

Program Model/Description

Newcomer Program

- Students acquire beginning English-language skills in addition to core academic skills
- Helps students acculturate to the U.S. school system and community
- May utilize native language
- Designed to meet the needs of recent immigrants
- Designed to meet the needs of students with interrupted formal education (SIFE)
- Typically implemented at the secondary level; however, may also be appropriate for elementary
- Intended as a short-term program
- Classes are composed of only English Language Learners (ELLs)
- Taught by an ESL endorsed or trained teacher

Structured Immersion or Sheltered Instruction

- Specialized instruction/curriculum in English with an ELL teacher
- May include some native language support
- Classes include students from any language background
- Focus is on learning academic content while developing English-language skills
- Use of comprehensible language, physical movement, and visuals
- Instructional approach makes academic instruction in English understandable to ELL students
- Teachers are ENL endorsed or trained and typically are also endorsed in the content area
- Typically all ELLs

ESL Pull-Out/ESL Push-In

- Goal is fluency in English
- Often implemented in districts or buildings where there are low numbers of ELLs
- Could make use of co-teaching or coaching
- Teachers receive professional development in ESL strategies to meet the language and academic needs of the students and may be a resource to other staff members
- Students served in mainstream classrooms receive instruction in English with some native language support, as needed
- In ESL Pull-Out programs, students spend most of the day in the mainstream classroom
- In ESL Push-In programs, the English-language instruction is provided within the mainstream classroom

Dual Language Program

- Serves both native-English speakers and speakers of another language concurrently
- Instruction is provided in both languages
- Both groups become bi-literate, learn academic content in two languages, and develop cross-cultural understanding
- Class comprised of ELL and English-speaking students
- District commitment to long-term programming so as to provide the opportunity for proficiency in both languages
- Utilizes bilingual teachers with content endorsement/expertise
- Generally offered as one of several program options available with choice by parents

Transitional Bilingual

- Instruction provided in both English and native language
- Generally only ELLs with the same native language
- Some bilingual programs transition to English-only sheltered instruction in 2 to 3 years while others provide additional years of bilingual support
- Generally offered as one of several program options available with choice by parents