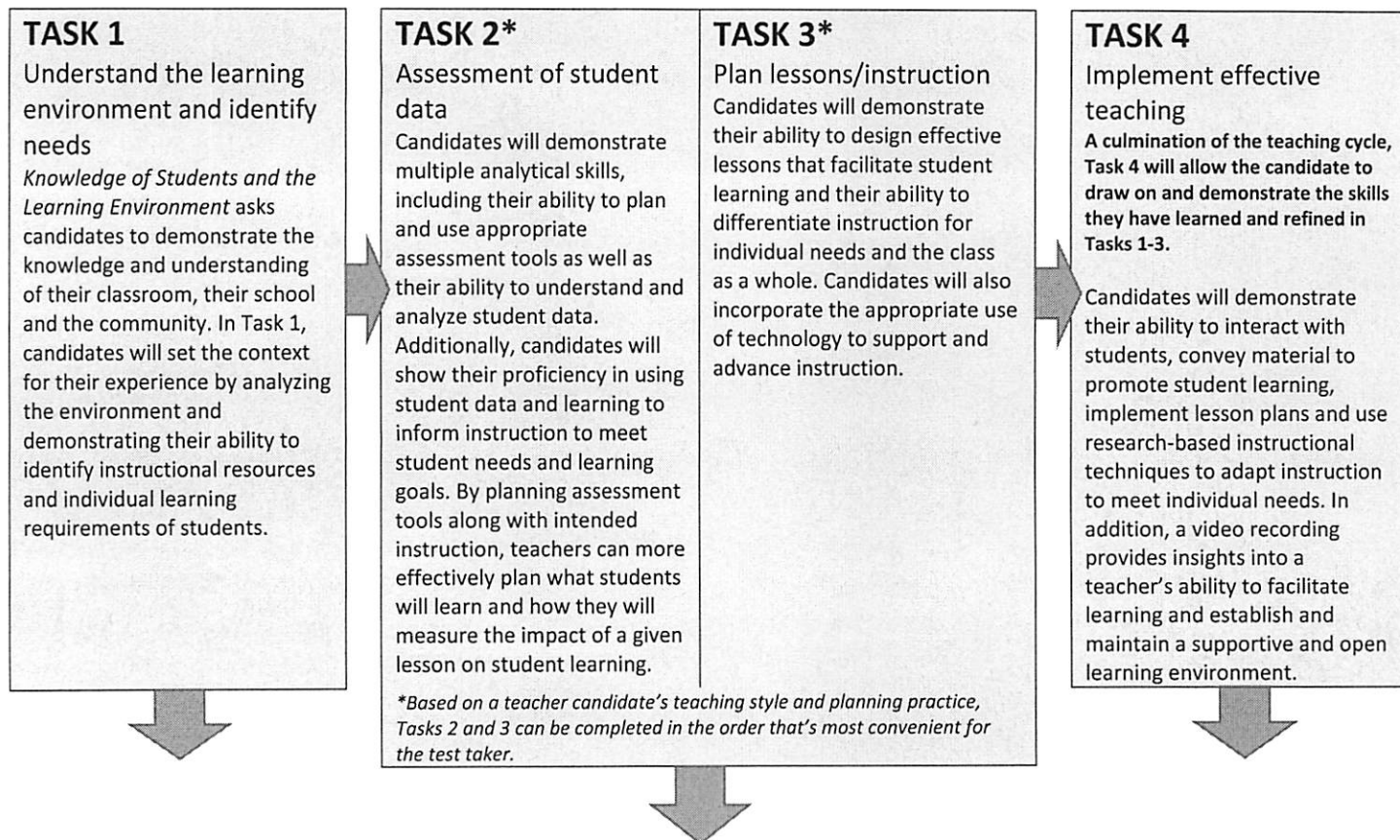


Praxis® Performance Assessment for Teachers

Showing What Candidates Can Do in a Full Cycle of Teaching

Built for the profession by professionals in the field, the new *Praxis*® Performance Assessment for Teachers (PPAT) is a performance-based assessment designed for beginning teachers. Comprised of four tasks, the PPAT provides structure to teacher candidates' clinical practice – allowing them to learn and improve their skills throughout a complete cycle of teaching.



