**\*This comprehensive policy contains aspects which apply to the Edgewood Middle Years program as well as to the Edgewood Diploma program. Please note commonalities as well as relevant distinctions.**

**Philosophy**

**MISSION STATEMENT**

Edgewood is committed to building a globally aware community of lifelong learners who achieve high academic standards. Edgewood provides a diverse, challenging curriculum that is student-centered and develops inquisitive, knowledgeable, and empathetic students who actively engage in and contribute to their family, community, and the world around them.

**Language Philosophy**

At Edgewood Middle and High School, we believe that language is the key to all learning. Our students use language to make sense of complex and abstract thought, to learn to communicate with each other, to express emotions, to establish order, and to embrace our diverse cultures. Since language is essential throughout the education of the child, all teachers are responsible for facilitating the development of language by building upon communication practices.

**Language Instruction Practices**

To facilitate language instruction, our teachers do the following:

* Provide students with opportunities for oral language development through discussion, presentation, recitations, read alouds, and choral reading
* Provide students opportunities to make connections as they write across the curriculum
* Use Thinking Maps to support students’ writing and reading skills
* Use strategies including: guided reading, pair-share, literature circles, socratic seminars, annotations, and philosophical chairs
* Provide varied opportunities for writing, including focused journal writing, personal response, reflection, and writing with a transdisciplinary approach
* Use visual aids and manipulatives to support comprehension and language development
* Provide reading support and intervention
* Model communication skills and provide opportunities for students to practice them through oral presentations, class discussions, socratic seminars, literature circles, small group discussion, and philosophical chairs
* Implement small group instruction
* Activate prior knowledge through journaling, reflective writing, and class discussions
* Utilize academic vocabulary
* Scaffold assignments to assist students in learning and developing skills
* Help students make real-world connections
* Incorporate technology and educational programs as a means to increase literacy
* Translate home-school information and communication

To facilitate language instruction for non-native English speakers, teachers will do the following:

* Teach English Language Development (ELD)
  + Designated Instruction as one class period in student schedule
  + Integrated instruction remainder of day
* Use Bilingual Instructional Aides
  + Limited access to Spanish only
  + Time constraints limited to 3.5 hours a day
* Ensure that students classified as beginning-intermediate English Learners receive appropriate in-class instructional support
* Use Thinking Maps and other graphic organizers
* Use Individual Learning Plans (ILP) to set and monitor goals for students with varying language needs
* Use language frames
* Activate prior knowledge
* Utilize academic vocabulary
* Make connections to home language when appropriate
* Use Rosetta Stone approximately 30 minutes where appropriate.
* Use of New to English (a supplemental to our Core Anthology)
* Use Achieve3000 to document and monitor Lexile level progress

**Mother Tongue Support**

The student body of Edgewood Middle/High School consists of 1432 students and is represented by approximately 73% Hispanic or Latino Students. The remaining 27% is comprised of American Indian, Asian, Pacific Islander, Filipino, African American, and White. Roughly 8% of our student population are non-native English speakers. Other first languages include Mandarin, Vietnamese, and Tagalog.

At Edgewood Middle/High School, we provide support for the mother tongue by:

* Providing up to 200 minutes of ELD instruction to our EL students per week
* Provide district support with bilingual aide for our Beginning and Early Intermediate EL students
  + Instructional Aides in some classrooms for minimum 30 minutes per day
* Encouraging students to speak their mother tongue language at school
* Encouraging parents to speak their mother tongue language at school
* Providing translators at parent conferences and workshops
* Increasing the number of resources available in our library that are written in the mother tongues of our students
* Using Specially Designed Academic Instruction in English (SDAIE) strategies throughout all content area instruction
* Using visual aides and labels in the classroom
* Sending home written communication in English and Languages other than English
* Using Thinking Maps as scaffolding tool for writing
* Modeling and repetition
* Activating prior knowledge
* Encouraging paired discussions (speaking and writing)
* Speaking to students in home language (teacher/peer)
* Honoring and supporting the mother tongue by making connections between English, Spanish, and Mother Tongue
* Translating home-school information and communication in Spanish
* Working on creating a network of resources to translate materials into additional mother tongues

**Learning a Second Language**

At Edgewood Schools, second language instruction in Spanish and Mandarin is provided to all students in sixth to tenth grade and students have the option to continue in second language development in the Diploma Programme. Students currently receive second language instruction for four periods per week. Through instruction, students will learn basic communication skills in Spanish or Mandarin. Students in the sixth grade are introduced to both Spanish and Mandarin as semester courses. At the end of the sixth grade, students can choose to pursue Spanish or Mandarin as their second language. Second language instruction is taught in phases. The objectives for the six phases of the language acquisition subject group is mandatory when planning units of work. Students wishing to take another foreign language will have to test out at the Phase 4 level of their language acquisition. Students are made aware of this requirement at the time of their registration. Students entering the Diploma Programme in the eleventh grade have the option to continue their second language learning in DP Mandarin and Spanish.

At Edgewood, we provide support for learning a second language through the use of:

* Oral language practice
* Written language practice
* Listening audio for comprehension
* Labels and word walls
* Music/ Video clips (demonstrating proper modeling)
* Role playing
* Use of technology and visual aids
* Cultural connections and exposure

**American Sign Language**

American sign language (ASL) is offered as a course in two levels for 11th-12th grade.

**Professional Development for Staff and Faculty**

The staff and faculty of Edgewood Schools participate in ongoing professional development that supports language learning and teaching. In addition, the teaching staff hold BCLAD or CLAD Certification, or EL and SDAIE Authorization to support the language development of the students. Our ELD Coordinators and district TOSA provides support for the teachers.

**Professional development for staff and faculty includes, but is not limited to:**

* IB Middle Years Programme Level I, II and III training
* Thinking Maps
* Teacher Education Support System (T.E.S.S.)
* Ongoing PD to support MYP practices and philosophy provided by MYP coordinator
* Weekly subject level collaboration for planning and reflecting on units of inquiry

**Review of Assessment Policy and Practices**

At Edgewood Schools, language is assessed for different purposes using varied strategies and tools, as stated in our Assessment Policy. Assessment tools include, but are not limited to:

* Rubrics
* Interim Assessments / District Benchmarks
* Anecdotal records
* Portfolios
* Writing Samples/Portfolios
* Illuminate
* Lexia
* SIPPS
* DIBELS
* CAASPP
* LPAC
* PSAT
* Oral Presentations (IOPs & IOCs)
* Curriculum Assessments / Common Assessments
* Student Reflections & Evaluations
* Observations
* Discussion (Socratic Seminars & Literature Circles)
* Achieve 3000

The Language Policy will be reviewed and assessed annually by the staff to reflect any changes made to the school’s language profile.

\* November 2017 - ASL requirements included because ASL is no longer an ROP class.

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