Ramapo College of New Jersey
Teacher Education and Certification Program

Observation and Conference Report

Overview

The Observation and Conference Report is a performance-based, formative assessment instrument used to provide feedback to teacher candidates (also referred to as clinical interns) on observed lessons. The Observation and Conference Report (OCR) is used by both clinical supervisors and cooperating teachers during Clinical Practice I and Clinical Practice II. It is closely aligned with the Clinical Competency Inventory (CCI) evaluation instrument and will help guide the development of the teacher candidate throughout Clinical Practice.

During **Clinical Practice I**, the clinical supervisor will observe the clinical intern teach three (3) separate lessons (1 informal observation and 2 formal observations) and conduct post-observation conferences for each, as well as complete the OCR after each of the two (2) formally observed lessons. The cooperating teacher will complete one (1) OCR after one (1) formal observation and post-observation conference. This should be a co-observation with the supervisor, if possible.

During **Clinical Practice II**, the clinical supervisor will formally observe the clinical intern teach six (6) separate lessons and conduct post-observation conferences for each, as well as complete the OCR for each of the six (6) formal lessons/conferences. The cooperating teacher will complete one (1) OCR after one (1) formal observation and post-observation conference. This should be a co-observation with the supervisor, if possible.

The teacher candidate must be given a score (or marked as "Not Observed") for each indicator. Please use the "Additional Comments" section for each indicator to provide support and feedback for the candidate, specifically if issuing ratings of a "1 - Emergent" or "4 - Advanced Proficient." There are also opportunities at the end of the evaluation to document overall strengths, areas for improvement, and opportunities for reflection and growth.

All clinical supervisors and cooperating teachers must be trained before using the OCR. In-person and/or virtual training is provided at Clinical Practice Orientation at the start of the Clinical Practice internship. Online training videos are available for those who cannot attend orientation.

Scores and Ratings

The following rating scale will be used to score each clinical intern:

4 **Advanced Proficient** (Exemplary Practice): The clinical intern shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all learners.
Recommended point value: **3.5 - 4.0**.

3 **Proficient** (Basic Competence): The clinical intern shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all learners.
Recommended point value: **2.75 - 3.4**.

2 **Novice** (Limited Competence): The clinical intern continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all learners.
Recommended point value: **1.5 - 2.74**.

1 **Emergent** (Exhibits Difficulty): The clinical intern exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all learners.
Recommended point value: **0 - 1.4**.

N/O - **Not Observed**: If you did not observe a specific indicator in the classroom, please obtain additional evidence from the clinical intern demonstrating competency in that area. If you have a question or reservation, please insert a comment explaining your concerns. If you are observing a K-3 classroom, obtain approval to skip certain competencies and leave them blank.

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Observation and Conference Report

Clinical Intern's Name: _____

Date & Time of Observation: _____

Evaluator's Name: _____

Evaluator's Role (*Circle One*):   Clinical Supervisor   *or*   Cooperating Teacher

School: _____

Grade & Subject: _____

Internship and **Observation Number** (*Circle One*):

    Clinical Practice I, Formal Observation #: 1   2

    Clinical Practice II, Formal Observation #: 1   2   3   4   5   6

Please indicate the **rating** the intern achieved:

    ☐ **Advanced Proficient: 3.50 - 4.00**
    ☐ **Proficient: 2.75 - 3.40**
    ☐ **Novice: 1.50 - 2.74**
    ☐ **Emergent: 0 - 1.40**

Please indicate the **overall score** (average) the intern achieved: _____

    Scoring Instructions: *Add up the total points earned for each indicator and divide that number by the total amount of indicators scored. For example, if the intern earned "3s" across all 11 indicators, the total points earned is 33, which is then divided by 11 indicators. This equals an overall score of 3.00.*

Clinical Supervisor's Signature & Date: _____

Cooperating Teacher's Signature & Date: _____

Clinical Intern's Signature & Date: _____

Instructions: Please indicate the score earned by the intern for each of the following eleven criteria by typing an "X" to the left of the numerical score (4, 3, 2, 1 or N/O) or circling/highlighting the appropriate numerical score and corresponding performance level descriptor. For very low (1 - Emergent) or very high (4 - Advanced Proficient) ratings, you must type or write comments in the spaces designated "Additional Comments" below each indicator. Overall/general feedback should be provided at the end of the report in the designated area. Thank you!

1. Learner Development

The candidate shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

4 **Advanced Proficient**: Designs and implements developmentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social, and academic differences.

