



Advocating for Your Division's ELs: Sharing the Responsibility and the Joy

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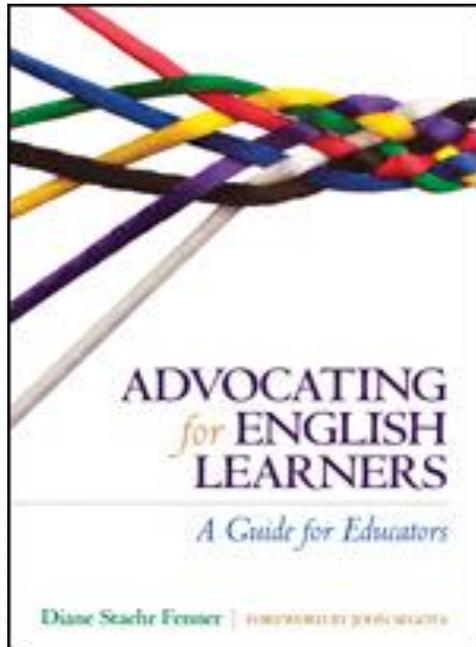
@DStaehrFenner | #Advocacy4ELs



Breakout Session Components

- Goal
 - Develop educators' advocacy skills for English learners in your division
- Components
 - Increasing collaboration between ESOL and content teachers
 - Strengthening EL families' involvement
 - Advocating through effectively instructing and assessing ELs
 - Advocating for ELs' success beyond grade 12

Advocating for English Learners



1. Need for Advocacy
2. Creating a Shared Sense of Responsibility
3. How Teachers Can Collaborate
4. Advocacy Overview for Administrators
5. Increasing EL Families' Involvement as Advocates
6. Advocacy Through Effective Instruction
7. Advocating for ELs in Assessment
8. Advocacy for ELs' Success Beyond Grade 12

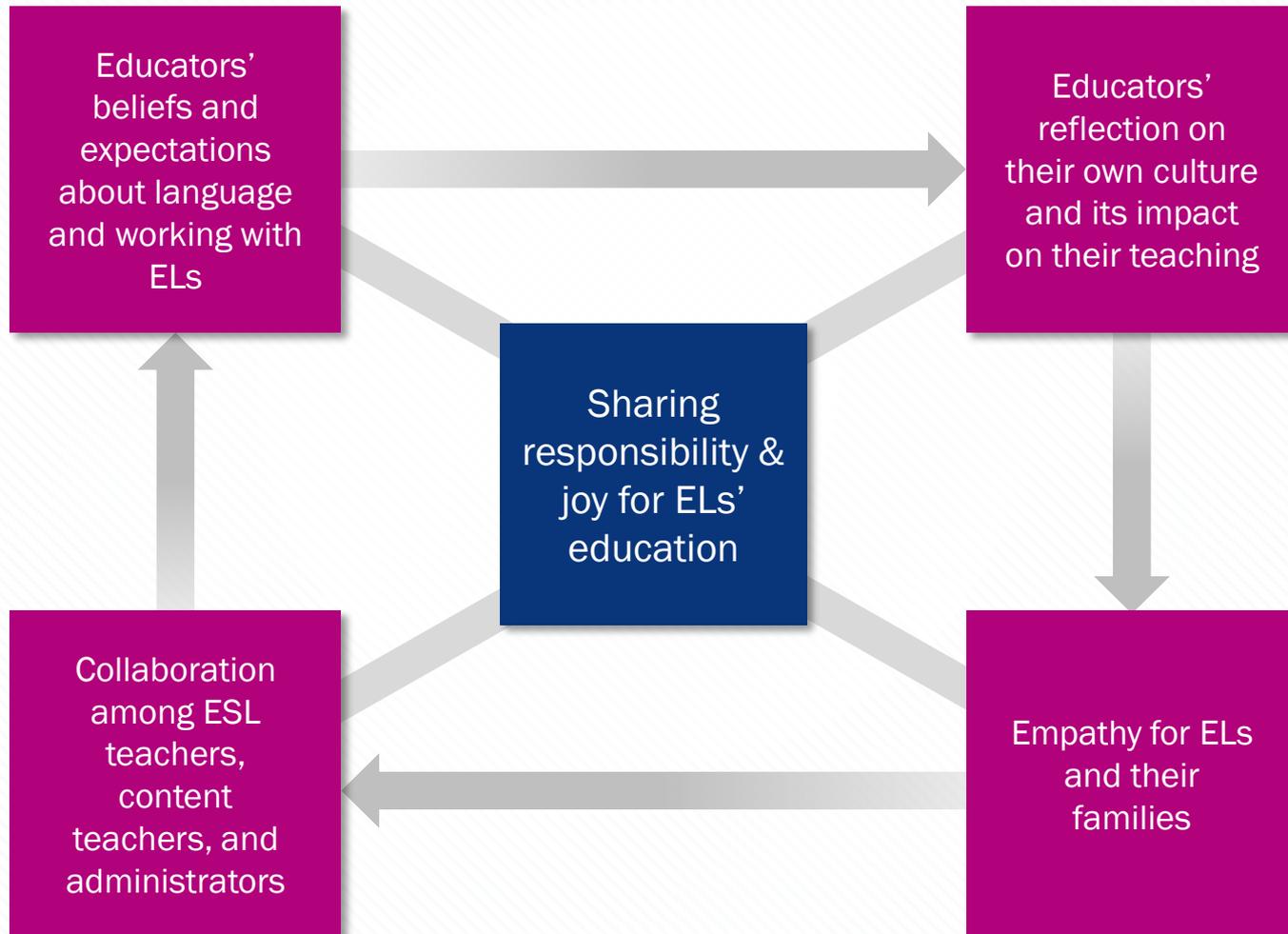
EL Equity Audit

Consideration	Questions to Ask: To What Degree...	Action Items
Role of ESOL teacher	Are ESOL teachers working as experts and consultants & collaborating with general education teachers?	
Instructional materials & curriculum	Are content instructional materials & curriculum appropriate for ELs? Do they integrate WIDA standards?	
Professional development	Does PD focus on preparing <i>all</i> teachers to teach challenging content to ELs?	
Assessment	Are teachers aware of demands of SOL assessments for ELs & adjust instruction?	
EL parent outreach	Are EL parents aware of implications of SOL and their assessments?	
Teacher evaluation	Is teacher evaluation for <i>all</i> teachers inclusive of ELs accessing SOL?	

