



Improving English Learners' Achievement through Collaboration and Advocacy

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Topics of Presentation

- Supporting EL achievement through focus on two areas of advocacy
 1. Inclusive teacher evaluation & coaching framework to foster equity for ELs and their teachers
 - Examine 4 principles, look-fors & coaching conversations
 2. Role of ELD, content teachers & administrators to strengthen collaboration
 - Analyze a case study using EL student data

colorincolorado.org/blog



The screenshot shows the homepage of the Colorín Colorado blog. At the top, there are social media icons for Facebook, Twitter, RSS, and YouTube, followed by links for "En español", "About Us", and "Newsletters". The WETA logo is also present. The main header features the "¡Colorín colorado!" logo with a cartoon boy reading a book, and the tagline "A bilingual site for educators and families of English language learners". To the right of the header is a search bar and a colorful illustration of children playing and a bull. Below the header is a navigation menu with links: "ELL Basics", "School Support", "Teaching ELLs", "For Families", "Books & Authors", "Videos", "Audience", and "Resource Library". The breadcrumb trail reads "Home > Resource Library > Common Core and ELLs: Colorín Colorado Blog". Below the breadcrumb trail are social media sharing icons for print, email, Facebook, Twitter, Google+, and Pinterest. The main title of the page is "Common Core and ELLs: Colorín Colorado Blog". To the left of the introductory text is a photo of a young girl smiling and holding a pencil. The introductory text reads: "Welcome to our Colorín Colorado blog! This blog is focused on the implementation of the Common Core State Standards (CCSS) with English language learners. The blog includes updates from the ELL field about language proficiency standards, assessments, and professional development, as well as ELL considerations for other initiatives around the CCSS. We'll also include updates from our [Common Core and ELLs](#) resource section."

Home > [Resource Library](#) > Common Core and ELLs: Colorín Colorado Blog

Common Core and ELLs: Colorín Colorado Blog

Welcome to our Colorín Colorado blog! This blog is focused on the implementation of the Common Core State Standards (CCSS) with English language learners.

The blog includes updates from the ELL field about language proficiency standards, assessments, and professional development, as well as ELL considerations for other initiatives around the CCSS.

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ADVOCATING FOR ELS

Advocacy in TESOL and NBPTS Standards

TESOL P-12 Professional Teaching Standards

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and **advocate for ELLs**

National Board for Professional Teaching Standards' English as a New Language Standards

