



Pilot Evaluation Report

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SETTT for Success Pilot Evaluation Report.

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INTRODUCTION

Special Educator Technology-Based Training of Trainers for Success (henceforth referred to as SETTT for Success) is a grant funded through the U.S. Department of Education's Office of Special Education programs. The purpose of SETTT for Success 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. 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 for Success conceptual framework, TPACK+, is a blend of the Technological, Pedagogical, and Content Knowledge (TPACK) and Universal Design for Learning (UDL) frameworks (Benton-Borghini, 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—providing students with multiple means of engagement, multiple means of representation, and multiple means of action and expression during learning.

The SETTT for Success approach provides trainers with the professional learning (PL), resources, and supports they need to address the needs of teachers who work with students with significant cognitive disabilities. The SETTT for Success approach leverages UDL principles and evidence-based technology to implement effective online PL for trainers as they design and deliver PD for teachers.

The SETTT for Success model includes three components:

- A. A resource collection that supports the design and delivery of PD 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)

Figure 1

SETTT for Success Dashboard During the Pilot

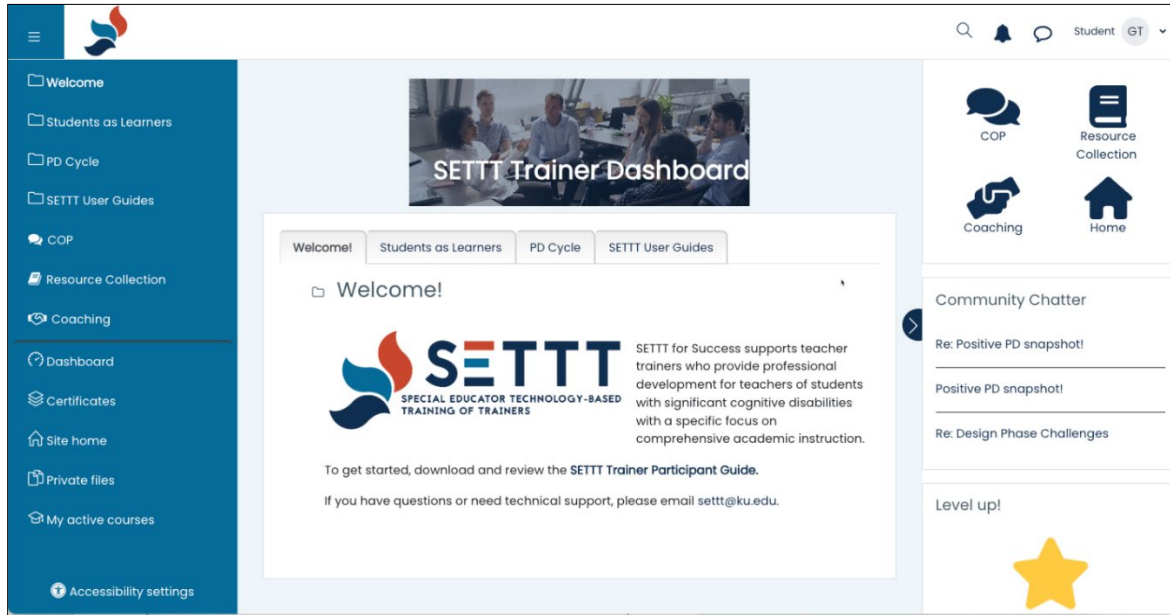
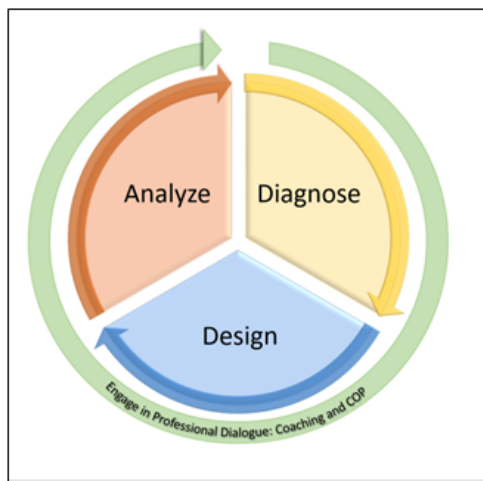


Figure 2 shows the PD cycle that trainers followed during the pilot. The cycle begins with the Diagnose phase, where trainers identify teacher learning needs, district priorities, and their own learning needs; and set goals and intended outcomes for the PD. In the Design phase, trainers consider options and parameters for designing and delivering the PD. Once trainers deliver the PD, they engage in the Analyze phase, where they evaluate results for use in future PD cycles.

Figure 2

SETTT for Success Professional Development Cycle During the Pilot



The overall SETTT for Success PD approach is designed for trainers to adapt for their local learner contexts. Regardless of their title, trainers are instructional leaders who have some responsibility for supporting teachers who provide academic instruction for students with significant cognitive disabilities. This could be as a trainer, coach, mentor, lead teacher, curriculum specialist, data coach, or administrator in charge of professional development.

This report describes findings from the SETTT for Success pilot which took place in Year 3 and Year 4 of the grant, from fall 2022 to fall 2024. The evaluation findings from the pilot were used to inform a final round of refinements before the dissemination phase in Year 5. This report may be of broad interest to SETTT for Success stakeholders as well as researchers and practitioners in the areas of professional learning, special education, and educational technology. The [SETTT for Success Year One and Year Two Evaluation Reports](#), which describe the development phase of the project, are available for reference.

PILOT ACTIVITIES

Pilot Partners and Site Activities

Pilot participants came from seven sites in three states (see Table 1). The sites included public school districts, special placement schools, and an Area Education Agency. Four sites continued their participation from the development phase, and three additional sites joined for the pilot. A total of 14 trainers completed project activities in at least one year during the pilot.

In new sites, ATLAS staff convened meetings with site leaders to explore each site’s readiness to join the project. Once sites agreed to participate, ATLAS staff completed a Site Implementation Plan (SIP) used internally, and a Site Implementation Guide (SIG) that served as an external-facing document to communicate project roles and expectations. Returning sites’ SIPs and SIGs were updated to reflect new developments at the site level. ATLAS staff used these implementation documents throughout the pilot to plan and monitor site implementation via periodic site meetings with site leads. Site meetings took place bimonthly, monthly, or every other month, depending on site needs.

An all-site lead meeting was held in April 2024, where site leads discussed how they have taken advantage of new opportunities at their site using SETTT for Success, the challenges they faced and strategies used to manage those challenges, and ideas for sustaining the project beyond the grant period. At this meeting site leads also discussed

- inclusion strategies and how to support teachers with caseloads that include students both with significant cognitive disabilities and students with high incidence disabilities;
- how the concept of “presuming competence” (which is central to SETTT for Success for Success) has helped trainers to target academic learning goals with teachers and use of resources to improve teacher learning; and
- how state directives impacted their PD decisions and their ability to continue to deliver effective teacher PD.

Table 1

Pilot Sites and Trainer Counts

Pilot State	Site	Site Description	Project year(s)	Count of trainers who completed project activities
State A	1	Public school district	1, 2, 3, 4	2
State A	2	Public school district	1, 2, 3, 4	5*
State A	3	Public school district	2, 3, 4	1

Pilot State	Site	Site Description	Project year(s)	Count of trainers who completed project activities
State A	4	Public school district	3	1*
State B	5	Special placement high school (non-public special education day school)	2, 3	1*
State B	6	Public school district	3, 4	1
State C	7	Area Education Agency	3, 4	3

Notes. * The trainers from Sites 4 and 5 and one trainer from Site 2 discontinued their participation at the end of Year 3. One additional site that was onboarded in Year 3 but did not complete any project activities is excluded from the table.

