



Language Allocation Policy Guidelines

The LAP Handbook for ELL Programs

Office of English Language Learners

Fall 2013

*The Office of English Language Learners continues to support principals and their staff members as they provide high quality academic opportunities for English Language Learners (ELLs). The commitment builds upon the 2003 Children First reforms, which stipulate the need for high-quality, academically rigorous instruction for ELLs. Specific directives for improving the performance of ELLs were published in 2004 in *An Introduction to ELL Recommendations*, and still serve as the basis for improving and extending the infrastructure that serves ELLs and former ELLs as well as their families and educators.*

This handbook will help familiarize principals with the research, programs, and requirements related to a comprehensive language allocation policy (LAP) for all schools. It provides guidelines for allocating instructional time in English and the native language at various stages of language proficiency for different ELL program models. It also provides guidelines for principals and teachers for designing coherent ELL instructional programs in their schools. Principals are encouraged to call on all ELL community stakeholders—administrators, teachers, parents, support personnel and students — to help implement the LAP in each school. Experience has demonstrated that schools that have clearly-articulated LAPs tend to have stronger instructional programs for ELLs. Implementation of the LAP should abide by the following principles:

A Coherent Language Allocation Policy (LAP) for Each School: *The LAP is a school-originated document that is written in consultation with feeder schools and reflects New York City Department of Education goals. The LAP must comply with Part 154 of the Commissioner’s Regulations (CR Part 154). The LAP is understood by all school stakeholders and enacted by all practitioners. All stakeholders should be able to clearly articulate when and why the student’s native language and English are used in teaching and learning.*

Academic Rigor: *Educational programs for ELLs embody the conceptual understanding that challenging content and well-developed learning strategies will prepare ELLs to think critically, solve problems, and communicate in the language(s) of instruction. ELLs are actively engaged in standards-based academic curriculum.*

Use of Two Languages: *The use of languages for instruction is clearly defined to support the development of oral and written fluency, content knowledge, and the ability to*

communicate well in the target languages. The plan in the school for the use of languages is clear and matches programmatic goals.

Explicit English as a Second Language (ESL), English Language Arts (ELA), and Native Language Arts (NLA) Instruction: *ESL, ELA, and NLA instruction includes literature and content-based instruction that is aligned explicitly to the Common Core Learning Standards in ESL, ELA, NLA, and content areas. ESL, ELA, and NLA instruction must comply with CR Part 154 regulations.*

Literacy Instruction in Transitional Bilingual Education/Dual Language Programs (TBE/DL): *Standards-based literacy instruction is provided in the native language and in English for the duration of students' education in TBE/DL programs. Literacy instruction is consistent with the program model design.*

Content-Area Instruction: *The native language and English are used consistently to teach core academic content areas—language arts, mathematics, science, and social studies—for students' duration in TBE/DL programs.*

Assessment in Two Languages: *Ongoing assessments of students in academic content areas as well as language development inform teaching and learning. Collecting and analyzing multiple data sources in two languages and setting annual measurable goals help improve areas that most impact teaching and learning, and assessment for ELLs. Assessment of content-area learning and language development matches the language of instruction and programmatic goals.*

High-Quality Teachers of ELLs: *Educational programs for ELLs are staffed with teachers who demonstrate strong academic language proficiency, in both English and other languages of instruction, and are equipped with the appropriate teaching certifications, engaged in professional development, and skilled in both content and pedagogy.*

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I. INTRODUCTION

The New York City Department of Education (NYCDOE) is engaged in a comprehensive effort to strengthen instruction and raise achievement for the more than 160,000 English Language Learners (ELLs) throughout New York City schools. The plan, *An Introduction to ELL Recommendations*, outlines seven directives that guide curriculum and program development, staffing, professional development and support, program evaluation, administration, and outreach to improve the instructional quality and academic rigor of programs for ELLs. Directive IV specifically calls for system-wide language allocation guidelines for ELL programs.

TABLE I. ELL DIRECTIVES (2003): To ensure that ELLs engage in rigorous academic activities that promote conceptual and linguistic development in all disciplinary areas, a coherent plan for change includes:

- I. Improving instruction of English Language Learners by aligning all programs for ELLs with the comprehensive core curriculum in mathematics and literacy.
- II. Appointing 107 new instructional support specialists to support teachers and drive best practices into classroom with ELLs.
- III. Creating a new ELL Teacher Academy to provide rigorous professional development for teachers of ELLs.
- IV. Providing coherent, system-wide language allocation guidelines for all programs for ELLs.
- V. Implementing effective monitoring and assessment for programs for ELLs.
- VI. Holding schools and principals accountable for improvement in the academic achievement of ELLs.
- VII. Improving the communication with parents and families of ELLs through parent coordinators at the school.

As the third in a series of handbooks relating to ELLs, *Language Allocation Policy Guidelines* describes the vision, expectations, and implementation guidelines needed to enact Directive IV. This document focuses on the critical need to provide standardized and consistent high-quality instruction for those participating in the City's three instructional program models for ELLs—Transitional Bilingual Education, Dual Language, and freestanding English as a Second Language (ESL) programs. The handbook recommends how much English as well as native language

instruction is appropriate at different stages of language proficiency for each program type.

Guidelines are aligned with federal, state and local laws and regulations from the last 40 years that shape ELL services and how they are delivered in schools today. Taken together, these laws provide assurances for all ELLs to have both access and equity in New York City's educational system.

According to both New York City Department of Education policy and Title VI of the Civil Rights Act of 1964, all ELLs must be provided with an appropriate ELL program. The 1974 landmark United States Supreme Court decision *Lau v. Nichols* established the right of students with limited English proficiency to have "a meaningful opportunity to participate in the educational program," setting the stage nationally for language assistance programs in public schools. That same year in New York City, an agreement between the Board of Education and ASPIRA of New York—called the ASPIRA Consent Decree—assured that the city would provide bilingual education for students identified as lacking sufficient English proficiency who might be better served with

instruction in a language other than English. In 1979, the Jose P. court decision set out, among other things, mandates on professional development required for supporting teachers of ELLs.

In New York, ELL educational services are guided by Part 154 of the Regulations of the State Commissioner of Education (included in LAP tool kit). CR Part 154 provides the basic requirements and procedures for ELL education. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades, and in grades 9-12 when there are 20 or more ELLs in any single grade. CR Part 154 also determines the number of English as a Second Language (ESL) instructional units which ELLs must receive according to their levels of English proficiency. The school system's goal of aligning ELL programs with CR Part 154 regulations ensures that ELLs acquire and develop English language skills while meeting the standards that are expected at their grade and age levels in core subjects.

