

	DATE:
UNIVERSITY SUPERVISOR	
DISTRICT-EMPLOYED SUPERVISOR	
CREDENTIAL CANDIDATE	
	SINGLE SUBJECT BILINGUAL AUTHORIZATION EDUCATION SPECIALIST CLASS
CLINICAL PRACTICE I	CLINICAL PRACTICE II INTERN Semester of

	CLINICAL PRACTICE TASKS	PI DATE	CT/ SUPERVISOR INITIALS	PII DATE	CT/ SUPERVISOR INITIALS
	e assignments below must be completed during both practicum cements:				
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         Image: Control of the CT, become familiar with the services and changes to the learning environment to meet the needs of students with individual Education (BATE). Know the referal 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.         Image: Construct the construction of the construction of the construction of the specialists and classroom teacher.           10. Become familiar with the school's tiered intervention (RTI) process.         Image: Construction of the constent and construction of the construction of the con				 -	
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respecting copyright law, understanding fair use guidelines and the					
		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. Pl'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.