

# **CAREERS IN TEACHING**

**For Returned  
Peace Corps Volunteers (RPCVs)**

**2<sup>nd</sup> Edition**

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# Table of Contents

<b>Introduction</b> .....	3
<b>Teaching as a Career</b> .....	5
Elementary Schools .....	5
Secondary Schools.....	5
Independent Schools.....	6
Institutions of Higher Education.....	6
International Teaching Opportunities .....	7
Licensure and Certification.....	8
Alternate Certification Programs .....	9
Job Fairs: Information and Helpful Guidelines .....	10
What to Ask Your State Department of Education.....	11
<b>Teaching Specialties</b> .....	12
Teaching English to Speakers of Other Languages (TESOL).....	12
A Career in TESOL .....	13
Bilingual Education .....	16
Teaching Foreign Languages.....	17
Special Education.....	18
<b>Peace Corps Fellows/USA Program in Education</b> .....	20
<b>Appendices</b> .....	23
Selected Bibliography.....	23
Professional Associations for Educators.....	26
State Department of Education Offices .....	42
State Teacher Certification Websites.....	52
Teaching Opportunities.....	56
Teaching English as a Foreign Language: Job Placement and Referral.....	60
Peace Corps Coverdell World Wise Schools.....	64

# INTRODUCTION

## *Scope and Purpose*

This manual is for Peace Corps Volunteers (PCVs) and RPCVs who want to explore teaching opportunities in the United States or overseas. It provides an overview of various specializations in the field, requirements for each, and resources for exploring areas of interest.

There are many resources available to current or prospective teachers. Local libraries, bookstores, university career centers, and the Internet have up-to-date, specific information on teaching careers. Professional associations such as the National Teachers Association (NEA) and the American Federation of Teachers (AFT) also have information and resources for professional development and networking opportunities.

Career exploration and a job search require self-assessment, planning, research, and networking. They also require focus and discipline, an ability to assess personal needs, skill in goal setting, and creativity in identifying resources needed to meet these goals. This manual provides some general job-search tips for a career in teaching. For further information on these topics, refer to the *Career Resource Manual* distributed at the Peace Corps Volunteer's Close of Service. This publication can also be obtained by contacting Peace Corps' Returned Volunteer Services.

## *Overview*

Teaching is a dynamic profession. Methodologies continually change to more accurately reflect demographic shifts and to incorporate new ways of learning into classrooms. As educational curricula expand to reflect the impact of race, class, gender, and culture, teachers must update their own credentials to increase their effectiveness. As new requirements are mandated at local, state, and national levels, teachers must modify their lesson plans to reflect these changes. And as new strategies for learning are developed, teachers must also apply innovative teaching methods to classroom environments. The challenges for teachers are tremendous, but the rewards are great to those who are dedicated to influencing lives. RPCVs are strong candidates for these careers because they bring resourcefulness, cultural sensitivity, and creative problem-solving into the classroom.

RPCVs considering a career in education have many opportunities to practice teaching in U.S. classrooms. Substitute teaching is one excellent opportunity to gain experience. Additionally, many school districts welcome teacher aides or volunteers to provide support to classroom teachers. These experiences can assist prospective teachers in deciding whether to pursue teaching as a career, provide networking opportunities and, in some cases, offer a source of income during the decision-making process. Such opportunities vary from school district to school district. Thus, it is essential to contact each district to determine its needs and requirements for such positions.

Across all academic disciplines and at all levels of education, perhaps the only unchanging aspect of a teaching career is *why* teachers teach—to make an impact, to have a career that is always changing and challenging, and to act on the belief that people are a society’s best resource.

### *Conclusion*

Finally, it should be noted that a significant number of RPCVs are teachers. RPCVs work at every level and in every specialized area mentioned in this guide. They are making a difference in schools, school districts, and communities where they work. They thus continue to make a difference in the world. They work in positions ranging from elementary educators to secondary music teachers, from TESL teachers to tutors, and from high school principals to deans of colleges. They are winners of science awards and givers of teacher awards. They are gym teachers, math teachers, and geography teachers. They work at the Department of Education and in Montessori schools. They are found throughout the United States and in all corners of the world. Employers value them because of their abilities, commitment, and Peace Corps experience. They are diverse, but not divided. They all have one thing in common—they are RPCVs. And many began their teaching careers as Peace Corps Volunteers.

# TEACHING AS A CAREER

90 percent of all domestic teaching opportunities are in the public school system. The requirements and standards for teaching in elementary and secondary schools and institutions of higher education vary from state to state. This information provides general background on each specialization.

## ELEMENTARY SCHOOLS

Elementary education is a popular career choice. Many teachers enjoy the impact of shaping young minds. Requirements for teaching in elementary education may be more rigid than those for teaching in secondary schools and are determined by individual school districts. Teachers at the elementary level are responsible for a variety of disciplines. In most cases, they are expected to earn an elementary education-teaching certificate. Without such a degree, there may be less flexibility in obtaining positions in these classrooms. In fact, in addition to professional teacher certification, many elementary education teachers enhance their employability by earning graduate degrees and additional licensure in high-demand subjects such as special education.

Many opportunities currently exist to get into elementary education via alternative routes. These routes require more research. One alternative is the Peace Corps Fellows/USA Program. Program information may be found on the Peace Corps website at [www.peacecorps.gov/fellows](http://www.peacecorps.gov/fellows). Professional associations such as the National Education Association (NEA) or the American Federation of Teachers (AFT) also have valuable information on requirements for teacher certifications. Contact information for these organizations is contained in the appendices (*Professional Associations for Educators*).

## SECONDARY SCHOOLS

Sometimes there is more flexibility in requirements for teaching at the secondary level. Generally, however, a bachelor's degree in the subject you teach and previous teaching practice are the minimum requirements for classroom teachers. This may hold true even when a shortage of teachers exists either in a subject area or a specific geographical location. Public schools and many independent schools may require teacher certification in addition to subject-specific experience. As with elementary education, there may be alternate routes to obtaining teaching positions at this level.

Secondary teachers specialize in specific subjects. With demonstrated competence in subject matter, combined with some instruction experience, opportunities are available in many regions of the country. A willingness to move, to teach in underserved communities, and to appreciate diverse cultures can work to your advantage.

Teachers must also show a commitment to pursue professional licensure. If you are not ready to make that commitment, consider substitute teaching or working as a paraprofessional to give yourself time to evaluate your career goals.

## **INDEPENDENT SCHOOLS**

Unlike public school systems, independent schools do not always require teachers to hold a teaching certificate. Thus, these schools may be more likely than public schools to hire a beginning teacher with an untraditional background. Nonetheless, independent schools that are state-accredited are required to hire teachers who are licensed. Approximately 80 percent of all independent schoolteachers have teaching certificates, and as a result this market remains competitive.

In many ways, the independent school teaching experience can be compared to international teaching. For example, there are typically fewer disciplinary problems, additional commitments to extra-curricula activities, less politics in the classroom, more flexibility with the curriculum, closer teacher-student interaction, and smaller class size. Independent schools often report lower salaries, but may provide additional benefits, such as teacher housing or other forms of compensation inclusive within the annual salary.

Some independent schools have single-sex classrooms and multi-aged classrooms. Some require teachers to live on school campus and supervise student residence living. These are factors to consider when seeking employment with independent schools. Some independent schools with religious affiliations request that teachers practice the faith of the school community; others do not.

According to placement agencies, most independent schools recruit beginning teachers both for their refreshing perspectives and because they can replace retiring teachers on a higher salary scale.

Although teaching requirements vary, independent schools generally seek teacher candidates with a bachelor's degree in subject content, some previous teaching experience, an ability to teach more than one subject, and a willingness to sponsor after-school activities, such as clubs, sports, or school publications. For elementary level teachers, additional training in child development is necessary. The American Association of Independent Schools is an excellent resource for anyone interested in teaching in this type of school. Contact information can be found in the appendices (*Professional Associations for Educators*).

## **INSTITUTIONS OF HIGHER EDUCATION**

Teaching at the post-secondary level can involve community colleges, four-year colleges and universities, or graduate-level courses. Careers in higher education are numerous and diverse, with educators who teach in hundreds of disciplines and fields. They may also be involved in conducting research either exclusively or in addition to teaching responsibilities. Senior faculty often administer a department while continuing to teach. Certainly the academic environment on college campuses, the opportunity to work with adult learners, and the intellectual freedom promoted by these schools make teaching in higher education an appealing goal for some.

