



The Praxis[®] Performance Assessment for Teachers



Candidate and Educator Handbook

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

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

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General Overview

What is the purpose of the *PPAT*[®] assessment?

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

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

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

Something for teacher candidates to consider

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 your practice. Begin recording with your video camera as soon as you can. even though the final video submitted as part of Task 4 should be recorded after Tasks 2 and 3 have been completed.

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

Yes. Responding to the task prompts includes the submission of instructional and assessment artifacts, samples of student work, and for Task 4, a fifteen-minute video recording of the teacher candidate teaching a lesson. Teacher candidates are required to obtain and retain, in their possession, 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 must secure and maintain participation approval from the superintendent and from the school principal(s) in the school district(s) where the teacher candidates are completing PPAT. The superintendent and principal also need to approve the use of the PPAT assessment Parent/Guardian permission form. Educator preparation program instructors should keep a record of this approval in their most efficient format for their work and should be able to share that approval with ETS should the need arise. " The PPAT assessment Student Permission Form and Adult Permission Form can be found directly on the [PPAT assessment informational website](#).

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

PPAT Assessment Candidate and Educator Handbook

Overview of the Tasks

What is the general design of the *PPAT* assessment?

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

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

What are the specific tasks of this assessment?

Task 1: Knowledge of Students and the Learning Environment

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

Task 1 Overview

Standards and Indicators Measured in This Task

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

Standard 1, Indicators b and c

Standard 2, Indicators a, c, d, and f

Standard 3, Indicators a, c, d, e, and f

Standard 4, Indicators d and g

Standard 6, Indicator g

Standard 7, Indicators a, b, d, and e

Standard 8, Indicators a and c

Standard 9, Indicator d

Standard 10, Indicators b, d and e

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; and
 - describes, analyzes, and reflects on the evidence.
2. Four different types of artifacts (maximum of nine pages) including
 - the Contextual Factors Chart (maximum of three pages);
 - the Instructional and Support Resources Chart (maximum of three pages);
 - one completed Getting to Know Your Students document (maximum of two representative pages); and
 - a document that demonstrates a method of communication with students' 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 the artifacts to your Written Commentary within the appropriate textbox.

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: Factors, Resources, and Protocols
- Step 2: Knowledge of Students

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

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

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

Evaluation of Task 1

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

Since Task 1 is formative, it will not be evaluated by external raters as part of your overall PPAT assessment 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 and submitting Task 1 into the Online Submission System is required for you to move on to Tasks 2, 3, and 4.

For more information, please see the [*PPAT Assessment Task 1 Handbook*](#).

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

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

Task 2 Overview

Standards and Indicators Measured in This Task

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

Standard 1, Indicator a

Standard 2, Indicators b and f

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

Standard 7, Indicator d

Standard 8, Indicator b

Standard 9, Indicator c

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 22,500 characters (approximately seven typed pages) that
 - responds to all parts of the guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs
3. Eight different artifacts (a maximum of eleven pages) including
 - representative pages of the selected assessment (maximum of two pages);
 - representative pages of the baseline data for the whole class (maximum of two pages);
 - a representative page of the rubric or scoring guide (maximum of one page);
 - a representative page of the baseline data for Focus Student 1 (maximum of one page);
 - a representative page of the baseline data for Focus Student 2 (maximum of one page);
 - representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data (maximum of two pages);
 - a completed assessment from Focus Student 1 (maximum of one page); and

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

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

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

How to Compose Your Written Commentary

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

- Step 1: Planning the Assessment
- Step 2: Administering the Assessment and Analyzing the Data
- Step 3: Reflecting

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

Task 3: Designing Instruction for Student Learning

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

Task 3 Overview

Standards and Indicators Measured in This Task

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

Standard 1, Indicators a and b

Standard 2, Indicators a, b, c, and f

Standard 3, Indicator e

Standard 4, Indicators e, f, and g

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

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

Standard 8, Indicators a and b

Standard 9, Indicator c

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 25,500 characters (approximately eight typed pages) that
 - responds to all parts of the guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs
3. Six different artifacts (a maximum of seven pages) including
 - representative pages of a lesson plan for the whole class that includes the use of technology. A sample template is provided, but teacher candidates may submit a form of their own (maximum of two pages);
 - a representative page of a differentiated lesson plan for Focus Student 1 (maximum of one page);
 - a representative page of a differentiated lesson plan for Focus Student 2 (maximum of one page);

- a work sample from any class member other than the two Focus Students (maximum of one page);
- a work sample from Focus Student 1 (maximum of one page); and
- a work sample from Focus Student 2 (maximum of one page)

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

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

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

How to Compose Your Written Commentary

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

- Step 1: Planning the Lesson
- Step 2: The Focus Students
- Step 3: Analyzing the Instruction
- Step 4: Reflecting

