

I-TELL (Integrated Teaching for ELLs) Observation Tool (Honigsfeld & Dove, 2015)

	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					
<p>Two or more co-teaching models are used:</p> <p>Students in one group, teachers work together:</p> <ul style="list-style-type: none"> • One leads, one teaches on purpose • Two teach same content • One teaches, one assesses <p>Students in two groups, teachers work separately:</p> <ul style="list-style-type: none"> • Two teach same content • One teachers, one teachers alternative • One reteaches, one teachers alternative <p>Students in multiple groups:</p> <ul style="list-style-type: none"> • Teachers monitor, facilitate and teach 					

I-TELL (Integrated Teaching for ELLs) Observation Tool (Honigsfeld & Dove, 2015)

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					