

LA 7.3: Preparing for Advocacy

Developing an Advocacy Stance



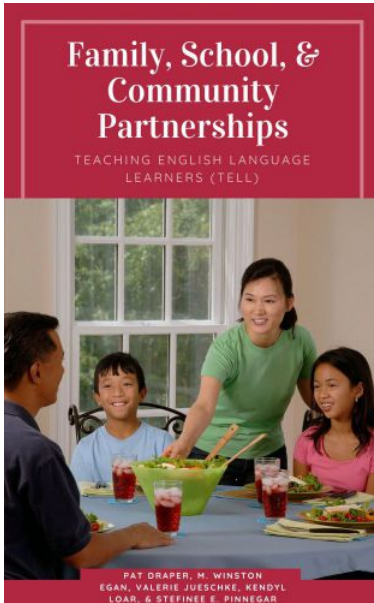
Learning Outcome	Pedagogical Intent	Student Position
<p>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</p> <p>Work in partnerships with families and communities to create positive learning environments.</p> <p>Assessment: 25 pts.</p> <p>TA: 1 hour 20 minutes</p>	<p>Teachers can advocate for their students and families after completing this course and taking a position to advocate for correct practices to us with ELs and with diverse communities at their schools.</p>	<p>Students have completed most of the work in the Parent and Family course. They need to work in session 7 on preparing the final major course assignment. They will work with their team to prepare for presenting the advocacy position paper in session 8.</p>

Instructions

During this session, you will work on your Advocacy Presentation and Paper with your group. As you work, consider the requirements. (The rubric and be found by clicking this [link](#) to be sure you are in compliance).

If you don't complete it during this session, you will need to complete it during this week.

One copy of the Advocacy Paper, with every group member's name on it, will be submitted to the facilitator prior to your presentation in class next week. Each group will use the power point as they present their material, for which you are allotted 25 minutes.



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