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

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

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

Task 4 Overview

Standards and Indicators Measured in This Task

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

Standard 1, Indicators a and b

Standard 2, Indicators a, b, c, and f

Standard 3, Indicators d, e, and f

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

Standard 5, Indicator h

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

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

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

Standard 9, Indicator c

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 28,500 characters (approximately nine typed pages) that
 - responds to all parts of the guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs
3. Seven different artifacts (maximum of ten pages), including
 - representative pages of a standards-based lesson plan (maximum of two pages);
 - baseline data (e.g., graphic representation, table, list) for the whole class (maximum of two pages);

- baseline data (e.g., graphic representation, table, list) specific to Focus Student 1 (maximum of one page);
- baseline data (e.g., graphic representation, table, list) specific to Focus Student 2 (maximum of one page);
- a work sample from Focus Student 1 (maximum of two pages);
- a work sample from Focus Student 2 (maximum of two pages); and
- one fifteen-minute video (mandatory), which may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file

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

- Upload your artifacts into your Library of Artifacts (See Step 5 for how to upload the video file.)
- Refer to the artifacts in your Written Commentary.
- Link to the artifacts within your Written Commentary.

How to Compose Your Written Commentary

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

- Step 1: Planning
- Step 2: Implementing the Plan
- Step 3: Understanding the Two Focus Students
- Step 4: Reflecting
- Step 5: Uploading the Video

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

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

Significance of Baseline Data for Task 2 and Task 4

In PPAT Tasks 2 and 4, you must establish a baseline for growth related to the lesson’s learning goal(s) for the whole class and two Focus students. In PPAT Task 2, you demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning. In PPAT Task 4, you demonstrate your ability to plan and implement a lesson using standards-based instruction. A significant component of Task 4 is to establish a

baseline to measure the students' growth to show how you are able to adjust instruction for the whole class and the focus students.

A Common Omission

Candidates often fail to include the baseline data they extracted and only attach examples of what they used to collect the data (e.g., pre-test, previous assignment, writing sample). This is an issue because candidates cannot be assessed on their ability to collect, extract and display baseline data when there is no data depicted in the artifacts

Baseline Data Artifact Requirements

In PPAT Task 2—Step 1: Planning the Assessment,

- Textbox 2.1.1 (Selecting a Single Assessment) requires you to attach up to two representative pages of baseline data for the whole class.
- Textbox 2.1.3 (The Two Focus Students) requires you to attach a representative page of the baseline data for each Focus Student.

In PPAT Task 4—Step 1: Planning,

- Textbox 4.1.1 (Goals and Student Background) requires you to attach up to two representative pages of baseline data for the whole class.

In PPAT Task 4—Step 3: Understanding the Two Focus Students,

- Textbox 4.3.1 (Understanding the Two Focus Students) requires you to attach a representative page of the baseline data for each Focus Student.

What is considered acceptable?

Baseline data artifacts must show a collection of measurement (e.g., facts and statistics). This data can be expressed through various measures:

- percent accuracy
- rate and intervals
- frequency, and
- duration.

Candidates must clearly present the data collected for the whole class and each focus student in their artifacts for raters to assess their connection to the candidate's written commentary.

The baseline data artifact is expected to serve as a starting point for instruction development, and the data presented can be collected from a variety of assessment methods. These methods may include:

- pre-tests
- surveys

- oral fluency assessments
- student writing samples or student work
- previous assignments and,
- informal assessments or observations.

What are some unacceptable examples of baseline data?

- Student work with no quantitative measurement such as a numerical score, percentage, or ratio
- Student writing or work samples with no quantitative measurement, such as a numerical score, percentage, or ratio
- A graph or chart that is missing contextual details such as axis labels, a scale, or identifiable data points
- Results from a formal or informal assessment that are missing a recognizable scale or qualitative descriptors such as “meets expectations” and “proficient”

Essentially, baseline data contain a score representing information extracted from an assignment or assessment. These can look like a regular percentage score, the number of points earned, the number of rubric points achieved, the frequency of errors (e.g., three fluency errors per minute), etc. The rater or scoring leaders should be able to look at a baseline data artifact and understand what the data are trying to show in relation to the learning goal.

Attaching an assessment or a worksheet without any baseline data present is not acceptable.

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0

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	Evidence	Evidence	Evidence
Written Commentary: a maximum of 21,000 characters Instructional artifacts: 4 artifacts , a maximum of 9 pages	Written Commentary: a maximum of 22,500 characters Instructional artifacts: 8 artifacts , a maximum of 11 pages	Written Commentary: a maximum of 25,500 characters Instructional artifacts: 6 artifacts , a maximum of 7 pages	Written Commentary: a maximum of 28,500 characters Instructional artifacts: 7 artifacts , a maximum of 10 pages Video: a maximum of 15 minutes

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

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

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

Summary of Required Submission Information by Task

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

The color codes are as follows.

Task 1	Knowledge of Students and the Learning Environment
Task 2	Assessment and Data Collection to Measure and Inform Student Learning
Task 3	Designing Instruction for Student Learning
Task 4	Implementing and Analyzing Instruction to Promote Student Learning



Task 1: Knowledge of Students and the Learning Environment

Steps	Evidence
Step 1: Factors, Resources, and Protocols	Your ability to identify and reflect on a variety of factors and resources that can influence, support, and enhance student learning.
Step 2: Knowledge of Students	Your ability to identify how you are cultivating relationships with your students and acquiring increasing depth of knowledge about each student's academic and nonacademic strengths, skills, competencies, and interests.

