

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.



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 first four years of Co-Teaching's SPDG funding, 70 trained coaches have made 650 co-taught classroom observations of approximately 543 teachers in 92 buildings within 29 Kansas districts.

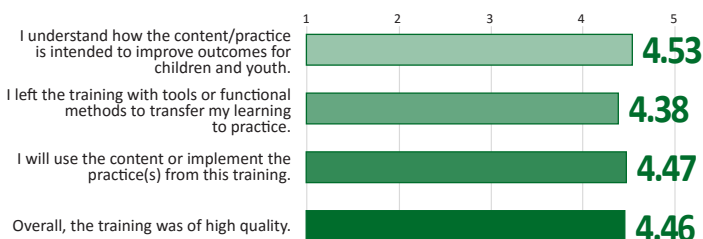
Although coaching observations typically only last 20 minutes, at least one of the four co-teaching approaches (Supportive, Parallel, Complementary, and Team) was seen during 99% of the 650 observations. At least one of the three most effective approaches (Parallel, Complementary, or Team) was seen during 83% of these observations.

TRAINING PARTICIPANT PERCEPTIONS

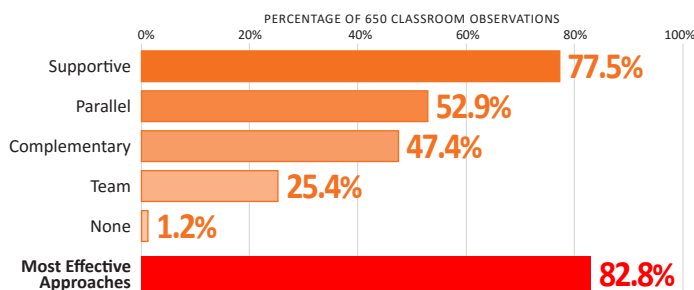
Participants are highly satisfied with trainings provided by the Co-Teaching project. A total of 211 participants across 14 trainings responded to questions on a post-training satisfaction survey (see chart).

CO-TEACHING TRAINING SATISFACTION RESULTS

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



CO-TEACHING APPROACHES

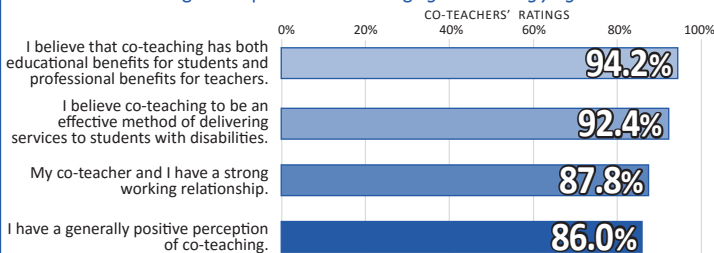


CO-TEACHER PERCEPTIONS

Co-teachers have positive perceptions of co-teaching. On average, co-teachers rated the quality of the coaching they received through the Kansas Co-Teaching project at 7.7 out of 10, with 10 being *Very Beneficial*. In a Spring 2016 survey with 253 respondents, co-teachers also provided high ratings concerning their perceptions of co-teaching, their relationships with co-teachers, and the effect co-teaching has had on their students.

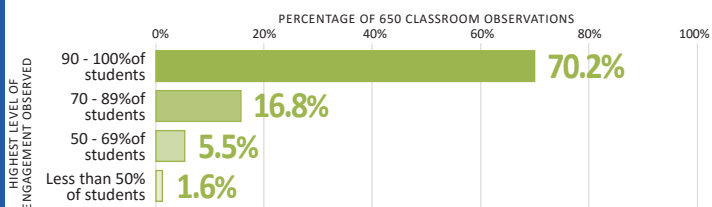
CO-TEACHER'S PERCEPTIONS

Percentage of Respondents Answering Agree or Strongly Agree

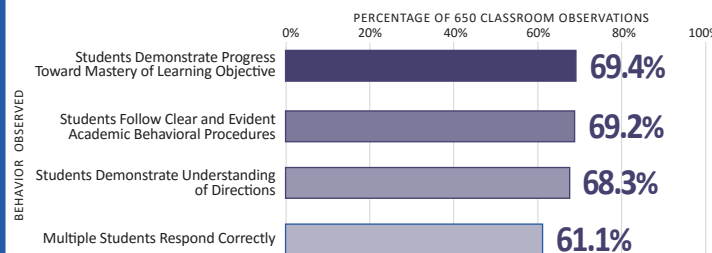


Students are highly engaged in co-taught classes. While research presented at the 2005 *National Conference on Standards and Assessment* found that less than 50% of students were engaged in 85% of 1,500 classroom observations, results in Kansas show that less than 50% of students were engaged in only 2% of the 650 co-taught classes observed from 2012-2015. Furthermore, research-based instructional and classroom management practices were observed in a majority of classrooms.

STUDENT ENGAGEMENT



EVIDENCE-BASED INSTRUCTIONAL PRACTICES



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

