

From Morning to Dismissal: A Glimpse into Your Day as an ELI

The first few weeks as an ELI is an exciting opportunity to begin building relationships with students, teachers, and school staff. We also know you will need to spend some time becoming familiar with the Chapter One program in action. This is a quick guide to help you navigate through your first few days at school.

Our goal is to help you feel confident, organized, and connected as you begin working directly with students and supporting their growth as readers.

Arriving at the school

When you arrive at the school, you may need to check in with the front office. Not all schools require this but it is always a good idea to check in with the front office so you understand their process.

Check the schedule you received to locate the teacher's name. The front office can also give you the room number(s) of the classroom(s).

Remember to clock into ClockShark at the scheduled time you are to start with your first classroom. If you have any breaks throughout the day, make sure to go into ClockShark and click "Break." Once your break is done, end your break in ClockShark to resume your workday.

Because you will be using the school network, it is a good idea to turn on your laptop and sign into the application as soon as you arrive at the school. School networks can be slow and it may take a few minutes for the application to load.

To log in, go to app.chapterone.org/user/sign_in. Sign in using your +ELI account and password.

Getting set up in the classroom

Meeting the teacher for the first time will set the tone for the year. Here are some talking points you might use when meeting the teacher.

Hello, I'm [name]. I'm the early learning interventionist from Chapter One and I'm excited to work with your students this year. My goal is to reinforce the great work you are already doing and give students extra support. Do you have any questions about the program?

Would you mind letting me know the best place to sit for the conferencing so I don't interrupt your instruction? I'll be calling students one at a time and will do my best not to interrupt the flow of your classroom. Is there a specific way you would like me to call students for the conferences? If not, here is how I plan to call each student when it's time for their session.

Transitioning students for conferencing

When you're ready to start conferencing for the day, call your first student. The names of the students will be on your schedule. When going from student to student, consider having the students pass a special card to the next student on your list. For example, "*Alysia, please give this card to Torrie as it is her special time to work with me.*" The goal is to do this as quickly and quietly as possible.

Starting the conferencing session

You are logged into Instructor Platform. Next, go to the Roster screen and select the student's name and click START SESSION. You might recall from training that we suggest you start with the letters in the child's name. How many of them do they know? Remember to color code incorrect and correct but be careful not to color code more than three letters incorrect at a time.

Helpful hint: when you mark a tile red, the tile board will display and you can help the student work on the difficult letter using the tiles.

Ending the conference session

At the end of every conference, always give the student a take-away card. Write the letter(s) or word(s) you want your student to practice before the next conference on the card. Tell the student it is their job to watch for and practice the letter(s) or word(s) before you meet with them again.

To end the session, Click END SESSION (located above the letters). You will be presented with the NOTES screen. Record your notes for that student and click SAVE. Next, click END SESSION. This will take you back to the student roster screen where you can select your next student.

You will repeat this process for each student. Once your time is up in that classroom, continue to follow your schedule and either move to the next classroom or, if you have a break, move into an area of the school (e.g. outdoor tables/bench, seating area, etc.) until it is time to go to the following classroom.

Ending your day

Congratulations! You have met with all your students and it's time to pack up your equipment and go home. Remember to log out of Instructor Platform before closing down your computer. If your district requires you to scan your badge, please make sure to scan out at the end of your work day.

At the end of your work day, remember to go into the ClockShark application and CLOCK OUT.

When tech takes a break—keep calm and teach on!

We've all experienced those moments when technology just doesn't want to cooperate. Whether it's a slow internet connection or an unexpected glitch, it's helpful to have a plan in place. Being prepared ensures your session continues smoothly and that students stay engaged in meaningful learning—no matter what the tech decides to do that day!

Be Ready with Your ELI Tool Kit

Take time to explore the ELI Tool Kit and the activities designed for each instructional stage. The kit includes a variety of hands-on materials and manipulatives that support learning without relying on technology. Having a back-up plan using these non-digital resources ensures that your student stays actively engaged and continues making progress, even if technology isn't available. Being prepared with these tools also allows you to model flexibility and creativity in your instruction.

Keep a paper journal for session notes.

While technology is a powerful tool, keeping notes outside the platform adds an extra layer of support to your work. Jotting down quick notes after each session helps you remember the specific skills you last practiced with each student and makes it easier to pick up where you left off. These notes don't need to be lengthy—just short, focused reminders that capture key details. Plus, having them on hand ensures you're prepared if there's ever a technical issue or limited access to the platform.