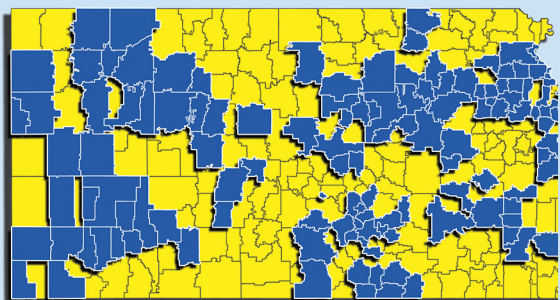


The **Kansas Co-Teaching** project is a partnership between the **Kansas State Department of Education (KSDE)** and **Infinitec** at **United Cerebral Palsy Seguin** of Greater Chicago. This research-based model of co-teaching was created by three national experts, Drs. Richard Villa, Jacquelin Thousand, 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.

## 129 DISTRICTS IMPACTED BY THE KANSAS CO-TEACHING PROJECT (2012-19)



## HIGH-QUALITY TRAINING

Participants enhanced their skills through professional development provided by the Co-Teaching project. Six hundred twelve participants attended 31 trainings provided by the project. The 274 participants who responded to items on a post-training evaluation survey provided an average rating of 4.27 out of 5 across all seven items, including an average rating of 4.29 for the item, "Overall, the training was of high quality." Nine of these trainings were observed by a member of the TASN Evaluation team. All nine trainings met the criteria for high-quality professional development, with 98% of indicators observed.

**100%** of trainings  
MET THE CRITERIA FOR  
**HIGH-QUALITY**  
PROFESSIONAL DEVELOPMENT

## EFFECTIVE COACHES NETWORK

A trained network of 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 2018-19 school year, 39 trained coaches made 223 co-taught classroom observations in 49 buildings within 24 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 76% of these observations.

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

- **52% increase** in smooth transition times.
- **30% increase** in 90% or more of students engaged in the lesson.
- **22% increase** in explaining success criteria.
- **20% increase** in checking for understanding of directions.
- **19% increase** in students demonstrating learning outcomes in multiple ways.
- **17% increase** in intrapersonal approaches to instruction.
- **17% increase** in providing specific feedback.
- **17% increase** in students learning through application of the content.
- **16% increase** in the use of differentiated materials.

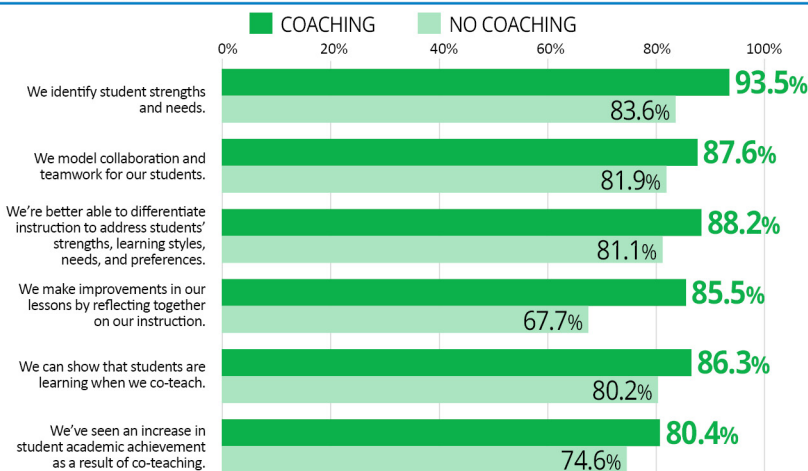
## IMPROVED INSTRUCTION, INCLUSION, AND ACHIEVEMENT

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 2018-19 school year, 94% of project-trained co-teachers agreed or strongly agreed that co-teaching is an effective method for delivering services to students with disabilities, 93% agreed or strongly agreed that co-teaching has both educational benefits for students and professional benefits for teachers, and 87% agreed or strongly agreed that co-teaching is increasing their students' access to the general education curriculum.

Furthermore, co-teachers tended to respond more positively to survey items regarding their beliefs and practices if they had received coaching through the project.

### CO-TEACHING PRACTICES AND PERCEPTIONS

Percentage of 271 Co-Teachers Answering "Frequently" or "Always"



**TASN**  
KANSAS TECHNICAL ASSISTANCE SYSTEM NETWORK

MORE  
INFORMATION AT:

[WWW.KSDTASN.ORG/CO-TEACHING](http://WWW.KSDTASN.ORG/CO-TEACHING)