



California State
University **Chico**

SCHOOL OF EDUCATION

CLINICAL PRACTICE TASK CHECKLIST - MS PI BILINGUAL AUTHORIZATION

	DATE:	
UNIVERSITY SUPERVISOR		
DISTRICT-EMPLOYED SUPERVISOR		
CREDENTIAL CANDIDATE		

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/SUPERVISOR 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 TPE 1, 2, 3, 4, 6 DISP 2, 3	Present CT's lesson plans in one subject area 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.		

6	<p>STANDARDS 7A, 8A, 13, 15, 18</p> <p>TPE 1, 2, 3, 4, 6</p> <p>DISP 2, 3</p>	<p>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.</p>		
7 - 8	<p>STANDARDS 5, 8B, 11, 13, 15, 18</p> <p>TPE 1, 2, 3, 4, 6</p> <p>DISP 1, 2, 3</p>	<p>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.</p> <p>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.</p>		
9	<p>STANDARDS 8A, 11, 13, 15, 18</p> <p>TPE 1, 4, 6</p> <p>DISP 2, 3</p>	<p>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.</p>		
10 - 11	<p>STANDARDS 8A, 13, 15</p> <p>TPE 1, 3</p> <p>DISP 2, 3</p>	<p>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.</p>		
12 - 16	<p>STANDARDS 7B, 8B, 11, 12, 13,</p>	<p>Design a science and/or mathematics mini-unit. Develop and present at least five sequential lessons using instructional</p>		

	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.		
13 - 15	STANDARDS 7B, 8B, 11, 12, 13, 14, 15, 18 TPE 1, 2, 3, 4, 5, 6 DISP 2, 3, 4, 5	Assume instructional and classroom management responsibilities for a minimum of three to five days. (Soloing Week) This includes but is not limited to: planning and delivery of appropriate and systematic instruction for mainstream, ELs and special population students in reading/language arts, ELD, and content areas; Management of available parent volunteers, paraprofessionals and coordination with specialist. Providing a balanced and comprehensive curriculum sequencing of activities in a logical and coherent manner, engaging students establishing routines, adjusting instruction and time to meet students' needs, developing positive rapport and a nurturing environment for learning. Monitoring progress of student learning, using and interpreting informal and formal assessments to inform instruction should also take place.		
	TPE 1, 2, 3, 4, 5, 6	Block plans for soloing week should be submitted one week before soloing takes place to the candidate's field placement supervisor.		

WKS/ ALIGNMENT	ADDITIONAL TASKS - PI	DATE	CT/SUPERVISOR 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 Back to School Night		
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.		

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