

Teaching Portfolio

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Gegelidzeebi's Secondary School

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How I teach

“Adapt or die,” I think it is also something that applies to every profession on this Earth and teaching especially. My teaching philosophy in general encompasses four separate ideas.

The first is preparation, because without it you cannot lead your students towards the goals you want them to achieve. The second is a complete and utter respect within the classroom, both for you as a teacher and as a teacher towards your students. The third is improvisation, which in my opinion is quite possibly the most important tool a teacher needs to develop, because teaching, especially a dynamic language like English, requires a lot of adjustment and change. There is no lesson that I have ever taught that didn't require a little bit of change and most of the time you don't get it right the first time. The fourth is patience. I think far too often I as a teacher am too eager to get my students to achieve some sort of goal that I often fail to see the need in slowing down and letting my students figure something out in their own time.

I am not a teacher who believes in perfection, nor do I believe in yelling at students who have lost their way. What I do teach and sometimes fail at teaching is communication. I believe that grammar and vocabulary and structure are necessary, but I think they only work when put into the greater picture of being an effective communicator.

For me, teaching is all about getting your students to believe that they don't need you anymore. As a teacher I try to make my students think for themselves through various games and activities in and outside the classroom.

Mostly though, I try to teach them to be able to communicate with each other and answer questions instead of writing down scripted answers. To me, English as a language is imperfect, and to take a perfect approach where there is only one correct answer to every question just doesn't work that well in my opinion.

I also believe that as a teacher it is my job to learn as much from my students as they do from me. And when it all falls apart and I'm stuck with that one student who can't seem to learn anything, it is also my job to be the one who cares. I've experienced this part first hand and it wasn't always easy letting my student fail, because I knew it would be harder to get him back, but being afraid of failure is something that a teacher shouldn't fear. Of course, I do my best to get my students to succeed, and set the bar as high as possible because I believe they can reach it, but teaching your students that they will always be right is something that I think is detrimental to the learning process.

My teaching philosophy is really quite simple. First, let your students take control of their education by allowing them to do most of the work. Second, make sure you have an equal relationship with your students where they understand what can and can't be done and you understand things can take a little bit of time. And third, don't be afraid to change course when things just aren't going to plan.

Ultimately as a teacher, it is my job to adapt to the needs of the classes and the individual students within them, or face the consequences of them not achieving everything I set out for them to achieve.

My ultimate goal as teacher is to make sure my students feel confident about what they know, and are able to move on without my assistance in the future.

Teaching History

My teaching history in Georgia includes teaching grades 1st-6th at Gegelidzebi's Secondary School in the village of Gegelidzebi. I taught 1st and 3rd classes together as well as 2nd and 4th classes together. 5th class and 6th class were taught separately. In my 2nd-3rd classes we finished the 1st English World book. Our main modes of instruction were lecture, translation from Georgian to English and in class activities. My teaching role in my 2nd-4th classes was to assist my co-teacher when necessary and lead the class in games and activities. I was also in charge of reading and pronunciation activities and let my co teacher lead most of the lessons. I was also the test writer for our lessons.

In my 1st class, I was the primary teacher because they were combined together with my 3rd class. I planned the lessons, made the materials and wrote the tests. My co teacher assisted me with translations and getting the students on track but I was the main teacher of the class while my co teacher taught our 3rd class.

In my 5th and 6th classes I was also the primary teacher. I wrote most of the lessons, tests, and activities and my co-teacher helped out with ideas and teaching the class. Usually, I would lead the class for the first 15 minutes and then we would divide the class into two groups for various workbook activities and games that would take place. My co-teacher also helped out with translating all of the vocabulary that I would write on the board.

In my 5th and 6th classes we tried to incorporate many different types of instruction since it was easy for our students to get bored. Generally it was a mix of lectures, activities and games, workbook activities and then review.