Submission:

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

4 instructional artifacts of no more than 9 pages that demonstrate how you obtained knowledge of students and their learning environment and that support your responses to the guiding prompts.

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

Steps	Evidence
Step 1: Planning the Assessment	<p>Your ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)</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. These are not preassessment activities but the actual activities, groupings, materials, etc. for the actual assessment.</p> <p>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 2: Administering the Assessment and Analyzing the Data	Your ability to administer your assessment and to collect, record, and analyze the data
Step 3: Reflecting	<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 (approximately 7 typed pages) that responds to the three steps, focuses on two students, and is submitted using the provided textboxes.

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

Task 3: Designing Instruction for Student Learning

Steps	Evidence
Step 1: Planning the Lesson	Your ability to plan an effective lesson that facilitates student learning
Step 2: The Focus Students	Your ability to differentiate instruction for individual students
Step 3: Analyzing Instruction	Your ability to analyze a lesson 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 your lesson that need improvement

Submission:

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

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

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

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

Submission:

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

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

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

NOTE: The video recording of your single continuous lesson event, 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 resulting in a score of zero for Task 4.

NOTE: The video recording of your single continuous lesson event. If the segments within your recording appear to have been edited, the entire task will not be scored resulting in a score of zero for Task 4.



Support and Ethical Considerations

General Guidelines

As part of the required coursework, you may engage in professional discussions and activities related to the PPAT assessment Tasks, Standards, and Indicators with other candidates and educators. However, the work that you submit in response to each performance assessment task, e.g., written commentaries, student work, and other artifacts, must be yours and yours alone.

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

Support from Instructors and Mentors

Instructors and mentors should:

- review the assessment and the assessment process
- check for understanding of the task requirements, rubrics, and handbook
- only share information that is public for all candidates
- provide direction on how candidates prepare, plan, and manage deadlines
- understand the difference between personal opinions and policies
- know, understand, and uphold the assessment's policies and guidelines
- acknowledge and respect that responsibility for developing and submitting the performance assessment rests solely and completely with the candidate
- ensure that candidates understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of the candidates
- immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security

Instructors and mentors should never engage in the following conduct:

- make choices for the candidate
- correct a task response
- assign a score to a task or in any way evaluate responses
- give an assignment that asks candidates to respond to a task's guiding prompts
- use the task rubrics to score an assignment

Reflection of Actual Tasks in Assignments

Your Educator Preparation Program (EPP) should provide instructional activities that support you in obtaining the knowledge and skills needed to successfully complete the assessment's tasks. EPP guidelines include the following:

- EPP instructors can assess and provide feedback using the instructor's or university's expectations and rubrics on assignments that students MAY select to use as part of their submission for a task.
- Assignments should not include the actual assessment's guiding prompts and should not be graded using the assessment's rubrics. Instead, assignments should be graded using criteria determined by the EPP program.
- Assignments can include artifacts that candidates may use as a part of their tasks.
- Instructional assignments can be similar to parts of the tasks and can even ask candidates to select topics, include written responses, and request one or more artifacts that could be used or adapted by candidates when submitting their task responses.
- Instructional activities and assignments should allow candidates to have multiple experiences to draw from when creating their task submissions. Various shorter instructional assignments can provide multiple opportunities for candidates to grow as educators in the assessed areas.
- Some universities require performance-based assignments and candidate portfolios as a part of their program. The process of creating these collections of graded assignments can provide valuable experiences and artifacts that candidates may choose to draw from when submitting their tasks. EPP instructors should refrain from coaching candidates when selecting assignments to use and adapt for their PPAT assessment submissions.

Plagiarism

ETS reserves the right to cancel your scores at any time when, in its judgment, there is evidence that the submitted response includes:

- text submitted is substantially similar to that found in other performance assessment responses and/or training materials, such as, but not limited to, the Library of Examples
- quoting or paraphrasing, without attribution, language that appears in any published or unpublished sources, including sources from the Internet and/or sources provided by any third party

Essay Similarity Detection

Each task response in the assessment, whether submitted during the original submission window or during the resubmission window, **must be entirely your work**. While we encourage you to seek support from your EPP supervising instructor and mentor, each task must be distinctly and solely your own work. Software is utilized to scan all responses for overlap with previous candidate's submissions, with another candidate's submissions and with the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided at any time. If a task response is the subject of a review, the following steps will occur.

- Your overall assessment scores will be placed on hold before scores are released.
- You will be informed that your scores are on administrative hold.
- You will be informed that your response is under review, and you will be provided the opportunity to submit additional materials to ETS's OTI to support your case. You will have the ability to request that ETS supply the portions of the responses that are in question.
- All materials will be independently reviewed, and an assessment of the case will be provided to ETS's OTI.
- You will receive a letter from ETS's OTI notifying you of the decision after the review has been completed.
- If it is concluded that your scores should be released, the hold on scores will be removed and you will be able to view your score report online.
- If it is concluded there is substantial evidence to support cancellation of your scores, the scores will be voided and the appropriate state agency or institution requiring the assessment will be informed of the cancellation of scores.

