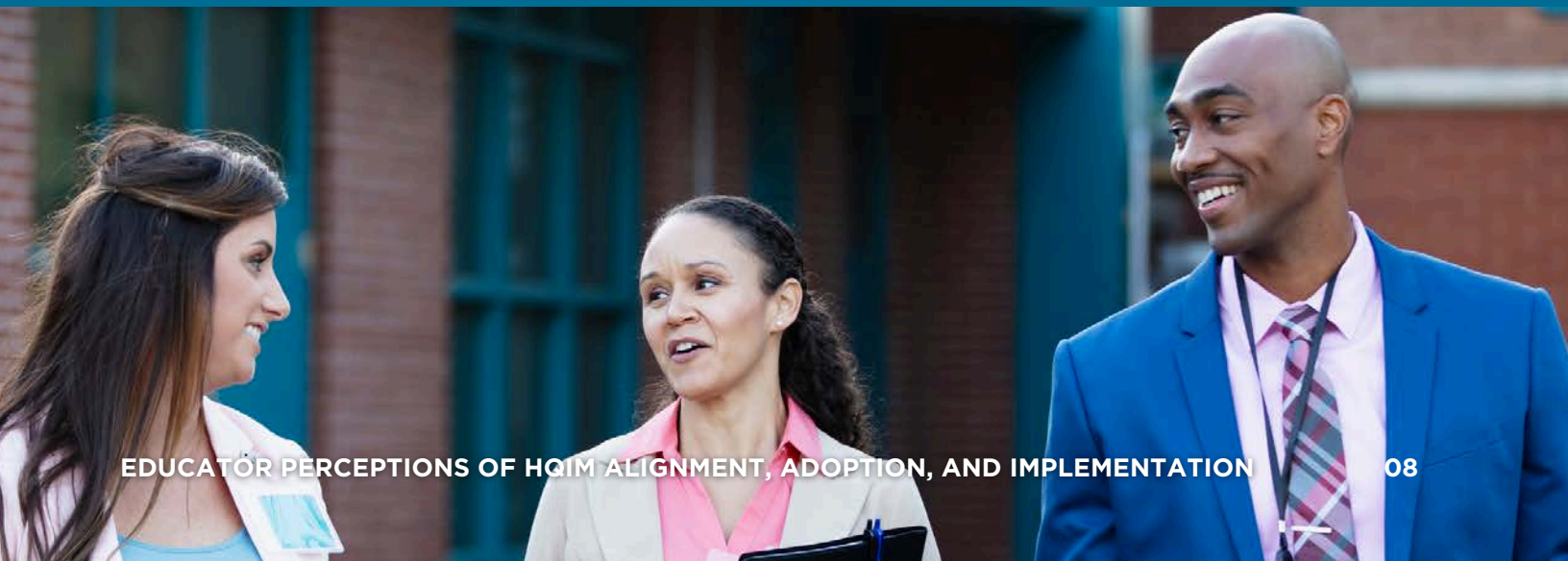
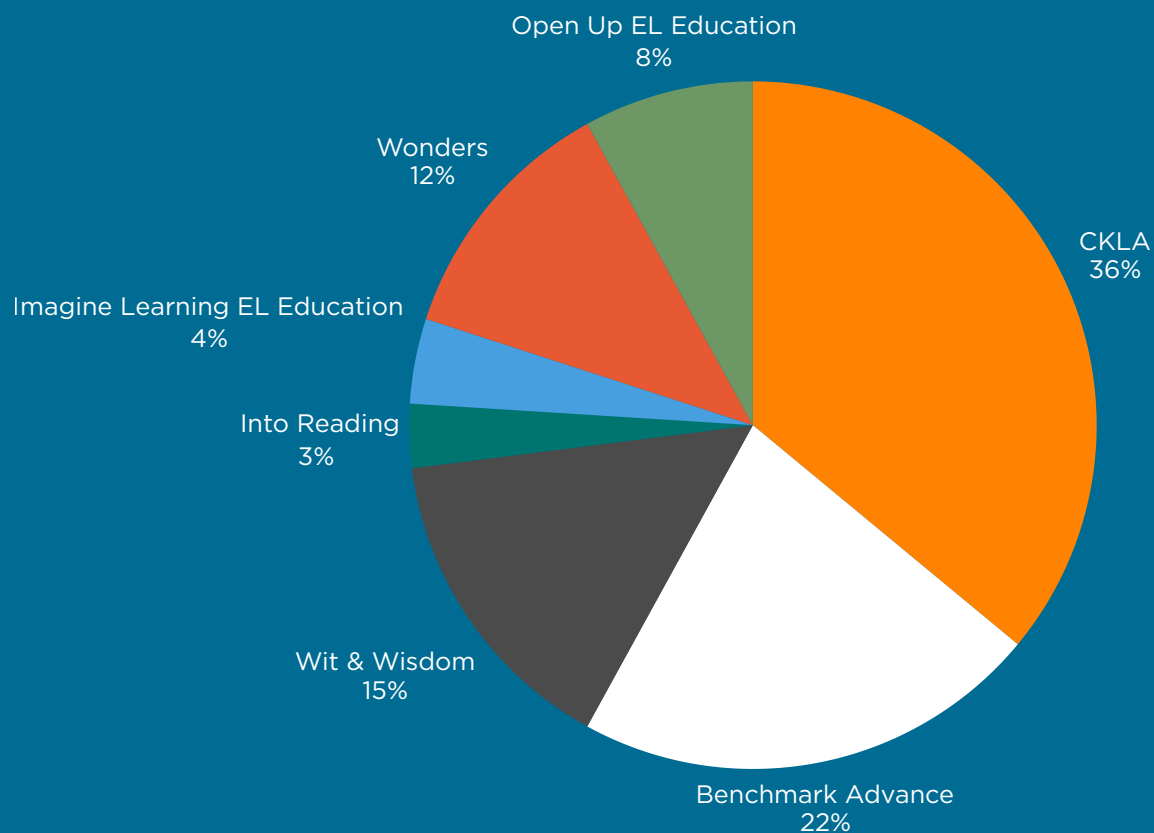


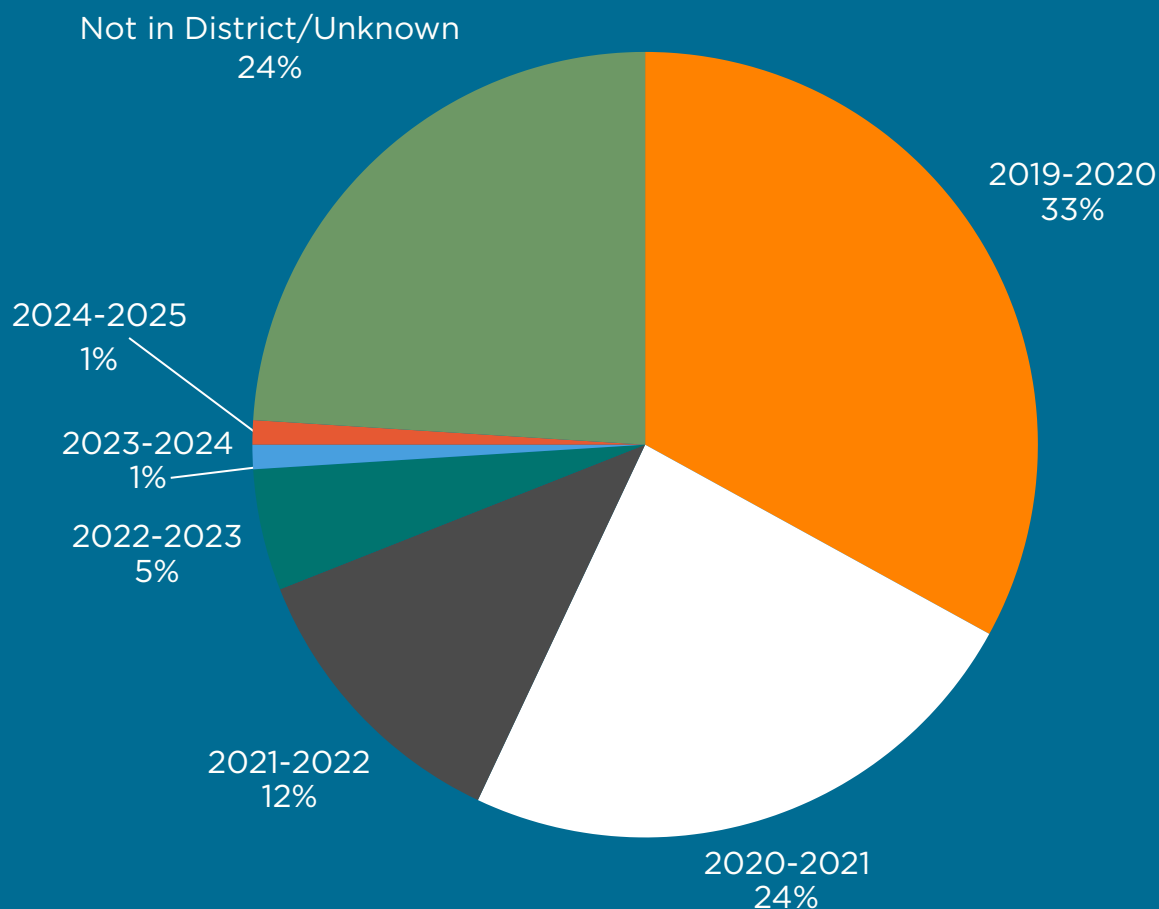
Figure 2: Participants by Adopted HQIM



Note. *Wit & Wisdom* was not approved for Grades K-2 and *Into Reading* was not approved for Grade 3, which could have influenced the number of educators responding.

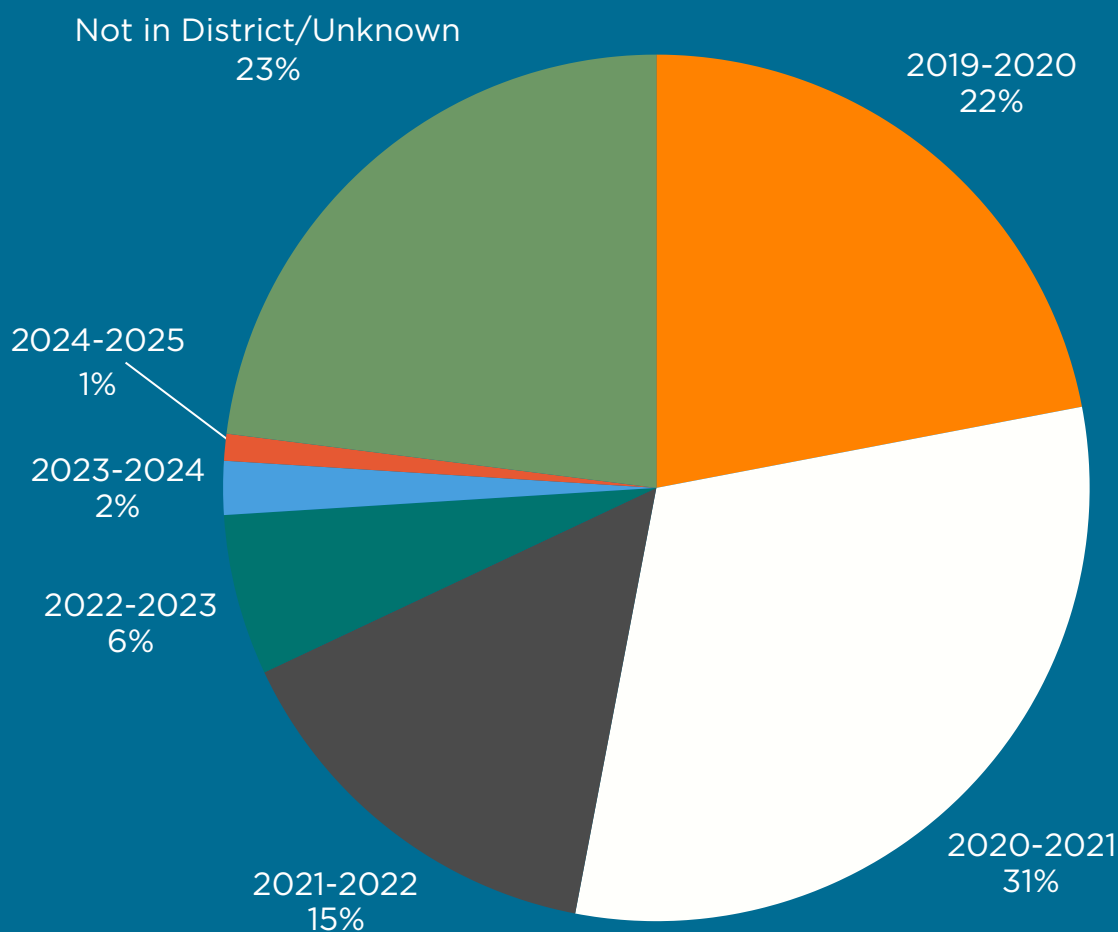


Figure 3: *Participants by HQIM Adoption Year*



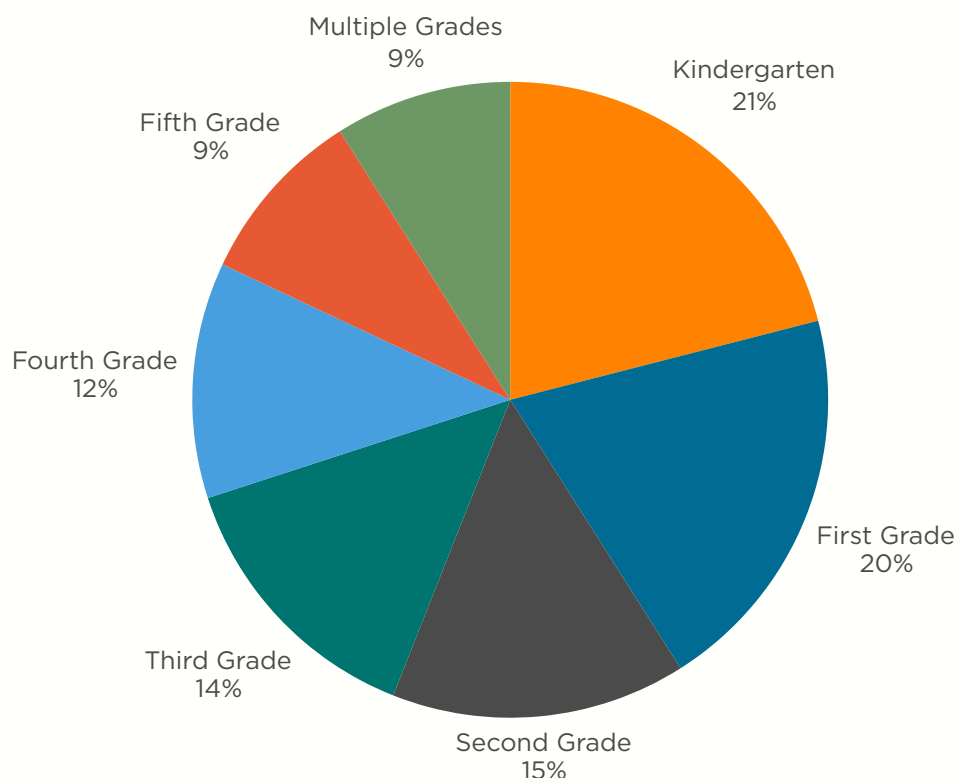
More than half of the survey participants worked in districts that had adopted and implemented the HQIM in the school years 2019-20 or 2020-21 (see Figures 3 and 4).

Figure 4: *Participants by HQIM Implementation Year*



Teachers also reported the grade level they were teaching when they first implemented the HQIM, and all elementary grade levels were represented (see Figure 5). Respondent numbers decreased as reported grade level taught increased.

Figure 5: *Teacher Participants by Grade Level Taught*



SURVEY PROCEDURE

Researchers at the Tennessee Reading Research Center (TRRC), in collaboration with the Tennessee Department of Education (TDOE), developed three separate survey questionnaires for each educator group: district leaders, school leaders, and teachers. The surveys were administered using an online platform and contained 31 (district leaders) or 32 items (school leaders and teachers) that included Likert scale ratings, yes/no questions, and one open-ended response question. The surveys shared many common questions as well as some unique questions customized for each group. In addition to demographic information, the items queried participants' perceptions of three areas related to HQIM adoption and use:

1. How the HQIM related to state standards, literacy skills, and student engagement.
2. How the HQIM was acquired and implemented.
3. The nature of the training or professional development provided on the HQIM.

RESULTS

ALL INFORMATION REFLECTS EDUCATORS' SELF-REPORTED EXPERIENCES AND OPINIONS. SURVEY RESPONDENTS WERE NOT ASKED TO PROVIDE SUPPORT FOR THEIR ANSWERS. THE RESULTS ARE BASED ON PARTICIPANTS' OWN PERCEPTIONS AND MAY NOT REPRESENT THE EXPERIENCES OF ALL EDUCATORS IN THE STATE.

PERCEPTIONS ABOUT THE HQIM

District leaders, school leaders, and teachers were asked up to seven questions regarding their perceptions of the adopted HQIM. Responses are shared and discussed broadly, first by the three educator roles (see [Appendix A Table 2](#) for more details) and then across all three educator roles by the reported HQIM adopted (see [Appendix A Table 3](#) for more details).



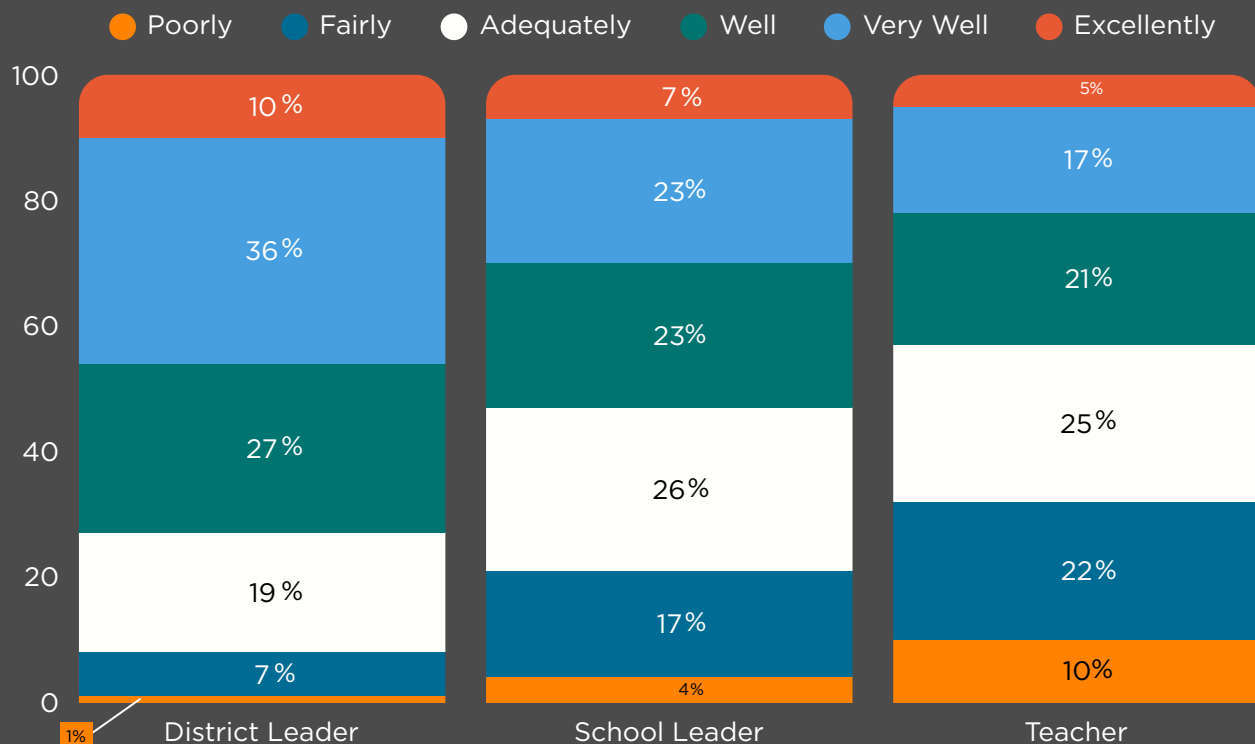


Educator Role

The following results group responses across the seven adopted HQIM in order to present overall perceptions by educator roles (i.e., district leader, school leader, teacher).

A majority of all three educator groups (i.e., district leaders, school leaders, and teachers) perceived their HQIM as covering the Tennessee ELA standards, with 92% of district leaders, 79% of school leaders, and 68% of teachers rating their HQIM as at least adequately covering the standards (see Figure 6).

Figure 6: *How Well Does Your HQIM Cover the Tennessee ELA Standards?*





Educators were asked to rate how well their reported HQIM addressed three categories of literacy skills: meaning-focused skills, code-focused skills, and written expression. Educators had the most positive view of how well the HQIM addressed meaning-focused skills, with 94% of district leaders, 84% of school leaders, and 72% of teachers rating their HQIM as at least adequately addressing these skills (see Figure 7).

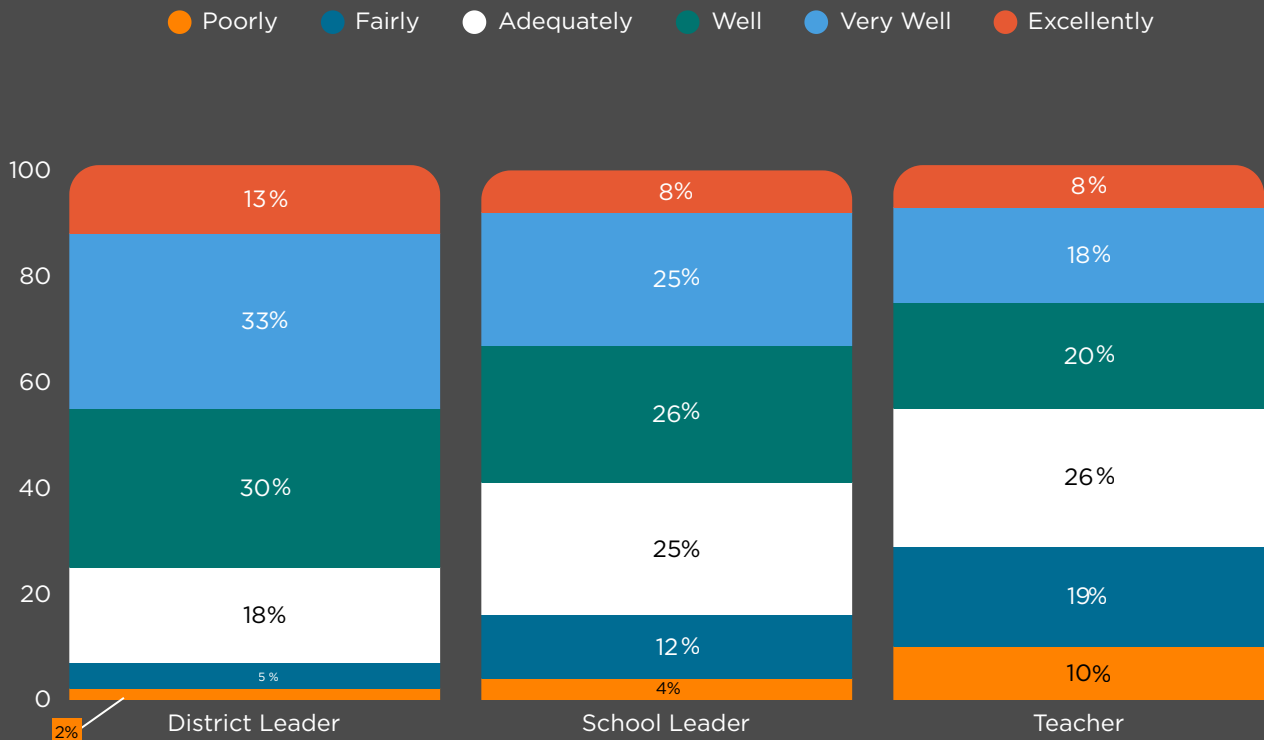
MEANING-FOCUSED SKILLS: READING SKILLS ASSOCIATED WITH UNDERSTANDING THE MEANING OF A TEXT, SUCH AS READING WITH APPROPRIATE EXPRESSION, SYNTACTICAL KNOWLEDGE, VOCABULARY, AND COMPREHENSION.

CODE-FOCUSED SKILLS: READING SKILLS ASSOCIATED WITH DECODING PRINT, SUCH AS PHONOLOGICAL AWARENESS, UNDERSTANDING SOUND-SPELLING CORRESPONDENCES, AND IDENTIFYING WORDS WITH AUTOMATICITY.

WRITTEN EXPRESSION: SKILLS ASSOCIATED WITH BEING ABLE TO COMMUNICATE EFFECTIVELY THROUGH WRITING, INCLUDING UNDERSTANDING GRAMMAR, MECHANICS, ORGANIZATION, WORD CHOICE, CONTENT, AND THE WRITING PROCESS.



Figure 7: *How Well Does Your HQIM Address Meaning-Focused Skills?*



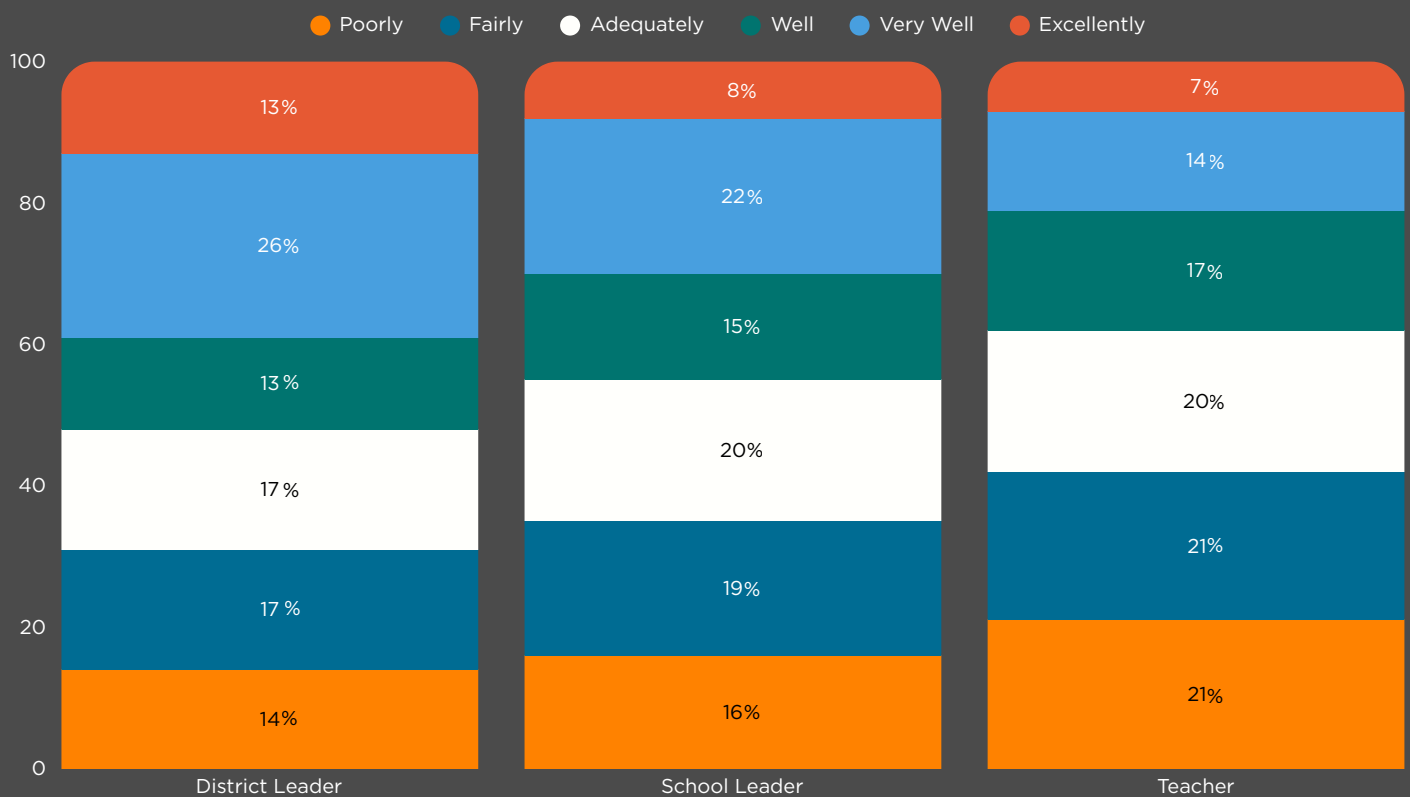
Note. Percentages may not add to 100% due to rounding.

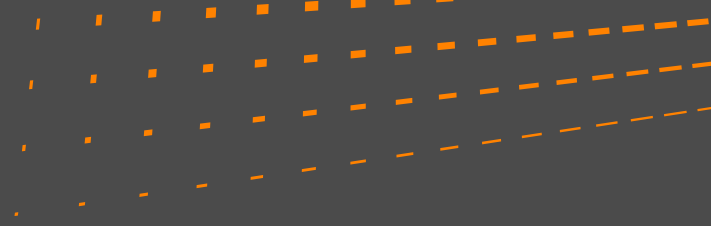




Perceptions of how well the HQIM addressed code-focused skills were lower than for meaning-focused skills, with 69% of district leaders, 65% of school leaders, and 58% of teachers rating their HQIM as at least adequately addressing these skills (see Figure 8).