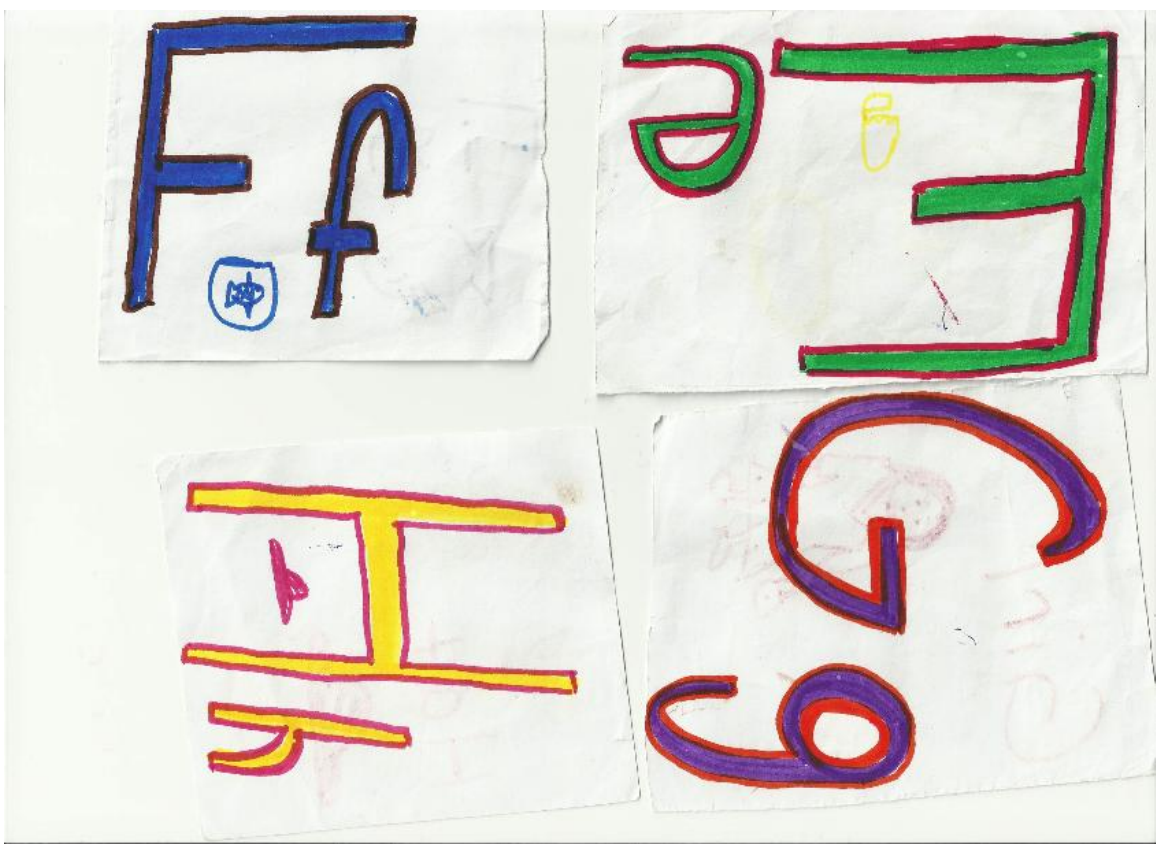
Class Chart

<i>Class</i>	<i>English World Levels</i>	<i>Modes of Instruction</i>	<i>Teaching Roles</i>	<i>Number of Students</i>
1 st	1 st level units 1 -3	Lecture, Games and Activities, Tests, Translation	Primary teacher – Secondary teacher assisted with general comprehension and lexicon	3
2 nd	1 st level units 1 - 12	Lecture, Games and Activities, Discussion, Tests, Translation	Assistant – I generally taught the games and activities and did listening and reading exercises.	4
3 rd	1 st level units 1- 12	Lecture, Games and Activities, Discussion, Tests, Translation	Assistant – I generally taught the games and activities and did listening and reading exercises.	2
4 th	1 st level units 1- 12	Lecture, Games and Activities, Discussion, Tests, Translation	Assistant – I generally taught the games and activities and did listening and reading exercises.	4
5 th	1 st level units 1- 12 2 nd level units 1- 12	Lecture, Games and Activities, Discussion, Tests, Translation, Projects	Primary teacher – I composed most of the lesson plans and materials.	6
6 th	1 st level units 1- 12 2 ⁿ level units 1- 12	Lecture, Games and Activities, Discussion, Tests, Translation, Projects	Primary teacher – I composed most of the lesson plans and materials.	5

Teaching Methods

2nd class – Alphabet practice. We used this alphabet to not only practice the alphabet and which words go with each letter, but we also used the individual letters to teach our students how to spell the words on the back of the cards.







