



# SCHOOL OF EDUCATION

## CLINICAL PRACTICE TASK CHECKLIST

### CONCURRENT - SINGLE SUBJECT

	<b>DATE:</b>	
UNIVERSITY SUPERVISOR		
DISTRICT-EMPLOYED SUPERVISOR		
CREDENTIAL CANDIDATE		
_____ CLINICAL PRACTICE I      _____ CLINICAL PRACTICE II		

CLINICAL PRACTICE TASKS	DATE	CT's INITIALS
At the beginning of the practicum, review requirements, professional expectations, and checklist with CT.		
At the beginning of the practicum, review the TPE and Disposition Rubrics with your CT and set goals for the semester.		
Complete the required Mandated Reporter Training as specified in the Program Handbook, (if not already completed in P1). Turn in completion certificate to your supervisor.		
Familiarize yourself with, and know where to locate, school site documents regarding demographics, policies, procedures, curriculum, and school calendar.		
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		
Use Aeries, or other student databases, to communicate with students and families regarding students' progress and achievement in the classroom.		
Design and use a warm-up, starter, or quick-write that incorporates a photograph/image, quote, painting, piece of music, or podcast.		
Introduce yourself to the school administrator(s), a counselor, a resource teacher, an EL (English Language) teacher, and one to two other staff members.		
Attend a minimum of one department meeting and one staff meeting.		
Design a lesson that incorporates educational technology to support student learning. The lesson should promote digital citizenship, including copyright law or fair use guidelines.		
Modify or adapt an assignment for a student with an IEP/504.		
Design an assignment specifically for EL (English language) learners.		
Design a vocabulary scaffold/strategy for academic language development in your content area.		
Co-develop the criteria or rubric for an assessment with your CT.		
Co-assess and co-grade a set of class papers using a standards-based rubric and discuss the next steps for learning with your CT.		
Enter one set of assignment scores in a student information database.		
Attend an IEP meeting to discuss any of the following plans: IEP, ITP, or 504.		

Meet with a teacher other than your CT and discuss classroom facilitation and management strategies.		
Attend a dance, special event, or athletic event outside of school hours.		
Research/ask about at least one resource relating to supporting students who have experienced trauma, homelessness, foster care placement, incarceration, and/or are medically fragile.		
Assume a lead role in the development and completion of 2-week solo teaching.		
Complete Ed Specialist TPA Cycle 2 teaching event.		

*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.*