

New Jersey Department of Education
Office of Early Childhood Education

Master Teacher Log

Master Teacher Name & District –

School/ Teacher:

Planning Conference (Identify Purpose For Visit):

Date: March 12, 2007

We talked about how it was going to be difficult to score the writing portion of those portfolios that were limited in terms of evidence, or that had name writing used as the three pieces of evidence for the winter scoring period. I suggested that when we work on putting the book together, we should be able to encourage some writing.

Classroom Visit (Strengths And Improvement Areas):

Date: **March 13, 2007** Time: **9:30 AM**

I worked with a small group of four children explaining to them that we were going to be using the digital pictures to make a book. First, we looked at the pictures and discussed them together. Children enthusiastically described them since the pictures included each of the children in the group. We decided to make a story with them and that they would need to be put into order. Each child chose a picture to write/tell about, which would occupy one page of the book. Some dictated to me and others wrote words with help from the vocabulary words for the wheels study which was posted in the writing center.

Post-Visit Conference (Discuss Visit & Next Steps- repeat cycle):

March 13 1:40 PM

We discussed the various levels of the children in terms of skills that I observed. In some cases the children were not able to write independently, yet were able to help by offering suggestions for letters to begin words as I was writing. The teacher commented about how she had been having a difficult time getting evidence for phonological awareness for some of them and we wrote some anecdotes to document how they had been able to identify some of the letters when the sound was isolated for them during dictation. The teacher decided to copy some of the pages from the book before we actually put it together. These would become writing samples for spring.

Other Support

I will be holding an ELAS support discussion group for teachers who would like to explore writing in more detail.

Methods – Teacher Observation, Demonstration or Collaborative Lesson, Educational Discussion, other Areas of Focus (specify components) – Curriculum, ELAS, ECERS