

ELL Task Force

November 12, 2020

Agenda

Gather (10 minutes)

1. Chairs' Welcome (15 minutes)

- Rollcall
- Approve meeting notes
 - June 30, 2020
 - September 24, 2020
 - October 8, 2020
- Thank you, Faye Karp!
- Welcome, Dr. Silvia Romero-Johnson!

2. OEL Presentation: meet Dr. Silvia Romero-Johnson, Assistant Superintendent for OEL (35 minutes)

3. ELLTF Discussion of Priorities for SY20-21 (50 minutes)

- Approve meeting schedule for the year.
- Set priorities for the year.
- Each member leaves knowing their role(s) in advancing the priorities.

4. Public Comment (10 minutes)

5. Adjourn

Chairs' Welcome

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Priorities:

Approve meeting schedule for the year.

All dates below are Thursdays. Note the change to an afternoon time.
(5 min.)

- December 10, 3–5 pm
- January 21, 3–5 pm
- February: No Meeting
- March 25, 3–5 pm
- April: No Meeting
- May 13, 3–5 pm
- June: TBD

ELLTF 2020-2021 Priorities: Shared, Actionable, with Clear Roles

At the last meeting, ELLTF members shared your priorities for the 2020-2021 school year. We have synthesized that input into a draft statement of priorities – actionable, measurable objectives that closely align with the ELLTF's role.

These priorities are organized into three categories of work:

1. Promote the creation and adoption of a LOOK Act IMPLEMENTATION plan.
2. Continue to advocate for the District to meet the educational and social/emotional needs of ELSWDs.
3. Continue to regularly monitor and advocate.

In the next portion of the meeting, we will break into groups to digest the statement of priorities and identify the role that each member will play.

Note: the priorities are on the next three slides, and you have the link to that in your email.

ELLTF PRIORITY	ELLTF ROLE: Guide, Advocate, Monitor, and Promote a Multilingual, Multicultural BPS		SPECIFICITY AND IMPACT		ROLES	
	Aligned with ELLTF ROLE(s)?	How?	ACTIONABLE—how?	MEASURABLE—how?	Action	Member who will take action
1. PROMOTE THE CREATION AND ADOPTION OF A LOOK ACT IMPLEMENTATION PLAN.						
<ul style="list-style-type: none"> Support and orient the new Assistant Superintendent for OEL. 	Guide	Build a network of resources and supports around this leader so that guidance is plentiful and relevant to research-based priorities for ELs as well as the BPS political context. Work as a team towards the same goals, rather than compliance. Build trust.	Meet with the Asst. Super. of OEL, provide her resources, and connect her with experts and community leaders.	Measures/data sources include: Number of off-record meetings, with whom, in what configurations. Agendas and notes. Numbers and types of connections with people, orgs, and resources.	Lead this area—make sure steps happen; coordinate others	
<ul style="list-style-type: none"> Document the ELLTF's vision and draft language for LOOK Act implementation. 	Guide Promote	Advise relevant and appropriate vision, approach, and programming. Bring to bear ELLTF members' . . . <ul style="list-style-type: none"> Expertise about EL education, about BPS systems and politics Knowledge of and connection to Boston's linguistic communities. 	Produce written ELLTF vision for LOOK Act implementation.	Are there written recommendations and were they shared with the OEL director?	Lead this area—make sure steps happen; coordinate others	
<ul style="list-style-type: none"> Promote native language access by increasing the number of educators who are proficient in students' home languages. 	Advocate Monitor Promote	ELLTF can play a key role in continuing to elevate the importance of attention to language in staffing and perhaps other areas (e.g., interpretation and translation).	[Need to enumerate the action steps that have the capacity to impact recruitment and hiring.]	First pass: Were the action steps taken? Second pass: Did these actions have the desired impact, shown in the numbers and races and languages and placement of teachers and staff hired?	Enumerate the action steps toward this goal and coordinate with the members leading the above two bullet points.	

