MY PROFESSIONAL DEVELOPMENT PORTFOLIO

IREX-TEA PROGRAM
FALL, 2009
SURYAKUMARI CHAGANTI, INDIA
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INTRODUCTION

The Teaching Excellence and Achievement Program (TEA) has provided me with a unique opportunity to develop my professional talents and efficiency. This program to me is a life time achievement as I never dreamed that I will be one among those teachers of the world community to be trained through this program. My sincere thanks to my FAMILY and SCHOOL for extending their support to further my goals, to IREX for recognizing the value of teachers and all those people who were responsible to make this program a grand success.

I learned to develop a portfolio through the TEA program. This includes my reflections on being a teacher, my internship in Robinson Secondary School, lesson plans, and teaching strategies. It will provide as continuous self-assessment for my professional development and achievements ahead. “Learning is a life long process.” It is a rare opportunity for me in my fifty-first year.
MY PROFILE

Born on 12th of October, 1958, I have undergone my schooling, graduation and post-graduation in social sciences and sociology respectively at Chennai with the blessings of my parents. After my marriage I moved to Hyderabad, in the state of Andhra Pradesh, India. The support and encouragement of my in-laws and my husband made
me to pursue my studies further. I could complete Bachelor’s degree and Master’s degree in Education. I am blessed with two children.

I started my teaching career in 1985 and continued thereafter. I work for Johnson Grammar School, ICSE, Hyderabad. I teach History and Civics for grade 10, and this year is my 21st year in the same school. All the staff of the school works dedicatedly and with commitment as we feel that we belong to a family. I have a passion for teaching and love to be with the kids.

I have attended many workshops conducted within my school and in other schools. I have played an active role in training peers in methodology and evaluation and have conducted workshops for teachers to enhance subject skills.

**My goals** prior to the US visit were to know about new teaching-learning strategies, the classroom culture in the US, assessment and evaluation techniques so that I could share these ideas with my peers back home.

After attending the seminars in the George Mason University and hands on experiences at Robinson Secondary School, I have learned many strategies and evaluation techniques. I will share all these ideas and experiences with my peers back home, discuss with the management and practice/implement whatever best could be with the resources available.
LESSON PLAN

Education is a progressive discovery of our ignorance - Will Durant
I. Objectives

- The students will be able to identify the major leaders and groups of world war II
- The students will be able to explain the major events leading to war in Europe
- The students will be able to demonstrate how the geographical locations affected the war
- The students will be able to explain the causes of the United States entry into W.W.II
- The students will be able to understand the effects of W.W.II on the world as a whole

II. Materials for Learning Activities

A world map, a hand out, cards with names of the countries involved in the war, a projector, poster board, bulletin board, chart paper.

III. Procedures for Learning Activities

The teacher gives the objectives of the lesson to the students. 3-2-1 warm-up activity is given to the students to write 3 consequences of the First World War, 2 reasons as to why the war would have started and 1 viewpoint about the impact of war. The teacher explains the lesson with the help of a world map and a film, the causes, events and the results of the war. The students will be asked to sort out the countries involved in the war into Central Powers and the Allies on the board. The hand outs are given to the students related to the topic. The story boards are also used by the students on a chart paper to understand about the course of the war which is done in groups.

IV. Assessment

On the political map of the world (given in the hand out), mark /shade the countries involved in the war by differentiating the axis and the allied powers.

Create a plan for peace.(due for 3 days)

V. Differentiation

The teacher applies different strategies to meet the needs of the different levels of students in the class for enhancing their learning abilities. Reinforcement will be given to the slow learners and more complex activity will be given to suit the needs of the challenging students.

VI. Reflection
The teacher tries to meet the objectives for the lesson by eliciting answers from the students. To test the analytical skills, the teacher gives Y-Notes to be completed by the students by posing the question- Was Truman justified to drop an atom bomb on Hiroshima and Nagasaki? (compare and contrast).

Lesson Plan 2

Intern: SURYAKUMARI CHAGANTI

Grade Level: 10

Title: Geographical features of India and its impact on History

Date: 

I. Objectives

- The students will be able to shade physical features of India on the outline map of India
- The students will be able to compare and contrast the diverse physical features of regions of India
- The students will be able to co-relate the geographical influence on the historical events

II. Materials for Learning Activities

Physical map of India, charts, power-point presentation on India’s land forms, white board, atlas, tape recorder and K.W.L. chart

III. Procedures for Learning Activities

- Warm-up activity to tap into prior knowledge, students will share what they know and what they want to know about the geographical features of India on the K.W. graphic organizer.
- Transition-based on the W chart the teacher provides information about the topic by using Idea Map, the G.O. is put up on the Bulletin Board, and Power-Point.
- Group Activity (a) The students are grouped according to their regional identity and are assigned to write about their regions and then exchange their ideas with the other groups. (b) Some will then sing the regional song and explain its meaning. (c) Role Play-to show
the diversity of culture students are encouraged to dress up in their regional attire and share the food of their region with each other.