ALL TASKS

Self-assessment and evaluating teacher performance

Candidates will show their ability to plan and implement lessons, to analyze the outcomes of their lessons for evidence of student learning and to reflect upon their strengths and areas for improvement. The final task also requires candidates to reflect on their teaching practice and student learning. The entire end-to-end process comes together in the final task.

PGP

Reflection and engaging in professional learning

Reflection is promoted and prompted in every phase of the PPAT. However, in the Professional Growth Plan (PGP), reflection takes center stage.

Completion of this plan requires reflection on multiple observations by the faculty advisor and cooperating teacher and reveals areas of growth to be developed or assessed upon entering teaching. Plans are aligned with district teacher evaluation protocols.

To learn more, visit www.ets.org/ppat

Or send an email to ppat@ets.org

PPAT | PRAXIS® Performance
Assessment for Teachers

Praxis® Performance Assessment for Teachers

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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
<p>Written Commentary: a maximum of 21,000 characters</p> <p>Instructional artifacts: 4 artifacts, a maximum of 7 pages</p>	<p>Written Commentary: a maximum of 22,500 characters</p> <p>Instructional artifacts: 8 artifacts, a maximum of 11 pages</p>	<p>Written Commentary: a maximum of 25,500 characters</p> <p>Instructional artifacts: 6 artifacts, a maximum of 7 pages</p>	<p>Written Commentary: a maximum of 28,500 characters</p> <p>Instructional artifacts: 7 artifacts, a maximum of 10 pages</p> <p>Video: a maximum of 15 minutes</p>

General Overview

What is the purpose of the Praxis® Performance Assessment for Teachers?

The *Praxis*® Performance Assessment for Teachers (PPAT) 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 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 Praxis® Performance Assessment for Teachers?

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, Adult Permission Form, and a sample letter to the superintendent can be found directly on the PPAT informational website, at www.ets.org/ppa/.

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

Task 1: Knowledge of Students and the Learning Environment

Steps	Evidence Of
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 (~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

Overview of the Tasks

What is the general design of the *Praxis*® Performance Assessment for Teachers?

The PPAT 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.

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 *Praxis*® Performance Assessment for Teachers (PPAT). 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 *Praxis*® Performance Assessment for Teachers (PPAT) Task 1 Handbook for additional

Developing responses to Task 1 sets the tone for the rest of the PPAT; 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.

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 *Praxis*® Performance Assessment for Teachers (PPAT) Task 1 Handbook.

TASK 1: Knowledge of Students and the Learning Environment

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

Guiding Prompts:

- a) Identify your chosen community factor. Based on your chosen community factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
- b) Identify your chosen district factor. Based on your chosen district factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
- c) Identify your chosen school factor. Based on your chosen school factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.

Textbox 1.1.2: Classroom Demographics and Knowledge of Students

Guiding Prompts:

- a) Identify your chosen classroom demographics factor. Based on your chosen classroom demographics factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
- b) Identify your chosen knowledge of students' factor. Based on your chosen knowledge of student learning factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.

Textbox 1.2.1: Available Resources to Enhance Student Learning

Guiding Prompts:

- a) Select two resources from the completed chart and describe how you would use each in your classroom to support student learning.
- b) Select a particular characteristic that you listed under Knowledge of Students in the Contextual Factors Chart. Describe how a resource, different from the two listed in Guiding Prompt a), could enhance student learning based on the particular characteristic selected.

Textbox 1.2.2: Student Interest Inventory

Guiding Prompts:

- a) Based on the compilation of information from the whole-class inventory, analyze one example of how this information would influence an instructional decision you would make in your classroom.
- b) Using one student's completed interest inventory, analyze how you would use one item from the inventory to promote the student's engagement and learning.

