



# NATIONAL CONFERENCE ON CO-TEACHING



Sponsored by the National Association for Co-Teaching  
OCTOBER 10-12, 2024

Co-Hosted by:



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

# 2024 National Conference on Co-Teaching

October 10 - 12, 2024

## Conference Schedule

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



### Friday, October 11

**Check-in/Registration**  
**Morning Networking Over Coffee**  
*9:00 - 10:00 am*  
*City Center Atrium*

**WELCOME TO NCCT 2024**  
*10:00 - 10:10 am*  
*City Center Auditorium*

### **SESSION 1**

*10:10 - 11:00 am*

<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>
Co-Teaching for Middle & High School MLs: Best practices 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 Christine Calabria Nathalie Ejiogu-Smart Charlotte-Mecklenburg Schools	<b>CC 901</b> 2 Licensed Teachers

Co-Planning and Co-Teaching Models Enacted for a Teacher Book Study	Co-facilitators for a one-year book study with elementary teachers will share how they used the models for co-planning and co-teaching in monthly discussions of the reading. Attendees will engage with presenters in further analysis of ways that these models can inform approaches to co-facilitated continuing education for adult learners—where instruction and assessment have different meanings from the P-12 classroom setting.	Kelly Costner Winthrop University Robin (Missy) Babinchak Fort Mill Schools	<b>CC 904</b> 2 Licensed Teachers Teacher Preparation
Co-Teaching Techniques for Supporting Diverse Learners in Math and Science for Preservice Teachers	Special education, science education, and mathematics education methods faculty will share goals and initial efforts towards their awarded grant, Project TREES, Team of Resident Educator Experts Support students. To improve instruction in methods courses, presenters are co-planning mathematics and science methods courses to help PSTs use the UDL framework and differentiated instruction to support all learners. Presenters will share the resources created including a shared glossary across disciplines and online modules/activities reinforcing appropriate supports for working with students with disabilities. Grant faculty will creatively co-teach methods courses with direct support from mathematics, science, and special education experts.	Bonnie Glass Bethany McKissick Monica Gonzalez East Carolina University	<b>CC 905</b> Teacher Preparation
Re-envisioning School through Co-Teaching: How One School Enhanced Learning for Students <i>and</i> Teachers	In 2023-24, the Lab School at Appalachian State University started on a journey to re-envision what school could look like. Utilizing a co-teaching model, educators created three grade spans (K-1, 2-3, and 4-5) in which students and teachers shared classroom space, materials, and responsibility for learning. We will share data from the first year of implementation, lessons learned, and personal experiences of frustrations and triumphs.	Christina M. Tschida Kindel T. Nash Chantae Reynolds Appalachian State University	<b>CC 906</b> 2 Licensed Teachers Teacher Preparation
<b>SESSION 2</b> <i>11:05 am - 11:50 pm</i>			
<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>
A Panel on Collaborative Planning: Professional Learning Recommendations from a Teacher Quality Partnership Cohort	Anchored to the Honigsfeld & Dove Collaboration and Co-Teaching for ELs framework, a UNCC cohort of Graduate Candidates and practicing K-12 teachers collaboratively planned integrated content-based units of instruction specifically scaffolded for ELs/MLs. As a result, via a capstone course project, they co-created school-based professional learning guidance on effective collaborative planning practices. The cohort's interactive panel aims to share their newly formed collaborative planning skills and what they recommend to other K-12 educators.	Joan Lachance UNC Charlotte	<b>CC 901</b> 2 Licensed Teachers Teacher Preparation

