



**MILWAUKEE
PUBLIC SCHOOLS**

Preliminary Bilingual Task Force Report

March 16, 2021

Preliminary Report of the Bilingual Task Force to Milwaukee Board of School Directors

March 2021

BACKGROUND

The Bilingual Task Force was established in response to action taken by the board in December 2020 to accelerate the Board Resolution written and approved by the Board in June 2014. The action taken by the Board established the task force to make recommendations to the Board on strategies to retain, invest in and develop bilingual teachers. The Board's action included seven main points for consideration, and that clarity be provided regarding how bilingual paraprofessionals and bilingual permit teachers can enter a program or path to gain teacher licensure and bilingual or world language endorsement.

The task force meetings, which are open to the public, began in January of 2020 and met monthly until the Covid-19 pandemic forced a stoppage of the meetings. The task force then resumed meeting monthly through a virtual platform fall 2020. The task force participants include parents of students in Milwaukee Public Schools (MPS), community members, MPS board members, teachers, paraprofessionals, and MPS administrative staff. The task force focused on the seven points of the Board's December 2020 action. A steering committee of volunteers was formed to help set the monthly agenda, deliver information and to be available for any questions and feedback. At each monthly meeting there was information provided to the members present around one of the seven points. Members and participants were encouraged to provide feedback regarding the information presented. There were multiple avenues for feedback offered to members and participants. The feedback was used to address concerns shared, expand on successes and plan for subsequent meetings. Much of the feedback was centered around the request to provide clarity to the process of becoming a bilingual educator in Milwaukee Public Schools. This clarity was sought around financial assistance, program availability, and job placement. To provide clarity regarding financial assistance, programs, and job placement; these were agenda items for discussion during at least one of the monthly meetings. Other feedback received as the result of the monthly meetings has been positive in respect to the clarity provided and questions being answered.



This report will outline the work completed, or in process, as it relates to seven points in the Board's December 2020 action. The information in this report was provided during task force meetings. The majority of the work done is directly related to Milwaukee Public Schools University (MPSU).

MPS University (MPSU) is the umbrella of programs offered by the Division of Training that lead to specific teacher and administrative certifications and licensures. MPSU strives to provide educational opportunities in the district's teacher shortage areas; creating a pipeline of talent for MPS via our own grow your own program and career pathways for MPS employees.

The mission of the Division of Training is to create, promote, and cultivate individual and district effectiveness by developing and offering a range of innovative, and diverse educational and licensing programs in support of MPS' commitment to employee development and our broader community.

The division will accomplish our mission by focusing on the following goals:

- Providing quality, cost-effective programs designed to meet the needs of MPS employees.
- Building capacity and pipelines around license shortage areas and providing ongoing leadership and support to the district's succession efforts.
- Address district specific needs related to meeting the need of a specific population, MPS' students of color.
- Providing development opportunities that enhance knowledge, develop professional skills, and enrich the district by creating, promoting, and fostering an educational environment that values development, diversity, and growth opportunities for employees and the surrounding community.
- Initiating and managing all university partnerships with MPS, creating a comprehensive collection of resources for employees and education partners.

The Task Force would like to thank all those who participated in the meetings, offered feedback, and gave insights leading to clarity around the processes and opportunities around becoming a bilingual educator in Milwaukee Public Schools. A special thank you to the members of the steering committee, MPSU staff, human resources staff, and meeting presenters.

TASK FORCE POINT OF FOCUS #1

The first point of focus for the task force was a request to provide information on how Milwaukee Public Schools and divisions including MPSU would provide **support, financially and otherwise, to bilingual paraprofessionals who wish to become bilingually certified teachers.**

The information listed represents the work that has been done to meet the needs of candidates who are interested in becoming teachers in Milwaukee Public Schools. Emphasis has been placed on providing additional support to those seeking to become bilingual educators.

Wisconsin Content Guidelines for Bilingual/Bicultural Education

The Bilingual/Bi-cultural Teacher will demonstrate knowledge of and skill in:

Language Competence

- Teachers have a high degree of fluency in English, comprehend the linguistic and paralinguistic features of the English Language, and recognize the processes through which languages are acquired in both formal and informal contexts.

