Pueblo East High School Language Policy

Purpose

The purpose of the East High School Language Policy is to provide a plan for language acquisition success. This document will outline Federal, State, District, and School expectations along with the International Baccalaureate expectations with regard to language acquisition.

Taken from the *Primary Years Programme, Middle Years Programme and Diploma Programme Learning in a language other than mother tongue in IB programme,* 2008**, "**The IB offers three high quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world through intercultural understanding and respect. Crucial for the success of the programmes is a rich development of language and literacy for all learners. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding. Consequently, this requirement is built into the standards and practices of all three IB programmes as well as the IB learner profile. Recognizing that the language profiles of IB learners are diverse, and that sometimes one language may be more dominant than another in the same individual, IB programmes offer a variety of opportunities for learning more than one language (p. 3).

At Pueblo East High School, students are able to take Spanish or French as MYP students. Students who pursue the full IB Diploma Program (DP) or take isolated DP Courses can test in Spanish or French.

According to the document, *Primary Years Programme, Middle Years Programme and Diploma Programme Learning in a language other than mother tongue in IB programme,* 2008**, "**Language is integral to exploring and sustaining personal development, cultural identity and intercultural understanding. As well as being the major medium of social communication, it is tightly linked to cognitive growth because it is the process by which meaning and knowledge is negotiated and constructed.   It is the main tool for building our knowledge of the universe and our place in it. Language then, is central to learning, as well as to literacy, and is thus closely related to success in school (p.1). Pueblo East High School's philosophy is to support students' mother tongue and second language acquisition.

Legal Requirements of Government Legislation

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the Colorado English Language Proficiency (CELP) standards. English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. WIDA was established in 2002 with a $2.3 million grant from the U.S. Department of Education to the Wisconsin Department of Public Instruction for the purpose of creating English language proficiency standards and assessments. The purpose of such Enhanced Assessment Grants is to support State activities designed to improve the quality, validity, and reliability of state academic assessments beyond the requirements for such assessments described in section 111(b)(3) of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. Overall, the standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students' access grade level academic content while learning English (Colorado English Language Proficiency Standards: Colorado Department of Education Webpage, 06 Dec. 2013).

In July 2018 the State Board of Education approved new rules to ensure educators in Colorado are prepared to meet the needs of English learners in our schools. Effective Sept. 1, 2018, educators endorsed in elementary, English, math, science and/or social studies seeking to renew their professional license must complete or demonstrate completion of professional development activities equivalent to 45 clock/contact hours or three (3) semester hours in Culturally and Linguistically Diverse (CLD) education that meets or exceeds the standards outlined in section 5.12-5.15 of 1 CCR 301-37 (Educator Talent-Licensing Office: Colorado Department of Education Webpage, 13 Nov. 2019).

Colorado Department of Education: GUIDEBOOK ON DESIGNING, DELIVERING AND EVALUATING SERVICES FOR ENGLISH LEARNERS (ELs), 2012-2013

Colorado educators, district and school administrators and school board members face the challenge to provide an equitable and rigorous education to all students. For more than 120,000 students in Colorado who are English learners (ELs), representing over 200 different languages, the challenge is intensified with Colorado's high academic standards and accountability measures. Colorado schools must be engaged actively in assessing and analyzing student performance, educational program effectiveness, program delivery structures and instructional processes. Implementing research-based structures that support student achievement for ELs is essential, especially in light of ELs' challenges. School boards, administrators and teachers are entrusted with implementing Language Instruction Educational Programs (LIEPs) that produce results and are based on sound principles of comprehensive school reform (p. 7).

The following goals outlined in the Colorado Department of Education's strategic plan illustrate Colorado's commitment to all students that they will do the following:

1. Prepare students to thrive in their education and in a globally competitive workforce.
2. Ensure effective educators for every student and effective leaders for every school and district.
3. Build the capacity of schools and districts to meet the needs of Colorado students and their families.
4. Build the best education system in the nation.

District Obligations

To develop comprehensive English language acquisition and academic programs for ELs, schools and districts must first have accurate knowledge regarding the size and characteristics of the population to be served. Proper identification of ELs helps ensure that the district's English language acquisition program is best designed to meet the needs of its students.

Step 1—Identification of Students Whose Primary or Home Language is Other Than English (PHLOTE)
A Home Language Survey must be completed for each student; it should be provided in the language most frequently spoken in the local community. It is advisable that this be the first form filled out in the registration process for all students. The Office for Civil Rights (OCR) suggests that the Home Language Survey contain, at a minimum, the following three questions:

- Is a language other than English used in the home?
- Was the student's first language other than English?
- Does the student speak a language other than English?

The district must ensure that all students have a completed home language survey on file (including monolingual English speakers). If **any** response on the home language questionnaire indicates the use of a language other than English by the student or another person in the home, further investigation must be conducted to determine the student's English language proficiency. The use of a language other than English does not signify that the student is not a competent and proficient English speaker.

