

STANDARD 1: Planning & Preparation					See end of document for definitions of highlighted terms
Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
1.1a Knowledge of Content RIPTS 1, 2, 3, 4, 5, INTASC : 4,5	In planning, educator makes content errors.	Educator is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Educator displays solid knowledge of the important concepts in the discipline and how these relate to one another and to 21 st century skills.	Educator displays knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines and to 21 st century skills.	<ul style="list-style-type: none"> The online instructional materials have sufficient breadth, depth, and relevancy. Online course content is appropriate to the reading level and developmental level of the intended learners.
1.1b Knowledge of Content & Students RIPTS 1, 2, 3, 4, 5, INTASC: 1,2	Educator displays little or no knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs.	Educator displays knowledge of students' skills, knowledge, language proficiency, backgrounds, and/or medical needs, but only for the class as a whole.	Educator tracks students' skills, knowledge, language proficiency, backgrounds and/or medical needs, and displays this knowledge for groups of students in order to determine growth over time.	Educator understands and tracks individual students' skills, knowledge, language proficiency, and/or medical needs, and has a strategy for maintaining such information in order to determine growth over time for each student.	<ul style="list-style-type: none"> Digital literacy skills of the learner are clearly defined. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated. Learning objectives or competencies are designed and written for the target student audience or mode of instruction. Educator demonstrates understanding of family considerations that might impact online instruction.
1.2 Establishing Instructional Outcomes RIPTS 1, 2, 3, 4, 5, INTASC: 1,2,4,5,7	Outcomes do not reflect the appropriate standards, set low expectations for students, lack rigor, and/or only include one type of learning. Outcomes are stated as activities rather than as student learning.	Outcomes reflect the appropriate standards. Expectations and rigor are inconsistent and are suitable for most of the students in the class. Outcomes are written as a combination of student learning and activities.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of groups of students. All the instructional outcomes are clear, written in the form of student learning.	Outcomes reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of individual students. All the instructional outcomes are clear, written in the form of student learning and represent opportunities for both coordination and integration with other disciplines.	<ul style="list-style-type: none"> The learning objectives or competencies are aligned with state standards and technology standards (ISTE). Learning objectives or competencies are designed and written for the target student audience.
Component 1.3: Designing Coherent Instruction					

<p>1.3a Learning Activities, Lesson Structure & Content-Related Pedagogy RIPTS 1, 2, 3, 4, 5, INTASC: 1,2,4,5,7</p>	<p>Learning activities are not suitable-to instructional outcomes, do not include a range of pedagogical approaches, and are not designed to engage students. The lesson has no clearly defined structure, and/or time allocations are unrealistic.</p>	<p>Learning activities are inconsistent in their suitability to the instructional outcomes and represent little cognitive challenge. Learning activities include a limited range of effective pedagogical approaches and are not differentiated. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time/allocations.</p>	<p>Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for groups of students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations.</p>	<p>Learning activities are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for individual students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations, allowing for different pathways according to diverse student needs.</p>	<p>Learning activities:</p> <ul style="list-style-type: none"> • are logical, consistent, efficient, and intuitive. • provide alternative means of access (i.e., multimedia content, tangible materials) in formats that meet the needs of diverse learners. • provide opportunities for learner-content interaction that support active learning, consistent with student abilities. • provide opportunities for learner-instructor and learner-learner interaction. • Consider synchronous vs. asynchronous methods to achieve outcomes
<p>Component</p>	<p>Ineffective (1)</p>	<p>Developing (2)</p>	<p>Effective (3)</p>	<p>Highly Effective (4)</p>	<p>Additional DISTANCE LEARNING Considerations</p>
<p>1.3b. Instructional materials / resources RIPTS 1, 2, 3, 4, 5 INTASC 1,2, 7</p>	<p>Materials, technology, and resources being used do not support the instructional outcomes nor engage students in meaningful learning.</p>	<p>Some of the materials, technology, and resources being used support the instructional outcomes, and engage students in meaningful learning.</p>	<p>Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning.</p>	<p>Materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning, including student participation in selecting or adapting materials.</p>	<p>The instructional materials (virtual materials or physical materials)</p> <ul style="list-style-type: none"> • contribute to the achievement of the stated objectives. • are integrated within the context of each lesson, and their intended use is clear. • provide accessible text and images in files, documents (electronic or hard-copy), and web pages that meet the needs of diverse learners (e.g., text-to-speech, alternate text, captioning, video description) when applicable. • is free of adult content and avoids unnecessary advertisements. • protects student privacy and maintains confidentiality of student information.
<p>1.3c. Instructional Groups</p>	<p>Instructional groups do not support the</p>	<p>Instructional groups support the instructional outcomes, with an effort at</p>	<p>Instructional groups are varied as appropriate to the</p>	<p>Instructional groups are varied as appropriate to the students and the different instructional</p>	<p>Distance learning:</p> <ul style="list-style-type: none"> • promotes student engagement and promote active learning.

