Please use this form to begin planning your CalTPA *Cycle 1 -* *Learning about Students and Planning Instruction* and

*Cycle 2* – *Assessment-Driven Instruction* submissions with your Cooperating Teacher (DUE 2/7).

Note: The *CalTPA Assessment Guides* and Templates are available on our [Cal Poly Pomona CalTPA website](https://www.cpp.edu/ceis/credential-program/caltpa/caltpa-cycle-materials.shtml) under “Current Cal TPA Cycle Materials” (Password BRONCOTPA2020).

|  |  |
| --- | --- |
| **Name:**  | **Credential:**  |
| **Grade(s)/Courses Taught:** |
| **Cooperating Teacher:**  | **University Supervisor:**  |
| **Special Circumstances (e.g., rotating schools/classes), if applicable:**  |
| **Video Permission**Must have consent for everyone seen in videos. Everyone else should be seated out of camera range. You may use a district waiver, [our CPP form](https://livecsupomona-my.sharepoint.com/personal/agimino_cpp_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fagimino_cpp_edu%2FDocuments%2FClinical%20Practice%20Orientation%2019%2FCalTPA%20Cycles%20Year%202%2FVideo%20Permission%20Forms&originalPath=aHR0cHM6Ly9saXZlY3N1cG9tb25hLW15LnNoYXJlcG9pbnQuY29tLzpmOi9nL3BlcnNvbmFsL2FnaW1pbm9fY3BwX2VkdS9FZ2dTcWRlUU1naE9wRloxck9xenVsVUJneDVReVAtSUVEVHZTNWxGdXF1UUJnP3J0aW1lPVZCemlFd2VoMTBn), or alternative form. For more information, please read the [CTC District Onboarding Letter](https://www.cpp.edu/ceis/credential-program/caltpa/docs/caltpa_onboarding_communication_5_ctc-district-ltr_attachment1.pdf). |
| Permission Plan: District Waiver CPP Form Other (specify): By 2/7 Post a copy of the form you plan to use to Blackboard. | List of Students with Permission By 2/14 Upload roster(s) of individuals with permission to SharePoint (You may use first names with last initials or ID#s).  |
| **Selecting your Cycle 1 Class, Content Area, & Topic**MS: Register for and complete one cycle in literacy and the other in mathematics. SS: register for and complete both cycles in your credential area. If adding a Bilingual Authorization, review the [CTC guidelines](https://livecsupomona-my.sharepoint.com/%3Ab%3A/g/personal/agimino_cpp_edu/EfYHjYaAif9JpBre0qoJIA4BnIAw_P-dvC5TZFPR6OqhpQ?e=oajEui) and request a bilingual assessor.  |
| Plan for Cycle 1:Class Period/Grade Level: Content Area: Topic: | Plan for Cycle 2:Class Period/Grade Level:Content Area: Topic: |
| **Cycle 1 - Getting to Know Your Students**Select a class and three focus students. You must learn in-depth about your class and focus students’ assets and needs and use this information in your planning to support ALL students (e.g., using Universal Design for Learning (UDL), adaptations & accommodations). **Focus student 1** must be an English Leaner and you need to address FS1’s language proficiency (reading, writing, listening & speaking. If completing a World Language credential, select a student with a different learning need (e.g., heritage language learner, bilingual/multilingual student). **Focus Student 2** must be an Identified student and you need to address FS2’s IEP, 504, or GATE learning goals.**Focus Student 3** must be a student that needs additional academic and/or emotional support (e.g., a student who is homeless).*Note: Your focus students do not have to appear in your videos.* By 2/19 Upload completed *Getting to Know Your Students* template.  |
| FS1: Why?  | FS2:Why?  | FS3:Why?  |
| **Cycle 1 Lesson Plan**Plan a 7-step lesson that 1. Includes clear, measurable learning goals related to the California standards or frameworks; 2. Promotes higher-order, deep levels of thinking; 3. Develops academic language and connects with students’ prior knowledge, experiences, and assets; 4. Supports students in areas of need; 5. Applies [UDL](http://udlguidelines.cast.org/) principles to allow students multiple means of engagement, representation and action and expression; and 5. Includes assessments that allow you to monitor student progress related to the learning goals. By 2/19 upload your Lesson Plan (note: Please plan and record several lessons so you have options for your TPA).  |
