



# SCHOOL OF EDUCATION

## SINGLE SUBJECT CLINICAL PRACTICE TASK CHECKLIST

	<b>DATE:</b>	
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 ____		

TASKS	DATE	CT's INITIALS
Use Aeries, or other student databases, to communicate with students and families re: student progress and achievement in the classroom.		
Make a phone call to a parent ...good or bad.		
Use Aeries, or other student databases, to take roll.		
Design and use a warm-up, bellringer or quick write that incorporates a photograph/image, quote, painting, piece of music, podcast.		
Introduce yourself to the school admin, counselor, resource teacher, ELD teacher and 1-2 other staff/teachers.		
Attend a minimum of one department and staff meeting.		
Design a lesson that incorporates digital technology to engage students and support their learning, and promotes digital citizenship, including respecting copyright law or fair use guidelines.		
Take responsibility for checking in/out digital technology or materials.		
Individualize an assignment for a student with special needs.		
Specially design an assignment for a student/s who are English language		

learners (SDAIE).		
Design a vocabulary scaffold/strategy for academic language in your content area.		
Co-develop the criteria or rubric for an assessment with your Cooperating Teacher.		
Co-assess and co-grade a set of class papers using the rubric and discuss the evaluations with your Cooperating Teacher.		
Enter a set of class grades in the grade book/ student database.		
Attend an IEP meeting to discuss any of the following plans: IEP, ITP, or 504 plans.		
Meet with a teacher other than your CT and discuss classroom management policies and procedures.		
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. Bring these ideas to your cluster meeting with your supervisor.		