The No Child Left Behind (NCLB) Act of 2001 ties funding and support to performance measures so that schools and districts are more accountable for the performance of their students. Under this law, ELL funding grants are categorical (based on ELL demographics) rather than competitive. While Adequate Yearly Progress (AYP) is measured at the school level, making ELL performance data critical to schools' overall performance, Annual Measurable Achievement Objectives (AMAOs) are measured at the district level, increasing district level accountability for the performance of ELLs. The Office of English Language Learners of the NYC Department of Education has developed the *AMAO Title III Estimator Tool with Early Warning Indicators* to assist schools in determining the likelihood that they would likely meet the targets specified for AMAOs 1 and 2, which contribute toward district-wide targets (NYDOE OELL, 2012).

In order for ELLs to meet the expectations of becoming college- and career-ready set by the Common Core Learning Standards, and to equally participate in New York City Department of Education literacy, mathematics, and other core subject initiatives, it is imperative that all students have access to rigorous, effective, and coherent instructional programs, and that those programs be uniformly delivered throughout the city. Only by having a consistent language allocation policy that assist ELLs with cognitive development and academic skills will schools be able to provide such access.

A language allocation policy (LAP) is a systematic plan for language development which guides programmatic and curricular decisions for students until they acquire academic proficiency in English (Freeman 1993). In New York City, school LAPs are living documents that align identification, assessment, instruction, professional development, and parental involvement through careful data analyses and reflection. According to Lesaux & Marietta, creating an effective instructional approach that connects assessment and instruction requires reflection and professional development (Lesaux & Marietta, 2012), both of which are key to strong ELL programs.

As a system, we must ensure that students have access to uniformly delivered programs throughout the city. Student performance in city schools as well as other performance-related data show that ELLs who move

among different program models tend to perform poorly compared with those who participate in strong, coherent programs that span their tenure as ELLs (New York City Board of Education 2000).

Research studies on ELL programs conducted both in New York and at the national level reveal a number of common features that contribute to higher levels of student performance and professional practice. Some of those features are found below:

- Delivery of instruction by highly qualified teachers
- Instructional materials in students' first and second languages that are of the same standards-based quality as those used in successful non-ELL programs
- Fair and equitable assessments in both languages
- Placing high value on students' cultural and linguistic diversity
- Employing appropriate scaffolding techniques (Herrera & Murry, 2011)
- School leadership that values ELLs, understands their learning needs, and prioritizes their academic success
- Grounding in "sound theory and best practices associated with an enriched, not remedial, instructional model" (Montecel and Cortez 2002, 15)
- Teachers that "seek ways to value cultural and linguistic differences and fully integrate them into the curriculum" (Montecel and Cortez 2002, 15)
- Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs, especially when access to linguistic and extra-linguistic context is amplified rather than simplified, contrasting with the approach of a simplified curriculum for ELLs (Walqui, 2012).

A recurring theme throughout the literature is that teachers need to use the ELLs' native languages whenever possible. Native language instruction in core subject areas is more accessible to ELLs because they can draw on their backgrounds and experiences for content while continuing to improve English language acquisition skills (August and Hakuta 1998; Baker 1992; Brisk 1998; Calderón 1999). A powerful way to support ELLs is by offering both language development and support for content instruction in the native language. Native language arts development accelerates the literacy gains in both the native language and English, validates students' prior knowledge, and bolsters self-esteem. Bilingual programs are preferred, as they provide the most native language support; dual language programs are especially effective for emerging bilingual students who perform at grade level, as they are able to transfer skills easily between languages. Native language support, such as the use of bilingual dictionaries, materials in the native language, and strategic homogeneous linguistic grouping, are recommended in ESL classes.

The Response to Intervention (RtI) model holds significant promise for better serving English Language Learners (ELLs) who are at-risk for academic difficulties. RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support—one that adds layers of instructional support to the standard core curriculum delivered in a school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and

intensity over time; as students improve, measured by reliable and valid assessments, the extra supports are removed. Please refer to the NYC DOE Response to Intervention Reference Guide for general information about the DOE framework and requirements.

For more information about best practices, see LAP tool kit resources and visit the key documents section of the Office of ELLs website at <http://schools.nyc.gov/Academics/ELL>. The programs and approaches described here support varying levels of instructional work in English and the native language, putting literacy and learning standards on par with the expectations of monolingual students as all students, including ELLs, are expected to meet the rigors of the Common Core Learning Standards.

Successful program designs for ELLs take into account theoretical research and demographic realities. However, even well-designed programs are challenging to replicate in diverse and dynamic populations. Therefore, a clear understanding of each program type and how it can meet the needs of different ELLs is crucial to its success (Faltis and Hudelson 1998). This handbook arms administrators with program design information as it relates to student characteristics, such as native literacy levels and professional standards for teachers. It strives to help ELL educators make sound instructional decisions as they implement a language allocation policy in their school. ELLs—like all students—deserve the best instruction NYC schools can offer. Regardless of the ELL program design, students exhibit differing needs and strengths both in language acquisition and conceptual development. Teachers are encouraged to use student performance data on multiple assessments within program design descriptions to plan instruction, and differentiate learning and teaching, to meet the needs of each ELL student. While this handbook specifies recommended language instruction ratios, teachers, in consultation with principals and school site leaders, make the final decisions on how to provide students with meaningful access to programs that meet students' individual needs. Thus, some flexibility in the use of these guidelines is expected (keeping in mind the need for programs to meet the regulatory framework outlined above).

II. PROGRAMS FOR ELLS

In the New York City Department of Education there are three program options for ELLs: Transitional Bilingual Education (TBE), Dual Language, and freestanding English as a Second Language (ESL). In TBE and freestanding ESL programs, students exit when they reach a certain proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT). ELLs in Dual Language programs can be instructed in both languages from kindergarten through 12th grade. ELLs do not need to exit the program once they reach proficiency..

Transitional Bilingual Education

Standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. As English proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development.

