**I-TELL Observation Tool**

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|  | **No Evidence** | **Emerging Evidence** | **Adequate Evidence** | **Exceptional Evidence** | **Documentation/Comments** |
| Co-teachers collaboratively plan and develop instructional materials for the lesson |  |  |  |  |  |
| **Equity between the co-teachers is established from the onset of the lesson and maintained throughout the lesson** |  |  |  |  |  |
| **Language and content objectives and addressed by both teachers** |  |  |  |  |  |
| Teaching roles and responsibilities are shared |  |  |  |  |  |
| Two or more co-teaching models are used:Students in one group, teachers work together:* One leads, one teachers one purpose
* Two teach same content
* One teachers, one assesses

Students in two groups, teachers work separately:* Two teach same content
* One teachers, one teachers alternative
* One reteaches, one teachers alternative

Students in multiple groups:* Teachers monitor, facilitate and teach
 |  |  |  |  |  |
| Students are grouped purposefully in meaningful ways throughout the lesson |  |  |  |  |  |
| Co-teachers interact with students and each other in ways that enhance student learning |  |  |  |  |  |
| Co-teachers are familiar with and respond to the learning needs of all the students |  |  |  |  |  |
| Co-teachers implement appropriate differentiated strategies for teaching academic language and content |  |  |  |  |  |
| Co-teachers demonstrate respect and collegiality for each other throughout the lesson |  |  |  |  |  |
| Co-teachers apply appropriate visual, graphic, ,linguistic and interpersonal scaffolds |  |  |  |  |  |
| Co-teachers establish high levels of engagement and ensure all four language skills to be integrated: listening, speaking, reading, and writing |  |  |  |  |  |
| Co-teachers collaboratively conduct formative and summative assessments  |  |  |  |  |  |

Honigsfeld, A., & Dove, M. (2015). *Collaboration and Co-Teaching for English Learners: A Leader’s Guide.* Thousand Oaks, CA: Corwin