

Indicators for Supervisor Observations

Observation Domain 1: Supporting Learning Development, Differences, and the Environment (InTasc 1, 2, 3; IDOE Dev. Standards 1,2,5)

Observation Indicator	1A. Demonstrate an understanding of student development.	
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 1,2,3	IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments</i> IDOE 1,2,5
“Look for” indicator descriptors	A. Describe the major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of students in grades K-6. B. Explain how factors in the home, school, community, and broader environment influence student development. C. Identify and describe the developmental characteristics and variation of students in grade level. D. Demonstrate an understanding of typical developmental challenges for students (e.g., peer interactions, self-esteem, self-direction, decision making, and goal setting).	
Exploration expectation	<ul style="list-style-type: none"> ● Demonstrates a limited understanding of the major concepts, theories, and processes related to student development, with some gaps in knowledge. ● Recognizes some factors that influence student development, but struggles to explain their impact. ● Identifies some developmental characteristics of students in the grade level, but lacks awareness of individual variations and typical developmental challenges. ● Shows some awareness of the importance of supporting students' cognitive, linguistic, social, emotional, physical, and moral development, but requires significant guidance and support. 	
Analysis expectation	<ul style="list-style-type: none"> ● Exhibits a developing understanding of the major concepts, theories, and processes related to student development, with some ability to explain their interconnections. ● Explains how factors in the home, school, community, and broader environment influence student development, with some recognition of their complex interactions. ● Identifies and describes some developmental characteristics of students in the grade level, including some awareness of individual variations and typical developmental challenges, such as peer interactions and self-esteem issues. 	

	<ul style="list-style-type: none"> ● Demonstrates a growing understanding of how to support students' cognitive, linguistic, social, emotional, physical, and moral development, with some ability to apply this knowledge in practice.
Synthesis expectation	<ul style="list-style-type: none"> ● Displays a comprehensive understanding of the major concepts, theories, and processes related to student development, with the ability to explain their complex interconnections and applications. ● Clearly explains how factors in the home, school, community, and broader environment influence student development, recognizing the complex interactions and nuances of these factors. ● Accurately identifies and describes the developmental characteristics of students in the grade level, including a deep understanding of individual variations and typical developmental challenges, such as self-direction, decision making, and goal setting. ● Consistently demonstrates an understanding of how to support students' cognitive, linguistic, social, emotional, physical, and moral development, with the ability to apply this knowledge in practice to create a supportive and inclusive learning environment.

Observation Indicator	1B. Design Instruction to Promote & Differentiate Student Success and Learning		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 1,2,3	IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 1,2,5	
“Look for” indicator descriptors	<ul style="list-style-type: none"> A. Design and implement instruction that takes into account student differences, including cultural, economic, linguistic background, gender, religion, and family structure. B. Use assessment data to identify the needs of English Learners and develop differentiated strategies to support their learning. C. Demonstrate knowledge of types of exceptionalities (e.g., high ability and twice exceptional) and their implications for development, teaching, and learning. D. Use this knowledge to make instructional and grouping decisions to enhance student learning. 		

Exploration expectation	<ul style="list-style-type: none"> ● Demonstrates a limited understanding of the importance of considering student differences in instruction, with some difficulty in designing lessons that meet the needs of diverse learners. ● May need support to use assessment data to identify the needs of English Learners and develop effective strategies to support their learning. ● Shows some awareness of types of exceptionalities, but lacks depth in understanding their implications for teaching and learning. ● Makes instructional and grouping decisions that may not fully consider the needs of diverse learners, resulting in limited opportunities for student learning and engagement.
Analysis expectation	<ul style="list-style-type: none"> ● Exhibits a developing understanding of the importance of considering student differences in instruction, with some ability to design lessons that meet the needs of diverse learners. ● Begins to use assessment data to identify the needs of English Learners and develops some strategies to support their learning, such as scaffolding and visual aids. ● Demonstrates a growing understanding of types of exceptionalities, including high ability and twice exceptional students, and their implications for teaching and learning. ● Makes instructional and grouping decisions that take into account the needs of diverse learners, but may require some guidance and support to ensure that all students have opportunities to learn and engage.
Synthesis expectation	<ul style="list-style-type: none"> ● Displays a comprehensive understanding of the importance of considering student differences in instruction, with the ability to design and implement lessons that meet the needs of diverse learners. ● Effectively uses assessment data to identify the needs of English Learners and develops differentiated strategies to support their learning, such as tailored language support and culturally responsive teaching practices. ● Demonstrates a deep understanding of types of exceptionalities, including high ability and twice exceptional students, and their implications for teaching and learning, with the ability to develop targeted instructional strategies to support these students. ● Consistently makes instructional and grouping decisions that take into account the needs of diverse learners, resulting in a learning environment that is inclusive, engaging, and supportive of all students, regardless of their background, ability, or learning needs.

