National Conference on Co-Teaching
At-A Glance Schedule - October 22 & 23, 2020
All Times are CST (Central Standard Time)

Thursday October 22nd				
Time (CST)	Title	Strand	Presenters	Session Description
10:00	**Welcome**			
Session 1 - 10:15-11:00 AM				
Breakout 1	**Presentation 1** Preservice Teachers Experience Co-Teaching Online	TE	Carlson, Kristen Taylor, Richards	Our online, asynchronous course for "performance assessment preparation" provided teacher candidates to see co-teaching modeled in an online environment prior to the student teaching semester. The course was offered in this format twice prior to COVID-19 and again during the semester of the pandemic. Because the course was designed with an asynchronous format in mind, the pedagogical approach to successfully teaching online was included in parallel with the co-teaching model. In our session, we'll cover how we utilized strategies of the co-teaching model and how they were implemented in an asynchronous environment.
Breakout 1	**Presentation 2** PTO Framework: Examining COVID-19 Disruptions in Co-Teaching Student Teaching Placements	TE	Cuthrell, Kristen Tschida, Christina Stapleton, Joy Fogarty, Elizabeth	The COVID-19 crisis provides teacher educators the chance to refine student teaching experiences to better meet these changing needs and potentially mitigate any inequities that emerge. We present our framework and plan for examining the disruptions in the student teaching experience during COVID-19. Given the complexities of the work to be studied, we looked to the People-Tools-Organization (PTO) framework (McDiarmid & Peck, 2007). This PTO framework focuses our attention on the transactional nature of relationships among three dimensions: people (who is involved in the work), conceptual and material tools (what do we use to do the work) and organizational policies and practices (how is the work done).
Breakout 2	Begin with the Student: Building Consensus and Setting the Stage for Successful Co-Teaching	2L	Hahn, Jackie	Most conversations about co-teaching encourage teachers to consider, "What does this mean to me? What will I need to do and will this be extra work on top of what I am already doing?" In order to create opportunities for successful co-teaching, consensus and teacher buy-in based on a long-term vision for our students is important. This presentation provides a summary of how PLCs were created at two schools to build consensus for inclusive practices by focusing on the student. This work includes creating a vision for desired long-term outcomes for our students with learning differences while building foundations for peer interactions, class expectations, and teacher collaboration.

**Session 2 – 11:15 – 12:00 PM**
Breakout 1	**Presentation 1** Effects of a Co-Teaching Field Experience for First - Third Year Secondary Teachers	TE	Oloff-Lewis, Jennifer	This presentation will look at teaching practices for first-, second-, and third-year secondary ELA, science, mathematics and special education teachers who were prepared using a yearlong co-teaching residency in rural schools. We collected information on teaching practices through three data sources: 1) a survey of the mathematics teachers and students, 2) interviews with principals, and 3) a standardized classroom observation. These instruments were used to evaluate 1) Quality of Instruction, 2) Assessment and Feedback, 3) Classroom Management and Teacher/Student Relations, and 4) Variation by Subgroup.
	Presentation 2 Redesigning Online Co-Teaching in a Clinical Residency Program	TE	Vessel, Amy Basinger, Dawn Smelley Waniewski, Rachel Jordan, Emma	Redesigning a full-year clinical residency program to an online format caused much creativity in co-planning, co-teaching, and co-assessment. Hear from a variety of TEAM members including university professors, clinical residents, and mentors sharing new technology tools, co-planning strategies, online co-teaching strategies, and new ways to provide high quality feedback (co-assessment).
Breakout 2	**Presentation 1** Providing Co-Teaching Workshops and Support in a Virtual Setting	TE	Walsh, Sara Vilkas, Ben	With the ever-changing regulations originating from COVID-19, how can we transition to a virtual workshop setting in order to continue to provide the co-teaching workshops to participating partnerships? How can we support co-teaching partnerships and help them to utilize the benefits of co-teaching to meet the needs during this unique and challenging school-year? Learn how the presenters have faced these questions in their rural setting, where teacher candidates are routinely placed in over 60 different districts each semester. The presenters will share the steps they have taken to answer these questions and propose how this may change the face of how co-teaching workshops may be conducted in the future.
	Presentation 2 I Love Co-teaching in a Time of COVID	Both	Goree, Krystal Heck, Teresa Washut	In our world that now includes the COVID pandemic, schools and educator preparation programs have needed to make many adjustments. One thing remains constant – the Co-Teaching model provides both practicing educators and pre-service teachers with strategies that allow for collaboration to plan and implement positive and rewarding learning experiences in every environment. Whether face-to-face, hybrid, virtual, or a combination of learning environments are necessitated, teaching and learning can still be interactive, fun, and invigorating as Co-Teaching strategies offer a myriad of options for meeting the needs of every learner. In this session, presenters will share examples of ways that P12 teachers, preservice teachers and their mentors use Co-Teaching to bring joy to their students and themselves as they continue to focus on the idea that Co-Teaching is an attitude!