IV. Assessment
- Formative: A work sheet based on multiple-choice questions
- Quiz will be conducted
Summative: Students will prepare a project on the geographical impact on Indian History with a write-up on ‘Unity in Diversity’ in India

V. Differentiation
The lesson will be taught to meet the different learning levels of the students and more reinforcement will be given to the slow learners. More complex activity will be given to suit the needs of the challenging students.

VI. Reflection
- The teacher assesses the learning process of the modeling based on the objectives.
- Students will be asked to fill in the L part of the graphic-organizer.

George Mason University College of Education and Human Development, Center for International Education
Teaching Excellent and Achievement Project
Funded by JREX-U.S. Department of State/ECA

Lesson Plan 3
Intern: SURYAKUMARI CHAGANTI Grade Level: 8

Title: Freedom struggle in India – factors for the rise of Indian National Movement

I. Objectives
- The students will be able to understand the consequences of the great Revolt of 1857
- The students will be able to analyze the various factors for the rise of Indian Nationalism

II. Materials for Learning Activities
A Political map of India, pictures of early Indian reformers and leaders, and video tape

III. Procedures for Learning Activities
• Warm-up activity- (cooperative learning)- students are divided into groups and each group to write slogans on patriotism
• Transition- A patriotic song is played by a video show and the teacher will explain the various factors leading to nationalism
• Individual activity-(intrapersonal)- 3-2-1---The students will write 3 causes for the establishment of British rule in India, 2 important factors for the rise of nationalism and 1 leader’s contribution to the freedom struggle.
• Group activity-(interpersonal)- poster making on any one cause.

IV. Assessment
• Formative: (i) List any five factors which led to rise of Indian nationalism (ii) Mention two policies of Lord Lytton to the growth of nationalism in India.
• Summative: Write a report to the newspaper “The Hindu” your perception on the rise of Indian nationalism.

V. Differentiation
The lesson will be taught to meet the different levels of the students and more reinforcement will be given to the slow learners. More complex activity will be given to suit the needs of the challenging students.

VI. Reflection
Students enjoyed the activities, particularly; 3-2-1 was liked by everyone. The activities served the objectives. The formative and summative assessments revised the full content and students learned the content without any difficulty.
• (iii) Analyze the characteristic features of the Indus Valley Civilization

II. Materials for Learning Activities
A wall map of India, outline maps of India, chart and pictures, power-point and Encyclopaedia.

II. Procedures for Learning Activities
• (i) Warm-up: students are grouped and they are encouraged to discuss on the various advantages and disadvantages of living near the river banks.
• (ii) Transition: using the power-point presentation, the features of the civilization is explained to the students.
• (iii) Activity: The topic is divided under the following headings:-
  - Town planning, Great Bath, Granary, Seals and Ornaments – and these are assigned to five groups, each of five students, for their project work. (due for a week)

IV. Assessment
• Formative: (i) Shade the extent of the Indus Valley Civilization and mark the important sites on the map.
  (ii) Elucidate how archaeological sources help in reconstructing the civilization.
• Summative: The project work is presented by the students and evaluated.

V. Differentiation
The students are so grouped that each group has a mixture of students of different levels of ability.

VI. Reflection
The 9th grade students enjoyed these activities as they were challenging and kindling their interest. They were able to collect all the information and materials and present it before the class. Here all levels of intelligence worked and the special needs children contributed in making their projects a success.
Lesson Plan 5

Intern: SURYAKUMARI CHAGANTI Grade Level: 10

Title: The Union Executive- The President Date:

I. Objectives

• The students will be able to:- (i) develop a flow chart on the functioning of the Union Executive in India.
• (ii) list the qualifications of a person to become the President of India.
• (iii) explain the position of the President of the Indian Union.
• (iv) draw a graphic organizer to explain the powers of the President of India.
• Understand the election process of the President of India.

II. Materials for Learning Activities
Flow chart, Photo gallery of the Presidents of India till date, newspapers and magazines.

III. Procedures for Learning Activities
• (i) Warm-up: The students will go through the photo gallery and name the Presidents. They will also write on their favorite President giving reasons.
• (ii) Transition: The teacher develops the lesson using the flow chart to bring out the qualifications, position and powers of the President.
• (iii) Activity: (a) Few students will contest the Presidential elections in India and give the required qualifications for the same. The rest of the students will form the Electoral College and start the “election process”.
• (b) The teacher first throws a soft ball to a student who must explain one power of the President. The ball is then passed to another student who then must explain another power of the President. This activity goes on till all the powers of the President are covered.
• (c) Students will write the key words associated with the lesson and contribute to the word map.

IV. Assessment
• Formative: The activities in the class are being taken for formative assessment.
• Summative: Describe the powers and functions of the President of the Indian Union in about 200 words.

V. Differentiation
As all the students were made to participate in the class activities, the students’ understanding was ensured.
VI. Reflection
As the teaching-learning process involves a lot of activities, it takes a lot of prior preparation to make the class lively and interactive. The challenge however is the time constraint of the period.

