



# NATIONAL CONFERENCE ON CO-TEACHING

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Sponsored by the National Association for Co-Teaching

OCTOBER 12 & 13, 2023

Co-Hosted by:



*Richard W. Riley  
College of Education,  
Sport, and Human Sciences*

# 2023 National Conference on Co-Teaching

October 12 - 13, 2023

## Conference Schedule

*\*All times are listed as (EST) Eastern Standard Time*



### Thursday, October 12

#### Morning Networking Over Coffee

Hosted by Winthrop University

9:00 - 10:00 am

City Center Atrium

#### WELCOME TO NCCT 2023

10:00 - 10:10 am

City Center Atrium

#### SESSION 1

10:15 - 11:00 am

Title	Session Description	Presenter(s)	Strand / Room #
Co-Teaching in Teacher Education: Elementary Math and English Language Learner Professors Co-Designing and Modeling Equity	This presentation grew out of the interest of higher education professionals as they navigated (re)designing coursework to address the complexities of equitable co-teaching, combining the expertise of a Mathematics and ELL methods teacher educators. In the presentation, these teacher educators will explain their co-teaching curriculum choices, which were based on the alignment of Gorski's (2014) Equity Literacy framework and Honigsfeld and Dove's (2017) collaborative instructional cycle, and how they intentionally modeled equitable co-teaching structures for their teacher candidates during their elementary mathematics methods.	Molly Riddle Kelli Bernedo Indiana University Southeast	CC Room 901 K-12Teachers & Teacher Preparation

Connecting Instructional Practices to Co-teaching and Student Experience	<p>This proposal aims to explore the potential of combining co-teaching, competency-based education (CBE), project-based learning (PBL), professional learning communities (PLC), foundation literacy, and differentiation as a powerful framework for enhancing student learning outcomes. The presentation will provide an overview of each of these instructional approaches and explore how they can be integrated to create a comprehensive and effective learning experience for students.</p> <p>By leveraging the strengths of co-teaching, CBE, PBL, PLC, foundation literacy, and differentiation, educators can create a comprehensive and effective learning experience for their students. This presentation will provide a valuable resource for educators who are seeking to enhance their instructional practices and improve student learning outcomes.</p>	<p>Amy Beasley Rebecca Meyers Melissa Mason Black Hills Special Services</p>	<p><b>CC Room 902</b> K-12 Teachers</p>
Developing a Teacher-led Mentoring Co-Teacher Model to Support Pre-Service Teachers	<p>Recruiting and retaining high-quality mentors has become increasingly challenging in a landscape in which teachers are encountering stressors that extend beyond the instructional and managerial responsibilities of the classroom environment. As a result, finding experienced teachers who will collaborate with and mentor PSTs can prove difficult. In an effort to establish strong mentorship, the presenters utilized the expertise and creative ideas from classroom teachers to develop a replicable co-teaching mentorship model. The presentation will share trials and successes of the model and how it encourages participants to engage in discussions about their own experiences when seeking and working with mentors.</p>	<p>Mark Montgomery Ronda McClain Adam Akerson Stephen F. Austin State University</p>	<p><b>CC Room 906</b> K-12 Teachers, Administrators, Teacher Preparation, Beyond Foundations</p>
Co-Teaching 101: Establishing and Building a Co-Teaching Program	<p>Identifying, establishing, and sharing the key elements of your program is critical to your success. This session will outline and discuss essential elements proven to assist organizers in developing a Co-Teaching program. Getting buy-in, introducing common language, establishing training protocol, identifying co-teaching roles and expectations, supporting co-teachers, as well as other factors to consider when building a program will be included.</p>	<p>Teresa Washut Heck St. Cloud State University</p>	<p><b>CC Room 904</b> K-12 Teachers &amp; Teacher Preparation</p>
<p style="text-align: center;"><b>SESSION 2</b> <i>11:15 am - 12:00 pm</i></p>			
<b>Title</b>	<b>Session Description</b>		<b>Strand / Room #</b>
Shake it Up!	<p>When you leave this session, you will have heard multiple perspectives through the lens of a teacher, case carrier, and administrator who are in the midst of taking a school on a difficult journey to shake up the traditional education system for all students. This session will empower you to brave your own journey of celebrations, challenges, and validated values. You will be given opportunities to critically analyze and contemplate our current educational system and participate in a self-examination of your own mindset.</p>	<p>Jennifer Morris Amanda Soto Kelly Stanger Foothill Knolls Academy of Innovation, Upland Unified School District</p>	<p><b>CC Room 901</b> K-12 Teachers, Administrators &amp; Teacher Preparation</p>

