PORTFOLIO

GEORGE MASON UNIVERSITY

FAIRFAX VIRGINIA, U.S.A

PROFESSIONAL

DEVELOPMENT

PORTFOLIO

IREX TEA PROGRAM 2009

LAKSHMI.RAVINDRAN- INDIA
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The entire TEA program conducted by the USIEF at the George Mason University has been a great boon to the teachers. The program involved the shifting of the learning process from Teacher centric to Student centric. Participating in this Teacher Excellence and Achievement program has been an eye opener to me. I am delighted at being one among the teachers from 21 countries. The training program was professional and relevant to the purpose of our participation.

The concept of a Teacher’s portfolio is very unique. It is the first time that I am exposed to this concept. All my lesson planning, teaching methodologies, strategies, evaluation and assessment techniques, to which I have been exposed to in the TEA program has been incorporated in my portfolio. My internship at the J. E. B. Stuart High School to have a hands-on experience in teaching learning methodologies has been a rich experience. I was able to study the teaching methods adopted by the teachers for maximum learning by the students. The warm up activities, video presentations, group activities, self study by the students and evaluation techniques were unique.

I will be sharing the entire learning experience, with my peers and students in my school. Our Principal is very open to new ideas and teaching methodologies and I am sure that we teachers and students are going to greatly benefit from the entire program. Thank you TEA along with George Mason University, J.E.B. Stuart High School and Robinson Secondary School.

GMU COORDINATORS

Dr. Shahrokhi and Dr, Steeley
The teachers from 21 countries including 11 from India had a two day seminar at Washington on the 22\textsuperscript{nd} and 23\textsuperscript{rd} September 2009. The seminars were on:

1. “Cross cultural communication skills for Life, Study and School internships in the U.S” By Deborah Hefferon. She is a cross cultural communication consultant. She spoke on culture, cultural values, U.S diversity, inside American classroom, cross cultural communication and cultural adjustments.

2. The IREX trainers acquainted the teachers on American education system especially on the Teacher training programs and the licenses for teaching. There was a talk show on the American school students and the educators (teachers).

3. “Teacher Leadership in the context of the TEA Program” By Scott Bauer an Associate Professor, GMU. He mainly spoke on the norms for working together, powerful learning, the change theory i.e. teacher’s willingness to change.
GMU SEMINARS

The seminars at the George Mason University were conducted by eminent professors and educationists. They covered a wide range of topics meant to enhance our teaching skills. The seminars were on:

1. **Dr. Sherry Steeley**: Assistant Professor, Center for International Education, George Mason University

   Dr. Steeley covered extensively on *Reflective Practices by the Teachers and Portfolio Development*. I found the Reflective Practice a unique concept for Teacher Development. I have earlier reflected many times on my teaching, but none as scientific as the one I have developed after the orientation. I was able to reflect after every seminar. This concept I was able to put into practice during my internship at the J.E.B. Stuart High School.

   The Portfolio Development is also a new concept for me. The very fact that I have developed a portfolio encourages me to share this concept with my peers back home. I am sure this idea will be welcomed by everyone.

   **Dr. Steeley’s seminars touched upon:**
   a. The Role of Reflective Practices
   b. Introduction to Portfolios: Purposes and Goals, Portfolio Outlines, Lesson Plan template and Portfolio Strategy Sheet
   c. Introduction to Blackboard
   e. Lesson Planning: A tool for learner centered- pedagogy, Lesson Plan template
   f. Lesson Planning: Objectives and Backward Design
   g. Learning Strategies and Student Metacognition- Cultural applications and differences And Types of Strategies
   h. Cooperative Learning Strategies
   i. Portfolio Presentation and Implementation
2. **Dr. Farnoosh Shahrokhi**: Outreach and Administrative Coordinator, Education and Leadership Program, George Mason University

**Dr. Beverly Woody**: Assistant Professor, Education Leadership Program, George Mason University

Dr. Shahrokhi and Dr. Woody together covered the topics in the seminars on Teacher Leadership, Teacher Agency for Change and Application of theory to practical educational settings. They explored the meanings of leadership in schools, leader’s role in school change and restructuring, leadership choices and development of a vision of one’s leadership practices. The importance of Multiple intelligence and its place in Lesson planning and Lesson Strategy was stressed.

**The seminars covered the following areas:**

a. Life Style Inventory (LSI)
b. Theory of Multiple Intelligences
c. MI: Curriculum and Development and Teaching
d. A Framework for Leadership – Moral Purpose
e. Understanding Change and Relationships
f. Knowledge Building for Effective Functioning of the Schools
g. Coherence Making for Effective Change
h. Professional Learning Communities (PLC)

3. **Ms. Megan Garnett**: Social Studies Teacher, Robinson Secondary School

Ms. Megan Garnett’s workshop was on Teaching Social Studies in the Secondary school. The emphasis was on Standards based Instructions with an emphasis on the BACKWARDS DESIGN MODEL, LEARN INSTRUCTIONAL MODEL in order to develop a Unit Plan highlighting the broad range of instructional strategies, various of types of Assessment, Literacy strategies for social studies classrooms and differentiation of instruction and assessments to meet the needs of diverse learners and to use Reflective Practice in order to improve instruction.

