

Will Rogers Language Policy

Philosophy:

The teaching and learning of language at Will Rogers Learning Community stems from the belief that language is fundamental to lifelong learning. Language is the transdisciplinary vehicle for communication, exploration, and processing of ideas within the IB Units of Inquiry. We strive to learn how languages develop and work. In acquiring another language, it is not just the language that is learned; whole new cultures are explored helping us to become internationally-minded. We develop students' abilities to read, write, listen, and speak within the languages of instruction. All teachers at Will Rogers are language teachers and are responsible for language instruction. Every Will Rogers student is a language learner. We believe that our students will become effective communicators through the exploration of a rich language program and environment. We respect and encourage development and use of all languages. Languages spoken within the home are recognized and valued.

Language Practices:

- The primary language of instruction is English.
- All teachers within the programme are considered to be language teachers. Students read, write, and communicate within all units of inquiry.
- Standards for language proficiency in reading, writing, listening, and speaking are in accordance with Common Core standards for each grade level.
- Delivery of language instruction is through a balanced literacy program in which the learning of language is integrated into the program of inquiry.
- Will Rogers is a Teachers College Project School receiving support and ongoing professional development from their staff developers
- Practices established within the balanced literacy program include direct instruction, flexible groupings, independent work and individual conferences.
- Instruction is planned to include levels of differentiation for students as needed.
- Students generate their own texts using material from their lives and read texts based on their own interests
- Will Rogers has a full time instructional coach who works with the teachers to plan lessons, model lessons, analyze student work, gather materials and leads professional development
- Books and resources that support our inquiry units are purchased yearly for both classroom libraries and the school library. These and other reading material in multiple languages are available for student and family checkout.
- Our literacy work strives to affirm identities, histories, and cultures, to amplify student voices and to build on their skills.

English Learning Support:

- New students identified as speaking another language on the Home Language Survey completed upon enrollment, will be assessed using the English Language Proficiency Assessment for California (ELPAC) within the first 30 days of enrollment.
- If a student is classified as an English Learner based on this assessment, they receive instruction to assist them with English Language acquisition.
- In the spring any student designated as an English Learner will take the ELPAC to measure growth toward proficiency.
- Any student identified as a student in need of English Language services will receive daily integrated and designated instruction on the English language.
- There is a language and literacy interventionist who works with individuals and small groups of students who have been identified as needing additional language support.

Additional Language instruction:

- Will Rogers' world language is Spanish
- Students in grades 2-5 receive weekly instruction in Spanish
- World Language teacher plans/communicates with classroom teacher in order to teach lessons connected to IB units of inquiry.
- The program provides lessons in listening, speaking, reading and writing tailored to the needs of the students.
- Understanding and appreciation of other cultures is fostered through many activities integrated in classroom lessons.
- The goal of the Spanish curriculum is to develop students who are literate and effective communicators, with an international understanding and respect for different languages and cultures.
- Curricula, library and media materials are purchased in Spanish. Spanish books and reference materials are available, as well as Spanish language books in the classrooms.

Mother Tongue Support:

- The school supports and encourages the development and continued use of all languages. Students are encouraged to continue reading, researching, and speaking in all of the languages to which they have been exposed.
- Students with limited English proficiency may conduct inquiries in their native language and then present their findings in the language they are most comfortable with. Additional support will be provided to assist in the translation of their work in English.
- We have subscriptions to websites for students to conduct research in Spanish, the most common language in our school other than English.
- Teachers show students how to convert texts to different languages using google translate, which also helps students in the research process.

- Students with the same native language are partnered when possible in order to provide opportunities to communicate and support one another using their primary language. This is especially done when one student is weaker in the language and needs additional assistance.
- The school has a bilingual community liaison whose goal is to develop quality family, school, and community partnerships through communicating with families to make sure they have the information they need to support their child, providing workshops for families and helping with parent engagement
- The district provides translation of documents or conferences to families
- The school continues to purchase books and resources in many languages including those we know our students speak at home

Communication of Policy:

This policy will be reviewed by stakeholders (parents, teachers and staff) of Will Rogers annually. The policy will also be available on Will Rogers' website.