


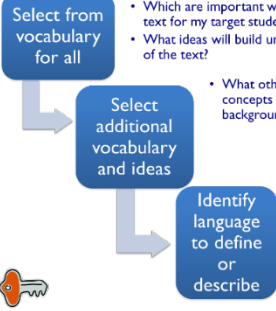



MAXimizing Access and Learning: Pennsylvania Core Standards

Project MAX: Introduction to Professional Development (PD)

Month/Topic	Objectives	Key Take-Aways	Application Activities*
<p><i>September</i></p> <p>PA Core Standards & Unit Planning</p>	<ul style="list-style-type: none"> □ Review the Standards Aligned Unit Planning process □ Look at the Standards Aligned System portal □ Discuss alignment to the PA Core Standards 	<p style="text-align: center;">Project MAX: Maximizing Access and Learning </p> <p style="text-align: center;">www.pdesas.org</p> 	<ul style="list-style-type: none"> A. Choose a PA Common Core standard and describe how the standard changes across grades B. Explore one grade level general education unit of study – identify big ideas addressed in the unit C. Collaborate with related services personnel to identify potential options for teaching academic content to two of your students
<p><i>October</i></p> <p>Learning Targets</p>	<ul style="list-style-type: none"> □ Why it is important to identifying prioritized learning targets for students with complex instructional needs □ Defining alignment to grade level content □ Identifying the degree of alignment of prioritized targets to grade level content 	<p style="text-align: center;">How Do I Know if it is Aligned?</p> <ol style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> A. Review a lesson that you currently plan to deliver to determine alignment to grade level content and performance. Identify 1-2 ways you could change it to be more closely aligned to the standard. B. Identify a grade level standard; big idea, concept and/or competency addressed in a unit. Identify at least one potential learning target for students with complex instructional needs.
<p><i>November</i></p> <p>Vocabulary & Ideas</p>	<ul style="list-style-type: none"> □ Why it is important to identify prioritized vocabulary and ideas □ Collaborating to for define and describe concepts and prioritized vocabulary connected to a unit of study □ Identifying vocabulary and ideas for a unit 	 <ul style="list-style-type: none"> • Which are important words from the text for my target students? • What ideas will build understanding of the text? • What other words and concepts will build background knowledge? • What is a brief, student-friendly definition? • How can you describe the key idea(s) using familiar words and uncomplicated sentence structure? • Which high frequency “core” words will support student communication in the instruction? • What unit specific “extended” vocabulary is also needed! 	<ul style="list-style-type: none"> A. Review/select text related to a lesson to determine key vocabulary and ideas. Identify vocabulary for all, select additional vocabulary and Identify language to define or describe B. Work with the SLP/AT Consultant to identify expressive vocabulary for AAC for two key vocabulary words and ideas”: Identify high frequency “core” vocabulary and specific “extended” vocabulary

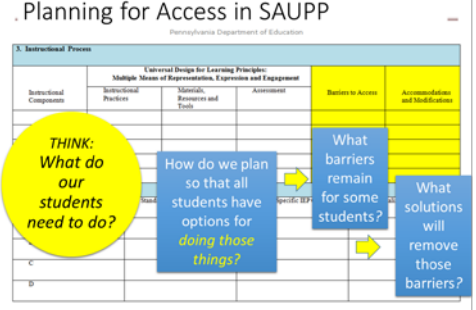
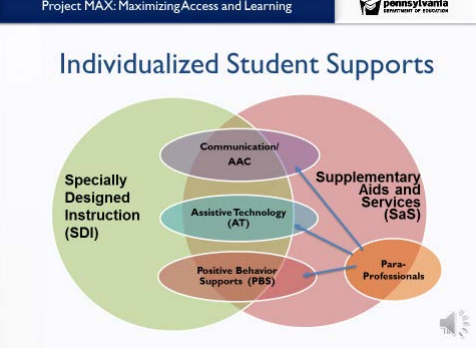

- Be prepared to share the results of your application activity and describe/demonstrate how you used it.
- Option: Identify another application activity related to content with approval from PaTTAN/IU TaC/Internal Coach

