



NATIONAL CONFERENCE ON CO-TEACHING

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Sponsored by the National Association for Co-Teaching

OCTOBER 9-11, 2025

Co-Hosted by:



TWH
Co-Teaching



SCHOOL OF EDUCATION
INDIANA UNIVERSITY SOUTHEAST

2025 National Conference on Co-Teaching

Indiana University Southeast, New Albany, Indiana

October 9 - 11, 2025

Conference Schedule

All times are listed as (EST) Eastern Standard Time



Thursday, October 9, 2025

Pre-Conference Events

NACT Leadership Team Pre-Conference Meeting

9:00 - 11:30 am

Foundations of Co-Teaching Workshop

Facilitated by Dr. Teresa Washut Heck

12:30 - 3:30 pm

Room 121

Registration Required

Seating is limited so register early!

In person only

“No-Host” Social and Networking

at the Dog Haus Biergarten

415 Bank St, New Albany, IN 47150

5:30 - 7:00 pm

Please join us if you arrive early!

Friday, October 10, 2025

All times are listed as Eastern Daylight Time (EDT)

** Indicates a Virtual Session*

Check-in/Registration Morning Networking Over Coffee

8:30 - 9:10 am
(outside Hoosier Room)

WELCOME TO NCCT 2025

9:10 - 9:20 am
Hoosier Room

SESSION 1

9:30 - 10:15 am

Title	Session Description	Presenter(s)	Room
Successfully Navigating the Co-Teaching Road	This co-teaching presentation explores how true co-teaching goes beyond simply placing two teachers in the same room. It emphasizes the power of collaboration through a coordinated instructional plan led by two active educators. Participants will learn how intentional student grouping based on data supports targeted instruction, and how quality teaching and specially designed instruction (SDI) are seamlessly integrated into daily lessons. The session will highlight how effective co-teaching provides increased opportunities for student response and timely, meaningful feedback - key drivers of student growth. Attendees will leave with practical strategies to elevate co-teaching into a dynamic, student-centered practice.	Tricia Kitzmiller <i>IUS School of Education</i> Debbie Mays <i>Ohio Valley Educational Cooperative (KY)</i>	127

Begin with the End in Mind: Co-Planning Strategies to Support Successful Co-Teaching	To successfully implement co-instruction, we need to begin with the end in mind! This session will share six co-planning strategies that have been utilized to support clinical teachers and interns, as well as two licensed teachers, in the co-planning phase of the co-teaching cycle.	Charity Cayton <i>East Carolina University</i>	121
One-Teacher, One-Classroom Isn't Working: Reimagining the Educator Workforce and Schools	Just because we have done the same thing in schools for 100 plus years, that doesn't mean it still works or that it has to remain the same. This session explores the reimagining of the one-teacher, one-classroom model of school through implementation of a team-based co-teaching model using distributed expertise and a four-day instructional week. Presenters will share the story of innovation and growth that has occurred at the Appalachian State University Lab School over the past three years, and what it takes to support such a huge innovative shift for teachers, students, and families.	Hannah Reeder Christina Tschida <i>Appalachian State University</i>	Hoosier
Syncing Minds Asynchronously: Tools for Co-Teaching Success	Explore how asynchronous co-teaching can enhance collaboration, especially for educators of multilingual learners. Dr. McGrath and Dr. Shory, creators of ELL2.0, will share best practices, strategies, and digital tools that support effective planning and reflection beyond the constraints of time. This interactive session invites participants to engage hands-on. Bring your device and discover new ways to co-teach anytime, anywhere.	Michelle Shory Irina McGrath <i>Jefferson County Public Schools and Indiana University Southeast</i>	122
SESSION 2 10:25 - 11:10 am			
Title	Session Description	Presenter(s)	Room

