



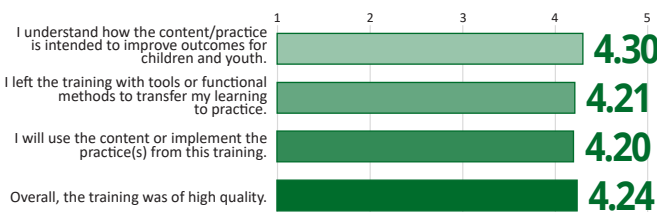
The **Kansas Co-Teaching** project is a partnership between the Kansas State Department of Education (KSDE), TASN Co-Teaching, Infnitec at United Cerebral Palsy Seguin of Greater Chicago, and Keystone Learning Services. In 2012, in response to requests from teachers, administrators, and other school personnel, **Kansas Co-Teaching** became part of KSDE's five-year State Personnel Development Grant (SPDG). The project is founded on a research-based model created by three national experts on evidence-based instructional practices – Drs. Richard Villa, Jacqueline Thousand, and Ann Nevin.

TRAINING PARTICIPANT PERCEPTIONS

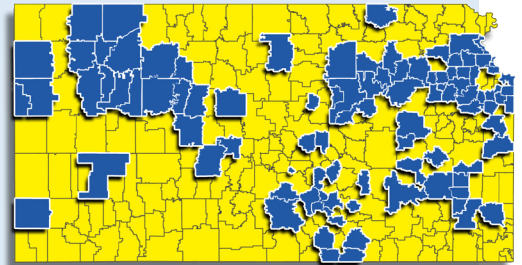
Participants are highly satisfied with trainings provided by the Co-Teaching project. During the 2016-17 school year, 289 participants across 24 trainings responded to items on a post-training satisfaction survey. Eleven of these trainings were observed by a member of the TASN Evaluation team. All 11 trainings met the criteria for high-quality professional development, with 99% of indicators observed.

CO-TEACHING TRAINING SATISFACTION RESULTS

Average Ratings (1 = Strongly Disagree, 5 = Strongly Agree)



95 DISTRICTS IMPACTED



BY THE
KANSAS CO-TEACHING PROJECT
(2012-2017)

CO-TEACHER PERCEPTIONS

94% of Co-Teacher Respondents **Agree or Strongly Agree**

"I believe co-teaching to be an effective method of delivering services to students with disabilities."

Co-teachers have positive perceptions of co-teaching. During the 2016-17 school year, on average co-teachers rated the quality of the coaching they received through the Kansas Co-Teaching project at 8.4 out of 10, with 10 being *Very Beneficial*. In a Spring 2017 survey with 327 respondents, co-teachers also provided high ratings concerning their perceptions of co-teaching, with 95% agreeing or strongly agreeing with the statement *I believe that co-teaching has both educational benefits for students and professional benefits for teachers* and 94% agreeing or strongly agreeing with the statement *I believe co-teaching to be an effective method of delivering services to students with disabilities*.

"...this project is extremely important and beneficial to our students and staff."

- TRAINING PARTICIPANT

CLASSROOM OBSERVATION & 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. In the five years of Co-Teaching's SPDG funding, 85 trained coaches made 908 co-taught classroom observations of approximately 709 teachers in 107 buildings within 34 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 99% of the 908 observations. At least one of the three most effective approaches (Parallel, Complementary, or Team) was seen during 83% of these observations.

Students are highly engaged in co-taught classes. While research presented at the 2005 National Conference on Standards and Assessment found that

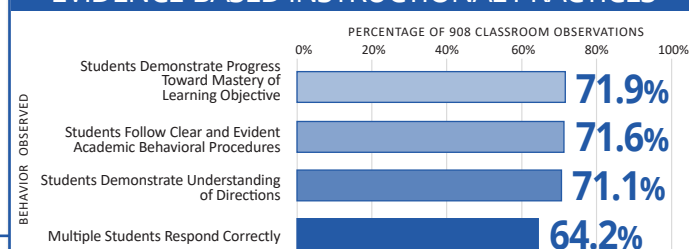
less than 50% of students were engaged in 85% of 1,500 classroom observations, results in Kansas show that less than 50% of students were engaged in only 2% of the 908 co-taught classes observed from 2012-2017. Furthermore, research-based instructional and classroom management practices were observed in a majority of classrooms.

To further support co-teachers and coaches, the Co-Teaching project provided numerous supplemental trainings during the 2016-17 school year, including trainings on Co-Teaching with Paraeducators, Differentiating Instruction and Universal Design for Learning, Effective Instruction, Content Enhancement Routines, and an intensive, weeklong Coaching Institute. Additionally, districts participating in the Co-Teaching initiative were given SWIVL tripods and iPads in order to record themselves and reflect on their performance during co-taught classes and coaching sessions.

Over **90%** of students were engaged

in **73%** of the classrooms observed

EVIDENCE-BASED INSTRUCTIONAL PRACTICES



MORE INFORMATION AT:
WWW.KSDE.TASN.ORG/CO-TEACHING