Language Instruction Educational Programs

Content Based Instruction with Integrated English as a Second Language Support Programs

Objectives

Participants will be able to:

- Identify the characteristics of a strong Content Based Instruction with Integrated English as a second language (ESL) Support programs
- Determine staffing and professional learning needs to operate this type of LIEPs
- Analyze program implementation factors for Content Based Instruction with Integrated ESL Support Programs
- Identify additional resources for further learning

LIEP Overview

What are LIEPs and Why Are They Important in Educating ELs?

What is an LIEP?

According to section 3201(7) of the ESEA, the term "language instruction educational program" means an instruction course

- In which an English learner is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and
- That may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English-proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

Legal LIEP Considerations

- The **Every Student Succeeds Act (ESSA) of 2015** mandates that state and local education agencies (SEAs and LEAs) provide language instruction educational programs to ensure that English learners (ELs) attain proficiency and academic achievement
- **Title III of the ESEA** specifies federal funding and requirements for language instruction for ELs and immigrant students
- Federal law does not prescribe a specific, single model of instruction, allowing for various LIEP approaches

Why LIEPs Are Important

- Structured instructional approaches
- English proficiency and academic achievement
- Proficiency and literacy in English and a partner language
- Content mastery

Program Selection

- Student demographics and needs
  - Size of EL population
  - EL linguistic backgrounds
- Staffing
  - Availability of qualified staff
  - Professional development opportunities
- Capacity and resources
  - Funding
  - District size and location

Five LIEP Types

- Dual Language (Two-Way Immersion)
- Transitional Bilingual / Early Exit
- **Content-Based Instruction with Integrated ESL**
- ESL or English Language Development (ELD)
- Newcomer Programs

Introduction and Overview of Content Based Instruction with Integrated ESL Support Programs

LIEPs that Teach ELs in English

Content-Based Instruction With Integrated ESL Programs: Key Features

- **Integrated** language and academic instruction
  - Use of language and content objectives
- Focus on language across **subject areas**
- Wide use of **scaffolding** strategies
- **Collaboration** among educators
- Implementation of **sheltered instruction**
- Wide use of **differentiation** based on language proficiency

Content-Based Instruction With Integrated ESL Programs: Key Features Cont.

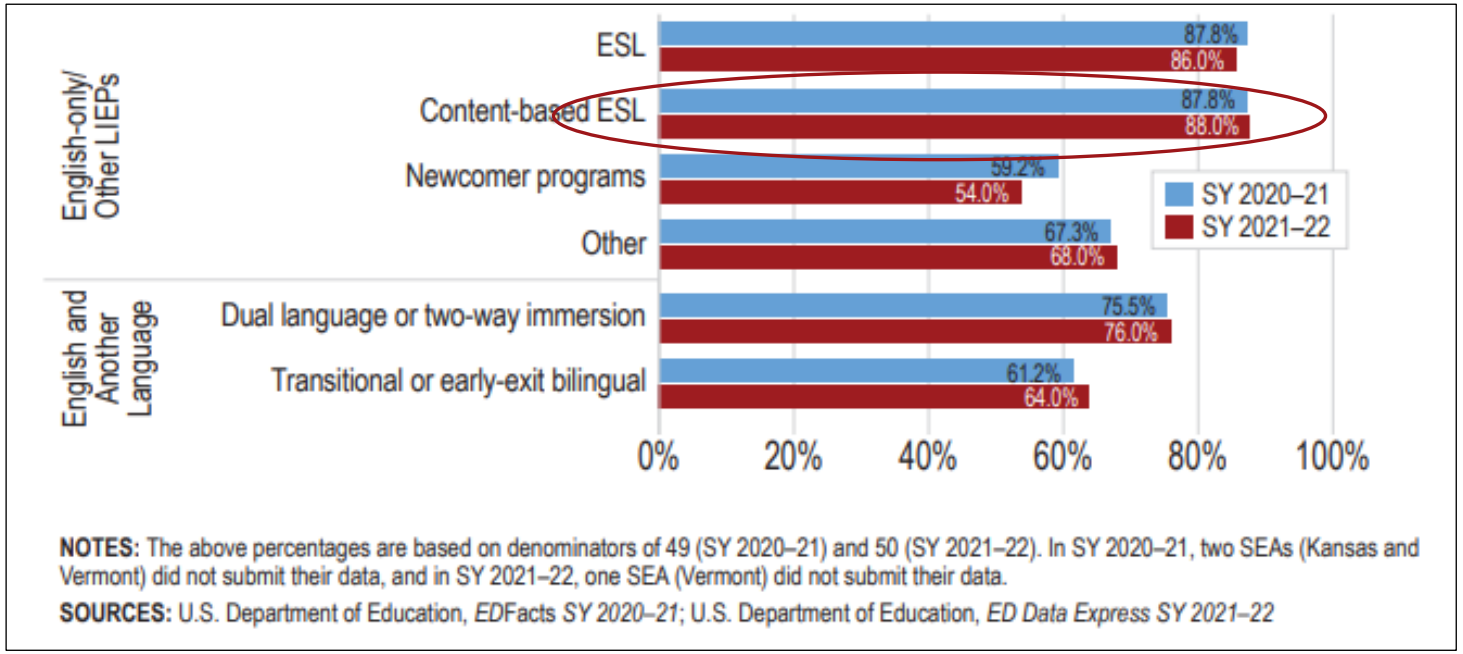
- Students' **home languages** may be **used informally**, but are not the mode of instruction
- Students can **enter the LIEP in any grade** and at any point of the school year
- Students can remain in the LIEP **as long as needed**, until they test out based on language proficiency
- Instruction is delivered by ESL specialists (ESL teachers or instructional aides) and content area teachers

