

New Jersey Department of Education
Division of Early Childhood Education
Master Teacher Log
LOG 1

Master Teacher Name & District

SCHOOL:

TEACHER:

PLANNING/PRE-CONFERENCE (IDENTIFY PURPOSE FOR VISIT; SET UP TIME FOR OBSERVATION; AGREE ON TOOL TO USE AND KEY QUESTIONS TO ADDRESS):

The teacher shared the month of September was challenging in redirecting some of the students' behaviors. She explained she was overwhelmed and disappointed it was now October and she has not seen progress in the children. I asked her elaborate on some specific behaviors she found challenging in the classroom. She stated the primary concern was the conflicts between children and how to handle them effectively. She mentioned she has made classroom rules and has read books to the children regarding positive behaviors. Nonetheless, she thought the challenges were because the children were new but now she spends most of the day redirecting the children. She felt her educational interactions are being hindered especially during Choice Time.

I shared with the teacher the Creative Curriculum Implementation Checklist, Teacher-Child Interactions: Guiding Children's Behavior's reflective questions. We reviewed the three questions and decided during my visit we will use these questions as the focus of the observation and discuss them in the post-conference.

CLASSROOM VISIT (NOTE STRENGTHS AND FOCUS AREAS; SET UP TIME FOR DISCUSSION OF OBSERVATION):

During the classroom, I used the Creative Curriculum Implementation Checklist, Teacher-Child Interactions: Guiding Children's Behavior's reflective questions as a guide.

- I observed the teacher during group meeting discussed the rules with the children. However, the rules were not referred to again during the rest of the morning.
- The teacher stated the rules in a positive manner and tone to the children.
- The teacher has a Solution Kit accessible for the children but it was not introduced or utilized by the teacher or children.
- The teacher intervenes in conflicts between the children before they escalate, asks open-ended questions but does not allow for response time.
- There is not a "cozy area" for when children need time to be alone, daydream or read quietly.
- The teacher has not yet implemented Second Step to incorporate the social/emotional component throughout the day.
- The teacher maintains a positive social atmosphere.
- The teacher validates children's work efforts and offers praise for positive behaviors.

POST-VISIT CONFERENCE (REFLECT ON VISIT/OBSERVATION; ASK QUESTIONS; GIVE FEEDBACK; DISCUSS NEXT STEPS): repeat cycle

We discussed the strengths throughout the morning regarding children's behavior. We identified how the children are still building relationships and creating friendships. We noticed it was one child who was new to the school that was having the most difficulty creating and building friendships. We shared our observations on how when the child rotated throughout the classroom was when the conflicts occurred between the children. The teacher also reflected that she asks the children questions but immediately solves their problems. We discussed allowing the children response time and providing them with opportunities to solve their conflicts. We reviewed her Solution Kit and discussed how she thought she could've have used it with the children. She admitted she had not utilized the kit and would like for me to introduce it to the children and model how to effectively use it when conflicts arise in the classroom. The teacher also said she will begin to implement the Second Step component during group meeting once a week and use the terminology for each lesson. We discussed creating a "cozy area" where she can post the "Count Down Steps", Solution Kit, social/emotional books and stuffed animals for when the children need private time. We also agreed she would read the Creative Curriculum pages 100-114 for our next visit to continue the education discussion and the progression of the strategies discussed during our post-conference.

Next Steps:

- Model the introduction and utilization of the Solution Kit.
- Teacher will begin to implement the Second Step component once a week with the children.
- Assist the teacher in creating a "Cozy Area".
- Teacher will read Creative Curriculum pages 100-114 on handling children's problems to continue the educational discussion. Teacher will also keep a copy of the Implementation Checklist as a reference when guiding children's behaviors.

OTHER SUPPORT

I will meet with the social worker to share my observations regarding positively guiding children's behaviors and the implementation of Second Step. The social worker will also make regular visits to provide the teacher classroom support.

Methods – Teacher Observation, Demonstration or Collaborative Lesson, Educational Discussion, other
Areas of Focus (specify components) - Curriculum, ELAS, ECERS-R, PCMI, SELA, PQA, ELL, PBS, Inclusion, other
Other Support - Workshops, Meetings, Lesson Planning, Study/Discussion Groups, other