Observation Indicator	1C. Create learning environments to support all children's needs.		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 1,2,3		IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 1,2,5
“Look for” indicator descriptors	<ul style="list-style-type: none"> A. Build a positive learning climate supportive of mutual respect, support, and inquiry, including a system for effective behavior support and classroom management. B. Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness for different backgrounds and perspectives C. Designs opportunities for effective interpersonal skills, including the use of interactive technologies to extend the possibilities for learning locally and globally. D. Establishes routines, procedures, and expectations to support student learning and engagement through a well-organized and prepared environment. 		
Exploration expectation	<ul style="list-style-type: none"> ● Needs support to establish a positive learning climate, with some difficulty in creating a respectful and supportive environment for all students. ● Communicates in ways that may not be responsive to diverse backgrounds and perspectives, potentially creating a barrier to student engagement and learning. ● Needs significant support to design opportunities for effective interpersonal skills, such as collaboration, communication, and conflict resolution, which can limit student learning and social growth. ● Beginning stages of understanding what it means to be well-organized and prepared, could have inadequate routines, procedures, and expectations, resulting in a chaotic and distracting learning space, requiring support in this area. 		
Analysis expectation	<ul style="list-style-type: none"> ● Begins to establish a positive learning climate, with some evidence of mutual respect, support, and inquiry, but may struggle to maintain consistency and effectiveness. ● Communicates verbally and nonverbally in ways that demonstrate some respect for and responsiveness to different backgrounds and perspectives, but may not always be aware of the impact of their words and actions. 		

	<ul style="list-style-type: none"> ● Designs some opportunities for effective interpersonal skills, such as group work and discussions, but may not fully utilize interactive technologies to extend learning opportunities. ● Establishes some routines, procedures, and expectations to support student learning and engagement, but may not always be consistent in enforcing them, resulting in some confusion and distraction.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently establishes a positive learning climate that is supportive of mutual respect, support, and inquiry, with a well-designed system for effective behavior support and classroom management. ● Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to different backgrounds and perspectives, creating a safe and inclusive environment for all students. ● Designs a range of opportunities for effective interpersonal skills, including the use of interactive technologies to facilitate collaboration, communication, and global connections, which enhances student learning and social growth. ● Establishes clear and consistent routines, procedures, and expectations that support student learning and engagement, resulting in a well-organized and prepared environment that promotes student success and well-being.

**Observation Domain 2: Content Knowledge and Application of Subject Matter
(InTasc 4-5; IDOE Dev. Standards 2,3)**

Observation Indicator	2A. Create learning environments to support all children's needs.		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 4,5		IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 2,3
“Look for” indicator descriptors	A. Guides learners through progression of learning based on connections to prior learning and real-life experiences. B. Applies methods of inquiry including questioning and wait time, that encourages learners to make connections, challenge thinking, question, and analyze ideas. C. Uses appropriate academic language for the content area.		
Exploration expectation	<ul style="list-style-type: none"> ● May need significant support to guide learners through a progression of learning, with limited connections to prior learning and real-life experiences, resulting in a fragmented and disjointed learning experience. ● Learning to apply effective methods of inquiry, such as questioning and wait time, which may impact learners' opportunities to make connections, challenge thinking, and analyze ideas. ● Uses academic language that may not be appropriate or correct for the content area or grade level, potentially creating confusion and barriers to learning for some students. Learning what academic language is appropriate in different contexts. 		
Analysis expectation	<ul style="list-style-type: none"> ● Begins to guide learners through a progression of learning, with some connections to prior learning and real-life experiences, but may not always be explicit or intentional in making these connections. ● Applies some methods of inquiry, such as questioning, but may not consistently use wait time or other strategies to encourage learners to think critically and make connections. ● Uses academic language that is generally appropriate for the content area, but may not always be precise or consistent, potentially leading to some confusion or misconceptions. 		
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently guides learners through a progression of learning that is explicitly connected to prior learning and real-life experiences, resulting in a cohesive and meaningful learning experience. 		

