



Core ESL Instructional Practices (CEIP) Teacher Self-Assessment Guide

Educator: _____ School: _____ Grade Level: _____ Date: _____

Overview: 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 Emerging Bilinguals (EBs), in reading, writing, mathematics, and the social sciences. Through self-examination, educators are empowered to improve instruction by using results to: 1) Confirm/adjust high quality Tier 1 and 2 instruction; 2) Inform coaching; and 3) Clarify professional development topics.

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 your Instructional Unit:

- 4=Extensive – Practice employed throughout all lessons in the entire Unit/Topic
- 3=Frequent – Practice employed throughout most lessons 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)

Allow approximately 25 minutes to complete--may complete at one time or in two short sessions

Theme 1: Connections

Rate the extent to which your Instructional Unit reinforces English Learners' connection of new content/skills to known 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 teachings 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 (e.g., Avenues, E.L. Achieve, etc.)	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 the language being acquired (i.e., English) (e.g., sound system, grammar, cognates, etc.)	1	2	3	4
b. build background knowledge	1	2	3	4
c. acquire knowledge and skills while learning in English (e.g., restating an idea or concept in native language).....	1	2	3	4
d. support vocabulary development through learning of word meanings (e.g., give an example of a synonym or antonym in native language to support understanding of concept, phonemic awareness, phonics, 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., sentences 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 task (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, 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 validated 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 supports 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 differentiations 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, altering 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; restructuring process for transitioning to/from activities, etc.)..... 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 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)**

CEIP Development: The Core ESL Instructional Practices (CEIP) guide is a research-based tool grounded in literature describing best/effective practices in the teaching of English learners (ELs) in K-5 classrooms. CEIP was developed for use in an ESL instructional model, yet can also be applied to bilingual or dual language models. CEIP was developed through use of cognitive interviews, focus groups, field tests, and pilot testing with over 100 K-5 teachers from elementary schools in urban, suburban, and rural Colorado. CEIP has high internal consistency (i.e., greater than .90), and is validated for teacher self-assessment of ESL instructional practices within general education classes. CEIP results inform classroom instruction, professional development and instructional coaching in the education of English learners (ELs).

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