



# CARROLLWOOD DAY SCHOOL

## Carrollwood Day School Language Policy 2021-2022

### **Philosophy:**

As language is the key to all learning, all teachers at CDS are language teachers. Language learning at CDS refers not only to the learning of a specific language, but it includes any and all activities which bring about learning. Through language, our students acquire the ability to think and to learn, to develop social skills and values, and to acquire knowledge.

- Language skills are the key to inquiry.
- Developing language means using a variety of sources, comprehending the material read, and making conclusions based on discoveries.
- Students must develop strong written and oral communication skills.
- Our primary language of instruction is English.

At CDS, all teachers are responsible for development of language and support the mother tongue language of each student. We use research based teaching methods to support the diverse needs of student's written, oral and visual language instruction. CDS strives to increase cultural awareness and international-mindedness by providing a nurturing, language rich environment.

All teachers are expected to work collaboratively and model proper verbal, written and visual language practices. In addition, teachers embed inquiry and make connections across subject areas to promote active, compassionate lifelong learners.

### **Tools and Strategies for Assessment:**

We provide ongoing feedback on students' progress through direct and Learning Management Systemtools including Schoology and See Saw.

Many tools and strategies are used for assessment and evaluation including the following:

- Observation & Anecdotal records
- Written and oral assessments
- PSAT
- PreAct
- Digital Portfolios
- Presentations
- MAP testing
- DRA testing
- IRLA testing
- SRI testing

### **Responsibilities to Implement Policy:**

#### **Administrators:**

- The school provides Professional Development days and substitutes for workshops.
- Companies present new language programs and materials to staff.
- The policy is implemented and understood through staff development including Professional Development Days including monthly half-days, weekly meetings, and IBA training.

**Teachers:**

- Teachers agree to follow the policy by implementing it in their classrooms.
- They also have a pivotal role in changing the document to make improvements to it on an annual basis.
- We strive to keep abreast of the most current research regarding language acquisition and language and literature through conferences and memberships in professional organizations.

**Parents and Students:**

- We encourage parents to talk to their children about their day by reviewing materials sent home including papers, newsletters, and projects.

**Practice:**

- Lessons focus on literature, writing, and vocabulary.
- We offer instruction in a second language.
- Our elementary school media center contains books in English, Spanish, and French along with at least one book in the first language of the parents at our school.
- We also encourage parents to speak with classes.

**Home Language Support:**

Students at CDS are predominantly English-speaking. Other languages represented in our school include Spanish, German, Portuguese, Gujarati, Italian, Russian, Tamil, Telugu, Chinese and Arabic. Annually CDS families are surveyed to identify languages spoken at home. Support is offered to students whose second language is English. Additional teaching support and differentiation are used in all classrooms to further language development such as one on one teacher support, collaborative work, technology and curriculum accommodations.

**Special Needs Support:**

Students at CDS with special needs are supported by accommodation plans that promote their success. These are created by a team that includes the parent, and can also include the Heads of Division, School Counselors, Learning Specialists and/or Teacher(s). Teachers, Counselors and Specialists use this plan to differentiate instruction and provide support as needed throughout the school day. Students are continually monitored for growth by their teacher as well as the Child Study Team (CST). Accommodation plans are reviewed annually to ensure that they reflect the most up to date needs of the student. More information is included in the CDS Inclusion Policy.

**Primary Years Programme :****Practices:**

At CDS, all teachers are responsible for the development of language and support the home language of each student. We use research-based teaching methods to support the diverse needs of student's written, oral and visual language instruction. CDS strives to increase cultural awareness and international-mindedness by providing a nurturing, language-rich environment. All teachers are expected to work collaboratively and model proper verbal, written and visual language practices. In addition, teachers embed inquiry and make connections across subject areas to promote active, compassionate lifelong learners.

To achieve our goals, teachers:

- Teach language development in terms of listening, speaking, reading, writing, presenting and viewing according to IB Approaches to Learning and Teaching, Making Meaning, Being a Writer, Being a Reader, Guided Spelling,
- Differentiate learning experiences to enrich or accommodate student's needs

- Teach reading and writing using whole group, small flexible group, and independent instruction
- Use a variety of texts and technology- print, digital, multicultural
- Create an atmosphere of acceptance of cultural differences- Responsive Classroom, Caring Classroom Community, guest speakers
- Encourage inquiry through class discussions, critical problem solving, hands-on learning experiences, journaling, written assessments, essays, reading responses and reports

### **Second Language Instruction**

Beginning at age 5, students are introduced to second language instruction. Our second language is Spanish.

