



Trainer Guide

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SETTT for Success Trainer Guide

Purpose of the Project

SETTT for Success is designed to improve trainers' design and delivery of professional development for special education teachers so that teachers can design and deliver effective academic instruction for students with significant cognitive disabilities. SETTT for Success targets improvements in how trainers design and deliver teacher professional development, using a flexible model that accounts for local needs and priorities. The SETTT for Success model leverages evidence-based PD practices to implement effective professional learning for trainers as they design and deliver PD for teachers.

This guide includes:

- the multi-phase PD approach that trainers use to plan and implement PD
- activities for trainers to complete at each phase
- resources that trainers can use

What SETTT for Success does not cover:

SETTT for Success is **not** a “train-the-trainer” model and should not be used as a step-by-step manual for training others. It also does **not** include coaching methods—those resources are provided separately in the SETTT for Success Coaching Guide. SETTT for Success focuses on how trainers design and deliver PD, specifically on supporting trainers in applying a flexible PD planning approach, not on instructing them in how to deliver training or coaching themselves.

Being a SETTT for Success Trainer

You have decided to use the SETTT for Success PD approach to plan and deliver PD. So now what? The information below provides a summary of the specific activities that you can do as a SETTT for Success trainer, as detailed in this guide:

- Complete a series of self-directed learning modules and activities that will take approximately 1–2 hours for the foundational modules and approximately 5 hours for each phase of the SETTT for Success PD cycle—Analyze, Design, Develop, Implement, and Evaluate.
- Receive coaching at each phase in the PD cycle as you plan, implement, and evaluate PD for teachers. You can decide what academic content to focus on and what teacher learning goals to target.
 - » Note: You may not have access to coaching. That's okay! If you do not have a coach and want to self-coach, you can use the SETTT for Success coaching guide to use coaching questions and prompts to self-evaluate your work.
- Use a collection of high-quality, free resources that may be used for teacher PD. The collection includes resources in English language arts, mathematics, and science, plus other topics that support academic instruction.

The SETTT for Success PD Cycle: ADDIE SETTT Go!

The ADDIE framework is a common framework used to design and evaluate instruction, and it can be used to design and evaluate professional learning. Five phases are outlined below. The SETTT for Success project uses the phases in the ADDIE framework and describes how they apply to planning PD for students with significant cognitive disabilities.

Throughout the PD cycle, trainers use the SETTT for Success resources to

- analyze data to determine PD needs and priorities for teachers and for their own professional learning
- design with the end in mind, determining how to evaluate teacher learning
- develop a plan for implementing effective, academic-focused PD
- implement the PD
- evaluate the effectiveness of their PD, as well as plan for future PD

The SETTT for Success PD cycle is represented in Figure 1.

Figure 1. SETTT for Success PD Cycle



PD cycles can be small (e.g., planning for a single workshop) or large (e.g., planning for a series of PLC meetings and activities). The size of the PD cycle depends on the learning goal. You can review [examples of PD cycle planning](#) (see also Appendix A).

How Do I Get Started?

The following section outlines PD cycle activities for trainers going through their first PD cycle and then subsequent PD cycles in the SETTT for Success approach.

Table 1. *PD Cycle Activities Within the SETTT for Success Professional Learning Approach*

Topic & Objectives	Recommended Activities: First cycle	Recommended Activities: Second cycle and beyond
Foundational Learning	☐ Three foundational self-directed modules	First cycle only
Preparation & Pre-Planning for the first PD cycle	☐ PD Cycle worksheet ☐ Coaching	Pre-planning and Analyze completed during Evaluate phase from First cycle
Analyze - Consider local opportunities and constraints. - Use data to make decisions on what to prioritize for teacher PD. - Develop teacher PD learning priorities. - Develop your own professional learning goals.	☐ Self-directed module ☐ PD Cycle worksheet: Analyze section ☐ Coaching	
Design - Refine teacher PD goals. - Determine how you will know if PD was effective.	☐ Self-directed module ☐ PD Cycle worksheet: Design section ☐ Coaching	
Develop - Plan learning activities for PD. - Identify resources for learning activities. - Sequence learning activities.	☐ Self-directed module ☐ PD Cycle worksheet: Develop section ☐ Coaching	☐ Condensed PD Cycle worksheet: Develop and Implement sections ☐ Coaching
Implement Implement PD according to plan.	☐ Self-directed module ☐ PD Cycle worksheet: Implement section ☐ Coaching	
Evaluate - Analyze data to evaluate PD. - Use results to identify teacher learning.	☐ Self-directed module ☐ Post-PD survey data spreadsheet ☐ PD Cycle worksheet: Evaluate section ☐ Coaching	☐ Condensed PD Cycle worksheet: Evaluate section ☐ Coaching

