

## SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities

<b>Priority:</b> <i>Data Requests</i>	<b>Owner:</b> <i>OHC Data and Analytics Team</i>	<b>Timeline:</b> <i>SY 18-19 data prepared for 1st subcommittee meeting (after October 1 report finalizes Sy18-19 staff data)</i>
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### Data Requested at last meeting in SY 17-18

- Language ability of teachers by non-English language group
  - *JM Suggestion: Baseline data of language of teachers by class, with matching data of language(s) spoken by students in that class.*
  - Addition to Priority: Once this data is collected, provide matching data for student language at the classroom level.
  - Addition to Priority: Once this data is collected, provide matching data for licensure and language for students in ELL/SWD, SEI, SLIFE, and Dual Language classrooms.
- Bilingual teachers in EL programs by non-English language group
- Bilingual teachers not in EL programs by non-English language group
- Bilingual psychologists, social workers by non-English language group

### Next steps:

After data is provided, the EL Taskforce HC subcommittee will sit with Mary and Ligia to discuss data and principal engagement (which is possible with the new school-based analysis).

OHC is still collaborating with City Hall to have PeopleSoft “self service function enabled to allow employees to self identify language proficiency.

We were able to integrate TalentEd data into PeopleSoft prior to our May 21, 2018 meeting **and shared data at that meeting.** We will update the integration data with summer 2018 TalentEd data, which must be completed manually.

### Questions:

How are we defining Bilingual?

If we collect language proficiency upon hire, for how long will we keep that active? What, if anything, can we assess for current teachers (requires partnership from BTU).

## SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities

<b>Priority:</b> <i>Develop Systems to collect new data</i> (Focus on new hires only - we may not be able to impact existing teachers without BTU negotiations)	<b>Owner:</b> OHC needs to collaborate with OELL and Special Education Department  This work requires support from the BTU	<b>Timeline:</b> Develop and Pilot in SY 18-19
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<b>Goals stated at the last meeting in SY 17-18</b> <ul style="list-style-type: none"><li>● Develop a system-wide process <b>to estimate the need for bilingual teachers</b> for ELL programs and for ELL/SWD programs.</li><li>● Develop a system-wide process to <b>validate the language proficiency of teachers/professional staff</b> utilizing a universally recognized criterion.</li><li>● Develop a system-wide process to <b>document BPS' need for bilingual teachers</b> in our EL programs and for ELL/SWD programs)</li></ul>
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<b>Next steps: Outcomes for October 30, 2018 Meeting</b> <ul style="list-style-type: none"><li>● In partnership with Could pilot a process for probable org for SLs, OEL proposes that<ol style="list-style-type: none"><li>1. SLs can collect language assessment data.</li><li>2. OELL could request that SLs collect language assessment data during the probable Or because of the recent passing of the LOOK act, we need to get an assessment of language assessments at the school base level.</li><li>3. Program interest forms include the linguistic capacity of the school. Could conduct a pilot with this 6 schools &amp; test validity of the tool.</li></ol></li></ul>
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<b>Questions:</b>  Identify the assessments and cost for implementation
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## SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities

**Priority:** *Data Analysis*

**Owner:** *OHC Data and Analytics Team*

**Timeline:** *SY 18-19 data prepared for 1st subcommittee meeting (after October 1 report finalizes Sy18-19 staff data)*

### Data Requested at last meeting in SY 17-18

- OHC needs to collaborate with OELL and Special Education Department to **identify and implement** a process to document BPS' needs for teachers with bilingual ability for EL programs and for ELL/SWD programs.

**Next steps:**

**Questions:**

## SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities

<b>Priority:</b> <i>Recruitment and Pipeline development</i>	<b>Owner:</b> <i>OHC Recruitment Cultivation and Diversity Programs (RCD)</i>	<b>Timeline:</b> <i>SY 18-19 goals</i>
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- OHC - RCD needs **to propose and pilot a plan** to develop needed EL-Bilingual and ELSWD bilingual teachers through the various Pipeline, Partner, and Pathways programs.
- OHC needs **to propose and pilot a recruitment and cultivation initiative to increase the number and variety by language group** of the EL-Bilingual and ELSWD Bilingual teachers that are needed by the district

**Next steps:**  
Share SY 18-19 OHC RCD Pipeline goals

**Questions:**

## SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities

<b>Priority:</b> <i>Hiring/ Staffing</i>	<b>Owner:</b> <i>OHC, OELL, Special Education Department</i>	<b>Timeline:</b>
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- **OHC needs to collaborate with OELL and Special Education Department** to develop Professional Development to support school leaders and hiring committees on issues related to language ability, language diversity in a district such as Boston.
  - Plans for the development of a guidance document (or training plan) for School Leaders and Personnel Subcommittees in hiring EL-bilingual and EL SWD bilingual teachers
  - OHC needs to propose and pilot a presentation/webinar to provide school-based professional development directed to improve choices in hiring at the school level.
  - **Goal** would be to improve school-based acceptance of EL programs and the hiring of bilingual teachers to serve these programs and other school programs). ***“Bilingual teachers can teach in English -AND they can teach in another language!”***
- .
- OHC in collaboration with the Budget Team, OELL, Special Education Department and Academic Superintendents need to plan to use the processes of Budget Collaborative and Probable Org meetings to inform hiring needs and need for next year to include specific attention to staffing for EL-bilingual and ELSWD bilingual students (in collaboration with Nate Kuder)

**Next steps:**

**Questions:**

### SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities

<b>Priority:</b> <i>Hiring/ Staffing</i>	<b>Owner:</b> <i>OHC in collaboration with the Budget Team, OELL, Special Education Department and Academic Superintendents</i>	<b>Timeline:</b> Provide guidance documents/tools ( November 2018)
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- OHC in collaboration between OHC, Budget, OELL, the Special Education Department and Academic Superintendents will provide guidance to support SLs to use the Budget Collaborative process and Probable Org meetings to inform hiring needs and with specific attention to staffing for EL-bilingual and ELSWD bilingual students (in collaboration with Nate Kuder)

**Next steps:**

**Questions:**

**SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities**

<b>Priority:</b> <i>Strategic Partnerships</i>	<b>Owner:</b> <i>OHC RCD</i>	<b>Timeline:</b> <i>Convene a roundtable</i>
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**October/November 2018 - Ceronne Owner - Provide an update in 1st meeting**

- Develop strategic partnerships with Higher Education Institutions
  - Convene a roundtable of Deans of Schools of Education in Boston Area and convey our district’s needs
    - Suggest that we use Program Approval Criteria - Domain: Partnerships ( PAR)
    - Sponsoring organization responds to the needs of the PK-12 districts/Schools
    - PK-12 partners (Schools of Education imake contributions that inform Sponsoring Organization’s continuous improvement efforts
    - Partnerships improve the experience for preparation candidates
    - Partnerships positively impact the outcomes of PK-12 students
    - Sponsoring Organization evaluates partnerships on an ongoing basis, sustains those that are effective, and takes steps to improve those that are not.

**Next steps:**

**Questions:**

## **SY 2018-19 ELL Task Force Human Capital Subcommittee Priorities**

- Identify Lessons learned from OHC's work in 20 Diversity Focus Schools Initiative AND Low Performing schools that are relevant to planning for hiring and supporting bilingual teachers for EL programs.
  
- Need to develop specific asks for BTU negotiations related to these priorities
  - Teacher assignment
  - Job
  - Analysis of how many teachers we need to meet the needs of students (e.g. how many classrooms makes up the 65% of no-match Haitian Creole classrooms?)
  - Ways to estimate needs for teachers with bilingual ability (for EL programs and for ELL/SWD programs)