NEA Strategic Goal and NEA Organizational Priority

- NEA Strategic Goal
  Strategic Goal 2: Empowered Educators for Successful Students

- NEA Organizational Priority
  - Early Career Educators
  - Institutional Racism/Racial Justice in Education
COMPETENCY: Advocacy

• NEA Leadership Competency Progression Levels
  – Level 1: Foundational
  – Level 2: Mobilizing & Power Building

• NEA Leadership Competency themes
  – Engages community around issues supporting student learning
  – Interprets and acts on social justice initiatives
To engage in discussions about advocacy on behalf of ELLs, issues facing educators of ELLs, and partners in advocacy.

To start developing an advocacy plan so you can be an agent of change.
ELL work is critical to the NEA and our members

* English Language Learners (ELLs) are the fastest growing segment of the public school –comprising 10 percent of all students nationwide (grades pre-K through 12).
* By 2025, nearly one out of every four public school students will be an English Language Learner.
* As the number of ELLs grows, for example, more educators will be faced with the challenge of providing effective second language literacy instruction.

Learn the reasons to these statements and more, compiled from recent research briefs and articles at: What You Need To Know About ELLs: FAST FACTS
Why We Care

Equality

Equity
✓ Includes landmark cases related to ELLs
✓ Describes actionable issues
✓ Provides comprehensive list of organizations

5 Steps to ELL Advocacy

* Isolate the issue
* Identify your allies
* Be clear on the rights of ELL students
* Organize and educate others
* Identify your outlets for change
5 Steps to ELL Advocacy Sort

1. Isolate the Issue
2. Identify Your Allies
3. Be Clear on the Rights of ELL Students
4. Organize and Educate Others
5. Identify Your Outlets of Change
1) Isolate the issue

• Clarify the source of the issue. For example, do ELL families not attend parent-teacher conference because they happen when families work?

• Once the root issue has been identified, you can plan appropriate action.
2) **Identify your allies**

- Advocacy occurs alongside varied partners
- Foster relationships with others and be willing to listen to opposing viewpoints
- Don’t dismiss those who do not share your beliefs
3) Be clear on the rights of ELLs

• Have a clear understanding of policies and laws
• Advocate from a position of what is ethically right and legally rights
• Know the court victories that protect rights and establish educational standards
4) Organize and educate others

- Remember you are not alone
- Discuss issues impacting ELLs at community events
- Expand your network of allies and inform others about issues
5) Identifying your outlets for change

- Consider asking these questions:
  - What can I do in my classroom?
  - What can I do in my school?
  - What can I do in my district?
  - What can I do in my community?
  - How can I collaborate with other non-school-based communities?
Know the Laws

• Mendez v. Westminster School District, et al. (1946)
• Castaneda v. Pickard (1978)
• Plyler v. Doe (1982)
Returning Home

As an educator, what is an issue facing your ELLs that you want to advocate for?

*ALL IN! How To Advocate for English Language Learners*

5 Steps to ELL Advocacy

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Partnerships

* We are proud to continue our work with our partners such as:

* National Association for Multicultural Education (NAME)
* Teachers of English to Speakers of Other Languages (TESOL)
* American Federation of Teachers (AFT)
* Office of English Language Acquisition (OELA)
* WETA’s Colorín Colorado
Questions

Hopefully the NEA’s practical ELL advocacy handbook has resonated with you and has helped you isolate an advocacy issue you’d like to focus on in 2017-18.

* What is that issue?
* Who are your allies, and how will you advocate with them on behalf of ELLs?

We’d love to hear your thoughts!

NEA Contact: Luis –Gustavo Martinez, NEA Senior Policy Analyst
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Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Inform colleagues of the federal laws affecting ELLs
  – Share the ALL In! Advocacy Guide with colleagues
  – Developing a plan to advocate for ELLs
Thank You for Coming

• Please complete the evaluation for this breakout session!
• Please visit the Leadership Development Resources website at
  www.nea.org/leadershipdevelopment