

# 2022 National Conference on Co-Teaching

October 13 - 14, 2022

## 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 **2LTs** 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 13

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

#### Morning Networking Over Coffee

*8:00 - 9:00 am*

*In Voyager Room*

#### WELCOME TO NCCT 2022

*9:00 - 9:10 am*

*In Voyager Room*

#### SESSION 1

*9:15 - 10:00 am*

Title	Session Description	Presenter(s)	Strand / Room #
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<p>Co-teaching at university in Madrid: Student and instructor perspectives</p>	<p>Co-teaching is not very common in Spanish universities, and it is mainly seen in student teaching for Education students. However, in the last few years through our research project, we have analyzed several co-teaching experiences at the university level in order to measure students' view of the practice and its effects on learning and instructors' professional development. Results have been generally positive in courses pertaining to the Education and Translation degrees at one university, and the study has been expanded to a second university and other degrees. In this presentation we will share details about our research project, including the methodology employed, initial findings, and our future research plans.</p>	<p>Lyndsay R. Buckingham <i>Universidad Pontificia Comillas</i> <i>(Madrid, Spain)</i></p>	<p>2LTs Mississippi Virtual Presenter</p>
<p>Coaching + Co-Teaching = Teacher Growth</p>	<p>Many times teachers become stuck in their professional progression, and instructional leaders must be creative in providing continuous support to move teachers to new levels of instructional implementation. Rather than abandon the coaching cycle, instructional leaders can utilize co-teaching models to enhance their coaching efforts by choosing a specific model to implement at each point in the coaching cycle to increase teachers' pedagogy and instructional output. Post-session, instructional leaders and teachers will be proficient in selecting the most purposeful and engaging co-teaching model to enhance the coaching effect to build capacity.</p>	<p>Kellian Hughes <i>Region 4 Education Service Center</i></p>	<p>Both Glacier North</p>
<p>Understanding the Impact of Various Co-teaching Experiences: Perceptions of Preparation</p>	<p>Co-teaching experiences are an important tool for supporting pre-service teachers (PSTs) in learning about their future roles in the field. Understanding how co-teaching field experiences contribute to PSTs level of preparedness after their initial co-teaching experience is important for programs to know how best to support PSTs throughout the program and upon entry into the field. This presentation will share data analysis about PSTs perceived levels of preparedness across one Educator Preparation Program that piloted various formats of co-teaching from early field experiences through the clinical teaching semester.</p>	<p>Mark Montgomery, Adam Akerson, and Ronda McClain <i>Stephen F. Austin State University</i></p>	<p>TE Alumni</p>

**Opening Featured Presenter**

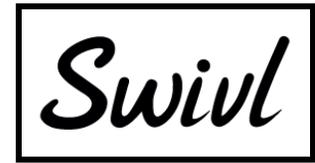
*10:15 - 11:45 am*

**A Conversation with Dr. Marilyn Friend**

*Meeting in In Voyageur Room*



**Lunch**  
*11:45 am - 12:30 pm*  
 sponsored and supported by SWIVL  
*In Voyageur Room*



**SESSION 2**  
*12:30 - 1:15 pm*

Title	Session Description	Presenter(s)	Strand / Room #
Utilizing SWIVL to enhance Coaching through Co-Teaching	For over a decade, Caddo Parish Public Schools have integrated SWIVL into their Coaching of New Teachers Model. Their story was contagious and changed the evaluation system of a nearby partner university. Learn more about how to establish the use of video recordings to coach your teachers, help grow co-teachers through peer-coaching, and have your specific questions answered by a SWIVL representative joining us.	Amy Vessel, <i>Louisiana Tech University</i>  Karen Peace, Cassie Harwell, and Pateece Davis-Hardy, <i>Caddo Parish Public Schools</i>  Nyssa Arcos, <i>Swivl Educational Consultant</i>	TE  Mississippi  In-Person & Virtual Presenters
"I Feel Like a Glorified Paraprofessional": How to move to a co-taught classroom	High caseloads, limited schedules, and the pressure of standards-based learning has created an urgency to meet the needs of students with disabilities within the general education setting. Special education teachers are often underutilized and report feeling like "a glorified paraprofessional". By utilizing the knowledge and talents of both general education teachers and special education teachers we will provide strategies to build a collaborative process where all teachers share equal responsibility in the delivery of instruction and successful outcomes of all students.	Amy Beasley, Robin Gillespie, and Erin Bauer  <i>Black Hills Special Services</i>	2LTs  Alumni
Creative Partnerships for Co-Teaching Professional Development	The challenges we confront as educators today are overwhelming. This session will focus on one creative solution that can support teachers and build their co-teaching expertise despite substitute teacher shortages and limited time for professional development.	Kelly Frankenfield <i>Saint Cloud Area Schools, District 742</i>	2LTs  Glacier North

