

Education Specialist – Extensive Support Needs

CalTPA Cycle 2 (Literacy): What Is Required & How Cooperating Teachers Can Support
Refer to Assessment Guide

What the Teacher Candidates Must Demonstrate	How Cooperating Teachers Can Support
<p><u>STEP 1: PLAN</u></p> <ul style="list-style-type: none"> • Plan a literacy learning segment aligned to IEP goals • Use CCSS, PTKLF, or Core Content Connectors (CCCs) • Address literacy through multiple communication modes • Identify one focus student with an IEP and plan for the student’s communication, access, and learning needs • Design accessible formative and summative assessments that provide meaningful evidence of student learning 	<p><u>STEP 1: PLAN</u></p> <ul style="list-style-type: none"> • Help teacher candidates select a focus student whose communication and participation can be meaningfully documented • Share insight into IEP priorities and communication systems • Identify meaningful literacy behaviors (not just print-based) • Reassure teacher candidates that access and engagement are valid evidence • Encourage opportunities for higher-order thinking (DOK level 3-4) when appropriate for the learner
<p><u>STEP 2: TEACH & ASSESS</u></p> <ul style="list-style-type: none"> • Teach and video record literacy instruction • Demonstrate use of AAC, visuals, gestures, or assistive tech • Adjust instruction based on student responses 	<p><u>STEP 2: TEACH & ASSESS</u></p> <ul style="list-style-type: none"> • Support natural use of paraprofessionals and supports • Allow authentic classroom interactions • Reinforce that literacy looks different for different learners • Help teacher candidates identify valid evidence of literacy learning beyond verbal or written responses (e.g., AAC use, Choices, engagement)
<p><u>STEP 3: REFLECT</u></p> <ul style="list-style-type: none"> • Analyze summative assessment results for the focus student • Provide specific, actionable feedback aligned to IEP and literacy goals to the focus student • Reflect on progress toward literacy and IEP goals 	<p><u>STEP 3: REFLECT</u></p> <ul style="list-style-type: none"> • Help interpret subtle indicators of progress • Support strengths-based reflection • Help teacher interpret subtle progress indicators using IEP-Aligned expectations • Reinforce progress over compliance
<p><u>STEP 4: APPLY</u></p> <ul style="list-style-type: none"> • Plan and teach a follow-up literacy activity targeted to the focus student’s assessed literacy needs (can have more than just FS in the lesson) • Reteach or extension activity; new lesson, not a repeat of old lesson • Video record and explain instructional decisions 	<p><u>STEP 4: APPLY</u></p> <ul style="list-style-type: none"> • Collaborate on realistic next steps • Support continued access and participation • Reinforce that re-teaching or extension focuses on access and participation, not mastery • Emphasize instructional responsiveness

