

Special Educator Technology- based Training of Trainers (SETTT) for Success

AERA

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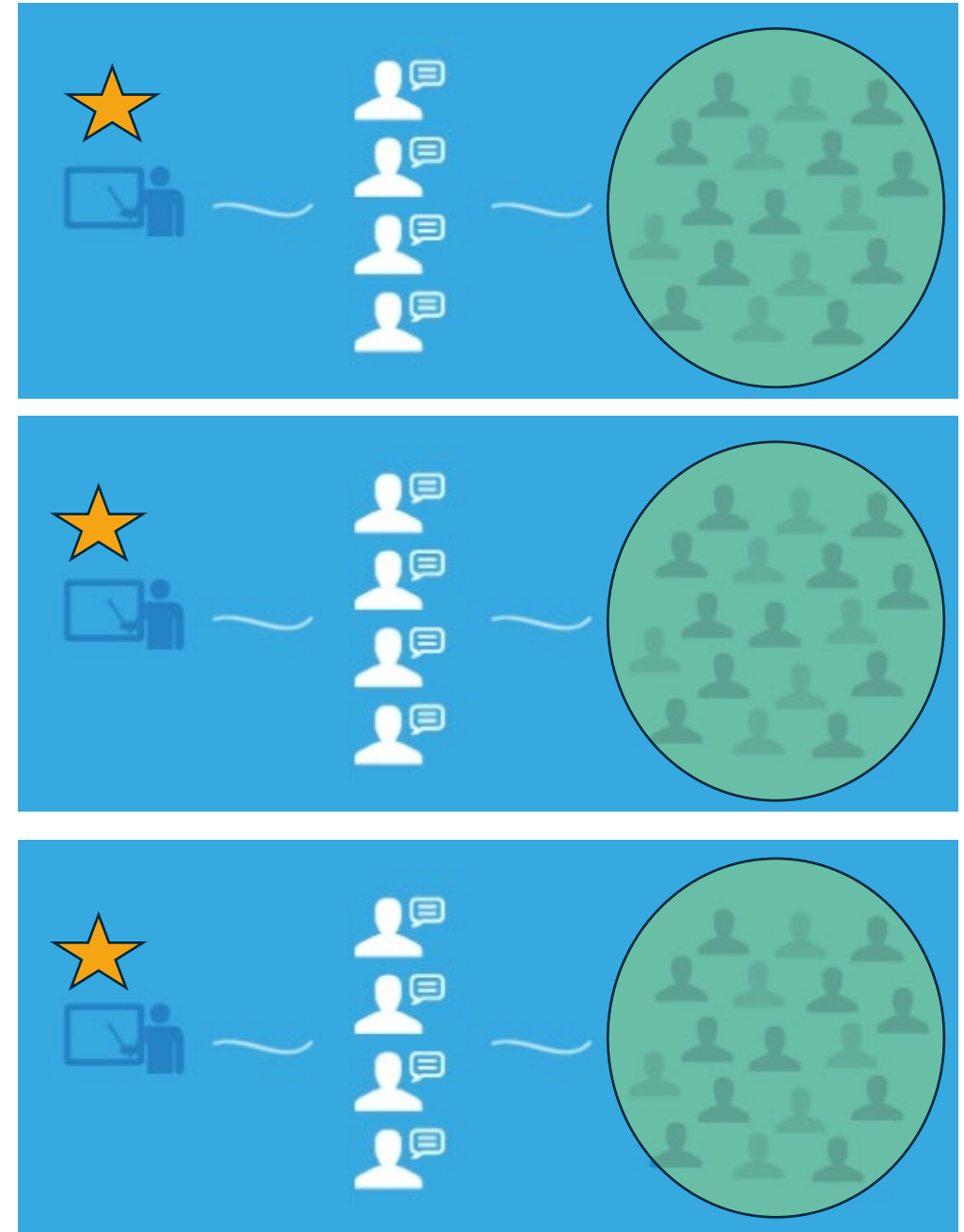
Preparing for the Future

