



BUREAU OF EDUCATION & RESEARCH

A Unique Two-Day In-Person Conference



2026

Co-Teaching Conference

Practical Strategies You Can Implement Immediately

Columbus, OH
December 1 and 2

CEUs and Graduate Credits Available
See page 7 for details

Chicago, IL (Alsip)
December 3 and 4

CEUs and Graduate Credits Available
See page 7 for details

Choose from 21 Strategy-Packed Conference Sessions



Expert Instructors • Co-Teaching Resources • Hundreds of Practical Strategies

Co-Teaching Strategies to Take Back to Your Classroom!



Meet Your Team of Expert Instructors

PETRA NELSON is a highly experienced special education teacher, Co-Teacher, educational consultant, and international presenter. With decades of Grades PreK-12 experience, Petra has worked extensively as a Co-Teacher and special educator. She has also trained and supported thousands of teachers and administrators on effective inclusive practices using Co-Teaching. Petra knows firsthand the unique challenges facing Co-Teachers in creating the most effective Co-Taught classrooms to better support students with special needs. She is passionate about providing real, doable, practical approaches for helping students make maximum gains through Co-Teaching strategies and partnerships.

CINDY JONES has extensive experience as a Co-Teacher of special needs and general education students, a crisis interventionist, a principal of a school for students with behavior and emotional challenges, an at-risk consultant, and a behavior specialist. Because of her extensive background, she offers dozens of practical and effective strategies that have worked for her and countless educators in Co-Taught classrooms. Her lively, practical sessions feature cutting-edge, research-based information, engaging activities and effective strategies that will work for you.

GLYNIS SHULTERS is an exceptional educator, coach, and national presenter, known for her inclusive practices and Co-Teaching expertise. She understands the real-world challenges Co-Teachers face—from co-planning to shared instruction. Glynis brings extensive firsthand knowledge of effective Co-Teaching models, collaborative planning systems, and strategies that simultaneously strengthen student learning and Co-Teaching partnerships. She has successfully Co-Taught across multiple subjects and has helped countless schools build strong Co-Teaching programs. She is passionate about making Co-Teaching doable, realistic, and sustainable for educators while maximizing student success.



Who Should Attend

K-12 General Education Teachers,
Special Education Staff,
Paraprofessionals, and other
specialists who Co-Teach or are
preparing to Co-Teach as part of their
inclusion practices



Keynote • 8:30 – 9:05 AM

“Making the Most of Your Co-Teaching Partnership!” – Petra Nelson

Join us as we explore practical ways to enhance your Co-Teaching partnership with ideas for collaboration, co-planning, co-instructing, co-assessing, and MORE! You will leave inspired, motivated, and ready to implement embrace and refine your strategies to strengthen your Co-Taught learning environment. Get ready to elevate student engagement and student outcomes!

“This was the most informative and engaging PD I have attended in years!”

– Tracy Mellini, Teacher

MORNING SESSIONS • 9:15 – 11:50 AM

Choose ONE Full Morning Session OR TWO 70-Minute Sessions
One mid-morning break

Full Morning Session • 9:15 – 11:50 AM

A-1: Improving the Behaviors of Attention-Seeking and Challenging Students in the Co-Taught Classroom – Cindy Jones

Students with challenging behaviors are becoming more prevalent in our schools and more difficult to teach than ever. Explore the neuroscience that drives these attention-seeking and challenging behaviors. Examine the WHY of student behavior and effective and practical strategies for addressing them. Explore tools and specific strategies to help diminish attention-seeking, power, and revenge behaviors by leveraging your Co-Teaching models.



“Practical forms, ideas, and tools to make Co-Teaching better for me, my Co-Teacher and my students.”

– Carolyn Strauch, HS Teacher

First 70-Minute Morning Sessions 9:15 – 10:25 AM

CHOOSE ONE: A-2 or A-3

A-2: Level-Up Your Instructional Design Using the Six Co-Teaching Formats – Petra Nelson

Co-Teaching is much more than two teachers occupying the same space in a classroom. The one-teach one-support format is only a beginning for Co-Teachers, so let's explore ways to move beyond that. This interactive session will launch your thinking and current Co-Teaching practice by examining the formats and deciding which ones will yield higher outcomes for your students.