| **Cycle 1 Videos** Teach and record the entire lesson. Select three 5-minute, continuous, unedited video clips as follows: *Clip 1-Creating a Positive Classroom Environment and Setting Expectations for Learning, Clip 2-Student Activities and Instructional Strategies, & Clip 3-Next Steps for Learning.* Inside Pearson’s ePortfolio system, you will provide time-stamped annotations to explain what you did and why you did It for the following titles: (a) creating a positive and safe learning environment, (b) setting expectations for learning (note: you need to inform students of the learning expectations and explain how the lesson fits into the larger unit of instruction, (c) engaging students in content-specific higher-order thinking, and (d) monitoring for student understanding (throughout the lesson). For video recording tips and tools, click [here](http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html). By 3/4 Teach and record your lesson and select three 5-minute video clips. After your lesson, you will reflect on evidence of student learning and apply what you learned to determine appropriate next steps for your students. |
| Planned Lesson Date(s): | Possible Standards/Learning Goal(s): |
| **Cycle 1 Submission Deadline is 11:59 on 3/19, Results 4/19.**  |
| **Cycle 2 Class Context**Select a class for Cycle 2 and learn in-depth about your students’ assets and needs. Use this information to complete the Class Context template and to plan a 3-5 day learning segment + follow-up lesson that supports ALL students (e.g., using Universal Design for Learning (UDL), adaptations & accommodation). Note: If you use the same class as Cycle 1, much of the information you provide will be the same.  |
| **Cycle 2 Learning Segment** Use the *Learning Segment Template* to plan a 3 to 5-day learning segment within a unit, with a clear starting and ending point related to your learning goal(s). Your learning segment must support the academic and language development needs of your students, including students’ use of educational technology. Your lessons should: 1. Include clear, measurable learning goals related to the California content standards and/or frameworks and English Language Development (ELD) standards; 2. Use appropriate content-specific pedagogy; 3. Engage students in higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer as they develop deep understanding of content an academic language; 4. Apply [UDL](http://udlguidelines.cast.org/) principles to allow students multiple means of engagement, representation and action and expression; 5. Include appropriate adaptations and accommodations to support the range of learners in your class; and 6. Include assessment(s) that allow you to effectively monitor each student’s student progress and achievement of the lesson’s learning goal(s).  |
| **Cycle 2 Assessments** Use the *Learning Segment Rationale Template* to plan an informal assessment with rubricand a student self-assessment with rubric that you will use to monitor student learning, provide feedback to students and make decisions during instruction. (Note: you will need to video record these assessments). Then, plan a formal assessment with rubric that will result in a process, product or performance from each student (Note: In Step 3: Reflection, you will upload 3 student formal assessment responses [exceeded, met, or not yet met learning goa(s)], and 3 scored rubrics. In Step 4, you will use your informal, student-self assessment, and formal assessment results to plan and record an appropriate, follow-up reteaching or extension activity). By 4/8 upload your Lear*ning Segment Template and copies of your 3 planned informal, student-self and formal assessments with 3 rubrics.* (Note: Please plan and record several learning segments so you have TPA options). |
| **Cycle 2 Videos** Teach and record the entire learning segment. Select four5-minute, continuous, unedited video clips as follows**:** *Clip 1 - Instruction and Assessment of Academic Language Development, Clip 2 - Students’ Use of Educational Technology, Clip 3 - Instruction and Informal Assessment of Content, and Clip 4 - Instruction and Student Self- Assessment of Content.* Inside Pearson’s ePortfolio system, you will provide time-stamped annotations to explain what you did and why you did it for the following titles: (a) Assessing Student Learning and Development of Academic Language, (b) Students Using Educational Technology, (c) Providing Content-Specific Feedback to Students, and (d) Assessing Student Learning and Use of Higher-Order Thinking Skills.By 4/15 Teach and record your entire learning segment and select four 5-minute video clips. After your lesson, you must reflect on evidence of student learning and apply what you learned to plan and record a follow-up, next day reteaching or extension activity. |
| Planned Learning Segment Date(s): | Possible Standards/Learning Goal(s): |
| **Cycle 2 Submission Deadline is 11:59 on 5/7, Results 5/28.**  |
| Questions/Concerns\*:  |

\*You may also contact Dr. Amy Gimino, Professor and TPA Coordinator, agimino@cpp.edu; (909) 869-4915.

Teacher Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_