

Education Specialist – Mild to Moderate Support Needs

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

What the Teacher Candidates Must Demonstrate (Cycle 2)	How Cooperating Teachers Can Support
<p><u>STEP 1: PLAN</u> (Assessment-Driven Literacy Instruction)</p> <ul style="list-style-type: none"> • Plan a 3–5 lesson literacy learning segment • Address foundational reading skills and at least one additional literacy theme (e.g., meaning making, language development) • Include ELA/Literacy and ELD goals • Identify one focus student with an IEP • Design formative and summative assessments 	<p><u>STEP 1: PLAN</u></p> <ul style="list-style-type: none"> • Help the teacher candidate select focus student and literacy skills already being taught • Share recent assessment data, student work, and IEP goals • Discuss how literacy instruction is typically structured in the classroom • Reinforce that assessments can be authentic and classroom-based • Encourage opportunities for higher-order thinking (DOK level 3-4) • Help teacher candidates confirm that assessments clearly measure the intended literacy learning goal (not just task completion)
<p><u>STEP 2: TEACH & ASSESS</u></p> <ul style="list-style-type: none"> • Teach and video record the learning segment • Show explicit literacy instruction • Integrate ELD strategies • Use assessment to monitor and adjust instruction 	<p><u>STEP 2: TEACH & ASSESS</u></p> <ul style="list-style-type: none"> • Support lesson pacing and routines during recording • Allow natural instructional adjustments to occur • Reinforce that formative checks and reteaching are expected • Help teacher candidates identify moments of literacy growth
<p><u>STEP 3: REFLECT</u></p> <ul style="list-style-type: none"> • Score the summative assessment • Analyze student progress toward ELA/Literacy and ELD goals • Provide specific, actionable feedback to the focus student • Reflect on instructional effectiveness 	<p><u>STEP 3: REFLECT</u></p> <ul style="list-style-type: none"> • Talk through assessment results and student responses • Help interpret growth using classroom expectations • Emphasize strengths-based analysis rather than deficits
<ul style="list-style-type: none"> • <u>STEP 4: APPLY</u> <ul style="list-style-type: none"> • Plan a re-teaching or extension activity; new lesson, not a repeat of old lesson • Teach and video record the follow-up • Explain instructional decisions based on assessment evidence 	<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

