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SITE,

CĂTRE

Unitățile de învățământ din județul Neamț

În atenția profesorilor de limba engleză

Vă înaintăm, spre informare, invitația Ambasadei SUA de a participa la cursuri de specializare de vară, în cadrul ediției 2020 a *Study of the U.S. Institutes (SUSIs) for Secondary Educators*.

Pentru detalii, consultați documentul atașat.



INSPECTOR ȘCOLAR GENERAL,
Prof. Mihai OBREJA

INSPECTOR ȘCOLAR,
Prof. Gabriela PUȘCĂLĂU

doamna IșJ Neamț
Sc. B. P. Școlaru
Curly

in atentia doamnei/domnului inspector general si de engleza: Ambasada SUA - cursuri de specializare pentru profesori de liceu, profesori formatori, experti de curriculum, autori de manuale

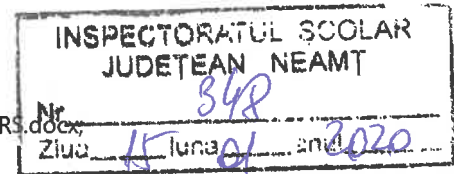
Alexandrescu, Isabella (Bucharest) <alexandrescui@state.gov>

Wed 1/15/2020 12:43 PM

To: IȘJ Neamț <office@isjneamt.ro>

1 attachments (28 KB)

CALL FOR APPLICATIONS SUMMER INSTITUTES FOR SECONDARY EDUCATORS.docx



Stimata doamna inspector general/ Stimate domnule inspector general,

Stimate domnule inspector de engleza/Stimata doamna inspector de limba engleza,

Biroul de Diplomatie al Ambasadei SUA va transmite un salut calduros si va aduce la cunostinta ca s-a lansat editia 2020 a Study of the U.S. Institutes (SUSIs) for Secondary Educators. Este vorba de cursuri de specializare de vara, care se adreseaza profesorilor de engleza de liceu, autorilor de manuale, profesorilor formatori (teacher trainers) si expertilor in programa scolara. Cursurile au o acoperire totala a costurilor.

Avem rugamintea sa ne ajutati cu diseminarea acestor informatii in cadrul inspectoratului dumneavoastra si al liceelor din judet.

Avem rugamintea ca domnii si doamnele profesor care doresc sa participe sa ceara formularul de participare la **adresa de e-mail: alexandrescui@state.gov** Termenul limita pentru depunerea formularelor, pe aceeasi adresa de e-mail, este **30 ianuarie, 2020**.

Aveti absolut toate detaliile atat in documentul anexat, cat si mai jos in acest mesaj. Am rugamintea sa confirmati primirea acestui e-mail.

Cu deosebita consideratie,

Isabella Alexandrescu

Cultural Programs Coordinator

0721 288 797

US Embassy, Bucharest

Public Diplomacy Office

Phone: 40-21-200-3684

Fax: 40-21-200-3723

E-mail: alexandrescui@state.gov

**CALL FOR APPLICATIONS SUMMER INSTITUTES FOR
SECONDARY EDUCATORS - ENGLISH**

DEADLINE: January 30, 2020

This document solicits candidate nominations for three summer 2020 Study of the U.S. Institutes for Secondary Educators - **English**. The completed forms must be received Thursday, January 30, 2020.

The forms must be sent to alexandrescui@state.gov

PROGRAM OVERVIEW:

2. The Study of the U.S. Institutes (SUSI) for Secondary Educators are intensive post-graduate level academic programs with integrated study tours whose purpose is to provide foreign secondary school educators – **English Language Teachers** - and administrators - **English Language** - the opportunity to deepen their understanding of U.S. society, culture, values, and institutions. The ultimate goal of the Institutes is to strengthen curricula and to enhance the quality of teaching about the United States in secondary schools and other academic institutions abroad. Posts and prospective applicants are encouraged to visit our website page to obtain general information about the Institutes. The address is: <http://exchanges.state.gov/susi>.

3. Pending FY 2020 funding and final grant approvals, the SUSIs for Secondary Educators will take place over the course of five weeks beginning in late May/early June 2020. Three Institutes for Secondary Educators will be offered, two with a focus on classroom teachers and the third with a focus on administrators including teacher trainers, curriculum developers, textbook writers, and ministry of education officials, among others. Each Institute will have 20 participants and will include a four-week academic residency component and a one-week integrated study tour.

