Observe Conversations in Classrooms

*Session 3 Leadership Series Closing*

Observe at least 3 teachers who participated in the Building Oral Language through Conversation training to assess whether or not the TALK strategy is being implemented in their classrooms. Complete the BEFORE section with 3 teachers prior to delivering the training, then observe the same 3 teachers AFTER you have delivered the training.

**Before: Use of conversation strategies to develop student language:**

Teacher #1 (Before): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Students are developing skills involved in having conversations with others.  (Teacher talks to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition; baby/toddler babbles using sounds such as strings of consonant and vowel sounds and movements; teachers implement scaffolded questioning to engage students in conversations; 3 and 4 year olds engage in positive conversations that are both peer-peer and peer-adult; teachers engage in sustained conversations - 5 or more back and forth exchanges - with students that are driven by student interest, not behavioral corrections.) | The teacher does not provide students opportunity and/or very few students demonstrate this behavior | Few students demonstrate this behavior, either because of inconsistent opportunity for conversation or because they are not yet meeting the teacher's expectation in this area. | The teacher provides consistent opportunities for conversation and some students demonstrate this behavior. | The teacher provides consistent opportunities for conversation and most students demonstrate this behavior. |

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**After: Use of conversation strategies to develop student language:**

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