Making the Connection Between Inclusion and Co-Teaching	Successful inclusive education happens when all students are accepted and respected regardless of their differences and diversities. Co-teaching provides students with disabilities equitable access to the general education curriculum in their least restrictive environment. In the co-taught setting, students with disabilities receive individual specially designed instruction and the opportunity to experience academic success alongside their typically achieving peers. Conference participants will examine the critical components of co-teaching through active participation in the six instructional formats. Essential elements for creating a collaborative partnership will be explored. Participants will leave with strategies and resources to begin or enhance their co-teaching experience.	Debbie Fleming Arkansas Department of Education- Division of Elementary and Secondary Education Debbie Byers Arkansas Co-Teaching Project	<b>CC Room 902</b> K-12 Teachers, Co-Teaching foundations and beyond
Inclusive Collaboration: Harnessing the Power of Collective Input to Improve Co-Teaching	Harnessing the power of collective input to shift mindset for multiple stakeholders in co-teaching is an essential step in implementing inclusive education practices mandated by California legislation. In this session, participants will learn how one district created a guiding blueprint to support new and seasoned teachers in their co-teaching journey by incorporating multiple voices in decision-making and problem-solving processes that fostered informed, comprehensive, and equitable outcomes for students.	Ryan Parry Upland Unified School District CA	<b>CC Room 906</b> K-12 Teachers
Co-Teaching Outside the Box: Rethinking the One Teacher-One Classroom Paradigm	This presentation shares one school's journey to rethinking traditional models of schooling. Using a co-teaching model in multi-grade teams of educators (with varied levels of teaching experience, leadership, and areas of expertise) they moved from a one teacher--one classroom approach to one where all teachers take responsibility for student learning of all students. We will share their experiences throughout the process of developing the model, utilizing building space in a new way, and considering new ways of teaching. We will report on how the first year of this new model is going and engage participants in considerations for their own educational contexts. Come explore and consider a paradigm shift in how we approach education in our schools.	Christina Tschida Appalachian State University Amie Snow Kim Britt Brent Macrow Suzanne Smith Academy at Middle Fork	<b>CC Room 904</b> K-12 Teachers Teacher Preparation

**Lunch**  
**12:00 - 12:45 pm**  
**City Center Atrium**

**12:45 - 1:30 pm**  
**Opening Featured Presenter: Teresa Washut Heck**  
**Reflections on Co-Teaching**  
**City Center Atrium**

## SESSION 3

*1:45 - 2:30 pm*

Title	Session Description	Presenter(s)	Strand / Room #
Co-Teaching for Multilingual Learners: Models for Student Success in the Content Areas	In this workshop presentation, teachers will learn about the various co-teaching models that can be used to meet the needs of their multilingual learners (ML). In this workshop, they will explore their current class setup and find small ways to incorporate collaboration and co-teaching into their schedules. Teachers will leave with specific strategies to be able to implement co-teaching with their ML teacher.	Katie Wagner Friedman Cabarrus County Schools Michael Hayes Charlotte-Mecklenburg Schools	<b>CC Room 901</b> K-12 Teachers & Teacher Preparation
Supporting Students: Co-Teaching Across All Three Tiers	The presentation will highlight collaboration/co-teaching by two educators within an MTSS framework. This means offering and planning for all three tiers of core, supplemental, and intensive intervention or specialized instruction within co-planning, co-teaching, and co-reflection endeavors. Participants will engage in scenarios with follow-up descriptions and reflection of actual work within a 5th grade classroom of students with diverse learning needs.	Jacqueline Hahn Ehren Eley Fort Mill Schools	<b>CC Room 902</b> K-12 Teachers
<b>**Co-Teaching in First-Year Teacher Residency Program in New Mexico-Admin/Ed Prep/Coaching/Foundations</b>	Western New Mexico University implemented co-teaching between a practicing mentor teacher and a pre-service teacher in a year-long Teacher Residency Program beginning Fall 2022. This session will share the lessons learned, trials, and triumphs from the first year of the program from the perspective of the teacher educator who conducted co-teaching training, visited all PK-12 classrooms regularly, and guided the co-teachers through the experience. Plans for and challenges of creating true clinically-based teacher preparation will also be discussed.	Stephanie Fanselow Western New Mexico University	<b>CC Room 906</b> Teacher Preparation
"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 have 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 for all students.	Rebecca Meyers Robin Gillespie Amy Beasley Black Hills Special Services	<b>CC Room 904</b> K-12 Teachers
Inclusive Instructional Models: Co-teachers collaborating on instructional scaffolds	In order for multilingual learners to meet the challenging demands of content-based instruction and acquire the academic language required to do so, they need instructional support in the form of scaffolds. In this session we will learn how co-teachers can draw on each other's strengths and select	Emily Francis Concord High School	<b>Lecture Hall</b>