- In every classroom, the teacher will incorporate the basics of second language development by working collaboratively with the Spanish teachers to address authentic connections with the units of inquiry.
- We chose Spanish as our second language of instruction because it best reflects our Tampa Bay Community.
- We realize that in Florida, speaking both Spanish and English allows our students to be better communicators with a much larger community.

### **Home Language Support:**

Students at CDS are predominantly English-speaking. Other languages represented in our school include Spanish, German, Portuguese, Russian, Gujarati, Italian, Tamil, Telugu, Chinese, and Arabic. Annually CDS families are surveyed to identify languages spoken at home. Support is offered to students whose second language is English. Additional teaching support and differentiation are used in all classrooms to further language development such as one on one teacher support, technology, and curriculum accommodations. Parents are encouraged to share their culture and traditions throughout the year in the classrooms and during International Day.

### **Special Needs Support:**

Students at CDS with special needs are supported by accommodation plans that promote their success. These are created by a team that includes the parent, and can also include the Heads of Lower School, School Counselor, Learning Specialist and/or Teacher(s). Teachers, Counselors and Specialists use this plan to differentiate instruction and provide support as needed throughout the school day. Students are continually monitored for growth by their teacher as well as the Child Study Team (CST). Accommodation plans are reviewed annually to ensure that they reflect the most up to date needs of the student.

### **Assessment:**

Assessment is formative and embedded at CDS. This ensures that students' growth is monitored in a variety of ways. Student's learning styles are taken into consideration during the evaluation of mastery. Students are also given adaptive summative assessments three times a year using the MAP assessment. This data drives teacher planning and instruction based on students' learning continuum needs.

Teachers assess student's written language, oral language, and visual language. Teachers use a variety of strategies and tools to measure student progress which includes IRLA, IXL Diagnostic, A-Z Running records, Being a Reader and Writer assessments, DRA, SRI and MAP testing grades 2-5. Teachers use rubrics to assess student's writing strengths and weaknesses that drive adjustments in instruction.

### **Support For Language Development:**

CDS has several support services, as needed, to assist students in their language development. These include:

- Media Specialist and staff that supports classroom learning through lessons and projects
- A library print and electronic collection-(Encyclopedia Britannica, Pebblego, PebbleGo Next, CultureGrams, Follet Destiny Series, Myon, Nearpod, e-books)
- Learning Specialist
- Literacy and Math Coach
- Diversity Liason
- Special Education services (out-sourced) -Speech, Occupational Therapy etc.
- Technology support for students and teachers
- Counselor-social language development
- Enrichment and remediation programs- IXL, Lexia, Fastt Math
- Programs- CDS Reads, Reading Counts, Bi-annual Author's Conference, International Festival, Spring Fling, Early Childhood Art Show, End of Year Programs for K and PreK 4
- After school study halls and tutoring

### **Parent Communication:**

Effective communication is an important part of how our campus and families stay connected and are essential in building community relationships. Parents have a variety of means to communicate with their child's teacher and other specialists. CDS encourages parent feedback to disclose any concerns regarding their child's well-being. Teachers and staff communicate to their families through classroom newsletters, Thursday folder for whole school news, Facebook, Twitter, Instagram, CDS website, Schoology, SeeSaw, PTO meetings, postcards, emails, 3 yearly conferences and special parent night presentations.

### **Coding:**

In many ways, learning to code is similar to learning to speak another language. Ideally, as with any language acquisition, frequent practice is encouraged. Although our practice in coding is not daily our objective is to introduce and excite students throughout the school year to the fundamentals of programming. In computer class, we participate in the Hour of Code Initiative as well as modules through the [Code.Org](https://code.org) project. For our PYP students, we recommend at home exposure to programs like [tynker.com](https://tynker.com) (parent login provides free activities) and the App Swift Playground. Using colorful blocks and animated characters, users build logical reasoning skills. The most important thing, however, is to encourage students to persevere, even if they experience failures.

### **Resources:**

- PYP: From Principles into Practice, IBO
- Guidelines for developing a school language Policy, IBO
- Making the PYP Happen, A Curriculum framework for International education, IBO
- Language Scope and Sequence, IBO
- Sample Language Policies from the following schools: Caldwell Heights Elementary School; Lincoln Elementary Magnet School

### **Middle Years Programme:**

At CDS we understand that our students come with many different language and cultural backgrounds to our school and will all progress at a different pace.

We teach language and culture through context and relate new information to existing knowledge.

We provide language and cultural support beyond the classroom including interacting with host families, involvement in sports, community activities and service as well as opportunities for international service travel.

Students write in all subject areas. Students use the MLA format for researching in Years 1-5. Students research in all years of the programme.

### **Language Acquisition**

Beginning in year 1, second language instruction is 2.5 blocks a week. Students take either Spanish or French which they remain in until they reach MYP Year 5 or when they reach phase 4 where they would have the option to choose another language.