RIPTS 1, 2, 3, 4, 5, 9 INTASC : 1,2, 7	instructional outcomes.	providing some variety as appropriate to the students and the different instructional outcomes.	students and the different instructional outcomes.	outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of instructional groups.	<ul style="list-style-type: none"> incorporates course tools that facilitate group learning, when appropriate. considers collaborative assignments (e.g., multiple people working on the same document).
1.4 Designing Student Assessment RIPTS :4, 5, 9 INTASC : 2,8,6	Educator’s plan for student assessment is not aligned with the instructional outcomes.	Educator’s plan for student assessment is aligned with the instructional outcomes, but is limited to either formative or summative assessments, and/or lacks clear criteria and expectations. Educator identifies a plan to use assessment results to plan for future instruction for the class as a whole.	Educator’s plan for student assessment is aligned with the instructional outcomes, has been adapted for groups of students, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan for future instruction for groups of students.	Educator’s plan for student assessment is aligned with the instructional outcomes, has been adapted for individual students, as needed, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan future instruction for individual students.	<ul style="list-style-type: none"> The types of assessments in the course measure the stated learning objectives or competencies, are consistent with distance learning activities and resources. Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies. Multiple methods of assessment strategies are included, based on the specified learning objectives or competencies and learner need.

STANDARD 2: Educational Environment

Component 2.1: Creating an Environment of Respect and Rapport

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
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2.1a Educator Interaction with Students RIPTS 5, 6 INTASC : 8,3	Educator-student interactions with at least some students are negative or inappropriate.	Educator-student interactions are generally appropriate, positive and respectful, but may reflect occasional inconsistencies.	Educator-student interactions are appropriate, positive and respectful.	Educator-student interactions are appropriate, positive and respectful to groups of students as well as individuals.	<ul style="list-style-type: none"> Standards for instructor responsiveness and availability are clearly stated. The requirements for learner interaction are clearly stated. Interaction method (online conferencing, video/phone interactions among students, synchronous online learning, etc.) is consistent with student needs.
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Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
2.1b Student Interactions RIPTS 5, 6 INTASC : 8,3	Educator does not model nor encourage appropriate interactions particularly when student interactions are impolite or disrespectful.	Educator is inconsistent in modeling and/or encouraging appropriate interactions, particularly when students' interactions are impolite or disrespectful. OR Student interactions are generally polite and respectful.	Educator models and/or encourages appropriate interactions, particularly when students' interactions are impolite or disrespectful. OR Student interactions are polite and respectful whether directly monitored by an educator or not.	Educator models and/or encourages student interactions that demonstrate respect for one another. Students monitor each other's treatment of peers, correcting classmates respectfully when needed.	<ul style="list-style-type: none"> Learning activities provide opportunities for learner-learner interaction (as appropriate to task). Etiquette expectations are clearly stated and consistent with student needs for online discussions, email, and other forms of communication. Expectations are taught, modeled, and monitored (e.g., mute microphone, minimize background noise, raise hand).

Component 2.2: Establishing a Culture for Learning

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
2.2a Importance of the Content RIPTS 3, 4, 5, 6, 8, 9 INTASC: 4,5	Educator does not communicate the importance of the content and/or conveys a negative attitude toward the content	Educator communicates importance of the content.	Educator communicates importance of the content using real-world connections.	Educator AND students communicate importance of the content using real-world connections.	<ul style="list-style-type: none"> Learners are introduced to the purpose and structure of the distance learning environment. Distance learning structure, either synchronous or asynchronous, considers home environment (real world connections).