3 **Proficient**: Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners and is sensitive to their needs.

2 **Novice**: Implements learning experiences with limited competence that requires further guidance from either the cooperating teacher and/or supervisor. Needs more guidance on interacting with learners on a developmental level.

1 **Emergent**: Exhibits difficulty in implementing learning experiences and/or interacting with learners.

N/O - Not Observed

Additional "Learner Development" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

2. Learning Differences

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

4 **Advanced Proficient**: Applies and adapts instruction that engages the learners in ways that complement their learning styles. Modifies instruction to reflect the diverse cultures and communities of learners.

3 **Proficient**: Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELLs, and different learning styles.

2 **Novice**: Develops and delivers instruction to address the needs of learners on an inconsistent basis.

1 **Emergent**: Prepares and delivers instruction oriented towards the whole class.

N/O - Not Observed

Additional "Learning Differences" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

3. Learning Environment

The candidate works with others (learners, families and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4 **Advanced Proficient**: Creates an environment that encourages and supports all learners. Consistently implements effective management techniques and fosters interactions which maintain a respectful, polite, and culturally sensitive learning environment.

3 **Proficient**: Creates an environment that encourages and supports most learners. Demonstrates warmth, caring and sensitivity. Implements management techniques and facilitates interactions that are conducive to an effective learning environment.

2 **Novice**: Begins to create an environment that encourages and supports all learners. Management techniques and interactions are generally appropriate.

1 **Emergent**: Demonstrates limited classroom management techniques and interactions conducive to an effective learning environment.

N/O - Not Observed

Additional "Learning Environment" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

4. Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline/s they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

4 **Advanced Proficient**: Delivers instruction that demonstrates depth and breadth of the content knowledge, theory, and principles of the discipline. Incorporates appropriate

materials and consistently makes learning experiences meaningful and relevant which leads to mastery of subject matter.

- **3 Proficient**: Delivers instruction based on content knowledge, theory, and principles of the discipline allowing meaningful learning and mastery of subject matter.
- **2 Novice**: Delivers instruction based on superficial content knowledge, theory and principles of the discipline resulting in inconsistent learning of subject matter.
- **1 Emergent**: Delivers instruction based on insufficient content knowledge, theory, and principles of the discipline.
- **N/O - Not Observed**

Additional "Content Knowledge" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

5. Application of Content

The candidate understands how to connect concepts and use different perspectives to engage learners in critical thinking and problem solving related to authentic local and global issues.

- **4 Advanced Proficient**: Asks application, analysis, synthesis, and evaluation questions. Instruction includes making connections to concepts using many perspectives to engage all learners in critical and divergent thinking. Shows a thorough understanding of the concepts needed to engage learners and extend learners' abilities to solve real world problems.
- **3 Proficient**: Asks application, analysis, and synthesis questions. Instruction includes making connections to concepts and using a variety of perspectives to engage all learners in critical and divergent thinking. Shows a complete and correct understanding of the concepts needed in order to engage learners in making connections to solve real world problems.
- **2 Novice**: Asks recall and identification questions. Instruction includes some concept connections. Questions engage some learners in critical or divergent thinking. Shows an incomplete understanding of the concepts needed to engage learners in making connections to solve real world problems.
- **1 Emergent**: Asks factual questions and instruction does not include concept connections. Questions do not engage learners in critical thinking. Shows lack of understanding of the concepts needed in order to engage learners in making connections to solve real world problems.
- **N/O - Not Observed**

Additional "Application of Content" Comments:

(Please discuss <u>how</u> the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

6. Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

    4 **Advanced Proficient**: Uses a variety of formative and summative assessments. Provides differentiated assessments to meet individual student needs. Assessment includes specific detail and feedback. Data includes multiple measures and is used to make decisions about the student's learning and to inform the teacher's instruction.

    3 **Proficient**: Uses multiple formative and summative assessments. Engages most learners in the assessment process. Assessment includes targeted feedback to students. Data is used to guide the students' and teacher's decision making.

    2 **Novice**: Uses a few or the same methods of assessment and engages some learners in the process. Assessment includes minimal feedback to students. Some data is used to guide the students' and teacher's decision making.

    1 **Emergent**: Uses one method or inappropriate methods of assessment that do not engage learners in the process. Assessment does not include feedback to students. There is no attempt to use data driven decision making.