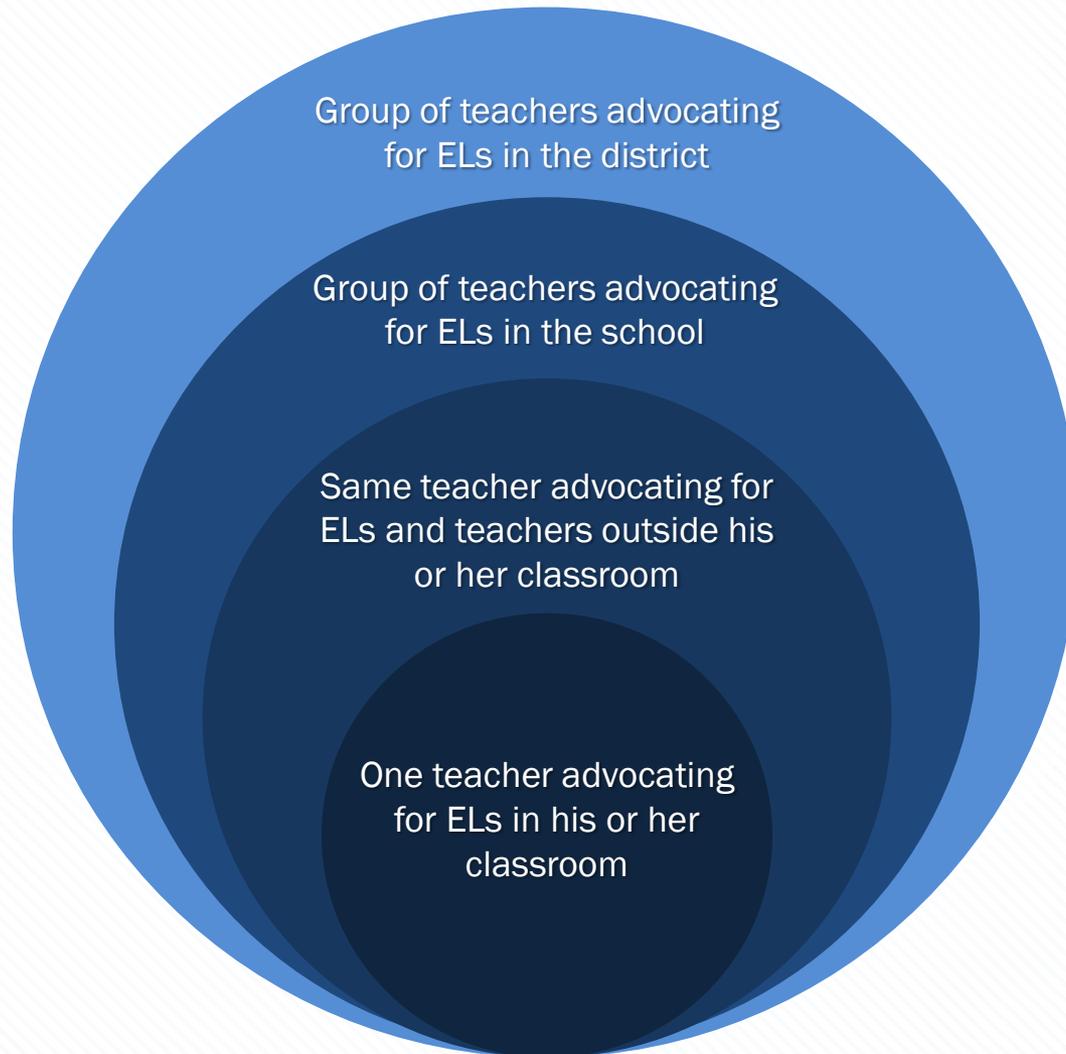
A photograph of two children, a girl and a boy, looking at a globe in a library. The girl is in the foreground, wearing a pink shirt, and the boy is behind her, wearing a green shirt. They are both looking intently at the globe, which is resting on a stand. The background is a blurred bookshelf filled with books. A semi-transparent yellow and orange gradient box is overlaid on the left side of the image, containing the text.

**SHARING THE
RESPONSIBILITY & THE
JOY**

Sharing Responsibility & Joy



Advocacy Ripple Effect



Sphere of Influence



- What do I have control over in my environment?
- What do I not have control over in my environment?

Your Own Sphere of Influence

Instead of thinking, “*How am I, a classroom teacher, supposed to find the energy and voice to push back against a whole society’s worth of bias?*” Instead, begin at a level where you can make changes. Instead, think how you can commit to creating an equitable and just learning environment within your own sphere of influence.

(Gorski, 2012)

- At what level is your sphere of influence?
- With whom can you collaborate to expand your sphere of influence in advocating for ELs?



Examining Educators' Beliefs about Language & ELs

1 = strongly disagree 6 = strongly agree

1. To be considered American, a person should speak English fluently.	1	2	3	4	5	6
2. I would not support the federal, state, and local government spending additional money to provide better programs for linguistic minority students in public schools.	1	2	3	4	5	6
3. Parents of students who are not proficient in English should be counseled to speak English with their children whenever possible.	1	2	3	4	5	6
4. It is not important that people in the United States learn a language in addition to English.	1	2	3	4	5	6
5. It is unreasonable to expect a general education classroom teacher to teach a child who does not speak English.	1	2	3	4	5	6
6. The rapid learning of English should be a priority for students who are not proficient in English even if it means they lose the ability to speak their native language.	1	2	3	4	5	6
7. Local and state governments should require that all government business (including voting) be conducted only in English.	1	2	3	4	5	6
8. Having a student who is not proficient in English in the classroom is detrimental to the learning of the other students.	1	2	3	4	5	6