A-3: Co-Assessment: The Missing Piece of Your Co-Teaching Practice – Glynis Shulters

Co-planning and co-instruction get most of the attention, but co-assessment is where inclusion becomes measurable—and where both teachers own the results. In this practical session, discover how two teachers can share responsibility for designing, administering, and analyzing both formative and summative assessments. Walk away with ready-to-use student work and data analysis templates, ideas for UDL-aligned assessments and testing accommodations, and tools for embedding supports without lowering rigor—so every student has an authentic way to show what they know.

Second 70-Minute Morning Sessions 10:40 – 11:50 AM

CHOOSE ONE: A-4 or A-5

A-4: Co-Planning is the “Meat and Potatoes” of Co-Teaching – Petra Nelson

Commit to your Co-Teaching partnership by learning new ways to make the most of your co-planning time. This session will investigate creative ways to find time to co-plan and maximize the time provided. Learn the conditions for establishing more effective co-planning and ways to strengthen your partnership through planning. Walk away with practical ideas for being more prepared to Co-Teach and ready to celebrate your success!

A-5: Using AI to Plan Grouping Structures for the Co-Taught Classroom – Glynis Shulters

Flexible grouping is one of Co-Teaching's highest leverage moves and one of the most time-consuming to plan well. Learn how AI tools can dramatically shorten planning time while sharpening your instructional decisions. Explore how to prompt AI to analyze data, suggest skill-based groupings, and map groups to Co-Teaching formats. Go a step further and discover how to use AI to generate differentiated activities, leveled materials, and time estimates that make stations and alternative teaching doable. Walk away with prompt templates and the confidence to use AI as your Co-Planning partner!



Team Discount

ONE DAY

One Person: \$325

BOTH DAYS

One Person: \$595

Team of 3+: \$565 per person
when enrolled at the
same time

Lunch break • 11:50 AM – 1:05 PM (On your own)

“I’m walking away with great resources and a stronger understanding of Co-Teaching.” 3

Who is BER?

The Bureau of Education & Research is North America's leading presenter of training for professional educators. Our goal is to provide high-quality PD programs, based on sound research, with an emphasis on practical strategies and techniques that can be immediately implemented.



On-Site Training

Conferences like this one along with many other topics can be brought to your school or district. Please view all of our On-Site PD options at www.ber.org/onsite or call 877-857-8964 to speak with an On-Site Training PD Consultant.

Day One

AFTERNOON SESSIONS • 1:05 – 3:35 PM

Choose **ONE** Full Afternoon Session OR **TWO** 70-Minute Sessions
One mid-afternoon break

Full Afternoon Session • 1:05 – 3:35 PM

B-1: Co-Teaching for Reading Fluency in Any Content Area – *Glynis Shulters*

Fluency is one of the most overlooked needs of struggling readers at every grade level. This session deep dives into how Co-Teaching can be embedded into content instruction (math, science, social studies, or ELA). Learn how to help students build better fluency using authentic text from the unit itself, delivered through targeted grouping structures that put both teachers to work in more purposeful, differentiated ways. Design grouping plans tailored to your grade level, practice fluency routines together, and walk away with a fluency toolkit you can use tomorrow!

First 70-Minute Afternoon Sessions 1:05 – 2:15 PM

CHOOSE ONE: B-2 or B-3

B-2: Strengthening Your Behavior Intervention Plans – *Cindy Jones*

When behavior intervention plans are not working effectively, things can quickly get out of hand in classrooms. Fortunately, there are a variety of Co-Teaching strategies that can be implemented to increase the strength of your behavior plan. In this highly practical session, we will explore six of these to help you better support behavior outcomes in both the Co-Taught settings.

B-3: Go From “Sit and Get” to “Get and Go” – *Petra Nelson*

Energize your Co-Taught math class by integrating research-based math strategies that support all learners in your classroom. Math can be a difficult concept for many students to grasp; however, the power of two teachers can make math more interactive, engaging and fun for students K-12. Come to this session and walk away with new strategies you can use the next day!