Pilot Trainer Activities

Trainers new to SETTT for Success in Year 3 attended a kickoff meeting to get an orientation to the SETTT for Success technology. This included an overview of the dashboard where they could access the learning modules, a participant guide, the COP, and links to schedule meetings with their coaches. Trainers were further introduced to the PD cycle and resource collection. After the kickoff meeting, new trainers accessed the online learning modules to support their learning of the SETTT for Success PL approach. As trainers completed the learning modules, they used planning worksheets to guide their design and delivery of teacher PD. As they designed their PD, they had access to the resource collection.

Returning trainers continued using the resource collection and PD cycle to design and implement continuing PD at their sites. Depending on trainer and teacher learning goals, trainers accessed and used resources in ways that supported each site’s unique learning needs.

All trainers (new and returning) received learning support via one-on-one or group virtual coaching. Trainers also had access to and were encouraged to use the virtual COP. During Year 3, two live, synchronous COP meetings were held. At the first meeting in March 2023, trainers across sites were introduced to each other, and staff highlighted how different project components would support them in the PD cycle. In the second meeting in April 2023, new and

continuing trainers met to discuss their current PD cycle goals and lessons learned from previous PD cycles. Subsequent synchronous COP meetings were attempted in Year 4, but many trainers either did not respond to requests to schedule a meeting or were too busy to attend.

Pilot Trainer Characteristics

All trainers completed a background survey that collected information about their demographics, educational background, and prior experiences delivering PD. Results are reported for 14 trainers who began participating in SETTT for Success during the pilot (see the Appendix for the full set of results).

Thirteen of the 14 trainers were female, and one was male; all were white. Ten trainers were from urban schools, one was from a suburban school, and three were from rural schools. Trainers' official roles included classroom teacher, teacher leader, building administrator, district staff, instructional coach, district representative, regional education agency staff, state or regional agency staff, and other (e.g., alternate assessment lead, special education coordinator).

Trainers varied in the number of years of classroom teaching experience, ranging from one to five years to more than 21 years. Trainers also varied in their grade band experience, ranging from Pre-K through Grade 9–12; as well as their subject area experience, including English language arts, mathematics, science, social science, and other areas such as special education and career development. All trainers had previous experience working with students with significant cognitive disabilities, but not all had experience as a teacher.

All 14 trainers had previous experience supporting educators/adult learners, and the types of experience varied from mentoring (12 trainers) to teaching courses for college or continuing education unit (CEU) credit (two trainers). Twelve trainers reported they were moderately or highly confident implementing training that supports teachers' academic instruction of students with significant cognitive disabilities in reading and writing, while two trainers reported being slightly confident in each of the two subjects. In mathematics, nine trainers reported moderate or high confidence, while the other five reported slight confidence. In science, 11 trainers reported slight or moderate confidence, while two trainers reported no confidence. On the survey, trainers also listed their anticipated professional growth goals for their time in the project, which included gaining knowledge and skills to provide PD and increasing their ability to support teachers and students with the most significant cognitive disabilities.

Pilot Evaluation Questions

The SETTT for Success 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 for Success is a trainer intervention, trainers are the participants and teachers are the students in this project. The pilot evaluation focused on trainer reactions, trainer learning, organizational support and change, implementation fidelity, and trainer use of new knowledge and skills, while also developing measures to evaluate teachers' learning outcomes.

The evaluation questions for the pilot included:

1. To what extent is SETTT for Success implemented as intended?
2. What are trainers' reactions to the SETTT for Success technology and implementation components?
3. What impact does SETTT for Success have on trainers' TPACK+ knowledge?
4. What impact does SETTT for Success have on trainers' design of learning for educators?
5. What are educators' reactions to the PD conducted by trainers?
6. What impact does SETTT for Success have on educators' knowledge, skills, and dispositions related to the content and learning goals of the PD they attended?
7. How do site context and implementation drivers impact trainers' implementation of educator PD?

PILOT EVALUATION RESULTS

1. To what extent is SETTT for Success implemented as intended?

During the pilot, ATLAS staff continued to collect and monitor measures of implementation fidelity to evaluate the extent to which SETTT for Success was implemented as intended. The primary measure of fidelity is completion of a full PD cycle. Table 2 shows the number of cycles started and completed by site during the pilot. In total, the 14 trainers started 14 PD cycles and completed 12 cycles.

Table 2

Pilot Site	Number of Trainers	PD Cycles Started During Pilot	PD Cycles Completed During Pilot
Site 1	2	2	2*
Site 2	5**	2	2
Site 3	1	1	0
Site 4	1**	2	1
Site 5	1**	3	3
Site 6	1	2	2
Site 7	3	2	2

Notes. *In Site 1, one PD cycle was underway when the pilot started, and the pilot ended mid-way through a third cycle. **The trainers from Sites 4 and 5 and one trainer from Site 2 discontinued their participation at the end of Year 3.

To get a more detailed view of SETTT for Success's implementation during the first two project years, ATLAS staff identified the project'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 need to do (procedural) and know (educative) to implement the SETTT for Success 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 for Success.

Table 3 outlines the structural critical components of SETTT for Success, the measures used to evaluate each component, and the intended and actual implementation of each component. During the pilot, new trainers were expected to implement the structural-procedural and structural-educative components, while some of these components were optional for returning

trainers. Moreover, the evaluation findings from Years 1 and 2 indicated that some of the structural components were not critical for specific site needs. For example, some trainers had existing resources that they used to develop their PD that were mandated by their site, so they did not use the resource collection. In addition, some returning trainers were able to implement a PD cycle with coach support without relying heavily on using the worksheets.

Over the course of the project, ATLAS staff’s thinking about the instructional (pedagogical and student engagement) components of fidelity evolved to take a more flexible approach. The PD content and methods are not standardized, nor are trainer supports of the ways in which sites configure the project for their use. As described under the results for Evaluation Question 5 (What impact does SETTT for Success have on trainers’ design of learning for educators?), a rubric was developed to rate artifacts documenting trainers’ implementation of each part of the PD cycle. This rubric served as the primary measure of the instructional components of implementation fidelity.

Table 3

SETTT for Success Structural-Procedural Components, Measures, and Intended and Actual Implementation

Structural Critical Component	Measures	Intended Actions	Actual
Trainers access the SETTT for Success for dashboard	Moodle analytics	All new trainers expected to access the dashboard. Returning trainers may not need to access the dashboard.	All new trainers accessed the dashboard at least once. Some returning trainers did not access the dashboard during the pilot.
Trainers access resource collection	PD worksheets and artifacts, coaching logs, and focus groups	All trainers expected to use resources to develop PD, but use of resource collection was optional during pilot.	All trainers used resources to develop PD, but some did not use the resource collection.
Trainers post to Community of Practice (COP)	COP participation metrics	The COP was optional during pilot.	In Year 3, six out of seven trainers posted on the COP at least once, with a total of 18 posts. In Year 4, seven out of 12 trainers posted at least once, with a total of 21 posts.

Structural Critical Component	Measures	Intended Actions	Actual
Trainers complete three foundational modules and the three PD cycle modules	PD module completion metrics	All new trainers expected to complete six modules.	In Year 3, all six new trainers completed the foundational modules and the Diagnose module; five out of six completed the Design module; and four out of six completed the Analyze module. In Year 4, the one new trainer completed the foundational, Diagnose, and Design modules, but did not complete the Analyze module.
Trainers attend coaching sessions	Coaching logs	All trainers expected to attend coaching as needed for them to complete a PD cycle.	In Year 3, trainers attended 1.1 to 7.0 hours of coaching with a mean of 3.9 hours. In Year 4, trainers attended 1.1 to 14.6 hours of coaching with a mean of 6.7 hours.
Trainers identify resources for PD	PD worksheets and artifacts; coaching logs	All trainers or trainer groups expected to identify at least one resource aligned with PD goals.	All trainers showed some evidence of use of high-quality resources that supported attainment of teacher learning goals ^a .
Trainers use all worksheets to implement PD cycle	PD worksheets and artifacts; coaching logs	Trainers expected to use worksheets to document implementation of the PD cycle.	In Year 3, all new trainers completed all worksheets and returning trainers revised prior worksheets. In Year 4, three trainers/groups completed or revised worksheets, and three others did not ^b .

