



South Carolina Title III Multilingual Learner and Immigrant Student Program

Multilingual Learner Program Service Delivery Models

PSDM	Service Model Descriptions	Suggestions for districts	Suggestions for ML proficiency levels
Pull-out	The ML Program Specialist (MLPS) provides English language development instruction in an individual or small group setting. Students are “pulled out” to receive English language development instruction.	If students are pulled from core content instruction, content area teachers and the ML Program Specialist (MLPS) should collaboratively plan the overlap of services while MLs continue to meet grade-level standards.	This may be a <i>highly effective</i> PSDM for proficiency levels 1.0 through 2.9. In addition, this may be an effective PSDM for proficiency levels 3.0-3.9 and 4.0-6.0 that receive ML services to meet English language proficiency.
Class Period	The ML Program Specialist (MLPS) provides English language development instruction in a class designated for MLs.	An ML class period is designated for MLs and is composed solely of students learning English.	This may be a <i>highly effective</i> PSDM for proficiency levels 1.0 through 2.9. In addition, this may be an effective PSDM for proficiency levels 3.0+ who receive ML services to meet English language proficiency and appropriate for a student’s academic schedule.
Push-in	The ESOL teacher provides targeted English language development instruction for MLs where instruction is received from the content-area teacher(s).	Though this model is not as effective or as preferred as the co-teaching model for English language development instruction, it should reflect co-teaching practices as much as possible if the push-in model is used.	This method is best used when the ML still requires assistance from the ML Program Specialist (MLPS), but another PSDM is not feasible. It should not be used for the ML Program Specialist (MLPS) to push in and assist with/translate work.



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Co-teaching	The ML Program Specialist (MLPS) and content teacher collaboratively plan, teach, assess, and reflect to provide sheltered content and services specifically targeting students' linguistic, academic, and cultural needs.	<p>Restrictions apply to this model. If a school chooses to implement co-teaching, the criteria below should be met to be an allowable PSDM for the school:</p> <ul style="list-style-type: none"> • Co-teaching should only be utilized for content-area instruction; • It is strongly encouraged that the ML/content-area Teachers receive co-teaching training/coaching; • ML Program Specialist (MLPS) should have evidence of common planning with the co-teacher. 	<p>This may be a <i>highly effective</i> PSDM for all proficiency levels.</p> <p>This ideal model fills the linguistic gaps needed in academic grade-level content of varying English proficiency levels.</p>
Consultative	MLs receive instruction in content classrooms, and language support is based on language needs.	As defined by the district, the ML Program Specialist (MLPS) will provide consultative services by documenting routine contact between the ML Program Specialist (MLPS), content teacher(s), and student. Consultation and documentation	The MET should agree with the ML's English language abilities and that no other services are needed at that time. However, if the student shows evidence of needing alternative support, this PSDM must be changed to fit the student's needs.



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		ensure that English language development strategies are being utilized in the classroom to meet the targeted language acquisition needs of MLs.	If this PSDM is used, ML Program Specialist (MLPS) must keep well-documented communication with the content teacher(s), student, and parent(s)/guardian(s).
Newcomer Program	Newcomer programs are designed to gradually release newcomer MLs into less restrictive content classrooms while starting them off in sheltered environments that serve their significant English acquisition and content needs while providing an environment for maximum exposure to targeted instruction MLs.	<p>Districts operating such programs should focus on increasing their inclusion by limiting the duration of a self-contained newcomer program (generally up to three semesters) and regularly evaluating a student's English language proficiency to allow appropriate transitions out of newcomer programs.</p> <p>A SLIFE may benefit from these specialized services and classes to help them acclimate to U.S. schools, develop foundational skills in content areas, and prepare them for other PSDMs. Newcomer and SLIFE programs are short-term, typically lasting no longer than three semesters. EL Toolkit-chapter 2, page 2 and Chapter 5 in the EL Toolkit, page 2, for more information.</p>	A district can only use a newcomer program for a PSDM when the district strictly follows the USED's Newcomer Toolkit guidelines.