Typically, instructors and professors at colleges and universities have earned a bachelor's, master's, and doctor's degree. A doctorate is essential to move up the academic ladder at a four-year institution. In two-year colleges, a master's degree is often sufficient, though a doctor's degree may be preferred.

When considering a career in college teaching, choosing a college or graduate program can be crucial. Where and under whom you study can have a direct influence on your career. Choose a graduate program that has a sound reputation in your chosen field; likewise, seriously consider the reputation and prestige of the professors under whom you will study. The status of the program and the recommendations of your professors will have a big influence on your studies and on advanced studies in your field.

The Peace Corps' *Graduate School Guide* is an excellent resource for RPCVs considering an advanced degree. This publication can be obtained by request via e-mail (including your mailing address) to [rvs@peacecorps.gov](mailto:rvs@peacecorps.gov) or can be downloaded from the Peace Corps website at [www.peacecorps.gov/index.cfm?shell=resources.former.carres.gsguide](http://www.peacecorps.gov/index.cfm?shell=resources.former.carres.gsguide). Likewise, the Peace Corps' Fellows/USA Program has assisted more than 1,500 RPCVs in integrating their Peace Corps experience with academic degree programs. Through the Fellows/USA Program, RPCVs are eligible to receive scholarships or reduced tuition for advanced degree programs from colleges and universities participating in the program. For more information on the program, refer to the section *Peace Corps Fellows/USA Program in Education* in this manual.

Additionally, organizations such as the American Association for Higher Education (AAHE), the Association of American Universities (AAU), the American Association of University Women (AAUW), and the Council of Graduate Schools (CGS) can provide detailed information on institutions for higher education. Their addresses are listed in the appendices (*Professional Associations for Educators*).

## **INTERNATIONAL TEACHING OPPORTUNITIES**

Because of Peace Corps training and experience, many RPCVs already have some of the qualifications necessary to teach overseas. To meet the requirements for these positions, you will most likely need some overseas teaching experience and must be willing to make at least a two-year commitment to an overseas service contract. Be aware that there are different kinds of contracts for overseas teaching positions. Salaries, benefits, and working conditions may vary greatly. Additionally, be aware of the terms and conditions of the contract before accepting a position overseas.

Most schools that operate overseas fall into three distinct categories:

1. American International Schools. These schools are affiliated with the U.S. Department of State, foreign embassies, or other members of the diplomatic corps.
2. International Schools. These schools are established and run by multinational corporations and international businesses.

3. Host Country National Schools. These schools are operated by each country and are regulated by government policies and standards

In most cases today, overseas schools are accredited and seek teachers who meet their educational requirements. Certification may be required. There is a great demand for candidates who are geographically flexible, able to teach more than one subject, and show willingness to sponsor clubs and extracurricular activities.

Just as with domestic schools, overseas schools weigh references heavily when considering an applicant. Potential employers rely on the people who know and have worked closely with you; people who have witnessed you encounter and solve problems; and people who can objectively assess your strengths and weaknesses. Contact information on organizations involved in international education is provided in the appendices.

## **LICENSURE AND CERTIFICATION**

Requirements and conditions for employment vary widely from state to state as well as internationally. To teach domestically or overseas, a bachelor's degree in the subject area is a minimum requirement. One path to teacher licensure is to first obtain the subject-relevant bachelor's degree, then attend a teacher's college, or fifth-year program to earn teaching credentials or a Master of Arts or Education in teaching. Course work in these graduate programs usually focuses on child development, the school's role in society, learning methodologies, teaching techniques, and classroom management.

Critical shortages exist in certain subject areas, in many geographical locations, and within minority teacher populations. Consequently, alternative teacher certification measures have been implemented to fill these voids. Opportunities are plentiful for committed, determined, and flexible teacher candidates who are willing to relocate and to teach subjects such as English as a Second Language (ESL) or special education classes. Many teaching opportunities also exist in schools in large urban areas. As a prospective teacher, you must know what you want to teach and where you are willing to work. You must also demonstrate subject matter mastery if you want to teach before earning a professional teaching license.

State boards of education are responsible for granting teacher licenses. The traditional route to teacher licensure is to attend a university and major in education. However, some states issue provisional licenses in order to fill vacancies in specific subject areas where there is a need to address immediate teacher shortages within the school system. These provisional licenses give the school districts time to recruit trained teachers while also giving the "provisional" teacher time to meet certification requirements. Perhaps the most important factor to note in obtaining licensure is that meeting requirements and passing state examinations for certification in one state does not necessarily guarantee certification to teach in another state. Thus, modifications may be required, including additional course work or applying for and passing certification tests for each state you

are considering. Additionally, different states have different passing levels—even for standardized licensure examinations.

Efforts, however, are being made to address the complexities of teacher licensure. Reciprocity is an example of such an effort. Simply put, reciprocity is an agreement granted by the state boards of education that allows a teacher with credentials in one state to be granted certification in another state. Many states participate in these types of arrangements. To find out about specific certification requirements, contact individual state departments of education or visit their websites.

Before entering a teacher-training program, determine whether it is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation ensures that the program meets a strict set of high national standards. NCATE certifies teacher candidates from these programs. Some school districts will give preference to applicants from colleges that are NCATE-certified.

Many states, too, require courses on contemporary topics, such as drug abuse prevention, information technology, and special education. Some require license renewals on a scheduled basis. Renewals require completing a specified number of credits toward a master's degree within a certain time frame.

The inconsistencies in certification regulations emphasize the importance of understanding the diversity in state certification requirements when conducting a national job search. Refer to the appendices for websites of certification requirements on a state-by-state basis.

## **ALTERNATE CERTIFICATION PROGRAMS**

Although 95 percent of PCVs are not certified teachers at the time of their Volunteer service, interviews with school staff, instructional personnel, and other teacher certification programs find that RPCVs become genuine leaders in the teaching profession. Experts in the education field also support this finding. Thus, alternative certification programs have emerged to attract teacher candidates with exceptional personal qualities and a commitment to education. These candidates might otherwise choose another career path over traditional certification methods.

Trends continue to indicate a decrease in undergraduate teacher licensure. As a result, both the number of alternatively certified teachers and the number of alternative certificate programs are increasing. Alternative certification is any non-traditional method of earning a teaching license. It requires a serious investment by school districts to employ those qualified teacher candidates who demonstrate serious commitment to earning their professional teacher licensure. The teacher candidate usually teaches full-time while simultaneously attending graduate school. Intensive summer study may also be undertaken for employment.

In areas of critical need, a state may grant a provisional teaching license to qualified applicants. This is similar in concept to obtaining a learner's permit before earning a driver's license. The learner satisfies the basic driving knowledge required to obtain a permit. This permit allows the student driver to practice driving under the care of a fully licensed, experienced driver. The driver's license is earned within a specified period of time. The same thing happens with a provisional teaching license, except that earning a professional teaching license requires a full-time commitment to advanced studies and a rigorous clinical practice.

Before making a decision about an alternative certification program, investigate it thoroughly. Make certain that the program meets the requirements of the state where you want to teach. Also, inquire about the reciprocity of the license. Such agreements between states allow greater flexibility and mobility with your license. Also, talk to graduates of the program, visit classrooms, and observe teachers presently enrolled in that course of study.

For additional information, check with the National Council for the Accreditation of Teacher Education to determine if the teacher education program you are considering is accredited.

## **JOB FAIRS: INFORMATION AND HELPFUL GUIDELINES**

*Editor's note: School districts often host job fairs in late spring or early summer and hire for many of their fall positions at the fairs. Here are just a few tips to help you succeed.*

*Before*

Goals: Clarify your goals and what you want to get out of the job fair.

Résumés: Prepare a résumé that presents your background and interests clearly and concisely. Résumés should be laser-printed onto quality paper. Bring enough copies with you so as not to run out.

Introductions: Prepare a one-minute "commercial" that introduces you. Include a greeting, your background, achievements, your reasons why you are attending the job fair, and your career interests. Practice this introduction to ensure you will make an excellent first impression. The first impression can make or break your chances at an interview.

Questions: Prepare questions you want to ask employers.

### *During*

Personal Contact: Use a firm handshake. Be enthusiastic. Exercise good eye contact. Smile!

Business Cards: Design and print a business card for yourself. Distribute it to everyone you talk with.

Follow Up: Ask representatives how you should best follow up. Ask how soon it will be before you hear from the organization, or if you should call or write.

