

## **EWHS Language Policy**

### **Language Policy Steering Committee – A review of developments (2009-2019)**

As a result of the 2009 Self-Study Review, a Language Policy Team was formed. This team was commissioned to review Language Policy and to make additions or adjustments, as needed. As a result of that original work, we have continued to see significant developments:

1. the increase in the number of students staying in our world language program, beyond the minimum number of years required for a WA State diploma, has stabilized and created a vibrant language department – one that continues to see large number of students take language acquisition past the minimum years required for graduation.
2. the significant increase in the number of mother-tongue languages represented at Edmonds-Woodway has stabilized, with 50 mother-tongue languages now in our building.
3. “IB for All” in our English A: Language and Literature course has seen an expansion in the number of ELL students taking the course and finding success in IB exams.
4. the initial increase in the number of students wishing to begin the full-IB diploma series with no, or no significant, second language education has also stabilized – and we continue to see students begin the full-IB diploma program with no previous language instruction.

After the 2013-14 Self-Review, the Language Policy Team was disbanded and their work was moved to our Instructional Council. In preparation for our current Self-Review, the Language Policy Team was restarted to bring fresh eyes to the Language Policy. The committee, consisting of IB Program Teachers, the School Library/Media Specialist, an ELL instructional leaders, an EWHS Parent, and a School Administrator reviewed IB policy documents on language policy and – working together – reviewed existing policy and made changes to the documents.

### **Philosophy**

EWHS is committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds.

EWHS recognizes that the study of language is central to all learning and that all teachers are, in practice, language teachers with core responsibilities in facilitating written and oral communication skills.

EWHS recognizes that language study (in both English and Language Acquisition) reinforces cultural identity, enhances personal growth and promotes effective, independent thinking and communication.

EWHS supports the IBO mission of developing global awareness and recognizes that the skills to live and work with others, both locally and internationally, are enhanced by the development of more than one language.

EWHS values differentiated and varied instruction which integrates the development of reading, writing, listening and speaking skills. We encourage authentic and meaningful learning experiences that include cross-curricular lessons (when possible) as well as exposure to literature, non-fiction writing, grammar and various forms of language. Specific references to language instruction and assessment are extremely relevant, and should be found in both individual scope and sequence curriculum maps and course syllabi.

EWHS recognizes the need to support recognition and appreciation of the 50 diverse mother-tongue languages represented within our school community.

## **School Language Profile**

The IB Diploma Program is a district-level program that functions as a school within Edmonds-Woodway High School, a suburban US school just north of the city of Seattle. EWHS has a great deal of ethnic diversity, but – due to state high school graduation requirements – very few international students who would request Language A1 self-taught.

The language of instruction is English, and the school offers three Language Acquisition choices: French, Mandarin, and Spanish. IB diploma classes are open to all EWHS students, regardless of race, gender, or access to economic resources. District students who live outside of the EWHS school boundary may request a placement into the IB Program from the other three district high schools. That transfer was previously based upon an identified academic need for a specific program that meets Washington State criteria for Highly Capable Students, however the continued success of the full-IB diploma program at EWHS has caused the district to change its requirements. As of Fall 2019, EWHS – and specifically its IB program – will be open to transfer in our district for students that request it. At the completion of grade eight, students from the district’s Challenge Program may transfer directly into Edmonds-Woodway’s honors pathway, which prepares students for success in the IB Diploma Programme.

Title III of the Every Student Succeeds Act requires states to assess the English language proficiency of students receiving English language development services at school. Washington State uses the English Language Proficiency Assessment for the 21st Century (ELPA21) to assess these students. Washington State began administering the ELPA21 annual assessment in the 2015-16 school year.

When ELL students arrive at Edmonds-Woodway, they are evaluated using the ELPA21 assessment. The ELPA21 summative assessment measures students’ English language proficiency, both knowledge and skills, in reading, listening, writing, and speaking (see assessment descriptors in the appendix of this document). Results from this test determine which students are eligible to continue receiving ELD services. The ELPA reports a continuum of five performance levels: Beginning (Level 1), Early Intermediate (Level 2), Intermediate (Level 3), Early Advanced (Level 4), and Advanced (Level 5) in the domains.