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<p>Sheltered Content-Based Instruction</p>	<p>Sheltered content-based instruction is provided by content teachers who have some prior training in sheltered content strategies, hold ESOL certification, or are in the process of pursuing ESOL certification.</p> <p>The instructional focus is on teaching academic content and English language acquisition of MLs through content classes.</p> <p>*More information about specific courses/appropriate training can be found in the Endorsement and Certification section of Guiding Principles, ESOL Endorsement and ESOL Certification Information, ESOL Endorsement and ESOL Certification Flowchart, or contact the Office of Educator Services at certification@ed.sc.gov and (803) 896-0325</p>	<p>Restrictions apply to this model. If a school chooses to implement sheltered content-based instruction, the criteria below should be met to be an allowable PSDM for the school. The district-sheltered content instruction plan will outline minimum requirements for the model fidelity (e.g., content and language objectives, evaluation protocols, etc.) Teacher credentials for the provision of sheltered instruction may include:</p> <ul style="list-style-type: none"> • A content-certified teacher holding an ESOL certification or endorsement • The content-certified teacher actively pursuing ESOL certification or endorsement • Content-certified teacher with sheltered content-based training to continue professional development. 	<p>Sheltered content-based Instruction is appropriate for all proficiency levels if the suggestions for districts are followed and the PSDM is appropriate for a student's academic schedule.</p>
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		<p>*Actively pursuing is defined as continuous coursework to be completed within three years. These classes must be combinations of English-only students and MLs.</p> <p>*If this is the only PSDM in place for an ML, teachers should be trained previously in some capacity on Sheltered Content-Based Instruction or hold ESOL Endorsement or Certification.</p> <p>*Refer to the Endorsement and Certification section of Guiding Principles for more information.</p>	
Dual Language Immersion (DLI)	Teachers are specially trained to provide academic instruction to mixed classes of MLs and native-speaking students, where all students receive academic instruction in two languages. DLI teachers use specific instructional approaches to bridge content and language acquisition. All training for this PSDM happens before the implementation of this model.	<p>Implementation of DLI must follow the guidelines below:</p> <ul style="list-style-type: none"> • 50 percent of content instruction is in a second target language • Minimum of two subject areas or one subject area and the related arts is in a second target language. • "Two-way DLI," students must be native speaking in one of the two languages of 	DLI is appropriate for all proficiency levels if the suggestions for districts are followed and the PSDM is appropriate for a student's academic schedule.



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		<p>instruction. Students work in one of their non-English HLS-identified languages.</p> <ul style="list-style-type: none"> Students with a home language different from the DLI target language can still be enrolled in the DLI, but this PSDM would not be applicable. For example, the HLS language cannot be Spanish to qualify for Chinese DLI PSDM. <p>Maximum service minutes should not exceed 50 percent of the students' core instructional time.</p> <p>Districts will outline a DLI plan before using this PSDM.</p>	
Monitored (M1 – M4)	<p>ML Program Specialists (MLPS) monitor students meeting the following criteria:</p> <ul style="list-style-type: none"> MLs who have met the reclassification criteria on the ELP assessment 	<p>Students may or may not be provided accommodations as determined by the Multilingual Education Team.</p> <p>Districts establish expectations of routine contact and should be able to</p>	<p>Districts must establish methods of routine contact between the ML Program Specialist (MLPS), content teacher(s), student, and parent(s)/guardian(s) as needed, with documentation that ensures that the</p>



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	MLs were found proficient through an initial screener assessment that was administered during their first semester of Kindergarten.	share those expectations with the SCDE as needed.	<p>ML is still meeting content-level expectations. *The MET should be convened if the student is not meeting expectations.</p> <p>Students exiting from ML status must be monitored for at least four years to ensure that (1) they have not been prematurely exited; (2) any academic deficits incurred as a result of participating in the ML program have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never ML peers.</p>
Waived	Parent/Guardian Refusal of Services: The student's parent/guardian has opted to refuse language education services and has signed a valid waiver only for the current school year. MLs whose parents/guardians have waived ML services are still required to take the annual ELP assessment to monitor language proficiency.		



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PK-Receiving Services	The ML Program Specialist (MLPS) provides services to pre-kindergarten students who are provisionally identified.	Provisionally identified (based on HLS) pre-kindergarten ML students do not receive accommodations but can be provided with services by an ML Program Specialist (MLPS), usually through co-teaching.	Districts can make decisions based on staffing to provide co-teaching services to provisionally identified MLs in 3K and 4K.
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