



PRAXIS[®] PERFORMANCE ASSESSMENT FOR TEACHERS (PPAT)

Student Teachers and University Supervisors
Orientation
Spring 2016



Getting Started

- Register for PPAT at <http://www.ets.org/ppa/test-takers/teachers/register/>
 - Cost \$275.00
 - No resubmissions to PPAT this semester for TASKS 2, 3, & 4
 - Resubmission to the US for TASK 1 with a score below 54
- Mandatory workdays: bring your drafts for review (except out-of-area placements)
 - **Friday, January 29, 2016:** PPAT work groups with supervisors for all student teachers from 9:30 - 12:30; Focus: Task 1 in Jacket Legacy Room (JLR) Student Union 3rd floor
 - **Friday, February 26, 2016:** PPAT work groups with supervisors for all student teachers from 9:30 - 12:30 -Focus: Tasks 2 & 3 in Jacket Legacy Room (JLR) Student Union 3rd floor. Scored by 3 ETS external raters
 - **Friday, March 18, 2016:** PPAT work groups with supervisors for all student teachers from 9:30 - 12:30 Focus: Task 4 at the new Alumni Center (Joy Center by the football field) Scored by 3 ETS external raters
- All resources are online www.bhsu.edu/fieldexperiences (Interns & Supervisors)

Links on the ETS Website

PPAT General Information

<http://www.ets.org/ppa/test-takers/teachers/about/>

How to Register for PPAT

<http://www.ets.org/ppa/test-takers/teachers/register/>

PPAT - Prepare: Handbooks and Glossary

<http://www.ets.org/ppa/test-takers/teachers/prepare/>

PPAT - Prepare to Submit: Dates & Deadlines; Task Requirements; Library of Examples; Video; Ancillary Materials

<http://www.ets.org/ppa/test-takers/teachers/build-submit/>



Spring 2016

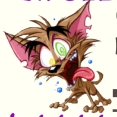
- Registration closes January 28, 2016
- Task submissions opens on January 7, 2016 - You may log in and check how the website is organized.
- **Task 1 Deadline: February 4, 2016** - You should give yourselves a buffer by making it a point to submit no later than the day before the task is due. ETS is a national testing company; they will not hear if you have technology failure, working late the night it has to be submitted, had to take your daughter to basket ball, your dog had surgery, or your grandfather passed away... NO excuses for not uploading your responses and charts, work samples or other artifacts.)
- **Task 2 Deadline: March 3, 2016**
- **Task 3 Deadline: March 3, 2016**
- **Task 4 Deadline: March 31, 2016**



Note: Deadlines take effect at 11:59 p.m. ET on the date indicated.



Me Stressed?



Nahhhhh

Submission Timeline – If you Miss a Deadline...

- By now you know that each of the four tasks is due by a specific date and time.
- Tasks are accessible and submitted in a specified order. As you submit a task, you will be able to access the next task.
 - Task 1 must be submitted first
 - Tasks 2 and 3 must be submitted (in any order) after Task 1 but before Task 4
 - Task 4 must be submitted last
- Missing a task deadline could prevent you from completing the assessment. Upon missing a task deadline, your ability to complete the assessment is determined by which task deadline is missed.
- **If you miss the Task 1 deadline, you will not be permitted to complete the assessment.** You will not receive a score report. You will not be eligible for resubmission, your registration will be cancelled and you will have to register for a future submission window.
 - You will need to write a letter to the Professional Progress Committee (PPC) to review your situation and to request an alternative assessment. Documentation of extenuating circumstances will be needed to defend your case.
 - The PPC might request a meeting to ask you questions regarding missing the deadline for TASK 1.
- After submitting Task 1, if you miss BOTH the Task 2 and the Task 3 deadline dates, you will not be permitted to access and submit Task 4. You will have another opportunity to submit Tasks 2, 3 and 4 during resubmission. (This is at an additional cost.)
- If you miss the task deadline, you will receive a score of zero for the task(s) not submitted.

Submission of TASK 1

- You will **submit Task 1 on your secured website**. Once submitted, the website opens Tasks 2 and 3.
- You need to **send TASK 1 to your university supervisor** or the scorer identified for out-of-area placements (Most out-of-area placements will be scored by the Director of the Office of Field Experiences)
- You will be able to download the Word document from the field experiences website, type the responses and complete the two charts (Begin with the charts.)
- Bring your drafts to the workday to share and revise. Once ready, submit all prompts and artifacts to your university supervisor. They will review your submission using the scoring checklist and submit your score sheet to the Office of Field Experiences.
- You will need a score of 54 or better on Task 1. You are allowed one resubmission to the university supervisor if the score is below 54.