INCREASING COLLABORATION

Collaboration for EL Achievement

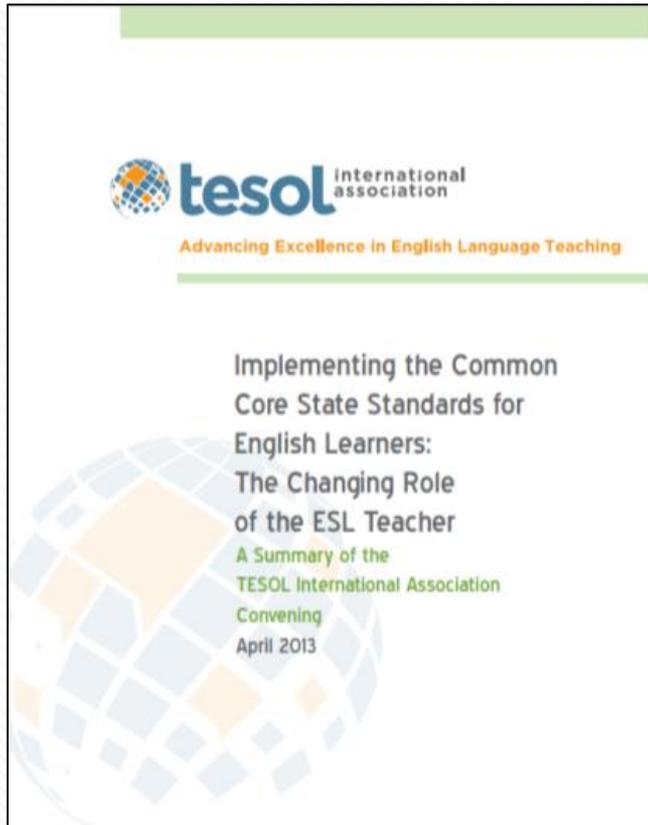


Administrators' Role in Collaboration

- In what ways are you a leader in supporting ELs in your division?
- To what extent are you able to share your knowledge of the strengths and needs of ELs in your division and strategies for teaching and supporting them?
- What would you need to be in a better position to share this expertise?
- What steps can you take in your division in order to expand your sphere of influence?



Role of the ESL Teacher as Advocate in CCSS



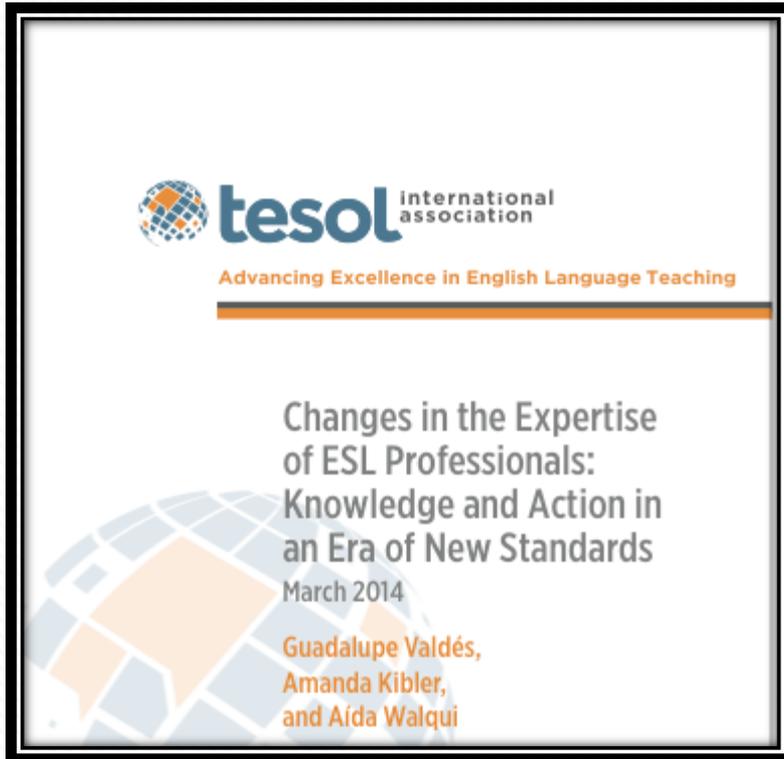
1. What are ESL teachers' current roles in implementing the CCSS for ELs?
2. What should ESL teachers' most effective roles be so that ELs achieve with the CCSS?
3. What are the most promising strategies to support ESL teachers as they teach the CCSS?

A Vision for ESL Teachers' Most Effective Roles

- Need to redefine ESL teachers' roles
- ESL teachers as experts, advocates, and consultants
- Role of the principal or administrator

TESOL International Association (2013). Implementing the Common Core State Standards for English Learners: The Changing Role of the ESL Teacher

ESL Teachers' Changing Role



- Need to redefine ESL teachers' roles
- Need program models that include ESL teachers in intentional and systematic ways
- Co-teaching and close collaboration; push-in models
- ESL teachers seen as experts, advocates, and consultants
- Expectations that content teachers will be both teachers of content and teachers of language
- PD for content teachers in SLA and best practices in supporting ELLs (Maxwell, 2013)

EL Individualized Instruction Plan

Figure 3.2. Manassas City Public Schools EL Individualized Instructional Plan

English Language Learner Individual Instruction Plan—Manassas City Public Schools		
Student Name: Last <input type="text"/> First <input type="text"/>		Gr. <input type="text"/> School Year: <input type="text"/>
School: <input type="text"/>	Case/Load Teacher: <input type="text"/>	Student's ACCESS composite score /W-APT ⁴ Score <input type="text"/> . <input type="text"/>
Possible Recommendations to Address Instructional Methods, Learning Needs, and English Acquisition for Content Areas of <input type="text"/> Language Arts, <input type="text"/> Social Studies, <input type="text"/> Science, and <input type="text"/> Math (check all that apply)		
<input type="checkbox"/> scaffold responses	<input type="checkbox"/> use high interest/low vocabulary materials	<input type="checkbox"/> scribe prewriting activities while student brainstorms
<input type="checkbox"/> sheltered instruction	<input type="checkbox"/> read texts to student when appropriate	<input type="checkbox"/> scribe activities completed under time restraints
<input type="checkbox"/> paraphrase directions for tasks	<input type="checkbox"/> engage in academic conversations	<input type="checkbox"/> scribe instructional activities requiring written responses
<input type="checkbox"/> administer assessments in small groups	<input type="checkbox"/> highlight the instructions/directions	<input type="checkbox"/> use an English dictionary daily
<input type="checkbox"/> use visual cues daily	<input type="checkbox"/> read aloud for language modeling	<input type="checkbox"/> use a thesaurus as needed
<input type="checkbox"/> use graphic organizers	<input type="checkbox"/> introduce academic vocabulary	<input type="checkbox"/> use a bilingual dictionary as needed
<input type="checkbox"/> pair with a peer tutor	<input type="checkbox"/> link instruction to prior knowledge	<input type="checkbox"/> model language and task completion
<input type="checkbox"/> break tasks/directions into sub-tasks	<input type="checkbox"/> provide content and language objectives	<input type="checkbox"/> speak slowly and face student when speaking
<input type="checkbox"/> increase wait time	<input type="checkbox"/> print instead of using cursive writing	<input type="checkbox"/> support essential vocabulary/concepts in content area
<input type="checkbox"/> label items in a classroom	<input type="checkbox"/> extended time for assignments and assessments	<input type="checkbox"/> shorten assignments
<input type="checkbox"/> use books on tape	<input type="checkbox"/> build background knowledge	<input type="checkbox"/> other _____

