



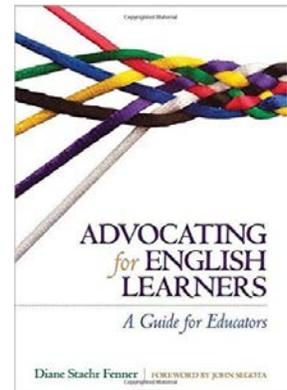
Advocating for English Learners: A Guide for Educators

by Diane Staehr Fenner (Corwin, 2014)

Book Study Discussion Questions

Chapter 1: Need for Advocacy for English Learners

1. In reading about the urgent need for advocacy for ELs described in Chapter 1, what particular ideas struck a chord with you regarding the needs of ELs in your context?
2. What actions are already being taken to advocate for ELs in your context (either by you or others)? How would you like to extend these actions?
3. How might you explain the concept of *scaffolded advocacy* to a colleague? Why is this an important concept in the work that you do with ELs and their families?



Chapter 2: Creating a Shared Sense of Responsibility for Teaching English Learners

1. What is a goal that you have for increasing your understanding (or strengthening the understanding of colleagues) of the strengths and needs of ELs and their families?
2. What are some steps that you might take in your context to support your colleagues in developing greater empathy for ELs and their families?
3. In what ways do you feel that your school or district demonstrates a shared sense of responsibility for ELs? In what ways could it improve?

Chapter 3: How Teachers Can Collaborate to Expand Advocacy Efforts for ELs

1. Which of the tools for collaboration to expand EL advocacy that were presented in the chapter would you like to try out in your context? What steps will you take to implement this particular tool?
2. Describe a professional collaborative relationship that you have that is working well and is supportive of ELs. What makes that relationship successful?
3. How can you emulate the characteristics of that relationship with other colleagues?

Chapter 4: Advocacy Overview for School and District Administrators

1. After reading this chapter and reflecting on the climate towards ELs in your context, what are some of the positive steps that are already being taken to create an environment that is supportive and inclusive of ELs and their families?
2. What areas do you think need improvement in your context for ELs and their families? Why?
3. What challenges do you anticipate in creating a climate that is supportive of ELs and their families? How will you address them?

Chapter 5: Increasing EL Families' Involvement Through Building Their Advocacy Capacity

1. Describe a success that you have had engaging EL families in your school or community. What made it a success? What steps did you take to foster that success?
2. After reading Chapter 5, in which areas do you think your school or district needs the most improvement to increase EL family involvement (e.g., understanding their backgrounds and needs, creating a welcoming environment, communicating information, supporting EL families as leaders)? Why?
3. What is one goal that you have to better support EL family involvement and engagement? What are your steps to reach this goal? With whom can you collaborate?

Chapter 6: Advocacy Through Effective Instruction of ELs

1. What are the top three instructional strategies for supporting the academic engagement and achievement of ELs currently being used in your context?
2. After completing Figure 6.1, Planning for the Instruction of ELs checklist on page 149, which EL lesson planning elements would you like to incorporate more frequently into your instruction? What types of resources and support might you need to do so?
3. Which EL lesson planning elements would you like to see your colleagues incorporate more frequently into their instruction? What steps would you take to facilitate their use of effective strategies for EL instruction?

Chapter 7: Advocating for ELs in Assessment

1. What are the three most significant advocacy issues for ELs in terms of assessment in your context (e.g., using ELP data, selecting and implementing accommodations, identifying ELs for special education and gifted and talented programs)?
2. How is data about EL performance on ELP assessments shared with educators in your context? To what extent are all teachers of ELs able to use this data to shape their instruction? What can you do to improve the use of data for instruction of ELs?
3. What role do you have in selecting and/or implementing accommodations for ELs on content assessments (including during instruction)? What can improve this process?

Chapter 8: Advocacy for ELs' Success Beyond Grade 12

1. What are the most significant advocacy issues for ELs in your context in terms of students' access to career and continued education opportunities?
2. What steps might you take to address these issues? With whom could you collaborate?
3. What is your school, district, or state's approach toward post-secondary education and/or employment opportunities for undocumented students? What type of response do you feel would most effectively support the ELs and their families that you work with? What could your role be?