	appropriate instructional scaffolds. Together we will analyze categories and examples of scaffolds to provide the kind of support that is crucial to multilingual learners.		K-12 Teachers
<p style="text-align: center;"><b>SESSION 4</b>  <b>2:45 - 3:45 pm</b></p>			
Title	Session Description	Presenter(s)	Strand / Room #
Co-Teaching Models Refresher	Are you new to co-teaching? Do you want to go beyond team teaching? This presentation will provide an overview of the different co-teaching models. Additionally, participants will learn the most common pairings for co-teaching in K-12 and Higher Education settings. Participants will have opportunities to observe co-teaching in-action and ask questions to garner a better understanding of co-teaching. This session will help new co-teachers get more out of the conference.	Adam Akerson Mark Montgomery Rhonda McClain Stephen F. Austin State University	<b>CC Room 901</b> K-12 Teachers & Teacher Preparation
<a href="#">Considerations for Co-Teaching: The Why and the How</a>	This session aims to support participants in considering two aspects of co-teaching related to the why and the how. The why will focus on considerations regarding decisions about location of service delivery for students with Individual Education Programs (IEPs). While the how will focus on considerations regarding implementation with a focus on supporting school leaders. Join me as I share my journey (as a Special Educator, Special Education District Administrator, and Doctoral Student) to explore these two important considerations.	Ann Jolly UNC Charlotte	<b>CC Room 902</b> K-12 Teachers, Administrators
Ups, Downs and Lessons Learned During our First Year of Co-teaching in a Middle School Science Class	The objectives of the panel will be to honestly share what we wish we knew as we started our co-teaching journey, what we learned along the way and what we will be differently the following school year. We also will provide a few of our tried and true strategies that were effective within our classroom. Handouts and the slideshow will be provided to attendees to refer to after the conference.	Katie Mesi Jackie McKenna West Chester Area School District	<b>CC Room 906</b> K-12 Teachers
<a href="#">Powerful Curriculum Strategies Leveraged in a Co-Teaching Environment</a>	Our presentation will discuss how co-teaching can naturally embed curriculum-based strategies for multilingual students at all proficiency levels in middle school classes. Additionally, the presenters will inform attendees about how to implement differentiation in a co-teaching environment that allows for more equitable learning opportunities for multilingual students.	Sara Conant Madison Peyton Loudoun County Public Schools	<b>CC Room 904</b> K-12 Teachers

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

*3:45 - 4:15 pm*

*City Center Room #902*

*Please join us in City Center room #902 for a time to connect and network with colleagues  
from around the country and hear about the National Association for Co-Teaching*

**CO-TEACHING SOCIAL**

**Co-hosted by University of North Carolina- Charlotte and East Carolina University**

*4:30 - 6:00 pm*

*Please join us at the Little Architecture Firm for light food and drinks while connecting and networking with colleagues  
from around the country.*

*Little Architecture Firm,  
Located in the Regions Building adjacent to the Westin  
615 S College St #1600, Charlotte, NC 28202*