Textbox 1.2.3: Communication with Students and Families

Guiding Prompts:

- a) Describe one example of how your introductory communication addresses the demographic differences in the classroom.
- b) Describe how your introductory communication fosters interaction between you, your students, and their families.

Textbox 1.2.4: Rules and Procedures

Guiding Prompts:

- a) Describe one example of a classroom rule or procedure. Explain how the rule or procedure facilitates instruction, enhances student learning, **or** impacts the learning environment.
- b) Describe one example of technology rule or procedure. Explain how the rule or procedure facilitates instruction, enhances student learning **or** impacts the learning environment.

TASK 1 Artifacts:

1. Contextual Factors Chart (2 pages)
2. Instructional & Support Resources Chart (2 pages)
3. One completed Student Interest Survey Inventory (up to 2 representative pages)
4. One document demonstrating a method of communication with students and families (1 page)

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.)

<i>Types of Factors: Community, District, School, Classroom Demographics, and Knowledge of Students</i>	Contextual Factors
General Context of Your Students (All subcategories listed in this box are required.) 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 (e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)	

Types of Factors: Community, District, School, Classroom Demographics, and Knowledge of Students	Contextual Factors
District <i>(e.g., enrollment; percent of students receiving free or reduced-price lunches; graduation rates; ethnicities; percent of students with IEPs; percent of students who are ELLs; per-pupil expenditures)</i>	
School <i>(e.g., enrollment; percent of students receiving free or reduced-price lunches; AYP data; ethnicities; percent of students with IEPs; percent of students who are ELLs; teacher-to-student ratio)</i>	
Classroom Demographics <i>(e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students with physical needs, and those due to cultural characteristics)</i>	
Knowledge of Students <i>(in terms of the whole class and individual students)</i> <i>(e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest)</i>	

Praxis® Performance Assessment for Teachers

Task 1 Contextual Factors Chart - SAMPLE

(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</p> <p>(All subcategories listed in this box are required.)</p> <p><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>	<ul style="list-style-type: none"> • 2nd grade • 7-9 year old • General content area • Two students on IEP: one student with ED, one student on the autism spectrum. •
<p>Community</p> <p><i>(e.g., whether the area is urban, suburban, or rural; socioeconomic information; census data for the community)</i></p>	<ul style="list-style-type: none"> • Urban • 32% free and reduced lunches • 2012 Population: 10,718 • 2012 Median income: \$36,943 • 2012 Median house value: &174,135 • Retirement community • University town • Outdoor based community
<p>District</p> <p><i>(e.g., enrollment; percent of students receiving free or reduced-price lunches; graduation rates; ethnicities; percent of students with IEPs; percent of students who are ELLs; per-pupil expenditures)</i></p>	<ul style="list-style-type: none"> • 2,208 students in district • average per school: 30% free/reduced lunches • dropout rate of 0.02% • White/nonhispanic 88% • 2 or more races 2.7% • Native American 3.2% • Hispanic 4.4% • Black .6% • Asian/Pacific Islander 1.1% • 13.7% students with IEP

<p>School</p> <p><i>(e.g., enrollment; percent of students receiving free or reduced-price lunches; AYP data; ethnicities; percent of students with IEPs; percent of students who are ELLs; teacher-to-student ratio)</i></p>	<ul style="list-style-type: none"> • 391 Students • 32% free/reduced lunches • 2013 Math proficiency levels 78% • 2013 Reading proficiency levels 81% • 2013 Science Proficiency levels 83% • 13.7% students with IEP in District • .0026% ELL • 22:1 student-to-teacher ratio
<p>Classroom Demographics</p> <p><i>(e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students with physical needs, and those due to cultural characteristics)</i></p>	<ul style="list-style-type: none"> • Native American: .045% • White/non Hispanic: 99.95% • 10:12 girls-to-boys • 2 students on IEP • Title program: 2 students • 2 students on TAT program • 1 gifted student • No students with physical needs
<p>Knowledge of Students</p> <p><i>(in terms of the whole class and individual students)</i></p> <p><i>(e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest)</i></p>	<ul style="list-style-type: none"> • 2 students in speech therapy • Approach to learning will be project based, and individual conferencing. • One student on IEP for behavior • 4 students who leave the classroom for extra assistance • One student who spends the majority of the day in resource room. • Majority of students do not like working on the floor. • Two thirds of the class enjoy group work, and one third enjoys independent work.

