Project MAX Maximizing Access and Learning for Students with Complex Instructional Needs

2016 Pennsylvania Low Incidence Institute
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*Materials used throughout this presentation are from PaTTAN Project MAX training

Introductions – Who we are and role in Project MAX

Who are you?

Information that we are presenting is information from PaTTAN trainings....

BSE/PDE Vision Statement

"when students with disabilities are provided appropriate instruction and supports, they can learn grade level academic knowledge and skills and communicate in ways that are commensurate with their same-age peers without disabilities and have the same learner outcomes as their nondisabled peers."

*Materials used throughout this presentation are from PaTTAN Project MAX training

OBJECTIVES

- · Identify the purpose of Project MAX
- Describe the Project MAX framework for practice
- Identify two benefits of participating in Project MAX



Significant Instructional Shifts

- · From access to learning
- From mastery of isolated skills to application of knowledge and skills
- From independent work to active engagement, participation, collaboration and communication with other students
- From accessing selected standards to comprehensive instruction aligned to PA Core Standards

*PaTTAN Project MAX trainings - August 2014



Principles of Effective Instruction

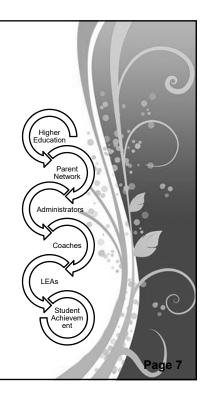
- Optimize engaged time and time on task
- 2. Promote high levels of success
- 3. Increase content coverage
- 4. Have students spend more time in instructional groups
- 5. Scaffold instruction
- 6. Address **different forms** of knowledge

*PaTTAN Project MAX trainings - August 2014



MAXimizing Access and Learning: Pennsylvania Core Standards

<u>Purpose</u>: Increase the capacity of Pennsylvania schools to provide all students, including those with complex instructional needs, with **maximum access** to the general education curriculum and PA Academic Standards



*PaTTAN Project MAX trainings - August 2014

Commitment

3 year, completion of Unit Plan, Practice Profile, Educators Survey, Student Survey, Summer training, Monthly PD, Application Activities

Year One - 2014 - 2015

- Intensive training beginning in August with monthly Professional Development throughout the school year
- 2. Support from PaTTAN, IU#13 TaCs, and internal coaches

What Project MAX looks like at IU #13 Team members and roles

Year 1 – 2 multiple disabilities classes – Elementary and Middle School



Next Steps

Year Two - 2015 - 2016

- 1. Professional development
- Implementation support from TaCs and internal coach with fading support from PaTTAN

At I.U. #13 – Year 2 What Project MAX looks like at IU #13

Additional classrooms added – Three high school multiple disabilities classes added



How we got to where we are -

- 1. Practice Profile
- 2. We began with our lowest 3 areas and came up with goals to target
- 3. Developed our mission statement PP Status Implementation plan



Monthly Professional Development

These monthly sessions served to guide us In many ways

- A. To help us focus on the PP Status Plan goals
- B. To work on the sections of the unit plan
- C. To connect with the entire team to share successes ongoing challenges

September Key Highlights

- · Poster presuming your own competence
- · Article presumed competence
- · SAS portal/scavenger hunt
- Big ideas of Unit Plan Blank Unit Plan
- · Related Services
- · Close and far links
- What does that look like at IU #13



OUR VISION STATEMENT

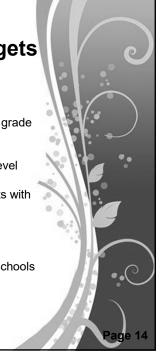
IU13 Project MAX team believes that in order to maximize student learning, the education community will:

- •presume competence of all learners,
- •realize that all learners are valuable contributors,
- •collaborate to provide long-term, meaningful educational benefit,
- •provide meaningful access to materials, resources and instruction aligned to PA Core Standards,
- •foster an environment of understanding and acceptance within our community.



