



The intention of this guide is to assist supervisors when observing teacher-to-teacher talk. Key questions regarding teacher-to-teacher talk are outlined below. This guide can support supervisors in providing teachers with feedback on their strengths and areas for improvement.

It is suggested that you first observe talk between teachers. It is helpful to observe at various times of the preschool day. Note specific examples of teacher-to-teacher communication in the observation column. If possible, note at least two examples. Make recommendations for follow-up based on your observations and examples. Be sure to compliment teachers who are using these practices.

For each key question examples are provided. These examples assist with defining each question and guide the observation.

Key questions with examples: Examples are meant to be descriptive, however they are not exhaustive of all circumstances.

1. Is the talk between teachers purposeful?

Examples: clarifying rules and routines; sharing information and asking for help, if needed.

2. Is the talk between teachers frequent?

Examples: talk between teachers occurs on a regular basis

3. Does talk between teachers support teaching and learning?

Examples: teachers talk with each other; talk about child interests that result in a change in practice or materials (teachers talk with each other about how a child is on a t-ball team and balls/bats are brought outside), talk about demonstrating a skill results in a change in practice (teachers demonstrate how to measure the height of buildings made in the block area, then children measure the buildings), talk about needed adaptations that result in using a yellow highlighter to assist a child in name writing.

4. Is the talk between teachers assisting with classroom coordination?

Examples: teachers talk with each other at transition time, about materials needed, about routines, classroom rules and their interpretation

5. Does the talk between teachers imply teamwork?

Examples: Teachers use each other's names, use pronouns such as "we", "us" and "our", share jobs such as cleaning up spills

6. Is the talk between teachers warm, caring and respectful?

Examples: Teachers use polite social conventions with each other such as "please", "thank you" and "excuse me", their tone of voice is calm, and volume is low key, they use non-verbal cues intentionally, and give friendly directions to each other.

Observing Teacher-to-Teacher Talk

Teacher: _____ Supervisor: _____ Classroom: _____ Date: _____

IS THE TALK BETWEEN TEACHERS:	OBSERVED EXAMPLES	COMMENTS
1. <i>purposeful?</i>		
2. <i>frequent?</i>		
3. <i>supporting teaching and learning?</i>		
4. <i>assisting in classroom coordination?</i>		
5. <i>implying teamwork?</i>		
6. <i>warm, caring & respectful</i>		

Comments: _____

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.



For more Information
 CONTACT US AT: ncqtl@uw.edu or 877-731-0764