

# 2021 National Conference on Co-Teaching

October 21 - 22, 2021

## Virtual Conference Schedule

*\*All times are listed as (CST) Central Standard Time*



Presentations are designated as one of three strands to help conference attendees in selecting sessions.

*The **2LT** label may appeal more to 2 Licensed Teachers (P-12)*

*The **TE** label may appeal more to those working with Teacher Education & Student Teaching*

*The **Both** label may appeal to both audiences*

### Thursday, October 21

*\*All times are listed as (CST) Central Standard Time*

#### WELCOME TO NCCT 2021

*10:00 - 10:15*

#### SESSION 1

*10:15 - 11:00 AM*

| Title  | Session Description   | Presenter(s)   | Strand |
|--|---|--|--------|
| Making Co-Teaching Work in a COVID Environment | <i>This presentation will focus on the implementation of co-teaching between student candidates (interns) and mentor teachers while teaching virtually. Specifically, we will focus on how the strategies support the needs of all learners in a virtual education environment. We will also reflect on what went well and what we might do differently if presented with this situation again.</i> | Lisa Etheridge, Angela Carpenter, Joe Johnson, and Marie Kane; Troy University | TE     |

| <p>The Second Time's a Charm for Our Co-Teaching Pilot</p>  | <p><i>Due to administrative changes in our Cato College of Education at UNC Charlotte followed by the COVID pandemic, our first Co-Teaching pilot had to be postponed. We are now fired up and ready to begin full force this fall with our amazing partnership schools, administrators, and clinical educators. This second pilot will build on the successes of the first pilot and will involve yearlong interns in their first semester of placement with their clinical educators followed by the full-time student teaching semester. This presentation will describe the pilot, the timeline for implementation, support provided throughout the process, and lessons learned.</i></p>  | <p>Tisha Greene and Joyce Frazier, University of North Carolina at Charlotte</p>                | <p>TE</p>            |
|---|--|---|----------------------|
| <p><i>Cultivating Culture, Communication, and Community through Co-Teaching, Coaching, and Mentoring...even during the pandemic</i></p> | <p><i>Randomly assigning mentor teachers and preservice teachers to work together does not ensure that true co-teaching, quality mentoring, and a commitment to student achievement will take place in the classroom. The PDS campus community with a focus on co-teaching to prepare preservice teachers provides the opportunity to pair mentor teachers and preservice teachers in a way that promotes learning together in a culturally rich environment that is supportive, collaborative, and productive. In this session, a successful co-teaching mentor-mentee team will share examples of processes and practices that result in mentor and preservice teacher pairings that work to benefit all involved during the pre service teacher's clinical teaching year and beyond, even in the midst of a pandemic.</i></p> | <p>Krystle Moos and Jason Fletcher, Midway High School<br/>Krystal Goree, Baylor University</p> | <p>Both</p>          |
| <p><b>SESSION 2</b><br/><b>11:10 - 11:55 AM</b></p>   |  |   |                      |
| <p><b>Title</b></p>   | <p><b>Session Description</b></p>  | <p><b>Presenter(s)</b></p>  | <p><b>Strand</b></p> |
| <p>Increasing Coherence Between Teacher Education Program Goals and the Co-taught Clinical Experiences</p>                              | <p><i>Coherence between education classes and the classroom experience that candidates receive can be an ongoing challenge. This presentation will share a framework for developing a bridge from the candidate's TEP classroom instruction to their clinical experience. The framework, developed by an experienced mentor and co-teaching trainer, was designed to be valuable and efficient for candidate and mentor.</i></p>   | <p>David Wages, Portland Public Schools</p>   | <p>TE</p>            |

