

# ELPS K-1 Leader Pathway

## Suggested Teacher Behaviors

Number of ELLs/TELPAS Proficiency Levels

Beginning \_\_\_\_\_ Intermediate \_\_\_\_\_ Advanced \_\_\_\_\_ Advanced High \_\_\_\_\_

Observation Dates:

BOY: \_\_\_\_\_ MOY: \_\_\_\_\_ EOY: \_\_\_\_\_

Teacher \_\_\_\_\_

Grade Level \_\_\_\_\_

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