2.2b Expectation for Learning and Achievement RIPTS 3, 4, 5, 6, 8, 9 INTASC: 4,5	Educator conveys low expectations for student learning and achievement for at least some students.	Educator conveys modest expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement.	Educator conveys high expectations for student learning and achievement. Students verbalize and/or demonstrate their understanding of the expectations.	<ul style="list-style-type: none"> • Technical competencies and digital expectations are clearly conveyed and written for the target student audience. • Technology competencies are modeled.
Component 2.3: Managing Classroom Procedures					
Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
2.3a Management of Instructional Groups RIPTS 6 INTASC: 3	Educator's management of instructional groups does not promote active student participation.	Educator's management of instructional groups ensures that some students actively participate.	Educator's management of instructional groups ensures that all students actively participate.	Educator's management of instructional groups ensures that all students actively participate and support each other in achieving the outcomes of the lesson.	Distance learning: <ul style="list-style-type: none"> • educator facilitates student engagement that may include use of "student tracking" features, discussion boards, reflections with criteria for appropriate expectations (e.g., respond to 2 other students). • students are timely and responsive to other student requests.
2.3b Management of Transitions RIPTS 6 INTASC: 3	Transitions are chaotic with significant loss of instructional time.	Transitions are uneven resulting in some loss of instructional time.	Transitions are efficient, with minimal loss of instructional time.	Transitions are seamless, with students assuming some responsibility in ensuring their efficient operation.	For synchronous instruction: <ul style="list-style-type: none"> • timing, length of instruction, directions, learning breaks (e.g., movement breaks) consider student needs. • efficient transition from one activity to the next (e.g., group work). • Educator prepares students for transitions (e.g., "5 minutes left until the next movement breaks").
2.3c Management of Materials And Supplies RIPTS 6 INTASC 3	Management of materials and supplies is inefficient, resulting in significant loss of instructional time.	Management of materials and supplies is uneven resulting in some loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time.	Management of materials and supplies is efficient with little loss of instructional time with students assuming some responsibility.	<ul style="list-style-type: none"> • Educator manages virtual materials (videos, visuals, notes, etc.) efficiently. Digital literacy <ul style="list-style-type: none"> • students can open programs, join groups, access videos, manage multiple open screens and other digital tools. • Students demonstrate skills to submit virtual assignments and assessments.

Component 2.4: Managing Student Behavior

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
2.4a Behavioral Expectations RIPTS 6 INTASC: 3	No evidence that standards of conduct and consequences have been established or communicated to students.	Standards of conduct have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated and appear to be clear to students.	Standards of conduct and consequences have been established and communicated to students. Students have participated in their development.	<ul style="list-style-type: none"> Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated and demonstrated. Standards of academic integrity are clearly stated in terms that the students understand.
2.4b Responding to Student Misbehavior RIPTS 6 INTASC: 3	Educator’s response to student misbehavior is inappropriate. OR Educator does not respond to student misbehavior.	Educator’s response to student misbehavior is inconsistent.	Educator’s response to student misbehavior is appropriate, consistent and timely.	Educator’s response to student misbehavior is appropriate, consistent, timely and successful. OR No student misbehavior is observed.	<ul style="list-style-type: none"> Educator uses private chat or virtual conference to respond to student misbehavior, as needed.

STANDARD 3: Instruction/Service Delivery

Component 3.1: Communicating With Students

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
3.1a Expectations for Learning RIPTS 8 INTASC: 8	Educator does not explain the instructional purpose.	Educator explains the instructional purpose of the lesson or unit, attempting to communicate where it is situated within broader learning.	Educator explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards or 21 st century skills’ expectations. Educator explains how students will demonstrate their learning.	Educator clearly explains the instructional purpose of the lesson or unit, linking to broader authentic learning, appropriate standards and 21 st century skills’ expectations. Educator explains how students will demonstrate their learning with exemplars to guide student achievement.	<ul style="list-style-type: none"> Learners are introduced to the purpose and structure of the distance learning environment and how students are expected to engage.
3.1b Directions and Procedures RIPTS 6,8 INTASC 8	Educator directions and procedures are confusing-	Educator directions and procedures are clarified after initial confusion.	Educator directions and procedures are clear.	Educator directions and procedures are clear, complete, and anticipate possible misunderstanding.	Instructions: <ul style="list-style-type: none"> articulate or link to academic support services and resources that can help learners succeed in the course.

