



The following instructions have been developed to assist you in completing form E1, the school application form. AFS would also recommend consultation with the Handbook for Mentor Teachers when filling out the form. When completed, please send three copies to: AFS Admissions Office, 506 SW 6th Avenue, 2nd floor in Portland, OR 97204.

Question 1:

Describe the school curriculum including information on:

- a. Curriculum – especially related to classes in which you will be utilizing the resources of the Visiting Teacher. Include any curriculum outlines, guides or materials that could be passed on to the Visiting Teacher to assist in preparation for the exchange experience.**

This information will be especially useful for the teacher in making preparations for the experience and forming appropriate expectations.

- b. Areas of special emphasis.**

Is your school a magnet school with a special focus such as arts, sciences, languages, etc? Are vocational classes taught? Are there special programs for college-bound students?

- c. Special offerings in world cultures, or area studies.**

Describe any special offerings in these areas.

The Visiting Teacher can be a valuable resource in social studies and history departments. If your school offers courses that could benefit from a Visiting Teacher (i.e. global studies curriculum that includes units emphasizing particular world regions) please describe this curriculum in detail. Again, this will assist the Visiting Teacher in preparing for his or her experience in your school.

- d. Does your school teach ESL (English as a Second Language)? If so, describe this department. Also describe any unusual or innovative aspects to your teaching of foreign languages, English or ESL.**

Most AFS Visiting Teachers are teachers of English as a foreign language in their home countries. While offering ESL classes at your school is not a requirement for hosting a Visiting Teacher, the opportunity to observe and teach in such classes is a valuable source of professional enrichment for the Visiting Teacher. If your school does have such a program, please include a description of it.

- e. Does your school offer foreign language classes?**

If your school offers foreign language classes, please include a listing of the foreign languages and a description of levels offered.

- f. Social and Academic Atmosphere.**

Please describe in general terms the social and academic atmosphere in your school.



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Question 2:

Describe the type of program you would develop for the Visiting Teacher.

Some issues to consider in planning the teacher's schedule:

- In our experience, the two most important factors in a successful placement are flexibility and early planning. The faculty should be committed to utilizing the Visiting Teacher. They should also have time to develop plans in advance.
- Your school may wish to adjust the Visiting Teacher's schedule after arrival once the teacher's skills, background and interest are more thoroughly considered. AFS Visiting Teachers enjoy serving as a resource in many departments throughout the school.
- Please attempt to be as detailed as possible in describing the type of program you will develop for the Visiting Teacher. This information will be shared with the teacher before departure from home and will assist in preparation and the gathering of teaching materials for the sojourn in the U.S.
- The Visiting Teacher should be scheduled for an initial (two to six week) period of class observation so that he or she can become familiar with the U.S. educational system and the English language as it is spoken in the U.S. Some Visiting Teachers may be able to take on classroom responsibilities after two weeks; others may require a longer period to familiarize themselves with the necessary teaching methods. You should be sensitive to the teacher's adjustment needs and regulate the schedule accordingly. Once the VT has become acclimated to the classroom schedule and seems to feel comfortable undertaking more teaching, the workload should be increased gradually, keeping the number of new tasks down to a few each week.
- The time frame for the programs varies from a semester to a full school year. You will need to take the length of your Visiting Teacher's stay into consideration when developing your program.

a. Grade level (s) to be taught.

Describe the grades and age levels the teacher will be working with.

b. Subject Areas (this should include at least one class in ESL or in English).

Describe the subject areas the Visiting Teacher will teach.

c. What do you expect to be a typical day's activity?

Describe a typical day's activity including a description of classes to be taught, free periods, support functions (hall monitoring, etc) the Visiting Teacher will be expected to participate in, and extra-curricular activities he or she will have an option of joining. The AFS Visiting Teacher should not be scheduled for more than four class hours per day. In situations where the teacher is shared between schools, the scheduled teaching load should be an equivalent of four class hours between the two schools.

Since the Visiting Teacher is adjusting to a new language, culture and educational system, ample time should be given to prepare for school lessons and community presentations. The Visiting Teacher should be scheduled for two "prep" periods per day. Also, note that the typical teaching load in some countries can be much lighter than that of typical U.S. teachers. For example, Chinese teachers often teach a total of three classes a day with 50 students per class. However, they spend many hours grading essays and homework that students hand in on a daily basis. Of course, if the Visiting Teacher wishes to add more classes once he or she has arrived, this is perfectly fine.

d. Other schools in the community where the Visiting Teacher could serve as a resource.

Many AFS Visiting Teachers have benefited from the opportunity to visit other educational institutions for a short-term exchange ranging from one day to two weeks in length. Such visits could be arranged with elementary, junior high schools, private schools or universities in your



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area. If this is possible, please describe the other schools the Visiting Teacher will visit or work with.

Question 3:

What specific contributions do you expect the Visiting Teacher to make to the students, faculty, parents and community?

Visiting Teachers have indicated their strong desire to become acquainted with as many types of American social institutions and societal levels during their short time in the U.S. as possible. Chances are, the more opportunities your Visiting Teacher has to meet different people in the community, the happier he or she will be. The best way to reach many groups is to combine media attention and a personalized approach to key people in your community. Work closely with local AFS Volunteers in coordinating schedule and realistically balancing obligations to school and the greater community.

Question 4:

Many teachers come with a small amount of money to spend for day to day expenses. Can your school offer such amenities as free lunch, bus transportation, etc.? Please enumerate any such offerings.

The AFS Visiting Teachers do not receive a salary while teaching in the U.S. and most Visiting Teachers come with a small amount of spending money. Can your school offer such amenities as free lunch, bus transportation, admittance to social and athletic school events?

Question 5:

Describe any teachers' union contract provisions or school board rules and regulations which would limit the Visiting Teacher's role in your school.

There are different rules and regulations regarding the AFS Visiting Teacher's role in school systems throughout the country. For example, some local laws and/or union contracts prohibit any teacher not locally licensed from being left alone in the classroom. In this regard, AFS does not assume any legal liability for Visiting Teachers.

AFS Mission

*AFS-USA works toward
A more just and peaceful world
By providing international and
Intercultural learning experiences to
Individuals, families, schools, and communities
Through a global volunteer partnership.*



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