ELPS K-1 Leader Pathway

Suggested Teacher Behaviors

Teacher _____

Grade Level _____

Number of ELLs/TELPAS Proficiency Levels

Observation Dates:

BOY: _____ MOY: _____ EOY: _____

Beginning _____ Intermediate _____ Advanced _____ Advanced High _____

	Listening	Speaking	Reading	Writing	Feedback
Beginning	☐ Extensively uses gestures and checks for understanding ☐ Speaks in a clear, concise manner, uses shorter sentences and fewer pronouns ☐ Provides clarification in native language, including assistance from peers	☐ Respects silent period ☐ Accepts single word responses or phrases from memorized vocabulary ☐ Frequently models intonation and pronunciation of words and accepts errors	☐ Provides multiple opportunities for shared reading, read-along, sing-along, chants, and poems ☐ Students use big books, charts with extensive visuals, illustrations, gestures, pantomime, and objects ☐ Reads in chunks, adjusts enunciation, uses slower speech to stress sound-symbol relationships	☐ Implements many shared writing activities to develop students' awareness of English print conventions ☐ Models pointing to read each word when reading stories aloud ☐ Allows students' use of pictures, letter-like forms, mock words, scribbling or dictates students' reflections	
Intermediate	☐ Frequently uses visual cues, verbal cues and gestures ☐ Employs simplified language, high-frequency vocabulary, and pre-teaches academic vocabulary ☐ Provides students with phrases or simple sentence frames	☐ Allows for wait time ☐ Provides simple sentence frames, answer choices, or graphic organizers ☐ Focuses on content of students' responses, not pronunciation or grammatical errors ☐ Respects use of simple, present tense sentences and minimal details	☐ Reads predictable patterned books that include rhyming words and repetition of key words ☐ Displays environmental print; word walls, labeled pictures/items and logos ☐ Allows students to retell orally, using pictures, in short simple sentences, and/or phrases in their journals ☐ Accepts L1 interference with some sound-symbol relationships in English	☐ Assists with presenting, publishing, and displaying whole-class writing projects as examples of print conventions ☐ Accepts L1 interference such as primary language words, spelling patterns, word order and literal translating in personal reflections	
Advanced	☐ Moderately uses visual cues, verbal cues and gestures ☐ Accepts students' wait time to process information ☐ Occasionally rephrases, repeats, and/or slows down discussion or explanation at students' request	☐ Provides opportunities for oral presentations ☐ Provides students with practice using content-based terms and common abstract vocabulary ☐ Uses graphic organizers for use of present, past and future tense ☐ Facilitates cooperative group work to support peer interaction	☐ 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 ☐ Utilizes guided reading with leveled readers to check students' comprehension, recognition of basic vocabulary, and to reinforce sound-symbol relationships	☐ Reads and thinks aloud to focus on main points and details using grade-appropriate English ☐ Provides opportunities for shared writing ☐ Models concept mapping with the whole class for vocabulary development	
Advanced High	☐ Occasionally uses visual cues, verbal cues, and gestures during longer/elaborate academic instructional discussion and allows students to seek clarification ☐ Provides multiple opportunities to hear grade-appropriate spoken English in various academic and social settings	☐ Students narrate and describe problem-solving strategies using complex sentences ☐ Introduces, models, practices, and reviews the use of idioms and colloquialisms in a variety of social and academic contexts	☐ Models reading and think alouds using subject-area texts and related materials ☐ Checks for students' comprehension of explicit and implicit ideas in stories read in English ☐ Assigns independent reading of grade-appropriate English text	☐ Students present orally and explain their written work ☐ Allows use of graphic organizers to introduce and practice writing first drafts ☐ Provides sentence strips so students can write sentences and cut them up to manipulate word order or concepts ☐ Assigns independent writing in personal reflection journals for whole-class or cooperative group task	

TEA
Texas Education Agency