

Professional Behaviors & Dispositions Assessment (PBDA)

Rubric Title: Professional Behaviors & Dispositions Assessment (PBDA)
 Mapped standards: INTASC-2013.10 - INTASC-2013.10 / INTASC-2013.2 - INTASC-2013.2 / INTASC-2013.3 - INTASC-2013.3 / INTASC-2013.6 - INTASC-2013.6 / INTASC-2013.7 - INTASC-2013.7 / INTASC-2013.8 - INTASC-2013.8 / INTASC-2013.9 - INTASC-2013.9
 Mapped outcomes: -

Enable the N/A option for assessment

Rubric Structure

Elements	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
	3 Points	2 Points	1 Point	0 Points
Collaboration The teacher, teacher candidate, or librarian collaborates with others.	Actively seeks opportunities to collaborate with others AND makes positive contributions to collaborative work	Collaborates with others AND makes positive contributions toward productive, collaborative work	Acknowledges verbally or in writing the need for or the importance of collaboration but does not engage in productive, collaborative work	Acknowledges verbally or in writing a reluctance or unwillingness to collaborate with others OR is confrontational, argumentative, or unwilling to cooperate with others in collaborative settings
INTASC-2013.10 - INTASC-2013.10	Met	Met	Not Met	Not Met
	3 Points	2 Points	1 Point	0 Points
Attitude The teacher, teacher candidate, or librarian demonstrates a positive attitude.	Demonstrates a positive attitude in typical and challenging situations AND is proactive in promoting positive attitudes among others Example: Views constructive criticism as an opportunity for growth; recognizes the strengths in others rather than their deficits	Demonstrates a positive attitude in typical AND challenging situations Example: Focuses on positive outcomes when faced with challenging situations; avoids complaining; is pleasant to others; faces challenges or problems with a demeanor of hope or optimism; exhibits flexibility and openness while working with colleagues	Demonstrates a positive attitude under typical, circumstances, but response to challenging situations is often unpredictable Example: Requires guidance to seek positive solutions for challenging situations	Demonstrates a negative attitude Example: Gossips or complains excessively or engages in other negative discourse

Professional Behaviors & Dispositions Assessment (PBDA)

INTASC-2013.9 - INTASC-2013.9	Met	Met	Not Met	Not Met
	3 Points	2 Points	1 Point	0 Points
Relationship with Others The teacher, teacher candidate, or librarian maintains positive relationships with others.	Maintains positive relationships at all times with other adults AND is proactive in creating and promoting an environment that is mutually respectful Example: Encourages others to develop and maintain positive relationships amongst themselves	Maintains positive relationships with other adults at all times. Example: Always respectful and kind toward others; communicates appropriately; considers others' feelings, perspectives, and cultures	Generally maintains positive relationships with other adults with few lapses Example: Generally respectful of others; communicates appropriately; considers others' feelings, perspectives, and cultures	Acts toward others in ways that are disrespectful or inappropriate Example: Often OR egregiously demonstrates a lack of respect for others; communicates inappropriately; behaves in ways that are disrespectful to others' feelings, perspectives, and/or cultures
INTASC-2013.3 - INTASC-2013.3	Met	Met	Not Met	Not Met
INTASC-2013.10 - INTASC-2013.10	Met	Met	Not Met	Not Met
	3 Points	2 Points	1 Point	0 Points

Professional Behaviors & Dispositions Assessment (PBDA)

