

GLOBAL GATEWAY FOR TEACHERS
Offered through the Cultural Immersion Projects
at Indiana University -- Bloomington
BOOKLET FOR OVERSEAS STUDENT TEACHING

Introduction

Overseas student teaching through the IU Global Gateway for Teachers (herein referred to as the "Gateway") is possible because of the cooperation and support of many different individuals: the placement consultants in each of our host nations, the teachers and administrators of the overseas schools where student teachers are placed, the homestay hosts who provide local accommodations, the campus directors of the university and college programs who afford their students these opportunities, and of course our student teachers and their family members. The material in this booklet provides a framework for the Gateway that has been developed with their help. Their contributions are greatly appreciated.

The Gateway encourages and facilitates international experiences of an educational and cultural nature for teachers of all ages and at all stages in their professional progression. The Gateway provides equal opportunities in programming for all persons. Its source of income is the fees paid by participating individuals and universities. The fees charged represent the actual costs to administer the Gateway. The Gateway's work depends upon the goodwill and volunteer efforts of a large number of people.

This booklet provides basic administrative procedures to guide all participants in the Gateway, including the student teachers and their families, campus directors, placement consultants, host school personnel, and homestay hosts. As administrative kinds of questions about the program arise for student teachers and others involved, they are encouraged to refer first to this booklet. For more information, contact:

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TERMINOLOGY USED IN THIS BOOKLET

To ensure clear understanding of the various terms used throughout this booklet, a brief outline is provided here.

Campus Director: The home campus coordinator for overseas student teaching.

Consultant: An experienced overseas educator who makes the registrant's school placement and is also available for consultation if needed.

Fees: There are two fees – a registration fee of \$200.00, and a program fee of \$800.00.

Indiana University Global Gateway for Teachers: The coordinating organization for overseas student teaching, housed within the Cultural Immersion Projects at Indiana University's School of Education on the Bloomington campus, and referred to as the "Gateway."

Homestay: Arrangements made where the registrant lives in a home as a paying guest, as opposed to residing in a hostel, bed and breakfast (B&B), or other commercial establishment.

Placement Information Sheet: Page 1 of the registration packet for overseas student teaching, prepared by the registrant and signed by the campus director.

Booklet for Overseas Student Teaching: This publication, also referred to as the "Booklet."

Registrant: A Student Teacher who participates in the program. The word "Registrant" is used in this Booklet rather than "student teacher" in nearly all instances.

Registration set: The materials that the Registrant [student teacher] prepares and are then sent by the Gateway to the Consultant about the registrant and the program.

Resident teacher(s): Classroom teacher(s) in the overseas host school with whom the registrant works.

School coordinator: Overseas school-based person responsible for communication with the registrant prior to arrival about duties, housing and other details. This individual may be the principal or head teacher, a deputy head, a department head, an administrative assistant, the resident teacher, or other member of the school staff whose role is to coordinate the registrant's placement.

School placement notification letter: The letter containing school placement information sent to the registrant by the Gateway upon receiving the information from the consultant. Copies of the letter are also sent to the campus director, consultant, host school, and (if known) the homestay host.

Student teacher: Often referred to as "practice teacher" in many of the host nations. A college/university student engaged in the final school experience or practicum.

HOST NATION INFORMATION

Seventeen (17) host nations are offered through the Gateway, each with one or more in-country consultants who arrange the school placements. In the following table, the host nations are identified, along with information about the participating cities or regions and other relevant details, including the approximate beginning and ending of the school year.

COUNTRY	LOCATIONS	SCHOOL YEAR (APPROXIMATE)	OTHER DETAILS TO CONSIDER
Australia	States of Victoria and New South Wales	Feb. 1 – mid-Dec.	Wide range of placement possibilities, including Outback. Some placements in Australian Capital Territory as well. Placement sites may differ in terms of rural/urban, culturally homogeneous/multi-ethnic, high/low socio-economic levels.
China	Zibo (Shandong Province)	Feb. 1 – mid-Dec.	Registrants will teach English.
Costa Rica	In and around Atenas (Alajuela)	Feb. 1– mid-Dec.	Registrants will teach English, as well as specific subjects using English as medium of instruction. Basic level of Spanish proficiency is encouraged.
Ecuador	Quito	Sept. 1 – mid-June	Registrants will teach English, and possibly other subjects using English as medium of instruction. Basic level of Spanish proficiency is encouraged.
England	Multiple sites country-wide	Sept. 1 – mid-July	Placement sites may differ in terms of rural/urban, culturally homogeneous/multi-ethnic, high/low socio-economic levels.
India	Usually in Bangalore, Delhi, Ludhiana, Amritsar	Varies depending on the part of the country	Housing arrangements are sometimes made with a host family, and sometimes in hostel facilities attached to a school.
Ireland	Multiple sites country-wide	Sept. 1 – June 30	Placement sites may differ in terms of rural/urban, culturally homogeneous/multi-ethnic, high/low socio-economic levels.

Italy	Voghera and Pavia (Lombardy)	Sept. 1 – mid-June	Registrants will teach English, and possibly other subjects using English as medium of instruction.
Japan	Hiroshima and Okayama	Mid-April – mid-March	Registrants will teach English.
Kenya* (see note at end of table)	Kabula (village near Bungoma, in the Western Province)	Mid-Jan. – mid-Nov.	Registrants will teach in their subject area in English, but may also be asked to teach in other subject areas.
New Zealand	North Island (around Auckland and Hastings/Napier)	Feb. 1– mid-Dec.	Placement sites may differ in terms of rural/urban, culturally homogeneous/multi-ethnic, high/low socio-economic levels. Some placements may be in Maori/Pacific Island dominant communities.
Norway	Skudeneshavn (Karmøy)	Sept. 1 – mid-June	Registrants will teach English, and possibly other subjects using English as medium of instruction.
Russia	Tomsk (southern Siberia)	Sept. 1 – May 31	Registrants will teach English.
Scotland	Highland Region	Mid-August – June 30	Placement sites may differ in terms of rural/urban, culturally homogeneous/multi-ethnic, high/low socio-economic levels.
Spain	Ávila	Mid-Sept. – June 30	Registrants will teach English. Housing is arranged in a local Residencia with other students and professionals. Spanish proficiency is necessary for community integration.
Turkey	Istanbul	Sept: 1 – June 30	Registrants will teach English and live on the campus of Yeditepe University.
Wales	Northern Wales	Sept. 1 – mid-July	Placement sites may differ in terms of rural/urban, culturally homogeneous/multi-ethnic, high/low socio-economic levels. Only secondary placements are available at this time.