Notes. ^aSee rubric results (Evaluation Question 5) for more information.

^bTrainers/groups who had completed worksheets in prior years and were continuing with the same PD plan did not revise the worksheets in Year 4.

2. What are trainers’ reactions to the SETTT for Success technology and implementation components?

At the end of each project year, new trainers completed surveys probing their perceptions of the SETTT for Success approach including coaching, the COP,

the resource collection, each PL module, and the overall usability of the dashboard. In the fall of each year, new and returning trainers participated in focus groups that explored their reactions to SETTT for Success.

Satisfaction with Coaching

A total of five new trainers completed the Coaching Satisfaction Survey in Year 3¹. The 20-item survey probed trainer impressions of the quality and perceived impact of the coaching received through SETTT for Success. Trainers indicated the extent of agreement to the items using a five-point Likert scale (strongly agree to strongly disagree). The survey results show that coaching is a clear strength of the PD model, as trainers strongly perceived coaching as beneficial to their practice as trainers. All trainers agreed or strongly agreed that they could trust their coach and that the coach understood their goals and helped them with new ideas. In terms of implementing SETTT for Success, all trainers agreed or strongly agreed that coaching helped them implement the PD cycle, implement UDL, and understand and use the TPACK+ components. Additionally, all trainers agreed or strongly agreed that the coach helped them improve their teachers' content knowledge and instructional planning knowledge. See the Appendix for the full set of survey results.

During focus groups, new and returning trainers shared similar thoughts about the coaching they received. The trainers felt that the coaches offered a neutral perspective, were “instrumental for keeping us on track,” and provided a safe space to discuss ideas. Trainers shared that the coaches brought “more resources than we could have even known,” and asked guided questions to “push them further” in their thinking. The coaches also helped trainers with focused planning in response to local, site-level constraints. One trainer shared, “[the coach] always brings us back to that bigger picture. So, I honestly don’t know where we would be without her support.”

Satisfaction with Community of Practice

A total of five new trainers completed the COP Satisfaction Survey in Year 3. The 18-item survey probed general satisfaction and impressions of trainers' experiences with the COP. ATLAS staff developed several items, and others were adapted from Arbaugh et al. (2008). Overall, the results were mixed. For example, among the five trainers, three trainers reported that the COP increased their knowledge, and two trainers reported that the COP gave them a sense of belonging to the community of teacher trainers. In addition,

¹ There was one new trainer in Year 4 who did not complete the survey, so only Year 3 results are presented.

two trainers reported feeling comfortable disagreeing with other participants, while one trainer disagreed with the statement. Two trainers reported that they would go to the COP in the future for questions and resources. See the Appendix for the full set of survey results.

During focus groups, new and returning trainers reflected on their varying experiences with the COP. While trainers recognized the COP's value, many acknowledged not using it to its full potential. Some trainers reported not using the COP due to a lack of planning or because they tended to rely on their existing internal teams in their settings for support. Others suggested having opportunities for more experienced trainers to discuss and share more advanced topics.

Satisfaction with Resource Collection

Five new trainers completed the Resource Collection Satisfaction Survey in Year 3. Developed by ATLAS staff, the 15-item survey probed trainer opinions related to the collection's content relevance and ease of use. The majority of trainers had positive perceptions of the quality and size of the resource collection and thought that the collection was easy to understand and use. For example, all five trainers agreed or strongly agreed that the resources were relevant for a variety of learners at varying levels of complexity 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. See the Appendix for the full set of survey results.

Several trainers shared positive written feedback in the survey. Trainers praised the resource collection's breadth and positive impact on their learning. One trainer suggested creating resources for every level of instruction (PK, K-5, 6-8, and 9-12). Another trainer stated,

"I was pleasantly surprised by the resource collection! It is a great tool that is very easy and user-friendly. I liked the variety of resources on it and found many new things I haven't seen before."

During focus groups, new and returning trainers shared additional feedback about the resource collection. Some trainers initially felt that the resource collection was difficult to navigate and use. In Year 4, trainers acknowledged the improvements that were made to the resource collection and perceived it as "friendlier" and more useful. In Year 4, one trainer shared, "using vetted resources to use as a base for PD has been really appreciated." However, other trainers did not use the resource collection because they already had numerous resources available to them and felt that they did not need any additional resources. In some cases, trainers used resources mandated by their district; in other cases, coaches shared resources during coaching

sessions that were in the resource collection, so trainers did not need to access the resource collection themselves.

Technology System Usability

Five new trainers completed the SETTT for Success Technology System Usability Survey in Year 3. 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, trainers had positive opinions about the dashboard. Most trainers reported using the dashboard frequently, thought the functions were well integrated and easy to use, and felt confident using it. All five trainers also agreed that the dashboard supported their use of the PD cycle for teacher training. In open-ended comments, trainers described the dashboard as user-friendly and easy to navigate. However, one trainer felt it was difficult to use at first and required “too many clicks” to get what she needed. See the Appendix for the full set of survey results.

Satisfaction with PL Modules

New trainers completed a satisfaction survey after finishing each PL module. Several of the items follow the phases of Guskey’s (2002) model. The seven-item surveys gathered trainers’ opinions about the quality and applicability of the modules. For each module, trainers indicated the extent of their agreement to a series of statements using a five-point Likert Scale (strongly agree to strongly disagree).

The Appendix includes the satisfaction survey results for each PL module. Overall, new trainers valued the modules and intended to use what they learned to develop future PD. Most of the trainers agreed that the modules addressed important content for their personal learning and work with teachers and helped them gain new knowledge about students with significant cognitive disabilities as learners. In focus groups, new and returning trainers described the modules as “insightful and powerful” and that the modules helped make sure they were “all on the same page and using the same language [about academic instruction for students with significant cognitive disabilities].”

3. What impact does SETTT for Success have on trainers’ TPACK+ knowledge?

All new and returning trainers completed the TPACK+ Knowledge Survey during project onboarding (pretest) and again after they delivered their planned PD and attended their last coaching session at the end of each project year (posttests). 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. 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).

Table 4 shows the means and standard deviations for the pretest and posttest scores for each TPACK+ component, as well as a measure of effect size (Rank-Biserial Correlation r) for the mean difference between the pretest and the last posttest for each trainer group. The table shows results for trainers who started participating in SETTT for Success during the development phase (Years 1 or 2), completed the pretest at the beginning of Year 2 and completed posttests at the end of Years 2, 3, and 4; and results for trainers who started participating in Year 3, completed the pretest at the beginning of Year 3, and completed posttests at the end of Years 3 and 4. Only one new trainer joined the project in Year 4 but did not complete a posttest, so the data for this trainer is not included.

For the trainers who began in Year 2, ratings in all TPACK+ components increased significantly from the beginning of Year 2 to the end of Year 4 ($p < 0.05$), with moderate to large effect sizes (ranging from 0.50 to 0.78). For trainers who began in Year 3, ratings increased significantly from the beginning of Year 3 to the end of Year 4 in content knowledge (CK), technological content knowledge (TCK), pedagogical content knowledge (PCK), and technological pedagogical knowledge (TPK) with effect sizes ranging from 0.21 to 0.84.

