

Name: _____

BILINGUAL AUTHORIZATION MULTIPLE SUBJECT PROFESSIONAL PREPARATION PROGRAM

Candidate Field Responsibility Check List

PHASE I - FALL

The Supervised Fieldwork Experience is designed to: (a) extend your understanding of major ideas and emphases developed in your program and your prerequisite coursework and (b) provide opportunities to satisfy the Teacher Performance Expectations (TPEs) and the Teaching Performance Assessments (TPAs) in the program. Each candidate has at least one substantive bilingual field experience during the program year that includes student instruction in a public school classroom. Your cooperating teacher (CT) or University supervisor (US) 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 (CCTC) professional program standards. In addition, all students must keep a classroom observation journal. The journal is shared with the University supervisor during each visit and is submitted to the EDTE 570 instructor for course credit.

<p>The candidate:</p> <p>Disposition 1 (D1) = appreciates and values human diversity</p> <p>Disposition 2 (D2) = believes all children can learn</p>	<p>DISPOSITIONS</p> <p>Disposition 3 (D3) = is committed to continuous self-directed learning and reflective practice</p> <p>Disposition 4 (D4) = takes pride in the education profession</p> <p>Disposition 5 (D5) = is committed to the use of democratic values</p>
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EDTE 575: MULTIPLE SUBJECT FIELD EXPERIENCE RESPONSIBILITIES

WEEK*	STANDARD TPE DISPOSITION	TASKS	DATE	CT/US INITIALS
1 - 3	STD: 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 number of EBs, ELPAC, Language Proficiency levels, special population students, and mainstream 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, resource specialist, reading specialist, Title I resource teacher..... procedures for reporting suspected cases of child abuse, neglect, or sexual harassment Teacher Interview assignment is submitted to the EDTE 570 instructor in the Reflective Journal.		

3 - 4	STD: 8A, 11, 13 TPE: 3,4 DISP: 2, 3	Present cooperating teacher'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 EBs and all learners.		
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WEEK*	STANDARD TPE DISPOSITION	TASKS	DATE	CT/US INITIALS
4 - 6	STD: 8A, 11, 13, 15 TPE: 1, 2, 3, 4, 5 DISP: 2, 3	Present cooperating teacher'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 EBs and all learners.		
6	STD: 7A, 8A 11, 13, 15, 18 TPE: 1, 2, 3, 4, 6, DISP: 2, 3	Implement reading strategies presented in seminars. 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 university supervisor for at least one of the lessons and provide the university supervisor with typed lesson plan and completed Self-Reflection Forms.		
7 - 9	STD: 5, 7A, 8A, 11, 12, 13, 15 TPE: 1, 2, 3, 4, 6 DISP: 1, 2, 3	Same as week 6, but to the whole class . 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. (See assignment description in EDTE 673 syllabus).		
3 - 9	STD: 8A, 11, 13 15 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. Identify content and language standards being addressed. Schedule an observation by the university supervisor for at least one of the lessons in each area and provide the university supervisor with typed lesson plans, assessment tools implemented, language level(s) addressed, and completed Self-Reflection Form.		
10 - 11	STD: 8A, 13, 15 TPE: 1, 3 DISP: 2, 3	Develop and present at least two sequential mathematics lessons or a mini-unit using teaching strategies presented in seminars for the whole class. Use 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. Integrate mathematics with one other subject area in at least one of the lessons. Schedule an observation by the university supervisor for one of the lessons and provide a typed lesson plan, language and content standards addressed, and a completed Self-Assessment Form.		

11 - 16	STD: 7A, 8A 11, 13, 15 TPE: 1, 4, DISP: 2, 3	Design a science and/or mathematics mini-unit. Develop and present at least five sequential lessons using systematic instructional strategies presented in seminars 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. Integrate language arts with science in at least two sequential lessons. Schedule at least one observation by the university supervisor and provide a typed lesson plan and a completed Self-Reflection Form..		
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STANDARD TPE DISPOSITION	ADDITIONAL ACTIVITIES - PHASE I	DATE	CT/US INITIALS
Weeks 1 – 16 Responsibilities	Cooperating teacher and student teacher shared classroom responsibilities: <ul style="list-style-type: none"> ▫ 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 		
STD: 15 TPE: 4	Attend “Back to School Night”		
STD: 6, 15 TPE: 4, 6 D: 3	Collaborate with a peer in a lesson study cycle. Together develop a lesson that one of you will teach and videotape. View and analyze the lesson together. Submit a written reflection about what was learned through the lesson study process. (See EDTE 673 syllabus for assignment description).		
STD: 13, 15 TPE: 2,3	Identify the purpose, content and uses of the English Language Proficiency Assessment of California(ELPAC). Participate/learn about the administration of the ELPAC.		

STD: 13, 14, 15 TPE: 4, 5 D: 3	Identify the specialists and special programs available to support learning for EB, 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.		
STD: 15	Prepare at least one bulletin board relating to your own developed lessons in any presented subject.		
STD: 15	Attend at least one faculty meeting each month.		
STD: 15	Attend/Participate/Collaborate in 5 hours of school events emphasizing parental and/or community engagement. Examples include; attend a school board, parent advisory (Title I, bilingual), school site council, P.T.A., and/or family literacy meeting/workshop.		
STD: 15 TPE: 3,4	Attend one staff development day offered by your school district or regional education agency on topics related to reading and writing.		
STD: 14, 15 TPE: 4, 5	Attend an Individualized Educational Plan (IEP) meeting and discuss with CT, the SpEd. referral process.		
STD: 15 TPE: 1,4	Participate in scheduled parent conferences.		
STD: 15	Participate in yard duty assignment in conjunction with your cooperation teacher.		

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