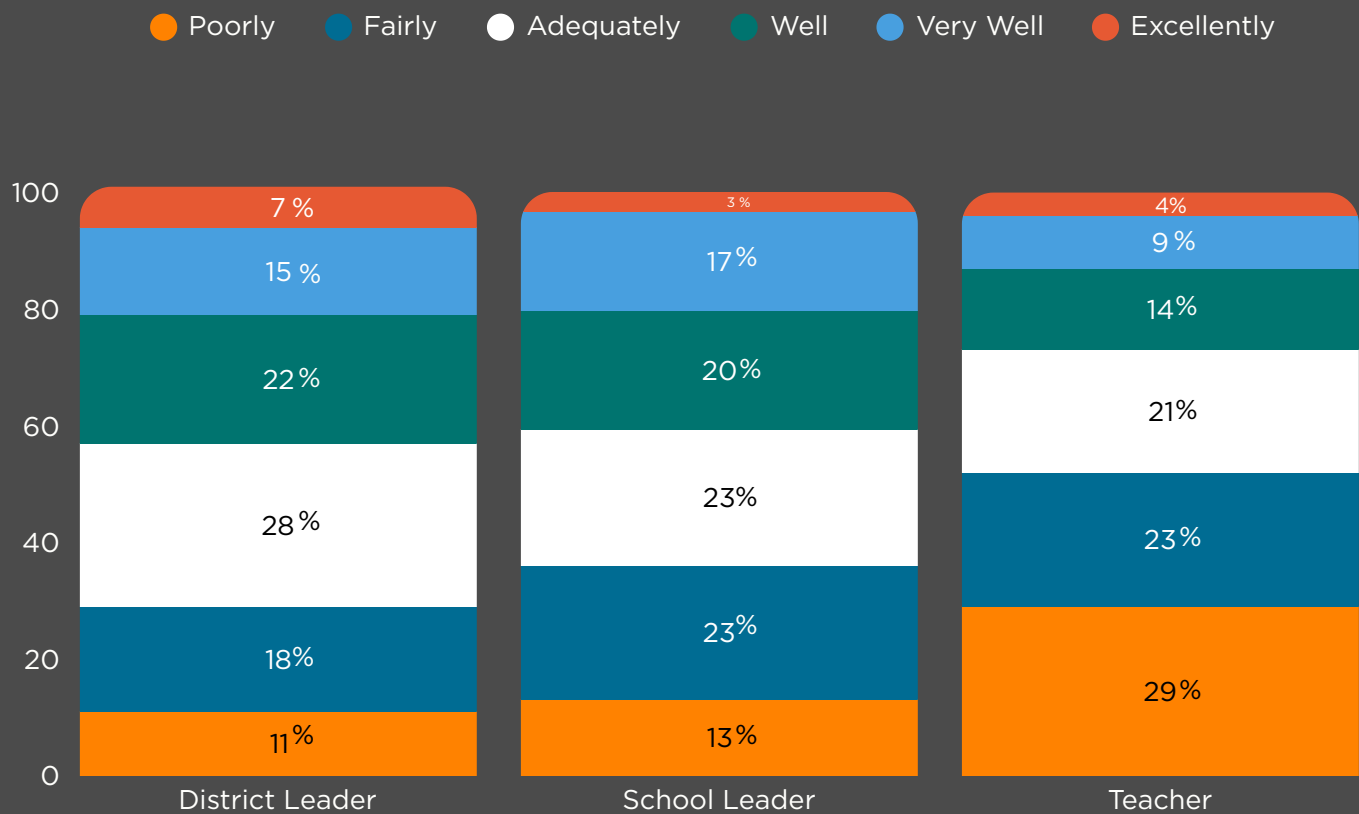
Figure 8: *How Well Does Your HQIM Address Code-Focused Skills?*





Of the three types of literacy skills queried, perceptions about how well the HQIM addressed written expression were lower than meaning- and code-focused skills, with 72% of district leaders, 63% of school leaders, and 48% of teachers rating their HQIM as at least adequately addressing these skills (see Figure 9).

Figure 9: *How Well Does Your HQIM Address Written Expression?*

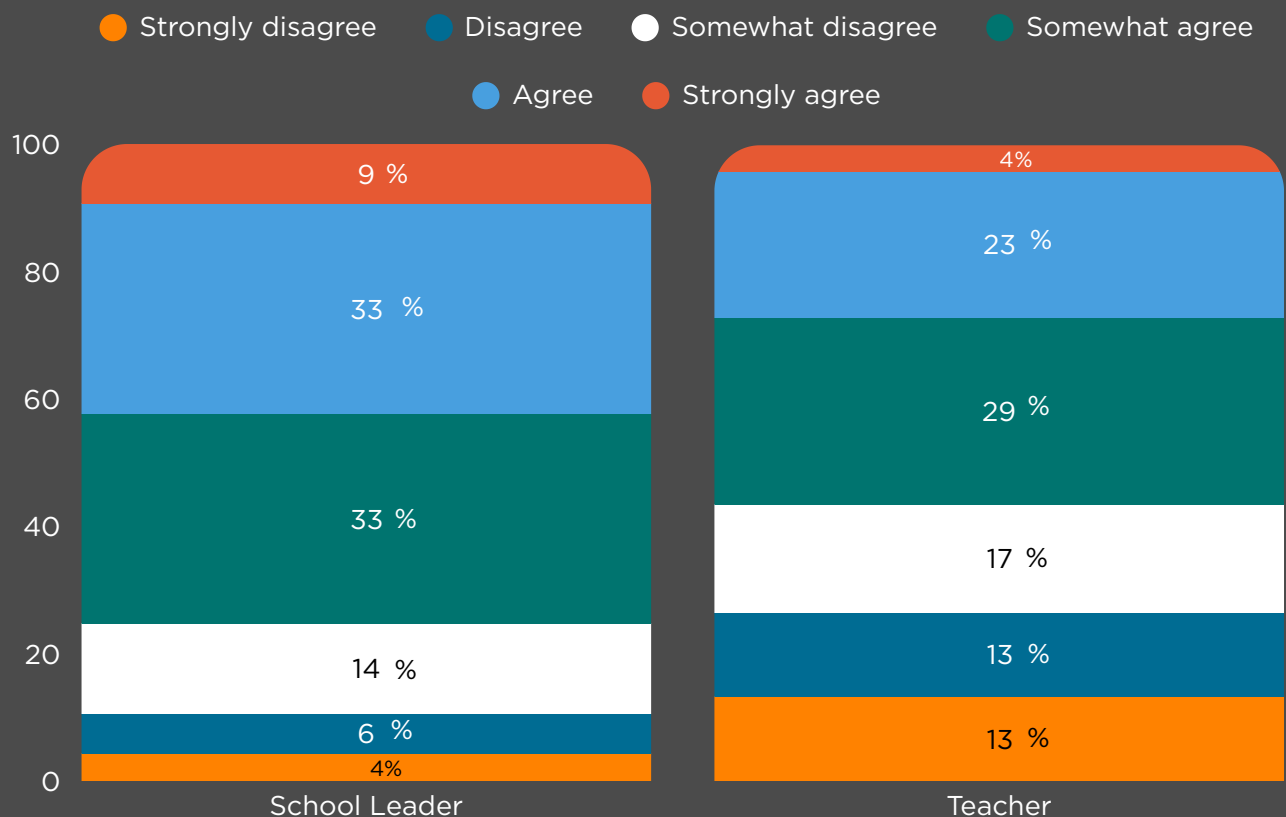


Note. Percentages may not add to 100% due to rounding.



Opinions about the HQIM fostering engagement were less favorable than opinions of the literacy skills addressed. Specifically, 42% of school leaders and 27% of teachers held a clearly positive (i.e., agree or strongly agree) perception of the activities and student engagement, whereas 10% of school leaders and 26% of teachers held a clearly negative (i.e., disagree or strongly disagree) perception (see Figure 10).

Figure 10: *To What Extent Do You Think the Instructional Activities in the HQIM Are Engaging for Students in Your (School/Classroom)?*

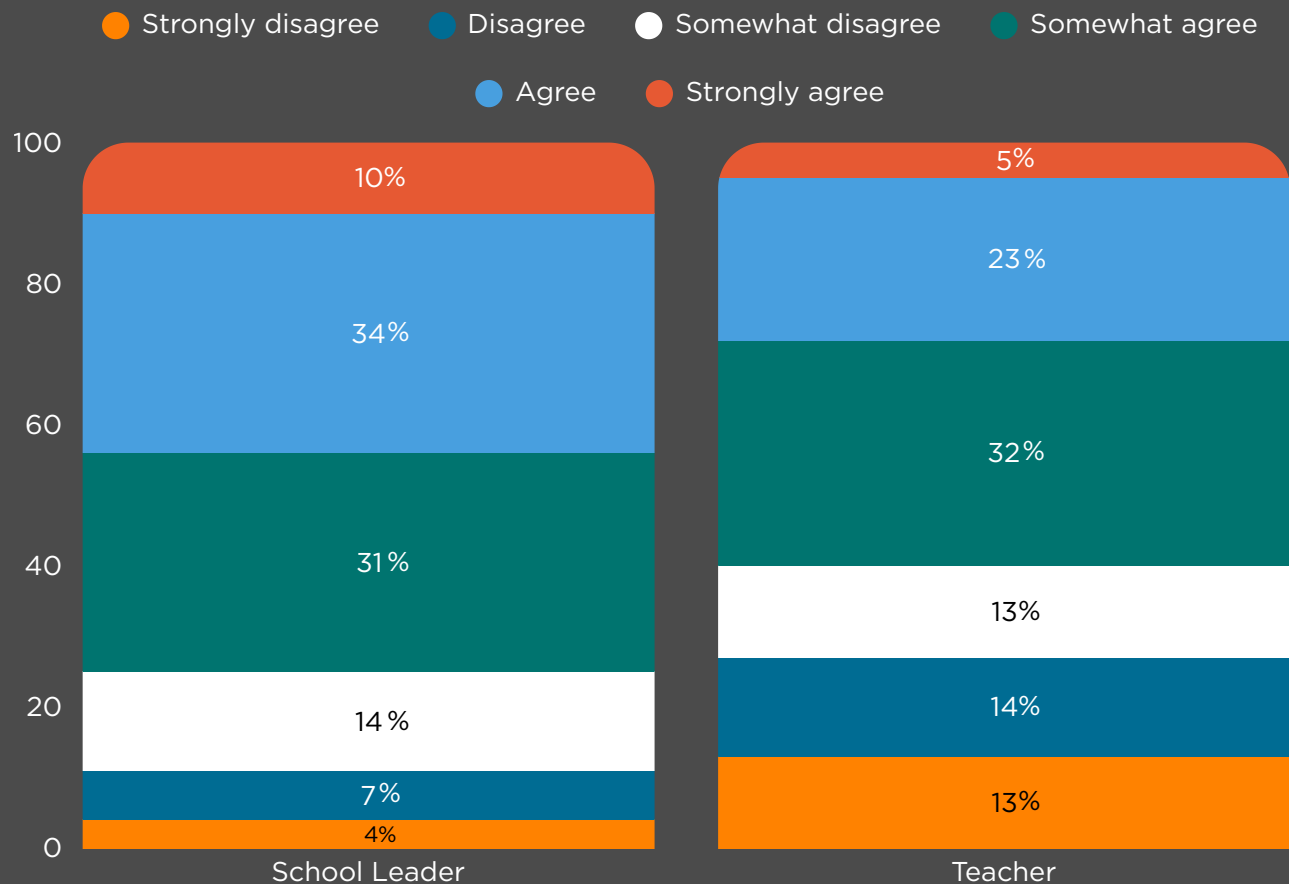


Note. Percentages may not add to 100% due to rounding.



When asked about whether the HQIM texts were engaging for students to read, 44% of school leaders had a positive perception compared to 11% of school leaders having a negative perception. In contrast, teachers were rather evenly split with 28% of teachers having a positive perception and 27% of teachers having a negative perception (see Figure 11).

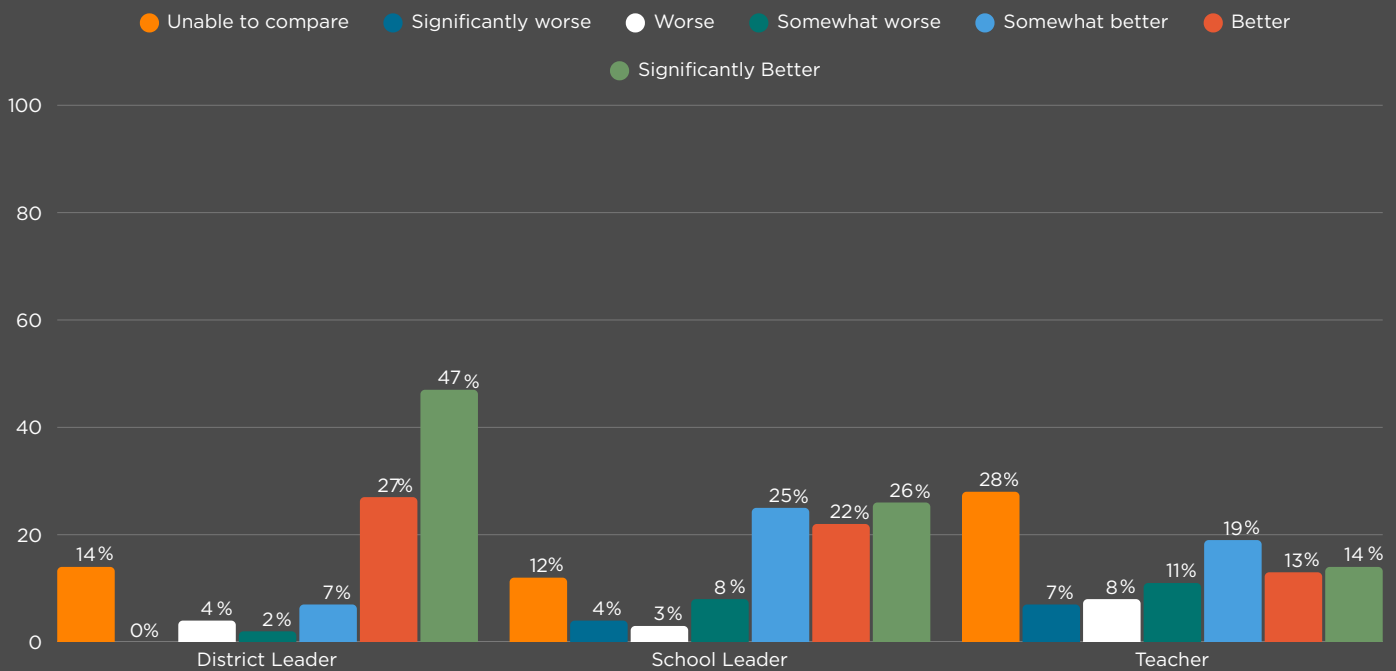
Figure 11: *To What Extent Do You Think the Texts in the HQIM are Engaging for Students in Your (School/Classroom)?*





A majority of district leaders (74%) rated their adopted HQIM as better or significantly better than the materials previously used for literacy instruction. Similarly, nearly half of school leaders (48%) thought their HQIM was better or significantly better than what was previously used, with only 7% selecting a rating of worse or significantly worse. As for teachers, 27% had a positive perception that their HQIM was better or significantly better than what was previously used, whereas 15% thought it was worse or significantly worse (see Figure 12).

Figure 12: *How Does the HQIM Compare to the Literacy Instructional Materials Previously Used in Your (School/District)?*



Note. Percentages may not add to 100% due to rounding.

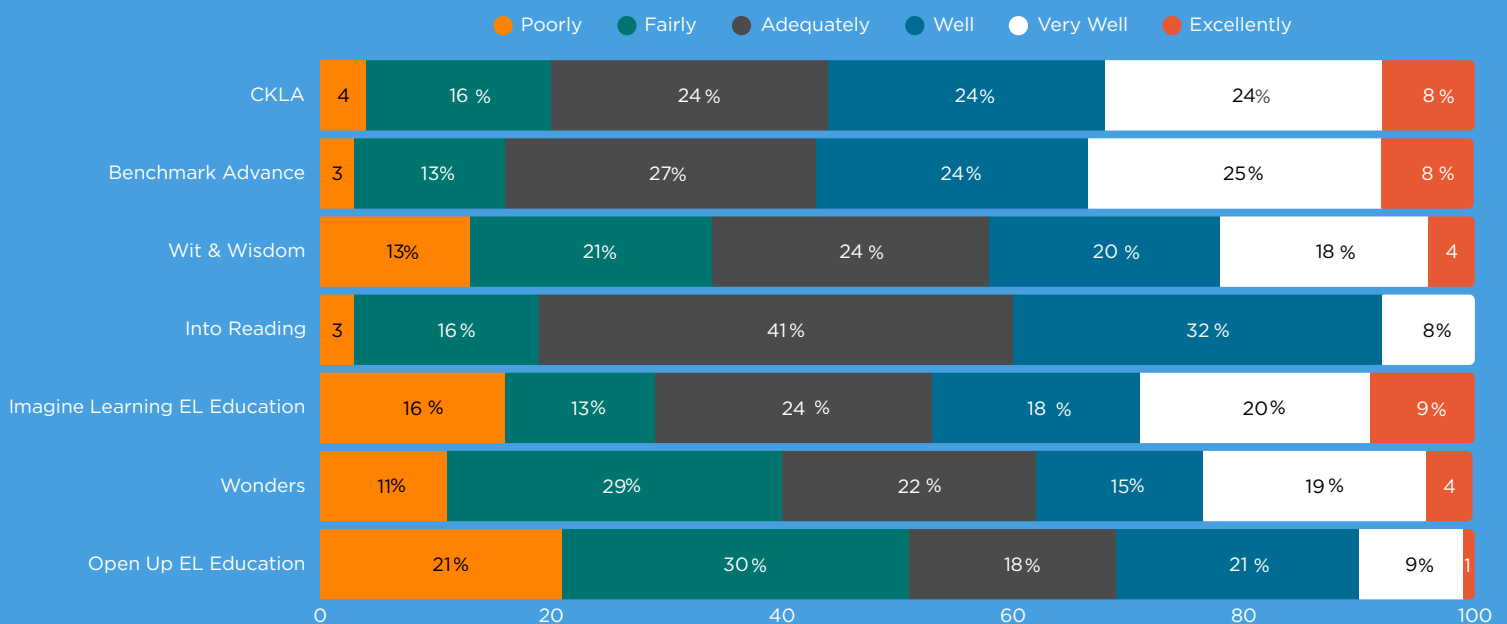


Adopted High-Quality Instructional Material

The following results group responses across educator roles (i.e., district leader, school leader, teacher) in order to present perceptions of the particular HQIM adopted. Throughout these results, it is important to keep in mind that *Wit & Wisdom* was not approved for Grades K-2 and *Into Reading* was not approved for Grade 3. This could have influenced the reported perceptions of educators in districts that adopted these HQIM.

With some variation, the majority of educators perceived their HQIM as at least adequately covering the Tennessee ELA standards: *Benchmark Advance* (83%), *Into Reading* (81%), *CKLA* (80%), *Imagine Learning EL Education* (71%), *Wit & Wisdom* (66%), and *Wonders* (59%). *Open Up EL Education* was the only HQIM with less than half of respondents (49%) reporting that it adequately covered the state standards (see Figure 13).

Figure 13: *How Well Does Your HQIM Cover the ELA Standards?*

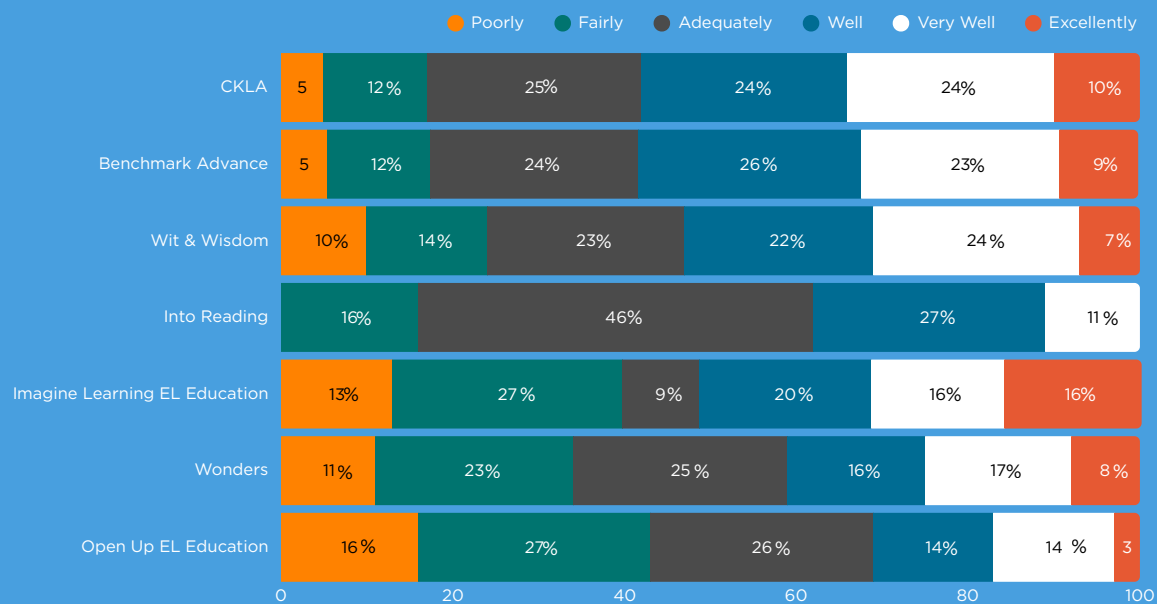


Note. Percentages may not add to 100% due to rounding.



Educators perceived their HQIM as at least adequately addressing meaning-focused skills (see Figure 14) as follows: *Into Reading* (84%), *CKLA* (83%), *Benchmark Advance* (82%), *Wit & Wisdom* (76%), *Wonders* (66%), *Imagine Learning EL Education* (61%), and *Open Up EL Education* (57%).

Figure 14: *How Well Does Your HQIM Address Meaning-Focused Skills?*



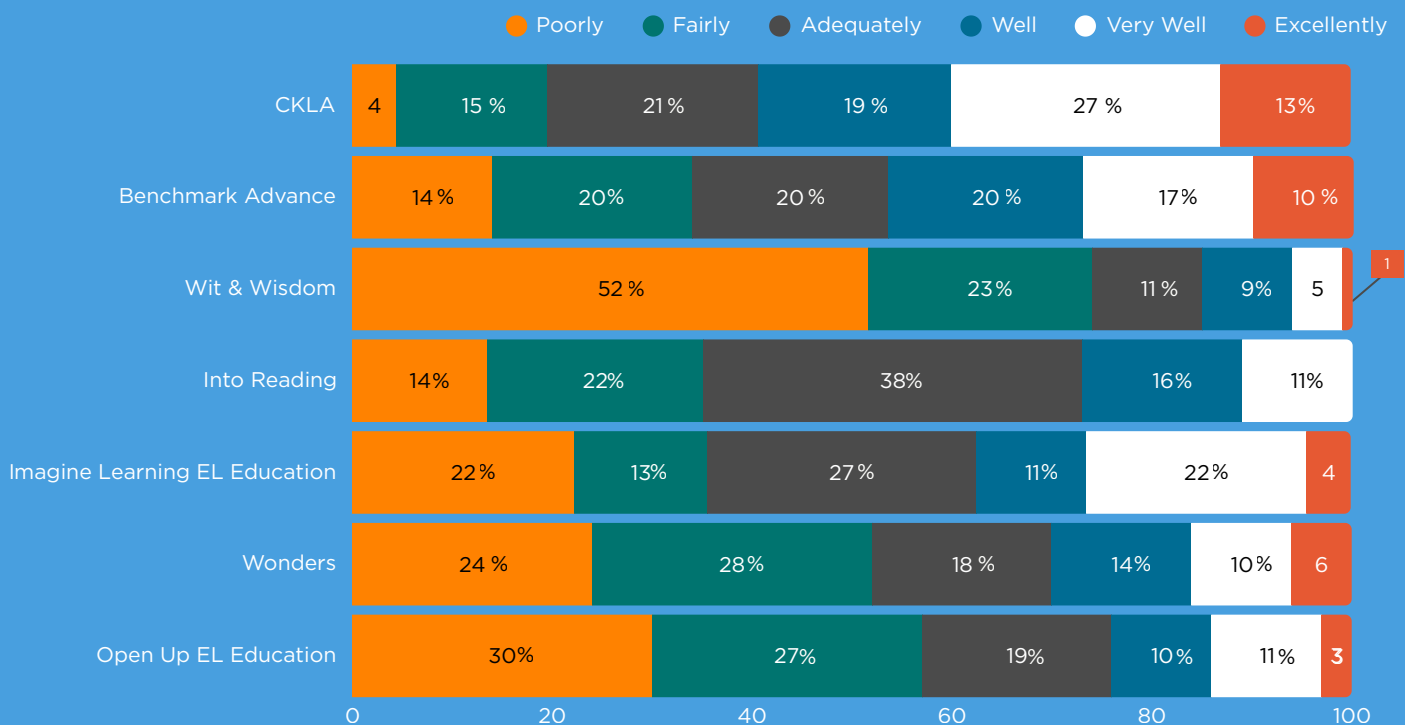
Note. Percentages may not add to 100% due to rounding.





There was wide variation in educators' perceptions of how well their HQIM addressed code-focused skills (see Figure 15). Reports of the HQIM at least adequately addressing those skills were as follows: *CKLA* (80%), *Benchmark Advance* (67%), *Into Reading* (65%), *Imagine Learning EL Education* (64%), *Wonders* (48%), *Open Up EL Education* (43%), and *Wit & Wisdom* (26%).

Figure 15: *How Well Does Your HQIM Address Code-Focused Skills?*

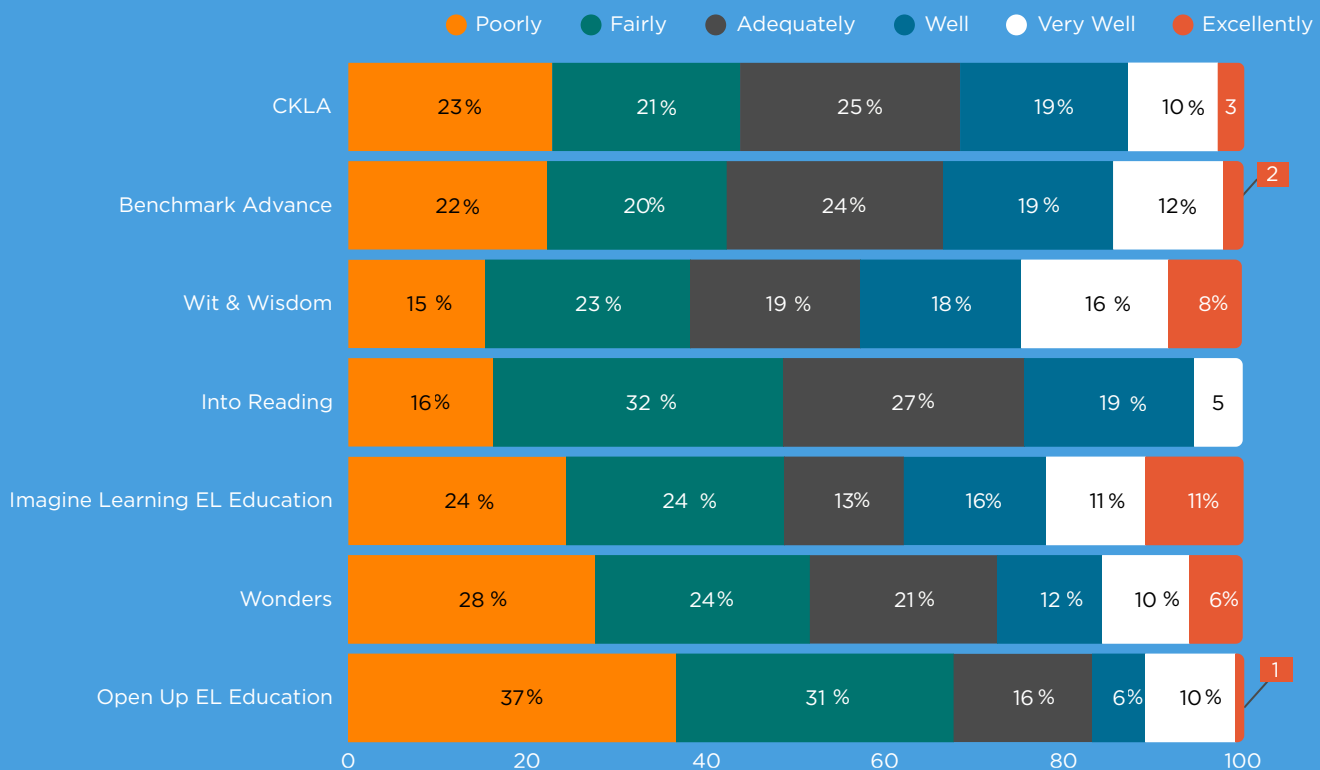


Note. Percentages may not add to 100% due to rounding.

