Observation & Conference Report -– KEAN COE OCR 3.4

The purpose of the OCR evaluation instrument is to provide feedback to the clinical intern on an observed lesson. The Observation & Conference Report (OCR) is the evaluation instrument used by both the cooperating teacher and clinical supervisor throughout all placements during the teacher preparation program. It is closely aligned with the Clinical Competency Inventory (CCI) and will help guide the development of the clinical intern in Clinical Practice 2. The form should be introduced at the beginning of Clinical Practice I to guide the development of the teacher candidate and to provide feedback on the candidate's strengths and areas of improvement.

This performance-based assessment instrument measures key competencies aligned to the 2014 New Jersey Professional Standards for Teachers, 2013 InTASC standards. This standards-based observational instrument specifies the defining set of competencies that preservice teachers should demonstrate before being recommended for certification in the State of New Jersey.

The clinical intern 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 clinical intern. Comments must be provided for any area marked as 'not observed'. There are also opportunities at the end of the evaluation to document detailed strengths, areas of improvement and opportunities for reflection and growth.

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 clinical intern. There is no O&C final grade for clinical interns in Clinical Practice 2.

Following is the information and scoring for Satisfactory or Unsatisfactory.

Satisfactory
The clinical intern score falls at or above the Passing score for their Clinical Practice I. Satisfactory scores for Clinical Practice I are as follows:
Clinical Practice 1 - 2.50 or higher

Unsatisfactory
The clinical intern score falls in the Unsatisfactory range for their Clinical Practice I. Unsatisfactory scores for Clinical Practice I are as follows:

Clinical Practice 1 - between 1.71 and 2.49

Learner Development					
	Emergent	**Novice**	**Proficient**	**Advanced Proficient**	**Not Observed**
The clinical intern: 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.	Exhibits difficulty in implementing learning experiences and/or interacting with learners	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 development level	Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners and is sensitive to their needs.	Designs and implements develop- mentally appropriate and challenging learning experiences. Interacts with learners with sensitivity to developmental stages, cultural, linguistic, social and academic differences.	

Learning Differences					
The clinical intern uses understanding of individual differences and di- verse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Prepares and delivers instruction oriented towards the whole class.	Develops and delivers instruction to address the needs of learners on an inconsistent basis	Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with 504s, IEPs, ELL and different learning styles.	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.	
Learning Environment					
The clinical intern 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.	Demonstrates limited class- room management techniques and interactions conducive to an effective classroom environment.	Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate	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.	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.	
Content Knowledge					
The clinical intern understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Delivers instruction based on insufficient content knowledge, theory, and principles of discipline.	Delivers instruction based on superficial content knowledge, theory and principles of the discipline resulting in consistent learning of subject matter.	Delivers instruction based on content knowledge, theory, and principles of the discipline allowing meaningful learning and mastery of subject matter.	Delivers instruction that demonstrates depth and breadth of con- tent 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.	
Application of Content					
	Emergent	**Novice**	**Proficient**	**Advanced Proficient**	**Not Observed**
The clinical intern understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues	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 or- der to engage learners in making connections to solve real world problems.	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.	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.	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.	

Assessment					
The clinical intern 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.	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.	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	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.	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.	
Planning for Instruction					
The clinical intern 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.	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.	Plans instruction that meets the learning goals for some students. Uses some knowledge of curriculum, pedagogy, or community con- text to plan instruction and takes into consideration the knowledge of some of the learners to plan instruction.	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.	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.	
Instructional Strategies					
The clinical intern 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.	Uses instructional strategies to present content. Strategies may not build learners' skills to make connections and ap- ply knowledge.	Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners' skills to make connections and apply knowledge.	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.	Uses rich and varied instructional strategies that encourage learners to develop a deep understanding of content. Strategies build and extend the learners' understanding of con- tent to make multiple connections and apply knowledge.	
Professional Learning and Ethical Practice					
	Emergent	**Novice**	**Proficient**	**Advanced Proficient**	**Not Observed**
The clinical intern 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 learners' individual needs.	Clinical interns may participate in ongoing professional learning which may be demonstrated during the les- son. Clinical intern does not modify or adjust instruction based on feedback to meet learners' individual needs.	Clinical interns participate in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remain basically the same without appropriate modifications to meet learners' individual needs.	Clinical interns participate in on- going professional learning which is demonstrated during the lesson. Uses evidence-based teaching strategies to teach students and reflects on his/her practice. Clinical intern modifies instruction based on feedback/results and plans	Clinical interns participate in ongoing professional learning which is consistently demonstrated during the lesson. Clinical interns use evidence-based teaching strategies and reflection to improve their practice. Clinical interns modify instruction based on feedback/results and plans lessons that nurture metacognition skills in each learner.	

Leadership and Collaboration					
The clinical intern 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.	Provides no evidence of con- tributing to the school and or district. Communicates peri- odically with colleagues, parents, and other school professionals. Makes little or no attempt to participate in activities with parents and com- munity. Makes no attempt to assume leadership roles within the school.	Provides some evidence of contributions to the school and district. Communicates periodically with col- leagues, families, and other school professionals. Makes little or no attempt to participate in activities with parents/families and com- munity. Makes minimal at- tempt to assume leadership roles within the school.	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.	Provides evidence of many contributions to the school and district. Collaborates with colleagues, families, 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.	
Professional Responsibility					
The clinical intern acts in accordance with legal and ethical responsibilities and uses integrity and equity to promote the success of all learners.	Professional interactions and practices do not always demonstrate integrity and equity towards all learners. May not consistently follow the school's policies, regulations or timelines.	Professional interactions and some practices may be characterized by equity, integrity, respect or confidentiality. Complies with the policies of the school, professional teaching standards and Code of Ethics to pro- mote the success of learners.	Professional interactions and practices are characterized by fairness, equity, respect and confidentiality. Abides by the policies of the school, professional teaching standards and Code of Ethics to promote the success of all learners.	Professional interactions and practices are characterized by equity, integrity, respect and confidentiality. Models exemplary professional behavior by following the policies of the school and professional teaching standards. Applies the Code of Ethics to promote the success of all learners.	