Lesson Plan Format-Application of MI


Title: Geographical Features of India & its Impact on History Date: October 2009

Objectives: The student will be able to-

Shade the physical features of India
Compare and contrast the physical features of different regions of India
Co-relate the influence of geography on its historical events

II. Materials for Learning Activities:

Physical map of India- a wall map
III. **Procedures for Learning Activities:**

Warm up activity: The student fill up the column on what they know and what they want to know at the beginning of the class on the KWL chart.

Step by step procedure: Based on the W chart the teacher provides information on the topic using the Idea Map on the Board. A power point presentation on the topic reinforces the learning process.

Topic delivered on the basis of the Multiple Intelligences:

i. **Linguistic and Inter personal:** One set of students will take up one physical feature and describe it. Another set of students will talk on the powerful empires that existed in various regions. The students will co-relate with each other on the inter play of geography on history.

ii. **Logistic:** Connect the geographical impact on India’s historical events. Tabulate the different physical features of India and historical events separately and then bring a connection.

iii. **Spatial:** On the outline map of India color the different geographical features with different colors.

iv. **Musical:** Group the students according to the regions that they belong. They can either sing or play a CD which describes their region or state. It is then explained.
v. **Intra personal:** Each student writes on how students belonging to different regions, though diverse, are able to have the feelings of unity amongst themselves.

- If a student is moving to another State, what geographical and historical features do they observe?

vi. **Naturalist:** Field trip to Mahabalipuram (historical site near Chennai) and a report prepared based on the topic.

vii. **Kinesthetic:** Role plays depicting the maritime power of the Cholas where the kings conquer the islands of South East Asia. Here the children depict scenes of a harbor of those times, The sea journey and what they see in those islands as soldiers and traders.

IV. **Assessment:** Worksheets given and assessed.

The L part of the KWL chart is filled out by the students.

**Summative Assessment:** Project Work- Make a huge map of India with all its physical features in detail. Using different colors shade the at least four powerful empires. Then make a report on the connection between geography and history

V. **Differentiation:** The learning process for the students is made easy as the different levels of intelligences have been addressed. It is a good example of group learning.
VI. **Reflection:** It is a satisfying experience when we see that the students were able to grasp the lesson easily. A lot of preparation is needed to develop the strategies. The teaching materials are also easy to develop.

**UNIT PLAN: FREEDOM STRUGGLE IN INDIA**

**DONE BY:** VIMLA ANGELINA, SURYAKUMARI.C & LAKSHMI.R

**INDIA**

**COURSE:** HISTORY & CIVICS

**GRADE LEVEL:** 10th

**DAY:** 1

**TOPIC:**

. Introduction to the Unit

. Causes for the rise of nationalism in India

**OBJECTIVES:**

a. Students will trace the impact of the Great Revolt of 1857

b. Students will analyze the various factors leading to the rise of nationalist feelings

**ACTIVITIES:**

a. Using the graphic organizer, the idea map shows how the Indians under the British, were awakened to nationalist feelings.

b. Analyzing the photo documents and the primary source the newspapers of the late 19th century

c. On the outline map of India, mark the extent of the British possessions in India in 1857

**ASSESSMENT:**
a. **Diagnostic Assessment**: Brain storming- Why was there no nationalistic feelings amongst the Indians till the beginning of the 20th century

b. **Daily Formative Assessment**: 3-2-1 strategy

3 causes for the establishment of the British power in India

2 factors for the rise of nationalism in India

1 line on what patriotism means to you

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**DAY 2**

**TOPIC:**

*Birth of Indian national Congress (1885-1905)*

**The period of the Moderates**

**OBJECTIVES:**

a. Students will recognize the importance of the birth of the Indian National Congress

b. The students will analyze the factors uniting the early leaders

c. Students will critically examine the methods adopted by the Moderates

**ACTIVITIES:**

a. Mini timeline explaining the events that took place between 1885-1905

b. Role play representing various leaders who chart out various demands from the British

**ASSESSMENT:**

a. **Daily Formative**: Bullet Points (Birth of the Indian national Congress)

b. **Culminating Assessment**: Document analysis in the class on the article that appeared in ‘THE HINDU’ on the first session of the Indian National Congress.
DAY 3

TOPIC:

Extremist period (1905-1919)

OBJECTIVES:

a. Students will trace the various events that took place during this period
b. Students will compare and contrast the methods adopted by the moderates and the extremist members of the Congress

ACTIVITIES:

Cooperative learning among the students-dividing the students into moderates and the extremists and exchanging their views

ASSESSMENTS:

a. Daily Formative: Compare and contrast the methods adopted by the moderates and the extremists using the T chart
b. Performance Assessment: Compare the achievements of the moderates and the extremists using the Venn Diagram

DAY 4

TOPIC:

Gandhian era- The early phase (1919-1929)

OBJECTIVES:

a. Students will analyze the gathering momentum of the freedom struggle
b. Students will critically examine the methods adopted by Gandhi
ACTIVITIES:
Video film – “Gandhi”