# Friday, October 13

*\*All times are listed as (EDT) Eastern Daylight Time*

**Unconference-** *for in-person participants only*  
*8:30 - 9:30 am*  
*City Center Room #902*

**Morning Networking Over Coffee**  
**Hosted by Winthrop University**  
*9:30- 10:00 am*  
*City Center Atrium*

## SESSION 5

*10:15 - 11:00 am*

Title	Session Description	Presenter(s)	Strand / Room #
Catapult Your Co-Teaching	Often today's teachers are thrown together in a co-teaching model without clear directions, roles, or expected outcomes. In this face-to-face session, Catapult Your Co-Teaching, participants will explore how to maximize their co-teaching partnership by building trust, identifying roles and responsibilities, and determining how to collaborate and communicate with each other. "If you fail to plan, you are planning to fail." (Benjamin Franklin) Planning is a critical component to successful co-teaching. Participants will investigate approaches to co-planning and examine technology tools that support co-planning. Participants will develop next steps in reflecting on which co-planning approach would best serve their co-teaching classroom.	Manda Stegall UNC Charlotte	<b>CC Room 901</b> K-12 Teachers Teacher Preparation
The Relational Dynamics Between Mainstream and English Language Development Teachers.	Co-teaching can be a successful model for English language development (ELD) instruction, but as in any co-teaching classroom, success starts with the relationship between the teachers. Come join in a discussion-led presentation where the presenter will share research findings on relational dynamics between mainstream/ELD teacher teaching team and personal experience in co-teaching as the ELD teacher.	Christina Simmons Messiah University	<b>CC Room 902</b> K-12 Teachers



Pairing with a Purpose: Intentionally Pairing Mentors and Candidates for Field Experiences	Faculty who supervise field experiences will share about the creation of a process through which teacher candidates paired themselves and their peers into co-teaching partnerships utilizing a blinded, purposeful "Teacher Candidate Profile". Mentors then completed a similar profile and "drafted" co-teachers according to mentor interests and strengths. Presenters will discuss: how high-quality mentor teachers were identified; development of the "Teacher Candidate Profile" instrument; the process through which the teacher candidates selected and justified co-teaching partnerships; the mentor's role in justifying their selection of co-teaching pairs; information about the "Draft Day" event; and plans for future development of the model.	Ronda McClain Mark Montgomery Adam Akerson Stephen F. Austin State University	<b>CC Room 906</b> Teacher Preparation
High Performance Co-Teaching for Positive Achievement Results	The Arkansas Co-Teaching Project, in partnership with Johns Hopkins University's Center for Technology in Education, provides a year-long professional development to co-teaching partnerships and administrators in Arkansas. An explanation of the components of the professional development and the data collected as a result of the training will be shared. A question-and-answer session will be provided at the end of the session to further explain the implementation of the program and the data collection process.	Debbie Fleming Arkansas Department of Education, Division of Elementary and Secondary Education Debbie Byers Arkansas Co-Teaching Project	<b>CC Room 905</b> K-12 Teachers Administrators

## SESSION 6

*11:15 - 12:00 am*

Title	Session Description	Presenter(s)	Strand / Room #
Co-Teaching for Middle & High School MLs: Experiences from the classroom	Co-teaching for Multilingual Learners (MLs) can be an effective way to differentiate instruction in middle and high school settings. In this session, learn from practicing middle and high school ESL teachers about co-teaching for MLs in English Language Arts and Math classrooms. Presenters will share their experiences as co-teachers through the do's and don'ts of co-teaching, including the classroom activities they adapted or introduced to maximize MLs' learning of state-tested curriculum.	Cornelia Okraski UNC Charlotte Nathalie Ejiogu-Smart Christine Calabria Charlotte-Mecklenburg Schools	<b>CC Room 901</b> K-12 Teachers
Co-Teaching in the Core Classroom	Brittany Brooks, ML teacher, and Jordan Wright, fifth grade science teacher, will explain the benefits of integrating science and literacy in the core classroom. The session will also include the benefits of having a language teacher and a content teacher collaboratively working together in the classroom to promote language skills (reading, writing, speaking, and listening) paired with content instruction (content and curriculum). Teachers will leave with strategies they can apply in the classroom to increase language and content development.	Brittany Brooks Jordan Wright Cabarrus County Schools	<b>CC Room 902</b> K-12 Teachers

