EQUITY BY DESIGN
LEARNING, LLC

Design for Every Learner from the Start.

HQIM Leadership by Design

Implementation Coaching and Continuous Improvement

Program Purpose

HQIM Leadership by Design helps district administrators, school leaders, instructional coaches, and teacher leaders establish the systems that move adopted English Language Arts and related language-program instructional materials from purchase to consistent, supported, and sustainable use. The program distinguishes implementation evidence from punitive teacher evaluation and builds internal leadership capacity.

District Need and Benefit

Implementation weakens when roles are unclear, professional learning is disconnected from materials, collaboration time is unprotected, observations measure generic practices, or evidence produces compliance rather than support. This program creates an implementation plan, aligned PLC and coaching cycles, a non-evaluative evidence tool, a feedback protocol, and a 90-day continuous-improvement cycle.

Intended Participants and Delivery

Audience	Recommended structure	Format
District and school administrators, instructional coaches, and teacher leaders	8-30 participants; multiple engagements or multi-year implementation support	Virtual, in person, or combination

Leadership Outcomes

- Produce an HQIM implementation plan with owners, milestones, evidence sources, communication routines, and risk responses.
- Create a protected professional-learning, PLC, and coaching calendar tied to instructional milestones.
- Use a non-evaluative learning-walk tool that distinguishes material availability, teacher use, student access, and system support.
- Establish a feedback and response protocol so evidence leads to support rather than surveillance.
- Complete a 90-day continuous-improvement cycle with documented decisions and responsibilities.

Core Learning Sequence

Session	Focus	Leadership product
1	Readiness, implementation stages, and baseline evidence	Readiness profile and implementation priority
2	Vision, roles, decision rights, and communication	Draft implementation charter
3	Professional learning, PLC, and coaching architecture	Integrated support calendar

Session	Focus	Leadership product
4	Learning walks and implementation evidence	Non-evaluative evidence tool and debrief protocol
5	UDL, MLSS, differentiation, and equitable access at system level	Access and support coherence map
6	Continuous improvement and sustainability	Final plan and 30-, 60-, and 90-day cycle

Measuring Impact

The target is for participating teams to produce the five leadership products and for at least 80% of submitted artifacts to meet the implementation rubric by the end of the series. Measures may include implementation-plan and artifact rubrics, action and decision logs, coaching and PLC records, learning-walk patterns, pre/post confidence and knowledge measures, participant feedback, and evidence of completed 30-, 60-, and 90-day actions.

Conditions for Success

Success requires executive sponsorship, designated implementation leads, access to the adopted HQIM and relevant evidence, protected collaboration time, clear communication authority, and participation by school leaders and coaches.

Contact

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