

## Single Subject

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

What the Teacher Candidates Must Demonstrate	How Cooperating Teachers Can Support
<p><b><u>STEP 1: PLAN</u></b></p> <ul style="list-style-type: none"> <li>• Plan a 3–5 lesson content-specific learning segment</li> <li>• Include content and ELD goals</li> <li>• Identify one focus student whose learning can be analyzed</li> <li>• Design formative and summative assessments aligned to learning goals</li> </ul>	<p><b><u>STEP 1: PLAN)</u></b></p> <ul style="list-style-type: none"> <li>• Help teacher candidates select a focus student whose thinking can be observed through discussion, written work, or performance tasks</li> <li>• Share insight into discipline-specific assessments and expectations</li> <li>• Discuss whether assessments require explanation, application, or analysis</li> <li>• Encourage opportunities for higher-order thinking (DOK level 3-4)</li> </ul>
<p><b><u>STEP 2: TEACH &amp; ASSESS</u></b></p> <ul style="list-style-type: none"> <li>• Teach and video record instruction</li> <li>• Engage students in discipline-specific learning</li> <li>• Monitor understanding and adjust instruction</li> </ul>	<p><b><u>STEP 2: TEACH &amp; ASSESS</u></b></p> <ul style="list-style-type: none"> <li>• Identify lessons with strong student thinking</li> <li>• Support logistics while allowing autonomy</li> <li>• Normalize instructional pivots</li> </ul>
<p><b><u>STEP 3: REFLECT</u></b></p> <ul style="list-style-type: none"> <li>• Score the summative assessment</li> <li>• Analyze the focus student’s performance and misconceptions</li> <li>• Provide specific, actionable feedback</li> <li>• Reflect on instructional effectiveness</li> </ul>	<p><b><u>STEP 3: REFLECT</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how the focus student’s results inform instructional decisions</li> <li>• Help teacher candidates separate student misconceptions from instructional effectiveness</li> <li>• Encourage evidence-based reflection</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>STEP 4: APPLY</u></b> <ul style="list-style-type: none"> <li>• Plan and teach a re-teaching or extension activity based on the focus student’s assessment results; a new lesson, not a repeat of old lesson</li> <li>• Explain how assessment informed instruction</li> </ul> </li> </ul>	<p><b><u>STEP 4: APPLY</u></b></p> <ul style="list-style-type: none"> <li>• Encourage follow-up instruction that aligns with upcoming units</li> <li>• Reinforce growth-focused teaching</li> </ul>