# PRAXIS® PERFORMANCE ASSESSMENT FOR TEACHERS (PPAT)

Training Module

Black Hills State University

# Getting Started

- PPAT is the official assessment for completion of your internship and requires a passing score for both your degree and certification.

- Register for PPAT at http://www.ets.org/ppa/test-takers/teachers/register/
  - Cost $300.00 (this might vary over time)
  - Resubmission to the University Supervisor for TASK 1
    - if initial score is below 53
  - Resubmissions to ETS for PRAXIS TASKS 2, 3, & 4 (if necessary)

- Mandatory workdays: bring your drafts for review (except out-of-area placements)
  - **The week before submission deadlines.**

- All resources for Interns & Supervisors are available online www.bhsu.edu/fieldexperiences

# Before You Register…

- Prepare for the PPAT Assessment
  - https://www.ets.org/ppa/test-takers/teachers/prepare/

- This assessment is administered twice per year during pre-established submission windows.  These windows were created to align as closely as possible to your student teaching schedule.  Before registering for the assessment, you must determine the submission window that best fits your schedule.

- Review the Dates and Deadlines.

- Check the Fees and Payment Policies.

- If you need accommodations for disability or health-related needs, you must request accommodations.

# How to register…

- Use this URL: https://www.ets.org/ppa/test-takers/teachers/register/

- **Create an *ETS*® Performance Assessment Account.** In order to purchase the assessment, create an account in the online registration system and establish your own username and password. You will receive an email confirming that you have successfully created your account. This account is where you access your performance assessment, submit your tasks and view your scores. **Note:** The ETS Performance Assessments registration site is different from the registration site used for *Praxis*® assessments.

- **Select Your Test and Submission Window.** Follow the instructions to purchase your assessment. Be sure to select the appropriate submission window that best conforms to your student teaching schedule. See Dates and Deadlines for additional information on submission windows.

- **Identify Your Educator Preparation Program.** When prompted, select your educator preparation program (EPP). Your EPP automatically receives your score for the assessment, which includes individual scores for Tasks 2, 3 and 4.   (continued…)

# How to register… (cont.)

- **Select Score Recipients.** Your cumulative score and highest scores for each task are automatically sent to the EPP you selected. You may select up to four additional score recipients at no extra cost. You can add or modify these recipients up until 10 p.m. ET the night before the Task 4 submission deadline.

- **Answer Background Information and Assessment-related Questions.** You will be asked to provide demographic and other background information that may be used for research purposes. In addition, you will be asked to respond to several questions relating to your student teaching experience.

- **Pay.** The test registration fee is $300. You can pay by credit/debit card (American Express®, Discover®, JCB® Card, MasterCard® or VISA®), eCheck or through PayPal™. See Fees and Payment for additional information.

- **Confirmation.** You will receive an email confirming your registration.

- You will be able to access the assessment through your online account when the submission window opens. See Dates and Deadlines. To work on the assessment before then, see Prepare for the Assessment.

- Customer Service Representatives are available Monday–Friday,

# 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/

# Submission Format

- Tasks are built and submitted in a private, secure online environment only accessible by the **test taker** via a **username and password**.

- Here you can compose written commentaries, upload documents and artifacts, link artifacts to your written commentary, upload your Task 4 video, upload your permission forms and submit your tasks.

- Each task submitted is verified for plagiarism compared to previous submissions from the institution and the gallery of examples.

- If plagiarizing is suspected, you will be able to appeal before the final score is recorded. The PPAT will be void if the plagiarizing is confirmed.
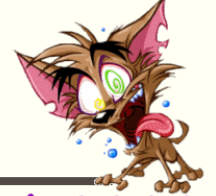
# Submission Timeline – If you Miss a Deadline…

- 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.

- <u>If you miss the Task 1 deadline, you will not be permitted to complete the PPAT assessment</u>.
  - 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 – next semester.

- 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 also need to **email TASK 1 to your university supervisor** (or the scorer identified for out-of-area placements)

- Download the Word document from the field experiences website
  - Type the responses and complete the two charts - BEGIN with the charts.

- Bring your task drafts to the PPAT workday to share and revise.

- Once ready, submit all Task 1 prompts and artifacts to your university supervisor <u>and</u> on the ETS website.  Supervisors 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 53 or better on Task 1.  If the score is below 53 you are allowed one resubmission to the university supervisor.

# TASK 1 Artifacts to upload with your prompts

**Praxis® Performance Assessment for Teachers**

**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 |
| --- | --- |
| **General Context of Your Students**<br><br>(All subcategories listed in this box are required.)<br><br>*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* | |
| **Community**<br><br>*(e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)* | |

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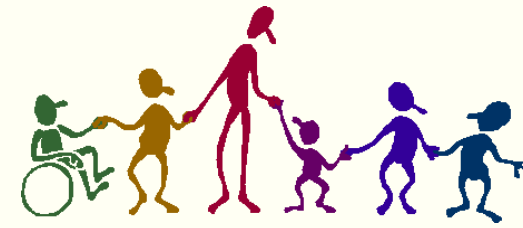
**Guiding Prompts:** When answering the guiding prompts, use the Word document available on the website and download it on your device. Once you are satisfied with your responses, you may copy – paste them in the respective textboxes labeling each answer with a), b), c), etc. This will help the raters.

- 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 (Be 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

| | Satisfactory 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

| | Satisfactory 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 Resource Chart is completed | | | |
| Subtotal | | | /12 points |

| | Satisfactory 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 |

| | Satisfactory 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

For this task, you must submit the following evidence.

