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My Portfolio

Mirsaliyeva Dilorom

10.27.2008
Contents of my portfolio:

- Introduction to my portfolio
- About myself
- What makes a good teacher
- Strategy sheets
- Lesson plan
- My field work reflection
- Summary of Holmes Middle school
- Professional leading community
- Kazakhstan
- About my village
Before coming to George Mason university, I personally was not much familiar with portfolio, especially with online portfolio. I just had my syllabus, lesson plans when I went to class. Now I can easily understand how important to have and keep all your lesson plans, syllabus, achievement well gathered in one portfolio. Having portfolio creating classes now I am aware that teacher’s portfolio is coherent set of materials including work materials and reflections. It is the collection of documents that represents

The best of my achievements and provides my other colleagues with useful teaching materials.

My portfolio is characterized as a documented statement of my teaching responsibilities, philosophy goals and accomplishment my experience which I gained in George Mason University. My portfolio also summarizes and highlights my growth, experience and knowledge with I got at my internship schools.
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I am Dilorom Mirsalieva. I was born in 1984 year, on 16th of February in Republic of Kazakhstan, in south Kazakhstan oblast, in Uzbek village named “Sayram”. I was born in teachers’ family. Maybe that the main reason why I became a teacher. My father teaches Russian language at Uzbek school. He is 48 years old. My mother used to be a Russian teacher now she doesn’t work. My grandfather was teacher of chemistry, my grandmother taught history. So my family is dynasty of teachers.

I am married with one son, Mirdiyor. He is only 2 years old. My husband Mirsaliev Mirolim works for pharmacy company in the city of South Kazakhstan Shymkent. He is 27 years old. We have a small house where I live with my parents-in-law. We have one dog named Zippo.

I have been working as an English teacher for 5 years. I work at Uzbek school and I mainly teach 5th, 6th, 7th grades. I like to teach student at these ages because they are so curious and I feel good when I satisfy their curiosity.
What Makes a Good Teacher

There are many things which make a teacher great and they all can’t be defined. However I’ve always considered several of them essential. In my opinion a good teacher is someone who first of all creates interest in studying, doesn’t underestimate the children, has equal expectations of success from everyone and last but not least likes his job.

A good teacher always has a sense of purpose. He chooses very carefully the teaching program and adjusts it to the needs of his students. Children always come first and that’s why the decision he
makes are based on how they will affect them. He shares experience with other teachers and thus is always learning new things. It is very important for a teacher to be a good communicator. He doesn’t just stand in front of the class and lecture but tries to establish a dialogue and to find the best group activities in which every child to be involved. Discussion, peer-to-peer coaching is the things which make the process of teaching more interesting.

It is commonly accepted that studying is a painful experience we all have to go through, a painful boring experience. However, if the teacher can stir studying into life, with their humor, then it mightn't be as boring. Everybody enjoys fun, laughter and new things. A teacher needs to explores different ways of teaching, to be able to think out of the box. By using their sense of humor and imagination, teachers can show their fun side to the students and therefore bringing about a more comfortable and relaxing teaching environments.
Strategy sheets

Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Brainstorming

2. When is this method or strategy useful?
   When you want create new ideas, solves problems, motivates and develop teams.

3. Why or how is this method or strategy useful?
Brainstorming motivates it involves members of a team in bigger management issues, and it gets a team working together. Brainstorming needs to involve the team, which means that everyone must be able to see what's happening. Brainstorming places a significant burden on the facilitator to manage the process, people's involvement and sensitivities, and then to manage the follow up actions. Use Brainstorming well and you will see excellent results in improving the organization, performance, and developing the team.

4. What are the steps involved in using this strategy or method?

1. Define and agree the objective.
2. Brainstorm ideas and suggestions having agreed a time limit.
4. Assess/analyse effects or results.
5. Prioritise options/rank list as appropriate.
6. Agree action and timescale.
7. Control and monitor follow-up.

5. When would this method or strategy be useful in your setting?

Brainstorming enables people to suggest ideas at random. It is useful when you want students to think logically and organizing their ideas.
6. What would you like other teachers in your school to know about this method or strategy?

*Keep the brainstorming objective simple. Allocate a time limit. This will enable you to keep the random brainstorming activity under control and on track.*
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Foldable

2. When is this method or strategy useful?

   Teachers use foldable to enhance the study of words in their classroom. After learners have been introduced to a concept, the teacher facilitates the construction and application of this three-dimensional organizer. As with all strategies, the creation process must be modeled.

