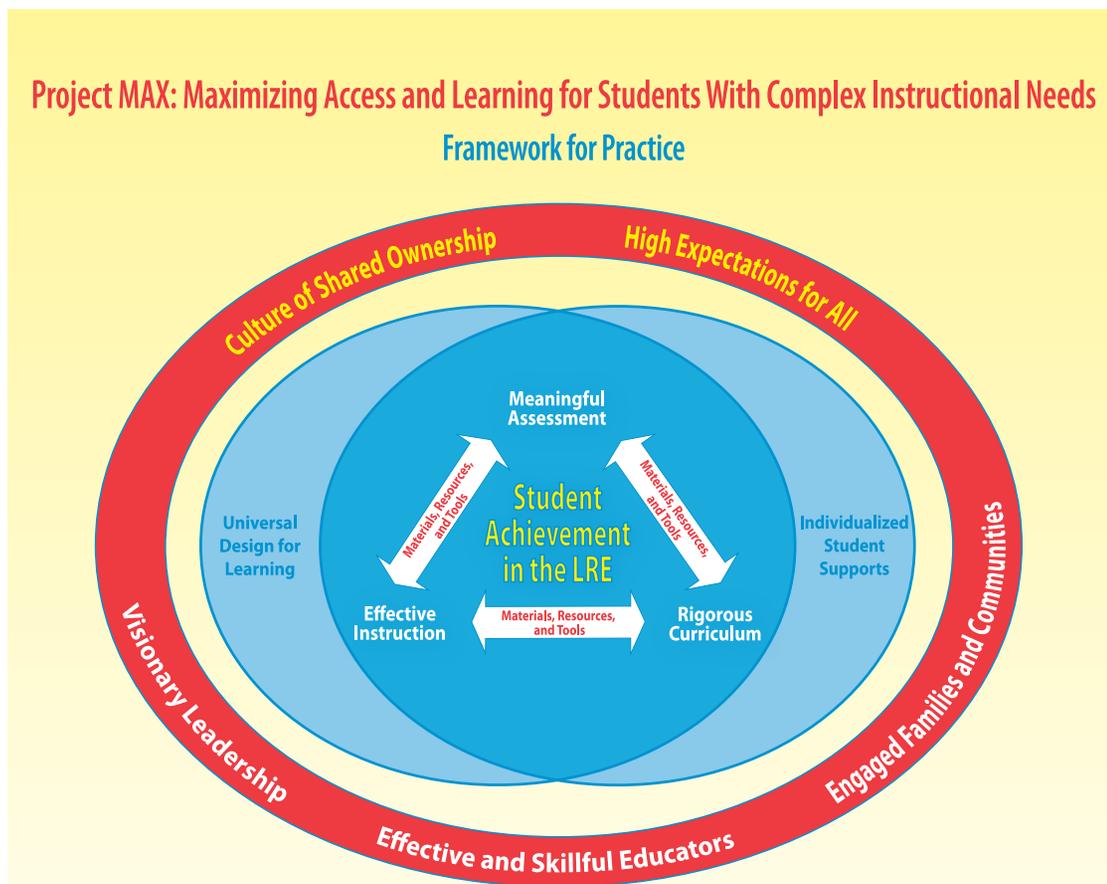


Project MAX: Maximizing Access and Learning for Students With Complex Instructional Needs Framework for Practice

The Project MAX: Framework for Practice provides a visual representation that encompasses the core components and practices of Project MAX. These core components and practices need to be in place and practiced with fidelity in order for Students with Complex Instructional Needs to achieve, be successful, and be engaged in rigorous academic content in the least restrictive environment.



The **RED** circle illustrates the culture and climate of the school. This culture and climate is focused on shared ownership and responsibility for all students with a common belief that every student can and will learn academic content. Key players in this culture are:

- **Visionary Leaders**, which includes principals, superintendents, directors, and teacher leaders who work tirelessly to have schools where the mission, vision, and values are evidenced in policies, procedures, resources, and practices that support Students with Complex Instructional Needs.
- **Effective and Skillful Educators**, which includes general and special education teachers and related service providers who work together to provide instruction to all students in ways that maximize each student's learning.
- **Engaged Families and Communities**, who work in concert with the school with a common focus of high achievement for all students.