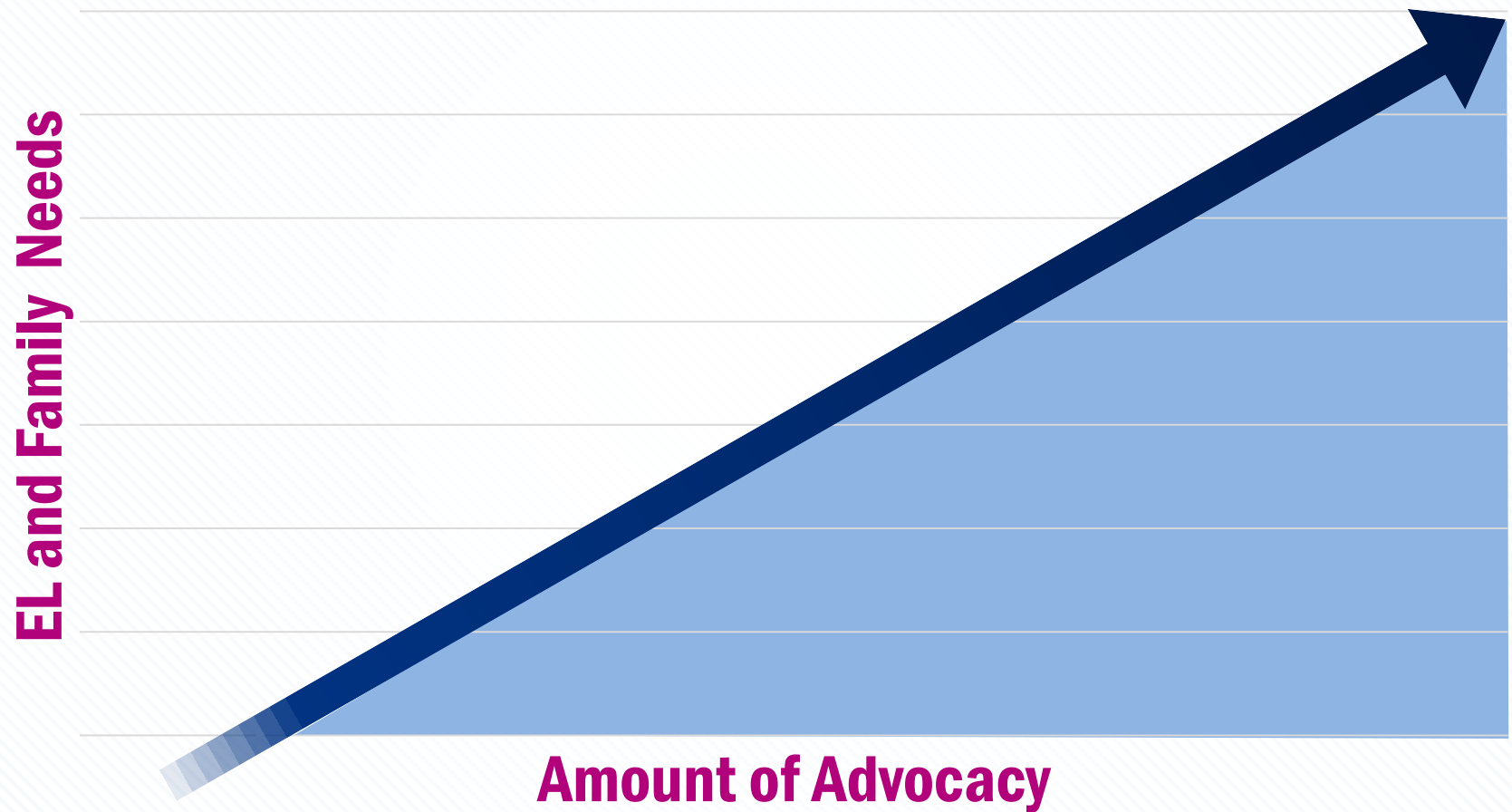
Accomplished teachers of English language learners contribute to the professional learning of their colleagues and the advancement of knowledge in their field in order to **advocate for their students.**