6th class – Board game practicing questions about you and your family.

What is your mother's name?	What is your father's name?	Do you have a sister?	What is your favorite lesson?	What do you like to eat?	What do you like to drink?	What is your name?		Who is your friend?
Do you have a brother?	What is your favorite season?		What do you like to drink?					How old are you?
Where do you live?	How are you?							
How old are you?	Which lesson do you not like?							Where do your parents work?
What is your name?								
		How old are your brothers and sisters?	When is your birthday?	What is your favorite lesson?	Where do you live?		How old are you?	

5th and 6th class – Crossword puzzle, which reviewed the first English World book.

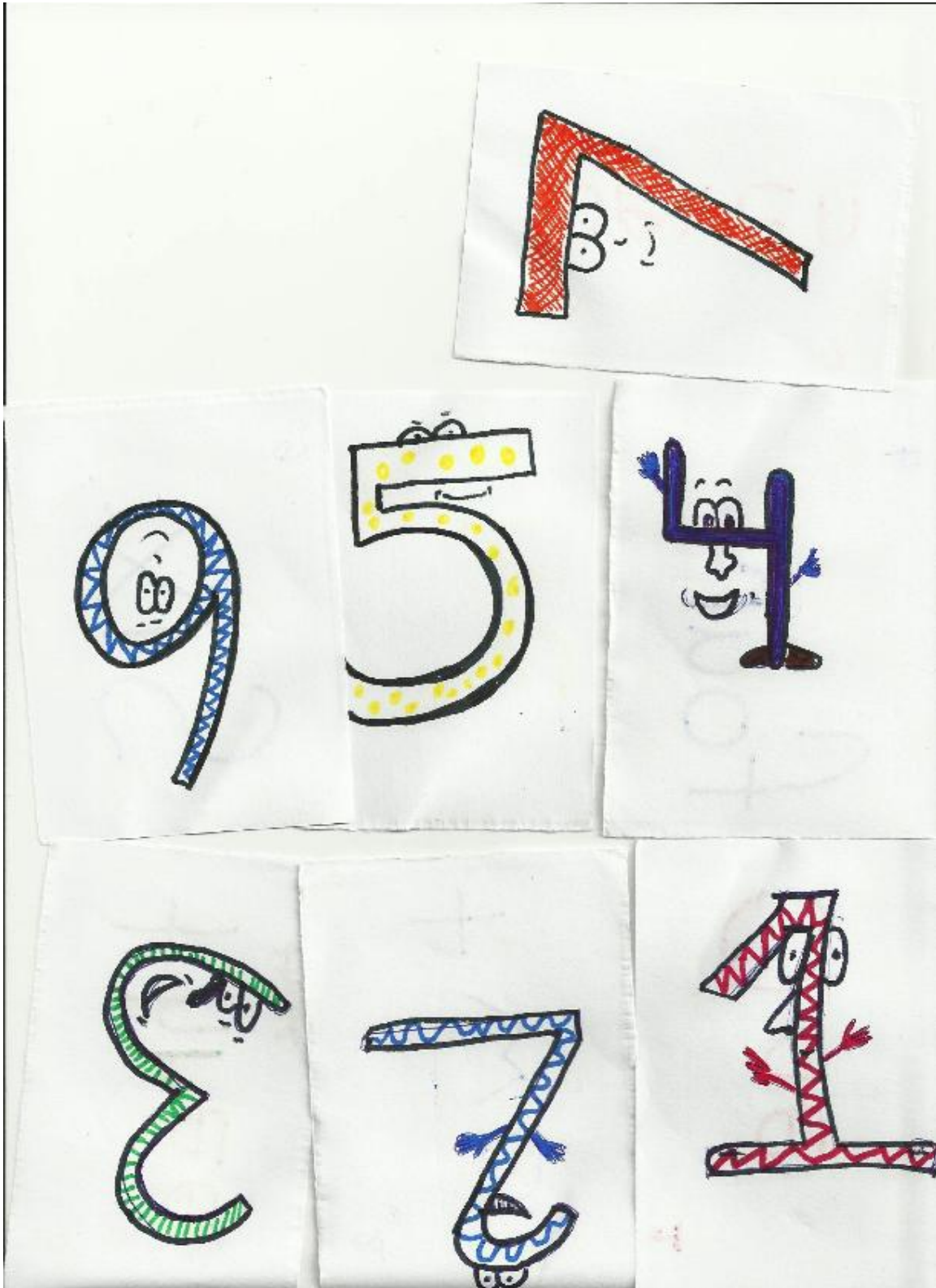
Down ↓

- 1) This is something you eat when it is hot.
- 2) In Georgia you call him Dad.
- 3) It can swim. FISH
- 4) It is a color that starts with the letter O.
- 5) I am a school. SCHOOL
- 6) This is my job and it starts with a M.
- 7) This number comes after six.
- 8) Apples are not big, but they are SEVEN.
- 9) We live on the EARTH.
- 10) What color is an apple?

Across →

- 1) In Georgian it is ჭაჭა.
- 2) I have got a blue flower.
- 3) It is a red fruit.
- 4) Your eyes.
- 5) She is not a boy, but a girl.
- 6) You wear these shoes when you play football. SOLES
- 7) Lionel Messi likes to play this game.
- 8) I live in Gogelidzebi.
- 9) The sun is very hot today.
- 10) It is orange and starts with the letter C.

2nd class – Numbers practice. This activity was used to learn and practice counting and saying the numbers 1-10.



7
Seven

4
four

5
five

6
Six

1
One

2
two

3
~~three~~
three

Assessment of student learning

5th and 6th class final test

Complete the alphabet

Aa _____ Cc _____ Ee _____ Gg _____ Ii _____ Kk _____ Mm _____

Oo _____ Qq _____ Ss _____ Uu _____ Ww _____ Yy _____

Name:

Date:

Class:

/15

Listening – Write the correct name in the blank.

