

PPAT® Assessment

Showing What Candidates Can Do in a Full Cycle of Teaching

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

TASK 1

Understand the learning environment and identify needs

Knowledge of Students and the Learning Environment asks candidates to demonstrate the knowledge and understanding of their classroom, their school and the community. In Task 1, candidates will set the context for their experience by analyzing the environment and demonstrating their ability to identify instructional resources and individual learning requirements of students.

TASK 2*

Assessment of student data

Candidates will demonstrate multiple analytical skills, including their ability to plan and use appropriate assessment tools as well as their ability to understand and analyze student data. Additionally, candidates will show their proficiency in using student data and learning to inform instruction to meet student needs and learning goals. By planning assessment tools along with intended instruction, teachers can more effectively plan what students will learn and how they will measure the impact of a given lesson on student learning.

**Based on a teacher candidate's teaching style and planning practice, Tasks 2 and 3 can be completed in the order that's most convenient for the test taker.*

TASK 3*

Plan lessons/instruction

Candidates will demonstrate their ability to design effective lessons that facilitate student learning and their ability to differentiate instruction for individual needs and the class as a whole. Candidates will also incorporate the appropriate use of technology to support and advance instruction.

TASK 4

Implement effective teaching

A culmination of the teaching cycle, Task 4 will allow the candidate to draw on and demonstrate the skills they have learned and refined in Tasks 1–3.

Candidates will demonstrate their ability to interact with students, convey material to promote student learning, implement lesson plans and use research-based instructional techniques to adapt instruction to meet individual needs. In addition, a video recording provides insights into a teacher's ability to facilitate learning and establish and maintain a supportive and open learning environment.

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 assessment. 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