* At the time of this writing, Kenya appears on the list of countries for which the US Department of State has issued a travel warning (see <http://travel.state.gov/>). Should a registrant be interested in seeking a student teaching placement in Kenya, that registrant's home campus director must seek institutional approval for the registrant to participate. The Gateway requires proof of that approval when the registration set is submitted.

Additional Notes About the Placement Sites

- The majority of placements are made in *host nation* schools, with few in international schools, and none in American or Department of Defense schools.
- Registrants must first complete a minimum number of weeks, and demonstrate their success, in an *in-state* student teaching placement *prior* to going overseas. The in-state student teaching completed *first* will also enable greater flexibility when overseas in terms of the content area(s) registrants will be required to undertake. (See next item.)
- In English-speaking countries, registrants will usually teach in their respective subject areas (e.g., elementary education, secondary math, visual arts, etc.). Where they have chosen non-English-speaking countries, the expectation is that they will work with the foreign language teachers at the school to provide instruction in conversational and written English.
- There are no mandatory starting times for the overseas school experiences. The campus director and the registrant determine the starting date overseas, with careful attention to the beginning and ending dates of the school year in the host nation and possible break time during the interval of the registrant's placement.
- Registrants selecting Costa Rica and Ecuador are encouraged to have a basic proficiency in Spanish, and for Spain it is required. "Rusty" Spanish-speaking skills should be bolstered prior to going by forming conversation groups, seeking out the assistance of a native speaker, etc. The ability to *carry on a conversation in Spanish*, even at a basic level, is critical.
- Although proficiency in the languages of the other non-English-speaking countries is not required, registrants are encouraged to take steps to learn basic words and sentences, for example, by enrolling in an introductory language course, by using self-study books and/or technology, by enlisting the support of native speakers, etc.

ORIENTATION AND PRE-REGISTRATION CONSIDERATIONS

Several important processes and considerations must be taken into account *before* registrants prepare and submit their materials to the Gateway. These processes and considerations are best addressed through a thoughtfully constructed orientation program implemented by the home campus director. The various components that should be included are outlined in the following sections.

Orientation Program by the Home Campus

If the home campus has a sufficient number of registrants, it should offer a formal orientation program. Even if only a few students from any given campus are seeking an overseas student teaching placement, some sort of orientation must be provided. Although there are various models for the depth and breadth of the orientation program, at minimum it is recommended that classes and activities be scheduled for registrants during the term or semester immediately preceding departure for overseas. It is also recommended that these classes be offered for credit at the undergraduate or graduate level. Orientation classes should draw upon resources readily available on most campuses, such as:

- Faculty members with international experience and interests.
- Former overseas student teachers who can share stories and insights.
- Readings, films, documentaries available in libraries and through interlibrary loan.
- International students attending the university or college.
- Internet resources, including websites for host nation departments of education (especially relevant curriculum), country information, etc.

Through the orientation, campus directors should ensure that registrants read this Booklet in its entirety.

In addition to helping prepare registrants for the education system and culture of the host nations they have selected, an adequate orientation also helps registrants explore their motivations for choosing to participate in the program and ensures that they understand the obligations and commitments that they assume when they reach the point of submitting their registration materials. For example, they need to think through whether they are emotionally prepared to be far from their families and friends for the length of the experience, and to appraise whether they have the financial means to support the experience. They need to determine whether they are willing to challenge their cultural perspectives and examine the world through others' lenses. Further, they should examine their motivations to participate in the program, ensuring that their main focus is on professional growth and development through a school and community based practicum, rather than the tourist opportunities that an overseas visit provides.

If the campus is unable to offer a formal orientation program, the campus director should work with the registrant to design an individualized approach to preparing for the overseas experience. Further, campus directors are encouraged to contact the Gateway for assistance in designing an appropriate orientation.

IMPORTANT: By signing the Placement Information Sheet, the campus director verifies that in one way or another, the registrant will have completed an orientation program before going overseas, has been made fully aware of all financial responsibilities, and is prepared well for the experience and the challenges that the overseas visit will present.

Registrant Selection

It is the responsibility of the home campus and registrant to demonstrate that the registrant satisfies all prerequisite and eligibility requirements in order to practice teach overseas. In general, each campus follows this process:

First, the registrant establishes eligibility to student teach. This requires campus validation of a number of measurable items which almost always include fourth year (or higher) status; grade point average at or above a certain standard; completion of required courses including early field experiences; passing scores on any state and/or national teacher examinations; and satisfactory recommendations.

Second, the registrant has an interview with the campus director of student teaching to determine, in part, his or her suitability, both professionally and personally, to pursue and enjoy the overseas experience.

Third, the registrant begins to assemble the necessary health, accident, and liability insurance documents, and also requests a criminal history report (at the state or national level – not local). See below for the specific requirements in “Preparation of the Registration Set.”

Registrant Attributes and Characteristics

In the interview with the campus director and through orientation activities and discussions, registrants should reflect on the personal and professional attributes and characteristics that contribute to a successful overseas student teaching experience. Among these are:

- Emotional stability, good health, and willingness to adjust and adapt to unfamiliar and sometimes difficult circumstances.
- Free of home worries and social obligations.
- In possession of adequate financial resources while overseas.
- Have established both professional and personal objectives for the overseas experience.

