

Teacher _____
 Content _____
 Grade Level _____

ELPS K-1 Leader Pathway

Suggested Teacher Behaviors

Observation Dates:

BOY: _____ MOY: _____ EOY: _____

Number of EBs/TELPAS Proficiency Levels

Beginning _____

Intermediate _____

Advanced _____

Advanced High _____

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