BUREAU OF EDUCATION & RESEARCH

A Unique Two-Day Live Online National Conference



2027 CO-TEACHING CONFERENCE: Practical Strategies You Can Implement Immediately

March 3 and 4

Start Time: **9 AM Eastern**
(8 AM Central, 7 AM Mountain, 6 AM Pacific)

CEUs and Graduate Credits Available
See page 7 for details

Choose from 21 Strategy-Packed Conference Sessions







Hands-On Options • Co-Teaching Resources • Hundreds of Practical Strategies

2027 CO-TEACHING CONFERENCE:
Practical Strategies You Can Implement Immediately



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.

LISA ROGERS is an acclaimed presenter and veteran Co-Teacher. With over 20 years of experience in special education and consulting, Lisa is known for her ability to strengthen school programs and bring collaborative teams together as they strive to meet the unique needs of students with special needs. Lisa is a frequent presenter at local and state conferences and has developed inclusive education training modules with accompanying video. You'll leave Lisa's sessions with many new, exciting ideas and strategies you can use right away in your Co-Teaching practice.

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



In a few words: What participants say …

Day One

Keynote • 9:00 – 9:30 am

"Two Teachers, One Team and Endless Possibilities!" – *Lisa Rogers*

Welcome to our two days together exploring practical ideas and strategies that will expand our toolboxes and help us build stronger Co-Teaching partnerships! Whether you are stepping into a co-teaching experience for the first time or looking to strengthen an established team, this event is an opportunity to learn, connect, collaborate, and grow together as we share the work, celebrate one another's strengths, and ensure that every student has the opportunity to belong, participate, and succeed. My hope is that you leave this session feeling appreciated for your dedication to the power of collaboration, connection, and shared expertise!

MORNING SESSIONS • 9:40 am – 12:10 pm

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

Full Morning Session • 9:40 am – 12:10 pm

A-1: Inclusive Co-Teaching Practices for Students with Autism Spectrum Disorder – *Lisa Rogers*

Serving students with autism is a reality in today's classrooms. Learn how to leverage your Co-Teaching practices to create an environment to help your students with autism better navigate challenging academic and social situations. You'll leave with practical tools and strategies that can help decrease neurological stress and allow students with autism spectrum disorder to reach their greatest potential.

First 70–Minute Morning Sessions
9:40 – 10:50 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
11:00 am – 12:10 pm

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 thought partner!

Lunch break • 12:10 – 1:10 pm

"The instructors were knowledgeable, engaging, and made this a great experience. I am leaving with great resources and I cannot wait to collaborate with my co-teacher on new strategies to use in the classroom."

– Sean Allan, Math Teacher



"This was one of the best conferences I have attended and would hands-down do it again in a heartbeat."

– Samantha Bean,
1st Grade Teacher



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.





Can't Attend?

Online Professional Development Options:

Related Online Courses

Related On-Demand Video-Based Online Learning courses, *Co-Teaching That Works: Powerful Strategies to Accelerate Student Success in Today's Inclusive Classrooms*, for Grades K–12, *Co-Teaching in Inclusive Classrooms: Effective Whole Group Structures and Strategies*, for Grades K-6, and other related courses, are available for immediate registration. To enroll, visit www.ber.org/online

Day One

AFTERNOON SESSIONS • 1:10 – 3:40 pm

Choose ONE Full Afternoon Session OR TWO 70-Minute Sessions

One mid-afternoon break

Full Afternoon Session • 1:10 – 3:40 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 1:10 – 2:20 pm

CHOOSE ONE: B-2 or B-3

B-2: 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!

B-3: Leveraging the Co-Taught Classroom to Prevent Challenging or Difficult Behavior – *Lisa Rogers*

Most educators agree that they would much rather prevent challenging behaviors than deal with the negative impact of aggression, elopement, screaming, or work avoidance. Explore a menu of practical preventive strategies with real-life examples of how you can implement each in your Co-Taught classroom.

Second 70–Minute Afternoon Sessions 2:30 – 3:40 pm

CHOOSE ONE: B-4 or B-5

B-4: 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.