Transitional Bilingual Education (TBE) programs are designed so that students develop conceptual skills in their native language as they learn English. A transitional program of instruction includes: an ESL component designed to develop skills in listening, speaking, reading, and writing in English; content-area instruction in the native language and English designed to teach subject matter to

ELLs; and a Native Language Arts (NLA) component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture. As students develop English language skills, time in the native language decreases. When ELLs reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), they are placed in a monolingual class in English. Schools that offer this model must have a consistent plan for the use of each language for instruction, and a supportive transition plan for children when they are transferred into the monolingual English-only program, as required in CR Part 154, and as stated by bilingual education researchers like Cazden:

Entry into and exit from special language programs is largely determined by tests. Accordingly, it is important to learn how language test scores are used to determine program eligibility as well as program ineligibility. [General education teachers] need to join forces with bilingual and ESL teachers as advocates for second-language learners to ensure that they do not exit special language programs before they are ready for all-English instruction. (1986)

TBE programs are predicated on transferring literacy skills from a child's home language to a child's second language (English). Students acquire literacy most effectively in the language most familiar to them (Brisk 2000; Faltis and Wolfe 1999; Nieto 2000; Snow 1990; Willig 1985, 1987). Skills used in native language acquisition (e.g., making sense of print, using writing to communicate, playing with language structure, developing vocabulary) are skills that a child can use for faster and more successful acquisition of English literacy—a concept known as “linguistic interdependence” (Cummins 1979). For instance, studies show that bilingual Hispanic/Latino(a) students who have become successful readers in English transferred reading strategies, background knowledge about texts, and knowledge of concepts from their native language (Slavin and Cheung 2003). The process that an ELL goes through to select the strategies and skills that transfer most effectively from their native language to English has been identified by researcher Aida Walqui as “metacognition” (Appendix A).

In TBE programs, students transfer native language skills to English by spending instructional time primarily in the native language before steadily transitioning to English. In their first year, TBE students are expected to receive 60 percent of instruction in their native language and 40 percent in English. Research suggests that most students new to English upon entry in US schools systems need 4–7 years of instruction before they are sufficiently prepared to enter the all-English mainstream of general education courses (August and Pease-Alvarez 1996; Hakuta, Butler, and Witt 2000). As a student’s English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demand of concepts, students’ familiarity with concepts in the native language or English, and the academic language required for using and mastering concepts.

TBE teachers are critical to ELLs’ transition from native language to English since they serve as language models for both; therefore, they must have strong academic language proficiency when delivering instruction in either language (Escamilla 1994; Fillmore 1982). Successful TBE teachers help students cultivate a strong appreciation for reading. These teachers ensure that ELLs are familiar and comfortable with reading by helping them develop strong literacy skills in their native language first. Also, TBE teachers are likely to instruct students with various levels of content mastery and literacy development. While variations are similar to those found in general education classrooms, TBE teachers face the additional challenge of gauging and instructing students with different proficiency levels in their native language as well as in English. Therefore, TBE teachers should be knowledgeable about the orthographies of both the native and English languages, including similarities and differences in the alphabetic, phonetic, phonemic, syntactic, and morphemic systems. Bilingual teachers with strong academic language proficiency in native languages are good language models for native literacy instruction. These teachers are best applied as native-medium classroom teachers who work with beginning- and intermediate-level students. Administrators or department leaders might also pair native language teachers with ESL teachers in teaching teams. ESL teachers with strong academic language proficiency in English are good language models for English language literacy instruction. These teachers should be considered for ESL instruction to meet student needs. The quality of instruction is shaped by the quality of the teacher; therefore, it is important to assign highly-qualified, appropriately-credentialed teachers to work with ELLs. Administrators must carefully assess their own students’ needs and schedule teachers accordingly. They must also work closely with their school community to creatively and effectively use their human and fiscal resources to deliver high-quality programs to ELLs.

Dual Language

Programs integrate ELLs with native English speakers so that all students develop second-language skills while learning content knowledge in both languages.

Dual Language programs are designed to continue developing students’ native language, as well as English language skills, throughout schooling. In addition, monolingual English students are given the opportunity to learn a second language. Dual Language programs serve

both language-minority students in need of English language development and monolingual English-speaking students who are interested in learning a second language (Cazabon and Lambert 1993; Christian, Montone,

Lindholm and Carranza 1997). Both groups provide good linguistic role models for each other and, through their interactions, support language development in both languages (Carrigo 2000). Dual Language programs have a very clear language policy: students receive half of their instruction in English, and half of their instruction in the second language. Language is taught through content areas as well as through literacy (Lindholm 2000).

Research on Dual Language programs suggests that children are likely to develop social language from exposure to native-speaking children—children learn language from children (Tarone 1998; Tarone and Swain 1995). Also, the additive bilingual education theory asserts that children are more likely to acquire new academic skills when education systems develop what children bring from home (in this case, language skills)—an additive approach (Lambert 1984).

In Dual Language programs, the second language is often referred to as the target language (e.g., Spanish, Chinese, Russian). New York City Dual Language programs are designed to have students spend half of their instructional time with a target language immersion teacher who uses only the target language. The remaining part of the day is spent with a teacher who instructs only in English. Some schools use alternating-day models in which language use for content areas alternates from day to day or in two-week cycles. Students learn to read and write and receive instruction in other disciplines in both languages. (However, for emergent literacy, extra time is dedicated to the rules and concepts of each language. Students receive dedicated reading time in each language.) The primary language acquisition goals of Dual Language programs are the development of grade-level-appropriate bilingual and biliterate academic skills in both English and the target language for all students.

Freestanding ESL

Students in ESL are taught in English using ESL methodologies and native language support for a specific amount of time as determined by their New York State English as a Second Language Achievement Test (NYSESLAT) scores.

Freestanding English as a Second Language (ESL) programs provide instruction in English with native language support, emphasizing English language acquisition. Students in freestanding ESL programs come from many different native language backgrounds, and English is the only common language among students (Cazden 1992). At the

secondary level, freestanding ESL programs are mainly departmentalized ESL classes and content courses that infuse ESL strategies (Harklau 1998); however, at the elementary level, there are three organizational models: push-in, pull-out, and self-contained.

- **Push-in model:** an ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.
- **Pull-out model:** ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. ESL teachers need to plan carefully with general education teachers to ensure curricular alignment.

- Self-contained model: ELLs are grouped together in an ESL class, usually for the entire school day and for all content instruction.

New York City schools promote the push-in and self-contained models based on research that suggests that they are more effective than pull-out programs alone. According to Honigsfeld and Dove, “An ESL program should enhance student understanding of English while learning classroom content, as well as offer English-proficient peers to serve as language models (Honigsfeld and Dove, 2008). Push-in programs promote collaboration between the classroom teacher and the ESL teacher, decrease in-class instruction time loss, and decrease student travel time to and from the ESL classroom.¹ Principals and teachers in schools that are currently using a pull-out model should consider the staffing and professional development required to transition to either push-in programs or self-contained classes. Also, principals who use the pull-out model should allocate time for general education and ESL teachers to plan curricular alignment and instructional improvement for transitioning ELLs into a push-in model.