<p>Communication The teacher, teacher candidate, or librarian communicates effectively.</p>	<p>Communicates effectively with all stakeholders* and uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning; AND communicates with individuals outside the professional environment to promote awareness of profession-related issues</p> <p>Example: Speaks at a local service organization; writes a letter to their congress-person; presents a workshop or seminar at a professional conference; creates and distributes a newsletter for parents</p>	<p>Communicates effectively with all stakeholders* AND uses verbal, non-verbal, and written communication techniques to foster positive interactions and promote learning</p> <p>Example: Communicates face to face, in writing, and with behavior respectfully and clearly.</p> <p>*Stakeholders vary based on the setting/role. They may include students, parents, library patrons, administrators, colleagues, volunteers, or others.</p>	<p>Acknowledges verbally or in writing the importance of effective communication with others, BUT sometimes lacks the verbal, non-verbal, and/or written communication techniques that foster positive interactions and promote learning</p>	<p>Acknowledges verbally or in writing a reluctance or unwillingness to use effective and appropriate communications with others OR lacks the verbal, non-verbal, and/or written communication techniques that foster positive interactions and promote learning</p> <p>Example: Uses negative or closed body language; speaks harshly; ignores others</p>
<p>INTASC-2013.3 - INTASC-2013.3</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
<p>INTASC-2013.6 - INTASC-2013.6</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
<p>INTASC-2013.10 - INTASC-2013.10</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
<p>INTASC-2013.8 - INTASC-2013.8</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>	<p>0 Points</p>

Professional Behaviors & Dispositions Assessment (PBDA)

<p>Attendance The teacher, teacher candidate, or librarian adheres to policies regarding attendance and punctuality.</p>	<p>Knows and adheres to policies regarding attendance and punctuality AND attends professional events that are not required, such as extracurricular activities, organization meetings, community events related to the professional role</p>	<p>Knows and adheres to policies regarding attendance and punctuality</p> <p>Examples: Refers to syllabus or handbook and follows guidelines. Asks questions only for clarification.</p>	<p>Works toward becoming knowledgeable of policies regarding attendance and punctuality AND attempts to comply with policies</p> <p>Example: When uncertain about a policy, will ask for clarification even if the information is in the syllabus or handbook.</p>	<p>Absences and/or late arrivals violate policies regarding attendance and punctuality.</p>
<p>INTASC-2013.9 - INTASC-2013.9</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>	<p>0 Points</p>
<p>Initiative The teacher, teacher candidate, or librarian demonstrates evidence of initiative.</p>	<p>Initiates and completes responsibilities without prompting AND seeks opportunities to take on new responsibilities and challenges</p> <p>Examples: Completes all tasks on time and eagerly. Is proactive in asking questions and seeking guidance for areas of uncertainty; draws on knowledge and experience to respond to new situations and challenges; anticipates and plans for the unexpected</p>	<p>Initiates and completes responsibilities without prompting</p> <p>Examples: Submits course assignments on time and readily participates in in-class activities. Asks questions for clarification. In the field, identifies ways to be actively engaged with learners and to support the mentor. Asks for clarification when uncertain</p>	<p>Completes assigned responsibilities when prompted</p> <p>Examples: Completes course assignments. Occasionally, a prompt is needed to submit on time or at all. In the field, completes tasks requested by the mentor or instructor</p>	<p>Avoids opportunities to initiate and/or complete responsibilities</p> <p>Examples: Blames others rather than taking personal responsibility; provides excuses, such as lack of understanding or support</p>
<p>INTASC-2013.10 - INTASC-2013.10</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>	<p>0 Points</p>

Professional Behaviors & Dispositions Assessment (PBDA)

<p>Legal and Ethical Conduct The teacher, teacher candidate, or librarian adheres to legal and ethical standards for behavior.</p>	<p>Knowledgeable of and adheres to policies related to legal and ethical standards of behavior and upholds the Code of Ethics AND advocates for equitable treatment of others AND develops preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety</p> <p>Example: Supports others by advocating on their behalf, bringing attention to conditions or potential conditions that are harmful to others, or educating others about standards of behavior, ethics, or other related topics</p>	<p>Knowledgeable of and adheres to policies related to legal and ethical standards of behavior AND upholds the Code of Ethics</p> <p>Example: Exhibits equitable treatment of others and acts to prevent conditions that interferes with learning or are harmful to the health and safety of learners</p>	<p>Reviews and seeks guidance for gaining knowledge of and adhering to policies related to legal and ethical standards of behavior</p> <p>Example: Seeks guidance on the equitable treatment of others and protecting others from conditions that interfere with learning or are harmful to their health and safety. May be demonstrated through case studies, scenarios, or questions posed about how to handle specific situations to instructors or mentors</p>	<p>Does not adhere to policies; OR deliberately fails to uphold the Code of Ethics</p> <p>Example: Falsifies or shares sensitive information about a student or others</p>
<p>INTASC-2013.9 - INTASC-2013.9</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>	<p>0 Points</p>