(Continued)

Building on Soft Skills to Collaborate

To what degree do you see the following happening in your division:

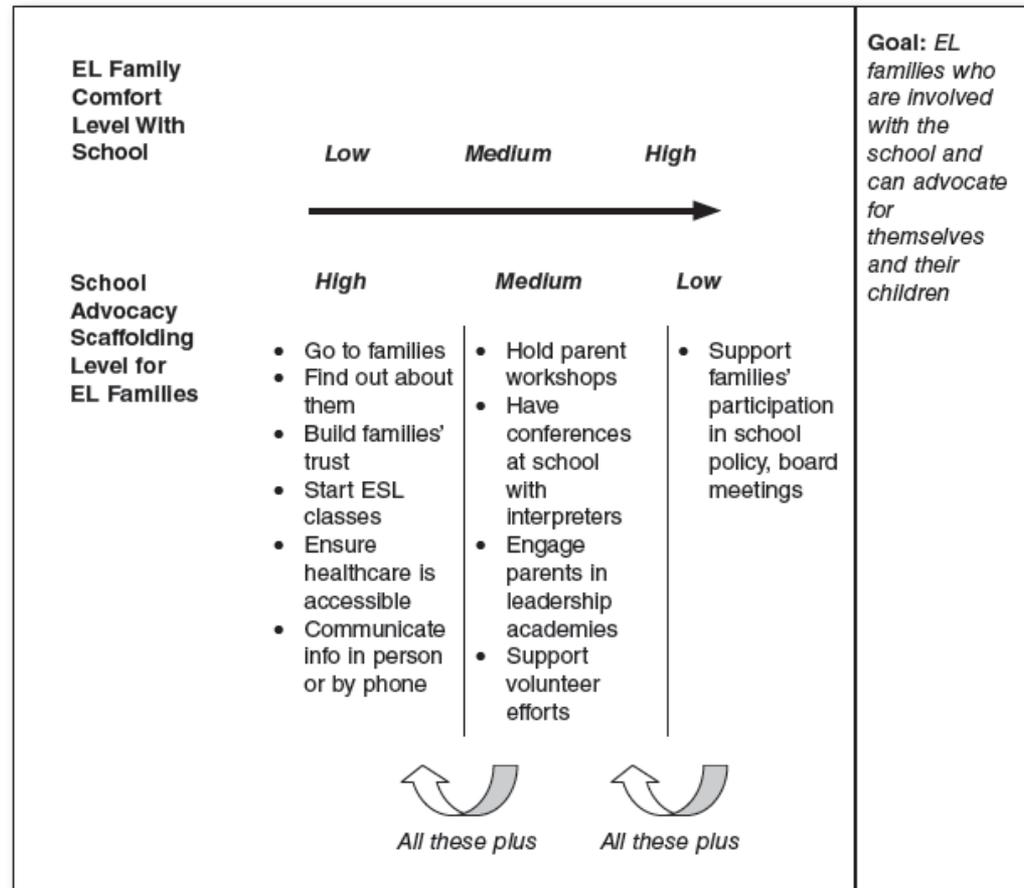
- Respecting content / general education teachers' expertise
- Using public relations skills to model respect for ELs
- Showcasing EL student achievement
- Beginning slowly and “gently”
- Demonstrating empathy first
- Offering support and scaffolds





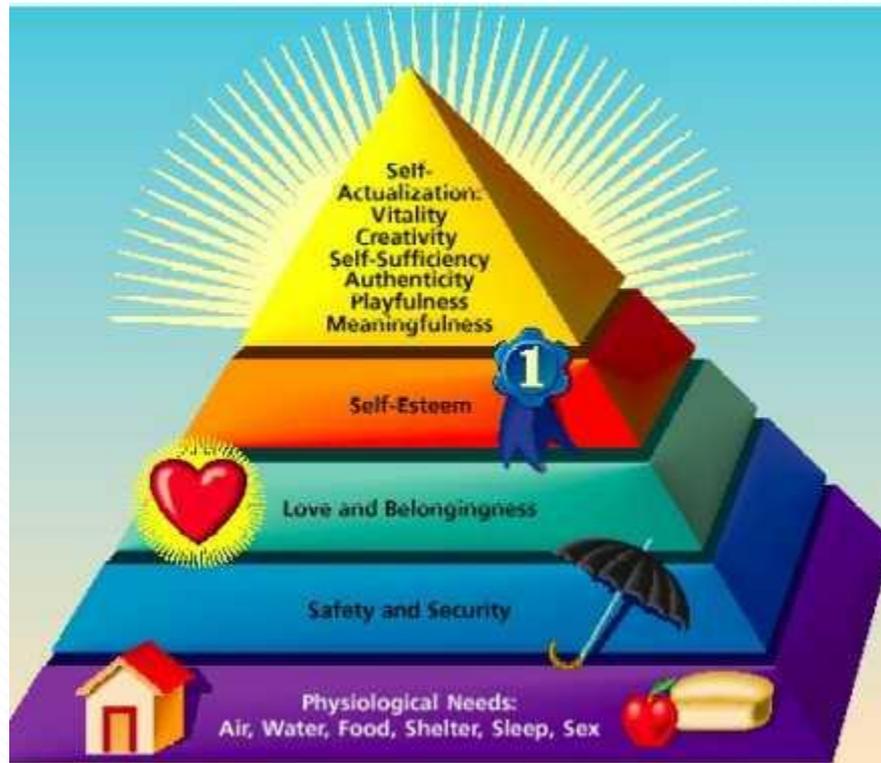
INCREASING EL FAMILIES' INVOLVEMENT

Continuum of Scaffolded Advocacy for EL Families



Building Empathy for EL Families

Maslow's Hierarchy of Needs



Challenges to EL Family Engagement

Challenge to Participation in Meetings at School	Ways to Address Challenge
Work obligations	<ul style="list-style-type: none">• Find out about EL parents' work hours by speaking with them or asking EL students and/or their students' siblings.• After contacting families' employers, meet with families before or after their work day at their workplace or during a break.• Meet with parents on a weekend or during time off.
Lack of transportation	<ul style="list-style-type: none">• Provide transportation for parents (e.g., taxi vouchers) to meet at the school.• Meet with them at their home or at a location familiar to them in their community.• Schedule a phone conference with an interpreter.
Language barriers	Obtain an interpreter to be present at the conference and let the parents know (in their language) that an interpreter will provide assistance.
Family obligations	Provide on-site childcare at the school during parent meetings, or provide activities for children while teachers meet with their parents.