| Title   | Session Description   | Presenter(s)   | Strand |
|---|---|--|--------|
| Equipping Co-Teachers: Learning to Leverage the Power of Technology to Differentiate  | <i>COVID-19 forced many pre-service teachers (PSTs) to virtually observe in classrooms, causing a shift in how field experience courses were delivered. While there were a number of challenges with virtual observations, co-planning virtual lessons, assessing, and reflecting on the virtual teaching experience provided opportunities for teacher development not previously understood through traditional face-to-face (F2F) field experiences. Designing virtual lessons for lesson re-engagement and/or extension can give PSTs an opportunity to not only differentiate in-class learning, but also to connect classroom learning with caregivers at home. The presenters will share a redesigned field experience, which includes the virtual and F2F components.</i> | Adam Akerson, Mark Montgomery, and Ronda McClain; Stephen F. Austin State University | Both   |
| Embracing Each Other's Strengths and Weaknesses   | <i>In this presentation we will share how a high school special education and general education teacher utilize each other's strengths and weaknesses to create a learning environment that supports all students.</i>  | Tom Lewis and Caryn Albrecht, Las Plumas High School Oroville, CA                    | 2LT    |
| <p><b>Lunch</b><br/> <b>12:00 - 12:30 PM</b></p> <p><i>Grab your lunch and join us for an informal conversation about co-teaching - or just get to know one another better. Or take a screen break and eat lunch on your own.</i></p>   |   |  |        |
| <p><b>NACT UPDATES</b><br/> <b>12:30 - 12:50 PM</b></p> <p><b><i>Discussion about the national landscape of co-teaching.</i></b><br/> <i>The Leadership Team from NACT will share information about the NACT organization and upcoming opportunities. Members of the AACTE Co-Teaching TAG will share information about the group and their work.</i></p> |   |  |        |

## SESSION 3

1:00 - 1:45 PM

| Title  | Session Description  | Presenter(s)   | Strand |
|--|--|--|--------|
| Training Lions: A Survivor's Guide to Co-Teaching                                  | <i>Our joint presentation will describe how our use of best practices has helped us survive and thrive during our nearly 15 years as a science co-teaching team at Granada Hills Charter (High School). Here's one hint: Co-teacher parity is our mantra and we have always had each other's backs!</i>  | Marty Eisen and Mel Zernow, Granada Hills Charter (High School)                                      | 2LT    |
| Rethinking Residency Clinical Practice in a Rural Setting                          | <i>This presentation will be from the faculty and resident (now graduate assistants) views on recreating clinical practice into a residency model in an rural EPP in the Appalachian area. The team will provide a ground up approach on how the EPP went to full residency model in a Covid world and are now preparing for the next step in ensuring the residency model is a four-year plan that is embraced with partnership school administrators, cooperating teachers, and university supervisors. The ultimate goal of the residency model is to have the greatest, positive impact on P-12 students and keep residency program completers in the field of education.</i>  | Sarah Schimmel, Mackenzie Seabright, and Olivia Kilbane; West Liberty University                     | TE     |
| The Magic of Co-Teaching in a Middle School Classroom: Making Learning Meaningful! | <i>Embarking on a new school year is never easy, but there are even more challenges to face during a pandemic that presents many unknowns. Brittany Rollins, a talented young mentor teacher, and Colby Shoults, an awesome Baylor preservice teacher, met for the first time on August 16, 2021. In only 9 weeks together with their middle school math students they have fully embraced co-teaching. In this session, presenters will share what they have learned about implementing the co-teaching model as they have discovered together what works and what does not work for their students and for them, as a true co-teaching team. When teaching the same content to several classes during the day, is it best to use the same co-teaching strategies with each group? When planning for each class, what should be considered in identifying the best co-teaching strategy to use? In this session, the campus principal, mentor teacher, and preservice teacher will share what they have already learned about co-teaching and how it can make a meaningful difference in the achievement of students.</i> | Jay Fischer & Brittany Rollins, Midway Middle School; Colby Schoults & Krys Goree, Baylor University | TE     |

## ROUND TABLES

### *Networking*

*1:55 - 2:20 PM*

***Networking & building your Co-Teaching Community has 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 learn from colleagues. Two small group breakout rooms will provide an excellent opportunity to engage with colleagues from across the country.

## PANEL

*2:30 - 3:30 PM*

### **Co-Teaching for Recovery: Addressing the Consequences of COVID**

**Ann Sebald**, Co-director of the Center for Educator Preparation at Colorado State University - Fort Collins, CO

**Kelly Frankenfield**, Director of Multilingual Learning for St. Cloud Area Schools, MN

**Krys Goree**, Director of the Office of Professional Practice at Baylor University, TX

**Serena White**, Director of Curriculum and Instruction for Monroe City Schools, LA

**Shannon Embanato**, Curriculum Coordinator for Monroe City Schools, LA

**Amy Vessel**, Director of Clinical and Professional Experiences at Louisiana Tech University, LA

## SESSION 4

*3:40 - 4:25 PM*

| Title  | Session Description   | Presenter(s)  | Strand |
|--|---|---|--------|
| The Power of Co-Teaching: Honoring the Knowledge and Experience of Master Teachers | <i>We will spotlight an initiative that both honors the knowledge and experience of highly effective master teachers and builds their leadership capacity through co-teaching with a novice teacher. We know strong preparation and support of novice teachers as they transition from their EPP into the classroom can make the difference between burnout or retention, develop effective teaching, and build emotional resilience. This initiative makes use of co-teaching to draw on the expertise of master teachers to support the development of beginning teachers. Their stories and data from the initiative will be shared.</i> | Christina Tschida, Appalachian State University; Seth Brown, Ashley Smith, and Jeff Bell, Pitt County Schools, NC | Both   |

