

# 2017 National Conference on Co-Teaching Schedule



ST. CLOUD STATE UNIVERSITY

## Wednesday October 25th

Time	Title	Lead Presenter Last Name	Lead Presenter First Name	Strand	Description	Other Presenters
10:00-11:00	Using a "Specialists' Specialities" in Co-Teaching Teams to Promote Reading and Writing Across the Secondary Curriculum	Buetel	Dory	Co-Teaching between Two Licensed Teachers	Do you want to increase the literacy skills of secondary students in your content courses such as Social Studies and Science? Many secondary co-teaching teams across the United States are comprised of a content teacher and "specialist" in English Learning programming and/or Special Education programming. The need for such collaboration has expanded exponentially as teens with literacy needs increasingly make up a greater proportion of secondary students in our school districts. The dilemma, however, is that many veteran content teachers lack training in literacy instruction, writing strategies, and study strategies for struggling students. This presentation will review the <i>Content Literacy Continuum</i> developed by Dr. Donald Deshler, Director of the Center for Research on Learning, as a framework for implementing the <i>Strategic Instruction Model</i> in content classes to boost college and career readiness.	
10:00-11:00	Assigning Teacher Candidates & Supervising Teachers for Mutually-Beneficial Co-Teaching Experiences	Cherveny	Donna	Co-Teaching in Student Teaching	Based on research conducted in 2016, the presentation will consist of identifying factors that school leaders consider when assigning co-teaching partnerships. Each of the factors will be discussed and related to the assignment of teacher candidates during residency to supervising teachers. Recommendations will be made for how to effectively assign teacher candidates and supervising teachers during residency to facilitate a mutually-beneficial co-teaching experience.	NA
10:00-11:00	Using Co-Planning to Support Intern Development	Grady	Maureen	Co-Teaching in Student Teaching	In this session we describe six co-planning strategies and the use of these strategies to support intern development. Survey, interview, and observation data from 11 mentor/intern pairs demonstrate that most find the strategies helpful for improving interns' lesson planning and for facilitating communication between interns and mentors. Session participants will have the opportunity to ask questions and to share their own experiences and ideas about using co-planning for intern development.	Cayton, Charity; Sinicrope, Rose; Preston, Ronald
10:00-11:00	Impacting Future Teaching Through Specific Feedback in a Peer-to-Peer Co-Teaching Field Experience	Montgomery	Mark	Co-Teaching in Student Teaching	This session seeks to share the process of adapting co-teaching to a field experience prior to student teaching. We will outline how our developed model of peer-to-peer co-teaching, which utilizes specific observed feedback and self-reflection, can provide a platform for pre-service teachers to reflect on their teaching practices and set personal goals for future instruction. Opportunities to discuss results, ideas, and application to other teacher education programs will be offered.	Akerson, Adam; Nance, Jenny; Russell, Morgan
11:15-12:15	"Taking in on the Road" - How IU Southeast brings Co Teaching Workshops to Partnership Schools	Beard	Terri	Co-Teaching in Student Teaching	We are heavily invested in the professional development and training of our partnerships using the co-teaching model for student teaching. In this presentation, we will explain how we moved from bringing our partnerships to campus for training, to taking our trainings <i>OUT ON THE ROAD</i> . We travel to our partnership schools, to provide each of them a co-teaching workshop, which has given us a deeper, richer, and more meaningful quality partnership. We would like the opportunity to share our ideas.	NA
11:15-12:15	Co-teaching in inclusive classrooms: A workshop of innovative practices for student teaching	Brown	Corine	Co-Teaching in Student Teaching	Ever wondered if you have what it takes to student teach in a co-teaching classroom? Wished you knew how to better reach and teach those students in your class that seem out of touch? Come explore what co-teaching looks like in a variety of inclusive settings and how to participate along multiple levels of the co-teaching continuum as we engage in mini, co-teaching simulations to gain comfort and experience so we can enact these practices in our own classrooms!	Viator, Martha
11:15-12:15	Beyond the Act of Teaching... Connections to the Heart.	Dank	Mary	Both	Look beyond the act of teaching to discover ideas successful co-teaching partners use to create a learning environment in which kids develop as confident, happy, and successful learners. Come join in this session full of ideas on building relationships, establishing positive routines, and setting expectations that when woven together can energize and enhance the quality of your co-teaching partnership and build a caring community for all students.	Heck, Teresa
11:15-12:15	Co-Teaching in Student Teaching, Infused with ELL Key Principles (Higher Education Focus)	Flesher	Teena	Co-Teaching in Student Teaching	Arizona State University is ranked #1 in the nation for Innovation! What are we doing with our Teacher Prep program? In this session you will learn about our newly designed Teacher Prep Program, we are calling iTeachAZ and the Senior Year Residency, the implementation of the co-teaching strategies in student teaching (researched by Cook & Friend), and how we are infusing the 6 Key Principles for ELL Instruction (Higher Education focus).	Thibault, Malissa;

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11:15-12:15	The Power of Clinical Co-Teaching Rotations	Vessel	Amy	Co-Teaching in Student Teaching	Within the Louisiana Tech TEAM Model Clinical Residency Program are clinical co-teaching rotations throughout the academic year providing multiple co-teachers from the school mentor TEAM. Residents learn from multiple co-teaching experiences by content area as well as special education. Guidelines on this interwoven complexity of the model will be shared.	Basinger, Dawn
<b>Lunch 12:15 - 1:15</b>						
1:15-2:15	Strengthening and Sustaining Inclusive Education at Horizon Middle School: Our Never Ending Journey!	Johnson	Shirley	Co-Teaching between Two Licensed Teachers	Presentation is based on a research study conducted at Horizon Middle School during 2016-17 school year. Analysis of inclusive educators' perspectives engaged in co-teaching will be shared. Presenters will share their experiences and ideas on how they plan to strengthen, sustain and expand inclusive education within Horizon Middle School. The audience will have opportunities to ask questions of co-teaching teams (special and general educators) who were part of the study.	Eidness, Missy; Two teams of co-teachers from Moorhead Middle School - two general educators and two special educators
1:15-2:15	Funding Co-Teaching Projects	Kuznia	Jodi			
1:15-2:15	Co-Teaching for General Education and Special Education: Making the Co-Teaching Marriage Work	Legace	Katie	Co-Teaching between Two Licensed Teachers	Research has shown that the academic achievement and on task behaviors of co-taught groups, increases, regardless of the population. (O'Rourke, 2007) In the last eight years, we have moved from a high school culture of "sorting and selecting" to one focused on ALL students get the BEST of curriculum and instruction. All of our special education teacher co-teach two to three classes with Language Arts, Math, Science and Social Studies teachers. In our co-teaching model, the lines between general education and special education begin to fade and <b>all students reap the benefits</b> . This high school co-teaching model ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs are being met. In this session, high school special education, math and language arts teachers, along with their principal, will present their co-teaching story. They will provide examples, and strategies to support co-teaching. Q and A included. Applicable to teachers of grades 6th-12th.	Well, Kay Ann; Dusan, Alana; Romero, Amy
1:15-2:15	Co-Teaching during student teaching: A scoping review of existing scholarship and research	Sebald	Ann	Co-Teaching in Student Teaching	To date, benefits of co-teaching (CT) in teacher preparation are unclear. We will describe a scoping review of the empirical evidence on CT within teacher preparation. Forms of CT represented in studies will be described and we will discuss their alignment with existing CT models. Also, we will share design and methodological characteristics of the research focused on CT within teacher preparation. Findings will help conceptualize CT and aid efforts to build an evidence base on this topic.	Weinberg, Andrea; Pike, Elizabeth
2:30-3:00	Creating effective collaborative teaching teams: Case studies of K-12 clinical practice candidates	Brown	Corine	Co-Teaching in Student Teaching	The model of co-teaching proposed in this study involves a triad partnership between two clinical practice candidates and one collaborating teacher. This Collaborative Triad Model (CTM) is a unique offering on a small scale and supervised by university faculty in the elementary and secondary teacher preparation programs. Analysis of CTM case studies reveals the importance of ongoing co-generative dialogues and use of professional negotiation in creating effective collaborative teaching teams.	Viator, Martha;
2:30-3:00	Life Lessons of a Co-Teacher: What I Wish I Had Known	Cherveny	Donna	Co-Teaching between Two Licensed Teachers	Co-teaching is not a novel practice in K12 education, but becoming a co-teacher is a novel experience for many educators. This presentation will include a list of "Wish I Would Have Knowns" from my reflection of becoming a co-teacher without prior professional development. The information from this presentation is beneficial for teachers who are new to co-teaching, school leaders who are assigning co-teachers, and higher education faculty who are preparing teacher candidates for co-teaching.	NA
2:30-3:00	Year-Long Co-Teaching with Methods Courses	Cirola	Kim	Co-Teaching in Student Teaching	We will share the results of our pilot project. We collaborated with a local school district to pair four early childhood education juniors with K-1 mentor teachers. All participants completed the co-teaching/pairs workshops before the school year began. We will share the results from surveys administered at the end the year, and compare this information with the experiences of juniors who took part in a year-long field experience where co-teaching methods were not used.	McMurray-Schwarz, Paula
2:30-3:00	Non-traditional Classroom Environments: Co-teaching Success in a Public Montessori PDS Setting	Fox	Anna	Both	Co-Teaching can be as successful in a Montessori setting as in a traditional school. This discussion will draw attention to the pre-service teacher's understanding of Montessori philosophy. With early field placements, training of pairs, and faculty support during the placement, clinical teachers can reap the benefits of this non-traditional placement including planning and teaching multi-age groups in one teaching assignment.	Colvin, Lisa; Becker, Melissa