3. Why or how is this method or strategy useful?

   Learners retain more concepts due to the process of creation and manipulation.
   Learners enjoy working with new words and concepts.

4. What are the steps involved in using this strategy or method?
Learners use foldable to create tangible containers for their new words in a useable and hands-on format. Of course, the strategy does not end with the construction. The foldable must be used in some format to show application. Learners created the Matchbook by laying multiple sheets on top of one another at staggered lengths and folding over. This strategy enables what appears to be a single sheet of paper to contain layers of information about words. Learners can organize words into different parts or even write details information on a specific word.

5. When would this method or strategy be useful in your setting?

It can be used not only ESL classes but you can use at any subject when you want your students have useful guide in their hand.

6. What would you like other teachers in your school to know about this method or strategy?

This is strategy which really motivates your students to learn new information.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Using games in primary classes

2. When is this method or strategy useful?
   Using games are always useful at any levels and at any time, especially in primary classes. But it is more effective to use as warm-up activities.

3. Why or how is this method or strategy useful?
   Because this method is interactive, motivating for students. Children are more likely to be curious when lesson presented with music, games and with total physical response activities and therefore are more likely to learn and retain knowledge.

4. What are the steps involved in using this strategy or method?
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1 teacher should give in structure
2 if it group work should divide student into groups
3 assess the students

5. When would this method or strategy be useful in your setting?
   In elementary classes at the beginning of lesson like warm-up activities
   When teacher wants attention of students
   After hard working

6. What would you like other teachers in your school to know about this method or strategy?
   Remember that primary grade students have small attention spans. You have to change up activities every five or ten minutes
   Primary students can get excitable. Vary excitable games with quiet ones to balance out the energy level in classes. That is why using games in classes useful and motivating.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy: Peer reading

2. When is this method or strategy useful?

   When the class contains mixed-ability students and the students can learn from each other. This activity develops oral reading and listening comprehension skills of students in one class.
3. Why or how is this method or strategy useful?

   This is pair work activity

   It is successful when students work in pairs. They take turns when they read the text.

4. What are the steps involved in using this strategy or method?

   First the teacher divides the class into pairs according to students’ learning abilities so that more gifted students could help those who have difficulties with listening comprehension and reading techniques. Then the students interact with mutual benefit for both of them as teaching a less successful peer the more gifted student studies himself.

5. When would this method or strategy be useful in your setting?

   It is useful when students read new text in pairs.

6. What would you like other teachers in your school to know about this method or strategy?
Portfolio Strategy Sheet

Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
Silent reading

2. When is this method or strategy useful?
When students require reading quietly for a brief interval

3. Why or how is this method or strategy useful?
It gives students a chance to spend time reading independently
It allows student to read what they want

4. What are the steps involved in using this strategy or method?
a set amount of uninterrupted time (20-30 minutes)
space in the classroom, if possible, where students can read comfortably
a structured

5. When would this method or strategy be useful in your setting?
When I want give more free time for students

What would you like other teachers in your school to know about this method or strategy?

It has been shown that students who engage in SR regularly read more, enjoy reading more, and read a greater variety of texts, both in and out of school. Allowing time for reading as part of the daily lesson highlights the importance of silent engagement with texts, and it encourages students to see this as a natural and even pleasurable process.
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In general, SR attempts to build the habits of a lifelong learner by modeling reading behavior.

Lesson plans

Intern: Grade Level: 6th grade

Title: ESOL Literature Class Level 3/4 Date:

I. Objectives
   a. Students will demonstrate understanding of and importance of the 6 Traits of Writing.
   b. Students will improve their writing skills

II. Materials for Learning Activities
   b. Notes
   c. Handout
   d. Activity Sheet

III. Procedures for Learning Activities
   a. Students complete a K-W-L chart to write what they already know, what they want to learn, and what they learned about the Writing Process.
   b. Students use the Kagan Strategy to share ideas. The students walk around the class, when the teacher says stop the student closest gives a high five. That person becomes their partner and they share answer to questions the teacher prompts them to answer.
      i. Questions: What is the first you do when you write an essay?
ii. What are some things you wrote? Letter, email, essay, autobiography, book report, etc.
iii. Why is it important to practice writing?
iv. Do you ever check your work?
v. Do you ever let someone check your work besides a teacher?
vi. Do you like writing? Why or why not?
c. Students receive a Powerpoint with the 6 Traits of Writing and a picture illustrating the 6 Traits of Writing. Students color in the first trait Idea Development. Students read the first page of the handout—Ideas. Also read in textbook about Idea Development.
   i. As a class we discuss Idea Development

IV. Assessment
   a. Students receive an Observation Chart with a Topic and think of ideas in a small group to write about. Group size is two to three students.

