

New Jersey Department of Education
Division of Early Childhood Education
Master Teacher Log
LOG 9

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): We preplanned I will model the "Rhyming Tub" to meet the literacy objective but also allow the teacher to observe social emotional/cognitive domains. Since the teacher received the Creative Curriculum Literacy Kit we have been working diligently on incorporate developmentally appropriate activities into the children's day. She shared the children were excited about the new books and other literacy materials included in the kit but did not know how to introduce the Rhyming Tub as a small group.
CLASSROOM VISIT (NOTE STRENGTHS AND FOCUS AREAS; SET UP TIME FOR DISCUSSION OF OBSERVATION): I modeled a literacy activity that is on the GOLD assessment system and is included in the literacy kit.
POST-VISIT CONFERENCE (REFLECT ON VISIT/OBSERVATION; ASK QUESTIONS; GIVE FEEDBACK; DISCUSS NEXT STEPS): repeat cycle The teacher's observations included: <ul style="list-style-type: none">• The teacher mentioned how I introduced the small group to the children. I reviewed the cards and modeled the activity first. She reflected small groups need an introduction.• She was able to collect data on how they selected the rhyming pairs to plan further instruction.• She found it helpful to have the GOLD (assessment system) objectives in advance. It helped her observe the children in a focused manner. It also assisted her with observing beyond one objective. She said she usually focuses on one objective at a time. Now she would collect data holistically. She was able to gather data for social emotional/cognitive domains.• She stated she would utilize the GOLD assessment system to plan instruction and incorporate the recommended activities. (The small group I modeled was an activity from GOLD.)• She realized the children should have not been placed in the same small groups because they were displaying different developmental levels in rhyming. She would modify the lesson to meet the needs of all the children. Next Steps: <ul style="list-style-type: none">• Master Teacher will continue to coach teacher through evaluating and analyzing the children's learning outcomes to plan instruction.
OTHER SUPPORT The teacher and I reviewed one Child's Individual Portfolio. She expressed she had concerns because the child was displaying higher level skills but the speech is mumbled, rapid and unclear. We read over the anecdotes representing her concerns; the data entered was in complete sentences and articulate. When I inquired she stated she corrected his speech when she entered it into GOLD. We discussed the importance of keeping data authentic to ensure an accurate developmental level. This was extremely important in this case because she has speech concerns and she will want to document the progression of language. We discussed the teaching strategy of listening to what the child says and repeating it in a complete sentence.

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