    N/O - Not Observed

Additional "Assessment" Comments:

(Please discuss <u>how</u> the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

7. Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

    4 **Advanced Proficient**: Plans instruction that shows complete and correct understanding of rigorous learning goals for all students. Uses knowledge of curriculum, pedagogy, community context, and all learners to plan instruction.

3 Proficient: Plans instruction that shows an understanding of the learning goals for all students. Uses knowledge of curriculum, pedagogy, community context, and learners to plan instruction.

2 Novice: Plans instruction that meets the learning goals for some students. Uses some knowledge of curriculum, pedagogy, or community context to plan instruction and takes into consideration the knowledge of some of the learners to plan instruction.

1 Emergent: Plans instruction that does not meet the learning goals for students. Uses minimal knowledge of curriculum, pedagogy, or community context to plan instruction and may not take into consideration the knowledge of learners.

N/O - Not Observed

Additional "Planning for Instruction" Comments:

(Please discuss <u>how</u> the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

4 Advanced Proficient: Uses rich and varied instructional strategies that encourage learners to develop a deep understanding of content. Strategies build and extend the learners' understanding of content to make multiple connections and apply knowledge.

3 Proficient: Uses a variety of instructional strategies that encourage learners to develop an understanding of content. Strategies build the learners' skills to make connections and apply knowledge.

2 Novice: Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.

1 Emergent: Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and apply knowledge.

N/O - Not Observed

Additional "Instructional Strategies" Comments:

(Please discuss <u>how</u> the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **4** **Advanced Proficient**: Candidate participates in ongoing professional learning which is consistently demonstrated during the lesson. Candidate uses evidence-based teaching strategies and reflection to improve their practice. Candidate modifies instruction based on feedback/results and plans lessons that nurture metacognitive skills in each learner.
- **3** **Proficient**: Candidate participates in ongoing professional learning which is demonstrated during the lesson. Uses evidence-based teaching strategies to teach students and reflects on their own practice. Candidate modifies instruction based on feedback/results and plans lessons accordingly to meet the needs of each learner.
- **2** **Novice**: Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without appropriate modifications to meet the needs of each learner.
- **1** **Emergent**: Candidate may participate in ongoing professional learning which may be demonstrated during the lesson. Candidate does not modify or adjust instruction based on feedback to meet the needs of each learner.

N/O - Not Observed

Additional "Professional Learning & Ethical Practice" Comments:

(Please discuss _how_ the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

10. Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

- **4** **Advanced Proficient**: Provides evidence of many contributions to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles in various capacities, as appropriate. Seeks out opportunities to assume additional responsibilities in the school community or the profession.
- **3** **Proficient**: Provides evidence of contributing to the school and district. Collaborates with colleagues, parents, and other school professionals. Participates in activities with parents and community, professional in-service, and assumes leadership roles, as appropriate.
- **2** **Novice**: Provides some evidence of contributions to the school and district. Communicates with colleagues, parents, and other school professionals. Sometimes participates in

activities with parents and community. Makes minimal attempt to assume leadership roles within the school.

   1 **Emergent**: Provides no evidence of contributing to the school and or district. Communicates periodically with colleagues, parents, and other school professionals. Makes little or no attempt to participate in activities with parents and community. Makes no attempt to assume leadership roles within the school.

   N/O - Not Observed

Additional "Leadership & Collaboration" Comments:

(Please discuss <u>how</u> the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

11. Professional Responsibility

The candidate acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

   4 **Advanced Proficient**: Professional interactions and practices are characterized by fairness, integrity, respect, and confidentiality. Models exemplary professional behavior by following the policies of the school, professional teaching standards, and applies the Code of Ethics to promote the success of all students.

   3 **Proficient**: Professional interactions and practices are characterized by fairness, integrity, respect, and confidentiality. Abides by the policies of the school, professional teaching standards, and Code of Ethics to promote the success of all students.

   2 **Novice**: Professional interactions and some practices may be characterized by fairness, integrity, respect, or confidentiality. Complies with the policies of the school, professional teaching standards, and Code of Ethics to promote the success of students.

   1 **Emergent**: Professional interactions and practices do not always demonstrate integrity and fairness towards all students. May not consistently follow the school's policies, regulations or timelines.

   N/O - Not Observed

Additional "Professional Responsibility" Comments:

(Please discuss <u>how</u> the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

Brief Summary of Lesson and NJ Student Learning Standards Addressed:

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_____
_____
_____

Areas of Strength:

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_____

Areas for Improvement:

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Recommendations/Reflections for Professional Growth:

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Overall Assessment of Teacher Candidate in the Classroom:

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