- 1.) I am holding my kite. Who am I? _____
- 2.) It is not snowing. I have got a hat. Who am I? _____
- 3.) It is cold. I am playing in the garden. Who am I? _____
- 4.) It is sunny. I am eating an ice cream. Who am I? _____
- 5.) It is not sunny. I am holding an umbrella. Who am I? _____

/5

Amy
Tom
Jill
Harry
Betty
Max

Complete the sentences with a or an.

- 1.) I have got ___ black cat.
- 2.) Is it ___ car?
- 3.) She is eating ___ apple.
- 4.) We are singing ___ song.
- 5.) It is raining. I have got ___ umbrella.

/5

Vocabulary

/5

- 1.) It is a _____ car.
a.) fast b.) happy c.) cold
- 2.) I have got blue _____.
a.) eyes b.) ies c.) cat
- 3.) There are eight _____ at school.
a.) children b.) snowmen c.) bananas
- 4.) My bag is _____ the table.
a.) in b.) under c.) 0
- 5.) I have got one _____ and two sisters.
a.) red b.) brathor c.) brother

Read the text and answer the questions.

My name is Lily. This is my room. It is big. I have got a bed. It is blue and green. I have got a box. My toys are in the box. I have got three dolls and I have got one teddy. I have got a lamp. It is green. It is on the blue table. I have got a computer and I have got five computer games. They are on the green desk. I have got a chair. It is blue. I have not got a TV. There is one shelf in my room. There are two photos on the shelf.

Choose yes or no for each sentence.

/5

- | | |
|--|-----|
| 1.) Lily has a big room | Yes |
| | No |
| 2.) Lily has got seven dolls. | Yes |
| | No |
| 3.) Lily's lamp is on the red table. | Yes |
| | No |
| 4.) Lily has got five computer games in her room | Yes |
| | No |
| 5.) There are four photos on Lily's shelf. | Yes |
| | No |

Write the following sentences into Georgian

/5

- 1.) Is it a teddy? No it isn't. -
- 2.) It is a plane. It is big. It is white and red. -
- 3.) Sam and Amy are thinking.
- 4.) Listen! The birds are noisy!
- 5.) The boy is wearing shorts and the girl is wearing a pretty skirt.

