



Wooster High School And Vaughn Middle School IB Language Policy*



Purpose

The purpose of this policy is to establish:

- The framework for valuing language diversity in our schools.
- The supports for all language learners and their families, including those in which the primary language of instruction is not their mother tongue.
- The structure for language learning at our schools.

Definitions

- **Mother-Tongue:** The language the student uses at home and/or outside of the classroom/school environment. This term encompasses other terms including: first language, home language, preferred language, native language, heritage language, and sometimes best language. This term also includes sign language. This could also include multiple languages since many second-language students are using more than two languages outside of the classroom.
- **Language B:** describes the language(s) learned subsequently to the first language.
- **Language Acquisition:** The class that provides instruction and support for the learning of the language B.

Common Practices and Philosophy for all students

- We promote International-Mindedness and encourage multilingualism.
- We provide pathways to language acquisition for students in addition to supporting mother tongue languages.
- We provide support for students to be successful in language acquisition.
- We encourage students to take action and extend their language learning in ways that help their community.
- We ensure that every discipline includes support mechanisms for language learning, both written and spoken.
- We promote awareness of one's own language and culture.
- We believe that language learning is vital for social, emotional and cognitive development.

Language Curriculum in the MYP

- **Primary Language Instruction:** The primary language of instruction is English. All students will develop fluency in this primary language.

*Wooster and Vaughn are candidate schools for MYP

**Wooster is a Candidate school for IBCC

- **Language and Literature:** This course is required for all MYP students and the course is designed to help students build knowledge, conceptual understandings and skills as described in the MYP subject guide and in the MYP unit development guide.
- **Language Acquisition Requirements for students:** In order to obtain an MYP certificate their 10th grade year, students must have sustained instruction in the same Language B for the last 2 years of the MYP program. However, it is encouraged that the Language B instruction be sustained in the same language over the five years of the program.
- **Language Acquisition Instruction:** The primary aim of the Language Acquisition course is to gain competence in a language other than one's native tongue, with the long term goal of balanced multilingualism. Knowledge, conceptual understandings, and skills will have been developed through MYP units of inquiry and student reflection. Each year, students will be placed in different phases (from 1-6), according to their ability. Each phase represents a development continuum, which is not age-based.
- **Language Acquisition Continuum:** MYP Language Acquisition classes build on previous language learning experiences. Students continuing on to the DP or IBCC program will have a foundation in at least one Language B that will enable them to continue onto the DP or IBCC curriculum.

Language Curriculum in the DP

- Group 1: This option is for a fluent language user studying his/her most competent language. Students will study literary texts and are responsible for fostering communication skills.
- Group 2: Higher or Standard Level: Students will build acquisition of a language B. Students are encouraged to continue to build upon the proficiency of their Language B choice from their years in the MYP program. Students will learn to communicate effectively, analyze literary texts, and develop fluent language skills.

Language Curriculum in the IBCC**

- Since IBCC students are required to take 2 DP courses, they may or may not select the Group 1 or Group 2 option. However, all IBCC students, regardless of their choice of Diploma Program courses, are required to improve their language proficiency in a target language other than their best/mother tongue language.
- IB recommends a minimum of 50 hours to be devoted to language development (built into the ATL class). If students take an IB World Language class (IB Spanish, IB French, or IB Chinese,) they will be required to do two extra lessons during the ATL class).
- **IBCC Language Portfolio (LP):** The language portfolio enables students to reflect on their learning and chart their progress in developing language skills and intercultural experiences. The language portfolio is a private document for the student to reflect on their learning.
 - LP is updated regularly over the two years of the IBCC program. The LP will contain activities, assessments, reflections on student learning experiences, notes on your understanding of other cultures, and any other samples of student work.
 - The LP is not a formally assessed document, but IBCC may request a copy.

Multilingual communication in the school community

- Vaughn and Wooster enlist the help of many bilingual staff to translate and/or interpret for our Spanish speaking parents.
- WCSD has a translator/interpreter office and parents can contact them to request an interpreter or translator.
- The school libraries include materials to support continued use of the mother tongue as well as offering diverse language selections.
- District documents and publications are available in Spanish.
- The District ELL department contracts with translators of languages other than Spanish who translate curriculum components or other documents at the request of teachers.