Getting Started

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

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

- Create an account in the online registration system and purchase the assessment. Using this private, secure Online Submission System, you will build and submit your assessment. See the [Submission System User Guide](#) for assistance.
- Review the directions for each task and each corresponding rubric.
- Review the ancillary materials for the PPAT assessment, found on the [PPAT assessment informational website](#).
- Get a calendar and work backward from your submission deadlines to set a schedule for task completion.
- Start with Task 1. The material you include in Task 1 will influence your work on Tasks 2, 3, and 4.
- Develop a simple task analysis that lists what you are going to do, the evidence you need, and by when you will complete each task (see suggested sample below).

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

- Build each task in the Online Submission System.
- Review your responses to ensure that you have demonstrated the knowledge and skills required by the InTASC Standards.
- Score your responses against the rubrics.
- Submit each task no later than the task submission deadline.

What are the key steps in task development?

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

- Read entirely each task and its corresponding rubric.
- Locate and become familiar with all the ancillary materials referenced in the tasks, on the PPAT assessment informational website, the *PPAT Assessment Task 1 Candidate Handbook*, and this *PPAT Assessment Candidate and Educator Handbook* (i.e., the Glossary, Lesson Plan Format, Daily Reflection Form, and Professional Growth Plan).
- Develop a timeline for completing each of the four tasks.
- Develop an outline with due dates for each task and for related student work/instructional materials that need to be submitted (realizing that some parts of each task can occur simultaneously). Plan to do several trial video recordings to ensure a viable submission selection.
- Before submitting each task of the performance assessment, you should check your responses to see if all prompts and questions have been addressed and all required artifacts have been linked to your response, compare your responses to the required evidence listed in the rubrics, and make sure that all items in the checklist are completed.
- Make sure that you make and keep a copy of all your final documents before you submit each task.

Number of Classroom Students Needed to Complete the Assessment

Your class size should permit you to address all of the guiding prompts for each task and provide the evidence required. To determine whether you have enough students in your classroom to complete the assessment, consider these points:

- Candidates need to be able to demonstrate how they instruct to a group of students and how they instruct two individual students (Focus Students).
- The class size should enable the candidate to demonstrate differentiated instruction with two Focus Students.
- For Task 3, the class size should enable the candidate to submit a student work sample from another student in the class that is **not** one of the two Focus Students.
- If the directed teaching assignment includes multiple students in individual settings, candidates could consider them as an entire class when responding to the prompts even if the students are at different grade levels.

Special Education Classrooms

While the number of students in a special education classroom can vary significantly compared to a traditional classroom, special education candidates must still respond to all guiding prompts and submit all the required artifacts. Scores may be negatively impacted when all guiding prompts are not addressed and required artifacts are not included with your response.

To be successful in completing the assessment in its entirety, please take into consideration the following points:

- Discuss your directed teaching assignment with your program advisor to ensure you have a classroom setting that supports completing each task. The class size should enable you to demonstrate differentiated instruction with two Focus Students.
- Be as specific as possible when completing the Contextual Information Textbox. This is important because it allows the rater to understand the environment (i.e., inclusion setting, self-contained classroom, specialty school) in which you are teaching, the number of students in the classroom, the amount of support you have, and the students' developmental, social/emotional, behavioral, and academic needs.
- If you are placed in a classroom with multiple students who require 1:1 instruction, you need to consider all the students as the whole class when responding to the guiding prompts for all the tasks.

Video Recording in Special Education Classrooms

The submitted video recording should provide an authentic view of your teaching practice. Because raters cannot visit your classes, a video recording is the only illustration of these key aspects of your practice,

- your interactions with the students and the interactions the students have with one another;
- the type of climate that you create in the classroom;
- examples of how you engage the students; and
- examples of how you adjust instruction for the students.

For Task 4, the class size should enable you to submit a video recording with examples of you instructing, interacting, and managing multiple students.

Special education teacher candidates have the option of recording a 1-on-1 lesson with a student. If you choose this option, your recording device needs to be set up to capture how you instruct, interact, and manage the entire class, which may work independently or with support personnel while you instruct the 1-on-1 lesson.

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. Make sure your responses:

- accurately answer everything that is asked in the guiding prompts
- clearly demonstrate to the raters that you have a thorough understanding of each guiding prompt
- clearly explain key thoughts and ideas
- have been reviewed for both completeness and the quality of the response

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 assessment 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.

Do not use any identifying names or titles. This includes but is not limited to names of the following.

- Teachers

- Colleagues
- Administrators
- Students
- Schools
- Districts

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

How should I use the textboxes in the submission system?

Each of the four tasks includes numbered textboxes for your use. Examples of these textboxes are located within the task directions and are provided to help illustrate the text. Once in the submission system, type your responses and link text to artifacts, as instructed, in the textboxes at the bottom of each guiding prompt. Your written response to the guiding prompts cannot be linked to a textbox as a standalone document. See the [Submission System User Guide](#) for assistance.