**The Seminars were on:**

a. Overview of Social Studies Curriculum
b. Standard Based Education
c. Backwards Design Model; Assessment: Formative and Summative
d. Lesson planning and Development
4. **Dr. Rebecca Fox:** Associate Professor, Advanced Studies, Teaching and Learning, George Mason University

Dr. Rebecca Fox gave a presentation on ‘The Professional Teaching Portfolio: Alignment Teaching with National Standards’. In her presentation:

- She defined portfolio
- The purpose of Creating one’s professional portfolio
- Portfolio as a tool for Reflections, Formative and Summative assessment

5. **Dr. Bev Shaklee:** Director, College of Education and Human Development, George Mason University

Dr. Bev Shaklee gave a presentation on ‘Learner Differences’

She delved deeply on differentiation of students in the schools and the labeling of students and its impact on them. Giving reasons for the differences she listed the following as the causes for differences:
- Social-Emotional
- Learning Disabilities
- Chronic Diseases
- Neurological
- Communication
- Physical
- Intellectual

She also analyzed the Gifted and the Academically Advanced students and their differences

6. **Dr. Marjorie Hall Haley:** Ph.D. George Mason University

Dr. Marjorie gave a presentation on ‘Easy Way to use Brain-Compatible teaching in Today’s language Classrooms’. She used the K-W-L method for Brain Compatible Teaching. She stressed on using multiple intelligence as the most effective tool for the student learning process.
7. **Ms. Svetlana Filatreau:** Ph.D. Research Scholar
   Ms. Svetlana spoke about ‘Community based Learning’. She stressed on interrelationships between people for the community development in the following areas-Social, political, Cultural, Environment, Personal and Economic resulting in strong educational systems.

8. **Ms. Cara Bremer:** ESOL Dept. Chair at Key Middle School, Springfield, VA
   Ms. Cara was designated to take the U.S Culture classes. Basically her sessions were to familiarize the TEA teachers with strategies in the class involving group activities. Some group activities that we did were:
   a. 3-2-1 strategy
   b. Exit ticket
   c. Save the last word for me
   d. Just like me
   e. Tea party
   f. Think-pair-share
   g. Somebody... Wanted... But... So
   h. 3 corners
   i. Jigsaw
   j. Give one get one
   k. Two truths and one lie
   l. Inner circle, outer circle
   m. Ice breaker

9. **Dr. Christopher Johnston:** Mathematics Education Center, George Mason University
   Dr. Johnston gave a seminar on ‘Introduction to Lesson Study’. He defined the model as a plan to improve teaching and bringing out a model lesson plan. The teacher is to take a class with a panel of teachers and educators observing him/her and later evaluate the teaching. This, he said, was a Japanese model and is being introduced in the U.S.A. This model is applied only in the math subject. However it could to other subjects as well.
10. **Intensive Technology Training (DoIT)**: Abel, Justin, Tamara and Krishna

The computer training program was basically to strengthen the computer skills of the TEA teachers. The 26 teachers were divided into two groups according to their skills. Majority were in the Basic level group, including myself. The Instructors were extremely patient with us. The syllabus covered the following:

a. Exploring Word
b. Using Basic Text
c. Printing
d. Using Character, Paragraph and Document Formatting
e. Indenting paragraphs
f. Using Numbers and Bullets
g. Working with Headers and Footers
h. Exploring Power Point
i. Basic Presentation Skills
j. Exploring Excel and its working
ABOUT MYSELF

One among the 104 Teachers! How exciting. This was my first reaction when I got the news of my selection in the TEA program. There was a flurry of activity both at school and at home. The first thing I attacked was my computer. My computer skills were very BASIC. I had a tough task ahead with my busy schedule. I must thank my daughter who patiently taught me all what I had to know.

My professional career: I am a History teacher from Chennai, India, teaching at Lady Andal Venkatasubba Rao Matriculation Higher Secondary School. Apart from History, I teach Civics. I teach from grade VIII to grade XII. I have done my masters in History and also have completed my pre-research degree in History. My thesis was on the growth of music and dance in Chennai patronized by “THE MADRAS MUSIC ACADEMY”.

I am in the teaching profession for the past 13 years. Over the years I have developed my teaching methodologies and strategies, having attended and participated in many workshops. My GOAL is to develop and implement new and scientific teaching tools for the benefit of the students and what an opportunity I’ve had in being a part of the TEA program.

My goals at the start of the program were to observe and learn-

i. The teaching methodology- Lesson Planning and Strategies

ii. Use of technology in the classroom

iii. Classroom management

iv. Evaluation techniques
The entire TEA program has been a great experience. I’ve had a rich course content to cover my goals. My internship at the J.E.B Stuart High School allowed me to have a hands-on experience. At the end of the internship I was able to fulfill my goals. I will be taking back a rich collection of teaching methodologies, using technology for teaching and different types of evaluation techniques.

Thanks to TEA I have become COMPUTER SAAVY
**SELF-IMPROVEMENT PLAN OF LAKSHMI.RAVINDRAN**

**LIFE STYLE INVENTORY**

**STEP 1:** Primary: *CONVENTIONAL* (4 o’ clock position)  
Backup: *APPROVAL* (3 o’ clock position)

**STEP 2:** The style I have chosen to work on is *CONVENTIONAL* (4 o’ clock position)  
My score for the *CONVENTIONAL* style means that I tend to believe that:

*I always tend to gravitate towards rules and regulations in any activity that I do. I try to be innovative within the confines of the regulations.*

**STEP 3:** Significant person  
Idea/Behaviors You might Have Learnt  
Grandparents  
They were strict and my lifestyle was shaped by adhering to the rigid norms

**STEP 4:**  
**Professionally**

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Self- Defeating Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Things get done faster</td>
<td>1. Unable to let my free thinking and imagination break through this barrier</td>
</tr>
<tr>
<td>2. Able to achieve goals without being monitored</td>
<td>2. Feel apprehensive whenever I try to cross</td>
</tr>
<tr>
<td>3. Feeling of comfort and security</td>
<td>3. Feel apprehensive whenever I try to cross</td>
</tr>
<tr>
<td>4. No fear in crossing the path of the Superiors</td>
<td>4. No fear in crossing the path of the Superiors</td>
</tr>
</tbody>
</table>

**Personal**

<table>
<thead>
<tr>
<th>Positive Consequences</th>
<th>Self- Defeating Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My house runs smoothly</td>
<td>1. Soon becomes dull and routine</td>
</tr>
<tr>
<td>2. Each person knows their Boundaries</td>
<td>2. The adventurous spirit (I think is buried deep in me) makes me feel frustrated.</td>
</tr>
</tbody>
</table>

**STEP 5:** *Some positive differences I was an adventurous person in my childhood and I can see my spirit slowly reviving. As I am imaginative and believe truly in free thinking this barrier which is pulling me down, if removed will surely result in a better mind set.*
Some negative differences I might risk the displeasure of my peers and even my superiors (which I was always avoiding). It might result in more working hours for me, eating into my personal time.

