

Department: Middle, Secondary, K-12
Field Experiences Diversity/Equity Checklist

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*).

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

Field Experiences Checklist of Activities – DIVERSITY/EQUITY (MDSK)

Department Courses typically taken with this checklist:

- **Undergraduate:** MDSK 3100
- **Graduate Certificate:** MDSK 5204 OR TESL 5204/6204

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>
1. Make an appointment to meet with an EC or ESL teacher. Conduct a brief interview with this person: discuss planning for students with special learning needs, assessing these students, working with content area teachers, difficulties these teachers face, and advice they may have for you as a novice teacher working with EC/ELL students. (INTASC 1, 2)		
2. Discuss with your teacher the process of working with an EC or ELL learner: 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. What kinds of supports does he/she receive from the EC/ESL teachers? (INTASC 1, 2, 10)		
3. With the permission and guidance from your teacher, work one-on-one assisting a identified ELL, EC, or AIG student in some capacity with work at least three times during the semester (e.g., extra tutoring, extended lesson enhancement, etc.). Follow all school/district requirements for working individually with P12 students. After completing three sessions with your student, write a brief progress report that could		

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<p>potentially be shared with the student's parent/guardian (1-2 paragraphs at most). Include a description of what you've worked on with the student, progress the student has made, and recommendations for the student to continue improvements. Give your progress report to your teacher. NOTE: it is the teacher's decision whether any information will be shared with the parent. (INTASC 2, 3, 6, 10)</p>		
<p>4. Research school accountability data (e.g., test scores, NC report card, School Improvement Plan results/goals) and discuss the results with your assigned teacher. What do you notice about these data? What challenges exist? How do these manifest in your classroom? (INTASC 2, 3, 6)</p>		
<p>5. Discuss with one teacher how he/she differentiates instruction for students of varied cultural and linguistic needs. (INTASC 2, 5, 8)</p>		
<p>6. Discuss with your teacher how your school arranges to accommodate testing needs for special needs students, and if possible, arrange to assist with delivering these modifications (e.g., read alouds, proctoring, etc.)? How does the school assist regular education teachers in delivering the accommodations? (INTASC 2, 3, 9)</p>		
<p>7. Observe a teacher in a classroom at a different academic level than the one you are regularly assigned (i.e., Honors-level, EC, etc.). How to the teacher's instructional decisions differ from your assigned classroom? How do these differences support students' learning opportunities? (INTASC 2, 3)</p>		
<p>8. (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:</p>		
<p>9. (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:</p>		

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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>	
Directions: Clinical Educator/principals: sign ONLY if the candidate meets the description below.	Clinical Educator/Principal Signature <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. If no concerns are noted, leave this section blank*.</p>	
Clinical Educator/Principal Teacher Signature:	