| <p>How Co-Teaching through a Teacher Residency Has Impacted an Elementary School</p>                                   | <p><i>The culture of Sallie Humble Elementary has changed over the past 7 years from a successful designated student teaching school to a full-year teacher residency school hosting residents co-teaching in multiple classrooms. Learn more about the co-teaching benefits including school culture, mentor empowerment, and teacher retention. Most importantly, hear the stories of increased student learning in the co-teaching classrooms.</i></p>  | <p>Serena White, Director of Curriculum and Instruction for Monroe City Schools, LA; Shannon Embanato, Curriculum Coordinator for Monroe City Schools, LA; and Amy Vessel, Louisiana Tech University</p> | <p>Both</p>          |
|--|--|--|----------------------|
| <p>A Dynamic Duo: A Mentor and Mentee Team Focusing on Co-Teaching Strategies to Address the Needs of All Students</p> | <p><i>Teamwork (and Co-Teaching) makes the dream work!...even in the midst of a pandemic! This session will focus on the journey of a mentor teacher and a preservice teacher who, working closely together and implementing co-teaching strategies, navigated a crazy year of COVID with much to celebrate in the end! How did they do it and meet the needs of all the children in their first grade classroom? Join them as they share about the highs and lows, the ups and downs, the challenges and the successes, the laughter and the tears...and explain why they could not have done it without co-teaching!</i></p>   | <p>Haley Dean, Tamara Holey, &amp; Alex Ronnenberg, Hillcrest PDS, Krystal Goree, Baylor University</p>  | <p>TE</p>            |
| <p><b>SESSION 5</b><br/><b>4:35 - 5:20 PM</b></p>  |  |  |                      |
| <p><b>Title</b></p>  | <p><b>Session Description</b></p>  | <p><b>Presenter(s)</b></p>   | <p><b>Strand</b></p> |
| <p>Focusing on Social and Emotional Learning while Supporting Co-Teaching Partnerships</p>                             | <p><i>Due to the COVID-19 pandemic, in-person trainings for co-teaching partnerships were not a viable option. At the presenters' institution, they shifted to using distance learning and providing monthly after-school trainings using Zoom to support co-teaching partnerships. The presenters discovered particular benefits to using distance learning but also found that much of the core concepts and initial training elements were harder to convey. For the Fall 2021 co-teaching partnerships, the presenters opted to return to using in-person trainings and focus on the most important elements that they felt were lost when using distance learning. Primarily, there was a need for an increased focus on social and emotional learning while co-teaching.</i></p> | <p>Ben Vikas and Sara Walsh, Wayne State College</p>   | <p>Both</p>          |

|  |   |   |     |
|--|---|---|-----|
| Preparing for Coteaching: An Administrator's Perspective | <i>What happens in the classroom is critical to a successful coteaching partnership, but what happens outside the classroom might be just as important. Learn more about how one elementary school principal and a district administrator collaborated to build a foundation for effective coteaching in a school of approximately 800 students in grades K-5. In its third year of implementation, the school has developed a plan for coteaching that is built into the culture of the school. We will discuss the process for making decisions about master scheduling, student placement, and teacher pairings.</i> | Amber Smith and Chad Allen, Fort Mill Schools | 2LT |
|--|---|---|-----|

