

**How Parents and Teachers Can Advocate for Students**

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August 4<sup>th</sup>, 2023

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A master's thesis capstone project submitted to the Department of Education and Human  
Development of SUNY Brockport in partial fulfillment of the requirements  
for the degree of Master of Science in Education in TESOL or Bilingual Education

### **Abstract**

As school demographics change and schools face teacher shortages, ELL students are put at an even higher risk of not being provided services and instructional accommodations they need to be successful. Therefore, the purpose of this capstone is to examine the research question of how teachers and parents can advocate for students to reduce academic, linguistic, and social struggles. In this capstone, the research literature supports the need for more teacher training, stronger advocacy at both the micro and macro level, as well as heightened school-home relationships to ensure success. A professional development was created to support ELL student success, while ensuring students receive services and high-quality instruction. It is important to note that teachers face barriers such as teacher shortage, lack of materials, as well as a lack of qualified ELL teachers to effectively educate ELL students. However, through strong advocacy from both school and home, students who otherwise struggle can meet and surpass their language and content level goals. This capstone calls for stronger ELL teacher preparation programs, an increase in the amount of PD specifically for ELL students, as well as instruction for teachers and parents regarding micro, macro and transformative advocacy.

*Keywords:* ELL, advocacy, micro advocacy, macro advocacy, parent communication

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## Chapter 1: Introduction

### Problem Statement

Without strong advocacy, students who are struggling will not receive the support that is necessary for them to be successful. Having teachers and parents that know and can effectively advocate for students is the key to ensuring students are provided with a fair chance to meet and surpass their educational goals. Advocacy can be present in many ways throughout classrooms and schools. There can be both micro and macro advocacy that respectfully deal with smaller and larger scale problems when it comes to advocacy and receiving supports for students who need or are mandated to receive these supports due to an English Language Learner (ELL) status. In addition, there can be the challenging of non-critical pedagogy to increase the level of transformative advocacy within the curriculums of schools. The overarching question of How can teachers and parents advocate for students? will drive this capstone and professional development to aid in modeling and providing support to parents/guardians, as well as school building staff that interact with students daily. In the PD created for this capstone, teachers and parents will receive resources and training to ensure they have the foundational knowledgebase necessary to actively and effectively advocate for ELL students who need additional support to meet their goals.

As the demographics of the United States changes with an influx of students who speak a native language other than English, there is a need for advocacy to be presented to parents and teachers. The National Center for Education Statistics (NCES 2020) found “The percentage of public-school students in the United States who were English learners (ELs) was higher in fall 2020 (10.3 percent, or 5.0 million students) than in fall 2010 (9.2 percent, or 4.5 million students). In fall 2020, the percentage of public-school students who were ELs ranged from 0.7

percent in West Virginia to 20.1 percent in Texas.”. This represents the growing need for ELL school staff to be trained in advocacy, and how to approach situations where ELL students are not receiving the services or support to ensure their success. In addition, there is a teacher shortage across the United States and within schools in New York. NYSUT (2022) reports that there is a lower percentage of students enrolled in teacher preparation programs in the state of New York, therefore decreasing the number of potential teachers available to enter the workforce in the coming years. This teacher shortage will directly impact the availability of ELL teachers, therefore having a negative impact on the students that are mandated to have ELL services.

In addition, teachers need to be taught how to advocate for students and what channels to travel through when asking for more support. Andrew and Razoumova (2017) argue that when Teachers of English to Speakers of Other Languages (TESOL) educators are engaged through a practicum during their teacher preparation program, there are higher levels of ELL student success and advocacy when these teachers enter the field of education as TESOL educators. With more teaching and modeling about advocacy, teachers can be better prepared to serve the ELL population and have a stronger, positive impact on students. This capstone and PD will serve as a resource for teachers and parents to guide them as to how they can advocate for ELL students on both the micro and macro level, to ensure students have what they need to be successful.

### **Significance of the Problem**

As the demographics of the United States change, there is an influx of English Language Learner (ELL) students that do not speak English as a first language. As students enter the educational system, they are labeled as English Language Learners (ELL) and are taught the English language to help them meet language standards, as well as grade level content standards. These challenges can have negative repercussions for students in the areas of their cultural

academic outcomes, linguistic challenges, and their self-esteem. Within these challenges is the negative effect on assessment for students who may be struggling to articulate their thoughts due to the language barrier. Kearney and Benoit (2022) argue that when students are represented and advocated for, there can be a positive impact, such as increased student success and a positive trend in attendance for students with an ELL status. This study also cites that when students have poor attendance, low levels of advocacy and low motivation, there can be a negative impact on the academic and emotional well-being and success. A higher level of advocacy from parents and teachers can increase the chance of student success. When students cannot speak the language, their thoughts can be misinterpreted or misconstrued, therefore having a negative effect on their assessment data. Without support for ELL students, they are set up at a disadvantage when attempting to meet their grade level academic and content standards, as they are not being provided with the language instruction needed to comprehend the complex content. These challenges are present at the school building level, county, state, and national level.

### **Purpose**

To mitigate a lack of advocacy for students, professional development (PD) can be provided to both school staff (teachers, administration, out of the classroom teachers) and parents to ensure how to advocate for the academic needs of students. Throughout different professional developments and the use of scenarios, school staff and parents can be provided with resources to assist in effectively advocating for their students to ensure they are receiving the services they need and/or are entitled to by law and policy. Hence, by introducing what students are entitled to at each level of English language acquisition during the PD, parents and teachers can ensure they are meeting the needs of their students. This can be accomplished through scheduling classes with ELL teachers and out of the classroom providers, as well as tier 1 and 2 interventions that

can be placed into everyday instruction. In addition, teachers and parents will be trained in the different types of advocacies, and how micro and macro advocacy can be used at different levels. As parents and teachers interact with a scenario of an ELL student who is not receiving the proper supports or services, they can learn and practice how to advocate for students, what channels to begin their advocacy through, and what data is necessary to present to have a positive academic outcome for the student.

### **Summary**

As educators enter the field of education, the changing demographics of the United States require teachers to be flexible and to differentiate for students in many different ways depending on the need of the student. ENL students are at a disadvantage, as they begin their learning with the adversity of a language barrier, while still being required to meet grade level content standards. The job of a TESOL educator, now more than ever, requires knowledge and the ability to advocate in different ways for students who need more than a tier 1 intervention, and more mandated services. Throughout this capstone and professional development, you will find strategies and pathways of how to advocate for ELL students as both a teacher and parent, as well as ways in which this advocacy can be done on both micro and macro levels. In chapter 4, I will present the conclusions from this capstone, and you will find PD materials in the appendices.

