

Guidance for Leading a HQIM Adoption Committee

A HQIM Adoption Committee is composed of administrators and representative stakeholders across grade levels, departments, and roles. Using data and stakeholder feedback, the committee selects HQIM that will enhance learning, continuous improvement, and long-term sustainability.

Committee Representation

The committee should represent key stakeholders from each grade level/band/department (including general and special educators and data personnel), and share clear roles and responsibilities.

Consistent Meetings and Agendas

Use a consistent, standardized agenda at each meeting to guide discussion and emphasize the ongoing use of data to inform decision making. Schedule regular meetings at least monthly and maintain them as part of the main calendar.

Review and Selection Process

Put a structured review and selection process in place that includes consideration of:

1. At least three sources of input data (demographic, achievement, etc.)
2. A range of learning assets and needs, from accelerated to challenged
3. Fit with existing practices
4. HQIM that are research-backed (see [What Works Clearinghouse](#) or [EdReports](#)) and can be supported using practices recommended in [What Works Clearinghouse practice guides](#)
5. The extent to which the HQIM will support student strengths, needs, and cultural backgrounds

Engaging Families

Engage families in HQIM adoption through most or all of the following:

1. Involvement in the selection process
2. Opportunities to give input and feedback before final decision
3. Family workshops to enhance understanding and implementation
4. Communicating the description, purpose, and at-home support needed in languages and formats they understand

Adapted from: Marzano Research. (2025). *MTSS-R self-reflection*. https://marzanoresearch.com/wp-content/uploads/2025/10/MTSS-R_Self_Reflection_fillable.pdf