October Alignment of Learning Targets

- · Discuss prioritized learning targets
- · Align to grade level content
- Identify the degree of alignment of prioritized targets to grade level content
- · Standards aligned activity
- Continue with Unit Plan development identify grade level standards
- Develop and identify one learning target for 2-4 students with complex learning needs
- Concept was addressed in the grade level unit (what do you want me to learn)
- · Depth of knowledge handout
- · Team members attended faculty meetings within their schools
- How does this look at IU#13



How do I know if it is aligned

- 1. Is it academic?
- 2. Would a content specialist be able to see how it **leads to** and is **necessary to** the standard?
- 3. Is it a skill/concept a **student in the same grade** would be learning?
- 4. Would a student of similar age be **embarrassed** to walk through the halls with this work?

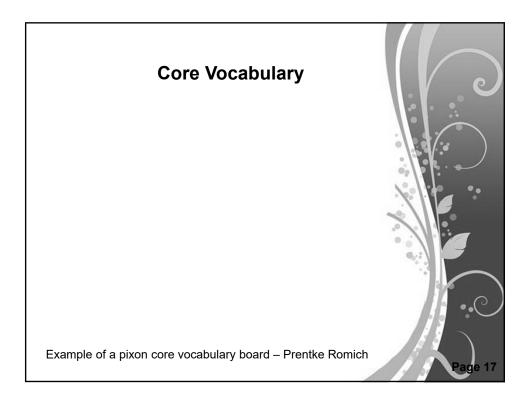
**Taken from Project MAX October PD Training Session

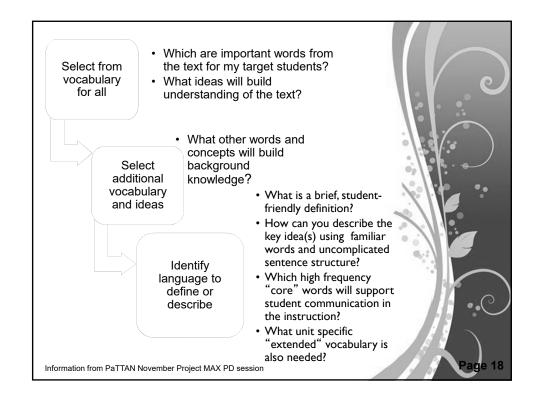
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November - Selecting Vocabulary

- · Identifying core vocab and extended vocabulary
- · Add vocabulary piece to the Unit Plan
- Unit Plan discuss vocabulary section
- How does this look at IU#13







December – Generating Materials Resources and Tools

- UDL tool kit
- · Collaborating with regular ed teachers bulletin boards
- · Resources -
- UDL handout from PaTTAN
- Unit Plan
- · How does this look at IU#13



Critical Factors in Planning Instruction

Age-Appropriate & Accessible

- Content
 - Topics and subjects
- Materials
 - Books, tests and quizzes, projects, technology, media, etc.
- Instructional interactions
 - Tone, attention, reinforcement, groupings, activities

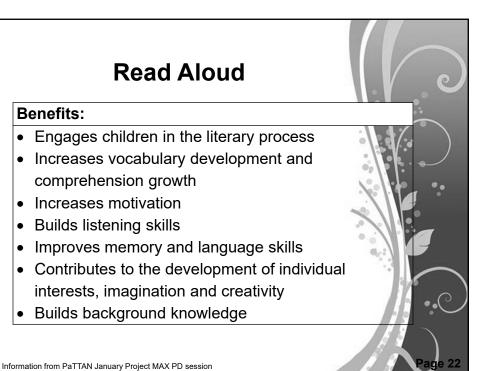
Materials must be both age-appropriate and accessible so that students with disabilities have the opportunity to learn the same information and engage in the same interactions as their peers.