					<ul style="list-style-type: none"> articulate or link to the institution's accessibility policies and services. provided to families are clear and respect family preferred language and communication (i.e., email, text, phone, other). Educator provides a clear description of the technical support offered and how to obtain it.
3.1c Explanation of Content RIPTS 2,8 INTASC: 4,8	Educator's explanation of the content is incorrect.	Educator's explanation of content is clear and correct but does not make a connection with students' knowledge, experience, appropriate standards or 21 st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21 st century skills' expectations.	Educator's explanation of content is clear and correct and connects with students' knowledge, experience, appropriate standards or 21 st century skills' expectations. Students contribute to explaining content to their peers.	<ul style="list-style-type: none"> The content is appropriate to the reading level of the intended learners. Instructional materials used to explain content include various modalities (e.g., text, video/multimedia, visuals). The instructional materials have sufficient breadth, depth, and relevancy. Instructional materials are appropriately cited.

Component 3.2: Using Questioning and Discussion Techniques					
Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
3.2a Quality of Questions RIPTS 5,8 INTASC: 8	Educator's questions require only low cognitive challenge and single or limited responses.	Educator's questions are appropriate to the content although they cover only a limited range of skills and knowledge.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking and engage students in further discussion.	Educator's questions are appropriate to the content and cover a range of skills and knowledge. Questions are constructed to include higher order thinking (HOT) and engage students in further discussion. Students formulate their own questions to advance understanding.	
Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations

3.2b Delivery Techniques RIPTS 5,8 INTASC: 7,8	Educator does not deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Questions may be asked in rapid succession without appropriate wait time.	Educator does not consistently deliver questions using techniques that require students to engage cognitively and prepare to respond to the question. Some questions may be asked in rapid succession and/or without appropriate wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time.	Educator delivers questions using techniques that require students to engage cognitively and prepare to respond to the question while providing sufficient wait time. Students respond to questions with evidence of their understanding.	<ul style="list-style-type: none"> • Course tools support the learning objectives or competencies (online voting to provide answers, chat pod responses to questions, etc.). • Differentiate ways for students to respond to questions depending on their needs (e.g., text to speech, etc.).
3.2c Discussion Techniques RIPTS 5,8 INTASC: 7,8	Educator makes little attempt to engage students in an authentic discussion and/or the educator and a few students dominate the discussion.	Educator makes some attempt to engage students in an authentic discussion with uneven results.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate.	Educator creates an authentic discussion among students, using instructional and questioning techniques that successfully engage students in the discussion, stepping aside when appropriate. Students ensure that all voices and ideas are heard in the discussion.	<ul style="list-style-type: none"> • Learning activities provide opportunities for learner-instructor and learner-learner interaction. • Standards for instructor responsiveness and availability are clearly stated. • The requirements for learner interactions are clearly stated. • Etiquette expectations (sometimes called “netiquette”) are clearly stated and consistent with student needs for online discussions, email, and other forms of communication.
Component 3.3: Engaging Student in Learning					
Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
3.3a Projects, Activities and Assignments RIPTS 5,6 INTASC: 7,8	Projects, activities and assignments lack challenge, are inappropriate, or do not cognitively engage students.	Projects, activities and assignments are inconsistent in challenging and cognitively engaging students.	Projects, activities and assignments are appropriately challenging for all students, require 21 st century skills, and cognitively engage students.	Projects, activities, and assignments are appropriately challenging for all students, require 21 st century skills, and cognitively engage student in complex learning.	<ul style="list-style-type: none"> • Project, activities, and assignments consider the students’ access, digital literacy skills, and resources to complete work.

