EQUITY BY DESIGN
LEARNING, LLC

Design for Every Learner from the Start.

HQIM Access by Design

UDL MLSS and Adolescent Literacy Implementation

Program Purpose

HQIM Access by Design helps grades 9-12 teachers, instructional coaches, special educators, and school leaders use an adopted English Language Arts or related language-program core curriculum as intended while proactively designing access, language support, scaffolding, intervention connections, and extension. The program strengthens implementation of the selected HQIM; it does not replace the core or introduce competing materials.

District Need and Benefit

Adoption alone does not ensure effective use. Educators need a repeatable process for understanding unit purpose, analyzing grade-level literacy demands, anticipating barriers, selecting rigor-preserving supports, studying embedded assessments, and responding to student evidence. Participants leave with completed HQIM-based artifacts and return with evidence that supports refinement.

Intended Participants and Delivery

Audience	Recommended structure	Format
Teachers, instructional coaches, special educators, and school administrators	15-40 participants; 4-6 sessions over 8-12 weeks with optional sustained coaching	Virtual, in person, or combination

Learning Outcomes

- Internalize an adopted unit or lesson and explain how its components build toward grade-level outcomes.
- Identify literacy, language, executive-function, background-knowledge, cultural, and accessibility demands before instruction.
- Design supports for multilingual learners, students with disabilities, students needing intervention, and students ready for extension while maintaining rigor.
- Use embedded assessments and student evidence to select reteaching, scaffolding, intervention, or extension.
- Complete an implementation artifact meeting the program rubric and a 30- to 60-day evidence-review plan.

Core Learning Sequence

Session	Focus	Participant product
1	HQIM design, standards, implementation integrity, and baseline needs	Implementation baseline and problem of practice
2	Unit and lesson internalization	Completed internalization protocol

Session	Focus	Participant product
3	UDL, language access, disability access, and rigor-preserving scaffolds	HQIM access plan
4	MLSS evidence cycle, formative assessment, and intervention connections	Evidence and response map
5	Student-work calibration and culturally responsive refinement	Annotated student-work analysis
6	Transfer, peer review, revision, and sustainment	Final artifact and 30- to 60-day plan

Measuring Impact

By the end of the series, the target is for at least 80% of participants to complete an HQIM internalization artifact meeting the program rubric, identify grade-level literacy demands and evidence of learning accurately, design at least two rigor-preserving access supports, and establish an implementation and evidence-review plan. Measures may include pre/post knowledge checks, artifact rubrics, participant feedback, implementation logs, student-work review, reflection, and optional non-evaluative observations.

Conditions for Success

Participants need access to the selected HQIM, protected collaborative time, appropriate digital access, leadership participation, willingness to examine student evidence, and scheduled follow-up.

Contact

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