Answer the questions

/10

- 1.) What is your name ? -
- 2.) How old are you? -
- 3.) What do you like to eat? -
- 4.) Do you have a brother or a sister? -
- 5.) Can you sing? -
- 6.) When is your birthday? -
- 7.) What do you like to wear in the summer? -
- 8.) What time do you get up in the morning? -
- 9.) What do you do after school? -
- 10.) How many boys are in this class? -

4th class final test

Complete the alphabet

Name:

Date:

Aa _____ Cc _____ Ee _____ Gg _____ Ii _____ Kk _____ Mm _____

Class:

Oo _____ Qq _____ Ss _____ Uu _____ Ww _____ Yy _____

/15

Listening - Write the correct name in the blank.

/5

- 1.) I am holding my kite. Who am I? _____
- 2.) It is not snowing. I have got a hat. Who am I? _____
- 3.) It is cold. I am playing in the garden. Who am I? _____
- 4.) It is sunny. I am eating an ice cream. Who am I? _____
- 5.) It is not sunny. I am holding an umbrella. Who am I? _____

Amy
Tom
Jill
Harry
Betty
Max

Complete the sentences with in, on or under.

- 1.) The teddy is _____ the bed.
- 2.) The computer is _____ the desk.
- 3.) The computer is _____ the desk.
- 4.) The boat is _____ the box.
- 5.) The train is _____ the chair.

/5

Complete the sentences with a or an.

/5

- 1.) I have got ___ black cat.
- 2.) Is it ___ car?
- 3.) She is eating ___ apple.
- 4.) We are singing ___ song.
- 5.) It is raining. I have got ___ umbrella.

Vocabulary

/5

- 6.) It is a _____ car.
a.) fast b.) happy c.) cold
- 7.) I have got blue _____.
a.) eyes b.) ies c.) cat
- 8.) There are eight _____ at school.
a.) children b.) snowmen c.) bananas
- 9.) My bag is _____ the table.
a.) in b.) under c.) 0
- 10.) I have got one _____ and two sisters.
a.) red b.) brathor c.) brother

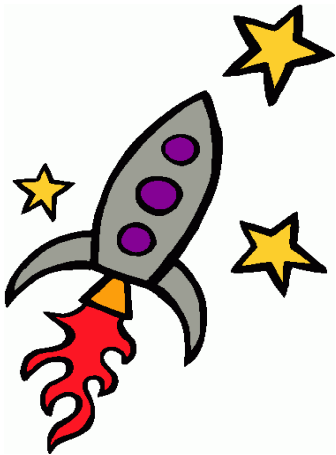
Look! Listen!

space rocket moon stars

can fly can see count

noisy fast beautiful white

/10



Look! _____

Listen! _____



_____!

_____!

Read the text and answer the questions.

My name is Lily. This is my room. It is big. I have got a bed. It is blue and green. I have got a box. My toys are in the box. I have got three dolls and I have got one teddy. I have got a lamp. It is green. It is on the blue table. I have got a computer and I have got five computer games. They are on the green desk. I have got a chair. It is blue. I have not got a TV. There is one shelf in my room. There are two photos on the shelf.

Choose yes or no for each sentence.

