

BSETE Disposition Rubric

Name _____ Host Teacher _____ Date _____

1. COMMUNICATION

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

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2. ETHICS

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.

3. COLLABORATION AND COLLEGIALLY

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.

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Indicators	Unacceptable	Developing 1	Developing 2	Target
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 for expressing concerns or problems.	The candidate rarely employs appropriate methods for expressing concerns or problems.	The candidate usually employs appropriate methods for expressing concerns or problems.	The candidate consistently employs appropriate methods 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

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 dedication to completing a task.	The candidate does not demonstrate diligence, self discipline, and dedication to completing a task.	The candidate rarely demonstrates diligence, self discipline, and dedication to completing a task.	The candidate usually demonstrates diligence, self discipline, and dedication to completing a task.	The candidate consistently demonstrates diligence, self discipline, and dedication to completing a task.

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Indicators	Unacceptable	Developing 1	Developing 2	Target
<p>4h. Role Model - Upholds personal standards and appropriate behavior, earns the admiration of others, the kind of individual that others aspire to be like.</p>	<p>The candidate does not uphold personal standards and appropriate behavior.</p>	<p>The candidate rarely upholds personal standards and appropriate behavior.</p>	<p>The candidate usually upholds personal standards and appropriate behavior.</p>	<p>The candidate consistently upholds personal standards and appropriate behavior.</p>
<p>4i. Commitment to Teaching - The desire to be a teacher, like the job and working with students, having a passion for education/teaching, seeing teaching as more than just a job.</p>	<p>The candidate does not demonstrate a desire to be a teacher, liking the job and working with students.</p>	<p>The candidate rarely demonstrates a desire to be a teacher, liking the job and working with students.</p>	<p>The candidate usually demonstrates a desire to be a teacher, liking the job and working with students.</p>	<p>The candidate consistently demonstrates a desire to be a teacher, liking the job and working with students.</p>

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5. CONTINUOUS IMPROVEMENT AND PROFESSIONAL LEARNING

Indicators	Unacceptable	Developing 1	Developing 2	Target
5a. 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.
5b. 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.
5c. 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.
5d. 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.