Definitions of Advocacy

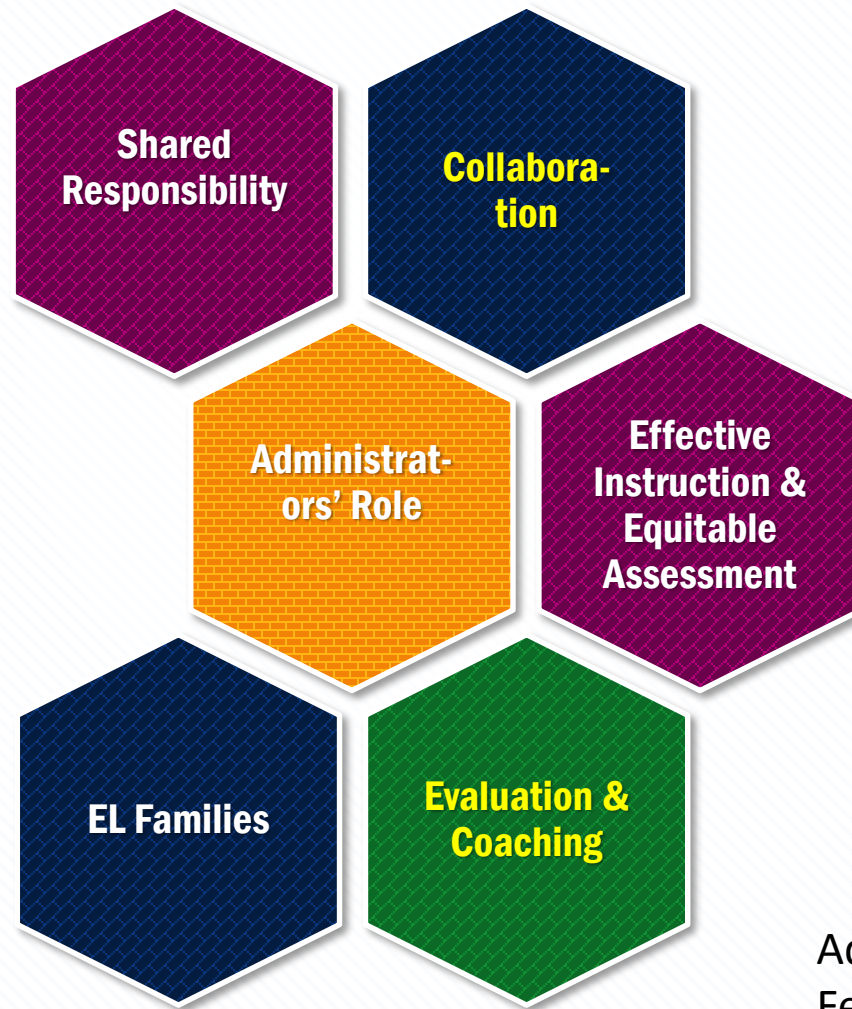
- Advocacy
 - Comes from the Latin *advocatus*, meaning “one called to aid”
 - Speaking or acting on behalf of another
- Advocate cognates:
abogado, advogado, avocat



Scaffolded Advocacy



Framework for EL Advocacy



Soft Skills (People Skills) in the Workplace

- Definition
- Examples
 - Communication
 - Teamwork and collaboration
 - Adaptability
 - Problem solving
 - Critical observation
 - Conflict resolution



Building on Soft Skills to Collaborate and Advocate on Behalf of ELs


- Begin thoughtfully
- Respect educators' expertise
- Demonstrate empathy first
- Draw from public relations skills
- Operate from strengths perspective of ELs
- Showcase EL achievement
- Offer support & time for collaboration
- Build alliances first with those who seem open

Your Sphere of Influence



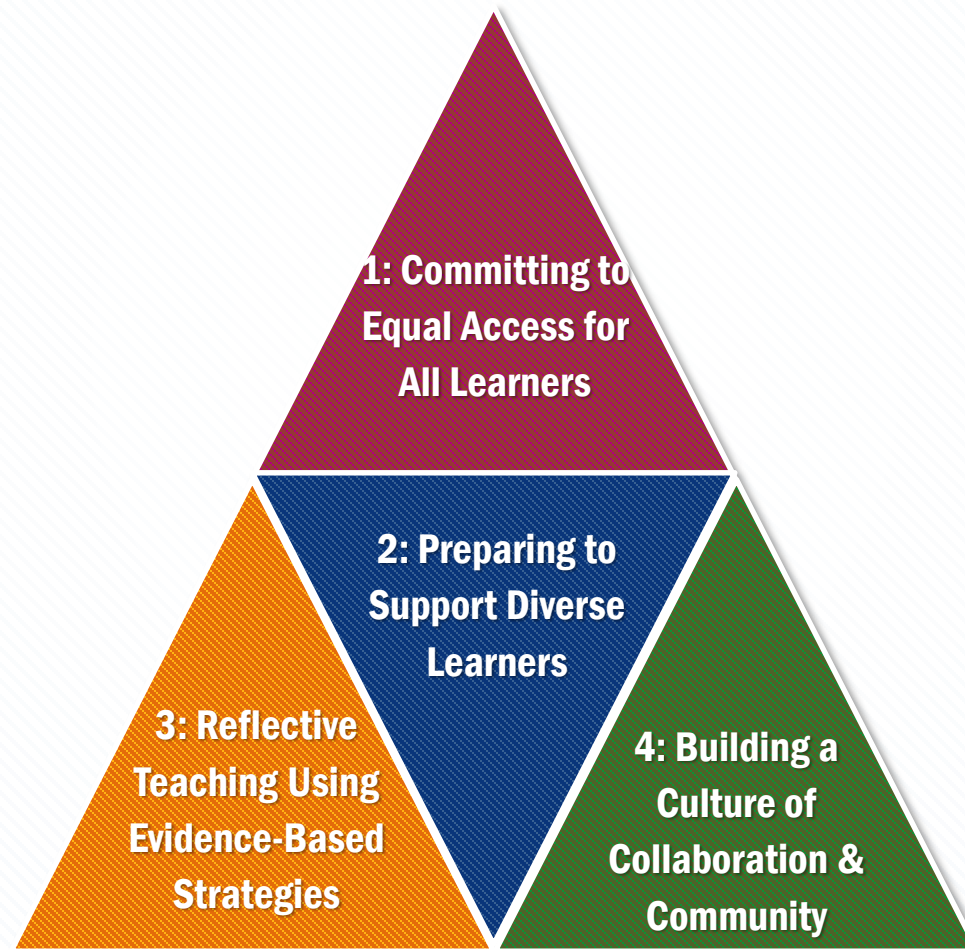
- What do I have control over in my environment?
- What do I not have control over in my environment?