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	
Curricular Programs	

Resource	One Example and Location
Instructional Technology	
Access to Recorded Student Data	
Other	

Candidate: _____ Rater: _____

School: _____ Content: _____ Grade Level: _____

Semester/Year: _____

PPAT Task 1: Knowledge of Students and the Learning Environment

SCORING CHECKLIST (Revised January 2016)

Your University Supervisor or designated scorer for out-of-area placements will score your Task 1. They are allowed to give you one feedback and you will be able to discuss your answers when you attend the workday on campus.

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		

Textbox 1.2.1: Available Resources to Enhance Student Learning

	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 contextual Factors Chart is completed			
Subtotal	/12 points		

Textbox 1.2.2: Student Interest Inventory

	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		

Textbox 1.2.3: Communicating with Students and Families

	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		

Textbox 1.2.4: Rules and Procedures

	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		

Total: _____ / 68 points (You need a 54 or better to pass Task 1) You are allowed one redo.

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

Steps	Evidence Of
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)
Step 2: Administering the Assessment and Analyzing the Data	<p>Your ability to administer your assessment and to collect, record, and analyze the data</p> <p>NOTE: For textbox 2.1.2</p> <p>The response for this textbox should reflect the activities, groupings, materials, resources, and technology that you are planning to use to assess the students. For example:</p> <p>Learning activities could include assessment through such things as games, in-class presentations, or student demonstrations.</p> <p>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.</p>
Step 3: Reflecting	<p>Your ability to reflect on your assessment by providing evidence of student learning that resulted from the administered assessment plan</p> <p>Your ability to reflect on the data-based decisions that occurred through data analysis</p>

Submission: Written Commentary of no more than **22,500** characters (~7 typed pages) that responds to the two 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 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.

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

PPAT Task 2:

Assessment and Data Collection to Measure and Inform Student Learning

Contextual Information

Your response must be limited to 1,500 characters (approximately one-half typed page). No artifacts can be attached to the Contextual Information Textbox.

Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.

Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.

Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Textbox 2.1.1: Selecting a Single Assessment

Guiding Prompts:

- a) Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students' needs.
 - b) What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?
 - c) Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?
 - d) What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.
- Link the representative pages of the selected assessment (maximum of two pages) from your Library of Artifacts to the first sentence discussing the selected assessment.
 - Link the rubric or scoring guide (maximum of one page) from your Library of Artifacts to the first sentence discussing your rubric or scoring guide.
 - Link the baseline data (maximum of two pages) from your Library of Artifacts to the first sentence discussing the baseline data.

Textbox 2.1.2: Preparing Learners for the Assessment

Guiding Prompts:

- a) What learning activities and student groupings will you use during the assessment? Provide a rationale for your choices.

- b) What materials, resources, and technology will you use to administer the assessment? Provide a rationale for your choices.

Textbox 2.1.3: The Two Focus Students

Guiding Prompts:

- a) Choose and describe two Focus Students with different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.
 - b) What data did you use to establish a baseline for growth for these two Focus Students?
 - c) Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.
- Link a representative page of the data used to establish a baseline for Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
 - Link a representative page of the data used to establish a baseline for Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class

Guiding Prompts:

- a) Based on your baseline data and the data shown in your graphic representation, analyze the assessment data to determine your students' progress toward the learning goal(s).
 - b) How efficient was the data-collection process that you selected? Cite examples to support your analysis.
 - c) Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).
- Link the graphic representation (maximum of two pages) from your Library of Artifacts to the first sentence of your response.

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

Guiding Prompts:

- a) What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from each of the two Focus Students' completed assessment and any other related data to support your analysis.

