



SCHOOL OF EDUCATION

MS PI BILINGUAL AUTHORIZATION CLINICAL PRACTICE TASK CHECKLIST

	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 _____		

The Supervised Fieldwork Experience is designed to: extend your understanding of major ideas and emphases developed in your program and your prerequisite coursework and provide opportunities to satisfy the Teacher Performance Expectations (TPEs) and the Teaching Performance Assessments (TPAs) in the program. Each candidate will assume at least partial responsibility for two class periods - one in your content area and the second in an English Language Development (ELD) classroom setting - and share responsibilities with your CT for a third class period. Your DES or SOE Supervisor must initial each box to verify that you have satisfactorily completed the task and are making progress toward satisfying the California Commission on Teacher Credentialing professional standards. In addition, all students must keep a classroom observation journal.

WK	ALIGNMENT	TASK	DATE	CT INITIALS
1 - 3	STANDARDS 5, 7A, 9, 10, 12, 13, 14, 15, 18 TPE 1, 3, 4 DISP 3	Observe CT. Take initiative by working with students individually, and in small groups under the instruction and guidance of your CT. Interview the CT regarding (write responses in your Reflective Journal): class demographics, including the number of EBs, Language Proficiency levels, special population students, and main-stream students role of specialists available to assist in meeting the needs of EBs, special population students, and mainstream students (i.e., ELD teacher, bilingual resource teacher. Review procedures for reporting child abuse, neglect, or sexual harassment. Teacher Interview assignment is submitted to the EDTE 570 instructor in the Reflective Journal.		
3 - 4	STANDARDS 8A, 11, 13, 15, 18 TPE 3, 4 DISP 2, 3	Present CT's lesson plans in one subject area to a small group using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development, and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners.		
4 - 6	STANDARDS 8A, 11, 13, 15, 18	Present CT's lesson plans in one subject are to the whole class using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are		

	TPE 1, 2, 3, 4, 6 DISP 2, 3	developmentally appropriate, (c) promote Language Development, and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners.		
6	STANDARDS 7A, 8A, 13, 15, 18 TPE 1, 2, 3, 4, 6 DISP 2, 3	Implement reading strategies presented in seminar. Develop and present your own reading lessons to a small group. Use lessons that include beginning reading, phonological awareness, print and letter recognition, explicit phonics, word identification strategies, spelling, vocabulary development, reading comprehension, and/or the writing process. Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		
7 - 8	STANDARDS 5, 8B, 11, 13, 15, 18 TPE 1, 2, 3, 4, 6 DISP 1, 2, 3	Implement reading strategies presented in seminar. Develop and present your own reading lessons to the whole class. Use lessons that include beginning reading, phonological awareness, print and letter recognition, explicit phonics, word identification strategies, spelling, vocabulary development, reading comprehension, and/or the writing process. Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form. Develop a profile of an EB student in your classroom. Issues to be addressed will include, but are not limited to: family background, educational history, language proficiency level, first language literacy and its relation to second language development, and ELD Standards. Case Study assignment is submitted to the EDTE 573 instructor.		
9	STANDARDS 8A, 11, 13, 15, 18 TPE 1, 4, 6 DISP 2, 3	Develop and present two sequential lessons to the whole class using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development, and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners. Identify content and language standards being addressed. Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		
10 - 11	STANDARDS 8A, 13, 15 TPE 1, 3 DISP 2, 3	Develop and present at least two sequential mathematics lessons or a mini-unit using instructional practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development, and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners. Identify content and language standards being addressed. Integrate mathematics with one other subject area in at least one of the lessons. Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		
12 - 16	STANDARDS 7B, 8B, 11, 12, 13,	Design a science and/or mathematics mini-unit. Develop and present at least five sequential lessons using instructional		

	14, 15, 18 TPE 1, 2, 3, 4, 5, 6 DISP 2, 3, 4, 5	practices that: (a) are consistent with state-adopted academic content standards, (b) are developmentally appropriate, (c) promote Language Development, and (d) facilitate comprehension of grade-level or advanced content for ELs and all learners. Integrate language areas with science in at least two sequential lessons. .Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		
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