

Department: Middle, Secondary, K-12
Field Experiences Planning for Instruction Checklist -- RESIDENCY

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 – PLANNING (MDSK) – RESIDENCY ONLY

Department Courses typically taken with this checklist:

- **Residency Candidate:** MDSK 6162, ARTE 5121 (Art Ed Only)

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. Conduct brief observations of and have discussions with at least two other teachers across different departments and/or grade levels. Topics to include: <ul style="list-style-type: none"> • Classroom Management • Modeling / Giving Directions • Macro vs. Micro level planning • Roles / Processes / Timelines of Assessment in the school • How to differentiate instruction based on demonstrated student need What are your big “takeaways” from these discussions? How do these discussions impact your own assessments/data use in your classroom? Share your observations in class discussions. (INTASC 2, 3, 6, 7, 9)		
2. Engage in a discussion with a student-leader in the school (ask a mentor teacher or school administrator for suggestions on selecting a student, if needed).		

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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>
<p>Topics for discussion should include the following about the school (in “student-friendly” language):</p> <ul style="list-style-type: none"> • Learning Environments/Classroom Management: "What kinds of learning environments help you learn the best?" • Connecting with and Understanding Teachers: "What do your best teachers do to create connections with you and other students in your class?" • Creating an Engaging Classroom: "What kinds of activities help you learn the best? What do your best teachers do to create an engaging classroom where you want to learn?" <p>Reflect on the student's responses in the context of your own classroom. What impact does this activity have on your own student interactions? (INTASC 2, 3, 7, 8)</p>		
<p>3. Co-teach a lesson with an experienced colleague. Reflect on the planning, implementation, and assessment process involved in teaching a lesson with a colleague. What did you find helpful about the experience? (INTASC 6, 7, 8, 10)</p>		
<p>4. Secure a copy of emergency procedures (fire drills, lockdowns). Review them with a colleague or your principal; ask about any specific recommendations for implementing the procedures. (INTASC 3)</p>		

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Professional Dispositions	
REQUIRED FOR ALL CANDIDATES	
<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.</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 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:	