

ELPS K-1 Leader Pathway

Suggested Teacher Behaviors

Observation Dates:

BOY: _____ MOY: _____ EOY: _____

Number of ELLs/TELPAS Proficiency Levels

Beginning _____

Intermediate _____

Advanced _____

Advanced High _____

	Listening	Speaking	Reading	Writing	Feedback
Beginning	<ul style="list-style-type: none"> <input type="checkbox"/> • Extensively uses gestures and checks for understanding <input type="checkbox"/> • Speaks in a clear, concise manner, uses shorter sentences and fewer pronouns <input type="checkbox"/> • Provides clarification in native language, including assistance from peers 	<ul style="list-style-type: none"> <input type="checkbox"/> • Respects silent period <input type="checkbox"/> • Accepts single word responses or phrases from memorized vocabulary <input type="checkbox"/> • Frequently models intonation and pronunciation of words and accepts errors 	<ul style="list-style-type: none"> <input type="checkbox"/> • Provides multiple opportunities for shared reading, read-along, sing-along, chants, and poems <input type="checkbox"/> • Students use big books, charts with extensive visuals, illustrations, gestures, pantomime, and objects <input type="checkbox"/> • Reads in chunks, adjusts enunciation, uses slower speech to stress sound-symbol relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> • Implements many shared writing activities to develop students' awareness of English print conventions <input type="checkbox"/> • Models pointing to read each word when reading stories aloud <input type="checkbox"/> • Allows students' use of pictures, letter-like forms, mock words, scribbling or dictates students' reflections 	
Intermediate	<ul style="list-style-type: none"> <input type="checkbox"/> • Frequently uses visual cues, verbal cues and gestures <input type="checkbox"/> • Employs simplified language, high-frequency vocabulary, and pre-teaches academic vocabulary <input type="checkbox"/> • Provides students with phrases or simple sentence frames 	<ul style="list-style-type: none"> <input type="checkbox"/> • Allows for wait time <input type="checkbox"/> • Provides simple sentence frames, answer choices, or graphic organizers <input type="checkbox"/> • Focuses on content of students' responses, not pronunciation or grammatical errors <input type="checkbox"/> • Respects use of simple, present tense sentences and minimal details 	<ul style="list-style-type: none"> <input type="checkbox"/> • Reads predictable patterned books that include rhyming words and repetition of key words <input type="checkbox"/> • Displays environmental print; word walls, labeled pictures/items and logos <input type="checkbox"/> • Allows students to retell orally, using pictures, in short simple sentences, and/or phrases in their journals <input type="checkbox"/> • Accepts L1 interference with some sound-symbol relationships in English 	<ul style="list-style-type: none"> <input type="checkbox"/> • Assists with presenting, publishing, and displaying whole-class writing projects as examples of print conventions <input type="checkbox"/> • Accepts L1 interference such as primary language words, spelling patterns, word order and literal translating in personal reflections 	
Advanced	<ul style="list-style-type: none"> <input type="checkbox"/> • Moderately uses visual cues, verbal cues and gestures <input type="checkbox"/> • Accepts students' wait time to process information <input type="checkbox"/> • Occasionally rephrases, repeats, and/or slows down discussion or explanation at students' request 	<ul style="list-style-type: none"> <input type="checkbox"/> • Provides opportunities for oral presentations <input type="checkbox"/> • Provides students with practice using content-based terms and common abstract vocabulary <input type="checkbox"/> • Uses graphic organizers for use of present, past and future tense <input type="checkbox"/> • Facilitates cooperative group work to support peer interaction 	<ul style="list-style-type: none"> <input type="checkbox"/> • Reads and thinks aloud to focus on main points and details to provide visual and linguistic support, cooperative groups, small groups, and whole-class shared reading <input type="checkbox"/> • Utilizes guided reading with leveled readers to check students' comprehension, recognition of basic vocabulary, and to reinforce sound-symbol relationships 	<ul style="list-style-type: none"> <input type="checkbox"/> • Reads and thinks aloud to focus on main points and details using grade-appropriate English <input type="checkbox"/> • Provides opportunities for shared writing <input type="checkbox"/> • Models concept mapping with the whole class for vocabulary development 	
Advanced High	<ul style="list-style-type: none"> <input type="checkbox"/> • Occasionally uses visual cues, verbal cues, and gestures during longer/elaborate academic instructional discussion and allows students to seek clarification <input type="checkbox"/> • Provides multiple opportunities to hear grade-appropriate spoken English in various academic and social settings 	<ul style="list-style-type: none"> <input type="checkbox"/> • Students narrate and describe problem-solving strategies using complex sentences <input type="checkbox"/> • Introduces, models, practices, and reviews the use of idioms and colloquialisms in a variety of social and academic contexts 	<ul style="list-style-type: none"> <input type="checkbox"/> • Models reading and think alouds using subject-area texts and related materials <input type="checkbox"/> • Checks for students' comprehension of explicit and implicit ideas in stories read in English <input type="checkbox"/> • Assigns independent reading of grade-appropriate English text 	<ul style="list-style-type: none"> <input type="checkbox"/> • Students present orally and explain their written work <input type="checkbox"/> • Allows use of graphic organizers to introduce and practice writing first drafts <input type="checkbox"/> • Provides sentence strips so students can write sentences and cut them up to manipulate word order or concepts <input type="checkbox"/> • Assigns independent writing in personal reflection journals for whole-class or cooperative group task 	

