



## Goal Setting: Code-switching

Now that you have a better understanding of code-switching in the classroom, set a goal for how you will acknowledge and address it in the classroom.

**Goal:** I will notice  (#) times each  (day or week) when students are code-switching. I will take  (#) of the most common examples and teach students about the formal and informal use of language and dialects.

Code-switching examples	Common example?	Date you taught students about this
	Yes No	
	Yes No	
	Yes No	

Did I meet my goal?	Yes	No
If YES, what went well?	If NO, what were the challenges?	

**How will I meet the goal next time?**



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### ***If you met your goal***

*Give yourself some behavior-specific praise! Keep it up. Maybe even increase your goal of using contrastive analysis to grade assignments more frequently.*

### ***If you did not meet your goal***

*Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.*

Challenges	Tips from the Field
<p>“ “ <i>I don't feel comfortable code-switching.</i></p>	<p>That's OK! You just have to understand that some students will code-switch and your job is to demonstrate acceptance of each student's home language and dialects, especially when it goes against the norms in the dominant culture of the school setting.</p>
<p>“ “ <i>I'm not sure that my students understand the concept of code-switching yet.</i></p>	<p>It's totally understandable that you are not sure. Just like with other concepts, students will need instruction on code-switching across multiple lessons. Bring it up when relevant and provide frequent examples of formal and informal language during classroom instruction and during casual conversations in the classroom.</p>
<p>“ “ <i>It doesn't feel right to me to let students use "bad" grammar.</i></p>	<p>Remember that members of the dominant culture determined what "good" and "bad" grammar look like. It would be a disservice to your students if you did not ensure that they had the tools to go back and forth between formal and informal language. Focus on making sure that students know how to use contrastive analysis to identify formal and informal ways of saying the same thing.</p>