



Honing your Advocacy and Leadership Skills to Support ELs

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#Advocacy4ELs



Session Components

- How to advocate: What has changed?
- Developing leadership skills to advocate for ELs
 - Definitions
 - Examples
 - Applications



HOW TO ADVOCATE: WHAT HAS CHANGED?

NEA 5 Step Advocacy Framework

1

- Isolate the issue

2

- Identify your allies

3

- Be clear on the rights of ELs

4

- Organize and educate others

5

- Identify your outlets for change

TESOL's Recent Advocacy & Leadership-Related Work

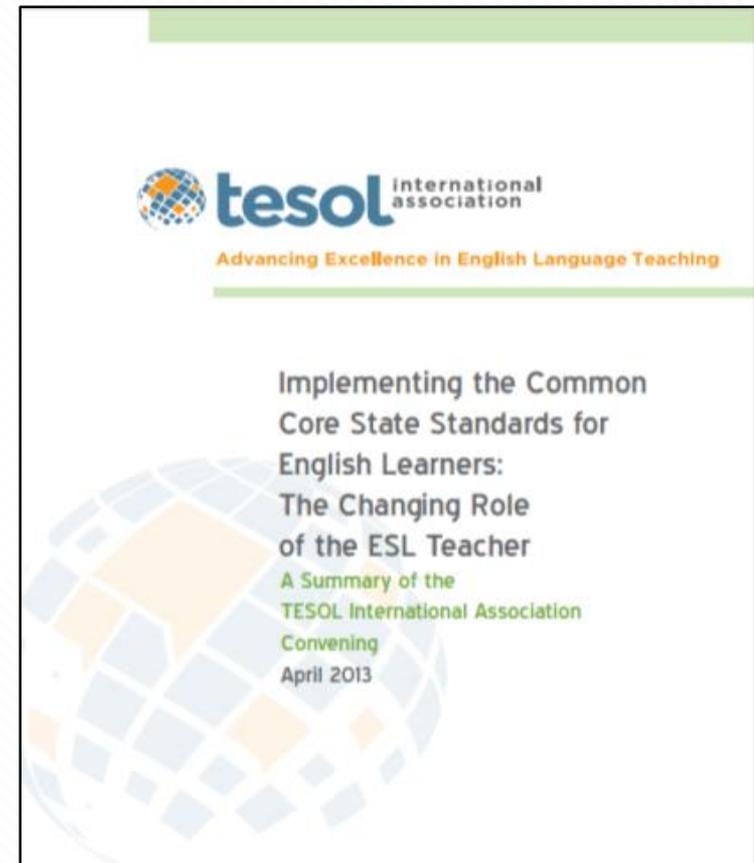
Changing Role of the
ESL Teacher (2013)

Changes in the
Expertise of ESL
Professionals (2014)

Preparation of the
ESL Educator in the
Era of CCR
Standards (2016)

