



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 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 throughout the preschool day.

3. Does talk between teachers support teaching and learning?

Examples: Teachers talk about child interests that result in a change in teaching or in children's learning (teachers share that a child visited an aquarium with her family during the weekend and decide to do a science unit on fish), teachers talk about how demonstrating a skill results in a change in children's behaviors (teachers demonstrate how to measure the height of children's block construction using their own hands; later children use their own hands to measure play equipment outside), or teachers 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 one another about managing transitions and gathering materials. They discuss how to guide routines and how to interpret or enforce classroom rules.

5. Does the talk between teachers imply teamwork?

Examples: Teachers use each other's names, use pronouns such as "we," "us," and "our," and share jobs such as cleaning, sanitizing tables, or setting up materials.

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 follow up plan to improve the teaching practice.

Teacher: _____ Supervisor: _____ Classroom: _____ Date _____

Is the talk between teachers	Observed examples	Comments
Purposeful?		
Frequent?		
Supporting teaching and learning?		
Assisting in classroom coordination?		
Implying teamwork?		
Warm, caring, and respectful?		



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

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