Developmental, Social, Political, and Cultural Contexts

- Teachers of English Language Learners address the developmental, social, political, and cultural contexts of their students' lives and educational experiences. They comprehend how these relate to classroom performance and educational practice.

Curriculum, Instruction, And Assessment

- Teachers of English Language Learners address the developmental, social, political, and cultural contexts of their students' lives and educational experiences. They comprehend how these relate to classroom performance and educational practice.

Wisconsin Content Guidelines for Bilingual/Bicultural Education

The Bilingual/Bi-cultural Teacher will demonstrate knowledge of and skill in:

The School Environment

- Teachers recognize the importance of situating support programs for English language Learners with the context of the school and community to ensure their academic success.

Professional Development

- Teachers are reflective practitioners who continually engage in ongoing professional development, networking, research, and innovation (See standard 9, Wisconsin Teacher Standards). Teachers actively seek out opportunities to grow and contribute professionally.

Linguistic and Cultural Proficiency

- Teachers have achieved an advanced level of proficiency in the language of the students and a deep understanding of the cultures of the students through intensive experiences.

Bilingual Pedagogy

- Teachers will recognize the purpose and management of dual language instruction, including curriculum design, instructional practices, and assessment.

Different types of bilingual teachers

Bilingual K-9 Teacher

Must have a bachelor's degree. If you hold a regular education teacher license (1077) and you want to add bilingual certification:

- You need to add license 1023 -Supplemental Bilingual/Bicultural Education.
- Candidates must be fluent in the target language and fluent in English.
- I.e., math and bilingual teacher can teach math in two languages.

Bilingual Special Education Teacher

Must have a bachelor's degree, if you hold a special education license (801) and you want to add bilingual certification:

- You need to add license 1023 - Supplemental Bilingual/Bicultural Education
- Candidates must be fluent in the target language and fluent in English.

Bilingual High School (Content Specific)

Must have a bachelor's degree. If you hold a content specific teaching License (math, English, history) and you want to add bilingual certification:

- You need to add license 1023 - Supplemental Bilingual/Bicultural Education
- Candidates must be fluent in the target language and fluent in English.
- I.e., math and bilingual teacher can teach math in two languages.

Bilingual Montessori

Must have a bachelor's degree. Completed a teacher preparation program accredited by the Montessori Accreditation Council of Teacher Education, American Montessori International, or American Montessori Society.

- Regular Education K-9 license
- Candidates need to add license 1023 - Supplemental Bilingual/Bicultural Education
- Candidates must be fluent in the target language and fluent in English.

MPSU TEACHER PREPARATION PATHWAYS



BACHELOR'S DEGREE CANDIDATES

Special Education - Cross Categorical Post-Baccalaureate Program with Viterbo University - The special education license program supports current MPS employees. Educators will focus on the area of emotional behavioral disabilities during the course of their study. This program is offered through a partnership with Viterbo University and leads to an endorsement of the #1801 special education cross-categorical license. The **cost** of the program is **\$7,000**. Estimated length of program: 1.5 - 2 yrs. **Tuition does not include the cost of textbooks or a computer.**

Regular Education K4-9 Post Baccalaureate Program with Viterbo University - The K4-9 elementary/middle license program prepares current MPS employees. This program is offered through a partnership with Viterbo University and leads to an endorsement of a #2088 K4-9 elementary/middle license. The **cost** of the program is **\$8,000**. Estimated length of program: 2.0 years. **Tuition does not include the cost of textbooks or a computer.**

ASSOCIATE DEGREE CANDIDATES

Maestros de Mañana with Alverno College - A program for current MPS employees with an associate degree who want to earn a bachelor of education degree and become licensed in 4K-9 elementary/middle education, ESL and bilingual endorsement. Individuals with bachelor's degrees who need the above-mentioned licenses are also welcomed to join. Estimated length of program: 2.5 years. The **cost** of the program is **\$26,220**. **Tuition includes textbooks and a Chromebook computer.**

Emerging Educators Program with Viterbo University - A program for current MPS employees with an associate degree who want to earn a bachelor's degree in education and become licensed in both K4-9 elementary/middle and K4-12 special education. Participants in this program will take 62 credits (21 courses plus student teaching) over 2.5 years attending classes through a partnership with MPS and Viterbo University. The **cost** of the program is **\$18,700**. Estimated length of program: 2.5 years. **Tuition includes textbooks and a Chromebook computer.**

