



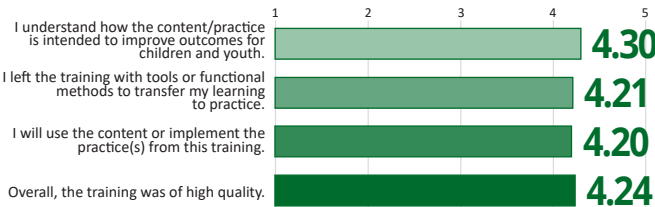
The **Kansas Co-Teaching** project is a partnership between the Kansas State Department of Education (KSDE), TASN Co-Teaching, Infinitec at United Cerebral Palsy Seguin of Greater Chicago, and Keystone Learning Services. In 2012, in response to requests from teachers, administrators, and other school 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

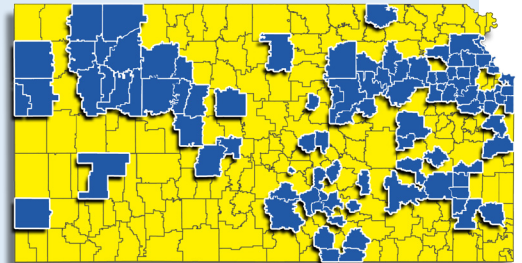
Participants are highly satisfied with trainings provided by the Co-Teaching project. During the 2016-17 school year, 289 participants across 24 trainings responded to items on a post-training satisfaction survey. Eleven of these trainings were observed by a member of the TASN Evaluation team. All 11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

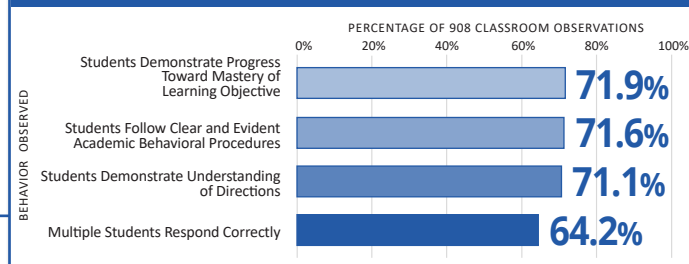
Students are highly engaged in co-taught classes. While research presented at the 2005 National Conference on Standards and Assessment found that less than 50% of students were engaged in 85% of 1,500 classroom

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, and an intensive, weeklong Coaching Institute. Additionally, districts participating in the Co-Teaching initiative were given a subscription to pdrc.corwin.com, an extensive repository of videos and other professional development resources, and were provided access to 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

INDICATORS OF EFFECTIVE INSTRUCTION



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