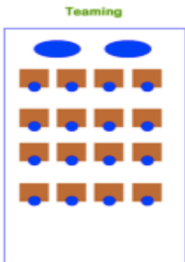
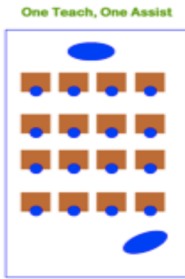
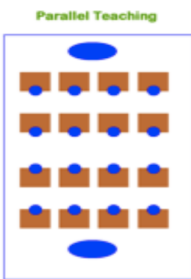
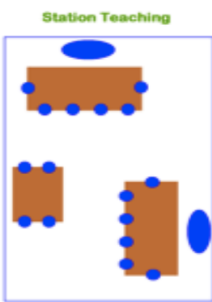


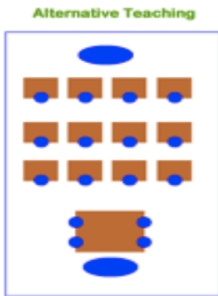
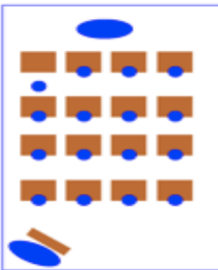
## Co-Teaching in Dual Language Programs (especially side-by-side models)

Author: Alexandra Guilamo, CEO of TaJu Educational Solutions

LOTE (Spanish, Chinese, Arabic, French, etc.) & English Dual Language co-teachers decide in advance which model they will be implementing for each of the '5 Essentials', each lesson, and during metalinguistic awareness/cross-linguistic connection experiences.

Co-Teaching Model	DL Context: In-person	DL Context: Online/Remote
<p><b>Team teaching (tag-team teaching):</b> Both teachers teach <i>aspects</i> of the content together cooperatively in one lesson. <i>...in each of their respective languages?</i></p> 	<p><b>What:</b> Used mindfully and sparingly with content blocks, great for project-based learning and first week of school activities.</p> <p><b>Example:</b> DL teachers conduct a bilingual lesson, focus on cross-linguistic connections between language predictable routines, and common visuals that will be used in both program languages in order to maintain the language of instruction, and model and practice translanguaging skills with students.</p>	<p><b>Examples of what teachers can do – resources:</b> These tools help teachers connect and apply priority standards from the curriculum and concepts to students' home regardless of language background. Teachers can have students to submit work in more than one language, provide feedback in both program languages using translate tools, and use bilingual pairs to use oral and written domains together in break out rooms.</p> <p><b>Use:</b> <a href="#">Google Translate</a> with Google Translate's Snap feature that translates an image using a camera. The Talk feature allows for live multilingual conversations &amp; <a href="#">Microsoft Immersive Reader</a></p>
<p><b>One teach, one assist:</b> One teacher assumes lead teaching role in the language of instruction (<i>en español por ejemplo en un 90:10</i>), while another teacher circulates throughout the room or extends during ELD providing assistance, connections, and transfer to students as needed <i>in the partner language</i>.</p> 	<p><b>What:</b> Specific assistance is necessary during content and/or language instructional time</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>- English DL teacher is the lead teacher during 3rd grade literacy-based ELD instruction, so Spanish-speaking teacher/TA assists new newcomer ELs during ELD instruction.</li> <li>- Spanish DL teacher is lead teacher in 1st grade Math block, so English speaking teacher/TA assists new arrival DL English-speaking students who do not have Kinder vocabulary/language proficiency 1:1 as needed</li> </ul>	<p><b>Examples of what teachers can do – resources:</b> These tools help teachers clarify content in the language needed.</p> <p><b>Use:</b> a range of tools such as Infographics: <a href="#">Google Drawing</a>, <a href="#">Piktochart</a>, <a href="#">Canva</a>, Animated videos: <a href="#">Adobe Spark</a></p>