Table 4

TPACK+ Pre- and Posttest Scores (Means and Standard Deviations) by Cohort

TPACK+ Component	N Items	Year 2 Trainers				
		Y2 Pre (N=8) ^a	Y2 Post (N=8)	Y3 Post (N=4) ^b	Y4 Post (N=5)	Effect Size (Y2 Pre vs. Y4 Post)
PK	3	3.9 (0.4)	4.1 (0.5)	4.1 (0.8)	4.2 (0.2)	0.51
TK	3	2.9 (1.1)	3.4 (0.7)	3.8 (0.3)	3.9 (0.3)	0.51
CK	3	3.3 (0.8)	4.3 (0.9)	4.0 (0.0)	4.3 (0.5)	0.62
TCK	4	3.3 (0.7)	3.9 (0.8)	4.1 (0.5)	4.4 (0.3)	0.78
PCK	8	3.7 (0.5)	4.1 (0.6)	4.2 (0.4)	4.5 (0.3)	0.72
TPK	5	3.3 (0.6)	3.7 (0.8)	4.1 (0.2)	4.2 (0.4)	0.64
TPCK	4	3.3 (0.8)	3.7 (0.6)	3.8 (0.3)	4.3 (0.3)	0.50

TPACK+ Component	N Items	Year 3 Trainers			
		Y3 Pre (N=5)	Y3 Post (N=5)	Y4 Post (N=4)	Effect Size (Y3 Pre vs. Y4 Post)
PK	3	3.5 (0.3)	4.1 (0.3)	4.1 (0.6)	0.46
TK	3	3.1 (0.5)	3.5 (0.7)	3.8 (0.8)	0.30
CK	3	4.0 (0.3)	4.3 (0.4)	4.3 (0.4)	0.47
TCK	4	3.1 (0.3)	3.9 (0.5)	4.1 (0.5)	0.79
PCK	8	3.6 (0.3)	4.1 (0.5)	4.3 (0.4)	0.78
TPK	5	3.0 (0.5)	3.8 (0.6)	4.3 (0.4)	0.84
TPCK	4	3.5 (0.8)	4.1 (0.6)	3.9 (0.7)	0.21

Notes. ^aN = 7 for TCK and TPK. ^b N = 3 for PCK, TPK, and TPCK. PK = Pedagogical Knowledge, TK = Technological Knowledge, CK = Content Knowledge, TCK = Technological Content Knowledge, PCK = Pedagogical Content Knowledge, TPK = Technological Pedagogical Knowledge, TPCK = Technological Pedagogical Content Knowledge. Differences in scores from pretest to last posttest were evaluated with the Wilcoxon Rank-Sum Test. For Year 2 trainers, one-tailed p-values: PK p = 0.038, TK p = 0.032, CK p = 0.018, TCK p = 0.01, PCK p = 0.01, TPK p = 0.031, TPCK p = 0.04). For Year 3 Trainers, one-tailed p-values: PK p = 0.08, TK p = 0.18, CK p = 0.08, TCK p = 0.01, PCK p = 0.01, TPK p = 0.01, TPCK p = 0.26. Effect sizes were measured by the Rank-Biserial Correlation between the pretest and last posttest. Effect sizes for independent samples may underestimate individual score differences and/or overestimate group-level differences due to changes in participation rates.

4. What impact does SETTT for Success have on trainers’ design of learning for educators?

In Year 3, trainers’ PD topics included an introduction to the Unique Learning System and presuming competence for students with significant cognitive disabilities. In Year 4, trainers designed PD on using student profiles and benchmark assessments in Unique Learning Systems to plan ELA instruction and using Dynamic Learning Maps® (DLM®) Essential Elements and mini-maps. One team of trainers developed three online PD modules in Year 4: UDL for students with significant disabilities, understanding the state’s alternative assessment, and presuming competence for students with significant disabilities. One site was planning to implement a Professional Learning Community in their district, but did not deliver any PD in Year 4.

To evaluate trainers’ implementation of the PD cycle and their design of learning for teachers, ATLAS staff developed and refined a set of rubrics, which are included in the Appendix. The rubrics measured the instructional components of implementation fidelity described earlier. The Year 2 evaluation report describes how the rubrics were developed and piloted. The

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

1. 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.
2. 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. 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 looked for evidence that teacher learning goals directly related to local opportunities and constraints. For each component, raters noted whether the evidence in the artifacts was (1) not apparent, (2) emerging, or (3) evident. Two ATLAS staff members independently applied the rubric to trainer artifacts, compared results, and came to consensus through discussion.

Table 5 displays the results for seven sites in Year 3, and four sites in Year 4. In Year 3, trainer artifacts showed evidence that most or all trainers developed PD with high-quality teacher learning goals and active learning strategies, implemented their PD as intended, and evaluated the success of their PD. However, in Year 4, two sites did not provide artifacts and/or did not complete a PD cycle.

Other rubric results from Year 4 required further analysis. For example, some trainers' learning goals for teachers were not directly related to student achievement data. For example, one trainer's goal was "teachers will identify state standards for their grade level and break down component or precursor skills in order to identify and plan for entry points for each learner so that students can successfully access and engage in instruction." This goal does not indicate a direct relationship to student data; however, it was designed to help teachers plan comprehensive academic instruction for students. The "ultimate goal" is to impact student achievement data, but the relationship is more indirect than originally envisioned.

Additionally, in Year 4, trainers' artifacts reflected that only some of the trainers evaluated their PD. Further analysis revealed that some trainers opted to implement a longer PD cycle with the same goal and/or objectives

and decided not to evaluate their PD session if they were planning to implement additional PD sessions toward that goal. As described at the end of this report, a new rubric was developed for use in Year 5 which works more flexibly for PD cycles that continue across years.

Trainer focus groups provide additional evidence of the impact of SETTT for Success on trainers' design of PD for educators. During focus groups in Year 4, some trainers shared that they initially did not feel comfortable planning and delivering PD, but since participating in the project, they now have more confidence and believe they are a better presenter. One trainer felt that following the PD cycle allowed her to create high quality PD using "backwards planning." Another felt that using the KASAB framework² (Killion, 2008) during planning allowed her to be more intentional about planning PD, which she described as "powerful," because it ensured that "participants received what they needed, as opposed to just want they wanted," and "identified what gaps needed to be filled so PD could target those gaps."

² Trainers used the KASAB model to help them organize their PD goals and learning objectives. The KASAB model includes knowledge, attitudes, skills, aspirations, and behaviors; trainers categorized their PD goals using KASAB, and used KASAB to help them match their PD goals with their PD planning and evaluation (e.g., PD focused on attitudes would require PD evaluation data that measured teacher change in attitudes).

Table 5*Rubric Results for Trainers' Professional Development*

	Year 3 (N=7 Sites)			Year 4 (N=4 Sites)*		
	Not Evident	Emerging	Evident	Not Evident	Emerging	Evident
Teacher learning goals:						
a. Relate to local opportunities and constraints	0	0	7	1	0	3
b. Are related to student achievement data	2	0	5	1	1	2
c. Consider what knowledge, attitudes, skills, aspirations, or behaviors (KASAB) need to change for teachers to improve academic instruction	0	1	6	0	1	3
d. Are specific and measurable	0	0	7	0	0	4
e. Build teacher capacity for future comprehensive academic instruction	0	1	6	0	1	3
Trainer's PD plan:						
a. Assures teacher engagement with the PD content through active learning strategies	1	0	6	0	3	1
b. Includes high-quality resources that support attainment of teacher learning goals	0	1	6	0	2	2
Trainers:						
a. Had a basic evaluation plan	0	0	7	1	0	3
b. Delivered the sessions as specified in the PD plan	0	0	7	1	1	2
c. Implemented the steps of the evaluation plan	0	0	7	2	1	1
d. Used evaluation results to consider the success of the PD	0	0	7	2	1	1

*Note. Two sites did not provide artifacts and/or did not complete a PD cycle in Year 4.

