TOOLS FOR SUPERVISORS
TEACHER-TO-TEACHER TALK

The intention of this tool is to assist supervisors when observing teacher-to-teacher talk. Key questions regarding teacher-to-teacher talk are outlined below. This tool 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.

TEACHER-TO-TEACHER TALK OBSERVATIONS

Use this checklist to guide your classroom observations. If you find that a classroom has many things to work on, prioritize your recommendations in an effort not to overwhelm teachers. The observations and recommendations field should be used to ensure there is a plan to follow to improve upon the teaching practice.

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

Is the talk between teachers	Observed examples	Comments
1. Purposeful?		
2. Frequent?		
3. Supporting teaching and learning?		
4. Assisting in classroom coordination?		
5. Implying teamwork?		
6. Warm, caring a°nd respectful?		

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

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