

**REQUIRED RESOURCES THAT SUPPORT EACH LEA IN DEVELOPING AN APPROPRIATE LANGUAGE SERVICES PROGRAM: [LANGUAGE INSTRUCTION EDUCATIONAL PLAN \(LIEP\)](#)**

Exhibit 1. Definitions of models for language instruction educational programs

Model	Alternate names	Description	Approach	Goals	Key design variables
English as a second language (ESL) instruction	English language development (ELD)  English for speakers of other languages (ESOL)	ESL-certified teacher <sup>a</sup> provides explicit language instruction to students.  Instruction focuses on development of proficiency in the English language, including grammar, vocabulary and communication skills.	ESL	Proficiency in English	Class format—Students may have a dedicated ESL class in their school day, or may receive pull-out ESL instruction wherein they work with a specialist for short periods during other classes.
Content-based ESL	None	ESL-certified teacher provides language instruction that uses content as a medium for building language skills. Although using content as a means, instruction is still focused primarily on learning English.	ESL	Preparation to meet academic achievement standards  Proficiency in English	Class format—Students may have a dedicated ESL class in their school day, or may receive pull-out ESL instruction wherein they work with a specialist for short periods during other classes.

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Sheltered instruction (SI)	Specially designed academic instruction in English (SDAIE) The Sheltered Instruction Observation Protocol (SIOP) is a specific version of the SI model with a considerable research base and specific strategies associated with it.	Teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.	ESL	Preparation to meet academic achievement standards Proficiency in English	Class population—SI may be used for EL-only classrooms or for mixed classrooms with ELs and non-ELs. Instructor—Instruction is likely to be delivered by a general education teacher but may be delivered by an ESL-certified teacher.
Transitional bilingual education (TBE)	Early-exit bilingual	Students begin in grade K or 1 by receiving instruction all or mostly in their L1, and transition incrementally over to English.  Typically, transition to all English is complete by mid- to late elementary school.  L1 is used to leverage L2 acquisition, but L1 proficiency is not a program goal.	Bilingual	Preparation to meet academic achievement standards Proficiency in English	Balance of L1 and L2—Some TBE programs begin with L1 exclusively, others begin with a majority of L1 and use some L2. The division of the languages across instructional time and content areas may vary from program to program.  Exit point—Typically, students complete their transition by around grade 3, but may exit as early as grade 2, or as late as grade 5.

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Developmental bilingual education (DBE)	Late-exit bilingual Maintenance bilingual	Students begin in grade K or 1 by receiving instruction all or mostly in their L1, and transition incrementally over to English.  Regardless of when or whether students attain proficiency in English, the program is designed to keep them enrolled through its completion (typically, the end of elementary school), using a 50-50 language balance through the end.	Bilingual	Preparation to meet academic achievement standards  Proficiency in English  Bilingualism and biliteracy	Balance of L1 and L2—Programs follow either a 50-50 model or a 90-10 model (which ultimately transitions to 50-50). Programs may balance languages by dividing instructional time according to content area, class period, instructor, week, unit or semester.  Instructor(s)—Teachers may be bilingual, or teachers who teach in English may use sheltered instruction techniques to make their instruction accessible for ELs.
Two-way immersion (TWI)	Dual immersion	ELs and non-ELs receive instruction in English and a non-English language.	Bilingual	Preparation to meet academic achievement standards  Proficiency in English  Bilingualism and biliteracy  Biculturalism	Balance of L1 and L2—Programs follow either a 50-50 model or 90-10 model (which ultimately transitions to 50-50). Programs may balance languages by dividing instructional time according to content area, class period, instructor, week or unit.  Instructor(s)—Teachers may be bilingual, or teachers who teach in English may use sheltered instruction techniques to make their instruction accessible for ELs.

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Variations of these models of Language Instructional Education Plans (LIEPs) are also approved based on evaluating program effectiveness and adjusting to benefit Individual Learning Plans (ILPs) for each student Learning English. Pull-out classes have not proved as effective as DLI and other inclusive models such as other well-scaffolded and research-based approaches, which also includes push-in to regular education content courses to ensure success to grade level content.

ANNUAL LEA REPORT AUDIT ON LIEPs USED IN UTAH FOUND ON PAGE 47 of UTREX:

CODE	MEANING	DESCRIPTION
BIH	Heritage Language Instructional Support	Students who have grown up with a family language and want to maintain it are supported, like Utah's tribal languages.
BIT	Native Language Support	Students process and communicate using their native language as well as being supported in native language literacy development, maintenance, and growth. Also allowing the use of translanguaging (i.e., the use of different languages together to access content.)
BIN	Transitional Bilingual	Students first acquire fluency in their native language before acquiring fluency in the second language.
BIW	Two-Way Bilingual	Students learn content in two languages: English and a partner language at least 50% of the instructional time.
DUL	Dual Language	Students are taught literacy and content in two languages. This model is additive because it adds a second academic language instead of trying to extinguish a minority language and move a student exclusively to English.

ESL	English as a Second Language	Students speak another language other than where English is the main language spoken.
IMP	Partial English Immersion	Students learn English 50% of the time and 50% in the student's 1 <sup>st</sup> language.
IMS	Structured English Immersion	Students receive English instruction based on their individual English proficiency levels for a certain period. This can also be considered ELD or English Language Development.
IMT	Total English Immersion	Students spends all instructional time in an environment operating solely in the target language, English.
SEI	Sheltered English Instruction	Students learn academic language in an environment with a wide range of scaffolding strategies that make the content comprehensible.