Thinking About Evidence

What is evidence, and where can I find it?

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

Is any single 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.

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 they are associated with?

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, focus on the completeness and quality of the evidence. Look for connections between the textbox numbers and the bulleted sections of the rubric.

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 must select two Focus Students for each task with different learning needs and for whom you will need to modify an assessment or differentiate specific parts of your instruction.

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 between the artifact and the written commentary obvious and strong?
- What wording is used to reference the artifact within the Written Commentary?

To provide the maximum amount of evidence for the required video artifact, you must cite details of actions seen in your video within your written commentary. Your citations can be in the form of a reference to a specific moment in the video, a direct quote or a description of an occurrence. We also recommend using time stamps (e.g., “at 2:12 minutes ...) to highlight the examples in your written commentary.

The artifacts to use in Task 1 include the Contextual Factors Chart, the Instructional and Support Resources Chart, one completed Getting to Know Your Students document, and a document that demonstrates a method of communication with students' families.

The types of artifacts to use in Task 2 include a selected assessment, [baseline data](#) for the class and the Focus Students, a representative page of a rubric (or scoring guide), a graphic representation of the collected data, and Focus Student assessment samples.

The types of artifacts to use in Task 3 include a lesson plan for the whole class, a differentiated lesson plan for each Focus Student, and three student work samples (one for any student in class; one for each Focus Student).

The types of artifacts to use in Task 4 include a fifteen-minute video, a lesson plan for the whole class, baseline data for the whole class and for both Focus Students, and two Focus Students' 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.

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

- only those that are required by the task directions and are linked once within your response. (Repeated attachment of the required artifacts and extra artifacts are not acceptable.)
- linked in the designated textbox
- not links to third-party sites (Raters will not go to a third-party site to retrieve your artifact.)
- not exceeding the required number of pages
- addressing the indicators being measured
- best illustrating and connecting with what has been written
- providing the raters scoring your response with a picture of your practice and with good information on which to score your performance
- not blurry, illegible or contain an image that is too small to read

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

Raters must be able to read the contents of the artifacts that you include with your response. Blurry or illegible artifacts could result in a step score of zero if the rater is unable to view the evidence in the artifact.

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

Artifacts are uploaded to your Library of Artifacts in the online submission system then linked to the written response in your textbox. Prior to uploading your artifacts, verify that the file type, size and file name meet the online submission system requirements. After uploading the artifacts, link them to the appropriate textbox. Artifacts that are not properly linked to your textboxes will not be submitted with your task response. See the [Submission System User Guide \(PDF\)](#).

Library of Examples

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

Corrections were not made to what teacher candidates submitted, and artifacts are not included. Because these excerpts were taken from a variety of candidates, they reflect a variety of writing styles and modes of presentation. No matter the style of writing, however, most important is how well the evidence addresses the guiding prompts and the rubric specific to each textbox within a task.

The purpose of the examples is to help you notice the completeness and quality of a candidate's response—they should be used only for comparison purposes. The textbox number for each example is referenced at the top of the page and can be easily matched to the corresponding textbox number located on each task rubric. Compare your responses to the published pairs to determine whether or not your work contains sufficient evidence to fully address each guiding prompt. By examining each response and comparing the evidence within that response to the various levels of the rubric, you can determine where on the rubric your response might fall.

The Library of Examples can be found directly on the [PPAT assessment informational website](#).

Video Recording-Requirements and Guidelines

The purpose of the submitted video recording is to provide a view of your teaching that is as authentic as possible. Your video recording should show the raters how you practice your profession, how you make decisions, and how you relate to the students. The raters are not expecting flawless footage.

The assessment requires one 15-minute video recording taken from a continuous lesson on a single day during your clinical experience. Only one video file can be submitted. You have two submission options:

1. one 15-minute video file (unedited)

2. three 5-minute video segments (each unedited) that are combined into one video file.

While you are allowed to identify 3 five-minute segments from a single continuous lesson event and combine them, each of those segments must be unedited. There cannot be any disruption in the video footage for the duration of each segment.

There are established guidelines for submitting your video file. You may not submit edited videos. Editing in this context is defined as postproduction processing of the video itself or the use of cuts in an otherwise continuous segment. There cannot be any disruption in the video footage for the duration of each segment. Video segments from different days or classes cannot be combined. The footage must all come from a single lesson event. Examples of editing include the elimination of unwanted sections within segments, the addition of footage, the use of fade-ins and fade-outs, and the addition of audio-recorded material from a device other than the video recorder. In addition, video segments may not be created with two or more cameras, which would give the video recording a studio effect. **If the segments within your recording appear to have been edited, the entire task will not be scored resulting in a score of zero for Task 4.** Any break in the continuity of the lesson event within a segment is considered impermissible editing. Video segments from different days or classes cannot be combined. The footage must all come from a single lesson event.

Why is the video for Task 4 so important?