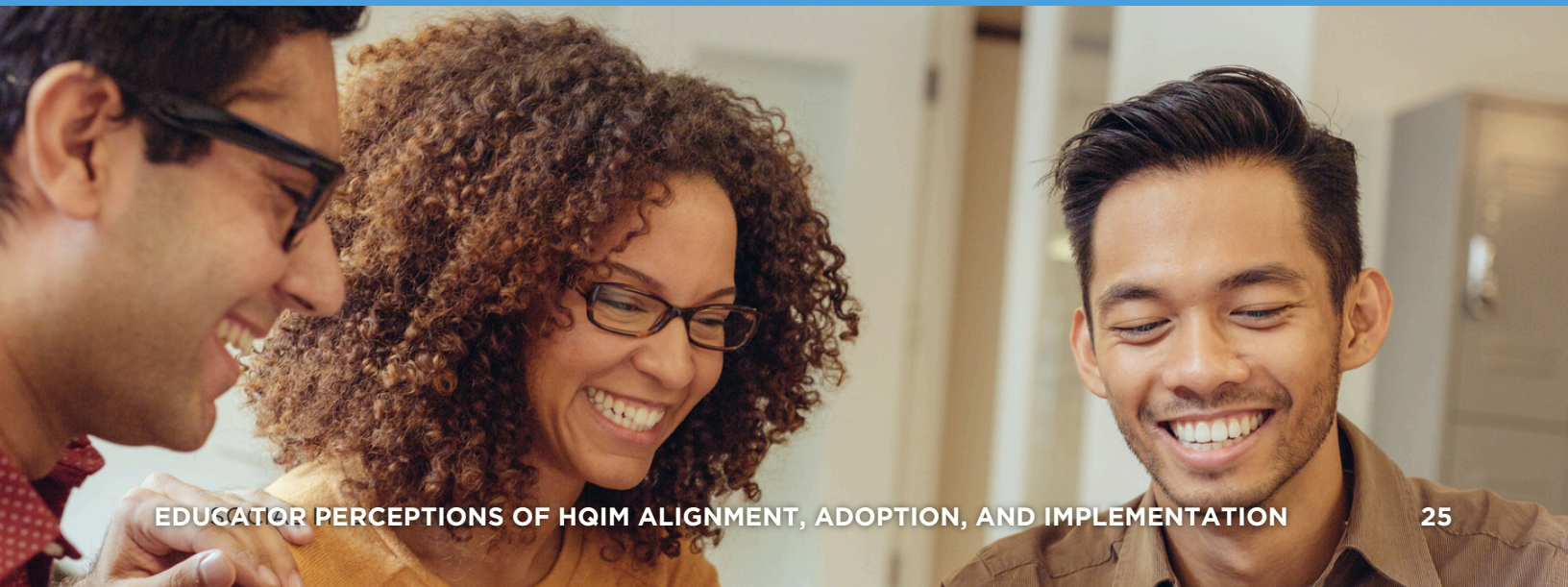


Educators perceived their HQIM as at least adequately addressing written expression skills (see Figure 16) as follows: *Wit & Wisdom* (61%), *Benchmark Advance* (57%), *CKLA* (57%), *Into Reading* (51%), *Imagine Learning EL Education* (51%), *Wonders* (49%), and *Open Up EL Education* (33%).

Figure 16: *How Well Does Your HQIM Address Written Expression?*



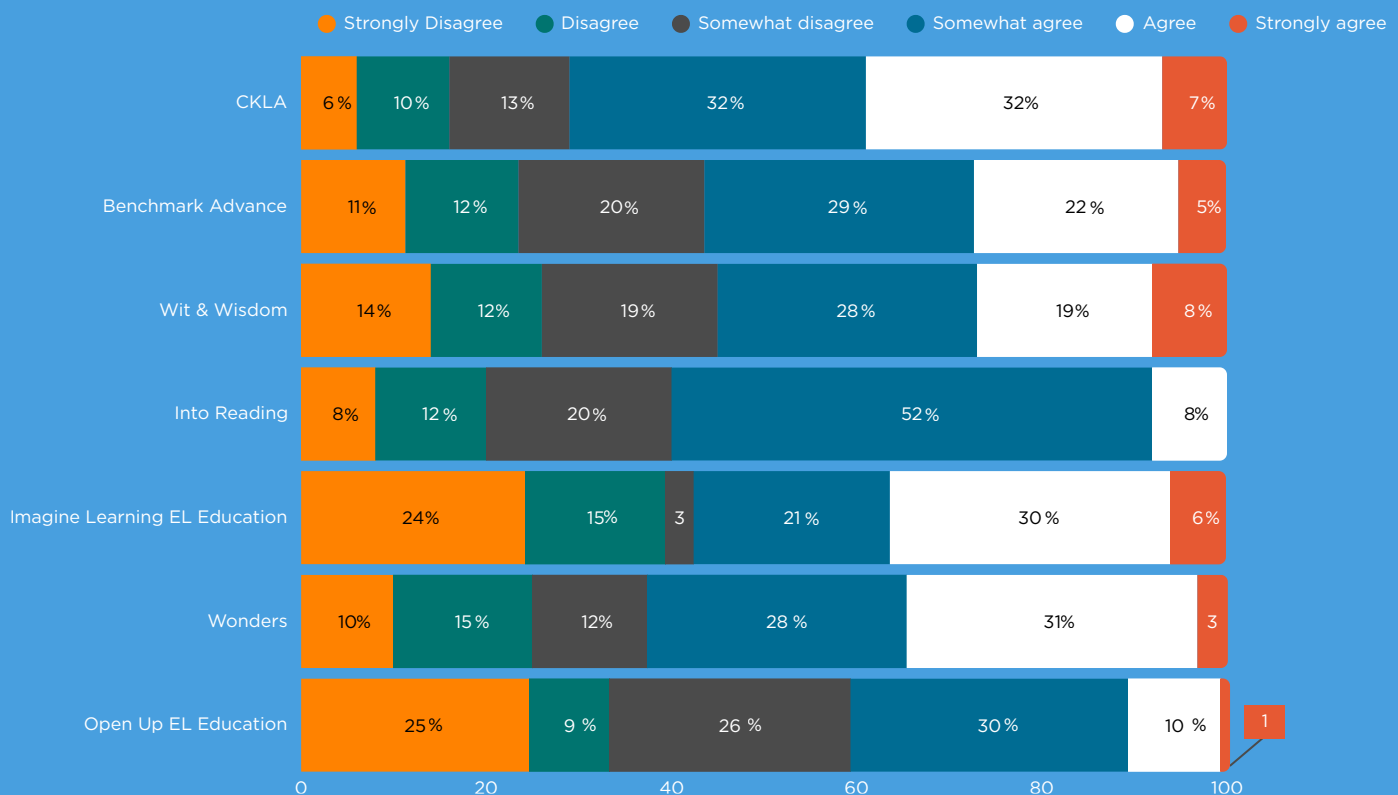
Note. Percentages may not add to 100% due to rounding.





Approximately one-third of educators held a clearly positive (i.e., agree or strongly agree) perception of the engagement offered by the instructional activities in five of the HQIM (*CKLA* = 39%, *Imagine Learning EL Education* = 36%, *Wonders* = 34%, *Benchmark Advance* = 27%, and *Wit & Wisdom* = 27%), whereas closer to one-tenth of educators held a clearly positive view for *Open Up EL Education* (11%) and *Into Reading* (8%; see Figure 17).

Figure 17: *To What Extent Do You Think the Instructional Activities in the HQIM Are Engaging for Students in Your (School/Classroom)?*

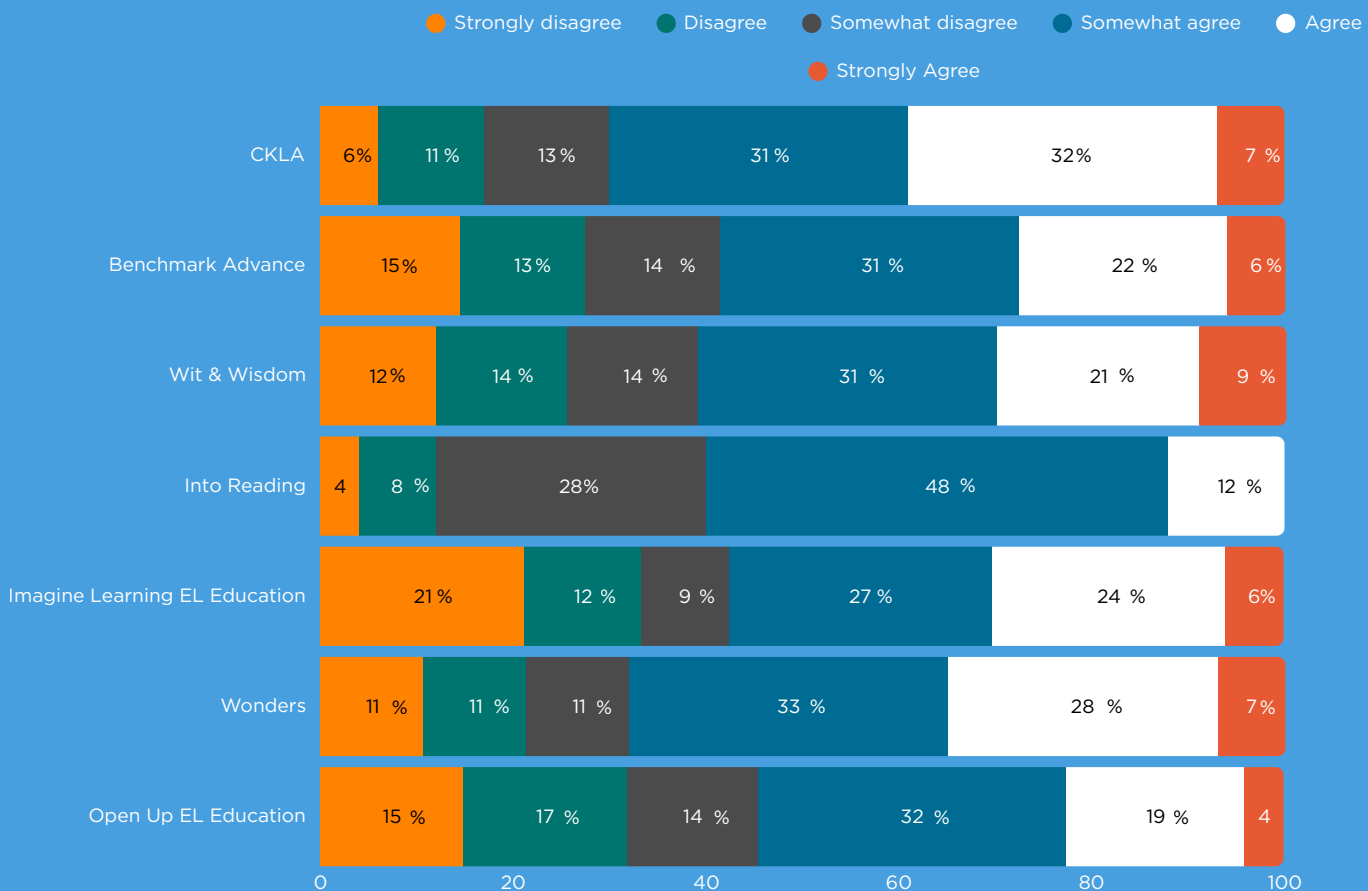


Note. Percentages may not add to 100% due to rounding.



As with perceptions of student engagement in the activities, perceptions of how engaging the texts were for students to read demonstrated similar trends across the HQIM (*CKLA* = 39%, *Wonders* = 35%, *Imagine Learning EL Education* = 30%, *Wit & Wisdom* = 30%, *Benchmark Advance* = 28%, *Open Up EL Education* = 23%, and *Into Reading* = 12%; see Figure 18).

Figure 18: *To What Extent Do You Think the Texts in the HQIM Are Engaging for Students in Your (School/Classroom)?*

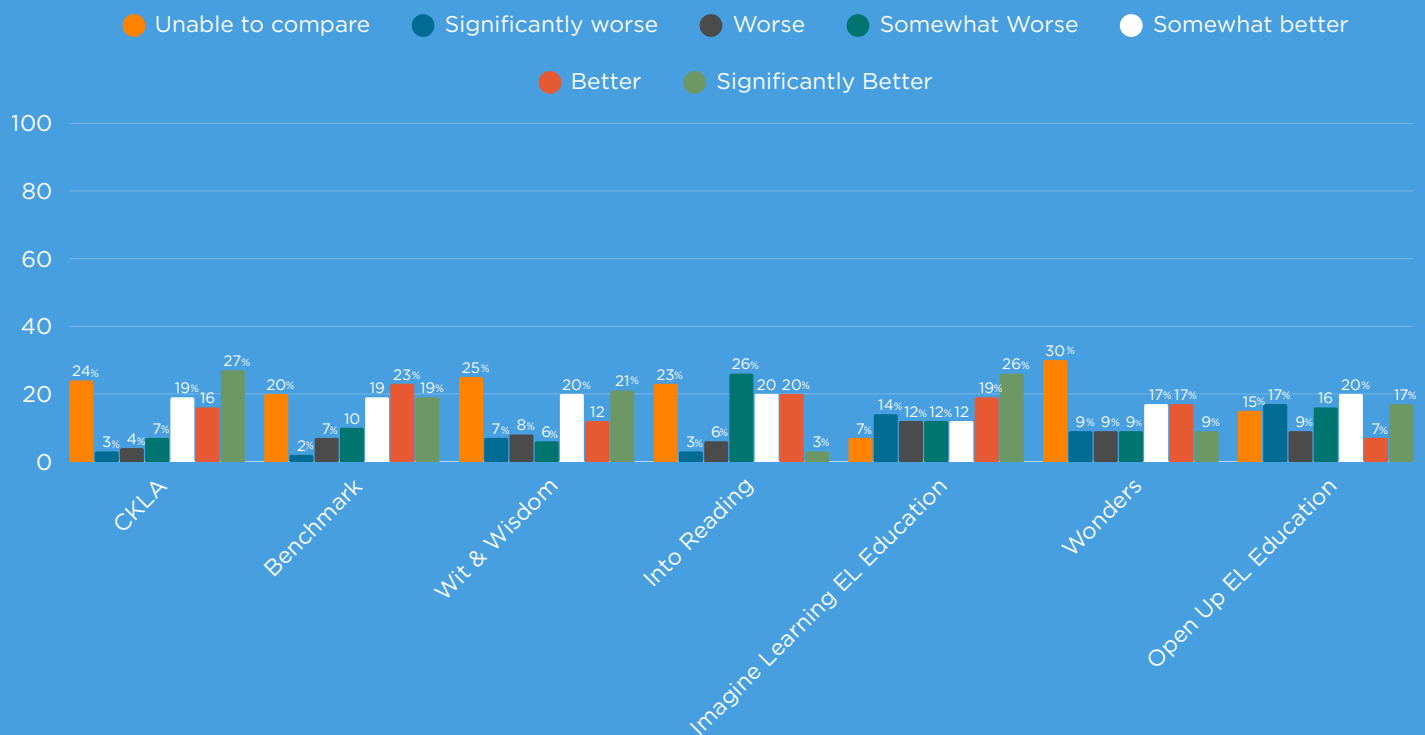


Note. Percentages may not add to 100% due to rounding.



All educator groups were asked to compare their HQIM to the curricular materials they previously used in their district (see Figure 19). Across the HQIM, more educators held clearly positive perceptions compared to educators who held clearly negative perceptions, respectively, for most HQIM: *Imagine Learning EL Education* (45%; 26%), *CKLA* (43%; 7%), *Benchmark Advance* (42%; 9%), *Wit & Wisdom* (33%; 15%), and *Into Reading* (23%; 9%). For two HQIM, educators were more evenly divided in their positive versus negative perceptions: *Wonders* (26%; 18%) and *Open Up EL Education* (24%; 26%).

Figure 19: *How Does the HQIM Compare to the Literacy Instructional Materials Previously Used in Your (District/School)?*



Note. Percentages may not add to 100% due to rounding.



PERCEPTIONS ABOUT THE ACQUISITION AND IMPLEMENTATION OF THE HQIM

District leaders, school leaders, and teachers also reported how they perceived the acquisition and implementation of the HQIM in their districts and/or schools. Responses are shared and discussed broadly below, with more details available by the three educator roles (see [Appendix A Table 4](#)) and then across all three educator roles by the HQIM adopted (see [Appendix A Table 5](#)).

Educator Role

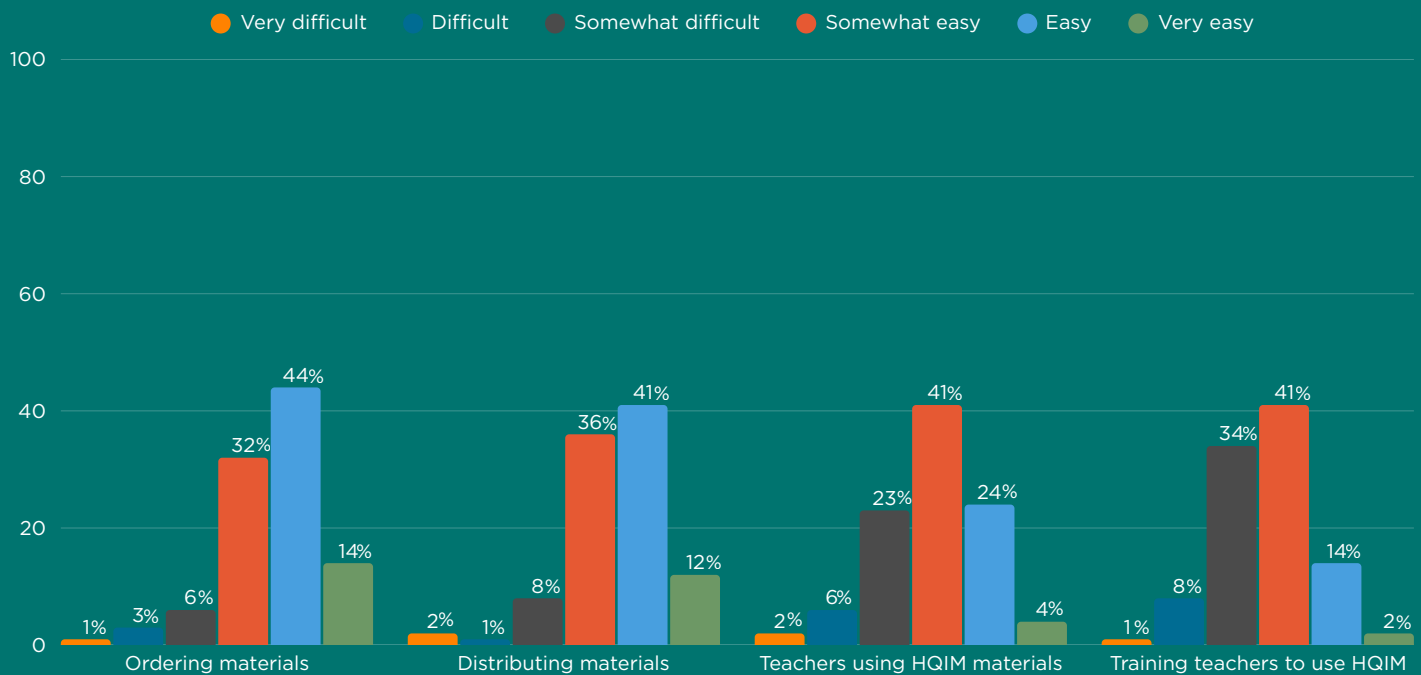
The following results group responses across the seven adopted HQIM in order to present overall perceptions of the acquisition and implementation by educator role (i.e., district leader, school leader, teacher).





First, district leaders were asked to rate the difficulty of several processes related to HQIM adoption (see Figure 20). District leaders reported minimal levels of difficulty (i.e., very difficult or difficult) in ordering materials (4%), distributing materials to teachers (3%), or teachers using the materials in the HQIM (8%). Similarly, district leaders reported minimal levels of difficulty (9%) in training teachers to use the HQIM.

Figure 20: *District Leaders' Perceptions Related to Acquisition and Implementation*





Low levels of difficulty (i.e., difficult or very difficult) were reported by school leaders (8%; see Figure 21) and teachers (15%; see Figure 22) for understanding the HQIM.

Figure 21: *How Easy or Difficult Has it Been for You to Understand the HQIM in Order to Support the Teachers in Your Building to Implement the Instruction?*

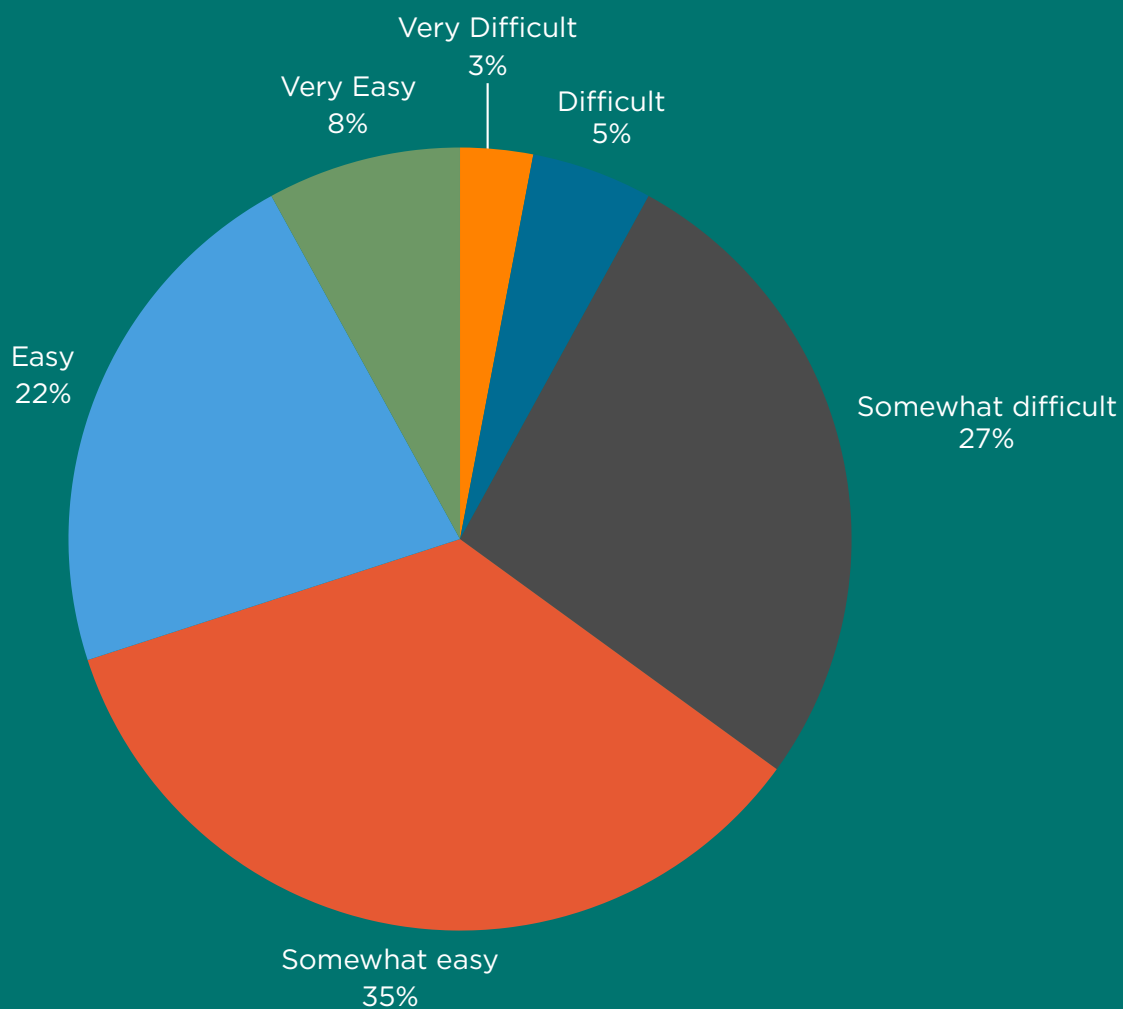
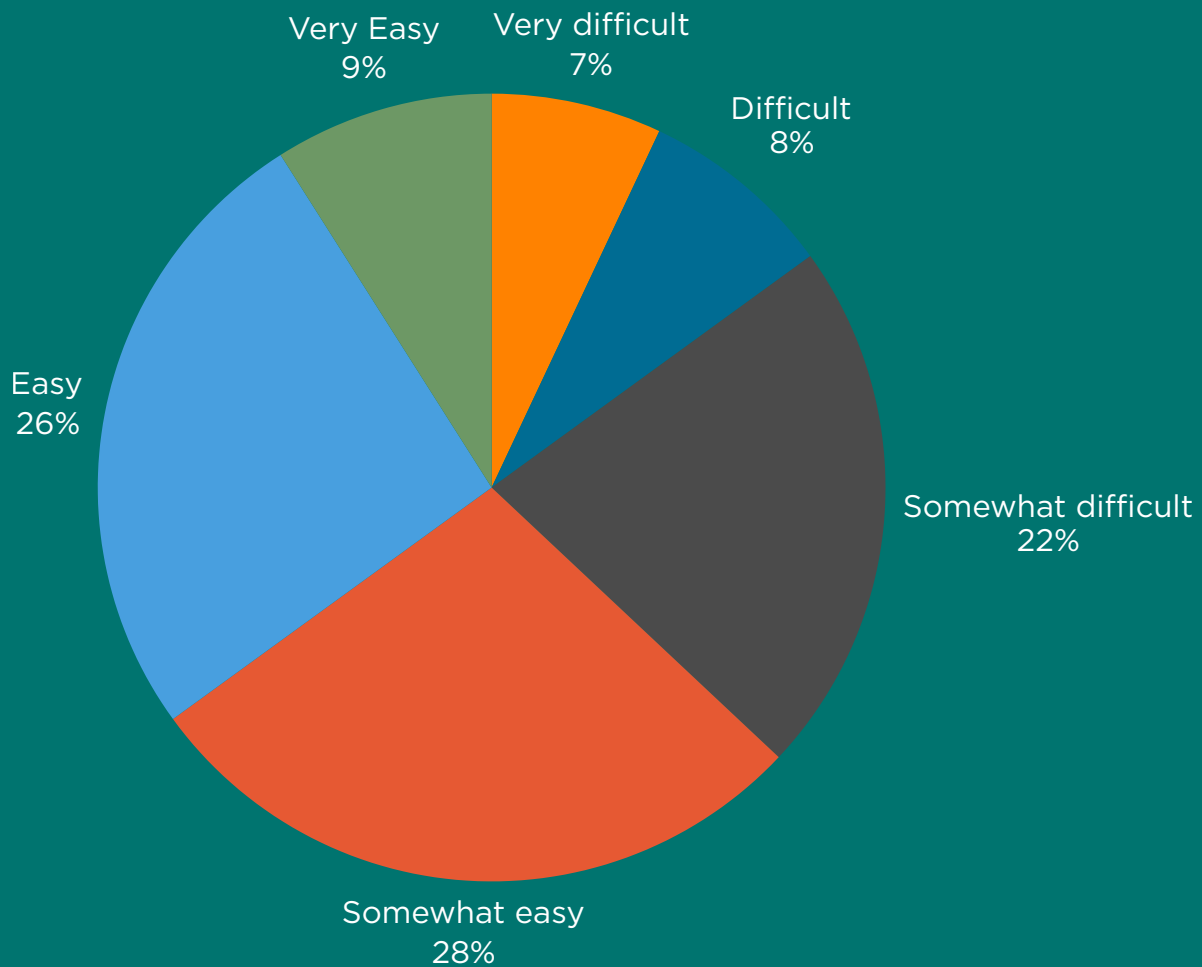




Figure 22: *How Easy or Difficult Has it Been for You to Understand the HQIM in Order to Implement the Instruction?*





Similarly, when asked about difficulty with implementing the instruction using the materials, school leaders (14%; see Figure 23) and teachers (15%; see Figure 24) again reported low levels of difficulty.