### *After*

Thank You: Compose a thank-you letter to the employers you spoke with within two days of the job fair. Include a copy of your résumé, if appropriate.

Evaluation: Make sure you evaluate your experience at the job fair. What went well? What did not go well? What did you learn? What will you do differently at future job fairs?

## **WHAT TO ASK YOUR STATE DEPARTMENT OF EDUCATION**

- What course work is required for a professional teaching license?
- What assistance can they provide in evaluating your experience as it relates to teacher certification?
- Would they grant a provisional teaching license?
- If you are already certified, do they grant reciprocity for the license that you hold?
- What are the application fees for the license?
- How long is a provisional license valid?
- Does a professional license require renewal? If so, after how long? What additional course work is required for renewal?
- What are the examination requirements, pass scores, fees, sign-up procedure, and location of testing?
- What supporting documents are needed (transcripts, grade point average, background check, and fingerprinting)?
- What type of orientation is offered to new teachers?
- What kind of supervision and mentoring is available for new teachers?
- Does the state offer relocation and/or housing assistance?
- Does the state have financial aid information on the course work?

*See the appendices for the addresses of State Departments of Education nationwide.*

# TEACHING SPECIALTIES

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

*Editor's Note: TESOL is an umbrella acronym, covering Teaching English as a Foreign Language (TEFL); Teaching English as a Second Language (TESL); and other areas, such as Teaching Standard English as a Second Dialect, and Teaching English to the Deaf.*

It used to be true that if you were not qualified to teach other subjects but were a native speaker of English, you could easily obtain employment teaching English overseas. This, however, has changed dramatically.

TESOL is now a specialized, competitive field with more than 25,000 teachers, trainers, and administrators worldwide. The need for highly qualified teachers in this field is clearly evident, and TESOL is experiencing increased professional recognition within the education sector. TESOL instructors work domestically and worldwide, with learners of all ages and in all grade levels, and within public and independent school systems, as well as government and private enterprise.

Most employers in this field now seek solid educational backgrounds that include knowledge of a second language, sociology, anthropology, linguistics, psychology, and clinical experience in teaching. Training experience should include: listening comprehension, reading skills, competent selection and evaluation of subject materials, writing and conversation skills, and classroom experience. Employers seek individuals who demonstrate cross-cultural knowledge, sensitivity to diversity, tolerance, travel experience, independence, enthusiasm, flexibility, and superb communication skills.

Recently in the marketplace, the number of trained TESOL teachers has increased. As a result, employers may now also look for a demonstrated commitment to continued professional development, specialized training, and an educational background in teaching English to speakers of other languages. Teachers can obtain TEFL/ESL certificates from many teacher-training institutions. Certification requires approximately 18-21 graduate credits. A master's degree takes about four semesters or 36 units of course work. Examples of advanced degrees in this field include an M.A. or M.Ed. in TESOL, an M.A. or M.S. in applied linguistics, an M.A.T. in TESOL, an M.A. in English (with an emphasis in TESOL), or various other specialized degree programs.

Qualified English as a Second Language (ESL) teachers are in high demand. The employment outlook is favorable for ESL teachers who meet academic requirements and professional expectations. This is one of the fastest growing subject areas in the United States today. Given the high demand in the field, there is great career flexibility and a variety of teaching options. Students are found at both the elementary and secondary school levels, among foreign professionals, and within immigrant and refugee families.

The instructional settings for ESL vary tremendously. They may be sparsely equipped or quite modern; domestic or international; urban or rural. Students themselves vary in age and level of educational background. Career opportunities exist within government and private organizations. Jobs may be temporary or permanent; full-time or part-time; salaried or with or without securities and arrangements.

Most ESL teachers work in the United States. Many certified teachers of ESL are in the public school systems nationwide. They also teach international students who live in the United States for educational or professional reasons. Some teach in private schools for diplomats.

There are also many TESOL career opportunities abroad. These positions often provide higher salaries and enhanced benefits for dedicated, qualified ESL teachers. Information about these opportunities can be found at local libraries. They have comprehensive listings of domestic and international schools and language centers. Many of the directory sources listed in the appendices of this manual can be found in your local library. The Internet is also an invaluable resource. The International Education Daily website at [www.iteachnet.com/webzine](http://www.iteachnet.com/webzine) has a variety of links and resources to assist you with your search. Professional associations such as the Association for Advancement of International Education (AAIE), the International School Services (ISS), and the European Council on International Schools (ECIS) are also valuable resources. A list of professional organizations is provided in the appendices.

## **A CAREER IN TESOL**

by Bruce Ballard, Ed.D., RPCV Korea  
Partner, The Skilled Writer International

“When I joined the Peace Corps as a TEFL Volunteer I never expected that Teaching English to Speakers of Other Languages (TESOL) would become my lifelong career. I was fresh out of college...and I merely wanted to experience a different part of the world for a few years. Now, 20 years later, it turns out that my Peace Corps assignment was the first step to a stimulating career in second language education.”

Following are some of the advantages and disadvantages of a TESOL career, and suggestions for getting started.

First, the advantages:

1. There are opportunities for travel to just about any continent in the world. You can choose to live overseas for long periods of time, or, once you've built up your résumé, you can seek short-term consultant projects, usually in teacher training.
2. You can live reasonably well overseas, especially if you're single or both you and your spouse work. Conditions abroad may not be perfect, however, if you are trying to raise a family.

3. There will always be a need for trained ESL teachers in the United States, and domestic ESL teachers frequently have high job satisfaction. Recent immigrants to the United States are grateful for anything you can teach them. They'll shower you with respect and affection.

4. No matter where you are, you can teach English on the side as a means of supporting another habit or hobby. For example, Ron, an RPCV in San Francisco, taught English part-time while pursuing his real love, calligraphy. As he got more and more jobs inscribing diplomas and creating signs, he cut back on his TESOL hours.

5. The career field is rich with subdivisions. Some areas that you might enjoy are: computer-assisted language learning (CALL); curriculum development; publishing; program administration; refugee concerns; teacher training; teaching with video; ESL AIDS education; and research in Second Language Acquisition.

6. A professional organization, called International TESOL, sponsors a convention each spring for educators from around the world. You can obtain more information from the website at [www.tesol.org](http://www.tesol.org). State and regional TESOL organizations hold their own smaller conferences.

7. Your Peace Corps TEFL experience will be a tremendous asset when you job search. Many overseas employers prefer to hire RPCVs, and often the leaders and administrators in domestic programs are former Volunteers themselves. For example, all three full-time professors in the TESOL program at Columbia University are RPCVs.

And now for some disadvantages:

1. Unfortunately, the TESOL profession may not command respect from the rest of academia or the world at large. A prevailing attitude is, "Anyone who speaks English can teach it to others." A second prejudice is that TESOL teachers are not "real" English teachers (e.g., they don't teach Shakespeare and Melville). Recognition, standards, and even the salary for TESOL professionals are usually lower than in other fields.

2. In higher education in the United States, most of the ESL teaching is done by adjunct (part-time) lecturers. This results in high hourly wages, but no benefits, such as health insurance, sick leave, or retirement plans. Additionally, part-time positions may be more vulnerable to budget cuts.

3. As with other professional fields, the world of TESOL is experiencing credential inflation. That is, for many jobs a master's degree is essential, even though it wasn't necessary a decade ago. Some programs that used to require just a master's are now interviewing only people who are in a doctoral program. If you plan to stay in TESOL, obtaining a graduate degree will be necessary.

4. Competition for jobs in some parts of the United States can be fierce. For example, a community college outside Washington, DC, advertised an opening for an ESL writing

instructor. One hundred and sixty-eight people submitted résumés; only 12 were invited for an interview. Competition for overseas jobs is less intense.

5. While there are thousands of dedicated professionals in TESOL, the field is still in its infancy. Major questions are still unanswered, e.g., what is an efficacious way to get college-level ESL students to write acceptably? Commercially produced textbooks may or may not help students learn English. TESOL could look for help in related professions (for example, associations for teachers of English composition), but sometimes these connections are not made.

Finally, here are suggestions for getting started:

1. If you are going to enroll in a graduate program, shop around. Ideally, visit the campus and talk to some of the students. Do they like being there? What are they learning? Is it helpful for their teaching? What jobs do the students get after they graduate?

