Department: Middle, Secondary, K-12
Field Experiences Methods/Assessment Checklist - <mark>RESIDENCY</mark>

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 – METHODS/ASSESSMENT (MDSK) – RESIDENCY

Department Courses typically taken with this checklist:

- **Residency candidate:** Content-specific Methods course, Content-specific Assessment course

Activity	Candidate Reflection on the Experience *Guiding questions: What are your biggest "take-aways" from this activity? What did you learn? What are potential next steps to extend your learning?*	CE Initials/date *(indicates completion)*
1. Seek out the following individuals in your school to conduct discussions with each: • School's testing coordinator • A member of your school admin team • Your PLC/department/grade level chair • School technology facilitator Have separate discussions detailing school needs as they pertain to: • required state/district testing (challenges, accommodations, school needs, etc.) • using data to guide instructional decision-making at the classroom level, particularly related to differentiating for student learning needs • integration of technology into lessons 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)		

Activity	Candidate Reflection on the Experience *Guiding questions: What are your biggest "take-aways" from this activity? What did you learn? What are potential next steps to extend your learning?*	CE Initials/date *(indicates completion)*
2. Attend a PLC meeting specifically related to analysis of data and using data to make instructional or curricular decision. How are you using these data to guide your decision-making? (INTASC 6, 7)		
3. edTPA Connections: Ask a colleague to review a sample of the feedback the teacher provided to students on an assignment. Review the teacher's feedback: Does it relate to the lesson objectives? Is it specific? Does it address both strengths and limitations related to the learning objectives? Consider your own feedback to students for these same criteria. (INTASC 6)		
4. Participate in planning and/or assessment activities with colleagues. How will you differentiate for student learning differences? How will you plan to assess the students' for mastery of learning objectives? (INTASC 2, 6, 7, 8).		
5. Using suggestions made by a mentor teacher or school administrator if needed, have a discussion with the following three types of students detailing his/her daily learning experiences (kinds of assignments, homework, academic rigor, class activities): • A "high-range" scoring student • A "mid-range" scoring student • A "low-range" scoring student What are your big "takeaways" from these discussions? How do these discussions impact your own lesson design in your classroom? Share your observations in class discussions. (INTASC 2, 3, 7, 8, 9)		
6. edTPA Connections: Ask a colleague to explain how he/she incorporates the prior academic learning and personal, cultural, or community assets of students into instruction. (INTASC 2, 7)		
7. edTPA Connections: Observe and discuss with a colleague the language supports that you provide in your lesson. 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 colleague.) (INTASC 4, 5, 7)		
8. edTPA Connections: Ask a colleague to explain how he/she incorporates the prior academic learning and personal, cultural, or community assets of students into instruction. (INTASC 1, 2)		
9. Focus Practices: Using the "Look Fors" documents and rubrics related to the COED Focus Practices, reflect on your success with each of the following: eliciting student thinking, facilitating whole class discussion, planning and managing small groups. Share your observations with your course instructor in class discussions/rehearsals for the Focus Practices. Talk to		

Activity	Candidate Reflection on the Experience *Guiding questions: What are your biggest "take-aways" from this activity? What did you learn? What are potential next steps to extend your learning?*	CE Initials/date *(indicates completion)*
your mentor 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)		

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Professional Dispositions

REQUIRED FOR ALL CANDIDATES

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.

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@uncc.edu. UNC Charlotte relies on our school partners to assist us in developing candidates. The lack of a signature does not mean that the candidate will not progress; rather, we wish to coach our candidates on appropriate professional behaviors with your assistance.

Directions: Clinical Educator/principals: sign ONLY if the candidate meets the description below.	**Clinical Educator/Principal Signature** *(Indicates that candidate meets descriptors)*
The candidate has modeled appropriate language and behavior at all times. *This includes appropriate cell phone/electronics use.*	
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.	

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*.**

Clinical Educator/Principal Teacher Signature: