

## FIELD ASSIGNMENT TRACKING FORM EDUCATION SPECIALIST

**School Site:**

**Setting: Mild/Mod or Extensive Support**

**Candidate:**

**Grade Level(s):**

**CT:**

**University Supervisor:**

ASSIGNMENTS	DATE	CT INITIALS
<b>BEGINNING OF PRACTICUM</b>		
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.		
<b>DURING PRACTICUM</b>		
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.		
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 edTPA		