Year Two Evaluation Report

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INTRODUCTION

SETTT (Special Educator Technology-Based Training of Trainers) for Success is a grant funded through the Office of Special Education programs, U.S. Department of Education. The purpose of SETTT is to improve trainers' design and delivery of professional development (PD) for teachers so that teachers can design and deliver more effective academic instruction for students with significant cognitive disabilities (SCD). Since academic expectations for students have increased dramatically in the last decade, effective PD for in-service educators is critical for developing the knowledge necessary to adopt and implement new instructional strategies. The SETTT approach provides trainers with the professional learning (PL), resources, and supports they need to address the needs of teachers who work with students with SCD. The SETTT approach leverages Universal Design for Learning (UDL) principles, evidence-based technology, and PD practices to implement effective online PL for trainers as they design and deliver PD for teachers.

The SETTT Model includes three components:

A. A resource collection that supports the design and delivery of PL for trainers and teachers and includes resources teachers may use with their own students

B. An online PL approach that incorporates (1) modules on how to plan, design, implement, evaluate, and sustain innovation in instruction via a PD cycle; (2) virtual coaching; and (3) a community of practice (COP) to support trainers as they develop their skills throughout the project

C. An online trainer dashboard that houses the resource collection, PL modules, virtual coaching portal, participant guides, and COP; see Figure 1 for a screenshot of the SETTT Dashboard

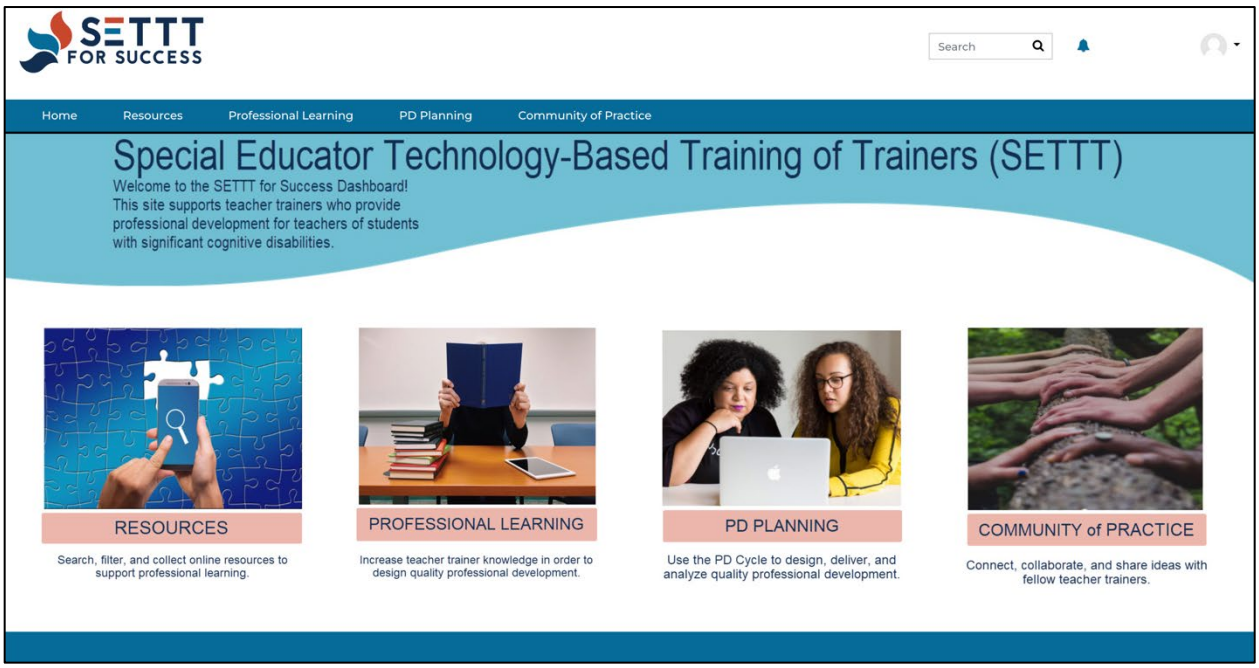
The overall SETTT PD approach is designed for trainers to adapt for their local learner contexts.

The SETTT conceptual framework, TPACK+, is a blend of the Technological, Pedagogical and Content Knowledge (TPACK) and UDL frameworks (Benton-Borghi, 2013). TPACK represents the intersections among three primary teacher knowledge domains: technological knowledge, pedagogical knowledge, and content knowledge (Koehler & Mishra, 2009). The intersections are labeled as (1) technological content knowledge, which represents how to use technology for instruction in a particular content area; (2) technological pedagogical knowledge, which represents how to use technology in instruction; and (3) pedagogical content knowledge, which represents how to use instructional strategies in a particular content area. UDL is a framework for using tools and resources to reduce barriers to learning for all learners (CAST, 2018). The framework includes three broad

principles including providing students with multiple means of engagement, multiple means of representation, and multiple means of action and expression during learning.

Figure 1

SETTT Dashboard Components Year Two



The purpose of this Year Two evaluation report is to (1) describe findings from formative and summative evaluation activities, (2) describe preliminary findings on trainer Fidelity of Implementation (FoI), and (3) describe implications for piloting the SETTT PD approach and SETTT Dashboard technology starting in Year Three of the grant. The report may be of broad interest to SETTT stakeholders as well as researchers and practitioners in the areas of professional learning, special education, and educational technology. The SETTT Year One Evaluation Report is available for reference online.

YEAR TWO PROJECT ACTIVITIES

Year Two was the second of two development years in SETTT. In Year One, ATLAS Staff worked with educators from Rhode Island to co-design alpha-prototype versions of the project components and explore effective site implementation. In Year Two, ATLAS Staff (1) refined the SETTT approach based on Year One results; (2) worked with educators from Rhode Island and Maryland to test the full beta-prototype PL model and SETTT Dashboard technology; (3) screened and added additional resources to the resource collection; (4) provided coaching to trainers; (5) developed Participant, Coaching, and COP Guides; and (6) prepared for the Year Three pilot.

Year Two Partners and Site Activities

Three states provided letters of commitment for SETTT at the proposal phase: Rhode Island, Maryland, and Iowa. The Rhode Island Department of Education (RIDE) was a partner in development Year One and committed to continue participation in Year Two. The Maryland State Department of Education (MSDE) offered potential sites for Year Two. The Iowa Department of Education intended to participate in Year Two but deferred until Year Three, citing other statewide initiatives as a trainer PD focus for Year Two.

ATLAS Staff met with state-level stakeholders in assessment and special education in all three states to discuss SETTT's goals and project commitments for Year Two. The group also discussed what local site characteristics would fit well with the project. These characteristics included

- commitment to comprehensive academic instruction for students with SCD
- fit with existing change initiatives and the site's approach to instructional change
- capacity, resources, and time to implement the SETTT model
- trainers with bandwidth and commitment to be willing partners in the project
- training models that varied from Year One sites, which were public districts with trainers also serving as district-level special education staff
- ability to identify and engage with additional stakeholders who could champion the work and address opportunities or barriers
- commitment to participate beyond the development phase and into pilot and dissemination phases
- commitment to a non-monetary, non-binding Memorandum of Understanding outlining expectations of participants

Once potential sites were determined, ATLAS Staff convened exploratory meetings with site leadership. Staff used the Exploration Phase guidance document (see Appendix for *Exploration Guidance for Identifying SETTT Implementation Sites*) to explore each site's readiness to join the project.

Once sites agreed to participate, ATLAS Staff used the information from the Exploration Phase to complete each site's Site Implementation Plan (SIP). ATLAS Staff and site leads also used the SIP to develop a Site Implementation Guide (SIG), an external-facing document used to communicate project roles and expectations. ATLAS Staff used these implementation documents throughout Year Two to plan and monitor site implementation via periodic

site meetings with site leads. Site meetings occurred bimonthly, monthly, or every other month, depending on site needs.

Rhode Island Sites

At the proposal phase, Rhode Island envisioned creating a statewide trainer network. In Year One, educators from two districts, Woonsocket and Pawtucket, agreed to collaborate as a single development site under the Rhode Island statewide network.

Near the end of Year One, site leaders from RIDE decided to focus on implementing the model at local sites rather than through a statewide model. RIDE's decision was intended to allow additional time for long-term sustainability planning as well as for further exploration of SETTT's fit with other statewide initiatives.

Thus, for Year Two, RIDE staff decided that SETTT implementation would continue in the two original development sites, Woonsocket and Pawtucket. RIDE also identified a third district, Providence, that had reached a similar level of readiness and was likely a good fit. ATLAS Staff held an exploratory conversation with district leaders and RIDE before Providence joined the project.

Maryland Sites

Once MSDE identified potential sites, ATLAS Staff held meetings with each prospective site to explore readiness and fit for participation. Ultimately, two sites committed to participate. Both sites were special placement schools (i.e., residential or hospital-based programs) that served students with SCD who were eligible for alternate assessments. As year-round schools with built-in time for teacher PD and training, both sites viewed SETTT's focus on comprehensive academic instruction as a good fit for the goal of expanding general education curriculum access for their population. However, one of the hospital-based sites deferred their participation to the pilot phase due to staffing and management challenges.

Year Two Trainer Activities

Trainers used the SETTT Dashboard to support their use of the SETTT PD cycle for PD planning and implementation and to support their own PL goals. SETTT expected participating trainers to complete at least one PD cycle per year. A PD cycle entailed completing modules, developing a PD plan, meeting with coaches, implementing training with teachers, and evaluating the training.

After an introductory onboarding session with ATLAS Staff, trainers gained access to the SETTT Dashboard, enabling them to log in and become familiar

with each of the components. To assist with orientation, trainers had access to a participant guide that described each dashboard component and how trainers could begin using them.

Trainers then accessed and completed three foundational learning modules: (1) Students as Learners: Presuming Competence, (2) Students as Learners: Comprehensive Academic Instruction, and (3) Students as Learners: Using the Universal Design for Learning (UDL) framework. The foundational modules provided information about setting learning expectations for students and how the SETTT model supports trainers and teachers in providing comprehensive academic instruction for students with SCD.

Next, trainers completed a full PD cycle. Trainers began the cycle by completing a learning module for each cycle phase—Diagnose, Design, and Analyze. Additionally, they completed a worksheet for each module that led them through each step of planning, preparing, delivering, and evaluating PD. For example, the Diagnose worksheet led trainers through the steps of examining local opportunities and constraints, exploring sources of teacher and student data, and forming preliminary trainer PL and teacher PD goals.