A photograph of two young children, a girl and a boy, looking intently at a large globe in a library. The girl is in the foreground, wearing an orange shirt, and the boy is behind her, wearing a green shirt. The globe is blue with colorful continents. The background is a blurred bookshelf.

ADVOCACY THROUGH INCLUSIVE TEACHER EVALUATION & COACHING

EL Advocacy Through Inclusive Teacher Evaluation & Coaching

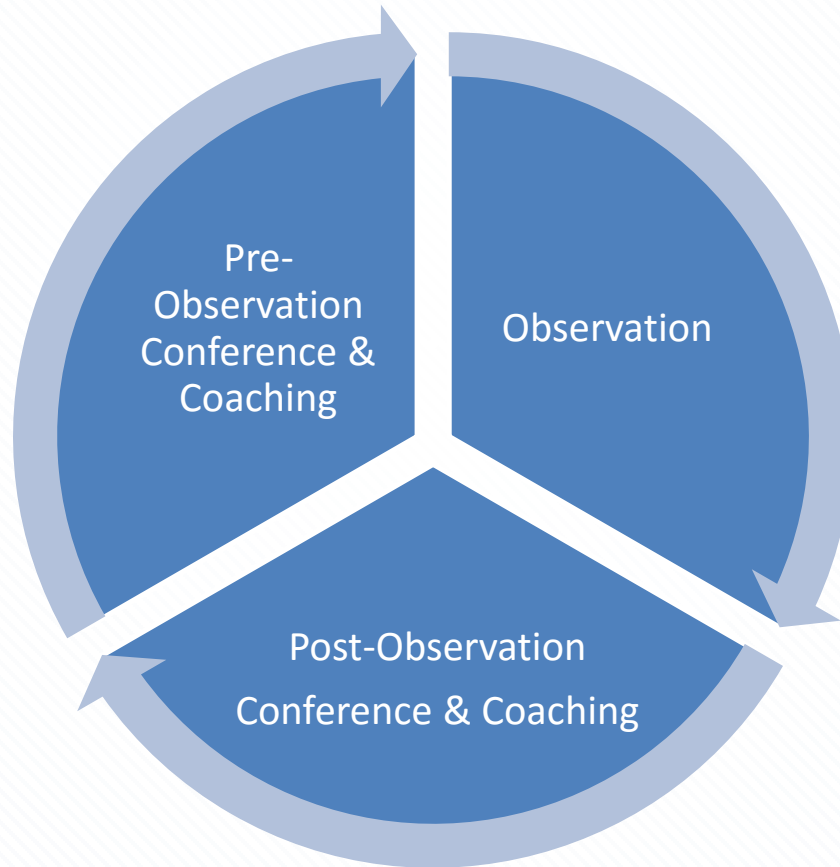


Need for an Inclusive Teacher Evaluation & Coaching Framework

- Bias in teacher evaluation of diverse learners
- Need to recognize effective teaching of ELs
- Evaluator/administrator training to recognize and develop effective EL strategies







