

**Department: Reading and Elementary Education (REEL)  
Field Experiences Checklist 3**

**Part One: Candidate Information**

Candidate Name: \_\_\_\_\_ 800 #: \_\_\_\_\_

Courses Taken with Checklist: \_\_\_\_\_

Semester/Year: (e.g., fall 2019): \_\_\_\_\_

School(s)/District Assigned: (example: Jones Elementary/CMS; Smith High School/Cabarrus)

**Part Two: CE Information**

In the table below, please list the requested information for all P-12 teachers who sign this checklist to verify completion of candidate activities (*add rows as needed*). **For residency teachers, the mentor teacher or principal/designee may serve as the “CE.”**

P-12 Clinical Educator Teacher Name	Primary Content / Grade Level	Clinical Educator Email

**Field Experiences Checklist of Activities – CHECKLIST 3 (REEL)**

**Department Courses typically taken with this checklist:**

- **Graduate Certificate:** READ 5311, ELED 5310, ELED 5312-L

Activity	Candidate Reflection on the Experience <i>Guiding questions: What are your biggest “take-aways” from this activity? What did you learn? What are potential next steps to extend your learning?</i>	CE Initials/date <i>(indicates completion)</i>
<b>Learning Environment</b>		
1. Examine a variety of student interest surveys online. Using Google Forms or other format develop a student interest/preference survey to gather information about your students that will inform you about potential interests, motivations, perceived strengths, dispositions and values of your students. Share the survey with your CE and modify/adapt based on feedback. Implement the survey, analyze the results, and discuss with CE the implications of what you have learned about students for your curricular and instructional decision making in your classroom (INTASC 1,2,3).		
2. Identify a student who is exhibiting socio-emotional challenges within the classroom learning environment. Complete the form shared in your university coursework: “Considering Underlying Needs of Students” (pink form). Share with your School Counselor and CE the trauma informed strategies that you have identified on the form to support the student’s needs within the learning environment. With the support of your CE, keep observational notes of how student is responding to the strategies and work with		

**Department: Reading and Elementary Education (REEL)**  
**Field Experiences Checklist 3**

Activity	Candidate Reflection on the Experience <i>Guiding questions: What are your biggest “take-aways” from this activity? What did you learn? What are potential next steps to extend your learning?</i>	CE Initials/date <i>(indicates completion)</i>
your CE to modify and adapt the plan over the semester (INTASC 1,2,3).		
3. Collect examples of Individual Behavior Plans from at least 2 different teachers that have been developed to address individual student behavior challenges. Develop a personalized individual management plan for a student who is exhibiting behavior challenges in your classroom. Review with CE and implement in the classroom. Evaluate the success of the plan over a specified period of time; modify and adjust as needed.(INTASC 1,2,3)		
4. With the permission and guidance from a teacher give concise, clear directions for a task that requires student to work <b>in groups</b> . Establish how you will provide clear goals for group work, roles for active student engagement, and accountability for individual and group learning. Gather feedback from your CE. (INTASC 3)		
5. Participate in parent/teacher conferences with CE. Plan with CE how you can contribute to sharing relevant information with parents including student strengths and suggestions for growth. Debrief with CE after the conferences to determine effective practices for follow up with parents about student progress. (INTASC 2,3)		
6. Plan and implement a whole class discussion within a science or social studies lesson. Using the Focus Practice criteria for Leading a Whole Class Discussion, reflect on your strengths and areas of improvement in the design and implementation of the whole class discussion. Discuss your self-assessment with your CE and solicit feedback. (INTASC 4,5,7,8)		
<b>Instructional Design</b>		
7. Prepare for and attend a grade level planning meeting with your CE. Contribute a suggestion or an idea to the team and/or volunteer to research, gather, or develop a needed resource to support planning efforts. (INTASC 4)		
8. Plan and teach a social studies or science lesson that includes a variety of activities that include Depth of Knowledge (DOK) level three activities. (INTASC 4,5,7,8)		
9. Choose a picture book that you think will be of interest to your class. Practice reading it aloud. Read the book aloud to a small group of students. Be sure to read it aloud with expression. Launch and facilitate a discussion about the book with the small group of students. Write at least 3 different types of questions that will generate conversation, and script the way you will give directions to students to facilitate discussion. (INTASC 4, 7, 8)		

