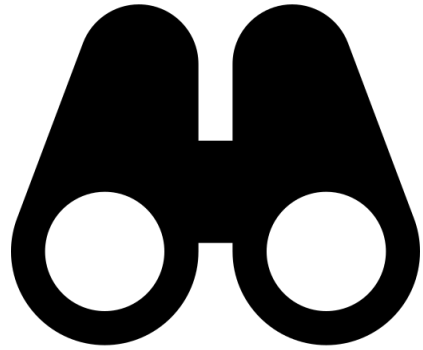
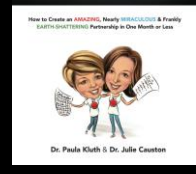


One Teach/One Observe

Paula Kluth



Paula Kluth, Ph.D.

- inclusionrules.com
- researcher/ consultant/author
- author of 16 books on inclusive ed. (e.g., UDL, co-teaching, autism)
- former professor of education & K-12 inclusion facilitator

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

- awareness
- time
- skepticism

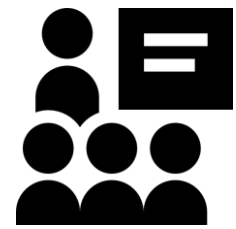
What are we looking at?

- students
- co-teachers
- ourselves

- 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)

one teach/ one observe: student behaviors

- reinforcing lesson objectives
- providing clear directions
- giving clear demonstrations
- pacing lessons appropriately
- integrating assistive tech into the lesson
- providing wait time for some/all
- modeling learning strategies (e.g., questioning)
- providing feedback to some/all
- creating opportunities for participation
- providing support to certain students
- encouraging peer interaction/support
- addressing IEP objectives
- providing enrichment opportunities
- using more than one mode of output during lesson



one teach/ one observe: teacher behaviors

Yaşadıkça Eğitim, Cilt 33, Sayı 2, Yıl 2019, s. 151-168.
Journal of Education for Life, Volume 33, Issue 2, Year 2019, pp. 151-168.
DOI: 10.33308/26674874.2019332117

The Effect of One Teach One Observe Model On Effective Teaching Skills of Classroom Teachers[1]

Nilay KAYHAN*
Gönül AKÇAMETE**

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.

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.

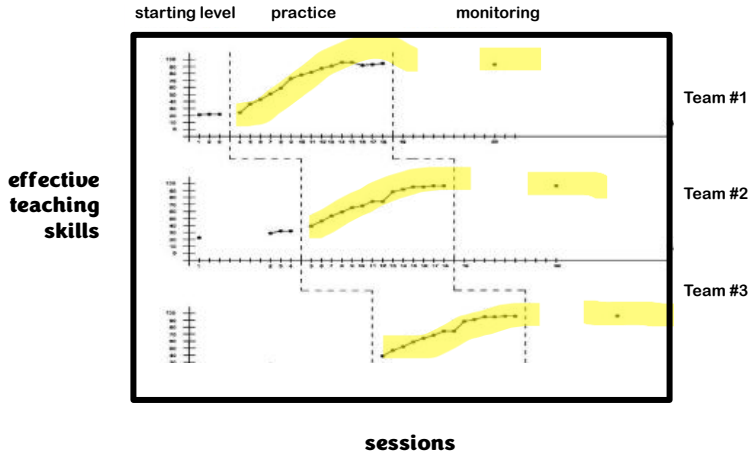
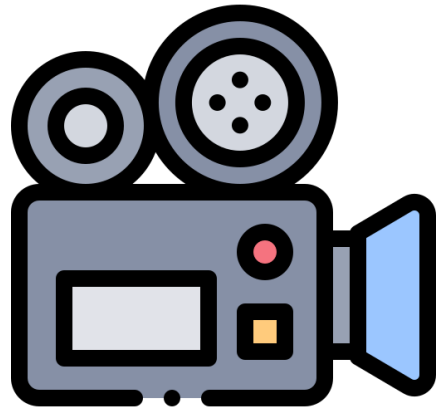


Figure 1: Total scores of the subjects on teaching skills for starting level, practice, and monitoring

How about two teach/two observe?



Strategy Development ACTION & EXPRESSION

★ Enhance Capacity for Monitoring Progress

Day 275

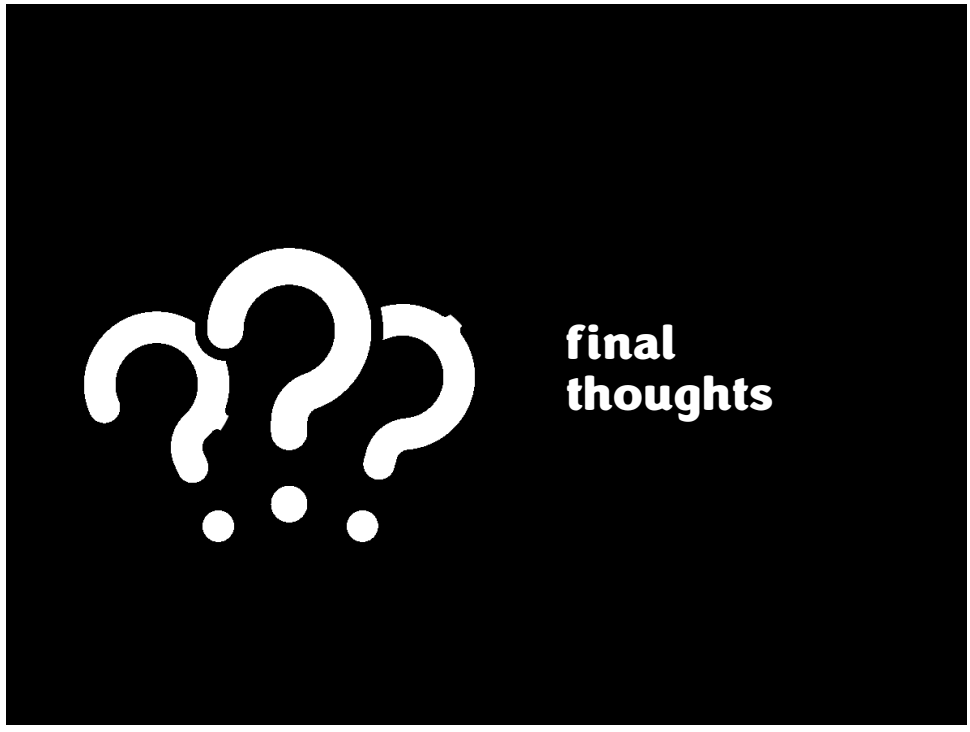
Capture It

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 complex support needs 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, they may be able to show evidence of engagement (e.g., looking at the teacher). Eventually, they 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 anyone 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);*
- ★ *social skills (e.g., taking turns);*
- ★ *group work (e.g., sharing materials);*
- ★ *literacy (e.g., reading fluently);*
- ★ *communication (e.g., staying on topic);*
- ★ *presentations (e.g., using appropriate voice volume);*
- ★ *new skills (e.g., lining up);*
- ★ *physical education (e.g., using equipment properly); and*
- ★ *music (e.g., performing a piece of music).*

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

Kluth, P. (2025). *Universal Design Daily*. KDP.