Dr. Rohanna Ylagan-Nicanor
What are we covering about the TPA?

- CalTPA Instructional Cycle
- Cycle 1 & Cycle 2
- Areas of needed support
- Clinical Coaches’ Roles and the TPA
- Acceptable & Unacceptable Support
- Resources + Q&A
CalTPA
(Teacher Performance Assessment)

Instructional Cycle

Preliminary teaching credential
The BASICS (in a nutshell)

CALTPA INSTRUCTIONAL CYCLE

Cycle 1: ONE Math video-recorded lesson + written narrative
The BASICS (in a nutshell)

CALTPA INSTRUCTIONAL CYCLE

Cycle 2: LITERACY/ELA learning segment (3-5 video-recorded lessons) + rubrics + written narrative
Clinical Coaches’ Role

- Naturally support the process by providing **feedback** and supporting candidates’ **reflection** and **growth** on the TPEs
  - Classroom observations
  - Feedback in content that aligns with Cycle 1 (Math) or Cycle 2 (Literacy/ELA)
  - Post-observation debriefs
  - HOTs (higher order thinking skills)
  - Reflective about learning goals and evidence students met, did not meet, exceeded expectations
AREAS OF NEEDED SUPPORT

- Planning lessons based on students’ assets and learning needs
- UDL
- ELD Standards & ELD learning goals
- Support for multilingual learners and diverse learners, including students with special needs
- Assessment based on learning goals

Formal + Abbreviated Lesson Plans!
Clinical Coaches’ Role

- **IF** TCs have **TPA questions**,  
  - **1st** refer them to the **Assessment Guide**.
  - **2nd** - If it’s a **specific situation**, refer them to me.
  - **You are not expected** to provide instruction on the requirements of the **CalTPA**.
Clinical Coaches’ Role

- Coaches should be familiar with the CalTPA
  - review TPA Cycle 1 or 2 (depending on your teacher candidates’ placement) AND the corresponding rubrics.
  - Where can you find this information?
Candidates CAN
◆ co-plan an instructional segment with their mentor teacher or peer

Coaches (and mentors) CAN
◆ observe and provide feedback on lessons that will be submitted as part of the CalTPA
UNACCEPTABLE SUPPORT

- Suggesting answers (providing candidates with content or answer to a question)

- Saying what is enough (conjecturing on CalTPA expectations or what is deemed sufficient)
UNACCEPTABLE SUPPORT

- Offering “better responses” (providing alternative responses or answers)
- Editing
- Selecting content (e.g., a lesson focus or activity or video section)
KEY POINT:

The submission must represent the **original work** of the candidate.
Have a wonderful day and start of the semester!

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