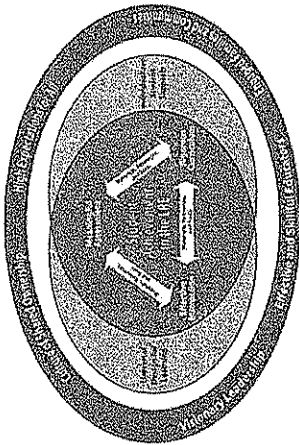


The Project MAX Practice Profile Implementation Rubric

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



Project MAX Practice Profile Implementation Rubric

Intermediate Unit: _____

District: _____

School / Program: _____

Date(s) Completed: _____

Leadership _____

Curriculum, Instruction and Assessment _____

Least Restrictive Environment _____

Individualized Student Supports _____

Family and Community Involvement _____

Collaboration and Problem Solving _____



Office of Special Education Programs
U.S. Department of Education

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The Project MAX Practice Profile Implementation Rubric

Overview: The Project MAX Practice Profile Implementation Rubric

This Implementation Rubric has been developed as a tool to assist in the identification of professional development and technical assistance needs to support standards-aligned instruction for students with complex instructional needs. The process is designed to assist programs in reviewing evidence, assessing the current stage of implementation and identifying priority goals and activities for use in action planning.

The goal of the Project MAX Practice Profile Implementation Rubric is twofold:

1. To identify the elements of optimized practices in providing effective standards-aligned instruction for all students, including those with complex instructional needs. The goal is to start "where you are" and move programs closer to optimized practice.
2. To assist teams in identifying the status of current practice and making data-based decisions for action steps and activities for program implementation. The purpose is not only to determine where your program is situated in relation to the goals of Project MAX, but also to assist teams in forming a vision of what is possible.

The Project MAX Implementation Team

A team with members representing a range of roles within the school and district has been identified for each IU and LEA involved with Project MAX. The entire team should collaborate to complete this Implementation Rubric. One or more trained outside facilitators will guide the team through the process of gathering and reviewing evidence to support ratings given to each core component in each area of practice. After ratings have been assigned, the team will review results, prioritize areas of need, and establish action plans.

Team Responsible for Completing the Project MAX Implementation Rubric

Name	Role	Name	Role
	Special Education Leader		Parents
	General Education Leader		
	Special Education Supervisor		IU Internal Coach
	Curriculum / Content Specialist		LEA Internal Coach
	Special Education Teachers K-12		IU TaC
	General Education Teachers K-12		IU TaC
	Related Service Personnel		PaTTAN facilitator

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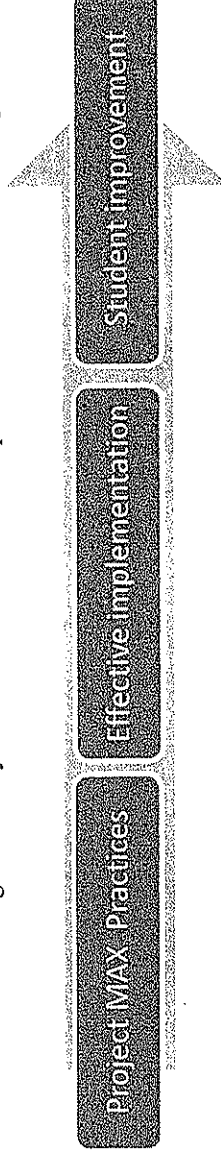
The Project MAX Practice Profile Implementation Rubric

The Project MAX Practice Profile

The Project MAX Practice Profile is a standardized, systematic tool for summarizing the areas of practice, as well as the core components and stages of implementation, for each area of practice.

The purpose of the Project MAX Practice Profile is to serve as a blueprint or roadmap for implementation of the areas of practice and core components of Project MAX. The use of the Practice Profile will:

- Provide initial and ongoing descriptive information regarding the status of implementation of the areas of practice and the core components of Project MAX in the educational program
- Identify strengths and improvement priorities to develop implementation plans
- Provide clear descriptors so that teams can document improvements and successes over time
- Provide a framework for assessing the fidelity and effectiveness of the implementation of each area of practice



The Project MAX Practice Profile provides clear and measureable elements and descriptions of what maximizing access and learning for students with complex instructional needs looks like across **six areas of practice**:

1. **Leadership** – Activities of LEA and school leaders that address vision and commitment, committing resources to capacity building, supporting collaborative teaming and problem solving, enhancing parent engagement, and building the systemic changes needed for improvement leading to increased access and learning of the general education curriculum and Pennsylvania Common Core (PACC) Standards for all students, including those with complex instructional needs
2. **Curriculum, Instruction and Assessment** – An organized plan that provides a structure, direction, and resources for delivering instruction resulting in all students, including those with complex instructional needs, receiving opportunities to learn rigorous academic content aligned to the general education curriculum and the PACC

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3. **Least Restrictive Environment** – Policies and practices that support every IEP team in considering the general education classroom with the use of a wide array of supplementary aids and services and, regardless of placement, and describe the supports and services needed to provide access to standards-aligned instruction for all students, including those with complex instructional needs
4. **Individualized Student Supports** – Effective identification and use of supplementary aids and services, related services and specially designed instruction to ensure that each student is meaningfully participating and learning academic content aligned to the general education curriculum and PACC
5. **Family and Community Involvement** – Families and community agencies are provided with opportunities and encouraged to be active, engaged, and informed partners in the education of students with complex instructional needs, including meaningful participation and learning of the general education curriculum and PACC
6. **Collaboration and Problem Solving** – A culture of proactive, collaborative planning and problem-solving that supports provision of access to the general education curriculum and PACC for students with complex instructional needs

The Stage Descriptions explain the improvements in Project MAX practice that schools will make as they participate in the effective implement of across the six area principles.

- **Optimized Practice** – The practices are embedded within the structures of the educational program and are being implemented with fidelity; focus moves to using data to ensure continued effectiveness
- **Developing Practice** – Practices are observed with more regularity and the school is working to build consistency and fidelity with practices
- **Emerging Practice** – Practices observed are beginning to be observed within the core component; frequent barriers exist that impede progress
- **Ineffective Practice** – Practices observed within the core component do not align with the expectations of Project MAX

The Project MAX Practice Profile Implementation Rubric

Instructions for Completion of the Implementation Rubric

The **Project MAX Practice Profile Implementation Rubric** describes optimized inclusive practices drawn from the Practice Profile. The rubric includes six areas of practice: Leadership; curriculum, Instruction and Assessment; Least Restrictive Environment, Individualized Student Supports, Family and Community Involvement; Collaboration and Problem Solving. Each area of practice is sub-divided into core component areas.

Each section contains a rubric describing progressively greater levels of implementation of that practice ranging from optimized to ineffective for each component. The levels of implementation in the rubric are aligned with a four-point rating scale. For each item, Teams consider the *evidence* (“Look Fors”) related your school’s practice, assigning a score that reflects the team’s consensus about current school practices *at this point in time*.

As each section is completed, transfer your scores for each item onto the **Project MAX Team Implementation Plan**. This will allow you to visually examine patterns of school and classroom practice, providing an opportunity for further discussion to prioritize areas of need that can be incorporated within your school improvement/strategic plan.

1. The **Project MAX Practice Profile Implementation Rubric** should be completed *once a year* at the beginning of each year of project participation. The entire team should participate in completing the rubric. The Implementation Rubric may be completed at one time, or in sections
2. Review the descriptors and “Look Fors” for each key component and come to consensus as a team as to where your program is *currently* in relation to each component and area of practice on a scale of 4 (optimized practice) to 1 (ineffective practice.)
3. The facilitator should lead the team in reviewing the data gained from the MAX Practice Profile Implementation Rubric and transferring the data to the **Team Implementation Plan** form to inform decisions about customized action steps and activities.
4. The **Project MAX Team Implementation Plan** includes two sections:
 - a. Documentation / updating of the project implementation status. This should be completed three times a year. Teams may choose to refer to the Implementation Rubric if needed to update status.
 - b. Identification of action steps. This document should be reviewed at each team meeting to identify / document required and customized activities to be completed as a part of Project MAX implementation.
5. The Project MAX Team Implementation Plan should be reviewed and updated *at least three times a year*.

The Project MAX Practice Profile Implementation Rubric

Area of Practice #1: Leadership

Description: Activities of LEA and school leaders that address vision and commitment, committing resources to capacity building, supporting to collaborative teaming and problem solving, enhancing parent engagement, and building the systemic changes needed for improvement leading to increased access and learning of the general education curriculum and PA Common Core (PACC) Standards for all students, including those with complex instructional needs.

Area of Practice 1: Leadership Core Component: <i>Vision and commitment</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
A vision is articulated for all students to have access to and participate in rigorous instruction aligned to the general education curriculum and PACC. This vision is promoted throughout the school community and drives decision making for all students, including students who receive special education services, who participate in programs outside the district. Evidence-based instructional practices that are responsive to the full range of learners, including students with complex instructional needs, are implemented by all educators.	A vision is articulated for all students to have access to and participate in rigorous instruction aligned to the general education curriculum and PACC. The process of aligning and implementing policies, practices, and educator roles and responsibilities to support the vision on a broad scale is underway, with action steps identified in all areas.	A vision is articulated for all students to have access to and participate in rigorous instruction aligned to the general education curriculum and PACC. Specific policies, practices, and educators' roles and responsibilities to support this vision have been examined, but action steps are not specified.	A vision for students to have access to and participate in rigorous instruction aligned to the general education curriculum and PACC-is not articulated and/or does not encompass all students, including those with complex instructional needs. Decisions about instructional methodology are left up to individual educators.

The Project MAX Practice Profile Implementation Rubric

Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Expected adult behaviors include using people first language with respect and confidentiality when communicating with and about all students Leaders attend all team meetings, encourage faculty input, and share pertinent LEA/school-wide data.	The use of evidence-based instructional practices that are responsive to the full range of learners, including students with complex instructional needs, is <u>a shared expectation for all educators.</u>	The use of evidence-based instructional practices is <u>promoted</u>, but the needs of students with complex instructional needs are <u>not</u> considered when establishing an instructional agenda for the LEA school.	
“Look-fors” in materials, leadership behavior or educator behaviors			
• LEA / School / Program Mission statement includes specific mention of an inclusive school philosophy • Person First Language • Continually and consistently articulate the vision during all interactions with internal and external stakeholders • Leaders attend pertinent meetings and trainings • Recognition of accomplishments/contributions of students representing all segments of the school population • Practices that facilitate belonging (e.g., buddies, mentors) • Positive perceptions about school climate and practices • Architectural designs facilitate student access • Representation of students from varied backgrounds and interests • School use of character education or other curricular approaches that teach students positive traits and behaviors • Programs addressing specific needs of students with disabilities • Program content that sensitizes students to disability issues			
Rating for Area of Practice 1: Leadership Core Component: Vision		☐ 4 ☐ 3 ☐ 2 ☐ 1	

The Project MAX Practice Profile Implementation Rubric

Area of Practice 1: Leadership Core Component: Policies and Practices			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Policies, practices and educator roles and responsibilities aligned with the vision are implemented to ensure that all students have access to and participate in rigorous instruction aligned to the general education curriculum and PACC.	There is a plan for analyzing existing policies and practices to <u>identify needed revision/additions</u> to support alignment to the vision that all students have access to rigorous instruction aligned to the general education curriculum and PACC.	Policies and practices that present barriers to all students having access to rigorous instruction aligned to the general education curriculum and PACC <u>have been identified</u> .	There are existing policies that <u>conflict with the vision</u> that all students have access to rigorous instruction aligned to the general education curriculum and PACC.
"Look-fors" in materials, leadership behavior or educator behaviors			
• IEP teams always consider general education classroom and environments early in the IEP meeting • No policy/procedure evident that promote exclusionary practices • Goals/objectives in policies related to inclusive service delivery • Policies and procedures manuals align with vision / mission statement, budgets and purchasing records, staff schedules, staff meeting agendas			
Rating for Area of Practice 1: Leadership Core Component: Policies and Practices		☐ 4 ☐ 3 ☐ 2 ☐ 1	

The Project MAX Practice Profile Implementation Rubric

Area of Practice 1: Leadership Core Component: Allocation of Resources			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Resources to support access to rigorous instruction aligned to the general education curriculum and PACC for all learners are equitably allocated across the LEA, with systematic accountability to align with the vision. All learners have equitable access to appropriate curricular, instructional, technology, physical, and/or personnel resources. Special education resources and structures are in place at all schools to educate and support the wide array of learners that typically attend that school. All educators share resources to leverage results.	Procedures for equitable and systematic accountable allocation of resources to support access to rigorous instruction aligned to the general education curriculum and PACC for all learners <u>have been identified</u>, with action steps specified in all areas. <u>Increasing access</u> for all learners to appropriate curricular, instructional, technology, physical and/or personnel resources is evident.	Steps to <u>improve systematic allocation</u> of resources to support access to rigorous instruction aligned to the general education curriculum and PACC for all learners <u>have been examined</u>, but are <u>not fully specified</u>. <u>Access</u> for all learners to appropriate curricular, instructional, technology, physical and/or personnel resources <u>remains limited</u>. Special education resources are structured in ways that result in <u>limited opportunities</u> for students with complex instructional needs to have access to the general curriculum/PACC and/or general education classroom.	Resources to support access to rigorous instruction aligned to the general education curriculum and PACC for all learners are <u>scarce</u> and/or <u>inequitably allocated</u>.

The Project MAX Practice Profile Implementation Rubric

"Look-fors" in materials, leadership behavior or educator behaviors			
- Budgets and purchasing records reflect equitable allocation of resources - Age appropriate materials that are consistent with typical peers - Physical space is equal and in the natural areas of the building - Assistive Technology/AAC is evident and is being used by student consistently, in all environments - Resources are provided for accessible instructional materials in a variety of formats - Leadership ensures that all team members, including support staff and related service team members have access to ongoing professional development opportunities related to inclusive practices - Resources are shared among programs as needed to support student learning			
Rating for Area of Practice 1: Leadership <i>Core Component: Allocation of Resources</i>			☐ 4 ☐ 3 ☐ 2 ☐ 1

Area of Practice 1: Leadership Core Component: Scheduling			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Student schedules maximize opportunities for learning content aligned to the general education curriculum and PACC, while adequately addressing individualized student priority learning needs. Adequate collaboration time is built into educator schedules, providing regular and committed opportunities for all educators on the team, to plan for rigorous instruction aligned to the general education curriculum and PACC for all students.	Student schedules provide some opportunities for learning content aligned to the general education curriculum and PACC. Some structured time is available for collaboration, but not all educators have access to common collaborative instructional planning opportunities to plan for students with complex instructional needs to access rigorous instruction aligned to the general education curriculum and PACC.	Student schedules provide limited opportunities for learning content aligned to the general education curriculum and PACC. Educators use informal mechanisms and/or inconsistent opportunities to problem-solve and plan for students with complex instructional needs to access rigorous instruction aligned to the general education curriculum and PACC.	Student schedules do not provide opportunities for learning content aligned to the general education curriculum and PACC. Collaboration time among educators to support access to rigorous instruction aligned to the general education curriculum and PACC for all students, including students with complex instructional needs, is infrequent or inadequate.

The Project MAX Practice Profile Implementation Rubric

“Look-fors” in materials, leadership behavior or educator behaviors	
- Student schedule would reflect a typical peers’ schedule - Core academic content has allocated time with that of a typical aged peer - Team members’ schedules reflect collaboration/common planning time - Agendas/minutes from team meetings - Collaboration time is built into general and special education teacher schedules - staff schedules, staff meeting agendas reflect opportunities for collaboration	☐ 4 ☐ 3 ☐ 2 ☐ 1
Rating for Area of Practice 1: Leadership Core Component: Scheduling	

Area of Practice 1: Leadership Core Component: Professional Development			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Professional development (PD) is systemic, school-wide, and focused on providing students with complex instructional needs with access to rigorous instruction aligned to the general education curriculum and PACC. PD is customized and targeted to all members of the school community, including LEA and building leadership.	A plan for professional development that is systematic, school-wide, and focused on providing students with complex instructional needs with access to rigorous instruction aligned to the general education curriculum and PACC is in place, including <u>timelines, targeted audiences, and topics.</u>	The need for professional development that focuses on providing students with complex instructional needs access to rigorous instruction aligned to the general education curriculum and the PACC have been assessed, <u>topics have been identified but little PD has been provided</u>	Professional development that focuses on providing students with complex instructional needs access to rigorous instruction aligned to the general education curriculum and the PACC is <u>not available or is offered inconsistently</u> to educators.
Job-embedded supports facilitate implementation of effective evidence-based instructional practices aligned to the PACC for all learners.			

The Project MAX Practice Profile Implementation Rubric

“Look-fors” in materials, leadership behavior or educator behaviors	
- Building principal ensures that the professional development includes all educators. - A variety of on-site strategies used to provide a common knowledge base (e.g., study groups, professional learning communities), and support application of information in classrooms (e.g., guided practice; coaching); focus on instruction effective with diverse learners - Alignment of district/building/teacher professional development plans; goals related to improving outcomes for groups of students who are not meeting standards.	☐ 4 ☐ 3 ☐ 2 ☐ 1
Rating for Area of Practice 1: Leadership <i>Core Component: Professional Development</i>	

Area of Practice 1: Leadership <i>Core Component: Educator Effectiveness</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
LEA protocols for educator effectiveness provide opportunities for all educators to reflect upon and receive feedback related to the effective implementation of rigorous instruction aligned with the general education curriculum and the PACC for all students, including those with complex instructional needs.	LEA protocols for educator effectiveness provide for <u>most</u> educators to reflect upon and <u>receive feedback</u> related to the effective implementation of rigorous instruction aligned with the general education curriculum and the PACC for all students, including those with complex instructional needs.	LEA protocols for educator effectiveness are being revised to <u>expand opportunities for educators to reflect and receive feedback</u> on rigorous instruction aligned to the general education curriculum and the PACC for students with complex instructional needs.	LEA protocols for educator effectiveness do not provide for <u>reflection and feedback</u> on rigorous instruction aligned to the general education curriculum and the PACC for students with complex instructional needs
“Look-fors” in materials, leadership behavior or educator behaviors			
Observational protocol is used for all teachers in the building			
Rating for Area of Practice 1: Leadership <i>Core Component: Educator Effectiveness</i>			
☐ 4 ☐ 3 ☐ 2 ☐ 1			

The Project MAX Practice Profile Implementation Rubric

Area of Practice #2: Curriculum, Instruction, and Assessment

Description: An organized plan that provides a structure, direction, and resources for delivering instruction resulting in all students, including those with complex instructional needs, receiving opportunities to learn rigorous academic content aligned to the general education curriculum and the PACC.

Area of Practice 2: Curriculum, Instruction and Assessment Core Component: Standards-Aligned Curriculum for Students with Complex Instructional Needs						
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)			
A standards-aligned curriculum guides high-quality, evidence-based instruction for all students, including those with complex instructional needs across all educational settings.	A standards-aligned curriculum is in place for some content areas and is inconsistently used to guide instruction for students with complex instructional needs.	A standards-aligned curriculum to guide instruction for students with complex instructional needs is in the process of being developed and/or adopted.	There is <u>not</u> a standards-aligned curriculum in place to guide instruction for students with complex instructional needs.			
“Look-fors” in materials, leadership behavior or educator behaviors						
- Curricular materials are available to all staff for all students - Special Educators participate on curriculum committees - Lesson/unit plans reference grade level curriculum standards - Instruction in core content areas is guided by a curriculum written with standards reference - Linkages to standards are included in lesson plans - Professional development focused on standards-aligned curriculum - Guidance provided to teachers about planning for access to the general education curriculum - All teachers have access to professionals with content area expertise - IEP goals are aligned with grade level curriculum						
Rating for Area of Practice 1: Curriculum, Instruction and Assessment Core Component: Standards-Aligned Curriculum			☐ 4	☐ 3	☐ 2	☐ 1

The Project MAX Practice Profile Implementation Rubric

Area of Practice 2: Curriculum, Instruction and Assessment <i>Core Component: Universal Design for Learning (UDL) Principles</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
The standards-aligned curriculum is intentionally infused with UDL Principles: multiple means of representation, action and expression, and engagement. Educators consistently implement universal design principles in the planning and delivery of standards-aligned instruction for all learners, including those with complex instructional needs	Portions of the standards-aligned curriculum have been revised to reflect UDL principles: multiple means of representation, action and expression, and engagement. Priority in <u>purchasing new curricular materials</u> is given to those which reflect UDL principles. <u>Inconsistent or incomplete implementation</u> of universal design principles in the planning and delivery of standards-aligned instruction	The standards-aligned curriculum has been examined to determine the extent to which it reflects UDL principles, but <u>action steps have not been identified</u> toward this goal. <u>Educators have been introduced</u> to the concept of universal design, and its implications for the planning and delivery of instruction.	The standards-aligned curriculum <u>has not been examined</u> to determine the extent to which it reflects UDL principles. <u>Universal design for learning has not been introduced</u> in this school.
“Look-fors” in materials, leadership behavior or educator behaviors			
- Evidence of UDL principles in lesson plan (multiple means of representation, engagement and expression integrated in plan) - UDL principles observed in classroom instruction across settings and grade levels - Lesson plans reference materials in multiple formats and adapted materials - Focus on universal design in professional development - Identification of universal design approaches as necessary and effective in all instructional settings - Materials are used that expand access to instructional information for students (e.g., text readers, digital texts, multi-level texts, technology, AAC)			
Rating for Area of Practice 2: Curriculum, Instruction & Assessment <i>Core Component: Universal Design for Learning (UDL) Principles</i>		☐ 4 ☐ 3 ☐ 2 ☐ 1	