- b) Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the learning of each of the two Focus Students? Cite examples to support your analysis.
 - c) Describe how you engaged each of the two Focus Students in analyzing his or her own assessment results to help understand progress made toward the learning goal(s).
- Link a complete assessment from Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
 - Link a complete assessment from Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

Textbox 2.3.1: Reflecting on the Assessment for the Whole Class

Guiding Prompts:

- a) How will your data analysis inform or guide future instruction for the whole class?
- b) What modifications to the data-collection process would you make for future use? Provide a rationale.
- c) What modifications to the assessment would you make for future use? Provide a rationale.
- d) In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?

Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students

Guiding Prompts:

Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.

- a) How will your data analysis inform or guide future instruction for each of the Two Focus Students?
- b) What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.

Task 3: Designing Instruction for Student Learning

Steps	Evidence Of
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 (~8 typed pages)** that responds to the three 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

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.

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 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 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

PPAT Task 3: Designing Instruction for Student Learning

Contextual Information

Your response must be limited to 1,500 characters (approximately one-half typed page). No artifacts can be attached to the Contextual Information Textbox.

- a) Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- b) Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.
- c) Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Textbox 3.1.1: Standards and Learning Goals

Guiding Prompts:

- a) What learning theory/method will guide your planning process? Please provide a brief description of the theory/method. How will you make use of it?
 - b) What learning goal(s) and content standards, both state and national standards, did you identify for the lesson? How will they guide the planned learning activities?
 - c) What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
 - d) What are some difficulties students might encounter with the content? How will you address the difficulties?
- Link the representative pages of your lesson plan for the whole class (maximum of two pages) from your Library of Artifacts to the first sentence of your response. Make sure your lesson plan includes the use of technology.

Textbox 3.1.2: Instructional Strategies

Guiding Prompts:

- a) What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
- b) How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- c) What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

Textbox 3.1.3: Learning Activities

Guiding Prompts:

- a) What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- b) How do these learning activities address students' strengths and needs?
- c) How did your class demographics inform the design of the learning activities you chose?

Textbox 3.1.4: Materials, Resources, and Technology

Guiding Prompts:

- a) What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- b) What types of technology do you plan to use in your instruction?
- c) How will your chosen technology enhance your instruction and student learning in the lesson?

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

Guiding Prompts:

Focus Student 1-

- a) Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- b) Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- c) What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2-

- a) Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
 - b) Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
 - c) What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?
- Link a differentiated lesson plan for Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
 - Link a differentiated lesson plan for Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

Textbox 3.3.1: Analyzing the Instruction for the Whole Class

Guiding Prompts:

- a) To what extent did the lesson including instructional strategies, learning activities, materials, resources, and technology help to facilitate student learning? How does the evidence you collected support this finding?
 - b) How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from student work to support your analysis.
 - c) While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
 - d) What steps did you take to foster teacher-to-student **and** student-to-student interactions? How did they impact student engagement and learning?
 - e) What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.
- Link a student work sample from any member of the class other than the two Focus Students (maximum of one page) from your Library of Artifacts to the first sentence discussing the student work sample.

Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students

Guiding Prompts:

- a) To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
 - b) How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.
- Link a student work sample from Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
 - Link a student work sample from Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Guiding Prompts

- a) What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
- b) How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class?

Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Guiding Prompts:

- a) How will you use your analysis of this lesson and the evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Consider specific instructional strategies, learning activities, materials, resources, and technology you will use. Provide specific examples.

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Steps	Evidence Of
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 (~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)

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.

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

PPAT Task 4:

Implementing and Analyzing Instruction to Promote Student Learning

Textbox: 4.0: Contextual Information

Your response must be limited to **1,500 characters** (approximately one-half typed page). No artifacts can be attached to the Contextual Information Textbox.

- a) Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs
- b) Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom
- c) Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Creating a Plan

Textbox 4.1.1: Goals and Students Background

Guiding Prompts:

- a) What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- b) What **whole-class data** did you use to establish a **baseline** to measure growth?
- c) How did your students' prior knowledge and background information influence your planning process?