<p>Coaching Through Co-Teaching at TIER 1 = 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 a new level. 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 will be proficient in selecting the most engaging co-teaching model to use during the coaching process and identifying next steps in supporting teachers.</p>	<p>Kellian Hughes Region 4 Education Service Center, Houston, Texas</p>	<p><b>CC 904</b> 2 Licensed Teachers Teacher Preparation</p>
<p>Alternatively Licensed Teachers: How High Leverage Practices Impact Success. Is Co-teaching the Answer?</p>	<p>Educator Preparation Programs across the country are directly connected to alternatively licensed teachers. Each EPP has a determined set of coursework that these candidates are required to take to fulfill program requirements. The purpose of this presentation is to explore a co-teaching model with year by year content that would appropriately support these teachers improving retention and resiliency as well as student success. Intentional relationships between a co-teaching model, high leverage practices (HLPs), and best practices in the classroom will be shared.</p>	<p>Joey Lord Appalachian State University (NC) Lane Wesson Winthrop University</p>	<p><b>CC 905</b> 2 Licensed Teachers Teacher Preparation</p>
<p>Fostering the Next Generation: Insights and Needs of Mentor Teachers Co-Teaching with Teacher Candidates</p>	<p>This session will focus on a research study that was conducted to determine how best to support classroom teachers (CTs) who mentor and supervise teacher candidates (TCs) as they coteach together. The study gives insight into how the experience can be enriched for both entities and CTs perceptions of what EPPs need to do to better prepare candidates for day-one readiness. This collaborative presentation will allow participants to have an opportunity to discuss what is working and opportunities for growth within their own co-teaching practices.</p>	<p>Vicki Luther Mercer University (GA)</p>	<p><b>CC 906</b> 2 Licensed Teachers Teacher Preparation</p>
<p><b>Elevating Collaboration: Best Practices in Co-Teaching for Elementary Schools</b></p>	<p>Join us for an engaging and interactive session on the transformative power of co-teaching in elementary education. Designed for educators, school leaders, and support staff, this session will delve into effective strategies for fostering successful co-teaching partnerships that enhance student learning and promote inclusive classrooms.</p> <p><i>**2024 AACTE Co-Teaching in P through 12 Engagement Award Winner</i></p>	<p>Suzanne Smith Amie Snow The Academy at Middle Fork</p>	<p><b>CC 204 Lecture Hall</b> 2 Licensed Teachers Teacher Preparation</p>

## Lunch and Networking

12:00 - 12:45 pm

City Center Atrium

12:45 - 2:00 pm

Featured Presenter: Dr. Andrea Honigsfeld

Title: *Looking Back and Looking Ahead: The Past, Present, and Future of Co-teaching*

City Center Auditorium

## SESSION 3

2:10-2:55 pm

Title	Session Description	Presenter(s)	Strand / Room #
STOP, COLLABORATE and LISTEN: A Qualitative Study of Elementary Content and ELL Co-Teaching Teams	In this session, presenters will share qualitative data they gathered, analyzed and coded from focus groups in 2024. They will: (a) share their research dedicated to improving co-teaching practices within teacher education programs, based on authentic conversations with elementary ELL co-teaching teams; (b) engage participants in an interactive activity around the four stages of the collaborative instructional cycle (Honigsfeld & Dove, 2015); (c) gather additional insight from co-teaching practitioners.	Kelli Bernedo Molly Riddle Indiana University Southeast	<b>CC 901</b> 2 Licensed Teachers Teacher Preparation
Co-Teaching: Sharing Your Story to Inspire Action	This interactive workshop examines the advantages of incorporating effective co-teaching practices to support new teachers' professional development and instructional efficacy in K-12 classrooms. Session facilitators and participants will share "stories" and experiences of co-teaching and reflect on strategies that work.	Carol Brady Lisa Hall-Hyman University of South Carolina	<b>CC 904</b> 2 Licensed Teachers Teacher Preparation

<p>Examination of School-Based Systems to Support Inclusive Practices</p>	<p>Students present varying needs for support, but must be served within the least restrictive environment. How do we as educators examine instruction, curriculum, and environment at our schools to ensure that all of our students have access to the general curriculum to the fullest extent possible? This presentation will describe one school's inquiry about access and how this examination strengthens the framework for inclusion, co-teaching and collaboration..</p>	<p>Jacqueline Hahn Victoria Bujak Fort Mill Schools</p>	<p><b>CC 905</b> 2 Licensed Teachers Teacher Preparation</p>
<p>Can You Hear Me Now?!: Development of Teacher Voice During Co-Teaching</p>	<p>Have you ever wondered about teacher voice and authority when co-teaching? Is each voice being heard? Is one voice too loud/too soft? Is one teacher demonstrating too much/not enough authority? What aspects of co-teaching impact teacher voice and authority? How do we achieve a balance among co-teachers in these areas? If so, join us to discuss a first-hand account of a unique co-teaching experience that supported an undergraduate teaching assistant in finding and developing their teacher voice. We will discuss the co-teaching cycle, context, teacher voice, aspects of the experience that impacted teacher voice, and implications.</p>	<p>Katelyn Walters Charity Cayton East Carolina University</p>	<p><b>CC 906</b> Teacher Preparation</p>
<p><b>SESSION 4</b> <i>3:05 - 3:50 pm</i></p>			
<p><b>Title</b></p>	<p><b>Session Description</b></p>	<p><b>Presenter(s)</b></p>	<p><b>Strand / Room #</b></p>
<p>Unified Support: Co-Teaching for New Teacher Induction Support and Retention in a Multilingual School Setting</p>	<p>In this session, discover an innovative, comprehensive induction support model that was implemented in a high-need elementary school with a large population of multilingual learners that included coteaching, instructional coaching, and professional development for novice teachers alongside retention supports and incentives for experienced teachers. Twelve co-teaching pairs, with veteran teachers (4+ years) and new teachers (less than 2 years), participated in a year-long, co-teaching and mentoring program. The program included university courses, a co-teaching summer institute, co-teaching observations, mentoring teacher site visits, and ongoing support meetings. This session will highlight the components of program implementation and outcomes of the program.</p>	<p>Shanita Anderson Laura Eicher Clemson University</p>	<p><b>CC 901</b> 2 Licensed Teachers Teacher Preparation</p>

