** Collaboration Protocol for Dual Language Immersion**

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| School: | Grade: | Date: |
| English Language Teacher:Partner Language Teacher: |
| **I. Task Progress** (follow-up on previously assigned tasks) |
| Task: | Person Responsible: | Status/Notes: |
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| **II. Curriculum Collaboration** Materials Needed: Curriculum Map, Scope and Sequence |
| **Math** |
| State the **Standard**:  | What do you want students to learn? |
|  |  |
| Articulate the **Outcome** (reference exemplars to help articulate outcomes, exit tickets, assessments) | How will you know if they have learned it? |
|  |  |
| Coordinate **Instruction** (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies) | How do we coordinate instruction across the two languages?How do we respond when students don’t learn it? |
|  |  |
| English | Partner Language |
| Day 1:Day 2:Day 3:Day 4:Day 5: | Day 1:Day 2:Day 3:Day 4:Day 5: |
| **Social Studies** |
| State the **Standard**:  | What do you want students to learn? |
|  |  |
| Articulate the **Outcome** (reference exemplars to help articulate outcomes, exit tickets, assessments) | How will you know if they have learned it? |
|  |  |
| Coordinate **Instruction** (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies) | How do we coordinate instruction across the two languages?How do we respond when students don’t learn it? |
|  |  |
| English | Partner Language |
| Day 1:Day 2:Day 3:Day 4:Day 5: | Day 1:Day 2:Day 3:Day 4:Day 5: |
| **Science** |
| State the **Standard**:  | What do you want students to learn? |
|  |  |
| Articulate the **Outcome** (reference exemplars to help articulate outcomes, exit tickets, assessments) | How will you know if they have learned it? |
|  |  |
| Coordinate **Instruction** (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies) | How do we coordinate instruction across the two languages?How do we respond when students don’t learn it? |
|  |  |
| English | Partner Language |
| Day 1:Day 2:Day 3:Day 4:Day 5: | Day 1:Day 2:Day 3:Day 4:Day 5: |
| **Literacy/Language Arts** |
| State theEnglish **Standards**:  | What do you want students to learn? |
|  |  |
| State the Partner Language **Standards**:  | What do you want students to learn? |
|  |  |
| Articulate the **Outcomes** (reference exemplars to help articulate outcomes, exit tickets, assessments) | How will you know if they have learned it? |
|  |  |
| Coordinate **Instruction** (resources, visual supports, linguistic supports [academic vocabulary], instructional strategies) | How do we coordinate instruction across the two languages?How do we respond when students don’t learn it? |
|  |  |
| English | Partner Language |
| Day 1:Day 2:Day 3:Day 4:Day 5: | Day 1:Day 2:Day 3:Day 4:Day 5: |
| **III. Student Monitoring** SPED Documents and Accommodations Addressed |
| Name: | Concern: | Action Taken: |
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| **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: |
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| **VII. Next Meeting** |
| Date | Reminders: |
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**Notes:**

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