The Project MAX Practice Profile Implementation Rubric

Area of Practice 2: Curriculum, Instruction and Assessment Core Component: Instructional Materials				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Teachers consistently create, modify and/or utilize a wide array of high quality, standards aligned instructional materials that are accessible to all students with diverse instructional needs. Teachers have necessary training, tools, and supports to create and/or modify materials for students with complex instructional needs, Curriculum committees consider, select, recommend and foster the use of instructional materials that meet the needs of all students , including students with complex instructional needs.	Teachers utilize an <u>increasing array of flexible materials</u> in a variety of formats. Lesson planning reflects use of these materials. <u>Professional development</u> has been provided in the selection, creation, and use of tools for creating and modifying instructional materials. Curriculum committees demonstrate <u>increasing awareness</u> of the needs of students with complex instructional needs in materials selection.	Teachers utilize a <u>limited number</u> of resources to create and modify instructional materials for students with complex instructional needs. <u>Individual teachers access</u> professional development for using a tools to create and modify instructional materials but there is not a plan for systematic professional development in this area. Curriculum committees <u>are being</u> oriented with the information they need to consider instructional materials for students with	Teachers <u>do not use resources</u> to create and <u>modify</u> instructional materials for students with complex instructional needs. Teachers have <u>limited training and resources</u> to create and modify materials. Minimal modifications are made to instructional materials. Curriculum committees <u>do not consider</u> students with complex instructional needs when considering and selecting instructional materials.	
“Look-fors” in materials, leadership behavior or educator behaviors				
• Grade level instructional materials are available to all teachers • Materials are ordered in a variety of formats • Budgets and purchase orders document the purchase of a variety of instructional materials in a variety of formats • Professional development focused on accessible instructional materials				
Rating for Area of Practice 2: Curriculum, Instruction & Assessment Core Component: Instructional Materials			☐ 4 ☐ 3 ☐ 2 ☐ 1	

The Project MAX Practice Profile Implementation Rubric

Area of Practice 2: Curriculum, Instruction and Assessment <i>Core Component: Standards-Aligned Instruction for Students with Complex Instructional Needs</i>				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Educators use an instructional planning process to plan instruction aligned to the general education curriculum and the PACC. Educators consider depth of knowledge and identify learning targets linked closely to grade-level academic standards. Educators implement strategies to support meaningful participation of all students in academic instruction.	Educators <u>inconsistently plan</u> instruction aligned to the general education curriculum and PACC. Educators <u>inconsistently consider</u> depth of knowledge and <u>identify</u> learning targets linked to grade-level academic standards. Educators <u>inconsistently implement strategies</u> to support meaningful participation of all students in academic instruction.	Educators have participated in <u>professional development related to standards-aligned instruction</u>. Some educators implement strategies to support meaningful participation of all students in academic instruction.	Instruction is <u>not linked to general education curriculum and PACC Standards</u> and/or students with complex instructional needs <u>do not have learning targets that are linked to grade-level standards</u>. Educators <u>do not implement</u> strategies to support meaningful participation of all students in academic instruction.	
“Look-fors” in materials, leadership behavior or educator behaviors				
- Lesson plans include learning targets closely aligned with curriculum standards - Learning targets are designed with consideration of depth of knowledge levels - A systematic process is used to plan standards-aligned instruction - Observations indicate student is meaningfully participating in instructional activities - Flexible groupings are used				
Rating for Area of Practice 2: Curriculum, Instruction & Assessment <i>Core Component: Standards-Aligned Instruction</i>			☐ 4 ☐ 3 ☐ 2 ☐ 1	

The Project MAX Practice Profile Implementation Rubric

Area of Practice 2: Curriculum, Instruction and Assessment Core Component: Evidence-Based Instructional Practices that Address Diverse Learning Needs				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Educators consistently identify and use multiple evidence-based instructional practices across settings.	Educators identify and use multiple evidence-based instructional practices in <u>some</u> settings	Educators identify and use <u>one or two</u> evidence-based instructional practices	Educators do not identify and use evidence-based instructional practices.	
“Look-fors” in materials, leadership behavior or educator behaviors				
• Use of questioning and feedback, differentiation and formative assessment by the teacher • Leaders observe formative assessment measures used during instruction • Evidence of explicit instruction, modeling, guided practice, examples and non-examples, repeated practice over time • Use of co-teaching arrangements to support differentiation for diverse learners • Documentation of multiple learning activities, materials, and assessment strategies to accommodate diverse learners • Variety of assignments, materials, based on student need • Involvement in professional development activities focused on strategies to promote active learning • Use of active learning strategies in classroom • Differentiation of instructional methods and expected outcomes for diverse students; use of flexible materials and methods • Evidence of instructional planning that includes consideration of individual student needs				
Rating for Area of Practice 2: Curriculum, Instruction & Assessment			☐ 4 ☐ 3 ☐ 2 ☐ 1	
Core Component: Evidence-Based Instructional Practices				

The Project MAX Practice Profile Implementation Rubric

Area of Practice 2: Curriculum, Instruction and Assessment Core Component: <i>Maximizing Opportunity to Learn</i>				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Educators use practices that maximize instructional time, content coverage, and instructional quality for students with complex instructional needs. Educators monitor and review the amount of instructional time, content coverage, and instructional quality .	At least two of the dimensions (instructional time, content coverage, and instructional quality) are evident.	One or more of the dimensions (instructional time, content coverage, and instructional quality) are partially evident.	The dimensions of: instructional time, content coverage and instructional quality are <u>not evidenced</u> .	
“Look-fors” in materials, leadership behavior or educator behaviors				
• Instruction is paced appropriately • Schedule maximizes instructional time • Schedule emphasizes content instruction • My iLogs data				
Rating for Area of Practice 2: Curriculum, Instruction & Assessment Core Component: <i>Maximizing Opportunity to Learn</i>			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 2: Curriculum, Instruction and Assessment Core Component: Multiple Assessment Measures			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Educators use multiple measures , including formative, summative benchmark, and diagnostic assessments, as well as progress monitoring, for students with IEPs to make data-driven instructional decisions	Educators collect <u>multiple</u> assessment measures, but they are not consistently used for data-driven decisions.	Educators are <u>beginning</u> to collect assessment measures, but they are not systematically used for data-driven decisions.	Educators <u>do not use</u> assessment measures to make instructional decisions.
“Look-fors” in materials, leadership behavior or educator behaviors			
• Present level section of IEP reflects assessment measures • Assessment results are recorded and updated regularly for all students • Assessment results are compiled, interpreted and used in making instructional decisions			
Rating for Area of Practice 2: Curriculum, Instruction & Assessment Core Component: Multiple Assessment Measures		☐ 4 ☐ 3 ☐ 2 ☐ 1	
Area of Practice 2: Curriculum, Instruction and Assessment Core Component: Data-Based Decision-Making			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Educators use systematic procedures to collect and analyze data to inform instructional decision-making.	Educators collect and analyze data to inform instruction, but <u>not</u> on a <u>systematic</u> basis.	Educators collect some data and/or use data to inform instruction on a limited basis.	Educators <u>do not collect or analyze</u> data to inform instruction on a systematic basis.
“Look-fors” in materials, leadership behavior or educator behaviors			
• The data collected is aligned with instructional goals and learning targets • Multiple types of data are analyzed • Data is systematically collected on a pre-determined schedule • Data is analyzed using data sorts, graphs, charts, checklists • Lesson plans reflect ongoing revision as needed based on student data • Behavior plans document data analysis to support the effectiveness of interventions			
Rating for Area of Practice 2: Curriculum, Instruction & Assessment Core Component: Data-Based Decision-Making		☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 2: Curriculum, Instruction and Assessment <i>Core Component: Formative Assessment</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Educators consistently use formative assessment to monitor and adjust their instructional practices to meet the individual needs of each student.	Educators use <u>multiple formative assessment measures</u> , but <u>not</u> on a <u>consistent</u> basis.	Educators use a <u>limited number</u> of formative assessment measures and/or use those measures <u>inconsistently</u> .	There is <u>no evidence</u> of formative assessment being used to monitor and adjust instructional practices.
“Look-fors” in materials, leadership behavior or educator behaviors			
- Observations capture the use of formative assessment strategies - Products used for formative assessment are evident (response cards, ticket-out-the-door, etc.) - Systematic procedures are used to document the results of formative assessments - Evidence of instructional adjustments as a result of formative assessment			
Rating for Area of Practice 2: Curriculum, Instruction & Assessment <i>Core Component: Formative Assessment</i>		☐ 4 ☐ 3 ☐ 2 ☐ 1	

