Language Instruction Educational Program (LIEP) Models in Nevada

IC Code	IC Name	Abbreviated Name	Description
LNGPRGBI1	Transitional Bilingual Education / Early Exit Bilingual	Trans Bi Ed /Early Exit Bi	Also known as *early-exit bilingual education,* this program utilizes a student's primary language in instruction. The program develops skills in the primary language and culture while introducing, developing and maintaining skills in English. The primary purpose of the TBE program is to facilitate EL student's transition to an all-English instructional program while receiving academic subject instruction in the native or primary language to the extent necessary. ❖ Individual students in this program can be served in one or more content areas.
LNGPRGBI2	Maintenance Bilingual Education	Maint Bi Ed	Also known as *late exit*, this program uses two languages, the student's native language and English, as the means of instruction. The primary purpose of MBE is to provide instruction that builds both the student's native and English language proficiencies while providing access to the content areas. ❖ Individual students in this program can be served in one or more content areas.
LNGPRGDU	Dual Language Program / Two-way Immersion / Developmental Bilingual	Dual Lang 2Way Im Develop Bi	The goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of native English speakers and speakers of the other language.

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LNGPRGESLELD	ELD Pull-out/Push-in	ELD Pull Out-Push In	English Language Acquisition Development (ELAD)/TESL certified teacher provides explicit English Language Development (ELD) instruction to EL students, including: academic discourse, grammar and vocabulary language use in sociocultural contexts; and communication patterns in all language domains. Pull-out means that children are separated from mainstream classroom <u>when needed</u> for a reasonable length of time to receive ELD instruction. Typically, the purpose is to provide explicit language instruction designed to accelerate language acquisition.
LNGPRGESLSUPP1	Structured English Immersion	Structured Eng Immersion	ELD instruction is in a content-based English immersion setting. Teachers have specialized training in meeting the needs of EL students, possessing the appropriate content credential and a bilingual education or TESL teaching/ELAD specialist endorsement. The teacher must have strong receptive skills in the student's primary language.
LNGPRGESLSUPP2	Sheltered English Instruction Programs	Sheltered Eng Inst Prgm	Content teachers make academic instruction in English comprehensible to EL students by planning lessons that incorporate instructional strategies specifically designed to meet ELs' linguistic needs. **C**<u>ontent teachers must receive documented training selected by districts and/or charter schools that is approved by NDE.</u> Instruction is focused on the teaching of academic content and the development of academic English to ensure equitable access for ELs. Teachers are often supported by "push-in" support from EL paraprofessionals and/or endorsed personnel.

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LNGPRGESLSUPP3	Content-Based ESL	Content Based ESL	Dual certified teacher, content and ELAD/TESL, provides focused English language instruction that uses content as a medium for developing academic proficiency. Students receive content-based academic language instruction separate from the mainstream classroom(s) or intentionally designed to be embedded in the mainstream classroom(s). In this program, EL students receive all of their instruction from the dual- certified teacher in the selected content area(s) for the grading period (i.e., semester).
LNGPRGESLSUPP4	Academic Language Acquisition through Content	Acad Lang Acq thru Content	Content teachers concurrently develop student academic language and content mastery. The focus of instruction is structured student engagement through academic discourse with peers, teachers, texts, and other instructional materials using all four language domains. This is a student-centered approach corresponding to student proficiency levels and linguistic needs. It is designed to leverage native language and culture to promote conceptual understanding through analytical practices. ❖ These content teachers must receive documented training designed by districts and approved by NDE.
LNGPRGESLSUPP5	Advanced ELD	Advanced ELD	Model of instructional service designed for "Long-term English Learners (LTELs)" that provides explicit Instruction in areas of identified weakness for individual students with an emphasis on academic language proficiency in English Language Arts. The instructional service is coordinated and/or delivered by ELAD /TESL endorsed personnel administering curriculum designed to develop students' academic language proficiency and support meeting credit requirements.

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LNGPRGESLSUPP6	Co-Teaching	Co Teaching	The co-teaching service model must be a team-teaching approach between ELAD/TESL endorsed and content certified teachers. The service must include a common planning time that includes a focus on meeting students' academic language needs through content. Instruction is coordinated and delivered by both teachers with intentional scaffolding designed to engage all students to meet language and content standards.
LNGPRGNEW	Newcomer	Newcomer	Newcomer programs are self-contained or integrated educational interventions designed to initiate English language acquisition, accelerate access to academic classrooms and provide for transitional needs of newly arrived EL immigrants. Typically, students attend these programs before they enter more traditional services.
LNGPRGOTH1	Monitoring	Monitoring	This program utilizes student academic progress monitoring by certified EL staff; may not include direct services.
LNGPRGOTH2	Heritage Language	Heritage Language	This is the act of learning a heritage language from an ethnolinguistic group that traditionally speaks the language, or from those whose family historically spoke the language.