EL Family Home Visits



Home Visit Template

Information	Considerations for Teachers
Name of student	<ul style="list-style-type: none">• How parents would like to be addressed• Correct pronunciation
Home visit number	Goals may vary by number of visit
Home language	Language spoken / dialect
Need for interpreter	Discuss home visit protocol and goals
Goal(s) of visit	Clearly outline goals of meeting with family
Positive stories to share about student(s)	Share anecdotes about student – learning English, student's personality, positive stories

Translation and Interpretation

- Compile a list of language spoken within school or division
- Collaborate with other schools and divisions within VA
- Ask parents for preference of language for written and oral communication
- Search community for interpreters (e.g., churches, hospitals, colleges)
- Investigate direct translation services
- Consider call-in translation services
- Hire staff that speak the population's language(s) if possible
- Avoid pulling teachers from class to interpret
- Use relatives or family friends if needed (with caution)
- Do not have children interpret for their parents

EL Health Care Advocacy Suggestions and Considerations

Facet of EL Health Care	Suggestion and Considerations
Hunger	Work with school and community resources to provide breakfast in the morning and a backpack of food for qualifying students to take home on weekends. Ensure EL parents fill out free and reduced-price lunch forms correctly.
Dental care	Collaborate with area dentists, clinics, and dental schools to provide low-cost dental care to ELs and their families (especially migrants and transient students who might slip through the cracks).
Vision screening	Make sure ELs have appropriate vision screening and follow-up care with an interpreter present as needed.
Overall health care	Seek out low-cost clinics with bilingual staff, and provide information on these clinics to families in their home languages (in written form or orally with the help of an interpreter).

Information for EL Families

- Families' rights and responsibilities
- Structure and function of school, division, school board
- Rights and resources for students with special needs/gifted & talented
- SOL and WIDA standards
- Tutoring or after school resources
- Extracurricular activities
- Grading and report card policy
- Disciplinary policies
- Participation in school board, council and advisory committees
- School improvement plans
- College requirements and admission process

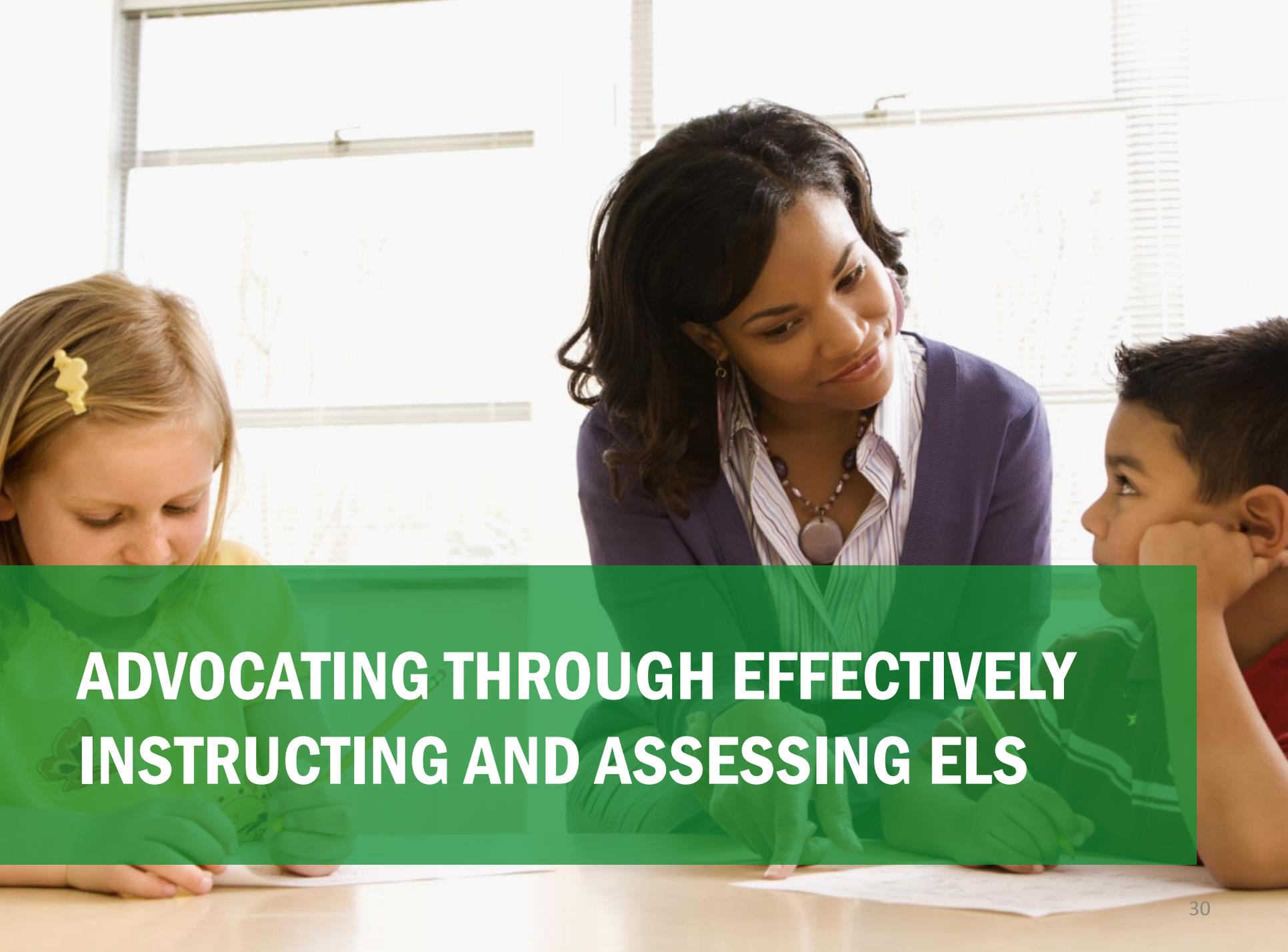
Developing EL Families' Voice in School Policy

- Form a committee or group of parents of ELs to represent their children's interests in school planning.
- Develop a workshop about the purpose and role of the school's Parent Teacher Association (PTA) or Parent Teacher Organization (PTO)
- Call EL parents to make sure they are aware of PTA or PTO meetings, and personally invite them to attend.
- Personally invite EL parents to principal coffees or other informal meetings held at the school.
- Encourage EL parents to attend and contribute to school board meetings with an interpreter as needed.