Most trainers completed each module independently. However, one group of trainers who were working together to plan PD within a site collaborated on worksheet completion.

While completing the modules, trainers met with their coaches regularly to discuss their emerging PD plans. They also searched and selected PD resources from the SETTT resource collection. While not required in Year Two, trainers also participated in threaded discussions in the SETTT COP. The COP provided trainers with access to additional expertise from their peers.

After delivering PD, trainers concluded the PD cycle by meeting with their coaches and discussing lessons learned as well as next steps for future teacher PD. After their final coaching session, trainers completed evaluation surveys and participated in focus groups.

Year Two Trainer Characteristics

Fives sites committed to Year Two of the SETTT development phase. Table 1 details the number of trainers at each site.

Table 1

Development Sites and Trainer Counts

Development Site	Description	Count of trainers originally committed to project	Count of trainers who completed the project components
Woonsocket (RI)	Public School District	2	2
Pawtucket (RI)	Public School District	6	4
Providence (RI)	Public School District	2	1
Sheppard Pratt (MD)	Special placement high school (hospital-based program)	3	1
Kennedy Krieger (MD)*	Special placement high school (hospital-based program)	4	0

Note. *Kennedy Krieger deferred participation to Year Three.

At the beginning of Year Two, 17 trainers committed to participate. At the end of Year Two, eight trainers successfully completed a full PD cycle. Reasons for trainer attrition varied. Four trainers were from the Maryland site that deferred participation to the pilot phase. Five other trainers either left their positions or faced new job responsibilities that did not allow them to participate.

All trainers completed a background survey that collected information about the trainer's demographics, educational background, and prior experiences with delivering PD. Results are reported for the eight trainers who completed the Year Two requirements. See Appendix for *Trainer Background Survey Results*.

All Year Two trainers were female, and all were white. All but one trainer was from an urban district. Three trainers obtained a bachelor's degree, and five trainers obtained a master's degree.

About half of the trainers were classroom teachers and about half served in district leadership roles (building administrator, district staff, district representative, or special education chairperson).

Trainers were generally experienced teachers of students with disabilities. Slightly more than half of the trainers had six to 15 years of teaching experience, with slightly less than half having over 16 years of experience. None of the trainers had less than six years of experience. Grade band experience was distributed evenly from kindergarten to grade 12. Educators had experience in English language arts (50%), mathematics (50%), science (50%), and social studies (62.5%). All trainers had previous classroom experience with students with SCD, including students representing a wide variety of disability categories. Slightly more than half of the trainers had six to 10 years of experience working with students, one had one to five years of experience, and two had over 11 years of experience.

About half of the trainers had previous experience providing PD. Three had no years of experience, four had one to five years of experience, and one had 11 to 15 years of experience. Most trainers had at least one to five hours of PD in the past five years on supporting teacher or adult learning. Two had no hours of PD, two had one to five hours of PD, three had six to 10 hours of PD, and one had 16 to 20 hours of PD.

Most trainers (six out of eight) reported they were moderately confident with implementing training that supports teachers' academic instruction of students with significant cognitive disabilities in reading, writing, mathematics, and science. The majority of trainers had at least six to 10 hours of PD in the past five years in reading, writing, mathematics, and science. In reading, writing, and mathematics, one had no hours of PD, and four had six to 10 hours. In science, two had no hours of PD, and five had six to 10 hours.

In the background survey, trainers listed their anticipated professional growth goals for their time in the SETTT project, which included gaining knowledge and skills to provide PD, learning and providing support to students with SCD, and increasing their confidence in delivering PD. Three trainers also mentioned supporting other teacher-learning initiatives including a transition to kindergarten grant, curriculum adoption, and alternate assessment.

YEAR TWO EVALUATION QUESTIONS

The SETTT evaluation is grounded in Guskey's (2016) framework for evaluating PD, which has five levels: (1) participant reactions, (2) participant learning, (3) organizational support and change, (4) participant use of new knowledge and skills, and (5) student outcomes. Because SETTT is a trainer intervention, trainers are the participants and teachers are the students in this project. The Year Two evaluation focused primarily on evaluating trainer reactions, trainer learning, organizational support and change, and implementation fidelity, while also piloting measures to evaluate trainer use of new knowledge and skills and teachers' learning outcomes.

The evaluation questions for Year Two were the following:

- 1.1: To what extent are the SETTT resource collection, professional learning approach, SETTT technology, and implementation plans developed to ensure maximum learning usability and flexibility and increase likely adoption?
- 1.2: To what extent are the SETTT components developed to meet individual site needs and target populations?
- 2.0: To what extent is SETTT implemented as intended?
- 2.1: What are trainers' reactions to the SETTT technology and implementation components?
- 2.2: What impact does SETTT have on trainers' TPACK+ knowledge?
- 2.3: What impact does SETTT have on trainers' design of learning for educators?
- 2.6: What are educators' reactions to the PD conducted by trainers?
- 2.7: What impact does SETTT have on educators' Pedagogical Content Knowledge (PCK)?
- 2.9: How does site context and implementation drivers impact trainers' implementation of educator PD?
- 2.10: How do site context and implementation drivers influence the relationship between trainers' FoI and educators' PD outcomes?

Evaluation questions 2.4, 2.5, and 2.8 were not a focus for Year Two and will be described in future reports:

- 2.4: To what extent do trainers sustain their use of SETTT?
- 2.5: To what extent do trainers expand use of the SETTT model to design educator PD in other contexts/subjects?
- 2.8: What impact does SETTT have on educators' teaching practice?

YEAR TWO EVALUATION RESULTS

Question 1.1: To what extent are the SETTT resource collection, professional learning approach, SETTT technology, and implementation plans developed to ensure maximum learning usability and flexibility and increase likely adoption?

Question 1.1 was an area of focus in Year One, where project staff worked with a Core Development Group to develop the SETTT Dashboard and PL approach. The Core Development Group and Year One site lead held positive impressions of the SETTT approach, components, and technology. They also shared minor dashboard usability concerns that ATLAS Staff addressed prior to Year Two launch. The group cited managing the multiple components of SETTT and time as potential barriers to adoption and implementation.

Data sources for Question 1.1 for Year Two consisted of trainer think-aloud interviews and notes from site meetings.

Think-Aloud Interviews

ATLAS Staff expanded upon the Year One results by conducting think-aloud interviews with trainers in Year Two. The purpose of the interviews was to gather trainer impressions as they interacted with the SETTT Dashboard.

Three trainers representing two sites participated in a one-hour voluntary interview. Interviews were conducted after trainers had been through orientation with the dashboard components but before they completed a full PD cycle. Facilitators asked participants to think aloud as they interacted with the dashboard: dashboard homepage navigation, professional learning modules, coaching portal, COP discussions, and resource collection library. Facilitators also asked trainers about any sources of confusion, whether features worked as expected, and general usefulness of the dashboard's features. While none of the participants had used Moodle (the software underpinning the SETTT Dashboard) previously, all had interacted with the dashboard prior to the interview. Trainers provided feedback for the dashboard overall and for each component.

- The words the participants chose to describe the site were *clear*, *flows*, and *interactive*. One participant felt that the written navigation instructions provided by SETTT via email were helpful. Another felt that the site was self-explanatory and enjoyed the colors and images.
- Participants easily navigated to and opened PL modules. One participant said that interacting with the module was easy and that the content drew them in.
- Participants generally understood the purpose of the coaching area of the website. However, one participant was unclear if the worksheet-based information in the coaching area matched the information posted in the modules.
- Participants thought that the COP would be useful for obtaining support from colleagues. For example, one participant said that they might use the COP to ask other participants how they intended to roll out training to teachers. One trainer suggested that SETTT create a general thread, not related to the modules, so that participants could troubleshoot or share other types of information with each other, such as questions and answers.
- Participants did experience some difficulties with the COP. One trainer needed help from a colleague to post and another was not sure if their first post was submitted. They were not sure if they would be notified by email if someone replied to their post. Another trainer was not sure of the best time to post, assuming they should not post until the corresponding module had been completed.
- Trainers commented that the resource collection did not operate as expected. All had difficulty with search-result filters, with filters either returning too few or too many resources. Participants also had difficulty using the My Library feature, which allowed users to save resources into a personal collection. Others expected the library to display information more visually, rather than as lists of text.

Site Meetings

ATLAS Staff held site meetings with SETTT participants to ensure maximum learning usability and flexibility and increase likely adoption of the program. During these site meetings, Rhode Island leaders shared ideas for adapting COP structure and functionality to meet local needs. For example, a state-specific COP along with quarterly meetings could support implementation. ATLAS Staff showed support for adopting the ideas. Additionally, ATLAS Staff suggested ways to use the SETTT PL approach to complement existing Rhode Island PD days and PD topic plans to support local implementation.

During site meetings with participants from Maryland, a site leader saw the potential to incorporate SETTT into existing Project-Based Learning approaches to delivering PD sessions. Another school noted that SETTT would work well with existing initiatives.

Question 1.2: To what extent are the SETTT components developed to meet individual site needs and target populations?

Data sources for Question 1.2 included notes from site meetings, coaching conversations, and SIPs.

ATLAS Staff continued to adapt SETTT components to meet site and target population needs in Year Two. Specifically, staff implemented site planning processes and responded to site-specific requests and feedback.

Previously, ATLAS Staff designed both the SIP and SIG planning documents to address competency, organizational, and leadership-implementation drivers at the site level. In Year Two, ATLAS Staff and site leads used these documents during site meetings to explore the most critical needs for each site and plan for site-focused implementation. For example, leadership-focused questions in the SIG helped guide conversations in one Maryland school that was not able to complete a full PD cycle in Year Two. The school decided to defer participation to Year Three. Additionally, in a Rhode Island district, organizational-driver questions uncovered district-level barriers related to PD mandates. After exploring the barriers, the team created strategies to address the local implementation challenges.

During coaching conversations, sites noted that they were able to adapt implementation of the SETTT Dashboard in ways that met their local PD goals. For example, some sites spent more time identifying resources initially, while others used the PD cycle learning modules more heavily to guide their planning. Additionally, in one Rhode Island district and one Maryland school site, trainers wanted to use adapted versions of the Students as Learners modules in their teacher PD. In response, ATLAS Staff created copies of the modules and made them available to trainers.

Question 2.0: To what extent is SETTT implemented as intended?

