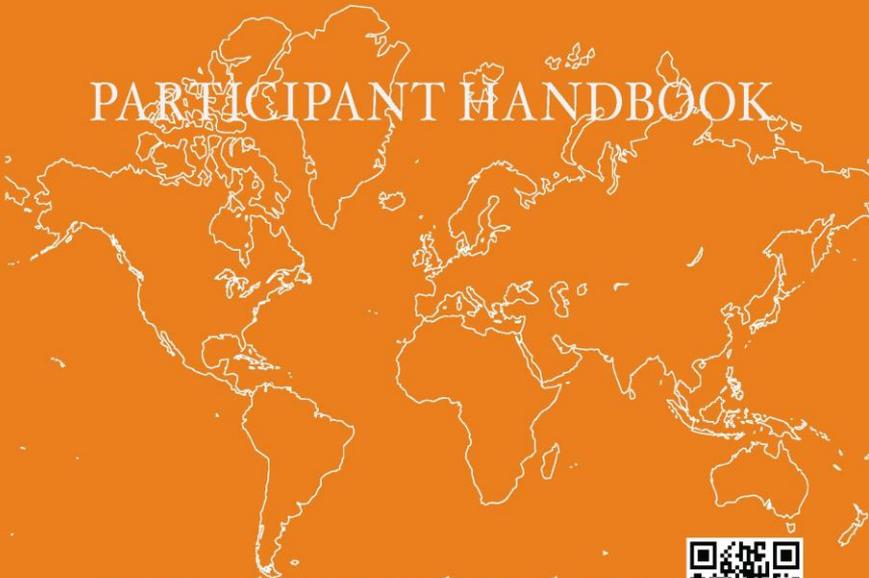




Educators *Abroad* ^{Ltd.}

STUDENT TEACHING PROGRAM

PARTICIPANT HANDBOOK



www.educatorsabroad.org



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EducatorsAbroad Ltd. (EA) programs are open to individuals from all English language teacher education institutions and schools worldwide.

EA faculty and colleagues partner with individuals of all backgrounds who are interested in and committed to improving the effectiveness of educators in our global profession of teaching.

EA is affiliated with accredited universities and host schools worldwide and operated on a not-for-profit basis

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INTRODUCTION

EducatorsAbroad Vision

All pre-primary, primary and secondary school students have teachers, teaching assistants, and school leaders who model validated expectations of effective educators in our global profession.

EducatorsAbroad Mission

Provide personalized professional development worldwide for prospective and employed educators who are fluent in English.

Since 1987 EducatorsAbroad (EA) faculty (educators around the world) have contributed to achieving these goals by providing intercultural professional development experiences in pre-primary, primary and secondary schools in 67 countries for over 3,000 pre and in-service educators from 17 countries on four continents, including students from over 160 colleges and universities.

EA programs include pre and in-service teaching internships, professional qualifications for teachers and teaching assistants, and serving as a foreign language teaching assistant.

Each program develops participant teaching ability, cultural awareness, and world view while fostering a global perspective in educational decision making.

Expectations for each individual involved in EA Student Teaching (EAST) are presented in this handbook.

Complete details at: www.educatorsabroad.org

STUDENT TEACHING (EAST)

School based professional development experiences are critical aspects of pre and in-service teacher education. These experiences provide opportunities to understand all dimensions of teaching, develop professional talents, and demonstrate abilities expected of professional educators.

EAST placements in schools are 8 to 18 weeks in length, fulfill provincial, national, or state requirements for initial teaching licensure, and provide opportunity for participants to move outside their comfort zone and broaden their professional and life experience by living and working in a community and cultural setting they are not familiar with.

EA faculty recognize that effective educators continually develop their ability to guide student learning by:

- Accurately assessing their own performance, at their level of experience, against validated expectations of effective educators.
- Determining areas for personal development and improvement.
- Implementing professional development plans that utilize any/all available resources.

EA faculty model this process in their work with each *EAST* participant using the USA Interstate New Teacher Assessment and Support Consortium (InTASC) or UK Qualified Teacher Status (QTS) validated expectations of effective educators by guiding participant reflection on their own practice, and helping them to set goals and design and implement strategies that will improve their

performance. These criteria also serve as the basis for the final assessment of participant ability.

EAST offers each participant opportunity to:

- Apply knowledge and skills acquired in teacher education coursework.
- Demonstrate attitudes consistent with good teaching.
- Perform and develop those professional duties deemed important in each school setting.
- Explore and apply multiple principles of learning and teaching strategies.
- Establish a deeper understanding of the role of the teacher and begin to identify with that role.
- Develop entry level competence in the full range of teaching functions.
- Demonstrate awareness, and apply principles, of professional and ethical behavior.
- Assess, along with university and school personnel, their own competence and areas of growth as an educator.

Through this process participants are prepared to assume responsibilities of a member of the global teaching profession and able to prepare their students for a future in our global community.

PROCEDURES

The EA website: www.educatorsabroad.org includes a comprehensive description of all EAST policies and procedures and the online application. *All participants are expected to know and act on information on this www site.*

The following is a summary of EAST procedures.

Please note: Placements are available throughout the year. Typically, Northern hemisphere placements occur September to June/July and Southern hemisphere placements February to December.

Application

- Register an account by following directions on the ‘Submit an Application’ page on the EAST www site.
- Complete the online EA application.
- Report medical conditions and/or legal circumstances that may impact your ability to fulfill program responsibilities to the EA office.
- Make decisions based on consideration of potential risks and assure you do not endanger yourself or others for whom you are responsible.
- Review and act upon government travel advisories and immunization requirements and recommendations.
- US participants are encouraged to review the U.S. State Dept. Travel Warning webpage - http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html.