<p>Coming out of Our Silos: Moving our District toward Collaboration</p>	<p>In this presentation, participants will hear how one local district has started moving from an exclusively pullout ESL program to a more collaborative model that includes co-planning, co-teaching, co-assessing, and co-reflecting. Participants will then be encouraged to examine their own programs (ESL, EC, etc) and make a plan to move toward collaboration</p>	<p>Katy Wagner Friedman Cabarrus County School System</p>	<p><b>CC 904</b> 2 Licensed Teachers</p>
<p>Scaffolding for Success in the Secondary Classroom</p>	<p>Our goal is to provide educational accessibility to all students by fostering academic rigor through the co-teach process. With curriculum provided by a content teacher and a special education teacher, scaffolding is built into the college-preparatory content, making mastery of skills possible for all students. Our co-teaching philosophy is every student is capable of mastering the skills, while maintaining a rigorous educational environment. Using our combined skills, we create scaffolded lessons based on Vigotsky's Zone of Proximal Development. During our time together, we will share lessons and hands-on activities designed to improve academic performance, increase self-confidence and encourage the independence needed for students to become lifelong learners.</p>	<p>Kandice Adams Louise Herington Apple Valley (CA) Unified School District</p>	<p><b>CC 905</b> 2 Licensed Teachers</p>
<p>Collaborative Pathways: Elevating the Student Teaching Experience through Differentiated Co-Planning and Co-Teaching Strategies</p>	<p>Ready to transform the student teaching experience? Join us for an insightful session led by elementary and secondary University Supervisors, where we'll explore techniques for promoting equitable practices through co-teaching and co-planning. Gain practical resources and strategies for integrating co-teaching and co-planning into student teaching internships, including training clinical educators. Learn methods to foster a collaborative culture, implement practices, and provide constructive feedback and coaching. Discover how co-planning and co-teaching can enhance and differentiate student teaching experiences, benefiting both elementary and secondary teacher preparation programs. Join us for this collaborative opportunity to transform the student teaching experience and support educators!</p>	<p>Kate Gilbert Melissa Larkin UNC Charlotte</p>	<p><b>CC 906</b> Teacher Preparation</p>

## **NACT General Meeting, Day 1 Networking & Wrap-Up**

**4:00 - 4:30 pm**

**City Center Auditorium**

*Please join us in City Center Auditorium for a time to connect and network with colleagues from around the country and hear about how you can get more involved in the National Association for Co-Teaching*

## **CO-TEACHING SOCIAL**

***4:30 - 6:00 pm***

*Please stay and join us in the Center City Atrium for light food and drinks while connecting and networking with colleagues from around the country.*