Interested in getting additional information about a program? Fill out our **interest form here**. Or visit our website: <http://tinyurl.com/mpsuinfo>

MPSU Learning Center at Grant Gordon

921 W Meinecke Ave.
Milwaukee, WI 53206
Front Desk: (414)-252-0371

Explanation of requirements and timelines

MPSU negotiates lowered tuition for our university partner programming. For example, in the **Maestros de Mañana** program with Alverno:

- Alverno campus tuition - **\$1,200 per credit** average – does not include anything. Estimated total: \$100,800 for tuition only.
- MPSU Tuition - **\$312 per credit** which includes all books, testing, a computer, and any other fees. Total: \$26,220 all inclusive.
- **Paras and non-teachers:** pay just \$25 per paycheck until they become teachers.
- **Teachers of Record:** pay \$150 per paycheck until the balance is paid.

Specific Financial Assistance 20/21

- \$200,000 is set aside each year to assist individuals pursuing a teaching license with the intent to become a bilingual teacher.
- MPSU applies for grants to assist with tuition costs, last year in partnership with City Forward Collective we received \$500K for this purpose.
- Individuals can apply for tuition assistance from MPS (up to \$200K is available each year to be divided amongst 50 employees up to \$4,000 each year).

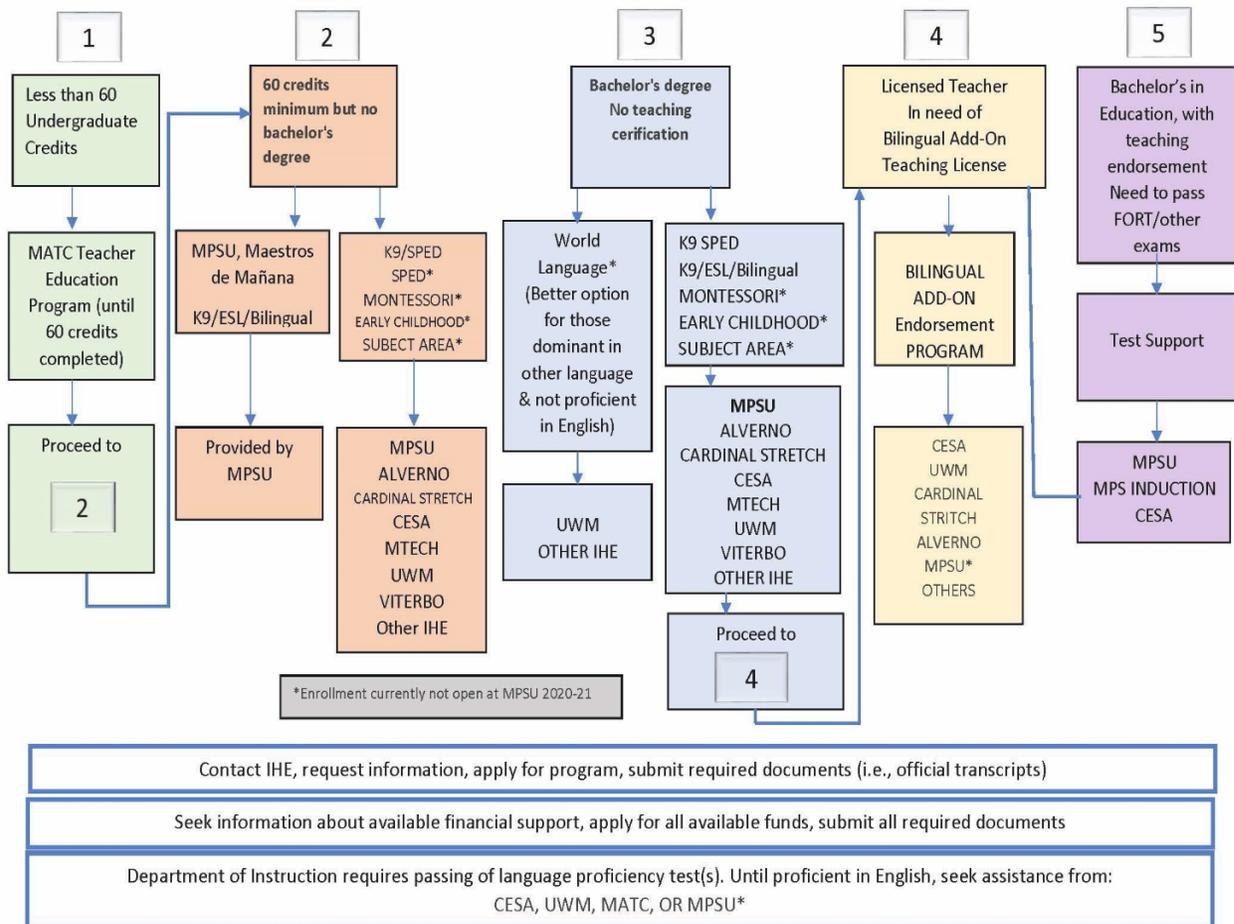
Case Scenario - this is an example of one possible candidate scenario and is not to be considered the case for every individual. Each individual case will vary based on individual circumstances.

