# *PPAT*® Assessment

# Candidate and Educator Handbook

**July 2019**

**Version 3.2**

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This *Candidate and Educator Handbook* will help you understand the history and background of the *PPAT*® Assessment and will provide you with a general overview as well as the specific details needed to submit the contents of your performance assessment.

The *PPAT*® Assessment has been developed by a team of exemplary national educators. Appreciation is extended to the following members of the Content Development Team.

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# General Overview

## What is the purpose of the *PPAT*® Assessment?

The *PPAT*® Assessment is an evidence-based performance assessment designed to assess the instructional capability of pre-service teachers prior to receiving their teaching license. This assessment evaluates teacher candidates on their ability to have an impact on student learning as stated in the InTASC Model Core Teaching Standards and Performance Indicators and the four PPAT tasks.

The assessment consists of four tasks: one formative and three summative. The tasks are described in detail later in this handbook.

Before beginning the assessment, review this entire handbook for information about the tasks, the rubrics, the writing guidelines, the Online Submission System, the video, and more. There are also other useful documents that will help support you through this process. Consult the PPAT Assessment informational website.

### Something for teacher candidates to consider

Begin practicing with the video camera as soon as you can, but the final video submitted as part of Task 4 should be recorded after Tasks 2 and 3 have been completed.

## Are there permission forms that must be signed during the *PPAT* Assessment?

Yes. Responding to the task prompts includes the submission of instructional and assessment artifacts, samples of student work, and for Task 4, a fifteen-minute video recording of the teacher candidate teaching a lesson. Teacher candidates are required to obtain a signed permission form for every student and adult whose work is submitted and/or who appears in the video recording or photographs. For adults, this includes, but is not limited to, classroom teachers, teaching assistants, parents, colleagues, and volunteers.

Educator preparation program instructors are required to obtain participation approval from the superintendent in the school districts where the teacher candidates will be student teaching and from the school principals. The superintendent and principal also need to approve the use of the PPAT permission forms.

The PPAT Student Permission Form and Adult Permission Form can be found directly on the PPAT Assessment informational website.

> *You must use the PPAT permission forms provided; district or school permission forms will not be accepted.*

# The InTASC Model Core Teaching Standards and Performance Indicators

## What performance does the *PPAT* Assessment measure?

The *PPAT*® Assessment provides a meaningful measure of a teacher candidate's readiness and ability to teach effectively. It provides a comprehensive picture of a teacher candidate's potential for classroom success. This is a standards-based assessment that reflects the elements of teaching described by the InTASC Model Core Teaching Standards.

## What are the InTASC Model Core Teaching Standards?

The InTASC Model Core Teaching Standards are articulated across ten general areas of professional practice. Performance indicators are provided for each standard. These performance indicators further describe the particular benchmark or criterion of the professional practice that each standard measures.

### The InTASC Model Core Teaching Standards

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| **Standard #1: Learner Development** — The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. |
| **Performance Indicator 1(a)** — The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. |
| **Performance Indicator 1(b)** — The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs, and that enables each learner to advance and accelerate his/her learning. |
| **Performance Indicator 1(c)** — The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. |

## The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #2: Learning Differences —** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. |
| **Performance Indicator 2(a)** — The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. |
| **Performance Indicator 2(b)** — The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. |
| **Performance Indicator 2(c)** — The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. |
| **Performance Indicator 2(d)** — The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. |
| **Performance Indicator 2(e)** — The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English-language learners and for evaluating and supporting their development of English proficiency. |
| **Performance Indicator 2(f)** — The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. |

## The InTASC Model Core Teaching Standards (cont'd.)

| **Standard #3: Learning Environments —** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. |
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| **Performance Indicator 3(a)** — The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. |
| **Performance Indicator 3(b)** — The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. |
| **Performance Indicator 3(c)** — The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. |
| **Performance Indicator 3(d)** —The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. |
| **Performance Indicator 3(e)** — The teacher uses a variety of methods to engage learners in evaluating the learning environment, and collaborates with learners to make appropriate adjustments. |
| **Performance Indicator 3(f)** — The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. |
| **Performance Indicator 3(g)** — The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. |
| **Performance Indicator 3(h)** — The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills. |

# The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #4: Content Knowledge —** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |
| **Performance Indicator 4(a) —** The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. |
| **Performance Indicator 4(b)** — The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. |
| **Performance Indicator 4(c)** — The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. |
| **Performance Indicator 4(d)** — The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. |
| **Performance Indicator 4(e)** — The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding. |
| **Performance Indicator 4(f)** — The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners. |
| **Performance Indicator 4(g)** — The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. |
| **Performance Indicator 4(h)** — The teacher creates opportunities for students to learn, practice, and master academic language in the content. |
| **Performance Indicator 4(i)** — The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language. |

## The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #5: Application of Content —** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |
| **Performance Indicator 5(a)** — The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). |
| **Performance Indicator 5(b)** — The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). |
| **Performance Indicator 5(c)** — The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. |
| **Performance Indicator 5(d)** — The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts. |
| **Performance Indicator 5(e)** — The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. |
| **Performance Indicator 5(f)** — The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. |
| **Performance Indicator 5(g)** — The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. |
| **Performance Indicator 5(h)** — The teacher develops and implements supports for learners' literacy development across content areas. |

# The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #6: Assessment —** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. |
| **Performance Indicator 6(a)** — The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. |
| **Performance Indicator 6(b)** — The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. |
| **Performance Indicator 6(c)** — The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. |
| **Performance Indicator 6(d)** — The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. |
| **Performance Indicator 6(e)** — The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. |
| **Performance Indicator 6(f)** — The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others. |
| **Performance Indicator 6(g)** — The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. |
| **Performance Indicator 6(h)** — The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language-learning needs. |
| **Performance Indicator 6(i)** — The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. |

# The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #7: Planning for Instruction** — The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. |
| **Performance Indicator 7(a) —** The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. |
| **Performance Indicator 7(b) —** The teacher plans how to achieve each student's learning goals by choosing appropriate strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. |
| **Performance Indicator 7(c) —** The teacher develops appropriate sequencing of learning experiences and provides multiple ways for learners to demonstrate knowledge and skills. |
| **Performance Indicator 7(d) —** The teacher plans for instruction based on formative and summative assessment data, learners' prior knowledge, and learners' interests. |
| **Performance Indicator 7(e) —** The teacher plans collaboratively with professionals who each have specialized expertise (e.g., special educators, related service providers, language-learning specialists, librarians, and media specialists) to design and jointly deliver appropriate learning experiences that meet unique learning needs. |
| **Performance Indicator 7(f) —** The teacher evaluates his or her plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and to enhance learning. |

## The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #8: Instructional Strategies —** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding in and across content areas and to build skill at applying knowledge in meaningful ways. |
| **Performance Indicator 8(a)** — The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and of groups of learners. |
| **Performance Indicator 8(b)** — The teacher continuously monitors student learning, engages learners in assessing their own progress, and adjusts instruction in response to students' learning needs. |
| **Performance Indicator 8(c)** — The teacher collaborates with learners to design and implement relevant learning experiences, to identify their strengths, and to access family and community resources to develop learners' areas of interest. |
| **Performance Indicator 8(d)** — The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners. |
| **Performance Indicator 8(e)** — The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. |
| **Performance Indicator 8(f)** — The teacher engages all learners in developing higher-order questioning skills and metacognitive processes. |
| **Performance Indicator 8(g)** — The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. |
| **Performance Indicator 8(h)** — The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. |
| **Performance Indicator 8(i)** — The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). |

# The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #9: Professional Learning and Ethical Practice** — The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. |
| **Performance Indicator 9(a)** — The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. |
| **Performance Indicator 9(b)** — The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. |
| **Performance Indicator 9(c)** — Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. |
| **Performance Indicator 9(d)** — The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. |
| **Performance Indicator 9(e)** — The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. |
| **Performance Indicator 9(f)** — The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. |

## The InTASC Model Core Teaching Standards (cont'd.)

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| **Standard #10: Leadership and Collaboration** — The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. |
| **Performance Indicator 10(a)** — The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. |
| **Performance Indicator 10(b)** — The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. |
| **Performance Indicator 10(c)** — The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. |
| **Performance Indicator 10(d)** — The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. |
| **Performance Indicator 10(e)** — Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being. |
| **Performance Indicator 10(f)** — The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. |
| **Performance Indicator 10(g)** — The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. |
| **Performance Indicator 10(h)** — The teacher uses and generates meaningful research on education issues and policies. |
| **Performance Indicator 10(i)** — The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. |
| **Performance Indicator 10(j)** — The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. |
| **Performance Indicator 10(k)** — The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession. |

# Overview of the Tasks

## What is the general design of the *PPAT*® Assessment?

The PPAT assessment consists of four tasks. Each of the four tasks will take place during the teacher candidate's clinical experience and will focus on differentiation of instruction and the decision-making process. During the clinical experience, the teacher candidate's task submissions will provide a variety of artifacts, including student work and observational feedback.