- The number of assigned weeks is determined by the participant's college/university.
- Be sure that you have a passport that will cover your length of stay in the host country. For further information see the Prepare for Travel page at **www.educatorsabroad.org**.
- Submit the application including college/university approval, all support materials, and the placement fee.
- The placement process begins when a complete application is received by EA.

Arranging Placement

- Upon receipt by EA, a complete application is forwarded to the EA faculty member responsible for placements in the country selected by the participant. This individual reviews the application and forwards it to a prospective and appropriate host school for consideration.
- Soon after receipt of the complete application, the participant will receive information from EA to assure a successful learning and living experience. This includes information about responsibilities, travel arrangements, the host country, and accommodation that may include home stays. *It is the responsibility of the participant to review all EAST materials and resources at **www.educatorsabroad.org** and provided through other communication.*
- Each host school decides whether or not to accept an applicant for placement. For a variety of reasons an appropriate placement may not be available in your first choice of country. If that occurs, the EA faculty member responsible for your placement will contact you to discuss other options.

- In some cases it is necessary to forward applications to other schools in the same or another country (after consultation with the participant) for consideration.
- *Placement in the country of choice is not guaranteed.*
- Placements are not made where adequate supervision cannot be assured.
- EA faculty notify the participant when a placement is confirmed and again when an EA supervisor is assigned. The EA supervisor is responsible for the participant's personal and professional development and may or may not be the person who arranged the placement.
- Prepare for your placement by reviewing program expectations, policies, procedures, materials, and advice for travel and living abroad outlined at **www.educatorsabroad.org** and in this handbook. You are expected to know, understand, and act on the information in these materials and their related links and resources.

Placement

- Once placed, participants communicate directly with their host school and the EA faculty supervisor for assistance in arranging accommodation, to plan their work, and to arrange for their arrival.
- Participants are responsible for arrangements and expenses associated with their own travel and room and board. No fee or salary is paid to participants while completing the student teaching requirements.
- Cooperating schools assign participants to classrooms and mentor teachers consistent with the participant's required teaching area(s) and/or age/grade levels.

- Participants are expected to fulfill school and reporting assignments and assist in co-curricular school activities.
- Participants are expected to be observing, participating in or directing instruction of students five days for each assigned week.
- The EA faculty supervisor visits the school and participant to support, observe, and assess the participant's performance during the placement.
- In cases where it is not possible to assign an EA faculty member as faculty supervisor, a qualified educator near or within the school is selected. A school head or teacher educator from a neighboring college may fill this role.
- Mentor teachers prepare at least three formal written reports of observations of the participant.
- Mentor teachers and the EA faculty supervisor prepare final recommendations that are submitted to the participant and, where appropriate, to their college/university.

PARTICIPANT EXPECTATIONS

These include, but are not limited to the following core areas:

Getting Started & On-Going Expectations

- Remember that you are part of a professional learning community and are required to participate and engage in a manner that demonstrates your professional role and commitment.
- Remember that you are a guest in the mentor teacher(s) classroom and are required to engage professionally at all times.
- Attendance. You are to keep “teacher’s hours” by arriving well in advance of students and remaining after school to plan for the next day. Unless you are ill or there is an emergency, you are to be at school each day, even if you are not teaching. You may not take a day off to travel or sightsee.
- Learn your students’ names within the first few days (it is a sign of respect)!
- Observe your Mentor teacher and identify classroom routines, management expectations, etc.
- Review curriculum materials, resources, seating charts, behavior plans, test scores, etc.
- Take the initiative! Help out, make eye contact, smile, and introduce yourself to students and staff!
- Make a copy or write out the weekly class schedule.
- Assist students during independent work.
- Help your Mentor Teacher – set up the room, clean up the room, help with lesson planning, resources, copies, etc.

- Meet the school administrator and other teachers.
Wear a name badge and remind them of your name.
- Orient yourself to the building and confirm the time you need to arrive.
- Clarify what you may and may not use during student teaching, such as the mentor teacher's computer, resources, file cabinets, copy machine, etc.
- Does your mentor teacher have duties you are to take over?
- Learn the system for dismissal from class, lunch, start/end of day, recess, etc.
- Observe your mentor teacher with a purpose (management, routines, discussions, problem solving, etc.).

Professional Development Expectations

- You are expected to meet high expectations and standards for educators entering their final stage of preparing to become a licensed teaching professional.
- Actively engage in your school and develop your teaching knowledge and skill by taking on increasing responsibilities in the classroom.
- For a minimum of at least two weeks in a ten week student teaching placement, and proportionally more time for longer placements, assume full responsibility for the planning, teaching, and related assessment for all sessions (periods, sections, etc.) taught during that time. This responsibility should normally occur toward the end of the placement.
‘Full responsibility’ means, at the very minimum, at least 75% of the work load that the school would allot to a newly-appointed beginning teacher.
- Take on independent responsibility for all lesson planning, teaching, grading/marking, classroom

management, routines, meetings and tertiary responsibilities such as field/recess duty, bus duty, etc.

- Demonstrate your knowledge, dispositions, and performance in line with all InTASC standards at a level of ability minimally appropriate for entry to the global teaching profession (see evaluations and InTASC standards for more details).
- Understand that the success of your student teaching experience is based on your personal and professional actions and on the relationships you develop among everyone who is part of your program.
- Wear professional attire at all times and refrain from wearing perfume/cologne and other scents that may cause others discomfort.
- Abide by all school based laws and policies, such as confidentiality, supervising students, student records, assessment information, health information, etc.
- Complete all EA required assignments.

ROLES AND RESPONSIBILITIES

Each individual involved with an *EAST* placement, whether as participant or host school or EA colleague, is required to be familiar with the following expectations in order to meet all professional responsibilities.

This program is successful when all participants develop a high level of trust in each other – participants that they will be cared for and served appropriately, host schools that EA participants and faculty will serve their students well, and EA faculty that participants and schools will fulfill responsibilities in a professional manner. The program may fail when any part of this trust relationship fails.