ASSESSMENT:

Daily Formative: Role Play- The children play out the characters of the nationalist leaders and give a speech to arouse patriotic feelings

DAY 5

TOPIC:

Gandhian era-the later phase (1930-147)

OBJECTIVES:

a. Students will recognize analyze and appreciate the concept of Satyagraha as the cardinal principal of India’s freedom Struggle

b. Students will recognize the rift between Gandhi and Netaji on the methods of achieving freedom

ACTIVITIES:
Video film “Gandhi” continued

ASSESSMENT:

a. Daily Performance: On the outline map of India mark the boundaries of India and Pakistan in 1947. Also mark their capitals

b. Performance Assessment: Make posters on peace (group activity)

DAY 6

TOPIC:

Summative Assessment
OBJECTIVES:
The entire lesson

ACTIVITY:
Testing:
  a. Analyze the causes for the growth of nationalism in India
  b. Examine the contributions of Gandhi to India’s freedom struggle.
  b. Draw a timeline chart of the major events in India’s freedom struggle

ASSESSMENT
Summative unit test- Worksheets: Different types of questions e.g.
  Objectives
  Short paragraph answers
  Essay
  Maps
PORTFOLIO STRATEGIES

TEACHING IS THE PROFESSION THAT TEACHES ALL THE OTHER PROFESSIONS—AUTHOR UNKNOWN
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:

**WARM-UP ACTIVITY**

2. When is this method or strategy useful?
The warm-up activity is mainly used in the beginning of the class to motivate the students. This helps the teacher to find out about the awareness of the students about the topic to be discussed and to prepare them for focusing ahead.

3. Why or how is this method or strategy useful?
This method is useful to bring about the attention and focus of the students to the procedures in the classroom activities.

4. What are the steps involved in using this strategy or method?
- A worksheet consisting of five to six questions may be given to answer in about five minutes.
- The teacher then asks the students to answer the questions one by one and discusses with them.
5. When would this method or strategy be useful in your setting?
This method is appropriate to be used in the beginning of the class before the lesson is being taught to bring the focus of the students on the class activities and whenever the teacher feels that the students are not paying attention during the class.

6. What would you like other teachers in your school to know about this method or strategy?
The warm-up activity can be used by the teachers in my school according to the requirement of the teachers, in the beginning, during or towards the end of the class, according to the preparedness or readiness of the students or according to different situations.

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

1. Name of method or strategy:
THINK-PAIR-SHARE METHOD

When is this method or strategy useful?
Think-pair-share method is useful to develop the students to work in pairs for promoting the interpersonal relations among the students. This method is used
when the teacher feels that certain ideas have to be discussed and shared by the students after a particular question is posed to them on a particular topic which helps in cooperative learning.

2. Why or how is this method or strategy useful?
The method is useful to develop the art of sharing knowledge and understanding of ideas amongst the students. This will generate the spirit of unity and cooperation among the students. This also helps in developing the art of appreciating other’s views.

3. What are the steps involved in using this strategy or method?
After the lesson is taught, or during the course of the lesson, to test /assess the students in their understanding of the topic, a worksheet is given to each student to answer. The student thinks and answers to the requirement of the teacher. After answering individually, each student finds a partner and shares his/her ideas on the topic. Finally one of the students, in each pair, presents it to the class. An open discussion then takes place in the classroom.

4. When would this method or strategy be useful in your setting?
The think-pair-share method can be used in situations to suit the needs of the students or the classroom environment. It can also be used when the teacher feels that more ideas have to be shared by the students. This helps the slow learners when the gifted students share their ideas with them.

5. What would you like other teachers in your school to know about this method or strategy?
The teachers in my school may use this method according to their classroom environmental situations. It all depends on the motivational spirit of the teacher
to extract answers to his/her questions where each student’s ideas are being equally respected by every other student.

Portfolio Strategy Sheet-3

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

1. Name of method or strategy:

   **USE OF PRIMARY SOURCE**

2. When is this method or strategy useful?

   The primary source can be used in a situation when the teacher wants to bring about the real environment or the experiences of the persons, events or situations to the classroom.

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

   This method is useful to sensitize/empathize with the situation. The teacher may use a newspaper or an autobiography to bring the real situation to the classroom.
4. **What are the steps involved in using this strategy or method?**

The teacher *reads* the newspaper of a particular day of the event by downloading from the internet or an autobiography of a soldier or a leader with their personal experiences. The students *listen* carefully, under the instructions of the teacher, and try to *comprehend* and therefore *critically analyze* the situation. It brings about the *emotional touch* to the students and they may feel/experience the same environment in the classroom.

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

This method would be best used when the real situation of any event or experiences are to be brought to the classroom for the students to have the emotional touch with the live situations.

