



Effectively Advocating for English Learners (ELs) Online Course Syllabus

Course Objectives

In this six-week, twelve-hour course, you will be able to meet the following objectives:

- Define advocacy and describe advocacy issues for ELs
- Identify and use strategies to advocate for ELs and their families
- Apply strategies for creating a school climate that supports a shared sense of responsibility for ELs
- Set goals to address an EL advocacy issue in their context

Course Components

The **Effectively Advocating for English Learners (ELs)** online course consists of three thematic components:

1. Understanding the Need to Advocate for ELs
2. Creating a Shared Sense of Responsibility for ELs
3. Planning to Advocate for ELs

Components 1 and 2 will have three parts; Component 3 consists of one part. In each part, you will participate in three types of activities:

1. **Recorded presentations.** You will view recorded presentations and classroom videos and reflect on your learning using a note-taking guide.
2. **PLC discussions.** Following the presentations, you will reflect on the process with your colleagues in online PLC discussions.
3. **Application activities.** You will have an opportunity to apply what you have learned through a variety of activities.

Course Timeline

The course timeline in the following table is structured to optimize time for contributing to the PLC discussions, reflecting and returning to the conversations, and completing the component assignments before moving to the next component. To maximize the benefit and impact of the PLC discussions, it is important that participants progress at approximately the same pace. Please plan accordingly so you can complete the course requirements. You'll need to spend approximately two hours per week in the course for the full six weeks.

The facilitators will be guiding you through the online course and will reach out periodically to be sure you are active in the online course, on track with the timeline, and offer support. Please let us know any time you have questions or concerns at courses@getsupported.net.



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Course Timeline: Six Weeks

Pacing	Assignments	Assignment due dates
Introduction Week One	Pre-course assessment	Due Week One
	Introduction PLC discussion	
	Padlet resource or comment	
Component 1: Understanding the Need to Advocate for ELs Weeks One–Two Recommended reading: <i>Advocating for English Learners</i> ¹ Introduction Chapters 1 and 2	Component 1 Part 1 PLC discussion	Due Week Two
	Component 1 Part 2 PLC discussion	
	Component 1 Part 3 PLC discussion	
Component 2: Creating a Shared Sense of Responsibility for ELs Weeks Three–Four Recommended reading: Chapters 3 - 5	Component 2 Part 1 PLC discussion	Due Week Four
	Component 2 Part 2 PLC discussion	
	Component 2 Part 3 PLC discussion	
Component 3: Planning to Advocate for ELs Weeks Five–Six Recommended reading: Chapters 6 - 8	Component 3 PLC discussion	Due Week Six
	Post-course assessment and evaluation	

Requirements for the Course Certificate

Participants are eligible for a course certificate for 12 hours of continuing education and professional development upon successful completion of the course, outlined here:

1. Complete the pre-course survey by the end of Week One.
2. View all recorded presentations (Introduction, Component 1 Parts 1-3, Component 2 Parts 1-3, and Component 3) by the component deadlines listed in the timeframe above.
3. Complete all activities contained within the presentations and on the note-taking guides by the Component deadlines, including posting of your application activity.
4. Complete Components 1-3 PLC discussion activity within the timeframe stated in the table by
 - Posting your own original response to the PLC questions (minimum 1 initial post per PLC question).
 - Posting a substantive response to colleagues' posts (minimum 1 response per PLC discussion).
5. Complete the post-course assessment and all work by the course end date. No late work will be credited after the course is finished without prior written permission from a course facilitator.

¹ Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators*. Thousand Oaks, CA: Corwin.



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Course Checklist



Assignment	Due Date
<input type="checkbox"/> Pre-course survey	Week One
<input type="checkbox"/> Padlet assignment	Week One
<input type="checkbox"/> Introduction PLC-response	Week One
<input type="checkbox"/> Component 1 reading: <i>Advocating for ELs</i> Introduction - Chapter 2 (recommended)	Week Two
<input type="checkbox"/> Component 1 Part 1 PLC discussion-initial post	Week Two
<input type="checkbox"/> Component 1 Part 1 PLC discussion-response	Week Two
<input type="checkbox"/> Component 1 Part 2 PLC discussion-initial post	Week Two
<input type="checkbox"/> Component 1 Part 2 PLC discussion-response	Week Two
<input type="checkbox"/> Component 1 Part 3 PLC discussion-initial post	Week Two
<input type="checkbox"/> Component 1 Part 3 PLC discussion-response	Week Two
<input type="checkbox"/> Component 2 reading <i>Advocating for ELs</i> Chapters 3 - 5 (recommended)	Week Four
<input type="checkbox"/> Component 2 Part 1 PLC discussion-initial post	Week Four
<input type="checkbox"/> Component 2 Part 1 PLC discussion-response	Week Four
<input type="checkbox"/> Component 2 Part 2 PLC discussion-initial post	Week Four
<input type="checkbox"/> Component 2 Part 2 PLC discussion-response	Week Four
<input type="checkbox"/> Component 2 Part 3 PLC discussion-initial post	Week Four
<input type="checkbox"/> Component 2 Part 3 PLC discussion-response	Week Four
<input type="checkbox"/> Component 3 reading: <i>Advocating for ELs</i> Chapters 6 - 8 (recommended)	Week Six
<input type="checkbox"/> Component 3 PLC discussion-initial post	Week Six
<input type="checkbox"/> Component 3 PLC discussion-response	Week Six
<input type="checkbox"/> Post-course assessment and evaluation	Week Six



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Recommended Readings

Component 1

Chapter 1 and 2 of Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators*. Thousand Oaks, CA: Corwin); Chapter 2 Retrieved from https://us.corwin.com/sites/default/files/upm-assets/70628_book_item_70628.pdf

Component 2

Chapter 3 - 5 of Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators*. Thousand Oaks, CA: Corwin)

Component 3

Chapter 6 - 8 of Staehr Fenner, D. (2014). *Advocating for English learners: A guide for educators*. Thousand Oaks, CA: Corwin)

If you are interested in purchasing the *Advocating for English Learners* book, you may receive a 20% discount by ordering the book through Corwin Press using the link provided below and the code CULTURE at checkout: [Advocating for English Learners](#)

Course Policies and Refunds

Extending a Course Assignment Due Date

Notify the facilitators and your district coordinator (if you have enrolled through your district) *as soon as possible* if life events impact your participation in this course. We may be able to offer you an extension for an assignment or component. This will not be possible if you wait until the course is near completion. Participants who cannot complete the course will not be able to take it at a later date without completing a new registration. As the heart of the course is the PLC discussions, the course components are most effective when completed according to the timeline.

Course Refund

A refund will be provided for the course with a written request up until 5:00 p.m. EST on the business day before the start of the course. No refunds for the course will be given once the course begins.