

New Jersey Department of Education
Division of Early Childhood Education
Master Teacher Log
LOG 3

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 provided me with an update of guiding children's behavior. She said she has continued the Second Step component with the assistance of the social worker. She has observed the students reviewing the Solution Kit but not during conflict. She wants to encourage them to use it independently. We agreed I will continue to co-teach the conflict resolution skills.

The teacher shared the literacy materials she had available in her classroom from her Literacy Kit. She wanted assistance on how to re-arrange the space to include all the materials. She also wanted me to observe her modeled writing during Group Meeting and provide her feedback on how to scaffold her children to build on the literacy objectives/standards.

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

I observed the teacher's modeled writing during Group Meeting. She followed the steps of modeled writing but she did not scaffold once the children identified an item on the board. She would ask questions such as, "Can you find another Ee?" or "How many letter Ff's can you find?" She did not ask further questions to scaffold upon what they selected.

I noticed the teacher had placed the literacy materials in the library area and the children began to look through them. They were engaged with the puppets and the flannel board pieces. They began to play with each other and many of them were asking questions regarding the materials. The teacher and I spent time in library showing the children the materials, reading to the children and retelling some stories with puppets.

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

The teacher and I reviewed the Implementation Checklist, the Library Area and used it as a guide to help us re-arrange the area. She checked the reflective questions she met and circled the ones she felt she needed assistance with completing. We rearranged her Word Wall, added a felt board with story retelling props, a listening area, story cassettes with read along books, puppets, writing materials and a small sofa. We organized the library books and separated them by genre. Once we finished, the library area met the requirements in the Implementation Checklist. She shared she was excited for the children to utilize the area the next day since they had shown interest during Choice Time.

We also discussed her modeled writing. She shared that she would like ask questions to enhance their learning. She said she wanted to ask more phonological questions because they could identify letters but could not associate the letter sound. I asked the teacher if she had introduced songs or other finger plays that emphasized beginning letter sounds. She said she had not done so and if I knew of any songs. We reviewed the possible scaffolding questions in the Message Time Plus manual. We highlighted the developmentally appropriate questions we could possibly ask the children. I also provided the teacher an article regarding phonological awareness.

Next Steps:

- Continue to model adult-child interactions with a focus on problem-solving. Teacher will continue to use the Implementation Checklist to reflect on developmentally appropriate strategies along with classroom support from the Social Worker.
- Continue the weekly implementation of Second Step with the recommended terminology.
- Teacher will continue to reflect upon the Implementation Checklist regarding the Library Area. Teacher will continue to enhance the area based on the reflective questions.
- Master Teacher will model the phonological awareness song, Willoughby Wallaby Woo with props and co-teach the scaffolding step of modeled writing.
- Begin educational discussion on phonological awareness based on the article.

OTHER SUPPORT

The director ordered a shelf for the Library Area to hold books.

Provided teacher an article on phonological awareness.

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