

2017 National Conference on Co-Teaching Schedule



ST. CLOUD STATE UNIVERSITY

Friday October 27th

| Time | Title | Lead Presenter Last Name | Lead Presenter First Name | Strand | Description | Other Presenters |
|-------------|---|--------------------------|---------------------------|---|---|--|
| 8:45-9:45 | Successes and Challenges Implementing the Co-Teaching Model for Student Teachers | Auten | Ann | Co-Teaching in Student Teaching | | Remmers, Kim; Julian, Terry |
| 8:45-9:45 | Adding another Ingredient: Co-Teaching with a Touch of Action Research | Goree | Krys | Co-Teaching in Student Teaching | The word "research" has the potential to cause many people to stop, turn, and run the other way! But, what if the research is not difficult and helps a teacher improve his or her professional practice; decide which co-teaching strategy to use for a particular lesson; or, change undesired behavior of a student? Along with co-teaching, teacher education candidates at Baylor University engage in action research to help them understand the importance of assessing and improving their professional practice in the classroom. In this session, participants will be provided with ideas for processes, procedures, and forms to implement action research in conjunction with co-teaching to guide candidates in examining their practice and participating in innovative discovery. The results?...a personal examination of what works and what doesn't, participation in an Action Research Symposium that offers candidates the opportunity to present their research findings in a professional setting and have their work published, and an understanding that research does not have to be formal or painful. | |
| 8:45-9:45 | Co-Teaching Within A Differentiated Setting | Jongeward | Melissa | Co-Teaching between Two Licensed Teachers | The goal of this presentation will be to share the development of our co-teaching setting in a GTED (gifted and talented) setting. Strategies will be shared for co-planning, development and implementation of lessons, as well as assessment and differentiation. | Tax, Stephen |
| 8:45-9:45 | Using Co-Teaching Models and Learning Strategies to Improve Paraphrasing and Reading Comprehension Among Middle School Students | Kaffar | Bradley | Both | This presentation will introduce effective co-teaching models and evidence-based strategies to improve paraphrasing and reading comprehension skills among middle school students. The Paraphrasing Strategy was co-taught to sixth- and seventh-grade students during their English Language Arts sessions. The students were receiving Tier 2 intervention or were students at-risk for disabilities. After six weeks of instruction, the students improved their reading skills as measured by curriculum-based assessments. | |
| 8:45-9:45 | How are we doing?: Addressing obstacles to fidelity of implementation | Tschida | Christina | Co-Teaching in Student Teaching | Members of the national Co-Teaching TAG of AACTE will share experiences from 4 universities utilizing co-teaching and the challenges with fidelity of implementation in its use. Participants will then have small group space to ask questions and discuss issues around the implementation of co-teaching in student teaching related to fidelity. Topics addressed will be school partnerships, training of stakeholders, curriculum development, and data collection. | Sebald, Ann; Brown, Corine; Tully, Deborah; Flood, Chena; Ochieng-Sande, Beverly |
| 10:00-10:30 | Put Me in Coach, I'm Ready to Co! | Brownson | Jennifer | Co-Teaching in Student Teaching | Join us to discuss the framework we developed for the expansion of our co-teaching pilot to a second K-8 school in Milwaukee. Based on our implementation experience at our first site, and the needs of the new school, we adjusted our support model to focus more on coaching co-teaching pairs within planning sessions. We will discuss the coaching protocol we developed and the initial data. How did we build capacity around the co-teaching model considering the needs of an urban district? | Joynt, Nathan |
| 10:00-10:30 | GPS: Growing Professionals for Success - Navigating Co-teaching Experiences to Shape Training | Colvin | Lisa | Co-Teaching in Student Teaching | In the second year of the Co-teaching initiative, there have been successes and challenges. Tarleton State University in partnership with Waco ISD PDS schools has collaborated to make the Co-teaching model a success. To navigate an effective Co-teaching experience for both Clinical/Student and Mentor, university faculty requires a clear direction. To that end, a post-academic year survey was created to provide to chart a course for providing additional training and workshops steer the ship. | Fox, Anna; Becker, Melissa |

