Observation and Conference Report - Ver 2.3

SHU - CEHS Observation & Conference Report
The purpose of the O&C evaluation instrument is to provide feedback to the teacher candidate on an observed lesson. The Observation & Conference (O&C) is the evaluation instrument used by both the cooperating teacher and clinical supervisor in Clinical Experiences 1, 2 and 3 and in Clinical Practice 1. It is only used by the clinical supervisor in Clinical Practice 2. It is closely aligned with the Clinical Competency Inventory (CCI) and will help guide the development of the candidate in Clinical Practice 2.

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. There are also opportunities at the end of the evaluation to document detailed strengths, areas of improvement and opportunities for reflection and growth.

If you are new to supervision or mentor teaching at SHU and/or would like to refresh your knowledge of the O&C evaluation instrument, there is a PPT overview and assessment available on the Office of Clinical Experiences & Applied Research website. The O&C materials can be found at, http://blogs.shu.edu/cear.

Information on the Grade for Clinical Placement
The final grade for Clinical Experience 1, 2 and 3 and for Clinical Practice 1 will be determined by the eleven competency/indicator evaluation scores earned by the teacher candidate. There is no O&C final grade for teacher candidates in Clinical Practice 2.

Following is the information and scoring for Pass, Pass with Reservation and Fail.
Pass
The teacher candidate score falls at or above the Passing score for his/her Clinical Experience or Clinical Practice I. Passing scores for each Clinical Experience and Clinical Practice I are as follows:
Clinical Experience 1 - 1.5 or higher
Clinical Experience 2 - 1.75 or higher
Clinical Experience 3 - 2.00 or higher
Clinical Practice 1 - 2.50 or higher

Pass with Reservation
The teacher candidate score falls between the Pass With Reservation (PWR) and Fail range for his/her Clinical Experience or Clinical Practice I. PWR scores for each Clinical Experience and Clinical Practice I are as follows:
Clinical Experience 1 - between 1.1 and 1.49
Clinical Experience 2 - between 1.16 and 1.74
Clinical Experience 3 - between 1.41 and 1.99
Clinical Practice 1 - between 1.71 and 2.49

Fail
The teacher candidate did not meet the minimum passing score for a Pass With Reservation (PWR) and has earned a Fail for this his/her Clinical Experience or Clinical Practice I. Failing scores for Clinical Experience and Clinical Practice I are as follows:
 Clinical Experience 1 - 1.0 or below
 Clinical Experience 2 - 1.15 or below
 Clinical Experience 3 - 1.4 or below
 Clinical Practice 1 - 1.7 or below

The policy for candidates earning a PWR or Failing score from either a cooperating teacher or clinical supervisor evaluation is explained in detail in the Clinical Placement Handbook.

Evaluator

- o Cooperating Teacher
- o SHU Field Supervisor

Cooperating Teacher Name:

First Name _____

Last Name _____

Supervisor name:

First Name _____

Last Name _____

Date of Observation

_____

Candidate Name:

First Name _____

Last Name _____

Candidate Email: (Please enter the candidate's **Seton Hall** email, e.g. "Elizabeth.Seton@student.shu.edu")

Email Address _____

Verify Email Address _____

Candidate Program within Educational Studies:

If the candidate is SCED, CEAS/SCED, or SCED/SSED, please indicate the specific program:

School (of placement):

School Please provide the name of your school, its address, state, and zip code.

Grade Level (of placement):

Subject (placement): (Choose all that apply)
- o English
- o Math

- Social Studies
- Science
- Music
- Art
- French
- Italian
- Spanish
- Media/Digital Research
- Other

Clinical Experience Level (of student):

Please indicate the number of the observation you are completing for the student in Clinical Practice 1:

Please indicate the number of the observation you are completing for the student in Clinical Practice 2:

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.
- **Not Observed**
- **Emergent** Exhibits difficulty in implementing learning experiences and/or interacting with learners.
- **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.
- **Proficient** Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners and is sensitive to their needs.
- **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.

Additional (Learner Development) Comments: (If 'Not Observed' is selected, please provide written explanation.)

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.
- **Not Observed**
- **Emergent** Prepares and delivers instruction   oriented towards the whole class.
- **Novice** Develops and delivers instruction to address the needs of learners on an inconsistent basis.
- **Proficient** Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELL and different learning styles.

