ELPS 2-12 Leader Pathway
Suggested Teacher Behaviors

Teacher _____

Content _____

Grade Level _____

Observation Dates:

BOY: _____ MOY: _____ EOY: _____

Number of EBs/TELPAS Proficiency Levels

Beginning _____ Intermediate _____ Advanced _____ Advanced High _____

Stage	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	Reads aloud to model enunciation and use of English language structure Displays examples of environmental print including but not limited to labels, signs, and logos Uses simplified, decodable texts with visuals and highly-familiar English words students have learned	Presents, publishes, and displays whole-class writing projects as examples of print conventions of high-frequency concrete words and simple sentences Utilizes various graphic organizers for vocabulary development, word wall, and personal vocabulary notebooks/journals Implements shared writing activities	
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	Allows students to read independently and provides additional time to read slowly and reread Provides high-interest texts with common vocabulary used routinely in everyday oral and academic language Provides visuals, peer support, pre-taught topic-related vocabulary, and predictable stories for comprehension	Creates interactive word wall for students' use during independent or group writing Assigns independent reflective writing for personal connections using present and past tense Anticipates students' writing samples may have L1 interference	
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, details, context clues, and abstract vocabulary Pre-teaches low frequency and multiple meaning vocabulary used in social and academic contexts Uses cooperative grouping to encourage and provide students with oral reading opportunities	Uses concept mapping to develop students' ability to write more detailed and narrative writing samples Assigns personal narratives requiring the use of a graphic organizer to compose a first draft	
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	Uses grade-appropriate text to promote vocabulary development of low-frequency words Assigns research projects that are grade and/or content specific Students read texts that require higher-order comprehension skills such as understanding expository text and drawing conclusions	Assigns independent or group research projects to support or contradict findings to present and publish Provides multiple examples of texts that were written for a variety of purposes and audiences	

TEA Texas Education Agency