

NORTHERN ILLINOIS UNIVERSITY

Student Teaching Record

Pursuant to Public Law 93-380 references written on 11/19/74 or after are open for inspection by the candidate  
CAREER PLANNING AND PLACEMENT

NAME Daniel Lazar SS# 343-62-4380 SCHOOL Glenbrook North H.S.  
SCHOOL ADDRESS 2300 Shermer Rd., Northbrook, IL DATES TAUGHT 8/23 to 12/12/99  
SUBJECTS TAUGHT Sociology & U.S. History GRADE LEVEL 10-12

Rating: Place an X at the point of the continuum that indicates your appraisal of the student teacher in each of the categories listed.

Outstanding: consistently superior

Satisfactory: fulfilling all requirements

Needs Improvement: lacks proficiency and/or experience

Insufficient Evidence: little or no basis for judgment

	O	S	NI	IE
1. Methods of instruction	X			
2. Knowledge of subject	X			
3. Organizing & planning		X		
4. Classroom control	X			
5. Ability to motivate	X			
6. Attitude toward students	X			
7. Ability to communicate	X			
8. Evaluation of students		X		
9. Creativity	X			
10. Cooperation	X			

	O	S	NI	IE
11. Adaptability	X			
12. Dependability	X			
13. Initiative	X			
14. Enthusiasm	X			
15. Use of English	X			
16. Emotional maturity	X			
17. Sense of humor	X			
18. Speech and voice		X		
19. Tact		X		
20. Professionalism	X			

Summarizing Statements: (Please mention specific strengths and weaknesses as well as potential success as a teacher.)

The combination of passion, a thoughtful philosophical nature, and a unique ability to relate with young people makes Daniel Lazar an exceptional teaching prospect. He already teaches at the level of an experienced teacher, and the image of what he will accomplish is a joy to contemplate.

A quality of every class I observed was his insistence that students go beyond the factual data to what he called "the big picture". A sociology class discussion of poverty took students from the concepts of the poverty cycle, role models, and the American Dream to an exploration of each person's responsibility to others in a civil society. Groups of students in a history class which were assigned to discuss several articles on the Civil War concluded their presentations by analyzing provocative quotes from the articles on such themes as the definition of "extremism", the economic origins of ideas, the frames of reference of the combatants, and the religious factors affecting their behavior. In a consciously Socratic discussion of racism, students examined the concepts of environment, role, self-esteem, and power as they apply to the United States today. As I sat in these classes, I was compelled to participate; and on several occasions I did. Of course, I had to wait my turn as his rules of class dialogue required all to do.

Other aspects of Mr. Lazar's teaching demonstrate his a fine sense of the relationship between form and function in a classroom. He and his students sat in a circle during discussion; he took down names as students raised their hands and called on them in that order; he listened intently to student comments; and he regularly referred later in the discussion to what they had said. At a certain point in every discussion, he elicited ideas from the few students who, up to that point, had not participated. There was little teacher talk during discussions, and what there was served to clarify ideas and provoke thought. Guest speakers, film, music, surveys, and primary source materials were among the many sources he used to elicit the class dialogue.

(Continued)

*William Siavelis*  
(Signature)

Supervising Classroom Teacher

William Siavelis  
(Typed Name)

X University Supervisor

12/10/99  
(Date)

A significant amount of his teaching took place outside of the classroom as well. He used a great deal of the "free" time a block schedule permits to work with students on every aspect of their work, especially research and writing. He arrived early and left late. That students appreciated his accessibility was obvious from the steady flow of students to his desk. In addition, many students came to class early and stayed afterward, and, on at least one occasion, waited after class to thank him for a lesson well done.

Equally important are the intangibles of Mr. Lazar's work. He is an engaged and engaging person. He has a wide range of interests and seems to love talking with people about them. He is likely to expound on the nature of music, the necessity of being a thinking person, or the joy of writing an effective essay in any given class or conversation. Students can count on him to show interest in their passions as well and to listen to them with respect. In short, he models the kind of behavior that he hopes his students will exhibit. Being a fine teacher is one of his passions; making teaching his calling. Clearly, he will be a valued member of any teaching staff.