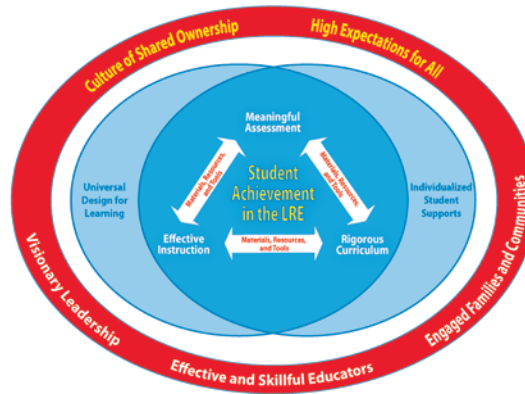


Project MAX Practice Profile Implementation Rubric Facilitator Guide

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

Framework for Practice



Introduction

The goal of this Facilitator Guide is to provide guidance to Project MAX IU TaCs and Internal Coaches as they facilitate IU and LEA teams in completing the **Project MAX Practice Profile Implementation Rubric** in a manner that will gain the most useful information for action planning purposes.

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 **Implementation Rubric** will:

- Provide **initial and ongoing descriptive information** regarding the status of implementation for each area of practice and core component 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

Completion of the **Implementation Rubric** will help teams to identify professional development and technical assistance needs related to the six Areas of Practice for Project MAX.

The **Project MAX Practice Profile Implementation Rubric** describes optimized 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 core component contains a rubric which describes 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 their program’s system-wide practice, assigning a score that reflects the team’s consensus regarding **current** school practices.

Each core component contains **“Look-fors”** in the following four categories that may be reviewed as objective evidence to support the team’s rating of current implementation status.

- **Materials and Environment** refers to documents, data, physical space and display areas, written communication, etc.)
- **Leadership** refers to individuals in supervisory or leadership roles (e.g. principals, program supervisor, special education leader, curriculum leader)
- **Educators** refers to general and special education teachers, related service providers, content experts, paraprofessionals, and other professionals who provide direct services to students
- **Students/Families** refers to students with complex instructional needs and their families

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As each section is completed, scores for each core component are recorded on the ***Project MAX Status and Implementation Plan*** form. This allows the team to visually examine patterns of school and classroom practices and to prioritize areas of need that can be incorporated as customized action steps within the Implementation Plan. The facilitator helps guide development of ***substantive*** action steps that will move the IU or LEA closer to optimized practice.

The Process:

1. The ***Project MAX Practice Profile Implementation Rubric*** should be completed ***once a year*** during each year of project participation. The entire team should participate in completing the rubric. The entire Implementation Rubric may be completed at one time, or chunked by area of practice.
2. Review the ***descriptors and “Look-fors”*** for each key component and come to consensus as a team as to where the 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 ***Project MAX Team Status and Implementation Plan*** includes three sections:
 - a. ***Summary of Project MAX Practice Profile Ratings:*** The facilitator transfers the ratings from the Practice Profile Rubric to this section of the implementation plan.
 - b. ***Required Activities:*** These activities must be completed by all Project MAX teams by the scheduled due dates.
 - c. ***Customized Activities:*** After completion of the Project MAX Practice Profile Implementation Rubric and identification of areas of priority, the team will develop one substantive Action Step for each area of practice for which the average rating is 2 or below. Each team should develop 4-6 substantive action steps to be completed during the year of implementation. Teams should review progress on the customized action steps ***at each team meeting*** and revise/update/add action steps as needed.

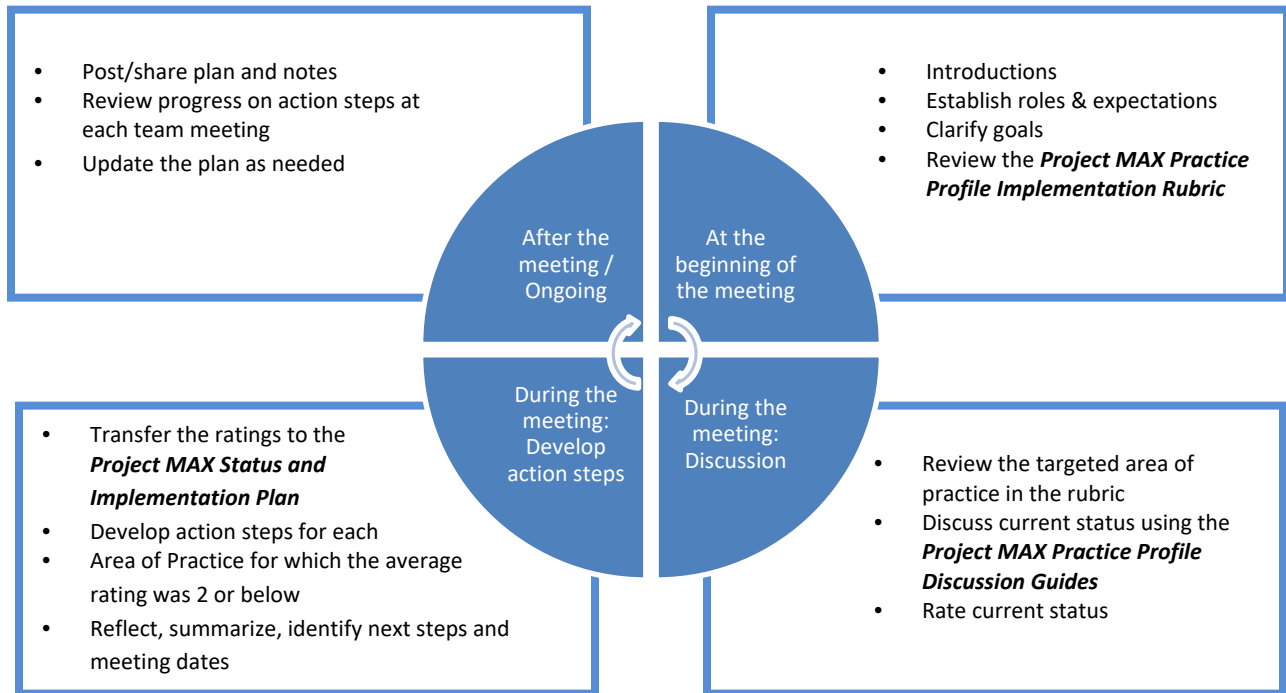
Facilitators will need these documents to complete this process:

- ***Project MAX Practice Profile Implementation Rubric***
- ***Project MAX Practice Profile Discussion Guides (one for each Area of Practice)***
- ***Project MAX Practice Profile Status and Implementation Plan***

Whenever possible, it is recommended that **two individuals** (IU TaC, Internal coach, and/or PaTTAN Consultant) work as partners to facilitate the completion of the ***Implementation Rubric***. One person can facilitate and the other can record information for the team.

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The Facilitation Process Project MAX Practice Profile Implementation Rubric



Tips for Facilitating Teams through the Practice Profile Implementation Rubric

1. At the beginning of the meeting:

- Start the session by having **team members identify themselves** and their role on the Project MAX team.
- **Establish roles, expectations, norms and ground rules** for the session(s), such as:
 - All team members are expected to...
 - Be actively engaged and to
 - Contribute meaningfully to discussions
 - Respect diverse perspectives
 - Learn from each other
 - Focus on strengths
 - Maintain focus on topic
 - The facilitator will keep the group "on task" and "on time"
- **Clarify the goals** for the session so that they are clear, meaningful and achievable.
- **Review the Components of the Project MAX Practice Profile**

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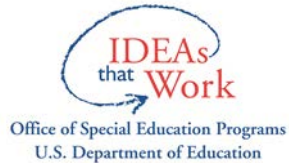
2. During the meeting:

- **Review an Area of Practice** using the Project MAX Practice Profile Implementation Rubric
- **Discuss the current status** of implementation across the program
 - Review sources of evidence (including, but not limited to, sources noted in the “**Look-fors**” for each Core Component)
- **Document the discussion** using the Practice Profile Discussion Guide for that Area of Practice
 - Use of a laptop/projector is recommended to allow all team members to participate in and review the discussion **prior to determining a rating** for each core component
 - Throughout the process, prompt the team to consider the current status of each area of practice with regard to **ALL students who have complex instructional needs**. This group may include students who are educated outside of the LEA or students who are educated within the LEA, but live in another LEA.
 - The most important aspect of this process is the discussion that takes place regarding each core component within an area of practice. The discussion is what leads to creation of substantive action steps moving towards optimized practice.
- **Support Teams to reach consensus in rating** their program’s current status as optimized, developing, emerging or ineffective after reviewing sources of evidence
 - Consensus means that each team member will support the team’s final decision, even if the team’s rating is not the same as their individual rating
 - If the team is having difficulty coming to consensus, it may be helpful to ask each team member to share specific evidence to support their individual rating or perspective.
 - Although a team may wish to assign a value of “1.5” or “2.8”, they must come to consensus on a **whole number value** for the rating for each core component
- **Transfer the ratings** to the **Project MAX Status and Implementation Plan**
 - Enter the demographic information
 - **Review the ratings to identify priority areas** that are most relevant for planning action steps
- **Assist the team in developing substantive action steps** for each Area of Practice for which the rating is 2 or lower (minimum of 4)
 - Each action step should have a **measurable outcome** and move the team towards optimized practice in the core component/area of practice
 - Indicate a **lead person** who will be accountable for monitoring progress and communicating with the team
 - Identify **sources of evidence** to assess goal attainment and on-going progress monitoring
 - Indicate the **technical assistance** the school/district will need from the IU, PaTTAN or other resources to achieve each action step
- **Allow for reflection** time at the end of the session.
 - Ask participants to **share** some thoughts about the process
 - **Summarize** the team’s remarks and thank them for participation
 - **Summarize** the next steps and follow up activities
 - **Establish a date** for review and a commitment to complete any part of the process that was not completed at the session

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3. After the meeting /ongoing:

- **Review progress** on customized action steps at each team meeting.
- **Update** Project MAX Status and Implementation Plan as needed
- **Post/Share** the completed Project MAX Status and Implementation Plan and/or the Discussion Notes for team members to review (**Optional**)



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