**STEP 6:** DEFENSIVE STYLE | ALTERNATIVE STYLE

| 4 o’clock | 2 o’clock |

Alternative Thoughts and Behaviors The alternative thoughts and behavior to my Conventional style is the Affiliative. By this I could strike a chord with my peers and superiors and involve in many activities thus achieving my goals.

**STEP 7:** How would I like things to be different? I will have to give up the feelings of comfort, security and protection. I will have to challenge the rigidity of my mindset, fears of rejection and status quo situation. It would also be a challenge to bring out my innate qualities overcoming my barriers. I would like to change the situation as I end up with negative feelings. I would like my imagination and creativity to soar like a bird and translate them in achieving my goals. At the same time get the confidence and trust of the superiors in my abilities to achieve my goals. Once the ice is broken I am sure my mind would relax which is important for a teacher.

**STEP 8:** What barriers now exist to making this change?

a. Fear of going back to the status quo which I cultivated over a long period of time
b. Will I be to accept the change
c. Fear of disapproval of my superiors
d. Lot of personal adjustment
Lesson Plan 1

Intern: Lakshmi.Ravindran  
Grade Level: 10

Title: World War II  
Date: October 2009

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 Axis Powers and the Allies on the board. The handouts are given to the students related to the topic. The storyboards 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 in 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). I found that these techniques helped the students understand better.

Lesson Plan 2

Intern: Lakshmi.Ravindran

Grade Level: 11

Title: Geographical features of India and its impact on History

Date: October 2009

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. They are encouraged to dress up in their regional attire and share the food of their region with each other. Here all the different Intelligences of the students are tapped.

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

IV. **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.

V. **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
Lesson Plan 3

Intern: Lakshmi.Ravindran

Grade Level: 8

Title: Freedom struggle in India –

Factors for the rise of Indian National Movement

Date: October 2009

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

II. 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.

III. Assessment

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

IV. Differentiation

The lesson will be taught to meet the different levels of the students and more reinforcement will be given to the slow learners with the help of an idea map. More complex activity will be given to suit the needs of the challenging students.
V. **Reflection**

Students enjoyed the activities; particularly the 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.

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**Lesson Plan 4**

Intern: Lakshmi.Ravindran

Grade Level: 9

Title: *Indus Valley Civilization*

Date: October 2009

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I. **Objectives**

- The students will be able to: (i) locate the extent of the Indus Valley Civilization and mark its important sites
- (ii) Understand the establishment of the civilization in the Indus Valley region
- (iii) Analyze the characteristic features of the Indus Valley Civilization

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II. **Materials for Learning Activities**

A wall map of India, outline maps of India, chart and pictures, computer for the power point presentation and Encyclopedia.

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III. **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 in 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.

V. **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: Lakshmi.Ravindran  
Grade Level: 10

Title: The Union Executive- The President  
Date: October 2009

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.
• (v) 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, News channel.

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.
IV. **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

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**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: Brainstorming- 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

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.
  c. 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
Lesson Plan Format—Application of MI

Grade Level: 11th

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
Atlas
KWL chart
Pictures of civilizations and empires
Computer for PPT presentation

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. **Reflections:** 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.
SHARED

LESSONS

PLANS
Shared Lesson Plan 1

Intern: Andrea Zuccaro - Argentina  
Grade Level: 9th

Title: Festivals and Celebrations

I. Objectives

By the end of the lesson, the students will be able to:

- talk about festivals and celebrations from Argentina and other countries;
- use their skills to create a magazine about festivals and celebrations in different countries.

II. Materials for Learning Activities

Large chart paper
Markers
Articles on Festivals and Celebrations.
Access to the library and Internet (if possible)

III. Procedures for Learning Activities

Warm up

Carousel. Divide the class into groups (depending on the number of celebrations you want to address). Hang large white sheets of paper displayed around the room, with words such as Christmas, Easter, New Year etc. attached to the paper. Give each group a different color pen and have them write any words they can think of associated with each holiday. Remind the students that they cannot repeat a prior group words, and they must have something written in their groups color pen on each paper. Rotate the groups approximately every one minute.

Activity 1

Jigsaw Reading: Each group will read a short article about a special Celebration. Students will take notes about it. After some time each member of each team moves to form a new team and share what they have learned.

Activity 2

Class Discussion: Based on the vocabulary and ideas generated by the warm up activity and the reading, the teacher will conduct a class discussion focusing on these ideas:
• Reasons why people celebrate
• Some features most celebrations have in common: people get together; there is special food, some symbols, music, etc.

**Activity 3**

**Magazine:** The class works together to create a Celebrations magazine. The teacher divides the class into groups, with each group working on one particular Celebration. Each group will gather information about the celebration reading library books, researching in the Internet and using their own knowledge. When the group has gathered its information, the members will write an article about their topic, draw pictures to illustrate it, and put the page together. Each person in the group has a role - illustrator, writer, or proofreader. The magazine can be done electronically if the resources are available.

**IV. Assessment**

Evaluation is ongoing throughout the lesson. The teacher observes how the students interact in groups, taking note of their strengths and weaknesses.

The teacher reads the pages in the magazine to evaluate the students on this activity. However, the teacher must also observe the students as they work on these activities to note and address any problems that arise.

**IV. Differentiation**

The warm up activity helps weaker students focus on the topic and star to develop vocabulary and ideas in smaller groups which should give them confidence.