2. A smart way to get your master's is by enrolling in one of the many Peace Corps Fellows/USA Programs. As a Fellow, you'll work for two years at a hard-to-staff school in an inner city or remote rural area, such as an American Indian Reservation. In return, you receive a salary and, typically, some sort of tuition assistance towards your master's degree. The course work is often geared to helping you succeed at your job assignment. For more information, refer to Chapter 3.

3. Join International TESOL and/or one of its regional affiliates. Benefits include group insurance policies, reduced admission to conventions, discounts on books and publications, a job placement service, and extensive networking possibilities. Some in-house titles of interest to RPCVs: *The ESL/EFL Job Search*; *Teaching EFL Outside the U.S.*; and *Directory of Professional Preparation Programs in TESOL in the United States*. For further information, contact TESOL, Inc., 700 South Washington Street, Suite 200, Alexandria, VA 22314; phone: 703.836.0774; website: [www.tesol.org](http://www.tesol.org).

4. If you already have one master's degree and are thinking about going for a doctorate, consider getting a second master's instead, in a field that you somehow tie to TESOL. For example, Katie, an RPCV from the Marshall Islands, is getting a law degree in addition to a master's in TESOL. She plans to work with refugee concerns in Southeast Asia. Juan combined a master's in fine arts (dance) with a master's in bilingual education, and is now in great demand for the Mexican folk dance workshops that he conducts for public school bilingual programs. Two master's in related fields will give you specialized expertise that no one else has.

5. If you wish to teach in the public schools, investigate what the teacher certification requirements are for your state (see the appendices). Many graduate programs will help you meet those requirements.

6. If you are interested in working for U.S. government agencies overseas, contact the U.S. Information Agency about Fulbright scholarships, the English Language Programs

Division, Foreign Service Specialist/English Teaching Officer positions, and other opportunities. Contact the Office of Personnel, USIA, 301 Fourth Street, SW, Washington, DC 20547; phone: 202.619.5869.

7. *The Chronicle of Higher Education* is a good weekly source for ESL/EFL openings in colleges and universities. Contact the Chronicle of Higher Education, 1255 23<sup>rd</sup> Street, NW, Suite 700, Washington, DC 20037; phone: 202.466.1000; e-mail: [help@chronicle.com](mailto:help@chronicle.com); website: [www.chronicle.com](http://www.chronicle.com).

## **BILINGUAL EDUCATION**

The purpose of bilingual education is to help students who speak other languages assimilate into an English-medium U.S. classroom. More than eight million children nationwide speak languages other than English at home. Most speakers of other languages may take a decade to develop English competency to understand academic instruction in an English-speaking school. So, while students are learning English as a second language, bilingual education provides instruction of other subject matter in the student's native language.

The greatest shortage of bilingual education teachers is for Spanish speakers. There is, however, a market for teachers who are fluent in other languages as well. In addition to Spanish, there is also a need for bilingual teachers in Chinese, Vietnamese, and other Asian languages. In major metropolitan areas, there may be a demand for teachers who speak Japanese, Greek, Haitian Creole, Lithuanian, Russian, and Hungarian. Despite this stated need, it should be noted that educational trends and political factors currently combine to de-emphasize bilingual education. The focus has shifted away from teaching in a student's native language to encouraging students to speak English within the school environment. Nonetheless, a demand for teachers who are bilingual remains high and the employment opportunities exist.

A component of the bilingual education curriculum includes Transitional Bilingual Education. A teacher of Transitional Bilingual Education conducts the instruction primarily in English but provides some clarification in the student's primary language. This form of bilingual education facilitates a student's passage into a mainstream English classroom. Such programs are found primarily in New York, Florida, Texas, and California.

While teachers are expected to instruct in a language other than English, they must simultaneously increase the level of English among their students. The teacher prepares them for mainstreaming into English-medium classrooms. In addition to language fluency, a teacher candidate's familiarity with the students' culture, values, and ways of interrelating is critical to a bilingual teacher's effectiveness.

### *Requirements*

Many bilingual education teachers are also elementary education teachers. Ideally, they

should be credentialed teachers with a specialized certification in bilingual education. Schools seek teachers who know the specific language well enough to instruct and clarify subject content. Because the field of bilingual education is changing, job opportunities will vary from one school district to another. Career decisions should be carefully researched and discussed with teachers currently working in the field.

Most school systems require a certain level of language fluency. This competency is demonstrated by taking state-administered oral and written examinations. Fluency requirements and expectations vary state-to-state. Likewise, each state has its own licensure requirements for bilingual education. Contact state departments of education directly to obtain information for licensure procedures and answers to other questions.

## **TEACHING FOREIGN LANGUAGES**

In the United States, studying a foreign language is often a requirement for high school graduation. This was not always the case as it has been in many other countries. Changing foreign language classes from an elective to a requirement was part of the American school system reform efforts to raise the standards of education in the United States. It was also done in recognition of the need for Americans to speak other languages within their communities as well as their career fields.

Today, more than ever, as globalization fast becomes a reality, knowledge of other languages is increasingly important in the marketplace. There continues to be a shortage of teachers in the field of teaching foreign languages. Currently, Spanish and French teachers comprise the largest number of language teachers. According to RPCV Richard Murphy (Thailand), Coordinator of Global Education Programs with the Heartland Area Education Agency, however, there is an increase in the demand for Japanese, Chinese, and Arabic teachers. Because of the scarcity of certified teachers with these language capabilities at this time, he says, “Teachers qualified in these areas have lots of options and can write their own tickets.” He also states that there is a lot of opportunity in rural areas which are less likely to attract teachers with multicultural and multilingual experience.

Those interested in pursuing a career in teaching foreign languages will find the American Council on the Teaching of Foreign Languages (ACTFL) at [www.actfl.org](http://www.actfl.org) and the Modern Language Association (MLA) at [www.mla.org](http://www.mla.org) excellent resources.

### *Requirements*

Knowledge of a second language is not the only requirement for foreign language teachers. They must also understand the processes by which people learn languages. The American Council on the Teaching of Foreign Languages has established standards to determine fluency. Their guidelines divide fluency levels into four categories: novice, intermediate, advanced, and superior. In most cases, the higher a teacher candidate's level of fluency, the more competitive they are in the foreign language teaching market.

Standards for foreign language teaching are becoming more stringent. Generally, course work now includes the study of linguistics, theories of language acquisition, educational techniques, and knowledge of the culture of a language. As a result, employers often place a strong emphasis on spending time within the culture or the countries where the language is spoken. Teaching experience is usually another requirement along with training in language teaching methodologies. Personally-acquired materials and artifacts that supplement the language curriculum may also enhance employment. Recent trends in teaching foreign language continue to de-emphasize the instruction of only grammar and to emphasize conversational and cultural aspects of instruction. Check with state departments of education for specific state requirements and information.

## **SPECIAL EDUCATION**

The goal of special education is to reach a population of students with learning challenges. This population includes individuals who have behavioral disorders and learning disabilities as well as those who are visually, hearing, and physically challenged. Because of their challenges, it may be necessary for such students to receive specific intervention to ensure maximum personal success.

An active, innovative mind is necessary for individuals interested in teaching special education to be successful. Special education teachers often design their own educational programs in order to adapt academic content to the diverse needs of their students. All teachers must familiarize themselves with the potential and skills inherent in each student in their classroom. These teachers also must integrate theoretical learning into planning activities that help the students overcome or compensate for their area of deficit. These teachers assess student progress according to the specific clinical diagnoses, implement treatment interventions, and document results. In most cases, they work closely with parents and family members to monitor and assess the academic progress of each student. This concept is a central idea of the special education field as different learning and teaching techniques affect each student differently.

Some teachers travel to more than one school to teach in special education programs. Others teach in one school in a designated resource room called a self-contained classroom. Some programs combine self-contained classes with mainstream classes. While in the mainstream classroom, special education teachers assist the subject-area teachers by making recommendations on how to deliver curriculum content. They also offer individual attention to their students throughout the course of the lesson.

Most teachers report advantages to both of these learning environments. In the self-contained classroom, the amount of the course content covered is not emphasized. Thus, they can give specialized attention to each student. That is not always the case in the mainstream classroom setting. Additionally, in the mainstream classroom, it may be difficult to make recommendations to teachers who do not share the same lesson plans as the special education teacher. However, a mainstream approach to teaching helps to build and strengthen a special education student's social skills.

### *Requirements*

Special education teachers require specialized training. Some states now mandate all teachers to take courses in special education because not all special education classrooms are self-contained. This concept supports transitioning for some special education students into mainstream classroom settings. Special education teachers must have a minimum of a bachelor's degree. Clinical practice is also required.

Currently, a shortage of teachers in this field exists; thus, there is opportunity to obtain alternative certification. Once you obtain certification in special education, you can choose to specialize in a particular area of that field. Specialization will enhance your employability and increase your salary. Special education teachers report that shortages are so severe that it is possible to teach in multiple special education disciplines even without a specific area of concentration.

## **PEACE CORPS FELLOWS/USA PROGRAM IN EDUCATION**

Established in 1985, the Peace Corps Fellows/USA Program was created in response to a critical shortage of certified teachers in America's inner cities. The goal was to provide RPCVs with the opportunity to pursue graduate education with a commitment to serve as teachers in areas such as New York City, where qualified applicants were in great demand. The original Fellows program, established at Teachers College/Columbia University, enrolled 10 Fellows in its first class. Today, more than 1,500 RPCVs have participated in Fellows/USA, and the program has expanded to include more than 30 universities across the country. In addition to teacher education, Peace Corps Fellows/USA now offers opportunities in many other fields, including environmental studies, nursing and public health, business administration, community development, social work, public administration, urban planning, rural economic development, and more.

Becoming a Peace Corps Fellow is a unique way for an RPCV to further develop marketable skills by working in under-resourced communities across the United States. From the original 10 alumni to the hundreds enrolled today, Peace Corps Fellows help fulfill the Third Goal of the Peace Corps: "... to bring the world back home." RPCVs know about making an impact in underserved regions of the world. They know how it feels to live and serve on the periphery of mainstream culture, and this knowledge has broadened their perspectives of the world. Volunteers have developed strategies to compensate for and communicate through language and cultural barriers. Interaction with diverse peoples and the challenge of being needed have given deeper meaning to their lives and work. Fellows/USA offers an opportunity to build on these experiences.

Many RPCVs want to continue their education, but they have concerns about paying for school, finding employment, working and studying simultaneously, and relating their academic pursuits to workplace realities. Fellows/USA can help with all these concerns. Created specifically for RPCVs, and taking their concerns and interests into consideration, the program offers teacher education Fellows the opportunity to pursue certification studies, and/or a master's or a Ph.D. degree within various disciplines and program structures, while teaching in nearby underserved schools.

Participating universities provide formal instruction, supervision, and support; and the communities supply professional development opportunities, as well as employment. The Fellows provide their skills as uniquely qualified and innovative teachers in underserved communities throughout the United States.

The individual programs offer many varieties of financial assistance. There is also broad diversity in program disciplines, structures, and geographic and social settings. The Fellows find that this variety allows them to find a program that suits their individual needs and interests. Many have expressed their appreciation for the responsive and

personable approach of the program coordinators and staff. They also report that, like their Peace Corps experience, each Fellow/USA experience is unique.

RPCVs should contact the campus coordinators of the programs that interest them to discuss program assistance, requirements, and components. Upon request, the Fellows/USA office in Washington, DC, will send prospective applicants a program catalog, which provides overviews of each university Fellows/USA program, and coordinator contact information. This information is also available on the Fellows/USA website at [www.peacecorps.gov/index.cfm?shell=learn.whyvol.eduben.fellows](http://www.peacecorps.gov/index.cfm?shell=learn.whyvol.eduben.fellows).

### *Requirements*

Each Fellows/USA program is administered by the participating university and has its own structure and admission requirements. The program coordinators participate in the selection process.

To qualify for the program, all applicants must have satisfactorily completed their Peace Corps service and must meet the admission requirements of the university. A Volunteer is considered to have satisfactorily completed Peace Corps service if he/she has completed the full two-year tour of Peace Corps service, or the full tour minus up to 90 days, if returned home on an emergency leave; has been granted an “Early Close of Service” or an “Interrupted Service” due to circumstances beyond the Volunteer’s control; or has been medically separated and has completed a year of service, including training.

### *Advantages for Fellows*

*Quality:* While the individual Fellows programs are locally administered, the Washington, DC office of Fellows/USA monitors the quality of the programs and provides technical assistance to the universities. Although some aspects of the programs differ, all Fellows/USA campus coordinators and staff agree that key components of the program are the relationship between study and practice, and the supervision and feedback on the Fellows’ progress by the coordinator, faculty, and other mentors.

*Mentorship and Cohort Activities:* Mentorship, an important component of the program, is approached in a variety of ways. Some programs assign willing university faculty members; others assign public school faculty; and a third group requires the Fellows to choose their own mentors based on observation and interviews. According to the Fellows, mentoring eases the transition from teaching overseas to teaching domestically and affords them the opportunity to observe and compare different teaching strategies. Many Fellows/USA programs also offer group activities, including special professional workshops and regular meetings. These events allow Fellows to exchange information on useful classroom resources and techniques, as well as instructive experiences. Fellows/USA Director Michele Titi, Ph.D., calls mentorship and cohort activities “two important means our partner universities use to help assure our Fellows’ professional success.”

*Site Visits:* Fellows/USA staff in Washington, DC, makes regular visits to the campus programs, allowing the program coordinators, other university staff, public school officials and staff to openly discuss components of their program. Programs are assessed according to factors, such as the Fellows' levels of satisfaction, supportive systems in place for the Fellows, and the strength of fiscal and administrative supports for the program. Discussions focus on what is working and what is not. Fellows also are observed at their teaching sites.

### *Things to Consider*

*Application Process and Scholarships:* RPCVs are encouraged to contact more than one program to compare course offerings and financial packages and to determine the competitiveness of each admissions process. The number of fellowships awarded at each site depends on many factors, including available funds, employment opportunities, and graduate school enrollment limits.

*Obligations and Program Requirements:* Many universities require that applicants take the Graduate Record Examination (GRE) or another standardized test. Also, before issuing a provisional teaching certificate, many states require that prospective teachers take such tests as the National Teachers Examination (NTE) or the California Basic Education Skills Test (CBEST). These standardized tests are offered only a few times per year. Check the university requirements closely and be aware of testing deadlines.

An RPCV who enters a Fellows program is making a commitment to an academic program, a challenging job, and a community. Full- or part-time work is an essential component of the Fellows model. Some colleges and universities also give credit for Peace Corps overseas experience.

### *Additional Information*

Peace Corps does not award scholarships or grants—the financial assistance comes from the individual colleges and universities. RPCVs must apply to and be accepted by the participating institution in order to be eligible for Fellows support.

Applicants need to allow enough time to take required standardized tests and obtain letters of recommendation and transcripts when applying to a Fellows program. It is advisable to apply to more than one program, as some are very competitive.

The Fellows/USA Program is designed to bring teachers and other professionals to underserved areas that will stay within their chosen fields. The teacher education programs are looking for applicants with a commitment to service and to the teaching profession.

# APPENDICES

## SELECTED BIBLIOGRAPHY

*Editor's Note: The publications listed in this bibliography represent a small sample of the hundreds of titles that are in print. For a comprehensive list of specific titles, you will need to consult local bookstores, colleges or university bookstores, libraries, or websites.*

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*The Job Hunter's Guide: Services and Career Fairs for Educators*. For copies, contact the American Association for Employment in Education, 3040 Riverside Drive, Suite 125, Columbus, OH 43221; phone: 614.485.1111; fax: 614.485.9609; e-mail:

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[www.socialstudies.org](http://www.socialstudies.org)

National Geographic  
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American Association of Community and Junior Colleges  
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Council for Learning Disabilities  
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Northview Elementary – Findlay City Schools  
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Phone: 419.425.8275  
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[www.findlaycityschools.org](http://www.findlaycityschools.org)

National Association of Private Special Education Centers  
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National Clearinghouse for Professions in Special Education  
1110 N. Glebe Road, Suite 300  
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[www.special-ed-careers.org](http://www.special-ed-careers.org)

Skills USA Vocational Industrial Clubs America  
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Alaska Department of Education and Early Development  
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Phone: 877.644.6338  
Fax: 614.728.2594  
E-mail: [contact.center@ode.state.oh.us](mailto:contact.center@ode.state.oh.us)  
[www.ode.state.oh.us](http://www.ode.state.oh.us)

*Oklahoma*

Oklahoma State Department of Education  
250 N. Lincoln Boulevard  
Oklahoma City, OK 73105  
Phone: 405.521.3301  
Fax: 405.521.6205  
E-mail: [sandy\\_garrett@mail.sde.state.ok.us](mailto:sandy_garrett@mail.sde.state.ok.us)  
[sde.state.ok.us](http://sde.state.ok.us)