In Task 4 you are required to submit a video recording of your teaching. Your submitted video recording should provide an authentic view of your teaching practice. Because raters cannot visit your classes, a video recording is the only illustration of these key aspects of your practice,

- your interactions with the students and the interactions the students have with one another;
- the type of climate that you create in the classroom;
- examples of how you engage the students; and
- examples of how you adjust instruction for the 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 assessment Student Permission Form and Adult Permission Form can be found directly on the [PPAT assessment informational website](#)

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

Your Educator Preparation Program (EPP) will work with superintendents/school districts to inform them about the assessment, the video component of the assessment and the requirement to use and obtain approval for the PPAT® permission forms.

When working in a virtual environment, it may be difficult to obtain signatures for the permission forms. Candidates may use electronic signature programs, such as DocuSign®, to obtain permission form approvals from parents/guardians or other adults if unable to obtain physical signatures.

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 assessments or assignments. 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 or whose observations, letters or other materials you submit.

Keep these signed permission forms in your possession. Do not submit them to ETS.

You will be required to obtain permission forms again when resubmitting your task(s) if you do not have permission forms for the resubmission artifacts.

Video Equipment

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

- A video camera, smart phone, free editing software, etc.

- Video editing software (for reducing the video file size to meet system upload requirements or for combining video segments into one file if choosing to submit three unedited five-minute video segments)
- 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?

We strongly encourage you to record multiple lessons throughout your clinical experience, so you have several options when choosing the best video footage to submit for original submission or, if necessary, for resubmission.

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 single continuous lesson event, 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 resulting in a score of zero for Task 4.

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 and from one single continuous lesson. 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.

How can I improve the quality of the video?

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.

How can I improve the quality of the audio?

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. After you have successfully uploaded your video file to the submission system, review the video to ensure proper sound and play quality. **If the rater is unable to view or hear your video, your score may be impacted.**

What should be included in a 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.

What should be included in a 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.

How do I combine unedited video segments?

Only one video file may be uploaded to the submission system. If you will be submitting three 5-minute video segments instead of one 15-minute segment, remember that each 5-minute segment must be a continuous unedited piece of your recorded video. You should obtain video editing software that allows you to combine multiple video segments into one file. See the [Submission System User Guide \(PDF\)](#) for assistance.

What guidelines are there for audio enhancement?

Amplifying the sound to enhance the audio on a video is acceptable as long as the amplification of the audio does not conflict with the postproduction editing guidelines described above.

What guidelines are there for recording a video in a virtual learning environment?

ETS will accept videos created in a virtual learning environment for candidates who are unable to record face-to-face videos as a result of COVID-19 restrictions. Review the [Guidance for Completing the PPAT Assessment in a Virtual or Hybrid Environment \(PDF\)](#).

To protect the identity of participants in the virtual recording, most video conferencing platforms have a step-by-step process on how to change one's name or remove one's name from the account. In some instances, a user can remove their name while a meeting is being recorded.

How do I upload my video file to include with my response?

The video is uploaded in Task 4, Step 5. The maximum file size for the video is **1.5 GB**. See the [Submission System User Guide \(PDF\)](#) for assistance.

Do not upload your video file to your Library of Artifacts.

Do not include a link to a third-party site for your video.

Before submission, become familiar with your recording equipment and the size and type of the video file you will create to allow time to adjust your video file to meet the system requirements for uploading.

If you plan to record your video from your cell phone or tablet, make sure you are able to transfer the video file from your cell phone or tablet to a PC or Mac® in order to upload it to the submission system.

Even though your video recording may be within the 15-minute requirement, the file itself may be too large for uploading into the submission system. If the file is too large, use video editing software to reduce the file to an acceptable size.

After uploading your video file, review the video to ensure proper sound and play quality. **If the rater is unable to view or hear your video, your score may be impacted.**

We recommend that you allow at least one hour to complete the video upload and review process in the submission system.

What happens to my video after I receive my scores?

The assessment video will be deleted from ETS systems approximately 12 months after the final scores are reported for the submission window, with the exception of videos that will be used for training purposes. A video that ETS selects to be used for training ETS raters will remain in the ETS systems. ETS will honor requests to exclude a candidate's video from being used for training purposes. Requests to exclude a video from being used for training purposes should be sent via email to ppat@ets.org.

Scoring

Tasks 2 through 4 of the PPAT assessment are summative tasks and are scored on an ongoing basis during the semester the teacher candidate is involved in the clinical experience. Responses to each task's guiding prompts are submitted through the Online Submission System. You will receive your scores on Tasks 2 and 3 before the Task 4 submission deadline. You will receive your scores on all three summative tasks after the submission deadline date for Task 4. This method of submission and score reporting allows you to have a realistic perspective on strengths and weaknesses of your task responses. Find score report dates on the Getting Your Scores section [PPAT Informational Website](#).

What is the scoring process?

Each PPAT assessment task consists of three or four steps. These steps generally address the following areas: planning, implementation, working with the focus students, analysis, and reflection. Each of these steps receives a score that contributes to the overall score of the task. Task 4, which requires the submission of a video, is double weighted. When multiple raters score a task, the step scores are averaged. The final score of the three summative tasks is a compilation of all the step scores.

The PPAT assessment is scored using a four-point rubric. When scoring each task, raters review your written commentary and the artifacts that you linked to your written commentary. At least three raters contribute to scoring your assessment. See chart below for more information.