Whether we are an EA faculty member, school teacher, administrator, or host family member, we each have responsibilities that when carried out assure a positive experience for all participants.

PARTICIPANT RESPONSIBILITIES

It is important to stay organized and attend to each detail of our student teaching placement. Your professional development will benefit from strong organization and it will help you gain the most from your experience.

Prior to Student Teaching – Prepare for Travel

- Prepare for your placement by reviewing program expectations, policies, procedures, materials, and advice for travel and living abroad outlined at **www.educatorsabroad.org** and in this handbook. You are expected to know, understand, and act on the information in these materials and their related links and resources.
- Communicate with your host school contact:
 - Thank him/her for hosting you and confirm your start and end dates. *Do not expect teachers or administrators to respond during vacation time so be aware of school holidays (review your school's calendar on their webpage).*
 - If desired, request assistance in making arrangements for a possible home stay or for other accommodation suggestions. They will advise and assist you in making such arrangements. *You may need to stay in a hotel or hostel during your first few days while permanent housing is arranged.*
 - Request guidelines for appropriate professional attire.
 - After booking your flight, provide them with your exact arrival and departure dates, times, airline, flight numbers, etc.

- Review this handbook and the Program Materials page at: www.educatorsabroad.org. *It is the responsibility of the participant to remain fully informed.*
- **Assure we always know how to contact you** by keeping your contact (phone, e-mail, and mailing address) information current on your **www.educatorsabroad.org** www page.
- Assure that the individual designated as your emergency contact has the username and password and understands how to access your EA web page to know how to contact you, your host school, and EA faculty responsible for your work in case of concern or emergency.
- Report medical conditions and/or legal circumstances that may impact your ability to fulfill program responsibilities to the EA office.
- Make decisions based on consideration of potential risks and assure you do not endanger yourself or others for whom you are responsible.
- Register with US State Dept. Smart Traveler Program - <https://step.state.gov/step/>.
- Be prepared for the unexpected and decisions you may need to make and have sufficient funds available in case of emergency.
- Review and act upon government travel advisories, immunization requirements, and recommendations.
- Make effective use of your college international programs office; the experience of past EA participants; and research you conduct into the educational system, culture, and political, economic environment of your host country to further prepare yourself. Partner with others who are going to the same country at the same time. Share information.

- Be sure that you have a passport that will cover your length of stay in the host country. For further information see the Prepare for Travel page at **www.educatorsabroad.org**.
- Submit a copy of your passport information and signature page to the EA office.
- EA participants are **required to complete and submit a criminal background check** as part of the program application process. You are required to show proof of this criminal background check to the head of the host school upon arrival. *EA participants are not allowed to enter the host school without proof of this criminal background check.*
- Carefully review liability insurance, medical and emergency assistance, and emergency evacuation coverage and procedures provided for you through Cultural Insurance Services International (CISI) as a participant in EA. Consult your health and other insurance policies to understand coverage they may also provide while you are in another country.
- Arrange access to sufficient funds in the form of cash, traveler's cheques, credit cards, or a line of credit for use while in the host country.
- If academic credit for the EA student teaching experience is required that will normally be completed at your university. You or your university, depending on institutional arrangements, will receive an invoice for the program fee that is payable prior to traveling to your host country and school.
- It is your responsibility to arrange transportation to and from your host country and school, and within the country during your stay. Begin planning early and plan to arrive in your host country at least 48 hours before you begin your assignment.

- **Do not finalize your travel plans until your placement in a host school has been confirmed.**
- After placement and start date confirmation, purchase your plane tickets, but make sure you are aware of the country's length of stay requirements. Check with EA personnel if you have questions.
- Make sure your passport is valid for the duration of your stay.
- Inform your EA supervisor or country coordinator of your exact arrival and departure plans including dates, times, airlines, flight numbers, etc.
- Be sure you have a visa (if required) that will cover your length of stay in the host country. For further information see the Prepare for Travel page at www.educatorsabroad.org.
- Arrange to get required immunizations and medications.
- Report accurate dates of travel to the EA office to assure coverage under the CISI medical, liability, and emergency evacuation insurance plan is in force while you are traveling.
- Get at least four extra passport photos and take them with you in case your passport is lost or an identity card is needed in the host country.
- Photocopy the identification page of your passport and your visa. Take these copies with you and keep them separate from your passport.
- Learn about the country you are traveling to, its people and system of education.
- Inform host school, EA faculty supervisor, and relatives of your plans, whereabouts, and means of being contacted at all times during participation in the program.

- Remember to take your EA folder for your mentor teacher and your EA handbook and materials.
- We suggest you also take information such as pictures, documents, recordings, etc. that reflect your home country/state, community, college, life to share with your students and mentor teacher. You might also like to try to arrange a Skype session between your host school students and students from a previous home field experience.
- Make sure you accurately provide your emergency contact with, and carry with you, the following information:
 - Flight and travel information, dates, etc.
 - Contact addresses and phone numbers of your host country school and EA faculty responsible for your placement and supervision.
 - Address and phone number where you will be living.
 - Emergency phone numbers in your home country and your host country.

Prior to Student Teaching – Prepare for Teaching

This is an exciting time as you arrange travel to your host school where you will meet the professionals that will guide your work and the students you will soon be educating.

At the same time it is important that you prepare to demonstrate your readiness to enter the teaching profession by the conclusion of your placement.