Task 1 will occur early in the clinical experience, and Tasks 2—4 will occur approximately two-thirds of the way through the clinical experience.

## What are the specific tasks of this assessment?

## Task 1: Knowledge of Students and the Learning Environment

In this task, you will demonstrate the knowledge and skills that pertain to your understanding of your classroom regarding your students, the school, and the community, and you will identify the implications of these factors on instruction and student learning.

**Task 1 Overview**

**Standards and Indicators Measured in This Task**

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

> Standard 1, Indicators b and c
>
> Standard 2, Indicators a, c, d, and f
>
> Standard 3, Indicators a, c, d, and f
>
> Standard 4, Indicators d and g
>
> Standard 6, Indicator g
>
> Standard 7, Indicators a, b, d, and e
>
> Standard 8, Indicators a and c
>
> Standard 9, Indicators c and f
>
> Standard 10, Indicators b and d

## What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1.  Written Commentary of a maximum of 21,000 characters (approximately seven typed pages) that

    - responds to all parts of the guiding prompts;

    - references your artifacts to support your written evidence;

    - describes, analyzes, and reflects on the evidence; and

    - reflects in what ways the evidence you have collected impacts your understanding of the knowledge of students and the classroom learning environment

2.  Four different types of artifacts (maximum of seven pages) including

    - the Contextual Factors Chart (maximum of two pages);

    - the Instructional and Support Resources Chart (maximum of two pages);

    - one completed Student Interest Inventory (maximum of two representative pages); and

    - a document that demonstrates a method of communication with students and families (maximum of one page)

## How to Submit Your Evidence (Refer to the [Submission System User Guide](#) for details)

- Upload your artifacts into your Library of Artifacts.

- Refer to the artifacts in your Written Commentary.

- Link to the artifacts within your Written Commentary.

## How to Compose Your Written Commentary

This task has two steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response must address all parts of each of the guiding prompts.

- Step 1: Knowledge of Students

- Step 2: Resources and Procedures

**Please read the entire task before responding to any guiding prompts**. Use the textboxes located under the guiding prompts to compose your responses and link your artifacts.

Task 1 is a formative task in which the educator preparation program (EPP) instructor and the cooperating teacher are able to work together with the teacher candidate to develop a response to the activities, guiding prompts, and artifact requirements of the *PPAT® Assessment.* Task 1 allows the teacher candidate to become familiar with the students with whom he or she will be working, to understand the PPAT process, and to become acclimated to the Online Submission System. Please see the *PPAT® Assessment Task 1 Handbook* for additional

Developing responses to Task 1 sets the tone for the rest of the PPAT assessment; what the teacher candidate learns while completing this task will affect the approach he or she takes in the completion of the other three tasks. This formative task also affords the EPP instructor and the cooperating teacher an opportunity to become familiar with the entire assessment process.

## Evaluation of Task 1

You will receive feedback from your EPP instructor and cooperating teacher during the process of creating your response and after you complete your Task 1 submission.

Since Task 1 is formative, it will not be evaluated by external raters as part of your overall PPAT score.  But your EPP instructor may choose to evaluate your response to Task 1, either with feedback, a grade, or feedback and a grade.

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**However, completing Task 1 is required for you to move on to Tasks 2, 3, and 4.**

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For more information, please see the *PPAT® Assessment Task 1 Handbook*.

# Task 2: Assessment and Data Collection to Measure and Inform Student Learning

In this task, you will demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning.

**Task 2 Overview**

**Standards and Indicators Measured in This Task**

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

Standard 1, Indicator a

Standard 2, Indicators b and f

Standard 6, Indicators b, c, d, g and h

Standard 7, Indicator d

Standard 8, Indicator b

Standard 9, Indicator c

**What Do I Have to Do for This Task?**

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 22,500 characters (approximately seven typed pages) that

   - responds to all parts of the guiding prompts;

   - references your artifacts to support your written evidence; and

   - describes, analyzes, and reflects on the evidence

2. Identification of two Focus Students who reflect different learning needs

3. Eight different artifacts (a maximum of eleven pages) including

   - representative pages of the selected assessment (maximum of two pages);

   - representative pages of the baseline data for the whole class (maximum of two pages);

   - a representative page of the rubric or scoring guide (maximum of one page);

   - a representative page of the baseline data for Focus Student 1 (maximum of one page);

   - a representative page of the baseline data for Focus Student 2 (maximum of one page);

- representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data (maximum of two pages);

- a completed assessment from Focus Student 1 (maximum of one page); and

- a completed assessment from Focus Student 2 (maximum of one page)

## How to Submit Your Evidence (Refer to the Submission System User Guide for details)

- Upload your artifacts into your Library of Artifacts.

- Refer to the artifacts in your Written Commentary.

- Link to the artifacts within your Written Commentary.

## How to Compose Your Written Commentary

This task has three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address all parts of each of the guiding prompts.

- Step 1: Planning the Assessment

- Step 2: Administering the Assessment and Analyzing the Data

- Step 3: Reflecting

**Please read the entire task before responding to any guiding prompts.** Use the textboxes located under the guiding prompts to compose your responses and link your artifacts.

# Task 3: Designing Instruction for Student Learning

In this task, you will demonstrate your ability to develop instruction, including the use of technology, to facilitate student learning.

## Task 3 Overview

## Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

> Standard 1, Indicators a and b
>
> Standard 2, Indicators a, b, c, and f
>
> Standard 3, Indicator e
>
> Standard 4, Indicators e, f, and g
>
> Standard 6, Indicators a, c, d, and g
>
> Standard 7, Indicators a, b, c, d, and f
>
> Standard 8, Indicators a and b
>
> Standard 9, Indicator c

## What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 25,500 characters (approximately eight typed pages) that

   - responds to all parts of the guiding prompts;

   - references your artifacts to support your written evidence; and

   - describes, analyzes, and reflects on the evidence

2. Identification of two Focus Students who reflect different learning needs

3. Six different artifacts (a maximum of seven pages) including

   - representative pages of a lesson plan for the whole class that includes the use of technology. A sample template is provided, but teacher candidates may submit a form of their own (maximum of two pages);

   - a representative page of a differentiated lesson plan for Focus Student 1 (maximum of one page);

   - a representative page of a differentiated lesson plan for Focus Student 2 (maximum of one page);

- a work sample from any class member other than the two Focus Students (maximum of one page);

- a work sample from Focus Student 1 (maximum of one page); and

- a work sample from Focus Student 2 (maximum of one page)

Note that for the lesson plan for the whole class, a sample template is provided, but you may submit a form of your own.

## How to Submit Your Evidence (Refer to the Submission System Users Guide for details.)

- Upload your artifacts into your Library of Artifacts.

- Refer to the artifacts in your Written Commentary.

- Link to the artifacts within your Written Commentary.

## How to Compose Your Written Commentary

This task has four steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response must address all parts of each of the guiding prompts.

- Step 1: Planning the Lesson

- Step 2: The Focus Students

- Step 3: Analyzing the Instruction

- Step 4: Reflecting

**Please read the entire task before responding to any guiding prompts.** Use the textboxes located under the guiding prompts to compose your responses and link your artifacts.

# Task 4: Implementing and Analyzing Instruction to Promote Student Learning

In this task you will demonstrate your ability to plan and implement a lesson using standards-based instruction. You will also show how you are able to adjust instruction for the whole class as well as for individual students within the class. Finally, you will demonstrate an understanding of reflective practice.