Selection of a Host Nation

In selecting a host nation, registrants should consider a number of factors, including the kinds of school experiences they will have in specific countries. They may choose from countries where English is the national language, where it is one of two or more national languages, or where other languages are predominate and English is taught as foreign language.

In English-speaking countries, registrants generally adjust quickly to the different culture and education system and are able to teach in their licensing areas (e.g., elementary education, secondary math, visual arts, etc.).

In non-English-speaking countries, registrants are usually expected to work with the school's foreign language teachers to provide instruction in conversational and written English. Occasionally, if the registrant is fluent in the language of the host nation, they may have the opportunity to teach some classes in their licensing areas. However, where the registrants themselves are native English speakers, host school personnel generally want to expose the pupils to the registrants' rhythm of speaking, pronunciation, and cultural insights connected to learning the English language, as well as help the pupils build their confidence in talking with native speakers of English.

Outside of whether English is widely spoken, other points that should be considered in selecting a host nation include finances (costs of airfare, costs of living and traveling within the nation); professional goals (e.g., gaining experience in teaching English as a new language, learning more about Reading Recovery); passions and interests (e.g., host nation literature, history, music, and art); and personal qualities (e.g., how far the registrant is willing to step outside of his or her comfort zone).

Primary School Art, Music, and Physical Education

At the primary (elementary) level in many of the host nations, the subjects of art, music, and physical education are often taught by the classroom teachers and not by specialists. Of course, this is not a blanket statement and there will be exceptions. However, a US teacher education student who is working toward “all grades” certification (elementary and secondary) in art, music, or physical education may be advised to do the primary portion of student teaching in the US and the secondary portion overseas.

Length of the Overseas School Experience

Six weeks is the minimum recommended length of experience, and sixteen weeks is the maximum time for overseas student teaching. Most placements made are for eight weeks in school. Should a one- or two-week school vacation fall during that interval, most registrants will remain in-country for nine or ten weeks to complete eight weeks in school. The length of the overseas experience may, in part, be determined by the number of weeks the registrant must student teach in-state first.

Others Accompanying the Registrant Overseas

Others (family and friends) should not accompany the registrant overseas for the following reasons:

- Housing is not readily available and is extremely difficult and potentially costly to arrange for families and/or children.
- Having friends and family along may convey the wrong impression as to why the registrant is overseas.
- Being a registrant is a full-time job leaving little time for activities with family and friends.
- Families and friends at the school site place severe hosting limitations on staff members otherwise willing and able to help.
- School principals and host nation consultants are reluctant to accept a registrant accompanied by others for the above reasons.

However, the school experience may work well if both the husband and wife are registrants. Also, a great many registrants have had family members join them *at the conclusion* of the school experience. This gives family members an opportunity to meet the host school teachers and pupils, and the homestay hosts with whom the registrant has worked and lived over the past several weeks. Then, with the school experience completed, the registrant is free to travel with his or her family.

Credit Arrangements

The usual rule is that one semester of undergraduate or graduate credit is earned for each week of full-time practicum work.

Expenses

The registrant should ensure that he or she will have enough money for the overseas experience before submitting registration materials. Registrants should work with their home campus directors and offices of financial assistance to identify grants, scholarships, and/or loans for which they may be eligible. Additionally, local, state, and national organizations may offer grants to support academic and professional opportunities of this nature, and those avenues should be explored as well. Registrants should not plan to be employed during the course of their overseas student teaching, as their commitment to the school must come first, and employment could affect both their liability and legal status in the overseas country.

It is important to point out that most registrants find it necessary to borrow money or secure grants/scholarships to obtain a college education, and particularly to student teach overseas. A registrant enrolled in a teacher education program at a US college or university does not automatically receive funding for tuition and living expenses.

In considering whether a registrant has the financial means to pursue an overseas student teaching placement, the following categories should be considered, keeping in mind that costs will vary considerably depending on the host nation selected, and the tuition and fees required of each home campus.

\$_____ College/university tuition and fees related to the experience

\$_____ Airfare and in-country ground transportation

\$_____ Local accommodations (host family, commercial establishment)

\$_____ Miscellaneous (passport, visa, clothing, luggage, gifts, etc.)

\$_____ Spending money (weekend travel, admissions, souvenirs, etc.)

Health

Registrants must take every step to maintain good health while overseas and should pay special consideration to health-related issues in their preparation for the experience. Most travel guide books contain information on health considerations. Additionally, campus health centers and other US medical facilities generally have a clinician assigned to give would-be travelers advice about health considerations while overseas.

Information on health considerations, preventative measures, and public health announcements is also available online, at the following websites for the US Department of State and the Centers for Disease Control and Prevention:

<http://www.travel.state.gov/>

<http://www.cdc.gov/>

Homesickness and culture shock are experienced by many registrants, and it is important for registrants to understand that these feelings are normal. Before leaving home, registrants should think about homesickness and culture shock, and talk with their families and campus directors about steps they can take to counteract them while they are overseas.

IMPORTANT: A Final Word About Orientation and Pre-Registration Considerations

It is understood that occasionally students' plans and circumstances may change, thus necessitating withdrawal from the program once the registration set has been submitted. However, both registrants and campus directors should take steps to ensure that decisions to participate have been made with thorough consideration of the points made here. Deciding to student teach overseas is a major commitment involving the time, effort, and involvement of a great many people. Once a school placement has been made and a host family identified, it can be problematic to cancel the arrangements for reasons that should have received more careful consideration earlier in the process.