INSTITUTE THEMES:

4. The Study of the U.S. Institutes for Secondary Educators will provide three multinational groups of 20 experienced secondary school educators (including teachers, administrators, teacher trainers, curriculum developers, textbook writers, ministry of education officials, and others) with a deeper understanding of U.S. society, education, and culture – past and present. The focus of the Institutes will be on providing content and materials for participants to develop high school level curricula about the United States. **Two of the Institutes are tailored for secondary school teachers**; please note that the Institutes for Teachers focus on content and materials about the United States rather than teaching methods and pedagogy. **The third Institute is tailored for experienced administrators including teacher trainers, curriculum developers, textbook writers, ministry of education officials, and others.**

5. Through a combination of traditional, multi-disciplinary, and interdisciplinary approaches, program content will examine the history and evolution of U.S. institutions and values, broadly defined. The programs will also serve to illuminate contemporary political, social, and economic debates in American society. The four-week academic residencies will take place at U.S. universities and colleges

campuses and will consist of a balanced series of lectures, panels, seminar discussions, readings, workshops, site visits, meetings with practitioners in the field, and cultural activities. One-week study tours to a different region of the United States will complement the academic residencies. One goal of the study tours is to showcase the cultural, geographic, and ethnic diversity of the United States. The program features curriculum based on the study of how America's foundations and historical development have shaped and continue to inform U.S. politics, economics, and society. A key cultural component of the program involves community service activities, which will provide participants with a first-hand experience of how volunteerism plays a vital role in U.S. civil society. The program will offer multiple opportunities for follow-on engagement through alumni webinars, grant-funded follow-on projects, social media, and an alumni workshop at the end of the three-year award period in 2021.

6. The University of Montana in Missoula, MT will oversee and administer the three Study of the U.S. Institutes for Secondary Educators under the unifying theme of "Liberty, Equality, and the American Dream." All three Institutes will examine this topic through a different lens, capitalizing on the resources and culture of each location. The University of Montana (UM) in Missoula, MT will host one Institute for Teachers from approximately May 31 to July 5, 2020. The Institute will explore American studies through the lens of democracy and citizenship. The Institute for Training and Development (ITD) in Amherst, Massachusetts will host the second Institute for Teachers from June 6 to July 11, 2020. The Institute will explore the ways in which individual rights and social obligations have evolved through American history. California State University at Chico will host the Institute for Administrators from June 3 to July 9, 2020. Within the overarching shared theme, the Institute will focus on access and equity in U.S. education and society. All three Institutes will conclude with one-week study tours that end in Washington, D.C.

OTHER ESSENTIAL PROGRAM INFORMATION:

7. Program Funding: All participant costs including program administration; travel and ground transportation in the United States; housing and subsistence; and book, cultural, mailing, and incidental allowances, will be covered.

8. Travel Arrangements: For all Institutes, the University of Montana will arrange and pay for participants' international travel, \$100 travel allowance, and visa related travel costs, within set limits and in coordination with the Embassies. The University of Montana will also provide each participant with a \$100 travel allowance. In all Institutes, the host institutions will cover all travel within the United States during the Institute.

9. Housing and Meal Arrangements: Participants may be asked to share living quarters during the residency portion (four weeks) of the Institute. During the study tour (up to one week), participants may share a hotel room with a participant of the same gender. During the residency, housing will typically be in college or university owned housing. Most meals will be provided at campus facilities, though participants may have access to a kitchen to cook some meals on their own. The host institutions will provide full details to participants in pre-institute communications

via email and several webinars approximately six-weeks in advance of the Institute. Please explain the above possible housing arrangements to your nominees to ensure that they are comfortable with such arrangements, particularly sharing a room and/or living space with another participant for the duration of the Institute.

10. Host institutions will take care to ensure that any special requirements regarding diet, daily worship, housing, and medical care are satisfied.

11. Health Benefits: All participants will receive the Department of State's coverage of up to \$100,000, with a \$25 co-pay per medical visit and a \$75 co-pay per emergency room visit, for the duration of the program. Information on the health benefit program may be found online at <https://www.sevencorners.com/gov/usdos>.

12. Program Requirements and Restrictions: All participants are expected to participate fully in the program. Participants should be made aware of the rigorous nature of the Institute and the expectation that the success of the Institute depends on their full participation. Selected participants must attend all lectures and organized activities and complete assigned readings. Family members and/or friends cannot accompany participants on any part of the program. Candidates should be made aware that this is an intensive Institute and there will be little time for personal pursuits unrelated to the program. The Institute is not a research program.

CANDIDATE DESCRIPTION AND QUALIFICATIONS:

13. Study of the U.S. Institutes are highly competitive. Priority will be given to candidates who have firm plans to enhance, update or develop courses and/or educational materials with a U.S. studies focus or component, who have no or limited prior experience in the United States, and who have a special interest and experience in the field of secondary education as demonstrated through past scholarship, accomplishments, and professional duties.