We use many criteria to determine when a student is ready to be placed in non-ELL English classes, including ELPA21 score, SBA-ELA, and their English 3 class performance. The next placement is IB Language and Literature HL as their primary English class in Grades 11 and 12. When this occurs, they are placed in a support class – with a separate IB-trained instructor – for additional support. This teacher regularly collaborates with the IB course instructor on differentiation and support. All of the students who are in the IB Diploma Program have a basic proficiency in English, and most ELL students who are participating in honors courses at Grade 9H have at least four years of experience with the English language.

It is a core responsibility of each teacher to assess language proficiency needs and to adjust curriculum accordingly. There are many students who tutor in various subject areas as part of their CAS activities.

## Overview of EWHS Languages

- English is the language of instruction.
- English, as a subject, is taught through:
  - Language A1
  - Language A2-self-taught (by arrangement, for IB exchange-students)
- Language Acquisition languages (Language B):
  - HL courses: French, Mandarin Chinese, Spanish
  - SL courses: French, Mandarin Chinese, Spanish
  - Ab Initio: Mandarin Chinese (offered yearly)
  - Ab Initio: French, Spanish (offered as needed, for full-IB diploma candidates with no prior language study)
- Language Acquisition Programming not currently recognized by the IBO:
  - American Sign Language (multiple levels)
- Linguistic Cultural Opportunities
  - The school offers a multitude of opportunities to gain exposure to various languages and cultures through music, art, festivals, assemblies, multi-cultural clubs and curricular units. Several student groups (including Asian-Pacific Islanders Club, ASL Club, Colores Unidos and Chinese Club) lead these efforts.
  - CAS opportunities exist within the community that focus on the ethnic diversity of the community and would allow for the practice of world language skills.
    - Spanish and Mandarin Chinese were chosen as Language B subject areas because of the unique regional issues related to the migrant, business and trade position of Washington State.
  - Students whose fluency in English needs practice may access materials in the school library or request tutor assistance. Teachers differentiate curriculum and learning, as needed.
  - Special parent-student-school community evenings are held to celebrate diversity and provide school information.
  - The school library has access to public domain articles in a variety of languages, periodicals in Spanish and Chinese, history videos in Spanish, literature and poetry in a variety of languages, including Spanish, Russian, Chinese, Farsi, and other languages. The library has also circulated a variety of resources to the Language Acquisition/World Language department.
- Support for Community / Family Interaction in Mother-Tongue Language

- Real-time translators (typically using wireless translation devices) are provided by the District for all parent-student-teacher meetings, upon request.
- All district and school communication is available in both English and Spanish, with district-supported translation services available in all mother-tongue languages for families. Our school and district website are compliant with state and federal law, which requires the site to be instantly translatable into any language spoken in the district.
- All family communication regarding formal progress (school grades, progress reports) are reportable to Spanish families in their mother-tongue. As all Edmonds School District students have 1:1 Chromebooks, student/parent emails are translatable across the Google platform of supported languages.
- The school and district support live transcription and translation for families in other languages.

## Essential Agreements for the Teaching of Language

All students are:

- encouraged to maintain and value their own native language and to respect the native language of other students
- taught language skills (to read, write, analyze and reflect) by all members of the EWHS faculty in each course, regardless of discipline
- encouraged to become fluent in more than one language
- introduced to a variety of strategies to comprehend, interpret, evaluate and respond to a variety of media and non-fiction sources
- exposed to a wide range of literature reflecting a variety of cultures
- given time to reflect on their learning and to apply remediation strategies
- encouraged to share and develop their work in a social context
- given constructive and specific feedback from teachers and peers
- given access to, and are taught through, a variety of technological and informational sources
- given the opportunity to become active language learners through inquiry and authentic real-life applications
- encouraged to view language as a tool for life-long learning
- encouraged to include parents, peers and the community in their development of language skills

## **Program Attributes Brought Forth in Self-Reflection of the Language Policy**

The responses to the self-study from 2013-14 gave us the impetus to move forward with “IB for All” instruction in Language A, beginning in 2017. Our first cohort sat for exams in May 2019; over 150 students sat for the IB English A HL examination, and only three students who completed examinations failed to score a 4. We continue to promote mother-tongue languages while balancing the legal requirements of instruction in the English language.

