Montana **Office of Public Instruction** opi.mt.gov **Elsie Arntzen, Superintendent**	**Core ML/EL Instructional Practices:** **Teacher Reflection Guide**
District:	School:
Educator:	Grade level:

Overview: *Core ESL Instructional Practices (CEIP) contains 47 research-based English as a Second Language (ESL) instructional practices grouped within seven essential thematic qualities for providing English Learners (ELs) culturally and linguistically responsive instruction.*

Purpose: *CEIP is a self-assessment tool for use when educating English Learners (ELs), also referred to as Multilingual Learners (MLs), in reading, writing, mathematics, and the social sciences.*

I. **The CEIP is completed relative to delivery of an instructional unit of your choice (check one):**

___ Disciplinary Unit (e.g., reading, writing, mathematics, science, social studies)
___ Interdisciplinary Unit (e.g., literacy, mathematics/science)
___ Transdisciplinary Unit (e.g., central topic/theme, unifying issue or topic of inquiry)

Title/Topic of Instructional Unit: _____
Number of Lessons in Unit: _____ Number of weeks to Complete Unit: _____

II. **Summary of CEIP Results: Upon Completion, record theme scores and identify one or two Action items:**

Theme 1 (Connections) Score _____ Theme 2 (Relevance) Score _____
Theme 3 (Native Language Utilization) Score _____ Theme 4 (English Language Dev.) Score _____
Theme 5 (Materials) Score _____ Theme 6 (Differentiations) Score _____
Theme 7 (Using Assessment to Inform Instruction) Score _____

Strengthening Unit Instruction: Check one or two themes to incorporate in unit delivery:

Theme Selected: 1_____ 2_____ 3_____ 4_____ 5_____ 6_____ 7_____

Generate an Action item for each selected Theme to incorporate in unit instruction:

Theme Number: _____ Action Item: _____
Theme Number: _____ Action Item: _____

III. **Instructions: Circle the level to indicate the extent to which each instructional practice is incorporated in your Instructional Unit:**

4 = Extensive- Practice employed throughout most lessons in Unit/Topic
3 = Frequent- Practice employed throughout most lesson in Unit/Topic (i.e., more than half)
2= Partial- Practice employed in few lessons in Unit/Topic (i.e./ more than 2, less than half)
1= Minimal- Practice never or infrequently employed in the Unit/Topic (i.e., only 1 or 2 lessons)

Approximately 25 minutes to complete

Theme 1: Connections

Rate the extent to which your instructional unit reinforces English Learners' connection of new content/skills to new skills by…	M	P	F	E
a. facilitating verbal discussions/brainstorming	1	2	3	4
b. creating visual representation (e.g., concept mapping, KWL, etc.)...	1	2	3	4
c. creating opportunities for Paired learning/Cooperative Sharing	1	2	3	4
d. connecting to shared school and community experiences (e.g., text-to-self, link learning from a task or activity completed previously to a new task to be completed, etc.)	1	2	3	4
e. facilitating access to previously acquired knowledge and skills.	1	2	3	4
Theme Score: _____ (Total divided by 5)				

Theme 2: Relevance

Rate the extent to which your Instructional Unit draws upon and supports English Learners' diverse cultural values, norms, and home/community teaching by…	M	P	F	E
a. designing cooperative group/paired learning tasks	1	2	3	4
b. connecting home and community to school learning (e.g.,inviting parents/ community members in to share, conducting home visits, communicating effectively with parents by providing interpreters at conferences, etc.)	1	2	3	4
c. delivering instruction that validates learners' backgrounds and experiences (e.g., funds of knowledge, diverse cultural environments, learning preferences, heritage, and customs)	1	2	3	4
d. structuring activity-based tasks and learning that broadens students' cultural perspectives	1	2	3	4
e. using students' own interests to build learning engagement and interactions (e.g., histories and experiences relevant to content being taught; study of personally relevant cultural events or figures)	1	2	3	4
f. respecting students' culturally-based preferred/taught ways of learning (e.g./ uses of analogy, wait time, emphasis on oral tradition, time management, self-management, cross-cultural communication)	1	2	3	4
g. delivering general classroom research-based curricula validated to meet diverse strengths and abilities.	1	2	3	4
h. meeting diverse needs with culturally responsive classroom management (e.g., accommodating for acculturative stress, limited prior experiences in school, war trauma)	1	2	3	4
Theme Score: _____ (Total divided by 8)				

Theme 3: Native Language Utilization

Rate the extent to which your Instructional Unit incorporates use of native language with English learners to…	M	P	F	E
a. examine similarities and differences between first language(s) (e.g., Spanish, Hmong) and other language being acquired (i.e., English) (e.g., sound system, grammar, cognates, etc.)	1	2	3	4
b. build background knowledge (using native language if needed)	1	2	3	4
c. acquire knowledge and skills while learning in English (e.g., restating an idea or concept in native language, use translanguaging)	1	2	3	4
d. support vocabulary development through learning of word meanings (e.g., give an example of a synonym/antonym in native language to support understanding of concept, phonemic awareness, phonic, and math reasoning)	1	2	3	4
Theme Score: _____ (Total divided by 4)				