<p>A Transformation from Siloed General and Special Education to an Inclusive, Co-Teaching Experience</p>	<p>Innovative practices of a preparation program that transformed student teaching/residency partnerships into thriving inclusive experiences where co-teaching, across general and special education settings, resulted in teacher candidates who were prepared for inclusive environments, and equipped to meet the needs of diverse learners. Previously siloed general and special education teacher preparation programs were redesigned with an inclusive lens and a dual credential pathway was created. Coursework and early fieldwork underwent revision emphasizing co-teaching methods and lesson planning. Partnering with local districts included placements for candidates in inclusive general and special education settings, where co-teaching was emphasized.</p>	<p>Amber Bechard and Shana Matamala  <i>University of La Verne</i></p>	<p>Both  Voyageur</p>
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**SESSION 3**  
*1:30 - 2:15 pm*

<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>
<p>Modeling Co-Teaching for Preservice Elementary Teachers: A Co-Taught Mathematics Course</p>	<p>We will share the development and details of a co-taught mathematics course. This course is the third in a sequence of three mathematics courses for preservice elementary teachers and features a co-teaching model with a mathematician and a mathematics educator. Within the course, students see how co-teaching can work, journal about the mathematics and pedagogy they encounter, and reflect on how the course relates to the K-6 classroom. This presentation will feature details about daily and weekly planning and grading, along with an overall look at the course and how we came to co-teach. We will provide insights into activities that have worked well, with respect to co-teaching, over our years of teaching this course together.</p>	<p>Debbie Monson and Rebecca Glover <i>University of St. Thomas</i></p>	<p>Both  Glacier North</p>
<p>Co-teaching: Engaging Gifted Students in Meaningful Learning</p>	<p>Co-teaching is one of the most effective strategies for delivering instruction designed to meet the needs of gifted and talented students in the general education classroom. Whether teachers are differentiating instruction through depth and complexity of content, curriculum compacting, independent study and research, tiered assignments, creative problem solving, enrichment, or other methods, co-teaching provides the support and means for flexible grouping to ensure that every student in the classroom can reach his/her full potential. In this session, presenters will</p>	<p>Krystal Goree, <i>Baylor University and</i> Teresa Washut Heck, <i>St. Cloud State University</i></p>	<p>TE  Mississippi  Virtual Presenter</p>

	explore ways that co-teaching may be used to challenge and engage bright kids without pulling them out of the regular classroom. Please join us and be ready to share your ideas!		
Are You Sure Inclusion Works? Dylan is Rolling on the Floor!	Come and get the real and relevant story of one school's journey toward inclusion and equity for all students. In this session educators will get real and relevant perspectives on implementing inclusion across a whole school. Participants will engage in analyzing patterns and trends of what works and doesn't work with inclusion within the perspectives of an administrator, classroom teacher, university partner, student teacher, special education student, and general education student. Participants will leave with an understanding of the barriers, struggles, celebrations and successes of inclusive work.	Jennifer Morris, Amanda Soto, and Kelly Stranger  <i>Upland Unified School District</i>	2LTs  Alumni
<b>PANEL SESSION 1</b> <i>2:30 - 3:30 pm</i>			
<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>
Perspectives from the Classroom	Come hear from SPED and General Education co-teachers about their experiences in the classroom.	Moderated by Jennifer Oloff-Lewis Tom Lewis, <i>Las Plumas High School, Oroville, CA</i> ; Audrey Bruce, <i>LPHS, Oroville, CA</i> ; Bonnie Leih, <i>LPHS, Oroville, CA</i>	2LTs  Alumni  Virtual Presenters
Building Equity through Co-Teaching in Teacher Education	Co-Teaching can help make invisible teacher practices more visible, but can it also develop cultural awareness and equitable practices of preservice teachers? Editors of an upcoming book <i>Co-Teaching in Teacher Education: Centering Equity</i> bring together perspectives from across the field to discuss ways in which co-teaching supports equitable practices.	Moderated by Liz Fogarty, <i>University of St. Thomas</i> ; Joy Stapleton, <i>Winthrop University</i> ; Kristen Cuthrell, <i>East Carolina University</i> ; Christina Tschida, <i>Appalachian State University</i>	TE  Voyageur  In-Person & Virtual Presenters