*Oregon*

Oregon Department of Education  
255 Capitol Street NE  
Salem, OR 97310  
Phone: 503.378.3569  
Fax: 503.378.5156  
E-mail: [contact.tspc@state.or.us](mailto:contact.tspc@state.or.us)  
[www.ode.state.or.us](http://www.ode.state.or.us)

*Pennsylvania*

Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126  
Phone: 717.783.6788  
Fax: 717.783.9348

[www.pde.psu.edu](http://www.pde.psu.edu)

*Rhode Island*

Rhode Island Department of Education  
255 Westminster Street  
Providence, RI 02903  
Phone: 401.222.4600  
Fax: 401.222.2823  
[www.ridoe.net](http://www.ridoe.net)

*South Carolina*

South Carolina Department of Education  
1429 Senate Street  
Columbia, SC 29201  
Phone: 803.734.8500  
E-mail: rharper@sde.state.sc.us  
[www.sde.state.sc.us](http://www.sde.state.sc.us)

*South Dakota*

South Dakota Department of Education and Cultural Affairs  
700 Governors Drive  
Pierre, SD 57501  
Phone: 605.733.5669  
Fax: 605.773.6139  
[www.state.sd.us/deca](http://www.state.sd.us/deca)

*Tennessee*

Tennessee Department of Education  
710 James Robertson Parkway  
Nashville, TN 37243  
Phone: 615.741.2731  
[www.state.tn.us/education](http://www.state.tn.us/education)

*Texas*

Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701  
Phone: 512.463.9734  
Fax: 512.463.9838  
E-mail: hr@tea.state.tx.us  
[www.tea.state.tx.us](http://www.tea.state.tx.us)

*Utah*

Utah State Office of Education  
250 E. 500 South  
Salt Lake City, UT 84111

Phone: 801.538.7500  
Fax: 801.538.7521  
[www.usoe.k12.ut.us](http://www.usoe.k12.ut.us)

*Vermont*

Vermont Department of Education  
120 State Street  
Montpelier, VT 05620  
Phone: 802.828.3135  
Fax: 802.828.3140  
E-mail: [edinfo@doe.state.vt.us](mailto:edinfo@doe.state.vt.us)  
[www.state.vt.us/educ/index2.htm](http://www.state.vt.us/educ/index2.htm)

*Virginia*

Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218  
Phone: 800.292.3820  
E-mail: [askdoe@pen.k12.va.us](mailto:askdoe@pen.k12.va.us)  
[www.pen.k12.va.us](http://www.pen.k12.va.us)

*Washington*

Washington Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504  
Phone: 360.725.6000  
Fax: 360.753.6712  
[www.k12.wa.us](http://www.k12.wa.us)

*Washington, DC*

Washington, DC, Department of Education  
825 N. Capitol Street, NE  
Washington, DC 20002  
Phone: 202.724.4222  
Fax: 202.442.5418  
[www.k12.dc.us/dcps/home.html](http://www.k12.dc.us/dcps/home.html)

*West Virginia*

West Virginia Department of Education  
1900 Kanawha Boulevard East  
Charleston, WV 25305  
[wvde.state.wv.us](http://wvde.state.wv.us)

*Wisconsin*

Wisconsin Department of Public Instruction  
125 S. Webster Street  
P.O. Box 7841  
Madison, WI 53707  
Phone: 608.266.3390 or 800.441.4563  
Fax: 608.267.1052  
E-mail: [peterburke@dpi.state.wi.us](mailto:peterburke@dpi.state.wi.us)  
[www.dpi.state.wi.us](http://www.dpi.state.wi.us)

*Wyoming*

Wyoming Department of Education  
2300 Capitol Avenue  
Hathaway Building  
Cheyenne, WY 82002  
Phone: 307.777.7675  
[www.k12.wy.us/wdehome.html](http://www.k12.wy.us/wdehome.html)

## STATE TEACHER CERTIFICATION WEBSITES

*Alabama*

[www.alsde.edu/html/sections/section\\_detail.asp?section=66&footer=sections](http://www.alsde.edu/html/sections/section_detail.asp?section=66&footer=sections)

*Alaska*

[www.educ.state.ak.us/TeacherCertification](http://www.educ.state.ak.us/TeacherCertification)

*Arizona*

[www.ade.state.az.us/certification](http://www.ade.state.az.us/certification)

*Arkansas*

[arkedu.state.ar.us/teachers](http://arkedu.state.ar.us/teachers)

*California*

[www.ctc.ca.gov](http://www.ctc.ca.gov)

*Colorado*

[www.academploy.com/cert/certco.htm](http://www.academploy.com/cert/certco.htm)

*Connecticut*

[www.state.ct.us/sde/dtl/cert/index.htm](http://www.state.ct.us/sde/dtl/cert/index.htm)

*Delaware*

[deeds.doe.state.de.us](http://deeds.doe.state.de.us)

*Florida*

[www.firn.edu/doe/bin00022/home0022.htm](http://www.firn.edu/doe/bin00022/home0022.htm)

*Georgia*

[www.gapsc.com](http://www.gapsc.com)

*Hawaii*

[www.htsb.org](http://www.htsb.org)

*Idaho*

[www.academploy.com/cert/certid.htm](http://www.academploy.com/cert/certid.htm)

*Illinois*

[www.academploy.com/cert/certil.htm](http://www.academploy.com/cert/certil.htm)

*Indiana*

[www.in.gov/psb](http://www.in.gov/psb)

*Iowa*

[www.state.ia.us/boee](http://www.state.ia.us/boee)

*Kansas*

[www.ksde.org/cert/cert.html](http://www.ksde.org/cert/cert.html)

*Kentucky*

[www.kyepsb.net](http://www.kyepsb.net)

*Louisiana*

[www.doe.state.la.us/lde/pd/626.html](http://www.doe.state.la.us/lde/pd/626.html)

*Maine*

[www.state.me.us/education/cert/cert.htm](http://www.state.me.us/education/cert/cert.htm)

*Maryland*

[certification.msde.state.md.us](http://certification.msde.state.md.us)

*Massachusetts*

[www.doe.mass.edu/educators/e\\_license.html](http://www.doe.mass.edu/educators/e_license.html)

*Michigan*

[www.state.mi.us/mde/off/ppc](http://www.state.mi.us/mde/off/ppc)

*Minnesota*

[education.state.mn.us/html/intro\\_licensure.htm](http://education.state.mn.us/html/intro_licensure.htm)

*Mississippi*

[www.mde.k12.ms.us/license](http://www.mde.k12.ms.us/license)

*Missouri*

[www.dese.state.mo.us/divteachqual/teachcert](http://www.dese.state.mo.us/divteachqual/teachcert)

*Montana*

[www.opi.state.mt.us](http://www.opi.state.mt.us)

*Nebraska*

[www.nde.state.ne.us/TCERT/TCERT.html](http://www.nde.state.ne.us/TCERT/TCERT.html)

*Nevada*

[www.nde.state.nv.us/licensure/nbpts](http://www.nde.state.nv.us/licensure/nbpts)

*New Hampshire*

[www.ed.state.nh.us/Certification/teacher.htm](http://www.ed.state.nh.us/Certification/teacher.htm)

*New Jersey*

[www.state.nj.us/njded/educators/license](http://www.state.nj.us/njded/educators/license)

*New Mexico*

[sde.state.nm.us/div/ais/lic](http://sde.state.nm.us/div/ais/lic)

*New York*

[www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert)

*North Carolina*

[www.dpi.state.nc.us/employment.html](http://www.dpi.state.nc.us/employment.html)

*North Dakota*

[www.state.nd.us/espb](http://www.state.nd.us/espb)

*Ohio*

[www.ode.state.oh.us/teaching-profession/Teacher/Certification\\_Licensure](http://www.ode.state.oh.us/teaching-profession/Teacher/Certification_Licensure)

*Oklahoma*

[www.sde.state.ok.us/pro/tcert/profstd.html](http://www.sde.state.ok.us/pro/tcert/profstd.html)

*Oregon*

[www.tspc.state.or.us](http://www.tspc.state.or.us)

*Pennsylvania*

[www.teaching.state.pa.us/teaching/site](http://www.teaching.state.pa.us/teaching/site)