The Teacher Self-Assessment – USA form and PD360 video and text materials are intended to assist you, your mentor teacher, and your EA supervisor in developing your professional abilities as an effective educator in line with the InTASC standards on which your work will be

assessed. [UK participants complete the Self-Assessment - UK form and meet QTS standards]

- Follow the directions for completing this self-assessment making explicit the professional abilities and talents you bring to your placement and areas you believe you need to focus on to achieve your goal.
- Share and discuss your responses with your mentor teacher and EA supervisor so they may more effectively guide your professional development.
- PD360 video and text resources are correlated with InTASC and QTS statements and are provided to you by EA. Use these materials to further your understanding of what ‘effective teaching’ entails and looks like both for areas you feel confident in and for which you are seeking to improve. *PD360 is a program of the School Improvement Network (<http://www.schoolimprovement.com/>)*
- Carefully review the evaluations of your work that will be completed based on the InTASC or QTS standards (see EA website). *You are responsible for understanding all standards and evaluation categories.*
- To supplement these materials, EA faculty and staff will help guide you through decisions that are unique to your particular location and placement. Be certain to stay in close contact and communicate regularly with your EA faculty placement person and supervisor as well as with contacts in your host school so expectations are clear.
- Learn about your host school. Review the school webpage, read school newsletters, review grade level team information, curriculum postings, activities, calendar (be aware of holidays and breaks), and know the school address and phone number.
- If an IB school, review the IB website at: <http://www.ibo.org>.

- If a British International school, review the British National Curriculum at: <http://www.education.gov.uk/schools/teachingandlearning/curriculum>.
- Remember that your school attire must be professional.
- Communicate with your EA supervisor providing your school start date, arrival date, etc.
- Know if you have any additional requirements from your university (such as the edTPA, portfolio, etc.), share them with your mentor teacher (CT) and EA supervisor..

Upon Arrival

- Email your EA supervisor informing him/her of your arrival and confirming your start date, local address, and phone number.
- Inform your mentor teacher of your local address and phone number.
- After the first or second day in the school, email your EA supervisor and provide him/her with the weekly schedule (times and subjects), sections or lessons you are scheduled to teach within the next week and confirm your mentor teacher.name(s).
- You are part of a professional learning community. Participate in a manner that demonstrates your commitment and fulfill your professional role.
- You are a guest in the mentor teacher’s classroom. Act professionally at all times.
- Attendance. You are to keep “teacher’s hours” by arriving well in advance of students and remaining after school to plan for the next day. Unless you are ill or there is an emergency, you are to be at school each day, even if you are not teaching. You may not take a day off to travel or sightsee.

- In the event of illness or an emergency necessitating absence from your assigned school, clear the absence with your mentor teacher, building administrator, and EA faculty supervisor.
- Learn your students' names within the first few days (it is a sign of respect)!
- Observe your mentor teacher and identify classroom routines, management expectations, etc.
- Review curriculum materials, resources, seating charts, behavior plans, test scores, etc.
- Take the initiative! Help out, make eye contact, smile, and introduce yourself to students and staff.
- Make a copy or write out the weekly class schedule.
- Assist students during independent work.
- Help your mentor teacher – set up the room, clean up the room, help with lesson planning, resources, copies, etc.
- Meet the school administrator and other teachers. Wear a name badge and remind them of your name.
- Orient yourself to the building and confirm the time you need to arrive.
- Clarify what you may and may not use during the student teaching experience, such as the mentor teacher's computer, resources, file cabinets, copy machine, etc.
- Does your mentor teacher have duties you are to take over? Seek and accept additional responsibilities willingly.
- Become informed about school procedures and policies such as those associated with attendance, pass systems, makeup of assignments, reports (grades and other information), discipline, school lunchroom, and student transportation to and from the school,

textbook adoption and use, and conditions of teacher employment. Find and learn about innovative programs and practices in the school system.

- Become acquainted with school facilities, services and equipment, audiovisual equipment and materials, computers, duplicating machines, library, health, guidance and other support services.
- Observe your mentor teacher with a purpose (management, routines, discussions, problem solving, etc.).
- If for any reason you are not fully involved in the school and according to schedule, notify your host country coordinator and/or EA faculty supervisor as soon as possible.
- Abide by the philosophy, regulations, policies and standards of behavior and dress of the school. Ask your mentor teacher for information concerning these subjects.
- Follow the same regulations regarding calendar, daily time schedule, and extracurricular activities as teachers in your host school.
- Accept responsibilities and obligations of teachers and conduct yourself as a regular member of the teaching faculty in line with relevant laws, the EducatorsAbroad Ltd. Policy on Participant Conduct, and where relevant the Code of Ethics of your college/university.
- Present yourself as a responsible member of the school staff and fulfill all obligations in a professional manner.
- Place school obligations ahead of personal wishes and accept assigned duties. The EducatorsAbroad Ltd. Guidelines for Co-Curricular and Extracurricular Activities, Travel, or Work are clear. This policy must

be adhered to and its procedures followed. This policy states in part that, ‘our primary commitment in this program must be to serving school students’, that participation in other activities must be arranged for ahead of time, and that conflicts with other activities cannot be used as an excuse for poor performance.

Planning your Experience with your Mentor Teacher

During the experience, you will be responsible for taking on full teaching responsibilities over time such as, but not limited to:

- Identifying curriculum to be taught
- Planning lessons (daily and long-range)
- Instructing students
- Assessment

In addition, you will be responsible for taking on all routines over time such as, but not limited to attendance, duties, recess, etc. Remember, you are required to take on “fulltime” teaching responsibilities that reflect:

At a minimum, assume responsibility for at least two weeks of fulltime student teaching. This responsibility should normally occur toward the end of the placement.

To help you plan for your increased responsibilities, use the following example timeline to guide planning your teaching with your mentor teacher. The below reflects global responsibilities, but not all responsibilities. You will need to plan according to your school calendar and class schedule.

Once you have developed a tentative timeline, send a copy to your EA supervisor.

