



## **Proposal**

### **Training Program – French Teacher Program College of Education and Human Development University of Minnesota**

The College of Education and Human Development (CEHD) at the University of Minnesota (UMN) proposes a customized educator training program for a small group of French teachers working with immigrant and refugee students. The program provides teachers with both an academic experience, participating in workshops led by University of Minnesota instructors, and field experience observing classrooms in local schools. Workshops are specifically designed to meet the needs of partner institutions. Topics are negotiated with partner institutions and focus on the training area desired, in the case of the French Teacher program all seminars and workshops will focus on immigrant and refugee inclusion and best practices for working with students with limited formal and interrupted schooling. In general the program provides participants the opportunity to learn about innovative teaching strategies and methodologies used in U.S. schools, gain understanding of successful program, and engage in experiential learning through classroom observations. Program participants will also have the opportunity to engage with local immigrant and refugee community members to help improve their understanding of the lived experiences of this population. The program will also provide working session to help facilitate transfer of skills and knowledge to the French context. Participating teachers will leave with action plans to support their transition back into French schools.



The proposed 10 day program will include: (1) workshops at the University of Minnesota, seminars focused on immigrant and refugee teaching methodologies, (2) Research and academic engagement (3) observations at local schools, (4) cultural activities, and (5) community engagement.

CEHD has access to highly trained faculty and staff with experience in the topics proposed. Workshops and seminars will be tailored to meet the needs of French teachers accepted into the program. The program also includes community service site visits to observe how teachers and school can make use of community resources, and develop special partnership programs. Classroom experiences will take place with partner schools with expertise in hosting international visiting teachers. UMN faculty will also provide debriefing workshops to help visiting educators make sense of their classroom observations, and reflect on ways they can incorporate ideas and activities they observed into their own classroom environments in France. During the program participants will also have an opportunity to learn about Minnesota and US policies that impact the educational and community experience of immigrant and refugee communities. The program will also provide opportunities to explore the latest trends in teaching and assessment, discuss similarities and differences between the systems of two countries (France and US), learn about online resources, and interact with both educators and community members.

We expect our program to (1) provide training in the latest teaching techniques, including teaching strategies and assessments for immigrant and refugee students; (3) provide opportunities for participants to explore and learn about innovative research approaches to enhance their capacity as educators; (4) provide opportunities to experience teaching in



action through classroom observations; (5) provide training in academic research and writing, including opportunities for feedback on their lesson plans and teaching philosophies. Our goal is also to listen to, and use input from, colleagues to fine tune the curriculum of the program to best ensure the strongest probability of positive impact from the Minnesota program experience on practices within the partner institution's country.

### **Institutional Capacity**

The University of Minnesota is an international leader in education, scholarship, research, and service. The combination of our infrastructure for supporting international students, scholars, and visitors and our leadership positions this institution as an excellent site for the program. We support more than 65,000 undergraduate, graduate, and professional school students seeking degrees in over 250 fields of study. We also attract more than 4,500 international scholars, professionals, and students each year from more than 130 countries.

The University of Minnesota's education program in the College of Education and Human Development ranks #3 in the world, according to the Academic Ranking of World Universities (ARWU) 2017 report. Only prestigious private universities Harvard and Stanford are ranked higher, making **CEHD the highest rated public education program in the world**. Our faculty and staff also

### **Experience**

UMN has been engaged in on-campus international professional development activities for decades. Specifically, the University's College of Education and Human Development (CEHD) has hosted several international programs and initiatives.



Including numerous Global Teacher Education Programs (GTEP) providing educators with the opportunity to become familiar with U.S. teaching strategies and assessments, recent research, and gain experience through community and school engagement in the Twin Cities area. All programs are customized and we have had a variety of program formats, from hosting 17 Estonian Immersion Teachers for one week to hosting 37 elementary education teachers from South Korea for 4 weeks. In October 2017 we hosted 16 teachers from the United Kingdom on a similar program focused on immigrant and refugee integration. CEHD has also hosted several State Department-funded programs, such as the *International Leadership in Education Program (ILEP)*. The semester-long ILEP program featured coursework at the University of Minnesota as well as customized classes for the ILEP cohort, classroom observations at local schools, and provided cultural outings and reflection sessions. Recently we also hosted the State Department *European School Administrators Program*, which France participated along with Sweden, UK, the Netherlands, and Germany. For years, UMN has hosted educators from around the world.

