

Sebastian River High School's Language Philosophy

Recognizing that intercultural awareness and communication are fundamental concepts of the International Baccalaureate Programme, Sebastian River High School has adopted the following Language Philosophy for our students:

At Sebastian River High School our belief is language is the central component of learning. Through language and literacy, our students can pursue academic excellence by exploring their interests and developing into nationally and globally conscious citizens. To support this desire to become life-long learners, ALL SRHS teachers are recognized as language teachers, and therefore, are responsible for fostering and teaching language skills across the curriculum. Sebastian River High School teachers meet regularly to discuss motivational/engaging teaching strategies, curriculum, and assessment in their Subject Areas; these collaborative meetings are called SALT (Student Achievement Learning Teams). Language strategies are promoted on a school-wide basis to enhance the teaching of language across all areas of the curriculum. Language A and Language B teachers work cooperatively with other DP subject area teachers to create units of instruction, which foster the development of language skills and critical-thinking skills across the curriculum.

The primary language of instruction for Sebastian River High School is English. However, many of our students speak Spanish primarily at home. Through schoolwide instruction, students develop the literacy skills necessary to ensure their ability to communicate effectively and responsibly within our community. Learning more than one language enhances personal growth and is an integral part of becoming a global citizen.

Sebastian River High School's Plan of Support for Mother Tongues

Since the mother tongue language helps form cultural and personal identity, they are respected at Sebastian River High School. Although it is not possible at this time to offer courses for all of the mother tongue languages of our students, we offer support by recognizing and celebrating the different mother-tongue languages within the school. Students, whose mother tongue is not English, are encouraged to maintain their mother tongue through technology supports, community resources, as well as connections to tutors and mentors who speak their mother tongue. We provide information for families regarding language support opportunities in the community, such as mentorships and mother tongue language classes, and by encouraging connections with community clubs, organizations and events that support mother tongue languages. The Media Center also provides books written in Spanish and French. Additionally, Sebastian River High School's news bulletins and phone messages are also available in Spanish. All Language Arts teachers are required to have 300 hours of ESOL training and content area teachers are required 30 to 60 hours of ESOL training. All educators at Sebastian River High School are responsible for the development of student language. Teachers, administrators, media specialists, and support staff engage in ongoing professional development to continually improve literacy instruction.

Sebastian River High School's support for students who are not proficient in the language of instruction

Students who are not proficient in the language of instruction are supported in language development by holistic instruction through project-based learning and inquiry driven instructional practices. Differentiation is noted in instructional units to meet diverse learning preferences.

Sebastian River High School's plan for learning of the host country or regional language and culture

Sebastian River High School provides support for students who are enrolled with English as their second language to develop competence in both spoken and written English. The state mandated English for Speakers of Other Languages (ESOL) Program provides special resources for instruction in the mother tongue for some students and supports students in the acquisition of English and content area subjects, using ESOL strategies. Students, who come from a home environment where another language is spoken or who were not born in the

United States, and have a mother tongue other than English, are assessed for language proficiency upon entering our school system. A plan is developed for each of these students and progress in language acquisition is monitored continuously. Teachers provide the necessary adjustments to classroom practices to support the language needs of all students by using ESOL strategies. All teachers are required to have ESOL training and document the ESOL strategies they are using in their lesson plans, which are reviewed regularly by a school administrator. Parental involvement is encouraged and interpreters are available when the need arises. Currently, the Diploma Programme at SRHS has five students who entered our school system as ESOL students in the Diploma Programme.