<p>Diversity The teacher, teacher candidate, or librarian demonstrates respect for and appreciation for a wide variety of individual differences.</p>	<p>Listens and responds appropriately to others' opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies AND advocates for fair and equitable treatment for all</p>	<p>Listens and responds appropriately to others' opinions AND exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies</p> <p>Examples: When there are differences in views expressed, acknowledges the difference without placing a higher value on one way of thinking or being over another. Uses respectful language when referring to individuals' unique beliefs, needs, abilities, etc</p>	<p>Listens and responds appropriately to others' opinions AND seeks guidance on how to exhibit respect for those of different cultural backgrounds, cognitive and physical abilities, and/or personal ideologies</p> <p>Examples: When there are differences in beliefs, values, or ways of being, accepts the information. May ask the instructor or mentor how to respond or navigate a situation. Asks questions about how to negotiate differences within professional settings</p>	<p>Does not listen and respond appropriately to others' opinions AND/OR demonstrates a lack of respect for or insensitivity to those of different cultural backgrounds, cognitive and physical abilities, and/or personal ideologies</p>
<p>INTASC-2013.2 - INTASC-2013.2</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>	<p>0 Points</p>
<p>Time Management The teacher, teacher candidate, or librarian uses time effectively.</p>	<p>Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization AND supports others in helping them to learn time management skills</p> <p>Examples: Prepares in advance for assignments, field placements, or events. Shares strategies with peers, mentors, or learners.</p>	<p>Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization</p> <p>Example: Prepares in advance for assignments, field placements, or events. Demonstrated through on time submission of work.</p>	<p>Demonstrates progress toward development of a reliable system for planning and scheduling</p> <p>Examples: Assignments and/or field work are usually submitted on time. Comes prepared for class or field. Arrival to class and field are timely</p>	<p>Demonstrates no evidence of a reliable system for planning and scheduling</p> <p>Examples: Waits until the last minute to prepare; does not use a reliable system for planning and scheduling</p>
<p>INTASC-2013.7 - INTASC-2013.7</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>	<p>0 Points</p>

Professional Behaviors & Dispositions Assessment (PBDA)

<p>Commitment to Continuous Improvement The teacher, teacher candidate, or librarian demonstrates a commitment to continuous improvement.</p>	<p>Intentionally uses information, feedback, and research related to professional practice to guide instruction AND engages in professional learning opportunities, seeks feedback from others, holds membership in professional organizations</p> <p>Examples: Seeks out feedback and additional information to enhance professional knowledge and skills. Evident that feedback is applied due to change in work or practice. Analyzes and applies data to guide instruction with students</p>	<p>Intentionally uses information and feedback related to professional practice</p> <p>Examples: Accepts feedback and/or constructive criticism, and applies/uses the feedback in assignments or experiences; attends recommended workshops, conferences, and job-related meetings</p>	<p>Uses information and feedback related to professional practice</p> <p>Example: Accepts and attempts to apply feedback and/or constructive criticism to future experiences or assignments</p>	<p>Demonstrates little or no evidence of commitment to continuous improvement as a professional</p> <p>Example: No evidence of using feedback on assignments or experiences to improve professional skills or knowledge</p>
<p>INTASC-2013.9 - INTASC-2013.9</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>

Professional Behaviors & Dispositions Assessment (PBDA)

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.10
Standard Identifier: INTASC-2013.10
Standard Description: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Mapped to: Collaboration The teacher, teacher candidate, or librarian collaborates with others. / Relationship with Others The teacher, teacher candidate, or librarian maintains positive relationships with others. / Communication The teacher, teacher candidate, or librarian communicates effectively. / Initiative The teacher, teacher candidate, or librarian demonstrates evidence of initiative.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.2
Standard Identifier: INTASC-2013.2
Standard Description: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Mapped to: Diversity The teacher, teacher candidate, or librarian demonstrates respect for and appreciation for a wide variety of individual differences.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.3
Standard Identifier: INTASC-2013.3
Standard Description: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Mapped to: Relationship with Others The teacher, teacher candidate, or librarian maintains positive relationships with others. / Communication The teacher, teacher candidate, or librarian communicates effectively.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.6
Standard Identifier: INTASC-2013.6
Standard Description: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Mapped to: Communication The teacher, teacher candidate, or librarian communicates effectively.