In Year Two, ATLAS Staff developed and piloted FoI measures to evaluate the extent to which SETTT was implemented as intended. The FoI measures used data and information collected from SIP discrepancy checklists, trainer focus groups, coaching logs, trainer PD rubrics, and dashboard analytics. Discrepancy checklists compared intended and actual implementation activities, noting and providing rationales when variances occurred.

SETTT FoI Framework

As part of this effort, ATLAS Staff identified SETTT's core components based on published models of implementation fidelity. Century et al. (2010) developed a conceptual framework of implementation fidelity applicable across multiple programs and contexts. The framework includes two broad organizational categories, each with two subcategories of critical components:

- structural, which includes procedural and educative components
- instructional, which includes pedagogical and student engagement components

The structural components represent what trainers in the SETTT program need to do (procedural) and know (educative) to implement the SETTT system with fidelity. The instructional components represent the actions, behaviors, and interactions trainers (pedagogical) and teachers (teacher engagement) are expected to engage in to implement SETTT.

Implementation Fidelity Results

Table 2 outlines the structural-procedural critical components of SETTT and the measures used to evaluate structural-procedural fidelity: PD module completion metrics, a trainer PL artifacts rubric, a PD course rubric, COP participation metrics, Moodle course log data from trainers, and coaching logs. The coaching logs provided quantitative and qualitative information and were used in lieu of coach meeting recordings and debrief interviews. Table 2 also lists the intended and actual implementation of each structural-procedural component.

All eight trainers implemented the structural-procedural critical components. Eight trainers accessed the SETTT Dashboard, accessed the resource collection, posted to the COP, and completed the three foundational PD modules. Eight trainers completed all PD cycle modules and attended, on average, five hours of coaching. Eight trainers identified at least one resource aligned with their PD goals and used the worksheets to implement a full PD cycle. The Community of Inquiry metrics were not collected in Year Two due to limited participation in the COP.[1]

[1] Community of Inquiry metrics include indicators on cognitive depth and social breadth based on the Community of Inquiry framework (Garrison et al., 2000). These indicators are available through the Moodle software. Community of Inquiry indicators will be analyzed in Years Three through Five.

Results for other evaluation questions describe evidence for the three remaining critical components of implementation fidelity. Question 2.2 describes results related to the structural-educative component, Question 2.3 describes results related to the instructional-pedagogical component, and Question 2.6 describes results related to the instructional-student (educator) engagement component.

Table 2

SETTT Structural-Procedural Components, Measures, Intended Actions, Actual Actions, and Discrepancies

Structural-Procedural Critical Component	Measures	Intended Actions	Actual	Discrepancy
Trainers access the SETTT Dashboard technology	Moodle course log data	All trainers expected to access the dashboard	Eight trainers accessed the dashboard at least once.	None
Trainers access resource collection	Moodle course log data	All trainers expected to access at least one resource	Eight trainers accessed the resource collection one to eight times,[a] with a mean of 4.36.	None

Structural-Procedural Critical Component	Measures	Intended Actions	Actual	Discrepancy
Trainers post to COP	COP participation metrics, Community of Inquiry metrics[b]	All trainers expected to respond to eight staff prompts and make at least one reply to a peer's response within that thread for a total of 16 expected COP posts per trainer	Eight trainers posted between zero and five times with a mean of three posts per trainer.	Use of the COP was encouraged during Year Two, but given the broad challenges across sites (e.g., staffing shortages) that became known mid-year, SETTT staff focused on having trainers complete their required PD cycle.

Structural-Procedural Critical Component	Measures	Intended Actions	Actual	Discrepancy
Trainers complete three Foundational modules: (1) Students as Learners: Presuming Competence, (2) Students as Learners: Comprehensive Academic Instruction, and (3) Students as Learners: Using the UDL Framework Trainers complete the three PD cycle modules: Diagnose, Design, and Analyze	PD module completion metrics Coaching logs	All trainers expected to complete all six PL modules Trainers may opt to complete the TPACK+ module after finishing their first PD cycle.	Eight trainers completed three foundational modules. Eight trainers completed three PD cycle modules.	None
Trainers attend coaching sessions	Coaching logs	All trainers attended coaching as needed for them to complete a PD cycle (12 hours per coach made available)	Eight trainers attended between 3.17 and eight hours of coaching with a mean of 5.17 hours.	Fewer hours of coaching were required than initially projected; coaching sessions were successfully completed during each phase of PD cycle.

Structural-Procedural Critical Component	Measures	Intended Actions	Actual	Discrepancy
Trainers identify resources for PD	PD course rubric	All trainers or trainer groups expected to identify at least one resource aligned with PD goals	Eight trainers identified at least one resource aligned with PD goals.	None
Trainers use all SETTT worksheets to implement PD cycle	Coaching logs	Trainers expected to use eight SETTT worksheets to implement PD cycle	Trainers used eight worksheets to some degree to implement Diagnose, Design, and Analyze PD phases.	Trainers (in individuals or groups) filled out and submitted seven worksheets; one worksheet in the Analyze phase was discussed by coaches and trainers but not submitted by most trainers.

Notes. [a]The number of times trainers accessed the resource collection was estimated by the number of distinct days the trainer logged into the resource collection. In some cases, trainers logged into the resource collection multiple times in a single day.

[b]Community of Inquiry metrics will be evaluated in Years 3–5.

Question 2.1: What are trainers' reactions to the SETTT technology and implementation components?

At the end of the project year, trainers completed surveys probing their perceptions of the SETTT model including coaching, the COP, the resource collection, each PL module, and the overall usability of the SETTT Dashboard.

As previously described, three trainers participated in technology usability think-aloud interviews. In the fall, four trainers participated in focus groups that explored their reactions to SETTT. See Appendix for all survey results.

Satisfaction with Coaching

Eight trainers completed the Coaching Satisfaction Survey. ATLAS Staff adapted the instrument from a survey developed by ATLAS' Shared Writing Instructional Model (SWIM) project. The 20-item survey probed trainer impressions of the quality and perceived impact of the coaching received through SETTT. Trainers indicated the extent of agreement to the items using a five-point Likert scale. The survey results show that coaching is a clear strength of the SETTT PD model, as trainers strongly perceived coaching as beneficial to their practice as trainers. All trainers agreed that they could trust their coach and the coach understood their goals and helped them with new ideas. In terms of implementing SETTT, all trainers agreed that coaching helped them implement the PD cycle, implement UDL, and understand and use the TPACK+ components. Additionally, seven trainers strongly agreed and one trainer agreed that the coach helped them improve their teachers' content knowledge and instructional planning knowledge.

During focus groups, trainers shared similar thoughts about the coaching they received during SETTT. For example, one trainer stated that their coach was "very helpful and very positive, and if we needed feedback, she was constructive but always positive." Another added that their coach "listened to what we had to say and let us just ask those right poignant prompting questions that got us to think a different way."

Satisfaction with Community of Practice

Eight trainers completed the COP Satisfaction Survey. The 18-item survey probed general satisfaction and impressions of the trainers' experiences with the SETTT COP. ATLAS Staff developed several items, and others were adapted from Arbaugh et al. (2008). Trainers had mixed opinions on whether the COP increased their knowledge, supported the PL module content, and was worth their time and effort. The majority did state they would go to the COP in the future for resources.

During focus groups, trainers encouraged SETTT staff to develop the COP more fully. One suggestion was to add synchronous collaboration meetings in addition to the virtual COP. Another suggested turning on notifications by default so that trainers would be alerted when new information is posted. They supported the idea of collaborating with other trainers outside their own districts on PD topics and on instruction for students with SCD.

Satisfaction with Resource Collection

Eight trainers completed the Resource Collection Satisfaction Survey. Developed by ATLAS Staff, the 17-item survey probed trainer opinions related to the collection's content relevance and ease of use. Trainers had positive perceptions of the quality and size of the resource collection but thought that the collection was difficult to navigate and search. For example, the majority agreed that the resources were appropriate for instruction of students with SCD and that the resources were customizable for a variety of classrooms. The majority also intended to incorporate the resource collection into their training and stated that they would recommend the collection to other trainers. However, the majority were neutral or disagreed that the time required to navigate the collection was manageable. In open-ended survey questions, one trainer stated, "When I did find/read resources through the training, I love the resources themselves and found them to all be worthwhile and relevant. I just didn't find the resources easy to navigate." Survey results support findings from the think-aloud interviews (Question 1.1), where trainers saw the value in the resource collection but found it difficult to use. In response to trainer difficulties, ATLAS Staff relaunched the resource collection on a new technology platform for Year Three.

Technology System Usability

Eight trainers completed the SETTT Technology System Usability Survey. The instrument was adapted from the System Usability Scale (Kao & Tsai, 2009; Kao et al., 2014) and probed general impressions, usability, and perceived usefulness of the system. Overall, most trainers thought the SETTT Dashboard was easy to use, they felt confident using it, and they would not need help from outside technical support. The majority also agreed that the dashboard supported their use of the PD cycle for teacher training. During usability interviews, trainers said the dashboard was clear and easy, flowed from one component to the next, and was interactive. However, as described earlier, trainers noted that the resource collection did not work as expected (e.g., content filters and a bookmarking feature) and was a potential area for improvement.

Satisfaction with PL Modules

Trainers completed a satisfaction survey after finishing each PL module. ATLAS Staff adapted the surveys to include items used to evaluate ATLAS' Dynamic Learning Maps professional development modules. Several of the items follow the phases of Guskey's (2002) model. The 11-item surveys gathered trainers' opinions about the quality and applicability of the modules. Overall, trainers valued the modules and intended to use what they learned to develop future PD.

In focus groups, trainers mentioned especially valuing the module on presumed competence for students with SCD. One trainer stated, "I thought the modules were great for PD planning, and I thought they were pretty easy to navigate." Trainers did express a desire to have more streamlined PD cycle worksheets. They did not like downloading the worksheets multiple times from different areas of the dashboard (e.g., modules and coaching areas). One trainer was grateful that another trainer at their site combined the three separate worksheets into one to reduce confusion.

Question 2.2: What impact does SETTT have on trainers' TPACK+ knowledge?

ATLAS Staff used the SETTT module quizzes and results of the TPACK+ pre- and post-knowledge surveys as data sources for Question 2.2. The measures also provide evidence for the structural-educative component of the FoI framework.

Module Quizzes

SETTT expected trainers to learn from the content of the PL modules and increase their knowledge of the TPACK+ components. Four-item quizzes at the end of each PL module assessed trainer knowledge and understanding of the module content. Table 3 lists the quiz results for each module. Most trainers answered at least 75% of the items (three out of four) correctly on all quizzes.