**NACT BUSINESS MEETING  
and Day 1 Networking & Wrap-Up**

*3:30 - 4:15 pm*

*In Voyageur Room*

[Zoom Link](#)

**SOCIAL**

*4:45 - 6:00 pm*

*Please join us downtown at Brick and Bourbon (119 5th Ave S.) for a time to connect and network with colleagues from around the country and hear about the National Association for Co-Teaching*

# Friday, October 14

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## Optional: Observation of Co-Teaching in a Local Elementary School

*7:45 - 9:15 am*

## Morning Networking Over Coffee

*8:15- 9:15 am*

*In Voyageur Room*

## SESSION 4

*9:15 - 10:00 am*

Title	Session Description	Presenter(s)	Strand / Room #
Interns' Perspectives on Co-Teaching and Co-Planning: A Longitudinal, Cross-Institutional Study	In this presentation we will share survey data from interns across three institutions over a four-year period. The data includes interns' perspectives on the benefits and challenges of co-teaching and co-planning both before and after their culminating, full-time field placement. We will discuss common themes across intern responses and changes in perspective within and across years. Participants will be asked to consider similarities and differences between our findings and their own experiences. Together, we will brainstorm potential supports to address perceived challenges. We expect that this data and the ideas shared in this session will help presenters and participants improve co-teaching and co-planning experiences	Charity Cayton and Maureen Grady <i>East Carolina University</i>	TE Voyageur

Modeling teacher trainees' collaborative competence through co-teaching	This presentation describes the impact of a team-taught CLIL (content and language integrated learning) course on trainee students of the degrees in Education at a Spanish University. The aim of this study, carried out in a sample of 85 students, is to measure the potential of learning through co-teaching for significantly affecting teacher trainees collaborative competence in three dimensions: knowledge about the foundations of co-teaching, the quality of their learning experience, and the transferability of this teaching strategy in their academic performance and future teaching practice. The results will be presented and discussed.	Magdalena Custodio Espinar <i>Comillas Pontifical University (Madrid, Spain)</i>	TE/Both Mississippi Virtual Presenters
Using Observation and coaching tools to impact success with co-teaching outcomes	Traditional co-teaching training provides theory, models, and strategies for implementation. However, this doesn't always lead to effective practices. This training will provide evidence of how various tools can assist teachers with effective feedback that will allow them to expand on their current co-teaching practices. The focus will be placed on observation tools and reflection techniques in order to build self-sufficiency. Participants will learn how to create effective lesson plans aligned to roles and responsibilities, learning targets, IEP goals and objectives, and instructional strategies.	Erin Bauer, Robin Gillespie, and Amy Beasley <i>Black Hills Special Services</i>	2LTs Alumni
<b>SESSION 5</b> <i>10:15 - 11:00 am</i>			
<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>
Co-Teaching: Layering UDL, Differentiation, and Specially Designed Instruction within Models	Administrators and coaches desire effective collaborative planning between special education and general education teachers in implementing co-teaching practices. Integrated within co-teaching lies Specially Designed Instruction (SDI) which is necessary to provide specific support for students with disabilities. In this session, educators will explore ways to plan for and implement Universal Design for Learning (UDL), differentiation, and Specially Designed Instruction (SDI) within each model. By the end of the session, teachers will walk away with planning tools for the co-teach classroom and the ability to choose the most effective model to increase student engagement through differentiation and specialized instruction.	Kellian Hughes <i>Region 4 Education Service Center</i>	Both Voyageur

<p>Co-Teaching and the Second Generation Question</p>	<p>Faculty from the Center for Educator Preparation within the School of Education at Colorado State University have engaged in co-teaching during student teaching since 2014. Over the past eight years, much has been learned within our context regarding co-teaching during student teaching, and CEP faculty have taken that knowledge and built upon it while implementing a Professional Development School (PDS) model of educator preparation. During this presentation, the benefits of co-teaching during student teaching will be shared, discussing the first-generation question: does co-teaching during student teaching work? Information provided will be based upon a body of research communicating that co-teaching during student teaching can work as a model of preparation. Next, the presenter will share one Educator Preparation Program's (EPPs) journey in understanding co-teaching during student teaching within a PDS model of preparation to begin to understand the second-generation question (Cole et al., 2005): For whom does co-teaching during student teaching work and under what conditions?</p>	<p>Ann Sebald <i>Colorado State University</i></p>	<p>TE Glacier North</p>
<p>A three-year perspective: co-teaching for high school ELs in the New Latino South</p>	<p>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 the implementation and three-year perspective of high school ESL teachers' experiences with co-teaching Social Studies, Biology, and English Language Arts in the New Latino South. Find out how co-teaching was introduced and became a successful way to best support ELs by aligning language acquisition to core content areas. Participants who wish to replicate the co-teachers' success will (1) identify steps that prepare teachers for classrooms with culturally and linguistically diverse learners; (2) compare various strategies for co-planning, co-delivery, and co-assessment.</p>	<p>Cornelia Okraski <i>University of North Carolina at Charlotte</i></p>	<p>2LTs Alumni</p>
<p>Co-Teaching and Coaching Using SWIVL Technology</p>	<p>SWIVL Technology has provided opportunities for a clinical residency program to expand clinical experiences across the state. It has also provided the teacher preparation program the opportunity to gather increased evidence of effective co-teaching throughout the academic year. Participants can walk through coaching sessions learning the multiple ways SWIVL could be used during pre-service and clinical experiences. The process and resources developed for coaching will be shared and could be easily adapted for a student teaching program, a clinical residency program, a mentor program for new teachers, or a program for two certified co-teachers.</p>	<p>Amy Vessel <i>Louisiana Tech University</i></p>	<p>TE Mississippi</p>

