Group 1
Priority 5: Using Data to Improve Teaching and Learning in Special Education

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

With the articulated priority of Results-Driven Accountability by the Federal Office of Special Education Programs and an emphasis on using data to support student performance, data-based decision-making at the child, school and district level requires Massachusetts educators to have access to ongoing professional development, training, and technical assistance in the areas of student assessment, individualized instruction, and data-based decision-making.

Description
Professional development (PD) activities funded under this priority area improve educator effectiveness in using data to improve teaching and learning in special education, including promoting inclusive practices for students with disabilities. Through participation in selected PD, school personnel will enhance their skills in:

- designing and administering authentic and meaningful student assessments;
- analyzing student performance and growth data;
- using this data to improve instruction;
- continuously refining learning objectives;
- analyzing and using data to increase inclusive opportunities;
- using data to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units;
- drawing appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions; and
- creating constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement.

Topics for evidence-based PD may include:

- The purposes and goals of progress monitoring and curriculum-based measurements
- The purposes and uses of formal and informal assessment
- Classroom, school, and district use of data to monitor progress, inform classroom instruction, plan programming, improve specialized instruction, promote inclusion, and measure and evaluate progress
- Activities that support the implementation or improvement of assessment systems at the school or district level
- How to effectively and successfully incorporate data into instructional decision making for the improvement of both teaching and learning
- How to develop an effective and efficient team to analyze data, including cultivating a school culture that supports data-based decision making
- How to manage and organize student data from various sources
- How to use data to determine current levels of learning/behavior/performance and measure and report progress toward student goals
- Activities that support family involvement in assessment
- Social, Emotional and Behavioral Assessments
- Effective oral and written presentation of data, including with families and students
- The development and implementation of evaluation plans specific to special education programs

Examples of Possible Activities
Activities for evidence-based PD (conducted before, during, and/or after school hours) may include, but are not limited to:

- Teacher and administrator training in assessments and the use of data
- Workshops on assessments and/or data analysis
- Classes on the use of data to monitor progress and inform instructional decision making
- Consultative services to support district data initiatives
• Professional working groups to develop guidance on best practices for assessment and data use
• Other PD activities related to this priority

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

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 proposal for PD activity(ies) funded under this grant program must include a description of the evaluation process that will be used, i.e., 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:
- The creation of protocols to support the meaningful analysis and use of data
- The implementation of new or improvement of existing assessments or assessment systems
- The creation of data teams within a district to support high-quality data use across the district
- The integration of functional and/or formative assessment into the classroom
- Developing documented protocols and practices for data analysis

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

OVERVIEW OF FUND CODE 274 NARRATIVE REQUIREMENTS
Professional Development Assurances Statement

A. Overview: Please select one of the following FY2017 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 the activity(ies) to be funded through the 274 grant:
   1. Identify and briefly describe the proposed PD activity(ies).
   2. Identify the goal(s) and objective(s) for the proposed PD.
      Note: Goal(s)/objective(s) must target improvement in educator practice and demonstrate a relationship to student outcomes. For the priority selected, the proposal must identify one SMART Goal for student learning outcomes and one for educator learning outcomes. If more than one activity is intended to be funded under this priority, outcomes must be aligned as described in the SMART Goals.
      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. How is this supporting family engagement and involvement? How will your activities support inclusive practices for students with IEPs? Briefly 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/families
• Teachers
• Paraeducators
• 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/PARCC 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?