14. Candidates should be mid-career, typically between the ages of 30-50, highly motivated and experienced secondary school teachers and administrators. Ideal candidates are individuals who are seeking to introduce or enhance aspects of U.S. studies into their curricula or to offer specialized seminars/workshops for education professionals in U.S. studies or related fields.

15. Candidates must demonstrate English language fluency. Institutes are rigorous and demanding programs; participants will be expected to handle substantial reading assignments in English and to fully and actively participate in all seminar and panel discussions. English fluency is vital to a successful experience in the Institute, both for your participant and participants from other countries.

16. Candidates should be willing and able to fully take part in an intensive post-graduate level academic program and study tour. It is important that candidates are comfortable with campus life and an active program schedule.

FREQUENTLY ASKED QUESTIONS:

- a. What degree of English proficiency should a nominee have? All participants must be fully proficient in English; throughout the Institute they will need to fully understand lectures, actively participate in discussions, and read and write assignments in English.
- b. To what extent do the Institutes for Secondary Educators cover teaching methods and pedagogy? SUSIs for Secondary Educators focus primarily on content, materials, and education related to the United States. The Institutes for teachers typically include a handful of sessions on teaching methodologies; however these sessions are supplemental to the main focus of the Institute. Teachers more interested in teaching methods and pedagogy rather than U.S. content may wish to apply for the Teaching Excellence in Achievement (TEA) program or the International Leaders in Education Program (ILEP).
- c. Can a nominee who is a dual citizen (U.S. and country of origin) participate in Study of the U.S. Institutes? No. U.S. citizens and permanent residents (green card holders) are NOT eligible to participate in this program.
- d. Can family members of U.S. Embassy employees apply for the program? Immediate family members of U.S. Embassy employees are ineligible for this program.
- f. How much free time/time for independent research will a participant have during the program? There will be some free time during the program as well as some time designated for independent research. However, nominees MUST understand that this is an intensive academic program and they are expected to participate in all lectures, activities, and scheduled events. Participants in Secondary Educator Institutes may, at their own expense, opt to extend their stay in the United States after the close of their program to the extent allowed by visa regulations.
- g. If a nominee has relatives in the United States, would he/she have time to see them? Because of the intensive nature of the Institutes, participants will NOT be able to leave the Institute to visit relatives or friends. Participants in Secondary Educator Institutes may, at their own expense, opt to extend their stay in the United States after the close of their program to the extent allowed by visa regulations.
- h. Can a relative travel and stay with the participant during the Institute? No. Relatives are NOT permitted to travel or stay with a participant during the program. There are no exceptions to this rule. Participants in Secondary Educator Institutes may, at their own expense, opt to extend their stay in the United States after the close of their program to the extent allowed by visa regulations.
- i. Can a participant stay after the end of the Institute? Yes. Under the terms of their J-1 visas, participants generally have up to 30 days after the end of the program to depart from the U.S. However, the participant must be aware that he/she is responsible for all arrangements and expenses after the end of the Institute and will no longer have ECA-sponsored health benefits.

- j. Can a participant miss one part or component of the Institute? No. All participants are expected to participate in all scheduled lectures, events, site visits, trips, and activities.
- k. How much money will participants need to bring for the program? The Study of the U.S. Institutes cover all costs of an individual's participation including transportation, lodging, and meals. Generally, host institutions provide for meals through a combination of a cafeteria meal plan and cash allowance to permit participants to cook or eat at local restaurants. Information on housing and meal arrangements will be provided by the host institution approximately six weeks prior to the start of the Institute. Participants should bring their own spending money if they wish to purchase souvenirs or other items during their time in the United States. Participants will receive a stipend to purchase books and research materials while in the United States.

NOMINATION FORMAT:

22. Candidate nominations must be received by Thursday, January 30, 2020.

The nomination form must include candidate essays that are extremely important in the selection process.

Please be sure to fill out all of the fields in the nomination form as accurately as possible. Drop down form fields (such as Work Experience, Education, Professional Memberships, Publications, Previous Experience in the United States, Courses Taught, and Current Extra-Curricular/Co-Curricular Leadership Activities) should contain only one entry per field. You may add additional fields by clicking on the button immediately below the field.

Each candidate is requested to provide a short personal essay from in order to have a better sense of candidates' motivations and goals (see nomination form). A strong candidate statement/personal essay should convey why the participant is interested in participating in the particular Institute, what s/he expects to gain from the experience, what s/he will bring to the program, and how s/he will leverage the experience to achieve "other potential outcomes" selected in the nomination form. In addition, candidate statements should describe the candidate's capacity and plans to amplify the impact of the Institute beyond their own knowledge and research.

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