

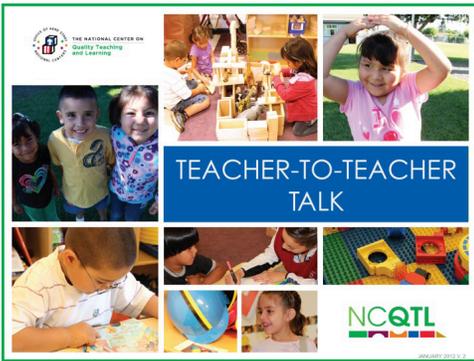
This guide walks you through presenting the **Teacher-to-Teacher Talk** suite. These are suggestions, so please use the materials as you see fit. This in-service includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter's Notes (17)
- Projector and audio equipment
- Learning Activity: Push My Buttons
- Learning Activity: What Do Teachers Talk To Each Other About?
- Learning Activity: Writing Compliments
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources List

BEFORE YOU BEGIN:

- The purpose of this presentation is to help teachers engage in ongoing and effective communication with each other in a manner that supports quality teaching and learning in the classroom.
- Two main types of teacher communication are described: communication that supports general classroom organization and teamwork and communication that supports children's learning.
- The presentation includes video clips that illustrate a variety of examples of teacher talk.
- Learning activities offer participants opportunities to discuss and practice effective ways to communicate with each other.



SLIDE 1: TEACHER-TO-TEACHER TALK

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).
- Provide an idea for an ice breaker related to the topic such as “telephone.” The presenter whispers something to the first person, that person whispers it to the next and so on. When you get to the last person have them share the message with the group. You can only say the message once. Point out that it is often easy for information to be misinterpreted especially during the busy classroom day.

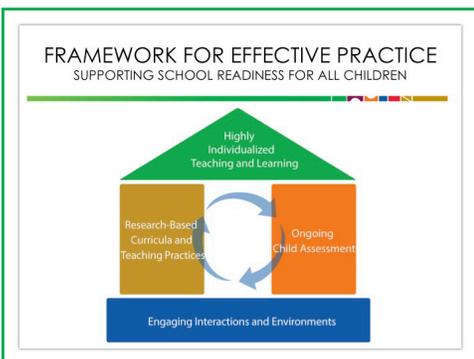
Introduce topic:

- *Teacher-to-Teacher Talk* focuses on communication between adults in the preschool classroom.

EMPHASIZE *

The communication occurs between teachers.

The purpose of the communication is to enhance teaching and learning.



SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

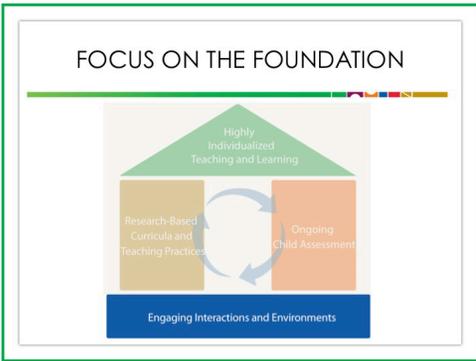
Introduce NCQTL:

Review NCQTL framework for effective practice:

- The HOUSE structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices and ongoing child assessment.
- The roof represents highly individualized teaching and learning.

All components interact with each other and are essential for effective everyday practice for all children.





SLIDE 3: FOCUS ON THE FOUNDATION

This presentation fits into the foundation of the HOUSE:

- On-going and effective communication among teachers helps build an engaging environment



EMPHASIZE *

This is a self-assessment.

Responses are not meant to be shared unless participants choose to do so.

LEARNING ACTIVITY: PUSH MY BUTTONS

Introduce self-assessment activity.

Share that the goal of the activity is to reflect on best ways for adults to communicate with other.

