

Language Instruction Educational Program (LIEP) Models in Virginia

This document is intended to support Virginia’s educators and educational leaders in describing their language instruction and program model(s).

This document is not intended to be used for accountability purposes.

Aspects and Characteristics of an LIEP

- Instructional goals are both academic language and literacy development AND content learning
- English Language Development (ELD) Standards are explicit. Students are given ample opportunities to communicate information, ideas, and concepts necessary for academic success and for social and instructional purposes within the school setting
- Content Standards and Learning are supported with Language Objectives
- Instruction includes Reading, Writing, Speaking, and Listening tasks and language progress monitoring
- Student English proficiency level is taken into account during instruction (1-4.3 on the ACCESS for ELLs assessment)
- Instruction includes culturally responsive practices that honor EL backgrounds and language(s)
- Teachers use research-informed and evidence-based instructional practices to support EL academic achievement (e.g., sheltered instruction, language-rich learning environments, cooperative learning structures, discourse moves, partner reading, direct writing instruction strategies)

Virginia schools may provide language development instruction in any combination of the allowable LIEP models. They vary in language(s) of instruction as well as how ELs are grouped within “EL-only” or integrated classes. Program decisions should be based on student needs and for continuous inclusion and interaction between ELs and non-ELs. Any separation between ELs and non-ELs should be limited. (EL Toolkit, Ch. 5)

Basic distinctions and additional descriptions of the LIEP models are provided below.

Instruction in English and primary language

- **Transitional Bilingual:** Initial instruction is provided in the primary language. Class is EL-only.
- **Dual Language:** Primary language and English are used to teach content. ELs are integrated with non-ELs.

Instruction in English

- **Newcomer:** Class is EL-only, ELs are “newly arrived” and at beginning levels of ELD.
- **ESL or ELD:** Class is EL-only, possibly by proficiency level(s). May include “pull-out” instructional time.
- **Content Classes with Integrated ESL:** Classes of ELs and non-ELs. May be a co-taught or “push-in” setting or an EL-only sheltered course.

Virginia Department of Education, English Learner Instruction Program (November 2019)

Uses Two Languages for Content Instruction

Transitional Bilingual

- Goal: Transition from primary language to instruction in English
- Initially use primary language for instruction (begins K or 1st)
- Incremental transition into English as a the main language of instruction (typically by mid-late elementary school)
- ELs receive a portion of content instruction in the primary language for 2-4 years (early exit) or 4-6 years (late exit) and are then integrated into all-English instruction

Dual Language (DL) (as an LIEP)

- Goals: ELs and non-ELs become biliterate, bilingual, develop academic proficiency in both languages, and develop cultural competency
- Courses include non- ELs with ELs who share the same primary language (approximately 50% of each group)
- Content can be taught by two teachers (one for each language) OR by one teacher who teaches content in both languages
- Approaches to DL Instruction vary, e.g. time in each language
- Programs are usually K-5, but may exist in middle and high schools

Uses mainly English for Content Instruction

Primary language support may also be provided

Newcomer

- Goal: Learn basic English and content concepts together
- Classes of recently arrived ELs with early levels of English development, possibly beginning levels of primary language literacy
- Typically provide specialized social and academic language acquisition instruction designed to transition ELs into the American school setting
- Short-term, typically lasting no longer than 1 year

ESL or ELD

- Goals: Develop full English proficiency to support grade-appropriate academic success
- Classes of ELs; possibly grouped according to their level of English proficiency
- Instruction includes techniques, methods, and tailored curriculum designed to develop ELs' skills in reading, speaking, listening, and writing
- ESL/ELD curriculum does not need to be identical to grade-level curriculum but should reinforce and align to those academic content SOLs to the extent possible.
- Service might be provided during a dedicated class period.
- Service might be support outside of the regular classroom (also known as "pull-out"). ELs spend part of the school day in an integrated classroom, but are taken out individually or in small groups for a portion of the

Content Classes with Integrated ESL support

- Goals: Support grade-appropriate academic success and full English proficiency development simultaneously
- Classes usually include ELs and non-ELs
- ELs receive direct language instruction and support *within* general education content classes
- Instruction may use the Sheltered Instruction model: adapts academic instruction to make is accessible and comprehensible to ELs' proficiency levels to provide access and make content comprehensible
- May use co-teaching (also known as "push-in")

Virginia Department of Education, English Learner Instruction Program (November 2019)

<ul style="list-style-type: none">• May be provided at a designated site or provided within a school.	<p>day or class to receive ESL instruction that supports grade-level content.</p> <ul style="list-style-type: none">• “Out of class” times should supplement and not supplant EL access to grade-level curriculum.	<ul style="list-style-type: none">○ Co-teaching can take a variety of forms and should include common teacher planning time○ Co-Teaching is not an ESL teacher who enters the class and assists individual students.
---	--	---

Resources Consulted to Establish the Program Model Descriptions

Dove, M.G. & Honingsfeld, A. (2018) *Co-teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection*. Corwin, Thousand Oaks, CA.

REL Northwest, [The Right Fit: Selecting an English Learning Program for Your Students](#) (May 2018)

U.S. Department of Education, [Language Instruction Educational Programs \(LIEPs\): A Review of the Foundational Literature](#)

U.S. Department of Education [Chapter 2: Tools and Resources For Providing English Language Learners with a Language Assistance Program](#)

U.S. Department of Education [Chapter 5: Creating an Inclusive Environment for and Avoiding the Unnecessary Segregation of English Learners](#)

Resources Consulted to Establish the Aspects and Characteristics of an LIEP

Dove, M.G. & Honingsfeld, A. (2018) *Co-teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection*. Corwin, Thousand Oaks, CA.

Gotlieb, M. (2013) *Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards*. Board of Regents at the University of Wisconsin-Madison on behalf of the WIDA Consortium

National Academies of Sciences, Engineering, and Medicine (2017) *Promoting the Educational Success of Children and Youth Learning English” Promising Futures*. Washington, DC: The National Academies Press.

Steahr Fenner, D. & Snyder, S. (2017) *Unlocking English Learners’ Potential*. Corwin, Thousand Oaks, CA.

Wagner, S. & King, T. (2012) *Implementing Effective Instruction for English Language Learners*. Carlson Publishing, Philadelphia, PA.

Virginia Department of Education, English Learner Instruction Program (November 2019)

Zwiers, J. & Crawford, M. (2011) *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*. Stenhouse Publishers, Portland, Maine.