Transitioning to a self-contained program in an elementary school would require a teacher who has dual certifications in ESL and common branches. This teacher must be able to use ESL strategies as well as provide the core content that elementary school students receive from self-contained common branches classroom teachers. Secondary school teachers need to be credentialed in the content area and have a bilingual extension for subject-area bilingual classes. In a secondary school, the math, science, and social studies classes must be taught by a teacher credentialed in a content area in order for students to receive the proper credits for graduation. The teachers should be trained in ESL strategies. Ideally, principals interested in strong self-contained programs should seek an ESL teacher credentialed in a content area or a content teacher with an ESL extension. Instructional ESL methodologies and content-area expertise can complement one another to facilitate and accelerate both English language and content learning for ELLs (Chamot and O'Malley 1991; Faltis 2001; O'Malley and Chamot 1990). Also, ESL teachers require professional development on differentiating instruction, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise.

When planning for a strong ELL staff, it is important to consider the diverse expertise that teachers bring to your school. Teachers with multiple credentials and extensions offer the school community additional flexibility to meet student needs. To implement each program model, it is important to use the multiple human and fiscal resources that can accelerate ELLs' academic English language proficiency and content-area mastery. For instance, each program model should tap into and enhance ELLs' existing native language skills. Programming that clusters cohorts of ELLs with the same native language background in subject area classrooms allows students to access content by interacting with each other at varying levels of language proficiencies. Teachers with groups of ELLs who have a common native language can organize collaborative tasks that target content

¹ “The idea here is to keep English learners in the general education class and have an ESL teacher come into the class on a daily basis to work with ESL students on specific class assignments. This approach has more support than pull-out programs since it supports the successful integration of ELLs into the general education class, reduces the loss of instructional time, strengthens alignment between ESL and general course work, enriches the general education when ESL teachers bring their expertise into the instruction for all students and requires that the ESL teachers work more closely with the regular classroom teacher. Moreover, the students remain in the mainstream class for the entire day.” (Faltis 2001, 59.)

and generate interactions in the native language among peers. Tasks should be enriched with academic English language development. Also, native language resources (libraries, texts, technology, primary resource materials) available in the classroom and in the school's library are additional resources that can accelerate learning.

Schools are strongly encouraged to organize and offer NLA classes whenever possible. The more literate students are in the native language, the stronger and more expedient their transition to academic English proficiency. Even schools with ELLs served through freestanding ESL classes should group students who share a common language together for a Native Language Arts class. For instance, one NYC high school prepared Hispanic/Latino students for the English Regents by requiring them to take Spanish Native Language Arts (beginning in ninth grade) and AP Spanish Literature, boosting their pass rate on the English Regents by 50 percentage points.

III. LANGUAGE ALLOCATION PROGRAM REQUIREMENTS

All parents of new public school enrollees in New York City are required to complete a Home Language Identification Survey (HLIS). This survey helps the school system identify students who may have limited English language proficiency. Once potential ELLs are identified, they are administered the State required identification test within ten days of enrollment. The results of the identification test determine whether students are entitled to bilingual/ESL programs and services. School administrators should use identification test data to inform instructional programs and initial language allocations.

The New York State English as a Second Language Achievement Test (NYSESLAT)—a test developed by the New York State Education Department to measure English Language Arts (ELA) proficiency levels (i.e., beginning, intermediate, advanced) of ELLs—is administered each spring. Proficiency levels determine the appropriate ratio of English to native language use in educational bilingual programs as well as requirements for ESL instruction. Tables III and IV outline the NYCDOE Language Allocation Policy time distribution for native language and English language use in TBE programs conforming to the 60:40 ratio starting point.

All programs for ELLs must be aligned to the *Common Core Learning Standards*. In other words, programs must use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. (Bilingual programs should use the balanced approach in native language instruction.) Also, ELL materials used within ELL programs must be age- and grade-appropriate supporting ELLs in meeting the CCLS. ELLs in the advanced level of English proficiency also receive ELA instruction. In addition, ELLs in bilingual educational programs receive Native Language Arts (NLA) instruction that adheres to state NLA standards.

All programs for ELLs must also offer the necessary ESL and ELA instructional units required by Commissioner's Regulations Part 154 (CR Part 154). These regulations require that students, grades K–8, at beginning and intermediate levels of English proficiency must have two units of ESL. For grades 9–12, beginning students are required to have three units of ESL and intermediate students must have two. At the advanced levels of English proficiency, students in all grades must take one unit of ESL and one unit of ELA coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week. State regulations also require that these minutes be distributed into equal daily allotments.

Generally, these requirements have been interpreted to mean that students are provided with the following:

TABLE II. CR PART 154 ENGLISH LANGUAGE REQUIREMENTS FOR ENGLISH LANGUAGE LEARNERS/LIMITED ENGLISH PROFICIENT (ELL/LEP) STUDENTS

English Proficiency Level (based on LAB-R or NYSESLAT)	GRADES K-8		GRADES 9-12	
	Number of Minutes per Week		Number of Minutes per Week	
	ESL	ELA	ESL	ELA
Beginning	360	-	540	-
Intermediate	360	-	360	-
Advanced	180	180	180	180

Note: One unit of instruction = 180 minutes per week

TABLE III. TBE TIME ALLOTMENTS FOR ELEMENTARY AND MIDDLE SCHOOL MINUTES DAILY BASED ON A 320-MINUTE DAY

Subject	Native Language (NL)			English Language (EL)		
	BEGINNING (60:40)	INTERMEDIATE (50:50)	ADVANCED (25:75)	BEGINNING (60:40)	INTERMEDIATE (50:50)	ADVANCED (25:75)
NLA	45	45	45			
ESL				90	90	45
ELA						45
Math Science Global Studies -OR- U.S. History Health/Safety Art Music Physical Education	147	115	35	38	70	150
TOTAL	192	160	80	128	160	240

NLA= Native Language Arts
ELA=English Language Arts

**TABLE IV. TBE TIME ALLOTMENTS FOR HIGH SCHOOL
(MINUTES DAILY BASED ON A 320-MINUTE DAY WITH 40- & 45-MINUTE CLASS PERIODS)**

Subject	Native Language (NL)			English Language (EL)		
	BEGINNING (60:40)	INTERMEDIATE (50:50)	ADVANCED (25:75)	BEGINNING (60:40)	INTERMEDIATE (50:50)	ADVANCED (25:75)
NLA	40/45	40/45	40/45			
ESL				120/135	80/90	40/45
ELA						40/45
Math Science Global Studies -OR- U.S. History Health/Safety Art Music Physical Education	152/140	120/115	40/35	80/70	80/70	200/195
TOTAL	192/185	160/160	80/80	128/135	160/160	240/240
NLA= Native Language Arts ELA=English Language Arts						