Preparation and Pre-Planning

Foundational Modules

Trainers in their first cycle can complete three foundational modules to provide a foundation of knowledge around expectations for students, their teachers, and the SETTT for Success model.

If you are collaborating with other trainers at your site, we recommend that all trainers complete the foundational modules independently before moving to the next step.

Table 2. *Names and Descriptions of the Foundational Modules*

Module	Description
1. Presuming Competence	This module describes the characteristics of students with significant cognitive disabilities and what instructional approaches result in high expectations for these learners.
2. UDL Framework	The second module describes how Universal Design for Learning (UDL) supports trainers and teachers as learners.
3. Comprehensive Academic Instruction	The third module defines comprehensive academic instruction and why it is important for students with significant cognitive disabilities.



Each foundational module will take **15–30 minutes** to complete, depending on whether you can work without interruption or distractions.

After you (and any collaborating trainers in your site) complete the foundational modules, you can meet with your coach to begin pre-planning. The PD cycle consists of a pre-planning step and then the five phases of ADDIE SETTT Go.

PD Cycle Worksheet

Teachers can complete [SETTT for Success PD cycle worksheets](#) that guide them through activities in each phase of the PD cycle. You can download the worksheets and save them in a familiar location to return to as each phase is completed. If working with a coach, choose a location where both of you can access them. [Example completed worksheets](#) are available for trainers.

Example worksheets are also found on the [SETTT for Success website](#).

Pre-Planning

After completing the foundational modules, you can complete the pre-planning section of the worksheet prior to the meeting (see the following paragraph). The pre-planning section will guide your thinking on when and how PD will be delivered, and you can complete a draft timeline for your PD cycle based on when you want to deliver the PD. See Appendix A for examples of PD cycle planning ideas. If you are meeting with a coach, complete this step before the coaching session.

PD Cycle Modules

There are six modules that support your design and implementation of a SETTT for Success PD cycle. The first module introduces ADDIE SETTT Go! The remaining modules correspond to each phase in the PD cycle. Time estimates for completing each module are included.

Table 3. *PD Cycle Modules*

Module	Description and Focus
1. ADDIE SETTT Go!	Introduction to SETTT for Success PD cycle. Time estimate: ~15–30 minutes
2. Analyze	Determine PD priorities and your own professional learning priorities. Time estimate: ~30–60 minutes
3. Design	Write and refine teacher learning goals and write evaluation questions that effectively measure teacher learning of the PD goal. Time estimate: ~30–60 minutes
4. Develop	Develop tailored, evidence-based, academic-focused PD aligned to site learning priorities using SETTT for Success resources. Time estimate: ~30–60 minutes
5. Implement	Implement PD. Time estimate: ~15 minutes
6. Evaluate	Evaluate the effectiveness of PD. Time estimate: ~15–30 minutes

Each PD cycle module has a corresponding section in the worksheet to guide you through the activities within each phase. Each trainer can complete each module independently and complete the corresponding sections of each worksheet. If working in a group, trainers may find it helpful to complete the modules together, pausing and discussing key points along the way. This is also a great way to collaborate on the worksheets as you are completing the sections necessary for planning.

The following tables contain a brief overview of each module and the activities within each, along with supporting resources.

