

One Teach/One Observe

Paula Kluth

1

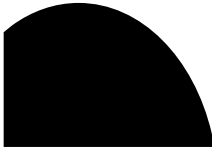
Paula Kluth, Ph.D.

- inclusionrules.com
- researcher/consultant/author
- author of 14 books on inclusive ed (e.g., UDL, autism)
- former professor of education & K-12 inclusion facilitator

2

Why don't we see this structure used more often?

- awareness
- time
- skepticism



3



What are we looking at?

- students
- co-teachers
- ourselves

4

one teach/one observe: student behaviors



- communication skills (e.g., making on-target contributions to discussions)
- social skills (e.g., turn taking, using appropriate voice volume)
- academic skills (e.g., reading fluently)
- use of learning tools (e.g., completing a graphic organizer, using manipulatives)
- use of curricular adaptations (e.g., using a checklist or note-taking app)

5

one teach/one observe: teacher behaviors



- emphasizing/reinforcing key lesson objectives
- providing clear directions
- giving clear demonstrations
- pacing lessons appropriately
- modeling learning strategies (e.g., questioning, annotating)
- integrating assistive technology into the lesson
- providing wait time
- encouraging student exploration
- providing feedback
- creating opportunities for students with disabilities to participate
- providing direct or indirect support to certain students
- encouraging peer interaction and support
- addressing IEP objectives during lesson
- providing enrichment opportunities during lesson
- using more than one mode of output during lesson

6

The Effect of One Teach One Observe Model On Effective Teaching Skills of Classroom Teachers'

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Abstract: The purpose of this study is to investigate effectiveness of one teach one observe model, one of co-teaching approaches, on planning of teaching, implementation and evaluation skills of inclusive classroom teachers. Three teachers who are experienced at least for five years, work in primary schools in Ankara, Turkey participated in the study conducted using *Between-Subjects Multiple Surveys Design*, one of the single-subject experimental designs. The data were recorded by determining the number of effective teaching behaviors of subjects and marking related scoring part on the Checklist for Effective Teaching Skills, analyzed visually and shown as graphics. It's been indicated that *One teach one observe model's* effective in improving effective teaching skills of inclusive classroom teachers, and the subjects maintain post-teaching learning outcomes related to planning of the teaching, implementation, and evaluation for the Turkish class 3 weeks and 10 days after the study was completed. It's been observed that the co-teaching approach contributes to inclusive classroom teachers for making educational regulations, preparing lesson plans using different methods and techniques.

Keywords: Co-Teaching, Effective Teaching Skills, Inclusive, One Teach One Observe Model, Primary Schools

Kayhan, N. & Akcamete, G. (2019). The effect of one teach one observe model on effective teaching skills or classroom teachers. *Journal of Education for Life*, 33(2). 151-168.

7

The co-teaching sessions contributed to skills such as:

- engaging in formative assessments during the presentation of lessons,
- creating a positive classroom environment/climate,
- differentiating classroom materials, and
- encouraging the participation of students with disabilities.

8

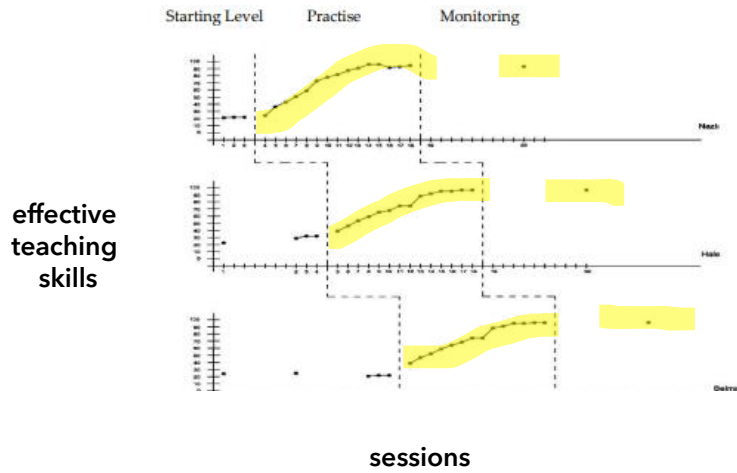
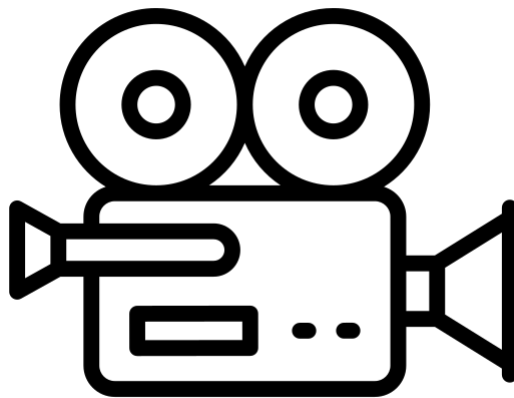


Figure 1: Total scores of the subjects on teaching skills for starting level, practice, and monitoring

9

two teach/two observe



10

Executive Functions

ACTION & EXPRESSION

★ Enhance Capacity for Monitoring Progress



Day
275

Capture It

Video recording is an effective and efficient way to capture learning over time. Recording can be used to track student progress, or illustrate mastery of a skill or learning standard for families, other teachers, or for students themselves. Video may be especially helpful for students who have significant disabilities and may, therefore, demonstrate progress at a slower rate than their peers.

For example, a student with multiple disabilities participating in a kindergarten morning meeting may show very little evidence of participation in the first few weeks of school. Gradually, he or she may be able to show evidence of engagement (e.g., looking at the teacher). Eventually, he or she may be able to raise a hand, vocalize during a song, or answer a question using sign language. It might be hard to appreciate this learner's impressive progress if only traditional kindergarten assessment tools (e.g., observation, work samples) are used, but someone watching regularly captured video clips would likely notice the child's growing ability.

Determine how you might use video assessment. Consider using this tool to evaluate

- ★ study habits (e.g., working independently),
- ★ literacy (e.g., reading fluently),
- ★ physical education (e.g., using equipment properly), and
- ★ social skills (e.g., taking turns),
- ★ communication (e.g., staying on topic),
- ★ music (e.g., performing a piece of music).
- ★ group work (e.g., sharing materials),
- ★ presentations (e.g., using appropriate voice volume),

Once you become familiar with video as an assessment tool, you can teach it to students so they can evaluate their progress on key skills and competencies throughout the year.

294

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11



12