PREPARATION OF THE REGISTRATION SET

A Registration Set consists of a seven-page registration form and several additional items, all described below. The Gateway will provide electronic files of the registration pages, including the Placement Information Sheet, to ensure consistency in the appearance and completion of these documents. These files will be sent to the campus directors for dissemination to their students in the program. ***A completed Registration Set must be job-application quality.*** Sets that are incomplete, that have errors, or that otherwise appear to be "drafts" will be returned to the campus directors for their students to resubmit. Registrants are encouraged to make full use of the space provided on the various pages of the registration form, including the Autobiography, School Experiences, etc. The detailed information provided by the registrant will assist in securing school and homestay arrangements. Plus, sections that have only a few sentences often give the impression of being hastily prepared without consideration for those on the receiving end of these materials.

Take note that **signatures are required** on three of the pages in the Registration Set. On the "Placement Information Sheet" and the new "Acknowledgement and Agreement of Student Responsibilities," both the registrant and campus director must sign. The registrant also must sign the "Participant's Assumption of Risk, Release, and Indemnification," and a parent must sign as well if the registrant is a dependent student.

Three complete printed copies of the Registration Set are required by the Gateway.

The campus director's signature on the Placement Information Sheet signifies that the registrant has met the special requirements for overseas practice teaching, as described above in "Registrant Selection."

A registrant may indicate a placement preference in a particular host nation by attaching a separate letter to the completed Registration Set. However, placement in the requested area cannot be guaranteed. Further, caution is urged because special requests could make it difficult to impossible for the consultant to make a good school placement.

The deadline for the Gateway to receive the completed Registration Set is approximate due to different school schedules both in the USA and overseas. A guide is to allow at least 20 overseas school weeks before the proposed first day of the overseas student teaching. This, in most cases, allows enough time for registrant orientation, school and homestay placement, and communication with the overseas school coordinator and others to take place.

Additional Items in the Registration Set

In addition to the Registration Form described above, the registrant must also include the following additional items for their Registration Set to be considered complete:

- **A state police clearance (3 copies):** Obtain instructions from the campus director. Start this process early as it often takes a long time to secure the clearance. At this time, FBI clearance is not necessary. Local (city or county) clearance reports will not be accepted. In most cases, it does little good to send registration materials to a placement consultant without the state police clearance report because most schools are now required by law to initially screen for a criminal record all persons working in schools as employees and volunteers. State (or federal) police clearance reports should be no more than one year old at the time of application.
- **A “To Whom It May Concern” letter from the campus director (3 copies):** This letter, written and signed by the campus director, should state that the registrant:
 - Will be a full-time university student in good standing while overseas.
 - Will fulfill a required component of the campus teacher education program while overseas.
 - Has approval from the university to undertake this experience.
- **Proof of health and accident insurance, including coverage for evacuation and repatriation, and professional liability insurance (3 copies):** It is required that the registrant obtain written proof of insurance coverage, and this should be included in the Registration Set. See the section on insurance below for more information.
- **Photographs (3):** A “head and shoulders” (passport) photograph should be adhered in the designated spot on each of the three completed Placement Information Sheets. These photographs should fit in the box designated for this purpose. They are of great help to both the consultant and school coordinator, and may also be required for security purposes. *Professional attire is required; informal photos of the registrant will not be accepted.*
- **A registration fee of \$200.00:** This is *non-refundable*, unless the registration is rejected by the Gateway before the processing begins. The registration fee check is made payable to Indiana University. The cancelled check serves as the receipt. For more information on the Program Fee, see below.
- **Program Fee** (see below).

When completed, the registrant must review the Registration Set with his or her campus director. If satisfactory, the campus director then approves by signing the Placement Information Sheet and sending **three printed sets** to the Gateway office.

Registration Set Check-Off

- ___ Placement Information Sheet (signed by registrant and campus director)
- ___ Student Responsibilities Statement (signed by registrant and campus director)
- ___ Release Statement (signed by registrant and parent)
- ___ Autobiography
- ___ School Experiences
- ___ Course Listing
- ___ Additional Information
- ___ Police Clearance (at least at the State level and no more than one year old)
- ___ Proof of Insurance
- ___ Photographs (adhered to the Placement Information Sheet)
- ___ Validation letter from the campus director
- ___ 3 copies of each of the above documents
- ___ Registration Fee
- ___ Program Fee (sometimes – see below)

Program Fee

The program fee of \$800.00 must accompany the Registration Set unless other arrangements have been made by the campus director with the Gateway.

A campus may ask its registrant to pay a portion or all of the program fee. If this is the case, that amount is included with the Registration Set.

Full refund of the program fee is granted if registration is cancelled before the overseas placement has been confirmed. For cancellations made after the placement has been confirmed but before the registrant goes overseas, 75% of the program fee will be refunded. For cancellations made once the registrant is in the host school, no refund is provided. Exceptions to this policy shall only be made under exceptional circumstances, such as medical condition or illness, and will be in the sole discretion of the Gateway Director. A request for an exception to this refund policy must be submitted in writing by the campus director to the Gateway Director, with the reasons for the request clearly articulated.

More on Insurance

As stated above, the registrant must obtain insurance coverage, and documentation of this coverage must be on file with the Gateway prior to departure for the overseas experience. In the Registration Set, documentation must be provided for the professional liability coverage. Some campus directors use a promissory letter stating that liability insurance details will be sent shortly before the start of practice teaching. See below for more information on the accident and health insurance coverage. The registrant should carry all insurance details overseas as well.

Two kinds of insurance for the registrant are required:

Accident and Health Insurance, Including Coverage for Evacuation and Repatriation:

Registrants must be in possession of current health insurance with international coverage, including coverage for evacuation and repatriation. Registrants will be *required* to secure coverage through the Indiana University Office of Overseas Study, which offers a low-cost plan through HTH Worldwide Insurance. At the time the Registration Set is received, registrants will be sent the forms and instructions for enrolling in the plan. If a registrant's home campus provides the same kind of international coverage, then a request for exception from the campus director, and proof of the registrant's enrollment in the plan, will be accepted. Note: **Many** overseas health care providers expect direct payment from the patient before the insurance company has paid the policy holder. It is often up to the policy holder to submit receipts to the insurance company for covered expenses.