## Task 4 Overview

## Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

Standard 1, Indicators a and b

Standard 2, Indicators a, b, and c

Standard 3, Indicators d and f

Standard 4, Indicators c, d, f, and h

Standard 5, Indicator h

Standard 6, Indicators a, b, c, and g

Standard 7, Indicators a, b, c, d, and f

Standard 8, Indicators a, b, f, h, and i

Standard 9, Indicator c

## What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 28,500 characters (approximately nine typed pages) that

   - responds to all parts of the guiding prompts;

   - references your artifacts to support your written evidence; and

   - describes, analyzes, and reflects on the evidence

2. Identification of two Focus Students who reflect different learning needs

3. Seven different artifacts (maximum of ten pages), including

   - representative pages of a standards-based lesson plan (maximum of two pages);

   - baseline data (e.g., graphic representation, table, list) for the whole class (maximum of two pages);

- baseline data (e.g., graphic representation, table, list) specific to Focus Student 1 (maximum of one page);

- baseline data (e.g., graphic representation, table, list) specific to Focus Student 2 (maximum of one page);

- a work sample from Focus Student 1 (maximum of two pages);

- a work sample from Focus Student 2 (maximum of two pages); and

- one fifteen-minute video (mandatory), which may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file

## How to Submit Your Evidence (Refer to the Submission System Users Guide for details.)

- Upload your artifacts into your Library of Artifacts (See Step 5 for how to upload the video file.)

- Refer to the artifacts in your Written Commentary.

- Link to the artifacts within your Written Commentary.

## How to Compose Your Written Commentary

This task has five steps, four of which have guiding prompts to help you provide evidence that supports the rubric. Your response must address all parts of each of the guiding prompts.

- Step 1: Planning

- Step 2: Implementing the Plan

- Step 3: Understanding the Two Focus Students

- Step 4: Reflecting

- Step 5: Uploading the Video

**Please read the entire task before responding to any guiding prompts.** Use the textboxes located under the guiding prompts to compose your responses and link your artifacts.

The chart on the following page shows the specific InTASC Model Core Teaching Standards and Performance Indicators that are measured by each of the four tasks on the PPAT.

# InTASC Model Core Teaching Standards and Performance Indicators by Task

| | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---|---|---|---|
| | **Knowledge of Students and the Learning Environment** | **Assessment and Data Collection to Measure and Inform Student Learning** | **Designing Instruction for Student Learning** | **Implementing and Analyzing Instruction to Promote Student Learning** |
| | **Evidence 1** | **Evidence 2** | **Evidence 3** | **Evidence 4** |
| | Written Commentary: a maximum of **21,000 characters** Instructional artifacts: **4 artifacts**, a maximum of **7 pages** | Written Commentary: a maximum of **22,500 characters** Instructional artifacts: **8 artifacts**, a maximum of **11 pages** | Written Commentary: a maximum of **25,500 characters** Instructional artifacts: **6 artifacts**, a maximum of **7 pages** | Written Commentary: a maximum of **28,500 characters** Instructional artifacts: **7 artifacts**, a maximum of **10 pages** Video: a maximum of **15 minutes** |

| Standard | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---|---|---|---|
| Standard 1 PI a | | X | X | X |
| Standard 1 PI b | X | | X | X |
| Standard 1 PI c | X | | | |
| Standard 2 PI a | X | | X | X |
| Standard 2 PI b | | X | X | X |
| Standard 2 PI c | X | | X | X |
| Standard 2 PI d | X | | | |
| Standard 2 PI e | | | | |
| Standard 2 PI f | X | X | X | |
| Standard 3 PI a | X | | | |
| Standard 3 PI b | | | | |
| Standard 3 PI c | X | | | |
| Standard 3 PI d | X | | | X |
| Standard 3 PI e | | | X | |
| Standard 3 PI f | X | | | X |

| Standard | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---|---|---|---|
| Standard 3 PI g | | | | |
| Standard 3 PI h | | | | |
| Standard 4 PI a | | | | |
| Standard 4 PI b | | | | |
| Standard 4 PI c | | | | X |
| Standard 4 PI d | X | | | X |
| Standard 4 PI e | | | X | |
| Standard 4 PI f | | | X | X |
| Standard 4 PI g | X | | X | |
| Standard 4 PI h | | | | X |
| Standard 4 PI i | | | | |
| Standard 5 PI a | | | | |
| Standard 5 PI b | | | | |
| Standard 5 PI c | | | | |
| Standard 5 PI d | | | | |
| Standard 5 PI e | | | | |
| Standard 5 PI f | | | | |
| Standard 5 PI g | | | | |
| Standard 5 PI h | | | | X |
| Standard 6 PI a | | | X | X |
| Standard 6 PI b | | X | | X |
| Standard 6 PI c | | X | X | X |
| Standard 6 PI d | | X | X | |
| Standard 6 PI e | | | | |
| Standard 6 PI f | | | | |
| Standard 6 PI g | X | X | X | X |
| Standard 6 PI h | | X | | |
| Standard 6 PI i | | | | |
| Standard 7 PI a | X | | X | X |
| Standard 7 PI b | X | | X | X |
| Standard 7 PI c | | | X | X |
| Standard 7 PI d | X | X | X | X |
| Standard 7 PI e | X | | | |
| Standard 7 PI f | | | X | X |

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| Standard | Task 1 | Task 2 | Task 3 | Task 4 |
|---|---|---|---|---|
| Standard 8 PI a | X | | X | X |
| Standard 8 PI b | | X | X | X |
| Standard 8 PI c | X | | | |
| Standard 8 PI d | | | | |
| Standard 8 PI e | | | | |
| Standard 8 PI f | | | | X |
| Standard 8 PI g | | | | |
| Standard 8 PI h | | | | X |
| Standard 8 PI i | | | | X |
| Standard 9 PI a | | | | |
| Standard 9 PI b | | | | |
| Standard 9 PI c | X | X | X | X |
| Standard 9 PI d | | | | |
| Standard 9 PI e | | | | |
| Standard 9 PI f | X | | | |
| Standard 10 PI a | | | | |
| Standard 10 PI b | X | | | |
| Standard 10 PI c | | | | |
| Standard 10 PI d | X | | | |
| Standard 10 PI e | | | | |
| Standard 10 PI f | | | | |
| Standard 10 PI g | | | | |
| Standard 10 PI h | | | | |
| Standard 10 PI i | | | | |
| Standard 10 PI j | | | | |
| Standard 10 PI k | | | | |

# Summary of Required Submission Information by Task

The required submission information for each task is summarized below. You will see the steps included in each task as well as the evidence that you will be required to submit. **The entire tasks and their rubrics are provided on the [PPAT Assessment informational website](#).** Notice that the tasks and their corresponding materials have been color-coded to make it easier for you to organize your task materials.

The color codes are as follows.

| Task 1 | Knowledge of Students and the Learning Environment |
|--------|-----------------------------------------------------|

| Task 2 | Assessment and Data Collection to Measure and Inform Student Learning |
|--------|------------------------------------------------------------------------|

| Task 3 | Designing Instruction for Student Learning |
|--------|---------------------------------------------|

| Task 4 | Implementing and Analyzing Instruction to Promote Student Learning |
|--------|---------------------------------------------------------------------|

**Task 1: Knowledge of Students and the Learning Environment**

| Steps | Evidence |
|---|---|
| **Step 1:** Knowledge of Students | Your ability to familiarize yourself with your students and the characteristics and circumstances of the environment in which they learn |
| **Step 2:** Resources and Procedures | Your ability to identify available instructional resources, student interests, rules and procedures, and a method of communication with students and families |

Submission:

**Written Commentary** of no more than **21,000 characters** (approximately **7 typed pages**) that responds to the two steps and that is submitted using the provided textboxes.

**4 instructional artifacts** of no more than **7 pages** that demonstrate how you obtained knowledge of students and their learning environment and that support your responses to the guiding prompts.

## Task 2: Assessment and Data Collection to Measure and Inform Student Learning

| Steps | Evidence |
|---|---|
| **Step 1:** Planning the Assessment | Your ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)<br><br>NOTE: For textbox 2.1.2<br><br>The response for this textbox should reflect the activities, groupings, materials, resources, and technology that you are planning to use to assess the students.<br><br>For example:<br><br>Learning activities could include assessment through such things as games, in-class presentations, or student demonstrations.<br><br>Materials or resources are those tools that aid in the assessment of students based on the activities the teacher candidate mentions as being part of his/her assessment, such as manipulatives or a computer-generated exam. |
| **Step 2:** Administering the Assessment and Analyzing the Data | Your ability to administer your assessment and to collect, record, and analyze the data |
| **Step 3:** Reflecting | Your ability to reflect on your assessment by providing evidence of student learning that resulted from the administered assessment plan<br>Your ability to reflect on the data-based decisions that occurred through data analysis |

Submission:

**Written Commentary** of no more than **22,500 characters** (approximately **7 typed pages**) that responds to the three steps, focuses on two students, and is submitted using the provided textboxes.