3.3b Instructional Materials, and Technologies RIPTS 5,6,8 INTASC: 3,7,8	Instructional materials and technologies are inappropriate for the instructional purpose.	Instructional materials and technologies are partially appropriate for the instructional purpose.	Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate.	Instructional materials and technologies are appropriate to the instructional purpose, and are differentiated as appropriate. Students initiate the choice, adaptation, or creation of materials to enhance their learning and build understanding.	*Same information as 1.3b
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Component 3.4: Using Assessment in Instruction

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
3.4a Assessment Criteria RIPTS 5,6,9 INTASC: 3,6,7,8	Educator does not convey the criteria by which students' work will be evaluated.	Educator inconsistently conveys the criteria by which student's work will be evaluated.	Educator clearly conveys the criteria by which students' work will be evaluated including providing exemplars to guide student achievement.	Educator clearly conveys the criteria by which students' work will be evaluated and students have contributed to the development of the criteria and/or creation of exemplars to guide student achievement.	
3.4b Monitoring Student Learning RIPTS 5,6,9 INTASC: 3,6,7,8	Educator does not monitor student learning.	Educator uses formative assessment strategies to monitor student learning for the class as a whole.	Educator uses formative assessment strategies to monitor student learning and uncover misunderstandings for groups of students within the class.	Educator uses formative assessment strategies, including self and/or peer-assessments to monitor student learning and uncover misunderstandings for individual students.	
3.4.c Providing Feedback to Students RIPTS 5,6,9 INTASC: 3,6,7,8	Educator's feedback to students is limited, infrequent and/or irrelevant, resulting in no advancement in learning.	Educator's feedback to students is general and/or infrequent resulting in minimal advancement in learning.	Educator's feedback to students is, timely, frequent, and specific, providing individual students with specific direction and information to help advance learning.	Educator's feedback to students is timely, frequent, and specific, providing individual students with direction and information to help advance learning. Students make use of the feedback in revising and improving their work.	<ul style="list-style-type: none"> Students know how to access feedback (scores, comments, track changes, etc.) and use this information to revise or improve their work.

STANDARD 4: Professional Growth & Responsibilities

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
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Component 4.1: Reflecting on Practice RIPTS 10 INTASC: 9	Educator does not reflect on their strength and areas for growth. OR Educator reflects on their strength and areas for growth, but does not identify any practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying general practices that they may address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future.	Educator reflects on their strengths and areas for growth, identifying specific practices that they would address differently in the future complete with the probable success of different courses of action.	
Component 4.2: Communicating with Families RIPTS 7,11 INTASC: 9,10	Educator's professional communications with families are limited, infrequent and/or irrelevant.	Educator's professional communications with families are general and/or infrequent.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication.	Educator's professional communications with families are timely, frequent, and specific, providing individual student progress with specific direction and information to help advance learning. Educator attempts to engage families in two-way communication and involve families in the school community.	<ul style="list-style-type: none"> • Communication with families considers family access to technology, preferred language, literacy level, preferred time and modality of family contact (phone, text, email, video conferencing, mail, Class DoJo notes, pre-recorded messages to all families, etc.). • Educator considers equitable ways to support family involvement.
Component 4.3: Showing Professionalism					
Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
4.3a Maintaining Accurate Records RIPTS 9 INTASC: 6	Educator does not maintain information on student completion of assignments, student progress in learning, and non-instructional records.	Educator is inconsistent in maintaining information on student completion of assignments, student progress in learning, and non-instructional records.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner.	Educator maintains information on student completion of assignments, student progress in learning, and non-instructional records in a timely manner. Educator regularly shares data with students as appropriate.	
4.3b Commitment to Professional Standards RIPTS 7,11 INTASC: 9,10	Educator does not comply with school and district regulations, policies, and contractual language. Educator does not comply with State and Federal Law and Regulations including but not limited to IEP, 504	Educator complies minimally with school and district regulations, policies, and contractual language. Educator complies minimally with school State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language. Educator complies with State and Federal Law and Regulations including, but not limited to, IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA.	Educator complies fully with school and district regulations, policies, and contractual language, taking a leadership role with colleagues. Educator complies fully with State and Federal Law and Regulations including but not limited to IEP, 504 plans, AIS services, RTI, FERPA, and HIPPA. Educator stays current on the	<ul style="list-style-type: none"> • Educator demonstrates current technology standards of their profession in developing distance instruction.

	plans, AIS services, RTI, FERPA, and HIPPA.			standards of their profession beyond their LEA.	
Component 4.4: Growing & Developing Professionally					
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
4.4a Growing and Developing in a Professional Learning Community RIPTS 7,10 INTASC: 9,10	Educator does not engage in a professional learning community.	Educator minimally engages in a professional learning community by seeking out current, targeted professional development opportunities.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives.	Educator actively engages in a professional learning community by using feedback to identify areas of growth, seeking out current, targeted professional development opportunities that are aligned to school/district initiatives. Educator takes a leadership role in promoting professional development opportunities for their colleagues.	