IV. LANGUAGE ALLOCATION: Transitional Bilingual Education (TBE) Programs

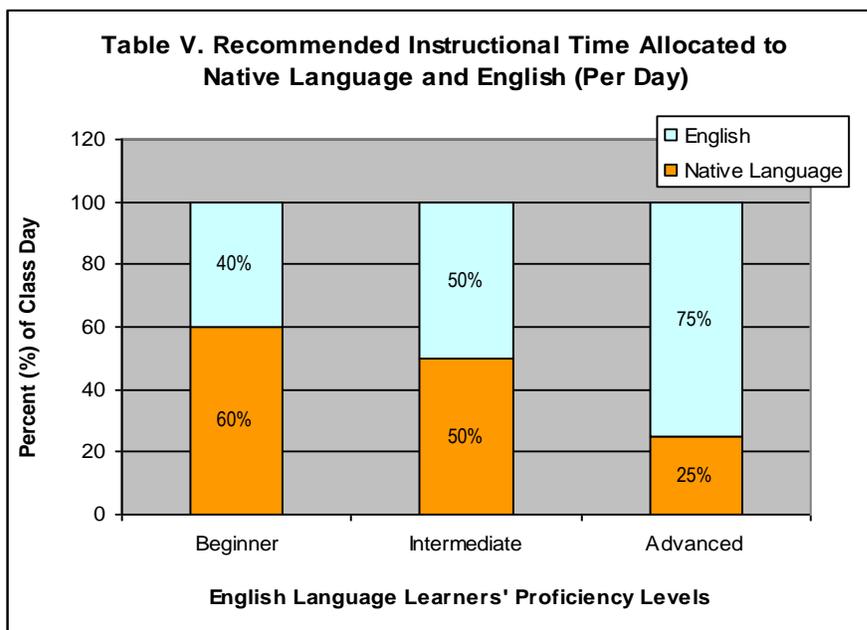
In TBE programs, instruction is provided in the student’s native language with intensive support in English and required English as a Second Language (ESL)/English Language Arts (ELA)/Native Language Arts (NLA) time allotments. The goals of a TBE program are as follows:

- Provide instruction in two languages: the language spoken at home and English. In the beginning stages of English language development, 60 percent of instructional time will take place in the student’s native language and 40 percent in English. As students develop fluency in English, instructional time in English increases.
- Provide grade-level academic work in the student’s native language so that students maintain academic progress while developing English proficiency.
- Help ELLs attain English language proficiency.
- Help ELLs meet or exceed Common Core Learning Standards

In TBE programs, as each student develops his or her English proficiency, the time allocated to native language learning shifts to English language learning until the student is ready to enter an English program (Krashen, 1999). Native language support would then be provided in this instance. Across time, ELLs are taught language arts using a dynamic blend of NLA, ESL, and ELA (Cummins 1981). Content-area instruction— science, social studies, and mathematics—is taught in the native language and English using ESL strategies.

Instructional blocks for TBE programs in elementary settings:

In kindergarten, students are likely to display a lower level of variation in academic and English proficiency. Therefore, teachers in TBE kindergarten classrooms with large numbers of beginning-level ELLs should spend 60 percent of instruction in students’ native language and 40 percent in English. As the students’ English proficiencies progress, that ratio may change to increase more instruction in English. The determination to increase should be based on assessments and available data.



ELLs in the elementary grades are likely to show variation in academic and English proficiency. Therefore, TBE teachers must differentiate their instruction, teaching in the native language at varying levels based on students' English proficiency levels. Teachers of ELLs should use the data from multiple assessments to make informed decisions on language use for subject-area instruction as well as language development. Instructional units should be designed to meet performance standards for each grade level while attending to the needs of students. These units should provide differentiated instruction to groups of students by levels of language fluency and academic proficiency in the content areas. For example, teachers should instruct beginners using their native language for 60 percent of the day, intermediate students 50 percent, and advanced students 25 percent. In other words, beginning ELLs should receive 40 percent of instruction throughout the day in English; intermediate ELLs should be taught in English half of the time (50 percent); and, advanced students should receive most of their instruction in English (75 percent). The minimum time teaching in the native language should never fall below 80 minutes (or 25 percent of the instructional day) and the minimum English instructional time should never fall below 144 minutes (or 40 percent of the instructional day) for any ELL in a TBE program.

Language Arts: Elementary programs are predicated on the need for literacy to build on oral language development. The research continues to find that students who learn to read in their native languages and transfer these reading skills to English become better readers than those who initially learn to read in the second language (Peregoy & Boyle, 2013). Within a dedicated literacy block—the 90-minute time period allotted in a school day specifically for learning literacy skills—TBE students must spend *at least* one 40- or 45-minute period working in the native language for each year they are in the program. Also, a percentage of English literacy instruction must be devoted to the development of both English language proficiency and literacy skills. In order to meet these dual learning needs in balanced literacy schools, the recommended 90-minute literacy block can be extended to 180 minutes. Of this extended block, 90 minutes are spent specifically on literacy development (with gradually increasing instructional time devoted to English literacy). The additional 90 minutes are dedicated to native language literacy skills. TBE programs also include ESL learning, with higher allocations for beginners in all grades. Instruction in NLA and ESL/ELA follows the same format as the monolingual language arts curriculum. Lessons in both languages use mini-lessons, independent work, sharing, and word work. To maximize academic and linguistic development and transfer of skills in both languages, the scope and sequence of the curriculum should be thematically linked. In addition, each language should be a separate instructional focus within the day. The importance of empowering children to talk in a non-threatening, welcoming environment that is part of a guided reading and language development program continues to be emphasized in literacy programs designed for ELLs (Cappellini, 2005).

Content Areas: TBE programs gradually increase English instruction, using ESL methodology, in academic content areas such as mathematics, science, and social studies. The percentage of the use of native language can vary depending on the student's English proficiency level and the nature of the content area. For example, when teachers are planning mathematics activities using the balanced approach, each language should be given equal attention in planning lessons. For example, mathematical concepts might be taught using the native language; reinforcement of those concepts might be done in English. Mathematical terms must be

developed in English and their contextual meaning clarified. Students need opportunities to use mathematical language and to discuss mathematical concepts in their own words in both the native language and English. Also, English language development is strengthened through participation in English-taught enrichment classes such as art, music, computer lab, and physical education. Teachers using ESL methods to teach content should consider scaffolding instructional strategies.

Schedules: To help educators to implement the *Language Allocation Policy Guidelines*, sample schedules of TBE programs using the balanced approach to literacy are provided.