- **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.

Additional (Learning Differences) Comments: (If 'Not Observed' is selected, please provide written explanation.)

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.
- **Not observed**
- **Emergent** Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.
- **Novice** Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.
- **Proficient** Creates an environment that encourages and supports most learners. Demonstrates warmth, caring and sensitivity. Implements classroom management techniques and facilitates interactions that are conducive to an effective learning environment.
- **Advanced Proficient** Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite and culturally sensitive learning environment.

Additional (Learning Environment) Comments: (If 'Not Observed' is selected, please provide written explanation.)

4. Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Not Observed**
- **Emergent** Delivers instruction based on insufficient content knowledge, theory and principles of the discipline.
- **Novice** Delivers instruction based on superficial content knowledge, theory and principles of the discipline resulting in inconsistent learning of subject matter.
- **Proficient** Delivers instruction based on content knowledge, theory and principles of the discipline allowing meaningful learning and mastery of subject matter.
- **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.

Additional (Content Knowledge) Comments: (If 'Not Observed' is selected, please provide written explanation.)

5. Application of Content

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

- o **Not Observed**
- o **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.
- o **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 in order to engage learners in making connections to solve real world problems.
- o **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.
- o **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.

Additional (Application of Content) Comments: (If 'Not Observed' is selected, please provide written explanation.)

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.

- o **Not Observed**
- o **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.
- o **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.
- o **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.
- o **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.

Additional (Assessment) Comments: (If 'Not Observed' is selected, please provide written explanation.)

7. Planning for Instruction
The teacher 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.

- o **Not Observed**

- 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.
- 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.
- 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.
- 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.

Additional (Planning for Instruction) Comments: (If 'Not Observed' is selected, please provide written explanation.)

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.
- **Not Observed**
- **Emergent** Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and apply knowledge.
- **Novice** Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.
- **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.
- **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.

Additional (Instructional Strategies) Comments: (If 'Not Observed' is selected, please provide written explanation.)

9. Professional Learning and Ethical Practice
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Not Observed**
- **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.
- **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.
- **Proficient** Candidate participates in ongoing professional learning which is demonstrated during the lesson. Uses evidence-based teaching strategies to teach students and reflects on his/her

practice. Candidate modifies instruction based on feedback/results and plans lessons accordingly to meet the needs of each learner.
- o **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 his/her practice. Candidate modifies instruction based on feedback/results and plans lessons that nurture metacognition skills in each learner.

Additional (Professional Learning and Ethical Practice) Comments: (If 'Not Observed' is selected, please provide written explanation.)

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.
- o **Not Observed**
- o **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.
- o **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.
- o **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.
- o **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.

Additional (Leadership & Collaboration) Comments: (If 'Not Observed' is selected, please provide written explanation.)

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.

- o **Not Observed**
- o **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.
- o **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.
- o **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.
- o **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.

Additional (Professional Responsibility) Comments: (If 'Not Observed' is selected, please provide written explanation.)

Brief summary of lesson and NJ Student Learning Standards addressed:

Strengths:
Identify strengths of the teacher candidate in any applicable area (dispositions, classroom management, lesson development, planning and assessment, student relationships, etc.)

Suggestions for Lesson Improvement:

Recommendations/Reflections for Professional Growth/Areas of Improvement:

Overall Assessment of Teacher Candidate in the Classroom

Please use all factors during your time with the teacher candidate to identify a level of performance of the teacher candidate in the classroom. It is important to note that the Clinical Experiences 1, 2 and 3 and the Clinical Practice 1 and 2 are a continuum. We expect to see growth over time for each teacher candidate. It is not the college's expectation that a first or second semester sophomore (Clinical Experience 1 or 2) will achieve the same level of performance as a second semester senior (Clinical Practice 2).

Any significant strengths or areas of improvement the teacher candidate can reflect upon should be included in the comment sections above.

If you have additional concerns or questions regarding the teacher candidate's performance in the classroom, please see the Clinical Placement Handbook for policies and procedures regarding a Clinical Placement Alert Form. The Clinical Placement Handbook can be found at http://blogs.shu.edu/cear.
- o Emergent
- o Novice
- o Proficient
- o Advanced Proficient