

**Clinical Checklist for Teacher Candidates
Semester 3* Checklist**

**This list should be completed in the last semester prior to student teaching.*

Name _____ 800 _____ Licensure Area _____
School _____ District _____ Semester/Year _____

Directions: Read the ENTIRE checklist of activities. Note that some activities require time and planning with a mentor-teacher to complete. As the candidate completes these activities, mentor teachers verify completion with a signature/date. Candidates should PLAN accordingly with their teachers to complete the list by December 5/May 5/end of summer session. **Candidates submit a copy of the signed, completed checklist 1) to the Taskstream Field Experiences portfolio for the appropriate semester; and 2) to the course instructor as directed.**

Attendance Log: All candidates should keep a separate attendance log to track specific dates/times in the building. The checklist does not substitute for an attendance log.

Note: Blue items* on the checklist should be considered “first priority” for candidates. Complete as many items as you can on the entire list, but focus on the blue items first. Remember: the checklists are not a race. The more items you complete, the better prepared you will be for your next clinical experiences. Some course instructors may use the checklist as a grade; this is completely up to the individual instructor. Ask your instructor for details.

List the information below for all mentor teachers who sign this checklist to verify completion of candidate activities (add rows as needed).

Mentor Teacher Name	Years of Experience	Primary Content / Grade Level	Mentor Teacher Email

INT AS C	Activity to complete – CHECKLIST 3	Mentor Teache r	Date of completion
1, 6, 7	1. Observe at least two (2) mentor teachers facilitating a lesson and specifically note methods of assessment that they use, the formal (e.g., tests, projects, quizzes) and the informal (e.g., “ticket out the door,” thumbs up/down, Q and A, etc.) ways they assess if students are learning during a lesson. Which methods of assessment are most effective? Why? Which methods provide the most information about student achievement/academic performance? Discuss your observations with the mentor teachers. What strategies can they offer regarding student assessment? (May be one teacher in the summer).		
	2. After completing #1 above, ask one (1) of your teachers to score a set of student work samples (work collected for assessment purposes but not yet graded). With guidance from your teacher, score the student work AND provide <u>each</u> student written feedback on: a. Strengths: what does the student do well? AND b. Areas for Improvement: what can the student improve on in the future? Feedback should be related to the lesson objective (i.e., what skills and knowledge was this work sample supposed to assess? Feedback should relate to those identified skills and knowledge).		
	3. Once you have completed scoring the student work samples and giving feedback to students, discuss the results with your teacher. Overall as a group, what do students do well? Overall as a group, what do they still struggle with? Select three students to discuss individual results with the teacher (note: if you have a special needs learner, specifically discuss these results/feedback from you). Ask your teacher to review the feedback you gave the students and give YOU feedback on what you wrote. Discuss with your teacher how could you use all this information to design lesson plans moving forward for this group of students.		
2, 9, 10	4. Complete one of the following: a. If possible, arrange to attend an IEP conference and observe the process, discussing what you observe with your mentor teacher OR		

INT AS C	Activity to complete – CHECKLIST 3	Mentor Teache r	Date of completion
	b. Discuss with one of your mentor teachers the process of working with a special needs learner in education process: <ol style="list-style-type: none"> i. What is the role of a regular education teacher in an IEP conference? Ask your teacher to describe what it is like to participate in an IEP conference. ii. What kinds of supports does your teacher receive from the EC/ELL teachers in the school and administration regarding working with special needs students? How does your school arrange to accommodate testing needs for special needs students? (For example: special needs students often have testing accommodations, like read- alouds, or testing in a separate setting. How does the school assist regular education teachers in delivering the accommodations?) iii. What kinds of documentation is a regular education teacher expected to manage for special needs learners? 		
4, 5, 7	5. Benjamin Bloom’s Taxonomy of Learning (Revised) is a commonly used framework for designing interactions with students. With guidance from one (1) mentor teacher, select a topic of study that your mentor will be teaching in the near future. Research and develop a list of activities on this topic based on each level of Bloom’s Taxonomy, as a possible resource for your mentor teacher. Develop a handout-quick-reference guide for your teacher that summarizes the activities and shows how each activity aligns with the levels of Bloom’s Taxonomy. This should not be a “googled” list ... the internet is a resource for potential models and information. Each student should create their own list. <i>(Note: for a variety of reasons, your teacher may not opt to use the resources you provide; that’s okay! The purpose of this activity is to develop YOUR thinking about student differentiations for your content area).</i>		
3	6. Ask two (2) teachers for a copy of their classroom management plan, including any rules/ handouts that they share with the students. Pay special attention to emergency procedures (fire drills, lock downs), discipline policies, and individual classroom rules. Over the course of a few weeks, observe how your teachers interact with their students, how they build rapport, how they handle it when students don’t follow directions, etc. After week 6, discuss your observations with the teachers. What advice do they have for a beginning student teacher for creating a positive learning environment? (May be one teacher in the summer).	Teacher 1:	
	7. With the permission and guidance from two (2) mentor teachers, give concise, clear directions for an assignment or activity to students. REPEAT all directions at least once. Ask the students to repeat the directions back to you so you verify they have understood. Then release them for their activity.	Teacher 2:	
6, 8	8. <u>At least twice</u> during the semester, and at the direction of your teachers, review an assignment with a group of students. For example, review the “warm-up”; go over homework; review the results of an in-class activity. (This can occur with the same teacher or different teachers).	1:	
	9. Learn to operate whatever technology is available to your classroom (i.e., Smartboard, projector, etc.)	2:	
6, 9, 10	10. Attend one faculty meeting with your teacher/s.		
	11. Attend a PLC or team planning meeting / faculty meeting where student assessment data will be discussed. (You will need to ask your teachers about this in advance to make sure this is on the agenda.)		
10	12. Complete at least 2 small administrative classroom tasks for your teacher (e.g., take attendance, stuff mailboxes, organize or file, pass out papers or assignments, create a bulletin board.)		
1-10	13. WORKING WITH STUDENTS ONE-ON-ONE: After week 2, with the permission and guidance from one (1) mentor teacher, plan to tutor a special needs learner one-on-one to improve a targeted skill or knowledge need at least three (3) times. Follow all school/district requirements for working individually with P12 students. Once you can document three tutoring sessions the P12 student, ask your mentor teacher to sign.		