FULLTIME TEACHING – EXAMPLE TIMELINE	
	<ul style="list-style-type: none"> • Get to know your students and the schedules • Review school/district calendar for events, holidays, testing • Review curriculum and materials (resources, etc.) • Prepare for future lessons • Observe & learn routines; assist mentor teacher; help students • Continue to communicate with EA supervisor • If required, plan for additional tasks (e.g. edTPA, portfolio)
First quarter	<ul style="list-style-type: none"> • Help out and teach a few lessons with mentor teacher or solo • Prepare for future lessons • Help with regular routines • Confer with mentor teacher, review progress • Work through your tentative timeline for teaching • Begin taking over some regular teaching • Continue to communicate with EA supervisor
Second quarter	<ul style="list-style-type: none"> • Take on additional teaching responsibilities • Prepare for future lessons • Review assessment data, including from your lessons/assessments and make adjustments • Confer with mentor teacher, review progress • Plan long-range lessons • Have plans reviewed by mentor teacher • Work towards more independent teaching • Continue to communicate with EA supervisor
Third quarter	<ul style="list-style-type: none"> • Take on additional teaching responsibilities • Increase responsibilities for all routines • Prepare for future lessons • Confer with mentor teacher, review progress • Plan long-range lessons • Have plans reviewed by mentor teacher • Work towards more independent teaching • Continue to communicate with EA supervisor
Final quarter	<ul style="list-style-type: none"> • Move into fulltime student teaching (minimum of 2 weeks) • Responsible for daily teaching and routine activities • Have plans reviewed by mentor teacher • Plan to transition responsibilities back to mentor teacher • If possible, observe in other classrooms • Continue to communicate with EA supervisor

General Teaching Expectations

- You are expected to meet high expectations of standards (InTASC or QTS) for educators entering their final stage of preparing to become licensed teaching professional.
- Actively engage in your school and develop your teaching knowledge and skill.
- For a minimum of at least two weeks in a ten week student teaching placement (proportionally more time for longer placements). Assume full responsibility for the planning, teaching, and related assessment for all sessions (periods, sections, etc.) taught during that time. This responsibility should normally occur toward the end of the placement.

‘Full responsibility’ means, at the very minimum, at least 75% of the work load that the school would allot to a newly-appointed beginning teacher.

- Meet all student teaching InTASC or QTS standards demonstrating your knowledge, dispositions, and performance in such areas as learner development, content knowledge, assessment, planning, instruction, collaboration, and professional learning and ethics.
- Understand that the success of your student teaching experience is based on your personal and professional actions and on the relationships you develop among everyone who is part of your program.
- Wear professional attire at all times and refrain from wearing perfume/cologne and other scents that may cause others discomfort.
- Abide by all school based laws and policies, such as confidentiality, supervision, etc.
- Safeguard all personal and confidential information and use it only for professional purposes.
- Complete all EA and university required assignments.

- Keep a journal and maintain a file of support materials that presents a complete record of your activities, observations, understandings, plans, and self-assessments.

Become familiar with the role of the teacher

- Learn what is expected of classroom teachers by conversing with your mentor teacher, other teachers including special education teachers, the principal, superintendent, counselors, school nurse, librarian, custodians, and other support staff.
- Learn about the school and additional responsibilities of teachers by attending teachers' meetings, school board and Parent Teacher Association meetings, and meetings with school administration and support staff.

It is also important to attend extracurricular activities such as games, plays, and special programs.

Accept other responsibilities assigned by your mentor teacher, such as helping at school events and assisting in study hall or lunchroom supervision.

- Become aware of all sources of information in the school concerning students, the information each provides, and the appropriate use of this information.
- Develop an understanding of the social and cognitive needs of students as individuals and as members of groups.
- Plan lessons and units suitable to the needs of the students. Consider both short-term and long-term objectives. Prepare written plans for every lesson you teach that are so detailed that another person could teach the lesson without further guidance. Minimally include objectives, resources, strategies, and time allocation for each lesson.

- Know and apply effective teaching practices and techniques. Use a variety of strategies. Include motivation, active participation, and assessment in every lesson.
- Whenever possible, participate in team planning and team teaching.
- Accept expanding teaching responsibilities that culminate in assuming full teaching and classroom responsibility for a minimum of two weeks.
- Engage in reflective practice. Analyze lessons and assess your own teaching. Make connections between previous, current, and future lessons.
- Confer regularly with your mentor teacher and EA faculty supervisor regarding individual lesson plans, unit plans, observations, progress, and special problems.
- Be fully involved in the school every day of the placement helping to assure students in the school receive effective instruction.
- Prepare written plans for each lesson.
- Have schedules, weekly block plans, daily lesson plans, teaching materials, and reflections available for the EA faculty supervisor during observation visits.
- Your mentor teacher and EA faculty supervisor are responsible for your professional development during your student teaching assignment.
- *EAST* procedures, assignments, and reports are accepted in place of other college/university student teaching/school based experience requirements.

Be effective

- Assist your mentor teacher in all ways to assure an effective learning experience for all students.

- Take responsibility for helping students you are working with achieve to the best of their ability.
- Prepare completely for every session with your students and evaluate your own work each day.
- Confer and plan regularly with your mentor teacher regarding your work.
- You are creating a team with your mentor teacher. Assure your actions make this team effort work for the benefit of the students in the class.
- Accept added responsibilities, based upon your readiness.

Complete assignments

- Your college/university faculty may have additional assignments they expect you to submit to them after student teaching (such as submission of a teaching portfolio). Some programs and state may require completion of the edTPA during student teaching so make sure you understand these requirements. Completion of these requirements is in addition to *EAST* requirements.
- *EAST* requirements must be completed satisfactorily to receive a positive assessment and/or passing grade (where required) for student teaching and a positive recommendation for entry into the teaching profession.
- The following actions are your responsibility to assure that your work is accurately assessed in a timely manner:
 - Remain in close communication (at least once each week) with your EA faculty supervisor throughout your placement. Report developments with your placement and life in the host school and country - schedule, achievements, challenges -

share lesson plans, reflections on your work, comments of your mentor teacher, and any other information that provides insight to your experience.

- Contact your EA faculty supervisor at any time to share success, receive answers to concerns you may have, and help assure your supervisor develops a comprehensive understanding of your progress.
- Your supervisor may also ask that you send short letters in response to specific prompts at different times during your placement. These letters are designed to assist you in reflecting on your experience and to gain a more complete understanding of your achievements. They can also be used for communication with faculty at your college/university when updates are requested or required.
- Complete and submit, as scheduled, all assignments associated with your student teaching experience as outlined in the relevant guidelines at **www.educatorsabroad.org**.
- Make certain your mentor teacher and/or school administrator write letter(s) of recommendation for you based on your work in the school. Collect these letters before you depart the school at the conclusion of your placement. Send them to your EA faculty supervisor along with your final assignments.

Fulltime Student Teaching

- You will progressively take on more teaching responsibilities

- You are required to be present each day keeping “teacher’s hours” (absences due only to illness or emergency, not travel or sightseeing).
- Initially, you will observe, assist, help, co-teach.
- As you gain more experience, you will progressively assume more solo teaching responsibilities.
- As the weeks progress, you will add lessons to be taught.
- For a minimum of at least two weeks in a ten week student teaching placement, and proportionally more time for longer placements, assume full responsibility for the planning, teaching, and related assessment for all sessions (periods, sections, etc.) taught during that time. This responsibility should normally occur toward the end of the placement.

‘Full responsibility’ means, at the very minimum, at least 75% of the work load that the school would allot to a newly-appointed beginning teacher.

- Always take the initiative in demonstrating professional modes of behavior regarding dress, attendance, written, and oral communication, confidentiality, interactions with your mentor teacher, students, parents, teachers, administrators and other professionals, etc.
- Become part of the school community, take initiative, work hard, and collaborate in a professional manner.
- Plan lessons and long-range lessons/units – teach, assess, plan, take on classroom routines and become responsible for all facets of teaching.
- You are required to attend all meetings (department, grade level, school, etc.). This also includes conferences, back to school nights, and other required events. Attend non-required events such as school musicals, plays, sporting events, etc.

Conclusion of Student Teaching

- Complete all required assignments and email them to your EA supervisor. *Failure to complete and submit all assignments in a timely manner will delay completion of your final evaluation and may cause an adjustment to your professionalism related scores.*
- Complete all university requirements (such as edTPA, portfolio, etc.).
- Request narrative letter of recommendation from mentor teacher(s).
- Thank mentor teacher, school administrator, students, parents, etc. for the support and opportunity.

USA Student Teachers - After Student Teaching

- Make certain your mentor teacher completes one of the following:
 - The **EA Student Teaching Summative Report – USA** form using INTASC standards
 - Another evaluation form used by your college/university
 - A narrative evaluation typed on school stationery.
- Send your EA faculty supervisor:
 - Copies of the **Student Teaching Formative and Interim Reports** and other written reports of observations of your work by your mentor teacher and/or school administrator, and letter of recommendation you received from the teachers and/or administrators in the school.
- Your EA faculty supervisor will complete a summative report that speaks to the quality and effectiveness of your work and, where required, determine and recommend a grade for the course. This report will be sent to you and to your

college/university along with a copy of your recommendation(s) from the school.

UK Student Teachers - After Student Teaching

- Make certain your mentor teacher completes one of the following:
 - The **EA Student Teaching Summative Report – UK** form using QTS Standards
 - Another evaluation form used by your college/University
 - A narrative evaluation typed on school stationery.
- Send your EA faculty supervisor:
 - Copies of the **Student Teaching Formative and Interim Reports** and other written reports of observations of your work by your mentor teacher and/or school administrator, and letter(s) of recommendation you received from the teachers and/or administrators in the school.
- Your EA faculty supervisor will complete a summative report that speaks to the quality and effectiveness of your work. This evaluation will be sent to you and to your college/university along with a copy of your recommendation(s) from the school.

MENTOR TEACHER RESPONSIBILITIES

EA faculty will help in any way possible to assure that each EA placement offers a positive experience for everyone.

During this experience, your role as the mentor teacher is to bring to life the professional aspects of the teaching experience through a commitment to support and mentor your EA participant/student teacher.

Please never hesitate to contact us if you have any questions or concerns. You may contact any EA representative: EA Supervisor, Country Coordinator, Director, or Manager with questions or concerns.

As an overview, your responsibility is in creating an opportunity for your participant to develop his/her teaching knowledge and skills. This includes providing the participant with increased teaching opportunities that culminate toward the end of the experience in a minimum of two weeks of independent fulltime teaching.

Getting Started & On-Going Expectations

As you and your participant get started, reference the points below to scaffold the experience and help your participant progressively take on more teaching responsibilities.

- Accept the participant as a professional colleague.
- Share contact information with your participant and explain what he/she should do in the event of an illness that prohibits them from attending school.
- Introduce the participant to students as a professional member of the classroom teaching team.
- Be open to any questions your participant may ask.

- Inform your participant of school policies and regulations and of meetings to attend. This includes faculty meetings, school governance meetings, extracurricular activities, and other school events.
- Make sure your participant understands all emergency procedures and requirements.
- Craft teaching opportunities for your participant (co-teaching, sharing, working with students in small groups, etc.)
- Share your professional expertise.
- Model effective teaching and classroom management.
- Observe your participant and provide feedback and an assessment of their work using the EA Formative form (3 such evaluations are required).
- Provide support to the participant for their professional and personal well-being while living and working in the host school and country.
- Provide advice and guidance on teaching effectiveness, management techniques, curriculum, assessments, etc. Review participant lesson plans
- Encourage the participant to be creative and try new strategies
- Meet with your participant before each lesson to clarify responsibilities and expectations.
- Assist the participant in completing all responsibilities associated with their placement.
- Instruct your participant in the use of alternative methods, strategies, or media, when necessary.
- Allow the participant to experiment with multiple teaching strategies and procedures.
- Emphasize strengths of the participant while helping to improve the quality of instruction.
- Review lesson plans and meet with your participant before lessons are taught.