Elementary Mathematics and ELL Co-Teaching Teams Promoting Equity through Co-Teaching	This presentation will highlight the diversity of elementary mathematics and ELL co-teaching teams, their challenges, and their successes in educational settings. The three objectives are to promote equity in mathematics education for English Language Learners (ELLs), review the four phases of the collaborative instructional cycle to enhance academic success for ELLs, and share insights from elementary mathematics and ELL co-teaching team focus groups. Participants will engage in interactive discussions and reflective scenarios based on elementary mathematics classrooms.	Kelli Bernedo Molly Bergeron <i>Indiana University Southeast</i>	127
Building Co-Teacher Parity Through Co-Mentoring Practices: A Professional Development Model	The Co-Teaching Professional Development Model was developed from the Mathematics Mentoring Academy for Teachers of Exceptional Students (MathMATES), a year-long professional development (PD) academy for mathematics and special education teachers in one southern US state. Teachers who engage in content-focused and strengths-based common PD are more likely to develop Co-Mentoring professional relationships, in which teachers merge their unique expertise to create more balanced instructional partnerships. In this session, we will share how the model was developed and engage participants in activities that foster relationship development and parity in co-teaching teams.	Bethany LaValley Julie James <i>The University of Mississippi</i>	122
* Together We Rise: A Guide to Collaborative Co-Teaching	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. 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.	Jennifer Pasquale <i>Township of Ocean Public Schools</i> Lindsey Omark <i>Metuchen (NJ) School District</i>	Hoosier

Systems for Success: Laying the Foundation for Effective Co-Teaching Environments	This session will review and examine systems and routines that support co-teaching, focusing on co-planning, co-instruction, co-assessment, and co-reflection. Participants will explore how intentionally designed systems empower both novice and experienced co-teachers to build inclusive environments that advance teacher and student success. The interactive session will feature examples of effective classroom systems and provide opportunities for active engagement through whole group, partner, and small group activities. Join us to discover how purposeful routines can transform co-teaching into a collaborative, high-impact practice that benefits all learners.	Teresa Washut-Heck Michele Barron-Albers <i>St. Cloud State University</i>	121
SESSION 3 11:20 am - 12:05 pm			
Title	Session Description	Presenter(s)	Room
Building Systemwide Co-Teaching Culture: Shelby County (KY) and OVEC's Journey to Boost Student Growth	Come hear about a 3-year partnership for implementing a sustainable system to support effective co-teaching. Presenters will identify key components of a sustainable co-teaching support system while reviewing data results on teacher and student outcomes. Presenters will share steps to build capacity and sustain co-teaching practices over time. You will leave with practical insights, actionable strategies, and access to our data tools to help you build a similar system in your context.	Tricia Kitzmiller Debbie Mays <i>Ohio Valley Educational Cooperative (KY)</i>	127
If You Can Do It Alone, You're Doin' It Wrong	Collaboration is key in co-teaching. Just as two heads are better than one, two teachers can create a richer learning environment. Participants will discover strategies that move beyond the traditional one-teach/one-assist model, emphasizing teamwork over isolation. By understanding legal frameworks and effective feedback methods, attendees will learn that teaching alone not only limits growth but also misses the opportunity for shared success. Join us to transform your approach and ensure that in education, together is always better. Remember, if you can do it by yourself, you're not unlocking the full potential of your team.	Shannon Sarver Dyannah Butler Paul January Brian Agustin <i>Waukegan (IL) Public Schools</i>	122

* Updates on Co-Teaching Techniques for Supporting Diverse Learners in Math and Science for Preservice Teachers: Phase 2	Special education, science education, and mathematics education methods faculty will share their efforts and findings, including next steps, for their funded grant <i>Project TREES (Team of Resident Educator Experts Support students)</i>. To improve instruction in methods courses, presenters co-planned a mathematics and special education methods course to help preservice teachers use the UDL framework and differentiated instruction to support all learners. Currently, the project is co-planning a science methods course in Phase 2 of the project. Presenters will share the resources used to support preservice teachers working with students with disabilities.	Bethany McKissick Bonnie Glass Monica Gonzalez <i>East Carolina University</i>	121
Lunch and Networking 12:05 - 12:45 pm Hoosier Room Welcome by Dr. Debbie Ford, <i>Chancellor</i> Dr. Faye Camahalan, <i>Dean of School of Education</i> <i>Indiana University Southeast</i>			
Dr. Margo Gottlieb <i>Keynote Presenter</i> <i>Co-Teaching for Empowering Learners Through Shared Instruction and Assessment</i> 12:45 - 1:45 pm Hoosier Room			
SESSION 4 2:00 - 2:45 pm			
Title	Session Description	Presenter(s)	Room

