

ELL Task Force
SPED-ELL Subcommittee Meeting
November 14, 2017
Bolling Building, Room 654

(Action) Minutes

Subcommittee Members present: Maria Serpa, John Mudd, Cindie Neilson, Priya Tahiliani, Ivonne Borrero, Ellen Kelleher

Public: Michelle Santiago Cortes (BU student journalist)

1. Minutes: The members reviewed the minutes of the Oct. 24, 2017 meeting and approved them unanimously.
2. Schedule: The SPED office agreed to schedule dates for monthly meetings from Dec 2017 – June 2018.
3. Performance Data

OELL will present performance data for ELL and SPED-ELL students at the full ELL Task Force meeting in December, and the subcommittee will review this data and see if there is any need for further disaggregation at the subcommittee's December meeting.

4. Teacher assignment data

Ivonne reported that she was in the process of doing a manual update of last year's teacher assignment data. She had completed 63 of 128 schools. The full manual analysis should be available for the December subcommittee meeting.

A major goal for this year would be to automate BPS's capacity to match teacher language capability with student language access needs. This is an issue that involves OHC and OIT and should be more appropriately handled by the HC Subcommittee.

5. Probable Org meetings

The group discussed how probable org meetings could be used to bring to the attention of school leaders the importance of matching teacher language capabilities with the language needs of SPED-ELL students.

The SPED department will put this issue in its budget instruction guidelines that are distributed to school leaders before they prepare their school budgets for next year.

The SPED and ELL staff at probable org meetings will try to aggregate data on current capacity and needs in matching teachers and students. SPED will figure out how to do this.

6. School Leader and Personnel Subcommittee orientations; and teacher development

The group agreed that School Leaders and their Personnel Subcommittees need more training and direction in how to use their decentralized hiring authority to meet the linguistic, cultural, and special needs of SPED-ELL students. One member emphasized that this is especially important in content areas. The subcommittee recommends that there be professional training for School Leaders in what to look for in hiring SPED and ELL and SPED-ELL bilingual teachers and paraprofessionals.

In addition, current teachers should be encouraged to take advantage of BPS's pathways course offerings; especially SPED teachers in content areas.

OSE and OELL will speak to the ASSET Team leadership about the importance of academic departments' involvement in hiring, development, and assignment issues. It was noted that although there is representation of SPED and ELL at probable org meetings, those meetings tend to focus on student demographic projections and not teacher certifications and capabilities.

7. Pilot Project Smart Goals

The group reviewed both the suggested SMART Goal document that had been developed by BPS (which Priya presented) and the outline of the pilot project and checklist that Maria Serpa had emailed to the group.

It was clarified that the checklist of issues would apply both to the IEP document and to the implementation of the IEP in practice.

The review would assess both the language learning/cultural needs as well as the language access and cultural access needs of the SPED-ELL students.

Ivonne and Ellen said that they estimated the research process and findings from the 21-26 cases could be completed with recommendations for review at the May 2018 meeting of the subcommittee.

This pilot project will produce a quantitative estimate of the need for language access and cultural needs of SPED-ELL students. OSE emphasized that BPS is strong on self-assessment and will be rigorous in its analysis.

BPS will bring revised language for the SMART Goal document and timetable to the next meeting of the subcommittee.

8. Guidance document

Ivonne will send an updated, consolidated version of the Guidance document to Maria. Maria will prepare comments on the document. This can be discussed at the next meeting.

9. Professional Learning

Priya presented a review of the overall approach and many specifics of BPS's strategies and practices for professional learning. For the first time the ASSET team has developed a course catalogue that includes all courses from all departments. There are a series of Workshops to implement the *Essentials of Instructional Equity*, and the *Office of Opportunity and Achievement Gap* is providing workshops on Cultural Proficiency.

There was agreement that there needs to be more work on making professional learning more outcomes-based, meaningful, and effective.

ELL Task Force members of the subcommittee raised questions about whether the workshop approach to professional learning was effective and that too much was left to schools to make the Essentials' vision operational in practice at the classroom level without sufficient ongoing support to teachers in their daily practice.

More analysis of the adequacy and outcomes of current professional development is required, what the longterm needs are, as well as what investment may be necessary in this area.

There is work by the BTU on this issue that should be included in our analysis.