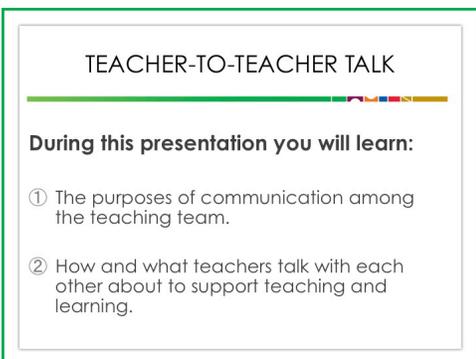
HANDOUT

Distribute the handout *Push My Buttons*.

Review directions and have each participant write down responses.

DISCUSSION

Ask for volunteers to share comments and examples with the larger group.



SLIDE 4: GOALS

Outline goals for the presentation:

- To learn the purposes of communication among teachers
- To learn what and how teachers talk with each other about to support teaching and learning





SLIDE 5: VIDEO: WHAT DOES TEACHER-TO-TEACHER TALK LOOK LIKE?

Set-up video: Inform participants that they will view a video that shows what a teacher-to-teacher talk looks like.

PLAY VIDEO 

DISCUSSION 

Ask participants what characteristics they noticed about how teachers communicated with each other.

Points to highlight:

- A teacher walks across the room to talk with another teacher.
- A teacher gives a direction to another teacher using a friendly tone.
- A teacher coordinates an activity with another team member.

DEFINITION: TEACHER-TO-TEACHER TALK

Teacher-to-teacher talk is....

....the purposeful communication between adults in a learning environment on a daily basis so that teaching and learning are provided in an effective and efficient manner.

SLIDE 6: DEFINITION

Define teacher-to-teacher talk.

EMPHASIZE 

Talk is purposeful.

The goal is to ensure that teaching and learning are provided in an effective and efficient manner.

TEACHER-TO-TEACHER TALK DURING THE DAY

- Inside the classroom
 - At outdoor times
- During meal times: snack, breakfast, lunch
 - During transition times
- Any and all times of the pre-school day!

SLIDE 7: TEACHER-TO-TEACHER TALK DURING THE DAY

EMPHASIZE 

Teachers talk with each other at all times of the day and during all activities.

Communication is ongoing and systematic.



WHY DO TEACHERS TALK TO EACH OTHER?

- To ensure **consistency** with classroom routines and expectations
 - To **share** information
- To **develop/maintain** a sense of teamwork

SLIDE 8: WHY DO TEACHERS TALK TO EACH OTHER?

- To ensure consistency with classroom routines and rules.
- To share information and provide support to each other.
- To create a sense of teamwork.



SLIDE 9: VIDEO: GETTING MATERIALS

Set-up video: Inform participants that they will view a video that shows teachers working as a team and providing support to each other.

PLAY VIDEO 

DISCUSSION 

Ask participants for examples from the video of teacher communication and teamwork.

Example from video:

A teacher observed that a volunteer needed some support and she gave the support.

WHAT DO TEACHERS TALK ABOUT?

- Children's interest
- Children's learning objectives
 - Teaching practice
- Adaptations for instructional success
- Facilitating children's positive behavior

SLIDE 10: WHAT DO TEACHERS TALK ABOUT?

DISCUSSION 

Before showing the slide ask participants to share their ideas of what teachers may talk with each other about.

- Write ideas on a large sheet visible to the group and refer back to the ideas as you discuss slides 10 and 12.

Teachers talk with each other about:

- Children's interests
- Children's learning objectives
- Teaching practices
- Adaptations
- Children's behavior





SLIDE 11: VIDEO: SHARING TEACHING PRACTICE

Inform participants that they will view two videos that show teachers talking with each other about a child's learning objective.

PLAY VIDEO 

DISCUSSION 

Ask participants for examples from the videos of teachers talking about a child's learning objective.

Example from video:

- Teachers talk to each other about a specific objective: reinforcing a child for using his words to express himself.

WHAT ELSE DO TEACHERS TALK ABOUT?