TASK 1 Artifacts to upload with your prompts

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Task 1 Contextual Factors Chart

This chart is designed to help you understand the many factors that affect teaching and learning. Such factors include the community, classroom procedures, student demographics, and the physical environment in which teaching takes place. Understanding these factors as they relate to your teaching will help you determine the instructional strategies and approaches that will support your students' learning. In this chart, address the factors listed as they pertain to your teaching assignment. **The subcategories listed with each factor are just suggestions; there may be other subcategories that you would like to address, or there may be a subcategory listed that does not apply to your situation.**

(You must attach this document as an artifact in response textbox 1.1.1.)

Types of Factors: Community, District, School, Classroom Demographics, and Knowledge of Students	Contextual Factors
<p>General Context of Your Students (All subcategories listed in this box are required.) <i>Students' grade and developmental levels; the age range of students; the content area being taught; any other factors that are pertinent to understanding your class assignment</i></p>	
<p>Community <i>(e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)</i></p>	

Praxis® Performance Assessment for Teachers

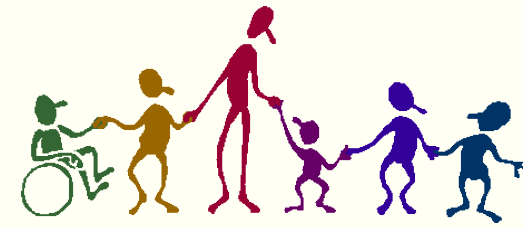
Task 1 Instructional and Support Resources Chart

A wide range of services and resources are available within a school system to support instruction. This chart allows you to become familiar with what is available to you within your teaching context. Complete the chart by listing available instructional materials and resources.

(You must attach this document as an artifact in response textbox 1.2.1.)

Resource	One Example and Location
Community	
Building/District Policies or Programs	
Support Staff	
Instructional Materials	

TASK 1: Contextual Factors



Guiding Prompts: When answering the guiding prompts, use the Word document available on the website and download it on your device. Once you are satisfied with your responses, you may copy – paste them in the respective textboxes labeling each answer with a), b), c), etc. This will help the raters.

- Textbox 1.1.1: Community, district, school contextual factors that influence instruction (Use information from your chart 1.1.1) – 3 prompts
- Textbox 1.1.2: Classroom demographics and knowledge of students (Use information from your chart 1.1.1) 2 prompts
- Textbox 1.2.1: Available resources to enhance student learning (Use information from your chart 1.2.1) 2 prompts
- Textbox 1.2.2: Student interest survey (Make sure to save a work sample to upload) 2 prompts
- Textbox 1.2.3: Communication with students and families (Keep a copy of a one-page communication document that demonstrates a method of communication with students and families) 2 prompts
- Textbox 1.2.4: Rules and procedures (Based on your placement classroom) 2 prompts

TASK 1: Scoring Checklist

Textbox 1.1.1: Community, District, School Contextual Factors that Influence Instruction

	Satisfactor y 2	Basic 1	Weak/not answered - 0
Connects the community contextual factors to an instructional strategy to enhance learning			
Connects the community contextual factors to an activity in order to enhance learning			
Connects the school contextual factors to an instructional strategy to enhance learning			
Connects the school contextual factors to an activity in order to enhance learning			
Connects the district contextual factors to an instructional strategy to enhance learning			
Connects the district contextual factors to an activity in order to enhance learning			
Justifies each instructional strategy			
Describes how each activity furthers student learning			
Evidence indicates the candidate's analysis of the community, school, and district factors is effective			
The contextual Factors Chart is completed			
Subtotal			/20 points

Textbox 1.1.2: Classroom Demographics and Knowledge of Students

	Satisfactory 2	Basic 1	Weak/not answered - 0
Connects the classroom demographics to an instructional strategy to enhance learning			
Connects the classroom demographics to an activity in order to enhance learning			
Connects the knowledge of students to an instructional strategy to enhance learning			
Connects the knowledge of students to an activity in order to enhance learning			
Justifies each instructional strategy			
Describes how each activity furthers student learning			
Evidence indicates the candidate's analysis of the classroom demographics and knowledge of students' factors are consistent			
Subtotal	/14 points		

TASK 1: Scoring Checklist

	Satisfactor y 2	Basic 1	Weak/not answered -0
Describes how one of the instructional resources could be used to support students' learning needs			
Describes how a second instructional resources could be used to support students' learning needs			
Describes how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning			
Is the evidence that connects available instructional and support resources to student learning logical			
The Instructional & Support Resources Chart is completed			
The contextual Factors Chart is completed			
Subtotal			/12 points

	Satisfactor y 2	Basic 1	Weak/not answered - 0
Completed a whole-class student interest inventory			
Explains how the compilation of students' interest inventories could be used to design instruction that helps them achieve learning goal(s)			
Describes how the results of one student's interest inventory could be used to promote that student's engagement and learning			
Evidence indicates that this candidate's analysis of findings from the interest inventories and their impact on instructional decision is effective			
Subtotal			/8 points

	Satisfactor y 2	Basic 1	Weak/not answered - 0
Explains the implications of a classroom rule/procedure for instruction, student learning, or the learning environment			
Explains the implications of a technology rule/procedure for instruction, student learning, or the learning environment			
Evidence indicates that the candidate's analysis of rules and procedures is insightful			
Subtotal			/6 points

