SETTT FOR SUCCESS: PRESUMING COMPETENCE

LEARNING OBJECTIVES

1) Participants will understand what it means to presume students are competent learners.
2) Participants will define strategies that support presuming competence for all learners.
3) Participants will describe how assumptions of what students can and cannot do impact our understanding of them as learners.

This guide describes the preparation, flow, and materials for a professional learning experience on comprehensive academic instruction. Facilitators should use the PowerPoint slides and corresponding notes to facilitate this professional learning. Small group discussion activities are included in the PowerPoint slides, along with potential responses.

THE MODULE AND ACTIVITIES WILL TAKE APPROXIMATELY 35–40 MINUTES.

Setting Up

Equipment

✓ Facilitator computer to display PowerPoint slides
✓ LCD projector with sound systems to play embedded video clips
✓ A method for recording responses during group discussion
  o Examples include large chart paper, whiteboard, sticky notes, or polling software to record responses

Training materials (agenda, any handouts or worksheets)

- ✓ Agenda
- ✓ PowerPoint slides
- ✓ Evaluation survey

Agenda

Time (Minutes)	Section	Content	Activity
2–3	Section 1: Introduction	Introduction to module, learning objectives	(No content)
10–15	Section 2: Presuming Competence	Participants will understand the least dangerous assumption of presuming competence and the implications of presuming competence, or not, for students.	Small group discussion: Reflect on the video of Rosie. What are two ways that illustrate how Rosie's teachers presume she is capable of learning?
7–10	Section 3: Instructional Strategies	Participants will learn instructional strategies in different content areas that presume students are capable of learning.	Small group discussion: Think about the greatest challenges you or teachers you know have with engaging learners. Identify one example of how teachers can provide multiple means of engagement when planning lessons or activities, **or** choose an example of how you can use multiple means of engagement in planning your professional development (PD).

Time (Minutes)	Section	Content	Activity
	Section 4: Wrap-up	Closing information	(No content)

ACTIVITIES OVERVIEW (APPROXIMATELY 35–40 MINUTES)

Section 1—no activity

Section 2—Presuming Competence

Small Group Discussion

Question

1) Reflect on the video of Rosie. What are two ways that illustrate how Rosie's teachers presume she is capable of learning?

Potential responses could include:

- Rosie is a part of the class and a part of classroom activities.
- Rosie recites the pledge of allegiance with her class.
- Rosie is a part of the reading lesson.
- Rosie eats lunch with the class.
- Rosie plays on the playground with her classmates.
- One teacher says: "I can't tell who's regular ed and who's special ed."
- Rosie is engaged in math activities.
- Rosie plays checkers with a teacher.

Section 3—Instructional Strategies

Small Group Discussion

Question

1) Reflect on what presuming competence means in designing instruction. Think about a time when you or someone you know acted in a way that demonstrated low expectations for students. What would have been different if they, or you, had presumed competence in their student?

Potential responses could include:

Think about a time when someone you know acted in a way that demonstrated low expectations.

- Any example reflecting low expectations or putting a ceiling on student learning
- Any example where a teacher or other adults talk about students using deficit language (e.g., "the student can't learn this," "the student can't do that")
- Any example describing students not having access to communication or other supports (e.g., "the student can't talk, so he can't be in that class")

What would have been different if that person had presumed competence?

- Any example where a student could have shown that they could do more than the adults thought possible
- Any example reflecting high expectations
  - Any example where a teacher or other adults talk about students from strengths-based perspectives (e.g., "the student could do this with the right supports")
  - Any example describing what students can do with supports

EVALUATION SURVEY

Use the following questions to evaluate your PD.

SETTT for Success Professional Development Evaluation Survey

Thank you for your time, input, and expertise during your participation at today's professional development. Complete the following feedback survey. Your feedback is valuable!

Indicate your level of agreement with the following statements.

1) The PD experience addressed content that is important for professionals working with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
2) The PD experience presented me with new ideas to improve my work with students with significant cognitive disabilities.	Strongly Disagree	Disagree	Agree	Strongly Agree
3) I intend to apply what I learned in this PD experience to my professional practice.	Strongly Disagree	Disagree	Agree	Strongly Agree
4) Completing this PD experience was worth my time and effort.	Strongly Disagree	Disagree	Agree	Strongly Agree
5) How will you apply what you learned in this PD experience to your own professional practice? (optional)				

Adapted from Dynamic Learning Maps (2022)

Additional Questions

Indicate your level of agreement with the following statements.

1)	The overall goals and objectives for the PD experience were clear.	Strongly Disagree	Disagree	Agree	Strongly Agree
2)	The trainer was knowledgeable about the PD content.	Strongly Disagree	Disagree	Agree	Strongly Agree
3)	The trainer was effective at guiding teachers through the PD content.	Strongly Disagree	Disagree	Agree	Strongly Agree
4)	The technology used during the PD contributed to my learning.	Strongly Disagree	Disagree	Agree	Strongly Agree
5)	The resources provided during the PD experience will be useful in the future.	Strongly Disagree	Disagree	Agree	Strongly Agree
6)	The length of the PD experience was appropriate.	Strongly Disagree	Disagree	Agree	Strongly Agree

Adapted from Dynamic Learning Maps (2022)