Cycle of Evaluation & Coaching



CA Correspondence

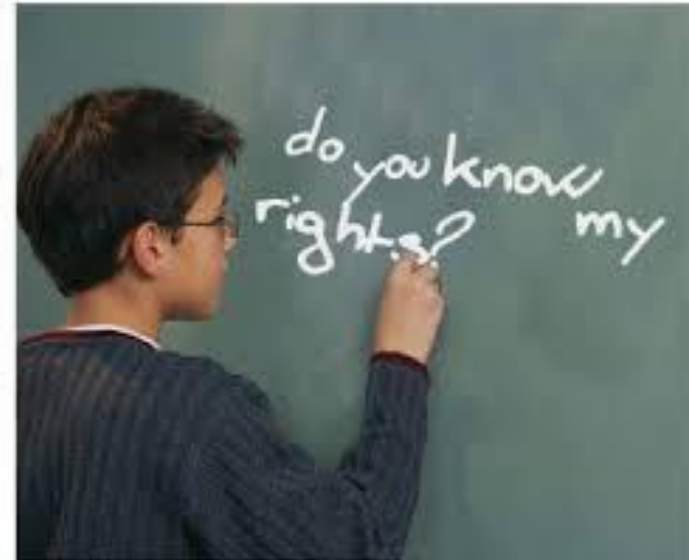
Inclusive Teacher Evaluation Principles	CA Standards for the Teaching Profession
1. Committing to Equal Access for All Learners	1. Engaging and Supporting All Students in Learning
2. Preparing to Support Diverse Learners	2. Creating and Maintaining Effective Environments for Student Learning
3. Reflective Teaching Using Evidence-Based Strategies	3. Understanding and Organizing Subject Matter for Student Learning 4. Planning Instruction and Designing Learning Experiences for All Students 5. Assessing Students for Learning
4. Building a Culture of Collaboration and Community	6. Developing as a Professional Educator

EL Equity Considerations for Administrators

Principle	Consideration
1. 	How are ELs included in curriculum mapping, formative and summative assessments, teaching strategies, professional learning communities, and other leadership opportunities?
2. 	What is the vision for including and building upon ELs' languages and cultures? Is an environment created in which ELs and their families feel valued?
3. 	How are effective teaching practices for ELs communicated and evident throughout all classroom communities?
4. 	How do educators of ELs collaborate and advocate to address & resolve issues related to ELs' learning experience?

Principle 1: Committing to Equal Access for All Learners

- Laws and precedents set in numerous court decisions
- Diverse learners' full access to the curriculum
- Adaptations for unique learners an observer can expect to see



Principle 1 Look-Fors for All Teachers of ELs

- Commits to sharing responsibility for educating ELs
- Knows and adheres to laws and policies regarding ELs' educational rights
- Aware of students' home language(s)
- Knows English language proficiency level & meaning
- Articulates type(s) of language support

Principle 1 Coaching Questions

- What is your plan for teaching academic language and content to ELs?
- What laws and policies affect how you teach and assess ELs?
- What is your vision and plan for ELs to access challenging content within your classroom?
- What are your students' home languages? How do you show that you value and build upon their home languages in your classroom?

Principle 2: Preparing to Support Diverse Learners

- Individual student backgrounds
- Student diversity
- Rationales
- Valued individuals



Principle 2 Look-Fors for All Teachers of ELs

- Maintains high expectations for ELs
- Articulates impact of ELs' culture & educational background
- Configures classroom space -> English acquisition
- Encourages risk taking in English

Coaching Questions

- What are your expectations for ELs at each level of proficiency? Why?
- How do you effectively include ELs in group work?
- How do you make your ELs feel comfortable and valued?
- Why have you chosen the strategies you use for ELs in a particular lesson?