| | | | | | | |
|-------------|--|----------------|-----------|---|--|--|
| 10:00-10:30 | Keeping the Train on the Tracks - How a Task Force, a Coach, and a Tool can Keep you from Derailing! | Fesko | Pam | Co-Teaching between Two Licensed Teachers | Even though the plan started at the end and worked backward, exemplary co-teaching results can be achieved with a driven task force, a dedicated coach and targeted professional development. Finding the balance of encouraging administrators, reducing finger pointing, and addressing accusations of "changing the rules" and other contentions can keep the Co-Teach Train from derailing and produce highly effective co-teach teams, capable of targeted grouping strategies and effective instruction. | Fielding, Randi |
| 10:00-10:30 | Co-Teaching + Technology in Higher Education | Labrenz | Marilyn | Both | Faculty from MSUM will share how co-teaching is implemented and modeled in Elementary Inclusive Education co-requisite courses. We will discuss why co-teaching is an effective method for courses in higher education, how technology is applied to provide a flipped classroom feature, and how the use of technology supported the co-teaching model, while still allowing for optimal student experiences. Benefits that occur for both students and faculty will be clarified. | Glessner, Marci |
| 10:00-10:30 | Creating Powerful Partnerships: Professional Development Needs of Educators in Co-teaching Settings | Luther | Vicki | Both | While the process of cooperatively providing educational services and support can be extremely beneficial, teachers often receive little training on fundamental and purposeful co-teaching practices. This presentation will discuss results of a study in which elementary teachers were asked to share their professional development needs and attitudes concerning co-teaching. This information can serve to improve current school practices and enhance the preparation of pre-service candidates. | Richman, Laila |
| 10:45-11:45 | The Program and the Person: Person-Centered and Linear Analyses to Guide Decision Making | Chittum | Jessica | Co-Teaching in Student Teaching | We present a two-part study of co-teaching in a large elementary teacher prep program: (1) We investigated significant differences between a co-teaching (1:1 and 2:1) or traditional internship and candidates' performance, engagement, and motivation. (2) To explore person-centered patterns, we conducted cluster analyses to determine motivation profiles, and examined relationships between the profiles and variables like performance, grit, and engagement. These results inform program decisions. | Cuthrell, Kristen; Tschdia, Christina; Fogarty, Elizabeth; Stapleton, Joy |
| 10:45-11:45 | Educators' Perceptions of an Extended Clinical Model Co-teaching Program: A mixed methods study | Harvey | Loretta | Co-teaching in student teaching | The researcher will present mixed-methods data from a one year Appalachian Ohio univeristy and school partnership. School and university leaders desired an evaluation to assess program outcomes where districts hosted 20 student interns for one school year. Pre-service teachers gained a full year of experience prior to graduation and classroom supervisors benefited from having an additional adult to assist with planning, instruction, and assessment. | NA |
| 10:45-11:45 | Three Approaches for Implementation of Co-Teaching in Three Settings: A Comparison and Contrast | Knepper-Muller | Elizabeth | Co-Teaching in Student Teaching | Colleagues from several universities in the same geographic area attended the Train the Trainer sessions. We all came away enthusiastic about the potential to implement co-teaching in our various programs. Three of us approached this in three different ways. We will share our various strategies, along with the strengths and drawbacks of each - our issues related to timing, training, size of initial implementation groups, data collection, faculty buy-in, and where we are now in the process. | Cook, Nancy |
| 10:45-11:45 | Collaborative Research Study Examining Co-Teaching in Context | Sebald | Ann | Co-Teaching in Student Teaching | Faculty from the Center for Educator Preparation at Colorado State University, will share their journey in establishing, building and expanding co-teaching during student teaching into their teacher training program and discuss results of year one of a three year longitudinal study. Presenters will share why co-teaching was explored and how they developed and implemented this model using a back-ward planning approach during program implementation, share where they are now and discuss goals. | Frederiksen, Heidi |
| 10:45-11:45 | From the Middle School Co-Teaching Field | Vogt | Molly | Co-Teaching Between Two Licensed Teachers | The presentation will explain how we are utilizing Co-Teaching Strategies in the St. Cloud Public Middle Schools. Topics that will be addressed will include: Planning, Pairing of teachers, Relationship Building, Assessment, Buy In from Administrators and Teachers, Student Interactions, and a Welcoming Environment. We are on year 3 of our program and it is my hope to let others know what has worked and what we can improve on for the future. | |