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

The teachers may be told to use this method whenever they would like to bring about personal/emotional touch to the students in the classroom according to the topics covered and to have an impact or effect of the real situations.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   
   ROLE PLAY

2. When is this method or strategy useful?
   
The Role Play method is used when the teacher wants to bring the effectiveness of the characters or speeches of great personalities to be felt by the students in the classroom.

3. Why or how is this method or strategy useful?
   
   This method is useful to bring the students attention to identify and associate the characters or personalities in relation to the topic / period /event and assume them as in real situations and enact. It develops the communication skills of the students, the freedom to express their point of view and to enhance their skill of remembrance.

4. What are the steps involved in using this strategy or method?
   
The teacher divides the class into four groups, each group with at least four to five students, the teacher then asks the students of each group to select their own leader to play the role of a great personality or a character related to the topic.
The students choose their leader. The other students are then asked to contribute to the speech to be delivered by the leader of the group. They refer to the books or the internet and make the draft of the speech equally distributing the work amongst them. The student-leader will incorporate the character along with the appropriate dress.

The teacher assesses the participation of every student in presenting the characters.

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

This method is used to develop the interpersonal intelligences of the students by working in groups. This helps the students to take active participation in the class activities. It helps the students to identify themselves with the characters of history. This method may be adopted when the topics in History like World Wars or freedom movements of different countries are being taught. It allows the students on the understanding of the speeches, proper delivery of speeches and also to develop their linguistic skills.

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

The teachers in my school may use this method to make their lessons more effective, to reach the students in the best possible way and also when they want to develop the linguistic, spatial, kinesthetic, interpersonal intelligences of the students.
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   VIDEO SHOW

2. When is this method or strategy useful?
   The video show is used to enhance the learning skills of the students by visualizing the learning process.

3. Why or how is this method or strategy useful?
   This method is useful to kindle the curiosity of the students to learn more on the topic.

4. What are the steps involved in using this strategy or method?
   The teacher shows the video clipping on the topic being taught. The students watch the film with utmost interest. They correlate the explanation of the teacher with the video show and may ask questions related to the topic. The teacher encourages the inquisitiveness of the students and answers appropriately.
5. **When would this method or strategy be useful in your setting?**

This method is useful to develop the spirit of inquiry among the students and also to make the learning process more effective.

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

This method will help the teaching-learning process more effective. The slow learners will take interest and encourages them to pay more attention to the subject and learn easily. It even helps the teachers to hold the attention of the gifted students to be less restless in the classroom.
SEMINARS AT WASHINGTON, D.C. AND GMU, FAIRFAX VIRGINIA
SEMINAR AT WASHINGTON, D.C.

With great excitement we landed in Washington, D.C and were prepared for rigorous program ahead.

The TEA teachers were drawn from 21 countries including the 11 teachers from India. We were all housed comfortably at the Kellogg’s Conference Hotel at the Gallaudet University campus. After the registration, there were a series of seminars by guest speakers. Many activities were conducted for the TEA teacher participation. The interesting topics were:-

• “Cross cultural communication skills for life study and school internship in the U.S.” (by Deborah Hefferon) touching upon culture, cultural values, being observant, U.S. diversity, inside American classroom, cross cultural communication and cultural adjustments.

• “A Talk Show on American Secondary School students and educators” by the IREX trainers.

• “Teacher Leadership in the context of the TEA program” by Scott Bauer.
Dr. Steeley conducted many seminars related to Reflective practices, lesson planning, teaching strategies, learning strategies, Portfolios and Professional development. Each TEA participant had to share his / her ideas in a group discussion which led to a diversity of innovative and creative strategies during the presentation. We discussed how important it was to reflect regularly on our teaching. It improves the quality and effectiveness of teaching.

Seminars conducted by Dr. Steeley:

- Professional development and change
- Reflective Practice, Individual Action Plans and Action Research
- The role of reflective practice in self-improvement, learning community improvement
- Introduction to Portfolios and professional development
- The notion of Teacher Agency
- Portfolio strategy
- Lesson plan format
• The role of reflective practice; tools of reflection and cultural differences
• Lesson Planning: A tool for learner centered-pedagogy
• Lesson Planning: Objectives and Backward Design
• Lesson Planning workshop: technology and portfolio submissions.
• Learning Strategies and Student Meta cognition-Cultural applications and differences

Dr. Farnoosh Shahrokhi: Outreach and Administrative Coordinator-Education Leadership Program-GMU.

Dr. Shahrokhi had conducted seminars and group discussions on Educational Leadership and the Life Style Inventories. The LSI is a psychometric test that each participant took to discover what kind of a person he / she were. Each kind of personality had certain specific traits which help to arrive at a better understanding of our strong and weak areas and to improve on them. One of the most interesting instructional strategies that all of us liked was the Multiple Intelligences Theory which is very useful in implementing in our day to day classroom situation to involve all students with different abilities.

