

New Jersey Department of Education
Division of Early Childhood Education

Master Teacher Log

Master Teacher Name & District -

School/ Teacher:

Planning Conference (Identify Purpose For Visit):

Date: March 2, 2007

We discussed using a "*sign in*" board for children to use each morning which led to the teacher sharing a concern about children who seem to need more name writing practice. Teacher is considering formally instructing those who are not able to form letters by having each practice writing their name as an isolated activity with her assistance. We decided to investigate ways to incorporate more purposeful writing into classroom daily activities.

Classroom Visit (Strengths And Improvement Areas):

Date: March 2, 2007 Time: 9:00 AM

I observed to get a better idea of the methods the staff uses to encourage children's interest in writing. Paper, pencils, markers and crayons are accessible to children. There is a wider variety of materials for use at the writing center including alphabet stencils, name cards, index cards. Block and dramatic play centers include clipboards with pencils attached. One boy was using a box containing a collection of name cards. After finding his own he proceeded to write his name independently. Another child drew a picture and wrote his name on it afterwards. A small group of children were using alphabet beads to put together some bracelets. Each child signs in on the sign in chart each morning after breakfast.

Post-Visit Conference (Discuss Visit & Next Steps- repeat cycle):

March 2 1:30 PM

I shared my observations with the teacher, mentioning the various opportunities the children are offered to practice letter writing. We specifically addressed her concern about working separately with those who need practice writing letters. This led to my suggestion that we look at some writing samples for the upcoming ELAS scoring period in order to get more information about what types of writing the children had been doing.

Other Support

We will look at SELA for possible insights into teaching practices that could be used to extend understanding of using assessment to drive instruction.

Methods – Teacher Observation, Demonstration or Collaborative Lesson, Educational Discussion, other Areas of Focus (specify components) – Curriculum, ELAS, ECERS