- **Maestros de Mañana** student with an associate degree taking all 84 credits.

Cost of Program	\$26,220
20/21 Bilingual Scholarship	\$4,000
20/21 Tuition Assistance	\$4,000
20/21 Future Teacher Scholarship (REF/T2\$)	\$2,000
20/21 DWD Grant	\$1,000
Year One Balance	\$16,220
21/22 Bilingual Scholarship Projected	\$2,000

21/22 DWD Grant Projected	\$2,000
21/22 Future Teacher Scholarship Projected	\$1,000
Year Two Balance	\$11,220
22/23 Bilingual Scholarship Projected	\$500
21/22 Future Teacher Scholarship Projected	\$500
Balance at Graduation	\$10,220 – True cost to student/employee
Estimated payroll deductions at the time of graduation.	\$1,200
Balance to pay off at \$150 per paycheck (60 pay periods)	\$9,020

Regardless of the amount of tuition assistance an individual may receive through MPSU or monies set aside for bilingual educators, all individuals who participate in a certification program through MPSU pay significantly less tuition than those seeking to certify on their own.



The Paraprofessional’s Journey to Becoming a Teacher with MPSU

This is the typical trajectory for a paraprofessional seeking to become a teacher through MPSU programming. This would be true of the bilingual specific program or any other program designed for individuals with an associate degree.

- Candidates meet with or attend one of the listening sessions held by the bilingual liaison and indicate an interest.
- Candidates fill out an interest form with assistance from the bilingual liaison.
- The bilingual liaison meets one-on-one with the candidate to create a career plan, determine goals and milestones, and determine what their next steps should be:
 - Remediation: for individuals who need assistance with ESL or math.

- Programmatic fit: What university or MPSU program will meet their individual needs.
 - If MPSU:
 - Attend an info session specific to their program of interest.
 - Apply to the program with MPSU.
 - If University:
 - Provide employee with program information, website, and support them in the application process.
- Once a student indicates interest in a MPSU program the MPSU development specialist assigned to that program will reach out to the potential student to explain the program in detail and answer any questions.
- Documents are collected from the potential students – transcripts, LOR, pre-application.
- Once all the documents are collected, they are sent to the university partner to formally apply to the program.
- The university partner processes applications and informs both MPSU and the student of the student’s application status.
- Accepted students are given their books, computer, attend an orientation, and begin courses.
- The assigned MPSU development specialist checks in with the student bi-weekly and monitors academic progress, attendance, and social emotional wellbeing. MPSU faculty refer any student issues to the development specialist.
- Any major issues are brought to the attention of Amy Chastek and she works with the student, instructor, dean, or program chair to determine a resolution, needed remediation, and available support. As programs are nearing the final year or last two semesters, we start preparing students for student teaching and any required assessments like the FORT and putting together their EdTPA portfolio (if required). Both the staff from Induction and Support and the staff from MPSU offer FORT support courses, additionally the universities have support in place.
- Graduation! MPSU will celebrate the achievement with students and with the human resources department they will assist students with obtaining their license.

