Is the instruction following one of the ESOL Approved Delivery Models of Instruction?
Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language, there are eight approved delivery models for providing language assistance services to ELs.

1. **Pull-out model** – (ELEMENTARY only) students are taken out of the general education class for the purpose of receiving small group language instruction from the ESOL teacher. (For this model, the ESOL teacher MUST hold ECE certification.)

2. **Push-in model** – (within reading, ELA, math, science or social studies) – students remain in their general education class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher. (There must be two teachers in the room at all times: one is the content/grade level teacher and the other is the ESOL teacher.)

3. A **cluster center** to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.

4. A **resource center/laboratory** – students receive language assistance in a group setting supplemented by multi-media materials.

5. A **scheduled class period** – students at the middle and high school levels receive language instruction *with a focus on academic language development* in a class composed of only ELs. The courses, such as IEL and the 55.- prefix coded communication skills courses, focus on language acquisition and academic language development. These courses are intended for students who enter school with low ELP. Teachers who teach these courses must have their ESOL (P-12) certificate or the ESOL Endorsement.
6. A **sheltered class period** – middle and high school only – Sheltered content classes, including literature, social studies, science, and mathematics, are composed solely of ELs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement.

7. An **innovative** model approved in advance by the district ESOL/Title III Department through a process guided by federal requirements for an effective instructional language program for English Learners. Federal laws and regulations govern the majority of services and policies concerning English Learners (EL). An innovative model must also be approved annually through the Cobb County ESOL/Title III Department.

8. A **dual language immersion** model – students participating in a dual language immersion program receive their supplemental English language support from the teacher providing instruction during the English portion of the academic day.

**All courses should be designed to support the student’s listening, speaking, reading and writing skills in English as well as the student’s academic needs. Read180 CANNOT be used as an FTE-generating ESOL segment. However, it may be used as a supplementary resource.**

In a push-in class, the ESOL teacher centers on language development while the content teacher focuses on content.

*The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be the same as the co-teaching model of instruction implemented by special education. In the Push-in model, the ESOL teacher and the content teacher are co-equals in the classroom, but each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content.*

All information above has been adapted from the Georgia Department of Education Title III ESOL Resource Guide.

Should you have any questions regarding your school’s ESOL schedule, please contact the ESOL/Title III Program, or Dr. Mae Wlazlinski, ESOL Director, mae.wlazlinski@cobbk12.org.