



EducatorsAbroad ^{Ltd.}

US

4017 McCulloch St. Duluth, MN 55804 USA

UK

5 Talfourd Way, Redhill, Surrey RH1 6GD, England

PH

(952) 452-4278

01737-768-254

contact@educatorsabroad.org

www.educatorsabroad.org

Dear Colleague,

Welcome to the EducatorsAbroad Ltd. (EA) Practicum, Student Teaching (EAST), or English as a Foreign Language Teaching Assistant (EFLTA) program.

Whether you are new to these programs or have worked with our students in the past, we wish to share our sincere appreciation for your willingness to assist us in guiding the professional and personal development of an EducatorsAbroad program participant.

We truly believe that you as cooperating teacher are the key person in this experience. You are the one who brings to life the professional aspects of teaching by sharing your expertise, observing lessons, offering advice regarding effectiveness, and providing the support your EA student needs to maintain their professional and personal well-being during this cross-cultural experience.

Requirements for Practicum and EFLTA placements are outlined in the course syllabus which is included in the folder your student gave you. The following applies more directly to Student Teaching placements.

The Worldwide Teaching Internships handbook outlines responsibilities we each have. We ask that you review the responsibilities with your EA student to assure expectations are clear. The program www site - www.educatorsabroad.org - has further details about each program that may be of interest and value to you.

We hope that your EA student is settling in and coming to know your students and class procedures. The student should be learning about your curriculum and helping with small groups and supporting the work you do.

For student teaching:

- 1) As you gain confidence in your student teacher's abilities he/she should take responsibility for specific lessons and then blocks of time with the class. It is expected that each student teacher will take full responsibility for all instruction for at least two weeks toward the end of the assignment to demonstrate readiness to be a teacher.
- 2) We expect your student will prepare detailed written plans for every lesson including objectives, resources, strategies, and time allocation. We also expect that students will be reflective by evaluating each lesson and setting and achieving personal goals for each aspect of their professional development.
- 3) We ask that you prepare written notes of observations using the three formative evaluation forms in your folder throughout the placement. Copies of this triplicate form are for your student and GST faculty supervisor. Just as important, are the informal discussions you have on a day-to-day basis about your student's progress in teaching.
- 4) An interim evaluation form is also available (copy in your folder) for use as you feel necessary and useful to communicate concerns/compliments and expectations during the student teaching placement.
- 5) For a ten week or longer placement a GST faculty member will visit, at least one full day, to observe your student teacher. This visit will also provide opportunity to discuss the placement and requirements in more detail.
- 6) Finally, we ask that you write a letter of recommendation on school stationery or complete the summative evaluation form (copy in your folder) for use in determining a course grade and by your student teacher in seeking employment. Give a copy to your student and forward a copy to the GST faculty supervisor. The summative form is also available in the |Forms and Materials section at www.globalst.org where it can be completed and submitted on-line.

The success of EA placements depends upon close cooperation among all participants – you, school administrators, EA faculty, and the student. We will do our best to assure a successful experience for everyone, especially the students in your class(es). Please do not hesitate to contact your student's EA supervisor, the person who made the placement or us if you have any questions or concerns.

Sincerely Yours,

Dr. Craig Kissock, Director

Rev 12/2012