**8 instructional artifacts** of no more than **11 pages** that support your responses to the guiding prompts and that provide evidence of assessment planning and data analysis.

**Task 3: Designing Instruction for Student Learning**

| Steps | Evidence |
|---|---|
| **Step 1:** Planning the Lesson | Your ability to plan an effective lesson that facilitates student learning |
| **Step 2:** The Focus Students | Your ability to differentiate instruction for individual students |
| **Step 3:** Analyzing the Lesson | Your ability to analyze your lesson plan and evidence of student learning |
| **Step 4:** Reflecting | Your ability to reflect on the strengths of your lesson plan as well as on the components of the lesson that are in need of improvement |

Submission:

**Written Commentary** of no more than **25,500 characters** (approximately **8 typed pages**) that responds to the four steps, focuses on two students, and is submitted using the provided textboxes.

**6 instructional artifacts** of no more than **7 pages** that support your responses to the guiding prompts and that provide evidence of lesson planning and analysis.

**Task 4: Implementing and Analyzing Instruction to Promote Student Learning**

| Steps | Evidence |
|---|---|
| **Step 1:** Planning | Your ability to plan an effective lesson that facilitates student learning |
| **Step 2:** Implementing the Plan | Your ability to implement the lesson plan, interact with your students, and analyze your practice |
| **Step 3:** Understanding the Two Focus Students | Your ability to provide evidence of student learning resulting from the implemented lesson |
| **Step 4:** Reflecting | Your ability to reflect on the effectiveness of your lesson for the entire class |
| **Step 5:** Uploading the Video | Your ability to create and upload one video file |

Submission:

**Written Commentary** of no more than **28,500 characters** (approximately **9 typed pages)** that responds to the four steps, focuses on two students, and is submitted using the provided textboxes.

**7 instructional artifacts** of no more than **10 pages** that support your responses to the guiding prompts and that provide evidence of lesson planning and implementation.

One **15-minute video** (unedited) or a combined file of three 5-minute segments (each unedited).

# Support and Ethics

## What kinds of content support can I get from my instructors?

Your instructors should do the following.

- Explain the PPAT assessment and the assessment process.

- Check for your understanding of the requirements.

- Provide you with pertinent information and appropriate resources.

- Mentor, guide, and facilitate you through the process.

- Explain the various parts of the PPAT assessment.

- Provide you with activities that promote analytic and reflective writing.

- Provide you with feedback about your responses by using questioning techniques as much as possible.

## What kinds of technical and logistical support can I get from my instructors?

Your instructors should do the following.

- Emphasize the importance of your early access to and practice using the Online Submission System.

- Guide you in locating and using appropriate online resources.

- Remind you of the key dates for each task submission.

- Urge you to begin using the Online Submission System as early in the process as possible.

- Remind you of the need to develop a timeline for managing your work.

- Remind you that Customer Service is available Monday through Friday between 8 a.m. and 6 p.m. (Eastern Time).

## What kinds of general support can I get from my instructors?

Your instructors should do the following.

- Acknowledge the challenges you will encounter during your student teaching experience and provide encouragement.

- Guide you in developing strategies to balance work, family, and other obligations while completing the process.

- Honor and respect the professional decisions you make.

- Maintain commitments to you regarding time and the type of support provided.

- Discuss with you the summative nature of Tasks 2–4, how the collaborative nature of Task 1 will <u>not</u> carry over to the other three tasks, and how their role will shift from that of a collaborator in Task 1 to that of a resource person in Tasks 2–4.

## What are the general guidelines regarding ethics and support?

The formative aspect of this performance assessment is an integral part of the assessment and one that allows you to confer and collaborate with and receive support from EPP instructors, cooperating teachers, and peers while preparing your PPAT submissions.

You may engage with others in professional discussions about the InTASC Model Core Teaching Standards; have them help you record, watch, and analyze your video recordings; and have them read and comment on your analyses and on the student work you choose.

> *However, the work you submit as part of your response to each performance assessment task must be yours and yours alone.*

Your written commentaries, the student work and other artifacts you submit, and your video recording(s) must all feature teaching that you did and work that you supervised. You must submit a video and student work samples as well as separate and different analyses and reflections.

Software is utilized to scan all responses for overlap with test taker submissions from all submission windows and from the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided. Information from all investigations conducted is forwarded to the state department of education. Refer to Scoring Policies for more information.

Remember that all materials and information necessary for you to complete the PPAT are available and public. You will have ample opportunity to review the tasks and rubrics before you begin the assessment process.

## What is the ethical role of my instructors as they provide support for me?

Your instructors should do the following.

- Know, understand, and uphold the PPAT policies and guidelines.

- Share only information that is public for all teacher candidates.

- Understand the difference between personal opinions and policies.

- Acknowledge and respect the fact that the responsibility for developing and submitting the performance assessment rests solely and completely with you, the teacher candidate.

- Immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security.

- Understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of teacher candidates and support providers.

Additionally, your instructors should never state or imply that you will or should be successful or will achieve a particular score on a task of this assessment.

## What should my instructors avoid as they provide support for me?

Your instructors should never engage in the following conduct.

- Make choices for you.

- Create evidence for you.

- Falsify or fabricate evidence for any task you submit.

- Copy the work of others to use on a teacher candidate's performance assessment.

- Give, ask for, or receive information about secure assessment materials.

- Provide textboxes with completed responses to the guiding prompts.

- Compare one teacher candidate's response with that of another.

- Assign a score to a task.

- Grade, evaluate, or correct a task.

# Getting Started

## What do I need to do to begin the PPAT process?

The following tips are designed to help you **prioritize your activities** and **organize your thinking** as you build your PPAT submission.

- Access the private, secure Online Submission System, in which you will build and submit your assessment. The link to the Online Submission System will be provided via email.

- Review the directions for each task and each corresponding rubric.

- Review the ancillary materials for the PPAT, found on the PPAT Assessment informational website.

- Get a calendar and work backward from your submission deadlines to set a schedule for task completion.

- Start with Task 1. The material you include in Task 1 will influence your work on Tasks 2, 3, and 4.

- Develop a simple task analysis that lists what you are going to do, the evidence you need, and by when you will complete each task (see suggested sample below).

| What do I need to do? | What evidence do I need? | Completion Date |
|---|---|---|
| (List the activity) | (List the evidence) | (Date) |
| (List the activity) | (List the evidence) | (Date) |
| | | |
| | | |

- Build each task in the Online Submission System.

- Review your responses to ensure that you have demonstrated the knowledge and skills required by the InTASC Model Core Teaching Standards and Performance Indicators.

- Score your responses against the rubrics.

- Submit each task no later than the task submission deadline.

## What are the key steps in task development?

Below is a checklist of steps to follow for developing a task. Use this checklist to organize your thinking, plan your time, and carry out the work needed to complete each task.

☐ Read entirely each task and its corresponding rubric.

☐ Locate and become familiar with all of the ancillary materials referenced in the tasks and located near the end of this *PPAT Candidate and Educator Handbook* (i.e., the Glossary, Lesson Plan Format, Daily Reflection Form, and Professional Growth Plan).

☐ Develop a timeline for completing each of the four tasks.

☐ Develop an outline with due dates for each task and for related student work/instructional materials that need to be submitted (realizing that some parts of each task can occur simultaneously). Plan to do several trial video recordings to ensure a viable submission selection.

☐ Before submitting each task of the performance assessment, you should check your responses to see if all prompts and questions have been addressed and all required artifacts have been linked to your response, compare your responses to the required evidence listed in the rubrics, and make sure that all items in the checklist are completed.

☐ Make sure that you make and keep a copy of all your final documents before you submit each task.

# Writing and Formatting Guidelines

## What are the guidelines for writing responses?

Each task requires some form of written response. It is imperative that you understand what kind of writing is required by each guiding prompt. Please read the suggestions below for crafting strong written responses for your performance assessment.

**1. Writing about teaching**

The four tasks required in the PPAT encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view not only of what is happening in your classroom but also of your rationale for choosing specific events and processes and for your view regarding the results of your teaching. For example, primary teachers might describe, analyze, and reflect on the developmental capabilities and academic achievements of their students as part of the circumstances for their teaching reading-comprehension strategies. Secondary teachers might describe, analyze, and reflect on providing one form of instruction to a range of students while differentiating instruction for specific other students in a heterogeneously grouped class.