	<ul style="list-style-type: none"> ● Effectively applies methods of inquiry, including questioning and wait time, to encourage learners to make connections, challenge thinking, question, and analyze ideas, promoting critical thinking and deep understanding. ● Uses precise and consistent academic language that is appropriate for the content area and grade level, facilitating clear communication and understanding among learners, and promoting a strong foundation for future learning.
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Observation Indicator	2B. Engage learners in critical thinking, creativity, and collaborative problem solving to understand subject matter content.		
Related Standards	InTasc Standards	IDOE Developmental Standards	
	<i>demonstrated through observable practices in field based practicum settings</i> InTasc 4,5	<i>demonstrated through lesson plans or other written assignments.</i> IDOE 2,3	
“Look for” indicator descriptors	A. Employs critical thinking processes including high level questioning skills to promote conceptual understanding. B. Utilizes community and technological resources to supplement curriculum and instruction. C. Modifies instruction based on misconceptions.		
Exploration expectation	<ul style="list-style-type: none">● Begins to explore critical thinking processes and questioning skills to promote conceptual understanding, with a focus on developing foundational skills and strategies.● Introduces community and technological resources to supplement curriculum and instruction, with an emphasis on discovering new tools and methods to support student learning.● Starts to recognize the importance of addressing misconceptions and modifying instruction to meet the needs of diverse learners, with a growing awareness of the need for adaptive teaching practices.● Shows potential for growth and development in using data and feedback to inform instruction and make adjustments to support student learning.		
Analysis expectation	<ul style="list-style-type: none">● Applies critical thinking processes and questioning skills to promote conceptual understanding, with a focus on developing students' ability to think critically and solve problems.		

	<ul style="list-style-type: none"> ● Effectively utilizes community and technological resources to supplement curriculum and instruction, with an emphasis on integrating these resources in a way that enhances student learning and engagement. ● Regularly modifies instruction based on misconceptions and student feedback, with a focus on refining teaching practices and improving student outcomes. ● Uses data and feedback to inform instruction and make adjustments to support student learning, with a growing emphasis on using assessment data to drive instructional decisions.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently employs critical thinking processes and high-level questioning skills to promote deep conceptual understanding and complex problem-solving, with a focus on developing students' ability to think critically and independently. ● Seamlessly integrates community and technological resources into curriculum and instruction, with a emphasis on creating authentic and engaging learning experiences that connect students to the broader world. ● Expertly modifies instruction based on misconceptions and student feedback, with a focus on creating a responsive and adaptive learning environment that meets the needs of all students. ● Uses data and feedback to inform instruction and make targeted adjustments to support student learning, with a focus on continuous improvement and refinement of teaching practices.

Observation Domain 3: Science of Reading Content Knowledge and Application of Subject Matter

Observation Indicator	3A. Reading Component Implementation		
Related Standards	InTasc Standards		IDOE Content Standards
	<i>demonstrated through observable practices in field based practicum settings</i> InTasc 1,4,5		<i>demonstrated through lesson plans or other written assignments.</i> IDOE 1,2
“Look for” indicator descriptors	A. Uses multiple explicit activities targeting specific reading components (phonological awareness, phonics, fluency, vocabulary, or comprehension). B. Seamlessly integrates Science of Reading principles throughout the lesson.		
Exploration expectation	<ul style="list-style-type: none">● Introduces explicit activities that target specific reading components, such as phonological awareness, phonics, fluency, vocabulary, or comprehension, with a focus on building foundational skills and strategies.● Begins to explore the Science of Reading principles and their application in reading instruction, with a growing awareness of the importance of evidence-based practices.● Shows potential for growth and development in integrating reading components and Science of Reading principles into cohesive and effective reading lessons.		
Analysis expectation	<ul style="list-style-type: none">● Implements multiple explicit activities that target specific reading components, such as phonological awareness, phonics, fluency, vocabulary, or comprehension, with a focus on developing students' reading skills and strategies.● Applies Science of Reading principles in reading instruction, with an emphasis on using evidence-based practices to support student learning and achievement.● Effectively integrates reading components and Science of Reading principles into reading lessons, with a focus on creating a cohesive and comprehensive reading program.		

