

New Jersey Department of Education
Division of Early Childhood Education
Master Teacher Log
LOG 7

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 recommendations from the Creative Implementation Checklist. We decided to keep our focus area on the literacy component because through our past visits we have explored setting up a literacy rich library and promoting phonological awareness. Since she added the materials to the library area, we collaborated on an activity from the GOLD assessment system that will promote retelling a story. On our last visit, we thought the "The Mitten" would be a good story to introduce to the children. The teacher shared the activity and the props she found on the internet.
CLASSROOM VISIT (NOTE STRENGTHS AND FOCUS AREAS; SET UP TIME FOR DISCUSSION OF OBSERVATION): The teacher read "The Mitten" during Group Meeting followed by a message regarding the book in modeled writing. As one of the extensions the teacher mentioned the literacy props for the "The Mitten" will be in the library area and can be used with the felt board. The children who choose the library area were immediately drawn to the story felt pieces. One child turned the pages of the book and added the animals to the felt board without any assistance from the teacher. The teacher was going to intervene but I suggested we observe the child for a moment to assess how she will continue with the activity. I explained this is an opportunity to collect data for the GOLD because the child was demonstrating a skill. Once the child finished all the animals we asked her to retell us the story. At this time other children joined who needed more assistance and then we were able to complete the GOLD retelling activity. Since the Implementation Checklist's data showed minimal writing with the children, I asked the child if there was anything she would like to say about the story as the teacher did in modeled writing. The child said yes and began to draw the animals in the story. She said she drew a "big mitten so all the animals can fit". The teacher also had displayed the "The Hungry Thing" monster along with the cards. Some of the children asked me if I wanted to "feed" the monster after we retold the story "The Mitten". They explained to me how to "play" the game and talked about all the different foods the monster ate in the town.
POST-VISIT CONFERENCE (REFLECT ON VISIT/OBSERVATION; ASK QUESTIONS; GIVE FEEDBACK; DISCUSS NEXT STEPS): repeat cycle The teacher acknowledged she did not read informally to the children during Choice Time. She asked how she would introduce the reading to the children. She asked if she should pull them aside, allow them to choose the book or is it a book she suggests? We discussed how the informal read aloud is a way to validate the children's interests, needs and a method to engage children in conversation while building new vocabulary or relating them to new or past experiences. I suggested she do this in a natural way that will best support this literacy initiative. The teacher said she is beginning to notice the more she introduces props for the stories, the children are eager to use the materials. She said when she did the "Hungry Thing" small group; it began with 3 children but ended with almost the whole class. She said they all wanted to 'feed' the monster and fought over the book. She said she had to encourage the children to take turns in the library during Choice Time which she thought was ironic because they never wanted to visit this area before. Then she said she was surprised the child in the library was able to refer to the book to retell the story without prompting or adult assistance. Then I reiterated there are moments we need to observe children to determine a teacher's next steps. I asked the teacher now that she knows the child's developmental level based on GOLD, what would be her next steps? She said she was not sure so I recommended she utilize GOLD to guide her through the next steps since that is what the system is intended to do. She said that she has rarely used GOLD to plan next steps, but will explore the system since we found the "The Mitten" activity. I asked the teacher how she encourages writing throughout the day. She said she has paper in all the interest areas. Then I drew her attention to how the children did not use the Library Area until we made it engaging and added materials. However, that was not enough, particularly today since we modeled two activities. I noted how we had to ask the children to take turns since they all wanted to go into the area but there was not enough room. The teacher reflected that the only time she writes in front of the children is for modeled writing. I recommended she begin writing for purpose by introducing a 'waiting list'. Next Steps: <ul style="list-style-type: none">• Continue to coach teacher through guiding children's conflicts.• Model writing in the natural environment.• Coach teacher through an informal read aloud.• Continue highlighting phonological awareness teaching strategies and literacy props in the library area.
OTHER SUPPORT

Provided teacher an article on ways to promote children's writing.

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