5. What are educators' reactions to the PD conducted by trainers?

As part of the Analyze phase of the PD cycle, trainers asked teachers attending their PD sessions to complete evaluation surveys. Table 6 shows the results of the evaluation surveys aggregated across all trainers' PD sessions in Years 3 and 4. In Year 3, 88 teachers completed the survey³, and in Year 4, five teachers completed the survey. A large majority in Year 3 and all teachers in Year 4 agreed or strongly agreed that the PD addressed important content, presented new ideas to improve their work, they intended to apply what they learned to their professional practice, and that the PD experience was worth their time and effort.

Table 6

PD Session Evaluation Survey Results

Survey Statement	Year 3		Year 4	
	A/SA	D/SD	A/SA	D/SD
The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	82 (93.2%)	1 (1.1%)	5 (100%)	0
The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	77 (87.5%)	3 (3.4%)	5 (100%)	0
I intend to apply what I learned in this PD experience to my professional practice.	85 (96.6%)	2 (2.3%)	5 (100%)	0
Completing this PD experience was worth my time and effort.	80 (90.6%)	7 (8.2%)	5 (100%)	0

Notes. A/SA = Agree or Strongly Disagree; D/SD = Disagree or Strongly Disagree.

A few teachers provided open-ended comments describing how they planned to apply what they learned in the PD to their own professional practice. One teacher stated, "It helps me to differentiate the actual lessons and incorporate better strategies." Another teacher said that the PD provided ideas of how to adapt materials and learning experiences for students in all learning activities.

³ Some teachers skipped items on the evaluation survey; the range in the number of teachers responding to each item was 77 to 85.

6. What impact does SETTT for Success have on educators' knowledge, skills, and dispositions related to the content and learning goals of the PD they attended?

Focus groups with trainers provided initial evidence of the impact of SETTT for Success on educators' knowledge, skills, and dispositions. In Year 3, several trainers believed that the SETTT for Success system would benefit teachers and ultimately benefit students with significant cognitive disabilities. For example, one trainer said "I do think there will be a very positive trickle-down effect. But I think it's gonna really depend on how thoughtful the trainers are."

In Year 4, several trainers described anecdotal evidence of the impact of SETTT for Success on educators. For example, one described how the PD they delivered is leading to increased data-driven decision making. Teachers asked for their students' scores on DLM assessments and are looking at results to guide their instruction. Trainers have also seen evidence that teachers understand the "least dangerous assumption," and have heard teachers saying in IEP meetings that their students can learn. Additionally, trainers have seen teachers collaborating with one another. One trainer described how teachers videotaped their lessons and posted on Google Classroom to share with each other.

7. How do site context and implementation drivers impact trainers' implementation of educator PD?

As previously described, ATLAS staff configured SETTT for Success specifically for each site to maximize implementation fidelity and used site implementation plans (SIPs) to identify and document site-specific opportunities and barriers that would assist or inhibit implementation. ATLAS staff reviewed the SIPs and interviewed site leads from one continuing site and one site that withdrew from the project. Throughout the year, the coaches kept notes of each coaching session to document what was discussed, including information related to site context and challenges to implementation.

The site-level data from seven sites was reviewed alongside site-level outputs to identify patterns and themes related to Fixsen et al.'s (2005) implementation drivers (see Appendix). The site-level implementation drivers included how well site leads communicated expectations to trainers, how the site adapted to challenges and opportunities, and how site leads tapped into other leadership or organizational structures at their site to sustain the work and support trainers. The site-level outputs included whether the site persisted in the project, how many PD cycles trainers completed, and whether the PD was focused on academic instruction for students with significant cognitive disabilities.

During the pilot, trainers at three of the seven sites worked as a team through the PD cycle. In one additional site, two trainers worked as a team in Year 3 but one of the trainers left the project, leaving one trainer at that site in Year 4. The sites where teams of trainers worked together all persisted in the project and completed at least two PD cycles. One site with a single trainer completed three PD cycles but subsequently dropped out of the project. Another site with a single trainer did not complete any PD cycles.

Four sites experienced some attrition of trainers, site leads, and/or other site staff, which impacted implementation. In one of these sites, SEA leaders helped recruit a new site lead after the original left her position to support the site continuing in the project. However, in the other three sites, there was no replacement for staff leaving the project.

Five sites had leadership support for implementation. For example, one site lead attended all meetings to support project implementation and supported the trainers' desire to create their own online PD modules. In another site, SEA leaders supported districts in a variety of ways, including communicating about the project at statewide meetings and helping problem-solve to address challenges or barriers. Sites with site leads who remained engaged with the project, met regularly with trainers and with ATLAS staff, and communicated high expectations to trainers (e.g., that they would complete at least one PD cycle, and that PD should be focused on academics) were more likely to persist in the project and complete PD cycles aligned with its purpose and goals.

Several sites were supported by facilitative administration. For example, at one site, the site implementation team considered state-wide and federal initiatives' impact on training and how to use SETTT for Success as a catalyst. On the other hand, some sites had to problem-solve and adapt the project to work around barriers. For example, a few sites did not have designated time to deliver the PD they developed through the project, due to strict SEA mandates for the use of PD time. Therefore, trainers sought and received approval from their LEA to use their regular planning time with teachers to deliver the PD.

Several sites also had challenges due to organizational climate. For example, one site's district prioritized test administration and meeting the 1% alternate assessment participation cap rather than focusing on academic instruction for students with significant cognitive disabilities. This site shifted their PD focus to address their district's priorities. At several sites, budget reductions, staffing shortages, and turnover of key personnel at the district and state level made it difficult to get buy-in to support implementation. Another site experienced challenges related to organizational structure when two schools merged into a single building, causing disruptions that impacted implementation.

In most cases, the administrative and organizational barriers significantly slowed trainers' progress in completing PD cycles and starting new cycles during the pilot. In other cases, these barriers were unsurmountable and led to site decisions to discontinue participation in the project. At one site that withdrew from the project at the end of Year 3, one individual served as the site lead and trainer. While this individual completed implementation planning, they were not able to complete the required steps to remain in the project. Facing barriers from teacher and administrative staff attrition and competing school priorities, the site lead/trainer was not receptive to working with a coach and felt that the project required too much time. This site lead did not consider how to utilize the flexibility of the SETTT for Success approach to meet site needs, and there was not enough administrative and leadership support at the site to sustain the work.

In sum, the most notable factors supporting site implementation included teams of trainers working together, district priorities that aligned with the goals of SETTT for Success, and having leadership support to solve problems and help the site overcome barriers and adapt the project to meet contextual needs.

CONCLUSIONS AND NEXT STEPS

The pilot evaluation activities were both formative and summative in nature. Formative results informed final changes to the SETTT for Success PL approach and technology prior to the final dissemination year. Summative results show that trainers have positive perceptions of SETTT for Success, can implement the PD cycle with fidelity according to their site needs and contexts, and are attaining some of the intended outcomes.

Trainers continue to have positive perceptions of the SETTT for Success components overall, and especially value the coaching. Trainers found coaching to be an overall positive experience and integral to their success as trainers. The PL modules were also well-received, and many trainers used them to develop PD. However, there were mixed reactions to the COP and resource collection regarding their relevance and usefulness.

While the resource collection went through several cycles of improvement since the beginning of the project, some trainers still did not use it as they developed PD, particularly if they were working towards a district-mandated goal or building on previously-used resources. Additionally, the COP was not required nor fully utilized during the pilot. Trainers used their coach rather than the COP to receive support and get answers to their questions. Similarly, trainers were less responsive to attempts to schedule synchronous COP meetings with other trainers in Year 4 than in previous years.