12:15 – 1:00
Lunch and Networking

Join us for lunch and informal conversation and discussion about the national landscape of co-teaching. The Leadership team from NACT along with members of the AACTE Co-Teaching TAG.
Come for networking… or have lunch on your own!

Session 3 – 1:15 – 2:00

Breakout 1	**Presentation 1** Co-Teaching for High School ELs in the New Latino South	2L	Okraski, Corneila	Co-Teaching for English learners (ELs) can be an effective way to differentiate instruction in middle and high school settings. In this session, learn about a high school ESL teacher's experiences of co-teaching US History and Biology in the New Latino South to best support ELs by aligning language acquisition to core content areas. Participants will learn about successful strategies for co-planning, co-delivery, and co-assessment to enhance the collaborative model of co-teaching. Participants will be able to replicate the presenter's success by (1) identifying steps that prepare teachers for classrooms with culturally and linguistically diverse learners; (2) recognizing successful strategies for co-planning, co-delivery, and co-assessment.
	Presentation 2 Co-Teaching in a PreKinder Setting (EL and Classroom)	2L	Frankenfield, Kelly	Yes, co-teaching can be successful at any age. As an equity-minded district, we co-teach in our Voluntary Pre-Kindergarten setting where the majority of our students are emergent bilingual learners. This includes our Friday class with refugee-experienced moms and their littles. If you are interested in making this work, this is the session for you.
Breakout 2	**Presentation 1** Two Cameras, One Partnership: Taking Co-Teaching into the 21st Century	TE	Montgomery, Mark Akerson, Adam	Co-Teaching is not a concept that is bound by time and space. Co-teaching requires relationship building and trust, both of which can still be accomplished in an online format. With restrictions on education, due to COVID-19, many pre-service teachers (PSTs) will not get the opportunity to be mentored in a classroom. By using various technologies, our PSTs will have the opportunity to develop collaborative partnerships, while still learning how to utilize co-teaching models in a new technological format. The presenters will share the planning and progress of a created virtual experience, including the ways in which PSTs are engaging as co-teachers. Time will also be provided to allow participants to share their own experiences.
	Presentation 2 Using Video Capture/Annotation Technology and Co-Teaching to Support and Observe Teacher Candidates	TE	Tschida, Christina	The COVID-19 crisis has created unique challenges for teacher education programs, including how to navigate observations of student teachers and how to develop a virtual practicum experience for teacher candidates. We will look at the use of video capture and annotation technology (V-CAT) and co-teaching to address these challenges. Examples will be provided of how faculty in a large teacher education program have implemented the use of V-CAT with teacher candidates and are now adopting this technology to address the challenges presented by COVID-19. Coupled with co-teaching, V-CAT can provide opportunities for teacher candidates to deepen their reflection on planning and teaching as well as receive critical feedback from peers and faculty.

