Supporting Trainers in the Design and Delivery of Quality Professional Development for Teachers of Students with Significant Cognitive Disabilities

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decimal.Decimal}

exceptionalchildren.org
• SETTT will
  • improve trainers’ design and delivery of professional development for teachers
  • so that teachers will design and deliver effective academic instruction for students with significant cognitive disabilities.
SETTTT focuses on:

- Teacher Trainers
  - Provide learning experiences that lead to improved classroom instruction.

- Special Education Teachers
  - Incorporate academic instruction and technology to improve student learning.

- Students with Significant Cognitive Disabilities
  - Expanded learning opportunities in the classroom.
<table>
<thead>
<tr>
<th><strong>US DOE OSEP grant</strong></th>
<th>• Supports PK-12 teacher learning through support of in-service trainers</th>
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<tbody>
<tr>
<td><strong>5-year grant period</strong></td>
<td>• Provides virtual professional development, coaching, and a COP for teacher trainers</td>
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<td><strong>Supports teacher trainers</strong></td>
<td>• Will increase trainers’ capacity to support remote learning environments incorporating UDL, specifically for students with significant cognitive disabilities</td>
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<tr>
<td><strong>Three Partner States</strong></td>
<td>• Rhode Island, Maryland, Iowa</td>
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SETTT for Success: ATLAS at University of Kansas
Why this work matters

To meet higher expectations and pursue new postsecondary opportunities, students with significant cognitive disabilities are expected to learn more in academic subjects including:

• Comprehensive literacy instruction
• Writing in which students generate, organize, and translate their ideas into a coherent text that can be understood by others
• Mathematics conceptual understanding
• Using multidimensional science standards.

Multidimensional approaches to academic instruction

• are comprehensive
• emphasize conceptual and procedural understanding and use

This project differentiates academic instruction from instruction that targets mastery of isolated skills.
Project Timeline

Years 1-2: Development Sites
- Rhode Island districts collaborate to co-develop platform, resources, and professional learning model
- Two more development sites added in Year 2

2021–2022

2023–2024

Years 3–4: Pilot Sites
- Four additional sites will use SETTT resources, participate in professional learning, and design and deliver teacher training

Year 5: Dissemination Sites
- Ten additional sites will adopt and use SETTT, supported by the ongoing community of practice

2025
Rhode Island: Y1 Partnership

- RI Department of Education had already begun efforts to create a state-wide teacher network for special education educators
- State Lead chose SETTT development districts based on the training they were already doing with teachers around academic expectations for students with significant cognitive disabilities
- State Lead made sure to hold monthly meetings and assured flexibility for teacher/trainer participation
One Trainer’s Story

• Needs to design and deliver professional development for teachers
• Focused on academic literacy instruction for students with significant cognitive disabilities
• She researches and decides to draw from:

Who will help? I will help. I will help load the dishwasher.
## SETTT Trainer Profile

<table>
<thead>
<tr>
<th>Personal/ Professional Considerations</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Top Priorities</strong></td>
<td>“Wears many hats”, juggles responsibility; communicates with many different audiences; Shares expertise, creates a culture for collaboration; acts as a “change agent”</td>
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<tr>
<td><strong>Day in the Life</strong></td>
<td>Has knowledge and authority, leads others in order to increase their teaching ability and agency; Manages a challenging schedule; plans PD that is responsive, flexible, and impactful; Finds the right resources; reflects regularly and refines his/her practice</td>
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<tr>
<td><strong>Technology: Experience and Knowledge</strong></td>
<td>Teaches using technology; keeping up with latest tech innovations for teaching; Becoming familiar with a wide range of assistive technologies required by students; Assuring accessibility for adult learners</td>
</tr>
<tr>
<td><strong>Education and Experience</strong></td>
<td>Advanced degree plus significant classroom teaching experience, many years of coaching or teacher leadership experience; Specialized specific student population knowledge</td>
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</table>
Have a great start to a new school year!
This year, it’s been flying the plane while building it... thank you for literally helping us to build the SETTTT “plane”!

https://youtu.be/S_dgWl83cTM
First T = Technology
SETTT Dashboard Development
Focus: Developing SETTT Dashboard Elements

Welcome to the SETTT Home Page

- About SETTT
- Resource Collection
- Professional Learning
- PD Planning and Implementation
- Search

Types of Resources:
- Activity
- Assessment
- Case Study
- Interactive
- Lesson Plan
- Module
- Reading
- Unit of Study
- Etc.

