Angelica began the lesson by reviewing the previous lesson with the class. She used the television for letting the students see her presentation .She provided assistance to students who struggled and praised those who answered correctly. Next, Sarah introduced the concept the next topic which is . She provided a handout with practice problems and demonstrated how to solve them using the calculator. She then had students work in pairs to solve the problems on their own. Sarah circulated the room to provide assistance and answer questions as needed.  
  
Here is an example of a journal for observing an elementary teacher:

Date: January 7th, 2023

Observation Location: XYZ Elementary School, 2nd grade classroom

Observer: Assistant

Teacher: Ms. Smith

Time Observed: 9:00am - 10:00am

Objective: To observe Ms. Smith's teaching style and methodologies in the 2nd grade classroom.

Summary of Observation:

* Ms. Smith began the lesson by reviewing the previous day's lesson on addition and subtraction. She used visual aids such as an overhead projector and manipulatives to help the students understand the concepts.
* Ms. Smith then introduced a new lesson on place value. She used an interactive whiteboard to demonstrate the concept and had the students work in small groups to practice.
* Ms. Smith was patient and supportive with the students, frequently checking in on their progress and offering assistance when needed.
* Ms. Smith used a variety of teaching methods, including whole class instruction, small group work, and individual practice.
* The students seemed engaged and motivated during the lesson, and Ms. Smith used positive reinforcement to encourage their participation and progress.

Reflections:

* Ms. Smith is an effective and engaging teacher. She uses a variety of teaching methods and visual aids to help the students understand the material.
* I appreciated how patient and supportive Ms. Smith was with the students, and her use of positive reinforcement seemed to be effective in motivating them.
* Overall, it was a well-organized and successful lesson.

There are many things that you might observe when working with a first-time teacher. Here are a few examples:

1. Planning and preparation: Do they have a clear lesson plan that outlines the goals, objectives, and activities for their class? Do they have all of the necessary materials and resources ready?
2. Classroom management: Do they have a set of rules and procedures in place to manage student behavior? Do they use positive reinforcement and proactive strategies to prevent misbehavior?
3. Instructional delivery: Do they engage students in active learning activities? Do they use a variety of teaching methods, such as lectures, discussion, and hands-on activities, to meet the needs of different learners?
4. Differentiation: Do they adapt their instruction to meet the needs of students with diverse backgrounds, learning styles, and abilities?
5. Assessment: Do they use a variety of assessment methods, such as quizzes, tests, projects, and observations, to assess student learning? Do they provide timely and meaningful feedback to students?
6. Professionalism: Do they arrive on time and dressed appropriately? Do they communicate clearly and respectfully with students, colleagues, and parents? Do they seek out professional development opportunities to improve their skills and knowledge?

What are the things that we observed for a practice teacher?

When observing a practice teacher, you might look for many of the same things that you would look for when observing a first-time teacher. Here are a few examples of things you might observe:

1. Planning and preparation: Does the practice teacher have a clear lesson plan that outlines the goals, objectives, and activities for their class? Do they have all of the necessary materials and resources ready?
2. Classroom management: Does the practice teacher have a set of rules and procedures in place to manage student behavior? Do they use positive reinforcement and proactive strategies to prevent misbehavior?
3. Instructional delivery: Does the practice teacher engage students in active learning activities? Do they use a variety of teaching methods, such as lectures, discussion, and hands-on activities, to meet the needs of different learners?
4. Differentiation: Does the practice teacher adapt their instruction to meet the needs of students with diverse backgrounds, learning styles, and abilities?
5. Assessment: Does the practice teacher use a variety of assessment methods, such as quizzes, tests, projects, and observations, to assess student learning? Do they provide timely and meaningful feedback to students?
6. Professionalism: Does the practice teacher arrive on time and dressed appropriately? Do they communicate clearly and respectfully with students, colleagues, and parents? Do they seek out professional development opportunities to improve their skills and knowledge?

What are the common mistakes of a first-time teacher when teaching in front?