V. Differentiation

V. Reflection
   a. Homework: Five W’s Chart. Teacher gives student a topic to write and fill out the chart to get all their ideas out.
Lesson Plan Format

Intern: Grade Level: 8th Grade

Title: Civics _______________ Date:

I. Objectives
   a. Students will be prepared for the Holmes Middle School Mock Election on October 27th.
   b. Students will be able to identify and understand each candidate.
   c. Students will be able to compare and contrast the Republican Party and Democrat Party.

II. Materials for Learning Activities
   a. Newspaper
   b. Scissors, glue, tape, rulers, markers
   c. Wordstorming Paper

III. Procedures for Learning Activities
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a. Students begin the class using their notes and finding all words in their unit: Elections and Political Parties.
   i. The words fit in the boxes for Word storming

b. Students work in assigned group of 3 to create a poster representing their party:
   i. Republican Party or Democrat Party

c. Students use newspaper and notes to create the poster.

IV. Assessment

a. Wordstorming Paper

b. Poster

V. Differentiation

V. Reflection

a. Students use the Word storming Paper to write on the back 10 sentences using any words from the unit they put in the boxes.

b. Students choose one picture they cut from the newspaper and write a caption for the picture.
Lesson Plan Format

Intern: Holmas middle school____________________Grade Level:6–8__________________________

Title: Kazakhstan____________________________Date:10.17.07__________________________

I. Objectives
Students will be able to learn about Kazakhstan
Students will be able to understand geography, history, religion of Kazakhstan

II. Materials for Learning Activities
   Video, Power Point presentation, worksheets about Kazakhstan, movie

III. Procedures for Learning Activities
   Have you ever heard about Kazakhstan?
   Have you ever been to Kazakhstan
   Where is it?
   Power Point presentation

   Individual work while watching Power Point presentation about Kazakhstan, students have to try to answer to the questions. They can leave some of them if they don’t know answer then answer while watching movie

IV. Assessment
   Students will be assessed by their active participation and answering to the questions

V. Differentiation
Teacher may ask poor students to draw some symbols of Kazakhstan.

V. Reflection
I achieved my objectives as my students answered my questions about Kazakhstan. I quitted my lesson on time. I used technology effectively.

Lesson Plan Format

Intern: Grade Level: 8th Grade.
Title: Civics-Elections/Candidates Date:

I. Objectives

a. Students will learn and understand what the two presidential candidates stand for (their issues).

b. Students will learn the major issues in government and how to apply to their everyday life.

II. Materials for Learning Activities

a. Note charts
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b. Cut out issues in envelope
c. Paper/pencil

III. Procedures for Learning Activities

a. Students read sentences to find out the meaning of the following two words: support and oppose. This is using context clues to find the meaning. As a group we fill in the chart with the correct words and meanings.

b. Students use sentence strips to help organize and find out what each candidate—Obama and McCain stand for.

c. Teacher instructs and goes over the answers further explaining each position and issue.

IV. Assessment

a. Students continue to fill out and complete the chart for the following sections:

   What I think

   I agree with

V. Differentiation

V. Reflection

a. Students write 5 sentences using the word support.
b. Students write 5 sentences using the word oppose.
   i. For example, Obama supports tax cuts for the middle class.
   ii. For example, McCain opposes stricter gun laws.

c. Students write a 3-2-1 summary about their class today.