The evaluation findings show positive outcomes for trainers and teachers. Trainers continuing from the development phase showed significant gains in self-reported knowledge of all TPACK+ components; and those beginning during Year 3 showed significant gains in several TPACK+ components. The pilot evaluation also shows positive outcomes for educators attending trainers' PD sessions. Overall, educators had positive perceptions of the training they attended and indicated plans to use their learning in their future instruction.

While there was robust participation in the first year of the pilot (Year 3), there was drop-off in trainers' completion of PD cycles and delivery of PD to teachers in Year 4. The pilot evaluation examined how site context and implementation drivers impacted trainers' implementation fidelity and outcomes. The findings reflect challenges that trainers faced in their settings that interfered with implementation. Some trainers left the project after leaving their positions or having limited time available because of other work responsibilities. Other trainers faced challenges in helping teachers shift to a more rigorous, standards-aligned curriculum, especially when senior district leadership did not signal any expectation that teachers were expected to change. Some districts had many other priorities for teacher PD topics, and the trainers could not require teachers to attend any additional workshops.

The evaluation results show that while SETTT for Success can successfully support a trainer working alone with groups of teachers, the approach may be more successful at sites where there are multiple trainers involved. If multiple trainers are not available, it is important to have a plan in place for replacing a sole trainer in the event of a change in that position. Supporting the project takes time and commitment, and one person acting as the sole lead trainer and site lead is difficult to maintain, particularly when that person leaves their position or becomes no longer able to participate. The COP is designed to offer support to trainers when they are the sole trainer in their site but cannot mitigate challenges in site leadership and facilitative administration.

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 5. ATLAS staff made the decision to move the SETTT for Success dashboard to a new external platform using Mighty Network. The new technology includes resources for trainer professional learning, including self-directed modules, access to the resource collection in Omeka, as well as the COP. The COP still includes the ability to create comments and posts, engage with thread-based discussions, and share resources with others, while adhering to project accessibility and privacy expectations. The new

interface addresses prior usability concerns from trainers to provide a user-friendly and more streamlined technology.

ATLAS staff also strengthened the underlying framework for the PD cycle, which is now called ADDIE SETTT Go. ADDIE SETTT Go includes a standalone phase for implementing PD (the Implement phase), to allow trainers space to discuss PD facilitation considerations. In addition, the new framework includes more intentional separation between the Design and Develop phases to ensure that trainers determine how the PD will be evaluated before designing PD activities, in part to increase the likelihood that post-PD data is collected by trainers.

In the last year of SETTT for Success, ATLAS staff will provide more support and guidance for trainers to improve the likelihood that sites will follow through with the project. Towards the end of the pilot, the original SIP and SIG documents were re-examined for usability and usefulness in determining and tracking sites' readiness to implement the project initially; and, for returning sites, their ability to move into full implementation (i.e., engaging in multiple PD cycles that build on one another). ATLAS staff revisited tools and recommendations from the National Implementation Research Network (NIRN) to supplement, edit, and improve the suite of implementation worksheets used with sites. The new worksheets were completed for use with sites in preparation for and support of Year 5. These worksheets included an exploration worksheet for use with new sites as they determined if their needs and resources aligned to expectations of the project, and worksheets for new and continuing sites to guide installation, initial implementation, and full implementation. In addition, COP synchronous meetings and all-site meetings will offer additional support for trainers throughout their PD cycles.

The pilot phase also informed two changes to evaluation measures for the final project year. In the final year of SETTT for Success, trainer classifications were developed to describe what developing, practicing, and excelling trainers can do in each phase of the PD cycle. The rubric was refined to align to these classifications and will be used to evaluate trainer artifacts in Year 5. Additionally, ATLAS staff developed a process to measure teachers' progress toward the goals that trainers set as part of the PD cycle. Goal Attainment Scaling (Kiresuk et al., 1994) will be adapted in Year 5 to develop indicators of the extent to which teachers attending trainers' PD achieved expected outcomes.

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Trainer Background Survey Results

Teaching Experience

Question	Count
What is your current official role? Check all that apply.	
Classroom teacher	4
Teacher leader	1
Building administrator	2
District staff	4
Instructional coach	1
District representative	1
Regional education agency staff	2
State education agency staff	1
Higher education faculty	0
Other: alternate assessment lead, member of the state special education advisory, special education chairperson, special education coordinator, shared position: special education consultant and director of special education for a school district	6
How many years of classroom teaching experience do you have?	
None	0
Less than 1 year	0
1–5 years	1
6–10 years	6
11–15 years	3
16–20 years	2
21+ years	2
Including the current year, what grades have you taught? Check all grade bands that apply.	
Pre–K	2
Kindergarten–Grade 2	8
Grade 3–Grade 5	8
Grade 6–Grade 8	8
Grade 9–Grade 12	4

Including the current year, what academic subjects have you taught? Check all that apply.	Count
English language arts	8
Mathematics	8
Science	7
Social studies	6
Arts or music	0
Physical education	0
Other: included special education, career development, and different skills (e.g., social skills, life skills, work skills, SEL through special education)	8
Including the current year, have you taught or worked with students with disabilities?	
Yes	14
No	0
Which students with disabilities have you supported? (Check all that apply.)	
Autism Spectrum Disorder	14
Blind/Low Vision	8
Deaf/Hard of Hearing	6
Deafblindness	2
Emotional Disability	11
Intellectual Disability	14
Multiple Disabilities	11
Orthopedic Impairment	4
Other Health Impairment	12
Specific Learning Disability	10
Speech Impairment	11
Traumatic Brain Injury	9
Non-categorical	5

How many years of experience do you have working with students with significant cognitive disabilities as a teacher?	Count
None	1
Less than 1 year	0
1–5 years	3
6–10 years	6
11–15 years	2
16–20 years	1
21+ years	1
What types of experience have you had in supporting educators/adult learners? Check all that apply.	
None	0
Mentoring	12
Co-teaching	11
Instructional coaching	8
Supervisory role which included teacher evaluation	6
Design and deliver online professional development	8
Teaching courses for college or CEU credit	2
Data coaching	4
Other	2
What is your experience as a teacher trainer?	
None	5
I am currently a teacher trainer	4
I was a teacher trainer in the past but am not currently	5
How many total years of experience do you have providing professional development to educators?	
None	5
Less than 1 year	0
1–5 years	5
6–10 years	2
11–15 years	1
16–20 years	0
21+ years	1

In your work as a teacher trainer, which types of adult learners do you support? Check all that apply.¹	Count
Special education teachers	4
Parents	1
General education teachers	3
Related service providers (e.g., SLT, OT)	2
Building staff	2
Building administrators	2
Community leaders	0
District administrators	1
Other	0
In your current position, approximately how many adult learners do you support?¹	
<6	10
6–10	0
11–20	2
21–30	1
31–40	0
40+	1
For the teachers to whom you currently provide PD, what types of students with disabilities do they support? Select all that apply.	
Autism Spectrum Disorder	4
Blind/Low Vision	3
Deaf/Hard of Hearing	3
Deafblindness	2
Emotional Disability	2
Intellectual Disability	4
Multiple Disabilities	3
Orthopedic Impairment	1
Other Health Impairment	2
Specific Learning Disability	2
Speech Impairment	4
Traumatic Brain Injury	3
Non-categorical	2
For the teachers to whom you currently provide PD, in what types of settings do they teach students with disabilities? Check all that apply.¹	Count

Self-contained class	3
Inclusion consultant/specialist	1
Resource	2
Separate school	2
Homebound/hospital	1
Other: direct pull out for services	1

Delivery of PD

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	1	1	2
Presentation (less than 90 minutes)	1	1	2
Workshop (more than 90 minutes)	0	0	4
Multi-day workshop	0	1	2
For-credit course	0	0	2
Non-credit course	0	0	2

On what topics are you planning to provide PD to teachers this academic year?	Count
Comprehensive literacy instruction for students with significant disabilities	1
Instructionally embedded assessments, comprehensive literacy, SDI, math instruction	1
Classroom set-up and supports, selecting and implementing EBPs to support academics, deep dives into alternate standards	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 confident	Slightly confident	Moderately confident	Highly confident	N/A
Reading	0	2	7	5	0
Writing	0	2	8	4	0
Mathematics	0	5	8	1	0
Science	2	5	6	0	1

List two or three main goals related to your own professional growth with which you feel the SETTT for Success project will be able to assist.
To get better with the coaching cycle and provide clear PD
To increase ability to support teachers
To increase ability to support students with the most significant cognitive disabilities
To deliver PD focusing on collecting data for students with the most significant cognitive disabilities
To manage resources and time more efficiently

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.	Count
None	5
Technology-related course work (e.g., supporting students with assistive technology and designing technology-based instructional materials, reading UDL Deep Learning)	9

How many hours of professional development have you had in the past five years on general education content standards in each subject?