Required artifacts for this textbox:

- Representative pages of your lesson plan (maximum of two pages)
- Representative pages of the baseline data (maximum two pages)
- Enter your response in the textbox below.

Textbox 4.1.2: Instructional Strategies

Guiding Prompts:

- a) How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- b) How do you plan to **engage students in critical thinking** to promote student learning? Provide a rationale.
- c) How do you plan to **use questioning skills** to promote student learning? Provide a rationale.

- d) How do you plan to **integrate literacy into the content** you will teach to promote student learning? Provide a rationale.

Textbox 4.1.3: Learning Activities

Guiding Prompts:

- a) Describe the activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate and address student learning needs.
- b) Describe how you will monitor student learning during the course of the lesson.
- c) What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Implementing the Plan

Textbox 4.2.1: Instructional Strategies

Teach the lesson based on your lesson plan and provide a fifteen-minute video from that lesson. Then respond to the prompts below.

Guiding Prompts:

- a) How did you use academic content language to advance the understanding of the concept being taught in the lesson? Cite examples from the video to support your analysis.
- b) How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- c) How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- d) How did you integrate literacy into content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

Textbox 4.2.2: Interacting with the Students

Guiding Prompts:

- a) How did you **monitor student learning** while teaching the lesson? In what ways did evidence of learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.
- b) How did you **provide feedback** to individuals and the whole class to advance student learning? Cite examples from the video to support your analysis.
- c) How did you use **verbal and nonverbal communication** techniques to foster student learning? Cite examples from the lesson to support your analysis.

Textbox 4.2.3: Classroom Management

Guiding Prompts:

- a) What **classroom-management strategies** did you use during the lesson? Cite examples of the strategies from the video.
- b) In what ways did the strategies **engage** students and promote a **positive** learning environment? Cite examples from the video to support your analysis.

Understanding the Two Focus Students

Textbox 4.3.1: Understanding the Two Focus Students

Plan to collect evidence of learning as seen in the baseline data and the student work samples.

Guiding Prompts:

Focus Student 1-

- a) Identify Focus Student 1's learning strengths and challenges.
- b) What data did you use to establish a baseline to measure this student's growth?
- c) What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2-

- a) Identify Focus Student 1's learning strengths and challenges.
- b) What data did you use to establish a baseline to measure this student's growth?
- c) What evidence will you collect to show his or her progress toward the learning goal(s)?

Required artifacts for this textbox:

- The baseline data for Focus Student 1 (Maximum of one page)
- The baseline data for Focus Student 2 (Maximum of one page)

Reflecting

Textbox 4.4.1: Reflecting on the Whole Class

Guiding Prompts:

- a) To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.
- b) Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you need to revise in the future. Cite examples from the video that support your conclusions.
- c) Describe revisions that you could make if you were to teach this lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or student work that would prompt the revisions.

Textbox 4.4.2: Reflection on the Two Focus Students

Guiding Prompts:

- a) Based on the baseline data and student work sample, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- b) How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Required artifacts for this textbox:

- A representative work sample for Focus Student 1 (maximum of two pages)
- A representative work sample for Focus Student 2 (maximum two pages)

Uploading the Video

Upload a fifteen-minute video. The video may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file.

Only one video may be uploaded..

Praxis® Performance Assessment for Teachers

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 and cooperating teacher. 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 attached to this document.

- Align your goals to the Elements of Teaching.
- 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.

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.

PPAT PROFESSIONAL GROWTH PLAN PROFILE TEMPLATE

Name: _____

Date: _____

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

Signature of teacher candidate

Date

Signature of EPP instructor

Date

Signature of cooperating teacher

Date

Comments: _____

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 not 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.

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 after 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.

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.

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.

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

See the *Submission System User Guide* for assistance, at <http://www.ets.org/s/ppa/pdf/submission-system-user-guide.pdf>

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 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. Score reports will be delayed if permission forms have not been uploaded.

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.

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.

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. Please note that your score report and the information reported to the EPP will not indicate or disclose any nonstandard testing accommodations.