Crossroads of Collaboration: Elementary and ELL Co-Teaching in Practice and Teacher Preparation	This session explores the intersection of elementary and ELL co-teaching through teacher practice. Grounded in Honigsfeld and Dove's Collaborative Instructional Cycle and informed by focus group data, we highlight key strategies that foster effective co-planning, co-instruction, co-assessment, and co-reflection. Participants will gain practical insights into how shared tools, defined roles, and responsive reflection can enhance collaboration and support multilingual learners. Recommendations for co-teaching teams will be shared to strengthen partnerships in classroom contexts.	Megan Rogers Emily Carpenter <i>Greater Clark County Schools (IN)</i> Kelli Bernedo Molly Bergeron <i>Indiana University Southeast</i>	127
How Do I Decide? Making Smart Choices About Co-Teaching Models and Student Placement	Making smart co-teaching decisions starts with two critical questions: 1. Is co-teaching the right placement for this student? 2. Which model best supports our instructional goals? Using FAPE and LRE principles, participants will learn to guide teams in making individualized placement decisions using the IRIS Center's Guiding Questions and Flow Chart to determine if co-teaching is the least restrictive, most appropriate setting. Once placement is confirmed, focus shifts to selecting co-teaching models aligned with SDI and student needs. Participants will use a Decision Making Flow Chart (Cook et al, 2021), real-life scenarios, guided notes, and an interactive sorting activity to engage in knowledge building.	Lauren Brewer <i>Illinois Specific Learning Disability Support Project</i>	122
*Co-teaching Excellence for Student Achievement and Full Inclusion	In this school, two teachers co-teach in every PreK - 5 classroom all day for all subject areas. Come hear how their co-teaching practice, enriched by co-planning and co-reflection, has improved student on-task behavior and achievement in Math and Literacy.	Debra Cole <i>Multilingual Methods</i> Amy Cross <i>The Soulard School</i>	121
* From Insight to Impact: Co-Teaching Through the Head, Heart, and Hands Framework	This session introduces the Head, Heart, and Hands framework as a holistic approach to effective co-teaching in inclusive classrooms. Participants will explore the research and core principles behind the model, focusing on how it supports the cognitive (head), relational (heart), and practical (hands) aspects of collaborative teaching. Through interactive discussions and reflection, attendees will analyze how this framework can strengthen co-teaching partnerships and foster inclusive practices that meet the diverse needs of all learners. The session will conclude with the development of concrete action steps to implement inclusive, collaborative instruction and	Juliet Anyanwu <i>Supporting Innovative Practices Project (CA)</i>	Hoosier

	improve student engagement and learning outcomes.		
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Drs. Margo Gottlieb and Andrea Honigsfeld

Featured Presenters

Five Essential Collaborative Assessment Strategies

2:55-3:55 pm

Hoosier Room

NACT CELEBRATIONS

Awards, General Meeting, and Day 1 Wrap-Up

4:00 - 4:30 pm

Hoosier Room

Join us to honor our awardees, learn more about the benefits of engagement with the National Association for Co-Teaching, and reflect on Day 1 of the conference.

CO-TEACHING SOCIAL

4:30 - 6:00 pm

Hoosier Room

Enjoy light food and drinks while connecting and networking with colleagues from around the country.

No Zoom Option

Saturday, October 11, 2025

All times are listed as Eastern Daylight Time (EDT)

** Indicates a Virtual Session*

Morning Networking Over Coffee

9:00 - 9:30 am
Hoosier Room

SESSION 5 9:30 - 10:15 am

Title	Session Description	Presenter(s)	Room
Macro Strategies for Meaningful SDI: Four High-Impact Processes to Strengthen SDI and Co-teaching Collaboration	Why talk macro? Because big-picture strategies deliver bigger results. This session invites K-12 special educators familiar with co-teaching models to explore four high-impact macro processes: Explicit Instruction, SRSD, Modeling, and Maintenance & Generalization. These macro processes streamline specially designed instruction (SDI) in co-taught classrooms. Instead of relying on “micro-techniques” like reteaching one student at a time (which can lead to burnout and limited gains), these strategies, based on Friend & Barron’s work, focus on sustainable, effective instruction. Using active participation and explicit instruction methods, participants will learn to reduce prep time, boost student independence, and clarify co-teaching roles.	Lauren Brewer <i>Illinois Specific Learning Disability Support Project</i>	127