	Task 2	Task 3	Task 4 (double weighted)	Cumulative
Step 1	1–4 points	1–4 points	1–4 points	
Step 2	1–4 points	1–4 points	1–4 points	
Step 3	1–4 points	1–4 points	1–4 points	
Step 4		1–4 points	1–4 points	
Total	12 possible points	16 possible points	32 possible points (double weighted)	60 possible points



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

Each task is initially scored by one rater. If the total task score falls within a defined range of the overall passing requirement, an additional rater will independently score the task. The step scores assigned by the two raters will be averaged. If the total task score between the two raters is different by more than 3 points for Tasks 2 and 3 or 4 points for Task 4, an additional rater will independently score the task. The step scores assigned by the three raters will be averaged. The step scores are summed for a total task score. Then the scores from tasks 2, 3 and 4 are summed into a total composite score.

Scoring leaders are assigned to supervise all scoring activity. As part of this work, scoring leaders also conduct random back readings of tasks that were scored. If an error in scoring is detected, the error will be corrected.

Find additional information on the How Tasks are Scored section of the [PPAT Assessment informational website](#).

What qualifications do raters need?

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

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

How is fairness ensured?

There are numerous checks in place to ensure fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstrating an understanding of the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions conducted by experts who are trained in qualifying raters. Raters must take and pass a certification test verifying their mastery of accurate scoring processes before they can score actual candidate assessments.

Controls exist in the scoring process to manage the quality of the scores produced. Test validity, reliability, and fairness are of foremost importance. Scoring adheres to the highest industry



standards for evidence-based assessments. Throughout the scoring process, steps are taken to control any inherent biases that may impact scoring, either negatively or positively. Raters are trained to recognize when a personal, societal, or professional bias might interfere with their ability to fairly score a response. Through adherence to industry standards, you can be confident that portfolio scoring is conducted to achieve the highest levels of fairness and reliability.

All identifying information provided by the candidate at registration is removed from responses so that raters are prevented from knowing a candidate's identity. For resubmitted tasks, raters are not aware of any previous scores.

Receiving Your Scores

How will I receive my scores?

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

Find additional information on the Getting Your Scores section of the [PPAT assessment informational website](#).

Will my scores be delivered to anyone other than myself?

All scores will automatically be provided to the educator preparation program you identified at the time of registration and up to four other entities identified by you at the time of registration. If the state identified on your account profile for where you are seeking certification is an [automatic score recipient](#) for the assessment, your scores will automatically be provided to that state agency. Please note that your score report will not indicate or disclose any nonstandard testing accommodations.

Understanding Your Scores

You will receive two score reports for the assessment.

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

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

See the Understanding Your Scores section of the [PPAT assessment informational website](#).

What score report feedback will I receive?

Your score report includes general feedback for each step score within a task. Score-report feedback addresses the qualitative and quantitative levels of the evidence provided in teacher candidate responses at the level of the task step. The feedback statements are directly connected to the guiding prompts within the textboxes of the tasks and focus on score points 1 through 4. See the Understanding Your Scores section of the [PPAT assessment informational website](#) to view the score-report feedback for all steps and score levels. The feedback is designed to provide perspective on the evidence that teacher candidates scoring at the 1-, 2-, 3-, or 4-point level tend to submit. For those not successful on their first submission attempt, the feedback provides a look at the kinds of evidence that accompanies tasks that receive higher scores and guides you to improve the quality of your evidence in your step responses.

How do I evaluate my scores when considering resubmission?

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

Why would a score of zero be applied to a Step?

A step score of zero will be applied to a Step for any of the following:

- The written commentary for an entire step is missing.
- The written commentary in all textboxes for a Step does not address the guiding prompts (e.g., "I will complete this step when I resubmit.") or consists of random keystrokes (e.g., "glkhf").
- The required artifacts for an entire step are missing or illegible. A step that requires multiple artifacts needs to have at least one artifact attached to the step to be scoreable.

- The artifacts for an entire step fail to provide the required evidence or are unrelated (e.g., picture of a cow, a note that says “I didn’t have time to complete this”).
- Links to artifacts on a third-party site aren’t acceptable.
- The required video is missing or does not provide evidence of whole class instruction.
- The video did not meet the Video Requirements found in the Candidate and Educator Handbook.

Resubmission

What should I know about resubmission, if I didn’t pass?

In the event your cumulative score does not meet the passing score, you may be eligible to resubmit any task or tasks 2, 3 or 4 you choose for a fee. The resubmission task(s) are completely separate responses from what was originally submitted.

Resubmission must occur in the two resubmission windows established for your registration. Tasks may be resubmitted in the resubmission window immediately following the reporting of your original submission scores or in the second resubmission window. See the resubmission window [dates and deadlines](#).

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

See the Resubmitting Your Tasks section of the [PPAT assessment informational website](#).

What if my scores are lower?