**Department: Reading and Elementary Education (REEL)**  
**Field Experiences Checklist 3**

Activity	Candidate Reflection on the Experience <i>Guiding questions: What are your biggest “take-aways” from this activity? What did you learn? What are potential next steps to extend your learning?</i>	CE Initials/date <i>(indicates completion)</i>
10. Identify a reluctant reader in your class. Engage him or her in a conversation to determine their likes, dislikes, and favorite activities. Based on this information, your goal is to select 2-3 books from the school library, public library, or personal collection that you can share with this student. Meet with the student again and have him or her select a book from the ones you have chosen. Read the book with your student. Reflect on the experience. How did your student feel about the books you selected and the time you shared together? (INTASC 2,3,4)		
11. Based on the information you have gained in your classes, create a list of at least 10 changes you’d make in the classroom library (Ex: “Add XYZ books to ensure the books reflect the diversity of the class/school.”) When you list the proposed changes, indicate what inspired you to suggest the change (refer back to course learnings in your program). Share your findings with the CE and/or media specialist. (INTASC 1,2,3,4)		
12. After observing your teacher work with a specific group of students during small group time, with your CE’s permission and support, plan a lesson for this group. Implement your lesson and have your teacher observe you while you teach. Debrief with your teacher after your lesson. (INTASC 1,2,3,4,5,7,8)		
13. Identify the curriculum and materials being used in your class for: <ul style="list-style-type: none"> <li>● Reading</li> <li>● Writing</li> <li>● Grammar</li> <li>● Listening</li> <li>● Speaking</li> <li>● Vocabulary</li> <li>● Spelling</li> </ul> Where did these resources come from? Are they supported by research? (INTASC 4,5,7,8)		
14. Work with your CE to share data with a PLC or team planning meeting where student assessment data will be discussed. Participate in a discussion about how this data will be used to modify instruction. (INTASC 2, 4, 6, 9)		
<b>Assessment</b>		
15. Design a rubric to support and assess student writing. Introduce the rubric to students to guide their products. Score student writing using the rubric and identify strengths and weaknesses in your students’ writing based on the assessment. Discuss with CE your findings. Plan a writing lesson to support students’ writing proficiency based on the assessment data. (INTASC 4,6,7,8)		

**Department: Reading and Elementary Education (REEL)**  
**Field Experiences Checklist 3**

Activity	Candidate Reflection on the Experience <i>Guiding questions: What are your biggest “take-aways” from this activity? What did you learn? What are potential next steps to extend your learning?</i>	CE Initials/date <i>(indicates completion)</i>
16. Based on recent assessment data collected, ask your CE to allow you to create/adjust small groups for math and/or reading. Share your groupings with CE. Discuss how groupings were made and what data you used to support your decisions. Adjust/recreate groups based on CE input/feedback (INTASC 2,3,6).		
17. Observe the CE or designated interventionist deliver Tier 3 literacy instruction in the MTSS system. How is it different from daily instruction? (INTASC 2, 3, 4, 6 8)		
18. Review the IEPs in your classroom; discuss with CE/EC/ELL teachers how these accommodations and modifications required by IEPs should be applied within instructional planning in the classroom. Show evidence in your instructional plans of how you are addressing and meeting the IEP requirements; review this with your CE for feedback. (INTASC 2, 5, 7, 8)		
<b>Diversity/Equity</b>		
19. 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 six (6) times. This could be any student who needs extra help, but preferably a documented EC or ELL learner or different type of learner from semester 1 or 2. Follow all school/district requirements for working individually with P-12 students. Once you can document six tutoring sessions the P-12 student, ask your mentor teacher to sign. (INTASC 2, 4)		
20. Develop an action plan for finding untold or mistold histories and hidden figures of your school community. How will you plan for teaching that centers and normalizes hidden figures and histories? How will your teaching engage students in learning to question historical representation of People of Color and seek Indigenous accounts? Share your plan with your CE or other mentor teacher for feedback. (INTASC 2, 7)		
21. Listen to Jamila Lyiscott’s talk, “What does it mean to be articulate?” (4 min., 29 sec). After discussing it with your CE, plan a lesson(s) to teach your students about the systematic nature of spoken speech, and engage them in a project that investigates their own language by collecting samples of language use outside the classroom over time. A project like this immediately validates language practices outside the classroom and increases metalinguistic analysis. [Read Boutte’s (2016) chapter <i>Loving the Language</i> as a background building activity.] Share your project with CE and/or grade level planning team. (INTASC 1, 2, 5, 7, 8).		