/5

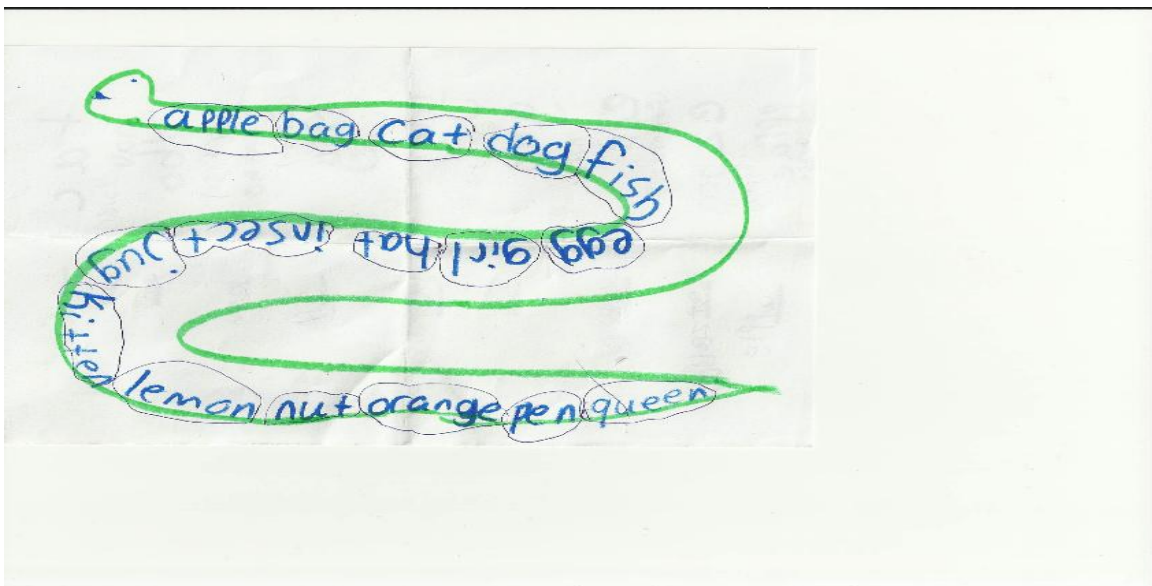
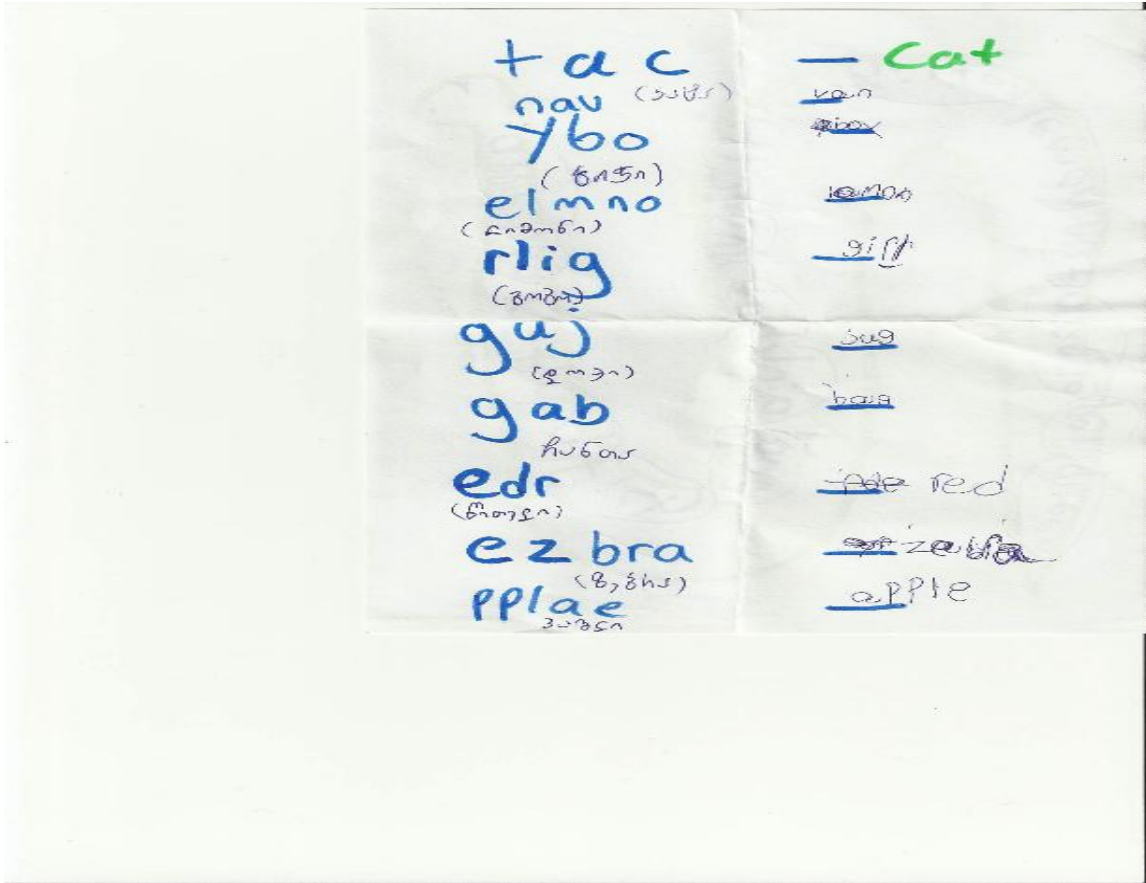
- | | |
|--|-----|
| 1.) Lily has a big room | Yes |
| | No |
| 2.) Lily has got seven dolls. | Yes |
| | No |
| 3.) Lily's lamp is on the red table. | Yes |
| | No |
| 4.) Lily has got five computer games in her room | Yes |
| | No |
| 5.) There are four photos on Lily's shelf. | Yes |
| | No |