Component	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)	Additional DISTANCE LEARNING Considerations
<p>4.4b Evidence for Approval of Professional Growth Goal</p> <p>RIPTS 7,9,10,11 INTASC: 9,10</p>	<p>The Professional Growth Goal is not submitted OR is missing any of the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal does not fully address the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p>	<p>The Professional Growth Goal fully addresses the following pieces:</p> <p>S – Specific: The educator clearly identifies the skill or knowledge to be enhanced</p> <p>M – Measureable: There is a clear source of evidence for measuring the completion of action steps/plans</p> <p>A – Attainable: Action steps/plan describe the steps and strategies to be completed</p> <p>R – Relevant: Connection to the Professional Practice rubric and/or district initiatives is stated</p> <p>T – Time Bound The length of time for attaining the goal is identified</p> <p>PLUS Benchmarks for gauging progress partway through the year are included</p>	<p>Professional Growth Goal is identified in an area of technology learning and/or use</p>
<p>4.4c Evidence for Attainment of Professional Growth</p> <p>RIPTS 10 INTASC: 9</p>	<p>Evidence provided indicates little/no progress of the PGG Action Plan.</p>	<p>Evidence provided indicates some progress with the PGG Action Plan.</p>	<p>Evidence provided indicates sufficient progress of the PGG Action Plan.</p>	<p>Evidence provided indicates completion of the PGG Action Plan.</p>	

Definitions of Terms

Distance Learning is a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom. There are many kinds of distance learning courses. For example:

- **Online Courses** are usually offered alongside traditional courses at colleges and universities and allow students to receive instruction entirely from home. Students are responsible for their own access, which will require a computer and an internet connection (at a minimum).
- **Hybrid Courses** blend distance learning with traditional classroom-based delivery methods. While these courses contain a flexible distance component, students still need to attend some classes in person. The amount of campus-based classroom time differs from course to course.
- **Conferencing** is a method of live distance learning that has students joining an audio or video classroom setting via a telephone or a group chat program (such as Skype). Students may conference with a group or vis-à-vis with an instructor.
- **Correspondence Courses** allow students to receive their educational materials by mail and in turn, return any completed assignments by mail. This can also include materials sent home to be completed at home, often with the guidance of family members.

<https://study.com/academy/popular/what-is-a-distance-learning-course.html>

Digital Literacy is the ability to effectively find, identify, evaluate, and use information. Digital literacy specifically applies to media from the internet, smartphones, video games, and other nontraditional sources. Just as media literacy includes the ability to identify media and its messages and create media responsibly, digital literacy includes both nuts-and-bolts skills and ethical obligations.

(<https://www.common sense media.org/news-and-media-literacy/what-is-digital-literacy>)

International Society of Technology in Education (ISTE) is a professional organization that inspires educators worldwide to use technology to innovate teaching and learning, accelerate good practice and solve tough problems in education by providing community, knowledge and the ISTE Standards, a framework for rethinking education and empowering learners

(<https://www.iste.org/about/about-iste>)

Synchronous Instruction: When an online course includes a real-time event with an instructor or facilitator and a group of learners or participants, it is synchronous learning. Unlike a physical classroom the audience members are not in the same location. This virtual classroom is a great way to present instruction or information to a geographically dispersed group. It allows the audience to view the same visuals and hear the same audio simultaneously and to virtually interact with the instructor. In turn, it allows the instructor to “read” the audience and to hear their questions, opinions and perspectives.

(http://thelearningcoach.com/elearning_design/group-or-self-paced-instruction/)

Asynchronous Instruction: When students partake in online learning at different times it is considered an asynchronous learning event. Often referred to as web-based training (WBT), eLearning or online courseware. Some advantages to asynchronous learning are that it allows for flexibility in the learner’s schedule, it can provide information and training at the moment a person needs it, it typically allows learners to go back and review as needed, and people can learn at their own pace

(http://thelearningcoach.com/elearning_design/group-or-self-paced-instruction/)