The jigsaw reading also gives students to work together and help each other to understand the text to be able to retell it later.

The final cooperative learning activity gives each student the possibility of working according to his/her own strengths as some students will read and summarize ideas, others will write the article, and others will draw and design the page.

**VI. Reflection**

The lesson has, in my opinion, some strengths:

• The topic is interesting and appealing for the students
• It uses cooperative learning techniques
• It caters for the needs of students with different intelligences.
• It incorporates the use of technology
SHARE LESSON PLAN-2

YELENA PLAXINA- KAZAKHSTAN

Theme: Industrial pollution

Objective: to encourage students be careful about the planet; to develop their multiple intelligences; to master their writing, speaking and listening skills.

Lesson Procedure.

I. Warm-up.

Video-clip about industrial pollution on the song of Remstein.

Students watch the clip and predict what the class will be about. (Visual; I-mathematical, natural)

II. Prediction.

a) Probable passages. Students are given different quotations from newspapers. They are split for pairs, they read a quotation and try to guess what kind of pollution the quotation tells. (Interpersonal, linguistic)

b) Tea party. Students are given separate words from the article they will read later. Students mingle, exchange their words. Then they give more specific prediction about the article. (Interpersonal, linguistic)

III. Reading.

a) Students read the article independently and find what the numbers refer to. (Intrapersonal, linguistic, I-mathematical)

b) Students find sentences that illustrate pictures. (linguistic, visual)

IV. Summary.

Students work in pairs to complete the table: (Interpersonal, linguistic)

<table>
<thead>
<tr>
<th>somebody</th>
<th>wanted</th>
<th>but</th>
<th>so</th>
</tr>
</thead>
</table>

V. Writing.

Exit ticket: students are to write what should the director of the factory they have read about do to stop industrial pollution. (Intrapersonal, linguistic, natural)
Shared Lesson Plan-3

Intern: Nazarena Cali-Argentina  
Grade Level: 7th

Title: A tourism brochure  
Date: October 27th

I. Objectives: By the end of the lesson, students will be able to:

- identify the parts of a brochure
- recognize places in a map
- recognize adjectives to describe places

II. Materials for Learning Activities
real brochures from Parana – our city-, and other cities in Entre Ríos – our state-. checklist

III. Procedures for Learning Activities

Warm-Up: Quote and comment (adaptation): The classroom walls. She explains that they are all of cities in Entre Ríos – our state-, including our city, Parana. The teacher makes them count and the number that each student gets corresponds to the number of the brochure he/she is going to start observing; they have to look at all the brochures. They are to check if the four (4) elements of a brochure are present in them all: logo, photographs, map, and the descriptive text. They complete the checklist provided by the teacher.

Transition: Students are grouped according to the numbers they got in the previous activity; they look at the brochure paying more attention to the four elements mentioned and discussing so that everybody in the group knows what the brochure says.

Activity 1: Brainstorming: Teacher asks students what things can a person find in a map and she writes all their responses on the whiteboard. Then, every group checks if those things are on their maps.

Activity 2: Teacher gives students a group of words that appear in the text: students are to find them in the text. Teacher asks them what kind of words they are -adjectives- and how they knew they are adjectives -because of the position in the phrase or because they are cognates-

IV. Assessment: Project: In pairs or groups of three, students discuss “the ideal brochure” and, once they agree on the details, they design it (they can draw, paint, paste, type and print, etc) and present it to the class.
V. Differentiation: As the work is mostly done in groups or pairs, students can collaborate and help each other. Students can contribute to the project with any aspect of it: this allows creative students that are not very strong in the language to collaborate with the work. Students that are more proficient in English can make the oral presentation. Students who are proficient but more interpersonal, can compose the text and so on: every student can participate in this class and in the
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Reading

2. When is this method or strategy useful?
   - To develop the reading skills
   - To develop the listening skills
   - To understand the sequence of events

3. Why or how is this method or strategy useful?
   - The students find it easy to relate to events
   - Easy to develop the vocabulary
   - Weak students overcome their inhibitions

4. What are the steps involved in using this strategy or method?
   - A soft ball is thrown to a student who after his/her turn throws to another student till the entire group is covered
   - During the activity important concepts, vocabulary and events are listed out which are discussed later

5. When would this method or strategy be useful in your setting
   - Each student reads one power of the Indian President
   - List out key concepts e.g. mercy petition, nominal, ordinances, Electoral College, assent of the Bill, prorogue.
   - Each student writes any one power and later relates it to understanding after the reading activity

6. What would you like other teachers in your school to know about this method or strategy?
   - It is easy
   - It can be applied in any situation
   - It can be used as a quick review in the class
Choose a method or strategy that you have learned about or observed during field experience.

1. **Name of method or strategy:**
   - Show and teach

2. **When is this method or strategy useful?**
   - To focus the attention of the student on the topic of discussion

3. **Why or how is this method or strategy useful?**
   - The student will be able to develop the skill of associating the lesson with the characters
   - His/her imaginative skills will develop
   - The student can differentiate the techniques of various artists

4. **What are the steps involved in using this strategy or method?**
   - The encyclopedia is shown, explained and answers are elicited by questioning the students
   - The students are asked to gather more information on the lesson

5. **When would this method or strategy be useful in your setting?**
   - The students see and observe the paintings of the renaissance artists
   - List out the details and styles of the Renaissance artists

6. **What would you like other teachers in your school to know about this method or strategy?**
   - Easy to carry the encyclopedia to the class
   - It can be applied to any topic
   - It generates discussions
   - Easy to implement
Choose a method or strategy that you have learned about or observed during field experience.