Write the following sentences into Georgian

/10

- 1.) Is it a teddy? No it isn't. -
- 2.) It is a plane. It is big. It is white and red. -
- 3.) Jimbo is a happy clown. -
- 4.) I am eating an ice cream -
- 5.) How many cakes are there? -
- 6.) There are four cakes. -
- 7.) Listen! The birds are noisy! -
- 8.) The small flowers are yellow and purple. -
- 9.) The book is on the table. -
- 10.) It is hot and sunny. -

1st class test



5th class English World book 1 final test

87/100

8

Name: Nika
Date: 06.02.22
Class: V

Match the English and Georgian words together.

- | | |
|----------------|-----------|
| 1.) apple | საფურცელი |
| 2.) fish | მანქანა |
| 3.) singing | საფარი |
| 4.) jug | საფარი |
| 5.) eat | საფარი |
| 6.) white | საფარი |
| 7.) yellow | საფარი |
| 8.) black | საფარი |
| 9.) teddy | საფარი |
| 10.) pencil | საფარი |
| 11.) fast | საფარი |
| 12.) drink | საფარი |
| 13.) plane | საფარი |
| 14.) short | საფარი |
| 15.) clown | საფარი |
| 16.) long | საფარი |
| 17.) happy | საფარი |
| 18.) ice cream | საფარი |
| 19.) sweets | საფარი |

+30

-10

Fill in the blanks. Girl

- | | | |
|--------------------------------|--------------------------------|---------------------------------------|
| 20.) carr <u>o</u> ts | 27.) ki <u>t</u> che <u>o</u> | 34.) fl <u>y</u> |
| 21.) b <u>e</u> ans | 28.) chi <u>l</u> dren | 35.) e <u>ar</u> t <u>h</u> |
| 22.) b <u>i</u> rd | 29.) br <u>o</u> t <u>h</u> er | 36.) b <u>e</u> au <u>t</u> iful |
| 23.) g <u>o</u> rd <u>e</u> en | 30.) m <u>o</u> th <u>e</u> r | 37.) j <u>s</u> <u>u</u> n <u>o</u> y |
| 24.) sk <u>e</u> | 31.) b <u>e</u> d | 38.) wi <u>l</u> dy |
| 25.) no <u>i</u> sy | 32.) r <u>e</u> ll | 39.) sn <u>o</u> wi <u>ng</u> |
| 26.) h <u>e</u> dr <u>o</u> om | 33.) l <u>o</u> ok | 40.) <u>o</u> lay |

+29

Write the number next to the number. Ex: 2 - two

- 1.) 1 - one
- 2.) 3 - ~~three~~
- 3.) 5 - five
- 4.) 8 - eight
- 5.) 9 - nine
- 6.) 10 - ten
- 7.) 12 - twelve
- 8.) 13 - ~~thirteen~~
- 9.) 17 - seventeen
- 10.) 20 - ~~twenty~~

-3

How many are there? (There is... There are...) Ex: 2 bags - There are 2 bags.

- 1.) 3 apples - There are ~~three~~ apples.
- 2.) 1 cake - There is ~~one~~ cake.
- 3.) 5 lemons - There are ~~five~~ lemons. -1/2
- 4.) 7 cars - There are seven cars. -3
- 5.) 10 boys - There are ten boys. -1/2
- 6.) 1 sun - There is ~~one~~ sun. -1/2
- 7.) 13 lollipops - There are ~~thirteen~~ lollipops.
- 8.) 2 cats - There are two cats. -1/2
- 9.) 20 grapes - There are ~~twenty~~ grapes.
- 10.) 1 snowman - There is ~~one~~ snowman.

What is it? Is it blue, green, red, white, black, pink, yellow, orange, grey brown.

