

New Jersey Department of Education  
Division of Early Childhood Education  
**Master Teacher Log**  
**LOG 8**

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 and I replenished each area with writing materials. We also reviewed the article and the suggested opportunities to promote writing in the natural learning environment.

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

Throughout Choice Time, the teacher and I rotated to the interest areas together. As we engaged with the children, we prompted the children to write for various reasons.

We:

- Encouraged a child to write a letter to his mother.
- Created a shopping list in the dramatic play area.
- Drew pictures of our favorite part of the story.
- Generated a waiting list for the computer area.
- Created a menu in the dramatic play area.
- Drew a map of the town in the block area.

I used a teachable moment in the block area to read informally to the children. The children were playing with construction trucks (pick-up trucks). The children and I engaged in conversations about the construction site and places they have seen construction. The teacher had a book called "Dig" by Andrea Zimmerman. I introduced the cover of the book (construction truck) and picture walked the story. A child asked me to read the book to him. The other children continued to play with the truck so I read to the one child individually.

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

The teacher and I reflected upon the writing we encouraged in the Interest Areas. The teacher said she noticed how we asked the children to write. She thought that she had to wait till they did it and that is why she never asked them before. We talked about how encouraging the children and guiding their play is different from pushing or mandating that children do an activity. The key is to engage in their play naturally and make it relevant for the children. She said she collected many work samples today for the GOLD assessment without 'planning' in advance for the work samples. She said she was able to differentiate between the developmental levels of the children's writing. She even noticed how we used phonological awareness to help children predict what letter came next when helping the children write words. She felt this was helpful because she was worried about collecting enough writing samples. Now she realized that she did not have to ask them to draw a picture or only use the 'sign-in' sheet as writing data.

As we discussed the informal read aloud, she said she understood now how to use the books in each interest area. She said she since her library shelf was delivered; she will review the books to ensure relevant books are placed in each area.

Next Steps:

- Review one child's GOLD portfolio as per district initiatives.
- Model a small group in the library area using the Rhyming Tub to allow the teacher to collect anecdotal notes that focuses on rhyming to continue expanding on phonological awareness.

**OTHER SUPPORT**

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