Table 3

Trainer Quiz Results by PL Module

PL Module	Number and Percent of Trainers Answering at Least 75% Correct on Module Quiz (*N* = 8)
Foundational Modules: Presuming Competence	7 (87.5%)
Foundational Modules: UDL	7 (87.5%)
Foundational Modules: Comprehensive Academic Instruction	6 completed quizzes*
PD Cycle: Diagnose	7 (87.5%)
PD Cycle: Design	6 (75.0%)
PD Cycle: Analyze	6 (75.0%)

Notes. *A Moodle error prevented all item responses from being recorded and scored for this quiz.

TPACK+ Surveys

Trainers also completed the TPACK+ Knowledge Survey during project onboarding (pre-test) and again after they delivered their planned PD and attended their last coaching session for the year (post-test). ATLAS Staff adapted the 30-item survey from Archambault & Crippen (2009). The survey asked trainers to use a five-point Likert scale (1=poor to 5=excellent) to rate their knowledge in doing a variety of tasks associated with teaching other teachers in a distance education setting (e.g., e-learning, online, or virtual). The survey statements were related to each component of the TPACK+ framework (i.e., pedagogical knowledge, technological knowledge, content knowledge, technological content knowledge, pedagogical content knowledge, technological pedagogical knowledge, and technological pedagogical content knowledge). A total of eight trainers had matched pre-test and post-test responses.

Table 4 shows the means and standard deviations for the pre-test and post-test scores for each TPACK+ component, as well as a measure of effect size (Cohen's d). While only the content knowledge pre-test–post-test mean difference is statistically significant, the effect sizes for all components range from 0.37 to 1.22, suggesting that trainers rated their knowledge higher on the post-test compared to the pre-test. The largest change is in trainers' self-reported content knowledge, followed by their technological content knowledge.

Table 4

TPACK+ Pre- and Post-Test Results by Component

TPACK+ Component	**Number of Items**	**Mean (SD) Pretest Rating**	**Mean (SD) Posttest Rating**	**Cohen's *d***
Pedagogical Knowledge	3	3.88 (2.88)	4.13 (0.53)	0.53
Technological Knowledge	3	2.88 (1.14)	3.38 (0.79)	0.51
Content Knowledge	3	3.25 (0.85)	4.33 (0.93)	1.22*
Technological Content Knowledge	4	3.29 (0.71)	3.91 (0.82)	0.75
Pedagogical Content Knowledge	8	3.72 (0.48)	4.05 (0.65)	0.58

TPACK+ Component	Number of Items	Mean (SD) Pretest Rating	Mean (SD) Posttest Rating	Cohen's *d*
Technological Pedagogical Knowledge	5	3.34 (0.61)	3.68 (0.86)	0.37
Technological Pedagogical Content Knowledge	4	3.34 (0.80)	3.72 (0.63)	0.52

Notes. $N = 8$. Cohen's *d* estimated using pooled standard deviations.

*Wilcoxon signed rank test with continuity correction is statistically significant at $p < .05$.

Question 2.3: What impact does SETTT have on trainers' design of learning for educators?

To evaluate trainer's implementation of the PD cycle and their design of learning for teachers, ATLAS Staff developed and refined a set of rubrics. The rubrics also provide information on the instructional-pedagogical component of the FoI framework. See Appendix for the rubrics, starting with the *Trainer Professional Development Rubric: PD Plan*.

The rubric follows the steps of the PD cycle and provides evidence of the following statements for each trainer.

1. SETTT Diagnose and Design Phases: The PD plan includes explicit teacher learning goals and PD session design elements that are likely to result in positive changes to educator practice and academic achievement for students with SCD.
2. SETTT Analyze Phase Part 1: The PD Evaluation Plan is likely to yield information that will help trainers monitor the success of their PD plan implementation and progress toward teacher learning goals.
3. Trainer PD Delivery: The PD was delivered as described in the PD Plan.
4. SETTT Analyze Phase Part 2: The trainer uses results from the PD evaluation to evaluate success of the PD plan implementation.

Each statement listed above is measured by several components. For example, for the first statement related to Diagnose and Design phases, raters look for evidence that "Teacher learning goals directly relate to local opportunities and constraints". For each component, raters note whether the evidence in the artifacts was (1) not apparent, (2) emerging, or (3) evident.

To develop the rubrics, ATLAS Staff first reviewed the content of the SETTT modules and operationalized criteria that would demonstrate quality implementation of a PD cycle. SETTT subject matter experts then internally reviewed and suggested revisions. After revisions, reviewers who had not worked with the trainers previously applied the rubrics to de-identified trainer artifacts. Reviewer feedback was incorporated into additional rubric revisions and reviewed by SETTT staff.

ATLAS Staff then piloted the rubrics. Two raters, ATLAS Staff with expertise in providing PD for teachers of students with SCD, separately applied the rubrics to two trainers' de-identified PD cycle artifacts including (1) PD module worksheets; (2) agendas, slides, or other documents from PD-session delivery; and (3) PD session teacher evaluation survey data.

The pilot results showed that one of the two trainers showed evidence of implementing all the PD cycle components. The other trainer was missing only one component: use of high-quality resources during their PD session.

Based on Year Two results, ATLAS Staff will further refine the rubrics. In Year Three, raters will apply the rubrics to artifacts that trainers create as they go through the steps of the PD cycle. When applying the rubrics, raters will also review information from coaching logs to supplement trainers' artifacts. The logs will include notes from conversations related to trainer completion of PD

cycles and will add additional details to the evidence from the trainer artifacts. ATLAS Staff will also report inter-rater reliability of the rubric results.

Question 2.6: What are educators' reactions to the PD conducted by trainers?

In Year Two, trainers delivered four PD sessions in Fall 2022, reaching a total of 73 educators (teachers and educational assistants). Session topics included (1) implementation of curriculum, (2) UDL, (3) supporting students of all abilities, and (4) specialized classrooms.

As part of the Analyze phase of the PD cycle, trainers asked teachers attending the PD to complete session-evaluation surveys. The survey results also provide evidence for the instructional-student (educator) component of the FoI framework.

A total of 37 teachers completed the surveys. All responding teachers agreed or strongly agreed that the PD addressed important content, presented new ideas to improve their work, and that they intended to apply what they learned to their professional practice. Nearly all teachers indicated that completing the PD was worth their time and effort. Table 5 shows the results of the evaluation surveys aggregated across all trainers' PD sessions.

Table 5

PD Session Evaluation Survey Results by Survey Question

Survey Statement	Strongly Agree *N* (%)	Agree *N* (%)	Disagree *N* (%)
The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	21 (56.8%)	16 (43.2%)	0
The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	15 (40.5%)	22 (59.5%)	0
I intend to apply what I learned in this PD experience to my professional practice.	18 (48.6%)	19 (51.4%)	0
Completing this PD experience was worth my time and effort.	19 (51.4%)	16 (43.2%)	2 (5.4%)

Notes. None of the participants selected "strongly disagree" for any of the statements.

Question 2.7: What impact does SETTT have on educators' Pedagogical Content Knowledge (PCK)?

To measure the impact of SETTT on educators' PCK, ATLAS Staff are developing a new PCK measure for teachers. The purpose of the instrument is to measure teachers' PCK related to teaching students with SCD. ATLAS Staff will use results to measure how teachers' PCK changes after completing PD delivered by trainers who have participated in the SETTT project. The measure will be administered by trainers before and after providing PD to teachers in Years Four and Five. The research team may also decide to administer the measure to trainers.

In terms of the instrument's content, models of PCK vary among authors and researchers. PCK components frequently mentioned in the literature include knowledge of curriculum, knowledge of teaching strategies and representations, knowledge of learners, and orientation to teaching.

Based on the PCK components, ATLAS Staff are developing vignette-based, multiple-choice items such as those typically found on situational judgment tests. These item types present a hypothetical scenario with response options that represent varied approaches to perceiving or solving the problem described in the scenario (Schubert et al., 2008). Participants select the best alternative based on their judgment.

Once written, the items will be internally reviewed by subject matter experts with expertise in teaching students with SCD. After revisions are made, ATLAS Staff will pilot the measure with 50–100 teachers not participating in the SETTT project. Pilot results will inform additional revisions before the measure is used with teachers in the SETTT project in Years Four and Five.

Question 2.9: How does site context and implementation drivers impact trainers' implementation of educator PD?

The data sources for Question 2.9 are SIP notes, SIP discrepancy checklists, and trainer FoI measures.

As previously described, ATLAS Staff configured SETTT specifically for each site to maximize implementation fidelity. The SIG identified implementation drivers, which are "components of infrastructure needed to develop, improve, and sustain teachers' and staff ability to implement an intervention as intended as well as create an enabling context for the new ways of work" (National Implementation Research Network, 2013). In collaboration with staff at each site, ATLAS Staff completed SIGs at the beginning of the intervention to identify the site contextual factors that might impact trainers' implementation of teacher PD. ATLAS Staff used the data gathered via the SIGs to help site leads identify site-specific opportunities and barriers that would assist or inhibit SETTT's implementation.

At the end of Year Two, ATLAS Staff used the SIGs to document discrepancies between intended and actual implementation at each development site. During Year Two, trainers in all three districts in Rhode Island completed a PD cycle. Organization and leadership implementation drivers in particular supported each site's implementation progress. Likewise, the same drivers supported the trainer in one of two sites in Maryland who successfully completed a PD cycle. The second Maryland site was not able to overcome the substantial organizational and leadership challenges related to staff turnover and changes in staff job assignments. These challenges manifested in three implementation drivers: facilitative administration, systems intervention, and leadership.

Through conversations with ATLAS Staff, the site agreed to restart as a pilot site in Year Three. This decision allowed the site to reorganize their SETTT leadership team, designate a new site lead, re-engage stakeholders with the

ability to commit to the project, and identify new trainers better equipped to carry out SETTT activities successfully.

In Years Three through Five, ATLAS Staff will continue to use the SIP and SIG to collect information on implementation drivers and will evaluate how they relate to trainers' implementation of PD cycles.

Question 2.10: How do site context and implementation drivers influence the relationship between trainers' FoI and educators' PD outcomes?

Data sources for Question 2.10 for Year Two included SIP notes, SIP discrepancy checklists, trainer FoI measures, and PD satisfaction surveys.