Synthesis expectation	<ul style="list-style-type: none"> ● Consistently uses multiple explicit activities that target specific reading components, such as phonological awareness, phonics, fluency, vocabulary, or comprehension, with a focus on developing students' advanced reading skills and strategies. ● Seamlessly integrates Science of Reading principles throughout the lesson, with an emphasis on using evidence-based practices to support student learning and achievement. ● Expertly designs and delivers reading lessons that are grounded in the Science of Reading, with a focus on creating a highly effective and engaging reading program that meets the needs of all students.
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Observation Indicator	3B. Reading Science Application		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 1,4,5		IDOE Content Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 1,2
	A. Lesson activities clearly demonstrate understanding of reading development progression. B. Lesson activities consistently follow evidence-based sequencing.		
“Look for” indicator descriptors			
Exploration expectation	<ul style="list-style-type: none">● Lesson activities show a beginning understanding of reading development progression, with some awareness of the sequential nature of reading skills.● Lesson activities introduce evidence-based sequencing, with a focus on building foundational skills and strategies, and a growing awareness of the importance of explicit instruction.		
Analysis expectation	<ul style="list-style-type: none">● Lesson activities demonstrate a developing understanding of reading development progression, with a clear recognition of the sequential nature of reading skills and the importance of building on previous knowledge.● Lesson activities consistently follow evidence-based sequencing, with a focus on providing explicit instruction and scaffolding to support student learning, and an emphasis on using research-based practices to inform instruction.		

Synthesis expectation	<ul style="list-style-type: none"> ● Lesson activities clearly demonstrate a comprehensive understanding of reading development progression, with a deep recognition of the sequential nature of reading skills and the importance of building on previous knowledge. ● Lesson activities consistently follow evidence-based sequencing, with a focus on providing explicit, systematic, and cumulative instruction that is grounded in the science of reading, and an emphasis on using data and research to inform instruction and drive student learning.
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Observation Indicator	3C. Literacy Content Knowledge (Science of Reading)		
Related Standards	InTasc Standards		IDOE Content Standards
	<i>demonstrated through observable practices in field based practicum settings</i> InTasc 1,4,5		<i>demonstrated through lesson plans or other written assignments.</i> IDOE 1,2
“Look for” indicator descriptors	<div>A. Consistently demonstrates significantly strong literacy knowledge across all 5 pillars (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing instruction.</div> <div>B. Accurately explains the progression of literacy skills.</div> <div>C. Integrates writing with reading in meaningful ways.</div> <div>D. Presents literacy content with complete accuracy</div>		
Exploration expectation	<div>● Demonstrates a growing understanding of literacy knowledge across the 5 pillars (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing instruction, with a focus on building foundational skills and strategies.</div> <div>● Begins to explain the progression of literacy skills, with a developing awareness of how skills build upon one another.</div> <div>● Introduces writing instruction in relation to reading, with a focus on making connections between the two.</div> <div>● Presents literacy content with a high degree of accuracy, with some minor errors or omissions.</div>		
Analysis expectation	<div>● Demonstrates a strong understanding of literacy knowledge across the 5 pillars (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing instruction, with a clear recognition of the importance of each component.</div> <div>● Accurately explains the progression of literacy skills, with a focus on how skills build upon one another and how to scaffold instruction to support student learning.</div> <div>● Effectively integrates writing with reading in meaningful ways, such as using writing to reinforce reading comprehension or using reading to inform writing instruction.</div>		

