

Single Subject

CalTPA Cycle 1: What Is Required & How Cooperating Teachers Can Support

What the Teacher Candidates Demonstrate	How Cooperating Teachers Can Support
<p><u>STEP 1: PLAN</u></p> <ul style="list-style-type: none"> • One content-specific lesson aligned to standards • Content learning goal and related ALD goal • Three focus students (ALD, content learning, well-being/behavior) • Planned adaptations and monitoring strategies 	<p><u>STEP 1: PLAN</u></p> <ul style="list-style-type: none"> • Help select a lesson already aligned to course pacing and unit of study • Discuss where academic language naturally appears • Share insight about students and classroom routines • Reassure teacher candidates that strong everyday teaching is sufficient • Encourage opportunities for higher-order thinking (DOK level 3&4)
<p><u>STEP 2: TEACH & ASSESS</u></p> <ul style="list-style-type: none"> • Teach and video record one lesson • Engage students in active, higher-order thinking • Monitor and respond to student learning • Create a positive learning environment 	<p><u>STEP 2: TEACH & ASSESS</u></p> <ul style="list-style-type: none"> • Identify lessons with discussion, analysis, or application • Support logistics while allowing teacher candidate autonomy • Normalize productive struggle and instructional pivots
<p><u>STEP 3: REFLECT</u></p> <ul style="list-style-type: none"> • Reflect on effectiveness of instruction and adaptations • Analyze impact on focus students • Use evidence from the lesson 	<p><u>STEP 2: Reflect</u></p> <ul style="list-style-type: none"> • Engage in instructional reflection conversations • Help teacher candidate ground reflections in student evidence
<p><u>STEP 4: APPLY</u></p> <ul style="list-style-type: none"> • Identify future instructional steps • Apply learning to upcoming lessons 	<p><u>STEP 4: APPLY</u></p> <ul style="list-style-type: none"> • Encourage instructional refinement tied to upcoming units • Reinforce that reflection informs growth, not evaluation