

**Figure 6.4 Discussion Prompts for Teachers' Collaborative Curricular and Instructional Decisions**

How have we included lesson activities with culturally and linguistically rich curricular materials that uphold high standards?

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What did we strategically decide to change about our daily routine to increase students' use of their full linguistic repertoires?

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What are some examples of how we have increased the ways and frequencies in which our students write collaboratively using both program languages? How can we showcase students' work samples?

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What decisions can we make/have we made together about our daily lessons to increase opportunities for students to actively use their languages in new ways with each other?

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What more do we need to think about so that students are more actively engaged with connecting curricular topics to bridge languages, rather than simple repetition of the same lesson topics in both program languages?

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When do we have opportunities to share ideas/examples from our curricular and instructional decisions with grade-level team partners? How should we best leverage collaboration time?

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When do we have opportunities to share ideas/examples from our work with PLCs? How may it be different than what we shared with our grade-level teams?

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How will we offer our grade-level teams and/or PLCs transferrable ideas from our collaborative progress?

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Which school-wide initiatives can we help advance? How can we leverage our collaborative expertise?

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Add your own discussion questions here:

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