

Preparing New Dual Immersion Teachers for Success Throughout the School Year

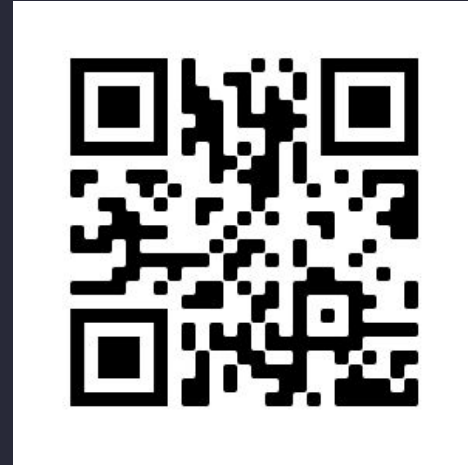
Granite School District DLI Team

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Handouts

<https://bit.ly/3t87B3c>



Session Objectives



- Participants will be able to preview a Dual Immersion New Teacher Survival Kit and identify aspects they can implement in their own programs.
- Participants will be able to identify strategies to welcome and support guest teachers.
- Participants will be able to identify key areas in which new teachers require support at the beginning of the year.

Part 1

1

New Teacher Survival Kit

- Classroom Preparation
- Classroom Organization
- Student Preparation
- Partner Teacher Collaboration Checklist
- Substitute Teacher Planning Template

2

Guest Teacher Support

- First 2 Weeks after Arrival
- Before School
- After School Starts

3

Before School Training Topics

- Language Teachers
- English Teachers
- Administrators

Part 2

1

District-Based Training

- Proficiency Training
- EPIC Classes
- Foundations of DLI

3

Mentoring

- Classroom Observations & Coaching
- Observing Experienced Teachers

2

Collaboration

- Teaming
- Partner Teacher Collaboration
- Cross Site PLC's

**Please join us for
part 2 at 2 p.m.**

1



Dual Immersion New Teacher Survival Kit

*A collection of resources to assist
Administrators, Coaches, and
Specialists in supporting new Dual
Immersion Teachers*

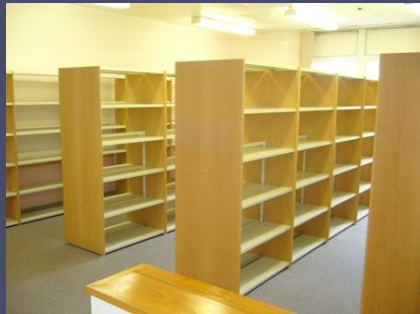


Welcome to your library!

- Sort and organize books on shelves
- Make sure they are in order
- Be prepared to teach 3 mini lessons a day, 5 days a week with technology

Challenges

Task



TIME

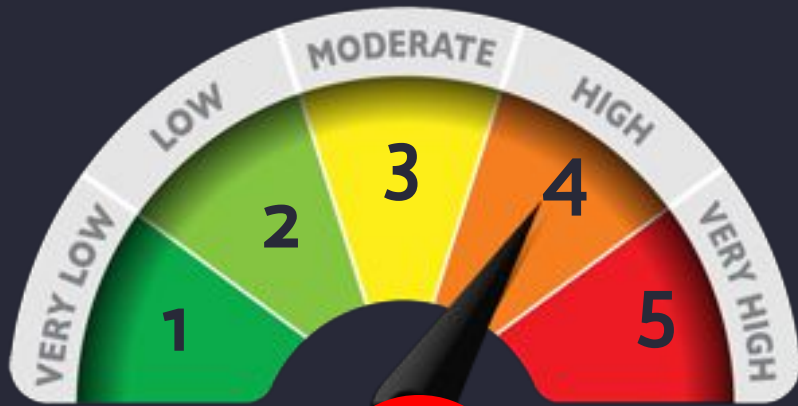
Mon- 1/2 day prep
Wed- 1/2 day prep
Fri- 1 day prep

Open 8:00-4:00
no evenings
no weekends

RESOURCES

Colleagues are busy
working in their rooms and
can't help

No guides
No instructions
No How-to's
No manuals for technology



stress  meter

How Are You
FEELING ????



PRIORITIZING



Student Prep

Teacher Prep

Classroom Prep



I'm very busy.

**BEFORE
ANYTHING
ELSE
PREPARATION
IS THE
KEY
TO SUCCESS**

ALEXANDER GRAHAM BELL
BESTTHINGSAPPERS.COM

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Classroom Preparation

Prepare Classroom

- Calendar
- Content Walls
- Objectives
- Schedule or Agenda
- Student Work
- Other: birthdays, student of the week, student jobs

Supplies to Consider Collecting or Creating

- Borders for bulletin boards
- Colored paper for bulletin boards
- Everyday Counts Calendar Math
- Science and Math Vocabulary Cards
- Letters for bulletin board titles
- Content Posters in target language
- Staples/tape/glue/Velcro
- Student Jobs in target language
- Schedule/agenda poster
- Page protectors
- Birthday poster in target language

Calendar

Setup for August should look something like this: **A pocket chart can be used;** all cards can be placed in pockets and simply turned around on the date. **Poster can be used;** cards are added one at a time on the date.

Before the first day of school:
Select an area near the front of the room for the calendar. Put up bulletin board paper and a border. Put up a calendar or pocket chart with a label for the month. Create sentence frames for:
Today is _____ and Tomorrow is _____.

Determine which sentence frames could be used with calendar items for building language:

Calendar

Content Walls

Before the first day of school:
Select areas in the room for displaying content vocabulary words and sentence frames. Put up bulletin board paper and borders. Create a label for each section (content area) of the bulletin board using a sentence strip, paper, bulletin board letters or a printed laminated label. Decide which vocabulary words will be introduced the first 2 weeks and find or make the vocab cards with pictures. Consider key words used in teaching rules, procedures and routines.

Content walls with vocabulary grouped in categories is much more helpful to language learners that word walls. Most teachers consider the following subjects in their content walls: math, science, language. Posters, sentence frames, laminated words cards can be used. They can be printed, hand written, and should have a picture. Teachers can create Anchor Charts with class during instruction and post them on the wall to use for vocabulary and content support.

Content Walls

Objectives

Dual immersion teachers need to have both content and language objectives posted for each content they teach.

Before the first day of school:
Select an area near the front of the room for objectives. Create a label for content and language objectives for each content area you teach. Determine what you will use to display objectives.

Objectives

- Bulletin board:** Put up bulletin board paper and borders. Create labels. Use sentence strips or papers to display daily objectives.
- Whiteboard:** Write objectives on the board or use sentence strips or papers with magnets.
- Page protectors:** Hang plastic page protectors in the front of the room. Write or print objectives on sheets of paper, place them in a plastic page protector and switch it out each day in/or content area.
- Laminated Templates:** Print out a paper with the labels "Content Objectives" and "Language Objectives" and laminate them. Use expo markers to write objectives each day.

Objectives

Class Schedule/Agenda

Before the first day of school:
Select an area of the whiteboard or bulletin board near the front of the room for the Schedule. Hand write it or print it out.

The time and duration of each content area should be labeled in the Dual Immersion classroom for each of the immersion classes. Teachers may have a schedule for each day printed and tape/staple it up to a board, laminate a template and write the daily schedule with Expo markers, or place the daily schedule in a page protector. The schedule allows students to know what they will be doing and when as well as allows visitors to be informed about what is happening in your classroom.

Class Schedule/Agenda

Student Work

Before the first day of school:
Select an area to display student work in the classroom or the hallway. Prepare a way to display it using clotheshpins, clips, staples or tape. Plan a fun activity during the first couple of days where you can collect and display the students' work.

Many teachers save a section of the classroom for displaying student work. Many immersion teachers use a bulletin board in the hallway to display student work since most immersion teachers have around 60 students which requires more room to display work. Teachers often display unit projects, art projects, holiday themed activities, and students' best work.

Student Work

Other

Before the first day of school:
These things can either be displayed right away or a few days or weeks into the school year.

Birthdays
Some teachers like to display students' birthdays on a bulletin board. To save room, many immersion teachers do not do this because most teachers have around 60 students. There are birthday poster boards that take up little space that can be used to display student birthdays.