## **Chapter 2: Literature Review**

English Language Learners (ELLs) are among the many groups of students throughout the United States who are considered at risk, due to their language barrier and the impact it can have on their education. As ELL students progress through their learning journey, they have bumps in the road, like any other student would. When ELL students meet these bumps, it is

pivotal that teachers, administration, and parents are present and willing to advocate for their students to receive the support they need to be successful in the classroom. Through the use of micro and macro advocacy, as well as transformative advocacy, students can be supported by their teachers, administration and parents. Advocating for students first begins with communication between school and home, to ensure both parties have the tools and knowledge they need to support the student. This literature review will provide studies, statistics and reviews of articles that pertain to the effect if advocacy on students, how newcomer programs can help jumpstart ELL student learning, as well as the difference between micro and macro advocacy, and how they can be used to assist students in meeting their goals.

### **English Language Learner (ELL) Student Advocacy**

Hos (2014) claims that caring is simply not enough for new ELL students who have a lack of formal schooling in their native country. This lack of formal schooling can impact their language acquisition in their native language, therefore creating an even larger gap than there already exists between content and language learning. Caring, as Hos states, is simply not enough for ELL students who come with limited language skills. Caring can be turned to advocacy through an increased number of newcomer programs, geared at both refugee students and ELL students. Newcomer programs can employ the native language of the students to ensure they are understanding content material while also learning their new language. Through newcomer programs, additional support, and the ethic of care, there can be a shift in the progression of caring from the teacher to student by empowering students to take control of their learning and academic destiny. Hos reports in the study that ELL students complete high school at a lower percentage when compared to students who speak the English language when they enter the school system. This is the call for additional support, rather than simply caring, to



ensure these students are given the opportunity to succeed as they travel through their academic career. The problem that ELL students face goes back to a larger than usual learning barrier for them, and students can fall even further behind if not cared for in the correct academic way.

### ***Newcomer Programs for English Language Learners (ELL)***

As students migrate to the United States and enter the school system speaking a language other than English, there becomes an adversity where students are expected to learn the language, as well as meet their content-specific standards for their grade level. Auslander (2022) argues that the guiding factor between learning a new language as a student at the secondary level is using the home language to teach content standards to ensure students are meeting their grade level goals. The author claims that this type of program, where the native language of students is used, classified as a newcomer program, strays away from the concept of transitioning students to primarily speaking English. The concept of the newcomer program is to provide instruction in the home language of the student, as well as the English language, to provide additional content support and ensure understanding of the material. To effectively meet the needs of ELLs, there are many strategies that can be used to help them. Auslander claims these strategies include using the first language (L1) to teach content vocabulary, using L1 to bring in prior background knowledge and creating an inclusive classroom where students are unafraid to take educational risks. These strategies can serve as a form of micro advocacy for students, as their classroom teacher can modify tasks and assignments to effectively bring in the home language of students to ensure goals and comprehension are being mastered. Although the task will not be modified because ELL students still need to meet grade level and content standards, the use of a native home language can ensure students are understanding material while also mastering their language goals.

When students enter an education system, there are many surveys and questions that are completed by parents to ensure the student does in fact qualify to be considered an English Language Learner. After this is determined by school staff, students can be placed in an ELL program or newcomer program. There are many different modes of ELL education, such as dual language or bilingual programs, transitional ELL programs and general education placement with ELL pull out services provided by the school ENL teacher. Fox et al., (2013) presents findings of a study completed that determined the effectiveness of an ELL program in Canada for students who are learning a second language and are classified as ELL. The study provided positive results for the students enrolled in ELL programs and proved that there was a positive impact of ESL and EAP on L2 students, as well as their academic and social engagement. This data clearly shows that students who are able to use their native language to help them learn can feel more confident when learning content in another language. Throughout the study, students reported feeling more confident in their learning, and through the mode of ELL learning, students were able to effectively communicate in their native language to aid in their learning of a second language.

### ***Teacher Training***

For ELL students to be successful, it is necessary for there to be a teacher who can advocate for what students need in terms of services and resources. This cannot be done without well-trained teachers who have empirical and pedagogical experience with ELL students. Kouritzin (2004) argues that for students to be successful throughout their academic career, there needs to be well-educated and properly trained professionals to educate these students. Advocacy for students can also be demonstrated through the hiring of these well-educated teachers to ensure all students are being provided with what they need. Throughout the country, there is a

teacher shortage that poses a problem for school districts to hire teachers with empirical and pedagogical experience, therefore increasing the chance of teachers not having the correct background when entering a school. Although the teacher shortage is a major factor in the hiring of teachers, there needs to be a determination of what level of experience is acceptable in order for a teacher to be deemed as “well educated and with the correct empirical experience” (New York State Union of Teachers [NYSUT], 2022). Teachers who have the correct background and experience can be the greatest advocate for students to receive the services they need to be successful, as they are aware of what is required and the specifics of the different levels of English language learning.

As there becomes an increase in the number of ELL students enrolled throughout the United States, there also comes a time with a limited number of teachers available and pre-service enrolled in teacher preparation programs. As the New York State Union of Teachers reports, “enrollment in NYS teacher ed programs has declined by 53%” (NYSUT, 2022). This translates to a lack of teachers that will be available to educate students in the future years to come, therefore adding to the shortage that is already present. This lack of teachers enrolled in teacher preparation programs can be accredited to teacher burnout as a result of COVID-19, limited pay increases by cities and districts, as well as overall disinterest and disappointment in leadership of school buildings. Without an increase in the number of teachers available, this can lead to a decline in the effectiveness of education for ELL students, at-risk students, and the overall general education population as well.

The effect of teacher shortages can have intense effects on all students, but especially those who are already facing the battle of learning a new language. The effects of the lack of teachers are explained by there being a disconnect between demand and teacher supply, as

Sutcher et al. (2019) states in their article. With an imbalance between these two factors, a clear problem is presented and can negatively impact the education of all students, especially those with disabilities, ELL or at-risk. As stated by the authors, there can be indicators of teacher shortages by field, with English as a New Language (ENL) as one of the main fields with a teacher shortage. The students that fall into the field of ELL are at the largest risk of not being advocated for, as there is a lack of teachers available to effectively educate them and teacher training in general education preparation programs do not focus on students that speak languages other than English.