	Round Table Discussions 2:15 – 3:15			
2:00-3:00	*Networking and building your Co-Teaching Community has always been a* *hallmark of the National Conference on Co-Teaching.* In this session - attendees will be placed in small groups to network, discuss current topics and to share and learn from colleagues. Two 25 minute small groups will take place providing an excellent opportunity to engage with colleagues from across the country.			
	Session 4 – 3:30 – 4:15			
Breakout 1	Co-Teaching from the Couch: Strategies for Hybrid and Online Collaboration	Both	Murawski, Wendy Bernhardt, Phillip	With the advent of the COVID pandemic, numerous co-teaching teams who were face to face in brick and mortar schools and universities had, by necessity, to move to a completely on-line or a hybrid model of collaboration. While some have been able to easily adapt, many teachers now face additional barriers to true co-teaching. This session will offer concrete strategies for co-teaching teams at the elementary, secondary, and higher education levels regarding how to co-plan, co-instruct, and co-assess when in an online or hybrid model with students. Whether co-teaching with a general or special education colleague or doing apprenticeship teaching with master and student teachers, all will be welcome to this engaging, co-taught session.
Breakout 2	**Presentation 1** Learning Together: Bridging Preservice and Inservice Teaching Through Co-Teaching	Both	Tschida, Christina Bell, Jeff Smith, Ashley	Educator Preparation programs face multiple challenges in preparing teacher candidates for the classroom, especially in light of recent limitations in field experiences due to COVID-19. School districts face their own pressures impacted by teacher shortages, poor teacher performance, high burnout, and retention issues. We will share three cases that illustrate the growth in capacity, efficacy, and resilience in teachers at various levels of preparation. These stories will paint a picture for participants about how the partnership between a large teacher education program and a local school district provides a co-teaching pathway from preservice to in-service teaching.
	Presentation 2 They Have to Co-Teach, So We Need to Model Co-Teaching in Teacher Preparation Programs	Both	Kemp, Charles Cassidy, Kimberly	We expect teacher candidates to use co-teaching strategies during student teaching, but they told us they never see professor's model co-teaching for them. Kemp (2015) found this to be the cry of teacher candidates nearly everywhere. So the presenters decided to listen and work to overcome the barriers and model co-teaching in teacher preparation programs. The presenters will describe how they worked with work-load issues, scheduling, planning, and assessment concerns. This promising, yet necessary, practice is gaining more literature support, but still lacks sufficient research to gain widespread use in teacher preparation programs. The presenters will share their successes and continued barriers and plans to keep getting better.

				Friday October 23rd
				Session 5 – 10:00 – 10:45 AM
Time	Title	Strand	Presenters	Description
Breakout 1	**Presentation 1** Explicating Co-assessing: Co-assessing Tool to Support Pair Implementation and Research Analysis	TE	Hegg, Sarah Guise, Megan Stauch, Nancy Hoellwarth, Chance O'Shea, Mark	Presenters share study findings examining co-assessing implementation during the clinical practice. Eight secondary co-teaching pairs video-recorded three co-assessing sessions in which they collaboratively analyzed student work and determined instructional next steps. After the co-assessing session, the pair viewed the video and self-reflected using a co-assessing tool and set goals for their next co-assessing session. The presentation will include (a) a description of how the co-assessing implementation tool was created, (b) viewing a co-assessing video clip and engaging attendees in analysis using the tool, and (c) sharing of findings with implications for how the tool can be used to support co-teaching implementation.
	Presentation 2 Co-Planning Dialogues in a Co-Teaching Model: Are Teacher Candidates and Cooperating Teachers Critical, Creative, and Curious?	TE	Brownson, Jenny	This interactive session will allow participants to explore the co-planning session between a cooperating teacher (CT) and teacher candidate (TC) in a co-teaching for student teaching (CTST) model. In the traditional model of student teaching, the CT has held the power during the planning session when making decisions about what and how something is taught (Norman, 2011; Smith, 2005). In a co-teaching for student teaching (CTST) model, TCs found expanded agency in that they took the lead in planning lessons from the very start of the experience (Grady et al., 2016). Also, CT and TC collaboration, communication, and relationship building were emphasized in the CTST Train the Trainer workshop sponsored by St. Cloud State University (Bacharach & Heck, 2010).
Breakout 2	**Presentation 1** Co-Teaching and Remote Learning: Creative Uses for Virtual Meeting Platforms	2L	Lasser, Cristin	In this session, I will discuss how various co-teaching strategies can be utilized for both content delivery and understanding in an online synchronous learning environment. For example, by using the "one teach, one assist" co-teaching strategy in the Zoom classroom, teachers can work collaboratively to develop students' content understanding while simultaneously addressing more immediate needs (i.e. connectivity, student behaviors, participation, questions and comments) via the "chat" function. As educators prepare for potentially another academic year of remote learning, it is imperative that we implement co-teaching principles and practices to connect students across modalities and contexts in order to better meet their learning needs.
	Presentation 2 Co-Teaching in Mathematics, 9-12	2L	Litterst, Graham Kickhafer, Marcy	Interested in creating optimal access to the mathematics standards for all students? Math Content and EL teachers collaborate to prepare their students for high-stakes testing and life post-high school by integrating content and language so all students can be successful.

