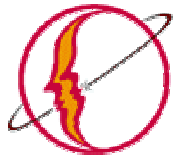


**EMBASSY OF SPAIN
EDUCATION OFFICE PROGRAMS**

**Language/Culture Assistants
Guidelines and Application form.**

**Esther Zaccagnini
Embassy of Spain-Education Office
2475 Pennsylvania Ave, NW
Washington, DC 20037
Tel: 202-728-2335
Fax:202-728-2313
Email: esther@spainembedu.org**



GUIDELINES FOR LANGUAGE/CULTURE ASSISTANTS

I General information

All candidates are assigned individually by authorities in Spain. As a prerequisite of acceptance in the program, most of the candidates must have completed university training to a Master of Arts degree. Most Assistants are teachers who have completed their teacher training. They are usually from 23 to 25 years old. There will be an orientation meeting before their arrival to the U.S.

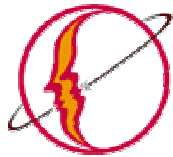
Applications must be submitted by December 31st of the current year to:

Esther Zaccagnini
Embassy of Spain-Education Office
2475 Pennsylvania Ave, NW
Washington, DC 20037
Tel: 202-728-2335
Fax:202-728-2313

Schools applying for Assistants and fulfilling the requirements will be notified in April of the following year about their eligibility for an Assistant for the following academic year. Forms and further information can be obtained from the Education Consultant of the Embassy of Spain in the (nearest) state.

II Functions and Duties of the Assistant

1. Assistants should help teachers in language and culture classes as native speakers and as experts on their home country.
2. Assistants can stimulate the students' interest in history, culture, and language and may work with small groups of students, to develop speaking, listening, reading, writing skills and cultural understanding. They could also make presentations to social studies, art and music classes.
3. Assistants should provide brochures, maps, books, newspapers, magazines, postcards, illustrations, postage stamps, etc. to help during discussions. Materials about the Assistants' own schools or home backgrounds are of interest to American students. Often



students are encouraged to make personal contact with young people of their own age in the home country of the Assistants.

4. Assistants should not undertake formal class teaching or be made responsible for the discipline or supervision of students.

Under no circumstances can assistants be used to replace a teacher.

Important considerations:

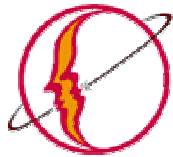
- ✓ **It is recommended that Assistants be assigned to work in no more than two schools.**
- ✓ **Assistants work the same hours per day as the rest of the teachers.**
- ✓ **The Assistant and the School Representative should agree upon activities, including attending faculty meetings, making presentations in classes and participating in extra-curricular functions.**

III Responsibilities of:

1. School representatives

The university/District must assign a Representative to work with the Assistant and serve as a liaison to the School District and the Education Office of Spain. The Representative is responsible for:

- ✓ Planning the work schedule for the Assistant.
- ✓ Ensuring the cooperation and communication among teachers, administrators, and the Assistant.
- ✓ Attending the orientation sessions and mid-term evaluation meetings.
- ✓ Preparing a final report of program activities.
- ✓ Ensuring that the transportation and lodging arrangements made for the Assistant are adequate.



2. School District

The School District Representative, in consultation with the principal, teachers and the Assistant will make assignments. During the first week, Assistants should observe classes and learn what will be required before they undertake duties on their own. Assistants who will work in language classes should have an introduction to the language teaching methods used in the school and get an idea of the language proficiency of the students.

The Representative must advise and guide the Assistants work so they should feel free to consult on any point. Arrangements may be made for Assistants to attend classes in other subjects in which they may have an interest. Assistants should be considered members of the staff and be allowed staff-room privileges. Assistants should be given every opportunity to learn about and participate fully in the social life of the school and surrounding community. They should be encouraged to take part in school clubs and societies and be invited to field trips. They should not be responsible for the safety or conduct of students on field trips.

School officials are asked to provide a letter of commendation for the Assistants, if warranted, upon completion of their assignments.

IV Lodging

School officials must assure that free lodging will be provided for the Assistants, preferably an apartment that can be shared. For the most part, family accommodations will be accepted only in very exceptional cases.

V Transportation

Schools must cover the cost of transportation incurred by the Assistants in carrying out work duties. This can be done by:

- ✓ Providing the use of a car
- ✓ Paying a monthly or annual transportation allowance
- ✓ Sharing the cost of buying a car
- ✓ Renting a car
- ✓ Reimbursing the Assistant for gas expenses
- ✓ Using other means (such as sharing rides with teachers)



VI Telephone

Assistants living in apartments may arrange to install telephones at their own expenses. School districts should allow Assistants to make in-state calls related to their work assignments and a 30 minutes international call per month to their families. Telephone usage may vary from one district to another. Therefore, agreements should be clearly understood by the Assistants and the district/School Representative.