Analyze Phase

Table 4. *Analyze Phase Module*

Goal	Recommended Activities	Supporting Resources
1. Use data to identify goals for teacher professional development and your own personal learning. 2. Identify local constraints and opportunities. 3. Use data to make decisions on what to prioritize for teacher PD. 4. Develop first draft of teacher PD learning priorities. 5. Write trainer professional learning goals.	Complete all sections of the Analyze portion of the worksheet. Locate local student assessment data.	If you are located in a state that uses DLM assessments, locate DLM assessment data and complete the DLM assessment data spreadsheet. If your state does not use DLM assessments, locate the assessment data that is available to you, including all reports and data summaries

Design Phase

Table 5. *Design Phase Module*

Goal	Recommended Activities	Supporting Resources
Refine teacher PD goals and determine how you will evaluate the effectiveness of your PD. 1. Refine teacher PD goals. 2. Determine how you will know if the PD was effective and if teachers learned what you intended.	Complete all sections of the Design portion of the worksheet.	SETTT for Success Professional Development Evaluation Survey Questions (see Appendix B)

Develop Phase

Table 6. *Develop Phase Module*

Goal	Recommended Activities	Supporting Resources
Plan your PD. Describe the learning activities within the PD, what trainers and teachers will be doing during the PD, and supporting resources.	Complete all sections of the Develop portion of the worksheet.	Examples of PD learning activities

Implement Phase

Table 7. *Implement Phase Module*

Goal	Recommended Activities	Supporting Resources
Implement your PD according to your plan.	Complete all sections of the Implement portion of the worksheet.	Strategies of Effective PD Implementation

Evaluate Phase

Table 8. *Evaluate Phase Module*

Goal	Recommended Activities	Supporting Resources
Analyze and interpret post-PD data to determine next steps for future PD, strengths, and areas to improve and identify teacher PD learning goals for the next PD cycle.	Complete post-PD Survey Data spreadsheet. Complete all sections of the Evaluate portion of the worksheet.	ADDIE SETTT Go self-evaluation tool (see Appendix C)

Additional Resources to Support the PD Cycle

Resource Collection

The SETTT for Success resource collection contains open education resources that are freely available online. As part of the SETTT for Success project, staff screened each item in the collection to ensure it is of high quality and supports the ultimate goal of improving academic instruction for students with significant cognitive disabilities. Many items in the collection are designed for your use during PD with teachers. Some resources could be appropriate for teachers to use with students or for you to use in your own learning.

Depending on the PD cycle phase, you'll likely look for and use resources for different purposes. For example, as you are looking at teacher and student data in the Analyze phase, there might be an aspect of the data that you need to learn more about (like student communication needs or different approaches to reading that are successful with this population). Filters and search options can help you locate what you need.

You can access the collection at settt.atlas4learning.org/resources. There is a link on the SETTT for Success Resource Collection page on the SETTT for Success website.

Coaching

If you have a coach, you can receive coaching support at the pre-planning phase and each phase of the PD cycle. In your first cycle, you can meet with your coach at the end of pre-planning and the end of each PD cycle phase, for a total of six recommended conversations. You may also reach out to your coach via email at any time to ask questions, request asynchronous feedback on a worksheet, or request an additional conversation. Your coach can review your worksheets before meeting to help facilitate the coaching conversation.

Coaching, including self-coaching, can help you with the following:

- Questions about PD cycle phases
- Your draft ideas in the worksheets
- Setting deadlines to ensure you complete the entire PD cycle
- Identifying resources to support your PD design and learning goals
- Problem-solving any challenges you encounter
- Reflecting on your professional development experience



Help your coach be ready to help you! Complete your worksheets or draft questions prior to scheduling a coaching session.

After Your First PD Cycle

PD cycle activities are condensed after the first cycle. There are no additional self-directed modules for trainers to take in their second cycle. The Evaluate phase in the first PD cycle sets up the next cycle. Trainers may use a [condensed trainer worksheet](#) to complete SETTT for Success PD cycle activities. An [example completed worksheet](#) is also available. Trainers can still meet with their coach, but coaching support is tailored to individual needs. You and your coach can establish the frequency of your coaching sessions. Trainers may use the [ADDIE SETTT Go self-evaluation tool](#) to evaluate their progress at each phase. You may grow from developing, to practicing, and to extending trainers at different rates at each phase. Coaching support might be more intensive for phases where trainers are still developing or practicing.

