

BILINGUAL MULTIPLE SUBJECT PROFESSIONAL PREPARATION PROGRAM

Candidate Responsibility Checklist

PHASE II – SPRING

The Supervised Fieldwork Experience is designed to: (a) extend the knowledge, skills, and dispositions developed in your program and your prerequisite coursework and (b) provide opportunities to satisfy the Teacher Performance Expectations (TPEs) 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. In order to be recommend Multiple Subject Credential with Bilingual Authorization, you must satisfactorily complete the following sequence of supervised school based experiences that include, but are not limited to the following: (a) take initiative immediately by working with students in accordance with the instructions of your cooperating teacher (CT); (b) assume responsibilities by monitoring students; (c) read to the class using varied genres; (d) acquire knowledge of Emergent Bilinguals (EBs) linguistic development; (e) take responsibility for all the housekeeping tasks and for classroom organization, including management of L₁ and L₂; (f) use a variety of reading and instructional strategies that promote English language development and facilitate comprehension of grade-level or advance content for EBs; (g) implement varied behavior management strategies; (h) become familiar with all areas of the curriculum and with appropriate use of technology to enhance learning; and (i) assume instructional and classroom management responsibilities for two weeks.

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) standards. In addition, all students must keep a classroom observation journal. The journal is shared with the University supervisor during each visit.

Dispositions of Educators:

- D1:** Appreciate and value human diversity, recognize community and cultural norms, show respect for students' varied talents and perspectives, seek to foster culturally-appropriate communications and demonstrate best practice in his or her field.
- D2:** Believe that all children can learn, appreciate their varying abilities, and persist in helping all children achieve success.
- D3:** Commit to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.
- D4:** Demonstrate pride in the education profession and participate in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.
- D5:** Commit to the expression and use of democratic values and to create a learning environment that fosters active engagement in learning and encourage positive social interactions.

EDTE 577: MULTIPLE SUBJECT STUDENT TEACHING RESPONSIBILITIES

WEEK*	STANDARD/ TPE	TASKS	DATE	CT/US INITIALS
1 - 2	STD: 5,7A, 9, 10, 12, 13, 14, 15,18 TPE: 2,3,6 DISP: 2, 3	Observe cooperating teacher. Take initiative by working with students individually, and in small groups under the instruction and guidance of your cooperating teacher. Interview the CT regarding (write responses in your Reflective Journal): classroom 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 number of EBs, EB's ELPAC levels, special population students, and mainstream students parent engagement role of specialists available to assist in meeting the needs of EBs, special population, and mainstream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist ...) role of paraprofessionals in meeting the needs of EBs, special population students, including those who have experienced trauma, homelessness, foster care, incarceration and/or medically fragile. Teacher Interview assignment is submitted to the EDTE 676A instructor in the Reflective Journal.		
2 - 3	STD: 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 promote English Language Development (ELD) and facilitate comprehension of grade-level or advanced content for EBs by connecting subject matter to real-life contexts.		
4	STD: 8A, 9, 11, 13, 15 TPE: 1, 2, 3, 4	Present cooperating teacher's lesson plans, in one subject area to the whole class, using instructional practices that promote ELD and facilitate comprehension of grade-level or advanced content for EBs. Identify the technology and media equipment available in your classroom and school site.		
5	STD: 8A, 9, 11, 13, 15 TPE: 1, 2, 3, 4, 5, 6	Combine responsibilities of week 2 through 4.		