Section 9501(a)(1) of the ESEA requires LEAs to provide services under Title III, among other Federal programs, to private school children, their teachers, and other educational personnel. The responsibility under the Title IX uniform provisions for providing Title III services to LEP students in private school lies with the LEA and, consequently, the LEA is responsible for assessing the English language proficiency of private school students if requested by private school representatives.

The school district must establish an effective and systematic procedure to identify all ELs. The identification, assessment and placement procedure must include the following:

- Home language surveys (HLS) completed as part of the registration process to identify PHLOTE students. Surveys should remain on file, easily accessible to school and district staff and available for state audits
- The WIDA Screener administered to all new-to-district students identified as PHLOTE, within first 30 days of school to determine English language proficiency -- If a student enrolls after the first 30 days of school, then the WIDA Screener is to be administered within 2 weeks of arrival.
- Notification to parents of students identified for LIEP services
- Placement in LIEP services for students identified as ELs

- Ongoing Assessment to monitor language and academic growth (including the ACCESS for ELLs Proficiency Test)

Step 2—Assessment of English Language Proficiency (confirmation of the HLS)
When all HLS responses indicate that English is the only language used by the student and all individuals in the home, the student is considered an English only speaker. Procedures established by the school district for placement in the general student population should be followed.

The district will use the WIDA Screener to assess the English language proficiency of all PHLOTE students enrolled in its schools. Based on the results of the assessment *and* a body of evidence (BOE), each PHLOTE student will be identified as Non-English Proficient (NEP) or Limited English Proficient (LEP). Program placement and instructional decisions will be based on the student's English language proficiency designation *and* the BOE. Colorado has identified cut scores and guidelines for classifying ELs as NEP or LEP. Districts should use a district body of evidence including the WIDA Screener results when determining language proficiency classification.

Purposes of Language Proficiency Testing
A well-planned, appropriate program of language proficiency assessment is critical to ensure that the instructional program complies with legal requirements and the educational needs of ELs are being met. The district assessment plan should include provision for a timely 30 days (2 weeks if student enrolls after the first 30 days) screening placement assessment (WIDA Screener) as students enter the district, as well as an ongoing program of assessment (to include ACCESS for ELLs) of student progress to support educational planning and monitor student achievement. Information provided through language proficiency assessments can be used for several purposes impacting the educational programs of ELs: program services procedural/decision making, program planning and evaluation, reporting and instructional planning. It is essential that all four language proficiency areas are assessed in English and in the student's native language when possible:
1. S**peaking**—Using oral language appropriately in the classroom and social interactions.
2. **Listening**—Understanding the oral language of the teacher, extracting information and following the instructional discourse.
3. **Reading**—Comprehending and interpreting text at age- and grade-appropriate levels.
4. **Writing**—Producing written text with content and format in classroom assignments at age- and grade appropriate levels.

In order to exit the program, a body of evidence must be collected in order to prove readiness to exit.

State Sanctioned Language Proficiency Assessment
In 2002, the Colorado Legislature enacted Senate Bill 02-109 requiring CDE to develop/approve a single instrument to be used by districts to identify and measure proficiency of ELs by the school year 2005–06. CDE had previously adopted the CELA Pro in 2003, but has now sanctioned the ACCESS for ELLs for the purposes of the English Language Proficiency Act (ELPA).

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs):
ACCESS for ELLs test items are written from the model performance indicators of WIDA's (Word-Class Instructional Design and Assessment) five English Language Proficiency (ELP) standards.

School Obligations

Development and Maintenance of Mother Tongue
Federal guidelines do not require testing PHLOTE students in their native (home) language, nor can the results of such testing be used to determine whether students are EL. Nevertheless, PHLOTE students may be tested for native language proficiency in addition to English. Knowing the first language level is especially helpful when identifying students for EL classrooms or being considered for special education services. Upon entry into a school district, first language proficiency and academic assessment are important for ELs who have been receiving instruction in their native languages. Native language proficiency and academic assessment provide information that helps do the following:

- Determine language dominance and strength
- Preview language learning abilities as a pre-assessment for special education consideration
- Measure students' initial academic knowledge in content area subjects
- Measure students' growth in academic knowledge when instructed in the native language
- Predict students' ability to meet/exceed state standards at selected grade levels

A comparison of performance in both languages provides a more valid profile of the EL. For example, if a student has grade-level literacy skills in their native language and will be receiving all instruction in English, instruction would focus on transferring skills already learned rather than on initial development of these skills (*Colorado Department of Education: GUIDEBOOK ON DESIGNING, DELIVERING AND EVALUATING SERVICES FOR ENGLISH LEARNERS (ELs)*, 2012-2013 (p. 23)**.**

In order to support development of the mother tongue, Pueblo East High School ELs are provided with opportunities to take team-taught core courses with a core teacher and an EL teacher. Current team taught courses include Biology, Mathematics, Social Studies, and Language Arts. Within these courses, teachers use Advancement via Individual Determination (AVID) strategies such as interactive notebooks. AVID is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance. Strategies provided through AVID are beneficial for all language learners. Additionally, Pueblo East High School is investigating ways to provide Heritage-Speaker classes in Spanish.

