

SETTT for Success Project Overview

January 2023





SETTT for Success is designed to

- improve trainers' design and delivery of professional development for teachers
- so that teachers design and deliver effective academic instruction for students with significant cognitive disabilities.



SETTT for Success

USED OSEP grant

- Technology-based supports for teacher trainers

5-year grant period

- **Development → Pilot → Dissemination**

Supports teacher trainers

- Identifying **personal and teacher learning goals**; designing, delivering and evaluating PD

Partner states

- Rhode Island, Maryland, Iowa

SETTT is...

- Focused on comprehensive academic instruction at its core
- In support of educators who teach students with significant cognitive disabilities
- A combination of resources that support **trainer professional learning**
- Implemented through technology: an online dashboard
- A way for trainers to learn and share their knowledge with peers in other districts and states
- A way to support already-in-play teacher PD

SETTT is not...

- A curriculum or new program
- A requirement for new PD in a district
- Inclusive of compliance training
- Inclusive of instruction that emphasizes mastery of discrete skills

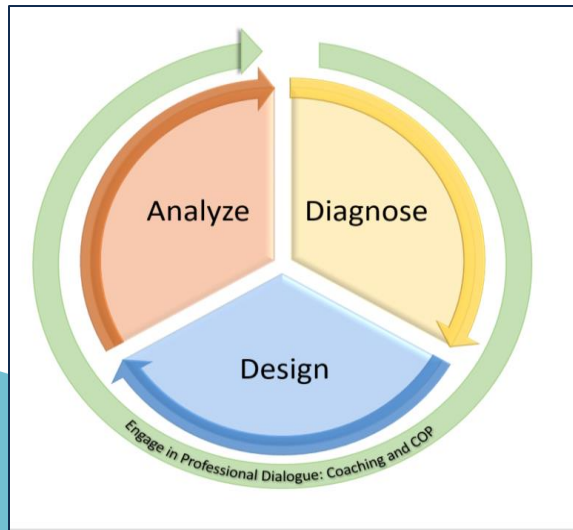


Trainers' Professional Learning

- What are the characteristics of learners who have significant cognitive disabilities (SCD)?
 1. What does it mean to "presume competence" for all students?
 2. How do the Universal Design for Learning principles reduce learning obstacles?
 3. What is "comprehensive academic instruction" for learners with SCD?

Key Features of the Model - 1

- Sustained professional learning and support for trainers, delivered online



- Set goals and complete modules for their own learning
- Coaching
- Access vetted online resources
- Online community of practice
- Design, deliver, and evaluate PD high quality PD for teachers



Key Features of the Model - 2

- Designed for flexibility in how trainers learn and how they use SETTT PD

- New and experienced trainers
- Groups of trainers
- Sole trainers with COP support
- Trainers across districts
- Trainers in a regional office supporting multiple counties
- Using online resources
- Adapting existing resources



Key Features of the Model - 3

- Designed for flexibility in how sites implement teacher PD
- Examples include:

- K-8: Shifting teacher beliefs about what their students with significant cognitive disabilities can accomplish academically and why it matters
- HS setting: a PLC model where academic and transition teachers collaborate
- Residential school: schoolwide initiative to implement project-based learning
- Regional agency: using SETTT as a way to support new trainers



Project Timeline

Years 1-2: Development

- Two Rhode Island districts collaborated to co-develop dashboard, resources, and professional learning model
- Two Maryland sites added in Year 2
- Plus an additional Rhode Island district

Year 5: Dissemination

- Ten additional sites will adopt and use SETTT, supported by the ongoing community of practice

2023-2024

2021-2022

2025

Years 3 - 4: Pilot

- Four additional sites added to use SETTT resources to design and deliver teacher training
- 1 from Iowa, 2 from MD, 1 from RI