Benefits of Content-Based Instruction With Integrated ESL Support Programs

- Promotes academic language development through meaningful tasks
- Sustains engagements and meaningful use of language
- Supports access to grade-level curriculum
- Builds both language and content knowledge
- Promotes high academic achievement (when implemented with fidelity)

Content Based Instruction with Integrated ESL Support Design and Implementation

ESL/ELD Nationwide Implementation Data



NOTES: The above percentages are based on denominators of 49 (SY 2020–21) and 50 (SY 2021–22). In SY 2020–21, two SEAs (Kansas and Vermont) did not submit their data, and in SY 2021–22, one SEA (Vermont) did not submit their data.

SOURCES: U.S. Department of Education, *EDFacts SY 2020–21*; U.S. Department of Education, *ED Data Express SY 2021–22*

- In both SYs 2020–21 –and 2021–22, content-based ESL LIEPs were the most frequently offered, with 87.8 to 88 percent of SEAs providing this type of program.
- Across SYs 2020–21 and 2021–22, most ELs were enrolled in LIEP programs utilizing ESL and content-based ESL, with more than 75.0 percent of ELs (over 4 million EL students) enrolled in these programs each school year.

U.S. Department of Education, Office of English Language Acquisition. (2024). *The biennial report to Congress on the implementation of the Title III state formula grant program: School years 2020–2022*. National Clearinghouse for English Language Acquisition.
The biennial report to Congress on the implementation of the Title III state formula grant program: School years 2020–2022

Content-Based Instruction With Integrated ESL Support Program Design

- **Content Area Instruction:** Instruction occurs in general education classrooms with emphasis on content AND language
- **Co-Teaching and Collaborative Instruction**
  ESL specialists and content teachers co-plan and co-deliver instruction, ensuring that language development is embedded within content learning.
  - Team teaching,
  - Station teaching, or
  - Parallel instruction

Sugarman, J. (2018). *A matter of design: English learner program models in K–12 education*. Migration Policy Institute. https://www.migrationpolicy.org/sites/default/files/publications/EL-Program-Models-Final.pdf

Content-Based Instruction With Integrated ESL Support Program Design Cont.

- **Push In**: ESL specialist comes into the general education classroom and supports a student or a group of students with content area academic tasks while providing ELD instruction
- **Use of Sheltered Instruction Approaches (e.g., SIOP)** Instruction incorporates structured frameworks such as the *Sheltered Instruction Observation Protocol (SIOP),* emphasizing lesson preparation, building background knowledge, comprehensible input, interaction, and review/assessment

Sugarman, J. (2018). *A matter of design: English learner program models in K–12 education*. Migration Policy Institute. https://www.migrationpolicy.org/sites/default/files/publications/EL-Program-Models-Final.pdf
Echevarría, J., Vogt, M., & Short, D. J. (2017). *Sheltered instruction observation protocol (SIOP): Overview, misconceptions, and considerations for implementation*. https://www.researchgate.net/publication/320628995_Sheltered_Instruction_Observation_Protocol_SIOP_Overview_Misconceptions_and_Considerations_for_Implementation

