

# Observation & Conference Report (O&C) Overview v. 2.3

For Seton Hall Clinical Supervisors and Cooperating Teachers  
Supporting Pre-Clinical Interns in their Clinical Experiences &  
Clinical Practice 1 and  
For Seton Hall Clinical Supervisors Supporting Clinical Interns  
in their Clinical Practice 2

## Objectives of Session

- Explain the O&C and key factors relevant to implementation for both clinical supervisors and cooperating teachers.
- Review the four-point evaluation scale used for observation and feedback.
- Review the standards included in the O&C.
- Provide contact information and next steps.

## What is the Observation & Conference (O&C) Report?

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- The Observation & Conference Report (O&C) instrument was developed in partnership with other NJ teacher education programs.
- Instrument for evaluating pre-clinical and clinical interns (both observations in Clinical Practice 1 and observations 1-3 and 5&6 in Clinical Practice 2).
- Demonstrates growth of pre-clinical and clinical interns during placements.
- All standards within the O&C aligned to national InTASC Standards, NJ Professional Standards for Teaching & edTPA rubrics required of all teaching candidates prior to being recommended for certification.

## Terminology

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- Pre-clinical interns = Sophomores and Juniors completing 60 hours in a clinical experience
- Clinical interns = teacher candidates completing two semesters of clinical practice; previously student teachers
- Clinical practice = student teaching; now two semesters (typically 2 days/week fall, 5 days/week spring); Clinical Practice 1 and Clinical Practice 2 are the two semesters

## Is alignment required between Cooperating Teacher and Supervisor?

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- Ideally, pre-clinical intern evaluations are completed based on same observed lesson.
- Cooperating teachers of pre-clinical interns may use the O&C to evaluate the teacher candidate's cumulative performance during the semester.
- Cooperating teachers – for clinical interns use the O&C during Clinical Practice 1 only (CCI is used at midterm and final during Clinical Practice 2)
- Supervisors – for clinical interns use the O&C in CP 1 AND in CP 2

## Evaluation Scale and Ratings

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## Overview of Scale

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- Four-Point Scale and Not Observed
  - Used to assess the 11 standards
    - Advanced Proficient, Proficient, Novice, Emergent, Not Observed
- Continuum should show candidate's growth and development over time.
- Used:
  - Clinical Interns: CP1 – for both observations (CT and supervisor) ; CP2 - 1st, 2nd, 3rd, 5<sup>th</sup> and 6th observation (supervisor only).
  - Pre-Clinical Interns: One time by their cooperating teacher and supervisor.

## Advanced Proficient

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### **4: Advanced Proficient (Exemplary Practice)**

This is the highest rating in any given standard. This indicates there is consistent demonstration and mastery of **all** the skills and behaviors in a standard.

## Proficient

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### **3: Proficient**

The second highest rating for a given standard.

Consistently demonstrates **most** of the skills and behaviors required for a standard.

## Novice

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### **2: Novice**

Demonstrates **some** of the skills and behaviors required for the standard.

Indicates areas in need of improvement for clinical intern. Use comment section to elaborate.

# Emergent

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## 1: Emergent

Demonstrates **few** skills and behaviors required for standard.

Indicates areas in serious need of improvement. Issue early warning notice for clinical interns only.

Draw attention to these areas when meeting with clinical intern.

# Not Observed

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- Use the comment section for that standard to explain your use of Not Observed.
- Encourage clinical interns to address areas marked as Not Observed in a subsequent observation.
- Encourage pre-clinical intern to focus on these areas during future placements.

# Standards

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## Standard 1: Learner Development

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### **Standard #1: Learner Development**

- Understands how learners grow and develop.
- Designs and implements appropriate learning experiences.
- Considers developmental stages.
- Sensitivity to learner differences - culture, learning style, language, academic.

## Standard 2: Learning Differences

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### **Standard #2: Learning Differences**

- Uses understanding of individual differences and diverse cultures and communities.
- Ensures inclusive learning environments that enable each learner to meet high standards.
- Adapts instruction to individual differences in:
  - Needs
  - Language
  - Learning Styles
  - Multiple Intelligences

## Standard 3: Learning Environment

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### **Standard # 3: Learning Environment**

- Creates a physically and psychologically safe environment.
- Responds to students respectfully.
  - Candidates use warm verbal and nonverbal language toward students.
- Uses effective classroom management techniques.
  - Candidates adjust classroom space to allow students to move safely and interact appropriately when learning.