Co-Teaching Model	DL Context: In-person	DL Context: Online/Remote
<p><b>Parallel teaching:</b> The class is divided into two groups, and each teacher takes one group and is the lead teacher for that group. Both groups/ teachers are covering the same content <b>but in different languages most often based on students' L1 or/and literacy development across each program language</b>, and could be using differentiated strategies.</p> 	<p><b>What:</b> Content, literacy, or language instruction in each language.</p> <p><b>Example:</b> During a Social Justice (See the <i>new</i> Pillar 1) lesson, students divide up into two groups (either <b>heterogeneous</b> or <b>homogeneous</b>) and maintain the language of instruction of that group.</p>	<p><b>Examples of what teachers can do – resources:</b> These resources helps teachers have access content, literacy, and language experiences in Spanish that is authentic to Mexico as it is a direct source.</p> <p><b>Use:</b> <a href="#">Bilingue MexUS (libros, excursiones y más)</a> &amp; <a href="https://remezcla.com/lists/culture/google-latino-cultures-in-the-us/">https://remezcla.com/lists/culture/google-latino-cultures-in-the-us/</a></p>
<p><b>Station/center teaching:</b> Teachers divide content and students into groups. Each teacher works with one station/content group <b>in one language</b>, then students switch. There is different content at the different stations. This can be done with two stations, or in a multiple stations/centers format where students are working independently.</p> 	<p><b>What:</b> Any objective, content area, component of the '5 Essentials', etc. as long as it occurs during center time and is aligned to the program model.</p> <p><b>Example:</b> During centers in a <b>90:10 French kindergarten</b> classroom, the <b>cross-linguistic connection center</b> is led by the <b>English DL co-teacher</b> in order to make sure that <b>transferable skills</b> taught during whole-group ELD instruction are applied and extended in other meaningful contexts.</p>	<p><b>Examples of what teachers can do – resources:</b> These tools help teachers extend and support learning in small group remotely and when students are at home.</p> <p><b>Use:</b> these small group/remote learning 'must haves': (1) independent reading, (2) writing (prioritize journaling their day and lived experiences, interviews of family, &amp; community members), (3) 'meta-center' or cross-linguistic connections, and (4) connecting vocabulary to examples in their home/life.</p> <p><b>Use these tools:</b> <a href="#">Edpuzzle</a>, <a href="#">Book Creator</a>, and Youtube read alouds</p>

Co-Teaching Model	DL Context: In-person	DL Context: Online/Remote
<p><b>Alternative teaching:</b> One teacher takes responsibility for the large group <b>in one language</b>, while the other teacher works with a smaller group <b>in the other language</b>.</p> 	<p><b>What:</b> Any objective, content area, component of the '5 Essentials', etc. as long as it occurs during center time and is aligned to the program model and content &amp; language allocation plan.</p> <p><b>Example:</b> Extended writing is necessary in both program languages. <b>Chinese</b> and <b>English</b> Dual Language co-teachers coordinate their 3-pillar aligned biliteracy curricular units to alternate writing genres. If narrative writing in <b>Chinese is unit 1</b>, then narrative writing is <b>bridged and/or unit 2 in English</b> in order to alternate the experience in each program language.</p>	<p><b>Examples of what teachers can do – resources:</b> These tools help teachers bring a much-needed multi-modal approach and alternative/ more authentic experience to learning.</p> <p><b>Use:</b> <a href="#">Google Expeditions</a>, <a href="#">Google Meet</a>, virtual tours with <a href="#">Within</a> &amp; <a href="#">Tour Creator</a>, &amp; <a href="#">Google Expeditions</a></p>
<p><b>One teach, one observe:</b> One teacher takes on the lead teaching role <b>in one language</b>, while another teacher focuses on observing student(s) to gather specific observational information <b>in that language</b> to utilize and inform instruction <b>in the other language</b>.</p> 	<p><b>What:</b> DL teachers observe their students as bilingual learners, make metalinguistic connections</p> <p><b>Example:</b> Literacy block in English <b>English Dual Language co- teacher</b> is lead teacher while the <b>Arabic Dual Language co- teacher</b> observes students and takes anecdotal notes to analyze student literacy and/or language behaviors and uses those connections between students' <b>Eng/Ar</b> literacy development in order to drive the co-teacher collaborative planning for future lessons, cross-linguistic connections needed, readiness for the removal of scaffolds, additional differentiation, etc.</p>	<p><b>Examples of what teachers can do – resources:</b> These tools help teachers clarify what language and social justice/content standards are being <b>meaningfully</b> applied.</p> <p><b>Use:</b> Asi se dice (NOT TRANSLATING), co-taught remote sessions with one co-teacher teaching and one taking anecdotal notes <b>or</b> have co-teachers listen to multilingual <a href="#">Podcast</a> or writing of student interviews of family &amp; community members in both languages together.</p>

Modified from: Dove, M. G. & Honigsfeld, A. Co-teaching for English Learners: A guide to collaborative planning, instruction, assessment, and reflection. (2018). Thousand Oaks, CA: Corwin Press.