Dr. Beverly Woody : Asst. Professor, Educational Leadership Program-GMU

Dr.Woody and Dr.Shahrokhi together touched upon the topics of how to understand change, a framework for leadership-moral purpose, coherence making, professional learning communities, reframing change and reframing leadership. These were very interesting which can be implemented by every teacher.
Ms. Megan Garnett:

Ms. Megan had discussed about the Backward Design Model- as the name suggests, it goes backwards. It begins by deciding the desired learning outcomes/objectives of a particular unit/lesson and then works its way backwards to the planning stage keeping the outcome in mind.

Marzano’s Model: It lists nine essential strategies that make teaching in the classroom more effective. Some of these are:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions and advanced organizers

We have also discussed about **L-E-A-R-N INSTUCTIONAL MODEL:**
• Link: making connections to prior knowledge
• Engage: teacher presents a large group lesson
• Activate: active learning, guided practice, group/individual work
• Reflect: processing and assessment
• Next: where do we go next? Foreshadowing

There were other topics discussed like the story boards, Illustrated Timelines, Frayer Model, creative writing ideas for social studies and literacy in social studies. We even discussed about the assessment techniques of diagnostic, formative, summative and technical.

Finally we were asked to present a project incorporating all the strategies and assessment techniques in the class individually / in a group.

Ms. Cara Rooney: ESOL Dept. Chair at Middle School, Springfield, VA.

Ms. Cara had touched upon the concepts in a very interesting way through different activities—

• 3-2-1
• Somebody-wanted-but-so
• Four corners
• List-group-label
• Jigsaw
• Exit ticket
• Ice breaker- Two truths and a Lie
• Marking in text symbols
• Frayer Model
Computer Technology Instruction by Mr. Abel Roasa, Mr. Krishna, Mr. Justin and Ms. Tamara

All the instructors were very kind and patient to train us in the basic concepts with a smile on their faces. We are very thankful to them as we could carry on with our work smoothly using computers. The concepts covered were:

- Introduction to GMU E-Mail System
- Word 2007 fundamentals
- Power point 2007 fundamentals
- Excel 2007 fundamentals

Dr. Rebecca K. Fox, GMU, VA:
discussed about the professional teaching portfolio, aligning teaching with national standards. It highlighted that even highly experienced teachers may require specific experiences such as critical conversations and collaborative inquiry in a supportive environment to move

Dr. Beverly Shaklee, Director, Center for International Education:
Discussed about the core values underlying the CIE. We have also discussed about the special needs children who need different context, approach, assessment, learning needs, instruction/teaching methodology and the need of comfortable and positive environment. I learned a new concept that gifted children with cognitive disability are called Twice Exceptional. The measure to deal with such children is to place a card with a comment before the student if he misbehaves in the class.

Dr. Marjorie Haley, GMU, VA:
Dr. Marjorie’s seminar was very interesting. She discussed about the easy ways to use Brain-Compatible Teaching in Today’s Language Classrooms. It has been said that all learners are individuals with their own preferred learning styles and intelligences. Each class is its own unique community of learners. The teacher has to acknowledge, embrace and enhance learner differences.
Ms. Svetlana Filiatreau, Research Scholar, GMU:

Ms. Svetlana highlighted on the Community- Based Development, about building relationships within the community. She referred to community development in all aspects- social, economic, political, cultural, environmental and personal or spiritual.

Dr. Christopher Johnston, Mathematics Education Center:

Dr. Christopher’s seminar was on “Introduction to Lesson Study” based on Japanese Model. This strategy is for improving teaching and making a model lesson plan. In this method a teacher takes the class and a panel of teachers and educators observes her / his teaching and at the end of it evaluates the teaching. In the US this method is applied only in mathematics and it can be applied to other subjects also.

SCHOOL INTERNSHIP

I visited the ROBINSON SECONDARY SCHOOL which has both middle and high school (grade 7to 12). The school is named after a soldier, James W. Robinson, the first Virginian to have been honored. It was established in 1972. It is the largest school in Virginia with about 4000 students.
I visited the school twice a week on Wednesdays and Fridays and was assigned to the Social Studies Department. The high school offers different courses like the IB, Advanced Placement, World History and American History. My mentor (teacher) was Mr. Peter Kownacki. He is very young, energetic, creative and friendly. I was very impressed by his variety of teaching strategies and the casual way of dealing with the students. There is lot of hard work behind his methodology but works at ease.

The teacher-student relationship is very friendly but within limits. The school does not have much of diversity with respect to student community. There is more freedom for the students but show courtesy towards the teachers. My observation was that though the students are given freedom they focus on the learning aspect and very disciplined. There is no noise in the classroom. The teachers and the students speak softly to each other.

The classrooms are well equipped with all the resources. The teacher remains in his/her classroom and the students go from class to class according to the time-table which is very different from my home country where the teachers go to different classes according to the time-table. Each period is about 90 minutes which is also different from my home country. We have 45 minutes for each period. The teacher manages the class so well in spite of the long duration by utilizing the resources and implementing the different strategies. Technology is widely used in every classroom and the right learning environment is created by every teacher. There is no supervision done by the higher authorities. The teacher is left to his/her freedom but shows high commitment and responsibility. I have observed many classes of IB history, world history, psychology, social anthropology and American history (AP). Even for grade 9 and 10 the similar techniques are being adopted as of the IB. There is more scope for critical thinking on any issue by the students in such an environment. The assessment strategies are well planned and are more research oriented which help the students to be creative in thought process.