**QUESTION AND ANSWER WITH PRESENTERS  
AND DAY 1 WRAP-UP  
5:20 - 5:45 PM**

*Join us for an opportunity to talk with various presenters from Day 1.*



# Friday, October 22

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## SESSION 6 10:00 - 10:45 AM

| Title   | Session Description  | Presenter(s)   | Strand |
|---|--|--|--------|
| Co-Teaching as a Framework for Equity   | <i>The COVID crisis placed a spotlight on the inequities that exist for our children. As teacher educators, it is essential for us to produce teachers who can help mitigate the inequities. Cochran-Smith (2016) developed a 4 task framework that educator preparation programs can use to examine their practices. This session provides an opportunity for participants to examine the helpfulness of co-teaching in meeting these equity practices. This interactive session will encourage participants to explore practices within their teacher education programs and problem solve ways to improve co-teaching as a way to mitigate inequities moving forward.</i> | Joy Stapleton, Winthrop University; Elizabeth Fogarty, University of St. Thomas; Christina Tschida, Appalachian State University; and Kristen Cuthrell, East Carolina University   | Both   |
| Planning for Co-Planning: Developing Structure to Ensure a Focus on Standards and Student Success | <i>Co-teachers are encouraged to co-plan, co-teach, and co-reflect. However, co-planning becomes problematic due to time constraints and lack of systems/structures to enable teachers to plan efficiently. This presentation will share how planning support tools were developed in our district and how these tools are used to co-plan with a focus on standards and student success.</i>  | Jacqueline Hahn and Ebony English, Fort Mill Schools   | 2LT    |
| <i>Co-Planning, Co-Teaching, and Coaching in a Full-Year Residency Program</i>                    | <i>Mentors and Residents will share wonderful suggestions on how they meet the expectations of co-planning ,co-teaching, and coaching weekly in a full-year teacher residency program. Mentors can share lessons learned along the way in the 7th year of this model with detailed outlines of how they schedule co-planning, co-teaching, and co-assessment throughout the academic year with guidance on how the scale is adjusted at key growth points. Multiple coaching resources will be shared as high quality feedback is a key emerging theme within the co-teaching model.</i>   | <i>Amy Vessel, Louisiana Tech University; Stephanie, Whitten, Jada Walsworth, &amp; Tracey Bennett, A.E. Phillips Laboratory School, Ruston, LA; Lauren Tomlin &amp; Daisy Bass, Louisiana Tech University TEAM Model Resident</i> | Both   |



## SESSION 7

10:55- 11:40 AM

| Title   | Session Description  | Presenter(s)   | Strand |
|---|--|--|--------|
| Coplanning During the Clinical Experience: Practices and Roles for In-Person and Virtual Coplanning | <i>Presenters share study findings examining coplanning implementation during the clinical practice. Ten secondary co-teaching pairs video-recorded two coplanning sessions in which they collaboratively planned a lesson, with one video showing in-person collaboration and the other video virtual collaboration. Presentation will include (a) a summary of major study findings including characteristics of effective coplanning, co-teacher roles when coplanning, and shifts in roles when coplanning virtually; (b) viewing a coplanning video and engaging attendees in analysis; and (c) sharing of implications for pair support and future research.</i> | Megan Guise, Sarina Fernandez, and Sarah Hegg, California Polytechnic State University, San Luis Obispo and Sierra Taylor, Santa Maria High School | TE     |
| The Evolution of Co-Teaching Patterns in a Full-Year Teacher Residency Program                      | <i>From August to May, clear trends across all certification areas continue to emerge in a 7-year full-year teacher residency program. Feedback from mentors and residents participating in this program will help participants in designing co-teaching models in their semester or full-year clinical experiences. Clinical forms/resources will be made available.</i>  | Amy Vessel, Louisiana Tech University  | TE     |

## ROUND TABLES

### Networking

11:40 AM - 12:00 PM

**Networking & building your Co-Teaching Community has been a hallmark of the National Conference on Co-Teaching.**

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**Lunch**  
**12:00 - 12:45 PM**

*Grab your lunch and join us for an informal conversation about co-teaching - or just get to know one another better. Or take a screen break and eat lunch on your own.*

