

National Education Association's

Professional Development Program for Educators Working with ELLs

Advocacy for English Language Learners

Participants will be able to:

- Define advocacy for English Language Learners (ELLs)
- Identify the need for advocacy in relation to ELLs
- Practice key steps in advocating for ELLs
- Develop an advocacy action plan to determine professional goals for advocating for ELLs in their schools

Assessment for ELLs

Participants will be able to:

- Describe the purpose of and issues related to the assessment of ELLs
- Use data from state English language proficiency (ELP) assessments to inform instruction of ELLs
- Develop and/or adapt formative and summative assessments
- Select appropriate accommodations from those available to ELLs on state tests

Standards-Based Instruction and Lesson Development for ELLs

Participants will be able to:

- Describe the implications for a College and Career-Ready standards-based curriculum on ELLs' learning and achievement.
- Analyze academic language demands of standards-based lessons.
- Implement strategies to support ELL learning and achievement within a standards-based curriculum framework.

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Second Language Acquisition

Participants will be able to:

- Demonstrate an understanding of language acquisition theory and stages of language development
- Use knowledge of second language acquisition theories to inform instruction, and
- Demonstrate an understanding of the role of students' home language in their acquisition of English and the need to support home language development.

Issues of Equity and Culture

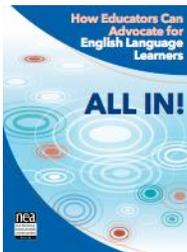
Participants will be able to:

- Recognize the diversity within the ELL community and demonstrate the role this has on instruction,
- Incorporate knowledge of the role of culture in language learning into instruction,
- Demonstrate understanding of the funds of knowledge that students bring to the classroom and how to incorporate and build on students' strengths and cultural backgrounds during instruction, and
- Demonstrate understanding of the role that culture plays in forming partnerships with ELLs and their families

Recent Publications

All In! How Educators Can Advocate for English Language Learners

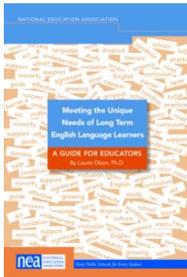
(https://www.nea.org/assets/docs/18285_ELL_AdvocacyGuide2015_low-res_updated_6-23.pdf)



The NEA's publication on advocacy for ELLs is intended for a broad audience of readers to access five (5) steps to action in partnership with stakeholders. The steps are steeped in the educational issues and experiences of educators, ELLs, and their families. Issues included in the guide include: curriculum access and language rights, educator training and preparation, partnering with families and communities, fair school funding, and voices from the field.

Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators

(https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf)



Written for educators, administrators, and policymakers, this booklet provides a research-based overview on the large number of Long Term English Language Learner students, who despite having been enrolled in United States schools for more than six years, are not progressing towards English proficiency but are continuing to struggle without the English skills needed for academic success.

Information and recommendations highlighted in this booklet are backed by expert research, data on more than 175,000 Long Term English Language Learners (LTELs) in California schools, and the documented experiences of educators and schools piloting best practices to meet the needs of current LTELs and prevent the creation of new generations of LTELs.

The genesis of this booklet on meeting the needs of Long Term English Language Learners is NEA New Business Item 50, adopted by the 2012 NEA Representative Assembly.

NEA will work with partner organizations to highlight best practices that meet the unique educational needs of Long Term English Learners, through NEA's existing social network and other electronic media. Long Term English Learners are students who have remained Limited English Proficient for six or more years.