Content Posters
Many immersion teachers find or make math, science, social studies, reading or language posters to display in the classroom to support student learning and make the classroom environment language rich.

Student of the Week and Classroom Jobs
Some teachers have a bulletin board for identifying student jobs and student helpers. Many immersion teachers do not do this because most have around 60 students. A simple idea is to have a student of the day or week who completes whatever jobs the teacher needs done, is the line leader, takes things to office, leads calendar, etc. Classroom jobs or student of the week can be displayed in the classroom on a poster or bulletin board.

Other

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Classroom Organization

Organize Classroom

- Textbook storage
- Homework turn-in
- Complete and incomplete work collection
- Content notebooks
- Portfolio
- Materials
- Desks
- Home lunches
- Recess toys and supplies
- Backpacks
- Switching classes

Supplies to Consider Collecting or Creating

- Baskets for homework, finished/unfinished work
- Notebooks for content areas in class colors
- Folders for homework, content areas, etc. in class colors
- Folders, notebooks and/or crates for portfolios
- Bins, baskets, containers for materials
- Big basket/cart for home lunches
- Big box/basket for recess toys
- Tote trays or pencil boxes

Finished and Unfinished Work Collection

Before the first day of school:
Decide with your partner teacher how you will manage and collect finished and unfinished classwork. Prepare and label a basket to turn in or pass back work, or folders to turn in finished work or save unfinished work.

Where will students turn in work and keep unfinished work?
As students complete work in class, teachers decide if the work will be turned in or go home. Some teachers have a basket for students to turn in finished work. Sometimes team captains collect work from the group and turn it in a basket. Some teachers have a folder for finished work and at the end of the week students turn it in for teachers to review, and an unfinished work folder for students to put work that is still in progress.



Content Notebooks

Before the first day of school:
Order or purchase a notebook for each student. Consider colors if teaching two classes. Write students' names on their notebooks or use printed labels with students' names. Split pages up into sections with tabs if one notebook will be used for multiple content areas. Decide where to keep the notebooks, purchase bins or baskets if needed.

Where will students take notes or journal?
Students may need to take notes, write journal entries, write down objectives, respond to questions, and create resources in class. Some teachers give students a notebook for each content area. Another option is to use one notebook for each student and create/place tabs to label the different sections of the notebook for the content areas. Teachers can have students keep their notebooks in desks or tote trays, or they can be kept in bins or on shelves to be passed out by student/group leaders when needed. When an immersion teacher has two classes, they may want to get one set of notebooks in one color (such as red) and another set for the other class in another color (such as blue). That way it is easy for students to identify their notebooks when they share desks or tables with another student.



Portfolios for Best Work

Before the first day of school:
Decide if you want to collect students' best work for portfolios to show parents. If you do, set up a crate with a folder for each student or make sure each student has a folder in their desk labeled "Best Work" or "Portfolio".

How will final drafts, projects and best work be saved to show parents?
Some teachers like to collect samples of students' best work to add to a student portfolio to show to parents during parent teacher conferences, SEOPs and at the end of the year. To do this, some teachers keep a file for each student in a crate and have student turn in specific work in their folders. Another option is to have a special folder kept in students' desks for portfolio work. Some teachers allow students to choose which work they want to keep, while other teachers tell students which work will be collected for portfolios. Portfolios are optional.



Textbook Storage

Before the first day of school:
Store extra volumes of textbooks on bookshelves, in cabinets or closets for future use; decide if students will keep the first volumes of textbooks in desks or totes or if they will be placed in bins or on a bookshelf.

Where will you keep the textbooks?
Some teachers keep teachers manuals/guides and different volumes of student textbooks on bookshelves, in cabinets or in closets until they are used.
Some teachers have students keep the textbooks they use most in their desks or tote trays. They can also be kept in bins or on bookshelves and teachers can assign table captains/leaders to pick up books for their tables/groups and then return them when they are finished.



Homework Collection

Before the first day of school:
Decide with your partner teacher how you will manage homework and make a plan how you are going to collect it and return it. Prepare and label a homework basket or folder if needed.

Where will students turn in homework?
Some teachers have students turn in homework in a basket in the classroom when they walk in. Or they may have students keep homework in a folder to turn in weekly. Some teachers create homework packets and tell students to complete a page each day and turn the packet in at the end of the week.



Home Lunches

Before the first day of school:
Check with the school to see if there is a school-wide procedure for managing home lunches. Talk with partner teacher to create the procedure. If needed, collect or purchase a large laundry basket and place it in the classroom near the coat hangers for students' backpacks.

How will you manage lunches students bring from home?
Many teachers have a large laundry basket or a cart for students to place their home lunches on to take to the cafeteria. Students will also put their lunch boxes back in/on the basket/cart after eating and before going out to play for lunch recess. The teachers then have a procedure for sending a couple of students to collect the basket/cart once lunch is over and bring it back to the classroom. If classes switch classes after lunch, students will have to bring lunches back to the other classroom.



Recess Toys and Supplies

Before the first day of school:
Talk with partner teacher to see what they suggest for these procedures and how they suggest you organize these materials. Recess toys can often be ordered through your school secretary. Have balls inflated and label all toys with your name and room number.

How will you manage shared toys and supplies used for recess?
Check classroom to see what toys and storage container may already be in the room. If additional balls, jump ropes, frisbees, etc. need to be ordered talk to your principal or secretary. Teachers must determine where they will keep these toys and how they will let students use them. Some teachers keep them in a large box or basket and allow students to grab them on a first come first served basis. Other teachers create a rotation system so all students get a chance to use the different equipment. Some teachers create a specific check out system so students are accountable for the classroom equipment. Some teachers put out all of the equipment at the beginning of the year for students to use, while some other teachers will just set out a few things at a time so that the equipment lasts all year long. Some teachers let students bring balls, jump ropes and equipment from home, while others tell students to leave their own belongings at home so they don't get lost or stolen.



Switching Classes- 2 teacher model

Before the first day of school:
Talk with partner teacher to determine how students' materials should be organized and managed as they switch classes. Collect tote trays, rolling cart, pencil boxes, etc. depending on what you choose to do.

How will students manage materials when they switch classes?
Some teachers want students keep a set of materials in the language classroom's desks, and another set of materials in the English classroom's desks including notebooks, folders, textbooks, pencil boxes, crayons, etc. Some teachers use tote trays that fit inside a desk and students keep all of their materials in a tote tray to take with them to each class. Some immersion teachers have a cart for the tote trays that is wheeled from one classroom to the other.



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Student Preparation

Prepare for Students

- Names labeled on desks
- Nametags to wear
- Desk materials prepared
- Names and/or student number on materials
- Shared supplies organized
- Manipulatives prepared
- Seating arrangement
- Attendance/Lunch Count prepared

Supplies to Consider Collecting or Creating

- Name plates/masking tape/erasable markers
- Name tags or name tents to get to know students
- Labels for notebooks, folders, crayons, suoolies
- Containers for shared materials
- Bins, baskets, containers for manipulatives
- Clips or magnets for attendance/lunch count

Name Tags for Students

Before the first day of school:

Prepare stickers, labels, or name badges for students to wear as name tags on the first day of school. Prepare multiple copies for each student if you plan to have them wear one each day of the first week of school. Consider using labels with class names printed on them to place on stickers or name badges to save time.



How will you learn students' names?

Many teachers like to have their students wear name tags for the first day or first week of school so they can get to know their names. These can be stickers, labels or hanging name badges. It is recommended that teachers print students' names on labels and make 10+ sets. These labels can be used to place on name tags to save time. Students can also make table tents for their names by folding a piece of thick paper. These could be saved in the desk and used again.

Student Names on Materials

Before the first day of school:

Create and print 10+ copies of adhesive labels with students' names printed on and place a label with the students' names on notebooks, folders, binders, pencil boxes, crayon boxes, totes, name plates, etc. If labels are not used, use a permanent marker to write students' names on all of their materials and have them in their desks ready for the first day.

How will you label students' materials?