Second 70-Minute Afternoon Sessions 2:25 – 3:35 PM

CHOOSE ONE: B-4 or B-5

B-4: Co-Teaching Strategies for Dealing with Disrespectful and Disengaged Students – *Cindy Jones*

Discover proactive, de-escalating and redirecting Co-Teaching strategies that will reduce and prevent disrespectful and off-task behavior from taking away your valuable teaching time. This session will help you and your Co-Teaching partner get on the same page for handling disruptions. Learn how to avoid power struggles, redirect more effectively, and use the same language your Co-Teaching partner does to maintain consistency ... Strategies you will be able use immediately!

B-5: Flexible Groupings of Students in the Co-Taught Classroom are Infinite – *Petra Nelson*

This session looks at the power of flexible groupings within the Co-Taught classroom. Explore the many ways students can be grouped according to the lesson and desired goal. You will discover how to create more cooperative learning lessons for students that will move them from working “just” in a group to collaborating as a unified group for improved outcomes.



Related Online Courses

A related On-Demand Video-Based Online Learning course, *Co-Teaching in Inclusive Classrooms: Effective Whole Group Structures and Strategies*, for Grades K-6, is available for immediate registration. To enroll, visit www.ber.org/online

Day Two

MORNING SESSIONS • 8:30 – 11:15 AM

Choose **ONE** Full Morning Session OR **TWO** 75-Minute Sessions
One mid-morning break

Full Morning Session • 8:30 – 11:15 AM

C-1: Strengthen Your Co-Teaching Partnership with Practical Strategies to Boost Collaboration and Parity – *Petra Nelson*

Equality in the Co-Teaching relationship is fundamental in establishing an effective Co-Taught classroom. Boost your collaboration skills by exploring essential tools and practical strategies that support the parity of instruction in your Co-Taught classroom. Participants will investigate ways to build the Co-Teacher partnerships through communication, trust, problem solving, and a growth mindset. Leave this session with ideas to create and maintain a stronger Co-Teaching partnership throughout the school year.

First 75-Minute Morning Sessions 8:30 – 9:45 AM

CHOOSE ONE: C-2 or C-3

C-2: The Co-Teachers' Role in Reducing Student Anxiety – *Cindy Jones*

In a recent survey, educators reported that anxiety related misbehavior are major issues with students today. We'll explore these issues and various Co-Teaching strategies to help reduce them, including what to do about profanity, gaslighting, arguing, drawing boundaries, and lack of social skills. Discover the best way to calm down someone having a panic attack. You can use this valuable information in the Co-Taught classroom and life.

C-3: Graduating from One Teach, One Assist: Moving Into One Teach/One Support-and-Switch and Team Teaching – *Glynis Shulters*

One Teach/One Assist is where most Co-Teaching partnerships begin— and where too many stay. This session offers a concrete graduation path into two higher-leverage formats: One Teach/One Support and Switch, and Team Teaching. Explore natural switch points within a lesson (Do Now, guided practice, modeling) and team-teaching variations like One Teach/One Summarize and One Teach/One Interpret. Walk away with a plan to move your partnership off autopilot and into instruction where both teachers lead.

Second 75-Minute Morning Sessions 10:00 – 11:15 AM

CHOOSE ONE: C-4 or C-5

C-4: Co-Teaching for Helping Students Overcome the Challenges of ADHD, Executive Function Deficits, and Poor Self-Regulation Skills – *Cindy Jones*

Students with ADHD often have difficulty with concentration, distraction, impulsivity, and "time-blindness" among other challenges. Discover strategies to help your students with ADHD experience more academic and social success. Learn how their brains are different from neurotypical students and how you can best support them. We'll explore helpful behavior interventions, tools, organizational tips, comorbidity, and executive function and self-regulation skills you can use immediately.

C-5: Co-Teaching as Professional Development: A Practical System for Growing as Teachers Together – *Glynis Shulters*

Done well, Co-Teaching is the most powerful job-embedded professional development in our profession. The special educator builds content rigor and grade-level expertise; the general educator builds expertise in accommodations, scaffolding, and differentiation. But how do you know if your partnership is actually working— and where do you need to pivot? This session gives you practical tools to assess the health of your Co-Teaching relationship, reflect with intention, and embed that reflection into your weekly planning rhythm. Leave with partnership self-assessments, targeted observation prompts, and a reflection protocol that fits into your agenda— so your collaboration becomes measurable growth you both carry forward.