The evaluation findings for Question 2.9 above describe how site context and implementation drivers impacted trainers' FoI. In one Maryland site, changes in leadership and staff turnover (i.e., components of facilitative administration and leadership implementation drivers) led to trainers' inability to complete a PD cycle and provide PD to teachers. Thus, there are no educators' outcomes for this site in Year Two.

In the Rhode Island sites and the remaining Maryland site where implementation driver components supported trainers' participation in SETTT, all trainers completed a PD cycle and delivered PD to educators. The educators participating in trainers' PD gave high ratings to the sessions and plan to apply what they learned in training to their work with students with SCD. In Years Three through Five, ATLAS Staff will continue to use the SIG and SIP to collect information on implementation drivers and will evaluate how they influence the relationship between trainers' FoI and educators' PD outcomes.

CONCLUSIONS AND NEXT STEPS

Evaluation activities in Year Two were both formative and summative in nature. Formative results informed changes to the SETTT PL approach and dashboard technology prior to the Year Three pilot. Summative results show preliminary evidence that trainers can implement the SETTT PD cycle with fidelity. The results suggest factors that facilitate or impede adoption of the SETTT PL approach and dashboard technology. The following section presents the major findings and lessons learned in each area of the evaluation.

Satisfaction

In collaboration with site partners, ATLAS Staff developed the SETTT resource collection, PL approach, SETTT technology, and implementation plans to ensure maximum learning, usability, and flexibility to increase likely adoption. The evaluation findings revealed that, while trainers had positive perceptions

of the SETTT components overall, some components needed additional development and modification. For example, trainers found the resource collection difficult to navigate. They also hoped for opportunities to utilize the COP more fully. Modifications based on this feedback are described later in this section.

Trainers' survey and focus group feedback showed that coaching was a strength of the SETTT approach. Trainers found coaching to be an overall positive experience. They also noted in surveys that coaching helped them increase their teachers' levels of knowledge. Evidence also suggests that the modules were a successful component of SETTT. Trainers completed all the modules, were satisfied with their content, and intended to use them to develop PD. Two sites also expressed an interest in using modules directly for teacher PD.

Implementation Fidelity

In Year Two, ATLAS Staff identified an implementation fidelity framework and began to measure SETTT's critical components for implementation with fidelity. Eight trainers implemented the Year Two structural-procedural components of fidelity by completing training modules, attending coaching, identifying resources, and implementing a PD cycle. While all eight trainers implemented SETTT with fidelity, their use of the COP for support was not as robust as anticipated.

The evaluation results provide evidence that trainers are meeting expectations for the structural educative component of fidelity. Evaluation findings show that trainers increased their TPACK+ knowledge. The largest change was in trainers' self-reported content knowledge, followed by their technological content knowledge.

During Year Two, ATLAS Staff created and piloted rubrics to help evaluate the instructional-pedagogical component of implementation fidelity. Data will be available when the rubrics are implemented for all trainers in Year Three.

Educators attending trainers' PD sessions had positive perceptions of the training and indicated plans to use their learning in their future instruction. These findings are evidence that trainers are meeting expectations for the instructional-student (educator) component of implementation fidelity. In Years Three through Five, the evaluation will include a measure of educators' PCK.

While evidence suggests good implementation fidelity thus far, one should note that the Year Two trainers were an experienced group. Most had experience and confidence with delivering PD. All had experience teaching students with SCD. Trainer experience may have been a factor in their

successful completion of the SETTT components and delivery of training to teachers.

Implementation Facilitators and Barriers

Finally, the Year Two evaluation examined how site context and implementation drivers impacted trainers' implementation fidelity and outcomes as well as educators' outcomes. As previously mentioned, Year Two trainers were experienced teaching students with SCD and in delivering PD. Ongoing meetings between ATLAS Staff and sites as well as between coaches and trainers facilitated implementation. Sites used planning documents to make decisions that met their needs. For example, one site's completion of the SIG led them to decide to defer participation until the pilot; their decision may ultimately increase the likelihood of success since more staff will be in place to support implementation. Coaching conversations with trainers also helped with site implementation and adapting the SETTT approach to local needs. For example, at one site, with advice from coaches, trainers participated in SETTT together, attending coaching and planning their PD as a group. They each had their own PL learning goals but collaborated to write teacher learning goals as well as plan and deliver PD. The collaborative approach was an adaptation to the original SETTT PD model. Such planning and adaptation may ultimately benefit sustained implementation of SETTT at that site.

Usability challenges with two SETTT Dashboard components were barriers to implementation. As noted in the surveys and interviews, trainers appreciated the content of the resource collection but were not able to search for and locate resources easily due to the design of the COP interface in the Dashboard. Additionally, the COP was not required nor fully utilized in Year Two.

Some sites experienced challenges locally that interfered with SETTT implementation. One site's staffing shortages and changes in leadership led them to not participate in Year Two and shift to the Year Three pilot instead. Other trainers left the project after leaving their positions or having limited time available because of other work responsibilities.

Adjustments from Evaluation Results and Trainer Feedback

ATLAS Staff used feedback from evaluation activities, interactions with the trainers, and interactions with sites to enhance the dashboard and PL approach for Year Three.

ATLAS Staff improved the visual appearance of the dashboard by revising colors, images, and icons. ATLAS Staff also made system improvements and added features to enhance the user experience including

- streamlined file sharing capabilities for trainers and coaches
- a tracker that shows user progress through the modules and module surveys
- COP enhancements
    - a more prominent COP button
    - improved appearance of conversation threads
    - automatic awarding of points to users for each COP post to encourage trainer use
    - an area on the main page that alerts users to when new COP posts occur
- improved content organization for more intuitive navigation
- menus that can be expanded or collapsed
- main page buttons for the most accessed features (COP, Resource Collection, Coaching)

In response to trainer difficulties, ATLAS Staff switched from Moodle for hosting the resource collection to the more user-friendly, but also open-sourced, Omeka. Omeka organizes curated collections of resources (e.g., public library collections) so they are easily searchable and filterable. Prior to launch, ATLAS Staff conducted usability testing of the platform, including its ability to work seamlessly with Moodle. The updated resource collection software is ready for use in Year Three. The other SETTT components remain in Moodle.

ATLAS Staff are also adapting their approach to the COP based on trainer feedback. Although coaches encouraged trainers to use the SETTT Dashboard-based COP for peer support, trainer engagement was not as robust as planned due to site challenges. Thus, in addition to the COP Dashboard enhancements, ATLAS Staff will add synchronous trainer meetings in Year Three. The purpose of the meetings will be to encourage trainers to build trust, find common areas of focus, and share expertise. The meetings will also encourage trainers to use the Dashboard-based COP to seek support, grow expertise, and share resources.

Next Steps

Year Three of the project is a pilot year. ATLAS Staff will implement the SETTT PL approach and SETTT Dashboard with eight to nine sites. Three sites in Rhode Island will continue participation, and one will begin as a new site. One site in Maryland will continue their participation. A second Maryland site will begin as a new site after deferring from Year Two, and the state will add one to two additional new sites. SETTT will also add one site in Iowa. From these sites, SETTT expects 19 trainers to participate in the pilot.

ATLAS Staff will also implement the Year Three Evaluation Plan. The plan adds evaluation questions related to educator outcomes. Specifically, the evaluation will explore the effect of PD on teachers' PCK. Data sources will include refinements of the measures piloted in Year Two, as well as trainer focus groups, site lead interviews, and the PCK measure for teachers. Finally, with additional participation expected in the SETTT COP, ATLAS Staff will explore Community of Inquiry indicators (Garrison et al., 2000) in the learning management system that SETTT uses.

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APPENDIX

Appendix Table of Contents

Exploration Guidance for Identifying SETTT Implementation Sites

Adapted from NIRN Hexagon Tool and Hexagon Discussion Analysis Tool

For SETTT, the focus population is teacher trainers who work with (or will be) teachers of students with SCD.

NEED

What are the identified needs of these trainers? What are the root causes of these needs? What are the identified assets of these trainers?

How do these teacher trainers perceive their need? What do they believe will be helpful?

If the program or practice is implemented, what could potentially change for these trainers?

FIT

What other initiatives currently being implemented will intersect with the SETTT project?

How does SETTT fit with other existing initiatives?

Will the other initiatives make it easier or more difficult to implement SETTT and achieve the desired outcomes?

How does SETTT fit with the community's history relevant to the identified need or focus population? How does it disrupt the community's history or systems? What is the potential impact of this fit or disruption?

CAPACITY TO IMPLEMENT

Does the implementing site currently employ or have access to staff that meet the requirements for overseeing the project (Site Leads—assisting SETTT with data collection, logistics, etc.)?

Is leadership knowledgeable about and in support of SETTT? Do leaders have the diverse skills and perspectives representative of the teacher trainer population that the grant is serving?

Will the current communication system facilitate effective internal and external communication with stakeholders, including the teacher trainers?

What technological support might be needed to allow trainer access to the dashboard?

Additional questions are from the Program Developer Interview Guide; the guide is focused on the provider but with questions that might be helpful when adapted as following:

Do you have other external partnerships that might impact this work? What policies, regulations, or funding requirements could impact the work of sites? Are any of these barriers? Opportunities?

SETTT Site Implementation Guide

Purpose and Background

This guide supports action planning using Implementation Drivers. The goal is to help SETTT project staff and site staff develop a common understanding of plans for each year's implementation. Implementation Drivers are the components of infrastructure needed to develop, improve, and sustain teachers' and leaders' ability to implement an intervention as intended and to create an enabling context for the new ways of work. This guide addresses competency, organization, and leadership drivers.

This is a living document, last updated [enter date].

Site Implementation Stakeholders

Implementation Team and Roles: *List names and positions of team leads here.*

List names of all participants in the following chart:

Name	Title	Role	Organization

Current Additional Stakeholders:

Possible Future Stakeholders:

Year X Scope and High-Level Timeline

Describe here expectations for the year and general timeline for when the work will take place.

Goals and Reasons for Site Involvement

List site motivators, description of context, overview of site characteristics that indicate fit, readiness, and capacity to implement.

Communication Plan

List expectations of the SETTT team and those of the site team for communication re: logistics, expectations, project activities, progress of the work, etc. Use this NIRN Communication Guide for reference.

SETTT Implementation Drivers

Competency Drivers

Competency Drivers are mechanisms to develop, improve, and sustain a site's ability to implement an intervention as intended in order to benefit teachers and students. These drivers include methods for performance assessment, recruitment and selection, training, and coaching.