Notebooks and/or folders in the students' desks need to be prepped and labeled with each student's names and the content area they will be used for. Pencil boxes and/or crayons to be kept in students' desks should have their names on them. If a tote tray is being used by a student, each tote tray should have a piece of tape labeled with each student's name. All materials should be prepped, ready and labeled with names the first day of school. This can most easily be done by printing 10+ copies of adhesive labels with students' names on them. Teachers can also write the names with permanent marker if student numbers are being used, the number should be printed on the materials as well.



Shared Materials Organized

Before the first day of school:

Decide which materials will be shared and how they will be organized. Gather containers including pencils, markers, colored pencils, glue, glue sticks, scissors, erasers, highlighters, etc. Teachers will need containers, baskets, or bins to store these materials, which can often be collected from experienced teachers who have extras or purchased from the Dollar Store, Walmart or Target. Often times these containers with materials are kept on counters, bookshelves or in closets. When students need them, table leaders collect materials for students to share in groups or with partners. Some teachers store these materials in the middle of table groups for all students in the group to

How will students use shared materials?

Many teachers have the classroom supplies they decide to have students share in the classroom including pencils, crayons, markers, colored pencils, glue, glue sticks, scissors, erasers, highlighters, etc. Teachers will need containers, baskets, or bins to store these materials, which can often be collected from experienced teachers who have extras or purchased from the Dollar Store, Walmart or Target. Often times these containers with materials are kept on counters, bookshelves or in closets. When students need them, table leaders collect materials for students to share in groups or with partners. Some teachers store these materials in the middle of table groups for all students in the group to



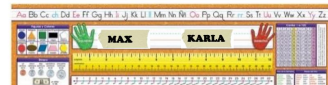
Name Plates for Desks

Before the first day of school:

Talk with partner teacher to see if they have a system they recommend. This must not be the same for both teachers. Collect masking tape, erasable marker, disposable name tags, or whatever you want to use to temporarily label students desks with their names. Save nice, more permanent name plates for when you know all of your students. Prepare and place the temporary name plates.

How will you temporarily label students' desks?

Each student (in both classes) should have their name labeled on a desk/table for the first day of school. Most teachers in a two teacher model like to label students' desks with a temporary material until they get to know the students so they use masking tape, Expo marker, cheap nametags, stickers, erasable marker or chalk, etc. When teaching two classes teachers have to consider two students whenever they move a desk since that desk is shared. When trying to strategically place students, this can be challenging. Once a teacher gets to know the students, it is then wise create permanent name plates with two student names on them, one for each class. It is recommended that a high academic student in each class share a desk, a low student in each class share a desk, a student with behavior problems in both classes share a desk, a native-language speaking student in each class share a desk etc. That way it becomes easier to place a high student next to a low student in each class, because students with similar abilities share the desk in each class. At the beginning of the year with temporary name plates, teachers can very easily move students around since the name plates aren't permanent.



Manipulatives Organized

Before the first day of school:

Ask grade level teams and participate about which manipulatives you should have in your classroom and if there is funding to purchase any you do not have. Collect baskets and bins (big and small) to keep the manipulatives organized. Keep manipulatives in bins, label them if you wish, and have them ready to use on shelves, the counter, or in a closet.

How will you organize manipulatives and make them accessible?

Most classroom teachers should have sets of specific manipulatives for students to use in math and other content areas in their rooms. These may include base ten blocks, unifix cubes, teddy bears, shapes, colored tiles, coins and dollars, colored chips and/or fraction pieces, beans, colored paper clips, macaroni, pom poms, beads, marshmallows, cereal, etc. may be purchased and used as manipulatives as well. Many teachers have large containers, boxes or baskets for each specific manipulative. Some teachers prepare ziplock bags for each student or partnership that has 10-20 of a specific manipulative to make it easy and quick to hand them out to students when needed. Some teachers take manipulatives out of the big containers when they are being used, and place some in smaller baskets, bins or pencil boxes to be placed at each table to share. Not all immersion teachers will teach math, so not all teachers will have a variety of manipulatives.



Seating Arrangement

Before the first day of school:

Organize desks in a certain formation so students can easily talk with partners and groups. Have desks labeled with temporary name plates so they can easily be changed when you get to know your students. Plan which 2 students will be partners and which students will work together in groups.

How will the desks be arranged?

Teacher should prepare a seating arrangement for students before school begins. Some common arrangements include table groups of 4, 5, or 6, horizontal lines of students, U formation, and sets of 2 desks. Immersion teachers should consider a seating arrangement that allows students to easily communicate with partners and small groups and all students should be able to easily see the teacher and whiteboard at all times. Seating arrangements should not block exits and should be changed often.

Attendance and Lunch Count

Before the first day of school:

Ask partner teacher or team what the attendance and lunch count procedure is at your school. Prepare clip or magnet board if desired. Prepare a self-start or bell-ringer activity to keep students on-task while you collect the attendance and lunch count.

How will you take attendance and lunch count?

Each school has a different procedure for taking attendance and collecting a lunch count. Typically, there is a specific time frame to submit each one, sometimes it is electronic. When there is flexibility in establishing this procedure, consider quick ways to take attendance such as looking for empty seats opposite to calling out each student's name on a list. Some teachers have students' names or numbers on magnets or clips, and when students arrive they move their magnets/clips to indicate what they would like for lunch that day. This allows teachers to see who is absent and take a count for each lunch menu item at the same time.



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Classroom Management

Create a Classroom Behavior Management System

Before the first day of school plan with your partner

Create and post 3-5 rules in classroom.



Create Behavior Management System with a visual tracker and individual consequences for infractions.

Individual Consequence Ideas

- Verbal warning
- Time out in the class
- Written or oral apology
- Written reflection
- Missed recess
- Time out in another classroom
- Meeting with the principal
- Time out in ISS
- Call/Note home to parents
- Other _____



Determine how to track and communicate student behavior with parents.

Tracking and Communication Plan

- Planners
- Weekly Behavior Chart or Note
- Class Log
- Email, Phone Calls Notes Home
- Monthly Calendar
- Other _____



Create individual rewards system with specified rewards for individual students.

Individual Rewards System Ideas

- High five or praise
- Sticker on a chart
- Raffle Ticket
- Treasure Box
- Class Money or Coupons
- Punch or Stamp Card
- Bingo or Tic-Tac-Toe Card

Reward ideas for full sticker chart, winning raffle ticket, or for purchase with class money

- Lunch with the teacher
- Sit anywhere they want for a day
- Work at the teacher's desk for a day
- Be line leader for a day
- Be a special helper in another class
- Buddy read in another class
- Craft or art project
- Extra time in the computer lab
- Time to do a puzzle, crossword, Sudoku
- Play a game with a friend
- Other _____



4

Create class rewards system with specified rewards for the whole class.

Class Rewards System Ideas

- Points on the board
- Marble jar
- Tracking Chart
- Class Game board
- Other _____

Class Rewards Ideas

- Culture party
- Class party
- Activity in the gym
- An extra full recess
- Guest speaker - someone the students are really interested in
- Buddy party or Buddy reading:
- Craft or art project
- Holiday themed activity
- Extra time in the computer lab
- Other _____



5

Establish Attention Signals (with Partner teacher when possible)

Consider the following for attention signals:

- Word signals
- Hand signals
- Vocabulary words
- Call and response
- Hand clapping pattern
- Bell, whistle or chime



6

Establish Class Hand Signals (with Partner teacher when possible)

Consider hand signals for the following:

- Bathroom
- Water/Drink
- Pencil
- I don't understand
- Understand
- Question/comment



7

Create Procedures with Clear Steps to Model and Practice (with Partner teacher when possible)

- Entering the classroom- backpacks, lunch count, roll, Bell ringer
- Putting papers and materials away
- Working cooperatively in groups or pairs
- Passing papers
- Getting materials- pencils, paper, manipulatives, books
- Sharpening pencils
- Lining up to leave the room or go to recess
- Hanging out or checking out playground equipment
- Walking in the hallway
- Listening position while teacher is speaking
- Turning in homework or assignments
- Switching classes
- Asking/answering a question
- When teacher is out of the room in the hallway
- Getting a drink
- Minor emergencies- bathroom, illness
- Serious emergencies- fire, earthquakes, lock down
- End of day- backpacks, homework, buses

Use the Modeling Cycle to model each procedure before having students practice.