Exposing the Mentor's Role as "Co-Learner" in a Co-Teaching Partnership	Co-learning is a component of co-teaching in a mentor/mentee partnership, but often, the focus of knowledge acquisition is on the mentee. The role of co-learner is enacted less frequently by the mentor. Traditionally, the mentor models the actions of a teacher, instructs, guides, and supports the mentee. However, serving as a mentor encompasses more than these actions. A mentor learns with and from the mentee in a co-teaching context. In this session, the presenters will share their work on building a “mentoring practice of learning” to strengthen the profession, both for the present and the future.	Ronda McClain Mark Montgomery <i>Stephen F. Austin State University</i>	Hoosier
Supportive Teaching, It's a Team Sport: Multi-tiered Systems of Support in Co-taught Classrooms for All Learners	Every student deserves access to meaningful learning experiences, but how can educators effectively embed accommodations into lessons without singling out students? This session will explore how to integrate supportive teaching strategies through MTSS that benefit all learners, fostering an inclusive and equitable classroom. Just like in sports, where teamwork and strategy are essential for success, teaching is most effective when accommodations are seamlessly embedded into instruction for the whole team—our students. Educators will leave with practical techniques to enhance engagement, scaffold instruction, and provide flexible supports that benefit student learning.	Carrie Halliburton Brian Thomas <i>Ann Arbor (MI) Public Schools</i>	121
SESSION 6 10:20 - 11:10 am			
Title	Session Description	Presenter(s)	Room

A Digital Guidebook for Using AI to Support Co-Teaching in the Classroom	Let's face it: AI is everywhere. AI is changing the world from the voice assistant living in your phone to the self-driving cars that might (or might not) run you over. But is it for better or worse? In this workshop, we will take a deep dive into the exciting world of AI tools and explore their potential to revolutionize our lives, especially in the classroom. We'll discuss innovative AI applications for teachers and share some hilarious AI fails. Join us as we navigate the ever-changing world of AI and discover how it's shaping our future, both inside and outside the classroom.	Lane Wesson <i>Winthrop University</i> Joey Lloyd <i>Appalachian State University</i>	127
All About Co-Teaching: Rolling Out a System District-Wide	Participants will learn more about how to roll out Co-Teaching as a system within their school district. Equipped with information on things to consider and things to avoid, participants will leave this session feeling confident that they can implement Co-Teaching district wide to support our SPED and MLL populations.	Alexis Black Hannah Grim <i>Richland (SC) School District Two</i>	122
Co-Teaching Partner Training Across Distance: Building Powerful Partnerships with Seven Research-Based Strategies	Learn how a university co-teaching/residency team uses seven research-based strategies to model shared instruction for teacher residents and their mentors virtually. Explore real examples, planning tools, and interactive discussion protocols that can transform how coteaching is planned and practiced in the field.	Cindy Benge Matthew Vetterly <i>Eastern New Mexico University</i>	121

Featured Presentation and Panel with Dr. Jill Handley

author of *What Can I Take Off Your Plate?*

***Better Together: The Power of Co-Teaching
to Transform Classrooms and Combat Burnout***

- Hannah Reeder, Assistant Dean for Partnerships and Innovation, Appalachian State University, Boone, NC
- Orlando Robinson, Principal of West Cabarrus High School, Concord, NC
- Heather Scott, Principal of Guternuth Elementary School, Louisville, KY
- Rachael Johnson, ELD Teacher at Echo Trail Middle School, Louisville, KY
- Casey Bonomo, ELA Teacher at Echo Trail Middle School, Louisville, KY

**11:20-12:35
Hoosier Room**

Lunch and Discussion
Sharing Problems of Practice

**12:35- 1:45
Hoosier Room**

SESSION 7
2:00 - 2:45 pm

Title	Session Description	Presenter(s)	Room
* Beyond the Mentor-Mentee Tradition: Coteaching in a Paired-Placement Internship	With a focus on community for the development of a long-term supportive professional network, an NSF-funded project is implementing paired placements—where two teacher candidates are placed together in one classroom with one mentor. This session will feature a pilot triad (two secondary mathematics candidates with their mentor) and the project directors reflecting on impacts at midpoint of the semester. Special focus will be on the negotiation of the coteaching relationship and ways that the group has navigated their individual and collective needs in light of the needs of their students and with respect to co-assessment, coplanning, and co-instruction.	Kelly M. Costner Cassandra M. Bell Sean Pennington Madison Quinn <i>Winthrop University</i>	122
Charting the Path Together: Intentional Co-Planning for Effective Co-Teaching	This interactive session addresses the challenge of limited co-planning time by introducing a co-planning template designed to help co-teaching pairs pre-plan around students' academic and social-emotional strengths and needs. Participants will explore how intentional pre-planning lays the groundwork for effective, ongoing collaboration. Through whole-group discussions and structured small-group activities, attendees will apply the template to real-world scenarios and will identify at least one way focused pre-planning can strengthen co-teaching.	Michele Barron-Albers Teresa Washut Heck <i>St. Cloud State University</i>	Hoosier

