

**Florida State University – Educator Preparation Unit  
Dispositional Evaluation Rubric**

<b>1. COMMUNICATION</b>	
<p>1a. Active Listening</p> <p>The ability to listen, interpret, and respond appropriately to others.</p>	<p><b>Unacceptable:</b></p> <p>The candidate does not demonstrate the ability to listen, interpret, and respond appropriately to others.</p>
	<p><b>Developing 1:</b></p> <p>The candidate rarely demonstrates the ability to listen, interpret, and respond appropriately to others.</p>
	<p><b>Developing 2:</b></p> <p>The candidate usually demonstrates the ability to listen, interpret, and respond appropriately to others.</p>
	<p><b>Target:</b></p> <p>The candidate consistently demonstrates the ability to listen, interpret, and respond appropriately to others.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p>1b. Nonverbal Communication</p> <p>The ability to appropriately send and receive wordless, mostly visual cues (body language).</p>	<p><b>Unacceptable:</b></p> <p>The candidate does not demonstrate the ability to appropriately send and receive wordless, mostly visual cues (body language).</p>
	<p><b>Developing 1:</b></p> <p>The candidate rarely demonstrates the ability to appropriately send and receive wordless, mostly visual cues (body language).</p>
	<p><b>Developing 2:</b></p> <p>The candidate usually demonstrates the ability to appropriately send and receive wordless, mostly visual cues (body language).</p>
	<p><b>Target:</b></p>

	<p>The candidate consistently demonstrates the ability to appropriately send and receive wordless, mostly visual cues (body language).</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p>1c. E-mail and Electronic Communication</p> <p>The ability to use e-mail and other electronic communication (e.g., Blackboard, social media) in a professional manner.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the ability to use e-mail and other electronic communication in a professional manner.</p> <p><b>Developing 1:</b> The candidate rarely demonstrates the ability to use e-mail and other electronic communication in a professional manner.</p> <p><b>Developing 2:</b> The candidate usually demonstrates the ability to use e-mail and other electronic communication in a professional manner.</p> <p><b>Target:</b> The candidate consistently demonstrates the ability to use e-mail and other electronic communication in a professional manner.</p>
<p>1d. Verbal Communication</p> <p>The ability to effectively use oral language when communicating with others, including professional language.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the ability to effectively use oral language when communicating with others.</p> <p><b>Developing 1:</b> The candidate rarely demonstrates the ability to effectively use oral language when communicating with others.</p> <p><b>Developing 2:</b></p>

	The candidate usually demonstrates the ability to effectively use oral language when communicating with others.
	<p><b>Target:</b> The candidate consistently demonstrates the ability to effectively use oral language when communicating with others.</p>
	<b>Unobserved (Cannot Rate)</b>
<b>2. ETHICS</b>	
<p>2a. Integrity</p> <p>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.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the quality of being honest and fair.</p>
	<p><b>Developing 1:</b> The candidate rarely demonstrates the quality of being honest and fair.</p>
	<p><b>Developing 2:</b> The candidate usually demonstrates the quality of being honest and fair.</p>
	<p><b>Target:</b> The candidate consistently demonstrates the quality of being honest and fair.</p>
	<b>Unobserved (Cannot Rate)</b>
<p>2b. Confidentiality</p> <p>Follows FERPA guidelines and maintains confidentiality of student information and data.</p>	<p><b>Unacceptable:</b> The candidate does not follow FERPA guidelines and maintain confidentiality of student information and data.</p>
	<p><b>Developing 1:</b> The candidate rarely follows FERPA guidelines and maintains confidentiality of student information and</p>

	data.
	<p><b>Developing 2:</b> The candidate usually follows FERPA guidelines and maintains confidentiality of student information and data.</p>
	<p><b>Target:</b> The candidate consistently follows FERPA guidelines and maintains confidentiality of student information and data.</p>
	<b>Unobserved (Cannot Rate)</b>
<b>3. COLLABORATION AND COLLEGIALITY</b>	
<p>3a. Approachability Easy to talk to, responds in a positive manner, non- threatening or intimidating, trusting.</p>	<p><b>Unacceptable:</b> The candidate is not easy to talk to and responds in a positive manner.</p>
	<p><b>Developing 1:</b> The candidate is rarely easy to talk to and responds in a positive manner.</p>
	<p><b>Developing 2:</b> The candidate is usually easy to talk to and responds in a positive manner.</p>
	<p><b>Target:</b> The candidate is consistently easy to talk to and responds in a positive manner.</p>
	<b>Unobserved (Cannot Rate)</b>
<p>3b. Patience Demonstrating the</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the willingness to understand students &amp; others, taking the time to</p>

willingness to understand students & others by actively listening to concerns or problems.	actively listen to concerns or problems.
	<b>Developing 1:</b> The candidate rarely demonstrates the willingness to understand students & others, taking the time to actively listen to concerns or problems.
	<b>Developing 2:</b> The candidate usually demonstrates the willingness to understand students & others, taking the time to actively listen to concerns or problems.
	<b>Target:</b> The candidate consistently demonstrates the willingness to understand students & others, taking the time to actively listen to concerns or problems.
	<b>Unobserved (Cannot Rate)</b>
3c. Dependability Reliable, prepared, and punctual.	<b>Unacceptable:</b> The candidate is not reliable, prepared, and punctual.
	<b>Developing 1:</b> The candidate is rarely reliable, prepared, and punctual.
	<b>Developing 2:</b> The candidate is usually reliable, prepared, and punctual.
	<b>Target:</b> The candidate is consistently reliable, prepared, and punctual.
	<b>Unobserved (Cannot Rate)</b>

<p>3d. Emotional Maturity</p> <p>The ability to recognize and manage emotions as well as recognize how one's own emotions might affect others.</p>	<p><b>Unacceptable:</b></p> <p>The candidate does not demonstrate the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others.</p>
	<p><b>Developing 1:</b></p> <p>The candidate rarely demonstrates the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others.</p>
	<p><b>Developing 2:</b></p> <p>The candidate usually demonstrates the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others.</p>
	<p><b>Target:</b></p> <p>The candidate consistently demonstrates the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p>3e. Cooperative Nature</p> <p>The ability to work and collaborate with colleagues by sharing ideas and seeking input.</p>	<p><b>Unacceptable:</b></p> <p>The candidate does not demonstrate the ability to work and collaborate with colleagues by sharing ideas and seeking input.</p>
	<p><b>Developing 1:</b></p> <p>The candidate rarely demonstrates the ability to work and collaborate with colleagues by sharing ideas and seeking input.</p>
	<p><b>Developing 2:</b></p> <p>The candidate usually demonstrates the ability to work and collaborate with colleagues by sharing ideas and seeking input.</p>

	<p><b>Target:</b> The candidate consistently demonstrates the ability to work and collaborate with colleagues by sharing ideas and seeking input.</p> <p><b>Unobserved (Cannot Rate)</b></p>
<p>3f. Professional Protocol Employing appropriate methods for expressing concerns or problems.</p>	<p><b>Unacceptable:</b> The candidate does not employ appropriate methods for expressing concerns or problems.</p> <p><b>Developing 1:</b> The candidate rarely employs appropriate methods for expressing concerns or problems.</p> <p><b>Developing 2:</b> The candidate usually employs appropriate methods for expressing concerns or problems.</p> <p><b>Target:</b> The candidate consistently employs appropriate methods for expressing concerns or problems.</p> <p><b>Unobserved (Cannot Rate)</b></p>
<p>3g. Appearance Grooming and dressing appropriately for professional education settings.</p>	<p><b>Unacceptable:</b> The candidate does not groom and dress appropriately for professional education settings.</p> <p><b>Developing 1:</b> The candidate rarely grooms and dresses appropriately for professional education settings.</p> <p><b>Developing 2:</b> The candidate usually grooms and dresses appropriately for professional education settings.</p>

	<p><b>Target:</b> The candidate consistently grooms and dresses appropriately for professional education settings.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p><b>4. COMMITMENT TO STUDENT LEARNING</b></p>	
<p>4a. Organization Establishes order and provides structure for instructional materials and personal belongings.</p>	<p><b>Unacceptable:</b> The candidate does not establish order and provide structure for instructional materials and personal belongings.</p>
	<p><b>Developing 1:</b> The candidate rarely establishes order and provides structure for instructional materials and personal belongings.</p>
	<p><b>Developing 2:</b> The candidate usually establishes order and provides structure for instructional materials and personal belongings.</p>
	<p><b>Target:</b> The candidate consistently establishes order and provides structure for instructional materials and personal belongings.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p>4b. Flexibility Adapts to unexpected changes with a calm</p>	<p><b>Unacceptable:</b> The candidate does not adapt to unexpected changes with a calm demeanor.</p>
	<p><b>Developing 1:</b></p>



demeanor.	The candidate rarely adapts to unexpected changes with a calm demeanor.
	<b>Developing 2:</b> The candidate usually adapts to unexpected changes with a calm demeanor.
	<b>Target:</b> The candidate consistently adapts to unexpected changes with a calm demeanor.
	<b>Unobserved (Cannot Rate)</b>
4c. Initiative The energy and desire needed to complete tasks.	<b>Unacceptable:</b> The candidate does not demonstrate the energy and desire needed to complete tasks.
	<b>Developing 1:</b> The candidate rarely demonstrates the energy and desire needed to complete tasks.
	<b>Developing 2:</b> The candidate usually demonstrates the energy and desire needed to complete tasks.
	<b>Target:</b> The candidate consistently demonstrates the energy and desire needed to complete tasks.
	<b>Unobserved (Cannot Rate)</b>
4d. Independence The ability to handle matters and make decisions.	<b>Unacceptable:</b> The candidate does not demonstrate the ability to handle matters and make decisions.
	<b>Developing 1:</b> The candidate rarely demonstrates the ability to handle matters and make decisions.

	<p><b>Developing 2:</b> The candidate usually demonstrates the ability to handle matters and make decisions.</p>
	<p><b>Target:</b> The candidate consistently demonstrates the ability to handle matters and make decisions.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p>4e. Resourcefulness The ability to find appropriate solutions to problems.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the ability to find appropriate solutions to problems.</p>
	<p><b>Developing 1:</b> The candidate rarely demonstrates the ability to find appropriate solutions to problems.</p>
	<p><b>Developing 2:</b> The candidate usually demonstrates the ability to find appropriate solutions to problems.</p>
	<p><b>Target:</b> The candidate consistently demonstrates the ability to find appropriate solutions to problems.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p>4f. Problem Solving The application of critical thinking skills to reach a desired goal or solution.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the application of critical thinking skills to reach a desired goal or solution.</p>
	<p><b>Developing 1:</b> The candidate rarely demonstrates the application of critical thinking skills to reach a desired goal or solution.</p>

	<p><b>Developing 2:</b> The candidate usually demonstrates the application of critical thinking skills to reach a desired goal or solution.</p> <p><b>Target:</b> The candidate consistently demonstrates the application of critical thinking skills to reach a desired goal or solution.</p> <p><b>Unobserved (Cannot Rate)</b></p>
<p>4g. Work Ethic Demonstrates diligence, self-discipline, and dedication to completing a task.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate diligence, self-discipline, and dedication to completing a task.</p> <p><b>Developing 1:</b> The candidate rarely demonstrates diligence, self-discipline, and dedication to completing a task.</p> <p><b>Developing 2:</b> The candidate usually demonstrates diligence, self-discipline, and dedication to completing a task.</p> <p><b>Target:</b> The candidate consistently demonstrates diligence, self-discipline, and dedication to completing a task.</p> <p><b>Unobserved (Cannot Rate)</b></p>
<p>4h. Role Model Upholds personal standards and appropriate behavior, earns the admiration of</p>	<p><b>Unacceptable:</b> The candidate does not uphold personal standards and appropriate behavior.</p> <p><b>Developing 1:</b> The candidate rarely upholds personal standards and appropriate behavior.</p>

<p>others, the kind of individual that others aspire to be like.</p>	<p><b>Developing 2:</b> The candidate usually upholds personal standards and appropriate behavior.</p>
	<p><b>Target:</b> The candidate consistently upholds personal standards and appropriate behavior.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p>4i. Commitment to Teaching</p> <p>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.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate a desire to be a teacher, liking the job and working with students.</p>
	<p><b>Developing 1:</b> The candidate rarely demonstrates a desire to be a teacher, liking the job and working with students.</p>
	<p><b>Developing 2:</b> The candidate usually demonstrates a desire to be a teacher, liking the job and working with students.</p>
	<p><b>Target:</b> The candidate consistently demonstrates a desire to be a teacher, liking the job and working with students.</p>
	<p><b>Unobserved (Cannot Rate)</b></p>
<p><b>5. RESPECT FOR DIVERSITY</b></p>	
<p>5a. Empathy</p> <p>Thoughtfulness, compassion, and understanding toward students &amp; others.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate thoughtfulness, compassion, and understanding toward students &amp; others.</p>
	<p><b>Developing 1:</b> The candidate rarely demonstrates thoughtfulness, compassion, and understanding toward students &amp;</p>