1. Teacher models
2. Teacher models with a student
3. Two students model OR a group of students model
4. All students practice

8

Executing Good Classroom Management

ASSERTIVE DISCIPLINE

CONSISTENTLY Follow this Sequence Every Lesson Every Day:

1. Give Explicit Directions
2. Narrate Positive Behavior
3. Give Rewards and Administer Consequences

1. Give Explicit Directions
 - Create, post and present specific steps for an activity.
 - Model and practice.
 - Use attention-getting signal.
 - Use modeling cycle.
 - Check for understanding
 - Cue students to start the activity.
2. Narrate Positive Behavior
 - Immediately narrate positive behaviors when beginning the activity restating expectations. Make factual statements or observations. (i.e. John is getting his pencil out. Chris is writing silently. Mary is raising her hand with a question.) Avoid making judgments or using "I" statements (i.e. I like the way John is listening. Chris, your hard work makes me happy. Very good raising your hand Mary.)
 - Focus on positive behavior of difficult students. Catch them being good and narrate their behaviors quickly.
 - Narrate at least 2-3 positive behaviors before correcting student behavior or giving consequences.
 - Narrate at least one student's positive behavior every minute.
3. Reward and Administer Consequences
 - After narrating positive behavior of 2-3 students, immediately correct misbehavior and give consequences.
 - Restate directions and expectations when giving rewards and consequences.
 - Make eye contact with students, use proximity to manage difficult students.
 - Provide consequences in order of the Behavior Management Plan's infractions system.
 - Be consistent!! Always give consequences consistently for misbehavior.
 - Reward positive behavior using class and individual reward systems.

VIDEOS SHOWING GOOD CLASSROOM MANAGEMENT STRATEGIES

- <https://www.youtube.com/watch?v=Varyj37yGjU>
- <https://www.youtube.com/watch?v=HMUdF320DM>
- <https://www.teachingchannel.org/videos/classroom-management-guided-reading>
- <https://www.youtube.com/watch?v=yH5vS6tUjE>
- <https://www.youtube.com/watch?v=9R8-RPFIde>

Assertive Discipline Theory by Lee Canter
<https://helpfulprofessor.com/assertive-discipline/>

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Back to School Night/Open House

Talk with colleagues or principals to find out date, times, structure and who will be coming. Bring sign in sheet or a student roll to mark which parents attended. Send home documents with students whose parents could not attend.



Disclosures or Syllabus

Meet with partner teachers to discuss the following and type them up in a disclosure document for parents:

- Rules, rewards, consequences
- Parent communication
- Homework
- Late work
- Volunteers
- Class parties
- Birthdays
- Supplies needed



All About the Teacher

Type up a document and/or prepare a presentation about yourself and consider including the following:

- Where you are from
- Info about your family
- Educational background
- Interests, hobbies and passions
- How to communicate with you and contact information



Classroom Set Up

If possible, try to prepare the following before Back to School Night:

- Colored paper and borders on the walls
- Posters and titles for walls up
- Temporary names on desks
- Desks arranged in organized seating arrangement
- Supplies organized in desks
- Manipulatives and shared materials organized on shelves and in closets

Student Work Displayed

If possible, collect student work and display it in the classroom or in the hallway

Open House & District Specific

District Specific Information and Support

Fill this section in with district specific information, links and screenshots

Instructional Support

- Dual Immersion Specialists
 - Roles, responsibilities, how they help
 - Names, emails, phone numbers
- School Instructional Coaches and Specialists
 - Roles, responsibilities, how they help
 - Names, emails, phone numbers or leave space for teacher to write them in
- School Technology Specialists
 - Roles, responsibilities, how they help
 - Names, emails, phone numbers or leave space for teacher to write them in

Resources

- State Dual Immersion Website?
 - [Link](#)
 - Screenshot of page
 - Resources found there
- District Dual Immersion Website?
 - [Link](#)
 - Screenshot of page
 - Resources found there
- District Portal or Teacher Login Page
 - [Link](#)
 - Screenshot of page
 - Resources found there
- Curriculum or Content Programs Login Page
 - [Link](#)
 - Screenshot of page
 - Resources found there
- Shared Drive (District, Google, etc.)
 - [Link](#)
 - Screenshot of page, folders, etc.
 - Resources found there
- Content Lesson Plans
 - [Link](#)
 - Screenshot of page, folders, etc.
 - Resources found there
- Teaming Sites/Programs (Microsoft Teams, Skype, etc.)
 - Screenshot of location
 - How it is used, what is it used for

District Specific Information and Support

Fill this section in with district specific information, links and screenshots

Schedules

- Minutes taught in each content area in Target Language each week
 - Math
 - Science
 - Social Studies
 - Target Language Literacy
 - Specials
- Weekly Schedule
 - Who has the specials schedule or where to find it
- Daily/Weekly Balance of Language Time
 - Add up instructional minutes for each day of the week (times not in specials, recess, lunch)
 - Divide time in half to find the minutes students should learn in each language
 - Determine a switch time for each day (switch rooms/classes/ languages)
 - Try to make switch times consistent for each day
 - Ensure time in target language and English are the same by the end of the week
- Weekly Schedules
 - Divide weekly minutes of each content into specific days of the week
 - By the end of a week or two weeks the minimum time requirements for each content area is met
 - Determine specific times for each content area that maximizes every minute with the least amount of interruptions
- Share the most recent draft of the schedule with the principal, secretary, instructional coach, etc.



Content Standards in Target Language & Proficiency Targets

- Math/Science/Social Studies Content Standards
 - [Link](#)
 - Screenshot of page
- Math/Science/Social Studies Content Standards
 - [Link](#)
 - Screenshot of page
- Math/Science/Social Studies Content Standards
 - [Link](#)
 - Screenshot of page
- Language Proficiency Targets
 - [Link](#)
 - Screenshot of page
- ACTFL Proficiency Guidelines
 - [Link](#)
 - Screenshot of page
- Curriculum Maps
 - [Link](#)
 - Screenshot of page
- Planning Tools
 - [Link](#)
 - Screenshot of page

LET'S TALK
ABOUT IT

Secondary
education



- Dual Immersion New Teacher Survival Kit -



Partner Teacher BACK TO SCHOOL

Collaboration Checklist

Logistics

- Schedule and Transitions
 - What will our daily schedule look like?
 - Total the hours in the school day
 - Subtract recess and lunch times
 - Subtract Specials (P.E., Art, Music, etc.)
 - Divide instructional time equally between the two classes
 - Ensure instructional time is equal by the end of the week (or two weeks)
 - Identify transition times for each day so time is equal by the end of the week (try and keep it the same time as often as possible) and with the least amount of transitions (Consider recess and lunch transitions)
 - What will our schedule alternate so each class has time beginning in the morning in the target language/English class?
 - Switch each day (A/B days)
 - Switch weekly
 - Switch monthly
 - Switch quarterly
 - What will we call each class?
 - Different colors, animals, places, teacher's name
- Materials
 - Folders
 - Will students use folders to manage work?
 - For which content areas?
 - Specific colors?
 - Notebooks
 - Will students use notebooks to take notes, as journals or for classwork?
 - For which content areas?
 - Will they need more than one notebook or will one notebook have different sections?
 - Specific colors?
 - Tote trays or pencil boxes
 - What will students use to store their materials?
 - How many do we need?
 - Where do we find/collect/purchase them?

Organization and Class Setup

- Homework Collection
 - Will there be a homework basket or tray to be used to turn in homework?
 - Will there be a homework folder? Will there be one shared or two for the different languages/classes?
- Finished and Unfinished Work Collection
 - Will there be a basket, tray or bin for students to turn in finished work?
 - Will there be one for the class, or a bin/tray for each table?
 - Where will unfinished work or work in progress be kept?
- Home Lunches
 - Where do students keep their home lunches?
 - Where are they kept during lunch recess?
 - How are they brought back to the classroom?
- Recess Toys and Supplies
 - Where are recess toys stored?
 - How do we get additional toys or supplies?
 - How do we decide who gets which toys? Is first come first served? Or do they take turns? Is there a check out system?
 - How are recess toys turned in or accounted for?
 - Can students bring their own toys from home for recess?
- Attendance and Lunch Count
 - How do we take attendance? For which class?
 - How do we communicate a hot school lunch count?
 - Is there a system or procedure for students to communicate they are present and what their lunch choice is?
- Attention Signal
 - What is our attention signal? (bell, chime, clapping pattern, chant, call and response, give me 5)
- Start and End of the Day
 - What is the procedure for starting the school day, entering the building, coming in late, bell work or self-starter, turning in homework?
 - What is the procedure for the end of the school day, cleaning up, collecting items for backpacks, bus procedure?
- Homework
 - What are our homework policies and procedures?
 - Will homework be given daily or weekly?
 - Will homework be collected daily or weekly? When, which, day?
 - Will homework be corrected or graded?
 - How will instructions for each homework assignment be communicated with parents (target language teacher)?
 - Will we accept late work? Will students be allowed to make up missing/late homework?
 - How is homework completion and accuracy communicated with parents?