TOPIC: WESTWARD EXPANSION

ESOL 7TH GRADE SOCIAL STUDIES

I. Objectives:
   a. The student will identify the main inventions and new tools during Westward Expansion
   b. The student will communicate historical knowledge through a variety of products

II. Materials for Learning Activities
   a. Student Handout Packet (copies have been made)
   b. Foldable project-computer paper, scissors, tape or glue
   c. Pencil, pen
   d. Graphic Organizer
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III. Procedures for Learning Activities

a. Introduction- Role Play cards
   i. Act it out- Why People Moved West

b. Instructional strategies
   - Note taking/charts-Inventions and New Tools during Western Expansion
   - Graphic Organizer
   - Foldable-Teacher demonstration

c. Estimated Time
   - Role Play cards 15 minutes
   - Note taking/charts 15 minutes
   - Foldable 25 minutes

d. Extensions
   i. Read in the textbook the Inventions and New Tools and create a web reviewing the Inventions and New Tools
   ii. Students are given a map to label for the Transcontinental Railroad (new tools)

IV. Assessment

a. Cartoon about Life on the Great Plains
   i. Students draw a cartoon of what it would be like to live in a sod house on the Great Plains
   ii. Mini-Quiz
Field work reflection

I am Mirsalieva Dilorom from Kazakhstan. I got a brilliant opportunity to visit and to be active participator of Holmas Middle school in United States. It was the greatest school that I have visited. It was totally equipped, furnished. The teaching system in Holmas middle school was well-organized.

My mentor teacher Lisa D’Angelor is very nice, friendly and very proficient teacher. She teaches civics and History of America to ESL students. Having observed her classes I noticed differences and similarities comparing to my home country school.

I found differences in class size and freedom of students during the class. As I observed students are totally free in speech and in acting. They enjoy complete freedom. They can talk, move during the
class. But in my home country schools our students are more controlled. They are not allowed to talk, move without the prior permission of the teacher. More differences are mentioned below.

<table>
<thead>
<tr>
<th>Differences</th>
<th>Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td>In American schools students can elect the course, which they want to learn but in Kazakhstan all school subjects which are taught are mandatory students are not able to choose subjects.</td>
<td>We, teachers use the same methods: Interactive, kinesthetic, brainstorming, interacting methods and Power Point presentations</td>
</tr>
<tr>
<td>2 Government provides</td>
<td>2 Both side teachers are interested in students</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>all school supplement for students and for teachers. Students and teachers buy their school needs themselves</th>
<th>progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Every American school has is very well-developed in IT and every school has its own web page (blackboard system) to get any task on line.</td>
<td>3 Testing after ending each unit</td>
</tr>
<tr>
<td>4 In Kazakhstan each teacher has colorful text books and according to it we make our curriculum.</td>
<td></td>
</tr>
</tbody>
</table>
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| 5 in American schools there is no uniform for students, in Kazakhstan every school has their own uniform (white shirts, blouse and black pants, skirt) |
|---|---|
Summery of my Holmes middle school.

Holmes Middle school, located near Braddock Road in Annadale, is one of the three Fairfax County middle schools with grades 6, 7, and 8.

The central theme of Holmes School Plan is to improve school achievement for all students. The school finds strength in its diverse population, exemplified by students and staff members representing more than 50 of the world’s countries. Teachers meet daily in their teams to plan lessons, and regularly meet by grades level to coordinate instruction and activities. Special education service is available for students with disabilities consistent with the recommendations of individualized education.
program teams. In addition, the needs of students in the following programs are met: school-based gifted and talented and English for speaker of other languages. The curriculum is organized to maximize individual growth, academic skills, and opportunities for exploration of related and extracurricular activities. Staff members at Holmes middle school are committed to provide a safe learning environment that stimulates student involvement and fosters learning and self-esteem. School goals and policy are shaped by middle School Council, a 25-member teacher leadership communities with active input from the PTA board. This unites the entire school community in the continuing mission of strengthening and enhancing learning opportunities for all students. The students are organized on six instructional teams, ranging from 130 to 150 members, that share the same language arts and English, mathematics, science, social studies, and resources teachers.

The symbol of Holmes School
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Interaction of Holmes school students with me
Some ways in which leader in my school could encourage development of professional leading community

In my community leader plays the main role in developing and integrating of my school. Because they are the ones who encourage teachers and students in our community.

As an example I can take my director as a prefect leader, he is one who is able to coach, teach, and develop the teachers in his school. He is steeped in curriculum, instruction and in assessment in order to supervise a continuous improvement process and measuring process in raising student performance. As an effective leader he helps
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teachers to improve their classroom performances, spending large amount of his time in classroom observing, teaching and encouraging high performances. At our school he organized “Test center” in order to prepare graduate students to National Testing and he tracks students test score results and other indicators of students learning to help teachers focus attention where it is the most needed. He focuses much of his time on staff development, helping teachers assist all students in reaching high standards.