1. Library and media resources are directly linked to teaching and learning with language as a focus, and our library now has a far wider set of materials in a variety of languages.
2. Counselors continue to counsel full-IB students towards Language A1 Self Study options, should those students be best suited toward that diploma coursework.
3. As of the fall of 2015, our school only offers Language A: Language & Literature to our students, however the multi-year development of “IB For All” at EWHS has met with great success. We have continued vertical alignment from Grades 9 through 12, and all students at EWHS are now enrolled in English Grade 9H and English Grade 10 H to prepare for success in IB For All.
4. Our Language Acquisition scope and sequence work is exceptionally well developed for French, Mandarin, and Spanish. However – two years ago – a maternity break for a French instructor – and our inability to fill the SL position in a timely manner – caused issues that we did not expect, and they rippled through the program through this May. We are working to ensure the district supports IB training for long-term substitute instructors.
5. As our district’s teacher evaluation tool (the Danielson model) explicitly deals with the creation of developmental profiles for each student (section 3.1 – subset of students), this has become an area of focus for Language Acquisition instructors.
6. The number of students staying in Language Acquisition courses has stabilized. Positive changes to state college crediting for SL exams will continue to positively impact growth in language acquisition.

## **Recognized Internal Challenges to Our Language Policy: DHH and ASL Programming**

While the ongoing development of our language policy works to take into account the broad nature of language acquisition, we must recognize that the IBO's policies on Language Acquisition are currently leaving out an essential portion of our EWHS student population.

EWHS houses the largest Deaf and Hard-of-Hearing (DHH) population of any public school in our region. DHH students attend EWHS from 13 different local school districts and – as of the 2018-19 school year – over 165 EWHS students are signed up for language instruction in their language of choice: American Sign Language.

When DHH students access IB classes, they are provided with full-time interpreters, and exam accommodation requests are completed so that students can complete all of their assessments.

Our DHH and ASL teachers are deeply committed to their Language Acquisition course, and deaf-culture is a vital part of our school's community. In order for ASL students to have access to the full-IB diploma sequence, they are required to take up the challenge of a THIRD language of study, beyond that of English and their Language Acquisition course, to stay in the ASL program.

As the IBO has moved away from the designation of "World Languages" and moved towards "Language Acquisition," *and* as IB's Language Policy states that the IB is "committed to supporting multilingualism as a fundamental part of increasing intercultural understanding and international-mindedness, and is equally committed to extending access to an IB education for students from a variety of cultural and linguistic backgrounds" *and* as ASL qualifies as a language in many colleges and universities around the world, it is the position of the Language Policy Steering Committee that we formally encourage the IBO to recognize ASL as a language of study in Language B.

As ASL continues to expand at EWHS and around the US, we would hope that formal IBO recognition for American Sign Language occurs, so that our programming can continue to grow with all of our students.

## **Communicating Language Policy**

A copy of the EWHS Language Philosophy and Language Policy is posted on the IB Coordinator Website; all statements of philosophy and policy are reviewed with parents during parent meetings of incoming and existing IB students. Individual course syllabi address language acquisition and curriculum specifics, as needed.



## Resources:

*As a part of its 2018-19 Self-Study, various IB language policies for regional schools were reviewed, as well as new, relevant studies and literature in the field, including:*

"IB Language Policy." IBO Publication. <http://www.ibo.org/mission/languagepolicy> Updated: February 2014

Corson, David. Language Policy in Schools: A Resource for Teachers and Administrators. New Jersey: Lawrence Erlbaum Associates, 1999.

