

The **Kansas Co-Teaching** project is a partnership between the **Kansas State Department of Education (KSDE) Special Education and Title Services** and **In initec** at UCP 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 provides training and resources that support educators in becoming proficient in the use of co-teaching practices to personalize students' learning. Over the past decade, Kansas has adopted and refined this model and built sustainable capacity for professional learning through a cadre of state and regional trainers, with both groups completing a rigorous process to ensure they are providing high-quality training and coaching with fidelity.

HIGH-QUALITY PROFESSIONAL DEVELOPMENT AND COACHING

During the 2021–22 school year, 286 educators participated in 19 professional development events provided by the Kansas Co-Teaching project. Of the 134 participants who responded to post-training evaluation surveys, 93% agreed that they will implement the practices from the training, and 92% agreed that the training was high quality. An integral sustainability mechanism within the Co-Teaching project is a network of local coaches.

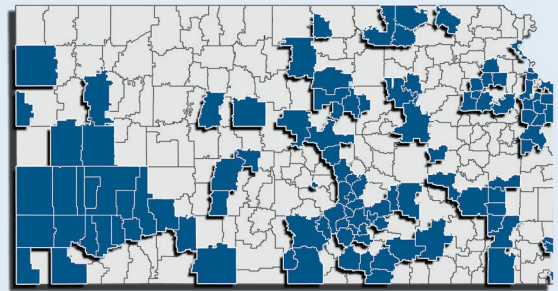
"Co-teaching professional development stands with the best I've ever attended."

— Co-Teaching Coach

Coaches help to ensure that teachers trained through the project use effective, evidence-based instructional approaches. More than 40 coaches continually expanded and deepened their skills through coaching workshops,

monthly 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 131 lessons in co-taught classrooms, from early childhood through high school across a variety of subjects. In 76% of these observations, teachers applied the most effective co-teaching approaches (i.e., team, parallel, and complementary). In 87% of the observations, students demonstrated progress toward mastery of learning objectives. Utilizing the observation data, coaches facilitated teachers' reflections and provided feedback on how to continually improve their practices.

108 DISTRICTS IMPACTED BY THE KANSAS CO-TEACHING PROJECT IN THE PAST FIVE YEARS



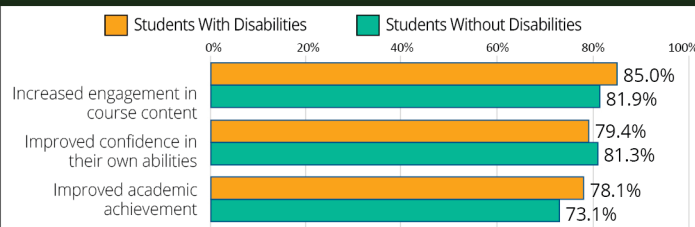
Of the co-teachers who participated in coaching:



IMPROVED INSTRUCTION, INCLUSION, AND ACHIEVEMENT

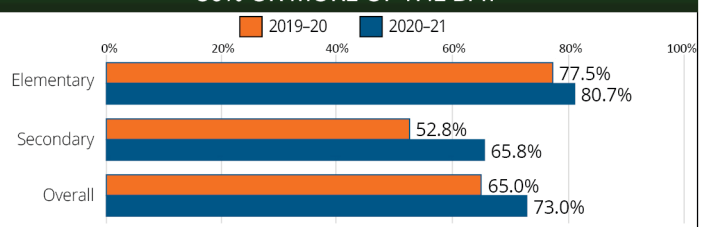
Teachers who participated in coaching through the project applied evidence-based instructional practices more frequently than teachers who did not participate in coaching. Across 94 buildings/programs in 45 school districts, co-teachers who received coaching reported high degrees of shared responsibility and student learning. Of the 160 co-teachers who responded to an annual survey, 94% reported specific student benefits observed in their co-taught classrooms.

PERCENTAGE OF 160 CO-TEACHERS REPORTING OBSERVED BENEFITS FOR STUDENTS



Between 2020 and 2021, participating schools that engaged in project coaching increased the inclusion of students with disabilities in general education classrooms, with State Performance Plan 5A data showing an 8% increase in the number of students with disabilities who received instruction in the general education classroom 80% or more of the day.

PERCENTAGE OF STUDENTS WITH DISABILITIES INCLUDED IN THE GENERAL EDUCATION CLASSROOM 80% OR MORE OF THE DAY



Out of 69 students who responded to a survey about their experiences in co-taught classes, 92% agreed that *My teachers provide me with multiple ways to learn*, 98% agreed that *My teachers use different learning groups depending on the task*, and 83% stated that they preferred having more than one teacher in the classroom. Students shared their reasons for this preference, including:

- They're all here to help us with schoolwork (4th grader)
- If a teacher is busy, I can ask the other teacher (4th grader)
- They encourage me so I am determined to work hard (4th grader)
- It gives me more choices for who I'd like to help me (10th grader)
- It gives a better chance to learn different ways if you're not understanding (10th grader)