

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: April 4, 2007 Teacher shares that children are using slips that were given to us at mechanic shop. She suggests that I visit their pretend shop in dramatic play center pretending to be a customer.
Classroom Visit (Strengths And Improvement Areas): Date: April5, 2007 Time: 10:00 AM I visited the pretend car repair shop in dramatic play center during my classroom visit. Children were using tools to repair pretend cars created from large, painted cardboard boxes. When I arrived, one boy wearing a construction hat asked me to spell my name, address and car type as he filled out the sales slip. He was able to figure out several letters when beginning sounds were emphasized. He was able to write a few numerals under five independently.
Post-Visit Conference (Discuss Visit & Next Steps- repeat cycle): April 5 3 PM We viewed the evidence collected on sales slips that three children had filled out. Teacher was surprised by how many writing samples were collected for children who were originally believed to be unable to form letters. We talked about how the element of pretend play seemed to relax the children who tended to shy away from the writing table ordinarily. Teacher decided to post a list of car models for children to copy when filling out the sale slips.
Other Support Teachers in surrounding classrooms were enthusiastic about visiting the classroom repair shop with their pretend car trouble. This further motivated the children to use writing materials in the dramatic play center.

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