



California State
University **Chico**

SCHOOL OF EDUCATION

CLINICAL PRACTICE TASK CHECKLIST - SS PII 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 & 2	STANDARDS 5, 7A, 9, 10, 12, 13, 14, 15, 18 TPE 2, 3, 4, 5	Update the information you gathered during Phase I to address any changes in your student population regarding: classroom arrangement and organization, including management of L1 and L2 instruction implementation of the ELD program and availability of materials class demographics, including number of EBs, EBs; ELPAC levels, special population students, and mainstream students parent engagement role of specialists available to assist in meeting the needs of EBs, special population students, and main-stream students (i.e., ELD teacher, bilingual resource teacher, resource specialist, reading specialist, Title I resource teacher) role of paraprofessionals in meeting the needs of all students		
1 - 15	STANDARDS 3 - 15, 17, 18, 19 TPE 1, 2, 3, 4, 5, 6	Assume full time teaching responsibilities in at least two class periods and a third period with specific responsibilities articulated with cooperating teacher and SOE supervisor (i.e., team teaching, extra-curricular club leadership, assigned responsibilities for a small homogeneous group,). Share lesson plans with the cooperating teacher and supervisor at least one week in advance. Full time responsibilities include planning and delivering instruction, developing necessary curriculum, assessing student progress, organizing and managing the classroom, taking care of housekeeping tasks, reflecting on teaching performance, and participating in extracurricular activities.		

10 -12	STANDARDS 3, 4, 5, 7B, 8B, 11, 12 - 15, 18, 19 TPE 1, 2, 3, 4, 5, 6	Develop and present an instructional unit with a multicultural perspective in your subject area. Integrate language arts, music and/or art, and technology. 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. Identify content/common core standards and the appropriate ELA and/or ELD standards to match the EB's 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.		
6 - 13	STANDARDS 7B, 9, 11, 12, 13, 15, 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 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 		
14 - 15	STANDARDS 7B, 9, 11, 12, 13, 18, 19 TPE 1, 2, 3, 4, 5, 6	In the academic year, you must provide the cooperating teacher with all necessary information relative to student progress and assessment. In addition, lesson plans for the last two weeks of school and the final examination must also be submitted.		

WKS/ ALIGNMENT	ADDITIONAL TASKS - PII	DATE	CT/SUPERVISOR INITIALS
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WEEKS 1 - 16	<p>Cooperating teacher and student teacher shared classroom responsibilities:</p> <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 		
<p>STANDARDS 10,11,15</p> <p>TPE 4, 6</p>	Attend the school's Open House		
<p>STANDARDS 13, 15</p> <p>TPE 1, 2, 3, 4, 5</p>	Observe English language development methods in two literacy environments. Document observations and share with classroom teachers for questions and clarification.		
<p>STANDARDS 8B, 10, 15</p> <p>TPE 4 ,6</p>	Prepare at least two bulletin boards related to your own lessons in any content area.		
<p>STANDARDS 13, 14, 15</p> <p>TPE 1, 3, 4, 5</p>	Identify the English Language Proficiency Assessment of California (ELPAC) levels of the EBs in your classroom.		
<p>STANDARDS 13, 14, 15</p> <p>TPE 2, 3, 4</p>	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.		
<p>STANDARDS 10, 11, 15</p> <p>TPE 4, 6</p>	Write a letter to parents introducing yourself and your expectations for parent engagement. Invite parents to identify areas where they could participate.		
<p>STANDARDS 10, 11, 15</p> <p>TPE 4, 6</p>	Attend at least one faculty meeting each month.		
<p>STANDARDS 10, 11, 15</p> <p>TPE 4, 6</p>	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.		
<p>STANDARDS 10,11,15</p> <p>TPE 4, 6</p>	Attend one staff development day offered by your school district or regional education agency on topics relating to reading and writing..		
<p>STANDARDS 14, 15</p> <p>TPE 3, 4</p>	Attend an Individualized Educational Plan (IEP) meeting (when appropriate) and discuss with CT SPED referral process. (Parent permission is required).		

STANDARDS 10, 11, 15 TPE 4, 6	Participate in scheduled parent conferences.		
STANDARDS 15	Observe at least one lesson taught by a classroom teacher (other than your CT) or special program teacher at your school site.		