**Are We Meeting our Program Definition:**

\*spell out parameters of current model, add quotes from articles

\*find out ratio at other bench-mark schools

ISB - Beijing

WAB - Beijing

ISB - Bangkok

SAS - Singapore

ISM - Manila

ISKL - Kuala Lampur (sp?!)

TAS (Taipei)

ISJ (Jakarta)

**-**not meeting definition

1. few contact hours

-push in across 10 teachers means student gets 1-2 visits per 6 day cycle. This translates to 8-9 visits *a trimester*. (Far less than one a week). Number becomes smaller for:

-field trips

-assembly

-student sick

-EAL teacher sick

-work, or ‘catch up day’ (just typing up story/review math test, etc)

-author visit

-EAL teacher out for PD

Averages to 5-6 visits per trimester. Not ideal. Not sufficient. More EAL staff, means smaller EAL/Classroom teacher ratio, means more contact hours in classroom for Push In students.

*“EAL teachers and content teachers must have the time and the commitment to co-plan and co-teach”.* This condition listed on wiki not being met. Could be met if we were pushing in to a fewer number of teachers.

1. no co-planning:

Program Components: EAL teachers and content teachers co-plan and co-teach.

Seven periods in a day; pushing in 5-6 of seven – teachers meet when we are teaching

-no time for co-planning of individual classes

-no time for planning / discussion with team for curriculum development

Do send email before each visit, but often don’t get a reply / some teachers no I’m coming, some don’t / no time to discuss what I did with student because I’m rushing to next class

Does not meet definition of co-teaching! Since, key component, co-planning is missing. EAL teacher functions as one on one tutor in classroom. Under-used resource. Delicate Balance: Managing the Needs of ELL Students: <http://www.education.com/reference/article/balance-manage-needs-ell-student/?page=2>