SCHOOL OF EDUCATION
CLINICAL PRACTICE TASK CHECKLIST - MULTIPLE SUBJECT

California State
University **Chico**

DATE:	
UNIVERSITY SUPERVISOR	
DISTRICT-EMPLOYED SUPERVISOR	
CREDENTIAL CANDIDATE	

_____ CLINICAL PRACTICE I   _____ CLINICAL PRACTICE II   INTERN _____ of _____

*MSP CANDIDATES COMPLETE THE CLINICAL PRACTICE TASK CHECKLIST IN BOTH PI AND PII.

CLINICAL PRACTICE TASKS	PI DATE	CT/LST/ SUPERVISOR INITIALS	PII DATE	CT/LST/ SUPERVISOR INITIALS
Getting to Know Your School and Your Students				
At the beginning of practicum, review PI/PII Requirements, Professional Expectations, and the Clinical Practice Task Checklist with CT (see Canvas).				
At the beginning of practicum, review the CORE, TPE, and Disposition Rubrics with your CT and set goals for the semester. *PII's, review PI Areas of Strength and Future Growth Areas from the Teaching Self Evaluation.*				
Using a small binder or electric format, collect school site documents regarding demographics, policies, procedures, systems, curriculum, and school calendar.				
Complete the required Mandated Reporter Training as specified in the Program Handbook.Turn in completion certificate to your supervisor.				
Get to know the individual students in your teaching assignment, including their names, family/community contexts and the multiple developmental factors that impact learning (academic, language, developmental, social). TPE 4.1				
Know your students' English language proficiency levels and identify how their language needs are being met, either with an integrated ELD program or a designated ELD program. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction. TPE 5.7				
Identify the purpose, content, and uses of the English Language Proficiency Assessments for California (ELPAC).				
Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. TPE 5.6				
With the help of the CT, become familiar with the services and changes to the learning environment to meet the needs of students with Individual Education Plans (IEPs), 504 Plans, and Gifted and Talented Education (GATE). Know the referral procedure and processes in place to maintain				

consistent communication between the specialists and classroom teacher.				
Become familiar with the school's tiered intervention processes (i.e., MTSS, RTI, PBIS).				
Introduce yourself to the school administrator(s), the school counselor(s), office staff, campus staff, and janitorial staff.				
School Meetings and Events				
Attend an Individualized Educational Plan (IEP) meeting and discuss with CT the referral process and teacher's responsibilities. *Candidate name is required to be on the IEP meeting notice and approved by administration.*				
Attend a minimum of one Student Study Team (SST) or Response to Intervention (RTI) meeting.				
Attend at least one faculty meeting.				
Attend staff development and/or grade level meetings.				
Attend "Open House" or "Back-to-School Night (as applicable).				
Participate in scheduled parent conferences.				
Attend a minimum of one parent advisory board, PTA meeting, ELPAC meeting, or a school board meeting.				
Technology and Communication				
Contribute to ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. TPE 1.2				
With the help of the CT, become familiar with the district's web-based student databases (e.g., AERIES). Use these database to communicate with students and families, to take attendance, and enter at least one set of assignment scores.				
Make a phone call to a parent (this can be a celebration or concern).				
Use technology as appropriate to support assessment administration, conduct data-analysis, and communicate learning outcomes to students and families. TPE 5.4				
Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security. TPE 3.7				
Planning and Instruction				
Maintain Lesson/Unit Plan Book in hard or electronic copy.				
Observe and teach across content areas for the Multiple Subject Credential (math, language arts, social studies, science, physical education, visual/performing arts, and health).				
Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co- teaching, coaching, and/or networking. TPE 2.4, TPE 4.6				
Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning. TPE 1.7				
Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards (ISTE). TPE 3.8				
Assume a lead role in the development in the instructional plan and lead teaching by completing a consecutive 3-day (PI) or 2-week (PII) solo teaching experience.				
Supervision Requirements				

Attend all required meetings with CT and University Supervisor.				
Complete all required University Supervisor observations of teaching.				
With Cooperating Teacher and University Supervisor, complete mid and final teaching evaluation forms.				
Complete all additional clinical practice requirements (e.g., Teaching Self Evaluation or Induction Individual Development Plan, etc.).				
Assessment Requirements				
PI - Complete CalTPA Cycle 1 teaching event.			▓	▓
PII - Complete CalTPA Cycle 2 teaching event.	▓	▓		
PII - Complete the RICA	▓	▓		

Note: Your participation in meetings or activities that include confidential student information should be cleared with your CT and may require approval from a school administrator. If there are any conditions that may prevent your ability to meet one or more of the checklist items, please speak to your supervisor. Please note that you may not miss your CSU Chico courses to attend meetings on the checklist.