Next Steps: Observe Parallel/Self-Talk in Classrooms

*Session 2 Leadership Series Closing*

Observe at least 3 teachers who will participate in the Building Oral Language training to assess whether or not parallel/self-talk is being implemented in their classrooms. Observe them briefly prior to the training and determine their “Before” rating. After you deliver the training, observe the same three teachers and determine an “After” rating. Complete the graphic organizer below and bring it to the Session 3 training.

Teacher #1 BEFORE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day. (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | The teacher never or almost never utilizes self and parallel talk.  | The teacher inconsistently utilizes self and parallel talk.  | The teacher consistently utilizes self and parallel talk models but only in some settings. |  The teacher consistently utilizes self and parallel talk in multiple settings. |

Teacher #1 AFTER:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day. (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | The teacher never or almost never utilizes self and parallel talk.  | The teacher inconsistently utilizes self and parallel talk.  | The teacher consistently utilizes self and parallel talk models but only in some settings. |  The teacher consistently utilizes self and parallel talk in multiple settings. |

Teacher #2 BEFORE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day. (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | The teacher never or almost never utilizes self and parallel talk.  | The teacher inconsistently utilizes self and parallel talk.  | The teacher consistently utilizes self and parallel talk models but only in some settings. |  The teacher consistently utilizes self and parallel talk in multiple settings. |

Teacher #2 AFTER:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day. (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | The teacher never or almost never utilizes self and parallel talk.  | The teacher inconsistently utilizes self and parallel talk.  | The teacher consistently utilizes self and parallel talk models but only in some settings. |  The teacher consistently utilizes self and parallel talk in multiple settings. |

Teacher #3 BEFORE:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day. (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | The teacher never or almost never utilizes self and parallel talk.  | The teacher inconsistently utilizes self and parallel talk.  | The teacher consistently utilizes self and parallel talk models but only in some settings. |  The teacher consistently utilizes self and parallel talk in multiple settings. |

Teacher #3 AFTER:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INDICATOR | 1. INEFFECTIVE | 2. APPROACHING DEVELOPING | 3. DEVELOPING | 4. PROFICIENT |
| The teacher utilizes self-talk and parallel-talk in multiple settings throughout the day. (Teacher talks to the child throughout the day narrating own actions; teacher narrates student actions) | The teacher never or almost never utilizes self and parallel talk.  | The teacher inconsistently utilizes self and parallel talk.  | The teacher consistently utilizes self and parallel talk models but only in some settings. |  The teacher consistently utilizes self and parallel talk in multiple settings. |