

Clinical Checklist for Teacher Candidates
Semester 1 Checklist (first semester in the program)

Name _____ 800 _____ Licensure Area _____
 School _____ District _____ Semester/Year _____

Directions: Read the ENTIRE checklist of activities. Note that some activities require time and planning with a mentor-teacher to complete. As the candidate completes these activities, mentor teachers verify completion with a signature/date. Candidates should PLAN accordingly with their teachers to complete the list by December 5/May 5/end of summer session. **Candidates submit a copy of the signed, completed checklist 1) to the Taskstream Field Experiences portfolio for the appropriate semester; and 2) to the course instructor as directed.**

Attendance Log: All candidates should keep a separate attendance log to track specific dates/times in the building. The checklist does not substitute for an attendance log.

Note: Blue items* on the checklist should be considered “first priority” for candidates. Complete as many items as you can on the entire list, but focus on the blue items first. Remember: the checklists are not a race. The more items you complete, the better prepared you will be for your next clinical experiences. Some course instructors may use the checklist as a grade; this is completely up to the individual instructor. Ask your instructor for details.

List the information below for all mentor teachers who sign this checklist to verify completion of candidate activities *(add rows as needed)*.

Mentor Teacher Name	Years of Experience	Primary Content / Grade Level	Mentor Teacher Email

INTA SC	Activity to complete – CHECKLIST 1	Mentor Teacher signature	Date of completion
1	1. Create a seating chart 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 on your seating chart (who you have talked to, who you haven't, notes on interactions, etc.). Share with your mentor teacher when you've talked to all the students / end of four weeks.		
	2. Observation + record: your classroom students, focusing on different developmental states of learners as well as individual student behavior in the classroom. Record your observations as directed by your course instructor (this could be used to fulfill a course assignment). Discuss your observations with your mentor teacher.		
2	3. Discuss with one teacher 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.		
	4. Sit near 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 with the teacher.		
	5. Discuss with one teacher how he/she differentiates instruction for students of varied cultural and linguistic needs in a classroom setting.		
3	6. After week 3 (earlier in summer), at the direction of one teacher and with permission, work one-on-one assisting a student in some capacity with work (e.g., extra tutoring, make-up work assistance, etc.)		
	7. With the permission and guidance from two (2) teachers, give concise, clear directions for an assignment or activity to students. REPEAT all directions at least once. Ask the students to repeat the directions back to you so you verify they have understood. Then release them for their activity. (May be one teacher in summer).	Teacher 1: Teacher 2:	

INTA SC	Activity to complete – CHECKLIST 1	Mentor Teacher signature	Date of completion
4	8. Go to the NC DPI Curriculum site at http://www.ncpublicschools.org/curriculum/ and find the official standards for your content area. There are many resources available to assist teachers in planning for instruction. Review this page and the links available thoroughly—explore! Download a copy of your official NC curriculum standards for your content area / grade level and read through them.		
	9. Ask your teacher/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).		
	10. Discuss with at least two (2) teacher/s the introductory steps he/she takes to begin planning a unit of instruction. Questions to consider in your discussions: How does your teacher decide which materials to use? How does your mentor decide the amount of material to cover in a lesson? Determine the lesson objectives? Assess student success? What advice can your mentor provide you in beginning to plan lessons in your content area? (May be one teacher in summer).	Teacher 1:	
5	11. As you move through the semester, opportunities will emerge for you or your teacher/s to find/need additional resources on a topic of study: a student may ask a question to which you don't know the answer, your teacher may be planning a new unit and need additional information, or you may wish to "dig deeply" into an area of study. With one teacher's permission, secure and share with your teacher at least two new/previously unknown resources/content-based strategies that can be utilized in the classroom on a topic of study related to your content area.		
	12. After week 3 (or earlier in summer), at the direction of one teacher and with permission, provide students w/assistance in finding resources and information and/or assist individual students with technology-based instruction.		
6	13. At the direction of one teacher and with permission, check or grade papers with a key. You may record grades if your teacher / district gives you permission to do so (most grades are kept electronically and require a secure login so this may not be possible).		
	14. Discuss with your teacher team how assessment data is used in their school and in their classrooms. What is the impact of assessment data on their instruction?		
	15. With at least two different teachers, 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 mentor teachers: why these assessments? What information do they get from these assessments? (May be with only one teacher in the summer).	Teacher 1:	
8	16. After week 4 (or earlier in the summer), at the direction of your teacher and with permission, introduce a lesson your teacher already has planned (teach the warm-up activity, review homework, etc.)		
	17. Learn to operate whatever technology is available to your classroom/school (i.e., Smartboard, projector, etc.)		
10	18. 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.)		
1-10	<p>19. After week 4 (or earlier in the summer), with the permission and guidance from one (1) teacher, plan and teach a mini-lesson. THIS DOES NOT HAVE TO BE AN ENTIRE CLASS PERIOD; short lessons or parts of lessons are fine. Guidelines:</p> <ul style="list-style-type: none"> a. Requirements given by course instructors should be followed first. If you're not sure what to do, follow directions from your course instructor. b. Your lesson must be planned at least two weeks in advance. (Planning may begin in week 2 with teacher approval). c. 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 mentor teacher on this. d. Your lesson must be approved by your mentor teacher. e. Other requirements as indicated by your mentor teacher and/or course instructor. Co-teaching or team teaching with the mentor is encouraged. <p>*special note for summer: complete as much of this as you can. You may not complete everything.</p>		

INTA SC	Activity to complete – CHECKLIST 1	Mentor Teacher signature		Date of completion	
	20. (optional) Mentor Teacher Choice A: As the semester progresses, a teacher may ask you to complete an activity or task not described on this list. Add that activity here:				
	21. (optional) Mentor Teacher Choice B: As the semester progresses, a teacher may ask you to complete an activity or task not described on this list. Add that activity here:				
<p>REQUIRED FOR ALL CANDIDATES (aligned with INTASC Standard 9)</p> <p>Professional Behavior and Ethical Practice – this section should be evaluated by two different mentor teachers IF POSSIBLE (one teacher is fine). In either event, the candidate should be evaluated twice in a semester. The first evaluation should occur by October 15/March 15/June 15; the second evaluation should occur by December 5/May 5 (no second evaluation in the summer). Any disposition issues that cause a serious concern for P-12 teachers may also be referred to the Office of Field Experiences at 704-687-8802 or http://ofe.uncc.edu.</p> <p>To the mentor teacher: initialing 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 DISCUSS this issue and your concern with the candidate, and document in the comment box that you have done so. UNC Charlotte relies on our teacher-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>		Eval by Oct 15/March 15/June 15 (Teacher 1)		Eval by Dec 5/ May 5* (Teacher 1 or 2)	
<p>Directions: Teachers sign ONLY if the candidate meets the description below.</p>		Initials	Date	Initials	Date
	22. The candidate has modeled appropriate language and behavior at all times. This includes appropriate cell phone use.				
	23. The candidate dresses professionally and is neat and clean in appearance.				
	24. The candidate is punctual and responsible with deadlines				
	25. 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 rescheduled.				
	26. The candidate contributes appropriately and interacts well with P12 students in their care.				
	27. The candidate follows all school policies and procedures for signing in to the school and interacting with P12 students and colleagues.				
	28. The candidate contributes appropriately and interacts well with the mentor team/other teachers.				
	29. The candidate is making appropriate progress in preparing for the full-time student teaching 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>					
Mentor Teacher Signature:		Date of conference with candidate:			
Mentor Teacher Signature:		Date of conference with candidate:			
Mentor Teacher Signature:		Date of conference with candidate:			

*One signature is fine; extra rows are added to be used as needed.