VII Timing.

Applications are normally not considered until April. The Culture/Language Assistant Program is for one school year period.

VIII Vacation

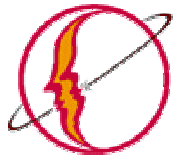
What follows are guidelines for use of time:

- 1 Assistants should receive the same holidays and scheduled days off as teachers and students. Special arrangements concerning the Christmas holidays can be negotiated with the Assistant, as long as the school is not affected by them.
 2. District/School Representatives should meet with the Assistants to mutually agree upon the days off throughout the year. Another possibility is to schedule the Assistant's work schedule so that he/she will have Mondays or Fridays free thus allowing long weekends to travel/to study.....
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-

IX Reception of Assistants: Pre-arrival.

1. The more people are informed about the Assistants Program, the better prepared the school, school district, and community will be for the assistant's arrival. We recommend that the school district officials describe the program in any newsletter that the school district sends to the community.

2. Assistants may be traveling to the United States for the first time and,

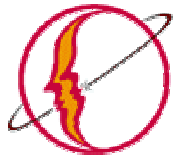


therefore, be anxious about the kind of reception they will receive, the duties expected, and the arrangements made for their lodging. Providing written information to them prior to their arrival can allay many of these worries.

3. When the school is given the name and address of the Assistant, a deadline will be given for sending a written package to the Assistant with a copy to the Education Advisor from the Embassy of Spain in the state.

The letter should cover the following points:

- Letter of invitation addressed to the Assistant (they will have to present it to the Immigration Authorities).
 - Address and details of lodging accommodations.
 - Work-related transportation arrangements.
 - Type of school and information on school district, including number, age range and sex of pupils and geographical location of school.
 - Description of the instructional program in which the Assistant will work and the kinds of things the Assistant will be asked to do.
 - Opportunities for study or attending courses at universities or other institutions.
 - Information about local public transportation.
 - Car purchase or rental information.
 - Average car insurance costs.
 - Information on banking.
 - Socio-economic description of community.
 - Population of community.
 - Climate.
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SAMPLE ACTIVITIES FOR THE LANGUAGE/CULTURE ASSISTANTS PROGRAM.

I Language Classroom Activities

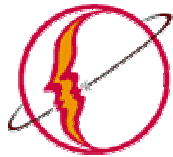
The following is a list of language classroom activities which have been effective for Language/Culture Assistants in the past:

- Teaching class with teacher
- Tutoring
- Small group practices
- Developing material for lessons
- Lectures and games on culture and language
- Introducing popular and traditional songs
- Writing letters to pen-pals
- Providing visual aids (e.g. posters)
- Encouraging conversation in foreign language
- Introducing and working with foreign news articles
- Presenting and discussing relevant material
- Using a computer
- Presenting story-telling sessions and interpreting cultural aspects
- Translating nursery rhymes and discussing meaning
- Preparing and grading quizzes and exams

II Interdisciplinary Activities

The following is a list of language classroom activities which have been effective for Language/Culture Assistants that have participated in academic areas other than in Language classes:

- Visiting and assisting:
 - in Social Studies classes
 - in Home Economic classes
 - in Art classes
 - in English classes
 - Working with ESL teachers and students
-
-



III Extracurricular Activities for Language/Culture Assistants

The following are ways in which Language/Culture Assistants have participated in extracurricular activities:

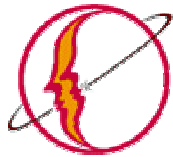
- Planning an International/Multicultural Day
- Participating in class trips
- Organizing intramural sports tournaments
- Participating in cultural trips to museum and historical sites
- Participating in school clubs
- Coordinating Foreign Language Clubs
- Participating in in-service courses
- Attending staff meetings/workshops
- After-school tutoring
- Participating in chorus and theater groups
- Participating in fine arts festivals

IV Activities NOT Recommended for Language/Culture Assistants

The following are activities which have been ineffective for Language/Culture Assistants and are NOT recommended:

- Placing Language/Culture Assistants in situations where they are not comfortable (e.g. assigning them to inappropriate classes or class level).
- Insisting that they must duplicate the same teaching and presentation as the teacher. Remember, the Assistants are supplementary resources to strengthen instructional programs.
- Using them as substitute teachers.
- Assigning all quizzes and exams to be corrected.
- Assigning Assistants to teachers who are unaware of the program and are not prepared to work with the Assistants.

The most successful program occurs when teachers are involved from the beginning, want the services of a Language/Culture Assistant and help to plan the program.