Appendices

- A. SETTT for Success PD Cycle Planning Examples
- B. SETTT for Success Professional Development Evaluation Survey Questions
- C. ADDIE SETTT Go! Self-Evaluation Tool
- D. Condensed Worksheet for Subsequent PD Cycles

Appendix A

Examples of SETTT for Success PD Cycle Planning

Workshop Model: Spring and Fall Cycles

Month	Resource Collection	Trainer modules	Coaching	COP	Teacher PD
Project Year Begins					
1					
2		Foundations			
3		Analyze, Design			Analyze, Design
4		Develop, Implement			Develop, Implement PD1
5		Evaluate			Evaluate
6					
7		Optional Extensions			
8					Analyze, Design, Develop
9					
10					Implement PD 2, Evaluate
11		Optional Extensions			Analyze
12					Design, Develop, Implement PD 3
Project Year Ends					
1					Evaluate

Professional Learning Community (PLC) Model: Mid-Year Launch

Month	Resource Collection	Trainer modules	Coaching	COP	Teacher PD
Project Year Begins					
1		Foundations, Analyze			Analyze
2		Design, Develop			Design, Develop
3		Implement			Implement
4					Implement
5					Implement
6					Implement
7					Implement
8		Evaluate			Evaluate
9		Optional Extensions			
10		Optional Extensions			Analyze, Design, Develop
11					Implement
12					Implement
Project Year Ends					
1					Implement

note: shaded cells indicate activity; text conveys further information

Appendix B
SETTT for Success Professional Development
Evaluation Survey Questions



Professional Development Evaluation Survey Questions

Thank you for your time, input, and expertise during today's professional development (PD). Please complete the following feedback survey. Your feedback is valuable!

Please 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)	Written description

Adapted from Dynamic Learning Maps® (2022)

Additional Questions

Please 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)

Appendix C

ADDIE SETTT Go! Self-Evaluation Tool



ADDIE SETTT Go! Self-Evaluation Tool
Trainers Developing Proficiency with SETTT for Success PD Cycle

	Developing trainers can...	Practicing trainers can...	Extending trainers can...
Analyze	With coach support, identify data sources to determine student and teacher needs (knowledge) and interpret assessment data (skills) With coach support, identify PD priorities (behavior) With coach support, identify their own professional learning goal (behavior)	Identify PD priorities that are informed by data, including evaluation data in the previous cycle, and that reflect local opportunities and constraints (behavior) Identify their own professional learning goal and the steps needed to reach the goal; the goal will support their ability to implement the PD in this cycle (behavior)	Identify additional data that could be collected and paired with evaluation data in previous cycles to determine new PD priorities (behavior)
Design	With coach support, use KASAB framework to classify PD goals (skills) With coach support, write teacher PD goals from identified needs and priorities (behavior) With coach support, write an evaluation plan that includes the required evaluation question, data sources, and how and when to analyze data sources (behavior)	Write teacher PD goals that can be classified using KASAB and that address identified needs and priorities (behavior) Write at least one additional evaluation question that measures a teacher learning goal in an evaluation plan (behavior)	Write a long-term teacher PD goal for teacher change and a series of objectives that support progress to the long-term goal and build through KASAB (behavior) Create additional evaluation questions aligned to short-term objectives and a long-term goal in a PD cycle (behavior)

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	Developing trainers can...	Practicing trainers can...	Extending trainers can...
Develop	With coach support, plan PD learning activities (behavior) With coach support, use recommended resources to design PD learning activities (skills) With coach support, sequence learning activities (skills)	Choose resources that support attainment of PD goals (behavior) Write a PD plan with clear connections to evaluation questions and teacher PD goals (behavior)	Select and use resources that are vetted and support development of learning activities that reflect teacher PD goal(s), aligned KASAB category, and evaluation (behavior) Write a PD plan with clear connections to short-term and long-term goals that incorporate a PD series (e.g., PLC topic with asynchronous activities that informs another PLC) (behavior)
Implement	Implement PD according to what they planned (behavior)	Use facilitation strategies to keep adult learners engaged and on track during PD to meet PD goals (behavior)	Adapt in the moment to address challenges or build on teacher discussion while meeting PD goal(s) (behavior)
Evaluate	With coach support, summarize PD results using the evaluation plan (skills) With coach support, interpret each result (skills) With coach support, reflect on results to produce ideas for future PD and trainer learning (behavior)	Summarize PD results accurately and completely using the evaluation plan (skills) Interpret each result (skills) Reflect on results to produce ideas for future PD and trainer learning that are reasonable next steps (behavior)	Interpret and reflect on PD data to evaluate progress toward ultimate student and teacher goals; adjust long-term plans as needed (behavior) Use PD results and evidence of teacher change to inform local decisions (create broader change; behavior)