With a shortage of teachers, there can also be a shortage of service providers, reading specialists, and access to services students are entitled to. McHenry-Sorber and Campbell (2019) argue that a teacher shortage, such as the teacher shortage currently happening in the United States, can have negative and adverse effects on learners who require stability and additional services to be successful. Although the authors state there are adverse effects of this shortage on students, the authors also present the concept of how the teacher shortage is felt acutely at the district and school building level. This means that although there is a severe lack of teachers, districts and school building leaders are aware and trained in different ways of combatting such a severe shortage, such as moving teachers from special areas around to different placements. Another offset of the teacher shortage is the time of, such as lunch and preparation periods, to ensure these students have the materials and services they need to be successful. To present an alternative point of view, some teachers may be against the movement of teachers and use of lunch and preparation periods. For classroom teachers, lunch and preparation periods are the times during the day when teachers can make home connections, prep materials for lessons and provide meaningful feedback to students on their work. Having teachers use these periods to fill

gaps in services and to fill the void of the teacher shortage could lead to unhappy teachers, a negative environment, and an early teacher burnout due to being overworked during the school day. Although school administrators are trying to minimize the effects of the teacher shortage at the district and school building level, there are certainly effects that shortages can have on students, as well as the teachers that need to step in to fill the void and provide supports.

### **Macro and Micro Advocacy**

Macro and micro advocacy both play a part in ensuring ELL students are being provided with the services and resources they need to be successful and there are many channels advocates can take to ensure students receive what they need. Macro advocacy occurs at the state or national level, while on the other hand, micro advocacy can occur in the classroom, school-building, or district-wide setting. Both of these forms of advocacy have the overarching goal of protecting students and providing them with what they need in order to be successful when there is a lack thereof. Teachers, parents, school administrators and legislators can be the smallest, but also the largest advocates for these students, as students are already facing adversity with being unfamiliar with the English language.

According to Dworkin (2021), summer school can also serve as a version of micro and macro advocacy. An extended school year program can increase the number of days and amount of time that ELL students are provided with direct instruction from trained teachers, therefore increasing the chances of students retaining the language skills they have mastered throughout the school year. Dworkin indicates that it is the responsibility of local governments to “develop quality management systems to assess existing summer learning experiences and address unmet needs” (p. 16). The author emphasizes that it is necessary to develop guidelines for an extended school year that would provide direct support to students who require more needs than others.

For instance, when determining student eligibility for an extended school year program, there can be many factors that determine whether a student is eligible. These factors can be previous attendance records, accessibility to transportation, as well as a commitment from parents that students will attend to ensure time is used to the fullest extent. These are all factors that unless addressed can negatively impact a student and their learning throughout the extended school year. In addition, Dworkin suggests that teachers and school leaders can communicate and work as a team to determine how students can meet their goals and be advocated for to receive the services required to be successful.

Teachers who advocate for their students can advocate on the micro level, which is present within the classroom, school building or school district. Norman and Eslami (2022) present literature that claims teachers who have a high self-efficacy have a higher chance of advocating for students. For instance, teachers are less likely to attempt to advocate for students if do not feel confident in themselves or they feel they will be dismissed when bringing concerns to their supervisors. The literature presented in the article by Norman and Eslami claims that if teachers engage in transformative advocacy, where teachers challenge policies and ideals, there will be higher rates of student success after advocacy is done on their behalf. Transformative and non-transformative advocacy can work hand in hand, while one challenges policies and thoughts, and non-transformative advocacy challenges inequity for ELL students at the classroom and building levels. Both of these types of advocacy can be tied to micro and macro advocacy, and yield successful results for students.

### ***Micro Advocacy***

Advocacy at the micro level can be present within the classroom and school building, with the classroom teacher being the main point of support and advocacy. As a classroom

teacher, educators can become the strongest advocate for a student, as the student spends much of their academic time with this teacher. Kearney and Benoit (2022) report that ELL learners are more likely to have school attendance problems (SAP) that can negatively impact their academic achievement. School attendance can be directly linked to the level of success a student has, regardless of their learning status and classification. Attendance in school is one of the main factors of student success. If a student misses instruction, they may fall behind and not be able to catch back up in the curriculum. The further a student falls back, the more likely it can be they will not move along with the class, as they are rushing to make up the work. As English Language Learners come from a variety of backgrounds and cultures, there can also be many different opinions as to the level of importance schooling has on a student. The importance of school in the home can determine whether a student has a positive or negative attendance record, therefore impacting their academic success due to missing content and instruction. Teachers and school building officials can become a positive advocate for students by staying on top and in tune with the attendance records of ELL students to ensure they are meeting the attendance requirements of the school district and state the school resides in. Through support and attention, school attendance can become a mitigated factor for ELL students. Home connections are a way for students to increase their attendance record, as many schools have designated positions that ensure students report to school each day and can provide support or transportation if necessary.

Elementary school is a time in the life of all students where important skills are introduced, practiced, and mastered. Cooper et al. (1999) argue that the elementary school years, especially for Latino students who are classified as ELL, is the most important as it sets students on *el buen camino*, or a *good path*. Throughout this article, the authors present ideas of how as any typical student grows up, they begin to engage in high-risk behavior that can lead to different

adult paths and life choices. The authors present the concept that ELL and classroom teachers can be cultural brokers for students who are classified as ELL, to ensure they have all skills necessary to continue their learning with a strong foundation of the English language. As cultural brokers, teachers have the opportunity to watch over students, provide them with what they need to be successful, and to have the opportunity to advocate if students are not receiving what they are entitled to by their classification.

Positive relationships between school and home for students who are classified as ELL can play a vital role when adjusting to a new home or country. Yohani (2011) argues that cultural brokers for refugee and migrant families can serve as a middle point to ensure students who are already at-risk adjust to their new school and home with ease. School can be the safest place for students who are coming to a new country and provide them with the skills they need to be successful. These skills can be learning the English language, positive social emotional skills, as well as learning social norms accepted by their new society. Cultural brokers can also aid in ensuring students are attending school in order to assimilate by communicating with both school building personnel and families.