Figure 23: *How Easy or Difficult Has it Been for Teachers in Your School to Implement Instruction Using the Materials in the HQIM?*

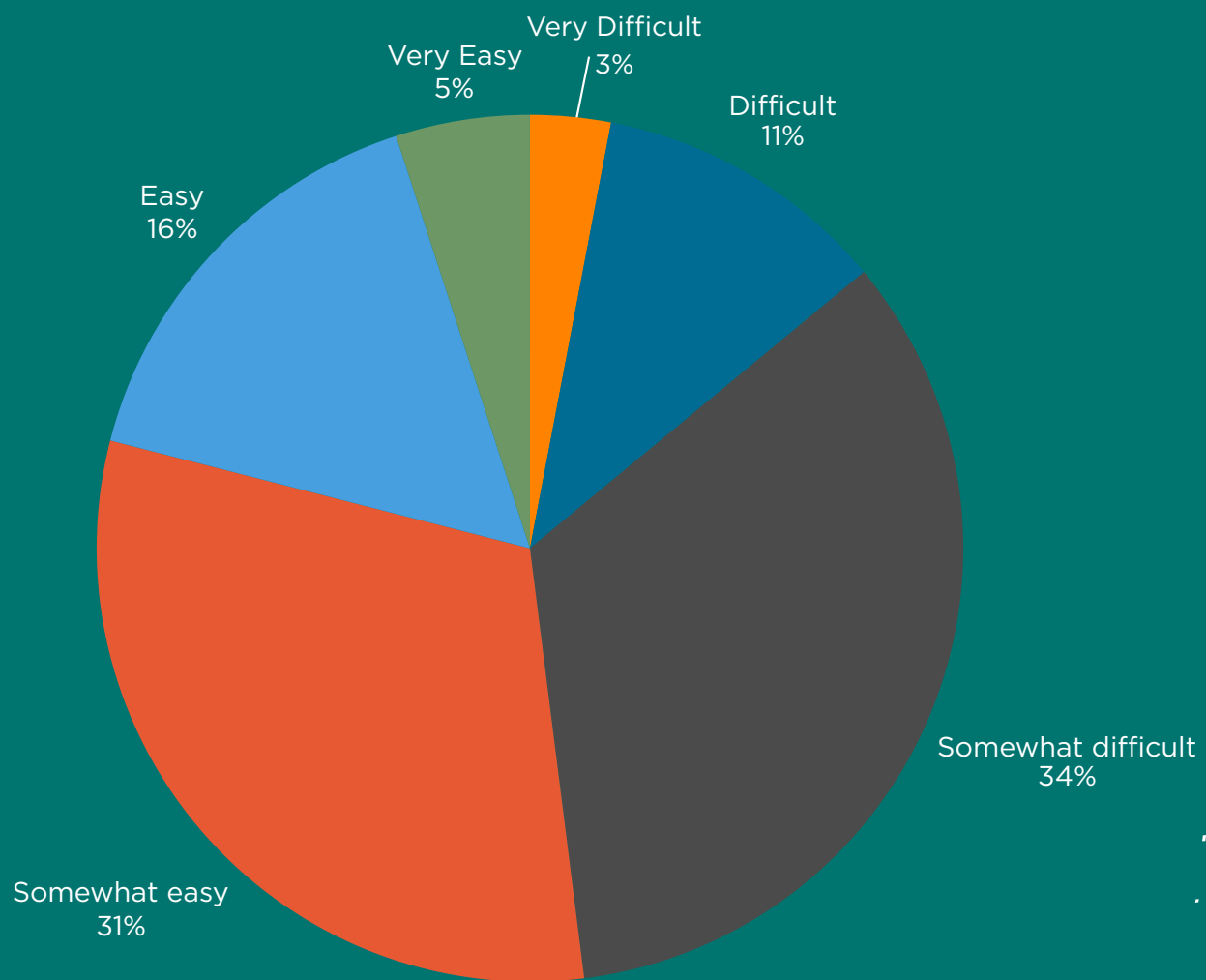
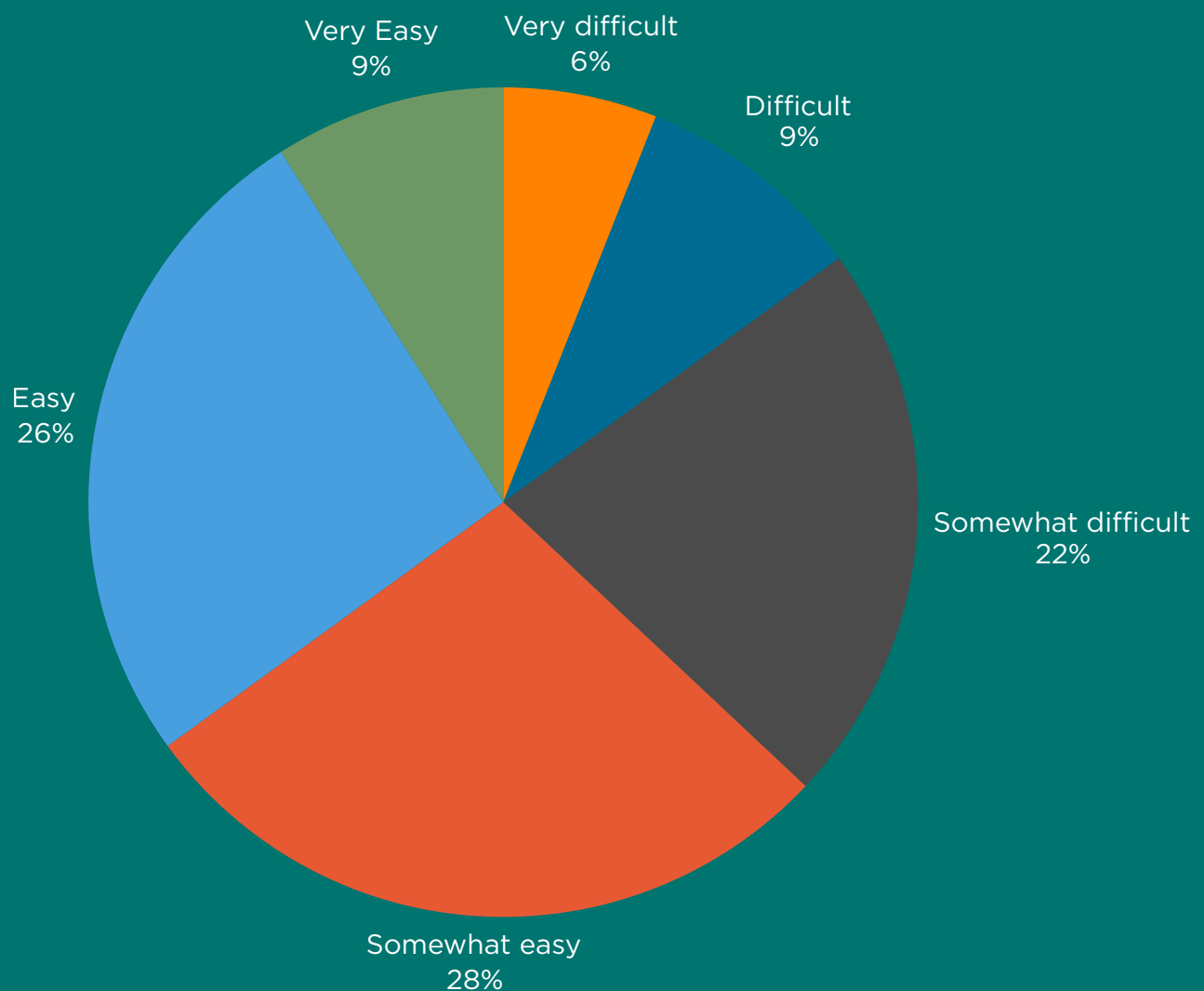




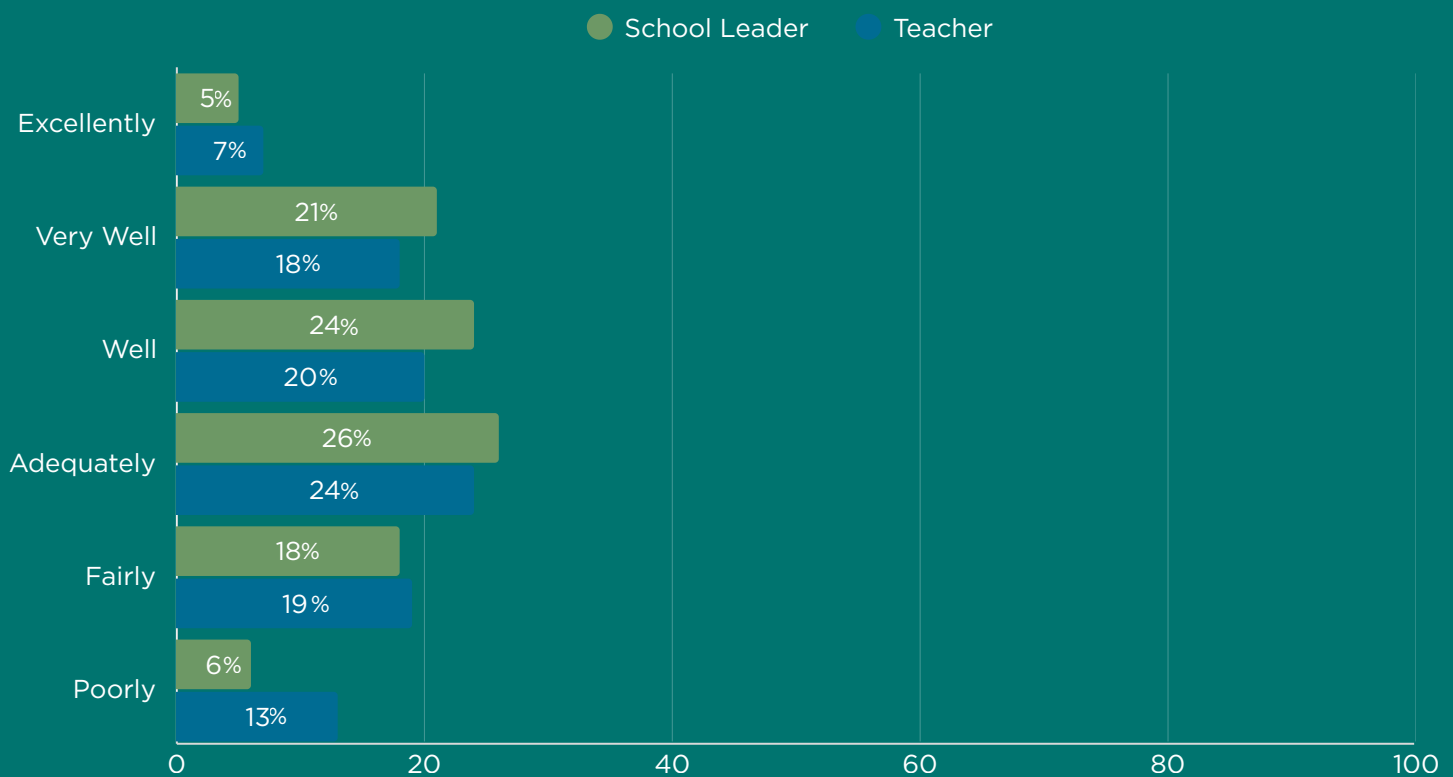
Figure 24: *How Easy or Difficult Has it Been for You to Implement Instruction Using the Materials in the HQIM?*





Overall, 76% of school leaders and 69% of teachers felt at least adequately prepared to implement the HQIM in their schools (see Figure 25).

Figure 25: *How Well-Prepared Did You Feel to (Help Teachers in Your School) Implement the HQIM for Literacy?*

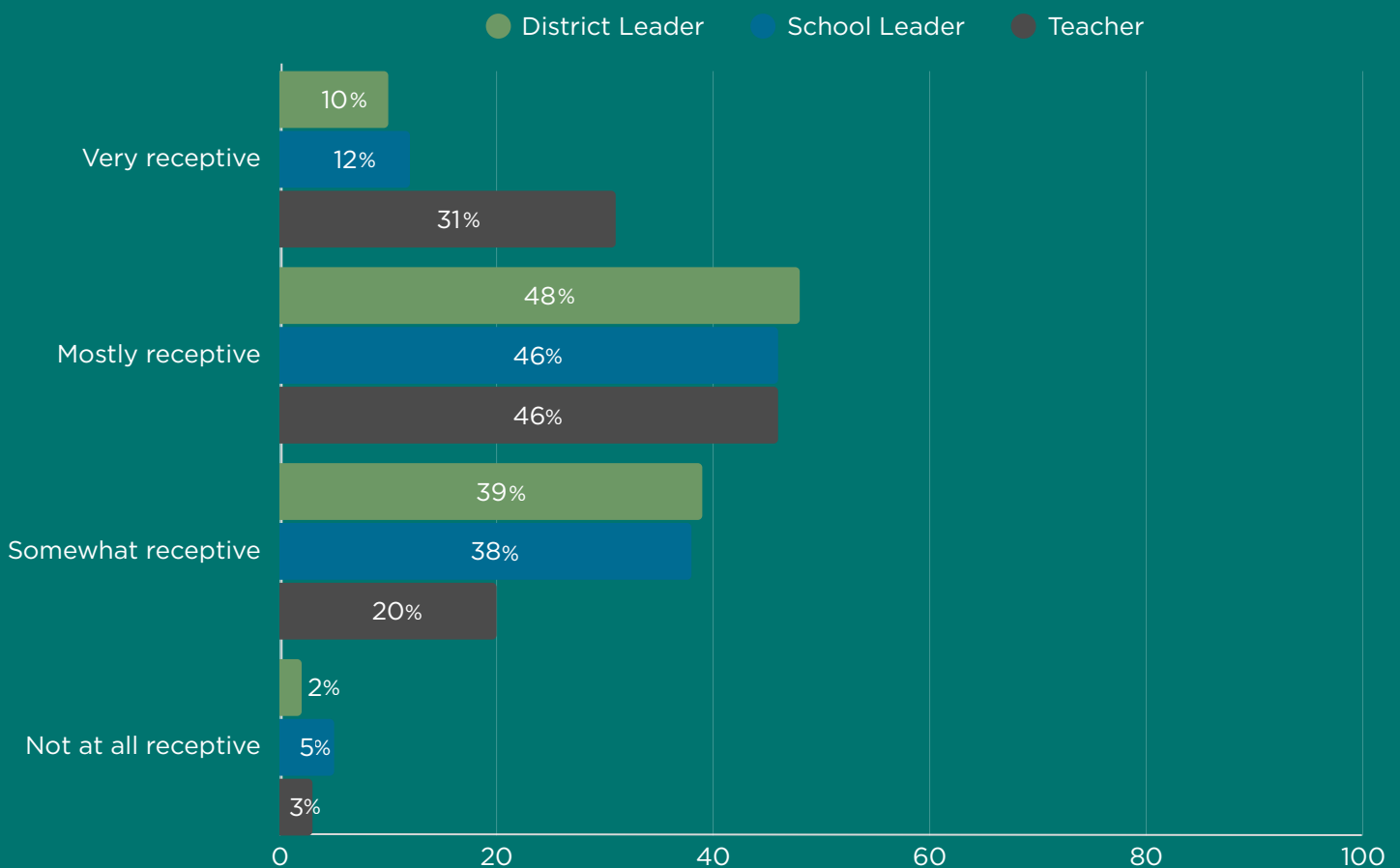


Note. Percentages may not add to 100% due to rounding.



Variation was seen among the educators on receptiveness to the adopted HQIM, with 58% of district and school leaders reporting teachers as being mostly or very receptive compared to 77% of teachers reporting that they were mostly or very receptive (see Figure 26).

Figure 26: *How Receptive Have (Teachers in Your District/Teachers in Your School/You) Been to Using the HQIM for Literacy?*

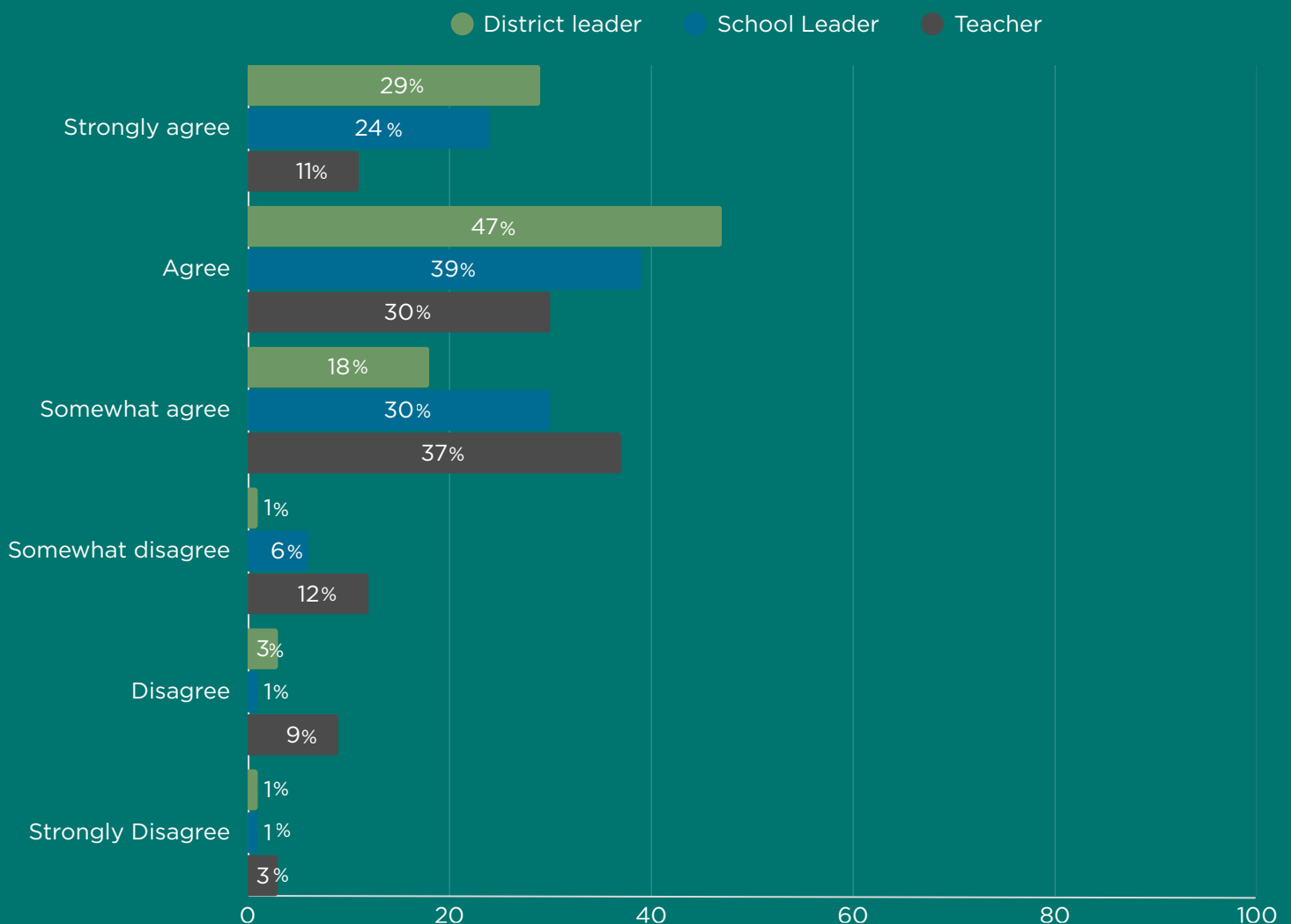


Note. Percentages may not add to 100% due to rounding.



When asked about the extent to which educators agreed that the HQIM required teachers to make major shifts in their literacy instructional practices, 76% of district leaders, 63% of school leaders, and 41% of teachers agreed or strongly agreed with this statement (see Figure 27).

Figure 27: *To What Extent Do You Agree That the HQIM Has Required Teachers/You to Make Major Shifts in Their/Your Literacy Instructional Practices?*





Finally, educators were asked whether they use the Tennessee Foundational Skills Curriculum Supplement (see Figure 28) or other additional curriculum resources (i.e., materials not associated with their HQIM) provided by their district or school to supplement the HQIM adopted in their district (see Figure 29). High percentages of respondents reported the provision of instructional materials other than the HQIM. This survey did not query the amount of time educators were spending on the adopted HQIM compared to the other materials available to them. Therefore, it is not known the extent to which the other resources truly supplemented the HQIM, as opposed to supplanting the state-approved materials.

Figure 28: *Does Your District/School Use the TN Foundational Skills Curriculum Supplement in Addition to Your HQIM?*

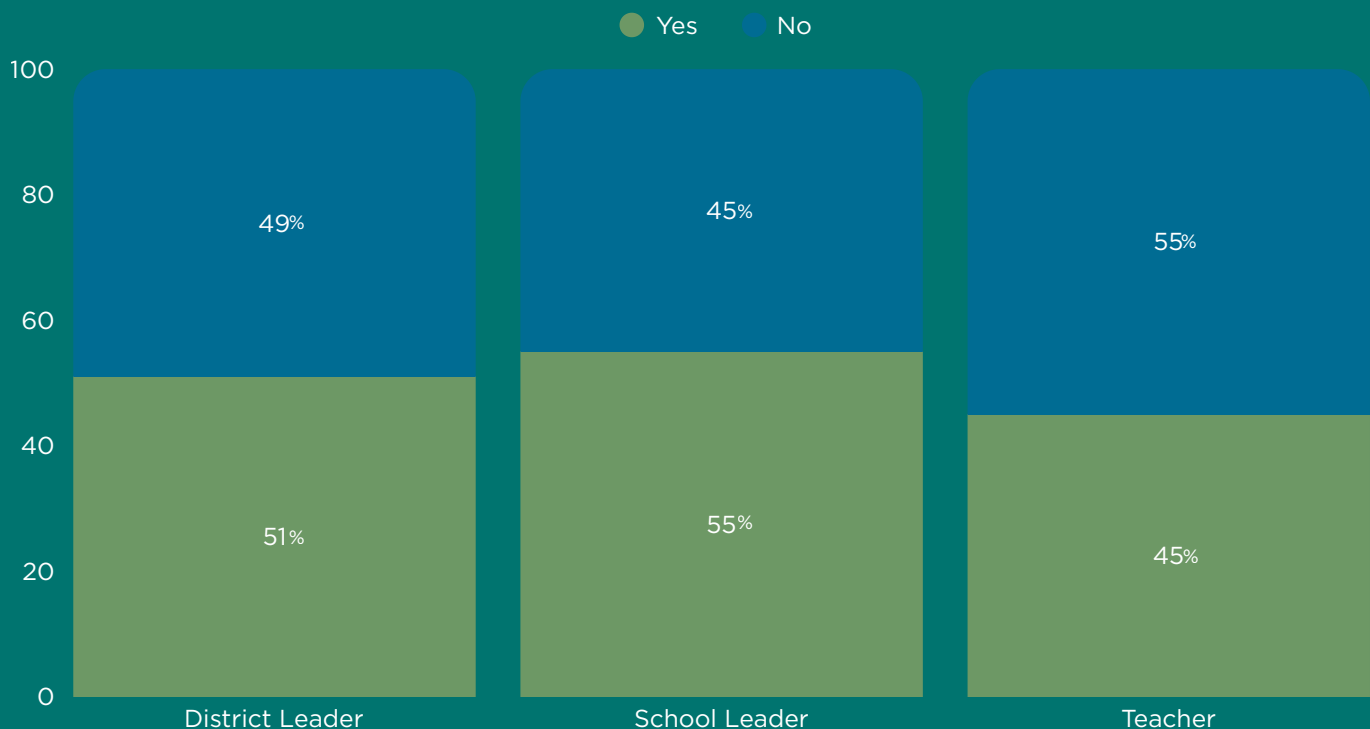




Figure 29: *Does Your District/School Provide Any Additional Curriculum for Foundational Skill Instruction?*

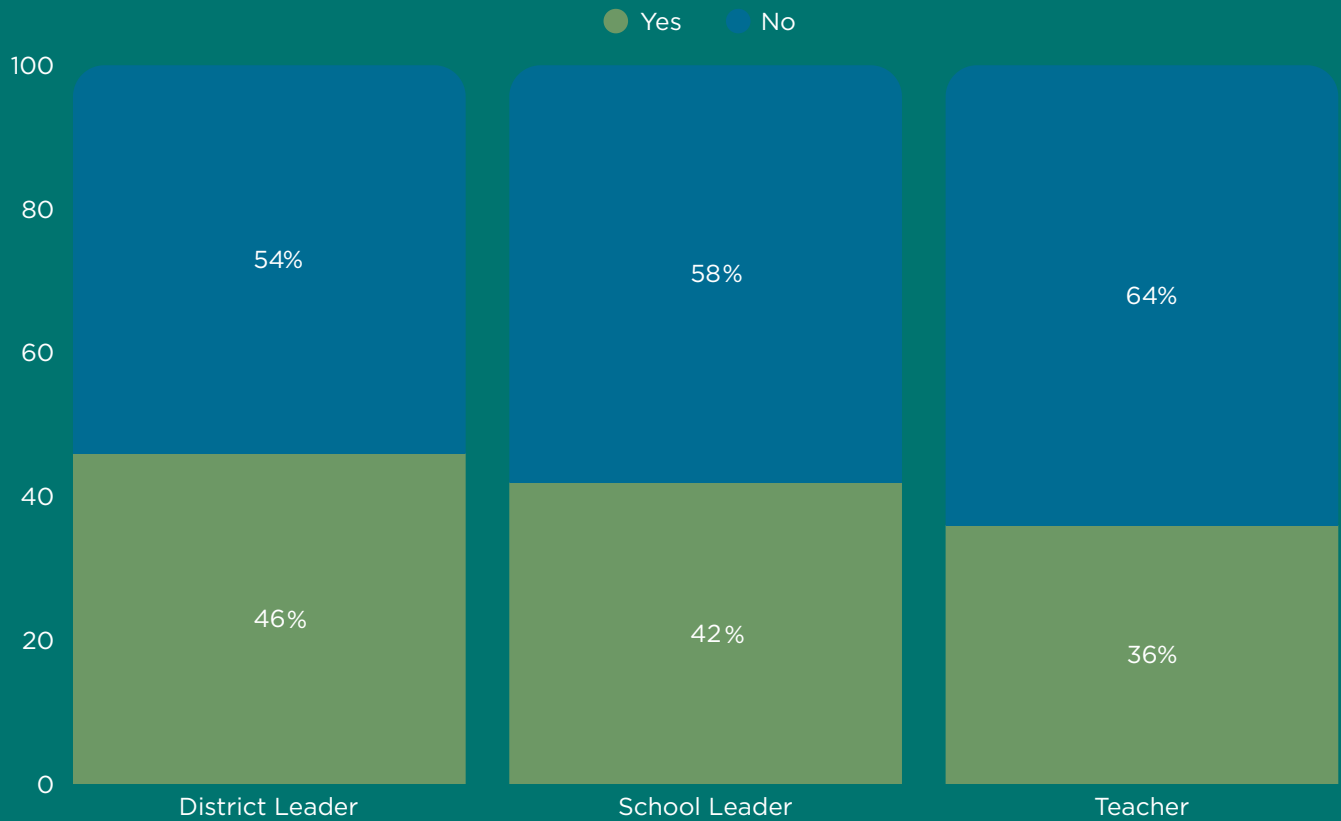
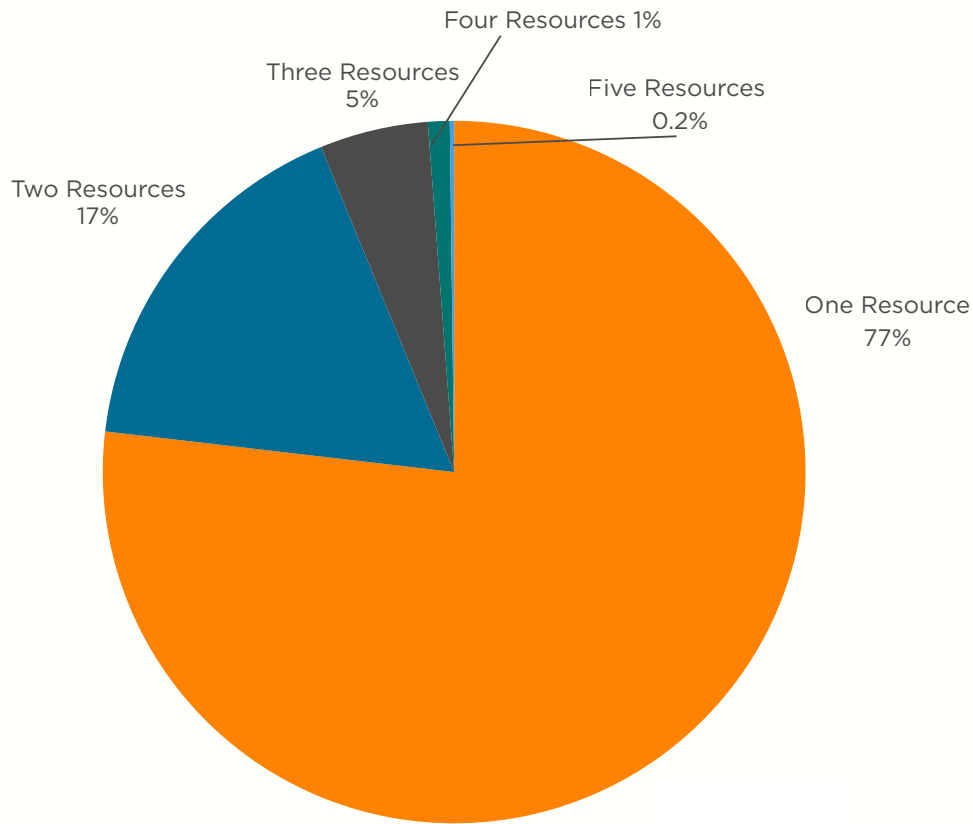




Figure 30: *Number of Additional Curriculum Materials*



Note. Percentages may not add to 100% due to rounding.

A total of 410 educators provided the name of at least one specific curriculum resource provided by their school or district, with the number of other resources named ranging from one to five (see Figure 30). Forty-three educators (about 10% of the responses to this question) reported that their school or district had purchased an additional HQIM (i.e., *Benchmark Advance*, *CKLA*, *EL Education*, *Wit & Wisdom*, *Wonders*), in whole or part, to supplement the HQIM that was adopted. Among the other curriculum programs or resources named, those most commonly listed were Heggerty ($n = 164$; 40%), University of Florida Literacy Institute (UFLI; $n = 64$; 16%), 95% Group ($n = 45$; 11%), Wilson Foundations ($n = 33$; 8%), and i-Ready ($n = 31$; 8%).



Adopted High-Quality Instructional Material

The results in this section combined the responses of all survey participants—regardless of role—to present educators' collective perceptions of the acquisition and implementation of the particular HQIM adopted. Throughout these results, it is important to keep in mind that *Wit & Wisdom* was not approved for Grades K-2 and *Into Reading* was not approved for Grade 3. This could have influenced the reported perceptions of educators in districts that adopted these HQIM." OR "This could have influenced the responses received FROM educators in districts that adopted these HQIMs.

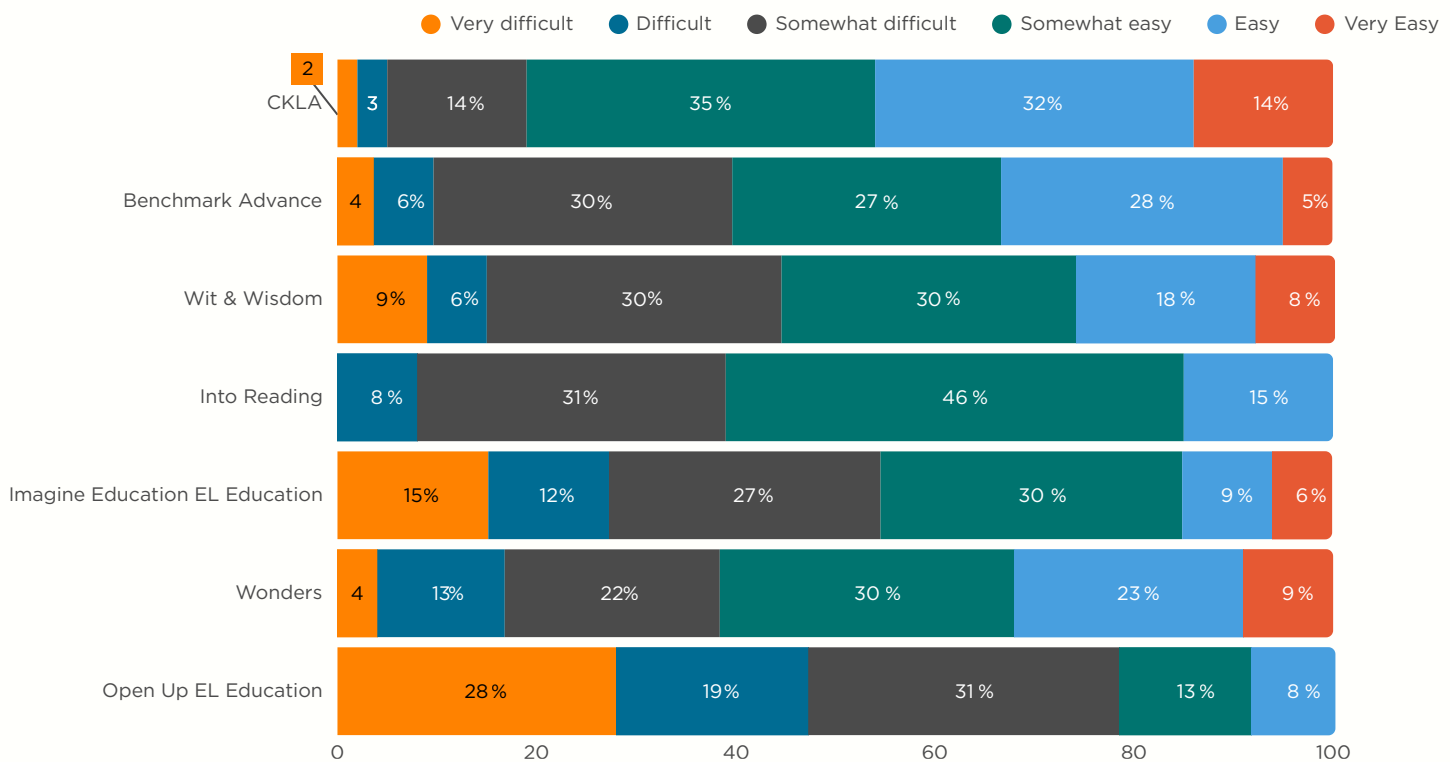
There were few differences across the HQIM in the minimal reports of district leaders experiencing clear difficulty (i.e., very difficult or difficult) ordering materials (0% to 9%), distributing materials to teachers (0% to 9%), teachers using the materials (0% to 18%), or training teachers (0% to 19%).