*Rhode Island*

[www.ridoe.net/teacher\\_cert](http://www.ridoe.net/teacher_cert)

*South Carolina*

[www.scteac.org/cert](http://www.scteac.org/cert)

*South Dakota*

[www.state.sd.us/deca/account](http://www.state.sd.us/deca/account)

*Tennessee*

[www.state.tn.us/education/lic\\_home.htm](http://www.state.tn.us/education/lic_home.htm)

*Texas*

[www.sbec.state.tx.us](http://www.sbec.state.tx.us)

*Utah*

[www.usoe.k12.ut.us/cert](http://www.usoe.k12.ut.us/cert)

*Vermont*

[www.state.vt.us/educ/new/html/maincert.html](http://www.state.vt.us/educ/new/html/maincert.html)

*Virginia*

[www.pen.k12.va.us/VDOE/newvdoe/teached.html](http://www.pen.k12.va.us/VDOE/newvdoe/teached.html)

*Washington*

[www.k12.wa.us/cert](http://www.k12.wa.us/cert)

*Washington, DC*

[www.k12.dc.us/dcps/home.html](http://www.k12.dc.us/dcps/home.html)

*West Virginia*

[wvde.state.wv.us/certification](http://wvde.state.wv.us/certification)

*Wisconsin*

[www.dpi.state.wi.us/dpi/dlsis/tel](http://www.dpi.state.wi.us/dpi/dlsis/tel)

*Wyoming*

[www.k12.wy.us/ptsb](http://www.k12.wy.us/ptsb)

## TEACHING OPPORTUNITIES

### AmeriCorps

1201 New York Avenue, NW

Washington, DC 20525

Phone: 202.606.5000 or 800.94.ACORPS

Recruitment: 800.942.2677 or 800.833.3722

Fax: 410.381.4226

E-mail: [questions@americorps.gov](mailto:questions@americorps.gov)

[www.americorps.org](http://www.americorps.org)

### Church-Affiliated Schools

United Church Board for World Ministries

475 Riverside Drive

New York, NY 10015

Note: Contact by mail only. These teaching positions are, for the most part, located in remote areas of developing countries.

### Fulbright Teacher and Administrator Exchange Program

Graduate School, USDA

600 Maryland Avenue, SW, Suite 320

Washington, DC 20024

Phone: 202.314.3520

Fax: 202.479.6806

E-mail: [fulbright@grad.usda.gov](mailto:fulbright@grad.usda.gov)

[www.fulbrightexchanges.org](http://www.fulbrightexchanges.org)

Note: Certified and employed teachers and administrators in U.S. schools, colleges, and universities may apply to exchange teaching positions with teachers employed abroad. The assignments generally last from one semester up to one academic year.

### International Schools Services

15 Roszel Road

P.O. Box 5910

Princeton, NJ 08543

Phone: 609.452.0990

Fax: 609.452.2690

E-mail: [iss@iss.edu](mailto:iss@iss.edu)

[www.iss.edu](http://www.iss.edu)

Note: Applicants who are accepted are placed in international schools in Africa, Asia, Central and South America, Europe, and the Near/Middle East.

### International Staffing Consultants, Inc.

400 Galleria Parkway, Suite 1500

Atlanta, GA 30328

Phone: 770.218.6810

Fax: 770.234.4138  
E-mail: [iscinc@iscworld.com](mailto:iscinc@iscworld.com)  
[www.iscworld.com](http://www.iscworld.com)

Note: This organization coordinates technical and professional recruiting worldwide.

Japan Exchange and Teaching Program  
Embassy of Japan, Office of the JET Program  
2520 Massachusetts Avenue, NW  
Washington, DC 20008  
Phone: 202.238.6700  
[www.sf.us.emb-japan.go.jp/jet/start.htm](http://www.sf.us.emb-japan.go.jp/jet/start.htm) or [www.mofa.go.jp/jet](http://www.mofa.go.jp/jet)

Note: This group focuses on foreign language education.

Jesuit Volunteer Corps  
National Service  
P.O. Box 3928  
Portland, OR 97208  
Phone: 503.335.8202  
E-mail: [jvcnw@jesuitvolunteers.org](mailto:jvcnw@jesuitvolunteers.org)  
[www.jesuitvolunteers.org](http://www.jesuitvolunteers.org)

Jesuit Volunteer Corps: International  
P.O. Box 3756  
Washington, DC 20007  
Phone: 202.687.1132  
E-mail: [jvi@jesuitvolunteers.org](mailto:jvi@jesuitvolunteers.org)  
[www.jesuitvolunteers.org](http://www.jesuitvolunteers.org)

Note: This organization requires a two-year teaching commitment. Assignments are located in developing countries.

Mennonite Central Committee  
Special Education Teachers in Latin America  
21 S. 12<sup>th</sup> Street  
P.O. Box 500  
Akron, PA 17501  
Phone: 717.859.1151 or 888.563.4676  
Fax: 717.859.2171  
E-mail: [mailbox@mcc.org](mailto:mailbox@mcc.org)  
[www.mcc.org](http://www.mcc.org)

Note: This is a relief, service, community development and peace agency of the North American Mennonite and Brethren in Christ Churches.

Mission to Unreached Peoples  
P.O. Box 30947  
Seattle, WA 98103  
Phone: 206.781.3151 or 888.847.6950

Fax: 206.781.3182  
E-mail: [mupinfo@mup.org](mailto:mupinfo@mup.org)  
[www.mup.org](http://www.mup.org)

Note: The regions served as in Asia, Europe, and Russian Ministries.

Mississippi Teacher Corps  
Room 161 C, School of Education  
P.O. Box 1848  
University, MS 38677  
Phone: 662.915.5224 or 800.884.7606  
Fax: 662.915.7249  
E-mail: [mtc@olemiss.edu](mailto:mtc@olemiss.edu)  
[www.olemiss.edu/programs/mtc](http://www.olemiss.edu/programs/mtc)

Note: Candidates with backgrounds in math, science, and foreign language are encouraged to apply. Positions are at the secondary education level. A bachelor's degree is required.

Red Cloud Volunteers  
100 Mission Drive  
Pine Ridge, SD 57770  
Attention: Volunteer Coordinator  
Phone: 605.867.1105  
[www.redcloudschool.org/schools/volunteer](http://www.redcloudschool.org/schools/volunteer)

Note: Teachers on the Pine Ridge Sioux Reservation live and serve in the community for a one-year commitment. Insurance, room and board, travel expenses, and monthly stipend are provided.

St. Joseph's Indian School  
Attention: General Questions  
N. Main Street  
Chamberlain, SD 57326  
Phone: 605.734.3385  
[www.stjo.org](http://www.stjo.org)

Note: This is a boarding school for Native American children in need of teachers.

SISA American Language Center  
12921 Fern Street, Suite EFG  
Garden Grove, CA 92841  
Phone: 714.899.2929  
Fax: 714.379.0451

Note: The Center is a resource for those interested in teaching ESL in the United States.

Volunteers in Service to America (AmeriCorps\*VISTA)  
1201 New York Avenue, NW  
Washington, DC 20525  
Phone: 202.606.5000

Fax: 202.565.2789

E-mail: [vista@americorps.org](mailto:vista@americorps.org)

[americorps.org/vista](http://americorps.org/vista)

Note: AmeriCorps\*VISTA is organized by the Corporation for National Service.

World Teach

c/o Center for International Development

Harvard University

79 JFK Street

Cambridge, MA 02138

Phone: 617.495.527 or 800.4.TEACH.0

Fax: 617.495.1599

[worldteach.org](http://worldteach.org)

Note: International education in Costa Rica, Russia, Namibia, Poland, Ecuador, China, Thailand, and South Africa. Requires a one-year volunteer commitment. Teachers are needed in ESL, math, and science.

YMCA International Services

6300 Westpark Drive, Suite 600

Houston, TX 77057

Phone: 713.339.9015

Fax: 713.339.1159

E-mail: [shawnw@ymcahouston.org](mailto:shawnw@ymcahouston.org)

[www.ymcahouston.org](http://www.ymcahouston.org)

Note: TESL teachers are placed in overseas assignments.

## **TEACHING ENGLISH AS A FOREIGN LANGUAGE: JOB PLACEMENT AND REFERRAL**

American Association for Employment in Education  
3040 Riverside Drive, Suite 125  
Columbus, OH 43221  
Phone: 614.485.5111  
Fax: 614.485.9609  
E-mail: [aaee@osu.edu](mailto:aaee@osu.edu)

[www.ub-careers.buffalo.edu/aaee](http://www.ub-careers.buffalo.edu/aaee)

Note: AAEE is a professional association of colleges, universities, and school districts whose members are school personnel administrators and college and university career service officers. This website has links to job search information and job listings.