Content-Based Instruction With Integrated ESL Support Program Design Cont. (2)

- **EL instructional integration**
  - Full Participation in general education; ELs receive majority of instruction in grade-level content classrooms, promoting inclusion and access to rigorous academic standards
- **Language Development**
  - Language instruction is not separate; academic language is taught through content, including vocabulary, syntax, and discourse needed for each content area
- **Standards**
  - English Language Development (ELD) standards (e.g., WIDA) are integrated into content instruction, guiding lesson planning, scaffolding, and assessment

Ejmste. (n.d.). *How to integrate content and language learning effectively for English language learners*. European Journal of Mathematics, Science and Technology Education. https://www.ejmste.com/article/how-to-integrate-content-and-language-learning-effectively-for-english-language-learners-5232

Content-Based Instruction With Integrated ESL Support Program Implementation

- Educator preparation and expertise
- Collaboration between ESL and content teachers
- Curriculum alignment
- Maintenance of academic rigor
- Time, scheduling, and resources
- Assessment and evaluation
- Professional learning and continuous support

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Content-Based Instruction With Integrated ESL Support Program Implementation Cont.

Educator preparation and expertise

- Strong foundational knowledge of second language acquisition
- Understanding of ELD standards
- Ability to design content area and integrated ELD instruction
- Commitment to setting and following content AND language objectives
- Knowledge of differentiation strategies, scaffolding techniques, and culturally responsive teaching strategies
- ESL certification or endorsement (requirements vary by SEA)

Grapin, S. E., Llosa, L., Haas, A., & Lee, O. (2021). *Rethinking instructional strategies with English learners in the content areas*. *TESOL Journal, 12*(2), e557. https://doi.org/10.1002/tesj.557

Content-Based Instruction With Integrated ESL Support Program Implementation Cont. (3)

Educator Collaboration

- Structured Co-Planning Time
  - Teachers engage in regular, structured planning sessions to align content objectives, language objectives and instructional strategies
- Joint Lesson Delivery (Co-Teaching)
  - ESL and content teachers share instructional responsibilities through models such as team teaching, station teaching, or alternate teaching

Grapin, S. E., Llosa, L., Haas, A., & Lee, O. (2021). *Rethinking instructional strategies with English learners in the content areas*. *TESOL Journal, 12*(2), e557. https://doi.org/10.1002/tesj.557
Ejmste. (n.d.). *How to integrate content and language learning effectively for English language learners*. European Journal of Mathematics, Science and Technology Education. https://www.ejmste.com/article/how-to-integrate-content-and-language-learning-effectively-for-english-language-learners-5232

Content-Based Instruction With Integrated ESL Support Program Implementation Cont. ($)

Educator Collaboration Cont.

- Shared Professional Learning Opportunities
  - Educators participate in joint professional development focused on integrating language and content, scaffolding strategies, and student engagement
- Integration of Language Development Across Content Areas
  - Language instruction is embedded across disciplines, with all educators reinforcing academic language and disciplinary literacy practices

Grapin, S. E., Llosa, L., Haas, A., & Lee, O. (2021). *Rethinking instructional strategies with English learners in the content areas*. *TESOL Journal, 12*(2), e557. https://doi.org/10.1002/tesj.557
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Content-Based Instruction With Integrated ESL Support Program Implementation Cont. (5)

Time and resources for content and language instruction

- Scheduling of Dedicated Planning and Collaboration Time
  - Prioritizing time within the master schedule for co-planning, co-teaching, and reflection
- Access to High-Quality Instructional Materials
  - Materials that support both content and language development, e.g., adapted texts, visuals, multimedia resources, and scaffolded tasks
- Focused and Sustainable Funding Streams
  - Funding (e.g., Title III) should support staffing, materials, and professional development
- Systemic Investment in Resource Development
  - Districts may develop or curate shared resources (e.g., lesson banks, scaffolded units) to support consistent implementation across schools

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Content-Based Instruction With Integrated ESL Support Program Implementation Cont. (6)