Subject	0 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21+ hours
Reading	1	4	4	2	1	2
Writing	1	4	4	2	1	2
Math	2	4	4	2	1	1
Science	5	3	6	0	0	0

Briefly describe the professional development for general education content standards in which you participated (as a learner).

Open responses included state-sponsored continuing education in the area of reading/writing, school- or district-level PD about content standards, special education, general education standards, common core standards, connecting general content standards with alternate standards, and writing IEP goals.

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 hours	1-5 hours	6-10 hours	11-15 hours	16-20 hours	21+ hours
Reading	4	4	2	0	0	4
Writing	4	4	2	0	0	4
Math	4	5	2	1	0	2
Science	9	2	2	0	0	1

Briefly describe the professional development for alternate content standards in which you participated.

Open responses included state-level SDI work and PLC for district leaders serving students with significant disabilities, math instruction for students with significant disabilities, Dynamic Learning Maps (DLM) professional development training, IEP goals, and aligning alternate content standards with general content standards.

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

How many hours of professional development have you had in the past five years on supporting teacher or adult learning?	Count
Briefly describe the professional development for supporting teacher/adult learning in which you participated. Open responses included state or district PD or coaching, online courses, unpacking the standards with ARC for students with disabilities, and training on adult learning.	

Other Experience

Briefly describe any building-, district-, regional, or state-level teacher learning initiatives that you are currently supporting (if any). Open responses included different kinds of training (e.g., reading, math, SEL training, special education, alternate assessment), SDI, and Safety Care Trainer (for de-escalation training of staff).
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Please list all licensures/certifications you hold. (Open response) Open responses included: Administrator (3) Behavior Analyst (1) Coaching (1) Instructional strategist (2) Special education (6) Early childhood education (3) Elementary education (9) Secondary education (7) Reading (3)

Please indicate your highest level of degree obtained.	Count
Bachelor	3
Masters	9
Specialist	2
Doctorate	0

In what subject area did you obtain your degree? Open responses included early child education, special education, elementary education, secondary education, literacy, liberal and professional studies, reading, multi-lingual education, and fine arts.

Trainer Demographics

What is your gender?	Count
Female	13
Male	1
What is your ethnicity?	
Hispanic/Latino	0
Non-Hispanic/Latino	14
Prefer not to say	0
What is your race?	
White	14
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?	
City	8
Town	2
Suburban	1
Rural	3

Coaching Satisfaction Survey Results for New Trainers

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
I felt prepared for each coaching session.	0	0	0	1	4
The coaching conversations addressed my needs and questions.	0	0	0	1	4
I knew what my goals were for each coaching conversation.	0	0	0	0	5
The coach understood my goals.	0	0	0	0	5
I was able to trust the coach.	0	0	0	0	5
The coach gave me new ideas about how to explore and use the SETTT for Success resources in my practice.	0	0	0	0	5
Reflecting on my current PD practice during coaching helped me identify ways I was using the SETTT for Success resources well.	0	0	0	1	4

Survey Item	1 Strongly Disagree	2	3	4	5 Strongly Agree
The coach gave me new ideas about how to use the SETTT for Success PD Planning Cycle in my practice.	0	0	0	1	4
The coach gave me new ideas about how to incorporate Universal Design for Learning (UDL) into my PD.	0	0	0	1	4
The coach helped me understand the TPACK+ components.	0	0	0	1	4
The coach helped me understand how to use TPACK+ components in my PD planning.	0	0	0	1	4
The coach helped me diagnose needs and develop PD goals with my teachers.	0	0	0	1	4
The coach helped me design PD for my teachers.	0	0	0	1	4
The coach helped me analyze post-PD data and reflect to plan for future PD for my teachers.	0	0	0	0	5
Working with the coach helped me plan the support I would need to implement the SETTT for Success PD Planning Cycle with my teachers.	0	0	0	0	5
The coach's feedback helped me improve my teachers' content knowledge and my teachers' instructional planning knowledge.	0	0	0	0	5

	Too Few	About the Right Number	Too Many
The number of coaching sessions was:	0	5	0
The length of the coaching sessions was:	0	5	0

Community of Practice Satisfaction Survey Results for New Trainers

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 for Success Community of Practice.	0	1	1	3	0
The SETTT for Success community discussions supported the content presented in the professional learning modules.	0	0	3	2	0
Getting to know other SETTT for Success participants gave me a sense of belonging to the community of teacher trainers.	0	2	2	1	0
I was able to form distinct impressions of some participants.	0	0	5	0	0
Online or web-based communication is an excellent medium for social interaction.	0	0	4	1	0
I felt comfortable conversing through the online SETTT for Success dashboard.	0	0	3	2	0
I felt comfortable participating in the online discussions.	0	0	2	1	2
I felt comfortable interacting with other SETTT for Success participants.	0	0	2	1	2
I felt comfortable disagreeing with other SETTT for Success participants while still maintaining a sense of trust.	0	1	2	0	2
I felt that my point of view was acknowledged by other SETTT for Success participants.	0	0	2	2	1
Online discussions helped me to develop a sense of collaboration.	0	0	4	1	0
Online discussions were aligned to the current focus of my work in the PD planning cycle.	0	0	5	0	0
Participating in the community was worth my time and effort.	0	0	4	1	0
I would go to the community in the future to ask questions, answer questions, or receive support.	0	2	1	2	0
I would go the SETTT for Success Community of Practice in the future to seek and share training resources.	0	2	1	2	0
I would recommend the SETTT for Success community to other trainers.	0	0	4	1	0

Resource Collection Satisfaction Survey Results for New Trainers

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	2	2
The collection offers resources for a variety of learners at varying levels of complexity.	0	0	0	2	3
The resources in the collection are customizable for a variety of classrooms and student needs.	0	0	0	2	3
I have increased my own knowledge by exploring the resources in the collection.	0	0	1	2	2
The size of the resource library is adequate for my own professional learning needs.	0	0	0	4	1
I would go to the resource collection in the future to answer my own content or teaching questions.	0	0	1	2	2
The resources in the collection adequately represent the range in academic content that my teachers teach.	0	0	1	3	1
The size of the resource library is adequate for my training planning needs.	0	0	1	3	1
The total time required to navigate and select resources from the collection is manageable.	0	0	0	4	1
Exploring the resources is worth my time and effort.	0	0	1	2	2
The resource collection is easy to understand and use.	0	0	0	3	2
I find what I need in the resource collection.	0	0	2	1	2
I intend to incorporate the resources in the collection into my professional development planning.	0	0	1	2	2
I intend to incorporate the resources in the collection into my professional development delivery.	0	0	1	2	2
I would recommend the resource collection to other trainers.	0	0	1	2	2

Technology System Usability Survey Results for New Trainers

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

Satisfaction with PL Modules Survey Results

Foundational Module: Presuming Competence	Agree or Strongly Agree
The module addressed content that is important for my personal learning.	6
The module addressed content that is important for my work with teachers.	6
The module helped me gain new knowledge about students with significant cognitive disabilities as learners.	5
Now that I have completed the module, I am interested in completing more modules in the SETTT for Success series.	6
The topics in the module supported content presented in other SETTT for Success modules.	1
Completing the module was worth my time and effort.	5
I intend to apply what I learned in the module to my practice of developing learning experiences for teachers.	6
Foundational Module: Universal Design for Learning	
The module addressed content that is important for my personal learning.	6
The module addressed content that is important for my work with teachers.	6
The module helped me gain new knowledge about students with significant cognitive disabilities as learners.	6
Now that I have completed the module, I am interested in completing more modules in the SETTT for Success series.	6
The topics in the module supported content presented in other SETTT for Success modules.	5
Completing the module was worth my time and effort.	6
I intend to apply what I learned in the module to my practice of developing learning experiences for teachers.	6

Note. A total of six trainers responded to most of the survey items. The groups of survey items with fewer than six trainers were marked with *.