**SESSION 8**  
**12:55 - 1:40 PM**

| Title  | Session Description   | Presenter(s)   | Strand |
|--|---|--|--------|
| Using immersive simulation to build co-teaching success: Fun with avatars!                   | <i>Whether you are thinking about co-teaching or have been doing it for a while, this past year has put a spin on everything! Come hear how using avatars to practice co-teaching skills can help you create, build, or improve your co-teaching practices face-to-face, hybrid, or online. Collaboration is a high-leverage practice (HLP) that takes work. This session will get educators in K-12 and in higher education thinking about using avatars to identify and try out evidence-based practices (EBPs) that can be employed through co-teaching approaches. With presenters modeling the use of online simulation with avatars, you'll get to experience what this might look like in your own settings.</i>   | Wendy Murawski and Tori McPetrie, California State University, Northridge                                      | Both   |
| Pre-Service Teacher Reflection on Co-teaching Implementation: Are We Meeting the Benchmarks? | <i>The purpose of this presentation is to show one TPP's attempt to better gauge in real-time co-teaching implementation and how to provide immediate pair support. We present findings from the analysis of 777 weekly coteaching reflections completed by secondary pre-service teachers over 20 weeks of the clinical practice. We developed "ideal" benchmarks for the co-teaching reflection prompts and analyzed the data in respect to these benchmarks to see how close pre-service teachers met coplanning, coinstruction, and coassessing benchmarks. We will describe the reflection instrument and establishment of benchmarks, share findings regarding pair co-teaching implementation, and provide ideas for how TPPs can provide more immediate pair support.</i> | Megan Guise and Katie Paulding, California Polytechnic State University, San Luis Obispo, Eric Ambroso, WestEd | Both   |

|   |  |  |           |
|---|--|--|-----------|
| <p>Motives and Success Factors in Co-teaching Relationships: A Qualitative Case Study</p> | <p><i>This presentation shares findings from a recent study of success factors and motivation patterns within successful, highly rated co-teaching experiences. An exploratory case study of co-teaching pairs during the spring 2021 semester found the resourceful power motive was a success factor in the co-teaching teams studied. We will contrast resourceful power with reactive power and helpless power and discuss how resourceful power may help co-teaching teams be more successful and avoid destructive power arousal in their relationship. The study also found effective communication and strength of relationship were important success factors in the highly rated co-teaching teams studied. Recommendations for teacher educators and school administrators will be shared including the relationship between leadership style and organizational climate ultimately leading to more autonomy for the co-teaching team and better relationships between the co-teachers.</i></p> | <p>Kelley Hammel and Ann Sebald, Colorado State University</p> | <p>TE</p> |
|---|--|--|-----------|

## PANEL

***1:50 - 2:50 PM***

### ***A Co-Teacher's View from Inside***

*In this interactive session, Dr. Wendy Murawski will facilitate commonly asked questions regarding co-teaching at the K-12 level from teams who are "boots on the ground." These current co-teachers will share their challenges, strategies, best practices, and suggestions for those who are co-teaching themselves, as well as those who are supporting or preparing co-teachers at the K-12 or Higher Ed levels. Bring your own questions and engage in a dynamic dialogue!*

**Moderator:** Wendy Murawski, Executive Director and Eisner Endowed Chair for the Center for Teaching and Learning at California State University, Northridge, CA

**Presenters:**

Sheri Norris (GE) & Lindsey Venger (SE), *12th grade English*, Birmingham High School, Los Angeles, CA

Kelly Nugent (EL) & Eglantina Cenolli (EL/GE), *middle school math/reading*, St Cloud, MN

Megan D'Amore (GE) & Eileen Leckenby (SE), *6th grade ELA*, Redondo Beach, CA

Stephen Brostowitz (SP) & Jordan Raymond (GE), *1st grade teachers*, WISH Elementary, Los Angeles, CA

Kappy Edwards (*principal*), Nicole Fanning (*Mentor Teacher*), & Chloe Thomas (*Clinical Teacher/Resident*), Spring Valley Elementary Professional Development School, Baylor/Midway ISD

## SESSION 9

*3:00 - 3:45 PM*

| Title  | Session Description  | Presenter(s)   | Strand |
|--|--|--|--------|
| Coaching and Support for Co-Teachers   | <i>Co-Teachers are more likely to be successful when they are provided support and coaching. Join us to discuss and discover ways to support your co-teachers - whether you're working with co-teachers in teacher preparation or with two licensed co-teachers. We'll share reflection, observation, and support ideas to assist and coach co-teaching pairs.</i> | Teresa Washut Heck, St. Cloud University Krystal Goree, Baylor University, and Amy Vessel, Louisiana Tech University | Both   |
| Redesigning Secondary Methods and Practica Courses together to reflect the Co-Teaching Model | <i>To increase alignment with a co-teaching residency model, two professors will share their journey of redesigning methods and practica courses as well as field experiences.</i>   | Tina Allen and Dustin Whitlock, Louisiana Tech University  | TE     |

## QUESTION AND ANSWER WITH PRESENTERS AND CLOSING REFLECTION

*3:45 - 4:00 PM*

*Join us for a short closing to the 2021 NCCT Virtual Conference. We will have an opportunity to reflect on what we have heard, pondered, and talked about over the two-day conference.*