**Department: Reading and Elementary Education (REEL)**  
**Field Experiences Checklist 3**

Activity	Candidate Reflection on the Experience <i>Guiding questions: What are your biggest “take-aways” from this activity? What did you learn? What are potential next steps to extend your learning?</i>	CE Initials/date <i>(indicates completion)</i>
<b>Technology</b>		
22. Demonstrate use of technology to effectively communicate with parents about their student’s learning, behavior, or classroom experiences. (INTASC 10)		
23. Collect and analyze student data from a technology-rich program (websites or apps) commonly used in the school. Discuss your findings with your CE. (INTASC 6)		
24. Plan and teach a small group or whole group lesson in which <b>you (the teacher)</b> uses technology to support student learning; gather data and reflect on the impact of the technology on student learning. (INTASC 6, 7, 8)		
25. Plan and teach a small group or whole group lesson in which <b>the students</b> use technology to support student learning; gather data and reflect on the impact of the technology on student learning. (INTASC 6, 7, 8)		
26. (optional) Clinical Educator Choice A: As the semester progresses, a clinical educator may ask you to complete an activity or task not described on this list. Add that activity here:		
27. (optional) Clinical Educator Choice B: As the semester progresses, a clinical educator may ask you to complete an activity or task not described on this list. Add that activity here:		

**Department: Reading and Elementary Education (REEL)**  
**Field Experiences Checklist 3**

Professional Dispositions	
REQUIRED FOR ALL CANDIDATES	
<p><b>Professional Behavior and Ethical Practice</b> – To ensure that all UNC Charlotte teacher candidates model the professional behaviors and dispositions expected of practicing teachers, the clinical educator should complete the section below prior to the end of the semester.</p> <p style="color: red;">Residency teachers should have their school-assigned mentor or principal complete this form. Any disposition issues that cause a serious concern for P-12 teachers may also be referred to the course instructor.</p> <p>To the clinical educator/principal: signing 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 1) DISCUSS this issue and your concern with the candidate; 2) document in the comment box that you have done so; and 3) report the concern on the Candidate Progress Check survey you will receive from the College of Education at the end of the semester via email. You may also report the concern directly to Dr. Tisha Greene in the Office of School and Community Partnerships via email at <a href="mailto:tisha.greene@unc.edu">tisha.greene@unc.edu</a>. UNC Charlotte relies on our school 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>	
<b>Directions: Clinical Educator/principals: sign ONLY if the candidate meets the description below.</b>	<b>Clinical Educator/Principal Signature</b> <i>(Indicates that candidate meets descriptors)</i>
The candidate has modeled appropriate language and behavior at all times. <i>This includes appropriate cell phone/electronics use.</i>	
The candidate dresses professionally and is neat and clean in appearance.	
The candidate is punctual and responsible with deadlines.	
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 re-scheduled.	
The candidate contributes appropriately and interacts well with P12 students in their care.	
The candidate follows all school policies and procedures for signing in to the school and interacting with P12 students and colleagues.	
The candidate contributes appropriately and interacts well with the clinical educator/other teachers.	
The candidate is making appropriate progress in the 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. <b>If no concerns are noted, leave this section blank*.</b></p>	
<b>Clinical Educator/Principal Teacher Signature:</b>	