

New Jersey Department of Education
Division of Early Childhood Education
Master Teacher Log
LOG 6

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 Implementation Checklist. I encouraged her to follow her daily routine so the Implementation Checklist can accurately reflect her progression in the curriculum. We will use the Implementation Checklist as a coaching tool to identify strengths and areas that needs improvement. This instrument will continue to gear intentional and relevant coaching.

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

Administered the Creative Curriculum, Implementation Checklist as per district requirements.

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

Implementation Checklist interview.

Feedback for the Literacy Component:

- An informal reading should occur during Choice Time within in the Interest Areas.
- Literacy materials were added to enhance the library but there was minimal teacher interaction to model for the children how to appropriately use the materials.
- Teacher incorporated phonological awareness in transitions and by songs. Teacher asked questions to strengthen this skill during modeled writing.
- Teacher drew attention to concepts of print during modeled writing.
- Teacher referred to the Word Wall during modeled writing.
- Children were not encouraged to write in their natural environment. Children only wrote to 'sign-in' in the morning.

Next Steps:

- Review the data from the Implementation Checklist & identify areas we will continue intentional coaching. Follow up visit will be on January 20, 2012.
- Teacher will provide feedback to the Master Teacher on the "Hungry Thing" phonological awareness small group.
- Master Teacher will model "The Mitten". (story retelling)
- Master Teacher will begin reflective cycle with children writing for a purpose in their natural environment.

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