ELPS 2-12 Leader Pathway

Suggested Teacher Behaviors

Observation Dates:

BOY: _____ MOY: _____ EOY: _____

Number of ELLs/TELPAS Proficiency Levels

Beginning _____
 Intermediate _____
 Advanced _____
 Advanced High _____

	Listening	Speaking	Reading	Writing	Feedback
Beginning	<input type="checkbox"/> • Extensively uses gestures and checks for understanding <input type="checkbox"/> • Speaks in a clear, concise manner, uses shorter sentences and fewer pronouns <input type="checkbox"/> • Provides clarification in native language, including assistance from peers	<input type="checkbox"/> • Respects silent period <input type="checkbox"/> • Accepts single word responses or phrases from memorized vocabulary <input type="checkbox"/> • Frequently models intonation and pronunciation of words and accepts errors	<input type="checkbox"/> • Reads aloud to model enunciation and use of English language structure <input type="checkbox"/> • Displays examples of environmental print including but not limited to labels, signs, and logos <input type="checkbox"/> • Uses simplified, decodable texts with visuals and highly-familiar English words students have learned	<input type="checkbox"/> • Presents, publishes, and displays whole-class writing projects as examples of print conventions of high-frequency concrete words and simple sentences <input type="checkbox"/> • Utilizes various graphic organizers for vocabulary development, word wall, and personal vocabulary notebooks/journals <input type="checkbox"/> • Implements shared writing activities	
Intermediate	<input type="checkbox"/> • Frequently uses visual cues, verbal cues, and gestures <input type="checkbox"/> • Employs simplified language, high-frequency vocabulary and pre-teaches academic vocabulary <input type="checkbox"/> • Provides students with phrases or simple sentence frames	<input type="checkbox"/> • Allows for wait time <input type="checkbox"/> • Provides simple sentence frames, answer choices, or graphic organizers <input type="checkbox"/> • Focuses on content of students' responses, not pronunciation or grammatical errors <input type="checkbox"/> • Respects use of simple, present tense sentences and minimal details	<input type="checkbox"/> • Allows students to read independently and provides additional time to read slowly and reread <input type="checkbox"/> • Provides high-interest texts with common vocabulary used routinely in everyday oral and academic language <input type="checkbox"/> • Provides visuals, peer support, pre-taught topic-related vocabulary, and predictable stories for comprehension	<input type="checkbox"/> • Creates interactive word wall for students' use during independent or group writing <input type="checkbox"/> • Assigns independent reflective writing for personal connections using present and past tense <input type="checkbox"/> • Anticipates students' writing samples may have L1 interference	
Advanced	<input type="checkbox"/> • Moderately uses visual cues, verbal cues, and gestures <input type="checkbox"/> • Accepts students' wait time to process information <input type="checkbox"/> • Occasionally rephrases, repeats, and/or slows down discussion or explanation at students' request	<input type="checkbox"/> • Provides opportunities for oral presentations <input type="checkbox"/> • Provides students with practice using content-based terms and common abstract vocabulary <input type="checkbox"/> • Uses graphic organizers for use of present, past, and future tense <input type="checkbox"/> • Facilitates cooperative group work to support peer interaction	<input type="checkbox"/> • Reads and thinks aloud to focus on main points, details, context clues, and abstract vocabulary <input type="checkbox"/> • Pre-teaches low frequency and multiple meaning vocabulary used in social and academic contexts <input type="checkbox"/> • Uses cooperative grouping to encourage and provide students with oral reading opportunities	<input type="checkbox"/> • Uses concept mapping to develop students' ability to write more detailed and narrative writing samples <input type="checkbox"/> • Assigns personal narratives requiring the use of a graphic organizer to compose a first draft	
Advanced High	<input type="checkbox"/> • Occasionally uses visual cues, verbal cues, and gestures during longer/elaborate academic instructional discussion and allows students to seek clarification <input type="checkbox"/> • Provides multiple opportunities to hear grade-appropriate spoken English in various academic and social settings	<input type="checkbox"/> • Students narrate and describe problem-solving strategies using complex sentences <input type="checkbox"/> • Introduces, models, practices, and reviews the use of idioms and colloquialisms in a variety of social and academic contexts	<input type="checkbox"/> • Uses grade-appropriate text to promote vocabulary development of low-frequency words <input type="checkbox"/> • Assigns research projects that are grade and/or content specific <input type="checkbox"/> • Students read texts that require higher-order comprehension skills such as understanding expository text and drawing conclusions	<input type="checkbox"/> • Assigns independent or group research projects to support or contradict findings to present and publish <input type="checkbox"/> • Provides multiple examples of texts that were written for a variety of purposes and audiences	