Driver Name	Questions	Responses
Performance Assessment: Designed to develop and assess trainer confidence in the competent use of the skills required for full and effective use of the SETTT Trainer Learning Model and SETTT Technology	What performance assessments will provide us with feedback on the level of trainer confidence in their use of the SETTT Trainer Learning Model and SETTT Technology?	
Recruitment and Selection: Selection of trainers aligns with the background and dispositions necessary to learn how to deliver the SETTT model with fidelity	1. What types of backgrounds and dispositions are needed to learn how to deliver the SETTT model with fidelity? 2. Who will be responsible for recruiting and selecting the educators, classrooms, or schools that will be involved? 3. What are the responsibilities of the Implementation Team related to supporting the quality of the recruitment and selection process?	

Driver Name	Questions	Responses
Training: Used to provide knowledge about the effective program or practice related to • SETTT's underlying theory of change • intervention or instructional components • rationales related to key practices Training also increases "buy-in" as trainers and teachers gain more knowledge; it provides opportunities to practice new skills before being asked to use them in the educational setting.	1. What are the most important training needs in Year One? 2. Who is responsible for providing training experiences for the innovation? 3. What are the responsibilities of the Implementation Team related to supporting the timeliness, access to, and quality of the training process? 4. Who else plays a role? What other teams at which level (e.g., building implementation team, district, regional, state)?	

Driver Name	Questions	Responses
Coaching: Skilled coaches are able to provide the craft or practice knowledge that is needed to supplement the formal knowledge and basic skill development that is offered in training. This feedback enables trainers and teachers to apply what they have learned in their day-to-day work with learners. Coaches assure that trainers implement the model with fidelity. The SETTT COP is designed to provide a forum for trainers to interact and share experiences, successes, resources, and challenges with one another for ongoing support during implementation; it provides opportunities to receive feedback in a 'safe' and supportive peer-interactive environment.	1. Who is responsible for providing coaching? Internal to the school or district? External? Both? How well do they know the practice? 2. What are the Implementation Team's responsibilities related to supporting the quality of the coaching process (e.g., support, guidance, oversight)? 3. What are the Implementation Team's responsibilities related to supporting the COP? 4. Who else plays a role? What other teams at which level (e.g., building implementation team, district, regional, state)?	

Organization Drivers

Organization drivers are mechanisms to create and sustain hospitable organizational and system environments for effective educational services—the "enabling context."

Driver Name	Questions	Responses
Decision Support Data System: System and procedures to assess key aspects of the overall performance of the organization to help ensure continuing implementation and improved teacher and student outcomes	1. Who will be responsible for collecting and analyzing performance assessment data? Student or teacher outcome data? 2. What will be your Leadership and your Implementation Team's responsibilities related to supporting the quality of the data collection, analysis, and report preparation processes (support, guidance, oversight)? 3. Who else plays a role? What other teams at which level (e.g., building implementation team, district, regional, state)?	
Facilitative Administration: Policies and practices to support new ways of work required by SETTT, to reduce implementation barriers, and to create hospitable environments to implement SETTT with fidelity	1. Who is responsible for ensuring that guidelines, policies, and procedures support SETTT implementation with fidelity? 2. What are your Implementation Team's responsibilities related to determining how the necessary supports, guidelines, policies, and procedures will support SETTT implementation and promote trainer, teacher, and student outcomes? 3. Who else plays a role? What other teams at which level (e.g., building implementation team, district, regional, state)? What is your team's role in communicating barriers and facilitators to others?	

Driver Name	Questions	Responses
Systems Intervention Addresses: Clearing systems issues outside of the Implementation Team's immediate influence or direct control that could impact implementation fidelity and strengthening system facilitators	1. Who has the lead responsibility for ensuring that there are processes in place to identify barriers to implementation that are outside your team's immediate influence and control? 2. What are your Implementation Team's responsibilities related to ensuring that barriers are identified, solutions proposed, and/or issues raised at the appropriate level (e.g., school, district, region, state)? 3. Who else plays a role? What other teams at which level (e.g., building implementation team, district, regional, state)? What needs to happen to encourage their participation in receiving information and resolving challenges?	

Adapted from NIRN Implementation Drivers: Team Review and Planning, 2013.

Leadership Drivers

Leadership drivers focus on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization funding.

Driver Name	Questions	Responses
Leadership: Focuses on utilizing the right leadership strategies for different types of leadership challenges (technical or adaptive). Technical challenges are those characterized by clear agreement about the problem at hand and clearer solution pathways. Adaptive challenges often involve legitimate yet competing perspectives, where the definition of the problem and solution pathways are unclear.	1. What are the sites' technical and adaptive leadership strengths? 2. What are the sites' technical and adaptive leadership challenges (current and anticipated)? 3. What strategies for change management (technical or adaptive) are the best fit to support the ongoing functioning of the project?	

Trainer Background Survey Results

Teaching Experience

Question	Number of Trainers
What is your current official role? Check all that apply.	
Classroom teacher	4
Teacher leader	0
Building administrator	1
District staff	1
Instructional coach	0
District representative	1
Regional education agency staff	0
State education agency staff	0
Higher education faculty	0
Other: Open response items included special education chairperson, special education coordinator, member of the state special education advisory, alternate assessment lead	4
How many years of classroom teaching experience do you have?	
None	0
Less than 1 year	0
1–5 years	0
6–10 years	3
11–15 years	2
16–20 years	1
21+ years	2
In your classroom teaching experience, what grades did you teach? Check all grade bands that apply.	
Pre–K	0
Kindergarten–Grade 2	5
Grade 3–Grade 5	4
Grade 6–Grade 8	4
Grade 9–Grade 12	4

Question	Number of Trainers
Including the current year, what academic subjects have you taught? Check all that apply.	
English language arts	4
Mathematics	4
Science	4
Social studies	5
Arts or music	0
Physical education	0
Other included vocational skills, career development, special education	5
In previous classroom experience, did you work with students with disabilities?	
Yes	8
No	0
Which students with disabilities did you support? (Check all that apply.)	
Autism Spectrum Disorder	8
Multiple disabilities	7
Intellectual disability	8
Other health impairment	8
Emotional disability	7
Speech impairment	6
Specific learning disability	6
Blind/low vision	5
Deaf/Hard of Hearing	4
Orthopedic impairment	3
Traumatic brain injury	5
Non-categorical	1
Deafblindness	1

Question	Number of Trainers
Before becoming a teacher trainer, how many years of experience did you have working with students with significant cognitive disabilities?	
None	0
Less than 1 year	0
1–5 years	1
6–10 years	5
11–15 years	1
16–20 years	0
21+ years	1
What types of experience have you had in supporting educator/adult learners? Check all that apply.	
Mentoring	7
Co-teaching	8
Instructional coaching	4
Supervisory role which included teacher evaluation	3
Design and deliver online professional development	4
Teaching courses for college or CEU credit	0
Data coaching	1
Other: self-determination coach	1
What is your experience as a teacher trainer?	
None	3
I am currently a teacher trainer	1
I was a teacher trainer in the past but am not currently	4
How many total years of experience do you have providing professional development to educators?	
None	3
Less than 1 year	0
1–5 years	4
6–10 years	0
11–15 years	1

Question	Number of Trainers
16–20 years	0
21+ years	0
In your current position, which types of adult learners do you support? Check all that apply. [1]	
Special education teachers	1
Parents	0
General education teachers	1
Related service providers (e.g., SLT, OT)	0
Building staff	0
Community leaders	0
District administrators	0
In your current position, approximately how many adult learners do you support?[1]	
<5	0
6–10	0
11–20	0
21–30	1
31–40	0
40+	0
For the teachers with whom you work, what types of students with disabilities do they support? Select all that apply.	
Autism Spectrum Disorder	1
Intellectual disability	1
Emotional disability	1
Multiple disabilities	1
Other health impairment	1
Specific learning disability	1
Speech impairment	1
Traumatic brain injury	1
Orthopedic impairment	0
Blind/low vision	0

Question	Number of Trainers
Deaf/Hard of Hearing	0
Non-categorical	0
Deafblindness	0
For the teachers with whom you work, in what types of settings do they teach students with disabilities? Check all that apply.[1]	
Self-contained class	0
Inclusion consultant/specialist	0
Resource	0
Separate school	1
Homebound/hospital	0
Other	0

Delivery of PD

Question	Count for Face-to-face	Count for Virtual	Count for Hybrid
In what formats do you typically deliver professional development on academics for students with significant cognitive disabilities?[1]	**Face-to-face**	**Virtual**	**Hybrid (blend of face-to-face and virtual)**
Classroom observation and follow-up	0	1	0
Presentation (less than 90 minutes)	1	0	0
Workshop (more than 90 minutes)	0	0	1
Multi-day workshop	0	1	0
For-credit course	0	0	0
Non-credit course	0	0	0

Question	Number of Trainers
On what topics are you planning to provide PD to teachers this academic year? [1]	
PBL Project Based Learning and Data Collection	1

How confident are you with implementing training that supports teachers' academic instruction of students with significant cognitive disabilities in each subject?	Not at all	Slightly	Moderately	Very	Extremely
Reading	0	2	6	0	0
Writing	0	2	6	0	0
Mathematics	0	2	6	0	0
Science	0	2	6	0	0

Participation in PL

Please list any educational technology-related coursework or in-service professional development opportunities that you have completed in the last three years.	
Assistance technology PD	6
None	1
PD from the district (Google resources, other ed tech)	0

How many hours of professional development have you had in the past five years on academic expectations for students with significant cognitive disabilities in each subject?

Subject	0	1–5 hours	6–10 hours	11–15 hours	16–20 hours	21+ hours
Reading	1	1	4	1	1	0
Writing	1	1	4	1	1	0
Mathematics	1	1	4	1	1	0
Science	2	1	5	0	0	0

Please briefly describe the professional development for alternate content standards in which you participated.
Open responses included district/school PD, unpacking the standards

How many hours of professional development have you had in the past five years on supporting teacher or adult learning?	Number of Trainers
0	2
1–5 hours	2
6–10 hours	3
11–15 hours	0
16–20 hours	0
21+ hours	1

Please briefly describe the professional development for supporting teacher/adult learning in which you participated.
Open responses included co-teaching, unpacking the standards with ARC for students with disabilities

Other Experience

Please list all licensures/certifications you hold. (Open response)
Open responses included Special education mild/moderate elementary (5) Special education mild/moderate secondary (4) General education elementary (3) Special education severe/profound (2) Early childhood (2) Special education administrator (2) English as a Second Language (1) CGS Autism Studies (1) General education (1)

Please indicate your highest level of degree obtained.	**Count**
Bachelor	3
Masters	5
Specialist	0
Doctorate	0
In what subject area did you obtain your degree? Open responses included elementary education, special education, Multilingual education, liberal and professional studies	

Trainer Demographics

What is your gender?	**Count**
Female	8
Male	0
What is your ethnicity?	
Hispanic/Latino	0
Non-Hispanic/Latino	8
What is your race?	
White	8
Black/African-American	0
American Indian/Alaska Native	0
Asian	0
Native Hawaiian/Other Pacific Islander	0
Choose not to disclose	0
Which best describes the location where your school is located?	
Urban	7
Suburban	1
Rural	0

Note. Only one or two participants accessed this question.