Information from PaTTAN December Project MAX PD session

January Effective Instructional Practices

The goals for this month's PD session were:

- 1. Identify evidence-based instructional strategies
- Describe how evidence-based instructional strategies can be implemented in instruction with a focus on students with complex instructional needs
- Describe how a graphic organizer can support evidencebased instruction
- Describe how evidence-based instruction can be incorporated into a Read Aloud activity
- PaTTAN handout on Effective Instruction
- PaTTAN handout on Using Instructional time Effectively
- What does this look like at IU#13



Direct Instruction

How to implement direct explicit instruction

- Introduce Set clear goals for students in terms of learner outcomes or performance
- 2. Model (I do) Teacher does the task
 - Demonstrate a defined instructional sequence
 - Model expected learning outcomes by providing clear examples and explanations
- 3. Guided Practice with Feedback (We do) Teacher leads students
 - Ask frequent questions to see if the students understand the work.
 - Give students frequent opportunities to practice what they have learned
 - Use a correction procedure to avoid practicing mistakes
- 4. Independent Practice (You do) Students perform task independently
 - This is the "test". If students do not perform correctly return to guided practice with feedback and correction procedure.

Information from PaTTAN January Project MAX PD session

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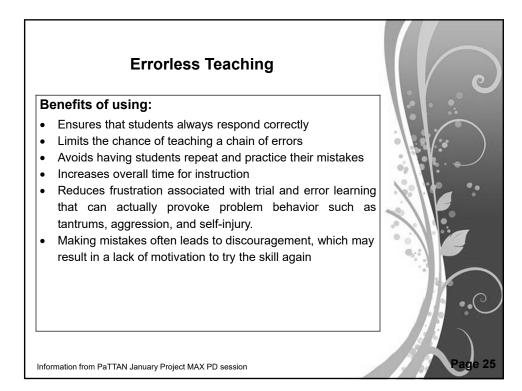
Graphic Organizers

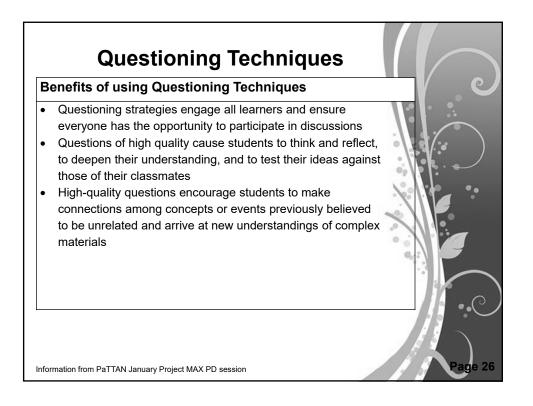
Benefits of using graphic organizers

- They can help improve reading comprehension
- They can assist a student in developing vocabulary knowledge
- · Assist students to actively interact with the lesson content
- · Can facilitate how SWCIN respond
- Using familiar organizers allows students to generalize the process regardless of the content
- Helps student use fewer supports by using the same graphic organizer over and over.
- Increases student independence
- · Helps students develop a deeper understanding of the content
- · Students can easily identify the most important information

Information from PaTTAN January Project MAX PD session

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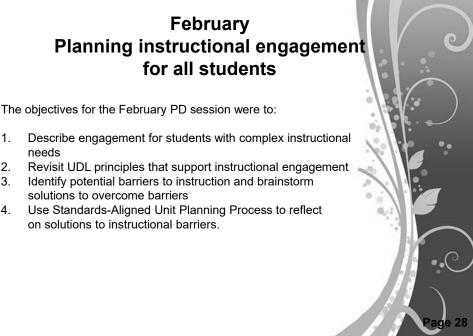
Discussion Techniques

Benefits of using Discussions

- Discussion techniques that foster student reflection and interaction focus on getting the teacher out of the role of gatekeeper and into encouraging student-centered dialogue
- Classroom discussion piques student interest and motivation
- When students are more involved in class, they retain more information and hone their critical thinking skills
- Participation in discussions allows teachers to see the extent of students' understanding
- Discussion fosters and encourages participation from all students
- Discussion encourages dialogue among and between students
- Participation in discussions can be used to develop important speaking skills
- Discussion gives students the opportunity to practice using the language of the subject and content

Information from PaTTAN January Project MAX PD session

- solutions to overcome barriers



What is the difference between an activity and instruction?