Lunch Break • 11:15 AM – 12:30 PM • (On your own)

Comprehensive Digital Resource Handbook

You will receive an extensive digital resource handbook, specifically designed for this conference. Included in the handbook are resource materials for ALL conference sessions, even those you don't attend. These materials include:

- Timesaving tips and effective procedures for co-planning
- Fresh ideas to establish and nurture strong collaborative partnerships
- Teacher-friendly, easy-to-use strategies for differentiating instruction in Co-Taught classrooms

A printed copy of the resource handbook will be available to registrants at the conference site as long as their registration is received in the BER office at least 15 calendar days before the event.

"Great tools, resources, conversations, excitement for learning and sharing throughout. Thank you ALL!"

– Julie Dain, Intervention Specialist



"The best I've attended – I'm already planning to implement new ideas tomorrow!"

Conference Locations & Hotel Accommodations



COLUMBUS offers a great variety of area attractions, including the Columbus Zoo and Aquarium, Franklin Park Conservatory, COSI Museum, and Ohio Stadium.

Conference Location & Overnight Accommodations:

Hilton at Easton
(614) 414-5000

For overnight accommodations, book your reservations online for the best available rate.

<https://bit.ly/ColumbusBestRateAvail>



The greater **CHICAGO** area offers a diverse array of sightseeing opportunities and dining and shopping options at the famed Magnificent Mile, Water Tower Place, and Navy Pier.

Conference Location & Overnight Accommodations:

DoubleTree – Alsip
(708) 371-7300

\$149 (Single/Double) plus tax, based on availability. For reservations, book online at

www.chicagoalsip.doubletree.com

Select “special rate” and enter corporate ID 560003159

Day Two

AFTERNOON SESSIONS • 12:30 – 3:10 PM

Choose **TWO** 75-Minute Afternoon Sessions
One mid-afternoon break

First 75-Minute Afternoon Sessions 12:30 – 1:45 PM

CHOOSE ONE: D-1, D-2 or D-3

D-1: Co-Teaching for How Today’s Students Learn! – *Cindy Jones*

Current brain research reveals the major ways that students learn today. Discover how to teach using movement, interactive small group discussions, visuals, art, music, and social interaction to engage students and cement content into long-term memory. You will take away a variety of practical examples well-suited for Co-Taught classrooms.

D-2: Differentiation Works When You Work It! – *Petra Nelson*

Differentiation is responsive teaching. Participants will explore ways to support students through differentiation in the Co-Taught classroom. Ways to differentiate the environment, product, process, and content to improve student outcomes will be discussed. Take away valuable strategies that you can implement tomorrow in your classroom.

D-3: Successfully Launching Your Co-Taught Year – *Glynis Shulters*

The first weeks of Co-Teaching set the tone for the entire year. In this practical session, explore a launch framework built around clear roles, shared responsibilities, and co-created norms that keep partnerships running smoothly when the school year gets hard. Discover get-to-know-you activities, role-and-responsibility templates, and norm-setting protocols used by successful Co-Teaching partnerships. Whether you are starting fresh or resetting mid-year, you will leave with a concrete plan for building a partnership grounded in trust and clarity.

Second 75-Minute Afternoon Sessions 1:55 – 3:10 PM

CHOOSE ONE: D-4, D-5 or D-6

D-4: Incorporating Movement Into Your Co-Teaching Without Creating Chaos – *Cindy Jones*

In this active session, you will learn how to leverage the Co-Teaching model to incorporate movement with simple structures and quick transitions to keep students on-task. Learn how two teachers can easily integrate needed brain breaks, structured activity, and movement to increase student energy and gain focus and attention. Numerous kinesthetic strategies for all grades will be presented.

D-5: The Power of Student Choice in the Co-Taught Classroom – *Petra Nelson*

Make the choice to discover the best ways to create opportunities for student choice. Participants will learn how to support student choice by empowering them to make a more positive learning environment for themselves. Anchor routines that promote high student engagement will be shared.

