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 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.

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.

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.

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

CO-TEACHER PRACTICES AND PERCEPTIONS
Percentage of 253 Co-Teachers Answering Frequently or Always

<table>
<thead>
<tr>
<th>Practice</th>
<th>Received Coaching (%)</th>
<th>No Coaching (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Together, we are able to engage all students in our class.</td>
<td>95.4%</td>
<td>83.1%</td>
</tr>
<tr>
<td>We model collaboration and teamwork for our students.</td>
<td></td>
<td>93.7%</td>
</tr>
<tr>
<td>We’re better able to differentiate instruction to address students’ needs and preferences.</td>
<td>90.2%</td>
<td></td>
</tr>
<tr>
<td>We make improvements in our lessons by reflecting together on our instruction.</td>
<td>86.8%</td>
<td></td>
</tr>
<tr>
<td>We can show that students are learning when we co-teach.</td>
<td>71.8%</td>
<td>75.3%</td>
</tr>
<tr>
<td>We’ve seen an increase in student academic achievement as a result of co-teaching.</td>
<td>65.5%</td>
<td>77.6%</td>
</tr>
</tbody>
</table>

MORE INFORMATION AT: WWW.KSDETASN.ORG/COTEACHING