Some differences were seen in school leaders' and teachers' levels of difficulty understanding the HQIM adopted (*CKLA* = 5%, *Into Reading* = 8%, *Benchmark Advance* = 10%, *Wit & Wisdom* = 15%, *Wonders* = 17%, *Imagine Learning EL Education* = 27%, and *Open Up EL Education* = 47%; see Figure 31).

Figure 31: *How Easy or Difficult Has it Been for You to Understand the HQIM in Order to (Support the Teachers in Your Building to) Implement the Instruction?*

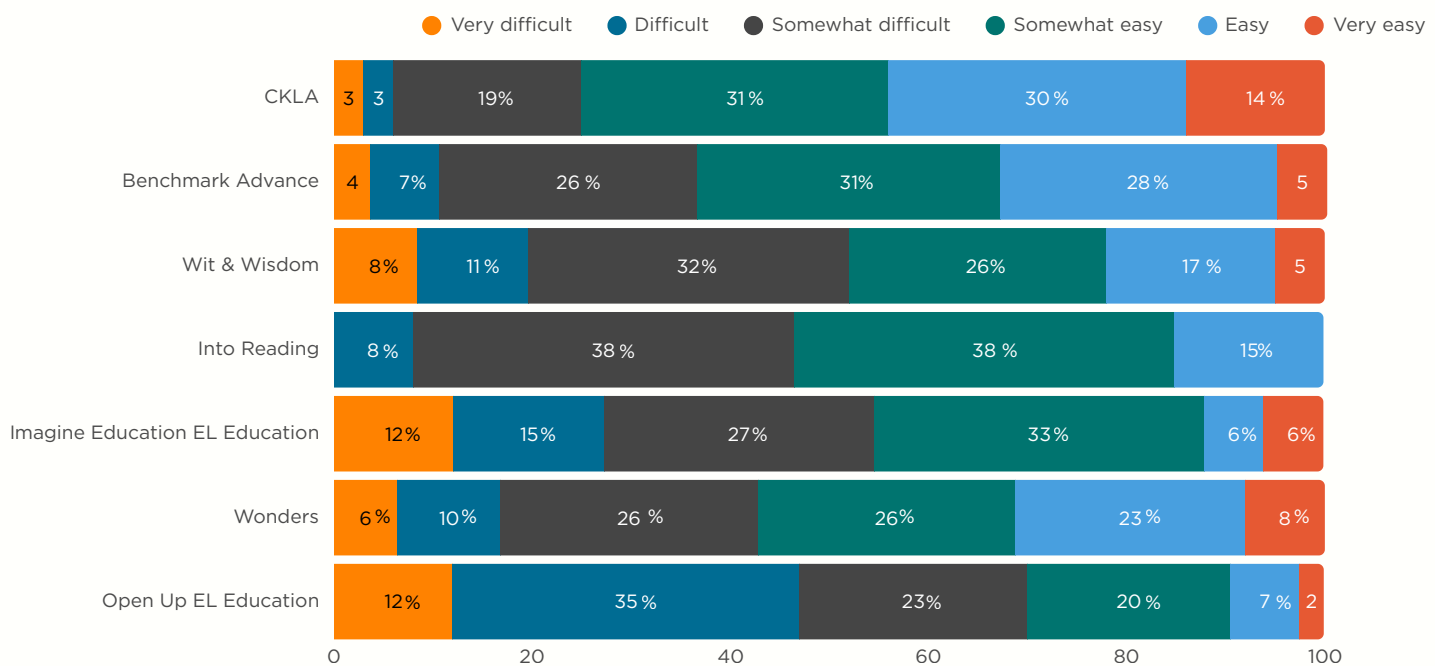


Note. Percentages may not add to 100% due to rounding.



Similarly, differences were seen in the levels of difficulty reported for implementing instruction using the HQIM materials (*CKLA* = 6%, *Into Reading* = 8%, *Benchmark Advance* = 11%, *Wonders* = 16%, *Wit & Wisdom* = 19%, *Imagine Learning EL Education* = 27%, and *Open Up EL Education* = 47%; see Figure 32).

Figure 32: *How Easy or Difficult Has it Been for (Teachers/You) to Implement Instruction Using the Materials in the HQIM?*

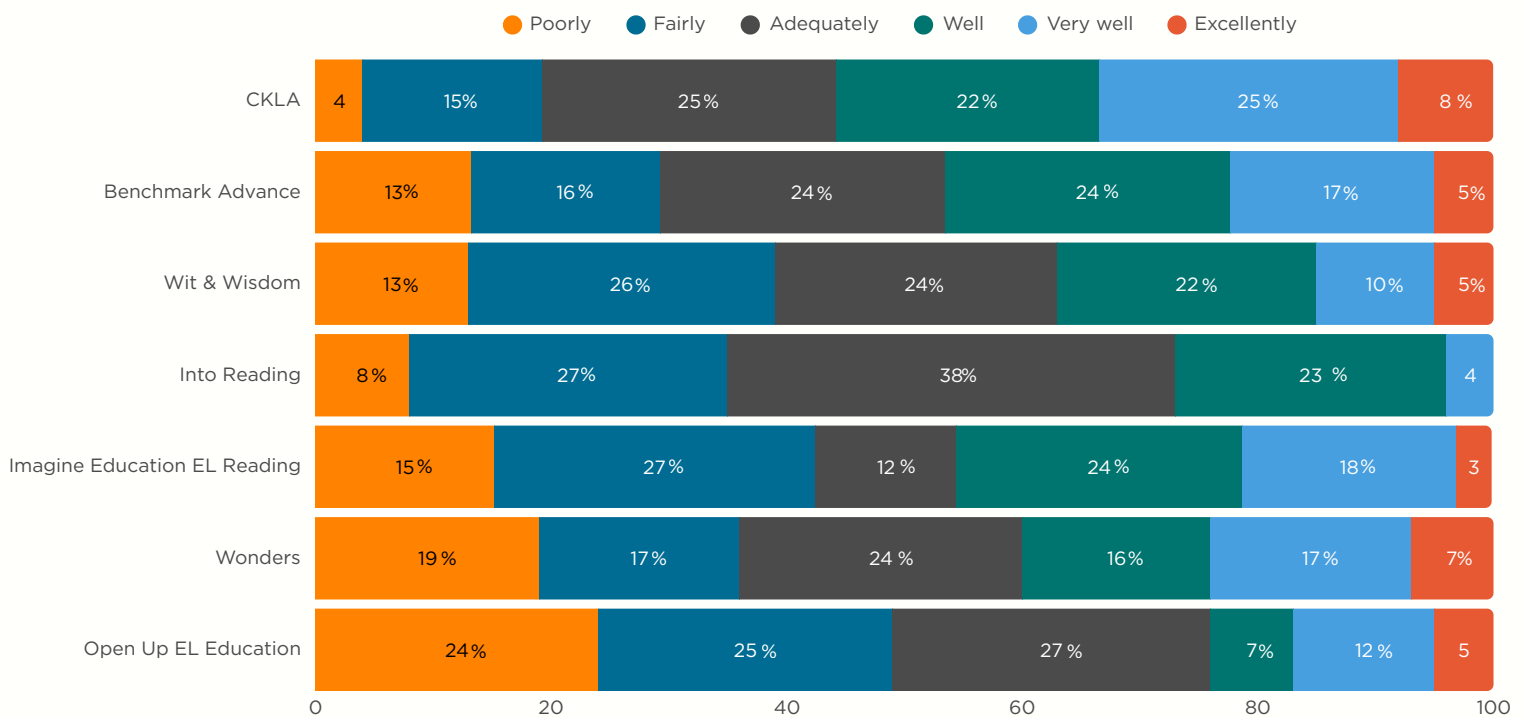


Note. Percentages may not add to 100% due to rounding.



When school leaders and teachers were asked how well prepared they felt to implement the HQIM, a majority responded feeling at least adequately prepared with some variation in the percentages across HQIM (*CKLA* = 80%, *Benchmark Advance* = 70%, *Into Reading* = 65%, *Wonders* = 64%, *Wit & Wisdom* = 61%, *Imagine Learning EL Education* = 57%, and *Open Up EL Education* = 51%; see Figure 33).

Figure 33: *How Well-Prepared Did You Feel to (Help Teachers in Your School) Implement the HQIM for Literacy?*



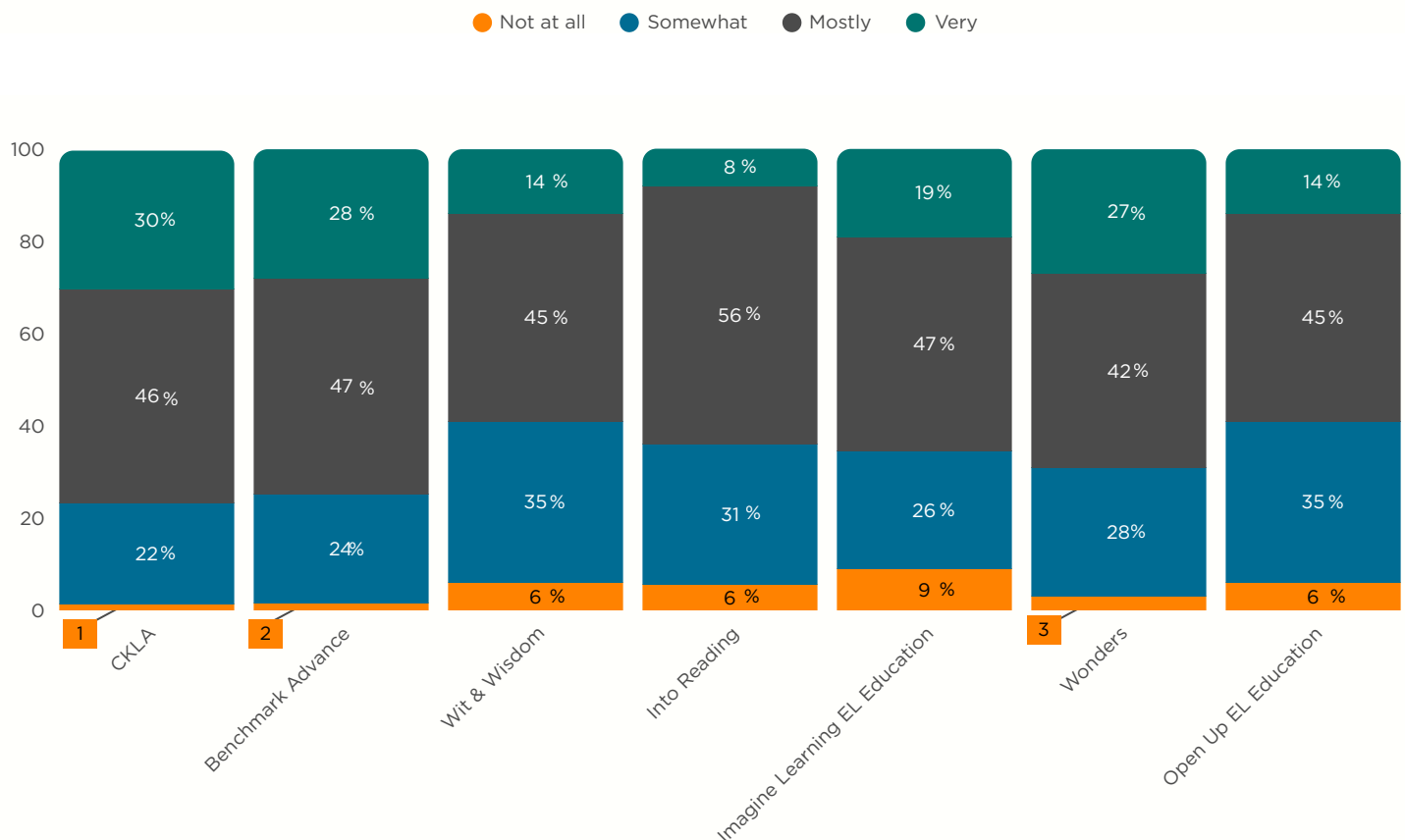
Note. Percentages may not add to 100% due to rounding.





In contrast to their feelings of preparedness, fewer differences in teachers' receptiveness (i.e., mostly or very receptive) were reported across the HQIM they used (*CKLA* = 76%, *Benchmark Advance* = 75%, *Wonders* = 69%, *Imagine Learning EL Education* = 66%, *Into Reading* = 64%, *Wit & Wisdom* = 59%, and *Open Up EL Education* = 59%; see Figure 34).

Figure 34: *How Receptive Have (Teachers in your District/Teachers in Your School/You) Been to Using the HQIM for Literacy?*

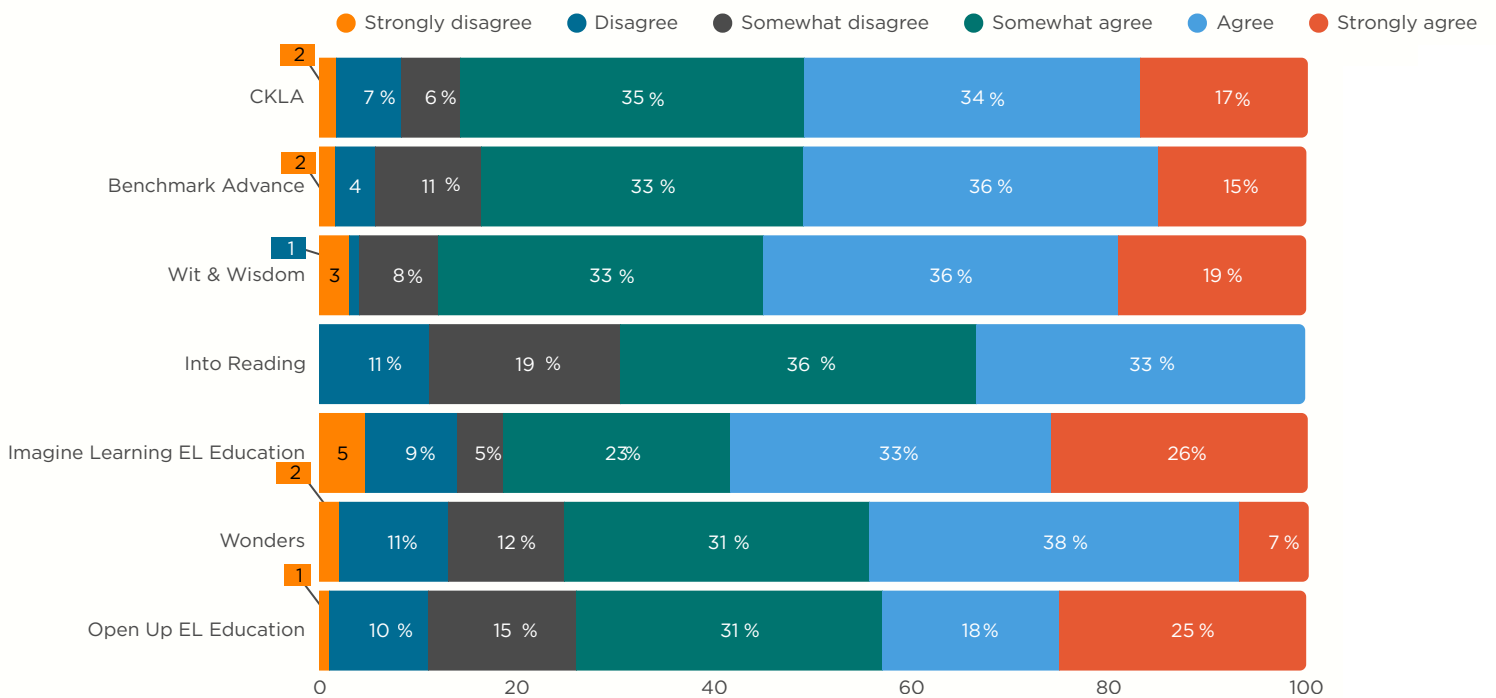


Note. Percentages may not add to 100% due to rounding.



When asked whether the HQIM required teachers to make major shifts in their literacy instructional practices (see Figure 35), rates of clear agreement (i.e., agree or strongly agree) varied across HQIM (*Imagine Learning EL Education* = 59%, *Wit & Wisdom* = 55%, *CKLA* = 51%, *Benchmark Advance* = 51%, *Wonders* = 45%, *Open Up EL Education* = 43%, and *Into Reading* = 33%). This might suggest that some HQIM require teachers to make more changes to their practices than others.

Figure 35: *To What Extent Do You Agree That the HQIM has Required (Teachers/You) to Make Major Shifts in (Their/Your) Literacy Instructional Practices?*



Note. Percentages may not add to 100% due to rounding.



Lastly, variation was seen in the reported use of the Tennessee Foundational Skills Curriculum Supplement or other additional curriculum resources by HQIM adopted. Adopters of two HQIM reported higher use of the Tennessee Foundational Skills Curriculum Supplement, *Wit & Wisdom* (63%) and *Into Reading* (70%), than the other five HQIM (range: 39% to 51%). Higher rates of using additional materials other than the Tennessee Foundational Skills Curriculum Supplement were reported for three HQIM (*Wonders* = 63%, *Open Up EL Education* = 59%, and *Into Reading* = 57%) when compared to the other four HQIM (range: 29% to 42%).



PERCEPTIONS ABOUT TRAINING ON THE HQIM

In the last section of the survey, educators were asked about the training they had provided or received related to the HQIM in their district or school. The professional development options from which respondents could choose were selected based on the supports known to be available and included a variety of formats such as in-person, virtual synchronous sessions, and asynchronous learning modules or recorded sessions. Some response options were intended to capture participation in the Tennessee Department of Education's offerings (e.g., Early Literacy Network vendor support, convenings, and communities of practice; Literacy Implementation Network vendor support, Acceleration for All, Reading 360 summits) as well as participation in CORE offerings (e.g., school planning support, school leader support, partnership and model districts). In addition, professional development survey options were intended to capture opportunities commonly used within school districts, such as training from the HQIM vendor, staff development days led by school and district leaders, instructional coaching, and teacher professional learning communities.

The compiled survey responses are shared and discussed first by the three educator roles (see [Appendix A Table 6](#) for more details) and then across all three educator roles by the HQIM adopted (see [Appendix A Table 7](#) for more details).



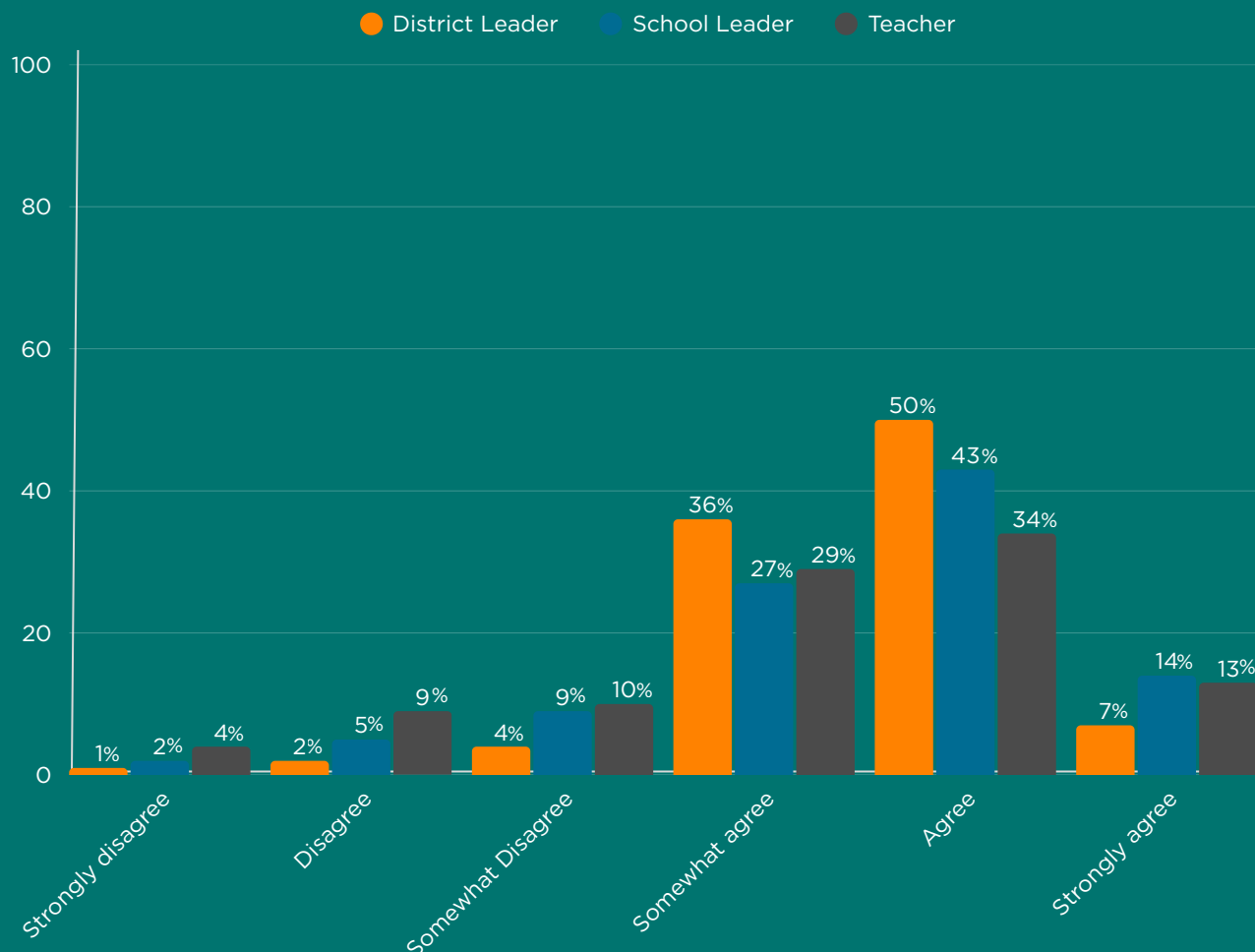


Educator Role

The following results group responses across the seven adopted HQIM in order to present overall perceptions of the training provided or received by the educator roles (i.e., district leader, school leader, teacher).

Educators were asked how well trained they or their teachers were on the HQIM, with 57% of district leaders, 57% of school leaders, and 47% of teachers agreeing or strongly agreeing that teachers were well-trained (see Figure 36).

Figure 36: *To What Extent Do You Think the (Teachers in Your District/Teachers in Your School/You) Have Been Well-Trained in Implementing the HQIM for Literacy?*

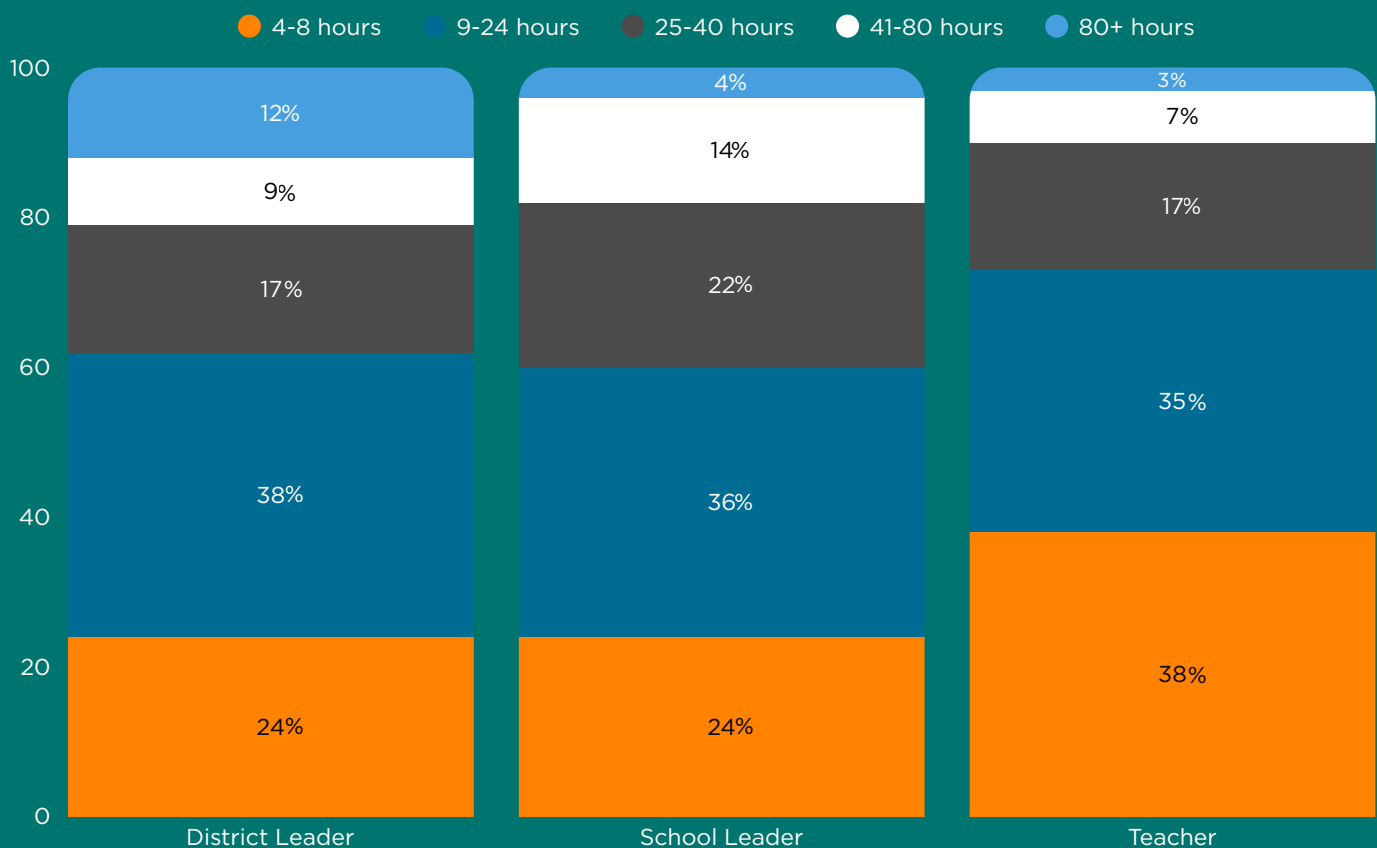


Note. Percentages may not add to 100% due to rounding.



Educators were asked to estimate the amount of time teachers spent in initial training on the HQIM (i.e., during their first year of implementation) and in follow-up training. For initial training (see Figure 37), over half of district leaders (62%), school leaders (60%), and teachers (73%) responded either 4-8 hours (i.e., approximately one-half to one day) or 9-24 hours (i.e., 2-3 days).