Part of the controversy over ELL students is caused by the differences in opinions of educators as to how educate students, and the steps to take to ensure this is done effectively. Wyatt et al. (2017) argues that there is a discrepancy between teachers who begin with content and skip over getting to know students. ELL students come from cultures other than the one present in the United States, and may have different values, beliefs, and outlooks on the importance of education. The authors claim that in order for ELL students to be educated effectively, teachers need to get to know their students on a cultural level, before beginning content instruction. This is a common practice across schools, as students need to feel safe and



welcomed before they can begin learning content. ELL students face another level of challenge when they enter the school system with a language barrier in front of them. The language barrier furthers the need for teachers to get to know their students personally and culturally before beginning their academic and English language instruction.

When cultural brokers are used to help integrate students into their new environment are immigrating, there can be a tough time discriminating between what is a personal and what is a professional boundary. Chang (2020) presents ideas and strategies for cultural brokers, such as mental health and school counselors, to help them determine the boundaries there should be between inside and out of school contact with students and families. When students are trying to integrate and get used to their new environment, there can be constant communication between schools, school personnel, and home. It can be hard for school building staff who have the purpose of helping these students draw the line as to how much communication is too much, and when the communication can/should take place. As this article continues, there is an emphasis on ensuring all intentions are to support the students, ensure they feel safe and comfortable, as well as respecting the time of cultural brokers, as they have multiple responsibilities all in one. These cultural brokers can be seen as advocates for students at the building level, therefore making them strong advocates in the area of micro advocacy for ELL students.

### ***Macro Advocacy***

Advocacy for students is one of the main ways of ensuring students will be successful in both their language learning and meeting their content level standards. When teachers, parents, and school building administrators work together, there can be an increased chance of students meeting both their language and content goals. Macro advocacy occurs at the state and national level, but can also be made possible due to attention paid to students by school building leaders

who can voice concerns and experiences to representatives who have the power to invoke change.

Shaw et al. (2018) discuss the implementation of California State Law AB 705, and the effect it has had on ELL students entering college, as it negatively impacts their placement into different levels of study. Law AB 705 was implemented in 2018 in the state of California and placed many ELL students entering their post-secondary institution in a difficult spot academically. The authors discuss the reasoning for this change of law, as well as the negative impact it has on these students as they continue their education. Although Law AB 705 has not been changed since its implementation in 2018, there have been many complaints against the state of California to have the law amended or removed. Many of these complaints being brought to the court by parents of ELL students, as well as educators who see the difference between simple test scores and evaluating a student in a wholistic way. In this, there is macro advocacy that is occurring at the state level, as the complaints are voiced above the school building and school district level. Law AB 705 has also sparked controversy over the abandonment of standardized test scores for students to be admitted to colleges and universities, as these scores group students based off a single exam. Although there are other data points that factor into post-secondary acceptances to colleges and universities, Law AB 705 puts much of the focus for admission on standardized test scores in the English language, therefore placing ELL students at a higher chance of low acceptance rates due to their scores.

When teachers advocate for their students, they decide how and why they want to advocate. Suarez and Dominguez (2015) discuss how English as a Second Language (ESL) teachers can advocate for students by challenging non-critical pedagogy and evoking change for the bettering of ELL students through transformative advocacy. The authors speak to how ESL

teachers begin their education as teachers, and how they mold themselves into something more. This molding can change the lives of students. All teachers need to have high self-efficacy, self-respect and need to feel appreciated in order to have an impact. ELL students, as Suarez and Dominguez state “While the population of English language learners has grown exponentially over the past two decades, the concern for ELLs is nothing new. Their marginalization has been widely acknowledged since the Lau vs. Nichols decision (1974), which called for more equitable educational practices for English language learners” (p. 4). As ESL teachers come into the workforce, there needs to be constant macro and transformative advocacy, that can help this group of students become demarginalized and educated in effective ways, like the rest of the general education population. Suarez and Dominguez suggest that past practices and pedagogies need to be challenged to yield more successful data from students in terms of their language learning. With the growing number of ELL students throughout the United States, there needs to be a pedagogical and mindset shift to ensure all groups of students have their needs met, regardless of their classification or status.

### **Implications and Critique**

As English Language Learners need additional support for their learning, there needs to be effective educators available to provide this additional support. With a looming teacher shortage, this can pose a threat to the learning of ELL students. With a lack of available teachers, especially those certified in the area of TESOL, many responsibilities will fall onto the classroom teacher and school building administration. This is why it is extremely important to form home connections with the families of ELL students. A clear mode of communication between school and home can attempt to break down educational barriers and get in front of problems before they present in more serious ways that can impact the overall learning and progress of the

student. Teachers can begin to combat the teacher shortage by ensuring they are providing the correct scaffolds to students for their in-the-classroom learning and appropriate tools.

Additionally, if there is a student who is mandated to receive a service and has not been receiving it, there are channels to begin going through to advocate for those students. Although teachers can be placed in a difficult situation when advocating for students if providing an alternative point of view from their building administration, the overall goal of supporting the student needs to be the highest priority and should be remembered throughout the process of advocating.

Although there are different types of advocacy and levels that can be provided, the first step to successfully advocating for a student is a positive relationship with the adults in the home of the student to ensure home is a continuation of the school day regarding content, outlook and motivation level.

### **Summary**

All students, regardless of their classification, are entitled to a quality and enriching education. ELL students are already at a disadvantage, as they are required to learn a new language while still being required to meet their grade and content specific standards in all subject areas. The key to educating students who already face a barrier, as acknowledged by studies mentioned in this literature review, is to make students feel comfortable, welcomed, safe and culturally valued before beginning their academic and English language learning. Ensuring that cultures are not erased and kept present in the classroom is a way to use the native language and culture of students to enrich their learning, as well as the learning of others.

As there can be a lack of advocacy, and a looming teacher shortage, ELL students are put at an even higher risk of not being provided with the services and education they need to be successful. With certified teachers in the field and transformative advocacy at both the micro and

macro levels, ELL students can be supported and provided with what they need to acquire their new language and meet standards in their content areas. In addition to advocacy, cultural brokers can serve as a point of connection between home and school when students immigrate from other countries. The use of cultural brokers can ensure students are adjusting well, attending school, and have support in meeting their goals.

In chapter 3 of this capstone, you will find a Professional Development (PD) and materials directed towards parents and school building staff to learn about different types of advocacies, and what advocacy can look like for students. Both teachers/school building staff and parents will be provided with hands on experience through case studies and information to acquire the knowledge they need to advocate for the students effectively, accurately and to guide them when taking the appropriate steps. This PD can serve as the first step for parents and school building staff to connect and discuss how ELL students can be supported and ensure students are receiving the services and supports they are entitled to.

