

**Department: Reading and Elementary Education (REEL)
Field Experiences Checklist 2**

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 2 (REEL)

Department Courses typically taken with this checklist:

- **Graduate Certificate:** READ 5211, ELED 5210, ELED 5212-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>
Learning Environment		
1. In your new yearlong placement: Create 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.). Make sure to learn their names. Share with your CE when you’ve talked to all the students/end of four weeks (INTASC 1, 2, 3).		
2. Identify a student who displays individual developmental differences in at least one area (cognitive, linguistic, social, emotional and physical). For example, the student’s cognitive skill level is noticeably different from the student’s social skill level, etc. Discuss this student with the teacher, focusing on how the teacher differentiates instruction and/or behavioral interventions for this student. After the conversation with your teacher, research and find at least 2 viable learning strategies to offer your teacher(s) as resources for working with the specific		

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student. Develop a one page handout-quick-reference guide for your teacher that summarizes the two strategies, provides examples, etc. (Note: for a variety of reasons, your teacher may not opt to use the strategies you provide; that’s okay! The purpose of this activity is to develop YOUR thinking about student differentiations (INTASC 1, 2, 3).		
3. Collect Classroom Management Plans from two different teachers. Observe the two (2) teachers interacting with students, paying particular attention to classroom management. What “little things” make a big difference? Discuss their management styles and choices with the teachers at an appropriate time. How do they differentiation learning environments for second language learners? For special needs learners? How do they approach student misconduct? (INTASC 1,2,3)		
4. With the permission and guidance from your CE, 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 that you verify they have understood. Then release them for their activity. Gather feedback from teacher (INTASC 3).		
5. Write a parent letter introducing yourself to the parents/caregivers of your students. Establish your role in the classroom and welcome open communications between yourself and the parents. Have CE proofread and provide suggestions prior to sending it out to parents (INTASC 2, 3).		
6. Observe at least 2 parent/teacher conferences 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. Reflect on what you have added to your learning about positive parent/teacher relationships from previous coursework (INTASC 2, 3).		
Instructional Design		
7. Plan and implement a small group science or social studies lesson. Using the Focus Practice criteria for Setting Up and Managing Small Group Work, reflect on your strengths and areas of improvement in the design and implementation of the small group work. Discuss your self-assessment with your CE and solicit feedback (INTASC 4, 5, 7, 8).		
8. In your yearlong placement, 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		

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own planning of all content areas. Discuss with your teacher how he/she uses these resources in their planning. Attend/observe a grade level planning meeting with a focus on how these resources are utilized to support grade level planning. (INTASC 4)		
9. With your CE’s support, plan and teach a social studies or science lesson that includes a variety of activities that include Depth of Knowledge (DOK) level one and two activities. (INTASC 4, 5, 7, 8)		
10. Choose a picture book that you think will be of interest to your class. Practice reading it aloud. Select 3-4 stopping points in the book and develop a question to deepen your students’ understanding of the book for each stopping point. Read the book aloud to your class or a small group of students. Be sure to read it aloud with expression. Stop at each preselected stopping point and ask your question ... what kinds of question elicit the most effective responses from students? (INTASC 4,7,8).		
11. Choose a multicultural book that reflects your student population (could be from the classroom library or the school library) and record a read aloud for the classroom listening library. (INTASC 2,3,4,8)		
12. Dive deeper into the classroom library. What are the procedures in place so that students can use the library? Choose five students to observe in the library. How do they choose books? What types of books do they select to read? Do they read their selected books? What types of conversations do they have while in the classroom library? (INTASC 1,2,3,4)		
13. Working with your teacher, identify a skill or concept that the teacher would like students to practice during small group/ center time. Create an activity that can be used to practice this skill or concept. With your CE’s support, facilitate the activity during center time. (INTASC 4, 5, 7, 8)		
14. Observe how the wall space in the school hallways is utilized. What is posted in the bulletins? Is literacy supported in any way? Are there any groups that would be excluded from recognition or acknowledgement? (INTASC 2,3,4)		
Assessment		
15. 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.) Discuss with CE how specific assessment data from meeting will be collected, analyzed, and reported in their classroom. Discuss how this data will be used to modify instruction. (INTASC 2, 3,4, 6, 9)		