Professional Liability Insurance: Registrants must possess professional liability insurance in the amount of \$1,000,000 (one million dollars). Student memberships in local, state, and national education associations may automatically provide the registrant with professional liability insurance. Most association memberships start on September 1. If the registrant intends to register for overseas student teaching prior to September 1, the Gateway will accept a letter of intent that the membership will be obtained with proof provided later. If the registrant's home campus does not have a local chapter, contact the National Education Association (NEA) or the state association.

Registrants should check with their parents' (or their own) homeowners' agent to ensure that they will be covered for their personal property while overseas. Homeowners' policies typically have limited coverage for secondary residences, and thus registrants should get letters from their agents affirming the coverage.

Finally, the registrant should never drive an overseas school vehicle. To avoid this, the registrant should never be in a vehicle with pupils unless a member of the school's staff is along and clearly in charge.

PLACEMENT PROCESS

Once the registrant and campus director have submitted three copies of the Registration Set to the Gateway, the materials are reviewed, files created, and the paperwork forwarded to the in-country individual – the consultant – who will secure the school placement.

Consultants

Consultants are the Gateway's overseas representatives who make the overseas school placements. The Gateway maintains contact with the consultants in all of the established placement areas. The consultants are experienced educators who are both knowledgeable about the schools in their areas and committed to internationalism in teacher education.

In making a school placement, the consultant is often asked many questions by the school coordinator. Some of the most common are:

- Who supervises the registrant?
- What is the reporting procedure?
- What pre-arrival communication is expected?
- Who arranges housing?
- What if there are problems?

In answering these and other questions, consultants rely upon the information provided in this booklet.

In some areas and for some assignments, there is no consultant. Although this kind of situation is rare, it is generally because the registrant has requested placement in an area where the program is not established. Such a request is accepted when the registrant's reason for the particular placement is sound and when the area requested is feasible; however, it is with the understanding that consultant services will probably not be available.

During the registrant's stay at the school, the school coordinator may wish to contact the consultant for assistance if there are problems or concerns and internal efforts to improve the situation are not working. The consultant advises the Gateway of this action, which then advises the home campus director.

School Placement

In making school placements, each consultant has ready access to a number of schools whose faculties are interested in participating in the program. Although there may be many schools willing to participate, their opportunities to do so may be restricted by such things as the classroom placement needs of local teacher preparation colleges/institutions, qualifications of faculty members, building projects, administrative transitions, etc.

Upon receiving the Registration Set, the registrant is sent an acknowledgment letter by the Gateway. **By accepting a registration, the Gateway does not guarantee that a school placement will be secured.**

The Registration Set is then sent to a consultant for school placement as specified in the Placement Information Sheet. E-mail, telephone, and fax are used as much as possible for communication between consultants and the Gateway; however, postal airmail remains the primary means by which the materials are sent, as most consultants want the original hard copies with which to work.

Where possible, consultants disperse school placements over as wide an area as possible. Registrants who are acquainted may be placed fairly close to one another, if they wish and if

possible, but seldom in the same school. Consultants are encouraged to avoid the overuse of any one school.

Consultants are encouraged to make the school placement within thirty days of receipt of the registration materials. However, in many locations it simply is not possible to do this.

When the Gateway receives the placement from the consultant, the registrant is notified by letter from the Gateway and given the name and address of the school coordinator and consultant. Copies of the school placement notification letter are sent to the campus director, consultant, and school coordinator. In the vast majority of instances, this is all done via e-mail.

The registrant then writes to the school coordinator to begin to work out the details of the placement. During this time, the registrant should keep the campus director, consultant, overseas coordinator, and Gateway informed of any changes, including adjustments in starting and ending dates.

The Gateway does not arrange placements in US Department of Defense schools, although occasionally placements will be secured in an international school.

The registrant should not contact specific overseas schools about the possibility of placement without first having discussed these preferences with the campus director. Unsupervised self-placement activities will not be recognized by the Gateway because there are many factors that need to be considered which are best left up to the consultant.

COMMUNICATION WITH HOST SCHOOL PERSONNEL

As stated above, the school coordinator is the school-based person who works with the consultant in making the school placement. Also, the coordinator is the person who initially corresponds with the registrant about the school and housing. This person is usually, but not always, a school administrator. Once the registrant is at the school, the coordinator's role is reduced and the registrant's main school contact becomes the resident teacher.

Initial Communication with the School Coordinator

The registrant's communication with his or her school coordinator is initiated by the registrant upon receiving the school placement notification letter from the Gateway. When the registrant receives the school placement notification letter, a letter of introduction must be immediately written by the registrant to the overseas school coordinator. **This letter should be professional, friendly, informative, tactful, and undemanding.** E-mail may be used and is encouraged, but care should be taken to maintain a professional demeanor.

In this letter of introduction, the registrant should:

- Verify the starting date in the overseas school.

- Update the autobiography page.

- Limit questions to one or two.

- Ask for help in arranging local accommodations, if arrangements for this have not already been confirmed in the placement notification letter.

The registrant is advised to copy the consultant on at least this initial communication with the school. Some consultants may ask to be copied on all correspondence, to ensure that communications are flowing in both directions and to be kept informed regarding the details that are being worked out regarding the student teacher's school and homestay arrangements.

The registrant should keep in mind that establishing a successful communication link with the school coordinator is very important. This program works well when good communication can be maintained by all concerned. Persons involved should respond to any communication within a day or two of having received it. Even if there is nothing new to say at the time, acknowledge that the message has been received.

If regular postal mail is used, the registrant will need to ensure that adequate airmail postage is affixed and that the envelope is clearly marked "via airmail." Taking the envelope to the post office for weighing and stamping is advised.

The registrant should receive a reply by e-mail within a week or two of the initial communication. If not, the registrant should send a second communication. If done by means of e-mail, this could be accomplished by forwarding the initial message that had been sent with a brief note expressing concern that perhaps the earlier e-mail had not been received and thus the registrant is re-sending it. Do not delay by thinking that surely a letter will arrive tomorrow. It would be helpful to copy the consultant in this correspondence to that they, too, can encourage the host school to reply without delay.