To successfully run the GTEP, and other international programs, we have convened an infrastructure, which includes:

- Full time coordinator of customized programs
- Access to a seasoned, talented events director
- Access to a bilingual staff
- Faculty with relevant content knowledge and expertise
- Collaborative relationship between UMN and local schools
- Availability of site visits, classroom observations and teacher mentorship



- UMN door-to-door transportation for all site visits, school placements, and events
- Opportunities for cultural activities and events

GTEP, and other CEHD international programs, are led by Dr. Marina Aleixo, Program Director of International Initiatives and affiliate faculty in CEHD. Dr. Aleixo has a doctorate in Curriculum and Instruction with a focus on Second Languages and Cultures Education. She has extensive background experience in curriculum development and international programming. If needed Dr. Aleixo can also provide training workshops for teachers at the host country in order to help prepare them to participate in the GTEP.

### **Outline of Proposed Program**

The UMN proposes a program that is steeped in experiential education opportunities for educators. Throughout the program participants will be exposed to different elements of U.S. education and culture.

#### Program Logistics

The CEHD will make all the necessary arrangements for local transportation. We will be responsible for providing transportation to all community site visits, school internship sites, cultural activities, airport pick up/drop off.

#### Housing

Visiting teachers will stay at a local hotel. This extended stay hotel is walking distance from the University of Minnesota. Participants will also have easy access to public transportation for independent exploration.

#### Health Care



Participants will be responsible for their own individual insurance during the program.

CEHD will ask for proof of health care insurance of all participants prior to attending the program.

#### Travel Cost

Individual participants will be responsible for their travel cost to and from the Minneapolis-St. Paul International Airport (MSP). In addition, participants are responsible for all travel visa costs and procedures. The University of Minnesota will provide any necessary documentation to support visa applications for all participants.

#### Welcome Reception and Final Ceremony

The program will host a welcome reception where visiting teachers will have the opportunity to meet program staff, workshop presenters, mentor teachers, and local community members. In addition, the program will host a final ceremony where participants will have an opportunity to present to a university audience their program experience. We will invite program participants (e.g., program staff, teachers, workshop presenters, CEHD leadership, etc.) to attend the event and celebrate the completion of the program.

**Program Dates:** TBD

### **Sample Program at a Glance**

#### **Day 1: Orientation**

During their few days on campus, students will be given an intensive orientation to their four-week long program. Components of this orientation will include:

- Campus resources



- Campus tours (the University of Minnesota – Twin Cities has 3 campuses)
- Experience navigating campus
- Using the Metro Transit and campus shuttle bus systems
- Information on local resources and cultural activities
- Meeting program staff
- Program schedule and school visit information

### **Week: Educational Workshops and Seminars**

During the on campus academic weeks of the program participants will attend customized workshops and seminars focused on teaching immigrant and refugee students; academic research and/or action research; and best practices for working with students with limited or interrupted schooling. All classes, workshops and seminars will be specifically designed for the program. Classes, workshops and seminars will be delivered in 2-3 hour long sessions. See sample scheduled.

As part of the program visiting educators will also have the opportunity to observe at various schools in the Twin Cities area that work with immigrant and refugee populations. Participants will spend time observing at local schools and will also have an opportunity to engage in collaborative conversations with local teachers. Reflection session at the end of the observation experience will also provide participants with an opportunity for discussion.

### **U.S. Culture and Academic Activities**

Throughout the program participants will be exposed to different elements of U.S. culture and life in Minnesota. The program includes two group cultural activities. In addition, the program will include government and community site visits, where participating teachers can learn about collaborative projects between local schools and community resources.