### **Chapter 3: Professional Development**

ELL students can require additional supports to be successful. These additional supports can be increased home communication from school, scaffolded assignments, additional materials, and being advocated for when there is not enough being done to combat the language barrier. With our looming teacher shortage in New York and the United States, there can be a lack of ELL teachers available to educate, and with the growing population of ELL students growing so rapidly, this can become a challenge for schools and ELL teachers, as well as students. In this PD, we will discuss the different types of advocacies and where/how they can be used, and we will practice advocacy skills to ensure parents and school building staff feel comfortable advocating for students who need it. This PD will be conducted over multiple days,

with different sessions being dedicated to different groups of people. School building staff, such as classroom teachers, school building administrators, and out of the classroom staff will be introduced to the different types of advocacies and how they can be used to support students, as well as given the opportunity to practice advocating for students through the use of a case study. Parents will be welcomed to a different session that focuses on what their students are entitled to receive as services depending on their English Proficiency Level and how they can form strong connections with their students' classroom teacher and ELL teacher.

### **Day 1: School Building Staff**

During this PD hosted during the professional hour of teachers (daily before the school day begins), there will be an overview of ELL students, what services they can be entitled to receive based on their English Language Proficiency Level, how students can be supported, and an intro into the different types of advocacies and how they can be used at different levels. The timing of this professional development will be for one hour, and there will be one session. This PD will be held in the school library to accommodate all school staff and building administration.

### ***Opener***

Classroom teachers, building administrators and out of the classroom teachers:  
Today we will be learning about ELL students and how we can best support them in our classrooms and schools. With a show of hands, who either has ELL students at any level of proficiency either in their classroom or provides a pull-out service?

If a student or students come to mind, jot their first initial down on one of the post its located in the caddy on your table. You do not need to write your name on the post it.

Next question: Do you know the current English Language Proficiency Level of this or these students? If you do, write it next to the initial of the student. If not, please write a question mark..

When this is complete, please put all post its in a pile on your table to be collected. We will go through these as a group to determine our overall familiarity with the different levels of ELL Language Proficiency.

### ***Agenda***

#### ***Goals/Targets***

- Participants will be able to recall the levels of English Language Proficiency.
- Participants will be able to describe the different types of advocacy and when they should be used/ at what level.
- Participants will be able to analyze a case study to determine how to advocate for students.

#### ***Materials***

- Post its/ Pencils/ Highlighters
- Timer
- All materials for Day 1 (School Building Staff) can be located in Appendix A

### ***PD Content***

After teachers have had the opportunity to think about the diverse learners in their class, the next activity will be a turn and talk. Teachers will be asked to take 2 minutes to turn to the person next to them to discuss the student or students that came to mind. Teachers can speak about their native language, their current levels, their strengths, weaknesses, or any other important information that comes to mind. Before we begin, teachers can rest assured the purpose of today's PD is to learn and grow as educators. It is important that teachers understand

that the PD is a safe space, free of judgement. This is the time to ask questions and find out information to drive your instruction going forward for ELL students, as there are so many different types of learners that need extra support in the classroom. This time is dedicated specifically to ELL students and how we can support them at all levels.

After completing the turn and talk, teachers will be asked to respond to the following question with a show of hands: Which of the following applies to the students or students you discussed with their partner?:

- Your student is in the emergent stage of English language acquisition, or they are currently in the silent phase.
- Your student is in the transitioning stage of English language acquisition.
- Your student is in the expanding stage of English language acquisition.
- Your student is in the commanding stage of English language acquisition.
- You are unsure of where your student is in terms of their stage of English language acquisition.

The purpose of this exercise is to determine the different levels of students present throughout the school, and to make teachers feel less on-edge about the support they have given their student so far. This exercise can also serve as a way for teachers to make connections across grade levels if their students are at similar levels of English acquisition and can demonstrate different ways that teachers can co-plan from the TESOL Standards for New York State (NYSESED 2019). In addition, this activity will help teachers meet one of the three learning goals for the PD, which is to be able to recall the different language of English language learning. When teachers are aware of the levels, their order, and what services accompany each level, they can become stronger advocates for their students, as they are aware of what they need.



Before moving forward, teachers will take 5 minutes examine the different levels of English Language Acquisition, as well as the services that are provided at each level (see Appendix A). After reading through the different levels, teachers will have time to turn and talk regarding the different levels and write down answers to the following questions based off the students they have already discussed. Some questions to think about are:

- What are their strengths?
- Where can you see there is room for growth in your student?
- What is the level of communication between school and home regarding student growth?

These questions will serve as a way to get teachers thinking regarding their students. Based on how teachers describe their students, they may have new ideas that come into their heads about how they can best educate, as well as what more they can do to have an impact. One of the main ideas that teachers can include is the idea of school attendance and how it can impact student growth. School attendance can either work for or against a student, depending on how they view school and if they are consistently missing instruction (Kearney & Benoit, 2022).

As a whole group activity, teachers will have the opportunity to reflect on the answers and share their understandings. Presenter will assess the whole group answers and clarify information about the levels of English language acquisition. This exercise is important to the overall goal of the PD, as there is a teacher shortage where educators are being placed into the field of TESOL and education where they have not had proper experience with students, therefore placing students at a disadvantage. NYSUT (2022) has reported through their statistics that there has been a decrease of enrollment in teacher preparation programs by 53%, which can lead to a lack of certified teachers available to educate students. With this lack of educators, the responsibility of advocating for ELL students can possibly fall onto the classroom teacher, which is another

reason why communication and collaboration between educators during this PD is so important. The goal of this PD is not only for teachers to walk away with more knowledge, but to also leave the session with a feeling of support and collaboration across grade levels to best support ELL students at all levels of English acquisition. Following the sharing out and clarification of questions, teachers will be asked to respond to the following question with a show of hands: Who has heard or had experience with micro and/or macro advocacy?

After observing the hands and experience with advocacy the teachers have, the presenter will ask teachers to read through the different types of advocacy handout located in Appendix A. Following the reading of this handout, teachers will be asked to complete a turn and talk to come up with examples of when and where micro and macro advocacy could be used. These examples can be from prior experience with students, or imaginary scenarios to ensure teachers understand how to use these different types of advocacies. Kearney and Benoit (2022) speak to the impact of school attendance in the study they conducted, which can be directly related to a lack of improvement or growth in the educational path of a student. When teachers are discussing the different types of advocacies and when they should be used, the concept of school attendance should be brought into question. This can begin the process of micro advocacy at the school level to determine if this is a potential cause of a lack of growth, which will lead directly into the PD where a student is not progressing at the rate in which they should.