Leveraging One Teach, One Observe for Purposeful Observation and Reflection	One Teach, One Observe is often the default co-teaching model when a teacher candidate is placed in a mentor teacher's classroom. Most of the time these observations are general and do little to assist a teacher candidate's growth. But purposeful observations can transform the co-teaching model into a powerful tool for growth, especially when accompanied by reflection. This presentation will look at how one year-long residency program utilized One Teach, One Observe for purposeful reflection using <i>MirrorTalk</i> , an AI powered reflection tool. This presentation will share the themes that emerged from these virtual reflections.	Adam Akerson <i>Stephen F. Austin State University</i>	127
* Co-Teaching en Comunidad: Authentic Collaboration between Profesores de Gifted and Multilingual Learners	Why pull students out for specialized instruction; donde comen dos, comen tres. In this chapter we describe six co-teaching strategies based on Cook & Friend's (2004) six approaches, adjusted based on research for multilingual learners (Honigsfeld & Dove, 2010; Lachance & Honigsfeld, 2022) and high-ability learners (Fogarty & Tschida, 2018; Mofield & Phelps, 2021). As co-authors, we will model translanguaging as a humanizing pedagogical approach throughout the paper as we discuss co-planning, co-teaching, and collaborative strategies based on theory, research, and practice. We emphasize the importance of authentic relationships in the classroom, between educators, learners, and families: aprendizaje en comunidad.	Angela Novak <i>East Carolina University</i> Alejandra Fernández Morgado <i>University of Minnesota-Duluth</i>	121
SESSION 8 2:55 - 3:40 pm			
Title	Session Description	Presenter(s)	Room

The Supported Classroom Continuum: Building Capacity to Achieve Co-teaching	This presentation gives teachers strategies to create an environment in which all staff contribute meaningfully to make co-teaching with fidelity achievable during times of change. Collectively, staff are often overwhelmed by co-teaching because of the components necessary to provide services with fidelity. Co-teaching is built on partnerships—mutual respect, trust, and faith in decision making—and creating processes to respect those partnerships can be daunting. By implementing a continuum of services along the supported classroom spectrum, co-teaching becomes accessible! Classrooms that undergo frequent changes can use this approach to maintain readiness to implement co-teaching when resources and personnel become available.	Robin Gillespie Toni Shelby <i>Black Hills (SD)</i> <i>Special Services</i> <i>Cooperative</i>	127
*Stuck in the Middle With You: Coteaching for Multilingual English Learners in Middle School	Come hear how co-teaching for middle school multilingual learners with widely diverse home languages accelerated their growth in English proficiency while providing inclusive, content-rich learning experiences. Long-term multilingual learners became "unstuck" while newly arrived multilinguals accelerated their acquisition of English, growing more than newcomers in pull-out language development programs alone.	Debra Cole <i>Multilingual Methods</i>	Hoosier
Using Instructional Rounds to Strengthen Inclusive Practices and Co-Teaching for School Improvement	This session will explore how one school district implemented Instructional Rounds to promote inclusive practices, with a focus on improving co-teaching and outcomes for students with disabilities. Participants will learn how educators in the district worked together to identify common instructional challenges, collect observational data, and use that information to develop actionable improvement plans.	Jacqueline Hahn <i>Fort Mill (SC)</i> <i>Schools</i>	121

Co-Planning and Co-Teaching Inclusion-Oriented IEP Goals, SDI, and Progress Monitoring	To better improve learning outcomes of students with exceptional needs, measurable annual goals should be written to specific skills or strategies that will promote access, participation, and progress in the general curriculum: hence, inclusion-oriented IEPs. In this session are practical ideas for co-drafting IEPs and co-teaching the inclusion-oriented IEP goals, specially-designed instruction (SDI), supplementary aids and services (SAS), and progress-monitoring. Examples for different grade-bands and content areas will be included. Prepare to actively engage in this interactive session!	Grace Absher <i>Green River Regional Educational Cooperative (KY)</i>	122
NACT Conference Closing Session 3:45 - 4:00 pm Hoosier Room			