**2. Descriptive, analytic, and reflective writing**

There are essential differences among descriptive, analytic, and reflective writing. As you compose your Written Commentary, you need to keep these differences in mind. Basic definitions of these terms appear below and are followed by more detailed explanations.

**Descriptive Writing:** Description in this context is a retelling of what happened in a classroom situation or event. This kind of writing is meant to set the scene for your raters. Your description should be logically ordered and provide enough detail that raters will have a basic sense of your classroom situation so that they can understand what you are conveying in your analysis.

**Checklist for Descriptive Writing**

✓   Accurate, precise enumeration or explanation of the critical features or elements of the event, person, concept, or strategy being described

✓   Clear, logical ordering of the elements being described

✓   Inclusion of ALL features or elements that would allow an outsider to see as you see whatever is being described

Description is called for when you are asked to **state, list, or describe**. You want to be sure that your descriptions are clear and detailed enough to allow someone reading about your practice to understand what you are describing.

**Analytic Writing:** Analysis in this context deals with your **reasons, motives, and interpretations** and is supported by the concrete evidence found in the materials you submit. Analytic writing shows raters the thought processes you used to arrive at the conclusions you made about a teaching situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievement results of the lesson you taught. Or it could be discussion of the results of a survey that solicited feedback from others.

**Reflective Writing:** Reflection in this context is the thought process that occurs <u>after</u> a teaching situation. Reflection allows you to think deeply about what occurred — and what did not occur — during a teaching event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places throughout your submissions, the guiding prompts that ask for reflection are where you must show how you will use what you learned from your teaching experiences to inform and improve your practice in the future.

**3. The overlap between analysis and reflection**

Analysis and reflection do overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are asked to analyze the success of a particular lesson or of a specific instructional strategy, do not use the analysis or reflection sections to explain what happened. An explanation of what happened is description. Moreover, simply stating a conclusion (e.g., "The lesson was a success!") or saying that you observed the fulfillment of your learning goals without giving evidence or examples to support such a statement is not analysis. Raters need to be informed of why you interpreted the results of a lesson the way you did. You need to

interpret the evidence (analysis) as well as demonstrate your understanding of what should come next (reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by the artifacts that you include in your performance assessment. But you must explain the significance of your evidence and not expect the rater to draw conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do that.

Tell the rater how your teaching affected student performance — that is, analyze and interpret the results of your teaching in terms of student performance. Use your evidence of student work to explain and illustrate your practice and also to provide a context for the student work. Ask yourself the following questions when preparing your analyses and reflections.

- What did my students know before this teaching experience?

- What did my students learn because of this teaching experience?

- What did I know about my students and their knowledge before this teaching experience?

- What did I learn about my students and my practice because of this teaching experience?

- What would I do differently? (reflection)

### 4. Revising and editing your written responses

An important step in writing, regardless of the skill or experience of the writer, is taking the time to review the writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes forget to include information that the readers need to know. For some, reviewing with objectivity requires distance or some time away from the document. Pace your writing so that you can set a draft aside for a day or so before coming back to it with fresh eyes. The next time you read it, you should have an easier time seeing the important information and locating where additional description, analysis, or reflection is needed or where something is unclear or a transition preferable. In addition, it is important that you read your responses a third time to edit the language, spelling, and other mechanics of writing.

## A Summary of Key Points Regarding Your Writing

*Address the questions:* For each task, there is a series of questions or prompts that should guide your written response. Make sure that you have carefully read each guiding prompt and its related rubric criteria. Understand what you are being asked to address and how your response will be measured.

*Organize your information:* It is very important that you provide your evidence as clearly and concisely as possible. Raters will be reading your responses supportively. This means that they are reading your responses with the expectation that you will earn a good score. They are

looking for information within your responses that provides evidence of your meeting the rubric criteria. Presenting your evidence in a way that is clear and easy for raters to find will help them do their job more effectively.

***Check your response against the rubric:*** This point has been reiterated several times because it is a critical step in making sure that your responses in the performance assessment address the standards being assessed and the questions being asked. Once you believe that you have completed a task, read your task response against the rubric. Also, look at the task's guiding prompts to verify that you have addressed each question within the task.

***Identifiers:*** Do not use any identifying names or titles. This includes, but is not limited to, names of

- teachers,
- students,
- administrators,
- schools, and
- districts.

In order for your responses to be scored fairly and to protect the identity of students, it is extremely important that you do not identify yourself, your students, your school, or the city/town in which your school is located. Instead, refer to students as 'Student 1,' 'Student 2,' and so on. Refer to places as 'my school' or 'my district.' Please remove identifiers from student work samples — you can do this simply by crossing them out with a marker or correction tape/fluid.

## How should I use the textboxes?

Each of the four tasks includes numbered textboxes for your use. Examples of these textboxes are located within the task directions and are provided to help illustrate the text. Use the textboxes at the end of each guiding prompt to type your responses and link text to artifacts as instructed. See the Submission System User Guide for assistance.

# Thinking About Evidence

## What is evidence, and where can I find it?

Evidence is the information that a teacher candidate provides within the Written Commentary, along with relevant artifacts and quotations from students and colleagues.

## Is any one type of evidence more valuable than another?

No, the quality of the evidence submitted is the most important measure of its value. Evidence is found in the responses to the prompts and in both teacher and student artifacts. **Evidence is**

**collected from wherever it appears within a task.** Sometimes teacher candidates include additional evidence for one prompt in the response to another prompt within the same task; that evidence is collected by the raters.

## What else do I need to know about evidence?

You should ask yourself the following questions regarding evidence.

- Am I providing sufficient evidence?
- Is the evidence appropriate?
- Do I fully understand the evidence required by each prompt within a task?
- What are the best artifacts I can provide to address the prompts?

You can also obtain a better understanding of evidence by

- describing to your EPP advisor your understanding of what the prompts within a textbox require;
- finding a method or visual in which to outline a response to a prompt (e.g., bullet points or graphics);
- selecting and listing the artifacts that are most appropriate and that will provide the greatest amount of evidence;
- finding an effective way to explain the value of each artifact;
- working with a peer to understand the prompts and identify the evidence; and
- comparing the evidence you have outlined, graphed, and/or written for each of the points assessed within the rubric.

**A few caveats to observe:** When using the rubric, be sure to focus on the amount and quality of the evidence, not the score. Make sure you see the connections between the textbox numbers and the numbers in the rubric. Notice that more than one textbox may address a single standard or indicator.

Once you have an idea of the direction each prompt response will take and a list of artifacts, try to distinguish among descriptive, analytic, and reflective writing. Reread the "Writing and Formatting Guidelines" section in this handbook. Recall that solid analysis requires examination and interpretation of the evidence. Then, focus on the following.

- Are the points you are making clear?
- How does the evidence support your points?
- What specific details are referenced within your evidence?
- How are the details connected to your points?

## How do I select evidence for my tasks?

You will be required to submit different types of evidence for each of the tasks. Each task requires some form of a written response — this is part of your evidence. In addition, tasks require other types of evidence or artifacts, such as a lesson plan, rubrics (or scoring guides), assessment data, and student work samples.

For each task, make sure that you clearly understand what type of evidence is required. If student work is required, make sure that you include student work that does not exceed the required page limit, that addresses the indicators being measured, that gives you a good opportunity to discuss what you did with students to generate the work, that provides the raters with a picture of your practice, and that clearly provides good information on which to score your performance.

## How do I use student work as evidence?

For Tasks 2–4, you are asked to select specific students to focus on and to highlight in your response. Make sure that you understand the purpose of talking about these particular students and what evidence you are asked to provide for each student's performance.

> **You should select a range of students with different learning needs who meet the specified criteria and who provide you with the opportunity to best show your practice.**

Again, read the prompts and the task directions and make sure that you have a solid understanding of why you are providing evidence of student work and to ensure that you have addressed all parts of the prompts when writing about the student work. These same suggestions apply to other types of evidence.

## How do I use other artifacts as evidence?

Quality artifacts should be carefully selected, because they must connect, support, and enhance the Written Commentary. They also help to demonstrate the knowledge, skills, and understanding of the teacher candidate when paired with relevant and insightful analysis.

