

HW 5.6: Preparing to Take a Position of Advocacy for ELs and Their Families

Preparing for the Advocacy Paper and Presentation of It



Learning Outcome	Pedagogical Intent	Student Position
<p>Demonstrate knowledge of how to use family and community members as a resource in learning.</p> <p>Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their families.</p> <p>Evaluate, select, and advocate for applicable models of family and community involvement and support implementation.</p> <p>Assessment: 50 pts.</p> <p>Due: Session 6</p>	<p>Teachers can utilize learnings from this course to better assist families in supporting the education of their children.</p>	<p>Students have learned about the final major assignment for the Parent and Family course. They now prepare to complete it as a committee working together.</p>

Instructions

1. At the end of session 5, students signed up in groups for the final major assignment: Advocacy Position Paper and Presentation. To refresh your memory go to LA 1.6 to read the instructions and see the rubric for this group assignment.
2. Your group has shared contact information with each other and you have discussed the possible topics for this project. A list of potential projects is listed at LA 5.5. Your group can use a suggestion from this list or develop one of your own.
3. Come to session 6 with the topic you would like to use and your ideas for the paper as well as for the presentation.



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