

One Teach, One Assist *and* One Teach, One Observe

OVERVIEW:

These two models are sometimes grouped together. In this section these will be referred to as One Teach, One Assist/Observe.

One Teach, One Assist

In some cases, the most effective use of two adults in one classroom is to have one person keep primary responsibility for teaching while the other circulates through the room providing assistance to students as needed. The teacher in the supportive role monitors student work, addresses behavior issues, manages materials, and assists with student questions

- The teacher providing assistance must do so in an unobtrusive manner, so that his/her support does not interfere with the primary instruction delivered by the other teacher.
- The teacher providing assistance is able to deliver individual student accommodations and ensure that all students are on task.
- This approach is best used when the other adult in the room is a paraeducator and not a teacher.

One Teach, One Observe

Because student decisions should be based on data, this model allows one teacher to provide instruction while the other collects data on the academic, behavioral, or social skills. When one teaches and one observes during co-teaching, the teachers should decide in advance what types of information are to be gathered during the observation and should agree on a system for gathering the data.

Afterward, the teachers should analyze the information together. That is, observation should be a deliberate part of the lesson, not just teachers' incidental checks of student activity.

This observational data can be used to inform instruction and document student progress. This model allows the teachers to have valuable data to analyze in determining future lessons and teaching strategies. (TEXAS)

Although these approaches to co-teaching have value, it is also often over-used, possibly because it makes few demands for change on the part of the teachers.

“Teachers must use caution when using this approach to avoid a learning environment in which the general educator provides all instruction and the special educator serves as an assistant. According to Friend (2008, p. 17), ‘professionals should be actively involved in all aspects of the instructional process . . . they should not be functioning like paraprofessionals.’ While there may be instances in which this approach may meet an immediate student need, over-use can negatively affect the collaborative benefits that co-teaching provides.” (TEXAS)

SAMPLE APPLICATIONS:

- “This is my absolute favorite lesson to teach. Am I wrong to want to teach it myself?”
- How well do the students understand the steps to follow in long division?

- Are all students following as they learn how to take notes?
- “I’ve never taught geometry or worked with this teacher. I need to get a sense of the flow of the class.”
- Which students initiate conversations in cooperative groups?
- Which students begin/do not being work promptly?
- Is Anne’s inattentive behavior less, about the same, or greater than that of other students in the class?
- What does James do when he is confused during an assignment?

ADVANTAGES AND DISADVANTAGES:

One Teach, One Assist/Observe Teaching Advantages	One Teach, One Assist/Observe Teaching Disadvantages
Individual students receive additional support during a lesson	One teacher may be viewed by students as a paraeducator and not as a teacher.
More detailed observation of students engaged in the learning process can occur.	The second teacher’s skills are often underutilized when they are just ‘assisting.’
Allows the teachers to have valuable data to analyze in determining future lessons and teaching strategies.	

SUGGESTIONS FOR IMPLEMENTATION OF ONE TEACH, ONE ASSIST/OBSERVE TEACHING

- This approach should not be the primary co-teaching approach used and, if used, only on a limited basis.
- This model may best be utilized when a paraeducator is the second adult in the room.

TEACHER ROLES:

Role	Teacher(s) Responsible
Review the lesson	Special educator
Teach part of the main lesson	General educator
Guide practice	Special educator
Prompt independent practice	Both
Conclude the lesson	Either teacher
Manage student behavior	Both

WHEN TO USE:

- When the lesson lends itself to delivery by one teacher
- When one teacher has particular expertise for the lesson
- In new co-teaching situations – to get to know each other
- In lessons stressing a process in which student work needs close monitoring
- To check student progress
- To compare target students to others in class

AMOUNT OF PLANNING:

- Low

CONTENT KNOWLEDGE ASSUMPTIONS:

The general educator is strongest in mathematical content. The special educator is strongest in the area of learning strategies and pedagogical skills.

SAMPLE CLASSROOM LAYOUT:

