Effective Advocacy Strategies for Teacher of ELLs: How to Improve Educational and Life Outcomes for Learners

Presented By: James Wolf
Welcome!

As you enter, complete the Identity Box activity you received to reflect on who you are and who your students are.

Be prepared to share.
**Goals of today**

You will be able to...

- describe advocacy for ELLs, provide examples, and explain barriers to this work.

- apply specific strategies and tools to overcome these barriers and effectively improve educational and life outcomes for ELLs.
Agenda of the Professional Development Session

1. What is the problem?
   - Definition and Introduction to Advocacy

2. What do we know about the problem?
   - How we advocate for ELLs
   - Barriers we face

3. Why should we care?
   - How this affects our students

4. How can we solve it?
   - Practical solutions and opportunities for application
What is the problem?
What is advocacy for ELLs?

- Advocacy is recognizing that there is a problem and acting to solve it. Its focus is on the improvement of educational and life outcomes of ELLs (Harrison & McIlwain, 2020; Linville, 2020).
- Our beliefs around advocacy often predict whether we will advocate for our learners and to what degree we do so (Maddamsetti, 2020; Palmer, 2018).
What does the recent literature tell us about how we advocate?

- Instructional advocacy (Harrison & McIlwain, 2020; Linville, 2020; Maddamsetti, 2021)
- Collaboration with others (Haneda & Sherman, 2018; Jaffe–Walter, 2018)
- Connecting ELLs and their families with resources (Shapiro & Ehtesham–Cating, 2019)
- Speaking up at the district, state, and national levels (Harrison & McIlwain, 2020; Jones et al., 2017)
What barriers do we face?

- Xenophobia and discriminatory attitudes
- Parkhouse et al. (2020) interviewed 16 ENL teachers who described comments from their colleagues referring to ELLs as “illegals” and stating their disdain for ELLs’ presence in schools.
What barriers do we face?

- Lack of support from various stakeholders

  - Harrison and McIlwain (2020)'s survey and interview data show that three-fourths of 70 ENL teachers faced resistance to their advocacy work from colleagues and administrators.

  - Maddamsetti (2021) observed and interviewed ENL teachers who shared that their advocacy work was undermined by colleagues.
What barriers do we face?

+ Ideological differences (i.e., what does advocacy really mean?)
  
  + Raubaugh and Purmensky (2021) interviewed two teachers who described lack of clear guidelines from districts about how to support ELLs.
  
  + Linville (2020) found that knowledge of advocacy as part TESOL standards positively indicated actual advocacy work.
What does this mean for Joyce Central School District?

+ We have seen the increase in ELLs coming from various backgrounds (cultural, linguistic, socioeconomic, etc.)
+ How do we consider their various and individual needs?
+ How have we already spoken up for these students? What more can we do and what additional support do we need?
Solutions to the Problem
Collaboration within our school buildings

“We have a program set up here where we [ESL teachers] can go observe other classrooms. I’ve taught two or three lessons in each of their rooms because they wanted support [in teaching ELs]’ – Ms. McDonald” (Haneda & Sherman, 2018).

+ Co-teaching relationships
+ Co-planning and educating of others
+ Sharing of materials, strategies, and tools
# Co-teaching / Planning Resources

## Co-teaching for ELLs - Weekly Planning Template

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Co-teaching Planning Model(s)(Infographic(s) Identify specific roles of each teacher)</th>
<th>Materials &amp; Learning aids needed. Who is responsible for supplying materials, aids, etc.?</th>
<th>Activities</th>
<th>Evaluation &amp; Assessment Adaptations, Accommodations</th>
<th>Post-Lesson Evaluation and Debrief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Content Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue.</td>
<td>Content Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed.</td>
<td>Content Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thur.</td>
<td>Content Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>Content Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Objective (Including CCSS Anchor Standards)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Co-teaching / Planning Resources

## Co-Teaching for ELLs Daily Lesson Planning Template

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Content Objective (Including CCSS Anchor Standard)</th>
<th>Language Objective (Including CCSS Anchor Standard)</th>
<th>Co-teaching model(s)/technique(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learner Activities (Including Language and Content Accommodations)</th>
<th>Content Teacher Role/Activities</th>
<th>ESL Teacher Role/Activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment/Evaluation (Include Accommodations for Language Proficiencies)</th>
<th>Notes on Individual Students</th>
</tr>
</thead>
</table>


## Co-Teaching for ELL Collaborative Planning Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Collaborative Activity</th>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
</table>

## Co-Teaching for ELLs Reflective Log for Self-Assessment after Instruction

<table>
<thead>
<tr>
<th>Date</th>
<th>What worked today?</th>
<th>What we could improve?</th>
</tr>
</thead>
</table>


http://www.edmodo.com/post/502
Advocacy Beyond the Local Context - What we Need to Know

“Resist the bad parts, and communicate those differences clearly to our elected officials. I say that’s true at the federal level, it’s true here at the state level” (Jones et al., 2017).

+ New York State Legislation
  + Commissioner's Regulations Part 154 (A comprehensive guide and regulation to outline schools’ responsibilities regarding identification, program placement, instruction, and evaluation of ELLs, as well as P.D. for teachers)
Advocacy Beyond the Local Context – What we Need to Know

“Resist the bad parts, and communicate those differences clearly to our elected officials. I say that’s true at the federal level, it’s true here at the state level” (Jones et al., 2017).

+ National legislation
  + Civil Rights Act of 1964
  + Equal Educational Opportunities Act (1974)
  + Every Student Succeeds Act (2015)
  + Deferred Action for Childhood Arrivals (DACA)
For More Information...

+ New York State Department of Education

+ New York State Office of Bilingual Education and World Languages
How do We Overcome Barriers?

+ As we watch, consider how you advocate in similar ways. What new strategies did you learn about?
Using and Sharing the Implicit Bias Test

+ Link to Implicit Bias Test from Harvard University

+ What do we and our colleagues stand to learn from a resource such as this?

Let’s Put it All Together!

+ In groups, we are going to produce action plans for various scenarios.
+ How would you and your colleagues advocate according to what you learned today?
+ After you create a plan, use the checklist provided to ensure your plan is helpful and effective.
**Advocacy Checklist**

**Instructions:** Use the following checklist as you create a plan of action for your advocacy work. Keep in mind each of these elements to help aid in advocating effectively.

- The sustaining of students’ varied identities and home languages were considered and prioritized
- The problem was discussed with my students and/or their families and their input and suggestions were prioritized
- I have considered my own identity and positionality and how this might affect my perspective
- My advocacy engages allies within my building and district, or I can effectively advocate on my own in this case
- I am aware of any laws or policies at the local, state, and national level that may impact the problem or solution
- I have considered possible resistance (lack of administrative and/or community support, resources, ideological differences with others, etc.) I may face and brainstormed solutions
Thank you for joining today!

Please feel free to reach out with any questions or comments you would like to discuss/share.
References


References