TPACK+ Knowledge Survey Pilot Test Results

Note: For this survey, we list pre-test frequencies followed by post-test frequencies in parenthesis.

Survey Item	1 (Poor)	2	3	4	5 (Excellent)
Pedagogical Knowledge					
My ability to determine a particular strategy best suited to teach a specific concept	0 (0)	0 (0)	1 (0)	6 (6)	1 (2)
My ability to use a variety of professional development teaching strategies to relate various concepts to teachers	0 (0)	0 (0)	4 (1)	4 (6)	0 (1)
My ability to adjust teaching methodology based on teacher performance/feedback	0 (0)	0 (0)	1 (2)	5 (3)	2 (3)
Technological Knowledge					
My ability to troubleshoot technical problems associated with hardware (e.g., network connections)	0 (0)	3 (1)	2 (2)	3 (5)	0 (0)
My ability to address various computer issues related to software (e.g., downloading appropriate plug-ins, installing programs)	3 (0)	0 (1)	1 (3)	4 (3)	0 (1)
My ability to assist teachers with troubleshooting technical problems with their personal computers	1 (0)	2 (2)	2 (3)	3 (3)	0 (0)
Content Knowledge					
My ability to create materials that map to specific district/state standards	0 (0)	1 (0)	5 (1)	1 (2)	1 (5)
My ability to decide on the scope of concepts (ELA, mathematics, science, social studies) taught within my professional development (PD)	0 (0)	1 (1)	5 (0)	1 (3)	1 (4)

Survey Item	1 (Poor)	2	3	4	5 (Excellent)
My ability to plan the sequence of concepts (ELA, mathematics, science, social studies) taught within my PD	0 (0)	1 (1)	5 (0)	1 (3)	1 (4)
Technological Content Knowledge					
My ability to use technological representations (e.g., multimedia, visual demonstrations) to demonstrate content-area concepts (ELA, mathematics, science, social studies) in my PD	0 (0)	0 (1)	3 (0)	5 (5)	0 (2)
[UDL] My ability to suggest technologies (including assistive) in my PD that provide challenge and access for students relative to the content being taught (ELA, mathematics, science, social studies)	0 (0)	1 (1)	3 (1)	4 (5)	0 (1)
My ability to implement district-adopted curriculum in an online environment	1 (0)	0 (1)	3 (2)	3 (3)	1 (2)
My ability to use the SETTT technology to deliver my PD	0 (0)	1 (0)	4 (1)	2 (5)	0 (2)
Pedagogical Content Knowledge					
My ability to distinguish between effective and ineffective instructional strategies used by teachers	0 (0)	0 (0)	3 (1)	4 (4)	1 (3)
My ability to anticipate likely teacher misconceptions within a particular topic	0 (0)	0 (0)	4 (3)	4 (4)	0 (1)
My ability to comfortably produce professional development plans with an appreciation for a topic	0 (0)	0 (0)	2 (3)	6 (2)	0 (3)
My ability to assist teachers in noticing connections between various concepts in curriculum	0 (0)	0 (0)	4 (2)	2 (6)	2 (0)

Survey Item	1 (Poor)	2	3	4	5 (Excellent)
My ability to assist teachers in instructing students with significant cognitive disabilities	0 (0)	0 (0)	1 (1)	5 (4)	2 (3)
[UDL] My ability to comfortably produce professional development that allows for multiple means of representation (e.g., text, text-to-speech, audio, captioned video)	0 (0)	1 (1)	4 (0)	2 (5)	1 (2)
[UDL] My ability to comfortably produce professional development that allows for multiple means of expression (e.g., varied formats for teachers to complete assigned work or communicating)	0 (0)	0 (1)	3 (1)	4 (2)	1 (4)
[UDL] My ability to comfortably produce professional development that allows for multiple means of engagement (e.g., provide teacher choice in options for activities and varied means of feedback)	0 (0)	0 (0)	3 (2)	4 (2)	1 (4)
Technological Pedagogical Knowledge					
My ability to create an online environment which allows teachers to build new knowledge and skills	0 (0)	2 (1)	3 (2)	3 (4)	0 (1)
My ability to implement the SETTT three-part professional development cycle to teach online	0 (0)	1 (1)	3 (1)	3 (5)	0 (1)
My ability to moderate online interactivity among teachers	0 (0)	0 (2)	3 (1)	5 (4)	0 (1)
My ability to encourage online interactivity among teachers	0 (0)	0 (2)	3 (0)	5 (6)	0 (0)

Survey Item	1 (Poor)	2	3	4	5 (Excellent)
[UDL] My ability to suggest technologies (assistive or other) in my PD that support specific instructional approaches (e.g., academic routines, practices, activities)	0 (0)	2 (1)	2 (0)	2 (5)	2 (2)
Technological Pedagogical Content Knowledge					
My ability to use online assessment to modify my PD	0 (0)	1 (0)	4 (3)	2 (4)	1 (1)
My ability to use technology to predict teachers' skill/understanding of a particular topic	0 (0)	1 (1)	4 (1)	3 (5)	0 (1)
My ability to use technology to create effective representations of content that depart from textbook knowledge	0 (0)	2 (0)	3 (2)	3 (6)	0 (0)
My ability to meet the overall demands of delivery of online PD	0 (0)	1 (2)	3 (0)	2 (5)	2 (1)

Note. This survey was adapted from two sources.

Archambault, L., & Crippen, K. (2009). Examining TPACK among K-12 online distance educators in the United States. *Contemporary Issues in Technology and Teacher Education*, *9*(1), 71-88.

Benton-Borghi, B. H. (2013). A Universally Designed for Learning (UDL) infused Technological Pedagogical Content Knowledge (TPACK) practitioners' model essential for teacher preparation in the 21st Century. *Journal of Educational Computing Research*, *48*(2), 245-265.

Coaching Satisfaction Survey Results

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
I felt prepared for each coaching session.	0	0	1	6	1
The coaching conversations addressed my needs and questions.	0	0	0	2	6
I knew what my goals were for each coaching conversation.	0	0	1	2	5
The coach understood my goals.	0	0	0	0	8
I was able to trust the coach.	0	0	0	0	8
The coach gave me new ideas about how to explore and use the SETTT resources in my practice.	0	0	0	1	7
Reflecting on my current PD practice during coaching helped me identify ways I was using the SETTT resources well.	0	0	0	1	7
The coach gave me new ideas about how to use the SETTT PD Planning Cycle in my practice.	0	0	0	1	7
The coach gave me new ideas about how to incorporate Universal Design or Learning (UDL) into my PD.	0	0	0	1	7
The coach helped me understand the TPACK+ components.	0	0	0	0	8
The coach helped me understand how to use TPACK+ components in my PD planning.	0	0	0	0	8
The coach helped me diagnose needs and develop PD goals with my teachers.	0	0	0	0	8
The coach helped me design PD for my teachers.	0	0	0	1	7

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
The coach helped me analyze post-PD data and reflect to plan for future PD for my teachers.	0	0	0	0	8
Working with the coach helped me plan the support I would need to implement the SETTT PD Planning Cycle with my teachers.	0	0	0	0	8
The coach's feedback helped me improve my teachers' content knowledge and my teachers' instructional planning knowledge.	0	0	0	1	7

	Too Few	About the Right Number	Too Many
The number of coaching sessions was:	1	6	1
The length of the coaching sessions was:	0	8	0

Community of Practice Satisfaction Survey Results

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
I have increased my knowledge of teaching students with significant cognitive disabilities by participating in the SETTT Community of Practice.	1	1	3	2	1
The SETTT community discussions supported the content presented in the professional learning modules.	0	1	4	1	2
Getting to know other SETTT participants gave me a sense of belonging to the SETTT community of teacher trainers.	1	1	3	2	1
I was able to form distinct impressions of some participants.	0	2	4	2	0
Online or web-based communication is an excellent medium for social interaction.	1	1	2	3	1
I felt comfortable conversing through the online SETTT dashboard.	1	2	2	1	2
I felt comfortable participating in the online discussions.	1	1	2	2	2
I felt comfortable interacting with other SETTT participants.	1	0	1	4	2
I felt comfortable disagreeing with other SETTT participants while still maintaining a sense of trust.	1	2	1	1	3

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
I felt that my point of view was acknowledged by other SETTT participants.	1	1	3	1	2
Online discussions helped me to develop a sense of collaboration.	1	1	2	2	2
Online discussions were aligned to the current focus of my work in the PD planning cycle.	1	1	2	2	2
Participating in the community was worth my time and effort.	1	1	2	3	1
I would go to the community in the future to ask questions, answer questions, or receive support.	1	0	3	2	2
I would go the SETTT Community of Practice in the future to seek and share training resources.	1	0	2	3	2
I would recommend the SETTT community to other trainers.	1	0	3	1	3

Resource Collection Satisfaction Survey Results

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
The resources in the collection are appropriate for standards-aligned academic instruction of students with significant cognitive disabilities.	0	0	1	4	3
The collection offers resources for a variety of learners at varying levels of complexity.	0	0	4	3	1
The resources in the collection are customizable for a variety of classrooms and student needs.	0	0	3	4	1
I have increased my own knowledge by exploring the resources in the collection.	1	1	3	2	1
The size of the resource library is adequate for my own professional learning needs.	1	2	2	2	1
I would go to the resource collection in the future to answer my own content or teaching questions.	0	2	2	2	2
The resources in the collection adequately represent the range in academic content that my teachers teach.	1	1	2	3	1
The size of the resource library is adequate for my training planning needs.	1	1	2	3	1
The total time required to navigate and select resources from the collection is manageable.	2	1	3	2	0
Exploring the resources is worth my time and effort.	2	0	2	3	1
The resource collection is easy to understand and use.	2	1	1	4	0

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
I find what I need in the resource collection.	2	1	2	3	0
I intend to incorporate the resources in the collection into my professional development planning.	1	1	1	5	0
I intend to incorporate the resources in the collection into my professional development delivery.	1	1	1	5	0
I would recommend the resource collection to other trainers.	1	1	1	5	0

Technology System Usability Survey Results

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
I would like to use the SETTT Trainer Dashboard frequently.	0	1	4	2	1
I found the SETTT Trainer Dashboard unnecessarily complex.	2	1	3	1	1
I thought the SETTT Trainer Dashboard was easy to use.	0	2	0	5	1
I think I would need the support of a person with technical knowledge to be able to use the SETTT Trainer Dashboard.	4	1	0	1	2
I found that the various functions of the SETTT Trainer Dashboard were well integrated.	0	0	3	5	0
I thought that there was too much inconsistency in the SETTT Trainer Dashboard.	2	2	3	1	0
I would imagine that most people would learn to use the SETTT Trainer Dashboard very quickly.	0	0	5	3	0
I found the SETTT Trainer Dashboard very awkward to use.	1	3	4	0	0
I felt very confident using the SETTT Trainer Dashboard.	0	2	1	5	0
I needed to learn a lot of things before I could start using the SETTT Trainer Dashboard.	3	3	1	1	0
The SETTT Trainer Dashboard supported my use of the SETTT Professional Development Planning Cycle as I planned and implemented my teacher PD.	0	2	1	4	1

Trainer Professional Development Rubric: PD Plan

EQ 2.0: To what extent is SETTT implemented as intended?

