

# HUMAN CAPITAL SUBCOMMITTEE Priorities for 2017-2018, draft 11.1.17

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## ELL TASK FORCE of THE BOSTON SCHOOL COMMITTEE

### 1. **Data: Current teacher assignments and needs for ELL students.**

Where are the ELL students of which language in each school and by class?

If a single language SEI class, should be match between the language of the teacher and students.

If multilingual, then match between language of largest number of students and teacher.

If general education, what are the certifications and languages capacity of teachers, if any?

What are the gaps/needs by class, school, and district?

[SPED-ELL student/teacher data is a priority for SPED-ELL subcommittee; do data together.]

### 2. **BPS Language Capacity of Teachers: Overview**

What number and percent of teachers and of paras have competency in which languages?

What certificates do they have? How do we define fluency?

Where are they assigned/teaching?

Where could more efficient assignment of staff reduce the identified gaps/needs?

### 3. **Establish interdepartmental strategies and action plans with OHC, ASSET team, and Schools division to recruit, hire, develop, and retain a diverse teaching and other staff** that reflect the student body of the Boston Public Schools overall and ensure that ELL and SPED-ELL students have teachers with the appropriate language, licensure, certification, and professional development so that students have access to qualified teachers, paras, and other staff who can communicate in their home/native language.

### 4. Evaluate the importance of **staff assignment issues** and **prepare action plans** to address these issues.

### 5. **Convene a focus group of Principals/Headmasters** to discuss staff hiring and teacher/school leader evaluation issues in relation to the performance of ELL and SPED-ELL students.