Teachers will then spend time working through a scenario created for the purposes of this PD. Teachers will have 10 minutes to read through the case study (see Appendix A), as well as annotate important information they will use to craft their action plan to help rectify the situation regarding the student in the study. The purpose of the exercise is to train teachers with hands-on experience how to advocate for students when they are not receiving the services they are

entitled to, and how ELL students can be supported, as well as stress how access to certain ELL programs are necessary for students to reach their academic goals. This activity will also meet one of the learning goals of the PD, as teachers will be able to include different examples or micro and macro advocacy, as well as how they can be used in this situation. Auslander (2022) presents data to support the use of newcomer programs provided by schools to provide more support than a traditional pull-out method of teaching. Teachers may also present different modes of ELL student programs and present arguments/evidence that alternative programs may provide stronger results from assessments of students learning a new language. It is extremely important that teachers use knowledge from current studies and up to date pedagogy to inform their action plan as they craft their responses to the scenario.

Teachers will work together with their table to determine where the student is in their English language acquisition: Where they are lacking academically; what has been done so far; what still needs to be done; the degree of parent contact so far; as well as begin an action plan to move this student through the appropriate channels to receive their services and be successful. After sharing out action plans and receiving peer feedback, teachers will make a “take away tree”. Teachers will be asked to write their major takeaway from today’s PD, and one thing they are leaving with that will help inform the decisions you make regarding advocacy for ELL students teachers work with on a daily basis (see Appendix A).

### ***Next Steps***

After educators are provided with the PD, there will be a period (4 weeks) where they can be given the opportunity through the new knowledge, they have learned to ensure they are advocating for their students. At the end of the 4-week period, there will be a google forms send out to the teachers and staff who attended the PD, asking what types of advocacy they have used

during this period and explain why they used that type of advocacy through the situation they had in their room. At this time, staff will also be able to rate the effectiveness of the PD and indicate if they have any looming questions that need to be addressed. This will give the presenter the opportunity to grow and address questions that may have been missed during the first PD session that are important to the overall learning.

### **Day 2: Parents**

During this PD, parents will be given the opportunity to learn about the different levels of English Language Learning. Since parents of ELL students have indicated that they do not speak English, there will be different translators present at the PD to translate for parents. These translators will be provided by the school district. Parents will be presented with the different levels of English language learning, introduced to the different advocacies and taught how strong home connections can be formed with both classroom teachers and ELL teachers to ensure student success. This PD will be hosted in the school library to hold a large number of parents, and there are collaborative learning spaces throughout. The PD will last for approximately an hour.

### ***Opener***

Welcome, parents and guardians to our workshop today on ELL students! We have a diverse room, with so many different languages and cultures present. If at any time there is confusion, please reach out to the translator that is available in your language.

To start off, please take a post it from the caddy on the table and think about how advanced your child's English language proficiency is. On a scale of 1-10, 10 being fluent, rate your student. After you have finished, write down three words that describe your student and their journey to

becoming fluent in the English language. If you feel comfortable, share out with a partner sitting near you which words you chose.

### ***Agenda***

#### ***Goals/Targets***

- Parents will be able to comprehend the different levels of English language learning, as well as the accompanying services for students at each level.
- Parents will be able to determine the difference between micro and macro advocacies, and when both are used to assist students.
- Parents will be able to recall and employ the use of strong school-home relationships to ensure their student is successful.

#### ***Materials***

- Post its/ Pencils/ Highlighters
- Timer
- All materials for Day 2 (Parents) can be located in Appendix B

### ***PD Content***

To begin, parents will review the different levels of English language learning, and what services are provided to students at each level, paying close attention to the level their student is currently in. Parents will be asked to review this content from the handouts located in Appendix B.

Parents will then be given time to read and examine the scenario created for the purposes of this PD, which can be found in Appendix B. This scenario will provide parents with hands on experience regarding communication with classroom and ELL teachers, ensuring students receive their services and familiarize them with the appropriate staff members to contact. Parents

will work with a translator or use electronic translators to ensure they understand the scenario. Time will be allowed to make sure the translation is comprehensible. As the scenario states, there has been limited communication between parents and the classroom/ ELL teacher. This concept of lack of communication ties to the study conducted by Kouritzin (2004), that speaks to the necessity for trained ELL teachers and the appropriate number of educators per number of students. This would be a part of the parent responses or questions from the case study, which makes an important impression on parents that students need to be pulled for the number of minutes they are entitled to receive weekly by a certified ELL teacher.

Parents will be provided with 10 minutes to read the scenario and can use highlighters, post its, and pencils to annotate important information. Parents are also invited to write on post its any “burning questions” they have, that they may not feel comfortable voicing publicly during the session. All parents may have different levels of understanding regarding the different levels of English language proficiency, and the PD will be a safe and open forum that parents can use to ensure they are correctly informed about their student.

After parents have finished reading the scenario and preparing their annotations, parents will be asked to discuss the following questions:

- What is the level of the student in this study?
- What services are they entitled to?
- What is currently being done to ensure the student is succeeding in the areas of math and reading?
- What else could be done to ensure the student is meeting their goals, both academically and emotionally?

- What is the first step in advocating for this student? What channels or school staff would be the most effective to go through?

After groups of parents have discussed these questions, parents are asked to create an action plan, outlining the steps of what they would do if the student in the scenario their child was.

Worksheets with labeled steps will be provided and can be found in Appendix B. To aid in organization, parents can write down as a group what they believe is the correct order of steps in their action plan to help advocate for the student.

Following the completion of the action plans, groups will be asked to share out to provide the entire group with different ways of advocating for students and to provide productive feedback that can be used for their own students at home.

### ***Next Steps***

After parents have presented their action plans, there will be time for the “burning questions” to be collected from tables and answered by the presenter. This will give parents the opportunity to ask questions anonymously if they are not comfortable raising their hand and asking. These questions can be based on the different levels of learning, advocacy, how to communicate with school staff, or anything relating to the topic of ELL students and their learning. Furthermore, the information and suggestions from parents will be shared with administration and possible community groups. There may need to be recommendations to begin a task force to follow up on these recommendations. The goal is to have parents’ voices on what are the best ways to advocate for ELL students and families.

