

New Jersey Department of Education
Division of Early Childhood Education
Master Teacher Log
LOG 2

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 shared her progress with guiding children's behavior and her reflections on her teaching strategies. She said the implementation of Second Step has been helpful for the whole group. She noticed some of the children were using the terminology throughout the day. She designated an area in the classroom for the "cozy area". She said the Creative Curriculum Implementation Checklist, Teacher-Child Interactions: Guiding Children's Behavior's reflective questions have been helpful in dealing with conflicts but was looking forward to using the Solution Kit and creating the "cozy area". We will continue to review the three reflective questions during my visit. We will use them as the focus of the observation and discuss them in the post-conference.

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

During my classroom visit, I introduced during Group Meeting the Solution Kit. I began the discussion with the children by asking them what the rules of the classroom were and what happens when someone does not follow them. I also provided the children with possible scenarios that can occur in the classroom with their peers. The children provided their responses which mostly consisted of 'Tell the teacher.' I used the opportunity to review each card and discuss with the children other options for solving their problems. I also introduced the "cozy area" since this is where the Solution Kit will be located.

During Choice Time, a situation arose in the Block Area over a fire truck. I used this teachable moment to reiterate the Solution Kit. I asked the children to explain to me the dilemma, each one taking turns. Then I asked how did they think they can solve their problem? Both said they wanted the fire truck. I asked the children to join me as we went through cards to find a solution they may both agree upon. We went through the cards twice before they decided on 'use a timer'. We borrowed the timer from another area and set it for ten minutes. Once the timer rang, I reminded the child with the fire truck about the agreement and the child traded the fire truck for a smaller car.

Another situation arose in the Dramatic Play Area over the use of the cash register. I encouraged the teacher to use the Solution Kit to facilitate the conflict in the area. The teacher followed my model and asked the children to explain the situation. Both children wanted to be the cashier but there was only one cash register. The teacher used the Solution Kit to help the children solve the conflict. However, after reviewing the cards one child decided to play with something else. It was not one of the options but the teacher was able to solve the conflict where the children compromised which was the goal.

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

The teacher and I discussed the effectiveness of the Solution Kit. She said it was useful in helping the children solve their problems but she did not feel as if she was 'teaching'. She felt so much time and effort went into guiding their behavior she was not able to teach other concepts and skills. At this time, I showed her the NJ Preschool Teaching and Learning Standards, the Social/Emotional domain. We read over the section on what effective preschool teachers do in the classroom. I also showed her the GOLD objectives for the assessment system. We had an educational discussion on how the social/emotional component is as equally important as other domains. We briefly discussed the curriculum pages I recommended she review and made the connections within each document. The teacher reflected when the children build the classroom community it will be easier to introduce other concepts and skills. The social/emotional component lays the foundation and helps children become independent and manage their feelings. She acknowledged she did not realize how these were considered 'educational' standards. She tended to overlook its importance. I recommended she continue to reflect on the Implementation Checklist's reflective questions and keep a log for herself on what strategies have been working and which ones she will like to revisit. She asked if during my classroom visits I can continue to model these interactions, as she will continue use the Solution Kit and "cozy area".

She noted how one child utilized the "cozy area" and she wanted to add more items so the children can be more comfortable in the area. She said she had extra pillows and will add more books to the area. She also said that she will include this as one of the options for problem solving. The teacher also decided after we collaborated on the "cozy area", she would like to enhance her library area. Currently, it is her group meeting area but the children are not engaged in the Library Area. Teacher will make an inventory of literacy items she has available in the classroom for our next visit.

Next Steps:

- Continue to model adult-child interactions with a focus on problem-solving. Teacher will continue to use the Implementation Checklist to reflect on developmentally appropriate strategies along with classroom support from the Social Worker.
- Continue the weekly implementation of Second Step with the recommended terminology.
- Review the inventory of literacy items available in the classroom.
- Teacher will reflect on the Implementation Checklist, Physical Environment, Library Area to begin the educational discussion on the next scheduled visit.

OTHER SUPPORT

The teacher and I reviewed the child who has been displaying challenging behaviors GOLD assessment portfolio. We analyzed and evaluated the data entered. We discussed how the data should accurately reflect the child's behaviors and learning outcomes so she may plan intentional next steps.

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