Students with significant cognitive disabilities are being held to higher academic expectations but are not yet meeting those expectations



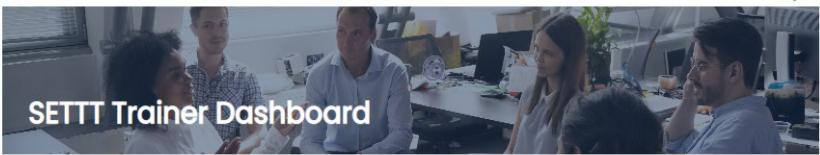
Project Overview

- Supports **teacher trainers** who design professional learning experiences for teachers of students with significant cognitive disabilities
- Helps trainers support teachers in design and delivery of effective, **comprehensive academic instruction**
- Based on enhanced TPACK framework (called “**TPACK+**”)



SETTT for Success – Currently in Year 4 (Pilot)


- Technology system resources were developed in years 1-2
- Support for **trainer learning** in SETTT includes:
 - Dashboard
 - Specialized resource collection
- Trainers in 3 states are using the resources to design and deliver professional development.



SETTT Trainer Dashboard

Welcome! Students as Learners PD Cycle SETTT User Guides

Welcome!



SETTT
SPECIAL EDUCATOR TECHNOLOGY-BASED
TRAINING OF TRAINERS

SETTT for Success supports teacher trainers who provide professional development for teachers of students with significant cognitive disabilities with a specific focus on comprehensive academic instruction.

To get started, download and review the [SETTT Participant Guide](#).



SETTT RESOURCE COLLECTION

SETTT Dashboard Login

RESOURCES BOOKMARKS SUBMIT GUIDE

The SETTT Resource Collection

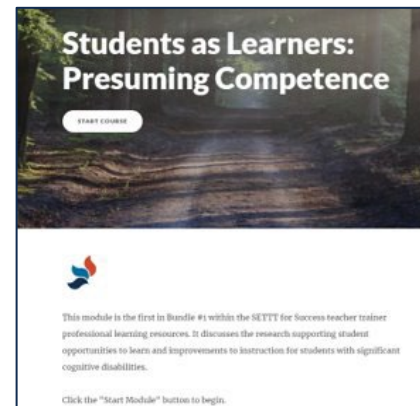
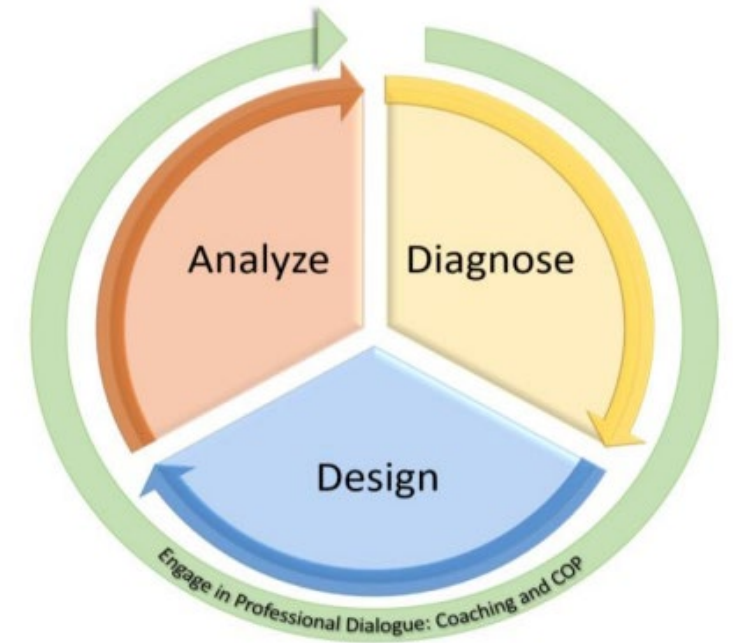
Welcome to the SETTT Resource Collection: open-access education resources for trainers of teachers who support students with the most significant cognitive disabilities.

