

**Department: Reading and Elementary Education (REEL)  
Field Experiences Checklist 1**

**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 1 (REEL)**

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

- **Graduate Certificate:** ELED 5110, READ 5111, ELED 5112-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. Develop a seating chart for your class. Plan a casual conversation with as many students as possible in the first four (4) weeks. Track this on your seating chart (who you have talked to, who you haven’t, notes on interactions, what have you learned about student preferences/interests etc.). Practice learning the students’ names each week. Review this with your CE when you’ve talked to all the students and/or the end of the first four weeks (INTASC 1, 2, 3).		
2. Sit near a student with behavioral needs for at least two class periods and observe the students’ interactions with others. Record your observations, and afterwards discuss your observations with CE (INTASC 2, 3).		
3. Discuss with CE the classroom management plan for the students. Ask for a copy of any rules/handouts that they share with students. Pay special attention to emergency procedures (fire drills, lock downs), discipline policies, and individual classroom rules. Observe and Debrief with teacher about the learning environment with a focus on preventative vs corrective		

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management and cultural responsive/sustaining management practices and procedures (INTASC 2, 3).		
4. Observe and record classroom procedures used by at least 2 different teachers for the following: <ul style="list-style-type: none"> <li>o Getting students’ attention</li> <li>o Sharpening pencils</li> <li>o Classroom transitions</li> <li>o Finishing work early</li> <li>o Collecting and Returning papers</li> <li>o Classroom jobs</li> <li>o Bathroom breaks</li> <li>o Other?</li> </ul> (INTASC 3)		
5. Observe a parent/teacher conference and discuss with CE procedures for setting up, logging, and following up with parent communications. Discuss and record recommendations/tips for creating and maintaining positive parent/caregiver relationships. (INTASC 2, 3)		
<b>Instructional Design</b>		
6. Observe lessons in science and social studies content areas and identify examples of the components of a lesson plan and alignment between objectives, activities, assessments, and taxonomies of thinking (Blooms and Hess) (INTASC 4, 7)		
7. Ask your CE to direct you to a copy of the district/school pacing guide or other planning resources available for you to review (curriculum maps, textbooks, supplemental materials, etc.). Gather these relevant resources for use in your own planning of all content areas. Discuss with your teacher how he/she uses these resources in their planning (INTASC 4).		
8. Examine a lesson taught by your CE that includes higher-order thinking and look at the Depth of Knowledge (DOK) level for each task (activity) (INTASC 4,5).		
9. Choose a picture book that you think will be of interest to your class. Practice reading it. With permission from your CE, read the book aloud to your class or a small group of students. Be sure to read it aloud with expression (INTASC 7, 8).		
10. Visit the school library. Ask the media specialist to provide an overview of how the library is organized. How does the library reflect the school culture? How is an inviting environment that supports and promotes reading created in the library? What topics and genres are represented in the library? Based on your observations, do the books seem of interest to students? Do the books reflect students’ ethnicities, culture, and languages? Is the library an inviting place? (INTASC 2,3,4)		

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11. Observe your class during small group time (sometimes called centers). How does the teacher organize this time? What routines and procedures are used in the different groups? What are students doing while the teacher is working with a group? What does the teacher do during small group instruction? Does the teacher do different activities with each group? (INTASC 1,2,3,4,7,8)		
12. Observe how the wall space in the classroom is being utilized: <ul style="list-style-type: none"> <li>• Is it for anchor charts?</li> <li>• Is it for routine charts?</li> <li>• Is it for vocabulary?</li> <li>• It is for discipline?</li> <li>• Is it for show and tell?</li> <li>• What additions/modifications would you make and why? (INTASC 2,3,4)</li> </ul>		
13. Observe a mathematics lesson and make note of the types of questions that the teacher asks to check for understanding and elicit thinking. For example, is the teacher asking probing questions (“why do you think that” or “how do you know?” or “explain your answer”) or basic knowledge questions (“what is your answer?”). Reflect on which kinds of questions elicit deeper responses from students.		
<b>Assessment</b>		
14. 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.) What data is being discussed? What decisions are being made? Who is leading the meeting? Are there inferences you can make based on the language being used to talk about the students and the data? (INTASC 2,3,6,9)		
15. Gather a rubric designed to guide and assess writing in your grade level. Examine the criteria and varying levels of success/proficiency described in the rubric. Ask your CE for scored writing samples to see how the rubric was utilized for assessment. Identify and discuss with CE the common strengths and areas of improvement in students’ writing based on the assessment data. (INTASC 4, 6)		
16. Observe benchmark or progress monitoring testing. What assessments are being used? Who administers the assessment? How do the students react when they are being assessed? What are students not being assessed doing? (INTASC 6)		
17. Ask your teacher for the district or school’s policy on MTSS, and then read it. What are your impressions?		

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How can MTSS assist struggling students? (INTASC 4, 6).		
<b>Diversity/Equity</b>		
18. Discuss with CE/Mentor how he/she differentiates instruction for students with identified EC and/or ELL needs in a classroom setting and reflect on what you learn. (INTASC 2)		
19. With the permission and guidance from one (1) CE/mentor teacher, plan to tutor a student with special learning needs one-on-one to improve a targeted skill or knowledge need at least three (3) times. This could be any student who needs extra help, but preferably a documented EC or ELL learner. Follow all school/district requirements for working individually with P-12 students. Once you can document three tutoring sessions the P-12 student, ask your mentor teacher to sign. (INTASC 2, 4)		
20. PERSONAL REFLECTION: Reflect on your assumptions about and expectations for students of Color, immigrant students, students from low-income households and their families. What knowledge and expertise do these students and their families bring to your classroom? How do you recognize and utilize that knowledge and share it/incorporate it into lessons? Discuss and share your thoughts/ideas with your CE. (INTASC 2)		
21. PERSONAL REFLECTION: Besides changing students’ names, what every-day acts by educators can signal disrespect for students ‘home worlds’? What is one specific way you might broadcast that you respect the home practices and linguistic roots of your students and seek to understand them? (INTASC 2)		
<b>Technology</b>		
22. Demonstrate use of technology to show a visual or resource (i.e., projector, document camera, etc.) (INTASC 8)		
23. Discuss with the media specialist (or clinical educator) the technological resources available for use with students in the building. (INTASC 10)		
24. Observe a lesson where <b>a teacher</b> uses technology to support teaching and learning. (INTASC 8)		
25. Observe a lesson where <b>students</b> use technology to support their learning. (INTASC 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		

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complete an activity or task not described on this list. Add that activity here:		

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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>	