1. **Name of method or strategy:**
   - Word wall

2. **When is this method or strategy useful?**
   - In learning new concepts, key words, important personalities and important dates and events

3. **Why or how is this method or strategy useful?**
   - This is used throughout the year as a part of teaching-learning history

4. **What are the steps involved in using this strategy or method?**
   - For each chapter the key words are listed out. The students connect the lesson to the words on the wall map. Later at the end of the lesson the students themselves make the wall map

5. **When would this method or strategy be useful in your setting?**
   - The students themselves post the words on the wall map at the end of their learning. Even the weak students will find it easy to contribute to the word wall

6. **What would you like other teachers in your school to know about this method or strategy?**
   - It is extremely easy and requires no special materials. The words or lists must be neat and large enough to read from a distance. It helps the teacher to remember to use the words as often as possible and keeps them in front of the students so they can really become part of their vocabulary. If they are in groups it helps students associate the words with topics
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Use of worksheets

2. When is this method or strategy useful?
   To acquire knowledge by working independently or in groups

3. Why or how is this method or strategy useful?
   It is used as a tool for guided practice and also as an evaluation tool

4. What are the steps involved in using this strategy or method?
   The worksheets are distributed followed by a discussion. Questions are posed to elicit answers from the students. The worksheet is completed in the class.

5. When would this method or strategy be useful in your setting?
   A large lesson is split up into smaller units and worksheets prepared for it. It helps weaker students to catch up with the others and the brighter students can reinforce their knowledge and also help their peers.

6. What would you like other teachers in your school to know about this method or strategy?
   - It makes the learning process easy
   - Easy to use in smaller groups
   - Develops group skills
Choose a method or strategy that you have learned about or observed during field experience.

1. Name of method or strategy:
   Showing Videos

2. When is this method or strategy useful?
   It helps the student to visualize the learning process

3. Why or how is this method or strategy useful?
   The Knowledge retention is higher. It kindles the curiosity of the student to gather more information on the topic

4. What are the steps involved in using this strategy or method?
   The student observes the film and works on the worksheet to complete the learning process on the topic. This is followed by comparisons and discussions. Every student is involved in the activity.

5. When would this method or strategy be useful in your setting?
   The students watch a film on the Egyptian civilization and are able to work on the worksheet. It will also break the monotony of the teaching process and the students will enjoy the visuals

6. What would you like other teachers in your school to know about this method or strategy?
   - This method can be easily used for teaching History
   - The knowledge retention is more
   - The worksheets can be easily prepared
   - The students find it interesting
   - Group skills developed
SHARED

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

1. Name of method or strategy:
   Carousel Feedback

2. When is this method or strategy useful?
   It is useful in written projects for students to develop critical thinking and communicative skills.

3. Why or how is this method or strategy useful?
   It is useful because it helps students reflect on their own work and to give and receive feedback on their work.

4. What are the steps involved in using this strategy or method?
   Teams rotate from project to project to give feedback to other teams.
   a. Teams stand in front of their own projects.
   b. Teams rotate clockwise to the next project.
   c. For a specified time, teams discuss their reactions to the other team’s project – no writing at this time.
   d. Person #1 records feedback on feedback form.
   e. Teacher calls time.
   f. Teams rotate, observe, discuss, and give feedback on next project. A new recorder is selected each round.
   g. Teams continue until each team rotates back to its own project or until the teacher calls time.
   h. Teams review the feedback they received from the other teams.

5. When would this method or strategy be useful in your setting?
   It would be useful to develop communication skills in my students, any time I want them to share information on specific topics, and whenever I want them to practice oral and written language, but most of all, every time I want them to reflect on their work.

6. What would you like other teachers in your school to know about this method or strategy?
   Carousel Feedback involves active learning, which is a general term for teaching and learning strategies that engage and involve students in the learning process. Research has shown that not everyone learns in the same way, so teachers must find ways, such as this strategy, to get to all students.
SHARED STRATEGY-2

YELENA PLAXINA- KAZAKHSTAN

1. **Name of the strategy.**
2. When is this method useful?
3. Why or how is this method or strategy useful?
4. What are the steps involved in using this strategy or method?
5. When would this method useful in your setting?
6. What would you like other teachers in your school to know about this method or strategy?

1. **Warm-up.**
2. This method is useful in the beginning of the lesson when you want to tune students for working wave and prepare them for the concrete topic you want to discuss.
3. This strategy is useful because it helps to motivate and intrigue students. It provides them with materials and information they can with connect with themselves thus their interest to the topic increases.
4. Usually there is a first activity connected with some visuals (pictures or a film) and a suggestion to guess what the lesson is about.
5. At my school breaks between lessons are very short so warm-up can help to switch from one subject to another.
6. Diverse types of activities, brain gyms, may be some psychological moment, e.g. which type of music helps to concentrate, etc.
1. Name of method or strategy:

Cooperative learning - Jigsaw

2. When is this method or strategy useful?

When teaching larger groups or groups with varying learning aptitudes

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

It breaks up the content into easy-to-tackle chunks and makes each group focus on a specific chunk. It addresses the whole topic in its entirety and enables a clear understanding of the Big Picture.

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

The students are divided into pairs or groups. Each pair or group has to read up or do research on a particular part of the topic and then answer questions that follow.

The teacher may or may not assign roles to the group members like group leader, Research leader, Secretary, Organizer, Presenter(s). It gets everybody involved; one person to read up, one person to write and another person(s) to present to the class.

The group will put down its findings/answers on a poster and give a presentation before the class.

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

This strategy would be useful to reach out to those students who are in general non-participatory in class, or who need the moral support of a group/team to come forward. It would encourage the normally participatory students to take charge of the performance of the team as a whole.

It is useful in developing leadership skill, speaking skill, teamwork skill, research, independence i.e. students working with the teacher directing, etc.