Line Up Procedure

- How are students supposed to form a line in the classroom or in the hallway? What are the procedure steps?
- Is there a line order, do quietest on task students get called first, or is it by table?
- What are the expectations for students when they are in line and in the halls?
- What is the procedure for walking to the bathroom and taking turns?
- What is the procedure for walking to the drinking fountain and taking turns?

Class Switching

- When do classes switch or rotate each day?
- What is the procedure? What do they leave and what do they take with them?
- Will classes alternate which starts the target language in the morning—daily? Weekly? Quarterly?

Backpacks

- Where do students place their backpacks when they enter the classroom?
- What is the backpack procedure? Do they all place their backpacks at the same time, one at a time, by table?
- What is allowed in desks or in backpacks?

Other procedures

- Consider discussing other procedures that we may want to be similar or the same
 - Small groups, carpet or gathering area, sharpening pencils, putting away materials, cleaning up, using manipulatives, using class materials, what to do when finished

Misc. Professional Responsibilities

- Grading
 - Which subject areas will we each be responsible for grading?
 - How often should grades be recorded?
 - How many grades should be recorded for each content area?
 - When should grades be communicated with parents?
 - How are grades recorded and who will be training you in the Gradebook?
- Communication
 - What will we do when we need to communicate in front of students?
 - When will we check in with each other (daily) and collaboration time (weekly)?
 - Do we prefer to communicate regularly (daily) by email, phone, note, meeting?
 - How will we communicate weekly with parents? (newsletter, weekly note, website, email, etc.)
 - What will we communicate in that note?
 - Short summary of what students learned this week in each class
 - Reminders about bringing PE shoes, coats, celebrations, field trips
 - Student behavior for the week
 - Questions or concerns

- Open House/Back to School Night
 - Will there be an Open House or Back to School Night? Where? When?
 - Will parents visit the classroom?
 - Will there be a presentation? How will we prepare?
 - Are we preparing a disclosure, syllabus, handout, letter to parents?
 - How do we plan to regularly communicate with parents (newsletter, website, weekly note, Calendar)
 - How will we manage parent volunteers and donations from families?
 - How will we celebrate birthdays? (line leader, special pencil, allow/hot allow cupcakes and treats, etc.)
 - How will we communicate behavior and academic progress with them? (weekly note, class Dojo, calendar, email)
 - Include policy for homework in detail.
 - Include policy for late work in detail.
 - Include materials needed for each class.
 - Include class switching plan/calendar in detail.
 - Include grading policy and testing in detail.
 - Include best way to contact you.
- Student Progress
 - How will we monitor student progress?
 - In which content areas are we each responsible for collecting specific data to monitor student progress?
 - How will we communicate student progress with partner teacher, grade level teams, principal and parents?
 - What are the process for helping struggling students? What are the resources for helping struggling students?
- Parent and Community Volunteers
 - How should parent and community volunteers be utilized in the classroom? How often? When? For what occasions?
 - Who will be responsible for taking the lead in recruiting volunteers, communicating with volunteers, and assigning volunteers to tasks?
- Responsibilities
 - When will we have bus duty, lunch duty, recess duty, etc.?
 - Who is responsible for taking the lead in specific events, activities, field trips and celebrations?

- Dual Immersion New Teacher Survival Kit -



Substitute Teacher Planning Template

Substitute Teacher Planning Template Fill in the red spaces with your own information

Substitute Lesson Plans for {fill in date}

Thank you for coming in today. This is a great group of students and you're sure to have an enjoyable day. Please follow these procedures and leave feedback on how the day went. All materials for today can be found [\[on my desk\]](#). If you need any help, please see [\[insert teacher's name\]](#) in room [\[#\]](#) or [\[insert teacher's name\]](#) in room [\[#\]](#).

The closest staff restrooms are [\[down the hall and to the right\]](#). A refrigerator for your lunch is located in Room [\[#\]](#). Teachers eat lunch in [\[this location\]](#).

Have a great day!

Sincerely,
{Teacher's Name}

Classroom Information

Classroom Lists of students	Classroom rosters can be found...
Emergency Map Location and Procedures	In the event of a fire drill... [enter info here] In the event of an earthquake drill... [enter info here] In the event of a lockdown drill... [enter info here]
Student Awareness	Student allergies: [enter info here] . Helpful students in [red class] : [enter info here] Helpful students in [blue class] : [enter info here] Students with behavior problems in [red class] : [enter info here] Students with behavior problems in [blue class] : [enter info here] Other important things to know about particular students: [enter info here]
Hall Pass Policy	Students may leave the classroom if... Only one student may leave the classroom at a time.
Class Rules	1. Students must be in their seat when the bell rings. 2. Students must sit in their assigned seat (seating chart attached). 3. [Continue rules]
Behavior Plan	1. Attention getting signal: [enter info here] 2. Positive reinforcements: [enter info here] 3. Consequences: [enter info here] 4. Particular class procedures: [enter info here]



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Lesson Plans

Start of School 8:25	Getting Started
	<ul style="list-style-type: none"> Where to pick up students: [enter info here] Lunch count: [enter info here] Logging absences and tardies: [enter info here] Where to turn in homework: [enter info here] Explain any other "beginning of the day" procedures: [enter info here]
8:30-9:15	{subject area}
	<ul style="list-style-type: none"> Today, students will... [enter objectives here] Lesson: [enter info here, be detailed and specific] Where to find materials: [enter info here] Early Finishers: [enter info here, include extra activities that students can do when they finish early] Where to store/turn in work: [enter info here]
9:15-10:00	{subject area}
	<ul style="list-style-type: none"> Today, students will... [enter objectives here] Lesson: [enter info here, be detailed and specific] Where to find materials: [enter info here] Early Finishers: [enter info here, include extra activities that students can do when they finish early] Where to store/turn in work: [enter info here]
10:00-10:15	{recess}
	<ul style="list-style-type: none"> Procedure for lining up: [enter info here] Procedure for taking out playground equipment: [enter info here] Do you have duty today? [enter info here] Where to pick up students after recess: [enter info here]
10:15-11:15	{subject area}
	<ul style="list-style-type: none"> Today, students will... [enter objectives here] Lesson: [enter info here, be detailed and specific] Where to find materials: [enter info here] Early Finishers: [enter info here, include extra activities that students can do when they finish early] Where to store/turn in work: [enter info here]



23

11:15-11:45	{specials- P.E.}
	<ul style="list-style-type: none"> Use procedure for lining up [enter info here] Where to take students for specials: [enter info here] How to support students during specials: [enter info here] Is this teacher planning time? [enter info here]
11:45-11:50	{switch classes}
	<ul style="list-style-type: none"> Backpack procedure: [enter info here] What students take with them to other class: [enter info here] Where to take students for English class: [enter info here]
11:55-12:30	{Lunch}
	<ul style="list-style-type: none"> Use procedure for lining up: [enter info here] Home lunch procedure: [enter info here] School lunch procedure: [enter info here] Where teachers can eat and warm up food: [enter info here]
12:30-1:15	{subject area}
	<ul style="list-style-type: none"> Same lesson and procedure that you did in the morning
1:15-2:00	{subject area}
	<ul style="list-style-type: none"> Same lesson and procedure that you did in the morning
2:00-2:15	{recess}
	<ul style="list-style-type: none"> Use procedure for lining up Use procedure for taking out playground equipment Do you have duty today? [enter info here] Where to pick up students after recess: [enter info here]
2:15-3:15	{subject area}
	<ul style="list-style-type: none"> Same lesson and procedure that you did in the morning
3:15-3:20	{home}
	<ul style="list-style-type: none"> Use backpack procedure: What students take with them to home: [enter info here]



24

- Which students ride the bus: [\[enter info here\]](#)
- Which students have special instructions for going home: [\[enter info here\]](#) - include students who must always be picked up by motorists; who cannot pick up particular students, whose parents might be late, etc.)