There are many things that first-time teachers may struggle with when teaching in front of a class for the first time. Here are a few common mistakes that first-time teachers might make:

1. Lack of preparation: Not spending enough time planning and preparing for a lesson can lead to a disorganized or confusing class for students.
2. Poor classroom management: Without experience, first-time teachers may struggle with managing student behavior and maintaining a positive learning environment.
3. Limited teaching methods: Relying too heavily on a single teaching method, such as lecturing, can make it difficult for students to stay engaged and can lead to a lack of student understanding.
4. Failing to differentiate instruction: Not adapting instruction to meet the needs of students with diverse backgrounds, learning styles, and abilities can result in some students feeling left behind or frustrated.
5. Ineffective assessment: Using only one or two types of assessment, or not providing timely and meaningful feedback, can make it difficult for students to understand their progress and can hinder their learning.
6. Lack of professionalism: Being unprepared, arriving late, or dressing inappropriately can undermine a teacher's credibility and can create a negative learning environment.

If you are a first-time teacher, what do you need to do in order for the students to listen?

There are several things that a first-time teacher can do to help ensure that students listen during class. Here are a few suggestions:

1. Clearly state your expectations: Make it clear to students what you expect from them in terms of behavior and participation.
2. Engage students in active learning activities: Students are more likely to listen and pay attention if they are actively involved in the learning process.
3. Use a variety of teaching methods: Mixing up your teaching methods can help to keep students interested and engaged.
4. Use positive reinforcement: Praising students for their good behavior and effort can help to encourage them to continue listening and participating.
5. Establish a relationship with your students: Building a positive relationship with your students can help to create a supportive and respectful learning environment.
6. Be consistent: Consistently following through on your expectations and consequences can help students understand what is expected of them and encourage them to listen.

Journal of an observer for a practice teacher

Here is an example of what a journal entry for an observer of a practice teacher might look like:

Date: January 7, 2023

Observer: John Smith

Practice Teacher: Sarah Johnson

Lesson Observed: 4th grade math

Lesson Goals: To review basic multiplication facts and introduce the concept of multiplying multi-digit numbers.

Objectives:

* Students will be able to correctly solve basic multiplication problems.
* Students will be able to understand the concept of multiplying multi-digit numbers.

Materials:

* Multiplication chart
* Handouts with multiplication problems
* Calculator

Description of Lesson:

Sarah began the lesson by reviewing basic multiplication facts with the class. She used the multiplication chart on the board and had students solve problems orally. She provided assistance to students who struggled and praised those who answered correctly. Next, Sarah introduced the concept of multiplying multi-digit numbers. She provided a handout with practice problems and demonstrated how to solve them using the calculator. She then had students work in pairs to solve the problems on their own. Sarah circulated the room to provide assistance and answer questions as needed.

Observations:

* Sarah did a good job of reviewing basic multiplication facts with the class and providing assistance to those who struggled.
* The introduction of the concept of multiplying multi-digit numbers was clear and well-explained.
* Sarah effectively used a variety of teaching methods, including lectures, discussion, and hands-on practice.
* Sarah was patient and supportive when answering students' questions and providing assistance.
* The use of the calculator was a helpful tool for students to understand the concept.

Reflections:

* Overall, Sarah did a good job of teaching the lesson and engaging students in the learning process.
* It would be beneficial for Sarah to incorporate more opportunities for students to work on their own and apply what they have learned.
* It might also be helpful for Sarah to have students share their work with the class to promote further understanding and discussion.

Example of notes observation for your supervisor in practice teaching

Here is an example of what notes on an observation for a supervisor during practice teaching might look like:

Date: January 7, 2023

Observer: John Smith

Practice Teacher: Sarah Johnson

Lesson Observed: 4th grade math

Lesson Goals: To review basic multiplication facts and introduce the concept of multiplying multi-digit numbers.

Objectives:

* Students will be able to correctly solve basic multiplication problems.
* Students will be able to understand the concept of multiplying multi-digit numbers.

Materials:

* Multiplication chart
* Handouts with multiplication problems
* Calculator

Key Observations:

* Sarah began the lesson by reviewing basic multiplication facts with the class. She used the multiplication chart on the board and had students solve problems orally.
* Sarah then introduced the concept of multiplying multi-digit numbers. She provided a handout with practice problems and demonstrated how to solve them using the calculator.
* Sarah had students work in pairs to solve the problems on their own and circulated the room to provide assistance and answer questions as needed.
* Sarah was patient and supportive when answering students' questions and providing assistance.
* The use of the calculator was a helpful tool for students to understand the concept.

Recommendations:

* It would be beneficial for Sarah to incorporate more opportunities for students to work on their own and apply what they have learned.
* It might also be helpful for Sarah to have students share their work with the class to promote further understanding and discussion.