

Department: Middle, Secondary, K-12
Field Experiences Methods/Assessment 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 – METHODS/ASSESSMENT (MDSK)

Department Courses typically taken with this checklist:

- **Undergraduate:** Content-specific Methods course, Content-specific Assessment course
- **Graduate Certificate:** Content-specific Methods course, Content-specific Assessment course

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. In collaboration with your teacher, design and implement an activity to introduce yourself to the students and begin to build student rapport. Some possible things to consider: why do you want to be a teacher? What are your goals? Your background? What do you want to know about your students? (INTASC 1, 3)		
2. 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.) (INTASC 6, 7)		
3. Observe your teacher facilitating a lesson and specifically note methods of assessment that they use, the formal (e.g., tests, projects, quizzes) and the informal (e.g., “ticket out the door,” thumbs up/down, Q and A, etc.) ways they assess if students are learning during a lesson. Which methods of assessment are most effective? Why? Which methods provide the most information about student achievement/academic performance? Discuss your observations with your mentor teacher. (INTASC 6)		

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4. Ask your teacher to score a set of student work samples (work collected for assessment purposes but not yet graded). With guidance from your teacher, score the student work AND provide each student written feedback on: a. Strengths: what does the student do well related to the lesson objectives? AND b. Areas for Improvement: what can the student improve on in the future, related to the lesson objectives? Focus your feedback specifically on the students' learning of the lesson objectives. (INTASC 6, 7, 9)		
5. Once you have completed the activity above (scoring the student work samples and giving feedback to students), review the overall data results and analyze them. Overall as a group, what do students do well? Overall as a group, what do they still struggle with? Select three students to discuss individual results with the teacher (note: if you have a ELL/EC/AIG learner, specifically discuss these results/feedback). Ask your teacher to review the feedback you gave the students and give YOU feedback on what you wrote. Discuss with your teacher how you could use all this information to design lesson plans moving forward for this group of students. (INTASC 6, 7)		
6. edTPA Connections: Discuss with your mentor teacher how his/her planned instructional supports/lesson designs are tied to lesson learning objectives and the lesson central focus, and how they address the needs of both the whole group and specific individuals with unique needs. Explain that this is something you will be expected to do in your edTPA project. (INTASC 2, 7, 8)		
7. edTPA Connections: Ask your teacher to explain how he/she incorporates the prior academic learning and personal, cultural, or community assets of students into instruction. (INTASC 2, 7)		
8. edTPA Connections: Observe and discuss with your teacher the language supports that your mentor teacher provides. Ask for an explanation of how he/she supports students in meeting language demands (as defined by edTPA) related to the task. (You may need to share the definition of "academic language demands" with your teacher.) (INTASC 4, 5, 7)		
9. edTPA Connections: Ask your teacher to explain how he/she incorporates the prior academic learning and personal, cultural, or community assets of students into instruction. (INTASC 1, 2)		
10. Focus Practices: Using the "Look Fors" documents provided by your course instructor and rubrics related to the COED Focus Practices, take note of how your mentor teacher: elicits student thinking, facilitates		

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whole class discussion, plans for and manages small group. Share your observations with your course instructor in class discussions/rehearsals for the Focus Practices. Talk to your teacher about implementing these practices effectively in this classroom: What are the challenges? What are areas for you to work on moving forward? What are you doing well? (INTASC 8)		
11. With the permission and guidance from your mentor 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 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)		
12. Complete at least 2 small administrative classroom tasks for your teacher (e.g., take attendance, stuff mailboxes, organize or file, pass out papers or assignments, create a bulletin board.) (INTASC 10)		
13. Learn to operate whatever technology is available to students in your classroom (i.e., Smartboard, projector, etc.). Plan to integrate student technology use into at least one of the lesson activities you plan during the semester. (INTASC 8)		
14. Sit in on a parent teacher conference (either a face-to-face or phone conference). Observe the teacher's interactions and how the teacher broaches areas of concern with the parent. Pay attention to the teacher's approach, phrases the teacher uses, and key points the teacher makes with the parent. What do you notice? What are your big "takeaways"? (INTASC 9, 10)		
15. (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:		
16. (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	
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:	