D-6: The Four Types of Co-Planning: A Framework Beyond the Weekly Lesson Meeting – *Glynis Shulters*

Most Co-Teachers think of co-planning as that weekly meeting to map next week’s lessons. But that is only one piece. This session introduces a framework of four co-planning types that work together: Big Picture (beginning-of-year and unit-level), Lesson Level (weekly), Just-in-Time (when time is short), and In-the-Moment (the real-time adjustment during instruction). Explore when each is needed, how much time each requires, and how they layer into a sustainable system. Leave with templates and routines you can implement immediately.

Co-Teaching Conference: Practical Strategies You Can Implement Immediately

Registration NC87F1

(Please copy this registration form for additional registrants)

☐ Columbus, OH

- Both days:** ☐ December 1 and 2, 2026
Day One only: ☐ December 1, 2026
Day Two only: ☐ December 2, 2026

☐ Chicago (Alsip), IL

- Both days:** ☐ December 3 and 4, 2026
Day One only: ☐ December 3, 2026
Day Two only: ☐ December 4, 2026

FIRST NAME M.I. LAST NAME

POSITION, SUBJECT TAUGHT GRADE LEVEL

SCHOOL NAME

SCHOOL MAILING ADDRESS

CITY & STATE ZIP CODE

SCHOOL PHONE NUMBER HOME PHONE NUMBER
() ()

Registration confirmations and login details are sent via e-mail

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)

HOME MAILING ADDRESS

CITY & STATE ZIP CODE

PRIORITY ID CODE: ENC87F1

METHOD OF PAYMENT

Payment is due prior to the program. No cash please.

One day only, **\$325**; both days, **\$595**;
\$565 per person for groups of three or more registering
at the same time for both days.

- ☐ A check (payable to **Bureau of Education & Research**) is attached
☐ A purchase order is attached, P.O. # _____
(Be sure to include priority ID code on the P.O.)

Cards accepted: MasterCard, VISA, Discover, AMEX

Account # _____ Exp. Date: _____ MO/YR

Billing Zip Code: _____ 3 Digit CVV Code: _____
(Found on back of card)

Please print name as it appears on card

Earn One to Four Graduate Semester Credits



Up to four graduate-level professional development credits are available with an additional fee and completion of follow up practicum activities. Details may be found at www.ber.org/credit

Meet Inservice Requirements / Earn State CEUs

Participants can receive a certificate of participation that may be used to verify continuing education hours. In addition, state CEUs are available. For details, visit www.ber.org/ceus

Registration Fee

The fee for the first or second day registration only is \$325 per person. If a person registers for both days, the registration fee is discounted to \$595 per person; \$565 per person for groups of three or more registering at the same time for both days. Registration fees are **due prior to the program**. No cash, please.

Fee includes conference registration, a certificate of daily attendance and an extensive digital resource handbook with materials for all sessions – even those you don't attend.

A printed copy of the resource handbook will be available to registrants at the conference site as long as their registration is received in the BER office at least 15 calendar days before the event.

WA residents: visit www.dor.wa.gov/TaxRateLookup to find your required WA sales tax rate.

FIVE EASY WAYS TO REGISTER:



SCAN QR code or visit:
at.ber.org/regNC8



EMAIL this form to:
register@ber.org



PHONE toll-free:
1-800-735-3503

(Weekdays 5:30 am - 5:00 pm Pacific Time)



FAX this form to:
1-425-453-1134



MAIL this form to:
Bureau of Education & Research
3000 Northup Way • PO Box 96068
Bellevue, WA 98004

Session Preferences: Session Numbers Required

DAY 1

☐ One Full Morning Session: A-1

– OR –

☐ Two 70-Minute Morning Sessions

A- _____ – and – A- _____
(A-2 or A-3) (A-4 or A-5)

☐ One Full Afternoon Session: B-1

– OR –

☐ Two 70-Minute Afternoon Sessions

B- _____ – and – B- _____
(B-2 or B-3) (B-4 or B-5)

DAY 2

☐ One Full Morning Session: C-1

– OR –

☐ Two 75-Minute Morning Sessions

C- _____ – and – C- _____
(C-2 or C-3) (C-4 or C-5)

☐ Two 75-Minute Afternoon Sessions

D- _____ (D-1, D-2 or D-3)

– AND –

D- _____ (D-4, D-5 or D-6)

Cancellation/Substitutions

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the conference. Late cancellations made prior to the conference date will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.



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