### **Conclusion**

The overall goal of providing PD about ELL students and their learning is to ensure their success is reached before they move through the rest of their academic career. With a strong

home-school relationship, students and teachers can work together to ensure the highest level of success is reached. Along with a strong school-home relationship, there needs to be follow-through occurring from the conversations between parents and teachers. Hos (2014) claims that simply caring is not enough, and that in order for ELL students to grow, there needs to be a strong connection between school and home. This consists of constant communication and the extension of school practices within the home. When parents are involved in the learning of their students, they can stay informed and be given more information as to what they can do after school hours to help their student and improve their level of English language acquisition. In addition, parents and teachers should encourage the use of the home language within the classroom, as well as at home, to ensure students do not lose their identity (Auslander 2022). Ensuring students do not transition from one language to another is the main goal, as the goal of ELL instruction is to add English as a language students can speak, not completely erase their first language.

By using a scenario and working together collaboratively in both the school staff and parent PD, there can be a productive struggle to brainstorm ideas of advocacy and how educators and parents can support students. Both sections of the PD also allow for times where participants can ask questions, they may not have access to asking at other times. With the diverse needs of students growing throughout schools, this PD can be a time where ELL students are given the attention they need and important, or “burning questions” can be asked. This workshop can allow for both school building staff and parents to have a head start in advocating for students by it being modeled and crafting an action plan. In Chapter 4 of this capstone, you will learn more about the effects of advocacy on student growth, and why having educators that are aware and able to advocate for students is important in the field of education.



## **Chapter 4: Conclusion**

### **Introduction**

When ELL students enter a new country, they leave behind part of their identity. In addition, they face the adversity of a language barrier, along with the challenge of adjusting to a new place. Advocacy at the micro and macro level is necessary for these students to ensure they meet the language and grade level standards. The overarching research question of how teachers and parents can advocate for students can provide these two groups with resources and channels to effectively support and advocate for students. With the current teacher shortage and an increase in the number of ELL students in the United States, there is a lack of balance between the two groups, and an equilibrium cannot be reached that allows students to be provided with what they need. As the teacher shortage is just one of the factors, it is up to teachers, school building staff and parents to ensure they are properly trained and have access to the necessary resources to be able to advocate for students at both the micro and macro level, when necessary.

### **Conclusions**

After completing research, there were many articles that stressed the need for more ELL teachers in the field. This lack of teachers was attributed to teacher burnout, dissatisfaction with pay, relationships with administration, and a side effect of COVID-19 hybrid learning. In order to combat the teacher shortage, there needs to be an increase in enrollment in teacher preparation programs to train a larger number of pre-service teachers. This training will yield a larger number of potential ELL teachers to work with the growing population of ELL students across the country. When professional development is given to both school building staff and parents, there is an opportunity for hands-on experience and practice using the different types of advocacies. This training for teachers and parents can provide clear instruction about the different forms of

advocacy, how and when to use it, as well as crafting action plans to use when supporting students. Through PDs, teachers and parents are given the opportunity to learn about the supports ELL students need and are entitled to by state and national regulations. As the needs of learners throughout our school become more diverse, a PD such as the one created in this capstone provides a specific time for teachers and parents to focus on ELL students, as ELL students are faced with a larger than usual adversity, which is the language barrier.

### **Implications for Student Learning**

As research was completed, as stated earlier, there is a clear connection between the teacher shortage and lack of enrollment in New York State teacher preparation programs (NYSUT, 2022). The lack of teachers will directly impact, and has already begun to impact, the ELL student population when it comes time to receive pull out services and progress monitoring throughout the school year. This can lead to gaps in data, as well as student regression in their language and content areas. With an increase in the number of teachers available, as well as cultural brokers (Yohani, 2011), there can be a positive effect on students, as well as the communication between schools and families. Cultural brokers can ensure parents/families are up to date on their students' progress, provide additional support during afterschool hours, as well as communicate concerns to schools and teachers from families. Cultural brokers serve as the connecting puzzle pieces between schools and families when traditional communication is unable to happen. As teachers and parents are trained throughout the PD presented in this capstone, they will become aware of micro, macro and transformative advocacy, which challenges non-critical pedagogy (Suarez & Dominguez, 2015). This challenging of non-critical pedagogy can transform the curriculum for ELL students, which can potentially create more time throughout the school day to focus on culture, language skills to assist students in meeting

standards. All students, regardless of their status, can benefit from different forms of advocacy, but ELL students face a larger adversity. With a language barrier, it can be difficult and challenging to meet standards without properly trained teachers and involved families, therefore, advocacy is a necessity for ELL students to ensure they succeed.

### **Implications for Teaching**

When teachers and school building staff are provided with the time to learn, free of distractions, there can always be a positive impact on students. Through research presented in Chapter 2, the PD, and PD materials, teachers can receive many resources to help them ensure their ELL students are receiving the services they need, at the appropriate level of difficulty. Teachers are the first line of combat when it comes to advocacy. Teachers are with students all day, perform benchmark assessments, take anecdotal notes, as well as communicate with parents. Teachers are the first person to advocate for their students, regardless of their status or classification. When teachers are burnt out, or expected to complete more tasks than they physically can in the time allotted, it can have an adverse effect on their teaching and students (McHenry-Sorber & Campbell, 2019). Teachers need to be provided with extra support for students who require large amounts of time, and specific time allotted to cater to these students, such as ELLs.

Having a school building staff that understands the diverse needs of ELLs is another aspect of teacher implications. School building staff needs to be on the same page and have a similar understanding of the different levels of English language learning, as well as who is able to provide these services within the school building (NCES, 2020). With a team working together and a common understanding, there can be collaboration to support ELLs and ensure they are receiving what they need. Along with collaboration, there needs to be a shift in the concept of

‘simply caring’ for ELL students who come to schools from new countries (Hos, 2014). To tie the two together, there needs to be an adjustment period for new ELLs as they move to a new school, but also an assurance that their services will begin. Comfort for students is the number one priority, and demonstrating a school-wide culture of the purpose and appreciation for learning can provide new students with the feeling of belonging and community the school culture. All of these working parts cannot come together to form success without the school building staff, teachers, parents and students working together towards the common goal of ELL student success, academically, emotionally and socially.

