

# Using the SETTT for Success PD Cycle to Plan Effective Professional Development

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**CEC 2025**   
SPECIAL EDUCATION  
CONVENTION & EXPO

**BALTIMORE**

MARCH 12-15, 2025

# Today, we will...

- Learn how SETTT for Success supports trainers of teachers plan relevant, academic-focused PD
- Walk through the SETTT for Success PD cycle
- Apply the SETTT for Success PD cycle on your own or in small groups

# Imagine if...

- Meet Alex
  - Teacher leader
  - New trainer
  - Two years of decreasing alternate assessment scores in math and science
  - District push for cross-curricular planning (e.g., integrating math and science)
- *Where does Alex start?*

# Introducing SETTT for Success

- Teachers need support to plan meaningful academic instruction for students with extensive support needs (ESN).
- Trainers of teachers of students with ESN also need support in designing relevant, engaging PD that leads to teacher change in practice.
- SETTT for Success targets teacher change in comprehensive academic instruction.



# Comprehensive Academic Instruction

- Comprehensive academic instruction as defined by SETTT for Success
  - Building conceptual understandings across and within content areas to know when, why, and how to apply knowledge to solve problems and answer questions
  - Emphasizes connections between multidimensional standards

# Comprehensive Academic Instruction - Examples

- Within a content area
  - Read a story about a character with a garden
  - Identify main idea and supporting details
  - Write about a garden they would like
- Across content areas
  - ELA: Read an informational text about plants
  - Science: Learn how plants get nutrients to grow, make a claim
  - Math: Take measurement data to support a claim

# SETTT for Success Project

- Supports trainers of teachers of students with ESN with flexible yet systematic ways to design effective, relevant PD for teachers
- Several components to trainer professional learning
  - Online, self-directed modules
  - Individualized coaching
  - Virtual community of practice
  - SETTT Resource Collection

# SETTT for Success PD Cycle: ADDIE SETTT Go

- *analyze* data to determine teacher PD needs and trainers' own learning
- *design* with the end in mind, determine how to evaluate the PD
- *develop* the PD
- *implement* the PD
- *evaluate* the effectiveness of the PD.





# Theory of Change: Intended Outcomes

- Trainers
  - Knowledge of comprehensive academic instruction
  - Knowledge of PD approach
  - Able to implement PD cycle with fidelity
- Teachers
  - Increase knowledge, skills, etc. (within PD)
  - Intent to implement practices
  - Meet the learning goals for the PD they received (could be after PD)

# Did trainers increase their knowledge?

TPACK Component	Year 2 (N=8)	Year 3 (N=5)
	Cohen's d	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  $p < .05$ .

# 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%

# What We've Learned

- SETTT for Success supports trainers in designing meaningful, relevant PD supporting comprehensive academic instruction for teachers of students with ESN

[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.

I thought the modules were great for PD planning, and I thought they were pretty easy to navigate.

# How trainers have used SETTT for Success

- Working toward a long-term vision to adopt a more rigorous and coherent academic curriculum
  - Short-term goals: Shift teacher beliefs about what their students can accomplish academically and why that is important
- Learning more about entry points for measuring student learning, progress monitoring, and supporting resources
  - Short-term goals: Increase teacher data-based decision-making knowledge
  - Develop a toolkit of resources to support instructional decision-making

# Using ADDIE SETTT Go: Alex's Analyze Phase

- Reviews alternate assessment data (DLM)
  - ELA higher than math and science
  - More difficulty in representing and interpreting data displays in math
- Gives a teacher survey
  - Teachers less comfortable with using data or models
  - Teachers wanted more instructional strategies for these
- Sets ultimate goal for teachers
  - Teachers will design and implement effective instructional strategies in math and science when using data displays and models

# Alex's Analyze Phase, cont'd

- Sets own professional learning goal
  - Learn more about how to effectively teach adults

# Alex's Design Phase

- Uses KASAB (Killion, 2008) to develop learning objectives
  - Knowledge, Attitudes, Skills, Aspirations, Behavior
- Develops three teacher learning objectives
  - Understand effective science teaching using inquiry
  - Identify bundle of math and science standards using data displays and design a lesson
  - Design and implement lesson



# Organizing Goals and Objectives

- KASAB model (Killion, 2008)

<b>Knowledge</b>	<b>Attitudes</b>	<b>Skills</b>	<b>Aspirations</b>	<b>Behavior</b>
Teachers gain a conceptual understanding of content, information, and procedures.	Teachers believe in the value of particular information, strategies, processes, or actions.	Teachers know how to use and apply their knowledge.	Teachers tap into their internal motivation as they engage in a particular practice.	Teachers consistently apply knowledge, skills, and practices with their students.

# Alex's Design Phase, cont'd

- Writes evaluation questions to determine if his PD was effective
  - Can teachers identify characteristics of inquiry science teaching?
  - Can teachers identify a bundle of math and science standards that incorporate data displays to design an inquiry lesson?
  - Can teachers design and implement an inquiry lesson?
- Decides when/how to collect data to answer questions

# Alex's Develop Phase

- Searches Resource Collection for activity ideas and resources for his own learning
- Drafts learning activities for teachers
- Determines trainer and teacher actions within them
  - Ties to PD learning objectives
- Records resources used

# Alex's Implement Phase

- Reflects before and after his PD
  - *Before I start, do I need any support with facilitation?*
  - *After I've delivered my PD, did it go as planned?*
- Considers SETTT resources available for facilitation strategies

# Alex's Evaluate Phase

- Evaluates the effectiveness of his PD
  - Reflects and analyzes PD data for each evaluation question
  - Interprets each result
  - Reflects on entire PD cycle by reviewing all interpretations, synthesizing what was learned, and thinking about next steps
- Reflects on what he learns
  - Flipped classroom model worked well
  - More time on student supports

# Using ADDIE SETTT Go: Activity



- Apply the SETTT for Success PD cycle
  - Use your local context, or
  - Use a case study
- Use SETTT for Success PD cycle worksheet to organize your ideas within ADDIE SETTT Go
  - Handout or Google link
  - May work with a partner or small group
- Large-group share-out

# Wrap-Up

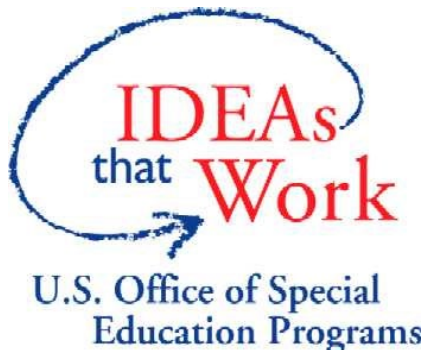
- What questions do you have?
- What is one idea you can take away and apply in your context?

# THANK YOU!

To learn more, visit our website:  
<https://settt.atlas4learning.org/>

Learn how other sites have used SETTT  
for Success!

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This project is supported by the Office of Special Education programs, U.S. Department of Education, through Grant H327S200015 to University of Kansas. The opinions expressed are those of the authors and do not represent views of the U.S. Department of Education.