Professional Behaviors & Dispositions Assessment (PBDA)

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.7
Standard Identifier: INTASC-2013.7
Standard Description: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Mapped to: Time Management The teacher, teacher candidate, or librarian uses time effectively.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.8
Standard Identifier: INTASC-2013.8
Standard Description: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Mapped to: Communication The teacher, teacher candidate, or librarian communicates effectively.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.9
Standard Identifier: INTASC-2013.9
Standard Description: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Mapped to: Attitude The teacher, teacher candidate, or librarian demonstrates a positive attitude. / Attendance The teacher, teacher candidate, or librarian adheres to policies regarding attendance and punctuality. / Legal and Ethical Conduct The teacher, teacher candidate, or librarian adheres to legal and ethical standards for behavior. / Commitment to Continuous Improvement The teacher, teacher candidate, or librarian demonstrates a commitment to continuous improvement.

Professional Behaviors & Dispositions Assessment (PBDA)-Field Ex

Rubric Title: Professional Behaviors & Dispositions Assessment (PBDA)-Field Ex
 Mapped standards: INTASC-2013.1 - INTASC-2013.1 / INTASC-2013.10 - INTASC-2013.10 / INTASC-2013.2 - INTASC-2013.2 / INTASC-2013.3 - INTASC-2013.3 / INTASC-2013.6 - INTASC-2013.6 / INTASC-2013.7 - INTASC-2013.7 / INTASC-2013.8 - INTASC-2013.8 / INTASC-2013.9 - INTASC-2013.9
 Mapped outcomes: -

Enable the N/A option for assessment

Rubric Structure

Elements	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
	3 Points	2 Points	1 Point	0 Points
Relationship with Learners The teacher, teacher candidate, or librarian interacts appropriately and positively with others.	<p>Interacts appropriately and positively with learners/patrons and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group AND is proactive in promoting respect for and understanding of others' needs and interests</p> <p>Examples: Interactions within and outside of planned activities are positive and appropriate. Instruction and materials are used that align with designated standards and/or needs of the learners/patrons. Supports other adults' understanding and respect of the needs and interests of others.</p>	<p>Interacts appropriately and positively with learners/patrons AND provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group</p> <p>Examples: Interactions within and outside of lessons/planned activities are positive and appropriate. Materials are used that align with designated standards and/or needs of the learners/patrons</p>	<p>Interacts appropriately and positively with learners/patrons BUT provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and/or physical needs of the age group</p> <p>Example: Plans/teaches lessons or uses materials that vary in appropriateness based on age, grade, and/or needs of the learners/patrons or which portray certain cultures in stereotypical ways</p>	<p>Interacts inappropriately or negatively toward learners OR provides instruction that disregards, disrespects, or is not aligned with the intellectual, social, cultural, emotional, and/or physical needs of the age group</p> <p>Example: Shows bias and/or favoritism toward learners/patrons; engages in inappropriate physical or social interactions</p>
INTASC-2013.3 - INTASC-2013.3	Met	Met	Not Met	Not Met

