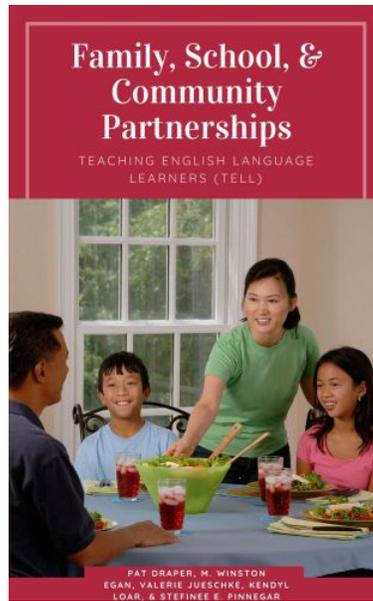# HW 6.2: Preparing the Final Major Assignment

Learning Outcome	Pedagogical Intent	Student Position
Provide support and advocacy for ELLs and their families. Employ strategies to empower parents/families to participate in their child's education. Assessment: 50 pts. Due: Session 7	**Teachers can become advocates for the families and students they work with to gain expertise in supporting their children to achieve in their educational pursuits. their past experiences.**	**Students have been informed of the third major assignment for the course, the Advocacy Paper and Presentation. They will meet with their groups to determine the topic for which they will advocate in session 8. They will plan assignments for each member to bring to session 7 when time is providedfor them to write the paper and prepare the power point for presentation.**

Instructions

1. Gather materials to work on your part of the advocacy paper and any other assignments from your group. Remember you can find the assignment and the rubric linked in LA 1.6.
2. Next week during class your group will meet for 80 minutes to work together to complete the Advocacy Position Paper and the PowerPoint for your presentation. Each member of your group will be the presenter for one part of the PowerPoint. In addition, you should involve the audience in your presentation.
3. As your prepare to work with your group, think about the audience to whom you will present. Remember this is a persuasive and you need to consider your audience their thinking and their commitments and beliefs if you are to persuade them to your view.
4. One copy of the Advocacy Paper (with the names of all members of your group) will be turned in to the facilitator in session 8 when the PowerPoint and any accompanying activities will be presented.

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