As a teacher observer I learned new strategies which involve the teaching-learning process and would like to implement in my teaching back home and share these with my peers. Actually there are different terminologies used here for the methods that are already in practice in my school. We also have the IBDP and the teachers work very hard and use a ray of strategies. The goal of every teacher across the
The globe is to communicate the required knowledge/content to the students suitable to the learning environment. So I will adopt the methods which suite best to my class environment. During my internship I took a class to grade 12 students by adopting some of the strategies which I observed in the school. I had the chance of interacting with the students. I received much appreciation from the students and my mentor which gave me more confidence. I helped my mentor in the regular class activities. Here is the attachment of my lesson plan.

**LESSON PLAN**

**Intern:** Suryakumari Chaganti

**School:** Robinson Secondary School

**Grade:** 12th IB

**Date:** 10/23/09

**Topic:** The World Wars and India

**Objectives:**

The students will:

- Be aware of the role played by the colonies in the Great War
- Appreciate the contributions of the colonies in bringing victory to the Allies in the World war I
- Analyze the role of India in the World war I

**Materials For learning:**

- Wall map of the world
- KWL chart
- Pictures relating World War I
- Computer

**Procedures for Learning:**

**Warm up activity:** On the KWL chart the students are asked to write what they know and what they want to know at the beginning of the class.

**Transition:** With the aid of a power point presentation, India’s role in the World War I is explained. Here the Question answer method is adopted during the session to involve the students in the learning process.

**Assessment:**

**Formative:** How is the I World War different from the wars that were Fought earlier?

**Summative:**

i. Examine the role played by the colonies in bringing victory to the Allies in the I World war.

ii. Compare the contributions of various Allied powers for their success in the I World War.

iii. Imagine the War is fought in the U.S.A. Describe the day to day activities of ordinary American citizens in these trying times.
iv. Technology has made modern wars deadly. Write your opinion on this.

**Reflections:**
Teaching this topic has helped me to interact with the students and getting to know their opinions. It has provided an opportunity for me to share my Views on war and its repercussions, with young minds who are the future Citizens and a hope of influencing them on the urgent need for Peace in the world.
REFLECTIONS

The TEA program has provided with many memorable experiences. It is a rare and rich experience for any teacher when he/she meets international teachers with immense diversity. The exchange of ideas, opinions and culture is remarkable.

In my school in India, we are like a family- “The Johnson Family.” So I have an extended family now in a more special way- “The TEA Family.” This is worth a life time experience and we are really going to miss each other once we are back home. Thanks to Mr. Benjamin, the TEA teacher from El Salvador, who created a web site and gifted to each of our team members from GMU. This helps all of us to be in contact with each other and continue to exchange any creative ideas and knowledge.

The seminar on Teacher leadership and understanding change has attracted my attention the most. This aspect I think I should work upon and focus. As Fullan said “It is not the pace of change that is the culprit, it is the piecemealness and fragmentation that wears us down.” The process of change does not happen overnight. It is a slow process focused on a strong moral purpose.

What I learned is that one has to be very careful in choosing the learning styles in dealing with peers /colleagues. Both structure and culture determine the capacity of the school to accept and incorporate new strategies.

When we did the LSI (Life Style Inventory) assessment I found that my high developed style is affiliative and my low developed style is oppositional. So I intend to work and improve on my oppositional style.

SELF-IMPROVEMENT PLAN OF SURYAKUMARI CHAGANTI

<table>
<thead>
<tr>
<th>STEP -1</th>
<th>AFFILIATIVE</th>
<th>2 o’clock position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>AFFILIATIVE</td>
<td>2 0’clock position</td>
</tr>
<tr>
<td>Backup</td>
<td>OPPOSITIONAL</td>
<td>7 0’clock position</td>
</tr>
</tbody>
</table>
STEP -2

The style I have chosen to work on is **OPPOSITIONAL** (7 o’clock position).

My score for the **OPPOSITIONAL** style means I tend to believe that I am adjustable, compromising and open-minded and in fact my ideas are being used by others as their own and I seem to be powerless.

STEP -3

Significant Person | Ideas / Behaviors You Might have learned
--- | ---
My Parents | My Parents were very compromising and patient in any situation, being in a joint family.