EL Family Involvement Self-Assessment

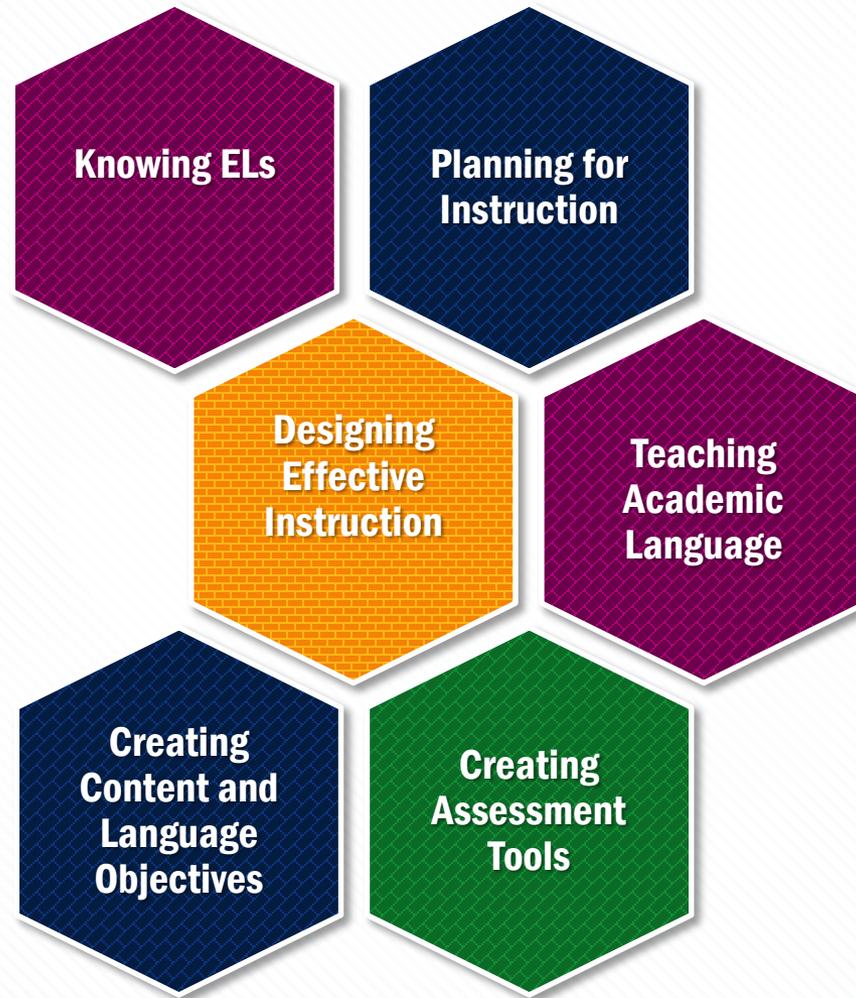
Area of EL Family Involvement	Scale: 1 (Lowest) to 5 (Highest)
Our school advocates for its EL families who have not yet developed their own voice in the school context.	1 2 3 4 5
Our EL families participate in their children's education as much as our non-EL families.	1 2 3 4 5
Our school has high expectations of EL families.	1 2 3 4 5
Our school understands our EL families' perspectives.	1 2 3 4 5
Our school conducts home visits with its EL families.	1 2 3 4 5
Our school is flexible and creative in providing alternative schedules, locations, and kinds of events to involve its EL families.	1 2 3 4 5
Our school values its EL families' home languages and cultures.	1 2 3 4 5
Our school communicates information well to EL families.	1 2 3 4 5
Our school has an acceptable rate of EL family volunteers in classrooms and for events.	1 2 3 4 5
Our school helps EL families locate health care so that our EL children come to school healthy.	1 2 3 4 5
Our school develops EL family leadership so that families can serve as their own advocates.	1 2 3 4 5



A photograph of a female teacher with dark, wavy hair, wearing a purple cardigan over a striped shirt, leaning over a desk. She is looking at a young boy on the right who is resting his chin on his hand. To the left, a young girl with blonde hair and a yellow bow is looking down at a piece of paper on the desk. The background shows a window with blinds and a whiteboard with some faint writing. A green semi-transparent banner is overlaid across the middle of the image, containing white text.

**ADVOCATING THROUGH EFFECTIVELY
INSTRUCTING AND ASSESSING ELS**

Framework for Equitable EL Instruction



Duy Kim



- 8 years old/3rd grade
- Born in US to Vietnamese parents
- Speaks only Vietnamese at home
- Parents read to him in Vietnamese
- Intermediate level of English language proficiency (Level 4)
- Loves going to the library and using computers
- Attends Vietnamese school on Saturdays

Emilia Perez



- 17 years old/9th grade
- Moved from Mexico at age 13
- Attended school in Mexico until 4th grade
- Lives with aunt and uncle in US
- Works in grocery store after school
- Low literacy skills in Spanish
- Beginning level of ELP (Level 1)
- Worries about graduating

Guiding Questions

- Consider overall academic strengths and challenges for
 - Duy
 - Emilia
- What challenges will their teachers face in implementing the SOL with them?
- What kind of skills will their teachers need?
- What kind of support will division administrators need to provide so that they can succeed?



EL Lesson Planning Elements: How Often Do You...

EL Lesson Planning Element	Rarely	Sometimes	Often
Write language and content objectives for your lessons?			
Deliberately group your ELs so they can work with non-ELs, ELs from different language backgrounds, and ELs from similar language backgrounds, as appropriate?			
Use supplementary materials that support the content objectives and contextualize learning for ELs (e.g., pictures, visuals, video clips, translated texts, adapted texts, etc.)?			
Learn about ELs' culture, prior knowledge, and experiences and link content to these factors?			
Emphasize academic English vocabulary by combining the teaching of academic vocabulary and the teaching of content?			
Increase ELs' comprehension of spoken English by using a rate of speech appropriate for their English proficiency level, and support comprehensibility of speech through also using visuals and writing?			
Adapt content—including texts, assignments, and assessments—appropriate for students' English proficiency levels?			
Incorporate classroom activities that provide opportunities for students to practice and apply new language and content knowledge in English?			
Provide opportunities for students to demonstrate their mastery of English language and content in English?			
Include all four domains (reading, writing, speaking, and listening) in simultaneous instruction of language and content?			