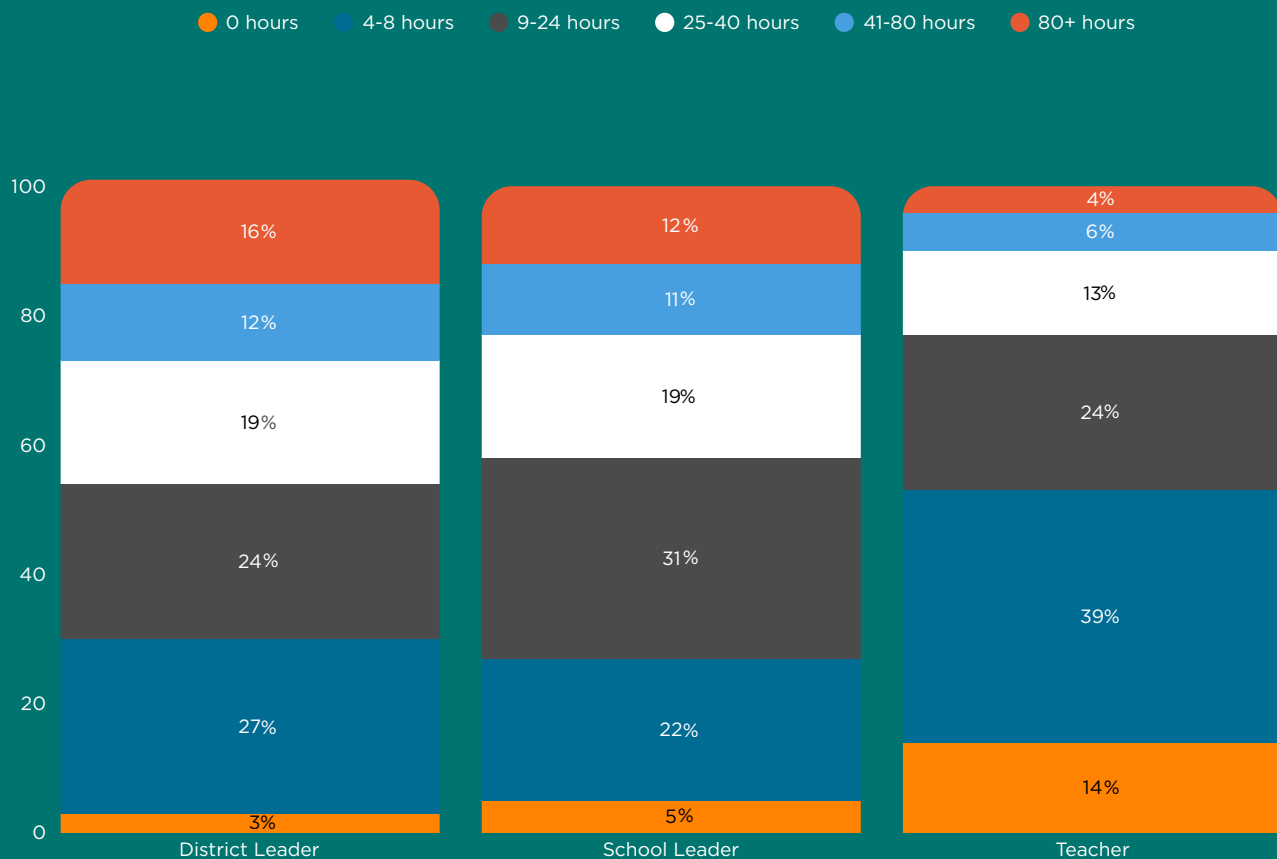
Figure 37: *Estimate the Amount of Time Spent Training Teachers On Implementing the HQIM During The First Year of Implementation*





Similar results were reported for follow-up training, with again about half of district leaders (51%), school leaders (53%), and teachers (63%) responding either 4-8 hours or 9-24 hours (see Figure 38).

Figure 38: *Estimate the Amount of Time Spent on Follow-Up Training and Support for Teachers on Implementing the HQIM for Literacy*

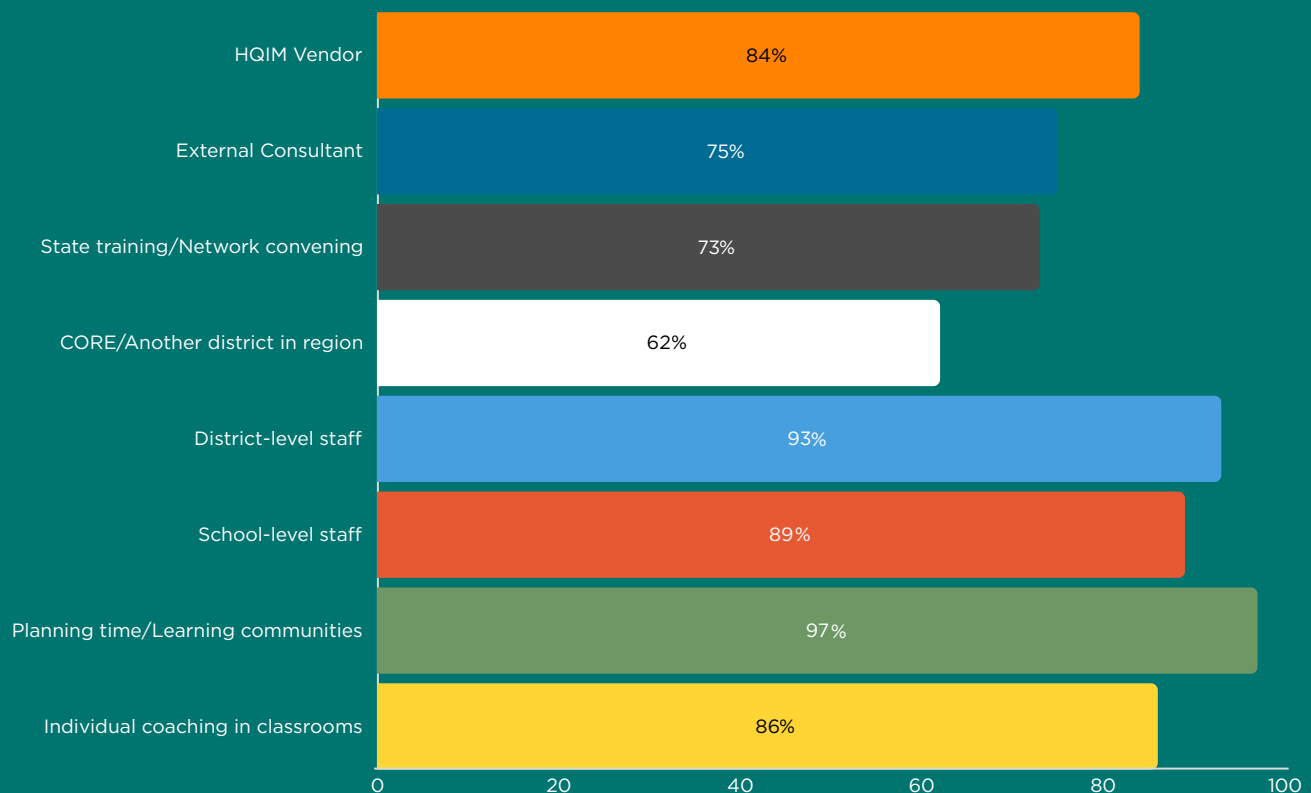


Note. Percentages may not add to 100% due to rounding.



Finally, educators were asked to rate the helpfulness of several professional development (PD) options for implementing the HQIM, if utilized. The PD options included (from most utilized to least utilized; see Figure 39): teacher planning time/learning communities, PD provided by district staff, PD provided by school staff, instructional coaching in classrooms, PD provided by the HQIM vendor, PD provided by external consultants, state trainings/network convenings, and CORE or another district in the region.

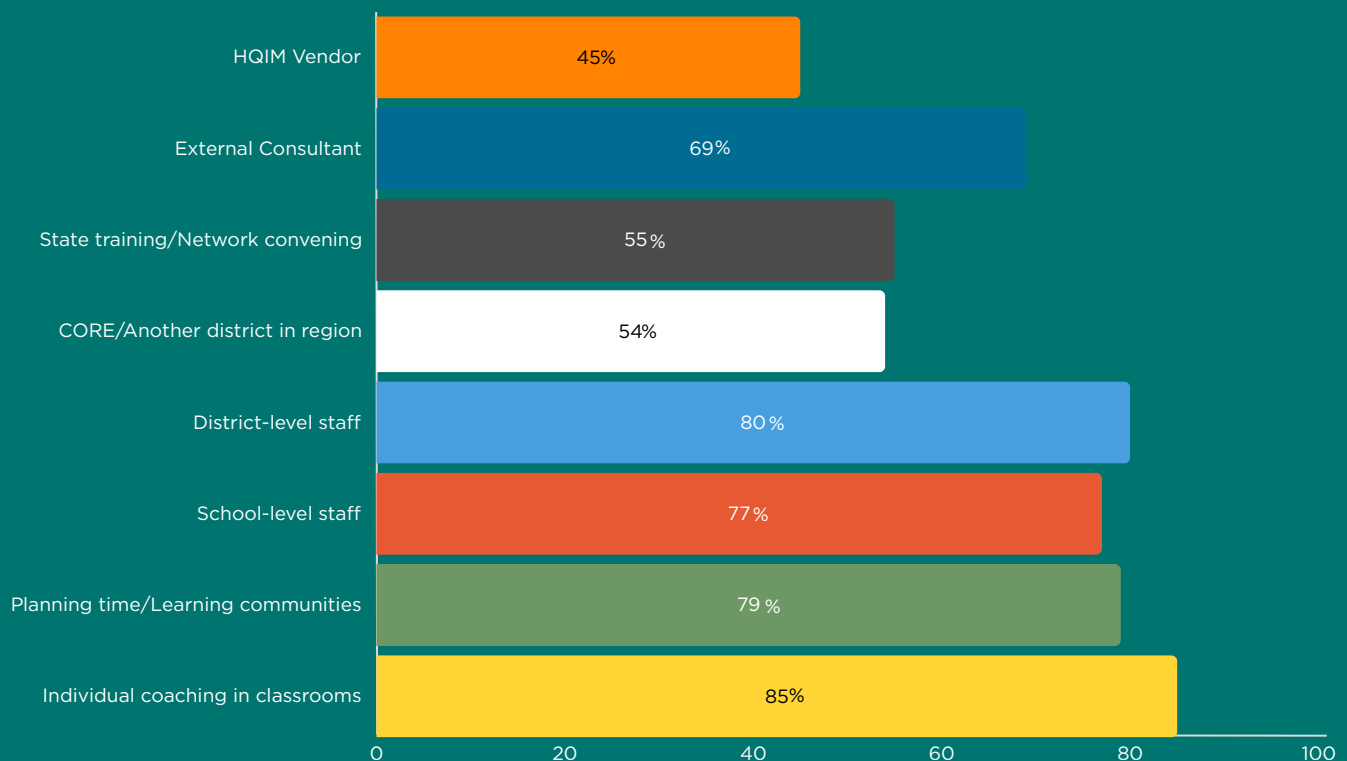
Figure 39: *Percent of Educators Reporting a Professional Development Option Was Used*





After adjusting for the number of responses that did not utilize a specific PD, the percentage of district leaders who rated a PD option as either helpful or extremely helpful varied across the options (see Figure 40).

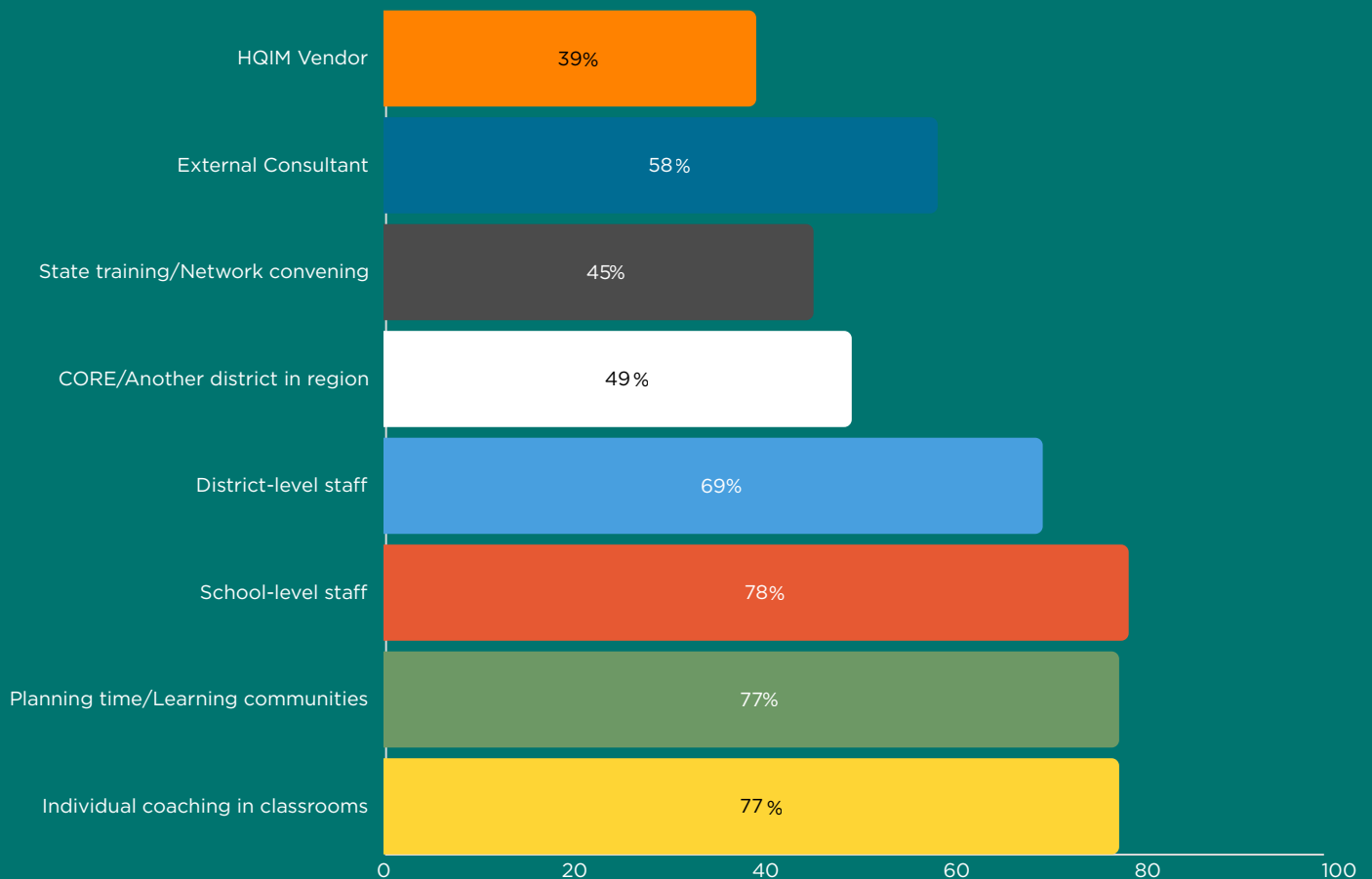
Figure 40: *Percent of District Leaders Rating the Professional Development As Helpful or Extremely Helpful*





Similar variation was seen in the percentage of school leaders who rated a PD option as either helpful or extremely helpful, after adjusting for the number of responses that did not utilize a specific PD option (see Figure 41).

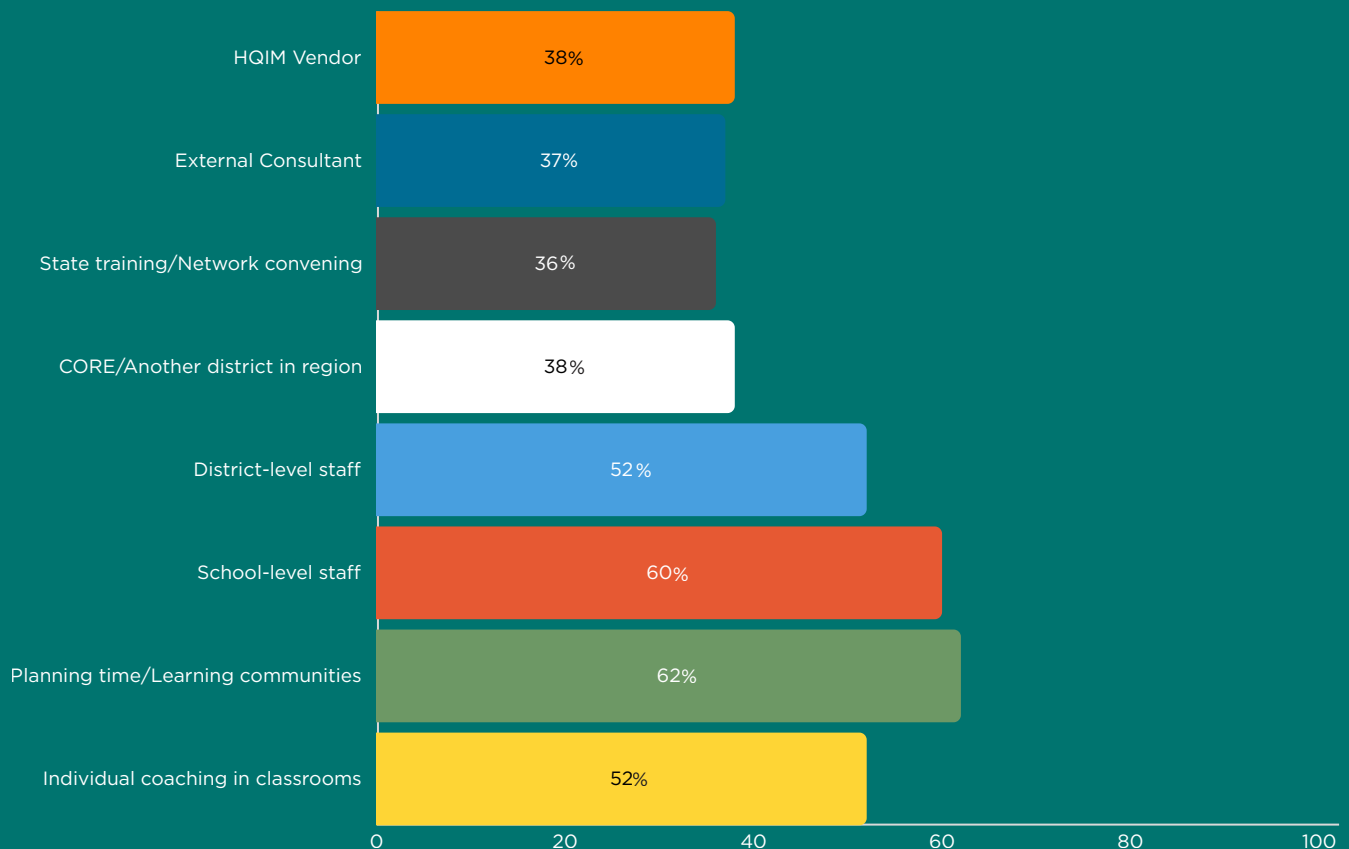
Figure 41: *Percent of School Leaders Rating the Professional Development as Helpful or Extremely Helpful*





Finally, teachers generally had lower ratings than district or school leaders for the helpfulness of these various PD options (see Figure 42).

Figure 42: *Percent of Teachers Rating the Professional Development as Helpful or Extremely Helpful*



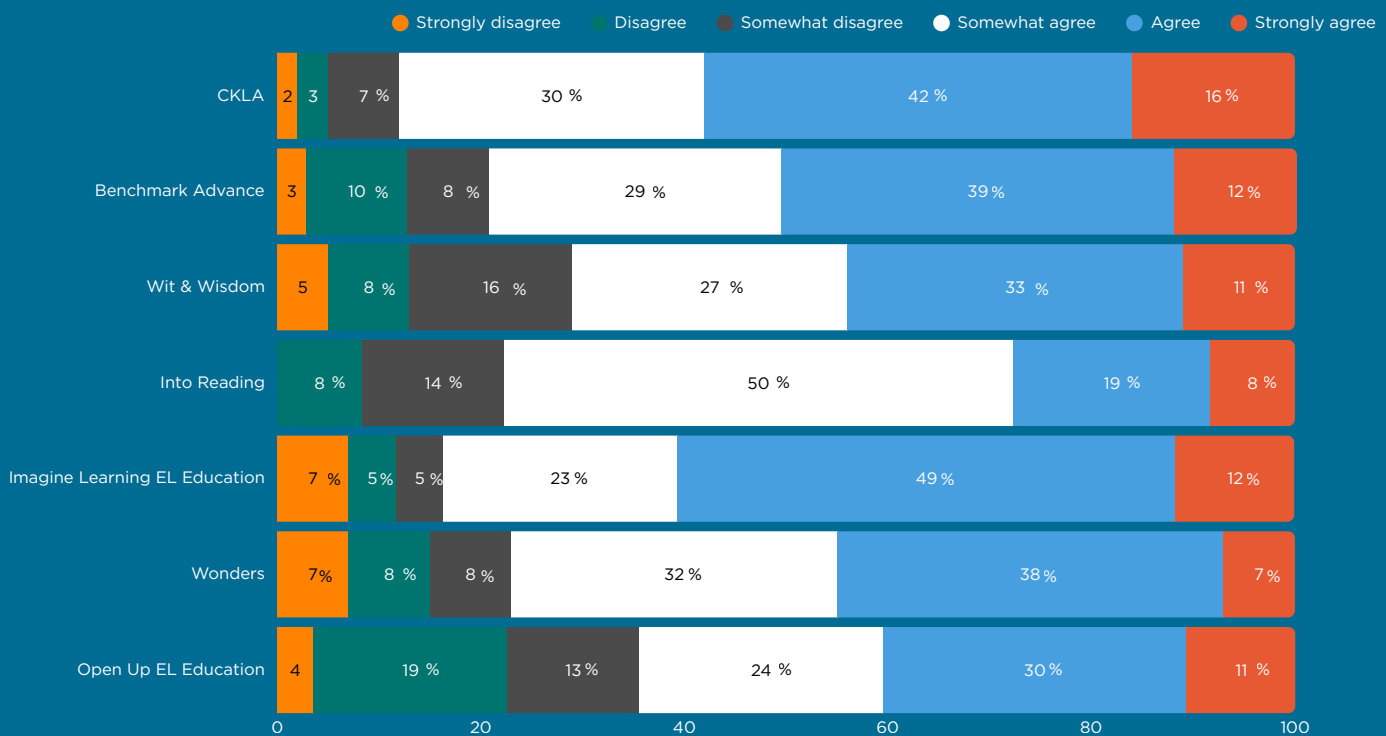


ADOPTED HIGH-QUALITY INSTRUCTIONAL MATERIAL

The following results group responses across educator roles (i.e., district leader, school leader, teacher) in order to present perceptions of the training provided or received for implementing the particular HQIM adopted. Throughout these results, it is important to keep in mind that *Wit & Wisdom* was not approved for Grades K-2 and *Into Reading* was not approved for Grade 3. This could have influenced the reported perceptions of educators in districts that adopted these HQIM.

Educators' clear agreement (i.e., agree or strongly agree) with the statement that teachers were well-trained in the HQIM varied across the seven HQIM (Imagine Learning *EL Education* = 61%, *CKLA* = 58%, *Benchmark Advance* = 51%, *Wonders* = 45%, *Wit & Wisdom* = 44%, *Open Up EL Education* = 41%, and *Into Reading* = 27%; see Figure 43).

Figure 43: *To What Extent Do You Think the (Teachers in Your District/Teachers in Your School/You) Have Been Well-Trained in Implementing the HQIM for Literacy?*



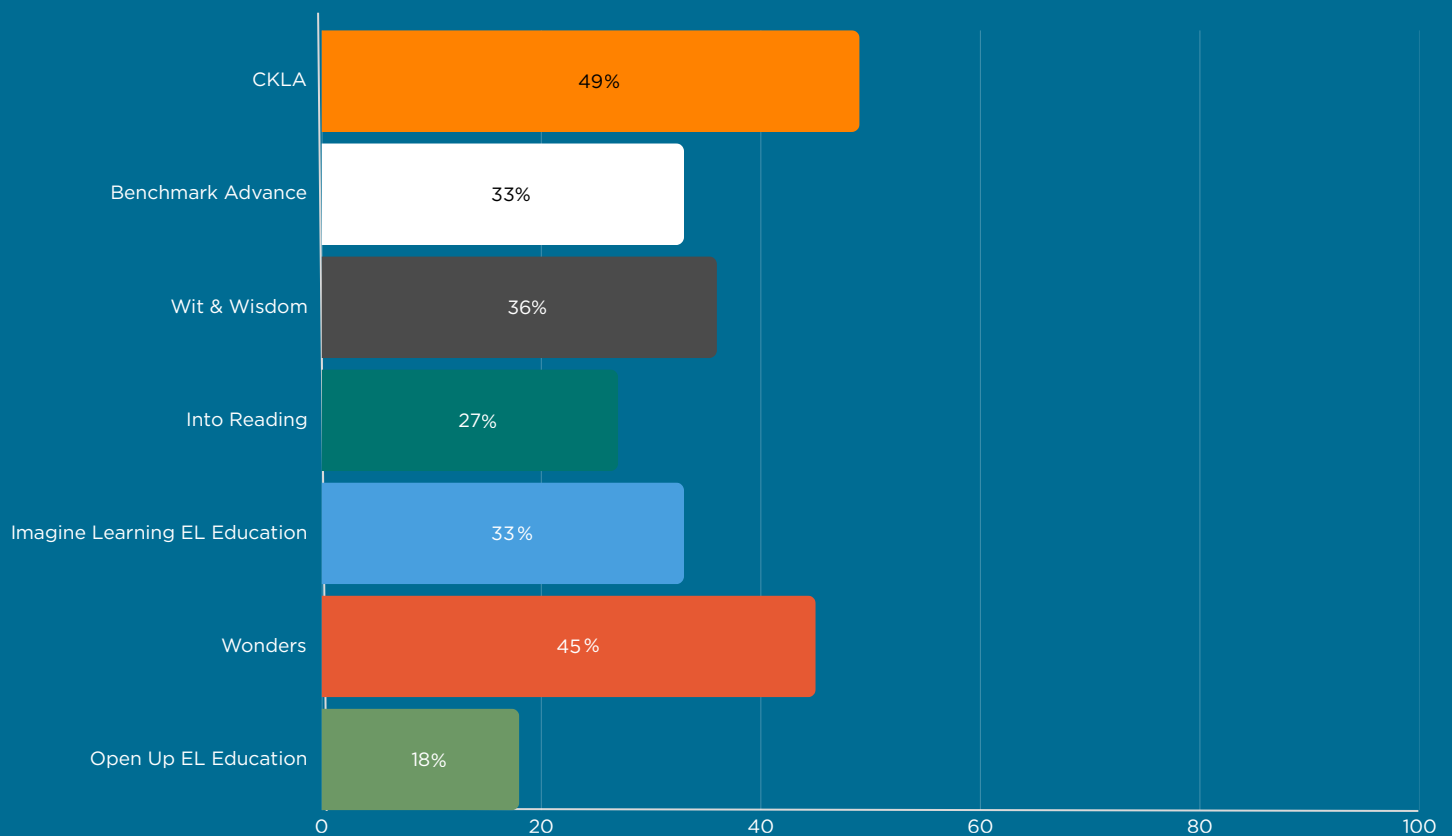
Note. Percentages may not add to 100% due to rounding.



No substantial differences were seen across HQIM for the estimated teacher time spent in initial or follow-up training on the HQIM. However, one PD option that seemed particularly relevant was the helpfulness of training provided by the HQIM vendor.

After adjusting for the number of responses that did not utilize the PD by the HQIM vendor, differences were seen in the percentage of responses rating the training as clearly helpful (see Figure 44).

Figure 44: *Percentage of Educators Rating the Professional Development Provided by the HQIM Vendor as Helpful or Extremely Helpful*



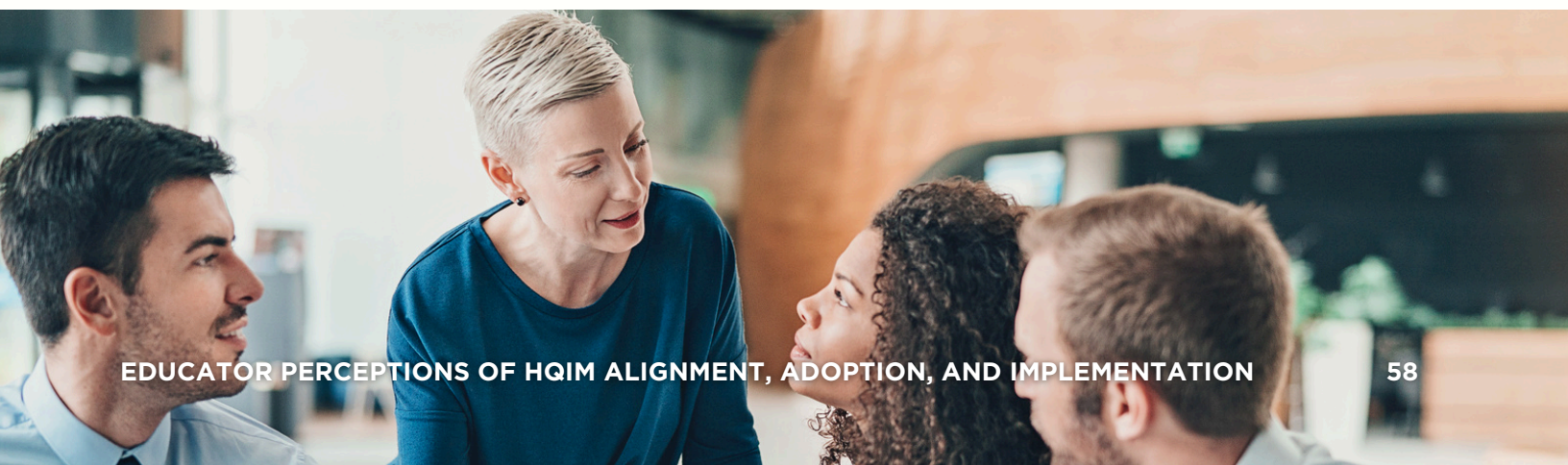
SUMMARY AND IMPLICATIONS

The results of the survey provide valuable insights into district leader, school leader, and teacher perceptions of their adopted HQIM and the implementation process. In summarizing the survey results, four major findings were evident. For each major finding identified below, a possible action step is suggested as Tennessee prepares for a new ELA textbook adoption cycle.



Finding 1: Overall, teachers tend to hold less favorable perceptions of their HQIM than district or school leaders. Given that all HQIM approved in Tennessee have been reviewed to confirm that the Tennessee Academic Standards for ELA are addressed, more research may be needed to understand why responses, particularly from teachers, rate some HQIM as not adequately addressing these standards. It is unclear whether teachers think some standards are not addressed at all or whether they perceive the curricula as not providing enough instruction or practice for students to meet or master the standards. It also is possible that communication about the rationale for the chosen HQIM needed to be strengthened, particularly as many districts were completing the process during disruptions to schooling caused by the COVID-19 pandemic.

Possible Action Step 1: Review the rubric used by the Textbook Commission to ensure it clearly communicates to stakeholders how each HQIM is reviewed and addresses all the Academic Standards for ELA. Plan future professional development for teachers that communicates the benefits of the HQIM adopted, helps facilitate teacher buy-in on its use, and addresses teacher concerns with the HQIM.





Finding 2: The results of the survey also suggest that educators may view their HQIM as not adequately addressing some literacy skills, particularly code-focused skills and written expression. However, perceptions varied somewhat by HQIM.

