

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	