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Academic Language: One Definition

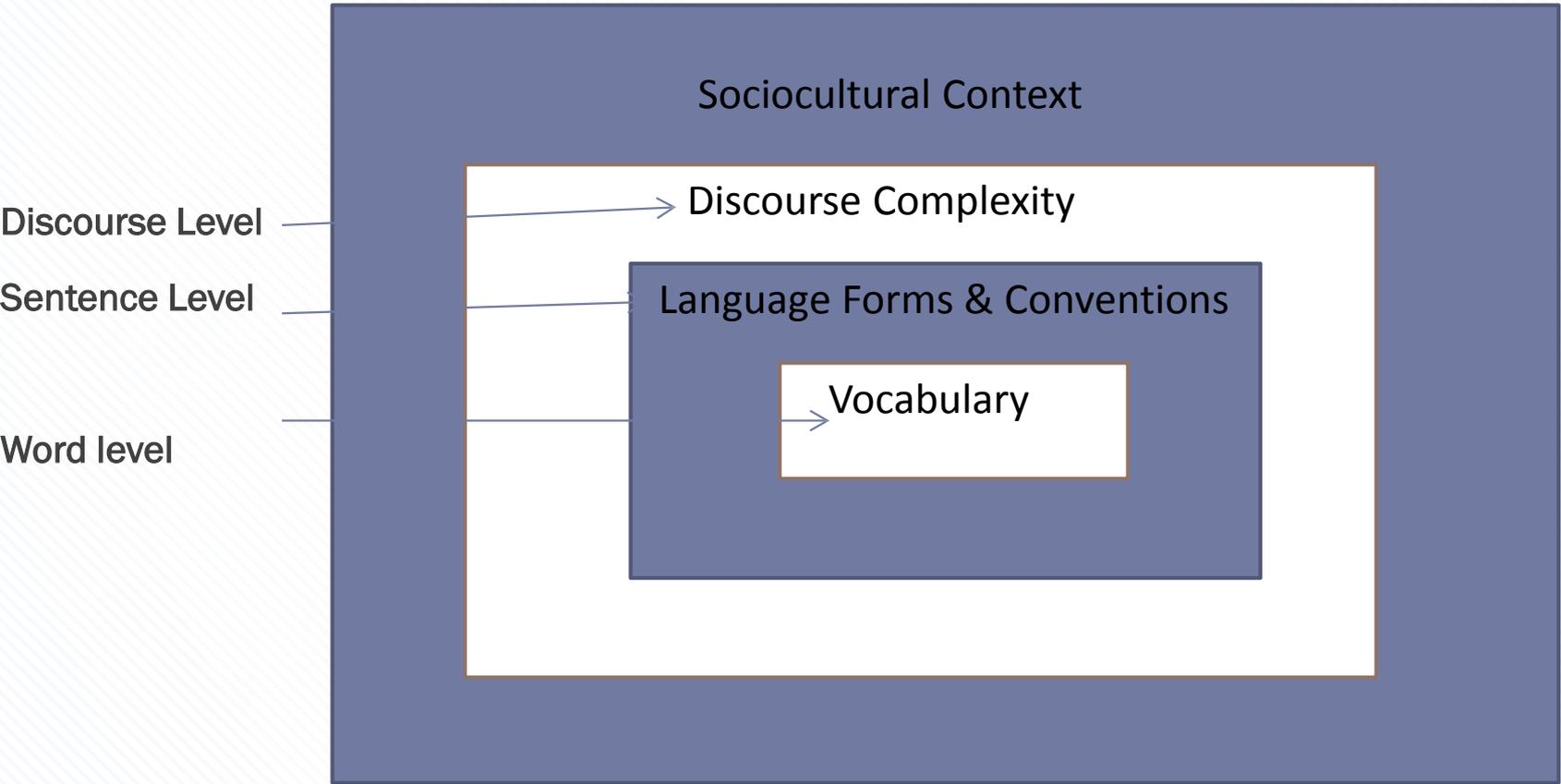
Language that stands in contrast to the everyday informal speech that students use outside the classroom environment. Academic language is distinguished from English in other settings on at least three key levels:

- The lexical or academic vocabulary level,
- The grammatical or syntactic level, and
- The discourse or organizational level

Components of Academic Language

- Vocabulary knowledge
 - Breadth: knowing the meanings of many words, including multiple words for the same, or related concepts
 - Depth: knowing multiple meanings, both common and uncommon, for a given word
- Understanding of complex sentence structures and syntax
- Understanding the structure of an argument, academic discourse, and expository texts