*Suggested schedule

WEEK*	STANDARD/ TPE	TASKS	DATE	CT/US INITIALS
6-13	STD: 7A, 9, 11, 12, 13, 18, 19 TPE: 1, 2, 3, 4, 5, 6	Phase II (PAAID) Candidates will work with their class throughout the semester assessing and evaluating the student's reading behaviors. Compile and submit the PAAID assignment to the EDTE 676B instructor(s) by due date on course syllabus. Candidates will: provide a graphic representation of the school and class demographics based on CA Smarter Balanced web page; <input type="checkbox"/> identify previous interventions and their results; <input type="checkbox"/> report the ELPAC scores and date of last administration <input type="checkbox"/> discuss the relationship between the student's level of L1 proficiency and English language proficiency <input type="checkbox"/> gather samples of at least one reading/writing assessment instrument and procedure; <input type="checkbox"/> conduct a teacher interview re: student level of performance and previous interventions; <input type="checkbox"/> develop a student portfolio including: student teacher and student selected writing samples w/ rationale for selection; student goal statements; ELPAC, SBAC scores; and benchmark assessments; <input type="checkbox"/> analyze all data; <input type="checkbox"/> design appropriate intervention(s) and implement it; <input type="checkbox"/> identify ELD standards to be addressed by the intervention <input type="checkbox"/> assess student progress using appropriate measures for initial, progress monitoring, and summative assessment of EB's reading/language arts skills; <input type="checkbox"/> provide recommendations for future instruction		
6	STD: 7A, 8A, 11, 13, 15, 18, 19 TPE: 1, 2, 3, 4	Implement reading strategies presented in seminars. 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 lessons consider: (a) EBs' ELPAC levels, (b) the connection between L ₁ and L ₂ 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 at least one observation by the university supervisor and provide a typed lesson plan and, after the observation, a completed Lesson Reflection Form.		
7	STD: 7A, 8A, 11, 13, 15, 18, 19 TPE: 1, 2, 3, 4, 6	Continue week 6 responsibilities. In addition, develop and present two sequential lessons to the whole class in physical education and two sequential lessons in art , using instructional practices that promote ELD and facilitate comprehension of grade-level or advanced content for EBs. Schedule an observation by the university supervisor for at least one of the lessons and provide the university supervisor with typed		

		lesson plans, assessment tools implemented, and, after the observation, a completed Lesson Reflection Form.		
8-10	STD: 3.4, 5, 7A, 8A, 9, 10, 11, 12 - 18, 19 TPE: 1 - 6	Develop and present lessons for one content area for at least one week. Integrate mathematics with the content area in at least two lessons. Integrate the language arts in the remaining lessons. Schedule at least one observation by the university supervisor and provide a typed lesson plan and, after the observation, a completed Lesson Reflection Form.		

* Suggested Schedule

WEEK*	STANDARD/ TPE	TASKS	DATE	CT/US INITIALS
11-14	STD: 7A, 8A, 9, 11, 12, 13, 15, 18, 19 TPE: 1,3, 4, 6,	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 L ₂ literacy. Write a letter to parents informing them about the unit content and how they can support their student's learning. Identify and explain the appropriate measures for initial, progress monitoring, and summative assessment of students' understanding of ELD and content standards addressed in the unit. Schedule at least one observation by the university supervisor and provide a typed lesson plan and, after the observation, a completed Lesson Reflection Form.		
12 - 15	STD: 3 – 15, 17, 18, 19 TPE: 1 - 6	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 specialist.		

* Suggested Schedule

STANDARD/TPE	ADDITIONAL ACTIVITIES - PHASE II	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: 10, 11, 15 TPE: 4	Attend the school's "Open House."		
STD: 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.		
STD: 8A, 10 15 TPE: 2	Prepare at least two bulletin boards related to your own lessons in any content area.		
STD: 13, 14, 15 TPE: 1,3,4,5	Identify the English Language Proficiency Assessment of California (ELPAC) levels of the EBs in your class.		
STD: 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.		
STD: 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.		
STD: 10, 11, 15	Attend at least one faculty meeting each month.		
STD: 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.		
STD: 10, 11, 15 TPE: 4, 6	Attend one staff development day offered by your school district or regional education agency.		
STD: 14, 15 TPE: 4	Attend an Individualized Educational Plan (IEP) meeting and discuss with CT SPED referral process. (Parent permission is required.)		
STD: 10, 11, 15 TPE: 4, 6	Participate in scheduled parent conferences as appropriate to second semester.		
STD: 15 TPE: 2, 6	Participate in yard duty assignment in conjunction with your cooperation teacher.		

STD: 15	Observe at least one lesson taught by a classroom teacher (other than your CT) or special program teacher at your school site.		
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