

**Alabama State University  
College of Education & Field and Clinical Experiences  
Clinical Experience Observation Instrument (CEOI)**

**Name:** \_\_\_\_\_ **CWID:** \_\_\_\_\_ **Major:** \_\_\_\_\_

**Observation #:** Select--> \_\_\_\_\_ **Semester:** Spring 2015 **Evaluator Type:** Select-----> \_\_\_\_\_

**Enter Site:** \_\_\_\_\_ **Enter Date (MM/DD/YYYY):** \_\_\_\_\_

**Enter Subject /Grade Level:** \_\_\_\_\_ **Final Grade:** \_\_\_\_\_

**Instructions:** This rubric is used by the Cooperating Teacher, in conjunction with the University Supervisor, at mid-term and at the end of the internship to evaluate the candidates abilities.

**Rating Scale:** 1=Unacceptable 2=Basic 3=Proficient 4=Exceptional 0=Not Observed

**The candidate consistently demonstrated the ability to**

<b>A. Educational Theory and Research</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q1	Create short- and long-range plans linked to the student needs and performance, and develop plans to ensure student progress and motivation.					
Q2	Interpret and use reports from state assessments and results of other assessment to design both group and individual learning experience.					
<b>B. Contents Pedagogy</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q3	Use various types of reasoning, including inductive, spatial, and proportional.					
Q4	Solve problems using different strategies to verify and interpret results, and to draw conclusions.					
<b>C. Diverse Learners</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q5	Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experience.					
Q6	Develop culturally responsive curriculum and instruction, i.e. model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.					
Q7	Identify and refer students to diagnosis.					
<b>D. Teaching Strategies and Techniques</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q8	Organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.					
Q9	Integrate reading instruction into all content areas that one teaches.					
Q10	Communicate mathematical concepts, processes, and symbols associated with the discipline.					

<b>E. Professionalism</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q11	Practice safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.					
Q12	Articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.					
Q13	Exhibit the professional behavior and dispositions delineated in professional, state, and institutional standards, i.e. Alabama Code of Conduct, and stated CEPS dispositions.					
Q14	Collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.					
Q15	Share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth, including students with diverse needs.					
Q16.	Use professional literature, best practices, collegial assistance, and reflections to improve as a teacher and a learner.					
Q17.	Access resources to gain information about federal, state, district and school policies and procedures.					
Q18.	Maintain confidential student information in an ethical and professional manner					
Q19.	Keep accurate records including IEP's -- especially related to federal, state, and district policies -- and other records with legal implications.					
Q20	Communicate with students, parents, and the public about Alabama's assessment system and major State educational improvement initiatives.					
Q21	Communicate and collaborate with colleagues, students, parents, guardians, and significant agency personnel who are included and valued as partners.					
<b>F. Educational Environment</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q22	Create an effective learning environment in which students participate in independent and collaborative decision-making are held accountable for their actions and engage in a variety of purposeful learning activities.					
<b>G. Communication and Technology</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q23	Create a print-language-rich environment in which students participate in independent and collaborative decision-making are held accountable for their actions and engage in a variety of learning activities.					
Q24	Model effective communication strategies when conveying ideas and information, and asking questions (i.e., monitoring the effectiveness of messages, restating ideas and drawing connections, and incorporating verbal and non-verbal cues.)					
Q25	Integrate skill development in oral and written communication into areas that one teaches.					
Q26	Integrate technology into teaching the content.					
Q27	Facilitate and evaluate students' individual and collaborative use of technology, including classroom resources as well as distance and					

	online learning opportunities when available and appropriate.					
Q28	Use technology to access student progress and manage records.					
<b>H. Assessment</b>		<b>Unacceptable (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>	<b>Exceptional (4)</b>	<b>Not Observed (0)</b>
Q29	Design and implement a variety of formal and informal assessment to plan instruction, modify teaching and learning strategies, and measure and report student progress related to learning objectives.					
Q30	Develop rubrics and teach students to use them to assess their own performance.					
Q31	Evaluate students' technology proficiency and students' technology-based products within content areas.					
<b>I. Summary</b>		<b>Emerging (1) (Beginner)</b>	<b>Applying (2) (Needs Improvement)</b>	<b>Integrating (3) (Proficient)</b>	<b>Innovating (4) (Exceptional)</b>	<b>Not Observed (0)</b>
Q32	<b>EVALUATION SUMMARY</b>					

Comments:

Student Signature: \_\_\_\_\_ Doe, Jane

University Supervisor \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_