

LA 6.5: Organizing for Advocacy for ELs and Their Families

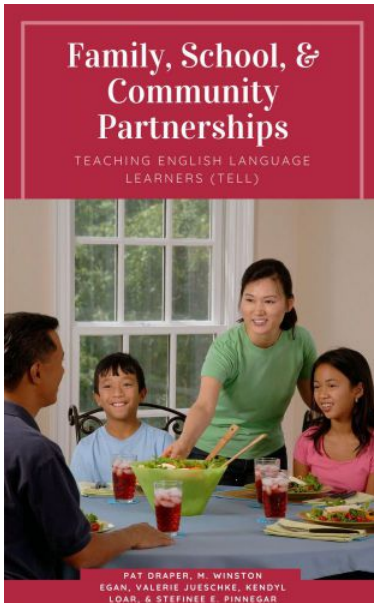
Advocacy Position Paper and Presentation



Learning Outcome	Pedagogical Intent	Student Position
<p>Provide support and advocacy for ELLs and their families.</p> <p>Employ strategies to empower parents/families to participate in their child's education.</p> <p>Assessment: 25 pts.</p> <p>TA: 25 Minutes</p>	<p>Teachers can become advocates for the students they teach and their families.</p> <p>Advocacy results in firmer commitments to the work they do.</p> <p>This greatly impacts their work with students.</p>	<p>Students have learned about families and creating partnership plans with community people and businesses.</p> <p>The third major project for this class is the Advocacy Position Paper and Presentation. They will begin preparing for this, due in session 8.</p>

Instructions

1. You will meet in the advocacy groups you chose in session 5 and work together on the advocacy paper. Use these [instructions](#) to guide your work on this assignment.
2. Review another topics sheet found in this link: [topics](#) document to start your thinking about determining a position for which you could take in this advocacy assignment.
3. Once you select a topic, share it with the facilitator who will keep a list. This way every group will focus on a different topic for advocacy.
4. The group will continue to organize for equal work, assigning each member to prepare their part of the assignment for the paper as well as to bring ideas for creating a power point for the presentation to session 7.
5. In session 7 you will be given time to work on this. The presentation will be done in session 8.



Draper, P., Egan, M. W., Hales, V., & Pinnegar, S. E. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>