Resources Guide

SETTT for Success – Trainer Learning

➤ Support for trainer learning in SETTT also includes:

- Learning modules
- The SETTT PD Cycle
- Coaching
- Community of practice



SETTT Evaluation



★ Trainer outcome
AND
implementation fidelity measures

SETTT Evaluation (continued)

Selected Evaluation Questions	Data Sources
Did trainers complete professional learning with fidelity?	Course analytics Coaching records Community of practice analytics
Are trainers satisfied with SETTT for Success?	Surveys Trainer and site lead focus groups
Did trainers increase their knowledge?	Pre/post TPACK survey
Did trainers design and implement PD aligned to SETTT expectations?	Trainer professional development plan rubric

Selected Findings (1): Did trainers complete professional learning with fidelity?

Technology use

- In Year 3, 13 out of 14 trainers accessed and used the SETTT technology

Implementation

- 4 out of 6 new trainers finished eight learning modules and participated in coaching
 - Most had minimal participation in the community of practice

Selected Findings (2): Are trainers satisfied with SETTT (continued)

- Very satisfied with learning modules
- Addressed important content for their own learning
- Helped them gain new knowledge about the students as learners
- Intended to apply what they learned to their PD practice

“I was very impressed with the first (module), presumption of competence. Honestly, I have been in education for such a long time, it was a term that I don't think I ever heard ...I knew the concept, but I never heard the term.”

Selected Findings (3): Are trainers satisfied with SETTT?

- All were very satisfied with coaching
- Coaching helped trainers:
 - Implement the PD Cycle
 - Implement Universal Design for Learning (UDL) Principles
 - Understand TPACK+ components
 - Improve teachers' content knowledge and instructional planning knowledge

“[Our 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”

“[The coach] always brings us back to that bigger picture. So, I honestly don't know where we would be without her support.”

Selected Findings (4): Did trainers increase their knowledge?

TPACK Component	Year 2 (N=8) Cohen's d	Year 3 (N=5) Cohen's d
Pedagogical Knowledge	0.53	1.38
Technological Knowledge	0.51	0.67
Content Knowledge	1.22*	0.73
Technological Content Knowledge	0.75	1.50*
Pedagogical Content Knowledge	0.58	0.88
Technological Pedagogical Knowledge	0.37	1.07
Technological Pedagogical Content Knowledge (TPACK)	0.52	0.66

Notes. Cohen's *d* estimated using pooled standard deviations.

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

Selected Findings (5): Did trainers design and implement PD as expected?

	Rubric Dimension			
	1 Teacher Learning Goals and PD Design Elements	2 Monitoring Success and Progress	3 PD Delivery	4 PD Evaluation
N Items (Max Pts)	7 (14.0)	3 (6.0)	1 (2.0)	2 (4.0)
Y2 Median (n=8)	10.0	5.5	2.0	3.0
Y3 Median (n=6)	13.5	5.5	2.0	4.0

Rating scale for items: 0 (not apparent), 1 (emerging), 2 (evident)

Selected Findings: Initial Teacher Reactions

(Year 3, N = 126)

Survey statement	Agree + Strongly Agree	Disagree + Strongly Disagree
The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	98.6%	1.4%
The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	85.1%	14.9%
I intend to apply what I learned in this PD experience to my professional practice.	95.7%	4.3%
Completing this PD experience was worth my time and effort.	90.2%	9.8%

Some unexpected results...

1. Trainers AND teachers need support throughout
 - Coaching and ongoing support result in educators "sticking with it"
2. Trainers AND teachers need more time to shift to comprehensive academic instruction
 - Much more time needed **for trainer learning** in the "basics" of instruction for this population of students (and how to work with teachers in these areas), including:
 - Presuming competence of all learners
 - UDL Principles and how to apply them

What's Next?

<https://settt.atlas4learning.org/>

- 2025 is final grant year
- *Recruiting additional sites now!*
- Dissemination of products:
 - Resource collection
 - PD cycle supports
 - Learning modules
 - Publications
 - Technology that can be adapted by districts, regions or states



OSEP Stepping up Technology Implementation Grant 84.3275



Accessible Teaching, Learning,
& Assessment Systems