Substitute teacher feedback

Please list the students absent in each class:

Red Class	
Blue Class	

Please list any students who had behavior problems in each class:

Red Class	
Blue Class	

Please list any students who were very helpful in each class:

Red Class	
Blue Class	

Things that went really well:

--

What did not get finished:

--

- Dual Immersion New Teacher Survival Kit -



New Teacher Classroom Prep Videos



BEFORE

AFTER

Guest Teacher Support

Seeing the world through your
guest teacher's eyes



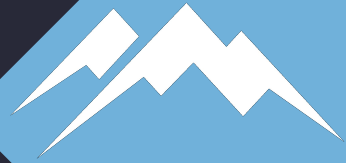
2



Imagine you go live in Nantes
to do your job for 3 years.

What are your **needs** to be ready in 2 months?

What **help** would you like to receive in France?



It All Comes Down to the Money

Transportation

Buying a car requires cash or a **credit history**

Housing

Renting an apartment may require **credit history** and a **social security** number

Cellphones

Some companies ask for a **social security** number

Banking

Opening an account without any **credit history**

Health Plans

A complex system with technical vocabulary

Help

Interim housing / Host family
Interim transportation
Social Security application
New bank account
Selection of benefit package

Be aware of the *Canada Dry Effect*



It looks similar, but is it?



Defeating the *Canada Dry Effect*



Principals

Roles may be different abroad and need to be defined.

Discipline

Expectations and enforcement may be different.

Dress Code

It may be limited to a minimum and vice versa.

Respect

Various codes can lead to misunderstanding.

Health Plans

A complex system with technical vocabulary

Help

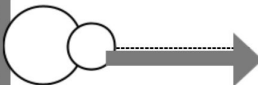
Asking the guest teacher about her National Education System and philosophy.
A partner on the English side
Professional Development

Support for Administrators



Supporting Guest Teachers at Your School

When we ensure a person's most essential needs are met, we prepare them to be in a position to learn, grow, and thrive.



First 2 Weeks after Arrival (July-Aug)

Task	Location	Help Needed	Who Can Help	Who is Assigned
Arrival	Airport	Pick up at airport, drop off at hotel	Principal, district specialist	
Temporary housing	Near School	Family to host teacher for 7-10 days	Principal (a teacher's home or someone from school community)	
Social Security Card	Social Security Office	Pick up, help at office if needed, ride home	Principal, coach, district specialist	
Bank Account	Varies-near school	Pick up, help if needed, ride home	Principal, coach, district specialist, colleague, host family	
Cell Phone	Varies- In Store or Online	Pick up, help with contract, ride home	District specialist, coach, school community, colleague	
Purchase Car	Varies- Dealership or In person contact	Pick up, visit different locations, help with negotiations and purchase	School community, colleague	
Register Car & Pay Taxes	DMV	Pick up, help if needed, ride home	Principal, coach, district specialist, colleague	
Car Insurance	Varies/online	Pick up, help with contract (if any), ride home	Principal, coach, district specialist, colleague	
Apartment	Varies	Pick up, visit different apt complexes, help with contracts, ride home	District specialist, coach, school community, colleague	
Renters Insurance	Phone/Online	Help with contract if needed	Principal, coach, colleague	
Utilities	Phone/Online	Help/support if needed	Host family, school community, coach or colleague	
Internet/Cable TV	Phone/Online	Help/support if needed	Host family, school community, coach or colleague	
Moving	Unknown	Donated furniture, appliances, dishes, silverware, cleaning supplies, electronics, bedding, towels, décor	Colleagues, PTA, School Community Council, school community	
Human Resources	District Office	Pick up, help in completing paperwork, picture for badge, ride home	District specialist	
Family School Registration	Schools/online	Help teacher get own children registered for school (if applicable)	Coach, colleague, District specialist	
Grocery Shopping	Local grocery store	Pick up, take to grocery store, help at store as needed, ride home	Host family, colleague, school community, District Specialist	

- 2 weeks after arrival to U.S.
- Before school starts
- After school starts



3

Before-School Training

*AUDII: Annual Utah Dual
Immersion Institute*



Topics at AUDII (Annual Utah Dual Immersion Institute)



Language Partners

- Introduction to Utah Dual Language Immersion and the Utah Model
- DLI Assurances
- Public Relations (Local Teachers)
- Collaboration
- Cultural Perspectives (International Teachers)
- Classroom Management
- Introduction to Curriculum
- First Ten Days of School
- Calendar Routine K-3rd Grade
- Literacy Program
- Core Instructional Strategies

English Partners

- Introduction to Utah Dual Language Immersion and the Utah Model
- DLI Assurances
- Communication and Public Relations
- Collaboration
- Scheduling
- Logistics
- Management
- Curriculum
- Student Monitoring and Record Keeping
- Conferencing
- Literacy Alignment (Grades 4-6)
- Special Education Concepts

Administrators

- Introduction to Utah Dual Language Immersion and the Utah Model
- Utah DLI Program Overview
- DLI Assurances
- Core Instructional Strategies
- Introduction to Proficiency
- Scheduling
- Collaboration
- Literacy Alignment



What do you do?

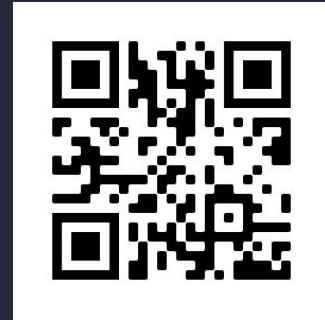
Talk with someone near you about what you do or what you would like to implement for new teachers.



A stylized graphic of a mountain range in shades of blue and white, set against a dark blue background. The mountain peaks are white, and the slopes are in various shades of blue. The graphic is composed of several geometric shapes, including triangles and a central diamond shape.

Handouts

- New Teacher Tool Kit
- Supporting New Guest Teachers
- Topics for Training New Teachers and Admins



Review of Objectives

- Participants will be able to preview a New Teacher Survival Kit and identify aspects they can implement in their own programs.
- Participants will be able to identify strategies to welcome and support guest teachers.
- Participants will be able to identify key areas in which new teachers require support at the beginning of the year.

Thanks

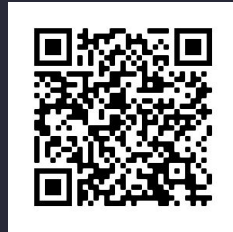
Please join us for part 2 at
2 p.m.



Handouts



Proficiency Videos



Granite DLI Website

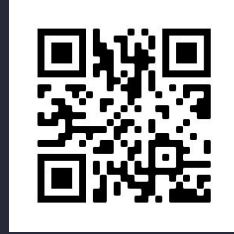
CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, infographics & images by Freepik and illustrations by Storyset



Part 2

Ongoing Coaching
& Training

Handouts



Handouts



Proficiency Videos



Granite DLI Website

<https://bit.ly/3t87B3c>

Part 2

1

District-Based Training

- Proficiency Training
- EPIC Classes
- Foundations of DLI

2

Collaboration

- Cross Site PLC's
- Teaming
- Partner Teacher Collaboration

3

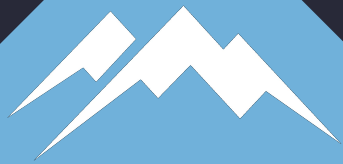
Mentoring

- Classroom Observations & Coaching
- Observing Experienced Teachers

Session Objectives



- Participants will be able to describe ways DLI teachers can be supported in their professional growth and learning throughout the year.
- Participants will reflect on their teachers' needs and describe how they will provide support to meet those needs.
- Participants will describe limitations to their support and make adaptations.