TASK FORCE POINT OF FOCUS #2

The second point of the task force was a request to provide information on how Milwaukee Public Schools and departments including MPSU would provide **support, financially and otherwise, to teachers who wish to become bilingual teachers or receive related certification and be assigned to classrooms serving bilingual or language learning students. Similar to paraprofessionals** in point of focus #1, the information listed represents the work that has been done to meet the needs of candidates who are interested in becoming teachers in Milwaukee Public Schools. The pathway for these candidates although similar to that taken by

paraprofessionals is different. The support provided to these candidates will be similar to those which are provided to paraprofessional candidates. Emphasis has been placed on providing additional support to those seeking to become bilingual educators.

- Individuals with a bachelor's degree who are assigned as a teacher of record in an MPS classroom have the following options through MPSU:
 - K-9 Post Baccalaureate Program through Viterbo, \$8,000.
 - Cross Categorical 4K-12 Sped Program through Viterbo, \$7,000.
 - Maestros de Mañana K-9, ESL and bilingual licenses through Alverno, tuition amount depends on credits needed.
- All MPSU participants also have access to the MPSU web page where they can find all the information about programs and supports in a centralized location.
- All program participants will have regularly scheduled meetings to review financial awards and standing. These meetings will be held as an entire cohort with individual meetings available for anyone who wishes to participate.
- Candidates who hold a bachelor's degree seeking alternative teaching certification:
 - Must interview, be offered and accept a position within MPS.
 - During the first semester of hire, candidates must enroll in an accredited educator preparation program for example, MPSU.
 - Candidates are expected to complete the program within three years of their hire date.
 - Apply for One-Year License with Stipulations (every year until fully licensed)
 - Provide the Office of Human Resources Department progress reports each semester to confirm progress in the program.
 - If seeking a bilingual position, candidates must take and successfully pass the Oral Proficiency Interview (OPI) proctored by the Office of Human Resources Department.
 - The District will continue to evaluate alternative assessments of oral proficiency and will consider trends in higher education to ensure appropriateness and effectiveness to determine the level of English Language Proficiency.
 - The Human Resources Department will also consider tools utilized to measure English Language Proficiency implemented in other school districts yielding successful results for candidates (For example, Kenosha, Racine, Waukesha, and UW -Milwaukee)
 - Perform at satisfactory levels in the classroom.

If MPSU is not a good fit for the employee, other programs are explored to find the best possible education opportunity for the employee.

TASK FORCE POINT OF FOCUS #3

The third point of the task force was a request to provide information on how Milwaukee Public Schools and departments including MPSU would **work with partner universities and MPSU that would allow future teachers to complete their student teaching on the job while working in MPS.**

Employed Teachers of Record:

- Will be required to do pre-service student teaching at various grade bands per the university or program requirements.
- Will be able to do their student teaching in their current placement with a cooperating teacher evaluating them and the principal acting as the student teaching supervisor. The cooperating teacher does not have to be in the classroom with them, just perform observations and give support.

Employee Para Pipeline Students:

- Will need to do pre-service student teaching at various grade bands per the university or program requirements.
- Will be able to do their student teaching at the school they are currently assigned to with a cooperating teacher evaluating them and the principal acting as the student teaching supervisor. The student will need to be in the cooperating teacher's classroom for the semester.

Non-Employee Traditional Student Teaching Placements:

- University partners: Marquette (students must complete one placement w/ MPS), Concordia, Alverno, UWM,
- The MPS pre-service coordinator works with principals in schools with large bilingual populations to choose and approve host teachers for bilingual placements. These teachers need to meet the criteria for cooperating teachers established by the district.
- Our university partners contact the pre-service coordinator to request bilingual placements and the pre-service coordinator matches the university requests with available teachers.
- The pre-service coordinator tries to accommodate all placements requested by our university partners to consider student needs.

Employees and Non-Employees:

- Cooperating teachers: Teachers must meet the criteria - three years of fully license experience in the same license area to host a student teacher, two years of fully license experience to host a field teacher, must meet be proficient in all four domains of EE,

must have one full year of experience at school site, must take a cooperating teacher course at a university (free).

