



SCHOOL OF EDUCATION

CLINICAL PRACTICE TASK CHECKLIST - MULTIPLE SUBJECT

	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 ____	

CLINICAL PRACTICE TASKS	PI DATE	CT/ SUPERVISOR INITIALS	PII DATE	CT/ SUPERVISOR INITIALS
The assignments below must be completed during both practicum placements:				
1. At beginning of practicum, review PI/PII Requirements, Professional Expectations and Checklist with CT (see syllabus).				
2. At beginning of practicum, review the 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 Culminating Conference Form.				
3. Using a small binder or electric format, collect school site documents regarding demographics, policies, procedures, curriculum and school calendar.				
4. Get to know the individual students in teaching assignment, including their family/community contexts and the multiple developmental factors that impact learning (academic, language, developmental, social). TPE 4.1				
5. 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				
6. Identify the purpose, content, and uses of the English Language Proficiency Assessments for California (ELPAC).				
7. 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				
8. 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.				
9. Attend an Individualized Educational Plan (IEP) meeting and discuss with CT the referral process and teacher's responsibilities.				
10. Become familiar with the school's tiered intervention (RTI) process.				
11. Attend a minimum of one Student Study Team (SST) or Response to Intervention (RTI) meeting.				
12. With the help of the CT, become familiar with the district's web-based student data collection system or management software.				
13. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families. TPE 5.4				
14. Attend at least one faculty meeting.				
15. Attend staff development and/or grade level meetings.				
16. Attend "Open House" or "Back-to-School Night (as applicable).				
17. Participate in scheduled parent conferences.				
18. 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				
19. Attend a minimum of one parent advisory board or PTA meeting.				
20. Attend all required meetings with CT and University Supervisor (e.g., cluster meetings, 3-way meetings).				
21. Maintain Lesson/Unit Plan Book in hard or electronic copy.				
22. Observe and teach across content areas for the Multiple Subject Credential (math, language arts, social studies, science, physical education, visual/performing arts and health).				
23. 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				
24. 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				
25. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards (ISTE). TPE 3.8				
26. 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				
27. Assume a lead role in the development and completion of a 3-day (PI) or 2-week (PII) instructional plan.				
28. Complete all required CT and University Supervisor observations of teaching.				
29. With Cooperating Teacher and University Supervisor, complete mid and final teaching evaluation forms.				
The assignment below may be completed during your first or second placement or both:				
30. Attend one or more school board meeting(s).				
First Semester Only				
30. PI's: complete TPA Cycle 1 teaching event.				
Second Semester Only				
31. PII's: complete 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.