Theme 4: English Language Development

Rate the extent to which your instructional unit provides English learners with multiple opportunities for English language development by…	M	P	F	E
a. posting a variety of language supports (e.g., sentence stems, language frames, word walls, etc.) in the classroom to scaffold oral and written participation.	1	2	3	4
b. facilitating authentic and connected discourse (e.g., restating, probing student contributions to uncover meaning, building on what students say, etc.)	1	2	3	4
c. creating opportunities for learners to incorporate new oral/written language into required classroom tasks (e.g., frontloading vocabulary, preview/review using native language, etc.)	1	2	3	4
d. allowing artistic, symbolic or graphic representation to be included in written and oral tasks and shared learning (e.g., reciprocal pairs, think-pair-share, think aloud, cooperative learning, etc.)	1	2	3	4
e. creating safe and positive classroom environment that encourages students to take risks in their learning (e.g., establish and model consistent norms for discussion)	1	2	3	4
f. incorporating sufficient wait time to formulate and articulate higher level thinking, ideas and sharing of learning	1	2	3	4
g. accepting varied levels of responses for students acquiring English as a second language (e.g., approximations to correct responses, multiple attempts to be successful, alternate assignments, etc.)	1	2	3	4
h. emphasizing comprehension along with word accuracy when teaching concepts.	1	2	3	4
Theme Score: _____ (Total divided by 8)				

Theme 5: Materials

Rate the extent to which your Instructional Unit includes use of physical and visual aids/materials to assist English learners to…	M	P	F	E
a. classify or group information for common features/differences (e.g., different geometric shapes)	1	2	3	4
b. build students' shared understanding of concepts and skills (e.g., materials respect students' cultural teachings, teachers capture student conversation on chart paper)	1	2	3	4
c. examine abstract concepts in concrete ways (e.g., simulation, graphic aids, graphic organizers, meaning of manipulatives, etc.)	1	2	3	4
d. identify and acquire vocabulary of key concepts (e.g., build background knowledge)	1	2	3	4
e. identify similar patterns of vocabulary/content across different subjects (e.g., similar words and information are seen in reading passages and social studies material)	1	2	3	4
f. provide access to and guided practice in the use of a variety of multi-leveled source material (e.g., dictionaries, thesauri, internet, and informational posters)	1	2	3	4
Theme Score: _____ (Total divided by 6)				

Theme 6: Differentiations

Rate the extent to which your Instructional Unit provides English learners sufficient opportunities to learn by…	M	P	F	E
a. using multiple forms of instruction (e.g., Scaffolded instruction, Sheltered Instruction, Direct instruction, Hands-on, modeling, read aloud, etc.)	1	2	3	4
b. using research-based curricula that facilitates higher-level thinking	1	2	3	4
c. using research-based instructional methods validates with English learners (e.g., Collaborative Strategic Reading, Language Experiences Approach, Modified Guided Reading, Guided Writing, etc.)	1	2	3	4
d. teaching toward both language and content objectives	1	2	3	4
e. providing additional support to comprehend tasks and activities (e.g., time, repeated instruction, task analysis, rules, expectations, modeled/paired instruction, etc.)	1	2	3	4
f. implementing targeted differentiation to struggling learners, going beyond overall general differentiations implemented for all students in the classroom	1	2	3	4
g. providing multiple methods to access text meaning and comprehension (e.g., effective body language, catering voice tone, modeling and demonstrating expectations, hands-on activities, etc.)	1	2	3	4
h. using multiple classroom settings (paired-learning, centers, small groups) to provide enrichment, supplemental support, guided practice ensuring that activities are meaningful, challenging and linked to unit/lesson outcomes	1	2	3	4
i. taking advantage of on-the-spot instructional opportunities as they arise to strengthen learning	1	2	3	4
j. providing support/activities that vary by language proficiency level	1	2	3	4
k. making necessary classroom management changes to address behavior needs (e.g., teacher-student proximity; positive reinforcements; reviewing/restating class routines)	1	2	3	4

Theme Score: _____ (Total divided by 11)

Theme 7: Using Assessment to Inform Instruction

Rate the extent to which your Instructional Unit incorporates use of English learners' assessment data and information to…	M	P	F	E
a. adjust the teaching of content/skills based on student responses obtained during daily classroom activities (e.g., listening to student discussions in a small group; observing a student completing work during independent work time; paying specific attention to student facial or body language, asking probing questions to check for understanding, etc.)	1	2	3	4
b. adjust the teaching of language development based on student responses obtained during daily classroom activities (e.g., analyzing students' understanding and use of key vocabulary during discussions; paying attention to linguistic forms produced by students in oral discussions and written task, asking probing questions to check degree of student understanding of terms and concepts, etc.)	1	2	3	4
c. adjust the teaching of content/skills using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., weekly reading passage comprehension test, periodic writing sample score using a rubric; completion of daily math reasoning problem; running record, etc.)	1	2	3	4
d. adjust the teaching of language development using results from planned assessment tasks completed by all students periodically throughout a lesson or unit (e.g., analyzing periodic writing sample scored using a rubric that includes students' use of key vocabulary, language form, etc./ analyzing running record by identifying patterns of error that might inform future instruction, etc.)	1	2	3	4
e. provide students with timely, specific, and constructive feedback based on information gathered from daily classroom activities and/or planned assessment tasks including appropriate alternative tactics and procedures for learning	1	2	3	4

Theme Score: _____ (Total divided by 5)