



SCHOOL OF EDUCATION

MS PII 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 - 2	STANDARDS 5, 7A, 9, 10, 12, 13, 14, 15, 18 TPE 2, 3, 6 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 arrangement and organization, including management of L1 and L2 instruction implementation of the reading/language arts and ELD programs, and availability of materials, class demographics including the number of EBs, EBS' ELPAC 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, reading specialist), the role of paraprofessionals in meeting the needs of EBs, special populations students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or medically fragile. Review procedures for reporting child abuse, neglect, or sexual harassment. Teacher Interview assignment is submitted to the EDTE 676 instructor in the Reflective Journal.		
2 - 3	STANDARDS 8A, 11, 13, 15, 18 TPE 1, 2, 3	Design and develop daily 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		

	DISP 2, 3	Development, and (d) facilitate comprehension of grade-level or advanced content for EBs by connecting subject matter to real-life contexts.		
4	STANDARDS 8A, 9, 11, 13, 15 TPE 1, 2, 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. Identify the technology and media equipment available in your classroom and/or school site.		
5	STANDARDS 8A, 9, 11, 13, 15 TPE 1, 2, 3, 4, 5, 6 DISP 2, 3	Combine responsibilities of weeks two through four.		
6 - 13	STANDARDS 7A, 9, 11, 12 13, 18 TPE 1, 2, 3, 4, 5, 6 DISP 2, 3	Phase II (PAAID) Candidates will work with their class throughout the semester assessing and evaluating the students' reading behavior. Compile and submit the PAAID assignment to the EDTE 676 instructors by the due date on the course syllabus. Candidates will provide a graphic representation of the school and class demographics based on their results; <ul style="list-style-type: none"> • report the ELPAC scores and date of last administration • discuss the relationship between the students' level of L1 proficiency and English language proficiency • gather samples of at least one reading/writing assessment instrument and procedure; • conduct a teacher interview re: student level of performance and previous interventions • develop a student portfolio including: student teacher and student selected writing samples/rationale for selection; student goal statements; ELPAC, SBAC scores; and benchmark assessments; • analyze all data • design appropriate intervention(s) and implement • identify ELD standards to be addressed by the intervention • assess student progress using appropriate measures for initial, progress monitoring, and summative assessment of EBs reading/language arts skills • provide recommendations for future instruction 		
6	STANDARDS 7A, 8A, 11, 13, 15, 18, 19 TPE 1, 2, 3, 4 DISP 2, 3	Implement reading strategies presented in seminar. Develop and present your own sequential reading lessons to a small group for one week. 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. In planning the lesson consider: (a) EBs' ELPAC levels, (b) the connection between L1 and L2 literacy,		

		and (c) strategies that foster ELD. Plan instruction using appropriate types of reading (i.e. shared reading, guided reading, paired reading, independent reading, and reading out loud to your students). 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	STANDARDS 7A, 8A, 11, 13, 15, 18, 19 TPE 1, 2, 3, 4, 6 DISP 1, 2, 3	Continue week 6 responsibilities. In addition, develop and present two sequential lessons to the whole class in physical education and two lessons in art 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. Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		
8 - 10	STANDARDS 3, 4, 5, 7A, 8A, 9 - 19 TPE 1, 2, 3, 4, 5, 6 DISP 2, 3	Develop and present for one content area for at least one week. Integrate mathematics with the content area in at least two lessons. Integrate language arts into the remaining 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.		
11 - 14	STANDARDS 7A, 8A, 9, 11, 12, 13, 15, 18, 19 TPE 1, 3, 4, 6 DISP 2, 3	Design a unit with a multicultural perspective. Integrate language arts, mathematics, music and/or art, and technology with social science. Develop and present ten sequential lessons using systematic instructional strategies presented in seminars that promote ELD and facilitate comprehension of grade-level or advanced content. Design a Service Learning project supporting the unit concepts. Identify content standards and the appropriate ELA and/or ELD standards to match the EBs ELPAC levels. In the unit rationale, specify how the unit assists EBs in developing L2 literacy. Write a letter to parents informing them about the unit content and how they can support their students' learning. Identify and explain the appropriate measures for initial, progress monitoring, and summative assessment of a students' understanding of ELD and content standards addressed in the unit. 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 - 15	STANDARDS 3 - 15, 17, 18, 19 TPE 1, 2, 3, 4, 5, 6 DISP 2, 3, 4, 5	Assume instructional and classroom management responsibilities for a minimum of two weeks. This includes planning and delivery of appropriate and systematic instruction for mainstream, EBs and special population students in reading/language arts, technology use, ELD and content areas. It also consists of management of parent volunteers, paraprofessionals and coordination with specialists.		

ALIGNMENT	ADDITIONAL TASKS - PII	DATE	CT INITIALS
WEEKS 1 - 16	Cooperating teacher and student teacher shared classroom responsibilities: Maintaining classroom organized throughout the day Straightening classroom at the end of the day Preparing materials including test booklets Assisting with the evaluation of benchmark tests Assisting CT with clerical responsibilities associated with instruction Collaborating with CT and other staff with preparation for and during after school activities and events Share yard duty responsibility with CT		
STANDARDS 10,11,15 TPE 4	Attend the school's Open House		
STANDARDS 7A, 15 TPE 1, 3	Observe reading programs in two literacy environments. Document observations and share with classroom teachers for questions and clarification. Determine what reading intervention programs are available at the school site and the referral process for students.		
STANDARDS 8A, 10 TPE 2	Prepare at least two bulletin boards related to your own lessons in any content area.		
STANDARDS 13, 14, 15 TPE 1, 3, 4, 5	Identify the English Language Proficiency Assessment of California (ELPAC) levels of the EBs in your class.		
STANDARDS 13, 14, 15 TPE 2, 3, 4	Identify the specialists and special programs available to support learning for EBs, special population, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, fine arts specialist, physical education specialist, Title I resource). Describe the referral procedure and the processes in place to maintain consistent communication between the specialists and the classroom teacher.		
STANDARDS 10, 11, 15 TPE 4	Write a letter to parents introducing yourself and your expectations for parent engagement. Invite parents to identify areas where they could participate.		
STANDARDS 10, 11, 15	Attend at least one faculty meeting each month.		
STANDARDS 10, 11, 15 TPE 4, 6	Collaborate/Develop 5 hours of school events emphasizing parental and/or community engagement. Examples include; school board, parent advisory (Title I, bilingual), school site council, P.T.A., and/or family literacy meeting/workshop.		
STANDARDS 10,11,15 TPE 4, 6	Attend one staff development day offered by your school district or regional education agency.		

<p>STANDARDS 14, 15</p> <p>TPE 4</p>	<p>Attend an Individualized Educational Plan (IEP) meeting and discuss with CT SPED referral process. (Parent permission is required).</p>		
<p>STANDARDS 10, 11, 15</p> <p>TPE 4, 6</p>	<p>Participate in scheduled parent conferences as appropriate to second semester.</p>		
<p>STANDARDS 15</p> <p>TPE 2, 6</p>	<p>Participate in yard duty assignment in conjunction with your cooperation teacher.</p>		
<p>STANDARDS 15</p>	<p>Observe at least one lesson taught by a classroom teacher (other than your CT) or special program teacher at your school site.</p>		