TABLE VI. SAMPLE SCHEDULE FOR ELEMENTARY SCHOOL EDUCATION USING THE LAP FOR EXTENDED LITERACY			
INSTRUCTIONAL COMPONENT	Minutes spent in each class, Native Language (NL) to English, for each proficiency level for elementary school students		
	BEGINNING (60:40 per day)	INTERMEDIATE (50:50 per day)**	ADVANCED (25:75 per day)
ENGLISH AS A SECOND LANGUAGE (ESL)	90	90	45
ENGLISH LANGUAGE ARTS	--	**	90 (English)
NATIVE LANGUAGE ARTS	90 (NL)	90 (NL)	45 (NL)
MATHEMATICS (languages are separated)	50 (NL)/10 (English using ESL)	45 (NL)/15 (English using ESL)	60 (English) with NLA support
SOCIAL STUDIES or SCIENCE (languages are separated)	35 (NL)/10 (English using ESL)	35 (NL)/ 10 (English using ESL)	35 (NL) / 10 (English using ESL)
ART / MUSIC / PHYS. ED.	45 (English using ESL and NL)	45 (English using ESL)	45 (English)
**for highly literate ELLs, the intermediate language arts allocation should include 45 minutes in ELA, reducing the NLA time to 45 minutes, and making the per-day ratio of time spent in native language instruction to English 40:60.			

TABLE VII. SAMPLE SCHEDULE: LANGUAGE DISTRIBUTION IN A TRANSITIONAL BILINGUAL EDUCATION PROGRAM GRADES K–2 BEGINNING LEVEL (60:40)

Period	Minutes	BALANCED APPROACH TO LITERACY/LANGUAGE ALLOCATION POLICY	
1 & 2	90	Workshop Model Native Language Arts (Literature and Content Areas) I. Reading Workshop Mini-lesson (10–20 minutes) II. Independent Work/Conferring (25–35 minutes) III. Writing Workshop (5–15 minutes) IV. Word Work (20 minutes)	In native language
3 & 4	90	Workshop Model English as a Second Language through ELA Content Area Scaffolding Instruction (Appendix A) I. Reading Workshop II. Language Development III. Word Work	In English
5	45	Enrichment courses, such as Art, Music, Library, and Physical Education, using ESL and NLA	In English
6	45	LUNCH	
7	60	Mathematics Workshop Model Computation Practice Whole-Class Share Mini-lesson (10–15 minutes) Independent and/or Small-Group Work (20–30 minutes) Sharing and Evaluation Homework Assignment (10–20 minutes)	A higher percentage in native language
8	30	Content Areas Instruction (Science or Social Studies)	A higher percentage in native language

Instructional blocks for TBE programs in secondary school settings: Children who develop strong literacy skills in their native languages are more likely to develop strong literacy skills in a second language (Snow 1990 as cited in Padilla, Fairchild & Valdes, 1990; Willig 1985, 1987). However, children who enter the United States school system in later grades and have already developed native language literacy skills should continue learning content in their native languages and English (rather than stop learning content altogether) while developing English proficiency (Faltis, 2001; Harklau as cited in Faltis & Woolfe, 1999; O'Malley & Chamot 1990).

The ratio of native language to English instruction within bilingual classes should steadily and strategically be modified as students develop English proficiency and literacy skills to participate fully in all-English content courses. There are ELLs who enter a United States educational system with low levels of native language skills, often due to interruptions in or limited access to formal education. Students with Interrupted Formal Education (SIFE) may require special attention, and TBE programs may vary depending on the percentage of

SIFE served. SIFE students should receive literacy instruction which has been specially designed to accelerate learning. SIFE should receive extended instructional time, which may be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. SIFE are best served in schools that can provide them with some courses in very small groupings. In secondary TBE programs, as in elementary TBE programs, students must receive daily instruction in ESL, ELA, and NLA.

Small-group work in the secondary program is important to meet the diverse needs of learners. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. Extended-day support and one-to-one tutoring are provided to students who require additional support to meet standards.

Tables VIII and IX present the required time allocation for each of these language components.

INSTRUCTIONAL COMPONENT	TABLE VIII. UNITS REQUIRED USING ESL, ELA, OR NLA STRATEGIES FOR EACH PROFICIENCY LEVEL FOR MIDDLE SCHOOL STUDENTS		
	BEGINNING LEVEL (60:40)	INTERMEDIATE LEVEL (50:50)	ADVANCED LEVEL (25:75)
ENGLISH AS A SECOND LANGUAGE	2 units aligned to ELA using ESL	2 units aligned to ELA using ESL	1 unit aligned to ELA using ESL
ENGLISH LANGUAGE ARTS	-	-	1 unit using ESL
NATIVE LANGUAGE ARTS	1 unit *	1 unit *	1 unit *
MATHEMATICS (languages are separated)	1 unit using NL with ESL support	1 unit using NL with ESL support	1 unit using ESL with NL support
SOCIAL STUDIES (languages are separated)	1 unit using NL with ESL support	1 unit using NL with ESL support	1 unit using NL with ESL support
SCIENCE (languages are separated)	1 unit using NL with ESL support	1 unit using NL with ESL support	1 unit using ESL with NL support
ART / MUSIC / PHYS. ED. / HEALTH / HOME AND CAREER SKILLS / TECHNOLOGY EDUCATION / LIBRARY SKILLS	Required units in English using ESL	Required units in English using ESL	Required units in English using ESL
<p>1 ELLs in middle school can take the Second Language Proficiency exam no later than the end of grade 8. If they pass, they earn one credit toward their high school diploma.</p>			

INSTRUCTIONAL COMPONENT	TABLE IX. UNITS REQUIRED WITH ESL, ELA OR NLA INSTRUCTION FOR EACH PROFICIENCY LEVEL FOR HIGH SCHOOL STUDENTS		
	BEGINNING LEVEL (60:40)	INTERMEDIATE LEVEL (50:50)	ADVANCED LEVEL (25:75)
ENGLISH AS A SECOND LANGUAGE	3 units aligned to ELA using ESL	2 units aligned to ELA using ESL	1 unit aligned to ELA using ESL
ENGLISH LANGUAGE ARTS	-	-	1 unit using ESL
NATIVE LANGUAGE ARTS	1 unit *	1 unit *	1 unit *
MATHEMATICS (languages are separated)	1 unit using NL with ESL support	1 unit using NL with ESL support	1 unit using ESL with NL support
SOCIAL STUDIES (languages are separated)	1 unit using NL with ESL support	1 unit using NL with ESL support	1 unit using NL with ESL support
SCIENCE (languages are separated)	1 unit using NL with ESL support	1 unit using NL with ESL support	1 unit using ESL with NL support
ART / MUSIC / PHYS. ED. / HEALTH / HOME AND CAREER SKILLS / TECHNOLOGY EDUCATION / LIBRARY SKILLS	Required units in English using ESL	Required units in English using ESL	Required units in English using ESL
* ELLs in middle school can take the Second Language Proficiency exam no later than the end of grade 8. If they pass, they earn one credit toward their high school diploma.			

