

8.3 Demonstrates the behavioral and emotional stability required of professional educators.

	Basic (1.0-1.9)	Developing (2.0-2.9)	Proficient (3.0-3.9)	Advanced (4.0)
Conduct	Evidence is documented of a) serious infractions of rules for conduct as stated in the <i>CSU-Pueblo Student Handbook</i> that result in disciplinary action or b) evidence on the CBI report of misconduct that would negate gaining a teaching license and/or assignment to a field experience. Documentation of either a or b will lead to dismissal from the program	Evidence is documented of either a) Infractions of rules for conduct and behavior as stated in the <i>CSU-Pueblo Student Handbook</i> or b) uncivil behavior (as defined on the course syllabus) in a classroom (behavior persists after feedback from the instructor); CBI report provides no feedback of concerns	Feedback from faculty and teachers familiar with the student documents that the student models behavior which supports the democratic ideal, following the laws of the classroom, university, school district, and greater community; CBI report provides no feedback of concerns	To be rated "advanced," the student must meet all of the criteria for "proficient" AND evidence exists through a) ratings of field experience teachers and b) direct observation and feedback from the cooperating teacher during student teaching that the student models behavior which supports the democratic ideal
Emotional Stability	Evidence is documented of serious emotional instability that would be harmful to the learning or to the health and safety of K-12 students, teachers, or CSU-Pueblo colleagues and faculty; documentation will lead to dismissal from the program	Evidence is documented of emotional instability that, if occurring in a school setting, would adversely affect the student's success as a teacher or would adversely affect the learning or the health and safety of K-12 students, teachers, or CSU-Pueblo colleagues and faculty (e.g., lack of self-control, outbursts of anger)	Feedback from faculty and teachers familiar with the student documents the emotional stability required of teachers (controlling emotions to act objectively and fairly, able to react objectively and fairly even in stressful and provoking situations, thoughtful and realistic understanding of the social and emotional environment)	To be rated "advanced," the student must meet all of the criteria for "proficient" AND evidence exists through a) ratings of field experience teachers and b) direct observation and feedback from the cooperating teacher during student teaching that the student demonstrates the emotional stability required of teachers

Operationalization/Criteria:

Guidelines for Admission to Education:

1. Benchmark for admission is a rating of "proficient" on both dimensions: *S/he demonstrates consistent behavioral and emotional stability.*
2. To score, review faculty and classroom teacher evaluations and any additional information in TEIMS and average the ratings. Any rating of "basic" or "developing" be followed up with a recommendation of admission with reservations. Note: CBI checks are evaluated by the Coordinator of Field Experiences and the Associate Dean.

Evidence to be Evaluated:

Faculty and field experience teacher evaluations, notes included in student's file, intervention/support plans

Guidelines for Admission to Student Teaching:

Benchmark is a rating of "proficient" on both dimensions. This rating requires continued adherence to requirements for proficiency over the time the student is in the program.

Evidence to be Evaluated:

Faculty and field experience evaluations, notes included in student's file, intervention/support plans indicating satisfactory progress

Guidelines for Program Completion/Student Teaching:

Benchmark is a rating of "proficient" on both dimensions. This rating requires continued consistent adherence to requirements over the time the student is in the program, including student teaching. The Inventory narrative may cite consistency of information; e.g., *Ratings of faculty and classroom teachers over a two year period of time are consistently proficient or advanced.*

Evidence to be Evaluated:

Field experience teacher evaluations, notes in student's file, intervention/support plans AND direct observation during student teaching and feedback from cooperating teacher

Rationale:

Barr, A.S. (1958). Characteristics of successful teachers. *Phi Delta Kappan*, 282-284.

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Diez, M.E., & Raths, J.D. (2007). *Dispositions in teacher education: Their nature, development, and assessment*. IAP.

Interstate New Teacher Assessment and Support Consortium (INTASC). (1991). *Model standards for beginning teacher licensing and development*. Washington, DC: Council of Chief State School Officers. Available at <http://www.coe.ilstu.edu/ncate/intascprinciples.htm>.

Katz, L. G. (1993). *Dispositions as educational goals*. ERIC Clearinghouse on Elementary and Early Childhood Education. EDO-PS-93-10.

Levis, D.S. (1987). Teachers' personality. In M.J. Dunkin (Ed.), *Encyclopedia of teaching and teacher education* (pp. 585-588). New York: Pergamon.

National Mental Health Information Center (2005). *Tips for teachers*. Available at www.mentalhealth.org/cmhs/TraumaticEvents/teachers.asp.

Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. *Review of Educational Research*, 51 (4), 455-498.

Sockett, H. (2006). Character, rules and relationships. In H. Sockett (Ed.), *Teacher dispositions: Building a teacher education framework of moral standards* (pp. 9-25). Washington, DC: AACTE Publications.

Sparks, R. & Lipka, R.P. (1992). *Characteristics of Master Teachers: Personality Factors, Self-Concept, Locus of Control, and Pupil Control Ideology*. *Journal of Personnel Evaluation in Education*, 5, 303-311.

Wasicsko, M. M. (2001). *Assessing Educator Dispositions: A Perceptual Psychological Approach*. (Formerly Eric Document No. ED 193 193).