

# Collaboration Protocol for Dual Language Immersion

School:	Grade:	Date:
English Language Teacher:		
Partner Language Teacher:		
<b>I. Task Progress</b> (follow-up on previously assigned tasks)		
<b>II. Curriculum Collaboration</b> Materials Needed: Curriculum Map, Scope and Sequence		
<b>Math</b>		
State the <b>Standard</b> :	What do you want students to learn?	
Articulate the <b>Outcome</b> : (reference exemplars to help articulate outcomes, exit tickets, assessments)	How will you know if they have learned it?	
Coordinate <b>Instruction</b> : (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies)	How do we coordinate instruction (initial & reinforcement) across the two languages? How do we respond when students don't learn it?	
English	Partner Language	
Day 1:	Day 1:	
Day 2:	Day 2:	
Day 3:	Day 3:	
Day 4:	Day 4:	
Day 5:	Day 5:	

Social Studies	
State the <b>Standard</b> :	What do you want students to learn?
Articulate the <b>Outcome</b> : (reference exemplars to help articulate outcomes, exit tickets, assessments)	How will you know if they have learned it?
Coordinate <b>Instruction</b> : (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies)	How do we coordinate instruction (initial & reinforcement) across the two languages? How do we respond when students don't learn it?
English	Partner Language
Day 1:	Day 1:
Day 2:	Day 2:
Day 3:	Day 3:
Day 4:	Day 4:
Day 5:	Day 5:
Science	
State the <b>Standard</b> :	What do you want students to learn?
Articulate the <b>Outcome</b> : (reference exemplars to help articulate outcomes, exit tickets, assessments)	How will you know if they have learned it?

<u>Coordinate <b>Instruction</b></u> : (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies)	How do we coordinate instruction (initial & reinforcement) across the two languages? How do we respond when students don't learn it?
English	Partner Language
Day 1:	Day 1:
Day 2:	Day 2:
Day 3:	Day 3:
Day 4:	Day 4:
Day 5:	Day 5:
<b>Literacy/Language Arts</b>	
<u>State the English <b>Standards</b></u> :	What do you want students to learn?
<u>State the Partner Language <b>Standards</b></u> :	What do you want students to learn?
<u>Articulate the <b>Outcomes</b></u> : (reference exemplars to help articulate outcomes, exit tickets, assessments)	How will you know if they have learned it?
<u>Coordinate <b>Instruction</b></u> : (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies)	How do we coordinate instruction (initial & reinforcement) across the two languages? How do we respond when students don't learn it?

English	Partner Language
Day 1:	Day 1:
Day 2:	Day 2:
Day 3:	Day 3:
Day 4:	Day 4:
Day 5:	Day 5:

III. Student Monitoring			SPED Documents and Accommodations Addressed <input type="checkbox"/>
Name:	Concern:	Action Taken:	

IV. Communication and Public Relations	
Weekly Newsletter sent on:	
English Content	Partner Language Content

V. Team Problem Solving		
Questions/Problems:	Who will address it?	When?

VI. Communication with Leadership	
News to celebrate and things to know:	
Questions or concerns needing a response:	

VII. Next Meeting	
Date:	Reminders:

Notes:



CHINESE



ENGLISH



FRENCH



GERMAN



RUSSIAN



PORTUGUESE



SPANISH