

Teacher:

CASELOAD:

1. Number of Active (non-monitored) ELLs in your caseload:
2. Number of monitored ELLs in your caseload:
3. Number of schools that you serve:
4. Additional responsibilities that you have:
5. Are you full time or part time (indicate %) status?

GROUPING PATTERNS:

6. Indicate how grouping decisions are made.

Students are grouped according to:

_____ their language proficiency levels.

_____ the strategies they need.

_____ their grade levels.

_____ other, or a combination of grouping patterns. Please explain:

TYPES/ AMOUNT OF SERVICES:

7. What model program(s) are you (individually) using? If more than one type, please indicate percentage of time you are using each.

_____ % Pull-out

_____ % CoTeaching

_____ % Sheltered Content Instruction

_____ % Other (Explain)

Please indicate the amount of time (on average) that you meet with ELLs of specific proficiency levels.

| Proficiency Levels: | Total number of students in your caseload by proficiency level: | Number of minutes/ hours seen: |
|---|--|---|
| <u>Starting</u> | | _____ Circle one: Daily or Weekly |
| <u>Emerging</u> | | _____ Circle one: Daily or Weekly |
| <u>Developing</u> | | _____ Circle one: Daily or Weekly |
| <u>Expanding</u> | | _____ Circle one: Daily or Weekly |
| <u>Bridging</u> | | _____ Circle one: Daily or Weekly |
| <u>Monitoring</u> | | _____ Circle one: Daily or Weekly |
| | | Frequency with which records for monitored students are reviewed: |
| <p>Indicate any special circumstances that might affect the way the data appear. For example, elaborate on students that are shared between two teachers' caseloads, where the amount of time might appear skewed for that proficiency level:</p> | | |

Figure 2.3 A tool for understanding services offered

Student Groupings by Proficiency & Approximate Age

| Grade Level | <u>Starting</u> | <u>Emerging</u> | <u>Developing</u> | <u>Expanding</u> | <u>Bridging</u> |
|--------------------------------|-----------------|-----------------|-------------------|------------------|-----------------|
| Each grade level gets one row. | | | | | |
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Figure 2.2 Creating needs-based student groups

Note: The *TESOL (2006) proficiency level* labels were used for this chart.