District-Based Training

*"When teachers stop learning,
so do students."*

~Jim Knight

1



Proficiency Training

Why we do it?
What does it look like for us?
How will you do it?



Reasoning

Why did we start providing proficiency training for all new DLI teachers in our district?

- Teachers received 1 hour of proficiency training during the week of AUDII.
- They needed additional information to gather proficiency evidence and report to parents in the spring.
- If teachers understand proficiency, they can teach to proficiency and help students progress.





Proficiency Training Timeline


Month	August	September	October	November	January
Topic	Proficiency Intro at AUDII	Proficiency Overview	Teaching to Proficiency & How to Administer AAPPL	Gathering & Rating Writing Samples	Student Proficiency Report




Structure & Tools

Superior 

Advanced 

Intermediate 

Novice 

Revised 7/22/14

French, German, Portuguese & Spanish

Grade	Listening	Speaking	Reading	Writing
1	NoVICE Mid	NoVICE Mid	NoVICE Mid	NoVICE Mid
2	NoVICE High	NoVICE High	NoVICE Mid	NoVICE Mid
3	Intermediate Low	NoVICE High	NoVICE High	NoVICE High
4	Intermediate Low	Intermediate Low	NoVICE High	NoVICE High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

5th Grade Student Proficiency Report: SPANISH

Listening Ability: Intermediate Low Intermediate Mid Intermediate High Advanced Low Advanced Mid

Speaking Ability: Intermediate Low Intermediate Mid Intermediate High Advanced Low Advanced Mid

Reading Ability: Intermediate Low Intermediate Mid Intermediate High Advanced Low Advanced Mid

Writing Ability: Intermediate Low Intermediate Mid Intermediate High Advanced Low Advanced Mid

- Video “How DLI Students Progress Toward Language Proficiency”. Available in English, Spanish, and French
- Foldable to engage and annotate as they learn an overview of proficiency levels
- Proficiency Targets guide instruction and assessment
- Student Proficiency Report to inform parents



Application

How would you plan to train your teachers about proficiency?

- Who will train your teachers?
- How often will you train them?
- What topics will you include?
- What tools are available to you?



E.P.I.C. Classes

Classes offered at the district to support teachers' needs.

Classes offered based on classroom observations and teacher needs assessments.

E.P.I.C. Classes - examples

**Staying in the Target
Language**

**Form-Focused
Instruction**

**Writing in a
Language Classroom**

**Language Production
Strategies for an Interactive
Classroom**

**Student
Engagement**

**Proficiency Based
Grading in a Language
Classroom**

**Using Projects and
Communicative Tasks**

**Formative Assessments &
Checks for Understanding**

Reasoning

**Staying in the Target
Language**

**Form-Focused
Instruction**

**Writing in a
Language Classroom**

**Language Production
Strategies for an Interactive
Classroom**

**Student
Engagement**

**Proficiency Based
Grading in a Language
Classroom**

**Using Projects and
Communicative Tasks**

**Formative Assessments &
Checks for Understanding**



Foundations of DLI



Reasoning

Why did we partner with the university to offer Foundations of Dual Immersion?

- Simple pathway to licensure
- Reduced cost to the district
- Broaden availability of the course through varied formats and offering it to other districts

Dual Language Immersion (DLI)

-  [Dual Language Immersion \(DLI\) Endorsement](#)



Structure

The course consists of 5 modules.

Module 1:

The
History of
DLI

Module 2:

The
Structure
of DLI

Module 3:

Utah DLI

Module 4:

Teaching
DLI

Module 5:

Beyond
the Basics
of DLI

Application

How does endorsement work in your program?

What steps could you take to support teachers and to prepare them for the realities of DLI?



Collaboration

*“Coming together is a **beginning**,
Staying together is **progress**,
And working together is **success**.”*
~Henry Ford



2

Teaming

Grade Level & Vertical

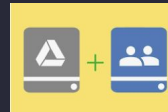
*"Tell me and I forget.
Teach me and I may remember.
Involve me and I learn."*

-- Benjamin Franklin

Elementary Structure



DLI Teaming	DLI & NON-DLI Teaming
<ul style="list-style-type: none">● Grade level teams across schools in district<ul style="list-style-type: none">○ 9 Spanish, 2 French, 2 Chinese● Microsoft Teams● Shared Google Drive● Lesson Planning	<ul style="list-style-type: none">● Common Formative Assessments (CFA's)● Lesson Planning● Upcoming Assessments










 <p>Elementary Spanish DLI Teachers</p>	 <p>1st Grade Spanish DLI Teachers</p>	 <p>2nd Gr Spanish DLI Teachers</p>	 <p>3rd Grade Spanish DLI Teachers</p>	 <p>4th Grade Spanish DLI Teachers</p>	 <p>5th Grade Spanish DLI Teachers</p>	 <p>6th Grade Spanish DLI Teachers</p>
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Elementary Vertical Teaming



- Grades 1 to 6
- Consistency in language proficiency expectations
- Staying in the target language
- School cultural celebrations & events

 Granger DLI Spanish Team	 Hillsdale DLI Spanish Team	 Mill Creek DLI Teachers	 Monroe DLI Spanish Team	 Stansbury DLI Spanish Team	 Valley Crest Spanish Immersion Teachers	 Vista DLI Teachers
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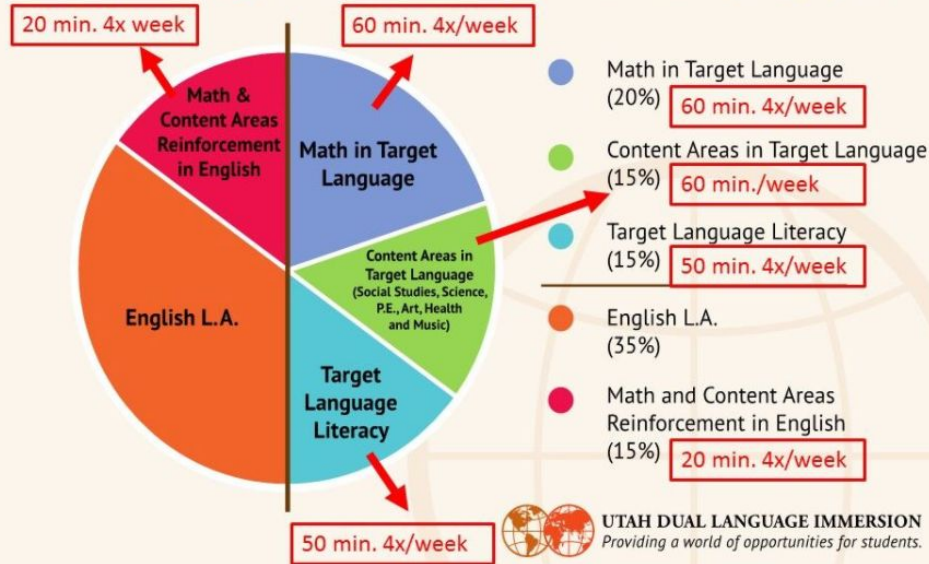
Partner Teacher Collaboration

English teacher and Partner Language Teacher



50-50 Model

Dual Language Immersion Instructional Time : Grades 1-3





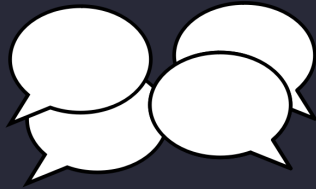
Collaboration Documents

- From www.utahdli.org English Teachers Documents
- New DLI Partner Collaboration
 - Schedule
 - Transition Times
 - Classroom Setup
 - Classroom Management
 - Communication
- Collaboration Protocol Template
 - Curriculum
 - Communication with Parents
 - Student Monitoring
 - Problem Solving