Recruiting Non-Employee Student Teachers:

- Human Resources sends a survey to student teachers to gauge if they are interested in attending the Student Teaching Rally. The survey serves to gauge if they are interested in employment with MPS (why or why not?), and what topics would students like covered in the Student Teaching Rally.
- Human Resources in conjunction with the pre-service coordinator provides the presentation to the student teachers and informs them of the employment opportunities within MPS.

Population of bilingual students participating in traditional student teaching in 20/21:

- Three regular education student teaching placements.
- Eight ESL student teaching placements.

TASK FORCE POINT OF FOCUS #4

The fourth point of the task force was a request to provide information on how Milwaukee Public Schools and departments would **work with partner universities, the Department of Public Instruction and MPSU that would develop performance portfolios for future bilingual teachers, and that lead to quality bilingual teaching. The use of portfolios would provide an alternative to the Foundations of Reading Test (FORT) for candidates to meet the requirements to obtain teaching credentials.**

- Currently our university and program partners use DPI approved requirements for portfolios. The Office Human Resources in collaboration with induction and support and MPSU will continue to develop various supports for bilingual educators in the development of portfolios.
- At the state level, across K-12 education advocacy organizations, there are ongoing conversations about amending or eliminating the FORT and updating it with a more fair and appropriate assessment. In 2019, Act 44 created an alternative demonstration of knowledge and skill in the teaching of reading for special education candidates only.

TASK FORCE POINT OF FOCUS #5

The fifth point of the task force was a request to provide information on how Milwaukee Public Schools and departments would **work with partner universities and MPSU to create programmatic strands in middle and high schools that encourage these students to consider becoming bilingual teachers. These partnerships would allow students to attain college credit while still in high school. The high schools which develop these programs should have a student population that represents the need for bilingual teachers.**

The M³ College Connections program is an innovative dual enrollment program among Milwaukee Public Schools (MPS), Milwaukee Area Technical College (MATC), and the University of Wisconsin–Milwaukee (UWM) that allows eligible students to complete their high school graduation requirements while earning college credits from both MATC and UWM at no expense to the student. Students from any MPS high school may apply for the program. Student applications are reviewed in a holistic manner by a committee of MPS, UWM, and MATC personnel.

- The M³ College Connections program consisted of two pathways:
 - **General Pathway** - a full-year program with the opportunity to earn up to 20 college credits in core subject areas that meet general education requirements for most associate and bachelor's degrees.
 - **Nursing Pathway** - a two-year program with the opportunity to earn up to 36 college credits and the potential to earn state certification as a nursing assistant (CNA) and licensure as a practical nurse (LPN).

Building on the existing M³ College Connections program, pilot of the **Education Pathway**, began in the spring semester of the 2020–21 school year with 7 students from 7 schools. This program is designed as a year and a half program with the opportunity to earn up to 22 college credits in both education and core subject areas that meet general education requirements for education and an internship in an MPS elementary school classroom.

The pandemic has impacted the pathways this year, moving all but a few nursing courses to be virtual. The education course is a UWM course taught by an MPS teacher: Introduction to Children and Young Adult Literature. The course sequence for the Education Pathway is outlined in the following chart.

M3 Education Pathway Course Sequence

Semester	Course	Course Name	College Credits
Spring	UWM CURRINS-233	Introduction to Children and Young Adult Literature	3
TOTAL			3
Summer	MPS INT102	Internship	0
Summer	MATC MATH-134	Mathematical Reasoning*	3
TOTAL			3
*Some students may be required to take this course based on their spring math. placement exam score.			
Fall	MATC ENG-201	English 1	3
Fall	MATC MATH-275/ MATC MATH-200	Math Exploration/ ELEM TCHRS 1 Intermediate Algebra	3 4
Fall	UWM CURRINS-300	Introduction to Teaching	0
TOTAL			6/7
Spring	MATC ENG-202	English 2	3
Spring	MATC MATH-276/ MATC MATH-260/ MATC NATSCI-233	Math Exploration/ ELEM TEACHERS 2 Basic Statistics Environmental Science	3 3 3
Spring	UWM CURRINS-300	Introduction to Teaching	3
TOTAL			9
PROGRAM COMPLETION TOTAL			18/22

The Department of College and Career Readiness has been meeting with both Reagan and South Division high schools to help plan an education pathway as a NAF Academy (NAF Academies are a recognized Career and Technical Education program) partnering with UWM.