Area of Practice 2: Curriculum, Instruction and Assessment <i>Core Component: Ongoing Progress Monitoring</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Educators regularly collect and review progress monitoring data on IEP goals and use these data to adjust instruction and supports.	Progress monitoring data is <u>collected</u> and <u>reviewed</u> <u>regularly</u> for most IEP goals and is <u>sometimes</u> used to adjust instruction and supports.	Progress monitoring data may be <u>sporadically</u> collected on some IEP goals.	There is <u>no indication</u> of progress monitoring data being taken, reviewed, or used to modify instruction/supports.
“Look-fors” in materials, leadership behavior or educator behaviors			
Progress monitoring reports for IEP goals			
Rating for Area of Practice 2: Curriculum, Instruction & Assessment <i>Core Component: Ongoing Progress Monitoring</i>		☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice #3: Least Restrictive Environment

Description: Policies and practices that support every IEP team in considering the general education classroom with the use of a wide array of supplementary aids and services and, regardless of placement, and describe the supports and services needed to provide access to standards-aligned instruction for all students, including those with complex instructional needs.

Area of Practice 3: Least Restrictive Environment <i>Core Component: Access</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
All students have access to a full range of learning experiences, curriculum and environments.	Students with disabilities have access, with some barriers, to learning experiences curriculum and environments available to same-age students without disabilities.	Students with disabilities have limited access to learning experiences, curriculum and environments available to same-age students without disabilities.	Students with disabilities have little or no access to learning experiences, curriculum and environments available to same-age students without disabilities.
• “Look-fors” in materials, leadership behavior or educator behaviors • Educational Placement data indicates placement in the LRE in alignment with state averages • Special Education Plan targets LRE • Students with /without disabilities working and learning together • Schedule that includes academic instruction in a variety of settings and environments on a regular basis • Building is physically accessible • Tools, materials and resources are available to support student access and learning across settings • Class composition reflects the principle of “natural proportion” • Patterns of placement are consistent across teachers throughout the school			
Rating for Area of Practice 3: Least Restrictive Environment <i>Core Component: Access</i>		☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 3: Least Restrictive Environment Core Component: <i>Delivery of Instruction</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Meaningful academic instruction and related services are effectively delivered in general education settings.	The LEA makes use of appropriate educational supports in <u>most academic settings.</u>	The LEA targets <u>specific educational environments</u> to provide academic instruction and related services to students with complex instructional needs.	Students with complex instructional needs <u>do not receive</u> meaningful instruction in the general education setting.
"Look-fors" in materials, leadership behavior or educator behaviors			
• All students are provided with the tools and resources to actively engage in instructional tasks and activities • Effective instructional strategies are in use for all students (feedback, appropriate language level, formative assessment) • Instruction related to specific IEP goals is infused throughout the school day • Natural opportunities are used to embed instruction toward IEP goals • AT is effectively used to allow students access across environments • All students have a means to effectively communicate			
Rating for Area of Practice 3: Least Restrictive Environment Core Component: <i>Delivery of Instruction</i>		☐ 4 ☐ 3 ☐ 2 ☐ 1	

Area of Practice 3: Least Restrictive Environment Core Component: <i>Neighborhood Schools</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Neighborhood schools are equipped with special education resources and structures to educate the full range of students.	Neighborhood schools have <u>some of the resources and structures</u> necessary to educate students with complex instructional needs.	Neighborhood schools have <u>limited resources and structures</u> to educate students with complex instructional needs.	Neighborhood schools <u>do not have</u> the necessary resources and structures in place to educate students with complex instructional needs.

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“Look-fors” in materials, leadership behavior or educator behaviors	
• SWCIN are included in school rosters • School buildings are physically accessible • Collaboration between general – special education is evident • Staffing arrangements support student access to content instruction (co-planning, co-teaching) • Certified personnel provide academic instruction • Paraprofessionals provide appropriate levels of support needed for an individual student	☐ 4 ☐ 3 ☐ 2 ☐ 1
Rating for Area of Practice 3: Least Restrictive Environment <i>Core Component: Neighborhood Schools</i>	

Area of Practice 3: Least Restrictive Environment Core Component: Transitions				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Transition processes (EI to school; grade to grade; school to school; school to post-secondary) result in continuity of supports and services across grades, schools and/or programs.	Some transition processes (EI to school; grade to grade; school to school; school to post-secondary) are in place but <u>not consistently</u> across grades, schools and/or programs.	Transitions (EI to school; grade to grade; school to school; post-secondary) are <u>managed on a student by student basis</u> .	A <u>lack of systematic transition</u> planning results in a lack of continuity of supports and services across grades, schools and/or programs.	
“Look-fors” in materials, leadership behavior or educator behaviors				
• IEPs show evidence of transition planning • Sending and receiving schools/teachers have opportunities to plan and share information				
Rating for Area of Practice 3: Least Restrictive Environment Core Component: Transitions			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 3: Least Restrictive Environment Core Component: Placement Decisions				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
All IEP teams begin student placement decisions with consideration of the general education classroom with the use of a wide array of Supplementary Aids and Services. Placement decisions are individualized, based on evidence of documented needs of the students	Some IEP teams begin student placement decisions with consideration of the general education classroom considering a limited array of Supplementary Aids and Services. IEP teams review documented needs of students in making placement decisions, but available resources and structures may take priority in decision-making.	IEP teams make placement decisions with limited consideration of student needs and limited evidence to document needs. The full range of Supplementary Aids and Services are not considered.	Placement decisions are made based on available resources and structures with minimal consideration of Supplementary Aids and Services or individualized student needs.	
“Look-fors” in materials, leadership behavior or educator behaviors				
• Each year the IEP team carefully considers the general education classroom placement option with SaS • Student data is available to the IEP team for consideration in placement decisions; decisions about SaS are based documented individual needs • Appropriate related services personnel are included as members of the team making placement decisions • Documentation of the type and variety of supplementary aids and services provided to students • Documentation of the consideration of a full range of supplementary aids and services • Parent satisfaction with consideration of and decisions made relative to supplementary aids and services				
Rating for Area of Practice 3: Least Restrictive Environment Core Component: Placement Decisions			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice #4: Individualized Student Supports

Description: Effective identification and use of supplementary aids and services, related services and specially designed instruction to ensure that each student is meaningfully participating and learning academic content aligned to the general education curriculum and PACCC.