- Provide feedback after the participant has taught a lesson or fulfilled any of the other responsibilities of their program. This informal evaluation does not have to be lengthy, but should be constructive.
- Encourage self-evaluation. Self-evaluation is an important quality for the participant to possess. Without it, future improvement in expertise will be limited.
 - To encourage and to help develop self-evaluation skills, ask your participant to evaluate each lesson/action before offering your observations.
 - Then offer your assessment.
 - If there are discrepancies, discuss them, determine why they exist, and try to resolve them.

Expanding your Participant's Teaching

- During the first few days, your participant should observe and learn the classroom and school routines and schedules.
- Help your participant learn student names.
- Help your participant become familiar with the curriculum and the subjects/areas to be covered during the length of the placement.
- Work with your participant to develop a timeline that would reflect teaching at least two full weeks of fulltime student teaching. This reflects full responsibility for the planning, teaching, and related assessment for all sessions (periods, sections, etc.) taught during that time. This responsibility should normally occur toward the end of the placement.
 - First few days in the school should allow time for observation and learning school and classroom routines, students' names, etc.

- First week to two weeks, expand to include small group work/teaching, co-teaching, independently teaching several lessons.
- Increase teaching responsibilities incrementally each week so that the participant takes on more independent crafting of lessons and teaching.
- Culminate in assuming full teaching and classroom responsibilities for a minimum of two weeks (see above for more details).

Evaluating your Participant

These reports will be used as guidance for further school based assignments, measuring completion of the placement and/or university requirements, and in the participant's efforts to seek employment. Provide a copy to the participant and the EA supervisor.

- Complete 3 formative assessments of your participant using the EA Formative form.
- At the mid-point of the experience, complete an evaluation using the EA Interim form (either US or UK form).
- At the end of the experience, complete a final evaluation using the EA Summative form (either US or UK form).
- If required, complete additional evaluation required by the participant's university.
- Also, at the end of the experience, write a narrative letter of recommendation on school stationery for the participant.

EA SUPERVISOR RESPONSIBILITIES

EA faculty supervisors are responsible for the academic and professional development of the participant and help determine their readiness for entry into the teaching profession.

EA Supervisor - General

- Assist participants in preparing for their assignments.
- Monitor work of participants through regular communication with each participant and host school.
- Integrate internet based video conferencing into communication with, and supervision of, participants to enhance the value of their professional development experience.
- For 10 week or longer overseas placements:
 - When geographically close to the participant's assigned school, visit approximately 4 to 5 times during the experience.
 - When geographically further, make arrangements to visit the school the equivalent of at least one full teaching day to observe the participant's work and provide feedback and guidance.
- For 10 week or longer United States placements:
 - Visit approximately 4 to 5 times during the experience.
- Where possible (e.g. if the school is close by) or necessary (e.g. poor performance) additional visits should be made as deemed professionally appropriate.
 - Note: an on-site visit may not be possible during a four week placement if the EA faculty supervisor is resident of another country.
 - In this case, the faculty supervisor and host school personnel need to stay in close communication to

assure the well-being and success of the EA participant.

- Meet with relevant school administrators. Gather information about the participant's progress and resolve any concerns about the experience and relationships between the school and EA.
- Conduct seminars with participants when possible.
- Keep the EA Manager or Director informed of the status of each participant throughout enrollment in their program.

Evaluating your Participant

These reports will be used as guidance for measuring completion of the placement and/or university requirements, and in the participant's efforts in seeking employment. Provide a copy to the participant and the EA supervisor.

- Confer with the participant and mentor teacher about your observations and the participant's progress in the school setting.
- Review mentor teacher formative assessment report
- During on-site observations, use either the EA Formative or EA Interim form for reporting progress
- At the end of the experience, complete a final evaluation using the EA Summative form (either US or UK form).
 - Complete this form in Word
 - Use your "electronic" signature for pasting into the Word form
 - Do not save this form as a PDF, GIF, JPEG, etc.
 - Please submit the final to EA in Word format
- Review and assess all materials associated with each participant's placement.
- Prepare a letter of recommendation.

- Return participant materials submitted to you for review and assessment.
- Inform the EA office when the participant has completed all requirements and email copies of the following for the participant's EA file:
 - If required, the course grade you recommend.
 - Your final summative evaluation (in Word) and the final evaluation and/or letter(s) of recommendation prepared by the mentor teacher and/or school administrator (prefer PDF format or Word).

SCHOOL ADMINISTRATOR RESPONSIBILITIES

- Review EA participant application materials and determine if an individual will be offered an assignment in the school.
- Review the participant's criminal background report and determine fitness for entry to the school.
- Select a qualified mentor teacher.
- Arrange an appropriate assignment for each participant.
- Advise and assist the participant in arranging for room and board at the lowest possible cost (home stays are often preferred).
- When possible, provide opportunities for professional development and social/cultural experiences for each participant.
- Participate in the professional development and evaluation of each participant through observation of their work, discussion, and submission of a written letter of recommendation at the conclusion of the placement.

EA COUNTRY COORDINATOR & PLACEMENT
PERSONNEL RESPONSIBILITIES

- Locate appropriate schools/educators willing to guide and supervise an EA participant.
- Prepare administrators and teachers in the school(s) for their responsibilities.
- Assist in recruiting and orienting prospective participants.
- Receive application materials and make appropriate placements for EA participants assuring the grade and subject match requirements for participant.
- Foster effective relationships and communication among all participants including school personnel, host families, participants, and program directors.
- Monitor all aspects of the placement from the participant's arrival in the host country to departure.