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

Other teachers would also be able to use this strategy to engage learners with different aptitudes and encourage the students to work and learn as a team.
MY INTERNSHIP

At

J.E.B. STUART HIGH SCHOOL

3301 PEACE Valley Lane

Falls Church, VA 2204

A Brief History:

J.E.B. Stuart High School was established in 1959. The school is named after the Confederate hero JEB, who hailed from Virginia, fighting in the American Civil War against the Federal army.

The school has chosen Red and Blue as their colors. They have Red days and Blue days and periods are according to the color of the day. They have a standard level curriculum and a separate curriculum for the advanced students. The class period is for 90 minutes.
Ms. Martinov, my Mentor joined school in 1976. She has grown along with the institution and took great pride in talking about her school. She is a warm person and made my internship comfortable and fruitful. She familiarized me with the Social studies curriculum, the teaching methodologies and teaching strategies.

The Social Studies curriculum:

**STANDARD LEVEL STUDENTS**

9th – World History I (Pre historic to Renaissance)

10th - World History II (Renaissance to Present)

11th - U.S. History

12th – U.S. Government

**ADVANCED PLACEMENT STUDENTS - AP**

9th - IB World History (Combined World History but mainly World History II)

10th - AP U.S. Government

11th - IB - History of the Americas (U.S and other western hemisphere countries for certain topics)

12th - Topics in 20th century World History

MY MENTOR MS. PAM MARTNOV
I was assigned to visit the school for eight days, 30th September to 30th October ‘09, twice a week. As I entered the portals of the school I was impressed by its imposing building. I, along with seven other teachers was warmly welcomed by the school authorities led by the Principal Mrs. Pamela Jones. I saw that each subject had a workroom where the chair of the department sits. It is a storehouse of the materials needed for the subject.

My mentor was Ms. Pam Martinov, Chair of social studies. I was taken to her room and was totally impressed by her work spot. It had a mini library, a computer with all its accessories and most importantly a kitchenette, well stocked. I saw that each subject work station had similar facilities. I visited and observed the social studies classes of Ms. Pam Martinov, Ms. Linda Lauderdale and Mr. Rogers, and Ms. Sherlie Scribner’s English literature classes.

The goal of any teacher is the all round development of his/her students. It is the methods and strategies to achieve the goal that varies from place to place - learning environment and of course the classroom environment. I found that it is in these aspects that there are vast differences between my intern school and my school back home.

I found the classroom set up at J.E.B. Stuart School conducive for learning. The following are displayed in the classroom:

- White screen for presentations
- Computer
- T.V for video shows
- White Board (all activities of the school, agenda and objectives of the lesson Are posted)
- many wall maps rolled up which can be pulled down easily
- Globe
- Bulletin boards which are covered with charts, posters, and relevant Materials
- Teacher’s corner-: which consisted of her/his work area with a small library, a Computer and a printer, stationary items and lockers
- Medical kit, including tissue papers and hand sanitizer
Once the students come to the class, all the materials for the class activities are available in the class. Any extra materials, the teacher brings them into the class in a trolley. The classes are for 90 minutes!

I had the opportunity to observe the classes and these are my observations. It was a history class on Mesopotamian Civilization. I noticed the white board and the objectives of the lesson were written. Also all the activities for the day and the week was written. At 9.00 a.m. the entire school takes a pledge on their country and saluting the flag which is hung prominently in each class. Constant announcements were made. The teacher used the smart board while explaining the topic. She constantly asked questions eliciting answers from the students. At the end of it worksheets were distributed and the students worked in groups. Each student read a paragraph to strengthen their reading skills. The teacher used the following strategies:

- Each student reads a paragraph. A ball is thrown to the student who has to read.
- Worksheets given along with a crossword puzzle (group activity)
- Video show on the Civilization
- A game played on similar lines that was played in the ancient times

Some of the strategies which I observed were (I have incorporated some in the Lesson Strategies of my portfolio):

- Show and Tell: With the help of an encyclopedia the Renaissance artists were explained
- Wall maps constantly used to reinforce the learning
- A video shown on the civilization
- Quiz
- Use of smart board
- Use of electronic globe with a built in set of questions
- Worksheet activities
- Work station activities
- Using Venn diagram and T chart
- Oral ticket out door (3-2-1 strategy)
- Warm up
- Anticipation guide
- Color coding
- Graphic organizer
- Word wall

**Teaching History in Class 12th IB:**

Taking the class was an enriching experience. I was at first overwhelmed with all the activity oriented teaching in my earlier observations of the classes. I had to take ‘World I and India’, in Ms. Martinov’s class since they had just completed the World War I. I prepared a power point presentation (I am attaching the lesson plan). The same lesson I took in Mr. Rogers’ class where they too had completed World War I.

I also had to take an emergency English literature class of Ms. Sherlie Scribner on Rig Vedic hymns and Ramayana. I could prepare a power point presentation for Ramayana. Unfortunately I could not explain in depth in just one period.

The students listened with interest and asked many questions which I was able to answer with satisfaction. Many took notes during the class. To familiarize the students with Indian names I used the white board to write down all what was unfamiliar to them.

**TEACHING SESSIONS**
LESSON PLAN

Intern: Lakshmi Ravindran

School: J.E.B. Stuart High School

Grade: 12th IB

Date: 10/16/09

Topic: World War I 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.
One of the defining moments of my internship in the school was my visit to **West Potomac Academy**. It offers advanced and specialized programs in Criminal Justice, Fashion Design, Graphic Design, Early Childhood Careers, Medical Health Technologies and Dance. Some students from J.E.B. Stuart School go for training for two hours as they could be equipped with skills so that they can take up a job after their schooling. The Academy offers the best facilities with the latest technology to the students.

