Project Overview

SETTT for Success is an innovative program designed to improve professional development (PD) opportunities for educators who work with students with significant cognitive disabilities. Based on the Technological Pedagogical Content Knowledge framework enhanced with Universal Design for Learning principles (TPACK+)*, SETTT for Success uses evidence-based practices to provide trainers with professional learning, resources, and supports to address the needs of teachers who work with students with significant cognitive disabilities. The ultimate goal of the project is to improve teachers' comprehensive academic instruction in order to improve students' academic outcomes.

* 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. https://doi.org/10.2190/EC.48.2.g

Phase One: Development (2020–2022)

During its initial phase, staff from Accessible Teaching, Learning, and Assessment Systems (ATLAS) at the University of Kansas collaborated with educators from two states to develop the SETTT for Success components.

Trainer professional learning modules: Interactive modules covering essential topics in planning and delivering PD to teachers focused on academic instruction for students with significant cognitive disabilities.

PD cycle: A structured framework guiding trainers through PD planning, implementation, and evaluation.

Coaching: Individualized support from experienced coaches to enhance trainer skills and confidence.

Virtual community of practice: An online platform for collaboration, knowledge sharing, and peer support among trainers.

Online dashboard: A centralized hub for accessing resources, tracking progress, and engaging with the SETTT for Success community.

In the second year of the development phase, trainers tested these components by completing modules, engaging in the full PD cycle, and using the dashboard for planning, coaching, and evaluation.

ATLAS staff met monthly with trainers from one state and collected formative and summative data to evaluate trainer reactions, learning outcomes, organizational support and change, and the fidelity of implementation. Data collection methods included surveys, focus group interviews, and think-aloud interviews conducted while trainers interacted with the dashboard. ATLAS also piloted measures to evaluate how trainers applied newly acquired knowledge and skills.

Kobrin, J. L., Koebley, S.K., & Karvonen, M., (2023). *Effectiveness of SETTT for Success*. University of Kansas, Accessible Teaching, Learning, and Assessment Systems.

Initial Results

- ✓ **Trainer professional learning modules:** Trainers completed all SETTT for Success professional learning modules, were satisfied with their content, and intended to use them to develop PD.

- ✓ **Coaching:** Survey and focus group feedback indicated that trainers viewed coaching as a strength of the SETTT for Success approach.

- ✓ **TPACK+ framework:** Trainers increased their knowledge of the TPACK+ framework and could implement the SETTT for Success PD cycle with fidelity. Trainers' knowledge of the TPACK+ framework was measured by a survey administered as a pre-test and post-test. On average, trainers rated their knowledge of all TPACK+ components higher on the post-test than on the pre-test.

- ✓ **Teacher experience:** Teachers who attended the trainers' PD sessions had positive perceptions of the training, and 100% agreed or strongly agreed that the PD addressed important content and presented new ideas to improve their work. All participating teachers planned to apply what they learned to future instruction.

- − **Virtual Community of practice:** Trainers' usage of the community of practice was not as robust as anticipated.

NOTE: Some sites experienced challenges locally that interfered with SETTT for Success implementation, such as staffing shortages, changes in leadership, and other competing district or school initiatives and work responsibilities. See the SETTT for Success Year-One Evaluation Report (PDF) and SETTT for Success Year-Two Evaluation Report (PDF) for additional information.

Evaluation and Refinement

Based on the evaluation findings, refinements were made for the SETTT for Success pilot phase.

- 💎 **Enhanced learning modules:** ATLAS staff developed additional learning modules to boost trainer knowledge about students with significant cognitive disabilities.

- 💎 **Improved online platform:** ATLAS staff improved the appearance and functionality of the dashboard and moved the resource collection to a more user-friendly, open-source platform.

- 💎 **Modified community of practice:** ATLAS staff introduced synchronous meetings to foster collaboration and engagement.

Future briefs will highlight findings from the pilot and dissemination phases of the project, which will include evidence of trainer and educator outcomes, including the extent to which trainers implement the PD cycle with fidelity and the impact of trainers' PD on teachers' instructional practice.

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