Additionally, representatives from College and Career Readiness met with M³ members to explore securing additional funding to support the startup of the pathways at South and Reagan and the M³ College Connections Education Pathway.

In addition to the formal program offerings for high school students there will be opportunities for students to explore the teaching profession through mentor/club experience. High school students at South Division will have an opportunity to work with teachers at Allen Field Elementary and Forest Home Avenue school. This experience will pair students from South Division High School with qualified bilingual teachers at the two schools so that they can observe in a bilingual classroom and gain insights from an actual practitioner in the classroom. The students will then move towards providing support to the teacher in a classroom setting. The goal of the experience is to provide students with real world experience in a successful classroom setting as a means of peaking interest in students to pursue education as a career path. Students from South Division High School will have access to the education pathways.

TASK FORCE POINT OF FOCUS #6

The sixth point of the task force was a request to provide information on how Milwaukee Public Schools and departments including MPSU would **work within an equity lens, to eliminate the barriers to becoming a certified bilingual teacher, including MPS and state standardized tests and other related requirements.** Milwaukee Public Schools will continue to work to provide support to candidates in fulfilling any requirements including the FORT exam. Should DPI or university requirements change to no longer include the FORT, or offer an alternative to the FORT, MPS will support candidates in that case as well.

Milwaukee Public Schools is committed to equity.

- Special Education and FORT - Act 44 Changes - Wisconsin Act 44 directed the Department of Public Instruction to create a process that alters the Foundations of Reading Test (FORT) requirement for Special Education licensure. The Department of Public Instruction shall waive the requirement under par. (a) for an applicant seeking an initial teaching license that authorizes the holder to teach in special education if the applicant demonstrates to the satisfaction.

- The Wisconsin Foundations of Reading Test (FORT) - The FORT requirement remains for K-9 regular and bilingual teachers. Milwaukee Public Schools continues to engage in conversation with the Department of Public Instruction regarding the required FORT assessment for regular K-9 regular and bilingual teachers.
- edTPA COVID-19 - Within an equity lens, The Governor has suspended the edTPA requirement due to the COVID-19 public health emergency. This suspension remains in effect as long as the health emergency is in place. The Department Public Instruction has submitted to the Legislature a permanent rule change to remove the edTPA requirement from administrative rule, providing approved preparation programs flexibility in how they assess teacher candidates' performance in the Wisconsin Teacher Standards.

Milwaukee Public Schools Supports:

The Office Human Resources in collaboration with Induction Support and MPSU will continue to develop various supports for bilingual educators through:

- Professional/Academic Learning Supports (FORT/edTPA)
- Small-group tutorials
- Language assessment supports (ACTFL)
- Specific language focused supports (ESL)
- MPSU bilingual liaison support
- All tier three university partners and MPSU have incorporated the MPSU equity standards into the curriculum.
- MPSU programs have eliminated the GPA requirement and our university partners have lowered theirs for our students.
- MPSU hopes to become an ACTFL testing site when we are back in-person.
- MPSU developed a slow yet intensive FORT prep course designed to take students through each of the categories with strategies to pass the exam.
- Both the Manager of Professional Training and the MPSU Academic Program Chair are on the Dean's mailing list through DPI making us aware of upcoming changes to statute, when any info regarding the FORT is given out, we contact the appropriate individuals at MPS to make them aware. If open comments are sought, we assist students in creating and delivering meaningful messages to the state legislature.

TASK FORCE POINT OF FOCUS #7

The seventh point of the task force was a request to provide information on how Milwaukee Public Schools and departments including MPSU would **offer courses for the development of greater proficiency in English and other languages for future bilingual teachers. These courses would support candidates complete program requirements. Additionally, these supports would continue upon program completion to assist teachers in fulfilling their job responsibilities.**

PI 34.078 Bilingual-bicultural education.

