

Honing Your Advocacy and Leadership Skills to Support ELs

EL Leadership Actions:

- a. Taking initiative to make changes and advocate for ELs and yourself
- b. Proactively serving as a resource
- c. Communicating effectively
- d. Continuing your own professional development

_____ **Scenario 1:** In an IEP meeting with teachers and parents of an EL, the ESOL teacher asks the EL parents to sit at the head of the table, signaling respect for them. She is cognizant of making eye contact with the ELL parents and makes sure she does not interrupt them when they speak. She arranges for an interpreter to be present at the meeting and briefs the interpreter on what is going to take place during the meeting. She is sure to recognize how the parents support their daughter's education and are involved in her schooling. In meeting with EL parents, she makes them feel welcome, which develops their mutual trust.

_____ **Scenario 2:** An ESOL teacher learns about a webinar on EL research and strategies that's happening after the school day in two weeks. He asks his grade level colleagues and assistant principal if they would like to join him for the webinar. During the webinar, he takes notes and also asks his colleagues to share their take-aways and questions that remain. A few days after the webinar, the ESOL teacher shares his group's learning at a staff meeting. He then approaches his assistant principal to begin a book study to delve into the strategies further, inviting a larger group of colleagues and leading the book study sessions.

_____ **Scenario 3:** An ESOL teacher consults with her school's test coordinator to find out what accommodations are allowed on state content exams for ELs. The ESOL teacher ensures that he is included in assessment planning meetings in which state content tests are discussed. The ESOL teacher works with the guidance department to produce a list of the ESOL students, their English language proficiency levels, and the state assessments they'll be taking that year. The ESOL teacher collaborates with the students' content teachers to come up with a plan for which students receive which accommodations on their assessments. The ESOL teacher follows up with school administrators to ensure EL parents are informed of the accommodations in their home languages and, in some cases, with a phone call in their home languages.

_____ **Scenario 4:** A co-teaching team has different ideas on how to utilize the ESOL teacher's skills in the third grade team. The ESOL teacher senses something is not quite right and thinks about her approach to addressing the issue so that she can effectively serve her students and not be spread too thin. At the beginning of the grade level planning meeting, the ESOL teacher helps establish norms, rules, and expectations for the meeting. When the conversation gets a bit heated, she refocuses the group on the tasks at hand (determining how to utilize the ESOL teacher's skills) while recognizing the team members' emotions. The group then successfully determines a path forward to support the grade's ELs and keep the ESOL teacher's workload within reasonable limits thanks to the ESOL teacher's leadership.

Step 1: Reflection

EL Leadership Skills	EL Leadership Actions
<ul style="list-style-type: none"> • Character • Political skills • Nonverbal communication • Conflict resolution • Relational skills 	<ul style="list-style-type: none"> • Taking initiative • Proactively serving as a resource • Being an effective communicator • Continuing your own professional development

Step 2: Reflection Questions

1. What area(s) am I strongest in? Give an example.
2. What area(s) might I need to grow in? Give an example.
3. What implications are there for my leadership in advocating for and supporting ELs?

Step 3: Action Plan

Leadership Objective	Step to Achieve Objective	Success Criteria	Timeframe	Resources Needed
1.				
2.				
3.				