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| **Name of Approach** | **Instructional Language** | **Key Features** | **Notes** |
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| English as a Second Language | English | A program of techniques, methodology and special curriculum designed to teach English reading, writing, listening, and speaking skills to ELL’s | ESL instruction is in English with little use of students’ native languages. This may occur as a pull-out session or as scheduled class time, push-in. |
| Content-based ESL | English | Uses instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. | Instruction is in English with little use of students’ native languages. This may occur as a pull-out session or as scheduled class time, push-in. |
| Sheltered Instruction/  Sheltered Instruction  Observation Protocol  (SIOP) | English | Adapts academic instruction in English to make it understandable to ELL students. (Comprehensible input) or relating abstract concepts to concrete concepts. | Can be implemented by content and ESL teachers in English Language Arts, mathematics, science, social studies, and other subjects. Push-in model. |
| Newcomer Services | English | Separate, relatively self-contained educational interventions to meet the academic and transitional needs of newly-arrived immigrants. | Students usually attend these programs for a very limited time before they enter an ESL program. Services may be provided at a special site or may be provided at the school site. |
| ESL Co-Teaching | English | Shared, collaborative teacher planning time so that teachers can implement strategies that integrate language acquisition, literacy, and academic content at the same time. | Caution: Co-Teaching is NOT supplying an ESL teacher who enters the class and assists individual students. Requires professional development for both teachers so that grade level and developmentally appropriate teaching from both the ESL and content teacher occurs. |

**SOP ESL Service Delivery Models**

**Service Delivery Types**

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| Direct | Appropriate, consistent, face-to-face service |
| Consultative | Service delivery varies as deemed necessary based on formalized contacts with teachers of ELL’s and other staff, including (but not restricted to only) instructional modifications, state testing accommodations, periodic face-to-face instruction or counseling. |

Note: All ELL’s must have an LEP Plan, including proficiency level descriptions, instructional modifications, and classroom/state testing accommodations as determined by their Base School LEP committee’s written recommendations.