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16. Gather examples of student writing and practice assessing them using a scoring rubric used in your grade level. Compare your scored samples with your CE or other teachers scored samples. In what areas of the rubric were you aligned with others’ scores? What areas were you <u>not</u> aligned with others’ scores? Discuss the discrepancies. (INTASC 4,6)		
17. Observe your teacher when he or she is making new reading groups. How are grouping decisions made? What data is being used to make groups? (INTASC 2,3,6)		
18. Observe literacy instruction and try to identify it as Tier 1, Tier 2, or Tier 3 on the MTSS scale (INTASC 2, 3, 6). Discuss your observations with your teacher, and ask about the data collected and used to determine the kinds of interventions that should be used.		
Diversity/Equity		
19. Make an appointment to meet with one of the following specialty area teachers in your school building: an EC teacher OR an ESL teacher. Conduct a brief interview with this person: discuss planning for students with special learning needs, assessing students with exceptionalities, working with content area teachers, difficulties these teachers face, advice they may have for you as a novice teacher working with students with exceptionalities, and any other questions you may have about teaching students with exceptionalities. These teachers are the experts on students with exceptionalities in their schools ... take advantage of this time to learn all you can about what they do. (INTASC 2, 10)		
20. With the permission and guidance from your CE, plan to tutor a student with special learning needs one-on-one to improve a targeted skill or knowledge need at least four (4) 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. Follow all school/district requirements for working individually with P-12 students. Once you can document four tutoring sessions the P-12 student, ask your mentor teacher to sign.		
21. Discuss with your CE their thoughts on racial hierarchies in status or learning opportunity that exist in your school and to what extent do you discuss or not discuss them as a faculty. Brainstorm with your CE how you might start a productive conversation with others in the building about how to understand and address any such racial hierarchy within your school.		
22. What elements of bias can you discern with consideration to oppression and privilege in your classroom/school? Where do you see omission,		

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<p>marginalization, over and under-representation, tokenization, and misrepresentation? Examine bias in the following to the extent you are able:</p> <ul style="list-style-type: none"> • Curriculum • Books and Materials • Pacing guides • Discipline policies and enforcement • Academic referrals to special education and/or gifted programs • Daily classroom practices • The walls of the hallways, front office, classroom • Attitudes / language used to describe and label students and families? <p>Discuss your analysis with your CE. (INTASC 2, 9)</p>		
<p>23. Review the books that are used (including textbooks) to determine if and how people of color are depicted. Are most of the books mirrors and windows for children of color? Put together a recommended “counter narrative” text set for your grade level and subject that will allow for a sustained focus on a concept. For example, the text set or group of readings convey the message that African Americans are intelligent or beautiful. Alternatively, you can assign this task to students and let them research several readings on one topic. Share your text set with teachers on your grade level. (INTASC 2, 8)</p>		
Technology		
<p>24. Demonstrate a way to use technology to communicate with students about their learning, behavior, or classroom community. This could integrate assessment activities, enhance learning experiences, or assist students in self-regulation of their own learning/behaviors. (INTASC 1, 2, 8)</p>		
<p>25. Critically evaluate technology-rich programs (websites or apps) commonly used in the school. Determine which technology-rich programs you plan to use in your instruction. How do you determine which sites / resources are the most appropriate for your students? Discuss these with your CE. (INTASC 7, 8).</p>		
<p>26. Plan and teach a small group or whole group lesson in which you (the teacher) use technology to support student learning; ask CE for feedback on your implementation of the technology. (INTASC 7, 8)</p>		
<p>27. Plan and teach a small group or whole group lesson in which students use technology to support their learning; ask CE for feedback on your implementation of the technology. (INTASC 7, 8)</p>		
<p>28. (optional) Clinical Educator Choice A: As the semester progresses, a clinical educator may ask you to</p>		

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complete an activity or task not described on this list. Add that activity here:		
29. (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:		

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Professional Dispositions	
<p>REQUIRED FOR ALL CANDIDATES</p> <p>Professional Behavior and Ethical Practice – 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. 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 tisha.greene@unc.edu. 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>	
<p>Directions: Clinical Educator/principals: sign ONLY if the candidate meets the description below.</p>	<p>Clinical Educator/Principal Signature <i>(Indicates that candidate meets descriptors)</i></p>
<p>The candidate has modeled appropriate language and behavior at all times. <i>This includes appropriate cell phone/electronics use.</i></p>	
<p>The candidate dresses professionally and is neat and clean in appearance.</p>	
<p>The candidate is punctual and responsible with deadlines.</p>	
<p>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.</p>	
<p>The candidate contributes appropriately and interacts well with P12 students in their care.</p>	
<p>The candidate follows all school policies and procedures for signing in to the school and interacting with P12 students and colleagues.</p>	
<p>The candidate contributes appropriately and interacts well with the clinical educator/other teachers.</p>	
<p>The candidate is making appropriate progress in the semester.</p>	
<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>	
<p>Clinical Educator/Principal Teacher Signature:</p>	