## PANEL SESSION 2

*11:15 am - 12:15 pm*

Title	Session Description	Presenter(s)	Strand / Room #
Supporting Co-Teaching in Your Building or District	Administrators and District Level support for co-teaching within their building or district.	Moderated by Jennifer Oloff-Lewis, Lamar Collins, <i>Las Plumas High School, Oroville, CA</i> Seth Brown, <i>Pitt County</i>	Both Alumni Virtual Presenters
Student Voices: Experiences with Co-Teaching	Preservice teachers and K-12 students share their experiences in a co-taught classroom. Through elevating voices of all involved, we intentionally put forward the <i>why</i> of our collective work -- that co-teaching can and does center equity -- in beautiful ways across ages.	Moderated by Kristen Cuthrell, <i>East Carolina University</i> ; Liz Fogarty, <i>University of St. Thomas</i> ; Joy Stapleton, <i>Winthrop University</i> ; Christina Tschida, <i>Appalachian State University</i>	TE Voyageur In-Person & Virtual Presenters

### Lunch

*12:15 - 12:45 pm*

*In Voyageur Room*

### Featured Presenter

*12:45 - 1:45 pm*

**Dr. Karen DeMoss**

*Meeting in Voyageur Room*

**SESSION 6**  
2:00 - 2:45 pm

<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>
Enhancing student engagement through co-teaching	21st-century learning has created the need to shift from the traditional classroom to one that provides more engaging and meaningful learning experiences through inclusive practices. Teachers are tasked with how to motivate, encourage, excite, energize, and promote the most reluctant of learners. In addition, schools today are challenged to meet the diverse needs of our students, including academic skills, cognitive ability, emotional and physical well-being, social acceptance, and cultural alignment. This professional development opportunity will provide awareness and understanding of the importance of student engagement and the application of co-teaching as a vehicle by which equitable access and inclusive practices for all students are practiced.	Robin Gillespie, Amy Beasley, and Erin Bauer <i>Black Hills Special Services</i>	2LTs Alumni
Reflecting on power imbalances: examining co-teaching within a First Year Experience Course	We can talk the talk, but can we walk the talk? A strength of co-teaching is that 2 individuals can come together to create new and stronger learning opportunities. To be effective, both parties need to feel as though their role is valued; this can be a struggle if there is a power imbalance between the co-teachers. In an FYE course that both researchers were assigned to teach, they utilized co-teaching strategies with their assigned college TAs. There was a natural power imbalance created by the established partnership. The researchers kept detailed journals of the experience and analyzed their reflections to find common themes; they have related these insights back to their recommendations regarding co-teaching in K-12 classrooms.	Sara Walsh and Ben Vilkas <i>Wayne State College</i>	Both Voyageur

Research-Based Pairing Methods in an Early Field Experience	Navigating the roles and responsibilities of PSTs and mentoring teachers in an initial field experience can be challenging. Traditional methods employed when pairing PSTs and mentor teachers are typically randomized, based on enrollment numbers and availability. This presentation will share findings from a study that examined the effectiveness of an intentional pairing model based on self-perceived levels of competency and professional goals of the PST and the mentor teacher. Results from this study will be used to inform efforts to create a modified co-teaching model to be used in an early field experience that will support a peer-to-peer co-teaching model in a later field experience.	Ronda McClain <i>Stephen F. Austin State University</i>	TE  Glacier North
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**DAY 2 NETWORKING AND CONFERENCE WRAP-UP**  
*3:00 - 3:30 pm*  
*In Voyageur Room*