Session 6 – 11:00 – 11:45 AM

Breakout 1	**Presentation 1** Preservice Teacher's Perspectives of their CT's Roles During Secondary Mathematics Clinical Experiences	TE	Castro-Minnehan, Cynthia Sears, Ruthmae	We will describe changes to preservice teachers' (PSTs) perspectives of the roles of their collaborating teachers (CTs) during their secondary mathematics early clinical experiences, that encouraged the use of co-planning and co-teaching (CPCT) strategies. Data were garnered from pre-surveys and post surveys. The results suggest that PST's perceptions of the roles their CTs play in their clinical experiences fell on a continuum from highly traditional to highly collaborative. We will consider the implications of these findings for virtual clinical experiences that might use CPCT strategies.
	Presentation 2 Co-Planning and Co-Teaching in Secondary Mathematics Clinical Experiences During COVID-19	TE	Sears, Ruthmae Castro-Minnehan, Cynthia	This presentation will describe the extent eight secondary mathematics programs, from four states, enacted clinical experiences, and engaged in co-planning and co-teaching during a pandemic. This study unpacks the complexities and challenges of facilitating clinical experiences virtually.
Breakout 2	**Presentation 1** Collaborating and Communicating with Co-Teachers	2L	Barkley, Julie	Participants will learn about recent co-teaching initiatives in the St. Cloud school district. Through the work of a Kellogg Grant, co-teachers learned about and utilized a peer observation protocol to guide them in reflective conversations about learning. By focusing on the students and the evidence of learning, teachers communicated and collaborated to strengthen learning outcomes for students. Other components of the grant work related to culturally responsive teaching and family engagement will be shared as well.
	Presentation 2 Making Co-Teaching Possible: When Two Brains Work as One	2L	Crosier, Meghan Pence, Shellie	Join two 4th grade teachers who realize the power of co-teaching. They will enlighten educators with Meghan and Shellie's Three ??'s of Co-Teaching. They will discuss and provide information related to flexibility, compromise, partnership, leadership, behavior management, organization, and shared physical space. You will learn practical ways to make co-teaching happen in your school, not only logistically, but to the benefit of your students.

Lunch Break 11:45 – 12:45

Panel Discussions 12:45 – 1:30				
Panel 1	Helping Candidates Afford Co-Teaching: Re-Imagining Partnerships for Quality and Sustainability	Both	DeMoss, Karen Mansukhani, Divya Miller, Matthew Pensavale, Margo Strachan, Steph	This presentation will share lessons from a network of teacher preparation/district partnerships that is finding ways to provide teacher candidates with financial supports while maintaining and even deepening the quality of candidates' pre-service learning experiences. The presentation will draw from more than 25 partnerships across 7 states, partnerships that have led from their local strengths to transform how their teacher preparation programs integrate more fully with P-12 school-based initiatives and needs. The 4 areas will be covered: • Re-imagining human resource uses to redirect dollars to teacher candidates: • Reducing out-of-pocket costs to candidates: • Reducing turnover to reinvest saved dollars in the partnership: • Building the partnership
Panel 2	Establishing, Maintaining and Growing District/University Partnerships in the Age of COVID: Partnerships are More Important Now Than Ever Before	Both	Vessel, Amy Goree, Krystal Ethridge, Lisa Carpenter, Angela Johnson, Joe Kane, Eva Marie	An inside out look at strong Co-Teaching partnerships, how to grow and support them. Three Partnerships will be available to discuss their partnerships (Louisiana Tech; Baylor, and Troy University) Troy University established a Co-Teaching partnership with a local school system three years ago. This partnership has allowed us to provide training to practicing teachers as well place teacher candidates in the school system for a co-teaching internship. We also provide professional development and support through monthly site visits. Pilot study results indicate positive results in teacher outcomes as well as student achievement.
Panel 3	Co-Teaching in the P12 setting. Organizing, supporting & funding teachers Co-Teaching.	2L	Frankenfield, Kelly King, Pat Blanchard, Sharon McKay, David	An inside look at how districts and schools across the country are supporting and developing strong co-teaching programs. Multiple programs with multiple perspectives will be sharing their insight.