	<ul style="list-style-type: none"> ● Presents literacy content with a high degree of accuracy, with minimal errors or omissions.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently demonstrates exceptional literacy knowledge across all 5 pillars (phonemic awareness, phonics, fluency, vocabulary, comprehension) and writing instruction, with a deep understanding of the complex relationships between components. ● Provides a clear and comprehensive explanation of the progression of literacy skills, with a focus on how to design instruction to support student learning and address potential challenges. ● Seamlessly integrates writing with reading in meaningful and innovative ways, such as using writing workshops or reading-writing connections to promote deep understanding and critical thinking. ● Presents literacy content with complete accuracy, with no errors or omissions, and demonstrates a commitment to staying current with best practices and research-based instruction.

Observation Domain 4: Instructional Practice & Assessment

Observation Indicator	4A. Plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 6,7,8		IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 3,4
“Look for” indicator descriptors	<ul style="list-style-type: none"> A. Plans and implements instruction that is aligned with state and national standards. B. Identifies strengths and needs of individual learners and plans responsive learning objectives that include multimodal instructional strategies. C. Considers factors including the nature of the content; time and resources available; student assessment data; students' characteristics, prior experiences, current knowledge and skills, and readiness to learn when planning and instructing. 		
Exploration expectation	<ul style="list-style-type: none"> ● Begins to plan and implement instruction that is aligned with state and national standards, with a focus on introducing foundational skills and concepts. ● Starts to identify strengths and needs of individual learners, with a growing awareness of the importance of differentiated instruction and responsive learning objectives. ● Considers some factors that influence student learning, such as student characteristics and prior experiences, when planning and instructing, with a developing understanding of how to use this information to inform instruction. 		
Analysis expectation	<ul style="list-style-type: none"> ● Plans and implements instruction that is consistently aligned with state and national standards, with a clear understanding of the learning objectives and outcomes. ● Effectively identifies strengths and needs of individual learners and plans responsive learning objectives that include multimodal instructional strategies, such as visual, auditory, and kinesthetic approaches. 		

	<ul style="list-style-type: none"> ● Considers multiple factors that influence student learning, including the nature of the content, time and resources available, student assessment data, and students' characteristics, prior experiences, and readiness to learn, when planning and instructing, with a focus on creating a supportive and inclusive learning environment.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently plans and implements instruction that is highly aligned with state and national standards, with a deep understanding of the learning objectives, outcomes, and assessments. ● Expertly identifies strengths and needs of individual learners and plans responsive learning objectives that include a range of multimodal instructional strategies, such as technology-enhanced instruction, project-based learning, and differentiated assessments. ● Thoroughly considers a wide range of factors that influence student learning, including the nature of the content, time and resources available, student assessment data, and students' characteristics, prior experiences, current knowledge and skills, and readiness to learn, when planning and instructing, with a focus on creating a highly effective and adaptive learning environment that meets the needs of all students.

Observation Indicator	4B. Prioritizes the use of a variety of instructional strategies.		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 6,7,8	IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 3,4	
“Look for” indicator descriptors	<div>A. Use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</div> <div>B. Develops strategies to encourage learners to develop deep understanding of content areas and their connections.</div> <div>C. Builds upon prior knowledge to apply knowledge in meaningful ways to maintain student engagement in the lesson.</div>		
Exploration expectation	<div>● Introduces strategies to differentiate instruction, such as leveled readers or learning centers, with a focus on meeting the needs of diverse learners.</div> <div>● Begins to develop strategies to encourage learners to develop a deep understanding of content areas, such as graphic organizers or concept maps, with a growing awareness of the importance of making connections between ideas.</div>		