What do you do to engage your students?

What do you see your students do when they are engaged?

In interactions?

• In interactions?

• In instruction?

• In instruction?

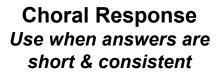
Information from PaTTAN February Project MAX PD session

Instructional Engagement

- Providing opportunities for engagement is an <u>adult</u> responsibility.
- Adult behaviors that support engagement :
 - Use of effective instructional practices
 - Interacting in an age-appropriate manner
 - Engineering the environment for engagement
 - Providing opportunities for expression in a variety of modes

Information from PaTTAN February Project MAX PD session





Students are looking at the teacher. Ask a question.

Put up your hands to indicate silence.

Give thinking time. Lower your hands as you say, "Everyone." Students respond

2. Students are looking at a common stimulus.

Point to the stimulus.

Ask a question.

Give thinking time.

Tap for a response.

Students respond

Information from PaTTAN February Project MAX PD session

Partner Response

- 1. Say answer to partner.
- 2. Retell content of lesson using a graphic organizer.
- 3. Review content (Tell, Help, Check).
- 4. Brainstorm (Think, Pair, Share).
- 5. Explain process, strategy, or algorithm using examples.
- 6. Read to or with partner.

Information from PaTTAN February Project MAX PD session



Individual Response

- Working with a partner to respond individually
 - Ask a question
 - Have students share answers with their partners
 - · Call on a student
- 2. Responding individually
 - Ask a question
 - Raise your hands to indicate silence
 - Give thinking time
 - · Call on a student.

Information from PaTTAN February Project MAX PD session



Response Cards

Cards, signs, or items which are simultaneously held up by all students in the class to display their response to a question or problem.

- Preprinted
- •Write-on
- •Blank (use colors or shapes)

How does this look at I.U.#13?

Information from PaTTAN February Project MAX PD session





Objectives for the March PD session were:

- Identify formative assessment strategies used during the delivery of instruction
- Use formative assessment strategies to monitor student responses and adjust instruction to ensure learning.

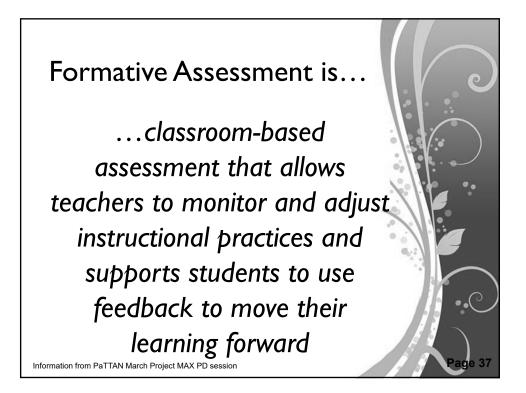
Information from PaTTAN March Project MAX PD session

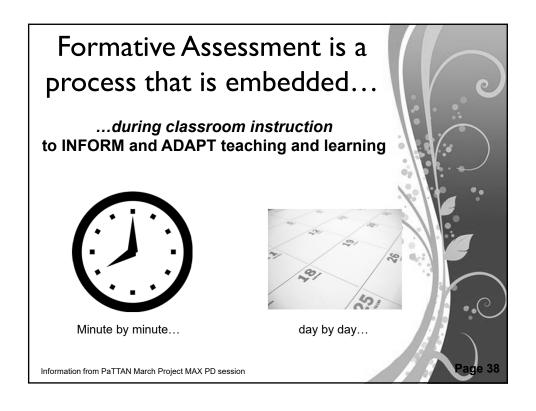
Four Types of Assessment

- Benchmark
- Diagnostic
- Summative
- Formative
- · PaTTAN handout on Formative Assessment
- · Handout on Assessment
- · How does this look at IU#13