WIDA's Defining Features of Academic Language



Analyzing an Informational Text's Academic Language for Instruction

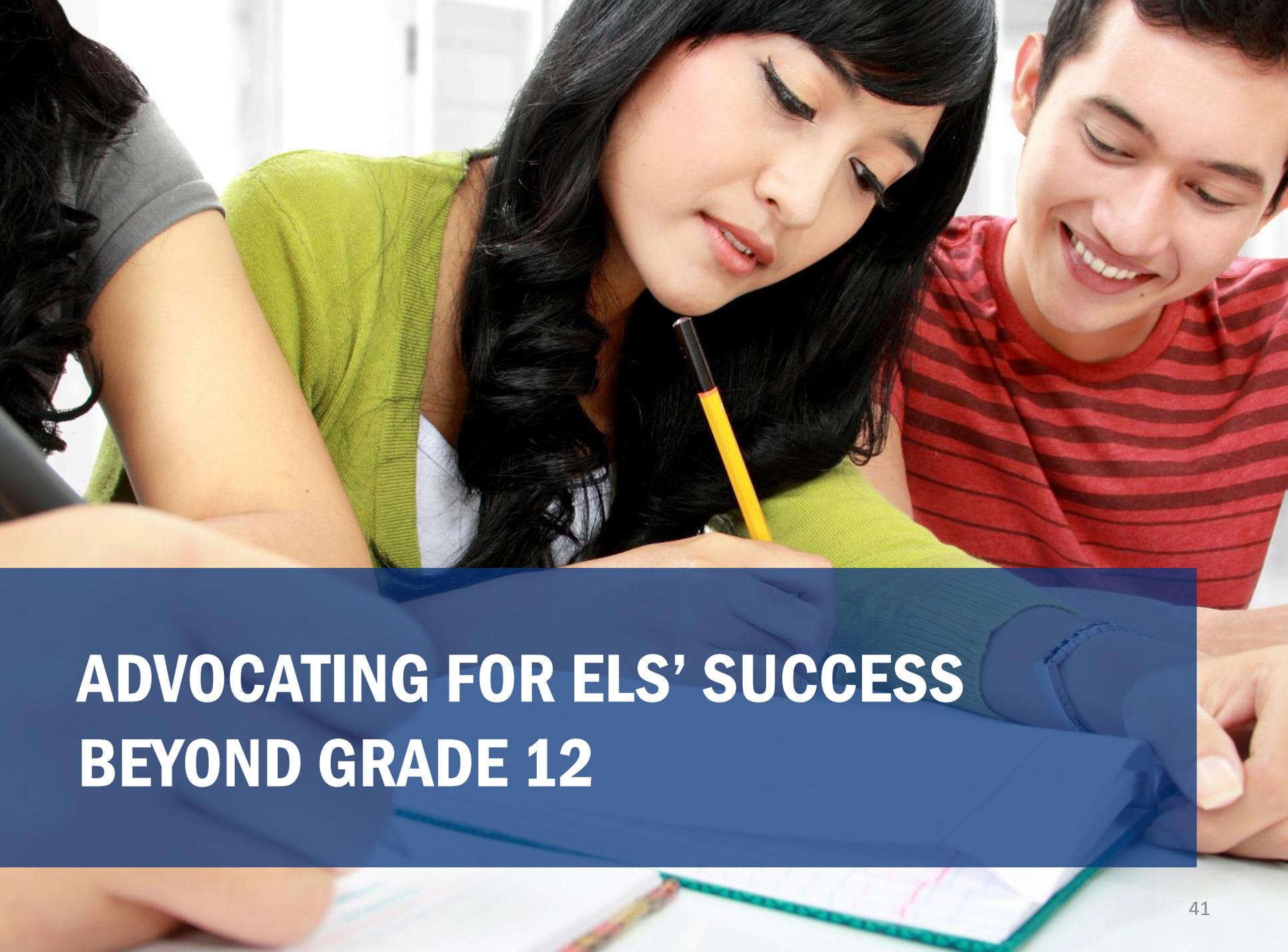
Sociocultural Context	Discourse Complexity
<i>Background knowledge</i> <i>Expectations for ELs</i> <i>Home language use</i> <i>Impact of ELs' culture on understanding</i>	<i>Organization and cohesion of ideas</i> <i>Type/purpose of text</i>
Language Forms & Conventions	Academic Vocabulary
<i>Grammar, syntax, language structures</i>	<i>General, specific, and technical language</i> <i>Multiple meaning words</i> <i>Idiomatic phrases</i>

EL Lesson Design Reflection

Element of EL Lesson Design	Yes	No	Comments
Have I created content and language objective(s) for the lesson?			
Have I analyzed the language demands of the text?			
Have I determined ELs' background knowledge of the topic?			
Have I provided scaffolds for ELs to access the text?			
Have I incorporated instruction of each language domain (speaking, listening, reading, and writing) in the lesson?			
Have I provided frequent opportunities for ELs to interact with each other and the teacher around the content?			
Have I provided support for ELs to use academic language with each other and the teacher?			
Have I determined which language domain(s) I would like to assess in this lesson?			
Have I determined the purpose for the assessment(s)?			
Have I designed at least one formative assessment?			
Are there any other concerns I have as I design and prepare to implement this lesson?			

Source: Adapted from Staehr Fenner & Kuhlman, 2012.

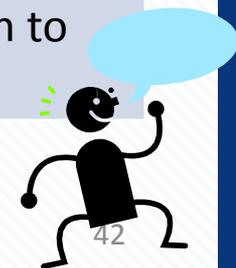
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ADVOCATING FOR ELS' SUCCESS BEYOND GRADE 12

EL Graduation, College, and Career Equity Audit

Consideration	Questions to Ask
Course enrollment	Are ELs enrolled in advanced courses, mainstream courses, or remedial courses? How does course enrollment vary depending on ELs' level of English language development?
Alternative programs	Are there alternatives for ELs that will lead to their graduation?
Guidance counselors	Are guidance counselors empathetic, bilingual, and bicultural? Are counselors familiar with the unique challenges ELs face in graduating and attending college or finding meaningful employment?
Pathways to college	Are there special supports in place for ELs and their families to provide them information and assistance in attending college?
Pathways to career	What kind of career support is in place for ELs who do not wish to enroll in college?



EL Coursework Checklist

For Each EL	Yes	No	Action to Take
Does the student have an understanding of the different types of high school diplomas available?			
Is the student aware of the courses that must be taken to lead to the type of diploma desired?			
Is the student's level of English language proficiency prohibiting him or her from taking challenging courses that lead to graduation?			
Does/did the student have access to algebra in the eighth grade as a gateway to calculus in high school?			
Are credit-bearing content classes challenging but not frustrating for this student?			
Do this student's classes lead to high school graduation?			
Has the proper course sequence been followed for all courses?			
Does (do) the student's ESL course(s) count as English language arts credit-bearing course(s)?			
Has the student been tested in the home language to determine whether proficiency in the home language can count toward foreign language credits?			
Does the student have access to afterschool tutoring in subjects that lead to graduation?			
Does the student have a mentor to help him or her navigate through the school year?			
Has the student expressed a desire to attend college?			



Summer Scholars Program

- Prince William County Schools (VA)
- Free HS core content classes as a first-time enrollment opportunity
- Students take a year-long course in just 6 weeks, earn credit, and accelerate progress toward graduation
- Based on teacher recommendation
- Priority given to older ELs
- ESL graduates assigned as role models and tutors
- 95% end of year content test pass rate



EL Safety Net Meeting at End of Year

ES ESL teachers,
administrators &
counselors meet with MS
ESL teachers & counselors

MS ESL teachers,
administrators &
counselors meet with HS
ESL teachers & counselors

Educators discuss current
ELs holistically to prepare
for the next year

Discussion & Action Plan

- Which area of advocacy for ELs resonated most with you?
 - Increasing collaboration between ESOL and content teachers
 - Increasing EL families' involvement
 - Advocating through instructing and assessing ELs
 - Advocating for ELs' success beyond grade 12
- Why?
- Which area would you like to focus on in your work?
- How will you advocate?
- Whose support do you need?
- What will your steps be?



EL Advocacy





Thank you!

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