EQ 2.3: What impact does SETTT have on trainers' design of learning for educators?

1. **SETTT Diagnose and Design Phases: The PD plan includes explicit teacher learning goals and PD session design elements that are likely to result in positive changes to educator practice and academic achievement for students with significant cognitive disabilities.**

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
1a. Teacher learning goals directly relate to local opportunities and constraints.	Diagnose Phase worksheet (opportunities and constraints, preliminary PD goals), Design Phase worksheet (refined PD goals)	Teachers will incorporate aspects of UDL into their academic lesson plans (based on a building-wide emphasis on UDL strategies).	There is no evidence that goals align to local opportunities and constraints.	Goals partially align to local opportunities and constraints.	Goals fully align to local opportunities and constraints.	1a. Rating and Rationale

1b. The teacher's learning goals are related to student achievement data.	Diagnose Phase worksheet (what do the data show, preliminary PD goals), Design Phase worksheet (refined PD goals)	Teachers will design instruction aimed at improving student performance on the science and engineering practice of using data displays and models (based on local science data indicating a need for improvement in this area). Teachers will be able to incorporate UDL into their instructional planning effectively (based on walk-through	There is no evidence that goals align to student achievement data.	Goals partially align to student achievement data.	Goals fully align to student achievement data.	1b. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
		data gathered by building supervisors).				
1c. The teacher's learning goals consider what knowledge, attitudes, skills, aspirations, or behaviors (KASABs) need to change for teachers to improve academic instruction.	Diagnose Phase worksheet (potential influencers and what needs to change table, preliminary PD goals), Design Phase worksheet (refined PD goals)	Teachers need support to understand math and science standards (knowledge). Teachers use strategies that aren't a good fit for the content. They need to learn inquiry-based approaches (skills).	Goals do not consider KASAB influences and changes.	Goals only partially consider KASAB influences and changes.	Goals fully consider KASAB influences and changes.	1c. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
1d. The teacher's learning goals are specific and measurable.	Diagnose Phase worksheet (preliminary PD goals), Design Phase worksheet (refined PD goals)	Teachers will design and implement five inquiry-based lessons in math and science when teaching on using data displays and models.	Goals are not specific or measurable.	Goals are only partially measurable and/or at least one is a measurable goal.	Goals are specific and measurable.	1d. Rating and Rationale
1e. The teacher learning goals build teacher capacity for future comprehensive academic instruction (CAI).	Diagnose Phase worksheet (preliminary PD goals), Design Phase worksheet (refined PD goals)	Goals focus on a specific academic content area. Goals build a foundation for future improvements in academic instruction for students.	Goals do not focus on academic content (e.g., functional skills) or building teacher capacity to implement future CAI.	Goals only partially focus on academic content or building teacher capacity to implement CAI.	Goals fully focus on academic content or building teacher capacity to implement CAI.	1e. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
1f. The PD plan assures teacher engagement with the PD content through active learning strategies.	Design Phase worksheet (learning activities column of PD plan)	Thinking, discussing, problem-solving, creating, and explaining Peer collaboration opportunities Using online whiteboards during Zoom breakout sessions Use of video or student work samples to analyze instruction	The PD plan does not include active learning strategies.	The plan includes limited examples of active learning strategies.	The plan includes extensive examples of active learning strategies.	1f. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
1g. The PD plan includes high-quality resources that support attainment of the teacher learning goals.	Design Phase worksheet (resources column of PD Plan)	Plan includes resources from the SETTT resource library. The plan includes other resources that meet SETTT inclusion criteria.	The plan does not include high-quality resources that support teacher learning goals.	The plan partially includes high-quality resources that support teacher learner goals.	The plan fully includes high-quality resources that support teacher learning goals.	1g. Rating and Rationale

2. **SETTT Analyze Phase Part 1: The PD Evaluation Plan is likely to yield information that will help trainers monitor the success of their PD plan implementation and progress toward teacher learning goals.**

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
2a. Did trainers write any additional evaluation questions beyond the required Post-PD Survey? Y/N If no, skip section 2. If yes: 2b. Additional PD evaluation questions will provide evidence that teachers made progress toward the desired learning goals.	Analyze Phase worksheet Part 1 (evaluation plan)	For the learning goal "Design and implement 5E model lesson plans," an evaluation question is, "Did participants apply the 5E model to their instructional design and delivery?"	Additional evaluation questions are not aligned and thus won't provide evidence that made progress toward teacher learning goals.	Additional evaluation questions are partially aligned and provide some evidence that progress was made toward teacher learning goals. At least one question aligns with the learning goal.	Additional evaluation questions are aligned and provide evidence that progress was made toward attaining teacher learning goals.	2a./2b. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
2c. The data sources align with the PD evaluation questions.	Analyze Phase worksheet Part 1 (evaluation plan)	Questionnaires, surveys, interviews, lesson plan rubrics, observation rubrics, coaching conversations, portfolios	Data sources do not align with the evaluation questions.	Data sources partially but not fully align with the evaluation questions. A data source may be listed but not enough data is specified to answer the question(s).	Data sources fully align with all the PD evaluation questions.	2c. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
2d. Analysis of the data sources will answer the evaluation questions.	Analyze Phase worksheet Part 1 (evaluation plan)	Percent of sections of the lesson plan each teacher developed with fidelity Descriptive statistics For qualitative data, content or thematic analysis	The analysis of the data sources is not likely to answer the evaluation questions. The analysis plan may be incorrect for the data source supplied.	The analysis will partially answer the questions. The analysis may not include enough data collection instances or the chosen instruments may not align well to the evaluation question.	The analysis approach will answer all the evaluation questions.	2d. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
2e. The PD evaluation plan is of the right size and scope to be implemented effectively.	Analyze Phase worksheet Part 1 (evaluation plan)	Alex wants to see teachers apply their new learning over the course of three classroom lessons. So, Alex's second goal reflects a long-term assessment approach.	The PD evaluation plan is not of the right size or scope to be implemented well; it is either too ambitious to complete within the time frame or not challenging enough for teachers.	Some elements of the PD evaluation plan are of the right size and scope, but others may not be possible within the timeframe of the PD Plan.	The evaluation plan is of the right size and scope to be implemented effectively by the trainer within the timeframe specified in the PD plan.	2e. Rating and Rationale

Trainer Professional Development Rubric: PD Delivery

EQ: 2.0—To what extent is SETTT implemented as intended?

3. Trainer PD Delivery: The PD was delivered as described in the PD Plan.

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
3a. Trainers delivered the sessions as specified in the PD plan.	PD session agendas, handouts used with teachers, PowerPoints used in PD	Agendas, slide decks, or other PD artifacts have the design features that were designated in the plan (e.g., activities, evaluation, topics).	Artifacts from the PD sessions do not show alignment with the PD plan.	Artifacts from the PD sessions partially align with the PD plan; some components may be missing or were not ultimately covered during the session. Artifacts from the PD sessions align with the PD plan.	All the session's planned design features were implemented, or a rationale was provided if a feature was not implemented.	3a. Rating and Rationale

Trainer Professional Development Rubric: Trainers' PD Evaluation

4. SETTT Analyze Phase Part 2: The trainer uses results from the PD evaluation to evaluate success of the PD plan implementation.

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
4a. The trainer implemented the steps of the evaluation plan.	Analyze Phase Part 2 worksheet (summary and interpretation), post-PD survey spreadsheet containing four-item survey results, any other submitted results	Trainer turned in results from the five-item survey and described their own interpretations of the information. Trainer completes the Evaluation and Reflection Worksheet section: *What did the data say?*	There is no evidence that the evaluation plan was completed.	The evaluation plan was partially implemented. Data was collected but not complete or analysis plan was partially completed.	All components of the evaluation plan (including required four-item survey) were implemented as intended or a rationale was given for omitted steps (e.g., plan changed due to unexpected or emerging constraints.)	4a. Rating and Rationale

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)	Rating and Rationale
4b. The trainer used the evaluation results to consider the success of the implemented PD.	Analyze Phase Part 2 worksheet (decision-making prompts)	Trainer completed the reflection components of the Evaluation and Reflection and the Instructional Decision-Making Worksheets (from Analyze phase).	There is no evidence that the results were interpreted.	The results were interpreted but considerations for future applications were incomplete.	The trainer interpreted the results of the evaluation and used the results to reflect on next steps for PD development and/or their own professional learning.	4b. Rating and Rationale

SETTT for Success Professional Development Evaluation Survey

Thank you for your time, input, and expertise during your participation at today's Professional Development. Please complete the following feedback survey. Your feedback is valuable!

Please indicate your level of agreement with the following statements:

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
I intend to apply what I learned in this PD experience to my professional practice.	Strongly Disagree	Disagree	Agree	Strongly Agree
Completing this PD experience was worth my time and effort.	Strongly Disagree	Disagree	Agree	Strongly Agree

How will you apply what you learned in this PD experience to your own professional practice? (optional)

Note. Adapted from Dynamic Learning Maps (2022).