

Project MAX: Presuming Competence, Raising Expectations

The purpose of Project MAX is to increase the capacity of Pennsylvania schools to provide all students, including those with complex instructional needs, with maximum access to and learning of the general education curriculum and the Pennsylvania Core Standards.

Students With Complex Instructional Needs

These students are a heterogeneous group of students who comprise approximately one to three percent of the total student population in Pennsylvania schools. Students with complex instructional needs:

- Often require significant adaptations and/or modifications to the general education curriculum in order to access and learn
- Often have significant difficulty reading and accessing grade-level texts
- Often demonstrate a pattern of inconsistent progress on academic and functional skills
- Often have difficulty expressing what they know and are able to do
- May have a limited means of verbal and written communication
- May require augmentative communication and/or assistive technology in order to access, participate, and make progress in learning



Long-Term Goals

As a result of participating in Project MAX:

- Educators will know and be able to effectively teach to the Pennsylvania Core Standards
- Educators will be able to plan and deliver effective instruction that meets the needs of diverse learners in Pennsylvania schools
- School leaders will have the competencies to implement policies, practices, and procedures that support the learning of all students, including students with complex instructional needs
- Institutions of higher education will prepare educators and leaders with the competencies needed to teach all students
- Parents will have high expectations of achievement for all students
- Students with complex instructional needs will demonstrate growth and achievement in academic content
- Students with complex instructional needs will engage in standards-aligned instruction using communication supports and assistive technology when needed

Project MAX Team Members

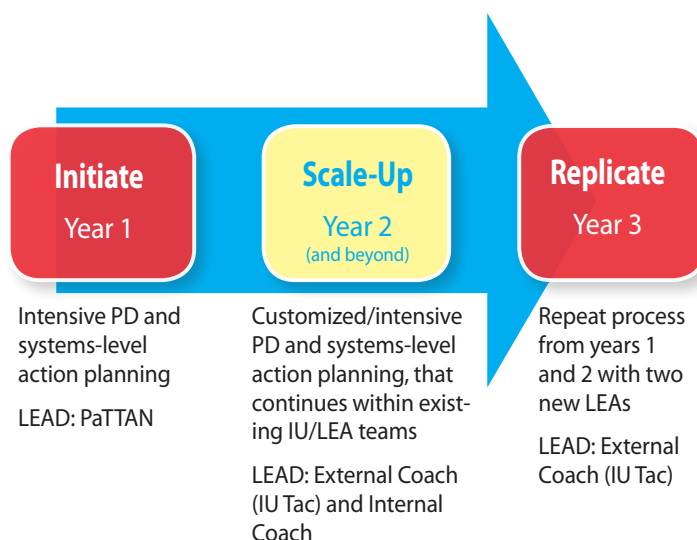
Local Educational Agency (LEA)	Intermediate Unit (IU)
Internal Coach	Internal Coach
Special Education Leader	Special Education Leader
Curriculum Leader	Curriculum Leader
Principal	Supervisor(s)
Special Educator	Special Educator
General Educator	Content Expert
Related Service Personnel	Related Service Personnel
Family	Family

Commitment for Participation

Project MAX team members agree to:

- Complete the Project MAX Practice Profile Implementation Rubric to analyze progress, problem solve barriers, and use this information to develop an implementation plan that identifies at least four substantive action steps that will move the school/program closer to optimized practice.
- Commit to the project for a minimum of 3 years. This commitment entails:
 - Meeting with Cohort special education directors
 - Full-team involvement and participation in the Intensive Summer Institute
 - Ongoing professional development
 - ♦ Monthly, 3 hour, on-site professional development
 - ♦ Monthly, 3 hour, on-site team meetings
- Ensure that the team is comprised of required team members
- Identify and provide release time for an internal coach who will receive additional training
- Recruit parents of students with disabilities to receive training and to participate in the statewide network of parents
- Submit baseline, ongoing, and end-of-year data

Multi-Year Implementation Process



Year 1 Professional Development Topics

August	Summer Institute
September	PA Core Standards and Unit Planning
October	Learning Targets
November	Key Vocabulary and Ideas
December	Instructional Materials
January	Instructional Practices
February	Formative Assessment
March	Instructional Engagement
April	Individual Student Supports
May	Scaling Up