

Education Specialist – Extensive Support Needs (Math)

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

What the Teacher Candidates Must Demonstrate	How Cooperating Teachers Can Support
<p><u>STEP 1: PLAN</u></p> <ul style="list-style-type: none"> • One math lesson aligned to grade-level standards or Core Content Connectors (CCCs) • Math content, practice, and ALD goals • Alignment with student IEP goals • Planned supports for access, communication, and engagement • Use of instructional support personnel 	<p><u>STEP 1: PLAN</u></p> <ul style="list-style-type: none"> • Help identify meaningful math learning already occurring within the unit of study • Share insight on IEP goals, access needs, and communication systems • Discuss how instructional staff typically support learning • Emphasize that access and engagement count as learning evidence • 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 math lesson • Engage focus student(s) in developmentally appropriate math learning • Use multiple communication modes • Create a safe, accessible learning environment 	<p><u>STEP 2: TEACH & ASSESS</u></p> <ul style="list-style-type: none"> • Support logistics and classroom flow during recording • Allow natural use of assistive technology and adult support • Encourage authentic interactions rather than staged responses
<p><u>STEP 3: REFLECT</u></p> <ul style="list-style-type: none"> • Reflect on effectiveness of instruction and adaptations • Analyze progress toward math, ALD, and IEP goals • Use evidence from teaching 	<p><u>STEP 3: REFLECT</u></p> <ul style="list-style-type: none"> • Help interpret student responses and engagement • Talk through what progress looks like for individual students • Reinforce strengths-based reflection
<p><u>STEP 4: APPLY</u></p> <ul style="list-style-type: none"> • Identify future steps for math instruction • Describe continued collaboration with support personnel • Integrate IEP goals into next instruction 	<p><u>STEP 4: APPLY</u></p> <ul style="list-style-type: none"> • Support planning for future access and participation • Reinforce that next steps are about extending learning, not fixing deficits

Mathematical Practice Standards: These standards are consistent across PK–12 grade levels and describe the behaviors and processes that children should develop to engage effectively in mathematics. The eight Mathematical Practice (MP) Standards are:

- **MP1:** Make sense of problems and persevere in solving them.
- **MP2:** Reason abstractly and quantitatively.
- **MP3:** Construct viable arguments and critique the reasoning of others.
- **MP4:** Model with mathematics.
- **MP5:** Use appropriate tools strategically.
- **MP6:** Attend to precision.
- **MP7:** Look for and make use of structure.
- **MP8:** Look for and express regularity in repeated reasoning.