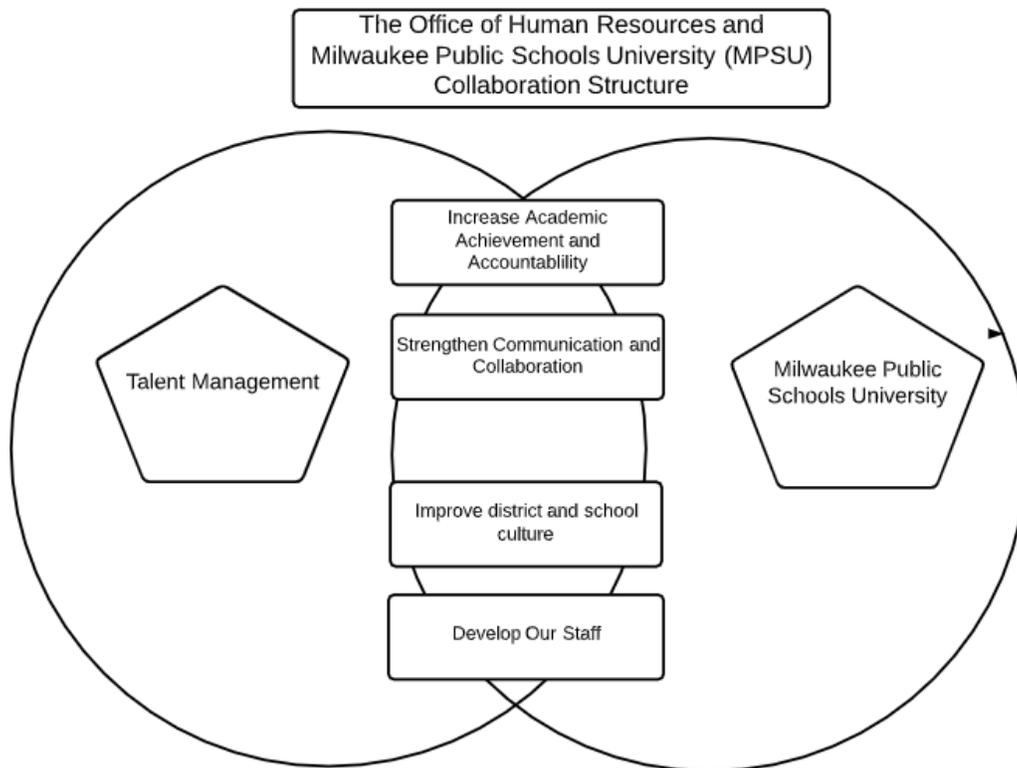
- (1) Authorization. A license issued under this section authorizes an individual to teach in a bilingual-bicultural educational program in the license area of the underlying teaching license.
- (2) Eligibility. The state superintendent may issue a bilingual-bicultural education license under this section to an applicant who meets all of the following requirements:
 - (a) Holds a teaching license under subch. VI.
 - (b) Is proficient in English and in the target

The goal of Human Resources is to recruit and retain highly qualified members to join the professional and support staff in Milwaukee Public Schools to support all students.

The Office Human Resources in collaboration with Induction Support and MPSU will continue to develop various supports for bilingual educators through:

- Professional/Academic Learning Supports (FORT/edTPA)
- Small-group tutorials
- Language assessment supports (ACTFL)
- Specific Language Focused Supports (ESL)
- MPSU Liaison Support
- On-site tutoring and mentor support at the MPSU Learning Center

MPSU offered ESL level one and ESL level two courses prior to the pandemic to assist individuals who need to improve their English speaking, comprehension, and reading skills. These courses can resume at any time.



RECOMMENDATIONS

Recommendation #1: The Office of Human Resources and MPSU will develop and implement an onboarding process for current MPS employees and interested external candidates seeking to pursue teaching certification to improve clarity and specific information regarding cost, length of program and expectations for completion. Human Resources and MPSU will create a Teacher Pipeline Education/Recruitment Cycle by May 2021 which will include regular reports on attrition, retention, and recruitment data.

Recommendation #2: When grants become available for application and consideration the district shall consider giving priority to initiatives to attract, support, and retain, bilingual ESL and World Language educators.

Recommendation #3: The taskforce, human resources, and language schools will research and investigate alternatives to the current language fluency testing.