

Name: \_\_\_\_\_

## BILINGUAL AUTHORIZATION SINGLE SUBJECT PROFESSIONAL PREPARATION PROGRAM Candidate Responsibility Check List

### PHASE I - FALL

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 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 professional standards. In addition, all students must keep a classroom observation journal.

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

### EDTE 585: SINGLE SUBJECT FIELD EXPERIENCE RESPONSIBILITIES

WEEK*	STANDARDS TPES DISPOSITIONS	TASKS	DATE	CT/US INITIALS
1 – 3	<b>STD:</b> 5, 7B, 9, 10, 12, 13, 14, 15, 18 <b>TPE:</b> 1, 3, 4 <b>DISP:</b> 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, 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, 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 580 instructor in the Reflective Journal.		
3 - 4	<b>STD:</b> 8B, 11, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 5 <b>DISP:</b> 2,3	Present cooperating teacher'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 university supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.		

WEEK*	STANDARD TPE DISPOSITIONS	TASKS	DATE	CT/US INITIALS
4 - 6	<b>STD:</b> 8B, 11, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6 <b>DISP:</b> 2, 3	Present cooperating teacher's lesson plans in <b>two</b> 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 ELs and all learners. <b>Schedule an observation by the university supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.</b>		
6	<b>STD:</b> 7B, 8B, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6, 7, 13 <b>DISP:</b> 2, 3	<b>Develop, present and evaluate your own lesson</b> for one class and continue presenting cooperating teacher'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. <b>Schedule an observation by the university supervisor</b> for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form. (See Syllabus EDTE 681 for assignment description). 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. (See Syllabus EDTE 682 for assignment description).		
7 - 9	<b>STD:</b> 5, 8B, 11, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6, <b>DISP:</b> 1, 2, 3	Plan, 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 ELs and all learners. Continue assisting cooperating teacher in the third 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 673 instructor. (See assignment description in EDTE 673 syllabus).		
10-12	<b>STD:</b> 7B, 8B, 13, 15, 18 <b>TPE:</b> 1, 2, 3, 4, 6, 7, 13 <b>DISP:</b> 2, 3	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 English Language Development (ELD) and (d) facilitate comprehension of grade-level or advanced content for EBs and all learners. Integrate reading strategies presented in seminar into your content area lessons from this week on. 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		

WEEK*	STANDARDS TPES DISPOSITIONS	TASKS	DATE	CT/US INITIALS
13 - 15	<b>STD:</b> 7B, 8B, 11, 12, 13, 14, 15, 18  <b>TPE:</b> 1, 2, 3, 4, 5, 6,  <b>DISP:</b> 2, 3, 4, 5	<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:</p> <ul style="list-style-type: none"> <li>planning and delivery of appropriate and systematic instruction for mainstream, ELs and special population students in reading/language arts, ELD, and content areas;</li> <li>management of available parent volunteers, paraprofessionals and coordination with specialist;</li> <li>providing a balanced and comprehensive curriculum</li> <li>sequencing of activities in a logical and coherent manner engaging students</li> <li>establishing routines</li> <li>adjusting instruction and time to meet students' needs</li> <li>developing positive rapport and a nurturing environment for learning</li> <li>monitoring progress of student learning</li> <li>using and interpreting informal assessments</li> <li>implementing instructional practices that promote ELD and/or facilitate comprehension of grade-level or advanced content for EBs.</li> </ul> <p><b>Schedule an observation by the university supervisor for one of the lessons and provide a typed lesson plan and a completed Self-Reflection Form.</b></p>		

\* suggested time frame

STANDARD TPE	ADDITIONAL ACTIVITIES - PHASE I	DATE	CT/US INITIALS
<b>Weeks 1 – 16 Responsibilities</b>	Cooperating teacher and student teacher shared classroom responsibilities: <ul style="list-style-type: none"> <li>▫ Maintaining classroom organized throughout the day</li> <li>▫ Straightening classroom at the end of the day</li> <li>▫ Preparing materials including test booklets</li> <li>▫ Assisting with the evaluation of benchmark tests</li> <li>▫ Assisting CT with clerical responsibilities associated with instruction</li> <li>▫ Collaborating with CT and other staff with preparation for and during after school activities and events</li> </ul>		
<b>STD: 15 TPE: 4</b>	Attend “Back to School Night.”		
<b>STD: 6, 15 TPE: 4 DISP: 2, 3</b>	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).		
<b>STD: 15 TPE: 3,4</b>	Identify the purpose, content and uses of the English Language Proficiency Assessment of California (ELPAC). Participate/discuss the administration of the ELPAC.		
<b>STD: 7B, 15</b>	Determine reading intervention programs available at the school site and the referral process for students		
<b>STD: 13, 15 TPE: 4</b>	Determine what support services are available at the school site and the referral process for EBs and/or their families		
<b>STD: 13, 14, 15 TPE: 4,6</b>	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, , Title I resource ...) Determine the referral procedure and the processes in place to maintain consistent communication between the specialists and the classroom teacher.		
<b>STD: 15</b>	Prepare at least one bulletin board.		
<b>STD: 15</b>	Attend at least one faculty meeting each month.		
<b>STD: 15</b>	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.		
<b>STD: 15 TPE: 1, 6</b>	Attend one staff development day offered by your school district or regional education agency on topics related to reading and writing.		
<b>STD: 15 TPE: 6</b>	Become involved in one or more leadership roles for student activities.		
<b>STD: 14, 15 TPE: 3, 4</b>	Attend an Individualized Educational Plan (IEP) meeting (if allowed) and discuss w/ CT SPED referral process.		
<b>STD: 15 TPE: 4</b>	Participate in scheduled parent conferences.		
<b>STD: 15</b>	Conference with a school counselor about her/his duties and responsibilities. Discuss findings with your cooperating teacher.		