Foundational Module: Comprehensive Academics	Agree or Strongly Agree
1. The module addressed content that is important for my personal learning.	6
2. The module addressed content that is important for my work with teachers.	6
3. The module helped me gain new knowledge about students with significant cognitive disabilities as learners.	5
4. Now that I have completed the module, I am interested in completing more modules in the SETTT for Success series.	6
5. The topics in the module supported content presented in other SETTT for Success modules.	6
6. Completing the module was worth my time and effort.	5

7. I intend to apply what I learned in the module to my practice of developing learning experiences for teachers.	6
Pedagogical and Content Knowledge*	
1. The module addressed content that is important for my personal learning.	5
2. The module addressed content that is important for my work with teachers.	5
3. The module helped me gain new knowledge about students with significant cognitive disabilities as learners.	5
4. Now that I have completed the module, I am interested in completing more modules in the SETTT for Success series.	5
5. The topics in the module supported content presented in other SETTT for Success modules.	5
6. Completing the module was worth my time and effort.	5
7. I intend to apply what I learned in the module to my practice of developing learning experiences for teachers.	5

Note. *A total of five trainers responded to the survey items.

PD Cycle: Diagnose Phase	Agree or Strongly Agree
1. The module addressed content that is important for my personal learning.	6
2. The module addressed content that is important for my work with teachers.	6
3. The module helped me gain new knowledge about students with significant cognitive disabilities as learners.	6
4. Now that I have completed the module, I am interested in completing more modules in the SETTT for Success series.	6
5. The topics in the module supported content presented in other SETTT for Success modules.	6
6. Completing the module was worth my time and effort.	6
7. I intend to apply what I learned in the module to my practice of developing learning experiences for teachers.	6
PD Cycle: Design Phase*	
1. The module addressed content that is important for my personal learning.	5
2. The module addressed content that is important for my work with teachers.	5
3. The module helped me gain new knowledge about students with significant cognitive disabilities as learners.	5
4. Now that I have completed the module, I am interested in completing more modules in the SETTT for Success series.	5
5. The topics in the module supported content presented in other SETTT for Success modules.	5
6. Completing the module was worth my time and effort.	5

7. I intend to apply what I learned in the module to my practice of developing learning experiences for teachers.	5
PD Cycle: Analyze**	
1. The module addressed content that is important for my personal learning.	3
2. The module addressed content that is important for my work with teachers.	3
3. The module helped me gain new knowledge about students with significant cognitive disabilities as learners.	3
4. Now that I have completed the module, I am interested in completing more modules in the SETTT for Success series.	3
5. The topics in the module supported content presented in other SETTT for Success modules.	3
6. Completing the module was worth my time and effort.	3
7. I intend to apply what I learned in the module to my practice of developing learning experiences for teachers.	3

Notes. *A total of five trainers responded to the survey items. **A total of three trainers responded to the survey items.

Trainer Professional Development Rubric

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
1a. Teacher learning goals directly relate to local opportunities and constraints.	<p>Diagnose Phase worksheet (opportunities and constraints, preliminary PD goals), Design Phase worksheet (refined PD goals)</p> <p>Coaching log—summary of session, coaching session agenda</p>	<p>Teachers will incorporate aspects of UDL into their academic lesson plans (based on a building-wide emphasis on UDL strategies).</p>	<p>There is no evidence that goals align to local opportunities and constraints.</p>	<p>Goals partially align to local opportunities and constraints.</p>	<p>Goals fully align to local opportunities and constraints.</p> <p>For returning trainers, PD cycle plans/trainer learning goals [may] continue from prior work in the diagnose phase, or new data may be collected and considered.</p>
1b. The teacher's learning goals are related to student achievement data.	<p>Diagnose Phase worksheet (what do the data show, preliminary PD goals), Design Phase worksheet (refined PD goals)</p> <p>Coaching log—summary of session, coaching session agenda</p>	<p>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).</p>	<p>There is no evidence that goals align to student achievement data.</p>	<p>Goals partially align to student achievement data.</p>	<p>Goals fully align to student achievement data.</p> <p>For returning trainers, PD cycle plans/trainer learning goals [may] continue from prior work in the Diagnose phase.</p>

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
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/what needs to change table, preliminary PD goals), Design Phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agenda	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.
1d. The teacher's learning goals are specific and measurable.	Diagnose Phase worksheet (preliminary PD goals), Design Phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agendas	Teachers will design and implement five inquiry-based lessons in math and science when teaching about 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.

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
<p>1e. The teacher learning goals build teacher capacity for future comprehensive academic instruction (CAI).</p>	<p>Diagnose Phase worksheet (preliminary PD goals), Design Phase worksheet (refined PD goals) Coaching log—summary of session, coaching session agendas</p>	<p>Goals focus on a specific academic content area. Goals build a foundation for future improvements in academic instruction for students.</p>	<p>Goals do not focus on academic content (e.g., functional skills) or building teacher capacity to implement future CAI.</p>	<p>Goals only partially focus on academic content or building teacher capacity to implement CAI.</p>	<p>Goals fully focus on academic content or building teacher capacity to implement CAI.</p>
<p>1f. The PD plan assures teacher engagement with the PD content through active learning strategies.</p>	<p>Design Phase worksheet (learning activities column of PD plan) Coaching log—summary of session, coaching session agendas</p>	<p>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</p>	<p>The PD plan does not include active learning strategies.</p>	<p>The plan includes limited examples of active learning strategies.</p>	<p>The plan includes extensive examples of active learning strategies.</p>

Component	Artifacts to Consider	Examples	Not Apparent (0)	Emerging (1)	Evident (2)
1g. The PD plan includes high-quality resources that support attainment of the teacher learning goals.	Design Phase worksheet (resources column of PD Plan) Condensed worksheet Coaching log—summary of session, coaching session agendas	The plan includes resources from the SETTT for Success resource library. The plan includes other resources that meet SETTT for Success 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.

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).

Site-Level Implementation Drivers

Code	Definition
Adaptation	Modifications to accommodate specific site contexts and requirements
Attrition	Participants and/or other site staff leave their position and/or discontinue participation
Communication	Methods or styles of communication among sites and/or participants
Facilitative administration	The site has structures and processes in place that support implementation
Leadership	Influence of site and/or SEA leadership with respect to implementation
Organizational climate	Attitudes among site staff, and/or socio-political and community-level beliefs that impact implementation
Organizational structure	Configuration of sites that impact implementation
Problem-solving	Participants attempt to address and work around barriers to implementation
Selection/recruitment	Staff selected to serve as site leads and trainers have the knowledge, skills, and/or dispositions for successful implementation

Note. Codes adapted from Fixsen et al. (2005).