B-5: The Power of Predictability and Visual Supports in the Co-Teaching Classroom – *Lisa Rogers*

As Co-Teachers, we can agree that to learn optimally, our students need to be able to plan, organize and complete tasks. However, students with disabilities often face challenges in each of these areas. Learn more about neurological differences and how they may impact student engagement in academic tasks, and how the powerful combination of predictability and visual support work together to promote improved academic growth in the co-taught classroom.

Online Learning

BER offers educators a wide range of online courses that are affordable, fun, fast, and convenient. BER is now offering On Demand Video-Based courses. You may earn optional graduate-level credits for most courses. See the catalog of available courses at www.ber.org/online

Day Two

MORNING SESSIONS • 9:00 – 11:40 am

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

Full Morning Session • 9:00 – 11:40 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 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
9:00 – 10:15 am

CHOOSE ONE: C-2 or C-3

C-2: Making Room for Self-Regulation in Your Co-Teaching Practice – *Lisa Rogers*

For many of our students, self-regulation is still under development and can result in what seems to be "a zero to a hundred" explosion of emotions, anger or even aggression. Learn the critical initial steps of modeling and teaching how to be more regulated and successful. Learn and practice a variety of specific Co-Teaching tools to help build powerful bridges to a more peaceful Co-Taught classroom.

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
10:25 – 11:40 am

CHOOSE ONE: C-4 or C-5

C-4: Executive Functioning Skills for Behavior and Academic Success!
– *Lisa Rogers*

Executive functioning skills serve as the foundation for positive behaviors and help students make healthier choices for themselves and others. This session will provide you with practical strategies and visual tools you can use to teach critical executive functioning skills and promote academic and behavioral success in your Co-Taught classroom.

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 • 11:40 am – 12:40 pm

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

"Great ideas for working together and helping build off of each other's strengths."
– Natalie Willis, English Teacher



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.





Team Discount

ONE DAY

One Person: $325

BOTH DAYS

One Person: $595

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

Day Two

AFTERNOON SESSIONS • 12:40 – 3:20 pm

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

First 75–Minute Afternoon Sessions
12:40 – 1:55 pm

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

D-1: 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-2: Accommodations, Modifications, and Co-Teaching, Oh My! – *Lisa Rogers*

While the Individual Education Planning team identifies which accommodations and/or modifications are needed, Co-Teachers bring it to life with all your knowledge and skill. Learn the best ways to implement each to their fullest in the least restrictive Co-Taught environment!

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
2:05 – 3:20 pm

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

D-4: 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-5: Making Time to Fill Your Co-Teaching Bucket – *Lisa Rogers*

Self-care is so important for Co-Teachers. Learn how to press pause and reflect, to continually fill and structure your "Co-Teaching buckets" with flexibility, integrity, respect, trust, honesty, kindness, and caring practices for yourself, each other, colleagues, and your Co-Taught students and their families. This session offers ways to co-manage and organize your buckets with academics, functional skills, inclusive strategies, sights, sites, and, of course, smiles!

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.

2027 CO-TEACHING CONFERENCE:
Practical Strategies You Can Implement Immediately

Registration (NC97S1)

(Please copy this registration form for additional registrants)

MARCH 3 and 4, 2027 (Start time: 9 AM Eastern)

Both days: ☐ March 3 and 4, 2027
Day One only: ☐ March 3, 2027
Day Two only: ☐ March 4, 2027

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: ENC97S1

METHOD OF PAYMENT – Group Discount Available

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)

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Please print name as it appears on card

Earn One to Four Graduate Semester Credits

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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

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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.

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/

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
Bellevue, WA 98004

EMAIL this form to:
register@ber.org

Session Preferences: Session Numbers Required

DAY 1

❑ **One Full Morning Session: A-1**

– OR –

❑ **Two 70-Minute Morning Sessions**

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

❑ **One Full Afternoon Session: B-1**

– OR –

❑ **Two 70-Minute Afternoon Sessions**

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

DAY 2

❑ **One Full Morning Session: C-1**

– OR –

❑ **Two 75-Minute Morning Sessions**

C- _____ (C-2 or C-3) ***– and –*** **C-** _____ (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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Spring 2027

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NC97S1



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