In order to support student success in language acquisition, Pueblo East High School believes in utilizing best teaching practices. As a result, all teachers are incorporating the AVID WICOR Strategies in all courses. WICOR stands for the following:

Writing	**Inquiry**
● Writing process (pre-write to final draft) ● Respond, revise ● Edit, final draft ● Cornell Notes ● Quick-writes ● Learning logs, journals	● Skilled questioning ● Socratic Seminars ● Quick-writes/discussions ● Critical-thinking activities ● Writing questions ● Open-minded activities
Collaboration	**Organization**
● Group projects ● Response/edit/revision groups ● Collaboration activities ● Tutorials ● Study groups ● Jigsaw activities ● Read-arounds	● Binders ● Calendars, planners, agendas ● Graphic organizers ● Focused note-taking system ● Tutorials ● Study groups ● Project planning ● SMART goals
Reading	
● SQ5R (Survey, Question, Read, Record, Recite, Review, Reflect) ● KWL (What I Know; What to Learn; Learned) ● Reciprocal teaching ● "Think-alouds" ● Text structure ● Critical reading	

In addition to using WICOR strategies in order to support ELs, teachers include the teaching of ATL skills in their unit plans.

Extend language
As learners progress through the grades, they are required to read and write increasingly sophisticated texts in the content areas of the curriculum. The academic language of such texts reflects:
- the complexity and abstraction of the concepts that learners are required to understand
- the increased density of low frequency and technical vocabulary, many of which come from Latin and Greek sources (for example, photosynthesis, revolution)
- increasingly sophisticated grammatical constructions (for example, the passive voice).

Teachers can help learners extend their language and reading by combining rigor with numerous opportunities for learner-centered practice and interaction with cognitively rich materials and experiences. Learners who read extensively both inside and outside an IB programme have far greater opportunities to extend their academic language and concepts than those whose reading is limited (*Learning in a language other than mother tongue in IB programmes,* 2008, p.8).

Pueblo East High School teachers emphasize a focus on academic vocabulary. Some strategies that teachers use include using visual vocabulary resources as well as common practices across grade levels and courses. Common practices that have been established school wide to help with transfer include all Language and Literature teachers including the EL teacher utilizing a common method to outline for paragraphs and essays. All teachers are applying the "Every Classroom, Every Day" where they are identifying essential questions, contextual connections, learning objectives, learning targets, evidence outcomes, and learning goals. All teachers are also teaching with IB unit planners and assessing students using IB Criteria. Additionally, the entire school has agreed upon utilizing the MLA Formatting as a way of documenting sources.

As a component of the Cornell Notes, teachers are utilizing Costa's Level of Questioning. For this strategy, students practice and apply three levels of questioning when taking notes.
- Level 1 questions focus on gathering and recalling information.
- Level 2 questions focus on making sense of gathered information.
- Level 3 questions focus on applying and evaluating information.

Inclusion and Equity of Access to Programmes

Language is integral to identity, which in turn determines how a person will act. A mother tongue and any other languages used to construct meaning are intimately connected to a person's relationship with the world and how they come to feel about that world. Social and emotional conditions for learning that value all languages and cultures and affirm the identity of each learner promote self-esteem and **additive bilingualism** (where another language and culture does not replace that of the mother tongue). They encourage the qualities, attitudes and characteristics identified in the IB learner profile, promoting responsible citizenship and international-mindedness. Conditions that do not affirm identity result in learners with poor self-esteem and **subtractive bilingualism** (where another language and culture demotes or replaces that of the mother tongue). Such learners will be unable to develop many of the qualities, attitudes and characteristics of the learner profile. The identity of each learner must therefore be affirmed. This can be done by the following:
- promoting a class and school environment that welcomes and embraces the diversity of cultures and perspectives
- valuing and using the diversity of cultures and perspectives to enhance learning
- establishing a mother-tongue programme for all learners
- interacting with parents to establish understanding of how best to collaborate to achieve shared goals.

Learning in a language other than mother tongue in IB programmes, 2008, p.8

Resources

Resources to support teachers who work with English Language Learners are available on the Colorado Department of Education Webpage. Resources include conferences and presentations on language learning topics. Additionally, WIDA has created a list of "Can Do Descriptors." The WIDA Can Do Descriptors are commonly used by ELL teachers in coaching general education teachers about differentiated instruction for English language learners (ELLs). They can also be used to plan lessons or observe students' progress. Teachers have access to AVID Strategies as well. Pueblo East High School utilizes building professional development that is provided by the school's ELL instructor on specific strategies and "what works for our English Language Learners. Our District ELD Specialist provides monthly professional development for ELL instructors throughout the District. The District also uses the State Advisory Council for Parent Involvement in Education (SACPIE), which is a legislated council that helps enact SB13-193. This Bill requires that every district have a parent engagement policy and family partnership liaison as well as other supports.

Communication and Review of the Language Policy

Parents, students, and staff can access our IB policies on our school's website. As a staff, we will review our language policy annually prior to the start of each new school year. Policy revisions will be facilitated through the
Policy revisions will be facilitated through the language policy committee. The language policy is closely connected to the Special Needs Policy as both policies reference similar teaching and learning strategies.

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