

TEACHER EXCHANGE PROGRAM Handouts

One of the principal program components designed to improve educational continuity for binational students is the Binational Teacher Exchange Program.

Objectives.-

To reinforce knowledge about the history, culture, values and national traditions of Mexican origin students who live in the US; strengthening their identity and improving their education.

To encourage ongoing communication between US and Mexican teachers in order to share educational experiences that promotes continuity of educational practices.

To improve the educational services offered to the Mexican and Mexican descendent school population living in the US through the binational teacher exchange program.

Process, Timeline:

Proposed Timeline	Activity
November	Mexico's Secretariats of Foreign Affairs and Public Education send the <i>Convocatoria</i> (invitation) to Mexican Consulates (IME) and State Education Agencies in the U.S.
December	Mexican Consulates in the U.S. send Teacher Exchange applications to State MEP administration.
January	Individual Mexican states inform the SRE through IME of the number of teachers they will sponsor to participate in the Teacher Exchange. School districts and local education authorities submit to their U.S. Mexican Consulate (IME) the number of Mexican teachers they wish to receive.
February	The PROBEM from each participating Mexican state submits a list of teachers selected for the exchange, along with their resumes, to the SRE to be assigned to sites.
March	On March 1, MEP administrators submit completed applications to their U.S. – Mexican Consulate.
April	The SRE, along with participating Mexican states, finalize assignments for exchange teachers to migrant program sites, based on the information submitted by MEP administrators on the Teacher Exchange application. Initiated by the Mexican Consulates in the U.S., direct lines of communication are established between the Mexican Consulates, MEP administrators, Mexican state-level PROBEM contacts, and exchange teachers to discuss programmatic and logistical information. The required teacher information is provided for the required visa documentation. Teacher Exchange visa process is initiated. Through combined efforts of MEP administrators, the Mexican Consulates in the U.S., exchange teachers, and the U.S. Embassy in Mexico, requirements for visas are met at least <u>one month</u> prior to teachers' arrival. Many exchange teachers attend an orientation meeting hosted by Mexico.
May	Mexican Consulates and MEP administrators finalize arrangements for lodging, food, local transportation, visas, and stipends with the Mexican PROBEM coordinators and exchange teachers from the Mexican sending state at least one month prior to teachers' arrival.

Mid-May	The SRE, along with participating Mexican states, informs Mexican Consulates and receiving MEP administrators of arrival information and finalizes local transportation to program site.
July-August	Data gathering materials regarding the implementation of all components of the binational initiative are sent to the State MEP directors by the Center for Migrant Education.
August-September	Data gathering surveys and reports are submitted by State MEP directors to the Center for Migrant Education.

The goals of the BMEI and priorities for the exchange teachers that must be clearly communicated include:

- Instructing students about the history, culture, arts, dances, and traditions of Mexico
- Having adequate time for meaningful contact with as many binational migrant students as time and scheduling allow
- Conducting outreach activities with parents, including training on the use of the Binational Transfer Document
- Providing U.S. educators with information regarding Mexico's educational system, curriculum, texts, pedagogy, pupil progression, etc.
- Conducting a culminating cultural activity for students, families, staff, and members of the community

Orientation:

Conduct onsite orientations including both U.S. and Mexican teachers directors who have allocated time for a joint in-service report it to be very beneficial.

A one-day training model that has been successful dedicates the morning session to explaining goals, expected outcomes, and logistics for the summer program to local staff and exchange teachers. The afternoon is devoted to teachers meeting together for specific planning such as scheduling, designing lesson plans and activities, and creating materials.

Framed within the overall evaluation of the State MEP, the evaluation of the Binational Teacher Exchange can take a variety of different forms depending on the purpose of the evaluation and the resources available. Some examples include:

- The impact of the teacher exchange experience on binational exchange teachers;
- The value of the binational exchange teacher services to secondary-aged migrant students and out-of-school youth;
- The binational student achievement outcomes after participating for two months in a State-funded summer binational initiative;
- The extent to which professional development influenced how binational exchange teachers teach reading and math content; and
- How parents perceived binational exchange teacher services.

Resource: “A Guide for supporting education without borders”

Note: video “clip” a binational teacher exchange participation, in the beginning of their participation and another “clip” at the end of their participation.