Possible Action Step 2: Complete a review of the HQIM to further examine how well these skills (e.g., code-focused skills) are addressed according to research and evidence-based practices. This review may be useful to help educators see the strengths and weaknesses of each HQIM and how those weaknesses could be addressed by teachers through instructional decisions. Consider whether the rubrics and/or review process should include this type of evaluation of the HQIM before approval.



Finding 3: In general, few difficulties related to implementation were reported by district leaders, school leaders, or teachers; however, this varied a bit by HQIM. Districts using HQIM rated as being more challenging may benefit from more research about those difficulties and how available state support (e.g., state trainings, CORE, and connections with other districts using that HQIM successfully) could be provided to help overcome implementation challenges.

Possible Action Step 3: Develop a product-agnostic HQIM implementation toolkit for districts that provides various timelines, action plans, and tools to support the acquisition and implementation of a new HQIM. This could help districts make decisions about professional development, transitioning from the old to the new materials, and clearly communicating with all stakeholders.



Finding 4: Across all educator groups, teacher planning time or professional learning communities were most likely to be reported as helpful in implementing the HQIM. District and school leaders should consider ways to ensure that preparation or professional learning community time that supports HQIM implementation happens regularly for teachers. Additionally, local PD options (i.e., district or school staff provided) more often were reported as helpful than other options (i.e., state training, regional training, external sources) which may warrant further research about how trainings can be designed and utilized in effective ways (e.g., train-the-trainer models) or made more relevant for local contexts.

Possible Action Step 4: The state might consider whether to establish clear expectations for using teacher preparation and professional learning community time to support the implementation of HQIM. In addition, the state might offer follow-up training in conjunction with CORE or develop additional tools or resources for continuous improvement of implementing effective literacy instruction using the HQIM. The training and resources could focus on how to effectively use data to make implementation decisions, how to structure and use professional learning communities for HQIM implementation, and how professional development can be differentiated based on the needs of the teachers.



Appendix A

DATA COLLECTION AND ANALYSIS

The survey link was emailed to all district leaders and elementary school principals in the state through email lists available in the Tennessee School Directory. School principals were asked to share the teacher survey link with the teachers at their respective campus. Additionally, TDOE shared the survey link in newsletters and at trainings, and both the TRRC and TDOE shared the survey link on social media. Centers of Regional Excellence (CORE) representatives assisted with sharing the survey and specifically reaching out to the districts who had low response rates. The district survey was available from February 11, 2025, through April 1, 2025. The school and teacher surveys were available from February 11, 2025, through April 30, 2025. The surveys were estimated to take 10-15 minutes, and 85% of participants completed the survey in 15 minutes or less. It is not known whether participants paused responding while the survey window was left open, so it is possible the total length of completion time includes breaks in active responding. Participants also could complete the survey in multiple sessions without having to restart if they did so within one week of beginning the survey.

Appendix A

The three data files, one for each survey, were downloaded from the online administration platform and cleaned for data quality and standardization in variable naming. The quantitative data were analyzed using STATA 17.0 to yield frequencies and percentages of responses by educator roles (i.e., district leader, school leader, classroom teacher) and HQIM used (e.g., *CKLA*, *Benchmark Advance*). Respondents who answered at least one of the substantive questions (i.e., not just the demographic questions) were considered participants in the survey even if they did not complete all items in the survey. All responses from this set of participants were included for the appropriate questions, and thus, the number of responses varied by individual question.



Table 1
Participant Demographic Information

	<i>Total</i> (<i>n</i> = 1,189)	<i>District</i> (<i>n</i> = 149)	<i>School</i> (<i>n</i> = 260)	<i>Teacher</i> (<i>n</i> = 780)
<i>Participating Districts</i>				
No. of Districts	127	81	85	85
Participants per District (Range)	1 – 96	1 – 21	1 – 24	1 – 62
<i>1a. CORE Region</i>				
First TN	80 (7%)	8 (5%)	23 (9%)	49 (6%)
East TN	181 (15%)	24 (16%)	46 (18%)	111 (14%)
Southeast	84 (7%)	12 (8%)	17 (7%)	55 (7%)
Upper Cumberland	154 (13%)	17 (11%)	38 (15%)	99 (13%)
South Central	254 (21%)	47 (32%)	36 (14%)	171 (22%)
Mid-Cumberland	237 (20%)	11 (7%)	47 (18%)	179 (23%)
Southwest	134 (11%)	14 (9%)	41 (16%)	79 (10%)
Northwest	65 (5%)	16 (11%)	12 (5%)	37 (5%)

Table 1 cont.
Participant Demographic Information

<i>1b. HQIM Adopted</i>				
<i>CKLA</i>	430 (36%)	58 (39%)	85 (33%)	287 (37%)
<i>Benchmark Advance</i>	260 (22%)	32 (21%)	58 (22%)	170 (22%)
<i>Wit & Wisdom</i>	182 (15%)	25 (17%)	50 (19%)	107 (14%)
<i>Into Reading</i>	37 (3%)	11 (7%)	5 (2%)	21 (3%)
<i>Imagine Learning EL Education</i>	45 (4%)	10 (7%)	11 (4%)	24 (3%)
<i>Wonders</i>	145 (12%)	12 (8%)	34 (13%)	99 (13%)
<i>Open Up EL Education</i>	90 (8%)	1 (1%)	17 (7%)	72 (9%)
<i>1c. Adoption Year</i>				
2019-2020	393 (33%)	78 (52%)	99 (38%)	216 (28%)
2020-2021	288 (24%)	43 (29%)	59 (23%)	186 (24%)
2021-2022	144 (12%)	11 (7%)	40 (15%)	93 (12%)
2022-2023	61 (5%)	2 (1%)	18 (7%)	41 (5%)
2023-2024	8 (1%)	3 (2%)	0 (0%)	5 (1%)
2024-2025	15 (1%)	0 (0%)	4 (2%)	11 (1%)
Not in district/Unknown	280 (24%)	12 (8%)	40 (15%)	228 (29%)

Table 1 cont.
Participant Demographic Information

<i>1d. Implementation Year</i>				
2019-2020	261 (22%)	37 (25%)	69 (27%)	155 (20%)
2020-2021	365 (31%)	73 (49%)	75 (29%)	217 (28%)
2021-2022	184 (15%)	20 (13%)	51 (20%)	113 (14%)
2022-2023	67 (6%)	3 (2%)	17 (7%)	47 (6%)
2023-2024	25 (2%)	5 (3%)	3 (1%)	17 (2%)
2024-2025	16 (1%)	0 (0%)	3 (1%)	13 (2%)
Not in district/ Unknown	271 (23%)	11 (7%)	42 (16%)	218 (28%)

Note. Percentages may not add to 100% due to rounding. No. = Number; TN = Tennessee; CKLA = Core Knowledge Language Arts.

Table 2*Perceptions of the HQIM by Educator Role*

<i>2a. How well does your HQIM cover the Tennessee ELA Standards?</i>						
	<i>Poorly</i>	<i>Fairly</i>	<i>Adequately</i>	<i>Well</i>	<i>Very Well</i>	<i>Excellent</i>
District ^a	2 (1%)	10 (7%)	29 (19%)	40 (27%)	53 (36%)	15 (10%)
School ^a	10 (4%)	43 (17%)	68 (26%)	60 (23%)	61 (23%)	18 (7%)
Teacher ^a	81 (10%)	168 (22%)	196 (25%)	160 (21%)	136 (17%)	39 (5%)
<i>2b. How well does your HQIM address meaning-focused skills (i.e., text fluency, vocabulary, comprehension of literature and informational text)?</i>						
District ^a	3 (2%)	7 (5%)	27 (18%)	44 (30%)	49 (33%)	19 (13%)
School ^a	10 (4%)	30 (12%)	65 (25%)	68 (26%)	65 (25%)	22 (8%)
Teacher ^a	78 (10%)	149 (19%)	200 (26%)	153 (20%)	141 (18%)	59 (8%)
<i>2c. How well does your HQIM address code-focused skills (i.e., phonological awareness, phonics, word recognition fluency, word composition)?</i>						
District ^a	21 (14%)	26 (17%)	25 (17%)	19 (13%)	38 (26%)	20 (13%)
School ^a	41 (16%)	49 (19%)	53 (20%)	38 (15%)	57 (22%)	22 (8%)
Teacher ^a	164 (21%)	162 (21%)	153 (20%)	134 (17%)	113 (14%)	54 (7%)
<i>2d. How well does your HQIM address written expression?</i>						
District ^a	16 (11%)	27 (18%)	41 (28%)	33 (22%)	22 (15%)	10 (7%)
School ^a	33 (13%)	60 (23%)	61 (23%)	53 (20%)	44 (17%)	9 (3%)
Teacher ^a	225 (29%)	182 (23%)	163 (21%)	113 (14%)	69 (9%)	28 (4%)

Table 2 cont.
Perceptions of the HQIM by Educator Role

2e. To what extent do you think the instructional activities in the HQIM are engaging for students in your (school/classroom)?							
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	
School ^b	10 (4%)	15 (6%)	33 (14%)	76 (33%)	76 (33%)	22 (9%)	
Teacher ^b	97 (13%)	96 (13%)	123 (17%)	213 (29%)	167 (23%)	30 (4%)	
2f. To what extent do you think the texts in the HQIM are engaging for students in your (school/classroom)?							
School ^b	10 (4%)	17 (7%)	32 (14%)	71 (31%)	78 (34%)	24 (10%)	
Teacher ^b	92 (13%)	100 (14%)	95 (13%)	232 (32%)	169 (23%)	38 (5%)	
2g. How does the HQIM compare to the literacy instructional materials previously used in your (district/school)?							
	Unable to compare	Significantly worse	Worse	Somewhat worse	Somewhat better	Better	Significantly better
District ^b	20 (14%)	0 (0%) ^c	5 (4%)	3 (2%)	10 (7%)	38 (27%)	67 (47%)
School ^b	27 (12%)	10 (4%)	7 (3%)	18 (8%)	58 (25%)	52 (22%)	60 (26%)
Teacher ^b	202 (28%)	51 (7%)	60 (8%)	81 (11%)	139 (19%)	95 (13%)	98 (14%)

Note. Percentages may not add to 100% due to rounding.

a = district leaders ($n = 149$), school leaders ($n = 260$), teachers ($n = 780$).

b = district leaders ($n = 143$), school leaders ($n = 232$), teachers ($n = 726$).

c = This option was inadvertently missing from the district survey.

Table 3
Perceptions of the HQIM by Adopted HQIM

<i>3a. How well does your HQIM cover the Tennessee ELA standards?</i>						
	<i>Poorly</i>	<i>Fairly</i>	<i>Adequately</i>	<i>Well</i>	<i>Very Well</i>	<i>Excellently</i>
CKLA^a	19 (4%)	68 (16%)	104 (24%)	102 (24%)	103 (24%)	34 (8%)
Benchmark Advance^a	8 (3%)	34 (13%)	71 (27%)	61 (23%)	66 (25%)	20 (8%)
Wit & Wisdom^a	23 (13%)	38 (21%)	44 (24%)	37 (20%)	33 (18%)	7 (4%)
Into Reading^a	1 (3%)	6 (16%)	15 (41%)	12 (32%)	3 (8%)	0 (0%)
Imagine Learning EL Education^a	7 (16%)	6 (13%)	11 (24%)	8 (18%)	9 (20%)	4 (9%)
Wonders^a	16 (11%)	42 (29%)	32 (22%)	21 (14%)	28 (19%)	6 (4%)
Open Up EL Education^a	19 (21%)	27 (30%)	16 (18%)	19 (21%)	8 (9%)	1 (1%)
<i>3b. How well does your HQIM address meaning-focused skills (i.e., text fluency, vocabulary, comprehension of literature and informational text)?</i>						
CKLA^a	22 (5%)	53 (12%)	107 (25%)	102 (24%)	103 (24%)	43 (10%)
Benchmark Advance^a	14 (5%)	31 (12%)	63 (24%)	68 (26%)	60 (23%)	24 (9%)
Wit & Wisdom^a	19 (10%)	26 (14%)	42 (23%)	40 (22%)	43 (24%)	12 (7%)
Into Reading^a	0 (0%)	6 (16%)	17 (46%)	10 (27%)	4 (11%)	0 (0%)
Imagine Learning EL Education^a	6 (13%)	12 (27%)	4 (9%)	9 (20%)	7 (16%)	7 (16%)
Wonders^a	16 (11%)	34 (23%)	36 (25%)	23 (16%)	25 (17%)	11 (8%)
Open Up EL Education^a	14 (16%)	24 (27%)	23 (26%)	13 (14%)	13 (14%)	3 (3%)

Table 3 *cont.*
Perceptions of the HQIM by Adopted HQIM

<i>3c. How well does your HQIM address code-focused skills (i.e., phonological awareness, phonics, word recognition fluency, word composition)?</i>						
	<i>Poorly</i>	<i>Fairly</i>	<i>Adequately</i>	<i>Well</i>	<i>Very Well</i>	<i>Excellently</i>
CKLA^a	19 (4%)	65 (15%)	91 (21%)	83 (19%)	116 (27%)	56 (13%)
Benchmark Advance^a	36 (14%)	53 (20%)	51 (20%)	51 (20%)	43 (17%)	26 (10%)
Wit & Wisdom^a	94 (52%)	41 (23%)	20 (11%)	16 (9%)	10 (5%)	1 (1%)
Into Reading^a	5 (14%)	8 (22%)	14 (38%)	6 (16%)	4 (11%)	0 (0%)
Imagine Learning EL Education^a	10 (22%)	6 (13%)	12 (27%)	5 (11%)	10 (22%)	2 (4%)
Wonders^a	35 (24%)	40 (28%)	26 (18%)	21 (14%)	15 (10%)	8 (6%)
Open Up EL Education^a	27 (30%)	24 (27%)	17 (19%)	9 (10%)	10 (11%)	3 (3%)
<i>3d. How well does your HQIM address written expression?</i>						
CKLA^a	98 (23%)	90 (21%)	106 (25%)	81 (19%)	43 (10%)	12 (3%)
Benchmark Advance^a	58 (22%)	51 (20%)	63 (24%)	50 (19%)	32 (12%)	6 (2%)
Wit & Wisdom^a	28 (15%)	42 (23%)	35 (19%)	32 (18%)	30 (16%)	15 (8%)
Into Reading^a	6 (16%)	12 (32%)	10 (27%)	7 (19%)	2 (5%)	0 (0%)
Imagine Learning EL Education^a	11 (24%)	11 (24%)	6 (13%)	7 (16%)	5 (11%)	5 (11%)
Wonders^a	40 (28%)	35 (24%)	31 (21%)	17 (12%)	14 (10%)	8 (6%)
Open Up EL Education^a	33 (37%)	28 (31%)	14 (16%)	5 (6%)	9 (10%)	1 (1%)

Table 3 *cont.*
Perceptions of the HQIM by Adopted HQIM

<i>3e. To what extent do you think the instructional activities in the HQIM are engaging for students in your (school/classroom)?</i>						
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
CKLA^b	21 (6%)	35 (10%)	45 (13%)	110 (32%)	112 (32%)	23 (7%)
Benchmark Advance^b	24 (11%)	26 (12%)	43 (20%)	62 (29%)	47 (22%)	11 (5%)
Wit & Wisdom^b	20 (14%)	17 (12%)	26 (19%)	39 (28%)	26 (19%)	11 (8%)
Into Reading^b	2 (8%)	3 (12%)	5 (20%)	13 (52%)	2 (8%)	0 (0%)
Imagine Learning EL Education^b	8 (24%)	5 (15%)	1 (3%)	7 (21%)	10 (30%)	2 (6%)
Wonders^b	12 (10%)	18 (15%)	15 (12%)	34 (28%)	38 (31%)	4 (3%)
Open Up EL Education^b	20 (25%)	7 (9%)	21 (26%)	24 (30%)	8 (10%)	1 (1%)
<i>3f. To what extent do you think the texts in the HQIM are engaging for students in your (school/classroom)?</i>						
CKLA^b	21 (6%)	37 (11%)	44 (13%)	107 (31%)	112 (32%)	25 (7%)
Benchmark Advance^b	31 (15%)	28 (13%)	30 (14%)	66 (31%)	46 (22%)	12 (6%)
Wit & Wisdom^b	17 (12%)	19 (14%)	19 (14%)	43 (31%)	29 (21%)	12 (9%)
Into Reading^b	1 (4%)	2 (8%)	7 (28%)	12 (48%)	3 (12%)	0 (0%)
Imagine Learning EL Education^b	7 (21%)	4 (12%)	3 (9%)	9 (27%)	8 (24%)	2 (6%)
Wonders^b	13 (11%)	13 (11%)	13 (11%)	40 (33%)	34 (28%)	8 (7%)
Open Up EL Education^b	12 (15%)	14 (17%)	11 (14%)	26 (32%)	15 (19%)	3 (4%)

Table 3 *cont.*
Perceptions of the HQIM by Adopted HQIM

<i>3g. How does the HQIM compare to the literacy instructional materials previously used in your (district/school)?</i>							
	<i>Unable to compare</i>	<i>Significantly worse</i>	<i>Worse</i>	<i>Somewhat worse</i>	<i>Somewhat better</i>	<i>Better</i>	<i>Significantly better</i>
CKLA^c	97 (24%)	12 (3%)	15 (4%)	29 (7%)	76 (19%)	66 (16%)	107 (27%)
Benchmark Advance^c	50 (20%)	4 (2%)	18 (7%)	24 (10%)	47 (19%)	56 (23%)	46 (19%)
Wit & Wisdom^c	40 (25%)	12 (7%)	13 (8%)	10 (6%)	33 (20%)	20 (12%)	34 (21%)
Into Reading^c	8 (23%)	1 (3%)	2 (6%)	9 (26%)	7 (20%)	7 (20%)	1 (3%)
Imagine Learning EL Education^c	3 (7%)	6 (14%)	5 (12%)	5 (12%)	5 (12%)	8 (19%)	11 (26%)
Wonders^c	39 (30%)	12 (9%)	12 (9%)	12 (9%)	23 (17%)	22 (17%)	12 (9%)
Open Up EL Education^c	12 (15%)	14 (17%)	7 (9%)	13 (16%)	16 (20%)	6 (7%)	14 (17%)

Note. Percentages may not add to 100% due to rounding.

CKLA = Core Knowledge Language Arts

^a = CKLA (*n* = 430), Benchmark Advance (*n* = 260), Wit & Wisdom (*n* = 182), Into Reading (*n* = 37), Imagine Learning EL Education (*n* = 45), Wonders (*n* = 145), Open Up EL Education (*n* = 90)

^b = CKLA (*n* = 346), Benchmark Advance (*n* = 213), Wit & Wisdom (*n* = 139), Into Reading (*n* = 25), Imagine Learning EL Education (*n* = 33), Wonders (*n* = 121), Open Up EL Education (*n* = 81)

^c = CKLA (*n* = 402), Benchmark Advance (*n* = 245), Wit & Wisdom (*n* = 162), Into Reading (*n* = 35), Imagine Learning EL Education (*n* = 43), Wonders (*n* = 132), Open Up EL Education (*n* = 82)

Table 4

Perceptions of HQIM Acquisition and Implementation by Educator Role

<i>4a. How easy or difficult was it to order materials?</i>						
	<i>Very difficult</i>	<i>Difficult</i>	<i>Somewhat difficult</i>	<i>Somewhat easy</i>	<i>Easy</i>	<i>Very easy</i>
District ^a	2 (1%)	4 (3%)	8 (6%)	46 (32%)	63 (44%)	20 (14%)
<i>4a. How easy or difficult was it to distribute materials to teachers?</i>						
District ^a	3 (2%)	2 (1%)	11 (8%)	52 (36%)	58 (41%)	17 (12%)
<i>4a. How easy or difficult has it been for teachers to use the materials in the HQIM?</i>						
District ^a	3 (2%)	8 (6%)	33 (23%)	59 (41%)	35 (24%)	5 (4%)
<i>4a. How easy or difficult has it been to train teachers to use the HQIM for literacy?</i>						
District ^a	1 (1%)	12 (8%)	48 (34%)	59 (41%)	20 (14%)	3 (2%)
<i>4b. & 4c. How easy or difficult has it been for you to understand the HQIM in order to (support the teachers in your building to) implement the instruction?</i>						
School ^a	6 (3%)	12 (5%)	65 (27%)	84 (35%)	52 (22%)	18 (8%)
Teacher ^a	55 (7%)	58 (8%)	163 (22%)	210 (28%)	193 (26%)	66 (9%)
<i>4d. & 4e. How Easy or Difficult Has it Been for You to Understand the HQIM in Order to Implement the Instruction?</i>						
School ^a	7 (3%)	25 (11%)	81 (34%)	74 (31%)	39 (16%)	11 (5%)
Teacher ^a	44 (6%)	66 (9%)	161 (22%)	211 (28%)	194 (26%)	69 (9%)
<i>4f. How Well-Prepared Did You Feel to (Help Teachers in Your School) Implement the HQIM for Literacy?</i>						
	<i>Poorly</i>	<i>Fairly</i>	<i>Adequately</i>	<i>Well</i>	<i>Very Well</i>	<i>Excellently</i>
School ^a	14 (6%)	43 (18%)	62 (26%)	56 (24%)	49 (21%)	13 (5%)
Teacher ^a	98 (13%)	140 (19%)	179 (24%)	147 (20%)	131 (18%)	50 (7%)

Table 4 cont.*Perceptions of HQIM Acquisition and Implementation by Educator Role*

4g. How Receptive Have (Teachers in Your District/Teachers in Your School/You) Been to Using the HQIM for Literacy?						
	Not at all receptive		Somewhat receptive		Mostly receptive	Very receptive
District ^a	3 (2%)		56 (39%)		69 (48%)	15 (10%)
School ^a	11 (5%)		89 (38%)		108 (46%)	29 (12%)
Teacher ^a	21 (3%)		150 (20%)		340 (46%)	234 (31%)
4h. To What Extent Do You Agree That the HQIM Has Required Teachers/You to Make Major Shifts in Their/Your Literacy Instructional Practices?						
	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
District ^a	2 (1%)	4 (3%)	2 (1%)	26 (18%)	67 (47%)	42 (29%)
School ^a	1 (0.5%)	1 (0.5%)	15 (6%)	71 (30%)	92 (39%)	57 (24%)
Teacher ^a	19 (3%)	65 (9%)	86 (12%)	274 (37%)	220 (30%)	81 (11%)
4i. Does Your District/School Use the TN Foundational Skills Curriculum Supplement in Addition to Your HQIM?						
	Yes			No		
District ^b	76 (51%)			73 (49%)		
School ^b	142 (55%)			118 (45%)		
Teacher ^b	353 (45%)			427 (55%)		
4j. Does Your District/School Provide Any Additional Curriculum for Foundational Skill Instruction?						
	Yes			No		
District ^b	69 (46%)			80 (54%)		
School ^b	109 (42%)			151 (58%)		
Teacher ^b	283 (36%)			497 (64%)		

Note. Percentages may not add to 100% due to rounding.

a = District leaders ($n = 143$), school leaders ($n = 237$), teachers ($n = 745$);

b = District leaders ($n = 149$), school leaders ($n = 260$), teachers ($n = 780$).

Table 5*Perceptions of HQIM Acquisition and Implementation by HQIM Adopted*

<i>How easy or difficult was it to order materials?</i>						
	<i>Very difficult</i>	<i>Difficult</i>	<i>Somewhat difficult</i>	<i>Somewhat easy</i>	<i>Easy</i>	<i>Very easy</i>
CKLA^a	0 (0%)	1 (2%)	5 (9%)	20 (36%)	27 (48%)	3 (5%)
Benchmark Advance^a	1 (3%)	1 (3%)	1 (3%)	10 (31%)	12 (38%)	7 (22%)
Wit & Wisdom^a	1 (4%)	1 (4%)	1 (4%)	8 (35%)	8 (35%)	4 (17%)
Into Reading^a	0 (0%)	0 (0%)	0 (0%)	2 (20%)	6 (60%)	2 (20%)
Imagine Learning EL Education^a	0 (0%)	0 (0%)	1 (10%)	3 (30%)	4 (40%)	2 (20%)
Wonders^a	0 (0%)	1 (9%)	0 (0%)	3 (27%)	5 (45%)	2 (18%)
Open Up EL Education^a	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)
<i>How easy or difficult was it to distribute materials to teachers?</i>						
CKLA^a	0 (0%)	1 (2%)	6 (11%)	21 (38%)	24 (43%)	4 (7%)
Benchmark Advance^a	1 (3%)	1 (3%)	0 (0%)	10 (31%)	17 (53%)	3 (9%)
Wit & Wisdom^a	2 (9%)	0 (0%)	2 (9%)	10 (43%)	4 (17%)	5 (22%)
Into Reading^a	0 (0%)	0 (0%)	0 (0%)	3 (30%)	5 (50%)	2 (20%)
Imagine Learning EL Education^a	0 (0%)	0 (0%)	2 (20%)	3 (30%)	5 (50%)	0 (0%)
Wonders^a	0 (0%)	0 (0%)	1 (9%)	5 (45%)	2 (18%)	3 (27%)
Open Up EL Education^a	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)

Table 5 cont.
Perceptions of HQIM Acquisition and Implementation by HQIM Adopted

<i>How easy or difficult has it been for teachers to use the materials in the HQIM?</i>						
	<i>Very difficult</i>	<i>Difficult</i>	<i>Somewhat difficult</i>	<i>Somewhat easy</i>	<i>Easy</i>	<i>Very easy</i>
CKLA^a	1 (2%)	0 (0%)	10 (18%)	22 (39%)	21 (38%)	2 (4%)
Benchmark Advance^a	1 (3%)	3 (9%)	11 (34%)	12 (38%)	5 (16%)	0 (0%)
Wit & Wisdom^a	1 (4%)	3 (13%)	4 (17%)	11 (48%)	2 (9%)	2 (9%)
Into Reading^a	0 (0%)	0 (0%)	4 (40%)	2 (20%)	4 (40%)	0 (0%)
Imagine Learning EL Education^a	0 (0%)	0 (0%)	2 (20%)	7 (70%)	1 (10%)	0 (0%)
Wonders^a	0 (0%)	2 (18%)	2 (18%)	5 (45%)	1 (9%)	1 (9%)
Open Up EL Education^a	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)
<i>How easy or difficult has it been to train teachers to use the HQIM for literacy?</i>						
CKLA^a	0 (0%)	4 (7%)	15 (27%)	22 (39%)	14 (25%)	1 (2%)
Benchmark Advance^a	1 (3%)	5 (16%)	11 (34%)	13 (41%)	2 (6%)	0 (0%)
Wit & Wisdom^a	0 (0%)	3 (13%)	11 (48%)	7 (30%)	1 (4%)	1 (4%)
Into Reading^a	0 (0%)	0 (0%)	4 (40%)	4 (40%)	1 (10%)	1 (10%)
Imagine Learning EL Education^a	0 (0%)	0 (0%)	3 (30%)	7 (70%)	0 (0%)	0 (0%)
Wonders^a	0 (0%)	0 (0%)	4 (36%)	6 (55%)	1 (9%)	0 (0%)
Open Up EL Education^a	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)

Table 5 *cont.**Perceptions of HQIM Acquisition and Implementation by HQIM Adopted*

<i>5a. How Easy or Difficult Has it Been for You to Understand the HQIM in Order to (Support the Teachers in Your Building to) Implement the Instruction?</i>						
	<i>Very difficult</i>	<i>Difficult</i>	<i>Somewhat difficult</i>	<i>Somewhat easy</i>	<i>Easy</i>	<i>Very easy</i>
<i>CKLA^b</i>	6 (2%)	10 (3%)	51 (14%)	123 (35%)	115 (32%)	49 (14%)
<i>Benchmark Advance^b</i>	9 (4%)	13 (6%)	65 (30%)	59 (27%)	62 (28%)	11 (5%)
<i>Wit & Wisdom^b</i>	13 (9%)	9 (6%)	42 (30%)	42 (30%)	25 (18%)	11 (8%)
<i>Into Reading^b</i>	0 (0%)	2 (8%)	8 (31%)	12 (46%)	4 (15%)	0 (0%)
<i>Imagine Learning EL Education^b</i>	5 (15%)	4 (12%)	9 (27%)	10 (30%)	3 (9%)	2 (6%)
<i>Wonders^b</i>	5 (4%)	16 (13%)	27 (22%)	37 (30%)	29 (23%)	11 (9%)
<i>Open Up EL Education^b</i>	23 (28%)	16 (19%)	26 (31%)	11 (13%)	7 (8%)	0 (0%)
<i>5b. How Easy or Difficult Has it Been for (Teachers/You) to Implement Instruction Using the Materials in the HQIM?</i>						
<i>CKLA^b</i>	9 (3%)	10 (3%)	69 (19%)	110 (31%)	107 (30%)	49 (14%)
<i>Benchmark Advance^b</i>	8 (4%)	16 (7%)	57 (26%)	67 (31%)	61 (28%)	10 (5%)
<i>Wit & Wisdom^b</i>	12 (8%)	16 (11%)	46 (32%)	37 (26%)	24 (17%)	7 (5%)
<i>Into Reading^b</i>	0 (0%)	2 (8%)	10 (38%)	10 (38%)	4 (15%)	0 (0%)
<i>Imagine Learning EL Education^b</i>	4 (12%)	5 (15%)	9 (27%)	11 (33%)	2 (6%)	2 (6%)
<i>Wonders^b</i>	8 (6%)	13 (10%)	32 (26%)	33 (26%)	29 (23%)	10 (8%)
<i>Open Up EL Education^b</i>	10 (12%)	29 (35%)	19 (23%)	17 (20%)	6 (7%)	2 (2%)

Table 5 *cont.**Perceptions of HQIM Acquisition and Implementation by HQIM Adopted*

<i>5c. How Well-Prepared Did You Feel to (Help Teachers in Your School) Implement the HQIM for Literacy?</i>						
	<i>Poorly</i>	<i>Fairly</i>	<i>Adequately</i>	<i>Well</i>	<i>Very Well</i>	<i>Excellently</i>
CKLA^b	13 (4%)	54 (15%)	88 (25%)	79 (22%)	90 (25%)	30 (8%)
Benchmark Advance^b	29 (13%)	34 (16%)	53 (24%)	53 (24%)	38 (17%)	12 (5%)
Wit & Wisdom^b	19 (13%)	37 (26%)	34 (24%)	31 (22%)	14 (10%)	7 (5%)
Into Reading^b	2 (8%)	7 (27%)	10 (38%)	6 (23%)	1 (4%)	0 (0%)
Imagine Learning EL Education^b	5 (15%)	9 (27%)	4 (12%)	8 (24%)	6 (18%)	1 (3%)
Wonders^b	24 (19%)	21 (17%)	30 (24%)	20 (16%)	21 (17%)	9 (7%)
Open Up EL Education^b	20 (24%)	21 (25%)	22 (27%)	6 (7%)	10 (12%)	4 (5%)
<i>5d. How Receptive Have (Teachers in your District/Teachers in Your School/You) Been to Using the HQIM for Literacy?</i>						
	<i>Not at all Receptive</i>	<i>Somewhat Receptive</i>	<i>Mostly Receptive</i>		<i>Very receptive</i>	
CKLA^c	6 (1%)	89 (22%)	190 (46%)		125 (30%)	
Benchmark Advance^c	4 (2%)	59 (24%)	118 (47%)		70 (28%)	
Wit & Wisdom^c	10 (6%)	58 (35%)	74 (45%)		23 (14%)	
Into Reading^c	2 (6%)	11 (31%)	20 (56%)		3 (8%)	
Imagine Learning EL Education^c	4 (9%)	11 (26%)	20 (47%)		8 (19%)	
Wonders^c	4 (3%)	38 (28%)	57 (42%)		37 (27%)	
Open Up EL Education^c	5 (6%)	29 (35%)	38 (45%)		12 (14%)	

Table 5 cont.
Perceptions of HQIM Acquisition and Implementation by HQIM Adopted

<i>5e. To What Extent Do You Agree That the HQIM has Required (Teachers/You) to Make Major Shifts in (Their/Your) Literacy Instructional Practices?</i>						
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
CKLA^c	7 (2%)	27 (7%)	25 (6%)	143 (35%)	138 (34%)	70 (17%)
Benchmark Advance^c	4 (2%)	10 (4%)	27 (11%)	82 (33%)	90 (36%)	38 (15%)
Wit & Wisdom^c	5 (3%)	2 (1%)	13 (8%)	55 (33%)	59 (36%)	31 (19%)
Into Reading^c	0 (0%)	4 (11%)	7 (19%)	13 (36%)	12 (33%)	0 (0%)
Imagine Learning EL Education^c	2 (5%)	4 (9%)	2 (5%)	10 (23%)	14 (33%)	11 (26%)
Wonders^c	3 (2%)	15 (11%)	16 (12%)	42 (31%)	51 (38%)	9 (7%)
Open Up EL Education^c	1 (1%)	8 (10%)	13 (15%)	26 (31%)	15 (18%)	21 (25%)
<i>Does your district/school use the TN Foundational Skills Curriculum Supplement in addition to your HQIM?</i>						
	Yes		No			
CKLA^d	203 (47%)		227 (53%)			
Benchmark Advanced^d	106 (41%)		154 (59%)			
Wit & Wisdom^d	115 (63%)		67 (37%)			
Into Reading^d	26 (70%)		11 (30%)			
Imagine Learning EL Education^d	23 (51%)		22 (49%)			
Wonders^d	63 (43%)		82 (57%)			
Open Up EL Education^d	35 (39%)		55 (61%)			

Table 5 cont.
Perceptions of HQIM Acquisition and Implementation by HQIM Adopted

<i>Has your district/school purchased or provided any additional curriculum resources for teachers to use for foundational skills instruction?</i>		
	Yes	No
CKLA^d	123 (29%)	307 (71%)
Benchmark Advance^d	91 (35%)	169 (65%)
Wit & Wisdom^d	63 (35%)	119 (65%)
Into Reading^d	21 (57%)	16 (43%)
Imagine Learning EL Education^d	19 (42%)	26 (58%)
Wonders^d	91 (63%)	54 (37%)
Open Up EL Education^d	53 (59%)	37 (41%)

Note. Percentages may not add to 100% due to rounding.