- Placement/Classroom description (1/2 page)

- Written Commentary - 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

    - describes, analyzes, and reflects on the evidence

- Identification of two Focus Students who reflect different learning needs

- Eight different artifacts - maximum of eleven pages
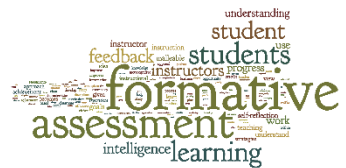
# TASK 2: Assessment and Data Collection to Measure and Inform Student Learning

| 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

For this task, you must submit the following evidence.

- Written Commentary - 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

   - describes, analyzes, and reflects on the evidence

- Identification of two Focus Students who reflect different learning needs

- Six different artifacts - maximum of seven pages

# 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 |
| 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

For this task, you must submit the following evidence.

- Written Commentary - 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
    - describes, analyzes, and reflects on the evidence

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

- Seven different artifacts - maximum of ten pages
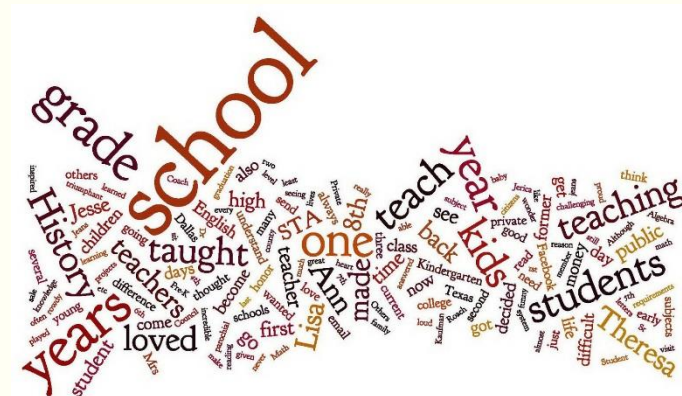
# TASK 4: Implementing and Analyzing Instruction to Promote Student Learning

| 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.

# Professional Growth Plan

The goal of this Professional Growth Plan is to improve instruction. This document is for organizing your learning and growth as you complete your student-teaching experience. Each plan is unique to the individual teacher candidate, and each plan is based on your self-assessment and on feedback from your EPP instructor (University Supervisor) and clinical educator. The intent of this document is to support your professional growth through identification of the goals, actions/strategies, resources/support/assistance, and intended results that are of value to you as a growing professional.

As you identify your goals for your professional development, keep the following components in mind:

- Use the template on the Field Experiences website.

- Align your goals to the Elements of Teaching – first page of the document.

- Determine specific and measurable goals.

- Plan strategies and activities to achieve your goals.

- Plan for the support and resources you will need to assist you.

- Determine the data that will measure your success.

- Construct a timeline for achieving your results. This is future not what you did in student teaching.

# Elements of Teaching

| ELEMENT OF TEACHING | DESCRIPTION |
|---|---|
| Establishing Goals Based on Standards | The teacher establishes goals for student learning based on state and national content standards for students. |
| Learning About Students | The teacher gathers knowledge of students (in terms of the whole class and of individual students) and uses this information to plan instruction and assessment. |
| Learning About Resources and Procedures | The teacher gathers knowledge of materials, programs, personnel, data, policies, services, rules, and procedures and uses this information to plan and implement instruction and assessment. |
| Planning for Instruction | The teacher uses standards and learning goals, information about students, instructional strategies, learning activities, materials, resources, and technology to plan for instruction. |
| Planning for Assessment | The teacher uses standards, learning goals, information about students, instructional strategies, learning activities, materials, resources, and technology to plan for assessment. |
| Addressing Student Learning Differences and Needs and Making Adaptations | The teacher adapts instruction and assessment plans based on knowledge of students and their learning needs. |
| Creating a Positive, Engaging, and Rigorous Learning Environment | The teacher establishes a climate for learning and supports positive interactions among students and between the teacher and students. |
| Engaging Students in Learning | The teacher implements instructional plans to cognitively engage students and help them meet the learning goals. |
| Analyzing Instruction | The teacher uses information from all parts of a lesson to determine the impact on student learning and to plan for and adapt further instruction. |
| Analyzing Assessment Data and Student Learning | The teacher uses assessment data to obtain information about intended student learning and to plan/adapt further instruction. |
| Reflecting on Teaching Practice | The teacher reflects on connections between the following elements of teaching practice: learning about students, planning and adapting instruction and assessment, ensuring student progress toward the learning goals, and improving teaching practice and the learning environment. |

# PGP Template

| Element of Teaching | Standards/Indicators |
|---|---|
| Identify the Element of Teaching that you see as an area for growth.<br><br><br><br>Why did you select this element as your goal? | List the InTASC Standards and Indicators represented within this element that would be appropriate for your goal. |
| My Goal: Based on self-reflection, evidence from observations, and conversations with my instructors, this is the FOCUS of my growth plan. | Action/Strategy: These are the steps I will take to address my goal statement. These steps include my specific activities, my timeline, and the measures of success that will determine whether my goal is attained. |
| | |
| Resources, Support, and Assistance: These are the means I will need to help me achieve my goal. | Results/Evalauatation: Here is the outcome of my action/strategy, with specific focus on the attainment of the stated measures of success. |
| | |

# PGP – Three Signatures Required before Sending to the Office of Field Experiences

- _____         _____

  Signature of teacher candidate     (YOU)                                    Date

- _____         _____

  Signature of EPP instructor           (Supervisor)                              Date

- _____         _____

  Signature of cooperating teacher     (Clinical Educator)                          Date

- Comments:_____
  _____
  _____

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

**YOU CAN DO IT!**