EL Program Descriptions

Code	Description	Key Design Variables
01	**Content Classes with Integrated ESL Support or Sheltered Instruction** Instruction simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, although the acquisition of English may be one of the instructional goals.	Class population – may be used for EL-only classrooms or for mixed classrooms with ELs and non-ELs. Instructor(s) – Instruction is likely to be delivered by a general education teacher but may be delivered by an ESL-certified teacher.
02	**Dual Language or Two-Way Immersion** ELs and non-ELs receive instruction in English and a non-English language.	Class population – may be half ELs and half non-ELs. Instructor(s) –Teachers may be bilingual, or teachers who teach in English may use sheltered instruction techniques to make their instruction accessible for ELs.
03	**English as a Second Language or English Language Development** Techniques, methodology, and special curriculum designed to teach ELs English language skills. Instruction is usually in English with little use of native language.	Class population – ELs. Instructor – ESL endorsement preferred; option for districts to provide PD to non-ESL endorsed teachers. Class format – Students may have a dedicated ESL class in their school day, or may receive pull-out ESL instruction for short periods during other classes.
04	**Heritage Language** Program to address the needs of heritage language learners/speakers. Heritage Language learners usually learned the language at home as children but may not have developed full fluency/literacy.	Class population – May or may not be ELs but students have some knowledge of the language being taught. Instructor – Fluent in the language being taught; may be bilingual.

05	**Structured English Immersion or Newcomer Program** Separate, relatively self-contained programs designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter other types of EL programs. Often build foundational skills in content areas (basic literacy, math concepts, etc.) as well as instruction to familiarize newcomers with American culture and educational settings.	Class population – newly arrived immigrants or ELs just entering school. Instructor – ESL endorsed or bilingual. Teachers have specialized training in meeting the needs of EL students. Program design – may range from a half-day, in-school program to a full-time, self-contained school for a period of time ranging from a semester to longer.
06	**Transitional Bilingual or Early-Exit Bilingual Education** Students begin in grade K or 1 by receiving instruction all or mostly in their L1 and transition incrementally over to English. Typically, transition to all English is complete by mid-to late elementary school. L1 us used to leverage L2 acquisition, but L1 proficiency is not a program goal.	Class population – Balance of L1 and L2. Some programs begin with a majority of L1 and use some L2. Division of languages across instructional time may vary. Instructor(s) –Teachers may be bilingual, or teachers who teach in English may use sheltered instruction techniques to make their instruction accessible for ELs.
07	**Other**	

References:

Developing ELL Programs: Glossary https://www.2.ed.gov/about/offices/list/ocr/ell/glossary.html

U.S. Department of Education; Office of Planning, Evaluation and Policy Development; Policy and Program Studies Service; Language Instruction Educational Programs (LIEPs): A Review of the Foundational Literature, Washington, D.C., 2012.