Principle 3: Reflective Teaching Using Evidence-Based Strategies

- Universal Design for Learning
- Student-centered, varied, appropriately challenging
- Students' unique strengths, challenges, backgrounds, experiences



Principle 3 Look-Fors for All Teachers of ELs

- Encourages home language use when appropriate
- Analyzes and teaches academic language (beyond vocabulary)
- Integrates ELD standards
- Supports instruction through appropriate scaffolding techniques
- Uses multiple EL assessment data points to inform instruction

Principle 3 Coaching Questions

- Did your students use their home language in the lesson? (In what ways?) Why or why not?
- How did you teach academic language in support of content?
- How successful was your use of scaffolds for ELs in the lesson?
- How did you assess ELs? How did different types of assessment inform your instruction of ELs?

EL Lesson Implementation Checklist

Checklist for Effective EL Instruction	Yes	No	Comments
Have I created content and language objective(s) for the lesson—either separate or integrated?			
Did I share the lesson objectives in student-friendly language with my ELs?			
Did I analyze the academic language demands of the text(s) used in the lesson ⁴ prior to teaching the lesson?			
Did I teach salient academic language found in the text(s) to ELs during the lesson?			
Did I determine ELs' level of background knowledge of the topic?			
Did I provide ELs with the right amount of concise background knowledge they needed to access the content of the lesson without giving the content away?			

EL Lesson Implementation Checklist

Have I provided effective scaffolds (e.g., home language support, graphic organizers, sentence frames and/or stems) for ELs at different levels of English language proficiency so they can access the content of the lesson?			
Have I incorporated instruction of each language domain (speaking, listening, reading, and writing) in the lesson?			
Have I provided frequent opportunities and support for ELs to interact with each other and with me about the challenging content?			
Have I provided support (e.g., modeling, sentence frames, and/or sentence stems) for ELs to use academic language when they interact with each other and with me?			
Have I provided support to ELs in guessing unknown words and phrases (e.g., using cognates, using prefixes and suffixes)?			
Do the questions I used during instruction offer ELs opportunities to cite textual evidence and use higher-order thinking skills? Are these questions scaffolded for ELs at different levels of proficiency?			

Principle 4: Building a Culture of Collaboration and Community

- Professional relationships and connections to culture and community
- Collaboration (educators, students, caregivers, families, neighbors)
- Regular communication
- Shared responsibilities, skills, advocacy



Principle 4 Look-Fors for All Teachers of ELs

- Communicates effectively with families of ELs
- Engages EL families in creative ways
- Involves ELs in their education process
- Collaborates & advocates to support ELs' growth





Principle 4 Coaching Questions

- How do you communicate with families of ELs? What are some strategies you use?
- How are you working to make sure your ELs are involved in the classroom and school community?
- How do you collaborate to foster ELs' achievement?
- How do you advocate for ELs' equitable and excellent education?
- Where do you need more support?

Reflective Questions to Begin Coaching Conversations with Teachers of ELs

1. How much coaching is occurring already to support ELs?
2. What kind of coaching is happening to benefit ELs?
3. How much coaching includes the strengths and challenges of ELs?

EL Equity through Inclusive Evaluation & Coaching

Inclusive Teacher Evaluation Principle	Urgency (1, 2, 3)	Action
1: Committing to Equal Access for All Learners 		
2: Preparing to Support Diverse Learners 		
3: Reflective Teaching Using Evidence-Based Strategies 		
4: Building a Culture of Collaboration & Community 		



A group of five students and one teacher are gathered around a lab table in a science classroom. The teacher, a woman with dark hair wearing a white lab coat, is smiling and pointing at a dissection of a pig's heart in a metal tray. Four students, three girls and one boy, are looking at the dissection with interest and smiling. The students are dressed in casual clothing. On the table, there are various lab supplies including a small dish, a pencil, and a notebook. In the background, a human torso model is visible on the wall.

SUPPORTING COLLABORATION

Changing Role of the ESL Teacher



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?

