

Math: weak

[REDACTED]
Mathematics Intern

[REDACTED] was an intern at [REDACTED] High School during the 2002-2003 school year. [REDACTED] is a suburban AA school with 62% of last years graduating class going on to a 4-year university and 19% on to a community college. The student population ranges from upper middle class families to students living in government subsidized projects. The school has ninth through twelfth grades and runs an 8-hour day. [REDACTED] High was ranked among the top 100 schools in the nation by *US News and World Report*.

Upon the beginning of the school year, [REDACTED] taught Algebra One for [REDACTED]. The second semester, [REDACTED] switched to teaching two Applied Trigonometry courses for [REDACTED] and two Applied Geometry classes for [REDACTED]. [REDACTED] also assisted in cafeteria duty on a daily basis.

Knowing the Subject Matters and How to Teach Them

[REDACTED] has an excellent grasp of mathematical concepts, as displayed by his teaching of Algebra One, Geometry, and Trigonometry. When working with the Applied Geometry and Applied Trigonometry classes, [REDACTED] developed numerous examples and various ways to explain each concept.

When [REDACTED] was able to plan in advance, he facilitated interesting hands-on activities. With experience, I believe [REDACTED] will continue to incorporate more activities into his daily teaching. [REDACTED] carefully develops each classroom assessment to be sure it is in line with his daily objectives. When working with the Algebra courses, his assessments were all professionally written.

Working With Students

[REDACTED] has had the opportunity to work with various ages and levels of students during his intern experience. He began the year with ninth graders in a college preparatory Algebra One course and changed to a slower paced twelfth grade group in Applied Trigonometry, along with a mix of tenth and eleventh graders in the Applied Geometry. In working with the Applied classes [REDACTED] had difficulty establishing authority. Students would take advantage of his mild manner. Student who were struggling with the material were invited to come to the after school help room, in which [REDACTED] volunteered twice a week for approximately 15 weeks. [REDACTED] would also spend time during his lunch or before school helping students.

One of [REDACTED]'s strongest attributes is that he treats all students fairly and equally. He is consistent on his classroom policies and expresses genuine concern for troubled students. [REDACTED] wants all of his students to be successful and goes the extra mile to assist them.

[REDACTED]

Creating and Managing a Classroom Learning Community

[REDACTED] has been successful in creating a classroom where all questions are welcomed. In order to maintain an environment conducive to learning, [REDACTED] utilizes the intercession room to remove disruptive students. [REDACTED] is hesitant to follow through with parent phone calls in an effort to keep a positive relationship with the students. Due to [REDACTED]'s desire to thoroughly complete one task before starting another, classroom time is not always effectively utilized.

Working in a School and Profession

[REDACTED] is open to constructive criticism and often makes adjustments based on feedback. He is very willing to assist other colleagues. [REDACTED] is polite and professional. He arrives before school begins and often stays into the evening working on lesson plans. [REDACTED] needs to continue to work on meeting deadlines, advanced planning, and organizational skills. [REDACTED] is very detailed in his checking of student work, often making many comments and following the student's solving process. Unfortunately this put [REDACTED] in the situation where the third marking period grades were not done in time and had to be completed by his mentors.

[REDACTED] is hard working and conscientious. He is honest with himself and others. We are certain that [REDACTED] will continue striving to develop professionally.

[REDACTED]