Dual Immersion New Partner Task List		
Target Language Teacher:	Name:	Date: / /
English Language Teacher:	Language:	
	Classroom Management	Communication
Logistics		
1. Prepare your Schedule/Transitions		
<input type="checkbox"/> Create a Daily Schedule		
<input type="checkbox"/> Total the hours in the school day.		
<input type="checkbox"/> Subtract recess and lunch times.		
<input type="checkbox"/> Subtract special classes (PE, etc, Music, etc.)		
<input type="checkbox"/> Divide instructional time equally between the two classes.		
<input type="checkbox"/> Time between classes should be the same by the end of a two week cycle.		
<input type="checkbox"/> Identify Transition Times		
<input type="checkbox"/> Least amount of transitions (Use recess and lunch as transitions when possible)		
<input type="checkbox"/> Determine your schedule for alternating any/pm groups		
<input type="checkbox"/> At 45 days		
<input type="checkbox"/> Weekly		
<input type="checkbox"/> Monthly		
2. Classroom Setup		
<input type="checkbox"/> Choose colors to identify your classes /		
<input type="checkbox"/> Tables or desks grouped appropriately for grade level (Similar setup between classrooms in building)		
<input type="checkbox"/> If/How materials will be transported between classes		
<input type="checkbox"/> Totes, shared desk space, cubbies, magazine boxes, shared materials, etc.		
3. Plan your first day of school		
<input type="checkbox"/> Schedule time to teach and practice procedures in both classes		
<input type="checkbox"/> Plan community building activities		

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

Collaboration Protocol for Dual Language Immersion K-3		
School:	Grade:	
DLI Team:		
Target Language Teacher:		
English Language Teacher:		
Date:	Time:	Place:
I. Task Progress (minimum of 5 protocols supported)		
II. Curriculum Collaboration		
Materials Used: Curriculum Maps, Scope and Sequence		
Concept:	Target Language	English
Academic vocabulary:	Academic vocabulary to be reinforced in content.	
Social Studies and Science		
Concept:	Target Language	English
Academic vocabulary:	Academic vocabulary to be reinforced in content.	
Literary/Language Arts		
Target Language:	Standard:	English
Concept/skills:	Standard:	Concept/skills:
III. Communication and Public Relations		
Target Language:	Weekly Newsletter and all:	English Content:
Content:		
IV. Student Monitoring		
DLI Documents and accommodations Addressed:	English Fluency	
None	Some	Most
V. Team Problem Solving		
Discussion Topic:	Who will address it?	When will it be followed?
VI. Communication with Administration		
Name to address and bring to know:		
Questions or concerns needing a response:		
Notes:		



Secondary Vertical Teaming

- Discussion between grade level teachers at same school
- Discussion between teachers at junior high and high school

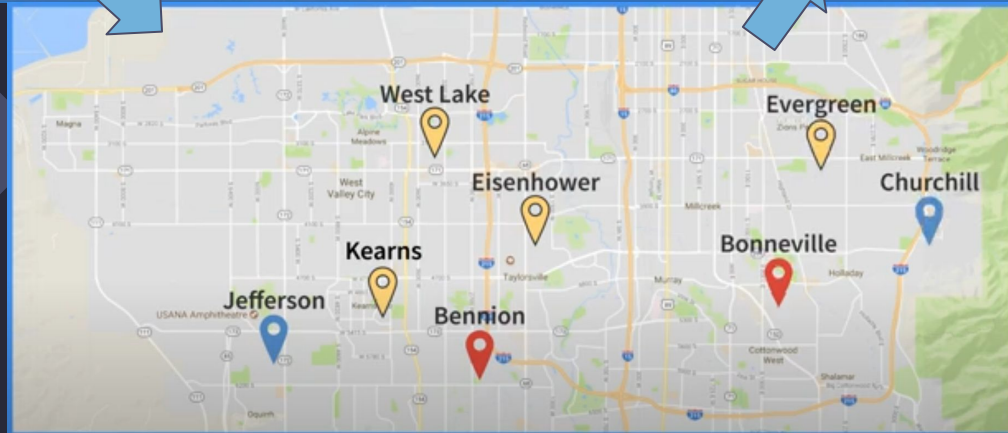
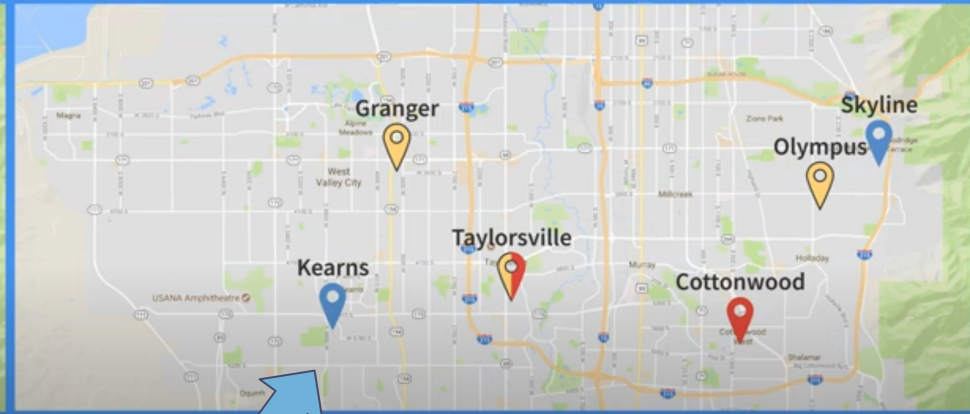
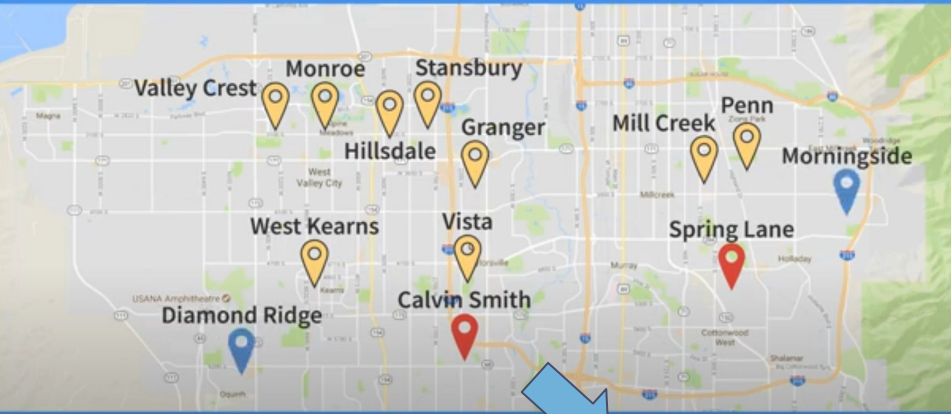


Cross Site PLC's

Turning Singletons into Departments



Reasoning



Structure & Tools

- Live: Video Conference or In-person
- Shared resources: Google Drive and Microsoft Teams
- District personnel participate intermittently
- Maintenance depends on usefulness
- COVID: Blessing and a curse



Application

What additional information might your teachers discuss in vertical team meetings?

What limitations might you have with vertical teaming and how can you adapt for it?



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Mentoring

“The mediocre leader tells.
The good leader explains.
The superior leader demonstrates.
The great leader inspires.”

-- Gary Patton

Classroom Observations & Coaching

Video observations protocol

Tech pieces

Collecting Data

Set Goal

Reasoning

Why did we introduce video observations & virtual coaching?

- Travel time across our large district
- Self-observation & reflection are powerful
- Teachers more comfortable with virtual tools
- Reach more teachers
- Still maintain in-person visits



Oral Language Production Data Collection



- Observe and mark who is talking and what kind of language is produced
- Meet with teachers to review data.
- Set goal to improve student/teacher talking ratio



Student Oral Production Data Collection

Name: _____ Date: _____

Time	Teacher	Individual	Pairs	Small Group	Choral	Use for:
						<ul style="list-style-type: none"> • Student Oral Production Assessment • Equipment
						<p>Directions:</p> <ol style="list-style-type: none"> 1. Write the time. Observe in 30 second intervals. 2. Mark or write a brief description of teacher action (lecture, questioning, modeling, etc.) 3. Mark or write a brief description of student action (talk, listen, read, write, etc.) 4. Mark an E for any English spoken.
						<p>Grants School District - Dual Immersion 2019</p>
Total:						
Notes:						

Observing Experienced Teachers



Review of Objectives



- Participants will be able to describe ways DLI teachers can be supported in their professional growth and learning throughout the year.
- Participants will reflect on their teachers' needs and describe how they will provide support to meet those needs.
- Participants will describe limitations to their support and make adaptations.

Thanks



Does anyone have any
questions?

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