Co-Teaching in Secondary Education: Preparing Candidates for Their Classrooms	How does co-teaching in student teaching prepare secondary teacher candidates for their own classroom? This single, common question creates hesitation and doubt about the effectiveness of co-teaching, especially among classroom teachers hosting our candidates. This question must be answered adequately and frequently during any co-teaching training and preparation. Secondary-specific research, while minimal, shows that co-teaching works, but only if everyone buys into it. University staff & faculty, partner schools, teacher candidates, university supervisors, and cooperating teachers must all be on the same page. This presentation details how our university is working to achieve that, highlighting both successes and struggles.	Stephen Smith Purdue University	<b>CC Room 906</b> Teacher Preparation
Co-Teaching in an Online Asynchronous Credentialing Program	Co-teachers for a teacher credentialing program that transitioned to 100% online asynchronous modality as a result of pandemic restrictions (and has since maintained that format) will provide insights to their approach to co-teaching, co-planning, and coassessing. They will share their own reflections on successes and challenges, and will engage attendees in further analysis of the applicability of our known co-teaching models in a fully online setting.	Kelly M. Costner Winthrop University Adanays Aranda Fort Mill Schools SC Elke Schneider Winthrop University	<b>CC Room 905</b> Teacher Preparation
<p style="text-align: center;"><b>Lunch</b>  <b>12:00 - 12:45 pm</b>  <b>City Center Atrium</b></p>			
<p style="text-align: center;"><b>12:45 - 1:30 pm</b>  <b>Co-Teaching Panel Discussion: Connecting Theory and Practice:</b>  <b>Administrative Support in both PK-12 and Higher Education</b>  <b>City Center Atrium</b>            Amber Bechard, Shana Matamala, and Anita Flemington            University of LaVerne            Jennifer Morris, Amanda Soto, and Kelly Stanger,            Foothill Knolls Academy of Innovation</p>			
<p style="text-align: center;"><b>SESSION 7</b>  <b>1:45 - 2:30 pm</b></p>			
Title	Session Description	Presenter(s)	Strand / Room #

What's Colors Got To Do With Co-Teaching?	Relationships are at the heart of successful teaching and learning. Learn how Colors provides the foundation for the co-teaching model and is an essential component of the year-long student teaching internships with pre-service teachers and during induction for new teachers to build successful relationships with clinical educators and mentors. Through Colors, student teachers/clinical educators and new teachers/mentors learn how to navigate relationships, roles, and responsibilities to ensure successful teaching and learning.	Misty Hathcock Kyla Crews UNC Charlotte	<b>CC Room 901</b> K-12 Teachers Teacher Preparation
Co-Planning and Co-Teaching a Statistics Course for Preservice Teachers with an Undergraduate Student	We will be discussing what we learned from our experience co-teaching a statistics course for pre-service teachers. What makes our project unique is the difference in experience and education between the two co-teachers. The teacher educator brought teaching experience, knowledge about available resources, and subject matter expertise. The undergraduate co-teacher brought the experience of a student who had recently taken the course and ideas about how the course worked from a student's perspective. An undergraduate student working with a tenured professor is an uncommon experience that provides a new perspective on the concept of co-teaching.	Emma Marshburn Maureen Grady East Carolina University	<b>CC Room 902</b> Teacher Education
Using Co-Teaching to Center Equity	Teacher educators can utilize innovations in co-teaching to mitigate inequities among students in K-12 classrooms. This Scenario Planning Session provides an opportunity for participants to examine how co-teaching supports and encourages these equity practices. Presenters will share their Framework for Equity in Co-Teaching and explain how it provides structure for combining relationships and pedagogy to create equity within their classrooms. Additionally, participants will be invited to explore an Equity Checklist for Co-Teaching. This session will allow participants to consider how the framework and checklist might be used in their EPP to mitigate issues of equity and prepare teachers who are poised to step into the classroom as equity-minded educators. Participants will be encouraged to discuss and share strategies they are using in their educator preparation programs.	Christina Tschida Appalachian State University Elizabeth Fogarty St. Thomas University Joy Stapleton Winthrop University Kristen Cuthrell East Carolina University Diana Lys UNC Chapel Hill Ann Bullock Elon University	<b>CC Room 906</b> K-12 Teachers Teacher Preparation
Co-Teaching Models Implemented in a Co-facilitated Teacher Book Study	Co-facilitators for a one-year book study with elementary teachers will share their implementation of co-teaching and co-planning models in monthly discussions of the reading. Attendees will engage with presenters in further analysis of ways that co-teaching models can inform approaches to co-facilitated continuing education for adult learners, where "instruction" and "assessment" have different meanings from the classroom setting.	Kelly M. Costner Winthrop University Robin Babinchak Sugar Creek Elementary, Fort Mill Schools SC	<b>CC Room 905</b> K-12 Teachers
Using Co-Teaching to Motivate the Unmotivated Student	Do you have students who struggle to complete assignments, participate in class, and lack general motivation for learning? Do you grapple, at times, with helping some of your students to be intrinsically motivated and learn to love learning? If so, this is the session for you! Join Dr. Dan Barber, assistant principal, and Kyra Ballentine, a co-teacher, at Cox Mill Elementary School as they provide tips, tricks, and strategies to help you work cohesively with your co-teacher to motivate your students. Learn strategies to inspire your students to desire to complete their work,	Dan Barber Kyra Ballentine Cox Mill Elementary, Cabarrus County Schools, NC	<b>Lecture Hall</b> K-12 Teachers Teacher Preparation

