

All schools are required to have a plan to educate and support English Learners (EL). This plan includes a description of the type of English Language Development program(s) that are being offered.

According to the federal guidelines as defined by U.S. Dept. of Education Office for Civil Rights (OCR) in *Castañeda v. Pickard* the EL program must include these elements:

1. **Sound Approach**-The EL program is informed by an educational theory recognized as sound by experts in the field or, at least, deemed a legitimate experimental strategy.
2. **Reasonable Implementation**-The programs and practices actually used by the school system are reasonably calculated to implement effectively the educational theory adopted by the school.
3. **Evaluate for Outcomes**-The school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome.

The following EL programs are considered educationally sound in theory, meet federal requirements, and align with the broader academic strategy outlined by the Louisiana Department of Education.

### Content Based English Instruction

**Content-Based English as a Second Language:** This approach uses academic content areas as the "vehicle" for developing English language skills. English instruction is concurrent with subject matter instruction. English is used as the medium of instruction.

**Sheltered English Instruction:** An instructional approach with the focus of making academic instruction in English comprehensible to ELs. In the sheltered classroom, teachers use physical activities, visual aids, learning strategies, and other methods and resources to teach academic language in all content areas.

### Direct Instruction

**English as a Second Language (ESL) Program:** This approach is designed primarily to teach ELs English language skills. The program may also teach study skills, content vocabulary, and cultural orientation. The medium of instruction is English with little or no use of native language.

**Newcomer Program:** Newcomer programs are essentially separate, relatively self-contained educational interventions designed primarily to meet the needs of newly arrived immigrants. Typically, students attend these programs for a set period of time before transitioning into other specialized language programs. It usually shares an instructional approach that is similar to ESL

**Structured English Immersion Program:** The goal of this type of program is to teach English skills in a progressively complex way so that ELs can succeed in the general education classroom. Instruction is entirely in English, although teachers and/or paraprofessionals have specialized training in meeting the needs of ELs, hold EL certification, and may possess at least some communication skills in the primary language of the EL.

### Bilingual Programs

**Dual Language:** (Also known as Two-Way Immersion) The main goal of this program is for students to develop proficiency in English and another language. Students receive significant instruction time in both languages. Classes that

participate in dual language programs are usually comprised of roughly equal numbers of native English speakers and single language speaking ELs.

**Transitional Bilingual Program:** This type of program, also known as early-exit bilingual, mainly uses the EL’s primary language as a medium of instruction early on. Students receive instruction in the native language so that they may access content as much as possible while acquiring English. The program maintains and develops the student’s primary language while developing English proficiency, gradually transitioning from a bilingual to all English instructional program. Note that teachers must be highly qualified in any content area(s) taught.

**Other EL Models**

**ESL/EL Coach:** While not a program on its own, the EL Coach can be part of any of the programs listed above. The EL Coach provides instructional coaching to content teachers in how to support ELs in their classrooms. They often will co-plan, co-teach, or offer additional guidance to teachers in many subject areas and across different grade levels. Note that these teachers must be trained in either Teaching Coaching or specifically as an ESL Coach.

The following chart shows some of the requirements to provide each of the EL programs.

Program/Requirement	EL Certified Faculty	Bilingual Faculty	ESL/EL Curriculum	Single Language EL Population	Specialized Training
Content Based	X				
Sheltered English	X				
ESL	X		X		X
Newcomer	X		X		
Structured English Immersion	X				
Dual Language/TWI	X	X		X	X
Transitional Bilingual	X	X	X	X	X
ESL/EL Coach	X				X

**Resources**

[EL Program Handbook](#)  
[EL Guidebook](#)  
[English Learner Library](#)

[EL Toolkit](#)  
[Title III Non-Regulatory Guidance](#)  
**Questions? Contact** [language.acquisition@la.gov](mailto:language.acquisition@la.gov)