# Saturday, October 12

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

## **Optional Unconference- for in-person participants only**

*8:30 - 9:30 am*

*City Center Room #901*

## **Morning Networking Over Coffee**

*8:30- 10:00 am*

*City Center Atrium*

## **POSTER SESSIONS**

*9:00 - 10:00 am*

*City Center Atrium*

<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>
Improving Collaborative Practices for Co-Teaching Teams to Support Students of Color with IEPs	This presentation will explore enhancing co-teaching practices in inclusion classrooms, focusing on supporting students of color with IEPs. It begins with an overview of the study's purpose, significance, and research objectives. The methodology will explain the mixed-methods approach, including interviews, classroom observations, surveys, and participation selection criteria. Key findings highlight challenges such as insufficient planning time, unclear role definitions, and the importance of culturally responsive teaching methods. The presentation will then provide immediate strategies for implementation, including structured collaborative planning time, clear role definitions, various co-teaching models, and ongoing professional development. Implications for practice will	Keisha Woods District of Columbia Public Schools	<b>CC Atrium</b> 2 Licensed Teachers

	demonstrate how these findings can improve co-teaching effectiveness and positively impact academic and social outcomes for students. The presentation concludes with a summary of key points, recommendations, and a call to action for educators and policymakers, followed by Q&A sessions for discussion and clarification.		
Documenting Co-Teaching as Promising Practice for Appalachian State Lab Schools and Teacher Preparation Programs	This poster session shares the story of how one school re-envisioned what elementary schools might look like and how teaching and learning can happen. They divided the school into three grade span teams with classroom teachers, instructional coaches, and a lead curriculum coach. Results and lessons learned from the first year of implementation will be shared.	Kindel T. Nash Christina M. Tschida Appalachian State University	<b>CC Atrium</b> 2 Licensed Teachers Teacher Preparation
*Empowering Co-Teaching: Building Collaborative Culture and Inclusive Practices	This session explores the critical need for a collaborative culture to enhance co-teaching practices within our educational union. We will examine current challenges, including the lack of collaboration and its impact on teacher data and reflective practices. Key solutions will be discussed, such as union-supported book clubs on disability, training in Universal Design for Learning (UDL) and assistive technology, and collaborative problem-solving to identify systemic support gaps. Attendees will learn practical strategies for fostering collaborative professionalism, promoting inclusive education, and improving student outcomes through effective co-teaching practices.	Kayla McDonough Anchorage (AK) Education Association	<b>CC Atrium</b> 2 Licensed Teachers
<b><i>SESSION 5</i></b> <b><i>10:00-10:45 am</i></b>			
<b>Title</b>	<b>Session Description</b>	<b>Presenter(s)</b>	<b>Strand / Room #</b>

<p>Co-Teaching Within MTSS: TIER 1 planning for UDL, Explicit Instruction, and SDI</p>	<p>How can we effectively implement co-teaching within a Multi-Tiered System of Support (MTSS) at TIER 1 to ensure all-student access to the general curriculum? In any co-teaching model, teachers must proactively identify potential barriers to learning, aligning with the principles of the Universal Design for Learning (UDL) Framework. This involves providing direct, systematic explicit instruction and customizing Specially Designed Instruction (SDI) to meet the Individualized Education Program (IEP) goals of specific students. During this session, participants will be guided in exploring tools for co-teaching planning and rehearsal, aimed at enhancing TIER 1 core instruction preparation.</p>	<p>Kellian Hughes Region 4 Education Service Center, Houston, Texas</p>	<p><b>CC 901</b> 2 Licensed Teachers Teacher Preparation</p>
<p>Development of a Purposeful Pairing Instrument for Co-Teaching Partnerships and Mentorship Development</p>	<p>Identifying quality mentors to serve as co-teachers with pre-service teachers is critical in creating a positive environment where both members can thrive. Finding ways to identify mentor strengths has been the goal of two research teams, separately. After meeting at the 2023 National Conference on Co-Teaching, research teams from two universities teamed up to develop a valid and reliable instrument that would help identify mentor traits that would compliment the mentee's needs in a co-teaching relationship. The presenters will share about the collaboration leading to the development, validation, and testing of an instrument, as well as goals for future development.</p>	<p>Mark S. Montgomery Stephen F. Austin State University (TX) Laura Eicher Clemson University (SC)</p>	<p><b>CC 904</b> 2 Licensed Teachers Teacher Preparation</p>
<p>Does Co-Teaching Work? Yep! Does It Work for Teacher Residencies and NCFTR? Yep!</p>	<p>This presentation gives insight on the Norman C. Francis Teacher Residency and their experiences with co-teaching. Participants will learn more about the teaching residency and its integration of co-teaching. Presenters will share the good, bad and the ugly (benefits, challenges and improvements) of residency co-teaching. This session will offer meaningful engagement, real discussions and practical strategies for successful co-teaching.</p>	<p>Kenya Campbell Tonia Baker Xavier University of Louisiana</p>	<p><b>CC 905</b> 2 Licensed Teachers Teacher Preparation</p>