^a= CKLA (n = 56), Benchmark Advance (n = 32), Wit & Wisdom (n = 23), Into Reading (n = 10), Imagine Learning EL Education (n = 10), Wonders (n = 11), Open Up EL Education (n = 1)

^b= CKLA (n = 354), Benchmark Advance (n = 219), Wit & Wisdom (n = 142), Into Reading (n = 26), Imagine Learning EL Education (n = 33), Wonders (n = 125), Open Up EL Education (n = 83)

^c= CKLA (n = 410), Benchmark Advance (n = 251), Wit & Wisdom (n = 165), Into Reading (n = 36), Imagine Learning EL Education (n = 43), Wonders (n = 136), Open Up EL Education (n = 84)

^d = CKLA (n = 430), Benchmark Advance (n = 260), Wit & Wisdom (n = 182), Into Reading (n = 37), Imagine Learning EL Education (n = 45), Wonders (n = 145), Open Up EL Education (n = 90)

Table 6
Perceptions of HQIM Training by Educator Role

6a. To What Extent Do You Think the (Teachers in Your District/Teachers in Your School/You) Have Been Well-Trained in Implementing the HQIM for Literacy?						
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
District ^a	1 (1%)	3 (2%)	5 (4%)	52 (36%)	72 (50%)	10 (7%)
School ^a	5 (2%)	12 (5%)	21 (9%)	64 (27%)	102 (43%)	33 (14%)
Teacher ^a	32 (4%)	68 (9%)	78 (10%)	214 (29%)	256 (34%)	97 (13%)
6b. Estimate the Amount of Time Spent Training Teachers On Implementing the HQIM During The First Year of Implementation						
		<i>4 - 8 hrs</i>	<i>9 - 24 hrs</i>	<i>25 - 40 hrs</i>	<i>41 - 80 hrs</i>	<i>80+ hrs</i>
District ^a		34 (24%)	54 (38%)	25 (17%)	13 (9%)	17 (12%)
School ^a		58 (24%)	86 (36%)	51 (22%)	32 (14%)	10 (4%)
Teacher ^a		286 (38%)	260 (35%)	123 (17%)	53 (7%)	23 (3%)
6c. Estimate the Amount of Time Spent on Follow-Up Training and Support for Teachers on Implementing the HQIM for Literacy						
	<i>0 hrs</i>	<i>4 - 8 hrs</i>	<i>9 - 24 hrs</i>	<i>25 - 40 hrs</i>	<i>41 - 80 hrs</i>	<i>80+ hrs</i>
District ^a	4 (3%)	38 (27%)	34 (24%)	27 (19%)	17 (12%)	23 (16%)
School ^a	12 (5%)	52 (22%)	74 (31%)	45 (19%)	25 (11%)	29 (12%)
Teacher ^a	103 (14%)	294 (39%)	181 (24%)	96 (13%)	43 (6%)	28 (4%)

Table 6 cont.
Perceptions of HQIM Training by Educator Role

6d. Please rate the following supports for implementing HQIM:						
<i>Professional development provided by the HQIM vendor</i>						
	<i>Not at all helpful</i>	<i>Not very helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Extremely helpful</i>	<i>Not utilized</i>
District ^b	11 (8%)	24 (17%)	39 (28%)	39 (28%)	21 (15%)	7 (5%)
School ^b	7 (3%)	37 (16%)	78 (34%)	60 (26%)	17 (7%)	28 (12%)
Teacher ^b	65 (9%)	99 (14%)	194 (27%)	184 (26%)	36 (5%)	141 (20%)
<i>Professional development provided by external consultants</i>						
District ^b	6 (4%)	5 (4%)	26 (18%)	39 (28%)	44 (31%)	21 (15%)
School ^b	4 (2%)	23 (10%)	49 (22%)	75 (33%)	30 (13%)	46 (20%)
Teacher ^b	51 (7%)	83 (12%)	188 (26%)	158 (22%)	33 (5%)	206 (29%)
<i>Professional development through state trainings and/or network convenings</i>						
District ^b	2 (1%)	6 (4%)	49 (35%)	48 (34%)	23 (16%)	13 (9%)
School ^b	5 (2%)	29 (13%)	70 (31%)	70 (31%)	15 (7%)	38 (17%)
Teacher ^b	52 (7%)	73 (10%)	182 (25%)	141 (20%)	33 (5%)	238 (33%)
<i>Professional development provided through CORE or another district in your region</i>						
District ^b	4 (3%)	6 (4%)	40 (28%)	43 (31%)	16 (11%)	32 (23%)
School ^b	9 (4%)	13 (6%)	60 (26%)	63 (28%)	15 (7%)	67 (30%)
Teacher ^b	43 (6%)	64 (9%)	145 (20%)	137 (19%)	20 (3%)	310 (43%)

Table 6 cont.
Perceptions of HQIM Training by Educator Role

<i>Professional development provided by your district-level staff</i>						
	<i>Not at all helpful</i>	<i>Not very helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Extremely helpful</i>	<i>Not utilized</i>
District ^b	0 (0%)	4 (3%)	23 (16%)	57 (40%)	48 (34%)	9 (6%)
School ^b	7 (3%)	8 (4%)	52 (23%)	95 (42%)	55 (24%)	10 (4%)
Teacher ^b	33 (5%)	63 (9%)	226 (31%)	240 (33%)	103 (14%)	54 (8%)
<i>Professional development provided by your school-level staff</i>						
District ^b	2 (1%)	10 (7%)	17 (12%)	59 (42%)	37 (26%)	16 (11%)
School ^b	4 (2%)	3 (1%)	39 (17%)	104 (46%)	55 (24%)	22 (10%)
Teacher ^b	24 (3%)	48 (7%)	184 (26%)	276 (38%)	101 (14%)	86 (12%)
<i>Teacher planning time/learning communities</i>						
District ^b	1 (1%)	4 (3%)	24 (17%)	55 (39%)	54 (38%)	3 (2%)
School ^b	4 (2%)	6 (3%)	40 (18%)	93 (41%)	78 (34%)	6 (3%)
Teacher ^b	23 (3%)	53 (7%)	187 (26%)	252 (35%)	179 (25%)	25 (3%)
<i>Instructional coaching in (individual teachers'/your) classroom(s)</i>						
District ^b	0 (0%)	1 (1%)	19 (13%)	47 (33%)	67 (48%)	7 (5%)
School ^b	2 (1%)	8 (4%)	37 (16%)	77 (34%)	83 (37%)	20 (9%)
Teacher ^b	44 (6%)	79 (11%)	161 (22%)	212 (30%)	98 (14%)	125 (17%)

Note. Percentages may not add to 100% due to rounding.

^a= District leaders ($n = 143$), school leaders ($n = 237$), teachers ($n = 745$);

^b= District leaders ($n = 141$), school leaders ($n = 227$), teachers ($n = 719$)

Table 7
Perceptions of HQIM Training by HQIM Adopted

<i>7a. To What Extent Do You Think the (Teachers in Your District/Teachers in Your School/You) Have Been Well-Trained in Implementing the HQIM for Literacy?</i>						
	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Agree</i>	<i>Strongly agree</i>
<i>CKLA^a</i>	7 (2%)	13 (3%)	29 (7%)	123 (30%)	174 (42%)	64 (16%)
<i>Benchmark Advance^a</i>	7 (3%)	24 (10%)	20 (8%)	72 (29%)	97 (39%)	31 (12%)
<i>Wit & Wisdom^a</i>	9 (5%)	14 (8%)	26 (16%)	44 (27%)	54 (33%)	18 (11%)
<i>Into Reading^a</i>	0 (0%)	3 (8%)	5 (14%)	18 (50%)	7 (19%)	3 (8%)
<i>Imagine Learning EL Education^a</i>	3 (7%)	2 (5%)	2 (5%)	10 (23%)	21 (49%)	5 (12%)
<i>Wonders^a</i>	9 (7%)	11 (8%)	11 (8%)	43 (32%)	52 (38%)	10 (7%)
<i>Open Up EL Education^a</i>	3 (4%)	16 (19%)	11 (13%)	20 (24%)	25 (30%)	9 (11%)
<i>Estimate the time spent training teachers on implementing the HQIM during the first year:</i>						
	<i>4 - 8 hrs</i>	<i>9 - 24 hrs</i>	<i>25 - 40 hrs</i>	<i>41 - 80 hrs</i>	<i>80+ hrs</i>	
<i>CKLA^a</i>	109 (27%)	151 (37%)	92 (22%)	43 (10%)	15 (4%)	
<i>Benchmark Advance^a</i>	96 (38%)	78 (31%)	44 (18%)	19 (8%)	14 (6%)	
<i>Wit & Wisdom^a</i>	53 (32%)	63 (38%)	25 (15%)	18 (11%)	6 (4%)	
<i>Into Reading^a</i>	19 (53%)	8 (22%)	6 (17%)	1 (3%)	2 (6%)	
<i>Imagine Learning EL Education^a</i>	13 (30%)	14 (33%)	9 (21%)	4 (9%)	3 (7%)	
<i>Wonders^a</i>	65 (48%)	45 (33%)	14 (10%)	5 (4%)	7 (5%)	
<i>Open Up EL Education^a</i>	23 (27%)	41 (49%)	9 (11%)	8 (10%)	3 (4%)	

Table 7 *cont.**Perceptions of HQIM Training by HQIM Adopted*

<i>Estimate the time spent in follow-up training and support for teachers on implementing the HQIM for literacy:</i>						
	<i>0 hrs</i>	<i>4 - 8 hrs</i>	<i>9 - 24 hrs</i>	<i>25 - 40 hrs</i>	<i>41 - 80 hrs</i>	<i>80+ hrs</i>
<i>CKLA^a</i>	33 (8%)	146 (36%)	113 (28%)	68 (17%)	36 (9%)	14 (3%)
<i>Benchmark Advance^a</i>	22 (9%)	73 (29%)	58 (23%)	46 (18%)	24 (10%)	28 (11%)
<i>Wit & Wisdom^a</i>	23 (14%)	56 (34%)	42 (25%)	25 (15%)	10 (6%)	9 (5%)
<i>Into Reading^a</i>	8 (22%)	11 (31%)	10 (28%)	3 (8%)	1 (3%)	3 (8%)
<i>Imagine Learning EL Education^a</i>	3 (7%)	14 (33%)	11 (26%)	4 (9%)	4 (9%)	7 (16%)
<i>Wonders^a</i>	20 (15%)	60 (44%)	24 (18%)	15 (11%)	5 (4%)	12 (9%)
<i>Open Up EL Education^a</i>	10 (12%)	24 (29%)	31 (37%)	7 (8%)	5 (6%)	7 (8%)
7b. Please rate the following supports for implementing HQIM:						
<i>Professional development provided by the HQIM vendor</i>						
	<i>Not at all helpful</i>	<i>Not very helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Extremely helpful</i>	<i>Not utilized</i>
<i>CKLA^b</i>	15 (4%)	47 (12%)	109 (28%)	126 (32%)	37 (9%)	61 (15%)
<i>Benchmark Advance^b</i>	20 (8%)	47 (19%)	72 (30%)	53 (22%)	14 (6%)	37 (15%)
<i>Wit & Wisdom^b</i>	12 (8%)	21 (13%)	52 (33%)	34 (21%)	13 (8%)	28 (18%)
<i>Into Reading^b</i>	4 (12%)	8 (24%)	10 (29%)	7 (21%)	1 (3%)	4 (12%)
<i>Imagine Learning EL Education^b</i>	7 (16%)	6 (14%)	11 (26%)	11 (26%)	1 (2%)	7 (16%)
<i>Wonders^b</i>	12 (9%)	20 (15%)	26 (20%)	42 (32%)	6 (5%)	25 (19%)
<i>Open Up EL Education^b</i>	13 (16%)	11 (14%)	31 (38%)	10 (12%)	2 (2%)	14 (17%)

Table 7 cont.
Perceptions of HQIM Training by HQIM Adopted

<i>Professional development provided by external consultants</i>						
	<i>Not at all helpful</i>	<i>Not very helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Extremely helpful</i>	<i>Not utilized</i>
CKLA^b	10 (3%)	24 (6%)	97 (25%)	134 (34%)	44 (11%)	86 (22%)
Benchmark Advance^b	12 (5%)	26 (11%)	56 (23%)	56 (23%)	20 (8%)	73 (30%)
Wit & Wisdom^b	13 (8%)	20 (13%)	43 (27%)	18 (11%)	17 (11%)	49 (31%)
Into Reading^b	1 (3%)	7 (21%)	9 (26%)	8 (24%)	2 (6%)	7 (21%)
Imagine Learning EL Education^b	9 (21%)	3 (7%)	10 (23%)	8 (19%)	8 (19%)	5 (12%)
Wonders^b	8 (6%)	17 (13%)	26 (20%)	38 (29%)	14 (11%)	28 (21%)
Open Up EL Education^b	8 (10%)	14 (17%)	22 (27%)	10 (12%)	2 (2%)	25 (31%)
<i>Professional development through state trainings and/or network convenings</i>						
CKLA^b	12 (3%)	29 (7%)	111 (28%)	139 (35%)	29 (7%)	75 (19%)
Benchmark Advance^b	10 (4%)	25 (10%)	76 (31%)	38 (16%)	15 (6%)	79 (33%)
Wit & Wisdom^b	9 (6%)	23 (14%)	46 (29%)	21 (13%)	10 (6%)	51 (32%)
Into Reading^b	3 (9%)	5 (15%)	9 (26%)	10 (29%)	1 (3%)	6 (18%)
Imagine Learning EL Education^b	6 (14%)	1 (2%)	10 (23%)	14 (33%)	4 (9%)	8 (19%)
Wonders^b	9 (7%)	16 (12%)	27 (21%)	27 (21%)	10 (8%)	42 (32%)
Open Up EL Education^b	10 (12%)	9 (11%)	22 (27%)	10 (12%)	2 (2%)	28 (35%)

Table 7 cont.
Perceptions of HQIM Training by HQIM Adopted

<i>Professional development provided through CORE or another district in your region</i>						
	<i>Not at all helpful</i>	<i>Not very helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Extremely helpful</i>	<i>Not utilized</i>
CKLA^b	10 (3%)	14 (4%)	93 (24%)	132 (33%)	22 (6%)	124 (31%)
Benchmark Advance^b	12 (5%)	20 (8%)	61 (25%)	34 (14%)	12 (5%)	104 (43%)
Wit & Wisdom^b	9 (6%)	18 (11%)	41 (26%)	21 (13%)	6 (4%)	65 (41%)
Into Reading^b	1 (3%)	6 (18%)	8 (24%)	9 (26%)	2 (6%)	8 (24%)
Imagine Learning EL Education^b	7 (16%)	1 (2%)	9 (21%)	10 (23%)	4 (9%)	12 (28%)
Wonders^b	8 (6%)	16 (12%)	19 (15%)	34 (26%)	5 (4%)	49 (37%)
Open Up EL Education^b	9 (11%)	8 (10%)	14 (17%)	3 (4%)	0 (0%)	47 (58%)
<i>Professional development provided by your district-level staff</i>						
CKLA^b	6 (2%)	15 (4%)	94 (24%)	167 (42%)	87 (22%)	26 (7%)
Benchmark Advance^b	7 (3%)	22 (9%)	61 (25%)	91 (37%)	49 (20%)	13 (5%)
Wit & Wisdom^b	7 (4%)	11 (7%)	62 (39%)	43 (27%)	25 (16%)	12 (8%)
Into Reading^b	1 (3%)	7 (21%)	8 (24%)	12 (35%)	3 (9%)	3 (9%)
Imagine Learning EL Education^b	7 (16%)	1 (2%)	8 (19%)	15 (35%)	8 (19%)	4 (9%)
Wonders^b	8 (6%)	12 (9%)	35 (27%)	46 (35%)	22 (17%)	8 (6%)
Open Up EL Education^b	4 (5%)	7 (9%)	33 (41%)	18 (22%)	12 (15%)	7 (9%)

Table 7 *cont.*
Perceptions of HQIM Training by HQIM Adopted

<i>Professional development provided by your school-level staff</i>						
	<i>Not at all helpful</i>	<i>Not very helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Extremely helpful</i>	<i>Not utilized</i>
CKLA^b	4 (1%)	14 (4%)	65 (16%)	184 (47%)	74 (19%)	54 (14%)
Benchmark Advance^b	4 (2%)	13 (5%)	63 (26%)	92 (38%)	52 (21%)	19 (8%)
Wit & Wisdom^b	8 (5%)	12 (8%)	41 (26%)	52 (33%)	26 (16%)	21 (13%)
Into Reading^b	0 (0%)	6 (18%)	6 (18%)	14 (41%)	4 (12%)	4 (12%)
Imagine Learning EL Education^b	3 (7%)	3 (7%)	10 (23%)	16 (37%)	7 (16%)	4 (9%)
Wonders^b	7 (5%)	8 (6%)	27 (21%)	53 (40%)	18 (14%)	18 (14%)
Open Up EL Education^b	4 (5%)	5 (6%)	28 (35%)	28 (35%)	12 (15%)	4 (5%)
<i>Teacher planning time/learning communities</i>						
CKLA^b	8 (2%)	12 (3%)	72 (18%)	183 (46%)	111 (28%)	9 (2%)
Benchmark Advance^b	4 (2%)	13 (5%)	52 (21%)	72 (30%)	93 (38%)	9 (4%)
Wit & Wisdom^b	6 (4%)	19 (12%)	40 (25%)	49 (31%)	42 (26%)	4 (3%)
Into Reading^b	0 (0%)	3 (9%)	14 (41%)	11 (32%)	5 (15%)	1 (3%)
Imagine Learning EL Education^b	5 (12%)	1 (2%)	10 (23%)	13 (30%)	13 (30%)	1 (2%)
Wonders^b	5 (4%)	9 (7%)	31 (24%)	48 (37%)	28 (21%)	10 (8%)
Open Up EL Education^b	0 (0%)	6 (7%)	32 (40%)	24 (30%)	19 (23%)	0 (0%)

Table 7 cont.
Perceptions of HQIM Training by HQIM Adopted

<i>Instructional coaching in (individual teachers' / your) classroom(s)</i>						
	<i>Not at all helpful</i>	<i>Not very helpful</i>	<i>Somewhat helpful</i>	<i>Helpful</i>	<i>Extremely helpful</i>	<i>Not utilized</i>
CKLA^b	12 (3%)	28 (7%)	73 (18%)	134 (34%)	102 (26%)	46 (12%)
Benchmark Advance^b	8 (3%)	20 (8%)	48 (20%)	63 (26%)	56 (23%)	48 (20%)
Wit & Wisdom^b	12 (8%)	20 (13%)	29 (18%)	50 (31%)	36 (23%)	13 (8%)
Into Reading^b	1 (3%)	3 (9%)	10 (29%)	12 (35%)	3 (9%)	5 (15%)
Imagine Learning EL Education^b	3 (7%)	1 (2%)	10 (23%)	13 (30%)	10 (23%)	6 (14%)
Wonders^b	6 (5%)	10 (8%)	24 (18%)	39 (30%)	30 (23%)	22 (17%)
Open Up EL Education^b	4 (5%)	6 (7%)	23 (28%)	25 (31%)	11 (14%)	12 (15%)

Note. Percentages may not add to 100% due to rounding.

^a = CKLA (*n* = 410), Benchmark Advance (*n* = 251), Wit & Wisdom (*n* = 165), Into Reading (*n* = 36), Imagine Learning EL Education (*n* = 43), Wonders (*n* = 136), Open Up EL Education (*n* = 84)

^b = CKLA (*n* = 395), Benchmark Advance (*n* = 243), Wit & Wisdom (*n* = 160), Into Reading (*n* = 34), Imagine Learning EL Education (*n* = 43), Wonders (*n* = 131), Open Up EL Education (*n* = 81)

Directions for Index:



Use the Index to navigate working between the data in the figures and the tables:

The table column lists the Table number (e.g., 1, 2, 3) and the specific question within the table (e.g., a, b, c) to help locate the section of the table with the data relevant to the figure.

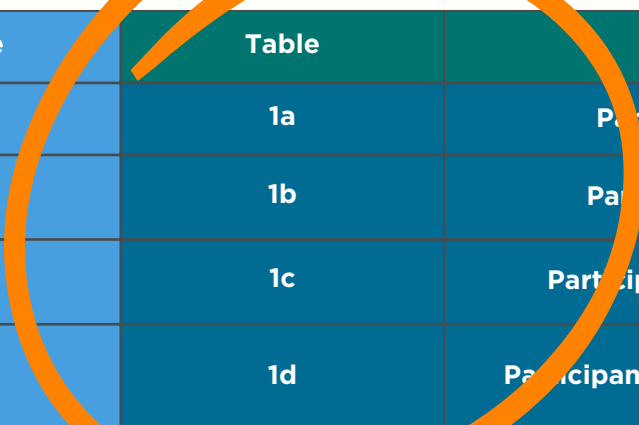


Figure	Table	Figure title
1	1a	Participants by CORE Region
2	1b	Participants by Adopted HQIM
3	1c	Participants by HQIM Adoption Year
4	1d	Participants by HQIM Implementation Year

Figure	Table	Figure title
1	1a	<i>Participants by CORE Region</i>
2	1b	<i>Participants by Adopted HQIM</i>
3	1c	<i>Participants by HQIM Adoption Year</i>
4	1d	<i>Participants by HQIM Implementation Year</i>
5		<i>Teacher Participants by Grade Level Taught</i>
6	2a	<i>How Well Does Your HQIM Cover the Tennessee ELA Standards?</i>
7	2b	<i>How Well Does Your HQIM Address Meaning-Focused sSkills?</i>
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10	2e	<i>To What Extent Do You Think the Instructional Activities in the HQIM Are Engaging For Students in Your (school/classroom)?</i>
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12	2g	<i>How Does the HQIM Compare to The Literacy Instructional Materials Previously Used in Your (District/School)?</i>
13	3a	<i>How Well Does Your HQIM Cover the Tennessee ELA Standards?</i>
14	3b	<i>How Well Does Your HQIM Address Meaning-Focused Skills?</i>
15	3c	<i>How Well Does Your HQIM Address Code-Focused Skills?</i>
16	3d	<i>How Well Does Your HQIM Address Written Expression?</i>

Figure	Table	Figure title
17	3e	<i>To What Extent Do You Think the Instructional Activities in the HQIM Are Engaging for Students in Your (School/Classroom)?</i>
18	3f	<i>To What Extent Do You Think the Texts in the HQIM Are Engaging for Students in Your (School/Classroom)?</i>
19	3g	<i>How Does the HQIM Compare to the Literacy Instructional Materials Previously used in Your (District/School)?</i>
20	4a	<i>District Leaders' Perceptions Related to Acquisition and Implementation</i>
21	4b (school)	<i>How Easy or Difficult Has it Been for You to Understand the HQIM in Order to Support the Teachers in Your Building to Implement the Instruction?</i>
22	4c (teacher)	<i>How Easy or Difficult Has it Been for You to Understand the HQIM in Order to Implement the Instruction?</i>
23	4d (school)	<i>How Easy or Difficult Has it Been for Teachers in Your School to Implement Instruction Using the Materials in the HQIM?</i>
24	4e (teacher)	<i>How Easy or Difficult Has it Been for You to Implement Instruction Using the Materials in the HQIM?</i>
25	4f	<i>How Well-Prepared Did You Feel to (Help Teachers in Your School) Implement the HQIM for Literacy?</i>
26	4g	<i>How Receptive Have (Teachers in Your District/Teachers in Your School/You) Been to Using the HQIM for Literacy?</i>
27	4h	<i>To What Extent Do You Agree That the HQIM Has Required Teachers/You to Make Major Shifts in Their/Your Literacy Instructional Practices?</i>
28	4i	<i>Does Your District/School Use the TN Foundational Skills Curriculum Supplement in Addition to Your HQIM?</i>

Figure	Table	Figure title
29	4j	<i>Does Your District/School Provide Any Additional Curriculum for Foundational Skill Instruction?</i>
30		<i>Number of Additional Curriculum Materials</i>
31	5a	<i>How Easy or Difficult Has it Been for You to Understand the HQIM in Order to (Support the Teachers in Your Building to) Implement the Instruction?</i>
32	5b	<i>How Easy or Difficult Has it Been for Teachers/You to Implement Instruction Using the Materials in the HQIM?</i>
33	5c	<i>How Well-Prepared Did You Feel to (Help Teachers in Your School) Implement the HQIM for Literacy?</i>
34	5d	<i>How Receptive Have (Teachers in your District/Teachers in Your School/You) Been to Using the HQIM for Literacy?</i>
35	5e	<i>To What Extent Do You Agree That the HQIM has Required Teachers/You to Make Major Shifts in Their/Your Literacy Instructional Practices?</i>
36	6a	<i>To What Extent Do You Think the (Teachers in Your District/School/You) Have Been Well-Trained in Implementing the HQIM for Literacy?</i>
37	6b	<i>Estimate the Amount of Time Spent Training Teachers On Implementing the HQIM During The First Year of Implementation</i>
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39	6d	<i>Percent of Educators Reporting a Professional Development Option Was Used</i>
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Figure	Table	Figure title
41	6d	<i>Percent of School Leaders Rating the Professional Development as Helpful or Extremely Helpful</i>
42	6d	<i>Percent of Teachers Rating the Professional Development as Helpful or Extremely Helpful</i>
43	7a	<i>To What Extent Do You Think the (Teachers in Your District/Teachers in Your School/You) Have Been Well-Trained in Implementing the HQIM for Literacy?</i>
44	7b	<i>Percentage of Educators Rating the Professional Development Provided by the HQIM Vendor as Helpful or Extremely Helpful</i>





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