**During my Internship I found the following differences:**

<table>
<thead>
<tr>
<th>J.E.B. Stuart High School</th>
<th>My School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom strength is around 15-20</td>
<td>1. The strength is around 30 in a class</td>
</tr>
<tr>
<td>2. The classroom desks are arranged in such a way that group activities can be conducted</td>
<td>2. The desks are heavy, crowded class, so not possible</td>
</tr>
<tr>
<td>3. The children come to the class</td>
<td>3. The teacher goes to the class</td>
</tr>
<tr>
<td>4. The class has all the teaching materials</td>
<td>4. The teacher has to bring the Materials to the class</td>
</tr>
<tr>
<td>5. Activity based teaching</td>
<td>5. Content based teaching</td>
</tr>
<tr>
<td>6. Use of technology extensive</td>
<td>6. Not extensively used</td>
</tr>
<tr>
<td>7. 90 minute period</td>
<td>7. 40 minute period</td>
</tr>
<tr>
<td>8. Curriculum flexible for all classes</td>
<td>8. Curriculum fixed specially for the 10th, 11th and the 12th</td>
</tr>
<tr>
<td>9. Textbooks are one of the teachings Material</td>
<td>9. We take lessons from the textbook</td>
</tr>
<tr>
<td>10. Standards in the syllabus moderate</td>
<td>10. Standards in the syllabus very high</td>
</tr>
<tr>
<td>11. The children go to the classes according to their level in a subject</td>
<td>11. All levels of children sit in class and they all go the next class after Writing their 3 term exams</td>
</tr>
<tr>
<td>12. The students do not wear a uniform</td>
<td>12. Students in India wear a uniform</td>
</tr>
<tr>
<td>13. Students are disciplined in the class</td>
<td>13. We face problems in this front</td>
</tr>
<tr>
<td>14. The school is a Public School</td>
<td>14. Our school is a Private school</td>
</tr>
</tbody>
</table>
Looking back at my experiences at the George Mason University I have realized that there are numerous gaps in my teaching career. Creating my Professional Portfolio has helped me to identify the areas that I have to develop. The most important area on which I want to reflect upon is the Teacher Leadership for change. My goal is to be that person, who becomes the catalyst for change.

In the course of my training I have been exposed to various teaching methodologies using Backward Design model, LEARN model (Link, Engage, Activate, Reflect, and Next Steps), Frayer model, Graphic organizers and numerous strategies for effective teaching. To implement these into our learning environment I believe that I must be an agent for change.

The above diagram has helped me to understand the steps essential to achieve my goal. The first step is to be aware of the Multiple Intelligences that are within the teacher and the student. So accordingly the entire teaching–learning process is focused.

Next would be to understand ourselves, by being aware of the type of person you are. I have realized that I am Conventional by nature (according to the Life Style Inventory) and I would like to pattern my style to the Affiliative and slowly work my way to being a confident and self reliant person.
When I go back I would like to be a Teacher agent of change. With the cooperation of my management and my peers, I hope to bring about a conducive atmosphere for effective teaching. So a vision and a mission have to be evolved and an Action plan to be mapped. In the journey to achieve my GOAL, I have to find solutions to the numerous questions that pop up:

- What is the project that you plan to work on?
- What is the goal?
- What is the time frame?
- How will success be measured?
- What are my convictions and beliefs and how do I act on it?
- What do I know about change and how to tackle implementation dip?
- How to work with my peers and what style should I approach?
- Do others know that I care?
- How does knowledge gets shared within the school?
- How do I get coherence to the organization?
- How to create a Professional learning community (PLC) and how can the PLC enrich the Learning of the students?

Finding solutions to these questions will be my top priority.
What an impressive array of teachers! Teachers from 21 different countries coming together with a single purpose-To enhance TEACHING SKILLS. Our two day program at Washington was the beginning of what was to come later. What an intermingling! There were 104 teachers and a bombardment of cultural exchange. The Washington stay was an ice breaker. By the end of the program I became familiar with the U.S education system and was able to compare it with our own system back home. The teaching goals are universal.

The binder which was given to us contains the profile of the teachers participating in the TEA program. It also contains their country profile. This has helped me to understand and appreciate the cultural values of the participating countries. As a History teacher I am very much interested in people to people exchange. The historical backgrounds of these countries are fascinating.

At the George Mason University, we 26 teachers got to know well. I came to know about their school culture, their expectations and their career path. I discovered that a thread was connecting all of us. We encounter problems that are similar like, battling student indifference, trying out innovative methodologies, a high teacher-student ratio in the class, finishing the portions for the academic year and preparing the students for their Board Exams. However I also experienced that we teachers are highly committed. That is why we are enthusiastic about the TEA program.

At the personal level, I am sharing the hotel room with a teacher from Kazakhstan and it’s been a unique experience. I never dreamed that I would meet someone from that country. I got to learn a lot on Kazakh culture. Their national food is the “Horse Sausage”! I also learnt that India and Bangladesh share a great deal of culture. We teachers have mingled with each other as a group and there is a strong bond between us. As we take leave, we promised each other to be in touch and exchange our ideas. THANK YOU TEA

The following are the countries whose teachers were at the George Mason University:

2. Bangladesh  7. India
3. Cambodia  8. Kazakhstan
5. Georgia  10. Uzbekistan
OUR ESCAPADES FROM THE RIGOURS OF TEA PROGRAMS

26th September: Our visit to Dr. Sherry Steeley’s house was an icebreaker. It was meant to acclimatize us to the new environment (We had just arrived at the GMU on 24th September). The brunch at Dr. Steeley’s residence was relaxing. Her husband, Mr. Jeb Mann and their son Harry welcomed us warmly. Though it was raining outside, the atmosphere inside was warm and caring. The brunch was excellent. The 26 teachers came to know each other well. We realized that for the next 40 odd days we were to be a part of a large family of teachers. We had a lovely time singing our favorite songs. We rounded up our visit with a trip to a shopping mall. Though it was drizzling (we did not have an umbrella) we had a lovely time.