STEP -4

**Personally**

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Self-defeating Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Healthy atmosphere at home</td>
<td>a. I end up agreeing with others.</td>
</tr>
<tr>
<td>b. Everyone feels comfortable</td>
<td>b. I enter feeling frustrated.</td>
</tr>
<tr>
<td>c. Approachable if any one has something to be shared with.</td>
<td></td>
</tr>
</tbody>
</table>

**Professionally**

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Self-defeating Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Maintain good relations</td>
<td>a. Not able to project my views</td>
</tr>
<tr>
<td>b. No conflicts</td>
<td>b. Tend to remain silent</td>
</tr>
<tr>
<td>c. Conducive atmosphere</td>
<td>c. Tend to be hesitant in volunteering</td>
</tr>
<tr>
<td>d. Effective results</td>
<td></td>
</tr>
</tbody>
</table>

STEP- 5

Some positive differences ---

- Achieve more efficiency
- Boost self esteem
- Self—reliant

Some negative differences---

- May risk the displeasure of my peers
- May lead to conflict situations which was not present earlier

**STEP- 6**

Defensive style----7 0’clock  
Alternative style---1 0’clock

Alternative Thoughts and Behavior------could lead to more creativity with better results, maintain good relationship with others without losing my identity and hold on the situation.

**STEP- 7**

I may have to give up the compromising nature to a certain extent and I must have to take the challenge of putting forward my ideas effectively to achieve my vision.  
I would like things to be different in the following ways-----

- To change my managerial tactics.  
- To ignore the comments of others as a result of changing my tactics.  
- To foster the feeling of always being together.  
- To have to be more planned for effective functioning.

**STEP- 8**

The barriers that exist now to make this change ------

- Fear of accepting the changed mind set
- Fear of misinterpretation of my ideas by the peers

The last but not the least that I would like to share is about Ms. Zully with whom I shared my room through the TEA program at Virginia. She is a very nice person-young, energetic, adjusting, kind, helpful, hard working and full of life. We shared and exchanged so many thoughts on a broader perspective. Whenever I needed help with technology while working she readily used to help. I consider myself lucky to have a computer genius and an understanding youngster as my room mate.
Observation on Field Trips

Our visit to Dr. SHERRY STEELEY and Dr. FARNOOSH SHAHROKHI’s houses on the 26th of sep. and 3rd oct. respectively was a memorable one. Both the families were very warm, caring and hospitable. The whole group of 26 TEA members had an exciting and enjoyable time with the families.

Visit to Baltimore and Annapolis:(17th of oct.)

Baltimore’s inner harbor is one of the most major sea ports of the US which offers a variety of fine dining and cultural experiences. The National aquarium in
Baltimore houses sharks, dolphins, rays and tropical fish in naturalistic exhibits, including a walk-through rain forest, an exciting live-action dolphin show and a new Australian exhibit.

Annapolis, the three-century-old capital city, is centered within tow circles: state circle and church circle. All other streets radiate from these two points. The U.S. Naval Academy is in its own enclave, east of state circle. The entire city center is a national historic district. Shopping is superb at Annapolis harbor center.
Visit to Philadelphia (21st of oct.)

It was a nice gesture from the Robinson Secondary School to arrange a trip to Philadelphia along with their grade 11 students as a part of the educational tour. The Liberty Bell, the Constitutional center and the Independence Hall were worth a sight. The film show at the 360degree theatre was impressive. Each student was given a worksheet to complete. I was deeply impressed by the behavior and discipline of the students throughout the tour.

Visit to Mount Vernon, Alexandria (24th of oct.)

This is the most wonderful place. It was very pleasant and calm. The first President of the US, George Washington, lived here. The Mansion House Farm, where the President and his family lived is on the shores of the Potomac River. Between the Mansion and the river lay an extensive park. There is a deep border of woods, rolling meadows, a pleasure garden, a kitchen garden and groves of trees. It was an excellent trip.
Visit to Sherando High School, Stephen city: (28th of oct.)

The school is located on the country side, south-west of Virginia. It was a very rich experience driving through the rural setting with the Fall colors of the trees. The school offers a ray of courses and subjects. We are glad that we had the opportunity to visit the Public School along the country side as this is the first time that our instructors have planned to take the TEA group during the program.

ACKNOWLEDGEMENT

My sincere thanks to all my instructors and facilitators who, with their valuable shower of knowledge, enlightened us. They have taken good care and made our stay very comfortable. I wish to thank the Organizations and the Resource persons for making the TEA program a grand success in enhancing our skills.

- USIEF
- THE IREX OFFICIALS
• GEORGE MASON UNIVERSITY
• Dr. SHERRY STEELEY
• Dr. FARNOOSH SHAHROKHI
• Dr. BEVERLY WOODY
• Ms. MEGAN GARNETT
• Ms. CARA ROONEY
• Mr. ABEL ROASO
• Mr. KRISHNA
• Mr. JUSTIN
• Ms. TAMARA
• Dr. REBECCA K. FOX
• Dr. BEVERLY SHAKLEE
• Dr. MARJORIE HALEY
• Ms. SVETLANA FILIATREAU
• Dr. CHRISTOPHER JOHNSTON

• Mr. PETER KOWNACKI (Mentor) and all the other teachers who have helped me during my internship at ROBINSON SECONDARY SCHOOL

• COMFORT INN- FAIRFAX-VIRGINIA, which made our stay very comfortable with the services by all the persons responsible.
PHOTO GALLERY
THANK YOU