Fee, Liu, Duggan, Arias, Wiley. Investigating Language Policies in IB World Schools: Final Report. Center for Applied Linguistics (CAL), 2014.

Freeman Field, Rebecca. English Language Learners at School: A Guide for Administrators, 2nd Edition. Philadelphia: Caslon Publishing, 2012.

Gottfried, Margo & Nguyen, Diep. Assessment and Accountability in Language Education Programs: A Guide for Administrators and Teachers. Philadelphia: Caslon Publishing, 2007.

Marzano, Robert, Debra Pickering and Jane Pollock. Classroom Instruction that Works. Alexandria: ASCD, 2001.

Shohamy, Elana. Language Policy: Hidden Agendas and New Approaches. Routledge: London, 2006.

The Office of Superintendent of Public Instruction [OSPI]. (2011). Understanding Annual Measurable Achievement Objectives (AMAOs).

Tollefson, J. (2013). *Language policies in education: Critical issues: Second edition*. London, UK: Routledge.

*Revised 2018-2019 school year*

**APPENDIX: ELPA ACHIEVEMENT LEVEL DESCRIPTORS**

Reading Level 1 Beginning	Reading Level 2 Early Intermediate	Reading Level 3 Intermediate	Reading Level 4 Early Advanced	Reading Level 5 Advanced
9-12 Score Range: 487 or below	9-12 Score Range: 488-538	9-12 Score Range: 539-630	9-12 Score Range 631-661	9-12 Score Range: 662 or above
When reading grade-appropriate text, the student at Level 1 is working on:	When reading grade-appropriate text, the student at Level 2 is working on:	When reading grade-appropriate text, the student at Level 3 is working on:	When reading grade-appropriate text, the student at Level 4 is working on:	When reading grade-appropriate text, the student at Level 5 is working on:
recognizing the meaning of frequently occurring words, simple phrases, and formulaic expressions in literary and informational text; identifying the point an author makes; responding to yes/no and some wh- questions to demonstrate understanding of text; gathering information from provided sources and labeling collected information.	identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.	determining the meaning of general academic and content-specific words and phrases in literary and informational text; identifying and paraphrasing main concepts and information; comprehending exchanges of written information or data; explaining the reasons and textual evidence to support a claim; gathering information from multiple sources.	determining the meaning of figurative language and some idiomatic expressions; identifying main ideas and summarizing key points from literary and informational texts; analyzing the reasoning and use of rhetoric in persuasive texts; conducting research based on written sources of information, demonstrating comprehension by evaluating written findings.	determining the meaning of figurative language, and idiomatic expressions; accurately identifying, summarizing, analyzing, and critiquing key points, main ideas and arguments of others presented in writing; gathering and synthesizing information from multiple written sources, evaluating the reliability of each source.

Writing Level 1 Beginning	Writing Level 2 Early Intermediate	Writing Level 3 Intermediate	Writing Level 4 Early Advanced	Writing Level 5 Advanced
9-12 Score Range: 484 or below	9-12 Score Range: 485-532	9-12 Score Range: 533-614	9-12 Score Range: 615-640	9-12 Score Range: 641 or above
When writing, the student at Level 1 is working on:	When writing, the student at Level 2 is working on:	When writing, the student at Level 3 is working on:	When writing, the student at Level 4 is working on:	When writing, the student at Level 5 is working on:
communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.	writing clear and coherent simple and compound sentences using common linking words; constructing written claims with some organization, supported by a reason or evidence and a concluding statement; recounting a short sequence of events in order; providing one or two facts about a topic; writing one relevant question about a prompt.	using multiple complete sentences with organization and some details to develop an informational topic; constructing written claims to communicate clear, coherent, context-specific messages using a variety of language structures; participating in written exchanges, building on the ideas of others, restating some of the key ideas expressed, and expressing own ideas; writing relevant questions that demonstrate understanding.	producing a coherent narrative with details using compound and complex sentences; using a variety of language structures accurately in context-specific messages; constructing written claims with reasons in basic paragraph form; participating in written exchanges on a range of topics, texts, and issues; introducing and developing an informational topic with facts, details, and evidence.	producing a coherent narrative with details using compound and complex sentences, with complex and varied transitions to link the sections of a text and to clarify relationships among events and ideas; composing informational texts about a variety of topics with relevant details, concepts, examples, and information; expressing ideas clearly and persuasively; introducing and distinguishing a claim from a counter-claim, providing logically ordered, relevant reasons and supporting evidence to refute the counter-claim.