	<ul style="list-style-type: none"> ● Starts to build upon prior knowledge, with a focus on reviewing and reinforcing previously learned concepts, and introducing new ideas in a way that is connected to students' existing knowledge.
Analysis expectation	<ul style="list-style-type: none"> ● Effectively uses a range of strategies to differentiate instruction, such as technology integration, project-based learning, and differentiated assessments, to engage all learners in complex thinking and meaningful tasks. ● Develops and implements strategies to encourage learners to develop a deep understanding of content areas, such as debates, simulations, and real-world applications, with a focus on making connections between ideas and promoting critical thinking. ● Consistently builds upon prior knowledge, with a focus on using formative assessments to inform instruction and making explicit connections between new and previously learned concepts, to maintain student engagement and promote a sense of continuity and coherence in the lesson.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently uses a wide range of innovative and effective strategies to differentiate instruction, such as personalized learning plans, learning menus, and technology-enhanced instruction, to engage all learners in complex thinking and meaningful tasks. ● Expertly develops and implements strategies to encourage learners to develop a deep understanding of content areas, such as interdisciplinary projects, service-learning, and authentic assessments, with a focus on promoting critical thinking, creativity, and problem-solving. ● Seamlessly builds upon prior knowledge, with a focus on using a variety of strategies, such as concept mapping, graphic organizers, and reflective journaling, to help students make connections between new and previously learned concepts, and to maintain a high level of student engagement and motivation throughout the lesson.

Observation Indicator	4C. Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 6,7,8	IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 3,4	

“Look for” indicator descriptors	<ul style="list-style-type: none"> A. Chooses appropriate assessment strategies B. Monitors student progress and checks for understanding based on assessment data and informal/formal feedback C. Instructional decisions are guided by assessment data that includes prior learner knowledge, interest, and engagement and adjusts accordingly.
Exploration expectation	<ul style="list-style-type: none"> ● Begins to choose assessment strategies that are aligned with learning objectives, with a focus on introducing foundational assessment concepts and methods. ● Starts to monitor student progress and check for understanding, using informal feedback and observations, with a growing awareness of the importance of using data to inform instruction. ● Begins to consider assessment data when making instructional decisions, with a focus on adjusting instruction to meet the needs of students who are struggling or excelling.
Analysis expectation	<ul style="list-style-type: none"> ● Effectively chooses a range of assessment strategies, including formal and informal methods, to monitor student progress and understanding, with a clear understanding of the strengths and limitations of each approach. ● Consistently monitors student progress and checks for understanding, using a combination of assessment data and feedback from students, peers, and other stakeholders, to inform instruction and make adjustments as needed. ● Uses assessment data to guide instructional decisions, taking into account prior learner knowledge, interest, and engagement, and making adjustments to instruction to better meet the needs of all students, with a focus on promoting student learning and achievement.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently chooses and implements a wide range of innovative and effective assessment strategies, including technology-enhanced assessments, performance tasks, and project-based assessments, to monitor student progress and understanding, with a deep understanding of the complexities of assessment and the importance of using multiple measures to inform instruction. ● Expertly monitors student progress and checks for understanding, using a comprehensive and ongoing system of assessment and feedback, including self-assessment, peer assessment, and formal assessments, to inform instruction and make data-driven decisions. ● Seamlessly uses assessment data to guide instructional decisions, taking into account prior learner knowledge, interest, and engagement, and making adjustments to instruction to better meet the needs of all students, with a focus on promoting deep learning, critical thinking, and problem-solving, and ensuring that all students are challenged and supported to achieve their full potential.

Observation Domain 5: Professionalism

Observation Indicator	5A. Engages in professional behavior in accordance with the profession.		
Related Standards	InTasc Standards	IDOE Developmental Standards	
	<i>demonstrated through observable practices in field based practicum settings</i> InTasc 9,10	<i>demonstrated through lesson plans or other written assignments.</i> IDOE 6	
“Look for” indicator descriptors	<div>A. Shows respect for others, including children, families, colleagues, and community members.</div> <div>B. Collaborates with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</div> <div>C. Seeks feedback from mentors and supervisors to inform and improve practice.</div> <div>D. Engages in continuous self reflection to improve practice.</div>		
Exploration expectation	<div>● Demonstrates a beginning understanding of the importance of respect, empathy, and professionalism in interactions with children, families, colleagues, and community members, with a focus on building positive relationships.</div> <div>● Starts to collaborate with learners and their families, with a growing awareness of the importance of establishing mutual expectations and ongoing communication to support learner development and achievement.</div> <div>● Begins to seek feedback from mentors and supervisors, with a focus on using this feedback to inform and improve practice, and a growing understanding of the value of constructive criticism and self-reflection.</div> <div>● Engages in initial self-reflection, with a focus on identifying areas for growth and development, and a beginning understanding of the importance of continuous self-improvement in teaching practice.</div>		
Analysis expectation	<div>● Consistently shows respect for others, including children, families, colleagues, and community members, with a clear understanding of the importance of empathy, active listening, and cultural sensitivity in building positive relationships.</div> <div>● Effectively collaborates with learners and their families, establishing mutual expectations and ongoing communication to support learner development and achievement, with a focus on using a variety of strategies to engage families and promote learner success.</div>		