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December Instructional Materials	<ul style="list-style-type: none"> <input type="checkbox"/> Applying Universal Design for Learning (UDL) principles and guidelines to the planning, selection, and use of instructional materials, resources, and tools <input type="checkbox"/> Choosing, transforming, and creating instructional materials aligned to grade level content <input type="checkbox"/> Resources for transforming and creating instructional materials 	<p style="text-align: center;">Identifying Instructional Materials</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Select from available materials designed for ALL</p> <ul style="list-style-type: none"> Publisher's materials, Departmental materials, Classroom materials and technology </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Transform available materials</p> <ul style="list-style-type: none"> Alternative formats, Authoring software, Recording software </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Create customized materials</p> <ul style="list-style-type: none"> Text, Audio/video, Pictures, Objects </div>	<ul style="list-style-type: none"> A. Work with the prioritized key vocabulary and ideas that you identified last month. Generate potential materials, resources and tools for teaching: the prioritized key vocabulary and ideas OR the unit that includes the prioritized key vocabulary and ideas B. Use suggestions from today's presentation to transform or create materials aligned to grade level standards 																
January Effective Instructional Strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence-based instructional strategies <input type="checkbox"/> Implementing evidence-based instructional strategies with a focus on students with complex instructional needs <input type="checkbox"/> Using graphic organizers to support evidence-based instruction <input type="checkbox"/> Incorporating evidence-based instruction into a Read Aloud activity 	<p style="text-align: center;">Instructional Strategy Resources</p> <p>Individual Handouts (one per person)</p> <ul style="list-style-type: none"> Participant Agenda HO 01 – PowerPoint Handout HO 02 – Grade 7 Science Unit Plan and Vocabulary Worksheet HO 03 – Quick Guide: Read Aloud HO 04 – Quick Guide: Direct Instruction HO 05 – Quick Guide: Graphic Organizer HO 06 – Fiction Graphic Organizer – Story Grammar HO 07 – Quick Guide: Errorless Teaching HO 08 – Quick Guide: Questioning HO 09 – Teacher's Desk Reference: Using Questions Strategically HO 10 – Quick Guide: Discussion 	<ul style="list-style-type: none"> A. Use direct instruction, errorless teaching or a graphic organizer in a lesson. B. Implement a Read Aloud activity, incorporating questioning and discussion within it 																
February Formative Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> Formative assessment strategies used during instruction <input type="checkbox"/> Formative assessment strategies to monitor student responses and adjust instruction to ensure learning 	<p style="text-align: center;">Formative Assessment</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 10%;"></td> <td style="width: 25%;">Know where we want the learner to go</td> <td style="width: 25%;">Know where the learner is so far</td> <td style="width: 25%;">Keep the learner moving toward the target</td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">In order to</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Teacher should</td> <td>Make learning intentions/targets explicit to the learner</td> <td>Employ strategies that continually elicit evidence of learning during instruction</td> <td>Adjust instruction in ways that move learners forward</td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Through the use of</td> <td>Sharing Knowledge Skills Understanding</td> <td>Active Student Responding</td> <td>Feedback Strategies</td> </tr> </table>		Know where we want the learner to go	Know where the learner is so far	Keep the learner moving toward the target	In order to				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	Through the use of	Sharing Knowledge Skills Understanding	Active Student Responding	Feedback Strategies	<ul style="list-style-type: none"> A. Select and implement a formative assessment strategy during instruction. B. Implement a Read Aloud activity, incorporating questioning and discussion within it; describe how you changed your instruction based on your students' responses and answer the reflection questions
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<p><i>March</i></p> <p>Instructional Engagement</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Engagement and participation for students with complex instructional needs <input type="checkbox"/> Supporting multiple means of engagement via universal design for learning (UDL) options <input type="checkbox"/> Solutions for potential barriers to instruction <input type="checkbox"/> Support participation and engagement using visual strategies, prompting strategies and environmental considerations 	<p style="text-align: center;">. Planning for Access in SAUPP</p> 	<ul style="list-style-type: none"> A. Identify visuals to increase instructional engagement B. Develop, try, and adjust the visuals based on data you collect. C. How will you know students are engaged)? D. Consider a lesson you will be teaching within the next month: E. Identify barriers that may exist in one or more of the instructional components for one or more of your students. F. Brainstorm possible solutions to eliminate the barriers. G. Select one or two of those solutions to implement with those students.
<p><i>April</i></p> <p>Individualized Student Supports</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Individualized student supports that may be represented in the standards aligned unit planning process <input type="checkbox"/> Connections between supports identified in the student’s IEP with the standards aligned unit planning process <input type="checkbox"/> Resources to provide individualized student supports 	<p style="text-align: center;">Project MAX: Maximizing Access and Learning</p> 	<ul style="list-style-type: none"> A. Complete the Standards-Aligned Unit Plan B. Identify student(s) who need individualized student planning C. Identify any standards-aligned IEP goals the student has that relate to your unit plan. D. Identify any specific IEP goals the student has that relate to your unit plan. E. List the individualized student supports that are identified on the IEP and that relate to your unit plan. F. Document your unit plan’s implementation by capturing a short video of instruction and/or taking pictures of instructional materials, arrangements, etc.
<p><i>May</i></p> <p>Scaling Up</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sustaining and scaling-up Standards-Aligned Instruction in classrooms and schools <input type="checkbox"/> Classroom Characteristics Self-Assessment <input type="checkbox"/> Developing an Individual Scaling Up action plan <input type="checkbox"/> Developing a Team Scaling Up action plan 	<p style="text-align: center;">Project MAX: Maximizing Access and Learning</p> 	<ul style="list-style-type: none"> A. Develop an individual scaling-up action plan for the next school year.

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