Sebastian River High School's course offerings in group 1 and group 2

Sebastian River High School offers the following:

Group 1—English A: Literature HL

Group 2—French ab initio SL; Spanish B SL, and Spanish ab initio SL

Sebastian River High School provides the following information to all teachers

Indian River County School District

Teacher Name: Grade/Subject: Dates:

ESOL Strategies for ELL students K-12

Classroom Practices

- C1- Plan cooperative activities to include students who can translate
- C2- Set clear expectations, procedures, and goals
- C3- Connect lessons with students own culture or experiences
- C4- Check frequently for understanding
- C5- Avoid overly correcting errors of pronunciation, grammar, and vocabulary
- C6- Use preferential setting
- C7- Reinforce effort and provide recognition
- C8- Use cooperative learning strategies
- C9- Assign reasonable homework & practice (student should be able to work independently with little or no family support; be aware many ELLs do not have access to computers)
- C10-Maintain content
- C11-Refrain from using sided copies when students are required to refer to more than one page to complete answers

Listening/Speaking

- LS1- Speak at a slightly slower pace
- LS2- Use repetition
- LS3- Clarify and rephrase instructions frequently
- LS4- Recap important ideas
- LS5- Ask students to summarize passages read aloud
- LS6- Control the vocabulary used
- LS7- Use simpler verb tenses such as present, simple past or simple future
- LS8- Accept words and phrases initially and build towards the use of longer sentences
- LS9- Use variety of technology, media, drama, gestures/pictures

Reading

- R1- Analyze text to anticipate comprehension problems
- R2- Activate prior knowledge students have about a topic
- R3- Provide opportunities for pre-reading activities such as brainstorming
- R4- Identify and teach essential vocabulary
- R5- Limit vocabulary & spelling list to 12 word or less and build up
- R6- Use visuals, demonstrations, manipulative, and gestures to increase student comprehension
- R7- Encourage use of bilingual dictionaries
- R8- Help students to guess word meanings for clarification by using context clues cognates, and knowledge from home language.
- R9- Model comprehension strategies with students
- R10- Divide reading passages into chunks for questions, predictions, and summaries

Writing

- W1- Teacher modeled writing/teacher modeled responses/Print-utilize board and overheads
- W2- Give students opportunities to use diagrams, charts, and graphic organizers
- W3- Allow students to print, not use cursive. Teachers model use of cursive then give opportunity to make a choice
- W4- Have students keep a personal vocabulary. book or glossary that also includes home language translations
- W5- Incorporate use of word walls

W6- Ask students to retell/restate orally and in writing, allowing response to reflect language level
W7- Use variety: journals, process, guided, modeled, shared, language experience

Assessment

- A1- Establish consistent classroom routines during assessments
- A2- List steps for completing assignments
- A3- Simplify test directions and provide examples/model sample answer for test items
- A4- Allow extra time for completion
- A5- Provide alternate assessments such as oral test, use rubrics, portfolios, individual group projects
- A6- Maintain “rigor” while simplifying language demand
- A7- Reduce choices on multiple choice test from 4 to 2
- A8- For fill-in-the-blank sentences; limit the number of blanks per sentence to 1 or 2
- A9- Minimize the use of negatives in test questions
- A10- Avoid too many TRUE/FALSE statements
- A11- Limit items to be placed in chronological order
- A12- Give open-book test; allow use of notes or outlines
- A13- Provide necessary vocabulary in word lists or word banks
- A14- Limit extended response questions; allow response to reflect student’s language level
- A15- Vary the form of questions asked to allow for different levels of comprehension and participation

ESOL Parent Teacher Conference Tips

1. Only employees should be used when bilingual interpreters are needed for a conference. It is a violation of FERPA (Family Educational Rights and Privacy Act) to use community members or family members to interpret for parent meetings.
 - A. And for obvious reasons students should never be used to interpret for their parents.
2. Be aware and sensitive of cultural differences.
3. Keep it simple.
 - A. Avoid educational jargon
 - B. Avoid overusing acronyms
4. Always face and speak directly to the parents; not the interpreter.
 - A. Chunk information in small sections to allow the interpretation to occur.
 - C. Be aware interpreting causes lengthier conferencing, schedule accordingly.
5. Be prepared for siblings to attend
6. Share work samples
7. Allow for parent input
 - A. questions & answers
8. Review expectations
 - B. rules, homework, agendas