<p>Leveraging Generative Artificial Intelligence (GenAI) for Inclusive Co-Teaching</p>	<p>This session will begin with an overview of Generative AI, explaining what it is, its benefits, and concerns in education. Following this, a brief overview of Universal Design for Learning (UDL) will be provided. We will then introduce updated High Leverage Practices (HLPs) for students with disabilities, focusing on collaboration. Participants will experience modeled examples of using GenAI for co-planning, co-instruction, co-assessment, and collaboration. The session will conclude with an AI Playground, providing opportunities for participants to explore and engage with the AI tools shared during the presentation.</p>	<p>Ann Jolly Daniel Maxwell UNC Charlotte</p>	<p><b>CC 906</b> 2 Licensed Teachers Teacher Preparation</p>
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**Featured Presenter: Dr. Karen DeMoss**  
*Title: Better Together: How Co-Teaching Unites Schools, Districts, and Preparation Programs around Quality*  
*11:00-12:15*  
*Center City Auditorium*

**Lunch and Networking**  
*12:15- 1:00*  
*Center City Atrium*

**Session 6- 1:10-2:30 Auditorium**  
*Coaching and Co-Teaching Workshop- Branch Alliance will highlight new technology that can be used in coaching and co-teaching, including virtual tools. Branch Alliance will lead simulations using AI for teacher preparation (TC and MT) as well as two licensed teachers.*

*Session 7*  
*2:45-3:30 pm*

Title	Session Description	Presenter(s)	Strand / Room #
<p>Maintaining Student Engagement through Effective Use of AI Tools in a Co-Teaching Mode</p>	<p>The process of incorporating artificial intelligence (AI) into courses within a program can feel rather daunting. Where to start? How are students using the tool of AI? What methods can be used within a co-teaching model to incorporate AI? Through exploration and co-planning, Drs. Wesson and Lord have addressed these questions and ensured ethical effective use of AI is at the forefront of their design. Join us for a discussion on the process taken within a co-teaching model in exploiting the capabilities of AI, strategies for effectively implementing AI, and methods for maximizing student learning in and out of the classroom.</p>	<p>Lane Wesson Winthrop University Joey Lord Appalachian State University</p>	<p><b>CC 904</b> 2 Licensed Teachers  Teacher Preparation</p>
<p>Co-Teaching Goes Hybrid: Supporting Student Success from the Mountains to the Sea</p>	<p>We all know that co-teaching is a beneficial model, but what's a teacher to do when there's not a willing co-teacher in the building? The NC Virtual Public School (NCVPS) offers a hybrid co-teaching model pairing a face-to-face teacher with an online teacher to support students across the state. Learn about the student populations served by this successful model, as well as the teacher expectations, tools, and processes used to facilitate the hybrid approach. Explore innovative approaches to supporting student teachers and beginning teachers through this hybrid model and discuss how a hybrid co-teaching approach might benefit your unique context.</p>	<p>Thomas Cooper III Rachel McBroom Geetanjali Soni North Carolina Virtual Public School</p>	<p><b>CC 905</b> 2 Licensed Teachers Teacher Preparation</p>

<p>Together We Rise: A Guide to Collaborative Co-Teaching in ICR Settings</p>	<p>This presentation focuses on fostering professional collaboration through co-teaching strategies to create thriving ICR classrooms. By leveraging the combined strengths of educators, building shared goals, and co-planning, we can maximize student support and enrich learning experiences for all. By prioritizing collaboration, we can create dynamic and inclusive ICR classrooms that benefit all learners.</p> <p>Participants will: Identify their strengths, establish a unified vision that prioritizes inclusivity and caters to diverse learning needs, and develop efficient planning and scheduling practices. Through discussion and reflective activities, participants will gain the tools to dismantle obstacles to promote equitable participation.</p>	<p>Jennifer Pasquale Lindsey Omark Metuchen (NJ) School District</p>	<p><b>CC 906</b> 2 Licensed Teachers Teacher Preparation</p>
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**DAY 2 NETWORKING AND CONFERENCE WRAP-UP**

*3:40 - 4:00 pm*

*City Center Auditorium*