

Type of ELD/LIEP Model	Also known as:	Description of ELD/LIEP Models
Transitional Bilingual	Late/Early Exit Bilingual, Developmental Bilingual Education	The goal is to develop bilingualism in MLs. Both models utilize the native language for instruction and gradually introduce English, transitioning the language of instruction to English as English language skills develop. The difference is in how quickly the transition to English only occurs.
Dual Language or Two-Way Immersion	Two-Way Bilingual, Bilingual Immersion, Dual Language Immersion	The goal is to develop bilingualism in MLs and English-proficient students. The ideal two-way bilingual classroom is comprised of half English-speaking students and half MLs who share the same native language. Usually has time built in for language development in L2.
English as a Second Language (ESL) or English Language Development (ELD)	Push-in/Pull-out ELD	Traditionally known as “ESL” courses, they develop students’ English language in reading, writing, listening and speaking. Schools group students based on language proficiency and their academic needs. ELD courses should be taught by teachers with ESL teaching certificates who have a strong working knowledge of English language arts standards.
Content Classes with integrated ESL support	Sheltered Content Courses	Can be implemented in any classroom that has a heterogeneous mix of native English speakers and MLs. However, some schools may have the resources to provide sheltered content courses specifically designed for MLs. For example, most secondary MLs arriving from other countries will need American Government and American History. It may make sense to offer a sheltered American History course for MLs so the teacher can tailor the language and content to their needs. Sometimes this is really just a best practice for instruction and not a Core ELD program model if you are not focused on explicit and targeted language instruction.
Newcomer programs		Specially designed for those who are NEP or LEP and have limited literacy in their native language. The goal is to accelerate their acquisition of language and skills and to orient them to the U.S. and its schools. The program can follow a bilingual or sheltered approach. Generally, newcomer programs are designed to prepare immigrant students to participate successfully in a district’s language support program. Typically, students attend these programs before they enter more traditional school environments and ELD programs. The Newcomer Center can take place within a school or at a separate site.
Co-teaching		Schools with sufficient FTE can pair ELD and content teachers to co-teach content courses. Collaboration leads to lesson planning and instruction tailored to both linguistic and academic needs of MLs. In an effective co-teaching model, the students view both instructors as equals and benefit from the lower student-teacher ratio. Again, often this is really just a best practice for instruction and not a Core ELD program model if you are not focused on explicit and targeted language instruction.

For more specific information regarding program models, please refer to

[CDE’s English Language Development Guidebook: Chapter 4 - Designing Effective Programs to Meet the Needs of Multilingual Learners](#)

[CDE’s English Language Development Guidebook: Chapter 5 - Appendix D: English Learner Program Models](#)