According to these facts I consider him perfect leader with moral purpose and the leader who could encourage development of professional leading community.
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WE ARE FROM KAZAKHSTAN
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KAZAKHSTAN

Kazakhstan world map location

KAZAKHSTAN TOTAL AREA:
1,049,149 sq. miles (2,717,300 sq. km)

Kazakhstan comparatives:
• Ninth largest in the world, equivalent to the size of Western Europe
• Four times the size of Texas
• Five times the size of France

KAZAKHSTAN BOUNDARIES:
• Russia
• China
• Uzbekistan
• Kyrgyzstan
• Turkmenistan

KAZAKHSTAN POPULATION:
about 15 million (2005)

KAZAKHSTAN POPULATION DENSITY:
5.6 inhabitants per sq. km.
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KAZAKHSTAN ETHNIC DIVERSITY:

- Kazakh: 59.2%
- Russian: 25.6%
- Over 100 other nationalities
STATE SYMBOLS OF THE REPUBLIC OF KAZAKHSTAN
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- Kazakhstan parliament building in Astana city
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- Kazakhstan government buildings in Astana city
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OUR CITY • SHYMKENT
Administrative divisions

- fourteen provinces (oblast)
- three municipal districts
- Akim (provincial governor)
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Geography

- singing sands
Introduction of my ancient village
Сайрам – Sayram

An introduction to one of the oldest cities in all of Central Asia
Welcome to Sayram – One of the most unique cities in Kazakhstan!

- Site of Kazakhstan’s first mosque
- The birthplace of Ahmed Yasa-i
- Has a climbable minaret that is over 1000 years old
- Hometown of the Koran’s first Turki translator
- Blessed with dozens of mosques
- Silk Road stop between Samarkand and Kashgar
- Probably the oldest city in Kazakhstan.
- Nicknamed “Little Uzbekistan.”
Sayram is an ancient city, but it is also a living city. You will notice its history everywhere. The population today is 40,000 people – with many times that number resting beneath her ancient soil. There is little in Sayram that shows her true age, but such is the case in any city that is older than history.
Ancient Sayram

Sayram is arguably the oldest city in Kazakhstan. The city recently celebrated its 3000th year anniversary. Sayram appears in the Avesta, the holy book of Zoroastrianism, as well as in the writings of Buddhist Silk Road travelers. Christians, Buddhists, Zoroastrians, Muslims, and Atheists have all lived in Sayram at one time or another...
Sayram

City of Empires

Sayram has been passed from ruler to ruler, empire to empire, satrap to caliphate to khanate to guberniya to oblast… And it has outlived every person who has tried to control it! The Persians, The Arabs, The Mongols, The Timurids, The Kara-Kitay, and now the Kazaks, Uzbeks, and Russians…
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Sayram on the Silk Road
The Abbasid Caliphate that ruled Sayram starting in the 8th Century under Islamic rule renamed the city “Isfijab” and made it part of their northeast border.
Nicolo and Maffeo Polo

Marco Polo’s famous journey didn’t take him through Sayram – but his father and uncle passed through on their first trip to China between 1255 and 1269. They traveled from Venice to Beijing, passing through Bukhara, Samarkand... and Sayram!
Sayram was taken by Genghis Khan and made a part of the Chaghadai Khanate, together with parts of Uzbekistan, Afghanistan, China, Pakistan, India, Tajikistan, and Kyrgyzstan. Unlike Otrar, Sayram survived the armies of the Great Khan.
Sayram today is one of many towns around Shymkent with a majority Uzbek population, people caught on the wrong side of Stalin’s border marking.
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Living Sayram

Sayram may be very, very old...

But she isn’t dying!
Islam in Sayram

Kazakhstan is a country with a majority Muslim population – and yet most are not as observant as the people in Sayram. There are countless working mosques, and Sayram is as religious today as it was in the past.
Minaret of the Kydyr Mosque

This minaret has stood for over 1000 years! It now stands behind School-Gymnasium № 1 named for Yusuf Sayram-i near the center of town.
Come and Be Our Guest!

Come and visit Sayram, a city unlike any other in Kazakhstan. Come and enjoy the history and culture while relaxing with the comfortable hospitality of our village streets. You will find friendly people, delicious food, and a blessed heart when you visit our Sayram!
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