1-10	<p>14. After week 4, (or earlier in summer) with the permission and guidance from one (1) mentor teacher, plan and teach at least one (preferably two) content-area lessons. Plan to video-record* yourself teaching. THE GROUP OF P-12 STUDENTS YOU PLAN FOR/TEACH MUST INCLUDE SPECIAL NEEDS LEARNERS (i.e., Identified EC students, Second Language Learners, or other identified individual students with specific learning needs). THIS DOES NOT HAVE TO BE AN ENTIRE CLASS PERIOD; short lessons or parts of lessons are fine.</p> <p>Guidelines:</p> <ol style="list-style-type: none"> Requirements given by course instructors should be followed first. If you're not sure what to do, follow directions from your course instructor. You must use the video permission form for P12 students from UNC Charlotte (ask your course instructor for details). You need permission forms for any student who appears in the video. Your lessons must each be planned at least two weeks in advance (planning may begin in week 2 with mentor teacher approval). The lessons do not have to be consecutive. Your lessons must be approved by your mentor teacher. You must use the lesson plan template approved by your course instructor. Your lessons must include <u>at least</u> two (2) methods of assessment. These may be formal or informal, but they must be aligned to the lesson objectives. Your lesson <u>must include targeted differentiations for the identified special needs learners</u>. Other requirements as indicated by your mentor teacher and/or course instructor. Co-teaching or team teaching with the mentor is encouraged. <p><i>*Video-recording a lesson may be a requirement of some courses. Follow any directions from your course instructors for assignments related to video-recording.</i></p>	Lesson 1 (req'd):	
	<p>15. (optional) Mentor Teacher Choice A: As the semester progresses, a teacher may ask you to complete an activity or task not described on this list. Add that activity here:</p>	Lesson 2 (recommended):	
	<p>16. (optional) Mentor Teacher Choice B: As the semester progresses, a teacher may ask you to complete an activity or task not described on this list. Add that activity here:</p>		

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INTA SC	Activity to complete – CHECKLIST 3	Mentor Teacher signature		Date of completion	
<p>REQUIRED FOR ALL CANDIDATES (aligned with INTASC Standard 9) Professional Behavior and Ethical Practice – this section should be evaluated by two different mentor teachers IF POSSIBLE (one teacher is fine). In either event, the candidate should be evaluated twice in a semester. The first evaluation should occur by October 15/March 15/June 15; the second evaluation should occur by December 5/May 5 (no second evaluation in the summer). Any disposition issues that cause a serious concern for P-12 teachers may also be referred to the Office of Field Experiences at 704-687-8802 or http://ofe.uncc.edu.</p> <p><u>To the mentor teacher:</u> initialing each component below indicates that the candidate’s disposition behaviors are appropriate for their level of teacher development. If you have observed any behavior that raises a concern (in your professional opinion), please do not sign ... instead, please DISCUSS this issue and your concern with the candidate, and document in the comment box that you have done so. UNC Charlotte relies on our teacher-partners to assist us in developing candidates. The lack of a signature <u>does not</u> mean that the candidate will not progress; rather, we wish to coach our candidates on appropriate professional behaviors with your assistance.</p>		Eval by Oct 15/March 15/June 15 (Teacher 1)		Eval by Dec 5/ May 5* (Teacher 1 or 2)	
<p>Directions: Teachers sign ONLY if the candidate meets the description below.</p>		Initials	Date	Initials	Date
17. The candidate has modeled appropriate language and behavior at all times. This includes appropriate cell phone use.					
18. The candidate dresses professionally and is neat and clean in appearance.					
19. The candidate is punctual and responsible with deadlines					
20. The candidate communicates professionally. The candidate calls or emails (or both!) if something comes up and s/he cannot attend when scheduled. Missed time is rescheduled.					
21. The candidate contributes appropriately and interacts well with P12 students in their care.					
22. The candidate follows all school policies and procedures for signing in to the school and interacting with P12 students and colleagues.					
23. The candidate contributes appropriately and interacts well with the mentor team/other teachers.					
24. The candidate is making appropriate progress in preparing for the full-time student teaching semester.					
<p>Any concerns with disposition behavior issues should be discussed with the candidate and documented here. Documentation does not mean that the candidate will not progress in the program; rather, we wish to coach our candidates on appropriate professional behaviors with your assistance. If no concerns are noted, leave this section blank*.</p>					
Mentor Teacher Signature:		Date of conference with candidate:			
Mentor Teacher Signature:		Date of conference with candidate:			
Mentor Teacher Signature:		Date of conference with candidate:			

**One signature is fine; extra rows are added to be used as needed.*