Listening Level 1 Beginning	Listening Level 2 Early Intermediate	Listening Level 3 Intermediate	Listening Level 4 Early Advanced	Listening Level 5 Advanced
9-12 Score Range: 450 or below	9-12 Score Range: 451-490	9-12 Score Range: 491-570	9-12 Score Range: 571-612	9-12 Score Range: 613 or above
When listening, the student at Level 1 is working on:	When listening, the student at Level 2 is working on:	When listening, the student at Level 3 is working on:	When listening, the student at Level 4 is working on:	When listening, the student at Level 5 is working on:
determining the meaning of frequently occurring words, simple phrases, and formulaic expressions in simple oral communications and presentations; listening to short conversations on familiar topics and responding to simple yes/no questions and some wh- questions.	determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.	determining the meaning of general academic and content-specific words, phrases and frequently occurring expressions; demonstrating comprehension of oral presentations and exchanges of information about literary and informational texts by determining the central idea or theme and supporting reasons, restating key ideas and information, and explaining how the theme is developed by specific details; adding information and evidence to oral exchanges.	determining meanings of general academic and content-specific words and phrases, figurative language, and some idiomatic expressions; demonstrating comprehension by participating in a range of discussion topics; inferring the intent and analyzing the speaker's development of themes and ideas; analyzing the reasoning and use of rhetoric in persuasive speech to determine whether the evidence is sufficient to support the claim.	determining meanings of idiomatic expressions and figurative language in oral presentations and conversations; determining and summarizing central ideas or themes, analyzing their development and evidence discussed; construct meaning from oral presentations on academic topics and literary texts; inferring, analyzing and critiquing the intent, reasoning and use of rhetoric of a speaker.

Speaking Level 1 Beginning	Speaking Level 2 Early Intermediate	Speaking Level 3 Intermediate	Speaking Level 4 Early Advanced	Speaking Level 5 Advanced
9-12 Score Range: 480 or below	9-12 Score Range: 481-535	9-12 Score Range: 536-592	9-12 Score Range: 593-618	9-12 Score Range: 619 or above
When speaking, the student at Level 1 is working on:	When speaking, the student at Level 2 is working on:	When speaking, the student at Level 3 is working on:	When speaking, the student at Level 4 is working on:	When speaking, the student at Level 5 is working on:
communicating basic information about an event or topic using a narrow range of vocabulary and simple sentences; participating in short conversations; presenting information, and responding to simple questions and some wh- questions; expressing an opinion about a familiar topic.	producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.	speaking about informational and complex literary text or delivering short oral presentations using standard language forms; recounting a sequence of events with a beginning, middle, and end; introducing and developing an informational topic with facts and details and a conclusion; participating in discussions, building on the ideas of others and expressing own ideas, asking and answering relevant questions, and restating some key ideas.	using standard language forms and complex transitions to clarify relationships among events and ideas; analyzing and critiquing others' arguments; participating in conversations and discussions or giving oral presentations on a range of topics, texts, and issues; developing presentations to communicate research; introducing and developing a claim or an informational topic with facts, details, and evidence.	participating in extended conversations and discussions and delivering oral presentations on a range of topics, texts, and issues; asking and answering questions to probe reasoning and claims; summarizing key ideas and evidence; fully developing a claim or topic with relevant details, concepts, examples, and information; analyzing and integrating information into a clearly organized oral text.