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

National Education Association, 2015
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.”**

*Northouse, 2007; Stogdill, 1950 as cited in Darioly & Schmid Mast, 2014, p. 74
**Casciaro & Lobo, 2005
Selected Leadership Skills Framework

Character

Political Skills

Nonverbal Communication

Conflict Resolution

Interpersonal Skills

Interpersonal Communication Skills

Adapted from Riggio & Tan, 2014
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

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

Staehr Fenner & Snyder (in press). Adapted from Riggio & Tan, 2014.
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.

- Isolate the issue
- Identify your allies
- Be clear on the rights of ELs
- Organize and educate others
- Identify your outlets for change
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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