be an active class participant, and, generally, love and appreciate learning.

**SESSION 8**  
*2:45- - 3:30 pm*

Title	Session Description	Presenter(s)	
**Closing the Research to Practice Gap through Co-Teaching: Considerations for Design and Implementation	In this session, we will discuss ways coteaching can help bridge the research to practice gap in teacher education. Participants will be provided with (a) an overview of a co-teaching model used to support teacher candidates; (b) opportunities to evaluate their current practice; and (c) considerations for designing, delivering, and evaluating co-teaching experiences.	Shawwna Helf Winthrop University	<b>CC Room 901</b> Teacher Preparation
Co-Teaching in Special Education	This presentation will discuss ways to incorporate co-teaching to support students with disabilities and behavior challenges. It will show opportunities to work together to allow both teachers to present to the class, while supporting and managing behaviors. This opportunity gives classroom teachers the chance to see qualified professionals utilize behavior management strategies and the Exceptional Children's teacher get a deeper understanding of grade level curriculum. Having two teachers work together to meet the varying needs of all students in the classroom allows for more inclusion opportunities and provides a safe and accepting classroom environment.	Taylor Gloyd Highland Creek Elementary, Charlotte-Mecklenburg School NC	<b>CC Room 902</b> K-12 Teachers
Creating a Collaborative and Sustainable Teacher Induction Mentor Support Program Focused on Co-Teaching Practices: A University and Multi-District Partners	Unlike the traditional model of student teaching in which the focus is on the teacher candidate's learning and professional growth, the co-teaching model requires the student teacher and the master teacher both to reflect on their practice and work as collaborative partners as they problem-solve ways to improve student learning together (Fergul hison & Wilson, 2011; Diana, 2014). This session will share out the preliminary results from a study of the mentor/mentee relationship of co-teaching partnerships during a year-long student-teaching clinical experience to determine characteristics that impacted implementation of a co-teaching model of student teaching.	Shanita Anderson Laura Eicher Clemson University	<b>CC Room 906</b> Teacher Preparation
**When I Have Support, Sky's the Limit: The Importance of Administrative Support in Co-Teaching	This presentation will share one collaborative exemplar between one university and one elementary school-based site employing both co-teaching between two professionals and co-teaching during student teaching. Building administrators have been providing intentional leadership in the work of co-teaching among two professionals for more than 15 years. In 2017 the university approached building administration asking if they would be interested in partnering to examine the work of co-teaching during student teaching. Presenters will share information learned	Ann Sebald Colorado State University Cale Whicker Poudre School District Patti Larkin Colorado State University Jennifer Castor	<b>CC Room 905</b> K-12 Teachers Teacher Preparation

	from a longitudinal study and discuss intentional leadership efforts employed to support the work of both types of co-teaching throughout their building.	Poudre School District	
Synergistic Teaching Styles: Elevating Student Learning through Co-Teaching and Planning	This presentation explores the benefits and challenges of co-planning and co-teaching a lesson by two student teachers with different teaching styles and certification areas. The inspiration for the project was based on observations of each student teaching during the internship semester, with one candidate expressing desire to obtain their certification in middle grades education. The timeline included a week of collaborative planning meetings and the co-teaching of the lesson. Benefits of the co-teaching model included decreased student ratio, intense preparation, and practice of co-planning outside of PLCs. The lesson's effectiveness was evaluated through student assessment, and student teachers recorded their shared experiences and perspectives.	Kate Gilbert UNC-C	<b>Lecture Hall</b> Teacher Preparation
<p style="text-align: center;"><b>DAY 2 NETWORKING AND CONFERENCE WRAP-UP</b>  <i>3:30 - 4:00 pm</i>  <i>City Center Room #902</i></p>			