

**Figure 6.12 Guiding Questions for Creating and Sustaining Equitable Dual Language Programs**

1. How many students participate in the dual language program, and what are the language backgrounds (emergent bilinguals, English learners/multilingual learners, etc.)?	
2. What is the dual language program model's approach to promote equitable access to dual language education?	
3. In which grade levels do you have dual language programs, and what are your plans to expand the program to sustain equitable access to the program from the K–12 perspective?	
4. What are the students' language levels, areas of strength, and areas for growth in the partner languages? How are you ensuring both program languages are given equitable linguistic status?	
5. How many, if any, students are dually identified (multilingual learners who are identified as gifted and/or have other special education learning needs)?	
6. In what ways can you advocate for bilingual paraprofessionals to become certified teachers in the dual language program, leveraging an equitable pathway for them?	

7. How many students have reached proficiency in one or both languages? How is proficiency/language progression determined?	
8. How are the students monitored once they have exited the dual language program?	
9. Add your own:	
10. Add your own:	
11. Add your own:	
12. Add your own:	

Source: Adapted from Cooper (2020, p. 11)

Retrieved from the companion website for *Collaboration and Co-Teaching for Dual Language Learners: Transforming Programs for Multilingualism and Equity* by Joan Lachance and Andrea Honigsfeld. Thousand Oaks, CA: Corwin, [www.corwin.com](http://www.corwin.com). Copyright © 2023 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.