



**Montana**  
Office of Public Instruction  
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*

*CEIP Development: The Core ESL Instructional Practices (CEIP) guide is a research-based tool grounded in literature describing best/effective practices of ELs. Permission is granted for reproducing the CEIP for instructional purposes only.*

## 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 |
| <b>Theme Score:</b> _____ <i>(Total divided by 5)</i>   |   |   |   |   |

## 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 |
| <b>Theme Score:</b> _____ <i>(Total divided by 8)</i>  |   |   |   |   |

## 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 |
| <b>Theme Score:</b> _____ <i>(Total divided by 4)</i>   |   |   |   |   |

### 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 |
| <b>Theme Score: _____ (Total divided by 8)</b>  |   |   |   |   |

### 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 |
| <b>Theme Score: _____ (Total divided by 6)</b>  |   |   |   |   |

## 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 |
| <b>Theme Score: _____ (Total divided by 11)</b>  |   |   |   |   |

## 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 |
| <b>Theme Score: _____ (Total divided by 5)</b>   |   |   |   |   |