EA DIRECTOR & STAFF RESPONSIBILITIES

The director and staff take responsibility to:

- Recruit, select, and admit participants.
- Secure placements and make assignments for participants in cooperation with EA host country coordinators, placement personnel, faculty supervisors, and school officials.
- Prepare participants for their placements through oral and written communication and, where possible, arrange and/or lead orientation sessions.
- Assure EA assignments are appropriate and monitor placements in cooperation with the host country coordinator and/or EA faculty supervisor.
- Where required, submit a grade of S (satisfactory) or N (not satisfactory) or appropriate letter grade (A-F) for the participant's college/university transcript.
- Send summative evaluations and report of completion/grade to the participant's college/university (where required) and to the participant.

IN CASE OF AN EMERGENCY

EducatorsAbroad Ltd. (EA) program administrators and personnel care about the welfare of all individuals involved in their programs. We recognize that all participants are adults personally responsible for their own welfare and decisions they make. But, we also know that events can occur at any point in life when the support and assistance of others is needed.

While it is not possible to predict all problems that may arise as we participate in EA programs, all participants, EA faculty and staff, and colleagues need to be ready to respond to the unexpected as professionals and as individuals concerned about the welfare of others.

Whether it is a concern of the host school or country, teachers or administrators, participant, or EA faculty and staff, our goal is to assure that the best possible decisions are made and that action is taken in response to the needs of participants and colleagues under the circumstances that prevail.

In preparation for such circumstances the following guidelines are presented.

Decisions, in Case of Emergency:

The first response to an emergency situation or concern is in the hands of the individuals closest to the situation - usually the participant, teachers, and administrators in the host school - recognizing that decisions are best made by the individuals closest to the situation where circumstances and options are best known.

Initial steps involve identifying the seriousness of the situation, determining decisions to be made and who is responsible for those decisions, and taking appropriate action given existing circumstances. Where necessary, services of the appropriate non-governmental or governmental agency should be sought.

Decisions are made by individuals in this order with each assisting the other in seeking to make the best possible decisions under the circumstances:

- Participant directly involved in the emergency situation.
- Host school (administration and/or mentor teacher).
- Faculty member assigned to supervise participant work.
- Faculty member serving as host country coordinator and/or placement director.
- Manager/Coordinator – Erica Swenson/Paula Richardson.
- Program Director – Craig Kissock.

Sharing of information is on a ‘need and right to know’ basis. It is important that only those who need and have the right to know are informed in a timely and regular manner as circumstances allow.

- At no time will individuals associated with the program communicate with the media about cases of concern or emergency.
- Being informed does not presume the need to take action.

At the same time, it is important that EA faculty and staff be made aware of emergency situations. The Host Country Coordinator and/or EA faculty supervisor should

be contacted immediately – or as soon as feasible – so they are informed and can offer assistance. These individuals will report to faculty and staff in the EA office, and together we will assist as best we can to assure the well being of all participants.

If the Host Country Coordinator and/or EA faculty supervisor are unavailable, do not hesitate to contact the Manager/Coordinator or Director at any time in case of an emergency.

Issues that may arise at the time and given the situation (that may or may not be decided by the participant) include among others:

- Need to involve police and/or immigration authorities.
- Participant privacy such as whether to notify parents or relatives.

Contacts in Case of Concern or Emergency

- Information for contacting faculty assigned to the participant (placement director, EA faculty supervisor, host country coordinator) and the host school is available on each participant's www site at **www.educatorsabroad.org**. Click on Password Protected Area on the home page. Use the participant's assigned username and password to access contact details.
- EA Manager:
 - **Erica Swenson**
 - Phone: +1-952-452-4278 or +1-952-452-4268
 - Fax: +1-612-605-0032
 - E-mail: **erica@educatorsabroad.org**

- EA Program Director:
 - **Craig Kissock**
 - Phone: +1-952-261-3784 (international access)
 - Fax: +1-612-605-0085
 - E-mail: **craig@educatorsabroad.org**

- EA Program Coordinator - UK:
 - **Paula Richardson**
 - Office Phone: +44 (0)1737-768-254
 - Office Fax: +44 (0)1737-768-254
 - Mobile Phone: +44 (0)7972-070-680
 - Email: **paula@educatorsabroad.org**

PROGRAM MATERIALS

All EA materials are available in PDF and/or word document format on the Program Materials page at www.educatorsabroad.org.

EducatorsAbroad Vision/Mission

- EducatorsAbroad Vision/Mission

Materials Common to All Internships

- Universities - Arrangements Regarding EducatorsAbroad Ltd. Worldwide Teaching Internships for universities
- Schools - Practicum Students & Student Teachers - Benefits for All: An Introduction for Prospective Host Schools
- Mentor Teacher Welcome Letter
- Summary of Placement Procedures
- Release and Waiver Form
- Resources for Participants
- Policy on Participant Conduct
- Guidelines for Extracurricular Activities
- CISI Insurance Policy
- In Case of Emergency

Student Teaching Materials

- Student Teaching Handbook
- Evaluation forms for student teachers from North American Universities - INTASC:
 - Formative Report Form
 - Interim Report Form
 - Summative Report Form
 - INTASC standards
 - Teacher Self-Assessment Form

- Evaluation forms for student teachers from United Kingdom Universities - QTS:
 - Formative Report Form
 - Interim Report Form
 - Summative Report Form
 - QTS Standards
 - Teacher Self-Assessment Form
- English National Curriculum for participants placed in England, Wales, and British schools around the world
- Draft EAST School Agreement

Materials for Colleges and Universities

- Draft Arrangements Document
- Worldwide Student Teaching Rationale, Legitimacy, Procedures
- Feedback from Past Student Teaching Participants
- Student Teaching Assessment Criteria - USA - INTASC
- Student Teaching Assessment Criteria - UK - QTS