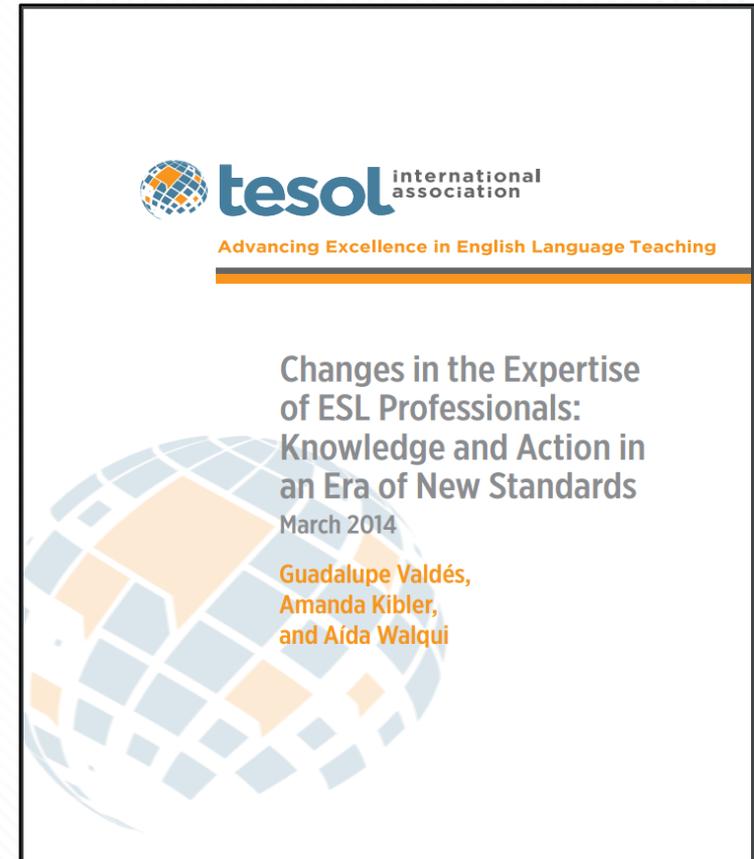
Role of the ESL Teacher

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



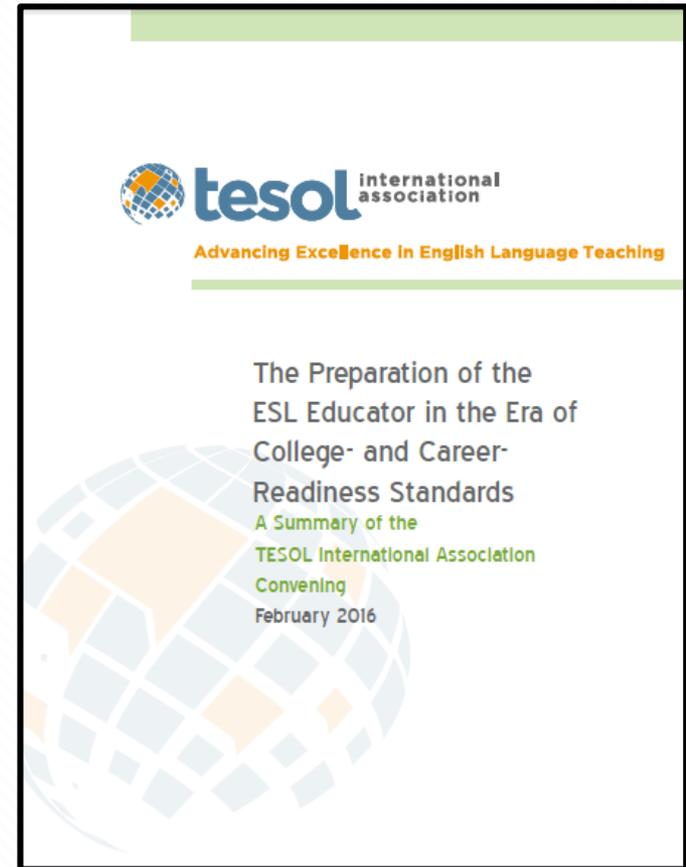
Changes in Expertise of ESL Professionals

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



Preparation of the ESL Educator in the Era of College- and Career Readiness Standards

1. What has changed for ESL educators with implementation of CCRS
2. Current professional preparation of ESL educators
3. Vision for **how preparation of ESL educators should change**
4. Recommendations for policy changes to support ESL educators



Recommendation

- In order to advocate for ELs, ESL teachers must leverage and build leadership skills.
- Discussion:
 - In what ways are you prepared to be a leader in order to advocate for ELs?
 - What kind of skills do you need to extend your sphere of influence and benefit ELs in your school, district, and the state?