The Telephone Call

If a few weeks have passed and the registrant still has not heard from the school coordinator, the time has come for the registrant to telephone that person. Again, it would be helpful to e-mail the consultant to alert them that this step has been necessary.

If calling the United Kingdom or Ireland, for instance, the time there is usually five hours ahead of the Eastern Time Zone in the United States, and so the registrant will need to place the call very early in the morning to reach the coordinator while school is still in session. Australia and New Zealand are from 15 to 18 hours ahead of Eastern Time, and so the best time to call is early evening. To check the time in any given host nation, use this website:
www.timezoneconverter.com.

Call by dialing direct rather than going through an operator. To dial direct, one dials 011 (international access from the US), then the country code, the city code, and the local number. The school coordinator's complete "direct dial" number is usually included in the school placement notification letter. Many schools also have websites with "contact us" links listing telephone numbers.

If the person being called is not available, find out when that person can receive calls and then place the call again at that time. Do not put the overseas school coordinator in the position of returning a call to the US. Additionally, school receptionists can be great sources of information and can often alert the coordinator to the fact that the registrant has sent an e-mail and is awaiting a response.

If the registrant feels that there has been a communication breakdown with the school coordinator and is unsure as to how to proceed, seek advice from the campus director. The

campus director may assist the registrant in placing a telephone call to the school coordinator. The campus director may also contact the Gateway, who in turn may contact the appropriate consultant for assistance.

Good Communication

Not enough can be said about the importance of maintaining good communication, and in fact, where problems have arisen, they have often been due to a lack of communication. Many registrants report that what they learned about communication has been a valuable experience as they launch into their professional careers. Registrants are advised to keep copies of all letters and e-mails sent and received, along with notes of telephone conversations and other such communications. Organize these materials in chronological order in a three-ring binder.

Good communication between the overseas school coordinator and the registrant prior to arrival in the host nation helps the registrant better understand his or her role and also plan for what to take along overseas.

Communication Between the Campus Director and Overseas School

Upon receiving a copy of the registrant's school placement notification letter from the Gateway, the campus director should write a brief thank-you letter to the school coordinator. The campus director should periodically write to the school coordinator during the registrant's time in the school.

The campus director must not send reporting materials to the school coordinator, but should instead give these materials to the registrant, with an explanation of their use, for him or her to personally carry overseas. More information on Reporting is included later in this booklet.

TRAVEL-RELATED INFORMATION

Travel Arrangements

Registrants are responsible for making their own travel arrangements. They should start gathering information about ticket costs and schedules before a final decision has been made to participate in the program. One can get a good idea of costs by searching airline and travel agency websites. The booking of a ticket for international travel is an individualized and potentially complicated process, especially if additional air travel is required from the port of entry in the host nation to distant placement communities via national airlines. For the first-time international traveler, it is usually best to work through a travel agent, but choose this agent very carefully. An experienced travel agent who specializes in international travel will have information on discounted fares and purchase of tickets through consolidators. A registrant should proceed with extreme caution in making Internet purchases of an international airline ticket, ensuring that the company used is reputable and provides support should problems arise later.

It is recommended that the registrant read about international travel to the selected host nation in guidebooks such as *Lonely Planet*, *Fodor's*, or *Rick Steves*, among others. Additionally, the US Department of State website includes excellent information and traveling and living overseas; go to: <http://www.travel.state.gov/>.

Prior to departure, registrants should register their trip with the US Department of State “Smart Traveler Enrollment Program” (STEP), also accessed using the link above.

Passport

Every registrant must have a passport in order to travel outside the United States. Application forms are available at any number of US county and federal government offices. The application process requires a certified birth certificate, photographs, and a fee. The registrant already having a passport should check on its expiration date long before leaving. The US Department of State website (above) provides detailed information for first-time passport holders, as well as those needing to renew.

Visa

The visa is a permit to visit a particular country, issued by the US-based consul or embassy of the country to be visited.

At the time of this writing, the following Gateway countries require registrants to be in possession of a visa for their overseas student teaching: Australia, China, India, Kenya, New Zealand, Russia, Turkey, and the United Kingdom (England, Scotland, and Wales).

The visa is usually stamped on one of the pages in the passport, and so the passport must accompany the materials being submitted for the visa. Registrants are advised to photocopy the passport before sending it in with the visa application materials, and always to use a secure means of mailing these documents that includes tracking number.

The visa process can be involved and should be started well in advance of the planned journey. The Gateway will provide specific instructions for securing the kind of visa required for this program; it is not necessary to involve a travel agent.

However, please keep in mind that visa requirements for any country may change without notice. **Obtaining the correct visa is the registrant’s responsibility.**

Immigration and Customs

On arrival at the international overseas airport, the registrant will find that both immigration and customs officials will view him or her more favorably if the registrant is professional in appearance, conversation, and actions. Dress should be neat and conservative. Shortly before the plane lands, refresh grooming to make the best impression.

All materials and documents relative to the school placement should be carried by the registrant and organized in such a way that if necessary they can be easily viewed and understood by immigration officials. Remember to include in these materials the original copy of your validation letter described in the Registration section of this booklet. Be prepared to be questioned. Remain calm and professional. Registrants should research customs regulations before departing for the host nation and should avoid traveling with prohibited items.

Immigration officials have the authority to deny entrance to their countries if they wish to do so; in that case, one would be on the next flight home. No matter how casual it may seem, the

registrant should approach the immigration counter in a business-like manner. If questioned about the school role, the registrant should stress the voluntary nature of the school experience and that no salary or payment for school work will be received. The immigration official may not be familiar with the voluntary nature of practice teaching and may suspect the registrant is attempting to enter as a person who will be in paid employment, which would require a work permit.

