# BSETE Disposition Rubric

**Name _____Host Teacher _____Date_____**

| 1. COMMUNICATION | | | | |
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| **Indicators** | **Unacceptable** | **Developing 1** | **Developing 2** | **Target** |
| **1a. Active Listening** - The ability to listen, interpret, and respond appropriately to others. | The candidate does not demonstrate the ability to listen, interpret, and respond appropriately to others. | The candidate rarely demonstrates the ability to listen, interpret, and respond appropriately to others. | The candidate usually demonstrates the ability to listen, interpret, and respond appropriately to others. | The candidate consistently demonstrates the ability to listen, interpret, and respond appropriately to others. |
| **1b. Nonverbal Communication** - The ability to appropriately send and receive wordless, mostly visual cues (body language). | The candidate does not demonstrate the ability to appropriately send and receive wordless, mostly visual cues (body language). | The candidate rarely demonstrates the ability to appropriately send and receive wordless, mostly visual cues (body language). | The candidate usually demonstrates the ability to appropriately send and receive wordless, mostly visual cues (body language). | The candidate consistently demonstrates the ability to appropriately send and receive wordless, mostly visual cues (body language). |
| **1c. E-mail and Electronic Communication** - The ability to use e-mail and other electronic communication (e.g., Blackboard, social media) in a professional manner. | The candidate does not demonstrate the ability to use e-mail and other electronic communication in a professional manner. | The candidate rarely demonstrates the ability to use e-mail and other electronic communication in a professional manner. | The candidate usually demonstrates the ability to use e-mail and other electronic communication in a professional manner. | The candidate consistently demonstrates the ability to use e-mail and other electronic communication in a professional manner. |
| **1d. Verbal Communication** - The ability to effectively use oral language when communicating with others, including professional language. | The candidate does not demonstrate the ability to effectively use oral language when communicating with others. | The candidate rarely demonstrates the ability to effectively use oral language when communicating with others. | The candidate usually demonstrates the ability to effectively use oral language when communicating with others. | The candidate consistently demonstrates the ability to effectively use oral language when communicating with others. |

# BSEE Disposition Rubric

| | | 2. ETHICS | | |
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| **Indicators** | **Unacceptable** | **Developing 1** | **Developing 2** | **Target** |
| **2a. Integrity** - The quality of being honest and fair; and conducting oneself in accordance with the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida. | The candidate does not demonstrate the quality of being honest and fair. | The candidate rarely demonstrates the quality of being honest and fair. | The candidate usually demonstrates the quality of being honest and fair. | The candidate consistently demonstrates the quality of being honest and fair. |
| **2b. Confidentiality -** Follows FERPA guidelines and maintains confidentiality of student information and data. | The candidate does not follow FERPA guidelines and maintain confidentiality of student information and data. | The candidate rarely follows FERPA guidelines and maintains confidentiality of student information and data. | The candidate usually follows FERPA guidelines and maintains confidentiality of student information and data. | The candidate consistently follows FERPA guidelines and maintains confidentiality of student information and data. |

# BSEE Disposition Rubric

| | 3. COLLABORATION AND COLLEGIALTY | | | |
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| **Indicators** | **Unacceptable** | **Developing 1** | **Developing 2** | **Target** |
| **3a. Approachability -** Easy to talk to, responds in a positive manner, non- threatening or intimidating, trusting. | The candidate is not easy to talk to and responds in a positive manner. | The candidate is rarely easy to talk to and responds in a positive manner. | The candidate is usually easy to talk to and responds in a positive manner. | The candidate is consistently easy to talk to and responds in a positive manner. |
| **3b. Patience -** Demonstrating the willingness to understand students & others by actively listening to concerns or problems. | The candidate does not demonstrate the willingness to understand students & others, taking the time to actively listen to concerns or problems. | The candidate rarely demonstrates the willingness to understand students & others, taking the time to actively listen to concerns or problems. | The candidate usually demonstrates the willingness to understand students & others, taking the time to actively listen to concerns or problems. | The candidate consistently demonstrates the willingness to understand students & others, taking the time to actively listen to concerns or problems. |
| **3c. Dependability -** Reliable, prepared, and punctual. | The candidate is not reliable, prepared, and punctual. | The candidate is rarely reliable, prepared, and punctual. | The candidate is usually reliable, prepared, and punctual. | The candidate is consistently reliable, prepared, and punctual. |
| **3d. Emotional Maturity -** The ability to recognize and manage emotions as well as recognize how one's own emotions might affect others. | The candidate does not demonstrate the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others. | The candidate rarely demonstrates the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others. | The candidate usually demonstrates the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others. | The candidate consistently demonstrates the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others. |
| **3e. Cooperative Nature -** The ability to work and collaborate with colleagues by sharing ideas and seeking input. | The candidate does not demonstrate the ability to work and collaborate with colleagues by sharing ideas and seeking input. | The candidate rarely demonstrates the ability to work and collaborate with colleagues by sharing ideas and seeking input. | The candidate usually demonstrates the ability to work and collaborate with colleagues by sharing ideas and seeking input. | The candidate consistently demonstrates the ability to work and collaborate with colleagues by sharing ideas and seeking input. |
| **3f. Professional Protocol -** Employing appropriate methods for expressing concerns or problems. | The candidate does not employ appropriate methods | The candidate rarely employs appropriate methods for | The candidate usually employs appropriate methods for | The candidate consistently employs appropriate methods |