	others.
	<p><b>Developing 2:</b> The candidate usually demonstrates thoughtfulness, compassion, and understanding toward students &amp; others.</p>
	<p><b>Target:</b> The candidate consistently demonstrates thoughtfulness, compassion, and understanding toward students &amp; others.</p>
	<b>Unobserved (Cannot Rate)</b>
<p>5b. Acceptance Respects and tolerates diversity, is non-judgmental, sensitive or empathetic to diversity, including people with disabilities.</p>	<p><b>Unacceptable:</b> The candidate does not respect and tolerate diversity.</p>
	<p><b>Developing 1:</b> The candidate rarely respects and tolerates diversity.</p>
	<p><b>Developing 2:</b> The candidate usually respects and tolerates diversity.</p>
	<p><b>Target:</b> The candidate consistently respects and tolerates diversity.</p>
	<b>Unobserved (Cannot Rate)</b>
<p>5c. Equity Creates opportunities for all students to be</p>	<p><b>Unacceptable:</b> The candidate does not create opportunities for all students to be successful.</p>
	<p><b>Developing 1:</b></p>

successful.	The candidate rarely creates opportunities for all students to be successful.
	<b>Developing 2:</b> The candidate usually creates opportunities for all students to be successful.
	<b>Target:</b> The candidate consistently creates opportunities for all students to be successful.
	<b>Unobserved (Cannot Rate)</b>
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.	<b>Unacceptable:</b> 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.
	<b>Developing 1:</b> 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.
	<b>Developing 2:</b> 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.
	<b>Target:</b> 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.
	<b>Unobserved (Cannot Rate)</b>
<b>6. CONTINUOUS IMPROVEMENT AND PROFESSIONAL LEARNING</b>	

<p>6a. Use of feedback for continuous improvement</p> <p>The ability to willingly receive professional feedback and apply when needed in order to maximize student progress.</p>	<p><b>Unobserved (Cannot Rate)</b></p> <hr/> <p><b>Unacceptable:</b> The candidate does not demonstrate the ability to willingly receive professional feedback and apply when needed in order to maximize student progress.</p> <hr/> <p><b>Developing 1:</b> The candidate rarely demonstrates the ability to willingly receive professional feedback and apply when needed in order to maximize student progress.</p> <hr/> <p><b>Developing 2:</b> The candidate usually demonstrates the ability to willingly receive professional feedback and apply when needed in order to maximize student progress.</p> <hr/> <p><b>Target:</b> The candidate consistently demonstrates the ability to willingly receive professional feedback and apply when needed in order to maximize student progress.</p>
<p>6b. Critical Thinking</p> <p>The ability to objectively analyze an issue in order to form a judgment or make a decision.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the ability to objectively analyze an issue in order to form a judgment or make a decision.</p> <hr/> <p><b>Developing 1:</b> The candidate rarely demonstrates the ability to objectively analyze an issue in order to form a judgment or make a decision.</p> <hr/> <p><b>Developing 2:</b> The candidate usually demonstrates the ability to objectively analyze an issue in order to form a judgment or make a decision.</p>

	<p><b>Target:</b> The candidate consistently demonstrates the ability to objectively analyze an issue in order to form a judgment or make a decision.</p>
<p>6c. Reflective Practice The ability to reflect upon one's own classroom instruction and management in order to utilize the process of continuous learning.</p>	<p><b>Unobserved (Cannot Rate)</b></p> <p><b>Unacceptable:</b> 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.</p> <p><b>Developing 1:</b> 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.</p> <p><b>Developing 2:</b> 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.</p> <p><b>Target:</b> 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.</p> <p><b>Unobserved (Cannot Rate)</b></p>
<p>6d. Perseverance The continued effort to achieve a result despite challenges.</p>	<p><b>Unacceptable:</b> The candidate does not demonstrate the continued effort to achieve a result despite challenges.</p> <p><b>Developing 1:</b> The candidate rarely demonstrates the continued effort to achieve a result despite challenges.</p>



	<b>Developing 2:</b> The candidate usually demonstrates the continued effort to achieve a result despite challenges.
	<b>Target:</b> The candidate consistently demonstrates the continued effort to achieve a result despite challenges.
	<b>Unobserved (Cannot Rate)</b>