

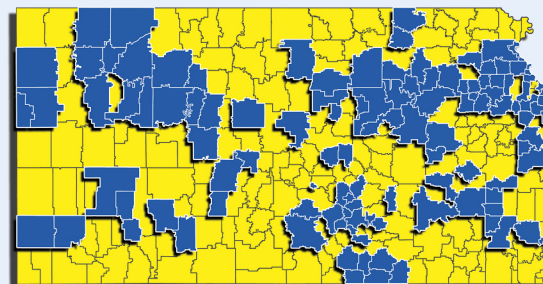
The **Kansas Co-Teaching** project is a partnership between the **Kansas State Department of Education (KSDE)**, TASN Co-Teaching, Infinitec at United Cerebral Palsy Seguin of Greater Chicago, and Keystone Learning Services. The project was founded on a research-based model created by three national experts on evidence-based instructional practices – Drs. Richard Villa, Jacqueline Thousand, and Ann Nevin. Through TASN Co-Teaching, Kansas has adopted and refined this model, building sustainable, statewide capacity through a cadre of 12 state and regional trainers who have completed a rigorous certification process.

HIGH-QUALITY TRAINING

Participants enhanced their skills through professional development provided by the Co-Teaching project. During the 2017-18 school year, 689 participants attended 27 trainings provided by the project, and 359 participants responded to items on a post-training evaluation survey, providing an average rating of 4.25 out of 5 across all seven items, including an average rating of 4.28 for the item *Overall, the training was of high quality*. Fifteen of these trainings were observed by a member of the TASN Evaluation team. All 15 trainings met the criteria for high-quality professional development, with 98% of indicators observed.

"I have been a professional for over 30 years and have attended trainings too numerous to mention. This training... ranks in the top two of best trainings that I have ever attended. If all professional training was conducted like this, more things would be implemented from theory to application."

105 DISTRICTS IMPACTED BY THE KANSAS CO-TEACHING PROJECT (2012-18)



CLASSROOM OBSERVATION AND COACHING

A trained network of coaches is an integral part of the Co-Teaching project. These coaches help ensure that teachers trained through the project use effective, evidence-based instructional approaches. During the 2017-18 school year, 35 trained coaches made 290 co-taught classroom observations of 211 teachers in 53 buildings within 25 Kansas districts.

Although coaching observations typically only last 20 minutes, at least one of the four co-teaching approaches (Supportive, Parallel, Complementary, and Team) was seen during 97% of the 290 observations. At least one of the three most effective approaches (Parallel, Complementary, or Team) was seen during 78% of these observations.

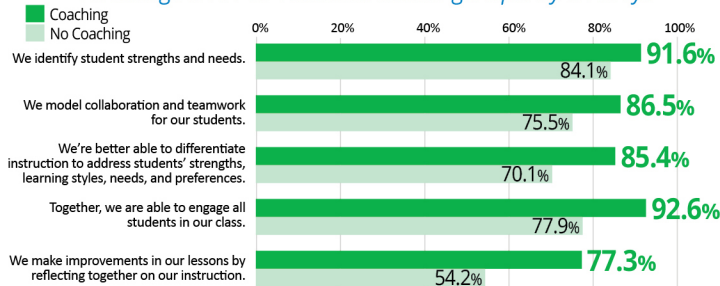
Compared to classrooms where no co-teaching was observed or only the Supportive approach was observed, co-teaching lessons involving one or more of the most effective approaches showed a:

- **32% increase** in reinforcing effort.
- **24% increase** in the presence of partner and small group activities.
- **23% increase** in teachers asking students to learn through analyzing/evaluating.
- **17% increase** in teaching clear and evident behavioral procedures.
- **16% increase** in providing specific feedback.
- **16% increase** in multiple students responding correctly.

IMPROVED INSTRUCTION, INCLUSION, AND ACHIEVEMENT

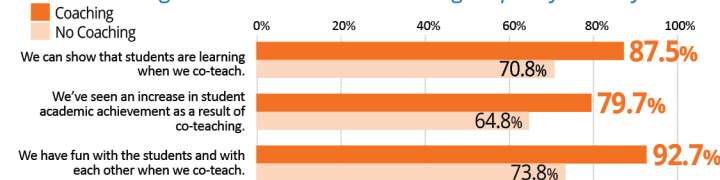
CO-TEACHER PRACTICES

Percentage of 251 Co-Teachers Answering *Frequently or Always*



CO-TEACHER PERCEPTIONS

Percentage of 251 Co-Teachers Answering *Frequently or Always*



Through effective co-teaching practices and coaching, co-teachers saw growth in student achievement, the inclusion of students with disabilities, and the implementation of evidence-based practices within the classroom. During the 2017-18 school year, 89% of the co-teachers who had received coaching through the project agreed or strongly agreed that *I believe co-teaching is increasing access to the general education curriculum for the students I teach*, compared to 79% of co-teachers who had not received coaching.

While most districts begin with a single building and a small number of co-teachers, two implemented co-teaching as districtwide efforts and began training large percentages of their staff within the first semester of the 2016-17 school year continuing throughout the 2017-18 school year. One district increased its inclusion rate for students with disabilities (SPP Indicator 5a: Least Restrictive Environment) by 6.4% between 2015-16 and 2016-17, the other district increased its inclusion rate by 16.3%, for an average of 11.4% per district compared to the state average increase of 0.2% per district.