Area of Practice 4: Individualized Student Supports Core Component: Communication			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Students with limited verbal communication are provided with consistent opportunities to increase or expand verbal output, in all instructional and social contexts across the day. Students with limited or no speech use augmentative/alternative modes of expressive/receptive communication combining academic vocabulary, and high frequency, flexible vocabulary across contexts. Strategies to increase expressive communication and scaffold receptive skills are developed collaboratively by team members, and implemented consistently.	Students with limited verbal communication are provided with a variety of opportunities to <u>increase or expand verbal output</u>, in instructional and social contexts. Students with limited or no speech have access to <u>augmentative/alternative modes of expressive/receptive communication combining academic vocabulary, and high frequency, flexible vocabulary</u>. Responsibilities to implement strategies to increase expressive communication and scaffold receptive skills are <u>shared by all team members</u>.	Students with limited verbal communication are provided with opportunities to <u>increase or expand verbal output in some contexts</u> (e.g in an activity that occurs daily) Students with limited or no speech have access to <u>augmentative/alternative modes of expressive/receptive communication with context-based vocabulary for one or more scheduled activities per day</u>. Strategies to increase expressive communication and scaffold receptive skills are <u>shared by speech/language with other team members</u>.	Students with limited or no verbal expressive communication skills <u>lack AAC systems</u>. Responsibility for communication intervention and support for students with complex communication needs lies <u>solely with speech/language therapist</u>.

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"Look-fors" in materials, leadership behavior or educator behaviors	
- IEPs document consideration of communication needs and AAC needs - Students are given opportunities to take multiple turns in social and instructional contexts across the day - Student AAC systems are in use across contexts and environments. - Students use AAC for authentic communication with peers - Students are using AAC devices independently and effectively - Teachers model communication in forms students are expected to use - Core and content vocabulary are programmed on AAC devices - Training is available for teachers, students and peers in use of an AAC device - Teachers are able to access and utilize AAC devices for instructional purposes - Evidence of collaboration between the SLP and teachers - A systematic assessment process was used to select appropriate communication strategies and vocabulary to be taught - Teachers use strategies to meaningfully include students using AAC devices in class discussions and instructional activities (e.g. wait time, peer supports)	☐ 4 ☐ 3 ☐ 2 ☐ 1
Rating for Area of Practice 4: Individualized Student Supports Core Component: Communication	

Area of Practice 4: Individualized Student Supports Core Component: Assistive Technology			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Teachers are skilled in utilizing a variety of AT options for access to the general education curriculum, providing students with means to read, write, listen, speak or otherwise engage actively in standards-aligned instruction. Teachers consistently utilize AT technical assistance that is available to support them, extending their use of tools and strategies to other students.	Teachers are aware of and use AT to meet the needs of students who need it to access the general education curriculum. AT is considered for many students who need it to access curriculum or meet IEP goals. Teachers utilize AT technical assistance that is available for support.	AT may be used to provide access to activities for individual students. Teachers are aware of needs of students who have AT identified in their IEPs. However, AT may not be considered or provided for all students who need it. Teachers infrequently use AT technical assistance.	AT is not used as a means to provide access to curricular or other activities. Teachers have limited awareness and skill in use of AT options for access to curriculum or to meet IEP goals. Teachers may not be aware of AT technical assistance that is available to support them.

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“Look-fors” in materials, leadership behavior or educator behaviors	
- Students are engaged in meaningful instructional activities (aligned with curriculum) that allows them to interact with text and other materials and write, using AT - Lesson plans include consideration of AT options - Alternative accessible materials are used to meet individual student needs - IEP reflects consideration of AT - Identification of a variety of assistive technology tools and services needed by students to participate in the classroom - Involvement in professional development activities focused on use of assistive technology - Expenditures on software and equipment that support classroom participation	☐ 4 ☐ 3 ☐ 2 ☐ 1
Rating for Area of Practice 4: Individualized Student Supports <i>Core Component: Assistive Technology</i>	

Area of Practice 4: Individualized Student Supports <i>Core Component: Individualized Education Plans (IEPs)</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
IEPs reflect standards aligned academic goals, and serve as a clear plan describing meaningful access to the general education curriculum and grade-level content. For students ages 14 and older, IEPs include activities and services aligned to academic standards and post-secondary goals.	IEPs include standards aligned academic goals and describe meaningful access to the general education curriculum. For students ages 14 and over, IEPs include <u>some activities and services</u> aligned to academic standards or post-secondary goals.	IEPs include academic goals and describe access to the general education curriculum. For students ages 14 and over, IEPs include a <u>limited number of activities and services</u> that may not be aligned to standards or to post-secondary goals.	IEPs do not address academic standards or describe meaningful access to general education curriculum. For students ages 14 and over, IEPs do <u>not include</u> activities and services aligned to academic standards and post-secondary goals.
“Look-fors” in materials, leadership behavior or educator behaviors			
- IEP includes assessment results and data on progress in present levels - IEP goals align with assessment results - IEP includes standards-aligned measurable annual goals - Transition IEPs include assessments, services and activities aligned to post-secondary goals			
Rating for Area of Practice 4: Individualized Student Supports <i>Core Component: IEPs</i>			
☐ 4 ☐ 3 ☐ 2 ☐ 1			

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Area of Practice 4: Individualized Student Supports Core Component: <i>Specially Designed Instruction (SDI)</i>				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Teachers are skillful in identifying the need for SDI, selecting appropriate SDI, documenting SDI, implementing the use of the tool/strategies, and using data to make necessary changes and adjustments to a student's SDI. SDI is implemented according to the written plan and provides meaningful access to the general education curriculum	Teachers utilize student IEPs to guide implementation of SDI to differentiate instruction for students with IEPs. Decisions about SDI for students are based on data and multidisciplinary team input. Effectiveness of SDI is discussed by team periodically.	Teachers demonstrate knowledge of the SDI specified in each student's IEP. Decisions about SDI are made based on informal observations and team input.	Teachers demonstrate limited knowledge or use of SDI. Decisions about SDI are made in the absence of data, and/or SDI are selected from a finite set of strategies.	
"Look-fors" in materials, leadership behavior or educator behaviors				
- SDI that is documented in IEPs is visible in practice across environments - SDI that is observed in practice is reflected on student IEPs - SDI is individualized and aligned with specific student needs				
Rating for Area of Practice 4: Individualized Student Supports Core Component: SDI		☐ 4 ☐ 3 ☐ 2 ☐ 1		

