|  |
| --- |
| **Dual Immersion** **New Partner Task List** |
| **Target Language Teacher:** |

|  |  |
| --- | --- |
| **Items:** | **Date:** |
| **/      /** |

[ ]   **Logistics**[ ]   **Classroom Management** [ ]   **Communication** |
| **English Language Teacher:** |
| **Logistics** |
| 1. Prepare your Schedule/Transitions [ ]  Create a Daily Schedule [ ]  Total the hours in the school day. [ ]  Subtract recess and lunch times. [ ]  Subtract special classes (P.E., Art, Music, etc.) [ ]  Divide instructional time equally between the two classes. [ ]  Time between classes should be the same by the end  of a two week cycle  [ ]  Identify Transition Times [ ]  Least amount of transitions  (Use recess and lunch as transitions when possible) [ ]  Determine your schedule for alternating am/pm groups [ ]  A/B days [ ]  Weekly [ ]  Monthly2. Classroom Setup [ ]  Choose colors to identify your classes  /  [ ]  Tables or desks grouped appropriately for grade level  (Similar set-up between classrooms is helpful) [ ]  If/how materials will be transported between classes [ ]  Totes, shared desk space, cubbies, magazine boxes,  shared materials, etc.3. Plan your first day of school [ ]  Schedule time to teach and practice procedures in both classes [ ]  Plan community building activities |

|  |
| --- |
| **Classroom Management** |
|  1. Discuss Management Plan

 [ ]  Determine a behavior system that is similar and would work  in both classrooms [ ]  Determine classroom expectations  (align with school-wide expectations) [ ]  Determine rewards/reinforcements for appropriate behaviors [ ]  Determine consequences for inappropriate behaviors [ ]  Determine Holiday/Birthday/Special celebrations2. Identify procedures – Teach, practice and reinforce procedures repeatedly during the first two weeks of school in both languages [ ]  Signals or attention getters that will be used [ ]  Procedures that involve moving away from the desk  [ ]  Small groups, gathering area, water fountain, sharpening pencils, putting away materials, lining up, bathroom, cleaning up [ ]  Procedures transitioning between classrooms [ ]  Back packs, lunches, desk materials, exit and enter |
| **Communication** |
|  1. Identify partner communication plan [ ]  How to communicate when students are present [ ]  Schedule Collaboration Times [ ]  Daily/Weekly Partner Meetings [ ]  Weekly Grade Level Meetings2. Identify parent communication plan [ ]  Back to School Letter [ ]  Introduce both teachers [ ]  Explanation of separation of languages [ ]  Class Newsletter [ ]  Weekly [ ]  Monthly [ ]  Day-to-day Communication [ ]  E-mail [ ]  Phone Calls [ ]  Scheduled meetings [ ]  Plan Back to School Night [ ]  Prepare Class Disclosure Document |