

Transitional Bilingual Education (TBE)

The goals of the Trenton Public School’s Bilingual/ESL Program are to cultivate and deepen understanding of the student’s native language and culture and develop English language proficiency. These will enable the students to academically find success in the mainstream classroom. In order to accomplish these goals, the Trenton Public Schools has implemented the Transitional Bilingual Education Model. In the TBE model, the student’s first language is used as a vehicle to develop literacy skills and acquire academic knowledge. The shift from instruction in the first language to English should be gradual and will decrease as English instruction is increased and the student demonstrates high levels of proficiency in listening, speaking, reading and writing in the ACCESS test.

Language of Instruction Allocations for Students in the Bilingual/ESL Program:

The following tables serve as a guideline to build consistency in the language of instruction and to structure the time allocation bilingual and ESL teachers should provide in the native language and in English. Following these guidelines will ensure that the instructional needs of the English Language Learners in the district are met.

Kindergarten		
Subject	Native Language	English
Literacy	100%	0%
ESL	0%	100%
Math, Science, Social Studies	80%	20%
Specials	0%	100%

Elementary Grades 1-5								
Subject	Entering 1.0 – 1.9		Beginning 2.0 – 2.9		Developing 3.0 – 3.9		Expanding 4.0 – 4.9	
	Native Language	English	Native Language	English	Native Language	English	Native Language	English
Literacy	100%	0%	70%	30%	50%	50%	25%	75%
ESL	0%	100%	0%	100%	0%	100%	0%	100%
Math, Science, Social Studies	80%	20%	60%	40%	40%	60%	25%	75%
Specials		100%		100%		100%		100%

Language of Instruction Allocations for Students in the Bilingual/ESL Program:

Middle School Grades 6-8								
Subject	Entering 1.0 – 1.9		Beginning 2.0 – 2.9		Developing 3.0 – 3.9		Expanding 4.0 – 4.9	
	Native Language	English	Native Language	English	Native Language	English	Native Language	English
ESL/Literacy	0%	100%	0%	100%	0%	100%	0%	100%
Math, Science, Social Studies	80%	20%	60%	40%	40%	60%	15%	85%
Specials		100%		100%		100%		100%

High School Grades 9-12								
Subject	Entering 1.0 – 1.9		Beginning 2.0 – 2.9		Developing 3.0 – 3.9		Expanding 4.0 – 4.9	
	Native Language	English	Native Language	English	Native Language	English	Native Language	English
ESL/Literacy	0%	100%	0%	100%	0%	100%	0%	100%
Math, Science, Social Studies	80%	20%	60%	40%	40%	60%	15%	85%
Specials		100%		100%		100%		100%

Bilingual/ESL Sample Co-Teaching Model

“I do...”	
Bilingual Teacher – Whole group lesson – in Spanish (mini lesson, shared reading, read aloud, vocabulary, etc.) - Please adhere to Reading/Writing Workshop as per District Guidelines.	
“We do...”	
Bilingual Teacher: Guided Reading in Spanish for Kindergarten - Grades 1- 8 – Follow ACCESS Levels of Proficiency to determine language of instruction.	
“We do...”	“You do...”
ESL Teacher – (English Instruction) -Social language, vocabulary, reading activities, cognitive academic language instruction, etc.	Independent Work/Reading: Independent Reading and Centers to support literacy, etc.
“Together do...”	
Whole Group: Bilingual and/or ESL Teacher - Vocabulary reinforcement, read aloud, sharing, making connections, discussions, informal assessments, etc.	

Grades 1-5 Sample Rotation in a Bilingual Classroom