Session 7 - 1:45 – 2:30				
Breakout 1	**Presentation 1** Co-Teaching Professional Development Sessions for Social Studies Teachers During a Pandemic	2L	Stapleton, Joy Gillkin, Margaret	This session describes the co-teaching strategies used to present professional development sessions for K-12 teachers across the state of South Caroline during a global pandemic. South Carolina Social Studies standards move from content based to inquiry based for the 2020-2021 school year. An elementary, middle, and high school faculty member co-teach a summer social studies professional development session during a pandemic. Strategies and resources will be presented to help conference participants co-teach during social distancing.
	Presentation 2 Making Co-Teaching Work For You	2L	Schmitz, Joshua Eibes, Sara	In this session, a pair of veteran co-teachers will share tips from their experience of making co-teaching a pleasant and fruitful experience for themselves and their middle school language arts students. Within a review of key co-teaching strategies and structures, the presenters will focus on the need for rapport, playing off each other's strengths, and the importance of communication.
Breakout 2	**Presentation 1** Toward Conceptual Clarity: A Summary of the Co-Teaching Literature	Both	Sebald, Ann Weinberg, Andrea Stevenson, Cerissa Wakefield, Wendy	A collaborative research endeavor has been conducted between faculty from both Arizona State University and Colorado State University. Researchers have been analyzing studies examining the use of co-teaching within educator preparation. Presenters will provide a review of the Scoping Review process used for this work and provide a summary of their second manuscript describing themes identified among studies exploring co-planning, co-instruction, co-assessment and co-reflection. Discussion regarding the importance of co-generative dialogue to the developmental process during educator preparation will be highlighted. Finally, recommendations for future studies will be shared.
	Presentation 2 Yes We CAN - Synchronous Online Co-Teaching During the Coronavirus Pandemic	TE	Stone, Jami	This session will focus on a University pre-service co-teachers (PSCT) synchronous online co-teaching in SEED 408. Planning, Managing, and Assessing the 7-12 Diverse Classroom course during the coronavirus pandemic. The co-taught lessons allowed PSCTs to engage with the Praxis Performance Assessment for Teachers (PPAT) Task 4: Implementing and Analyzing Instruction to Inform Student Learning and focused on empathic topics relevant to their future classrooms (i.e. Supporting LGBT+ Students, White Privilege, Differences NOT Disabilities). After each lesson, PSCTs connected their prior knowledge of Charlotte Danielson's Framework for Teaching to their synchronous online learning of the empathic topics.

Session 8 – 2:45 – 3:30 PM

Breakout 1	**Presentation 1** What to Do With The Other Adult in the Room	2L	Barkley, Julie Eckert, Lori	By the end of the session, participants will be comfortable in knowing the roles of co-teachers during Reading/Language Arts. Discussion will focus on the roles and responsibilities of each expert teacher and purposeful planning around instructional routines, use of content and language objectives, and connecting the standards throughout the instructional time.
	Presentation 2 Collaborative Planning for Academic Language Success	2L	Barkley, Julie Looman, Kate	Multilingual Learners are able to access grade level standards when scaffolds and supports are carefully planned and used in a lesson. In this session participants will learn about the components of successful collaborative planning between a classroom teacher and an EL teacher for an elementary reading workshop mini lesson. Establishing partnership, examining student data, planning instruction, and using formative assessments will be covered in this session.
Breakout 2	**Presentation 1** Identity: The Key to Co-Teaching Success	Both	McAulay, Laura	Do you ever feel lost while co-teaching? What are you supposed to do? Where do you fit into the equation? What you're feeling is a loss of identity. Co-teaching is about relationships. Developing and understanding your identity in the team is critical to the success of that partnership. Each party must acknowledge and own their specific roles and those of their partner. In this presentation, we will explore the importance of defining you and your partner's co-teaching identity and give you the tools and confidence to develop an effective co-teaching partnership.
	Presentation 2 Collaborate for Students' Sake: Teacher Candidates and Classroom Teachers Together, Apart, Online	TE	Luther, Vicki	During the spring semester of 2020, teacher candidates, deep into their critical student teaching experiences, were suddenly forced out of classrooms and away from the students and their classroom teachers. Both novice and veteran teachers found themselves unsure of how to teach in new, online environments. This presentation highlights ways that teacher candidates from one university, and their respective CTs from six different partnership schools, worked together to ensure students' success through online collaborate teaching techniques. The candidates were able to provide technological guidance for CTs and direct, supportive instruction for students, and the CTs were able to provide mentorship and continue constructive feedback.

Thank you for joining us.
We look forward to seeing you in 2021!
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