V. LANGUAGE ALLOCATION: Dual Language Programs

Dual Language programs are developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of another language for all or most of their content-area instruction. All students in Dual Language programs develop their second-language skills while learning content knowledge in both languages. Dual Language programs provide students with an academically rigorous curriculum in two languages, enabling both ELLs and English proficient (EP) students to meet or exceed the rigor set in the Common Core. Participating students become bilingual, biliterate, and bicultural. The positive academic and socio-cultural experiences of ELLs and English proficient students are a major benefit, as students develop to function in a global society and attain higher levels of self-esteem (Ovando & Combs, 2012).

Dual Language models are designed using effective practices and strategies, as described in the work of Walqui (2003). Effective teachers plan lessons that connect with the learners' prior knowledge in both content and language, reflect the learners' interest, and challenge learners to go beyond what they know. ELLs and EP students receive content-area instruction for 50 percent of the academic day in English and 50 percent in the other language in all grades (Howard & Loeb, 1998). Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. ELL and EP students are linguistically integrated for all or most content instruction in all grades. The students are also expected to comprehend, speak, read, and write in both languages upon their completion of a Dual Language program.

In a Dual Language program, language arts is taught through native language arts (NLA), ESL, and ELA. Content areas are taught in both English, using second-language acquisition strategies, and the target language.

Instructional blocks for Dual Language programs: During the literacy block, teachers schedule the various components of the literacy program. Those components may be introduced sequentially or simultaneously and follow either the self-contained or team-teaching model configurations.

Sequential literacy: During the literacy block, the components of the balanced literacy program are introduced in students' native language in grades K–2. The students are separated by language proficiency and are exposed to the second language through content-area instruction and oral language development. Beginning in the third grade, the literacy block alternates between English and the target language each day for all students.

Simultaneous literacy: During the literacy block, the components of the balanced literacy program are introduced in both students' first language and second language according to an alternating language pattern. This applies to all students in all grades.

Model configurations

Self-contained: Within the self-contained configuration, there is one teacher who provides instruction in both languages. However, when each language is used in the instructional day is predetermined by the delivery model. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated (e.g., color codes).

Team-teaching: In the team-teaching configuration there are two classes that receive instruction from two teachers. One of the two teachers in the team is assigned to provide instruction in English and the other teacher is assigned to provide instruction in the target language. The two teachers must plan all instruction together in order to meet the academic and linguistic objectives of all the students. There are two separate classrooms for instruction in each of the two languages. The two groups of students are linguistically integrated. The groups move from one language classroom to the other according to the design.

To ensure that the two languages are covered equally, variants of the 50:50 model—Alternating Day, Half-Day, and Rollercoaster—follow an alternating pattern of language instruction within a two-week cycle. At the end of the two-week cycle, students will have received instruction in English for five days and in the other language for five days. Alternating language patterns may help engage students that have varying levels of receptivity to learning throughout a day or a week. Two nine-week cycles also permit adjustments to the schedule when normal school changes (e.g., holidays, school-time activities) interfere with a 50:50 ratio.

Tables X, XI and XII present sample schedules for dual language classes according to several variant models.

**TABLE X. SAMPLE SCHEDULE FOR DUAL LANGUAGE CLASS (ENGLISH/SPANISH)
ALTERNATING DAY VARIANT OF 50:50 MODEL (GRADES K-5),
GROUPS A&B; ELLs AND EPs**

TIME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	English Room (Group A)	Spanish Room (Group B)	English Room (Group B)	Spanish Room (Group A)	English Room (Group A)	Spanish Room (Group B)	English Room (Group B)	Spanish Room (Group A)	English Room (Group A)	Spanish Room (Group B)
8:30 (or school start time) – 10:30 a.m.	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy	Balanced Literacy
10:30 – 11:30 a.m.	Math	Math	Math	Math	Math	Math	Math	Math	Math	Math
11:30 a.m. – 12:20 p.m.	LUNCH		LUNCH		LUNCH		LUNCH		LUNCH	
12:20 – 3:00 p.m. (or dismissal time)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
	Science	Science	Science	Science	Science	Science	Science	Science	Science	Science
	Prep (Arts, Gym, Computer Library)	Prep (Arts, Gym, Computer, Library) Afternoon Meeting (Read-Aloud) Group B	Prep (Arts, Gym, Computer, Library)							
	Afternoon Meeting (Read-Aloud) Group A		Afternoon Meeting (Read-Aloud) Group B	Afternoon Meeting (Read-Aloud) Group A	Afternoon Meeting (Read-Aloud) Group A	Afternoon Meeting (Read-Aloud) Group B	Afternoon Meeting (Read-Aloud) Group B	Afternoon Meeting (Read-Aloud) Group A	Afternoon Meeting (Read-Aloud) Group A	Afternoon Meeting (Read-Aloud) Group B

Note: This table demonstrates an example of the team-teaching configuration, which involves two teachers, two linguistically integrated classes, and two separate classrooms.

**TABLE XI. SAMPLE SCHEDULE FOR DUAL LANGUAGE CLASS (ENGLISH/SPANISH)
ALTERNATING HALF-DAY ROLLER COASTER VARIANT OF 50:50 MODEL (GRADES K-5),
SIDE-BY-SIDE MODEL**

PERIOD	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	English Room (Group A)	Spanish Room (Group B)	English Room (Group B)	Spanish Room (Group A)	English Room (Group A)	Spanish Room (Group B)	English Room (Group B)	Spanish Room (Group A)	English Room (Group A)	Spanish Room (Group B)
1	Read-Aloud (ELLs & EPs)									
2	Reader's Workshop (ELLs & EPs)									
3	Writer's Workshop (ELLs & EPs)									
4	Prep (ELLs & EPs)									
5	Lunch									
	English Room (Group B)	Spanish Room (Group A)	English Room (Group A)	Spanish Room (Group B)	English Room (Group B)	Spanish Room (Group A)	English Room (Group A)	Spanish Room (Group B)	English Room (Group B)	Spanish Room (Group A)
6	Science (ELLs & EPs)									
7	Social Studies (ELLs & EPs)									
8	Math (ELLs & EPs)									

Note: This table demonstrates an example of the team-teaching configuration, which involves two teachers, two linguistically integrated classes, and two separate classrooms.

