

**Program: Special Education – UNDERGRADUATE ONLY**  
**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*).

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

**Field Experiences Checklist of Activities – CHECKLIST 3 (SPED undergraduate)**

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

- **Undergraduate:** SPED 4400: Integrated Instructional Applications in Special Education

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. Create a list of students for at least one of your assigned classes. Plan a casual conversation with as many students as possible in the first four (4) weeks. Track this (whom you have talked to, whom you haven’t, notes on interactions, etc.). Share with your clinical educator when you’ve talked to all the students. (INTASC 1)		
2. Investigate information in depth about the family, community, and cultural assets and resources for at least one student by asking questions of others and reviewing records. Reflect on what is the same as you and what is different from you. Consider how you would use this information to inform your relationship and instruction. Discuss this with your clinical educator. (INTASC 1)		
3. In weeks 1 and 2 for one class: Observe your classroom students, documenting patterns of individual student behavior and academic needs of learners. Discuss your observations with your clinical educator. (INTASC 1)		
4. Research the school in which you will be working. What is the school’s designation? (e.g., Title I, School of Excellence). What are the demographics of the		

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school? (How many students are there? How many students are identified as having exceptional needs, English learners, Free and reduced lunch?) . Verify this information with your clinical educator. (INTASC 2)		
5. Research the school’s model of core literacy instruction. Are there other instructional initiatives that the school uses (e.g., reading/writing workshop, balanced literacy). How did the school determine the curriculum to use at each grade level? Discuss this with your clinical educator. (INTASC 2)		
6. Discuss with the clinical educator the behavior management plan for the students. Ask for a copy of any rules/ handouts that they share with the students. Pay special attention to emergency procedures (fire drills, lock downs), discipline policies, and individual classroom rules. (INTASC 2)		
7. Observe a student with behavioral needs for at least two class periods and observe the student’s interactions with others. Record your observations, and afterwards discuss your observations and ideas/plans for intervention with the clinical educator. (INTASC 2)		
8. Discuss with the clinical educator how he/she differentiates instruction for students of varied cultural and linguistic backgrounds in a classroom setting. (INTASC 2)		
9. Include an observation of a general education classroom as well as at least one service provider (e.g., speech, OT, or PT) and discuss ideas for potential collaboration and consultation with at least one of these school professionals. (INTASC 10)		
10. Observe at least one class for all service delivery options available at the school (i.e., inclusion classroom, resource classroom, self-contained classroom). Reflect upon the benefits of each of these settings and the relationship to the students’ LRE. Consider the potential limitations of each setting. Submit reflection to your instructor for SPED 4400. (INTASC 2)		
11. Observe an inclusive section of a content area class (grades 4-12) of your choice with attention to efforts made to differentiate instruction. What instructional approaches are used? Interview the content teacher regarding their philosophy of teaching and approaches to supporting students with special needs. Request a set of sequenced lesson plans from the content teacher to review scaffolded lessons. (INTASC 4)		
12. After Week 3, at the direction of clinical educator, work one-on-one assisting a student in some capacity with work (e.g., extra tutoring, make-up work assistance, etc.) at least one time each week. Reflect on what the student can and do not presently do (patterns		

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of responses). Integrate any newly acquired instructional strategies within the work. (INTASC 3)		
13. Learn to operate whatever technology is available to your classroom/school (i.e., Smartboard, projector, etc.) (INTASC 3)		
14. Describe the interventions the clinical educator implements with various students. How does the educator determine which evidence-based interventions to employ with his/her students? (INTASC 4)		
15. Ask your clinical educator(s) to direct you to a copy of the district/school pacing guide or other planning resources available for you to review (textbooks, supplementary materials, etc.). Gather these relevant resources for use in your own planning (as appropriate). (INTASC 4)		
16. Describe the curriculum the clinical educator or other teachers you observe use to teach. Is there a difference in curriculum in each setting or by teacher? What are the differences by content area? Discuss your findings with the clinical educator. (INTASC 4)		
17. Discuss with clinical educator the introductory steps he/she takes to begin planning a learning segment (a sequence of lessons for instruction). Questions to consider in your discussions: How does your clinical educator decide which materials to use? How are these materials made available to the clinical educator? How does your clinical educator decide the amount of material to cover in a lesson? Determine the lesson objectives? Assess student success? What advice can your clinical educator provide you in beginning to plan lessons in your content area? (INTASC 4)		
18. At the direction of the clinical educator, collect behavioral data for a set (at least three) students (i.e., progress monitor). (INTASC 6)		
19. At the direction of the clinical educator, collect student performance data for a class of students (i.e., progress monitor). Collect student performance data for at least one Tier II student to specifically track success of instructional intervention. (INTASC 6)		
20. Attend/participate in PLC meetings in which you will witness the use of MTSS and other progress monitoring data in regards to the service of students. (INTASC 10)		
21. Discuss the use of data in the eligibility process with the clinical educator. Review how the clinical educator uses psychoeducational evaluation to inform eligibility decisions. (INTASC 6)		
22. Use student performance data to make preliminary instructional decisions (at least 5 times during the semester at different points) for one class of students. Discuss your decisions with the clinical educator.		

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(Your clinical educator will also make decisions and you will discuss the degree to which you both agree about what to do as a result of student performance data). (INTASC 6)		
23. Observe and track what kinds of assessment you see teachers using in the classrooms. This could be assessments they use during a lesson while teaching to gauge if students are “getting it” (formative assessments) or assessments they use at the end of a lesson or unit to determine if students have mastered the content and are ready to move to the next topic of study (summative assessment). Discuss these assessments with your clinical educator: Why these assessments? What information do they get from these assessments? (INTASC 6)		
24. Attend at least one IEP meeting (if possible) and write a reflection regarding the process and content as well as any new understandings. The reflection should not include any identifiable information about the school, teachers, student, or family. (INTASC 10)		
25. Review all IEPs of the students being served by the clinical educator with attention to IEP goals and accommodations. Determine patterns across IEPs for types of service, placement, content, accommodations, etc. by disability category. (INTASC 6)		
26. Attend at least two faculty meetings during the semester.		
27. After Week 7 with the permission and guidance from the clinical educator, plan and teach weekly mini-lessons to a small group of students. THIS DOES NOT HAVE TO BE AN ENTIRE CLASS PERIOD; short lessons or parts of lessons are fine. Guidelines: Requirements given by course instructors should be followed first. If you’re not sure what to do, follow directions from your course instructor. Your lesson must be planned at least two weeks in advance. (Planning may begin in week 2 with clinical educator approval). You must use the lesson plan template approved by your course instructor. Remember this can be a mini-lesson. Not all parts of the template may be used ... work with your clinical educator on this. Your lesson must be approved by your clinical educator. Other requirements as indicated by your clinical educator and/or course instructor. Co-teaching or team teaching with the clinical educator is encouraged. (INTASC 1-10)		
28. Using lessons and materials planned by the clinical educator, teach a small group of students each week starting at week 3. (INTASC 1-10)		
29. (optional) Clinical Educator Choice A: 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:		
30. (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:		

Continued on next page ....

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Professional Dispositions	
<p><b>REQUIRED FOR ALL CANDIDATES</b></p> <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. <b>Residency teachers should have their school-assigned mentor or principal complete this form.</b> Any disposition issues that cause a serious concern for P-12 teachers may also be referred to the course instructor.</p> <p><u>To the clinical educator/principal:</u> 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@uncc.edu">tisha.greene@uncc.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>	
<p><b>Directions: Clinical Educator/principals: sign ONLY if the candidate meets the description below.</b></p>	<p><b>Clinical Educator/Principal Signature</b>  <i>(Indicates that candidate meets descriptors)</i></p>
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>	
<p><b>Clinical Educator/Principal Teacher Signature:</b></p>	