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. 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:

1. I agree to comply with the terms of the Praxis® Performance Assessment for Teachers (PPAT) Candidate and Educator Handbook;
2. I understand that I am submitting my own responses and artifacts with this task, and I agree not to share any of my responses and artifacts with future test takers;
3. 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;
4. I certify that my submission represents the work that I completed, and I certify that I have submitted to ETS all signed Student and Adult Release Forms required by the assessment.
5. I understand that the responses, artifacts, and video that I submit 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 submit my task responses;

6. I certify that I am the student teacher depicted in the video, and I further give ETS permission to use all parts of my submission (including the video and audio recording of my image and teaching) 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;;
7. 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 to this website; such information and materials are owned by ETS or by my state certification body/agency/department as applicable.

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

STUDENT RELEASE FORM

This form is to be completed by either the parents or legal guardians of each minor student or by the student over 18 years old.

Dear Parent/Guardian or Student over 18:

The District has a partnership with Black Hills State University School of Education and will continue to assess the performance of the student teachers during their internships.

This assessment (PRAXIS® Performance Assessment for Teachers – PPAT) is being conducted by the Educational Testing Service (ETS.) As part of the requirements, student teachers will be submitting samples of student work and a short video/audio recording as evidence of their teaching practice. That work may include your child's work. We are committed to full confidentiality and no student's last name, school name, or teacher's name will appear on any materials submitted.

ETS and the teacher preparation program at Black Hills State University, will not use and distribute the student teacher comments, classroom materials and video including your child's work.

We respect the rights of the families; if you feel that you do not want to give permission for sending your child's work and image/audio recording to ETS to score the student teacher's teaching practice, we would like you to complete the form below for our records.

Sincerely,

Micheline A. Nelson
Director of Field Experiences & Certification Officer
Micheline.Nelson@bhsu.edu
Phone: 605-642-6077

To return to the school office or classroom teacher

Student's Name: _____ School/Grade: _____

Teacher's Name: _____

Parent/Guardian's Name: _____

Your Address: _____

I am either the student over 18 or the parent/legal guardian of the child named above. I have read and understand your letter regarding the student teacher assessment being conducted by ETS and the BHSU teacher preparation program. I understand that students' name will not appear on any materials submitted and elect to give permission to use sample works or video/audio recordings for the purposes described in this letter.

Signature of Parent/Guardian or Student over 18: _____ Date: _____

Praxis® Performance Assessment for Teachers (PPAT)
Permission Form for Colleagues and Other Adult Participants

Last Updated 7/15/15

To Whom It May Concern:

I am a candidate taking the *Praxis*® Performance Assessment for Teachers (PPAT) required by my educator preparation program (named below). As part of my assessment responses, I would like to submit samples of your work as evidence of my teaching practice. Your name will not appear on any materials that are submitted. I will also submit a short video recording of my teaching. Although you and other students in the classroom may be included in the video recording, the primary focus is on my instruction, not the students or other adults in the class.

My responses, including all written commentary, your work samples and video that I submit, will be viewed by ETS raters while scoring my assessment. These responses may also be used to train new ETS raters for the scoring of future assessments. My educator preparation program may also review my responses to help me improve my teaching performance. My written commentary, exclusive of any work samples and video, may be used by ETS in the development of a library of examples for future teacher candidates.

Please complete the information below and check the appropriate boxes to document your permission for submitting your work and including you in a video recording.

Your Name: _____

Your Address: _____

School: _____

Student Teacher's Name: _____

Student Teacher's Educator Preparation Program and State: _____

I am the individual named above. I have read the information above regarding the Praxis Performance Assessment for Teachers being administered by ETS and agree to the following:

Materials (check one)

- ☐ I **DO** give permission to submit materials that I have completed as part of classroom activities.
- ☐ I **DO NOT** give permission to submit materials that I have completed as part of classroom activities.

Video Recording (check one)

- ☐ I **DO** give permission to include me in video recordings of classroom activities.
- ☐ I **DO NOT** give permission to include me in video recordings of classroom activities.

Signature: _____