Assessment and Evaluation

- Use of Formative and Summative Assessments
  - Assessments that monitor both content mastery and language development, e.g., checks for understanding, performance tasks, and unit assessments
- Monitoring Progress in Language and Content
  - Tracking progress using both ELP assessments and classroom-based measures to inform instruction and support; utilizing separate rubrics for content and language
- Assessment Adaptations
  - Assessments are modified (e.g., simplified language, extended time, use of visuals) to ensure they measure content knowledge rather than language barriers

Short, D. J. (2017). *How to integrate content and language learning effectively for English language learners*. *European Journal of Mathematics, Science and Technology Education, 13*(8), 4237–4260. https://www.ejmste.com/article/how-to-integrate-content-and-language-learning-effectively-for-english-language-learners-5232

Content-Based Instruction With Integrated ESL Support Program Implementation Cont. (7)

Professional learning and continuous support

- Integrating Language and Content Instruction
  - Helping educators design and deliver instruction that simultaneously develops academic content knowledge and English language proficiency, e.g., SIOP
- Practical, Classroom-Based Strategies
  - Content and language objectives
  - Sentence frames and structured academic talk
  - Interactive and collaborative learning opportunities
  - Differentiating instruction by language proficiency level
  - Content areas vocabulary instruction

Short, D. J. (2017). *How to integrate content and language learning effectively for English language learners*. *European Journal of Mathematics, Science and Technology Education, 13*(8), 4237–4260. https://www.ejmste.com/article/how-to-integrate-content-and-language-learning-effectively-for-english-language-learners-5232
Center for Applied Linguistics. (2022). *Using sheltered instruction to support English learners*. https://www.cal.org/wp-content/uploads/2022/05/UsingShelteredInstructionstoSupportEnglishLearners.pdf

Content-Based Instruction With Integrated ESL Support Program Implementation Cont. (8)

Professional learning and continuous support Cont.

- Content-Specific Support for EL Instruction
  - Language demands across disciplines e.g., ELA, science, math
  - Support of disciplinary literacy and academic language
- Collaborative Professional Learning Structures
  - Professional learning communities (PLCs), co-planning teams, and peer observations
  - Model lessons, observation-based feedback, and targeted support
  - PD tailored to educators' experience levels and needs (e.g., new vs. experienced teachers), and is based on student data, classroom observations, and program goals

Short, D. J. (2017). *How to integrate content and language learning effectively for English language learners*. *European Journal of Mathematics, Science and Technology Education, 13*(8), 4237–4260. https://www.ejmste.com/article/how-to-integrate-content-and-language-learning-effectively-for-english-language-learners-5232
Center for Applied Linguistics. (2022). *Using sheltered instruction to support English learners*. https://www.cal.org/wp-content/uploads/2022/05/UsingShelteredInstructionstoSupportEnglishLearners.pdf

Reflection and Application

- What conditions exist in your school or district that promote the implementation of a successful content-based instruction with integrated ESL support program for English learners?
- If you are currently implementing the content-based instruction with integrated ESL support program, what are the elements that make this program effective in your context?
- What are the challenges of the content-based instruction with integrated ESL support program implementation in your context?
- If you are considering implementing an content-based instruction with integrated ESL support program, what additional information do you need to design and implement a program for your in educational context?

Resources and Further Learning

- The Biennial Report to Congress On the Implementation of the Title III State Formula Grant Program: School Years 2020-2022
- Language instruction educational programs (LIEPs): A review of the foundational literature.
- Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA)
- English Learner Program Models in K-12 Education
- English Learner Toolkit

Resources and Further Learning Cont.

- Interactive Title III State Profiles
- Culturally Responsive Teaching & Professional Development for ELs
- Advancing Implementation of the WIDA ELD Standards Framework
- How to Integrate Content and Language Learning Effectively for English Language Learners
- Rethinking Instructional Strategies in Content Areas
- SIOP Model Overview & Evidence Base
- How to Make Your Class Less Stressful for English Language Learners

Resources and Further Learning Cont. (2)

Module Quiz

- Check your knowledge of LIEPs by completing a brief Module quiz

Certificate of Completion

You can receive a certificate of completion if you completed this module and took the quiz.

- Download the certificate of completion after passing the Module quiz

Next Steps

Complete five more modules in this Learning Series!

- Introduction and Overview
- Dual Language (Two-Way Immersion)
- Transitional Bilingual/Early Exit
- English as a Second Language/English Language Development
- Newcomer

Click on the link to access all Learning Series Modules or go to (web address)

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Thank You!