**Embassy of Spain. Education Office
2375 Pennsylvania Ave., N.W.
Washington, D.C. 20037**

**SPANISH LANGUAGE ASSISTANT PROGRAM
SCHOOL / SCHOOL DISTRICT APPLICATION FORM**

I. SCHOOL / SCHOOL DISTRICT INFORMATION:

1a. Name of School: _____

School _____ Address: _____

(Street)

_(City) (State) (Zip)

Principal: _____

Telephone: Area code () _____ Ext. _____

Fax Number: Area code () _____ Ext. _____

E-mail: _____

1b. School District:

Name _____ of _____ School _____ District: _____

Address: _____
(Street)

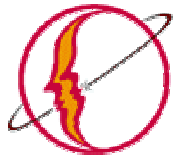
(City) (State) (Zip)

Superintendent: _____

Telephone: Area code () _____ Ext. _____

Fax Number: Area code () _____ Ext. _____

2. Provide general information on the school and the school district (location, size of the community, background of students, facilities and opportunities available to the Assistant, etc.)



Attach additional sheets, if necessary.

II. LANGUAGE PROGRAM INFORMATION:

1. School in which the Assistant will serve:

Number of teachers	Number of students	Level of language taught	Number of language teachers	Number of students studying the language	Average language class size
_____	_____	_____	_____	_____	_____

2. What language textbook(s) is (are) in use?

Textbook	Year	Publisher

3. What provisions are made in the language curriculum for teaching: (a) conversation and (b) culture and civilization?

4. What interdisciplinary activities, if any, are conducted between language teachers and other subject area teachers?

5. Is there a language club? Yes ____ No ____

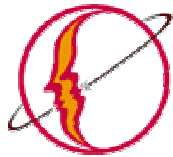
If not, would the school be interested in starting one?

6. What other languages are taught in the school in which the Assistant will serve?

III. ASSISTANT'S DUTIES AND FUNCTIONS:

1. How will the program function? Include a sample weekly schedule for the Assistant. (Please refer to pages 7 and 8 of the guidelines for information.) Attach additional sheet, if necessary.

2. How will the language teachers cooperate? Attach additional sheet, if necessary.



3. What provisions will be made to inform other teachers of the program? Attach an additional sheet if necessary.

IV. OTHER INFORMATION:

1. Please name the person who will serve as the District Representative for this program?

Name: _____

Title: _____

Address: _____

Telephone: Area code () _____ Ext. _____

E-mail address: _____

2. Please name the person who will serve as the School Representative for this program?

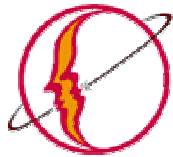
Name: _____

Title: _____

Address: _____

Telephone: Area code () _____ Ext _____

3. Why does your school want to participate in the program? Attach additional sheet if necessary.



4. How will transportation be provided?

_____ Provide the use of a car.

_____ Share the cost of buying a car. If yes, approximately how much money will be provided \$ _____?

_____ Pay a monthly or annual transportation allowance to the Assistant. If yes, approximately how much money will be provided \$ _____ mo/yr?

_____ Cover the cost of insurance and repair.

_____ Reimburse the Assistant for gas expenses incurred while conducting to and from work-related activities? If so, what is the rate for mile \$ _____?

_____ Rent a car.

_____ Provide bus and subway fare.

_____ Other, please describe.

5. Please specify what lodging arrangements will be made.

7. Will the school allow:

a. Thirty minutes international telephone call per month?

_____ Yes

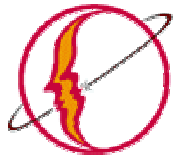
_____ No

b. In-state work-related telephone calls to the Assistant's Consulate and Spanish Supervisor?

_____ Yes

_____ No

8. What materials would the teacher(s) like the Assistant to bring?



ASSURANCE

We will host a Language Assistant for the assigned period. We have read the Guidelines for Language Assistant in Chicago Public Schools and accept the responsibilities of the receiving school as follows:

- * Provision of information to the Assistant about the school, school district and local community prior to the arrival of the Assistant as well as provision of a letter of invitation.
- * Provisions of housing and work-related transportation, as specified in guidelines
- * The District/School Representative will:
 - Plan the work schedule for the Assistant in accordance with the guidelines contained herein;
 - Ensure cooperation and communication among teachers, the school administration and the Assistant;
 - Ensure that the housing and transportation arrangements are adequate for the Assistants; and
 - Prepare, in cooperation with the Assistant, a final report of the program activities.

I further assure that if any of these conditions are changed from what is described in this application, the Education Advisor of the Embassy in the state will be notified immediately.

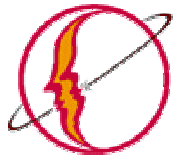
Name (signature)

Date

Title

ACCEPTANCE OF THE CONDITIONS OF EXCHANGE BY THE SCHOOL PRINCIPAL

I have read the information contained in the *Guidelines and Application form*. I understand and accept the conditions of the Language/Culture



Assistants pertaining to the school of which I am Principal for the 2000-2001 school year, and I confirm the acceptance of the agreement

Principal's Signature

Date