Students have the opportunity to develop public speaking skills through classroom presentations and extracurricular activities such as forensics and speech and debate.

#### Spanish

Course Title	Phase
Spanish Year 1	Emergent: Phase 1
Spanish Year 2	Emergent: Phase 1-2
Spanish Year 3	Emergent: Phase 2
Spanish Year 4	Emergent/Capable: Phase 2
Spanish Year 5	Capable: Phase 3

#### French

Course	Phase
French Year 1	Emergent: Phase 1
French Year 2	Emergent: Phase 1-2
French Year 3	Emergent: Phase 2
French Year 4	Emergent/Capable: Phase 2
French Year 5	Capable: Phase 3

### ***Assistance/ Tutoring***

We accommodate different learning styles with differentiated instruction according to individual needs. Study Hall, individual tutoring and one-on-one teacher support provide support for English Language Learners.

We strive to keep abreast of the most current research regarding dual language acquisition through conferences and memberships in professional organizations.

We give on-going feedback on students' progress through direct and LMS tools.

**Language and Literature:** Beginning in Year 1, students take a language and literature course each year through Year 5 focusing on the development of the MYP Language and Literature criterion.

Students attain a thorough appreciation of the English language and world/multicultural literature. They learn how to contribute to the intellectual growth of the academic and global communities

through insightful participation and consistent effort. Ultimately, they will garner a perceptive understanding of how language is used in a variety of media and how to use clear, fluent expression in written and oral discourse. They will be able to apply these strong communication skills effectively and appropriately across cultures and continents in ways that, today, one can only imagine.

**MYP Resources:**

- *MYP: From principles into practice (2014)*, “School structures” and “Implementation policies”
- *Guidelines for school self-reflection on its language policy (2012)*
- *Language and learning in the IB programmes (2012)*, “Guidelines for developing a school language policy”
- *Learning in a language other than mother tongue in IB programmes (2008)*
- Learning stories—A learning story about how a school’s language policy supports multilingualism in a culturally diverse community
- Developing academic literacy in IB programmes

**Diploma Programme:**

We offer Language & Literature (English) A and English, French, and Spanish B (all offered as HL or SL classes). As well as French and Spanish Ab Initio. Additionally, we offer Language A Mother Tongue School Supported Self-Taught language for students whose first language is not English (when applicable).

Every student must take one subject from Group 1 and at least one subject from Group 2. Choice of language level depends upon the student’s preference, level of proficiency and literacy in that language and his/her overall Diploma Programme.

- SSST is a program of study within the International Baccalaureate Organization’s Diploma Program. It is classified as a Group One course and is therefore subject to the same curricular requirements as other first language courses. Its function is to provide diploma candidates a means of pursuing the study of their first languages when there are too few student speakers of that language to constitute a regular class. Only diploma candidates, that is to say eleventh and twelfth grade students enrolled in the Diploma Program, are eligible for SSST.

The following chart describes the language choices offered:

**Language Choices in the IB Diploma Program at CDS**

<p><b>Group 1 A - Higher/Standard</b></p>	<p>Is for a fluent language user:</p> <ul style="list-style-type: none"> <li>· studying in his/her most competent language</li> <li>· normally this is the language of the environment to which the student has been exposed from an early age or for an extended period</li> </ul>	<p>English</p>
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	<p>Students will:</p> <ul style="list-style-type: none"> <li>· study literary texts and demonstrate analytical skills in writing and speaking</li> </ul>	
<p><b>Group 1 A - School Supported Self-Taught - Standard</b></p>	<p>Is for a fluent language user:</p> <ul style="list-style-type: none"> <li>· whose particular language is not one of those above</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>· study literary texts and demonstrate analytical skills in writing and speaking</li> </ul>	<p>As needed</p>
<p><b>Group 2 B -Higher/Standard</b></p>	<p>Is for a language learner who:</p> <ul style="list-style-type: none"> <li>· has three or more years of experience in the language</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>· learn to communicate effectively in a number of situations, from everyday exchanges to literary texts</li> <li>· develop mastery of language skills</li> </ul>	<p>Spanish French English</p>
<p><b>Group 2 - Ab Initio Standard</b></p>	<p>Is for a beginner who:</p> <ul style="list-style-type: none"> <li>· has little or no experience of the language.</li> </ul>	<p>Spanish French</p> <p>Mandarin Chinese (offered through Pamoja Education online)</p>

DP resources:

- DP: From principles into practice
- Guidance for studies in language and literature and language acquisition courses
- Delivering IB programmes using multimodal teaching

***This policy will be reviewed on an annual basis by the staff as facilitated by the IB Coordinators.***