	<ul style="list-style-type: none"> ● Regularly seeks feedback from mentors and supervisors, using this feedback to inform and improve practice, and demonstrating a growth mindset and a commitment to continuous learning and self-improvement. ● Engages in regular self-reflection, with a focus on analyzing teaching practices, identifying areas for growth and development, and setting goals for improvement, and a clear understanding of the importance of self-reflection in promoting teacher growth and learner achievement.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently demonstrates exceptional respect, empathy, and professionalism in interactions with children, families, colleagues, and community members, with a deep understanding of the importance of building positive relationships and promoting a sense of community and belonging. ● Expertly collaborates with learners and their families, establishing mutual expectations and ongoing communication to support learner development and achievement, with a focus on using innovative and effective strategies to engage families and promote learner success. ● Actively seeks feedback from mentors, supervisors, and peers, using this feedback to inform and improve practice, and demonstrating a commitment to continuous learning, self-reflection, and growth, with a focus on promoting teacher growth and learner achievement. ● Engages in ongoing and in-depth self-reflection, with a focus on analyzing teaching practices, identifying areas for growth and development, and setting goals for improvement, and a clear understanding of the importance of self-reflection in promoting teacher growth, learner achievement, and school-wide improvement.

Observation Indicator	5B. Demonstrates ethical judgment in accordance with the profession.		
Related Standards	InTasc Standards <i>demonstrated through observable practices in field based practicum settings</i> InTasc 9,10	IDOE Developmental Standards <i>demonstrated through lesson plans or other written assignments.</i> IDOE 6	
“Look for” indicator descriptors	A. Advocates, models, and teaches safe, legal, and ethical use of information. B. Uses technology as appropriate and documents sources of information accurately.		

Exploration expectation	<ul style="list-style-type: none"> ● Begins to introduce the concept of safe, legal, and ethical use of information, with a focus on basic digital citizenship skills, such as password protection and online etiquette. ● Starts to model and teach responsible technology use, with a growing awareness of the importance of digital citizenship in the classroom, and a beginning understanding of how to use technology to support learning. ● Uses technology in a limited way, with a focus on basic tools and resources, and begins to document sources of information, with a growing understanding of the importance of academic integrity and proper citation.
Analysis expectation	<ul style="list-style-type: none"> ● Consistently advocates for safe, legal, and ethical use of information, with a clear understanding of the importance of digital citizenship in the classroom, and a focus on promoting responsible technology use among students. ● Effectively models and teaches digital citizenship skills, such as online safety, copyright laws, and proper citation, with a focus on using technology to support learning and promote academic integrity. ● Uses technology in a variety of ways, such as educational software, online resources, and multimedia presentations, with a focus on using technology to enhance instruction and promote student engagement, and consistently documents sources of information accurately, with a clear understanding of the importance of proper citation and academic integrity.
Synthesis expectation	<ul style="list-style-type: none"> ● Consistently demonstrates exceptional advocacy, modeling, and teaching of safe, legal, and ethical use of information, with a deep understanding of the importance of digital citizenship in the classroom, and a focus on promoting responsible technology use among students. ● Expertly models and teaches advanced digital citizenship skills, such as online critical thinking, media literacy, and digital footprint management, with a focus on using technology to support learning, promote academic integrity, and prepare students for success in a digital world. ● Seamlessly integrates technology into instruction, using a wide range of tools and resources, such as educational software, online simulations, and multimedia presentations, with a focus on using technology to enhance instruction, promote student engagement, and support diverse learning needs, and consistently documents sources of information with complete accuracy, with a clear understanding of the importance of proper citation, academic integrity, and intellectual property rights.