

New Jersey Department of Education  
Division of Early Childhood Education  
**Master Teacher Log**  
**LOG 5**

Master Teacher Name & District

<b>SCHOOL:</b> <b>TEACHER:</b>
<b>PLANNING/PRE-CONFERENCE</b> (IDENTIFY PURPOSE FOR VISIT; SET UP TIME FOR OBSERVATION; AGREE ON TOOL TO USE AND KEY QUESTIONS TO ADDRESS):
<b>CLASSROOM VISIT</b> (NOTE STRENGTHS AND FOCUS AREAS; SET UP TIME FOR DISCUSSION OF OBSERVATION):
<b>POST-VISIT CONFERENCE</b> (REFLECT ON VISIT/OBSERVATION; ASK QUESTIONS; GIVE FEEDBACK; DISCUSS NEXT STEPS): repeat cycle
<b>OTHER SUPPORT</b>  The teacher and I met and reviewed the "Hungry Thing" activity found in the phonological awareness article. We discussed the children's GOLD assessment system and the developmental level of the children regarding phonological awareness. We identified three children for the small group. We then used the NJ Preschool Teaching & Learning Standards and developed an instructional objective. The teacher will create a 'hungry thing monster' and print the pictures from the story. After she reads the story to the whole group, she will identify the children for small group. She will allow the children to retell and sequence the story. Based on the 'mispronunciation' of the characters, they will 'feed' the Hungry Thing the correct responses. The teacher will conduct the small group and provide me feedback on my next classroom support visit.  Next visit is scheduled on January 4, 2012 to administer the Creative Curriculum, Implementation Checklist as per district requirements.

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