## Standard 4: Content Knowledge

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### **Standard #4: Content Knowledge**

- Designs and implements lessons that demonstrate knowledge and command of subject matter.
  - Candidates can demonstrate this by designing lessons which foster student critical thinking and problem solving skills.
  - Makes the discipline accessible and meaningful to learners
- Incorporates appropriate NJ standards within lessons.

## Standard 5: Application of Content

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### **Standard #5: Application of Content**

- Understands how to connect concepts and use differing perspectives to:
  - Engage learners in critical thinking.
  - Solve problems related to authentic local and global issues.

## Standard 6: Assessment

### Standard #6: Assessment

- Understands and uses multiple methods of assessment to engage learners in their own growth, and monitor their learning.
- Uses assessment to guide the teacher's and learner's decision making.
- Creates opportunities for students to demonstrate understanding in diverse ways.
- Provides feedback to students.
- Candidates should use assessment at different time points (formative and summative assessment).

## Standard 7: Planning for Instruction

### Standard #7: Planning for Instruction

- Plans instruction to support every student.
- Meets rigorous learning goals based on needs.
- Uses a rich variety of materials (including technology) to support goals and objectives.
- Candidates can:
  - Collaborate with others to support student learning
  - Break down content knowledge
  - Select a range of appropriate instructional resources tied to objectives

## Standard 8: Instructional Strategies

### **Standard #8: Instructional Strategies**

- Understands and uses a variety of instructional strategies.
- Develops content knowledge and skills for all learners.
- Examples:
  - Uses effective questioning to facilitate deep understanding of content.
  - Varies his/her instructional role – instructor, facilitator, coach, participant.
  - Uses a range of materials and resources to challenge students.
  - Models metacognitive processes to support comprehension.

## Standard 9: Professional Learning & Ethical Practice

### **Standard #9: Professional Learning and Ethical Practice**

- Engages in professional learning.
- Uses research and evidence to evaluate and modify practice.
- Clinical/Pre-clinical interns should:
  - Reflect on and use constructive suggestions to improve their teaching practice.
  - Reflect on areas of improvement in both content area and pedagogy.
  - Maintain accurate, confidential student records.

## Standard 10: Leadership & Collaboration

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### **Standard #10: Leadership and Collaboration**

- Seeks appropriate leadership roles and opportunities.
- Takes responsibility for student learning.
- Collaborates with learners, families, colleagues, other professionals, and community.
- Pre-clinical and clinical interns may provide evidence of contributing to school/district by offering assistance and participating in school events

## Standard 11: Professional Responsibility

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- The candidate acts in accordance with legal responsibilities and uses integrity and fairness to promote the success of students.
- Knows the Code of Ethics of the profession and is professional in all interactions.
- Follows the school's professional code of conduct, regulations and timelines.
- Dress is professional.
- Demonstrates punctuality and dependability.

## Next Steps

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## Final Grade

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- Grade of Pass – Pass with Reservation – Fail determined by scores for each indicator
- Grades are calculated for Clinical Experiences 1, 2 and 3 and Clinical Practice 1
- Grades from CT and Clinical Supervisor evaluations determine teacher candidate grade for placement that semester
- P – PWR – Fail scores are a continuum over placements; levels are on the O&C available at <http://blogs.shu.edu/cear>

## Tips

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- Note: You can save a PDF copy of the evaluation before you hit submit.
- Once O&C is complete, in order to submit, scroll to the bottom of the last page and click the “Blue Arrows” button.
- Students receive a confirmation email once evaluation is submitted.
- The evaluation should be used as a conference tool.

## Supervisor and Cooperating Teachers Access to the O&C

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- Will receive an email; initiated by the Office of Clinical Experiences and Applied Research or a CEHS administrator.
- May be delivered from either the ‘[cehsfieldoffice@shu.edu](mailto:cehsfieldoffice@shu.edu)’ or ‘[noreply@qemailserver.com](mailto:noreply@qemailserver.com)’
- Check Spam folders and follow up with pre-clinical and clinical interns

## After Completing this session...

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- Take the assessment posted on the Office of Clinical Experiences and Applied Research (OCEAR) blog at <http://blogs.shu.edu/cear/2016/07/06/observation-and-conference-training-video/>
- Please contact the Office of Clinical Experiences and Applied Research at 973-761-9347 or [cehsfieldoffice@shu.edu](mailto:cehsfieldoffice@shu.edu) if you have any questions or problems.

## Thank You...

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For your time and commitment to developing and mentoring Seton Hall University's teacher preparation candidates.