



SCHOOL OF EDUCATION

CLINICAL PRACTICE TASK CHECKLIST - EDUCATION SPECIALIST

	DATE:	
UNIVERSITY SUPERVISOR		
DISTRICT-EMPLOYED SUPERVISOR		
CREDENTIAL CANDIDATE		
<input type="checkbox"/> MULTIPLE SUBJECT <input type="checkbox"/> SINGLE SUBJECT <input type="checkbox"/> BILINGUAL AUTHORIZATION <input type="checkbox"/> CONCURRENT <input type="checkbox"/> EDUCATION SPECIALIST <input type="checkbox"/> CLASS		
<input type="checkbox"/> CLINICAL PRACTICE I <input type="checkbox"/> CLINICAL PRACTICE II <input type="checkbox"/> INTERN Semester _____ of _____		

TASK	DATE	DES INITIALS
BEGINNING OF CLINICAL PRACTICE		
Review Education Specialist Credential Program Handbook with CT.		
Study CORE Rubric, SOE Professional Dispositions Rubric & TPE Rubric. Review with CT and set goals for the semester.		
DURING CLINICAL PRACTICE		
Get to know the individual students in teaching assignment, including their family/community contexts and the multiple developmental factors that impact learning (academic, language, social). Know services for which students qualify (OT, PT, SLP). Know students' English language proficiency levels.		
Using a small binder or electronic format, collect school site documents regarding policies, procedures, events, PBIS programs, curricula, and progress-monitoring data.		
Maintain Lesson Plans via hardcopy or electronic format.		

Attend staff development and/or grade level meetings.		
Attend faculty meetings.		
Attend “Back-to-School Night” and/or “Open House”.		
Participate in site duties (e.g., yard, bus, hall, assembly or lunchroom supervision assignments) in conjunction with the CT.		
Attend at least two Individualized Education Plan (IEP) meetings and at least one Student Study Team (SST) meeting in primary placement. Candidate name is required to be on the IEP meeting announcement and meeting attendance approved by the school administration.		
Participate in scheduled parent conferences as applicable.		
Participate in activities and instruction within a General Education classroom for a minimum of 15 hours (e.g., 1 hour per week).		
Observe the administration of a range of assessments including diagnostic, informal, formal, progress-monitoring, formative, summative, and performance assessments.		
Observe and reflect on how teachers collaborate, organize and supervise the work of other adults (ie. paraprofessionals, related service providers) in inclusive and specialized education settings.		
Develop an introductory letter to parents in preparation for solo-teaching and submit to CT for approval.		
Complete a minimum of ten full solo teaching days.		
Complete CalTPA.		