

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 evidence-based instructional practices that support teachers to personalize students' learning. Kansas has adopted and refined this model and built sustainable capacity for professional learning through a cadre of 11 state and regional trainers who have completed a rigorous certification process.



## HIGH-QUALITY TRAINING AND COACHING

Participants enhanced their skills through professional development provided by the Co-Teaching project. During the 2019–20 school year, 31 workshops with 612 participants were provided by the project. The 274 participants who responded to items on a post-training evaluation survey provided an average rating of 4.43 out of 5 across all seven items, including an average rating of 4.50 for the item *Overall, the training was of high quality*. Eleven of these trainings were observed by a member of the TASN Evaluation team. All 11

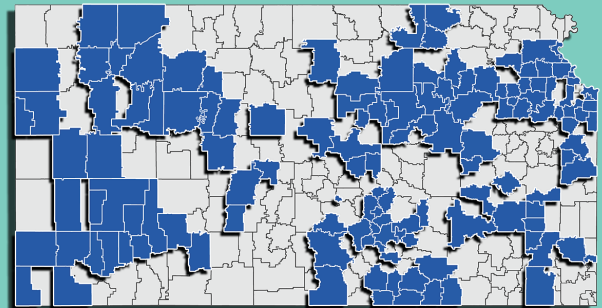
*"This training was amazing and I do not think it could be improved! I love that this training was something so easy and manageable to do for my students."*

trainings met the criteria for high-quality professional development, with 99% of indicators observed.

A network of local coaches is an integral part of Kansas Co-Teaching. These coaches help ensure that teachers trained through the project use effective, evidence-based instructional approaches. During the 2019–

20 school year, coaches continually expanded and deepened their repertoire through coaching workshops; monthly Coaches' Connect webinars; book studies; video reflections; the use of Jim Knight's Impact Cycle; and, through a partnership with Infinitec, coaching around digital text and assistive technology. Of the 146 co-teachers who responded to an item about coaching supports on an annual survey, 127 (87%) reported that the coaching process had a positive impact on their professional practice.

134 DISTRICTS IMPACTED BY THE KANSAS CO-TEACHING PROJECT (2012-20)



## IMPROVED INSTRUCTION, INCLUSION, AND ACHIEVEMENT

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 2019–20 school year, 33 trained coaches made 171 co-taught classroom observations in 51 buildings within 27 Kansas school districts. Although coaching observations typically only last 20 minutes, at least one of the four co-teaching approaches (Supportive, Parallel, Complementary, or Team) was seen during 98% of these observations. At least one of the three most effective approaches (Parallel, Complementary, or Team) occurred during 81% of these observations.

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

- **50% increase** in smooth transition times.
- **31% increase** in checking for understanding of directions.
- **26% increase** in reinforcing effort.
- **25% increase** in providing prompts, cues, redirection, and reteaching.
- **24% increase** in providing specific feedback.
- **21% increase** in students demonstrating learning outcomes in multiple ways.
- **19% increase** in interpersonal approaches to instruction.
- **18% increase** in the use of differentiated materials.

**98%** of co-teachers **agreed or strongly agreed** that co-teaching has both **educational benefits** for students and **professional benefits** for teachers

On an annual survey completed by 253 co-teachers, 98% of project-trained co-teachers agreed or strongly agreed that co-teaching is an effective method for delivering services to students with disabilities, 98% agreed or strongly agreed that co-teaching has both educational benefits for students and professional benefits for teachers, and 88% agreed or strongly agreed that co-teaching is increasing their students' access to the general education curriculum. Also, teachers who participated in coaching through the project reported using evidence-based instructional practices more frequently than teachers who did not participate in coaching.

CO-TEACHER PRACTICES AND PERCEPTIONS

Percentage of 253 Co-Teachers Answering *Frequently* or *Always*