3rd October: Dr. Farnoosh Shahrokhi had invited us for a lunch at 12.00 noon and we were eagerly waiting for a break in our schedule. However the cabs came late and we arrived at her residence late with our stomachs growling. The minute we stepped out we were greeted warmly by her entire family which included her husband, parents and mother-in-law. Her daughter Ida specially captured my heart. They embraced the teachers tumbling out of the taxis.

The lunch was superb and Dr. Farnoosh was thoughtful of serving vegetarian dishes to us three Indians. There was lot of entertainment. Ida kept us thoroughly engaged chattering all the time. Dr. Farnoosh’s husband Dr. Guerami amused us with his witty comments. Once again many teachers sang. Our hosts graciously ferried the entire gang to the Tyson’s corner. We were bowled over by all the hustle and bustle and the glitter.

10th October: Trip to Baltimore and Old town Annapolis. It was an exciting journey to Baltimore arranged by the IREX. The minute we entered Baltimore, we could feel its history enveloping us. The Inner Harbor and its surroundings was a picture postcard of an era of adventures and explorations. The street performances were amusing and entertaining. The National Aquarium was a treasure house of sharks, dolphins, ray and tropical fishes. There were nearly 16,000 creatures in their
natural habitats. A walk through a rain forest and Australian habitat was enriching. But the crowning show was the Dolphin show. I was amazed to see the Dolphins in action. Such intelligent animals!

We then visited Annapolis the capital of Maryland. A 300 year old city! I was taken in by the colonial style houses. It has so much of history. It includes the homes of all four Maryland signers of the Declaration of Independence. The shopping malls were quaint and filled with artifacts. The entire program was arranged by the Steeley family. Once again they were a gracious host.

21st October: **Trip to Philadelphia.** The entire trip was arranged by The Robinson Secondary School. We 26 teachers were as eager as the school children of the Robinsons. Ms. Megan Garnett organized the entire trip. As we approached Philadelphia, I could sense that the city was steeped in History.

The Liberty Bell exhibit was enchanting and I could understand why the Americans are still inspired by it. The National Constitution Center with its 360° theatre gave a detailed history and the working of the American Constitution. The tour of the Independence Hall transported us to the era of the Founding Fathers of the U.S.A. It was a very satisfying tour.

For the school children of the Robinson high school, it was an educational trip. They were given a booklet which they had to fill up after observing the various exhibits. I observed that the students were meticulous in collecting the information and completing their tasks. I now realized that a field trip could be used as a learning strategy.

23rd October: **Tea at Ms. Pam Martinov’s house.** As usual we arrived at the J.E.B. Stuart High School at 8.00 am. At 8.45 am. We eight teachers visited my mentor Ms. Pam Martinov’s house for Tea. Ms. Veronika Capon accompanied us. It was a cozy get together. Ms. Martinov’s house was warm and welcoming. Her dog gave us a boisterous welcome.

Later Ms. Ruth Dejong and Ms. Anne Nowrouz took us shopping to a teacher’s shop called SCHOOL BOX. It was a fascinating display of teaching materials for both the teachers and the students. We were then taken to TARGET and JMAX. We were then treated to smoothies at STARBUCKS. The J.E.B. Stuart teachers were gracious hosts.
24th October: Trip to Mount Vernon, Alexandria, Virginia. The trip was arranged by Dr. Shahrokhi and it was enjoyable and educational. The weather was pleasant which made the tour entertaining. I could see History come alive as I walked through the mansion of George Washington which was called the “Mansion House Farm”. It is a 2-1/2 story, 20-room mansion with a total area of nearly 8,000 acres. The river Potomac formed a charming background. The entire estate is well maintained and preserved exactly as it existed then. As I walked through the rooms (which has been preserved in exactly the same way as it was then), I could visualize George Washington, his wife Martha, the guests who constantly visited him, his children and later grand children running around, and the slaves quietly. The films on George Washington set the tone and feelings of awe and wonder at the start of our tour. Though we could not completely cover the entire estate we could sense the greatness of George Washington.

28th October: Visit to Sherando High School. A group of 13 teachers including me were taken to the school which was arranged by Dr. Shahrokhi. The school is situated in Stephens City under the Fredrick County Public School in South West Virginia. The trip through the countryside was enchanting. The management led by the Principal Mr. John H. Nelson welcomed us warmly. We were taken on a tour of the school and it was impressive. We were treated to a choir singing by the students of the music department. The trip was memorable.

31st October: Visit to the Smithsonian Institute and George Town. The visit to the institute was wonderful. I visited the Holocaust museum and the Natural History museum. The former is a grim reminder of the human nature at its worst. The Natural History Museum enlightened me on the plant and the animal world. George Town erupted to the Halloween spirit and I was enveloped into that atmosphere. I hadn’t seen such weird costumes in my life.

1st November: Visit to Ms. Megan’s parents house. She invited the 7 social studies teachers for dinner at her parents’ house. We were treated to a traditional American dinner. Mr. and Mrs. Garnett and Ms. Megan were such gracious hosts that this outing was an icing to our TEA program.
I would like to thank the following organizations and resource persons who have given me an excellent platform to enhance my teaching skills. Each and every one has contributed in making my stay enriching, memorable and comfortable.

1. The USIEF  
2. The IREX officials  
3. George Mason University  
4. Dr. Sherry Steeley  
5. Dr. Farnoosh Shahrokhi  
6. Dr. Woody Beverly  
7. Dr. Rebecca Fox  
8. Dr. Bev Shaklee  
9. Dr. Marjorie Haley  
10. Dr. Christopher Johnston  
11. Ms. Megan Garnett  
12. Ms. Cara Bremer  
13. Ms. Svetlana Filiatreau  
14. J.E.B. Stuart High School  
15. Ms. Pam Martinov  
16. All the teachers who have helped me  
17. Comfort Inn Hotel (which was my home at Fairfax)
PHOTO GALLERY

SEMINAR ACTIVITY

A SEMINAR

OUR COMPUTER LAB