Textbox 1.2.1: Available Resources to Enhance Student Learning

Textbox 1.2.2: Student Interest Inventory

Textbox 1.2.3: Communicating with Students and Families

Textbox 1.2.4: Rules and Procedures

	Satisfactory 2	Basic 1	Weak/not answered -0
Includes one artifact demonstrating introductory communication (1 pg)			
Explains how the choice of introductory communication with students' families demonstrates understanding of demographic differences in the classroom			
Explains how the introductory communication encourages ongoing sharing of information among the candidate, the students, and their families			
Evidence indicates that the candidate's rationale for the method of introductory communication with students and families is moderate			
Subtotal			/8 points

TASK 2: Assessment and Data Collection to Measure and Inform Student Learning

Artifact	Maximum Number of Pages	Textbox Location
representative pages of the selected assessment	2	2.1.1
representative pages of the baseline data for the whole class	1	2.1.1
representative page of the rubric or scoring guide	1	2.1.1
representative page of the baseline data for Focus Student 1	1	2.1.3
representative page of the baseline data for Focus Student 2	1	2.1.3
representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data	2	2.2.1
a completed assessment from Focus Student 1	1	2.2.2
a completed assessment from Focus Student 2	1	2.2.2

TASK 2: Assessment and Data Collection to Measure and Inform Student Learning – Scored by ETS

- **How to Submit Your Evidence**

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Attach the artifacts to your Written Commentary within the appropriate textbox.

- **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**

- Textbox 2.1.1: Developing an Assessment
- Textbox 2.1.2: Preparing Learners for the Assessment
- Textbox 2.1.3: The Two Focus Students

- **Step 2: Administering the Assessment and Analyzing the Data**

- Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class
- Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students

- **Step 3: Reflecting**

- Textbox 2.3.1: Reflecting on the Assessment for the Whole Class
- Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students



TASK 3: Designing Instruction for Student Learning

Artifacts	Maximum Number of Pages	Textbox Location
representative pages of a lesson plan for the whole class that includes the use of technology*	2	3.1.1
representative page of a differentiated lesson plan for Focus Student 1	1	3.2.1
representative page of a differentiated lesson plan for Focus Student 2	1	3.2.1
a work sample from any class member other than the two Focus Students		3.3.1
work sample from Focus Student 1	1	3.3.2
a work sample from Focus Student 2	1	3.3.2

TASK 3: Designing Instruction for Student Learning

▪ How to Submit Your Evidence

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Attach the artifacts to your Written Commentary within the appropriate textbox.

▪ 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 needs to address **all parts** of each of the guiding prompts.

▪ Step 1: Planning the Lesson

- Textbox 3.1.1: Standards and Learning Goals
- Textbox 3.1.2: Instructional Strategies
- Textbox 3.1.3: Learning Activities
- Textbox 3.1.4: Materials, Resources, and Technology

▪ Step 2: The Focus Students

- Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

▪ Step 3: Analyzing the Instruction

- Textbox 3.3.1: Analyzing the Instruction for the Whole Class Instruction
- Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

▪ Step 4: Reflecting

- Textbox 3.4.1: Reflecting on the Lesson for the Whole Class
- Reflecting on the Differentiated Instruction for each of the Two Focus Students



TASK 4: Implementing and Analyzing Instruction to Promote Student Learning

Artifact	Maximum Number of Pages	Textbox Location
representative pages of a standards-based lesson plan	2	4.1.1
baseline data (e.g., graphic representation, table, list) for the whole class	2	4.1.1
baseline data (e.g., graphic representation, table, list) specific to Focus Student 1	1	4.3.1
baseline data (e.g., graphic representation, table, list) specific to Focus Student 2	1	4.3.1
a student work sample from Focus Student 1	2	4.4.2
a student work sample from Focus Student 2	2	4.4.2
one fifteen-minute video (mandatory), which may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file	15 minutes	4.5.1

TASK 4: Implementing and Analyzing Instruction to Promote Student Learning

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 needs to address **all parts** of each of the guiding prompts.

- Step 1: Planning
 - Textbox 4.1.1: Goals and Student Background
 - Textbox 4.1.2: Instructional Strategies
 - Textbox 4.1.3: Lesson Activities
- Step 2: Implementing the Plan
 - Textbox 4.2.1: Instructional Strategies
 - Textbox 4.2.2: Interacting with Students
 - Textbox 4.2.3: Classroom Management
- Step 3: Understanding the Two Focus Students
 - Textbox 4.3.1: Understanding the Two Focus Students
- Step 4: Reflecting
 - Textbox 4.4.1: Reflection on the Whole Class
 - Textbox 4.4.2: Reflecting on the Two Focus Students
- Step 5: Uploading the Video: The video may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file. Only one video file may be uploaded.



Remember that you can only eat an elephant one bite at a time...

YOU CAN DO IT!