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2:30-3:00	Stop, Collaborate, and Listen: Strategies for Successful Co-teaching Between Teacher and Candidate	Luther	Vicki	Both	As more focus is placed upon educational mandates, practitioners are often unable and unwilling to relinquish their classrooms for weeks and months at a time. Therefore, the concept of teacher mentors and teacher candidates co-teaching throughout residencies and clinical practice sessions is becoming more commonplace. This presentation will discuss strategies and techniques to make this approach beneficial to all in order to enhance the learning of the teacher, teacher candidate, and students.	Richman, Laila
2:30-3:00	Lived Experiences: Co-Teaching as Experiential Learning Through a Triad Model	Rambo	Lynn	Co-Teaching in Student Teaching	The Department of Clinical Experiences and the Woodrow Wilson Teaching Fellowship of Piedmont College will explore the benefits and challenges of co-teaching through the lived experiences of teacher candidates, host teachers, and college supervisors. Hear the voices of triad participants in a coaching endorsement program, in an embedded learning program, and in a traditional learning program.	Land, Kelly; Turpin, Susan
2:30-3:00	The TEAM Model Clinical Styles Inventory: The Foundation of a Successful Co-Teaching Partnership	Vessel	Amy	Both	In its 2nd pilot year, full-year clinical residents and mentors were matched through a system of identifying personal co-planning, co-teaching, and co-assessment traits. How important is the clinical placement in a full-year residency? How willing would you be to share a classroom with someone for an entire year? Lessons learned and an understanding of the system will be shared with the audience.	Basinger, Dawn
2:30-3:00	Co-Teaching Pairs: Having Difficult Conversations	Young	Kathryn	Co-Teaching in Student Teaching	Incorporating a protocol for having difficult conversations into the Co-Teaching Pairs training for cooperating teachers and student teachers has been very well received. In this session, participants will be introduced to the protocol and how it is integrated into the training session.	NA
<b>Keynote Dr. Krys Goree 3:15 - 4:30</b> <b>A Shared Vision Resulting in Shared Success</b>					Does the co-teach model perpetuate identified desired outcomes for students and teachers? How do we sustain the momentum and increase the positive energy that is generated when two teachers share the classroom? What is accomplished when all teachers and administrators at a campus are empowered to incorporate co-teaching into their professional practice? A national award winning professional development school (PDS) partnership at Baylor University focuses on these and other questions as it assesses the effectiveness of the co-teaching model - a critical program attribute in addressing the goal of enhancing student learning through teacher quality at all levels. Krys Goree, Director and Liaison for PDS partnerships at Baylor, will offer insight into how one PDS partnership has engaged administrators, teachers, candidates, and students in collaborative communities of learning through use of the co-teach model, resulting in shared positive outcomes.	
<b>SOCIAL 4:30-6:00</b>						