- Coordinating classroom activities:
 - Transitions
 - Materials
 - Work loads
- Paper work:
 - Documentation:
 - Child observations
 - Required forms such as attendance
 - Lesson planning

SLIDE 12: WHAT ELSE DO TEACHERS TALK TO EACH OTHER ABOUT?

Other things teachers talk with each other about:

- Coordinating classroom activities
 - » Transitions
 - » Materials
 - » Work loads
- Paperwork
- Documentation: child observations, forms, lesson plans

NOTE 

Remember to refer back to participants' list generated for Slide 10.





LEARNING ACTIVITY:

WHAT DO TEACHERS TALK ABOUT DISCUSSION QUESTIONS

Have participants divide into small groups of 3–4.

HANDOUT

Distribute the handout *What Do Teachers Talk About Discussion Questions*.

DISCUSSION

Groups discuss the following questions:

- What are some comments that can be made to another teacher about:
 - » Children's interests
 - » Instructional practices
 - » Children's behaviors
- What questions can teachers ask each other about adaptations for children with special needs?
- What questions can teachers ask each other about adaptations for children with dual language needs?

Share ideas from small group conversations with large group.

HOW DO TEACHERS TALK TO EACH OTHER?

It's how you say it!

- Awareness of non-verbal cues.
- Use language that implies teamwork.
- Warm, caring and respectful:
 - Give friendly directions
 - Give compliments

EMPHASIZE

Awareness of non verbal cues.

Use of language that implies teamwork (e.g., us, we).

Use of language that is warm, caring and respectful.

SLIDE 13: HOW DO TEACHERS TALK TO EACH OTHER?

DISCUSSION

Ask participants to comment on the adage, "It's not what you say but how you say it."

Discuss the following questions:

- What are some non-verbal cues that are used between teachers in the classroom and what do they convey?
- What are examples of warm, caring, respectful words and phrases that teachers might use with colleagues?





SLIDE 14: VIDEO: COMPLIMENTING ANOTHER TEACHER

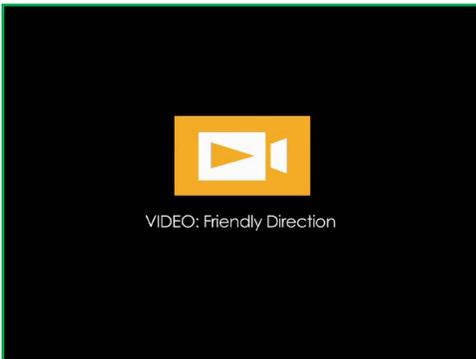
PLAY VIDEO 

DISCUSSION 

Ask participants for an example from the video of a teacher complimenting another teacher.

Example from video:

A lead teacher gives a compliment to the teaching assistant.



SLIDE 15: VIDEO: FRIENDLY DIRECTION

PLAY VIDEO 

DISCUSSION 

Ask participants for an example from the video of a teacher giving a friendly direction to another teacher.

Example from video:

A teacher gives a friendly direction to another teacher to assist a child in making a choice about where to play.



LEARNING ACTIVITY: WRITING COMPLIMENTS

Divide participants into small groups of 3–4.

Introduce *Writing Compliments* activity.

HANDOUT 

Distribute the handout *Writing Compliments*.

Review directions and have each group write down responses.

DISCUSSION 

Have a participant from each group share examples with the larger group.

REVIEW: TEACHER TO TEACHER TALK

- Is purposeful
- How and what you say is important

SLIDE 16: REVIEW

- Teacher-to-teacher talk is talk between teachers and volunteers so that teaching and learning are provided in an effective and efficient manner.
- Teacher-to-teacher talk has several purposes:
 - » To provide consistency.
 - » To share information.
 - » To develop/maintain sense of teamwork with each other.

HANDOUT

Based on participant roles:

- Distribute and review *Tips for Teachers*.
- Distribute and introduce *Tools for Supervisors*.
- Provide *Helpful Resource* list and review key resources.

SLIDE 17: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources to support effective teaching practices in the classroom.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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.



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