TABLE XII. SAMPLE SCHEDULE FOR DUAL LANGUAGE CLASS (ENGLISH/SPANISH) ALTERNATING HALF DAY ROLLER COASTER VARIANT OF 50:50 MODEL (GRADES K-5), SELF-CONTAINED CLASSROOM

WEEK ONE					
PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Literacy	Lectura	Literacy	Lectura	Literacy
2	Literacy	Lectura	Literacy	Lectura	Literacy
3	Writing	Escritura	Writing	Escritura	Writing
4	Lunch	Lunch	Lunch	Lunch	Lunch
5	Prep	Prep	Estudios Sociales	Prep	Estudios Sociales
6	Estudios Sociales	Science	Prep	Science	Matemáticas
7	Matemáticas	Math	Matemáticas	Math	Prep
WEEK TWO					
1	Lectura	Literacy	Lectura	Literacy	Lectura
2	Lectura	Literacy	Lectura	Literacy	Lectura
3	Escritura	Writing	Escritura	Writing	Escritura
4	Lunch	Lunch	Lunch	Lunch	Lunch
5	Prep	Prep	Social Studies	Prep	Social Studies
6	Social Studies	Ciencias	Prep	Ciencias	Math
7	Math	Matemáticas	Math	Matemáticas	Prep
<p>* Blue denotes subject areas conducted in English. * Red denotes subject areas conducted in Spanish.</p>					

VI. LANGUAGE ALLOCATION: Freestanding English as a Second Language (ESL)

Students in freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by the LAB-R or NYSESLAT scores). The two recommended ESL instructional program models include self-contained ESL classes, and “push-in” teaching. The goals of the ESL program are as follows.

- Provide academic content-area instruction in English
 - Using ESL methodology and instructional strategies.
 - Using native language support to make content comprehensible.
- Incorporate ESL strategic instruction.
- Assist students to achieve the state-designated level of English proficiency for their grade.
- Help ELLs meet or exceed the CCLS.

In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies. Native language support is provided.

Elementary School Level: In order to maximize English language acquisition for ELLs, the ESL and classroom teachers should work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. ELLs in *Reading First* schools spend the mandated minutes of ESL instruction aligned to CCLS. For beginner- and intermediate-level students, 360 minutes per week of ESL are required, and for advanced-level students, 180 minutes per week are required. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

Secondary School Level: At the middle and high school levels, schools that offer a freestanding ESL program should have ESL teachers work collaboratively with ELA teachers. All schools must follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. All schools must infuse ESL strategies into content instruction so that students can learn content and receive content credit while simultaneously developing English skills. Very strong, self-contained freestanding ESL models usually have teachers that hold both ESL and content-area credentials. Also, middle and high schools should help Students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before and after school, as well as in Saturday academies.

Both elementary and secondary ESL classrooms should offer language development and support for content instruction in the native language when same language grouping is possible. Native language arts development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem. Native language support—such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, or the buddy system—is recommended in all freestanding ESL programs.

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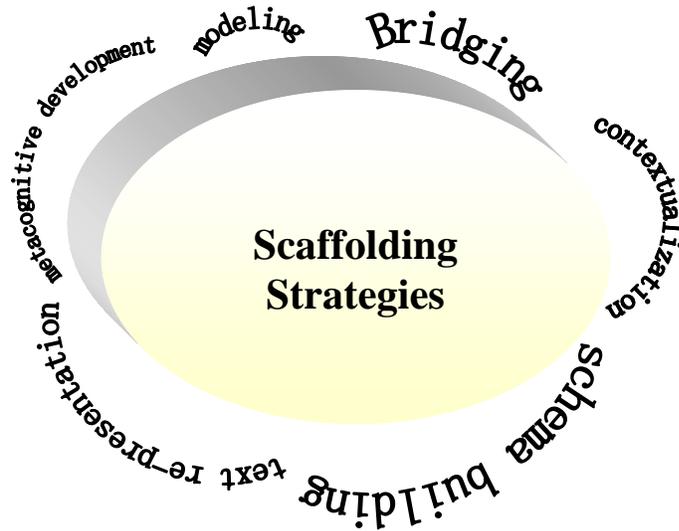
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Appendix A

Scaffolding strategies: Transitional Bilingual Education (TBE), Dual Language (DL), and freestanding English as a Second Language (ESL) programs require scaffolding (a network of scaffolds or supporting structures) strategies for significant ESL and academic development. ESL classes or content-area lessons can be taught using the six main types of instructional scaffolding techniques.



According to Walqui (2003), scaffolding should be used as three interrelated scales or dimensions: the structural support characterized by the planned progression of curriculum across time, the procedures used in a particular activity, and the collaborative processes of interaction as students engage in a particular activity. The pedagogical structures and processes involved in scaffolding academic and linguistic development are dynamic and collaborative in nature, not rigid and impersonal. Curriculum implementation in real time changes the way that the planned curriculum and particular lessons are carried out: as students develop academic and linguistic competence and begin to take charge of their learning, scaffolds are changed or dismantled.

Six types of scaffolding are included in Walqui's model:

- Modeling includes walking students through an interaction, doing a required task together first, or providing students with clear examples of how students from prior years accomplished the task.
- Bridging forges connection between new concepts and language and previous knowledge, a necessary component of all learning. Bridging occurs when students are asked to activate their prior knowledge in anticipation of learning new information and when personal links are made between the new subject matter and students' knowledge and experience.
- Contextualization of new concepts and language—often decontextualized in textbooks by embedding the new language in sensory experiences using realia, manipulatives, graphic representation, and

verbal analogies familiar to students—help make what might be otherwise impenetrable language clear.

- Schema building develops understanding by helping students weave new information into pre-existing structures of meaning, a necessary component in organizing knowledge and understanding. Examples of schema building include previewing a text with students and using an advance organizer in preparation for a reading assignment or brief lecture.
- Text Re-presentation is the recreation of concepts and language from one genre into another. In re-presenting information from an article in a poster or play, students can access content presented in a more difficult genre as they transform it into an easier genre to produce. Examples of text re-presentation include asking students to transform scientific content into a friendly letter to a peer or family member, or changing a poem into a narrative, or a narrative into a play.
- Metacognition involves the learner stepping beyond the experience to reflect on the processes involved. Metacognition includes consciously applying strategies while engaging in an activity; knowledge and awareness of strategic options and the ability to choose an effective option; and, monitoring and adjusting during performance and planning for a future performance based on prior performance of an activity.

The notion of scaffolding has long been a part of ELL teachers' vocabulary. However, those who teach ELLs can pursue these techniques more aggressively in the classroom. Scaffolding techniques should be used extensively, as needs arise, and students should earn more responsibility for their own learning as they gain academic and communicative competence in the target area. If teachers communicate the purpose and use of scaffolds to students, students can participate more fully in the learning tasks and eventually self-regulate the use of these structures and processes.