INTASC-2013.8 - INTASC-2013.8	Met	Met	Not Met	Not Met
INTASC-2013.10 - INTASC-2013.10	Met	Met	Not Met	Not Met
	3 Points	2 Points	1 Point	0 Points
Professional Appearance The teacher, teacher candidate, or librarian adheres to good hygiene and follows university, school, and/or district policies for professional appearance.	Is clean and neat AND consistently exceeds minimum standards for professional appearance Example: Regularly dresses in an exceptionally professional manner that is not required by field placement or host site policy.	Is clean and neat AND adheres to policies for professional appearance	Is clean and neat BUT occasionally fails to adhere to policies for professional appearance	Does not meet minimum expectations for personal hygiene OR violates policies for professional appearance
INTASC-2013.9 - INTASC-2013.9	Met	Met	Not Met	Not Met
	3 Points	2 Points	1 Point	0 Points
Learning Environment The teacher, teacher candidate, or librarian demonstrates a commitment to creating a positive, low-risk learning environment.	Provides learners/patrons with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners/patrons AND is proactive in disseminating information with others about how to create a positive learning environment Examples: When interacting with learners/patrons, consistently uses all of the approaches listed for creating a low-risk environment. Shares information and strategies found successful with peers, mentors, and instructors	Provides learners/patrons with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners/patrons Example: When interacting with learners/patrons, consistently uses most of the approaches listed for creating a low-risk environment	Occasionally provides learners/patrons with choices, making relevant connections, building understanding, and/or developing relationships that create a sense of belonging between and among learners/patrons Example: When interacting with learners/patrons, uses some but not all of the approaches listed for creating a low-risk environment OR uses all occasionally.	Does not demonstrate a willingness to create a positive, low-risk learning environment OR allows disruptive behavior to interfere with learning

INTASC-2013.3 - INTASC-2013.3	Met	Met	Not Met	Not Met
	3 Points	2 Points	1 Point	0 Points
Commitment to Learning of Others The teacher, teacher candidate, or librarian demonstrates a commitment to learners' learning.	<p>Evaluates learners'/patrons' strengths and needs AND advocates for optimal learning opportunities based on the latest research and, if applicable, using the latest technology</p> <p>Examples: Takes time to know learners/patrons and their learning needs and readily shares that information with the team (and/or families if in schools); differentiates instruction, assessments, and supports based on identified strengths and areas for improvement using varied approaches including technology</p>	<p>Evaluates learners'/patrons' strengths AND needs</p> <p>Examples: Uses assessment approaches to identify learner strengths and needs and uses that information to plan and differentiate instruction; Librarian asks questions of patrons to learn more about strengths, needs, and interest</p>	<p>Identifies learners'/patrons' strengths OR needs based on provided evaluations, assessments, and/or information</p> <p>Examples: Based on observations and interactions, identifies strengths and needs; Listens to the learner/patron and uses information shared.</p>	<p>Demonstrates little or no evidence of commitment to the learning of others</p> <p>Example: Lesson plans are poorly constructed and/or inadequately aligned with learning objectives; Does not support patrons in the library</p>
INTASC-2013.1 - INTASC-2013.1	Met	Met	Not Met	Not Met
INTASC-2013.2 - INTASC-2013.2	Met	Met	Not Met	Not Met
INTASC-2013.6 - INTASC-2013.6	Met	Met	Not Met	Not Met
INTASC-2013.7 - INTASC-2013.7	Met	Met	Not Met	Not Met

Professional Behaviors & Dispositions Assessment (PBDA)-Field Ex

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.1
Standard Identifier: INTASC-2013.1
Standard Description: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Mapped to: Commitment to Learning of Others The teacher, teacher candidate, or librarian demonstrates a commitment to learners' learning.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.10
Standard Identifier: INTASC-2013.10
Standard Description: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Mapped to: Relationship with Learners The teacher, teacher candidate, or librarian interacts appropriately and positively with others.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.2
Standard Identifier: INTASC-2013.2
Standard Description: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Mapped to: Commitment to Learning of Others The teacher, teacher candidate, or librarian demonstrates a commitment to learners' learning.