- SETTT Learning Modules
- Coaching
- Community of Practice
Resource Collection

• Curated collection of open educational resources (OERs)
• Chosen to support SETTTT goals
• Will be used for trainer personal learning
• Will be used to assist in designing quality professional development for teachers
Trainer Professional Learning

- Trainer learning modules created by SETTTT content experts in response to trainer learning needs

- Includes flexibly-timed coaching sessions for trainers, based on their schedule and local training conditions
<table>
<thead>
<tr>
<th>Bundle 1</th>
<th>Bundle 2</th>
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<tr>
<td>Fundamentals: how students with significant cognitive disabilities learn</td>
<td>How to use SETTT PL Cycle for teacher learning</td>
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Go to XXXXX for a sample SETTT trainer learning module
Professional Development Planning

• Supports trainer planning and implementation of teacher professional development
• Includes guides and templates to assist trainers in planning, teaching, and evaluating
Community of Practice

- Trainers connect to share expertise
- Ask questions and maintain ongoing discussion threads
- Share use of resources and SETTT templates
- Generate new knowledge across the group
TPACK Plus
The Foundation of It All
TPACK+ Definition

from tpack.org

from csedu.com
Content Knowledge

• Deep knowledge about subject matter content
• Understanding differences in subject matter for different grade levels
• How content builds in K-12
• How content areas are related to one another
Pedagogical Knowledge

- Understanding how students learn
- Applying that knowledge to design impactful instruction
Technological Knowledge

Ability to learn and adapt technology tools and resources

Source: “Smartboard in action” by CaseyLessard – Under Creative Commons license
What do trainers need to know to prepare teachers for improving instruction?

What a trainer needs to know to design an online training for teachers of students with significant cognitive disabilities (SWSCD) in the content area of literacy.
What ELA and/or teaching ideas did you focus on from the resources Sue found?

• Least dangerous assumption = assumed competence (PK)
• Judgements effect every decision we make in instruction (PK)
  • Different levels and types of learning even within students with significant cognitive disabilities population
  • Knowledge of students changes and gets added to every year
• More knowledgeable other... peer and social interaction piece, and classroom community (TPACK)
• Understanding the potential for individual students (PK or PCK)
• Repetition with variety (creativity, innovation from the teacher in planning for instruction) (PCK)
• Engaging older students video – age-appropriate materials, with visuals and music and sounds that they like, which can be a challenge (TCK or TK or TPACK)
Resource Collection
Finding Relevant and High Quality Open Educational Resources
Finding Quality Online Trainer Resources

**Search**
- Specific search terms result in an initial pool of potential resources

**Screen**
- Applied screening criteria narrow the list

**Select**
- Narrowed list is evaluated using more specific and robust criteria
Adapted Resource Evaluation Tool

2. Complete Criteria Ratings

A. CONTENT

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<th>Yes</th>
<th>No</th>
<th>N/A or cannot evaluate</th>
<th>Comments</th>
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<td>Degree of Alignment to Content Standards</td>
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<tr>
<td>• Does the resource provide information showing alignment to national content or learning standards?</td>
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<tr>
<td>• Does the resource provide performance expectations for learners?</td>
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<tr>
<td>• Is standards-aligned academic instruction at the core for learning expectations?</td>
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<td>Quality of Explanation of the Subject Matter</td>
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<tr>
<td>• Is the information curated, chunked, or scaffolded in ways that enhance understanding?</td>
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<td>• Is the purpose, goal, and expected outcome clearly communicated?</td>
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<td>Opportunities for Deeper Learning</td>
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<td>• Does the resource engage learners in deeper learning approaches, such as communicating their thinking appropriately, collaborating with others, using models?</td>
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<td>• Are student/teacher scenarios and examples representative of realistic learning challenges?</td>
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<td>Learning goals are academic and appropriate for the intended learners.</td>
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Next Steps
Looking Ahead
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2025
Refer to the handout provided for this session for more information and for a link to a sample trainer learner module developed during the first year of the SETTTT project!

Or copy/click on the link below:

https://rise.articulate.com/share/i2-aXmuXjBpxqQCtjxzdKJYrujGGy2PG#/lessons/SCxiGZZCj0FJqlWC-xUzKEPvMacd9pPc
Thank you for attending our session!

Please visit the SETTT informational website for more information about the project!

Settt.atlas4learning.org