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Area of Practice 4: Individualized Student Supports Core Component: <i>Paraprofessional Supports</i>				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
A planned and coordinated approach is in place to identify when and how students with disabilities are to be supported by paraprofessionals. Paraprofessionals understand their role in the instructional process and support is faded based upon data showing increased student independence.	A planned approach is in place to identify when and how students with disabilities are to be supported by paraprofessionals. Paraprofessionals <u>work under the direction of the classroom teacher(s)</u> to provide the supports needed by students.	Paraprofessionals <u>receive some general direction</u> from teachers on strategies to support students.	Paraprofessionals <u>make decisions</u> about the <u>delivery of supports</u> to students with disabilities without direction from the classroom teacher.	
“Look-fors” in materials, leadership behavior or educator behaviors				
• Detail about student and classroom responsibilities for each period of the day • Description of role/responsibilities when supporting students in general education classrooms • Forms and procedures to clearly spell out the type of support that should be delivered to students in the classroom • The paraprofessional supports identified in the IEP are visible in practice • Information and procedures are shared to support this role • Professional development is provided to paraprofessionals • Schedules include time for collaboration between teachers and paraprofessionals				
Rating for Area of Practice 4: Individualized Student Supports Core Component: <i>Paraprofessional Supports</i>			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 4: Individualized Student Supports Core Component: Positive Behavior Support				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Collaborative teams assist with the completion of Functional Behavior Assessments (FBAs) and development and implementation of behavior support plans. Consistent progress monitoring ensures necessary modifications to the plan are developed and implemented. Students with complex instructional needs have access to the full range of Positive Behavior Supports and interventions that are in place for all students.	Collaborative teams assist with the completion of FBAs, and development and implementation of behavior support plans designed to improve behavior across environments. Students with complex instructional needs have access to a selection of Positive Behavior Supports and interventions that are in place for all students.	Behavior plans are developed by a behavioral consultant with little involvement from the team and/or minimal data or completion of an FBA. Plans are being made to extend Positive Behavior Supports and interventions to more students.	Behavior support plans are <u>not</u> consistently developed and <u>implemented</u> for students with challenging behaviors. Positive Behavior Supports and Interventions are <u>not available</u> to Students with complex instructional needs.	
“Look-fors” in materials, leadership behavior or educator behaviors				
• FBAs and behavior support plans exist for students with problem behavior • Evidence-based classroom management strategies are used to support positive behavior for all students (routines & procedures, clear expectations, explicit instruction of behavioral skills, a continuum of reinforcement strategies, active engagement strategies) • Evidence-based strategies are used to intervene with challenging behaviors • Behavior support plans are implemented consistently and with fidelity by all educators across environments • Data is systematically used to evaluate the effectiveness of behavioral interventions • Goals related to social skills are included in IEPs				
Rating for Area of Practice 4: Individualized Student Supports Core Component: Positive Behavior Support			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 4: Individualized Student Supports Core Component: <i>Supplementary Aids and Services (SaS)</i>				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
IEP teams consistently consider a full range of instructional, environmental, social-behavioral, and collaborative options for support when identifying the supplementary aids and services to enable an individual student to access and make progress in the general education curriculum.	IEP teams routinely consider supplementary aids and services directly related to instruction, but do not consistently consider environmental, social-behavioral and collaborative practices that support student access to and progress in the general education curriculum.	Discussion of supplementary aids and services occurs during IEP meetings in a very general way resulting in similar types of SaS being provided for most students.	Supplementary aids and services that support meaningful access to and learning of the general education curriculum and PACC are <u>not</u> considered consistently.	
“Look-fors” in materials, leadership behavior or educator behaviors				
• A systematic, individualized process is used to identify appropriate SaS (e.g. the SaS Toolkit) • IEPs include documentation of SaS consideration of the full range of SaS (instructional, environmental, social-behavioral, collaborative) • A system for collecting and analyzing data to determine the effectiveness of SaS in supporting student progress • SaS identified in the IEP are implemented across settings and environments				
Rating for Area of Practice 4: Individualized Student Supports Core Component: <i>SaS</i>			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice #5: Family and Community Involvement

Description: Families and community agencies are provided with opportunities and encouraged to be active, engaged, and informed partners in the education of students with complex instructional needs, including meaningful participation and learning of the general education curriculum and PACC.

Area of Practice 5: Family and Community Involvement Core Component: <i>Family Engagement</i>				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Families are valued members of the IEP team and the school community, and contribute information that drives instruction and expectations. Frequent and clear feedback is sought from and provided to families regarding student successes. -	Family engagement is encouraged and supported by a systematic process of communication between the school and home. Families are respected IEP team members and their input is valued. Many families participate in the school community.	Family involvement is seen as necessary, and plans are being made to increase involvement of families outside of the IEP process.	Families are perfunctory IEP team members and their input is not valued. Minimal feedback is provided to families. Families are not engaged in the school community.	
"Look-fors" in materials, leadership behavior or educator behaviors				
• Examples of ongoing communication structures (e.g. emails, letters, logs) • Processes for soliciting family feedback (e.g. surveys, parent input reflected in reports) • Flexibility in scheduling meetings to accommodate needs of different families • Information shared with parents in "family friendly" manner. Content and "family friendliness" of documents • Level of participation and ongoing involvement of parents of students with and without disabilities • Frequency of and variety of ways in which teachers communicate with families • Percent of meetings or trainings attended by families • Students and families participate as members of the IEP team				
Rating for Area of Practice 4: Individualized Student Supports Core Component: <i>Family Engagement</i>			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 5: Family and Community Involvement Core Component: <i>Proactive Structures</i>						
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)			
Schools maintain meaningful structures that encourage and support family and community involvement in culturally and linguistically sensitive ways.	Schools maintain structures that are intended to encourage and support family and community involvement in culturally and linguistically sensitive ways.	Schools have some structures that encourage and support family and community involvement in culturally and linguistically sensitive ways.	Schools do little to encourage and support family and community involvement in culturally and linguistically sensitive ways.			
“Look-fors” in materials, leadership behavior or educator behaviors						
• Availability of translators, interpreters, text-to-speech, human readers-as appropriate for needs of each family • Multiple means of contacts • School counselor or appropriate staff is available to support families to navigate the special education process • Information provided to families in multiple ways and languages (e.g. brochures, web sites, meetings, workshops, email, resource center) • Family membership on school committees, advisory boards, support groups and in organizations • Staff are aware of and respectful of the family contexts, preferences, and cultural traditions						
Rating for Area of Practice 4: Individualized Student Supports Core Component: <i>Proactive Structures</i>			☐ 4	☐ 3	☐ 2	☐ 1

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Area of Practice 5: Family and Community Involvement Core Component: <i>Community Involvement</i>				
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)	
Schools collaborate with community organizations and agencies to provide integrated opportunities and supports.	Schools collaborate with several community organizations and agencies to provide opportunities and supports.	Schools have <u>some meaningful collaboration</u> with community organizations and agencies to provide integrated opportunities.	Schools have <u>no meaningful collaboration</u> with community organizations and agencies to provide integrated opportunities and supports.	
"Look-fors" in materials, leadership behavior or educator behaviors				
• Available listing of community resources such as, camps, support groups, agencies that support independent living, job skills/training, routine medical/health screenings etc. • Documentation of interactions with community stakeholders to connect families with resources outside of school setting • Connections with community for job and work experience opportunities • Identification of outside agencies as sources of support for wrap-around and other services • Participation of outside agencies in IEP meetings • Scope/range of collaboration between the program and outside agencies • Agencies are invited to IEP meetings as appropriate • Program participation in meaningful community activities • Examples of ongoing communication structures (e.g. emails, letters, logs) • Processes for soliciting agency feedback (e.g. surveys, agency input reflected in reports) • Flexibility in scheduling meetings to accommodate needs of different agencies				
Rating for Area of Practice 4: Individualized Student Supports Core Component: <i>Community Involvement</i>			☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice #6: Collaboration and Problem Solving

Collaboration and Problem Solving: A culture of proactive, collaborative planning and problem-solving that supports provision of access to the general education curriculum and PACC for students with complex instructional needs.

