



SCHOOL OF EDUCATION

SS PI 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 - 3	STANDARDS 5, 7B, 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 580 instructor in the Reflective Journal.		
3 - 4	STANDARDS 8B, 11, 13, 15, 18 TPE 1, 2, 3, 4, 5 DISP 2, 3	Present CT's lesson plans in one 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. Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		
4 - 6	STANDARDS	Present CT's lesson plans in two classes using instructional		

	<p>8B, 11, 13, 15, 18</p> <p>TPE 1, 2, 3, 4, 6</p> <p>DISP 2, 3</p>	<p>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.</p>		
6	<p>STANDARDS 7B, 8B, 13, 15, 18</p> <p>TPE 1, 2, 3, 4, 6</p> <p>DISP 2, 3</p>	<p>Develop, present, and evaluate your own lesson for one class and continue presenting CT'S lesson plans in one other 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. 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>Integrate reading strategies presented in seminar into your content area lessons. Develop lessons for teaching comprehension skills, implement strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.</p>		
7 - 9	<p>STANDARDS 5, 8B, 11, 13, 15, 18</p> <p>TPE 1, 2, 3, 4, 6</p> <p>DISP 1, 2, 3</p>	<p>Develop, present, and evaluate your own lesson in two classes and continue presenting CT'S lesson plans in one other 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.</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 673 instructor. (See assignment description in EDTE 673 syllabus).</p>		
10 - 12	<p>STANDARDS 7B, 8B, 13, 15, 18</p> <p>TPE 1, 2, 3, 4, 6</p> <p>DISP 2, 3</p>	<p>Develop, present, and evaluate your own lessons in two classes 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.</p> <p>Integrate reading strategies presented in seminar into your content area lessons. Develop lessons for teaching comprehension skills, implement strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.</p>		
13 - 15	<p>STANDARDS 7B, 8B, 11, 12, 13, 14, 15, 18</p> <p>TPE 1, 2, 3, 4, 5, 6</p> <p>DISP 2, 3, 4, 5</p>	<p>Assume instructional and classroom management responsibilities in two classes 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</p>		

		assessments, implementing instructional practices that promote ELD and/or facilitate comprehension of gradelevel or advanced content for EBs.Schedule an observation by the SOE Supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		
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	TPE 1, 2, 3, 4, 5, 6	two weeks of school and the final examination must also be submitted.		
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ALIGNMENT	ADDITIONAL TASKS - Phase I	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, 6	Attend the school's Back to School Night		
STANDARDS 13, 15 TPE 1, 2, 3, 4, 5	Observe English language development methods in two literacy environments. Document observations and share with classroom teachers for questions and clarification.		
STANDARDS 8B, 10, 15 TPE 4, 6	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 classroom.		
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, 6	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 TPE 4, 6	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.		

<p>STANDARDS 10,11,15</p> <p>TPE 4, 6</p>	<p>Attend one staff development day offered by your school district or regional education agency on topics relating to reading and writing..</p>		
<p>STANDARDS 14, 15</p> <p>TPE 3, 4</p>	<p>Attend an Individualized Educational Plan (IEP) meeting (when appropriate) 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.</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>		