### **Recommendations**

Future research in the field of ELL needs to be completed to test the effectiveness of the different types of advocacies, and which level works best for ELL students who are not being serviced in the correct way. Although studies have already been conducted, there needs to be more done to enhance the reliability of the results, and ensure teachers, with the support of administration, are advocating in the correct way on all occasions. Additionally, to support these studies, there needs to be a nation-wide initiative to provide professional development for all teachers and school building staff to coach and train them on different types and levels of advocacy. As the number of ELL students throughout the United States skyrockets each year, there needs to be a shift in the pedagogy and curriculums schools are currently using. So too, there needs to be increased flexibility for teachers to meet the needs of their students. By extension, educators must be flexible, learn where their students are, and move away from rigid curriculums. With the state, grade and content level standards in mind, there needs to be a meeting point between those and language standards for students who may not be expanding or commanding in their English language acquisition. With the needs of learners becoming more

diverse as time goes on, and gaps becoming larger and larger, there needs to be the questioning of past practices and new guidelines created to allow teachers to teach to where students are at, and advocate for what they need to be successful.

### **Final Thoughts**

As statistics and studies throughout this capstone have shown, there has been a shift in the type of learner schools are welcoming and educating. ELL students come to our country with a larger than usual barrier, not knowing the English language. It is dependent on the teachers, school building staff, and parents to assist these students in meeting their goals and needs to ensure they are successful. Through training, an increased curiosity in new pedagogical studies, and knowledge of services and levels, teachers and parents can help students meet their goals and state and language standards. Advocacy for students at a disadvantage is even more critical, therefore, training and resources are a necessity for students to have the support they need.

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**Appendix A**  
**Materials for Day 1- School Building Staff**

*English Language Learner Levels*

# English Language Learner Levels

<b>Level</b>	1	2	3	4
<b>Name</b>	Entering/ Emerging	Transitioning	Expanding	Commanding
<b>Services</b>	360 minutes of service per week	180 minutes of service per week	180 minutes of service per week	90 minutes of service provided per week

*Scenario for School Building Staff*

Bart is a 7-year-old student who immigrated to the United States with his family when he was in kindergarten. Bart is one of three children, and the youngest. He lives in an apartment with his siblings, mom, and dad. Bart enjoys playing with legos and loves to talk about his grandparents back in Russia.

When Bart arrived in the United States, he spoke little to no English. On the NYSESLAT, Bart scored in the Emergent/Beginner category after an entire year of schooling in a general education classroom with ELL pullouts for 360 minutes per week. When Bart arrived in September of his kindergarten year, he was reading on a Pre- A reading level, but was aware of numbers from 1-10 and could add one-digit numbers together within 10.

When Bart progressed to 1<sup>st</sup> grade, there was no change in his reading level. Bart was still receiving 360 minutes of ELL instruction per week from the ENL teacher in the building. Bart was also not completing his homework, and when asked why it was not completed, Bart informed his teacher that he attends Russian school in the afternoons and does not have time to complete his homework. By the end of the 1<sup>st</sup> grade, Bart was able to communicate using conversational English skills, but was only reading on a level C, when a typical 1<sup>st</sup> grader should be reading on a level I at the conclusion of the year.

Despite attempts from Bart's 1<sup>st</sup> grade teacher to contact home and involve administration, Bart has fallen through the cracks and is entering 2<sup>nd</sup> grade reading on a level H, and only uses conversational English skills to communicate and demonstrate his thinking. Bart has foundational math skills but has difficulty reading word problems and picking out important information to guide his problem solving.

*Advocacy for ELL Students Visual*

## ADVOCACY FOR ELL STUDENTS

Type	Macro	Micro
		
<b>Where?</b>	Nation-wide State-wide	Classroom School Building District- Level
<b>Who?</b>	State Representatives President	Classroom Teacher Principal ELL Teacher Parents
<b>How?</b>	Adoption of laws Court Cases	Parent-Teacher Communication Conferences

***Take Away Tree***

Directions for Take Away Tree:

On chart paper, draw the trunk of the tree and leave the top of the tree blank to add the takeaways. When participants are finished with their post it/takeaway, they can add it to the tree and it will be reviewed as a group.



**Appendix B**  
**All Materials for Day 2- Parents**

*English Language Learner Levels*

# English Language Learner Levels

<b>Level</b>	1	2	3	4
<b>Name</b>	Entering/ Emerging	Transitioning	Expanding	Commanding
<b>Services</b>	360 minutes of service per week	180 minutes of service per week	180 minutes of service per week	90 minutes of service provided per week

*Scenario for Parents*

As a parent, you have a child who is an ELL student, and their primary language is not English. When your family arrived in the United States, it was the beginning of 2<sup>nd</sup> grade for your student, and they tested in the Emergent/Beginner phase of English Language Acquisition. In 2<sup>nd</sup> grade, students should be reading at a Level H, and have knowledge of numbers 1-100, and be able to add and subtract one- and two-digit numbers.

Your student currently reads on a level C, and is able to add and subtract one-digit numbers. Each week, your student is provided with 360 minutes of instruction from the certified ENL teacher to work on English Language Acquisition.

Recently, you have noticed that your student has not been completing their homework when they are usually enthusiastic to complete their work. After a conversation, it becomes apparent that your student has not been being pulled for their ELL sessions and they are regressing in their phonics skills, as you have noticed that reading at a Level C is becoming more difficult for them and there is a lack of interest.

As a parent, you have a relationship with the classroom teacher, but there has been no communication as to why the ELL pull out sessions have not been completed. Your student is required by New York State law to receive these services and you are concerned about their academic well-being.

What are the steps you would take as a parent to inquire why the services have stopped? How do you advocate for your student to ensure they are receiving the services they need to be successful? What type of advocacy would you use and who would you voice your concerns to?

*Action Plan Template*

The following would be an appropriate action plan to begin the process of advocating for the student in the scenario who is not receiving services they are entitled to:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

Additional Steps (if needed):

6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_

*Advocacy for ELL Students Visual*

## ADVOCACY FOR ELL STUDENTS

<b>Type</b>	<b>Macro</b>	<b>Micro</b>
		
<b>Where?</b>	Nation-wide State-wide	Classroom School Building District- Level
<b>Who?</b>	State Representatives President	Classroom Teacher Principal ELL Teacher Parents
<b>How?</b>	Adoption of laws Court Cases	Parent-Teacher Communication Conferences