Professional Behaviors & Dispositions Assessment (PBDA)-Field Ex

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.3
Standard Identifier: INTASC-2013.3
Standard Description: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Mapped to: Relationship with Learners The teacher, teacher candidate, or librarian interacts appropriately and positively with others. / Learning Environment The teacher, teacher candidate, or librarian demonstrates a commitment to creating a positive, low-risk learning environment.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.6
Standard Identifier: INTASC-2013.6
Standard Description: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Mapped to: Commitment to Learning of Others The teacher, teacher candidate, or librarian demonstrates a commitment to learners' learning.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.7
Standard Identifier: INTASC-2013.7
Standard Description: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Mapped to: Commitment to Learning of Others The teacher, teacher candidate, or librarian demonstrates a commitment to learners' learning.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.8
Standard Identifier: INTASC-2013.8
Standard Description: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Mapped to: Relationship with Learners The teacher, teacher candidate, or librarian interacts appropriately and positively with others.

Set Title:	INTASC-2013 - INTASC-2013
Standard Title:	INTASC-2013.9
Standard Identifier:	INTASC-2013.9
Standard Description:	Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Mapped to:	Professional Appearance The teacher, teacher candidate, or librarian adheres to good hygiene and follows university, school, and/or district policies for professional appearance.

Professional Behaviors & Dispositions Assessment (PBDA)-SelfCare

Rubric Title: Professional Behaviors & Dispositions Assessment (PBDA)-SelfCare
 Mapped standards: INTASC-2013.3 - INTASC-2013.3 / INTASC-2013.9 - INTASC-2013.9
 Mapped outcomes: -

Enable the N/A option for assessment

Rubric Structure

Elements	Exceeds Expectations	Meets Expectations	Developing	Does Not Meet Expectations
	3 Points	2 Points	1 Point	0 Points
Self-care The teacher, teacher candidate, or librarian demonstrates a commitment to self-care as an educator	I engage in sufficient self-care activities to meet my needs Examples: I engage in relaxation activities; I take care of my physical well-being (exercise, eat well); I acknowledge my feelings; I seeks out comfort	I occasionally engage in self-care activities Examples: When I have time, I go for a walk or make myself a good dinner; I engage in some activities I believe help me take care of myself and stay health	I know I need to engage in self-care activities, but I have not committed to doing so Examples: I know I would feel better if I worked out regularly, but I rarely do it; I know I need to eat healthy foods, but I continue to pick up fast food because it is convenient	Caring for myself as a professional is not something I think about
INTASC-2013.3 - INTASC-2013.3	Met	Met	Not Met	Not Met
INTASC-2013.9 - INTASC-2013.9	Met	Met	Not Met	Not Met
	3 Points	2 Points	1 Point	0 Points

<p>Seeking support The teacher, teacher candidate, or librarian demonstrates a commitment to seeking support when needed.</p>	<p>I always talk to or get support from others when feeling challenged, uncertain, and/or overwhelmed as an educator</p> <p>Example: When I need support, I do not hesitate to ask for help, get advice, etc.</p>	<p>I usually get support from others when feeling challenged, uncertain, and/or overwhelmed as an educator</p> <p>Examples: If I don't know what to do or times are hard, I ask for help --Talk with a mentor or someone who would listen to my feelings; Problem-solve with a peer</p>	<p>I sometimes ask for support when I feel challenged, uncertain, and/or overwhelmed. I acknowledge I need to do this more</p> <p>Example: I tend to only ask for help or support when times are really hard</p>	<p>I rarely or never ask for support when I feel challenged, uncertain, and/or overwhelmed as an educator</p>
<p>INTASC-2013.3 - INTASC-2013.3</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>
<p>INTASC-2013.9 - INTASC-2013.9</p>	<p>Met</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met</p>

Professional Behaviors & Dispositions Assessment (PBDA)-SelfCare

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.3
Standard Identifier: INTASC-2013.3
Standard Description: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Mapped to: Self-care The teacher, teacher candidate, or librarian demonstrates a commitment to self-care as an educator / Seeking support
The teacher, teacher candidate, or librarian demonstrates a commitment to seeking support when needed.

Set Title: INTASC-2013 - INTASC-2013
Standard Title: INTASC-2013.9
Standard Identifier: INTASC-2013.9
Standard Description: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Mapped to: Self-care The teacher, teacher candidate, or librarian demonstrates a commitment to self-care as an educator / Seeking support
The teacher, teacher candidate, or librarian demonstrates a commitment to seeking support when needed.