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2. CONTINUE TO ADVOCATE FOR THE DISTRICT TO MEET THE EDUCATIONAL AND SOCIAL/EMOTIONAL NEEDS OF ELSWDS.						
<ul style="list-style-type: none"> • Insert CLSP objectives into IEP design process. 	Guide Advocate Monitor	District adoption of CLSP goals creates another set of opportunities to advocate for IEPs that meet needs of ELSWDs and their families.	<i>[Need to enumerate the action steps that have the capacity to impact the IEP design process, including the ways we might collaborate with OAG.]</i>	<p>First pass: Were the action steps taken?</p> <p>Second pass: Did these actions have the desired impact, shown in the approval and implementation of a linguistic and culturally responsive digital checklist or dropdown menu for use in the IEP?</p>	Lead this area— enumerate steps; make sure steps happen; coordinate others	
<ul style="list-style-type: none"> • Implement use of a Guidance Document. 	Guide Advocate	Bring ELLTF expertise to inform district practice.	<p>Complete, test, and disseminate the ELSPED Guidance Document. (November 2020)</p> <p><i>[Need to enumerate the action steps that have the capacity to impact adoption and use of the Guidance Document: Who would test it? How would they report on its use? Who would we disseminate it to? List here.]</i></p>	<p>First pass: Were the action steps taken?</p> <p>Second pass: Did these actions have the desired impact, shown in the use of the Guidance Document by OSE and OEL.</p>	Lead this area— enumerate steps; make sure steps happen; coordinate others	
<ul style="list-style-type: none"> • Hire qualified personnel for ELSWDs. 	Guide Advocate Monitor	Bring ELLTF expertise to inform district practice and monitor outcomes.	<p>Update the assessment of the need for ELSWD staffing and work with BPS to create a recruitment strategy for needed bilingual sped teachers, para, and other staff.</p> <p><i>[Need to enumerate the action steps that have the capacity to impact adoption and use of the Guidance Document: Who would test it? How would they report on its use? Who would we disseminate it to? List here.]</i></p>	<p>First pass: Were the action steps taken?</p> <p>Second pass: Did these actions have the desired impact, shown in the development of a recruitment strategy?</p> <p>Third pass: What changed for recruitment as a result?</p>	Lead this area— enumerate steps; make sure steps happen; coordinate others	

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3. CONTINUE TO REGULARLY MONITOR AND ADVOCATE.						
<ul style="list-style-type: none"> • Monitor EL and ELSWD access to and participation in hybrid and remote learning. 	Guide Advocate Monitor	Monitor district services to ELs and do it through a collaborative relationship with OEL.	<i>[Need to enumerate the action steps to be taken.]</i>	Were the action steps taken?		
<ul style="list-style-type: none"> • Monitor BuildBPS planning and implementation. 	Guide Advocate Monitor	Monitor BuildBPS planning for inclusion of EL programming needs. Monitor EL decision-making and implementation for impacts on ELs.	<i>[Need to enumerate the action steps to be taken.]</i>	Were the action steps taken?		
<ul style="list-style-type: none"> • Request report and provide feedback on proposed budget. 	Guide Advocate Monitor	Monitor district services to ELs.	Budget director attends ELLTF meeting.	It happens: agenda and notes, next steps documented.	<p>←These three bullets are in gray text in recognition that members may continue to receive reports in these areas, while the first two bullets reflect emergent issues that may take the bulk of members' time and attention.</p>	
<ul style="list-style-type: none"> • Request report and provide feedback on EL and ELSWD outcomes. 	Guide Advocate Monitor	Monitor district services to ELs.	EL and SE directors attend ELLTF meeting	It happens: agenda and notes, next steps documented.		
<ul style="list-style-type: none"> • Continue to monitor in areas where BPS is not meeting the minimum legal requirements, i.e., assessment in native language. 	Guide Advocate Monitor	Monitor district services to ELs.	<i>[Need to list these areas and then prioritize the ones on which ELLTF will focus for this year. For each area, the action step is to request and receive reporting.]</i>	Did ELLTF receive a report on each area / have we created documentation about how BPS is responding?		

ELLTF 2020-2021 Priorities: Breakout Group Instructions

What action steps can you as a member of the ELLTF commit to working on this year? Each area needs a LEAD PERSON who will keep the focus on this work. Others will be needed to contribute labor.

First!	⇒	Assign a notetaker. This person can also keep time, and will be the one to report out the roles that members choose.
1 minute	⇒	Quiet review. Look over the components and think about what roles are needed, what role you personally can play.
5–7 minutes	⇒	Reactions in brief. Share thoughts with the group.
1 minute per person (6–7 minutes total)	⇒	Name your role. State what role(s) / action(s) you can commit to be responsible for making happen.

ELLTF 2020-2021 Priorities: Report-back on Roles

Each group reports out the roles that members want to take.