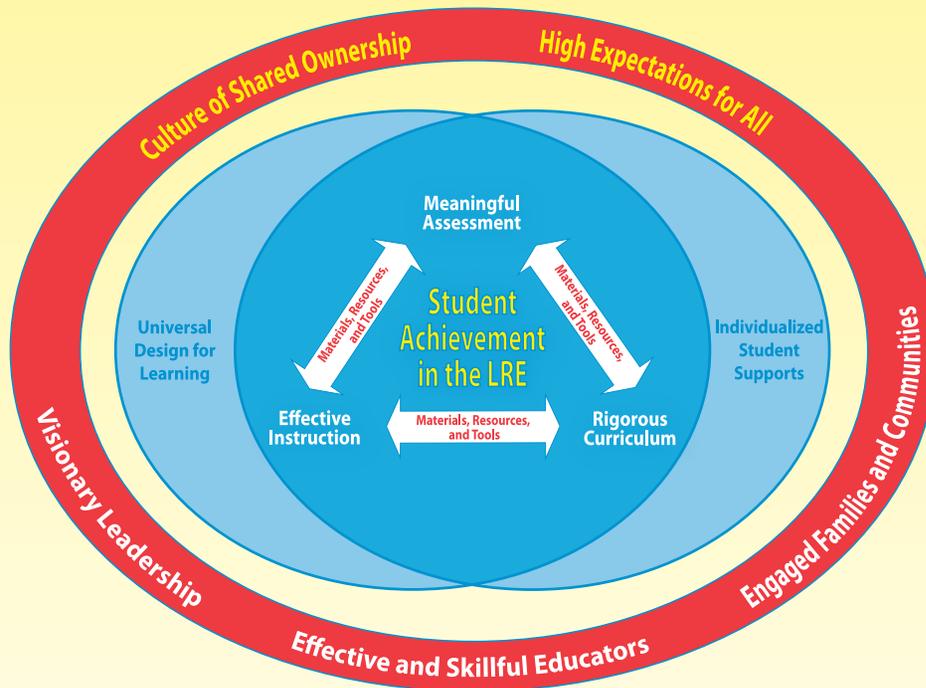
The two **LIGHT BLUE** circles form a Venn diagram, which represents the foundation for the effective instruction process. Universal Design for Learning (UDL) encompasses the principles needed to ensure that multiple means of representation, expression, and engagement occur throughout assessment, curriculum, and instruction. Individualized student supports encompass the items that we have typically thought of as specially designed instruction and supplementary aids and services. The Venn diagram illustrates that UDL is necessary, but it does not replace the need for individualized student supports.

continued . . .

Inside of this culture, the conceptual framework then shifts to focusing on the core components necessary to provide robust instructional practices that support Students with Complex Instructional Needs.

Project MAX: Maximizing Access and Learning for Students With Complex Instructional Needs

Framework for Practice



At the heart of the conceptual framework is the instructional process. Project MAX conceptualizes that the instructional process is comprised of the following components:

- **Meaningful Assessment** includes all forms of assessment (diagnostic, formative, summative). Meaningful assessments are crafted to accurately assess student skills and abilities. This information is used to inform teachers and leaders about how to make adjustments in the instructional process.
- **Rigorous Curriculum**, aligned to the Pennsylvania academic standards, is in place and is used by all effective and skillful teachers to provide instruction to all students.
- **Effective Instruction** is comprised of evidenced informed practices such as scaffolding, effective grouping strategies, activating prior knowledge, and use of manipulatives.
- **Instructional Materials, Resources, and Tools** link together assessment, curriculum, and instruction and need to be thoughtfully used to promote the learning of all students.

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