

**Clinical Checklist for Teacher Candidates  
Semester 2 Checklist**

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

INT AS C	Activity to complete – CHECKLIST 2	Mentor Teacher initials	Date of completion
1, 6, 10	1. Ask one of your teachers to review a set of scored student work (graded papers not yet given back to students) where the teacher has provided feedback to students. Examine and compare student work for individual differences, noting what you observe. What do the data (work samples) tell you about the student differences? Consider multiple facets: academic differences, linguistic differences, developmental differences. You may need to look at multiple work samples; you may also wish to “grade” the work samples yourself for practice. Discuss with your teacher how could you use this information to design lesson plans moving forward.		
	2. After completing #1 above, visit another class at a different level and ask the teacher in Class 2 if you may review a set of scored student work. Compare the level of performance to the first set of student work samples you reviewed. What do you note? Discuss with your teacher how could you use this information to design lesson plans moving forward.		
2	3. Make an appointment to meet with one of the following specialty area teachers in your school building: an EC teacher OR an ESL teacher. Conduct a brief interview with this person: discuss planning for students with special learning needs, assessing special needs students, working with content area teachers, difficulties these teachers face, advice they may have for you as a novice teacher working with special needs students, and any other questions you may have about teaching special needs students. These teachers are the experts on special needs students in their schools ... take advantage of this time to learn all you can about what they do.	Specialty area teacher:	
3	4. Ask two (2) teachers for a copy of their classroom management plan, including 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. Discuss with each teacher their behavior management plans, noting differences and similarities (in preparation for #5 below). (May be one teacher in the summer).	Teacher 1:	
		Teacher 2:	

INT AS C	Activity to complete – CHECKLIST 2	Mentor Teacher initials	Date of completi on
	5. Observe the two (2) teachers from #4 interacting with students, paying particular attention to classroom management. What “little things” make a big difference? Discuss their management styles and choices with the teachers at an appropriate time. How do they differentiation learning environments for second language learners? For special needs learners? How do they approach student misconduct? (May be one teacher in the summer).	Teacher 1:	
		Teacher 2:	
	6. With the permission and guidance from two (2) mentor 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 the summer).	Teacher 1:	
		Teacher 2:	
5	7. After week 4 (or earlier in summer), identify a student who displays individual developmental differences in at least two areas (cognitive, linguistic, social, emotional and physical). For example, the student’s cognitive skill level is noticeably different from the student’s social skill level, etc. Discuss this student with the teacher, focusing on how the teacher differentiates instruction and/or behavioral interventions for this student.		
	8. After the conversation with your teacher, research and find at least 2 viable learning strategies in your content area to offer your teacher(s) as resources for working with the specific student. Develop a one page handout-quick-reference guide for your teacher that summarizes the two strategies, provides examples, etc. <i>(Note: for a variety of reasons, your teacher may not opt to use the strategies you provide; that’s okay! The purpose of this activity is to develop YOUR thinking about student differentiations for your content area).</i>		
4, 7	9. Benjamin Bloom’s Taxonomy of Learning (Revised) is a commonly used framework for designing interactions with students. With the mentoring from one of your teachers, plan a series of questions to engage students on all levels of Bloom’s taxonomy on a content-specific lesson (at least 1 question from each level of Bloom’s should be developed, preferably 2). This can be a lesson you design for a course instructor or a lesson that your teacher shares with you. Embed at least some of the questions into your lesson plan to use with students ( <b>see #14 below</b> ). Google “Bloom’s Question Stems” to find additional resources for this task. Show your completed lesson plan to your teacher and ask the mentor to review for feedback and sign-off for their approval.		
6, 8	10. <u>At least twice</u> during the semester, and at the direction of your teachers, review an assignment with a group of students. For example, review the “warm-up”; go over homework; review the results of an in-class activity. ( <b>This can occur with the same teacher or different teachers</b> ). (May only happen once during the summer).	1:	
8	11. Learn to operate whatever technology is available to your classroom/school (i.e., Smartboard, projector, etc.)		
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.)		
1- 10	13. WORKING WITH STUDENTS ONE-ON-ONE: After week 2 (or earlier in summer), with the permission and guidance from one (1) mentor teacher, plan to tutor a special needs learner one-on-one to improve a targeted skill or knowledge need at least three (3) times. This could be any student who needs extra help, but preferably a documented EC or ELL learner. Follow all school/district requirements for working individually with P-12 students. Once you can document three tutoring sessions the P-12 student, ask your mentor teacher to sign.		
	14. After week 4 (or earlier in the summer), with the permission and guidance from one (1) teacher, plan and teach a mini-lesson. <b>THE GROUP OF P-12 STUDENTS YOU PLAN FOR/TEACH MUST INCLUDE SPECIAL NEEDS LEARNERS (i.e., Identified EC students, Second Language Learners, or other identified individual students with specific learning needs).</b> THIS DOES NOT HAVE TO BE AN ENTIRE CLASS PERIOD; <b>short lessons or parts of lessons are fine. Guidelines:</b> 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. Your lesson must include a method of assessment. This may be formal or informal, but it must be aligned to the lesson objectives. f. Your lesson must include targeted differentiations for the identified special needs learners. g. Other requirements as indicated by your mentor teacher and/or course instructor. Co-teaching or team teaching with the mentor is encouraged.		

INTASC	Activity to complete – CHECKLIST 1	Mentor Teacher signature		Date of completion	
	15. (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:				
	16. (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><b>REQUIRED FOR ALL CANDIDATES (aligned with INTASC Standard 9)</b></p> <p><b>Professional Behavior and Ethical Practice</b> – this section should be evaluated by two different mentor teachers <b>IF POSSIBLE</b> (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 <a href="http://ofe.uncc.edu">http://ofe.uncc.edu</a>.</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. <b>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.</b> 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><b>Directions: Teachers sign ONLY if the candidate meets the description below.</b></p>		Initials	Date	Initials	Date
	22. The candidate has modeled appropriate language and behavior at all times. <b>This includes appropriate cell phone use.</b>				
	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. <b>If no concerns are noted, leave this section blank*.</b></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.