Languages Offered

- Spanish
- French (Wooster only)
- Chinese (Wooster only)
- English
- Spanish for Spanish Speakers (Language A-Language and Literature)
- American Sign Language (in development)

Special Populations

- **Newcomer Center:** Wooster offers newcomer center for students who are new to country. We are one of the only schools who offer ELL Beginning English and Reading/Comprehension for these students.
- **Placement of students and progress:**
 - Wooster's ELL students, or whose mother tongue is not English, take a test to assess their language proficiency before determining supports and placement.
 - The WCSD ELL department oversees and manages the administration and reporting of the State mandated WIDA-ACCESS placement test (WAP-T) that all WCSD ELL students take. All new ELL students take the WAP-T placement test to determine the students English Development Level. The ELL team, newcomer assistant, and counselor at the newcomer school site then make a team decision about best placement based on their educational history from their home country, credits received in their home country, WAP-T scores and QSI (Quality Spelling Inventory).
 - ELL students are then annually tested as mandated by federal legislation with the yearly ELPA (English Language Proficiency Assessment) and our chosen ELPA is the ACCESS test. Results are then analyzed yearly with regard to language development and growth.
 - ELL students are placed into most mainstream courses and language development courses throughout their progression in learning the English language. Each of the ELL courses has a curriculum map and Common District Final, which is used

to calculate the students' semester grades and language development progress. These students are then annually tested as mandated by federal legislation with the yearly ELPA (English Language Proficiency Assessment) (ACCESS) to show language development growth. To 'exit' from the ELL program, a student must get an overall score of 5 on the ACCESS test with a 5 in the overall literacy score on that assessment.

- Continuing ELL students (Long Term ELLs): Students who have been in the United States for four years or more also qualify to take the ELL Academic English courses.
 - All ELL students have language development folders which consist of a variety of data to assist teachers, counselors, and parents in decisions about instruction, placement, and supports.
 - Course selection is a process involving teachers, parents and counselors and could include a variety of course combinations including mainstream classes and/or ELL courses.
- **WHS ELL courses:**
 - ELL Beginning English
 - ELL Beginning Reading/Comprehension
 - ELL Intermediate English
 - ELL Intermediate Reading/Comprehension
 - Academic English 1-2

Supports for all students

- WCSD offers various summer school programs for all students, including ELL programs
- District ELL office offers special summer school programs for ELL students
- Smaller class sizes for ELL and Special Education students
- Co-teachers teaming with content teachers to provide additional support for language learners in mainstream classes
- Technology assistance such as voice recordings, digital editing of drafts and other language learning applications which apply the 21st century learner
- After school tutoring & Saturday academies & Intersessions
- Additional Reading and Math support classes
- Many teachers offer additional supports as needed

Language Instruction

- WCSD offers various summer school programs for all students, including ELL programs
- Teachers select and provide access to literature from a variety of cultural backgrounds.
- Students are encouraged to use their native language to help them build schema for the vocabulary in the new language
- Teachers provide differentiated instruction for students with special needs, including students with learning disabilities and students who are academically talented and gifted.
- Teachers assess students using a combination of formative and summative assessments and incorporate the IB rubrics.

- Teachers in some ELL classes may include a combination from the MYP Language and Literature guide but also from the MYP Language Acquisition Guide

Document Review

- A committee will be formed to review IB policies at the time of each program evaluation (for either MYP, IBCC or DP). The committee will consist of IB coordinators, administrators, teachers, community members and parents.
- This policy will be communicated to stakeholders via the Wooster and Vaughn school websites.

References

- *MYP Principles and Practice* (occ.ibo.org)
- *Language Policy considerations* (occ.ibo.org)
- *MYP Language Instruction in Fridley Public Schools*
http://www.fridley.k12.mn.us/uploaded/IB_Files/MYP_Language_Practices.pdf
- *San Jose High School and Burnett Middle School Language Instruction*
http://www.sjusd.org/san-jose-high/docs/IB_LanguagePolicy2012.pdf
- *Oxford Community Schools Language Instruction in the MYP*
<http://oxfordschools.org/images/87/2012Language%20Policy.pdf>