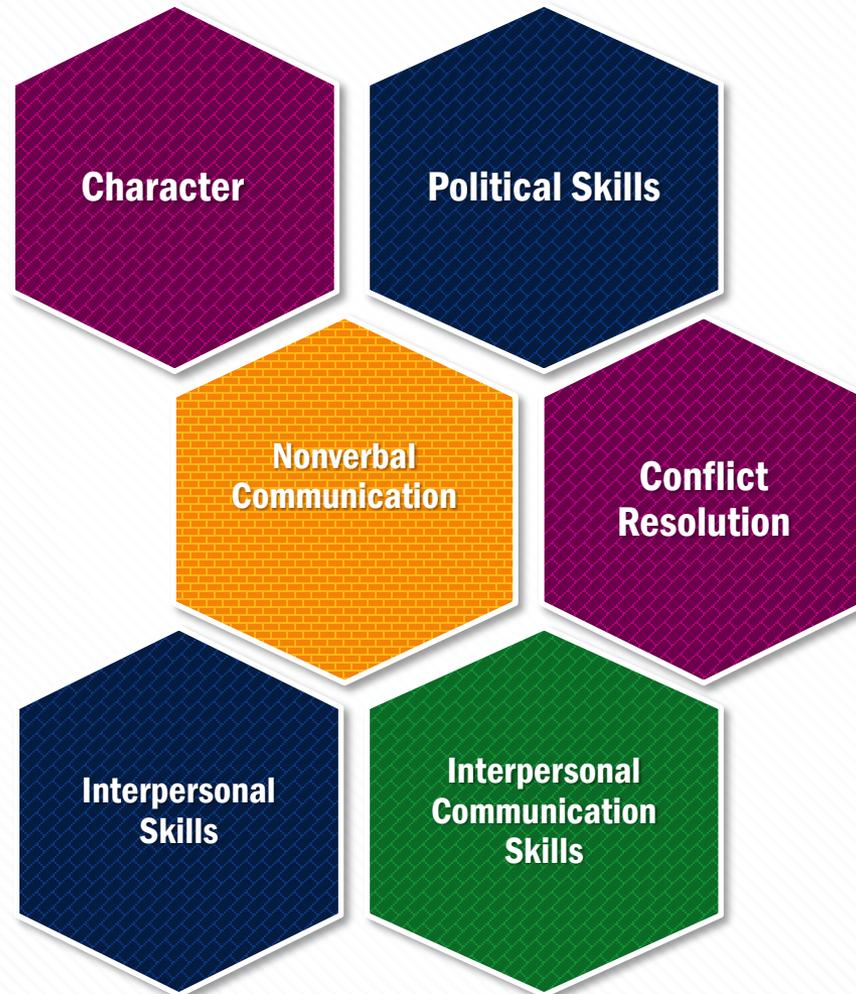
DEFINING LEADERSHIP IN SERVICE OF ELS

Definitions of Leadership

- Think of a leader in your context
- Definition: “The process of influencing ...the behavior of others in order to reach a shared goal”*
- Most people would rather work for a “lovable fool” than a “competent jerk.”**

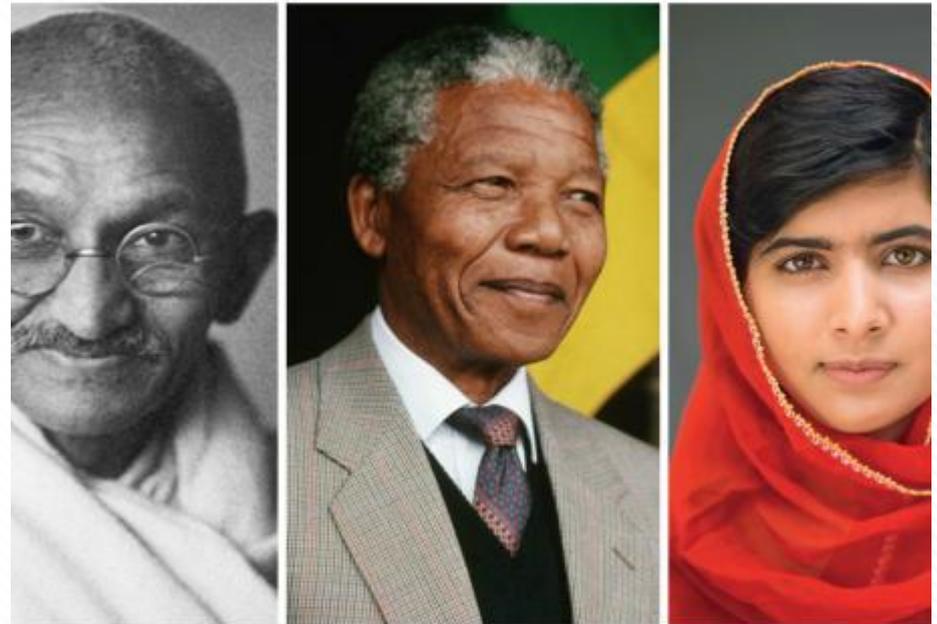


Selected Leadership Skills Framework



Character

- Purposeful and principled moral self that reflects the values, principles, and ideals of the collective to which the leader belongs
- Credibility
- Trustworthiness
- Persuasive influence
- Consistency



Jennings & Hannah, 2014

Political Skills

- Social astuteness
- Interpersonal influence
- Networking ability
- Sincerity, integrity, honesty, openness
- Leader charisma
- Not seen as manipulative