When determining the best artifacts to use as evidence, you should start by identifying a number of artifacts that can be used to support a specific point in the Written Commentary. Then you can choose the strongest artifact and explain why you think it supports the specific point. Remember that only one-page artifacts are allowed unless it is specifically stated otherwise; therefore, you should choose an artifact that best illustrates and connects with what has been written.

You should ask yourself the following questions.

- What point from the Written Commentary is the artifact reinforcing?

- Can the artifact provide data (e.g., survey results, test scores, communication records, or anecdotes) that reinforce the Written Commentary?

- What pertinent details does the artifact provide?

- How does the Written Commentary identify details in the artifact that prove an assertion?

- Is the connection obvious and strong?

- What wording is used to reference the artifact within the Written Commentary?

The artifacts to use in Task 1 include the Contextual Factors Chart, the Instructional and Support Resources Chart, one completed Student Interest Inventory, and a document that demonstrates a method of communication with students and families.

The types of artifacts to use in Task 2 include a selected assessment, a representative page of a rubric (or scoring guide), a graphic representation of the collected data, and student work samples.

The types of artifacts to use in Task 3 include a lesson plan, a differentiated lesson plan, and student work samples.

The types of artifacts to use in Task 4 include a fifteen-minute video, a lesson plan, and student work samples.

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**Artifacts to avoid include blank handouts and worksheets, artifacts
that do not connect directly to the points being made in the Written Commentary,
and artifacts that are difficult to read or decipher.**

---

When linking your artifacts to your written commentary, make sure the artifacts that you link are:

- only those that are required by the task directions

- linked just once within your response. (Repeated attachment of the required artifacts and extra artifacts are not acceptable.)

- linked in the designated textbox

- not exceeding the required number of pages

The rater scoring your response is trained to look at and value only that which is required by the task. Refer to each of the task's directions for a list of the required artifacts and the maximum number of pages allowed for each.

## How do I upload artifacts into my Library of Artifacts and link them to my responses?

See the *Submission System User Guide* (PDF).

# Library of Examples

The Library of Examples is a collection of actual written responses submitted by PPAT candidates. Organized by task and by each textbox within a task, each example includes a stronger and weaker written response that you can use to compare against the rubric and your own work in order to evaluate the quality of evidence you have presented.

The examples should be used only for comparison purposes; each pair of excerpts provides a stronger and weaker response to the same textbox. The textbox number for each example is referenced at the top of the page and can be easily matched to the corresponding textbox number located on each task rubric. Compare your responses to the published pairs to determine whether or not your work contains sufficient evidence to fully address each guiding prompt. By examining each response and comparing the evidence within that response to the various levels of the rubric, you can determine where on the rubric your response might fall.

The Library of Examples can be found directly on the PPAT Assessment informational website.

# Video Recording

*Only one video file can be submitted. You have the option of submitting one 15-minute video segment or three 5-minute video segments, which must be combined into one file. All segments must be unedited.*

## Why is the video for Task 4 so important?

In Task 4 you are required to submit a video recording of your teaching. The purpose of the submitted video recording is to provide a view of your teaching that is as complete and authentic as possible. Because raters are not able to visit your classes, a video recording is the only illustration of the following key aspects of your practice.

- The interactions you have with the students and the interactions the students have with one another
- The climate you create in the classroom
- The ways in which you engage students in learning

Your video recording should convey to the raters how you practice your profession, the decisions you make, and your relationships with students.

## What should I do before I get started?

You must complete two key steps before you start video recording your class: (1) obtain and complete permission forms to video record others and (2) make sure your video equipment is adequate for the task.

## Permission Forms

The PPAT Student Permission Form and Adult Permission Form can be found directly on the PPAT Assessment informational website

*You must use the PPAT permission forms provided; district or school permission forms will not be accepted.*

These forms are used to document that signed permission has been granted from all of the individuals who appear in your submitted photographs or who are seen or heard in video recordings or who create work that is submitted with your assessment. You must secure permission from the parents or legal guardians of **all** students in your videos. It is recommended that you secure permission for all other students in your class in the event that you need additional releases. You should collect these forms even before you begin making video recordings for practice, since you might make a video while practicing that is suitable for submission.

Ensure that the parents understand that the video recordings are not about the students but are intended for use during professional discussions with other teachers about the best ways to teach, and the students will never be identified by their full names. If, for some reason, a student's parents refuse to grant permission, you will have to ensure that the student is seated out of the video camera's range. You must have a signed Student Permission Form for each student who appears or is heard on a submitted video recording or who is seen in a photograph or whose work samples you submit. You must also have a signed Adult Permission Form for any adult who is included in your submitted video recordings or in a photograph.

You must scan and upload all signed permission forms in the online submission system when you submit your tasks. See the Submission System User Guide (PDF) for assistance. You will not be able to submit Task 4 if permission forms have not been uploaded.

During the resubmission window, you must upload permission forms again prior to task submission.

## Video Equipment

Consider obtaining the following equipment, at minimum, to make video recordings of your class.

- A video camera, flip camera, etc.
- An external, omnidirectional boundary microphone that can be placed near students and connected to the camera at some distance from the group
- A tripod
- An extension cord

If the above equipment is not available with your video-recording equipment, consult a local audio retailer or search the Internet for more information.

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Use the best video-recording equipment available to you when making your recordings. Your school may have good equipment that you are allowed to borrow to create higher-quality recordings.

Because it is often difficult to hear students speaking, make sure that the equipment you use has a sensitive microphone. Some handheld cameras have audio reception that is sensitive; others require a separate microphone. If you are recording small student groups, you should circulate among groups and carry a handheld microphone to record your voice and the voices of the students.

## How should I video record my class?

You should record as many videos as you can and store them in an external file. Your Library of Artifacts will not be able to store any video. Only one video can be uploaded to Step 5 of Task 4.

In addition to providing some tips about the mechanics of recording, the strategies presented in this section describe methods that can give you important practice in observing your teaching. This practice helps you reflect on the work samples you have decided to pursue as well as those you have not chosen. Observing your teaching lets you practice analyzing teaching in a way that you would not be able to do without a video recording. With a video recording, you are able to watch what you do and when you do it as a lesson unfolds.

Until both you and your students get used to the experience, video recording may present an inauthentic view of your teaching. The first time you bring a video camera into the classroom many students may not behave as they usually would. Some may become quiet and slide down in their seats, and others will play to the camera. Many teachers may find themselves inhibited (perhaps acting more formally). For these reasons, it is a good idea to make several practice video recordings to allow both you and your students to become familiar with the mechanics of video recording and with maintaining a natural demeanor in front of the camera. You should experiment to find the most effective use of video recording for your situation. To get the maximum benefit from practicing your video recordings, you should record at least three different classroom sessions (although we encourage you to arrange to record as many different classroom sessions as possible to gain even greater familiarity with the process). You should also record varied teaching formats, including whole-class instruction, cooperative group work, and small-group instruction. These recordings are to be made during the rostered class to show your regular teaching environment and should not be created during an off period or after school.

Place the camera on a tripod or at a good vantage point from which the camera view takes in the entire classroom (for example, on top of a filing cabinet). Record several classes, and watch the recordings alone so that you can become accustomed to how you look and sound. You will also begin to notice what your students are doing and how their learning could be improved.

# How should I practice my video recording?

The purpose of practice sessions is to make you comfortable with video recording as a medium for conveying your practice. Since you may decide to use a practice session for your final submission, note the time limits and remember that each segment must be continuous and unedited. The following guidelines apply to the video recording you submit.

1. **Decide on the sessions you plan to video record.** Your practice exercises will be most beneficial if you record multiple sessions with as wide a variety of lessons and/or students as your teaching assignment permits. The classes you choose need not be the most advanced, but the topics of the lessons you record should be ones that are important for the students at their level of learning and should engage them.

2. **Arrange for another teacher or a student to operate the video equipment at several practice sessions.** Review video-recording procedures with that individual, including the need to avoid stopping the camera or using the fade-in/fade-out functions of the camera so that no content is lost and so that your recording does not give the appearance of having been edited.

   *The video recording of your teaching, whether in one 15-minute segment or in a combination of three 5-minute segments, must be unedited.*

   If the segments within your recording appear to have been edited, **the entire task will not be scored.**

3. **Consider finding other people who have the time and expertise to assist in video recording your classes.** If your college or university offers courses in video communication, there may be students there who would welcome the opportunity to help with camerawork. Alternatively, such courses within a high school may have enrolled students who are looking for experience. Consider seeking advice from the library media specialist or audiovisual specialist who works at your school or within your school district.

