

Figure 2.7 Questions to Begin the Conversations

REFLECTION QUESTIONS	STAKEHOLDERS WITH WHOM TO COLLABORATE	HOW TO PREPARE FOR A COLLABORATIVE CONVERSATION (WHAT INFORMATION, EVIDENCE, OR RESOURCES WILL YOU NEED?)
Why create, enhance, or expand our dual language program? How do we describe that equity for multilingual learners is at the center of our initiatives?		
How will the beneficial outcomes for our community and for our students be extended with teacher collaboration?		
Who are the intended participants in the program (<i>remember equity</i>), and how will they benefit by having educators who collaborate?		
Which program type is best for our students, and how will we build in collaboration?		
What are the time allotments within the program, and how do they work for collaboration?		
Which subjects will be taught through which program languages?		

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Who will teach both grade-level content across two or more languages and language skills, and how will these teachers collaborate?		
Which teachers do we already have, and which will we need to recruit?		
How will we build in our program culture of collaboration as we recruit teachers?		
How will we describe to others the benefits of collaboration from a critically conscious perspective?		
What culturally relevant curricular materials and multidimensional supports are already available in grade-level content that facilitate multilingualism? What additional materials do we need?		
How will our teacher partners collaborate to use the available resources and materials? What additional key resources do we need?		