Registrants should have in their carry-on bags telephone numbers for the host school coordinator, homestay hosts, campus director, and Gateway, in case any serious problems arise at the immigration counter.

Once the registrants have cleared immigration, they will collect the luggage that they checked through and proceed through customs being careful to have completed entry forms accurately.

Arrival in the Host Nation

The registrant should not ask the school coordinator or homestay host to meet him or her at an airport or train station. Rather, the registrant should ask for advice on the best way to get to the assigned school or host home. If practical and possible, the school coordinator or homestay host may offer to meet the registrant.

HOUSING

The Gateway, its campus directors, consultants, officers, resident teachers, school coordinators, and all other persons involved in this program do not make housing arrangements for the registrant, but in varying degrees may assist the registrant to do so. No promise is made by any of the above persons that housing will be located by them.

The information that the Gateway receives from the consultant about the registrant's school placement may include a housing (homestay host) suggestion. If this is the case, that information is included in the Gateway's school placement notification letter to the registrant. The registrant then proceeds to act on this information and make the housing arrangements.

If a housing suggestion is not included in the registrant's school placement notification letter, it usually means that the school coordinator is working on a housing suggestion for the registrant. In this case, the registrant should include a housing statement in his or her introductory letter to the school coordinator. That statement can simply be that "any assistance in locating suitable housing will be appreciated."

The Homestay

Almost always, registrants choose the "homestay" as a paying guest option when completing the Placement Information Sheet. The homestay is usually in the home of a staff member, parent, or other person with a link to the registrant's overseas school. The homestay usually includes a single sleeping room with breakfast and evening meal during the school week, and full board on the weekends.

Paying house guest considerations include:

- Keep written records of what is to be charged and what has been paid.
- Be sensitive to time schedules even if hosts seem unconcerned.
- Keep lines of communication open with homestay hosts.
- Be sure that house rules and host expectations are identified at the outset and respected over the course of the placement.
- If moving, before doing so, discuss the move with those involved.
- Let all persons know their thoughtfulness is noticed and appreciated.
- Remember, phone and computer use may be metered and incur extra charges.
- Your recorded personal material may be read without your permission.
- Reserve your e-mailing, journal writing, etc. to private moments.
- Provide the homestay host with a copy of the program booklet.
- Help with household chores.
- Be cautious about referring to US home and school experiences, avoiding the tendency to draw comparisons.
- Beware of the impulse to be an “out-of-town” expert.
- Avoid situations where alcohol is consumed in excess.
- Write thank-you notes within a day or two after a courtesy has been extended.
- Listen and give only conservative opinions when asked.
- Asking sensitive questions can be a good way of demonstrating courteous interest in the host country.
- Keep social debts paid.

In some locations, the preference for a homestay cannot be honored or is not desired by the registrant. In this case, the housing arrangement is usually in a hostel, small hotel, or bed and breakfast establishment. These arrangements are generally more expensive than the homestay and are often made only for a week or so, thus giving the registrant time after arrival to consider other possibilities.

ON-SITE EXPERIENCE

The Registrant's Role in School

The registrant serves as a teaching assistant on a full-time basis, working alongside the resident teacher(s) in the assigned overseas school for preferably seven or more weeks.

Correspondence between the resident teacher and the registrant, ideally for some months before the arrival date) is important in establishing this role. *The goal is for the relationship between the resident teacher and the registrant to be based on trust, mutual respect, and cooperation.* As the registrant adjusts to the school and culture, he or she may assume greater responsibilities leading to full charge of the classroom. Although it is recommended that the registrant work with the same group of pupils across the placement period, it may be the case that he or she has more than one resident teacher and thus works with other groups of pupils as well. Additionally, the registrant may be asked to accompany classes other than his or her own on field trips.

By signing the Placement Information Sheet, the campus director has verified that the registrant will have satisfactorily completed the specific classroom tasks associated with eight or more weeks of practice teaching in a US school before leaving for the overseas school. At this time,

most registrants will also have completed the requirements for state licensure as qualified teachers in their areas of specialization. The purpose of the overseas placement is to serve as a broadening experience for the registrant while being helpful in the assigned school.

The registrant is responsible for seeing that he or she completes the number of weeks in the overseas school required by the home campus and the completion of any required reports (see the section on Reporting, below).

Suggestions for the Registrant's Role in School

Before leaving home, it is important to develop a strong mindset that the experience is going to be beneficial and enjoyable and that success will directly depend upon one's ability to think positively at all times.

The registrant should seek active involvement in the life of the school. This takes the form of:

- Providing assistance with both in-school and out-of-school activities.
- Individualizing instruction for pupils who need the extra help.
- Working with small groups.
- Team-teaching with the resident teacher(s).
- Assuming responsibility for the entire class.
- Allowing time for discussions with staff.
- Taking opportunities to visit other schools as well as help with school field trips.
- Focusing on specific areas of education to investigate for further learning.
- Being prepared to be asked to substitute or cover for other teachers with little advance notice.
- Being prepared to be interviewed by the press, radio, or TV.
- Concentrating on being helpful.
- Talking about home as little as possible and avoiding the tendency to make comparisons in "how things are done."
- Making a point of asking to help with school functions and special events.
- Concentrating on first adjusting to one class or classroom.
- Sincerely projecting an attitude of having more to learn than to teach.
- Adjusting to things the way they are.

If the role is poorly defined, the registrant should meet with the resident teacher and/or school coordinator to identify responsibilities which can be assumed both in and out of the classroom. The registrant should be proactive in keeping focused and engaged.

There are multiple components to the total overseas experience, including the school setting; relations with the resident teacher(s), staff, and pupils; additional school visits; participation in community life; and the homestay setting. Registrants are advised to keep the experience in a positive perspective by not allowing a disappointment in one area to negate the entire experience.

