

## Program Model Descriptions

	Focus	Students	Delivery	Staff
<b>Dual Language</b>	Develop literacy in both the native language and in English (Biliteracy/Bilingualism)	ELLs with same native language	Instruction is delivered in both languages	Bilingual Teacher
<b>Two-way Immersion</b>	Develop literacy in both the native language and in English (Biliteracy/Bilingualism)	ELLs with same native language and Native English speakers who want to learn in the native language of the ELLs in the program	Instruction is delivered in both languages	Bilingual Teacher
<b>Transitional Bilingual</b>	Develop literacy in English with some native language support	ELLs with same native language	Instruction begins using the native language with a fast transition to using English for instruction	Bilingual Teacher
<b>Developmental Bilingual</b>	Develop strong literacy in English while developing some skills in the native language	ELLs with same native language	Instruction begins using the native language with a gradual transition to using English for instruction. Lower grades may use more of the native language for instruction than intermediate grades	Bilingual Teacher or Teaching Aide
<b>Heritage Language</b>	Develop literacy in English with some Heritage language preservation or support	ELLs with same native language	Instruction is content based and is delivered in both languages	Bilingual Teacher
<b>Sheltered Instruction</b>	Develop English language proficiency and grade level content knowledge	ELLs and can include Native English speakers	Instruction uses rigorous content standards, language standards and specific strategies and techniques to teach English and content together	ELL Teacher
<b>Structured English Immersion</b>	Develop English language proficiency	ELLs with same native language	Instruction uses English and adjusts to the proficiency level of the students – students may use native language with each other to clarify concepts	ELL Teacher with some knowledge of students' native language
<b>Specially Designed Academic Instruction delivered in English</b>	Develop English language proficiency and content knowledge	ELLs and can include Native English speakers	Instruction in English designed specifically to provide intermediate or advanced ELL students with access to the regular curriculum	ELL Teacher
<b>Content-based ELL</b>	Develop English language proficiency and content knowledge	ELLs	Instruction that uses content materials to develop English language proficiency	ELL Teacher
<b>Pull-out ELL</b>	Develop English language proficiency	ELLs	Instruction using English to learn about English	ELL Teacher
<b>Other – Push-in ELL</b>	Develop English language proficiency	ELLs and other students who need assistance with academic English	Instruction in English using co-teaching and planning to make the lesson comprehensible, provide additional language support within the classroom related to the mainstream lesson or bilingual staff may provide native language support in the mainstream classroom	Bilingual/ELL Teacher/Bilingual Teaching Aide and Mainstream Teacher
<b>Other – Newcomer</b>	Develop beginning English language skills, introduce core academic skills and provide support for acculturation to the US and school	New ELLs to the US educational system with an entry level of English language proficiency or ELL students with Severely Interrupted Formal Education	Instruction is delivered in English with native language support from Bilingual staff and peers when possible – units designed for students to succeed in US schools and transition students to regular classrooms within a year	ELL Teacher
<b>Other – Extended Instructional Day</b>	Focus varies, based on student needs	ELLs	Instruction is delivered outside of the regular instructional school day	Bilingual or ELL Teacher