Area of Practice 6: Collaboration and Problem Solving Core Component: Collaborative Team Processes			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Throughout the school, collaborative teams use consistent procedures and processes to structure, document and regularly evaluate the effectiveness of their work.	Collaborative teaming procedures and processes <u>have been developed</u> for the school, and are <u>used by</u> some teams to structure, document, and monitor their work.	When general and special educators meet to plan, the structure and approach to organizing work and monitoring follow-up <u>varies from educator to educator</u> .	<u>Little or no collaborative teaming</u> among educators is evident. Teams meet only in response to crises.
"Look-fors" in materials, leadership behavior or educator behaviors			
- Formal, written policies and guidelines related to collaboration - Records /documentation of collaborative team meetings (e.g. meeting notes, agendas, action plans, narratives) - Teacher schedules reflect dedicated collaboration time - Lesson plans reflect input from collaborative teams - Records / documentation of collaboration between curriculum and instruction, general education and special education leadership and staff - Use of co-teaching or other collaborative teaching approaches. Structured, efficient approach to collaborative planning and support that builds in follow-up and accountability procedures.			
Rating for Area of Practice 6: Collaboration and Problem Solving Core Component: Collaborative and Team Processes		☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 6: Collaboration and Problem Solving Core Component: Culture of Shared Ownership			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
All instructional personnel consistently leverage expertise to teach and support all learners. All instructional personnel use effective team collaboration and problem-solving practices to develop supports for meaningful access to and learning of rigorous instruction aligned to the general education curriculum and the PACC for all students, including those with complex instructional needs.	Instructional personnel <u>informally</u> leverage expertise to teach and support all learners. Some instructional personnel incorporate the use of effective team collaborative and problem-solving practices to develop supports for meaningful access to and learning of rigorous instruction aligned to the general education curriculum and the PACC for all learners, including those with complex instructional needs.	Instructional personnel have identified the need for a shared role in teaching and supporting all learners, but collaborative practices are not in place. Instructional personnel have identified the need to develop effective team collaboration and problem solving practices as part of a toolbox to develop supports for meaningful access to and learning of rigorous instruction aligned to the general education curriculum and the PACC for all learners, including those with complex instructional needs.	Instructional personnel <u>work in isolation</u> to teach all learners. Instructional personnel use <u>little or no</u> expertise, effective team collaboration and problem-solving practices to develop supports for meaningful access to and learning of rigorous instruction aligned to the general education curriculum and the PACC for all learners, including those with complex instructional needs.
"Look-fors" in materials, leadership behavior or educator behaviors			
- Teams use structured problem-solving strategies to guide decision-making - Educators display flexible and varying instructional roles to meet student needs - Effective collaborative teaching models used - Peer support models such as mentoring, professional learning communities and coaching for professional development - Minutes/agendas of regularly scheduled team meetings - Special educator, general educator, paraprofessional and related service staff participate in collaborative planning and delivery of instruction in general education classrooms - Instructional staff collaborate with curriculum content specialists to plan core content instruction - Materials and methods coordinated across instructional settings - Teams regularly review data related to instructional effectiveness and student learning outcomes - Teams regularly review data related to the effectiveness of their collaborative process			
Rating for Area of Practice 6: Collaboration and Problem Solving Core Component: Culture of Shared Ownership		☐ 4 ☐ 3 ☐ 2 ☐ 1	

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Area of Practice 6: Collaboration and Problem Solving <i>Core Component: General and Special Educator Collaboration</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
General and special educators <u>collaborate on an ongoing basis to support meaningful access to and learning of rigorous instruction aligned to the general education curriculum and PACC</u> for students with complex instructional needs. Dedicated time is consistently available for team members to collaborate.	Both general and special educators address meaningful access to and learning of rigorous instruction aligned to the PACC; however, <u>collaboration is inconsistent</u>. Dedicated time is available for collaboration, but <u>not on a regular basis</u>.	General and special educators <u>communicate on an as-needed basis</u>, typically in response to problem or challenges, rather than proactively. Team members <u>find time</u> for collaboration.	General and special educators <u>do not collaborate</u>.
“Look-fors” in materials, leadership behavior or educator behaviors			
- Information and data related to student progress is shared at regularly scheduled times - Integrated team model in place-overlapping of expertise in daily lesson plans - Participation of general and special education team members in planning. Meeting notes include input from professionals across disciplines - Supports for diverse learners identified during planning - Lesson plans document roles and responsibilities for educators (e.g. programming AAC devices, data collection, instructional leadership) - Supplementary aids and services that encompass coordination between general and special education teachers - Ongoing, systematic communication structures (e.g. email, meetings, daily logs)			
Rating for Area of Practice 6: Collaboration and Problem Solving <i>Core Component: General and Special Educator Collaboration</i>		☐ 4 ☐ 3 ☐ 2 ☐ 1	

The Project MAX Practice Profile Implementation Rubric

Area of Practice 6: Collaboration and Problem Solving Core Component: <i>Related Service Providers</i>			
Optimized Practice (4)	Developing Practice (3)	Emerging Practice (2)	Ineffective Practice (1)
Related service providers meaningfully and collaboratively participate in IEP development, instructional design, and delivery. Related services support access to and learning of the general education curriculum and PACC as well as addressing unique student needs.	Related service providers <u>share input</u> to IEP development, instructional design and delivery. Related services <u>inconsistently</u> support access to and learning of the general education curriculum and the PACC	Related service providers provide <u>limited input</u> to IEP development, instructional design and delivery Related services provide <u>limited</u> support for access to and learning of the general education curriculum and the PACC	Related service providers develop portions of the IEP <u>independent of</u> the IEP team. Related services emphasize work on <u>isolated goals</u> , which may not support access to and learning of the general education curriculum and the PACC
“Look-fors” in materials, leadership behavior or educator behaviors			
• Related service goals, SaS and SDI are integrated into the IEP. Documentation of need is in the present levels • Related service goals are aligned with academic goals • Related services are provided as specified in the IEP across settings • Academic instruction occurs seamlessly with related services embedded throughout the academic day (not in isolation) • Varied involvement of support staff based on instructional need. Role descriptions that emphasize delivery of services • Flexibility in schedules for special educators, related services personnel, and other specialists; use of co-teaching arrangements • Presence of related service personnel delivering services in the classroom • Specialists collaborating within the classroom, integrating services within ongoing activities • Lesson plans leverage opportunities for delivery of related services in the context of ongoing activities • Data is collected to document the effectiveness of related services • Goals, SaS and SDI updated as needed			
Rating for Area of Practice 6: Collaboration and Problem Solving Core Component: <i>Related Service Providers</i>		☐ 4 ☐ 3 ☐ 2 ☐ 1	