American Field Service International  
71 West 23<sup>rd</sup> Street, 17<sup>th</sup> Floor  
New York, NY 10010  
Phone: 212.807.8686  
Fax: 212.807.1001  
E-mail: [info@afs.org](mailto:info@afs.org)

[www.afs.org](http://www.afs.org)

Note: AFS is a nonprofit, volunteer-based educational organization offering exchanges for students, young adults, and teachers in more than 50 countries around the world.

Education Resources Group  
P.O. Box 526  
Solebury, PA 18963  
Phone: 215.297.0255  
E-mail: [erg@ergteach.com](mailto:erg@ergteach.com)

[www.ergteach.com](http://www.ergteach.com)

Note: ERG specializes in placing teachers and administrators in independent schools. More than 550 schools (primarily in the eastern United States), use their service to locate, interview, and recommend personnel for specific positions.

ESL International  
[www.eslint.com](http://www.eslint.com)

Note: This website lists ESL/EFL job resources and ESL/EFL directory service information.

Inlingua International  
Belpstrasse 11  
3007 Bern, Switzerland  
Phone: 41 31 388 7777  
Fax: 41 31 388 7766

E-mail: [service@inlingua.com](mailto:service@inlingua.com)

[www.inlingua.com](http://www.inlingua.com)

Note: Inlingua is an international network of almost 300 language centers with more than half a million clients every year. They employ teachers to work in countries throughout the world.

Search Association

P.O. Box 636

Dallas, PA 18612

[www.search-associates.com](http://www.search-associates.com)

Note: One of the world's larger international school placement organizations. Each year, Search Associates places more than 700 teachers, administrators, and interns in international schools throughout the world.

TESOL, Inc.

700 S. Washington Street, Suite 200

Alexandria, VA 22314

Phone: 703.836.0774

Fax: 703.836.7864

E-mail: [tesol@tesol.edu](mailto:tesol@tesol.edu)

[www.tesol.org](http://www.tesol.org)

Note: TESOL articulates and advances professional standards, links groups worldwide, produces programs, services, and products, and promotes advocacy to further the profession.

UNI Overseas Placement Service for Educators

University of Northern Iowa Career Center

SSC #19

Cedar Falls, IA 50614

Phone: 319.273.2083

Fax: 319.273.6998

E-mail: [overseas.placement@uni.edu](mailto:overseas.placement@uni.edu)

[www.uni.edu/placement/overseas](http://www.uni.edu/placement/overseas)

Note: The University of Northern Iowa (UNI) Overseas Placement Service for Educators connects international K-12 schools with certified educators. Services offered include the UNI Overseas Recruiting Fair, credential and referral services, and related publications.

School for International Training

Kipling Road

P.O. Box 676

Brattleboro, VT 05302

Phone: 802.257.7751

Fax: 802.258.3248

[www.sit.edu](http://www.sit.edu)

Note: The School for International Training (SIT) helps students and working

professionals develop cross-cultural competence and global leadership capabilities. Through experiential, field-based learning, SIT participants prepare to advance international understanding, work effectively in multicultural environments, and achieve sustainable development at the community level and on a national or global scale.

Hope College Career Services

[www.hope.edu/student/career](http://www.hope.edu/student/career)

Note: This website provides helpful information and links to placement organizations, job fairs, graduate school programs, professional associations, and more.

### *U.S. Government Agencies*

Defense Language Institute English Language Center

2235 Andrews Avenue

Lackland, AFB, TX 78236

Phone: 800.699.4473

[www.dlielc.org](http://www.dlielc.org)

Note: The DLIELC is responsible for the management and operation of the Defense English Language Program to train international military and civilian personnel to speak and teach English. DLIELC manages overseas English training programs and the ESLanguage Program for the U.S. military.

Department of Defense Education Activity

4040 N. Fairfax Drive

Arlington, VA 22201

Phone: 703.696.3067

Fax: 703.696.2699

E-mail: [recruitment@hq.odedodea.edu](mailto:recruitment@hq.odedodea.edu)

[www.odedodea.edu/pers/employment](http://www.odedodea.edu/pers/employment)

Note: The website provides a comprehensive list of information on DoDEA schools, districts and areas, and links to employment opportunities with the Department of Defense.

Fulbright Teacher Exchange Program

Sponsored by: Bureau of Education and Cultural Affairs, U.S. Department of State

Administered by: Graduate School, USDA

Phone: 202.314.3520

Fax: 202.479.6806

E-mail: [fulbright@grad.usda.gov](mailto:fulbright@grad.usda.gov)

[www.fulbrightexchanges.org](http://www.fulbrightexchanges.org)

Note: Since 1946 the Fulbright Teacher and Administrator Exchange Program has helped nearly 23,000 teachers and administrators contribute to mutual understanding between the United States and countries around the world. Qualified teachers or administrators may be eligible to apply to the program.

Office of English Language Programs  
U.S. Department of State (Annex #44)  
301 4<sup>th</sup> Street, SW, Room 304  
Washington, DC 20547  
Phone: 202.619.5869  
Fax: 202.401.1250  
E-mail: [english@pd.state.gov](mailto:english@pd.state.gov)  
[exchanges.state.gov/education/engteaching](http://exchanges.state.gov/education/engteaching)

Note: The Office of English Language Programs creates and implements high quality, targeted English language programs in specific regions and countries of the world. It provides professional teacher training programs worldwide to promote understanding of American language, society, culture, values, and policies.

Office of Overseas Schools  
U.S. Department of State  
Room H328, SA-1  
Washington, DC 20522  
Phone: 202.261.8200  
Fax: 202.261.8224  
E-mail: [OverseasSchools@state.gov](mailto:OverseasSchools@state.gov)  
[www.state.gov/m/a/os](http://www.state.gov/m/a/os)

Note: The office provides information on overseas schools. The website has links to organizations that offer opportunities to teach in elementary and secondary schools, and which recruit or employ a large number of teachers.

U.S. Agency for International Development  
Summer Intern Program (M/HR/POD)  
1300 Pennsylvania Avenue, NW  
Section 2.08-160 RRB  
Washington, DC 20523  
Phone: 202.712.4810  
Fax: 202.216.3524  
E-mail: [dfranklin@usaid.gov](mailto:dfranklin@usaid.gov)  
[www.usaid.gov/about/employment/intern.htm](http://www.usaid.gov/about/employment/intern.htm)

Note: Only unpaid, summer intern programs are available through USAID, but their website provides details on the organization and links to employment opportunities.

## PEACE CORPS' COVERDELL WORLD WISE SCHOOLS

*“When it came time for me to leave Mali at the end of my two years, an official cable was wired to Washington announcing the end of my service. The truth is that when I stepped on the plane to return to the United States, I had one third of my service awaiting me back home.”* –RPCV Shawn Davis (Mali 1996-98)

Coverdell World Wise Schools (CWWS) supports the Peace Corps’ third goal—to strengthen U.S. understanding of the world and its people—by connecting educators with currently serving and returned volunteers throughout the year.

For RPCVs, this is a chance to celebrate your Peace Corps history and enhance your service. By sharing your unique experience and insight with schools in your community, you are strengthening the ability of American students to understand the world, themselves, and others.

Peace Corps and CWWS encourage RPCVs to remain active in their communities; giving classroom presentations is a gratifying way to do so. Your stories, photographs, and artifacts from your country of service can leave lasting impressions on young people—far beyond the reach of textbooks. Many RPCVs report feeling energized and impressed by the genuine curiosity and sophistication of the students’ questions.

Each and every RPCV has unique tales to tell. No two volunteer experiences are alike. For this reason, you have valuable information to share with educators and students, no matter how long ago you served.

To support your efforts, CWWS provides an online presentation planner on the Peace Corps website ([www.peacecorps.gov/wws](http://www.peacecorps.gov/wws)) to help prepare for your visits to schools. You can view a sample presentation and get tips about what to take with you and how to present your information.

If you’d like to share an experience you’ve had while speaking to students, or if you have tips to offer other RPCV speakers, please contact CWWS at [wwsinfo@peacecorps.gov](mailto:wwsinfo@peacecorps.gov).