

# Extending Impact Through Cross-District Coaching



**ASPEN REGIONAL SERVICE AGENCY**

Midwest| Mulit-District| Single Trainer

## Background

A single trainer in a Midwestern state provides consulting, coaching, and professional development (PD) across several school districts. While supported by a regional service agency, the trainer independently develops and delivers PD.

The trainer has experience working with students with significant cognitive disabilities and supporting teachers who are familiar with group learning formats and collaborative strategies. Additionally, the trainer has administrative support, a budget for training materials, and time designated for PD.

## Opportunities and Challenges

The trainer faced some distinct challenges. Teachers lacked a clear understanding of the Essential Elements and the concepts they represent, and many were unfamiliar with UDL and how to apply it to instruction. Additionally, implementation of prior training had been inconsistent, and some teachers had low expectations for student learning or lacked strategies to effectively teach students with complex support needs.

Despite these challenges, the site was well positioned to engage with the SETTT for Success framework and to introduce a more structured approach to PD, through cycles of planning, delivery, reflection, and adjustment. Along with coach support, the trainer set a clear goal of equipping teachers with practical instructional tools for content areas, while also building a conceptual understanding of teaching practices that presume competence, including Universal Design for Learning (UDL) and individualized supports.

### Support for Trainers

- Provided coaching support to guide implementation of SETTT for Success PD cycles
- Supported use of pre- and post-assessments to inform PD planning and refinement
- Assisted in interpreting teacher feedback and survey data to adjust PD focus
- Reinforced application of Universal Design for Learning (UDL) and strategies that presume competence
- Supported planning for future PD cycles based on identified instructional needs

## Trainer Accomplishments

Following two SETTT for Success PD cycles, pre- and post-quizzes and surveys showed increased teacher understanding in several areas. These included the belief that all students can learn academic content, the use of UDL principles in instruction, conceptual approaches to teaching the Essential Elements, and the use of data to monitor student progress and adjust instruction.

Using feedback from the first PD cycle, the trainer planned a subsequent cycle to focus on writing instruction that reached beyond foundational skills to writing as a meaningful form of communication. Following the training, teachers applied the writing model across multiple settings and reported that students were more actively engaged in writing.

## Trainers' Goals for the Future

The trainer plans to continue using the SETTT for Success framework to support teachers in designing instruction that is both rigorous and accessible. Moving forward, the focus is to sustain student growth and continue strengthening teacher expectations, reinforcing the belief that all students are capable of meaningful academic learning when given access to high-quality instruction.