Individualism

The overseas school experience will be most rewarding if it is practiced by all concerned as an *individual experience*. For the registrant, the amount of personal and professional growth that takes place is significant, as a result of being completely removed from the everyday routine at

home and in a different situation on an individualized basis. However, the reward of individualism comes with a price. In this case, the price for the registrant is a high degree of involvement in the administrative matters related to this experience, from the time of orientation and registration to after the school experience has been completed. The registrant needs to take responsibility for matters related to maintaining good communication with school and homestay hosts, researching and organizing air travel and in-country ground transportation, applying for required visas, etc. Leaving these tasks to others, such as parents, diminishes the registrant's opportunity to grow through the process.

The registrant will receive numerous questions about the program while at the overseas school. By having a working understanding of the information in this booklet, the registrant will be able to satisfactorily answer those questions.

For maximum growth to occur, the registrant should give thought to establishing attainable objectives before going overseas.

Some examples of "personal growth" objectives could be:

- Become better prepared to accept change.
- Develop greater tolerance and respect for the "other".
- Develop greater self-confidence and self-esteem.

Some examples of "professional growth" objects could be:

- Experience different educational methods.
- Further refine a philosophy of education.
- Experience internationalism.

Strikes

A strike or other disturbance may cause the assigned school to suspend operations while the registrant is there. Should this happen, the registrant may secure a placement in a nearby school not affected by the strike, or the registrant could use the period of the strike for informal travel, returning to the school when the strike is over. In any case, the registrant should seek the advice of his or her school coordinator, resident teacher, and campus director regarding the appropriate course of action to take. The hope is that the strike will not force the registrant to drop the program or take an incomplete grade.

REPORTING

Three types of reports may be involved in the overseas student teaching experience: home campus reports, weekly or biweekly reports, and final recommendations.

Home Campus report forms, to be completed by host school teachers and/or administrators, must be personally carried overseas by the registrant who also must be responsible for their uses. The campus director should not send reporting information to any person in the school before, during, or after the practice teaching experience. It is very important that the campus director discuss this reporting process with the registrant before the registrant leaves for overseas.

Two important points should be considered in limiting the number of reporting forms the campus director expects the resident teacher to complete. First, ample, detailed reporting will have been completed during the registrant's in-state student teaching prior to going overseas. Second, neither the host school nor resident teacher receives remuneration for placing and mentoring the student teacher, but instead chooses to participate in the spirit of internationalism and appreciation of how much can be gained on all sides from the experience.

Through the registrant, therefore, the home campus director should ask for no more than two written evaluative reports for the registrant, prepared by the resident teacher(s). One of these reports will usually be prepared midway through the practice teaching assignment and the second toward the end of it. Each of these reports should be no more than two sides of a standard sheet of paper in length, whether as a narrative or a simple questionnaire. (See below regarding "final recommendations" for more information.)

Exceptions to this should be described by the campus director in a memo attached to the registrant's school Placement Information Sheet so that the host school and resident teacher(s) are aware that this will be a condition of confirming the placement. Campus directors should be aware that excessive reporting requirements could reduce the possibility of a placement being made.

School coordinators are encouraged to send copies of the final reports to the consultants.

Weekly or biweekly reports are prepared by the registrants and sent, usually by e-mail, to their campus directors. These reports may be read by other campus faculty members, and may include details of their daily professional and cultural activities, highlights and challenges, and responses to structured questions focused on various aspects of the overseas experience. Registrants are also encouraged to send their campus directors printed matter of interest, or to bring such items back upon their return to the US. This would include brochures and pamphlets of all types, local newspapers, samples of pupils' work, and other materials that could be shared with future Gateway registrants.

Final recommendations are used for the registrant's credential file at their home institution, and this report is the second of the two requested of the host school's resident teachers. It should be noted that a narrative (written) evaluation on school letterhead stationery is better than the checklist type of recommendation. It is difficult for the school coordinator or resident teacher to complete a checklist as this generally compares the US registrant to practice teachers from their home institutions. It is suggested that a checklist report not be used and that an evaluation be written on the basis of how well the registrant did in relation to his or her abilities. Some resident teachers prefer to give the reporting information to the school principal who then writes the report.

Registrants are urged to take responsibility for ensuring their reports are returned to the campus director. For example, they could furnish the report writer with a correctly addressed and stamped envelope, and in some cases, the campus director may accept the reports in an envelope carried back to the USA by the registrant.

SUPERVISION

Supervision of Gateway registrants generally takes two forms. One is mainly concerned with administration, and the other with pedagogy and curriculum.

Careful attention to the material in this booklet reduces the need for time to be spent on administrative matters.

Help with matters related to pedagogy and curriculum may come from several sources. Before leaving for the host nation, orientation activities should include information on instructional practices in host nation schools, and the registrant, once overseas, may continue these discussions with his or her campus director via e-mail or phone. Further, at the overseas school, the registrant may receive guidance from resident teachers or the school coordinator. All should remember that for good supervision to take place, the relationship must be based on mutual trust, respect, and cooperation.

The registrant may receive a visit from a professor from one of the participating US universities or from the Gateway. These visits are voluntary and thus cannot be guaranteed.

Finally, sometimes a supervisory visit from the local Gateway consultant is necessary. This arrangement is usually made by the host school coordinator.

Supervisory Payment

The registrant's home campus and the Gateway do not make supervisory payments to resident teachers. This applies both to US registrants going overseas and overseas registrants coming to the US. We believe this is justified because prior to going overseas, the registrant will have completed several consecutive weeks of in-state student teaching and will have received close supervision during that interval. When overseas resident teachers learn it is not the usual campus practice in the US to pay a significant fee for practice teaching supervision and that the Gateway's policy of no supervisory payment is the same for all, most are willing to forego the supervisory fee in order to promote internationalism in teacher education.

EXCEPTIONS

Any exceptions to the material in this booklet must be described by the campus director in a letter to the Gateway which accompanies the Registration Sets, or in follow-up communication at any stage in the registrant's experience in the Gateway.