

BILINGUAL SINGLE SUBJECT PROFESSIONAL PREPARATION PROGRAM

Candidate Responsibility Check

List 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 recommended Single Subject Credential with Bilingual Authorization, teacher candidate 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) acquire knowledge of Emergent Bilinguals (EBs) linguistic development; (d) take responsibility for all the housekeeping tasks and for classroom organization; (e) use a variety of instructional strategies that promote English language development and facilitate comprehension of grade-level or advance content for EBs; (f) implement varied behavior management strategies; (g) become familiar with all areas of the curriculum and with appropriate use of technology to enhance learning; and (h) assume instructional and classroom management responsibilities for two class periods (in your major area and an ELD period) for the entire semester.

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:

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. (D1)

Believe that all children can learn, appreciate their varying abilities, and persist in helping all children achieve success. (D2)

Commit to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines. (D3)

Demonstrate pride in the education profession and participate in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies. (D4)

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. (D5)

EDTE 587: STUDENT TEACHING RESPONSIBILITIES

WEEK*	STANDARDS TPES DISPOSITIONS	TASKS	DATE	CT/US INITIALS
1 & 2	STD: 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: <ul style="list-style-type: none"> ▪ 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 ELs, ELs' 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	STD: 3 - 15, 17, 18, 19 TPE: 1 -6	Assume full time teaching responsibilities in at least two class periods and a third period with specific responsibilities articulated with cooperating teacher and university 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	STD: 3, 4, 5, 7B, 8B, 9, 10, 11, 12, 13, 14, 15, 18, 19 TPE: 1 -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 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.		

WEEK*	STANDARD TPE	TASKS	DATE	CT/US INITIALS
6 - 13	STD: 7B, 9, 11, 12, 13, 15, 18, 19 TPE: 1-6	<p>Phase II (PAAID) Candidates will work with a classroom throughout the semester assessing and evaluating the classroom data. Compile and submit the PAAID assignment to the EDTE 676B instructor(s) by due date on course syllabus.</p> <ul style="list-style-type: none"> ▪ provide a graphic representation of the school and class demographic information based on Smarter Balanced Assessment web page; ▪ describe the ELD program at your schoolsite; ▪ identify previous interventions and their results; ▪ report the ELPAC scores and date of last administration ▪ administer an appropriate informal measure to determine student's reading abilities in both languages ▪ discuss the relationship between the student's level of proficiency in their first language and English language proficiency ▪ gather samples of at least one reading/writing assessment instrument and procedure; ▪ conduct a teacher interview re: student's level of performance and previous interventions; ▪ develop a portfolio including: selected writing samples with rationale for selection; goal statements; ELPAC results; SBAC scores; and benchmark assessments; ▪ analyze all the data; ▪ design appropriate intervention(s) and implement it(them); ▪ identify ELD standards to be addressed by the intervention ▪ assess student progress using appropriate measures for initial, progress monitoring, and summative assessment of EB's reading/language arts skills; 		
14-15	STD: 7B, 9, 11, 12, 13, 18, 19 TPE: 1-6	<p>In the academic year, you must provide 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.</p>		

* suggested time frame

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 CT with clerical responsibilities associated with instruction ▪ Collaborating with CT and other staff with preparation for and during after school activities and events 		
STD: 10, 11, 15 TPE: 4,6	Attend the school's "Open House."		
STD: 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. Determine what ELD intervention programs are available at the school site		
STD: 8B, 10, 15 TPE: 4,6	Prepare at least two bulletin boards related to your own lessons in any content area.		
STD: 13, 14, 15 TPE: 2, 3, 7, 8	Identify the English Language Proficiency Assessment of California. (ELPAC) levels of the EBs in your classroom.		
STD: 13, 14, 15 TPE: 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: 4,6	Write a letter to parents introducing yourself and your expectations for parental engagement. Invite parents to identify areas where they could participate.		
STD: 10, 11, 15 TPE: 4,6	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 on topics related to reading and writing.		
STD: 14, 15 TPE: 3	Attend an Individualized Educational Plan (IEP) meeting (when appropriate) and discuss with CT SPED referral process. (Parent permission required.)		
1STD: 10, 11, 15 TPE: 4, 6	Participate in scheduled parent conferences.		
STD: 15	Observe at least one lesson taught by a classroom teacher (other than CT) or special program teacher at your school site.		