

**Department: Middle, Secondary, and K-12 Education (MDSK)
Field Experiences Planning for Instruction 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 – PLANNING (MDSK)

Department Courses typically taken with this checklist:

- **Undergraduate:** MDSK 3151, MDLG 3130/SECD 4140, MDSK 4210
- **Graduate Certificate:** MDSK 6162 + 6162L, 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. Discuss with your teacher the introductory steps he/she takes to begin planning a unit of instruction. How does the teacher decide which materials to use? How does the teacher decide the amount of material to cover in a lesson? Determine the lesson objectives? Assess student success? (INTASC 7, 8)		
2. Discuss with your mentor teacher curriculum material provided by the school district. Evaluate the curriculum material (i.e. lessons, activities, assessments) and discuss with your mentor teacher how he/she modifies it for students. (INTASC 4, 5)		
3. Ask your teacher for a copy of their classroom management plan, including any rules that they share with students. Pay special attention to emergency procedures (fire drills, lockdowns), and discipline policies. Observe how your teachers interact with their students, how they build rapport, how they handle it when students don’t follow directions, etc. Discuss your observations with the teachers. What advice do they have for a beginning student teacher for creating a positive learning environment? (INTASC 3)		

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4. Giving students clear expectations is a key tool in classroom management. With permission and guidance from your teacher, practice giving concise, clear directions for an assignment or activity to students. This could include how to actually complete an assignment, how to prepare for an activity, directions for movement from one activity to another, etc. Reflect on the experience: were students able to follow your instructions? Was there anything you would do differently next time? (INTASC 3)		
5. Discuss with your teacher how assessment data are used in the school and in his/her classroom. What is the impact of assessment data on his/her instruction? (INTASC 6)		
6. Ask your teacher for a copy of emergency procedures (fire drills, lockdowns). Review them with your teacher; ask about any specific recommendations your teacher may have for implementing the procedures. (INTASC 3)		
7. (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:		
8. (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:	