

New Jersey Department of Education
 Division of Early Childhood Education
Master Teacher Log
LOG 4

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 and I reviewed the phonological awareness song, Willoughby Wallaby Woo. We discussed how we will introduce the phonological questions we may ask during modeled writing. We needed to extend support since many did not know the sound of the letters. She shared she had read the article and has been implementing some of the recommendations.
CLASSROOM VISIT (NOTE STRENGTHS AND FOCUS AREAS; SET UP TIME FOR DISCUSSION OF OBSERVATION): During Group Meeting, I modeled Willoughby Wallaby Woo for the teacher using an elephant puppet and stuffed animal. After I modeled the song, the teacher conducted modeled writing and together we scaffolded the children. We guided the children as we introduced first letter sounds and used the Word Wall to assist with listing possible words that begin with the chosen letter. Throughout the day, the teacher also referred to the letter sound during transitions beginning with their names. She also played a game with the children called, "I Spy" where she gave clues to an object and the first letter sound for the children to guess. She also added alphabet tubs and more alphabet books to the Library Area.
POST-VISIT CONFERENCE (REFLECT ON VISIT/OBSERVATION; ASK QUESTIONS; GIVE FEEDBACK; DISCUSS NEXT STEPS): repeat cycle The teacher said the children seemed engaged in the phonological awareness song and enjoyed the use of the props. She noticed at first they did not understand the concept but slowly began to understand the first letter change. She said she will continue to use the song in transitions and other parts of the day. She will leave the elephant props in the library area. She also said she will search the Literacy manual to find additional songs to introduce to the children. She read the article and said it was helpful in understanding phonological awareness. The article also provided ideas, such as the "I Spy" game she introduced in the children. She asked if I had the book, "The Hungry Thing" because the article discussed ideas she can also incorporate into the classroom. I told her I had the book and would lend it to her so she may read it to the children. She said she would like to create a small group using the book after she read it to the children. She would like my assistance in creating this phonological awareness small group.
Next Steps: <ul style="list-style-type: none"> • 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. • Teacher will research more phonological awareness songs and refer to pages 16-21 in the Literacy manual for further resources. • Master Teacher will coach teacher through creating a phonological awareness small group.
OTHER 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