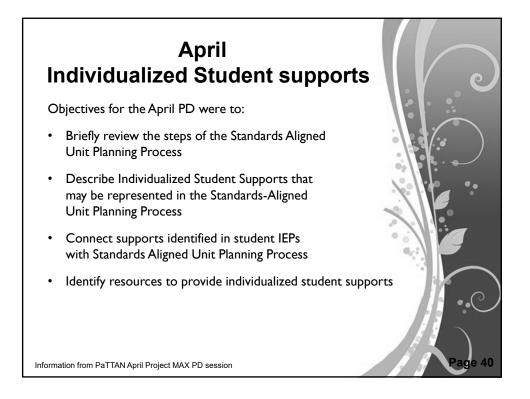
Information from PaTTAN March Project MAX PD session







In order to	Know where we want the learner to go	Know where the learner is so far	Keep the learne moving toward the target
Teacher should	Make learning intentions/targets explicit to the learner	Employ strategies that continually elicit evidence of learning during instruction	Adjust instruction in ways that move learners forward
the use of	Sharing Knowledge Skills Understanding	Active Student Responding	Feedback Strategies



Supplementary Aids and Services (SaS)

means aids, services, and other supports

- that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings,
- to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate....

Information from PaTTAN April Project MAX PD session

Specially Designed Instruction (SDI)

means adapting, as appropriate...the content, methodology, or delivery of instruction

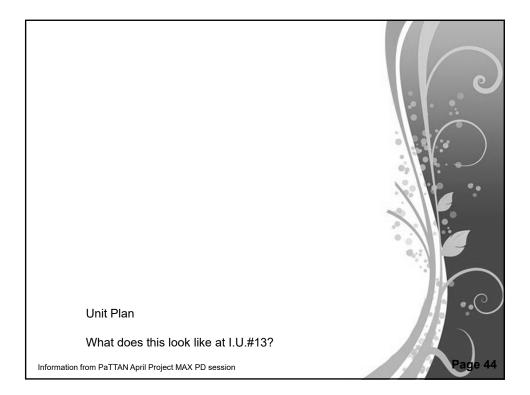
- To address the unique needs of the child that result from the child's disability; and
- To ensure access of the child to the general curriculum, so that the child can meet the educational standards...

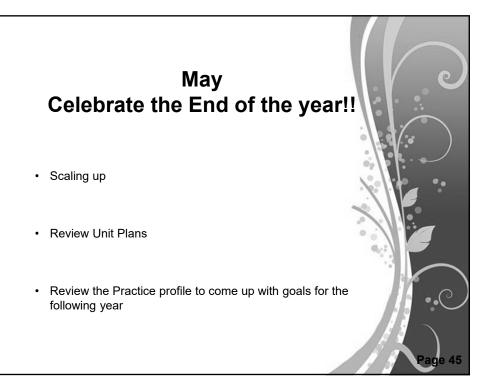
Information from PaTTAN April Project MAX PD session

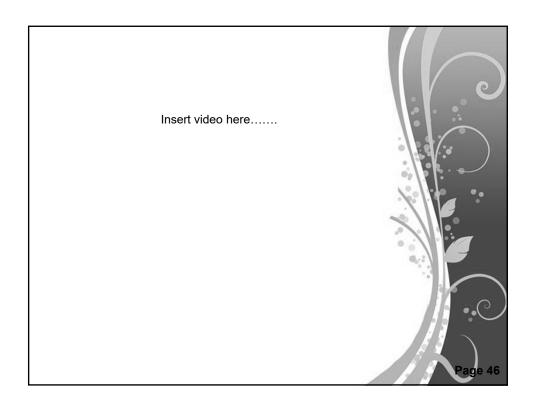
Purpose of Individualized Student Supports

- To ensure a student can access the general education curriculum so that he or she can meet the educational standards.
- To enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate...

Information from PaTTAN April Project MAX PD session







Where we are now

- · Scaling up year 3
- Successes
- Challenges
- Questions