Nonverbal Communication

- May be more important than verbal communication
- Examples:
 - Gazing at the end of a statement to invite others to speak up
 - Choice of seating
 - Nodding
 - Body openness
 - Visual dominance
- Gender & nonverbal communication



Conflict Resolution

- Conflict: an emotion-evoking experience
- Manage their own & others' emotional experiences
- Establish norms, rules, expectations for dealing with conflict
- Recognize, regulate, and express emotions
- Refocus on tasks at hand



Interpersonal Skills

- Communication
- Relationship development
 - Developing trust
 - Intercultural sensitivity
 - Providing feedback
 - Motivating and persuading others
 - Supporting others
 - Showing empathy



Pichlan & Beenen, 2014

Interpersonal Communication Skills

- Emotional expressiveness
- Emotional sensitivity
- Emotional control
- Social expressiveness
- Social sensitivity
- Social control





APPLICATION

Advocacy Application 1: Self-Assess Your Leadership Skills

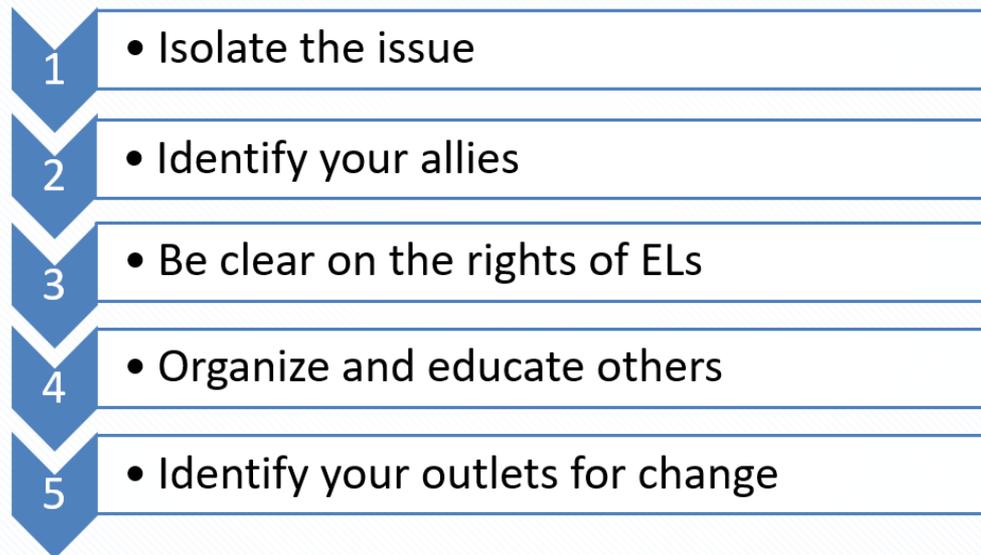
Leadership Skills Self-Awareness Checklist

Leadership Skill or Attribute	Description	My Rating: Low (1) to High (5)
Character	Moral self that reflects principles and ideals of the collective to which the leader belongs; trustworthiness, credibility	1 2 3 4 5
Political skills	Social astuteness, networking ability, sincerity, integrity, honesty, charisma	1 2 3 4 5
Nonverbal communication	Sensitivity to followers, use of accepted behaviors such as nodding, body openness	1 2 3 4 5
Conflict resolution	Manage own & others' emotional experiences; establish norms, rules; refocus on tasks at hand	1 2 3 4 5
Interpersonal skills	Relationship development, trust, intercultural sensitivity, providing feedback, motivating & persuading others, empathy, support, empathy	1 2 3 4 5
Interpersonal communication skills	Skill in sending and receiving nonverbal and emotional messages, listening and speaking skills, engaging others in conversation	1 2 3 4 5



Advocacy Application 2: Brainstorm Your Advocacy Issue and Steps

1. Using the handout, briefly brainstorm your advocacy issue and sketch out the steps.
2. Next, rank the leadership skills you'll need.



Advocacy Application 3: Develop Talking Points

What: A succinct statement

Why: More effective interaction and engagement with content teachers and administrators

How: Develop talking points to:

1. Advocate for students, families, and yourselves
2. Insert yourselves in policy and practice conversations
3. Anticipate and respond to pushback

Reflection

- What is the EL advocacy issue you'd like to focus on?
- What leadership skills will you draw from?
- What kind of skills do you still need to extend your sphere of influence and benefit ELs in your school, district, and the state?





Thank you!

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