

Rubric #2

Jacksonville State University
 College of Education and Professional Studies
Clinical Experiences Observation Instrument (CEOI)

Instructions:
 the candidate

Candidate's n

Student #:

Color Codes:

- Orange:** Aligned with "Fairness" as a disposition
- Green:** Aligned with "Belief that all students can learn" as a disposition
- Blue:** Aligned with both "Fairness and Belief that all students can learn" as dispositions

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Final Grade: _____

Rating Scale: 1= Unacceptable 2= Basic 3= Proficient 4= Exceptional N/O=Not Observed

The candidate consistently demonstrated the ability to	Rating Scale				
	1	2	3	4	N/O
Educational Theory and Research					
1. Create short- and long—range plans linked to student needs and performance, and develop plans to ensure student progress and motivation.					
2. Interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.					
Content Pedagogy					
3. Use various types of reasoning, including inductive, deductive, spatial, and proportional.					
4. Solve problems using different strategies to verify and interpret results, and to draw conclusions.					
Diverse Learners					
5. Recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.					
6. Develop culturally responsive curriculum and instruction, i.e. model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instructions.					
7. Identify and refer students for diagnosis for special services.					
Teaching Strategies and Techniques					
8. Organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.					
9. Integrate reading instruction into all content areas that one teaches.					
10. Communicate mathematical concepts, processes, and symbols associated with the discipline.					
Professionalism					
11. Practice safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.					
12. Articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.					
13. Exhibit the professional behavior and dispositions delineated in professional, state, and institutional standards, i.e. Alabama Code of Conduct, and stated CEPS dispositions.					
14. Collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instructions.					
15. Share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth, including students with diverse needs.					
16. Use professional literature, best practices, collegial assistance, and reflections to improve as a teacher and a learner.					
17. Access resources to gain information about federal, state, district, and school policies and procedures.					
18. Maintain confidential student information in an ethical and professional manner.					
19. Keep accurate records including IEPs, especially records related to federal, state, and district policies and other records with legal implications.					
20. Communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.					
21. Communicate and collaborate with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.					
Educational Environment					
22. 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.					
Communication and Technology					

23. 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 purposeful learning activities.					
24. 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.)					
25. Integrate skill development in oral and written communications into areas that one teaches.					
26. Select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.					
27. Integrate technology into teaching the content.					
28. 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.					
29. Use technology to assess student progress and manage records.					
Assessment	1	2	3	4	N/O
30. Design and implement a variety of formal and informal assessments to plan instruction, modify teaching and learning strategies, and measure and report student progress related to learning objectives.					
31. Develop rubrics and to teach students how to use them to assess their own performances.					
32. Evaluate student's technology proficiency and students' technology-based products within content areas.					

Comments:

Candidate's Signature _____

Cooperating Teacher's Signature _____

University Supervisor's Signature _____