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| | for expressing concerns or problems. | expressing concerns or problems. | expressing concerns or problems. | for expressing concerns or problems. |
| **3g. Appearance** - Grooming and dressing appropriately for professional education settings. | The candidate does not groom and dress appropriately for professional education settings. | The candidate rarely grooms and dresses appropriately for professional education settings. | The candidate usually grooms and dresses appropriately for professional education settings. | The candidate consistently grooms and dresses appropriately for professional education settings. |

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| | 4. COMMITMENT TO STUDENT LEARNING | | | |
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| **Indicators** | **Unacceptable** | **Developing 1** | **Developing 2** | **Target** |
| **4a. Organization -** Establishes order and provides structure for instructional materials and personal belongings. | The candidate does not establish order and provide structure for instructional materials and personal belongings. | The candidate rarely establishes order and provides structure for instructional materials and personal belongings. | The candidate usually establishes order and provides structure for instructional materials and personal belongings. | The candidate consistently establishes order and provides structure for instructional materials and personal belongings. |
| **4b. Flexibility** - Adapts to unexpected changes with a calm demeanor. | The candidate does not adapt to unexpected changes with a calm demeanor. | The candidate rarely adapts to unexpected changes with a calm demeanor. | The candidate usually adapts to unexpected changes with a calm demeanor. | The candidate consistently adapts to unexpected changes with a calm demeanor. |
| **4c. Initiative -** The energy and desire needed to complete tasks. | The candidate does not demonstrate the energy and desire needed to complete tasks. | The candidate rarely demonstrates the energy and desire needed to complete tasks. | The candidate usually demonstrates the energy and desire needed to complete tasks. | The candidate consistently demonstrates the energy and desire needed to complete tasks. |
| **4d. Independence** - The ability to handle matters and make decisions. | The candidate does not demonstrate the ability to handle matters and make decisions. | The candidate rarely demonstrates the ability to handle matters and make decisions. | The candidate usually demonstrates the ability to handle matters and make decisions. | The candidate consistently demonstrates the ability to handle matters and make decisions. |
| **4e. Resourcefulness -** The ability to find appropriate solutions to problems. | The candidate does not demonstrate the ability to find appropriate solutions to problems. | The candidate rarely demonstrates the ability to find appropriate solutions to problems. | The candidate usually demonstrates the ability to find appropriate solutions to problems. | The candidate consistently demonstrates the ability to find appropriate solutions to problems. |
| **4f. Problem Solving -** The application of critical thinking skills to reach a desired goal or solution. | The candidate does not demonstrate the application of critical thinking skills to reach a desired goal or solution. | The candidate rarely demonstrates the application of critical thinking skills to reach a desired goal or solution. | The candidate usually demonstrates the application of critical thinking skills to reach a desired goal or solution. | The candidate consistently demonstrates the application of critical thinking skills to reach a desired goal or solution. |
| **4g. Work Ethic -** Demonstrates diligence, self-discipline, and | The candidate does not demonstrate diligence, self-discipline, and | The candidate rarely demonstrates diligence, self-discipline, and | The candidate usually demonstrates diligence, self-discipline, and | The candidate consistently demonstrates diligence, self-discipline, and |

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| dedication to completing a task. | dedication to completing a task. | dedication to completing a task. | dedication to completing a task. | dedication to completing a task. |
| **4h. Role Model -** Upholds personal standards and appropriate behavior, earns the admiration of others, the kind of individual that others aspire to be like. | The candidate does not uphold personal standards and appropriate behavior. | The candidate rarely upholds personal standards and appropriate behavior. | The candidate usually upholds personal standards and appropriate behavior. | The candidate consistently upholds personal standards and appropriate behavior. |
| **4i. Commitment to Teaching -** The desire to be a teacher, liking the job and working with students, having a passion for education/teaching, seeing teaching as more than just a job. | The candidate does not demonstrate a desire to be a teacher, liking the job and working with students. | The candidate rarely demonstrates a desire to be a teacher, liking the job and working with students. | The candidate usually demonstrates a desire to be a teacher, liking the job and working with students. | The candidate consistently demonstrates a desire to be a teacher, liking the job and working with students. |

# BSEE Disposition Rubric

| 5. RESPECT FOR DIVERSITY | | | | |
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| **Indicators** | **Unacceptable** | **Developing 1** | **Developing 2** | **Target** |
| **5a. Empathy -** Thoughtfulness, compassion, and understanding toward students & others. | The candidate does not demonstrate thoughtfulness, compassion, and understanding toward students & others. | The candidate rarely demonstrates thoughtfulness, compassion, and understanding toward students & others. | The candidate usually demonstrates thoughtfulness, compassion, and understanding toward students & others. | The candidate consistently demonstrates thoughtfulness, compassion, and understanding toward students & others. |
| **5b. Acceptance -** Respects and tolerates diversity, is non-judgmental, sensitive or empathetic to diversity, including people with disabilities. | The candidate does not respect and tolerate diversity. | The candidate rarely respects and tolerates diversity. | The candidate usually respects and tolerates diversity. | The candidate consistently respects and tolerates diversity. |
| **5c. Equity -** Creates opportunities for all students to be successful. | The candidate does not create opportunities for all students to be successful. | The candidate rarely creates opportunities for all students to be successful. | The candidate usually creates opportunities for all students to be successful. | The candidate consistently creates opportunities for all students to be successful. |
| **5d. Social Consciousness** - Seeks out information from multiple sources, including family and community resources as well as more formal sources, such as research and professional organizations. | The candidate does not seek out information from multiple sources, including family and community resources as well as more formal sources, such as research and professional organizations. | The candidate rarely seeks out information from multiple sources, including family and community resources as well as more formal sources, such as research and professional organizations. | The candidate usually seeks out information from multiple sources, including family and community resources as well as more formal sources, such as research and professional organizations. | The candidate consistently seeks out information from multiple sources, including family and community resources as well as more formal sources, such as research and professional organizations. |

# BSEE Disposition Rubric

| 6. CONTINUOUS IMPROVEMENT AND PROFESSIONAL LEARNING | | | | |
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| **Indicators** | **Unacceptable** | **Developing 1** | **Developing 2** | **Target** |
| **6a. Use of feedback for continuous improvement** - The ability to willingly receive professional feedback and apply when needed in order to maximize student progress. | The candidate does not demonstrate the ability to willingly receive professional feedback and apply when needed in order to maximize student progress. | The candidate rarely demonstrates the ability to willingly receive professional feedback and apply when needed in order to maximize student progress. | The candidate usually demonstrates the ability to willingly receive professional feedback and apply when needed in order to maximize student progress. | The candidate consistently demonstrates the ability to willingly receive professional feedback and apply when needed in order to maximize student progress. |
| **6b. Critical Thinking** - The ability to objectively analyze an issue in order to form a judgment or make a decision. | The candidate does not demonstrate the ability to objectively analyze an issue in order to form a judgment or make a decision. | The candidate rarely demonstrates the ability to objectively analyze an issue in order to form a judgment or make a decision. | The candidate usually demonstrates the ability to objectively analyze an issue in order to form a judgment or make a decision. | The candidate consistently demonstrates the ability to objectively analyze an issue in order to form a judgment or make a decision. |
| **6c. Reflective Practice** - The ability to reflect upon one's own classroom instruction and management in order to utilize the process of continuous learning. | The candidate does not demonstrate the ability to reflect upon one's own classroom instruction and management in order to utilize the process of continuous learning. | The candidate rarely demonstrates the ability to reflect upon one's own classroom instruction and management in order to utilize the process of continuous learning. | The candidate usually demonstrates the ability to reflect upon one's own classroom instruction and management in order to utilize the process of continuous learning. | The candidate consistently demonstrates the ability to reflect upon one's own classroom instruction and management in order to utilize the process of continuous learning. |
| **6d. Perseverance** - The continued effort to achieve a result despite challenges. | The candidate does not demonstrate the continued effort to achieve a result despite challenges. | The candidate rarely demonstrates the continued effort to achieve a result despite challenges. | The candidate usually demonstrates the continued effort to achieve a result despite challenges. | The candidate consistently demonstrates the continued effort to achieve a result despite challenges. |