4. **When reviewing a recording, you should make notes that will help you recall the particular session later when you are working on your analysis.** At a minimum, note the following.

   - Any particular instructional challenges offered by the students

   - The learning goals (lesson objectives) of the lesson

   - Your opinion about the overall success of the lesson (i.e., whether you believe that the learning goals were achieved) and the evidence you used to form your opinion

   - A description of any instructional materials used in the lesson

   Label the recordings and your notes in a way that will allow you to quickly and correctly match them.

## How should I analyze my video recordings?

To select which video recording(s) you wish to submit, you should review all of your video recordings while keeping the video-analysis questions listed above in mind, and remember that to be eligible for submission, your video-recording segment(s) must be continuous and unedited. To improve your analysis, you may want to watch your videos several times. In fact, you may wish to additionally watch each recording with the sound turned off to gain greater awareness of you and your students' nonverbal behaviors (e.g., facial expressions and body language).

## What are some video-recording tips?

After you and your students become accustomed to the presence of video equipment, you will want to produce video recordings that best reflect your classroom work with students. Professional quality is not expected. The following technical tips are provided to help you provide the best quality for your Task 4 submission.

**Improving Video Quality**

Review the following suggestions for improving the quality of your video recordings.

- If possible, use a tripod. Having the camera in a fixed position eliminates the wobbly effect of an unsteady hand.

- If writing on a chalkboard or an interactive white board is important for the lesson, be sure that the writing is captured on the video recording and that the writing is legible. This may require that you refocus the lens on the board. In addition, writing is sometimes legible to the eye but illegible when viewed through a camera's lens, so you might have to move the camera to reduce the amount of glare on the board or use dark markers on chart paper that is taped to the chalkboard or whiteboard.

- In general, the camera should be pointed at the speaker. That is, when the teacher is speaking, the camera should be aimed at the teacher. When students are speaking, the camera should be aimed at them. However, this general principle is difficult to achieve if the camera is positioned at the back of the room. A side position is more effective.

- To improve sound quality, you may need to have a cameraperson follow you as you move from group to group. If you have to move the camera while you are recording, set the zoom lens to its widest setting to cut down on the shakiness of the recorded image.

- Increase the amount of light in the classroom to improve the video recording. Be sure to turn on all of the lights, and if possible, open any curtains or blinds.

- Try not to record into bright light. If there are windows on one side of the classroom, try to record with the cameraperson's back to the light source.

- If you are using an older camera, you may have to make adjustments each time you record based on the type of light source in the room. Newer cameras may have a setting for recording in incandescent or fluorescent lighting or in daylight, or these settings may be completely automatic.

## Improving Audio Quality

Audio quality is important and can be the most troublesome aspect of classroom video recording. If you or your students cannot be heard, it is difficult for raters to recognize and score your performance. Clarity of conversation is extremely important for raters because they need to interpret the content of the dialogue. There are environmental and technical challenges when trying to get the best audio quality. Flat, echoing walls and multiple students talking at the same time make it difficult to understand what is being said in a recording. Even with professional recording equipment, it can be difficult to hear everything that students say.

## Whole-Class Video Recording

A whole-class video recording should show that you are effectively engaging the entire class as a group, and that the entire class is involved in a discussion as a group. The video recording should show some interaction with specific students, but it is not necessary to zoom in on every student nor must every student in the group be shown in the video-recorded lesson.

## Small-Group Video Recording

A small-group video recording should show student interaction in a collaborative learning situation and focus on your facilitation of such learning as you move around the classroom. It is meant to capture a particular kind of classroom structure: one in which you interact with many small groups as they pursue independent work.

## What guidelines are there for video editing and audio enhancement?

There are established guidelines for submitting your video file. You may not submit edited videos. Editing in this context is defined as postproduction processing of the video itself or the use of cuts in an otherwise continuous segment. Examples of editing include the elimination of unwanted sections within segments, the addition of footage, the use of fade-ins and fade-outs, the addition of audio-recorded material from a device other than the video recorder, and the blurring of an image to conceal a face or nametag. In addition, video segments may not be created with two or more cameras, which would give the video recording a studio effect. However, amplifying the sound to enhance the audio on a video is acceptable as long as the amplification of the audio does not conflict with the postproduction editing guidelines described above.

# Scoring

PPAT Tasks 2 through 4 are summative tasks and are scored on an ongoing basis during the semester the teacher candidate is involved in the clinical experience. Responses to each task's

guiding prompts are submitted through the Online Submission System. You will receive your scores on Tasks 2 and 3 approximately three weeks after the task submission deadline date. You will receive their scores on all three summative tasks approximately three weeks after the submission deadline date for Task 4. This method of submission and score reporting allows you to have a realistic perspective on strengths and weaknesses of the task responses.

## What is the scoring process?

Each PPAT task consists of three or four steps. These steps generally address the following areas: planning, implementation, working with the focus students, analysis, and reflection. Each of these steps receives a score that contributes to the overall score of the task. The final score of the three summative tasks is a compilation of all the step scores.

Each summative task is scored by a different rater. The *PPAT® Assessment* is scored using a four-point rubric.

The PPAT tasks are scored through a content-specific approach. That is, raters will score the responses of teacher candidates who are within their own field of teaching (e.g., a teacher of English language arts will score the responses of teacher candidates who have been assigned to an English language arts classroom). In addition, scores are carefully analyzed by ETS psychometricians before being approved for release.

## What qualifications do raters need?

The PPAT tasks are scored by educators across the country who meet the qualifications established by ETS. Raters include members from the following groups of national educators.

- Faculty from schools of education in institutions of higher education
- School-district cooperating teachers and mentors
- P–12 teachers who hold a professional certificate and who have been teaching for three years or more
- P–12 teachers who hold National Board Certification
- Teachers who have been retired for four years or less

## How is fairness ensured?

There are numerous checks in place to ensure fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstrating an understanding of the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions. Raters must take and pass a certification test verifying their mastery of accurate scoring processes. Raters are also exposed to a series of bias training exercises focused on professional biases that may influence a score, either negatively or positively. Raters are trained to be aware of those biases as they score each response.

All identifying information provided by the candidate at registration is removed from responses o that raters are prevented from knowing a candidate's identity. The electronic scoring system precludes a rater from scoring any teacher candidate that he or she knows personally. Raters will not know if any entry is a resubmission, nor will they have access to any prior teacher candidate scores.

# Receiving Your Scores

## How will I receive my scores?

Your official score report will be available via your online account, where you will be able to view and print the report as often as you wish. Score reports will be available online only, and all teacher candidates working within the same submission window will receive their scores at the same time.

Find additional information on the **Getting Your Scores** section of the PPAT Assessment informational website.

## Will my scores be delivered to other score recipients?

All scores will automatically be provided to the educator preparation program you identified at the time of registration and up to four other entities identified by you at the time of registration. If the state agency where you are seeking certification has officially adopted the assessment, your scores will automatically be provided to that state agency. Please note that your score report will not indicate or disclose any nonstandard testing accommodations.

# Understanding Your Scores

You will receive two score reports for the assessment.

- The score report for Task 2 and Task 3 identifies the score you received for each step and each task.
- The score report for Task 2, Task 3 and Task 4, identifies the score you received for each step and each task as well as the cumulative score.

For each step you will also receive feedback that can be used to improve your response in the event that you decide to resubmit a task. This feedback is directly related to the guiding prompts and the rubric.

See the **Understanding Your Scores** section of the PPAT Assessment informational website.

## What score report feedback will I receive?

Score-report feedback addresses the qualitative and quantitative levels of the evidence provided in teacher candidate responses at the level of the task step. The feedback statements are directly connected to the guiding prompts within the textboxes of the tasks and focus on score

points 1 through 4. Score-report feedback will appear on the teacher candidate's score report and on the PPAT Assessment informational website. The feedback is designed to provide perspective on the evidence that teacher candidates scoring at the 1-, 2-, 3-, or 4-point level tend to submit. For those not successful on their first submission attempt, the feedback provides a look at the kinds of evidence that accompanies tasks that receive higher scores.

## How do I evaluate my scores when considering resubmission?

In the event that you do not receive a passing score on the assessment, identify those steps on which you scored lowest. Prepare to resubmit your task or tasks, carefully addressing those with lower-scored steps. In order to resubmit a task, you must register for a resubmission through your online account and pay a resubmission fee.

