Group 1
Priority 1: Building Capacity in Social-Emotional Instruction and Disciplinary Practices for Adolescent Students with Disabilities Grades 5-12

Background
This grant has been developed to improve educator practice and student outcomes by generating professional development activities that are in alignment with state, district, school and/or educator goals and priorities, including educator evaluation.

The Department of Elementary and Secondary Education (ESE) is committed to supporting the implementation of social emotional learning curricula and promoting positive disciplinary practices in Massachusetts. Evidence suggests that educational disengagement has far reaching consequences. The risk factors for disengagement are varied and complex as articulated in Making the Connection: Report of the Graduation and Dropout Prevention and Recovery Commission. In order to support engagement leading to successful outcomes for students with disabilities, alternatives to disciplinary removals may need to be developed and implemented. These alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Description
Professional development (PD) activities funded under this priority will build capacity in social-emotional instruction, and positive disciplinary practices for adolescent students with disabilities grade 5-12 by emphasizing the challenges and transitions faced by adolescents with disabilities in grades 5-12.

Topics for evidenced-based PD may include, but are not limited to:
- Restorative Practices/Restorative Justice
- Positive Behavioral Supports
- Improving School Cultures
- Functional Behavior Assessments
- Trauma Sensitive Teaching/Schools
- Educational Continuity and Student Participation

Note: 274 funds should not be expended solely in the creation of products such as handbooks, curricula, etc. These PD funds must be used for activities that clearly conform with the Massachusetts Standards for High Quality Professional Development.

Examples of Possible Activities
Activities for evidenced-based PD (conducted before, during, and/or after school hours) might include, but are not limited to:
- Training and consultative services that support implementation of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, trauma sensitive teaching, and positive behavioral interventions and supports.
- Training and consultative services to support educators in developing strategies and practices that improve educational continuity for students with disabilities.
- Workshops
- Courses

Demonstration of Proficiency
A requirement of high quality PD is that educators apply their learning and demonstrate subsequent proficiency in the relevant subject area. The proposed PD activity(ies) must include a description of how the district will assess and measure the changes in educator knowledge, skills, and/or practices resulting from the proposed PD to ensure that it is meeting the targeted goals relevant to the desired student outcomes.
Educators may demonstrate proficiency in this priority area through means such as:

- Evidence that PD participants have improved upon their knowledge and skills necessary to provide evidence-based practices and services that result in improved outcomes for students with disabilities, which may include, but is not limited to:
  - Student disciplinary data
  - Revisions of articulated policies, practices, and procedures
  - Informal or formal observation

- Evidence of improved disciplinary outcomes for students with disabilities, which may include, but is not limited to:
  - Reduced disciplinary removals
  - Measures of increased student engagement
  - Measures of decreased disruptions due to student behavior
  - Measures of increased compliance to the student discipline codes

- Evidence of improved transitions for students with disabilities moving from one school setting to another within a district (example; Middle School-High School), which may include, but is not limited to:
  - Increased collaboration between sending and receiving schools
  - Improved practices, policies, and procedures for student transfers

In order to better disseminate promising practices statewide, ESE may request that districts share products and outcomes resulting from this PD.

Networking
ESE may offer districts the opportunity to attend one or more statewide networking meetings in 2014-2015 around this priority. These meetings may include opportunities for collaboration, the sharing of best practices, and focused training in the above priority area. More information about these meetings will be announced in the fall of 2014.

OVERVIEW OF FUND CODE 274 NARRATIVE REQUIREMENTS

Professional Development Assurances Statement
A. Overview: Please select one of the following FY2015 priorities. All professional development (PD) in this application must align with the selected priority below.
   1. Which priority will the proposed PD address?
   2. Choose the topic(s) that best aligns with the proposed professional development.

B. Propose activities to be funded through the 274 grant:
   1. Identify and briefly describe the proposed PD activity(ies).
   2. Identify the goals and objectives for the proposed PD.
      Note: Goals/objectives must target improvement in educator practice and demonstrate a relationship to student outcomes.
      a. SMART Goal – Learning outcomes for students with disabilities
         (Smart Goal Definition: Specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed/tracked)
      b. SMART Goal – Learning outcomes for Educators
         (Smart Goal Definition: Specific and strategic; measurable; action-oriented; rigorous, realistic, results-focused; timed/tracked)
      c. Does the proposed PD support any state, district, school, and/or educator goals or priorities? Please Explain.

   3. For each activity, provide a proposed timeline, including the number of contact hours and the name(s) of provider(s).
      Note: If you are proposing individualized, rather than school or district-wide PD and have yet to identify a provider(s), please describe the type of provider you will be seeking and how you will ensure that the selected professional development will be aligned with the above priority and contribute to district professional development goals.
4. Describe the job embedded activities or plans for participants to apply their learning to the particular content and/or context.

5. Identify the professional role(s) of targeted participants
   - District Level Administrators
   - Special Education Teachers
   - Principals
   - Parents
   - Teachers
   - Paraprofessionals
   - Related Service Providers
   - Other____________________

C. Data-based Rationale for PD Activities:
   1. What data did you analyze that led you to this proposed PD?
      - IDEA Part B State Performance Indicator Data
      - IDEA Part B Determination Level Data
      - Performance Data
      - MCAS Results
      - Teacher Surveys
      - Conditions for School Effectiveness Data
      - School Safety Discipline Report
      - Other____________________
   
   2. Based on the data you analyzed, what is the rationale for the proposed PD?

D. Outcomes and Evaluation: How will you assess and measure the changes in educator knowledge, skills, and/or practices resulting from the proposed PD to ensure that it is meeting the targeted goals relevant to the desired student outcomes?