

The **Kansas Co-Teaching** project is a partnership between the **Kansas State Department of Education (KSDE)** and **Infinitec** at United Cerebral Palsy Seguin of Greater Chicago. This research-based model of co-teaching was created by three national experts, Drs. Richard Villa, Jacqueline Thousand, and Ann Nevin, and expands educators' repertoire of evidence-based instructional practices that personalize students' learning. Kansas has adopted and refined this model and built sustainable capacity for professional learning through a cadre of nine state and regional trainers who have completed a rigorous certification process.

## HIGH-QUALITY PROFESSIONAL DEVELOPMENT AND COACHING

During the 2020–21 school year, 213 educators participated in 17 professional development events provided by the Kansas Co-Teaching project. Participants responding to a post-training evaluation survey provided an average rating of 4.5 out of 5 across all seven items, including an average rating of 4.6 for the item *Overall, the training was of high quality.*

*"The initial co-teaching training is great!"*

— Co-Teacher

An integral sustainability mechanism within the Kansas Co-Teaching project is a network of local coaches. These coaches help to ensure that teachers trained through the project use effective,

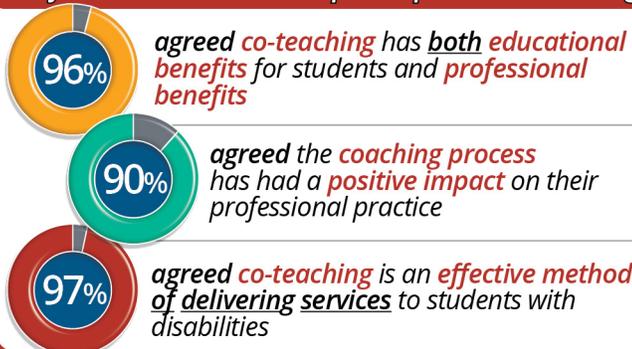
evidence-based instructional approaches. During the 2020–21 school year, coaches continually expanded and deepened their skills through coaching workshops, monthly Coaches Connect webinars, book studies, video reflections, and a community of practice focused on engagement in the general education curriculum through digital text and assistive technology.

Co-teaching coaches observed 76 lessons in co-taught classrooms, from pre-kindergarten through high school, across a variety of subjects including language arts, mathematics, science, and social studies. In 77.6% of these observations, teachers applied the most effective co-teaching approaches (i.e., team, parallel, complementary). Coaches also reported that more than 90% of the students were actively engaged in learning during 72% of the observations and that, in 75% of the observations, students demonstrated progress toward mastery of the learning objectives. Utilizing the observation data, coaches facilitated the teachers' reflections and provided feedback on how to continually improve their practices.

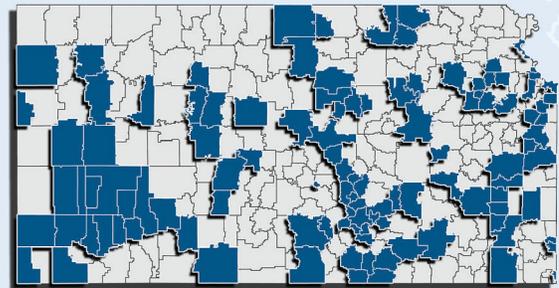
*"Working with a coach allows us time to reflect on our lessons and improve our instruction."*

— Co-Teacher

### Of the co-teachers who participated in coaching:



## 112 DISTRICTS IMPACTED BY THE KANSAS CO-TEACHING PROJECT IN THE PAST 5 YEARS



## IMPROVED INSTRUCTION, INCLUSION, AND ACHIEVEMENT

Teachers who participated in coaching through the project applied evidence-based instructional practices more frequently than teachers who did not participate in coaching. Across 78 buildings in 44 school districts, co-teachers who received coaching reported high degrees of shared responsibility, student learning, and family engagement. Of the 137 co-teachers who responded to an annual survey, 75% of co-teachers who received coaching said they have seen an increase in student academic achievement as a result of co-teaching, compared to only 57% of co-teachers who did not receive coaching.

## CO-TEACHER PRACTICES AND PERCEPTIONS

Percentage of 137 Co-Teachers Answering *Frequently* or *Always*

