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

<table>
<thead>
<tr>
<th>Conduct</th>
<th>Basic (1.0-1.9)</th>
<th>Developing (2.0-2.9)</th>
<th>Proficient (3.0-3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence is documented of a) serious</td>
<td>Evidence is documented of either a) infraction of rules for conduct and behavior as stated in the CSU-Pueblo Student Handbook 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</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

| 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: