

Multiple Subject Cycle 2 – Literacy

Planning & Instruction Focus

What the Teacher Candidate Must Demonstrate (Cycle 2 – Literacy)	How Cooperating Teachers Can Support
<p>STEP 1: PLAN</p> <ul style="list-style-type: none"> • Plan a 3–5 lesson literacy learning segment • Address foundational literacy skills and at least one additional literacy area (e.g., meaning making, language development) • Include ELA/Literacy and ELD goals • Identify one focus student • Design formative and summative assessments 	<p>STEP 1: PLAN</p> <ul style="list-style-type: none"> • Help the teacher candidate select a focus student whose literacy growth can be observed across lessons • Share insight from student work and assessment data • Help confirm assessments measure the intended learning goal
<p>STEP 2: TEACH & ASSESS</p> <ul style="list-style-type: none"> • Teach and video record literacy instruction • Demonstrate explicit literacy teaching • Use assessments to monitor and adjust instruction 	<p>STEP 2: TEACH & ASSESS</p> <ul style="list-style-type: none"> • Support lesson flow and classroom routines • Allow natural instructional adjustments • Help the teacher candidate notice evidence of literacy growth
<p>STEP 3: REFLECT</p> <ul style="list-style-type: none"> • Score the summative assessment • Analyze the focus student’s progress • Provide specific, actionable feedback • Reflect on instructional effectiveness 	<p>STEP 3: REFLECT</p> <ul style="list-style-type: none"> • Talk through assessment results and student responses • Help interpret progress relative to typical classroom performance • Normalize reflection as analysis, not perfection
<p>STEP 4: APPLY</p> <ul style="list-style-type: none"> • Plan and teach a re-teaching or extension activity based on the focus student’s assessment results • New lesson, not a repeat of old lesson • Explain instructional decisions 	<p>STEP 4: APPLY</p> <ul style="list-style-type: none"> • Help identify realistic follow-up instruction aligned to upcoming literacy lessons • Reinforce that instructional responsiveness to assessment is the goal