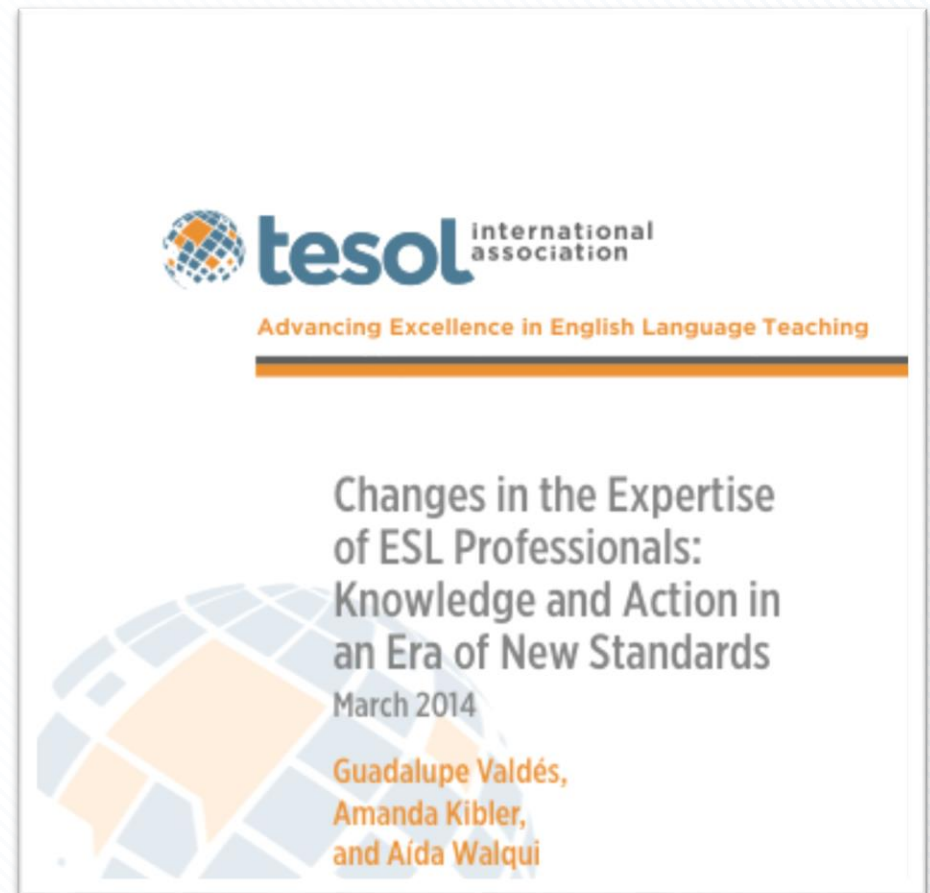
A Vision for ESL Teachers' Most Effective Roles

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

TESOL International Association (2013).

ESL Teachers' Changing Role

- Program models that include ESL teachers in intentional and systematic ways
- Co-teaching and close collaboration
- Content teachers are teachers of content and language
- PD for content teachers in SLA and best practices in supporting ELs



Content Teachers' Changing Role

- Defining expectations for collaboration around ELs
- Coordinating and co-planning with ELD teacher/specialist
- Building on ELs' strengths and addressing needs on an individual basis
- Teaching both academic language (beyond vocabulary) and content
- Knowing where to go for support

Administrators' Changing Role

- Setting the tone of valuing ELs
- Creating a shared vision for collaboration
- Creating a structure to facilitate collaboration & coaching
- Developing teachers' leadership, coaching, and advocacy skills to support ELs
- Recognizing excellent teaching of ELs

Case Study: Rosa



- 7th grader born in Mexico
- 2nd year in CA schools

2015 CELDT:

- Listening: 482 (230 – 715)
- Speaking: 489 (225 – 720)
- Reading: 448 (320 – 750)
- Writing: 419 (220 – 780)
- Overall: 466 (248-741)
 - Early Intermediate

- Areas of strength and need
- Soft skills needed to collaborate & advocate
- Role of teachers/admin
- Next steps to advocate



Closing Thought



“The focus of (EL) advocacy is education and empowerment, not rescue.”

References

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Thank you!

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