# Resubmission

## What about resubmissions?

In the event your cumulative score does not meet the passing score, you may be eligible to resubmit any task or tasks you choose. The resubmission task(s) are completely separate responses from what was originally submitted.

Resubmission must occur in the resubmission window immediately following your original submission.

During resubmission, you will begin with blank textboxes. Be sure to enter and submit the entire task response as if you are submitting the task for the first time. You should enter the written commentary in all textboxes; link the artifacts to the written commentary where required; upload permission forms; and, if resubmitting Task 4, upload the video. You must respond to the prompts and activities for all steps, not just the steps where you scored low.

See the **Resubmitting Your Tasks** section of the PPAT Assessment Informational website.

## Scores for Resubmitted Tasks

All steps within a resubmitted task will be scored. The task with the highest total task score — regardless of whether it was earned on the original submission or on the resubmission task, becomes part of your final score for the assessment. This gives you the best chance to pass your assessment and earn your professional certificate.

# Scoring Policies for Responses Identified with Plagiarism

ETS reserves the right to cancel the scores of test takers at any time when, in its judgment, there is evidence that text submitted is substantially similar to that found in other performance

assessment responses. Such responses do not reflect the independent writing that the assessment seeks to measure.

## What happens if similarities are found?

Each task response in the assessment, whether submitted during the original submission window or during the resubmission window, must be entirely your work. While we encourage getting support from your educator preparation program (EPP) supervising instructor and mentor, each task must be distinctly your own work. Software is utilized to scan all responses for overlap with test-taker submissions from all submission windows and from the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided. When responses are reviewed for overlap, the following steps will occur:

- Essay similarity detection software will be run on all submitted responses and will identify cases where overlap exists.

- Cases identified with overlap by the software will be reviewed by assessment specialists to determine if there is substantial overlap to warrant further action.

- Cases with substantial overlap will be sent to ETS's OTI.

- Scores will be placed on hold prior to reporting the overall assessment score so that scores are not released. You will be informed that your scores are on administrative hold.

- You will be informed that your task response is under review by ETS's OTI, and you will be provided one opportunity to submit additional materials to ETS's OTI to support your case. Your response must be received by the deadline specified in the communication from OTI. You have the ability to request that ETS supply the portions of the responses that are in question.

- Members of ETS's Board of Review will review all materials and provide an independent assessment of the case to ETS's OTI.

- You will receive a letter from ETS's OTI notifying you of the ETS Board of Review's final decision after the review has been completed

- If one or more of the members of the Board of Review conclude that your scores should be released, the hold on your scores will be removed and you will be able to view your score report online.

- If the Board of Review arrives at a unanimous consensus that there is substantial evidence to support cancellation of your scores, your scores will be cancelled.

- Your attending institution will be informed of the cancellation of your scores.

See more information on Scoring Policies.

# Ownership

## Who owns the PPAT responses?

You will maintain ownership of all responses and accompanying materials, but you will be limited in what you can do with the responses and the accompanying materials to two uses. First, by submitting your performance assessment responses with the accompanying materials, you are agreeing that ETS will have permission to use your responses with the accompanying materials, without any identifying information, to support the scoring of the PPAT assessment. In particular, ETS may use your responses to train raters who will score your assessment, to train future raters on how to score the assessment, and to use your written commentary to develop a library of examples for future teacher candidates. Second, you may make your responses and accompanying materials available to your educator preparation program so that they can work with you on improving your teaching performance.

# Terms of Submission

Prior to submitting tasks, participants will be prompted to agree to the following terms:

- I agree to comply with the terms of the PPAT® Assessment Candidate and Educator Handbook;

- I understand that I am submitting my own responses and artifacts associated with this task, and I agree not to share any of my responses and artifacts with current or future test takers;

- I understand the role of professional ethics and that my ability to complete my institution's educator preparation program and my ability to earn a Teacher's Certificate from my state certification body/agency/department will be jeopardized if I violate the privacy of my students and/or coworkers by posting any responses, artifacts, or videos without appropriate permission from students, parents, and coworkers;

- I certify that my submission represents the work that I completed and that I have submitted to ETS all signed Student and Adult Release Forms required by the assessment.

- I understand that the responses and artifacts that I submit for each task and video that I submit for Task 4 will be evaluated by educators, raters, or other appropriate individuals, and I understand that I will not be able to make any modifications once I click Submit;

- I certify that I am the student teacher depicted in the video for Task 4;

- I further give permission for all parts of my submission (including the task 4 video and audio recording of my image and teaching) to be used by ETS to train raters who will score my assessment and to train future raters on how to score the assessment. ETS

may also use my written commentary to develop a library of examples for future teacher candidates. My educator preparation program may use my responses and accompanying materials to work with me on improving my teaching performance;

- I understand and agree that I will not obtain any ownership or other intellectual property rights in any information or materials posted on or linked from this website, including the assessment tasks, the rubrics, and all support materials which are owned by ETS.

# Technical Issues

## What if I need technical support or have questions about how the Online Submission System works?

The goal in designing the PPAT online submission system was to make it as intuitive as possible for you to author and submit your tasks. Technical help and information are available via e-mail and phone through the online Submission System User Guide (PDF) and the PPAT customer service.

*Customer service is available Monday–Friday, 8 a.m.–6 p.m. Eastern Time (except for U.S. holidays)*

*1-609-359-5634*

*1-855-628-5088*

*ppa@ets.org*

# Ancillary Materials

## What ancillary materials are available for me to use, and what is their purpose?

### The Purpose of the Ancillary Materials

The ancillary materials described below were created with the teacher candidate, EPP instructor, and cooperating teacher in mind. **These materials are optional.** The ancillary materials can be used throughout the pre-service teaching experience. These documents are additional resources that are intended to be helpful as a teacher candidate, an EPP instructor, and a cooperating teacher work together to fulfill the requirements of the *PPAT*® Assessment.

### Glossary

This resource identifies the terms that are essential for a teacher candidate to know and understand to successfully complete the performance assessment. The Glossary provides specific definitions, along with some examples, that reflect the meaning of each term in the context of the *PPAT*® Assessment.

## Lesson Plan Format

This organizational tool helps promote and facilitate a teacher candidate's development of lesson plans. Its purpose is to provide a teacher candidate with an outlined structure of all that should be included in a well-planned lesson. The Lesson Plan Format helps the teacher candidate better understand and design meaningful daily lessons that will positively enhance instructional practice and students' learning and that will best address student learning needs. This tool is intended for use in conjunction with Tasks 2, 3, and 4.

## Daily Reflection Form

This tool helps promote a teacher candidate's daily self-reflection through purposeful and reliable examinations of his or her teaching practice in an effort to meet student needs and positively improve instructional practices and student learning.

## Professional Growth Plan

**NOTE:** This plan may be required as part of your activities of the assessment. Check with your educator preparation program for requirements.

This tool helps a teacher candidate identify specific learning goals and provides a structure for continuing professional growth. The Professional Growth Plan provides the necessary guidance to assist a teacher candidate through a continuous learning process. This process is based on numerous components, such as the teacher candidate's needs, the needs of the district, and the alignment of the two in a way that ultimately improves student achievement.

# How will my EPP instructor, my cooperating teacher, and I each use the ancillary materials?

The document entitled "How to Use the Ancillary Materials," found on the PPAT Assessment informational website, identifies each ancillary material and how each will be used by the teacher candidate, EPP instructor, and cooperating teacher. Please note that some of these materials will be used in the same way by all of the participants regardless of their role.

# Permission Forms

## What permission forms must I complete?

Your response will be based, in part, on actual students with whom you are working. You will complete the following forms that apply to your context.

- **Student Permission Form** — required for every student whose work is submitted and/or who appears in the video or photographs
- **Adult Permission Form** — required for every adult whose work is submitted and/or who appears in the video or photographs

It is necessary for you as a teacher candidate to get permission from parents/guardians for any student whose work you submit or who appears in your video for Task 4 or in photographs. You must also get permission from any colleague or other adult whose work (e.g., written observations or letters) you use as artifacts or who appears in your video for Task 4 or in photographs.

**You must use the PPAT permission forms provided; district or school permission forms will not be accepted.**

These permission forms can be found directly on the PPAT Assessment informational website.

## How do I submit the signed permission forms?

You must scan and upload all signed permission forms in the designated area in the online submission system when you submit your tasks. See the Submission System User Guide (PDF) for assistance. You will not be able to submit Task 4 if permission forms have not been uploaded.

You will be required to upload permission forms again when resubmitting your task(s).