Ex: Yes it is a computer. It is blue.

- 1.) It is ^a teddy. It is orange. -1/2
- 2.) It is ^a computer. It is pink. -1/2
- 3.) It is ^a cat. It is pink. -5
- 4.) It is ^a boy. It is blue. -1/2
- 5.) It is ^a girl. It is red. -1/2
- 6.) It is ^a fish. It is ~~big~~. -1/2
- 7.) It is ^{an} ice cream. It is ~~black~~ and red. -1/2
- 8.) It is ^{an} apple. It is red. -1/2
- 9.) It is ^a cat. It is green. -1/2
- 10.) It is ^a shoe. It is blue.

Dialogue: 13/15

Reading: 15/15

Assessment of Teaching

5th class grades from 16/02/12 – 21/02/12

	<i>16/02/12</i>	<i>18/02/12</i>	<i>Test</i>	<i>20/02/12</i>	<i>21/02/12</i>	<i>Test</i>
<i>Ilia Dumbadze</i>	9	10	8	9	10	8
<i>Nika Dumbadze</i>	6	10	9	9	9	8
<i>Teona Beridze</i>	10	10	8		10	9
<i>Mariami Kekelidze</i>	9	10	8	10		9
<i>Besiki Diasamidze</i>	9			10	10	9
<i>Ganade Davitadze</i>	3	9	8	8	5	

Teacher Review

- 1.) Give the class a grade from 1- 10. 10
- 2.) What did you like? *I liked the book*
- 3.) What did you not like? *I didn't like all the reading.*
- 4.) What would you change? *I want more lights in the class.*

- 1.) Give the class a grade from 1- 10. 10
- 2.) What did you like? *I liked all of the activities and games.*
- 3.) What did you not like? *I didn't like the tests.*
- 4.) What would you change? *Less tests.*

- 1.) Give the class a grade from 1-10. 9
- 2.) What did you like? *I liked the banana song and the games.*
- 3.) What did you not like? *The tests and noisy students.*
- 4.) What would you change? *The tests.*

Teaching Reflection

I think that it is hard to quantify my success in the short time I have been teaching at my school in Georgia. However, I have seen significant improvements in my students ability to communicate and critically think by asking meaningful questions in the classroom. When we first started out I wasn't sure how long it would take to just learn the basics like the alphabet. In my fifth and sixth classes, it was quite fast. After about one week, we had mastered the alphabet and by the end most of the words that the book wanted us to learn. In my 2nd,3rd and 4th classes, things were a little different. We took almost one month to get through the alphabet, but when we did get through it, my students were not only able to read and right it, but they were also able to write words with the letters, which I felt was a great success.

I think my greatest success in the classroom was getting my students to be effective communicators and critically think about the English language outside of what was presented in the book. We started by just learning a few phrases like How are you? and What is your name? and every class we would practice them together. By the end of the first semester, my students were able to ask each other and me these questions every time we had a class. It no longer became just an exercise of repetition, but something that my students would do for fun. And as we went along, we kept building on the dialogue they already knew. Sometimes they would come to class and ask how to say something in English, or if what they were saying was correct.

In my fifth class we started a dialogue about how every day I would speak to the President of Georgia. They would come to class wanting to know what me and the President had talked about the previous day, and at first they would only ask me in Georgian until I told them that I would only answer their questions if they were in English. Now we're at the point where they happily ask me questions in English, and I try to answer their questions, even though sometimes they're at the expense of the lesson that is meant to be taught.

I think that my biggest failure is not always being prepared. Sometimes I will admit to just phoning in a lesson because I'm just not in the right frame of mind to be an effective teacher that day. Other times, I'm not strict enough with my students and let them have too much freedom in the class. I try my best to reflect on my mistakes and make some sort of change but it's not always easy to remember when you've messed up.

Right now I am happy with where most of my students are. Yes there are one or two who have fallen through the cracks and I'd like to think I did my best to help them. The majority of my students have far exceeded my expectations and continue to amaze me and excite me with the dialogues we have together and the questions they keep coming up with to stump me.

So if you asked me how well I am doing as a teacher, I would say I'm doing okay, but there is still a lot of room for improvement, and even more room to learn from the teachers around me.