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

Ownership

Terms of Submission

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

- I agree to comply with the terms of the PPAT Assessment Candidate and Educator Handbook;
- I understand that I am submitting my own responses and artifacts associated with this task, and I agree not to share any of my responses and artifacts with current or future candidates;
- I understand the role of professional ethics and that my ability to complete my institution's educator preparation program and my ability to earn a Teacher's Certificate from my state certification body/agency/department will be jeopardized if I violate the privacy of my students and/or coworkers by posting any responses, artifacts, or videos without appropriate permission from students, parents, and coworkers;
- I certify that my submission represents the work that I completed and that I have retained all signed Student and Adult Release Forms required by the assessment.
- I understand that the responses and artifacts that I submit for each task and video that I submit for Task 4 will be evaluated by educators, raters, or other appropriate individuals, and I understand that I will not be able to make any modifications once I click Submit;
- I certify that I am the student teacher depicted in the video for Task 4;
- I further give permission for all parts of my submission (including the task 4 video and audio recording of my image and teaching) to be used by ETS to train raters who will score my assessment and to train future raters on how to score the assessment. ETS may also use my written commentary to develop a library of examples for future teacher candidates. My educator preparation program may use my responses and accompanying materials to work with me on improving my teaching performance;
- I understand and agree that I will not obtain any ownership or other intellectual property rights in any information or materials posted on or linked from this website, including the assessment tasks, the rubrics, and all support materials which are owned by ETS.

Who owns the PPAT assessment responses?

You will maintain ownership of all responses and accompanying materials, but you will be limited in what you can do with the responses and the accompanying materials to two uses. First, by submitting your performance assessment responses with the accompanying materials, you are agreeing that ETS will have permission to use your responses with the accompanying materials, without any identifying information, to support the scoring of the PPAT assessment. In particular, ETS may use your responses to train raters who will score your assessment, to train



future raters on how to score the assessment, and to use your written commentary to develop a library of examples for future teacher candidates.

Technical Issues

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

The goal in designing the PPAT assessment 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 assessment customer service. Contact us for assistance before the submission deadline to allow time to resolve issues you encounter.

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

1-609-359-5634

1-855-628-5088

ppa@ets.org

Ancillary Materials

Purpose of the Ancillary Materials

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

Glossary

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

How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>The teacher candidate will reference the Glossary when he or she is unclear of what a term means, specifically according to the PPAT. Some of the terms may have several definitions, but the Glossary makes the language clear and consistent across the tasks to avoid confusion.</p>	<p>The EPP instructor will use the Glossary to gain understanding of the terms and language present throughout the PPAT. The Glossary helps ensure that language and terms are used in a clear and consistent way by all teacher candidates. The Glossary can also be used as an instructional tool to assist a teacher candidate in discussions relating to his or her course work and clinical teaching assignment.</p>	<p>The cooperating teacher will use the Glossary to gain understanding of the terms and language present throughout the PPAT. The Glossary helps ensure that language and terms are used in a clear and consistent way by all those involved with the PPAT.</p>

Lesson Plan Format

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

How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>The teacher candidate will use the Lesson Plan Format to gain understanding of and organize the components of an effective lesson. This format will allow the teacher candidate to consistently practice and improve daily planning of instruction, which will then enhance students' learning.</p>	<p>The EPP instructor will use the Lesson Plan Format to suggest a consistent format for a teacher candidate to embrace and use. The Lesson Plan Format can be used to conduct constructive feedback sessions. In general, the Lesson Plan Format can also be used in relation to course work.</p>	<p>The cooperating teacher will use the Lesson Plan Format as an organizational format and will make any additions or changes necessary to meet the district, school, and/or class needs. The Lesson Plan Format can be used to conduct constructive feedback sessions.</p>

Daily Reflection Form

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

How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>The teacher candidate will use the Daily Reflection Form to reflect daily on his or her practice and student learning. This will help the teacher candidate focus on student learning and identify personal strengths and areas for improvement. The teacher candidate can then strive to improve in those areas within the classroom, through mentoring or professional development.</p>	<p>The EPP instructor will use the Daily Reflection Form for review and to provide formative feedback to a teacher candidate. The Daily Reflection Form will provide the EPP instructor with insight into a teacher candidate's experiences, daily achievements, and frustrations in the classroom.</p>	<p>The cooperating teacher will use the Daily Reflection Form for review and to provide formative feedback to a teacher candidate. The Daily Reflection Form will allow for continuous communication and collaboration between the teacher candidate and his or her cooperating teacher.</p>

Professional Growth Plan

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

This tool helps a teacher candidate identify specific learning goals and provides a structure for continuing professional growth. The Professional Growth Plan provides the necessary guidance to assist a teacher candidate through a continuous learning process. This process is based on numerous components, such as the teacher candidate’s needs, the needs of the district, and the alignment of the two in a way that ultimately improves student achievement. Please see the *PPAT Assessment Reflective Practice Handbook* for explicit direction and suggestions.

How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>The teacher candidate will use the Professional Growth Plan to identify and reflect on specific personal learning goals that promote continuing professional growth. The teacher candidate will self-reflect daily on instructional practices and will work with the EPP instructor and/or cooperating teacher to identify areas of personal need and areas of need for the district and determine how both sets of needs can align in a way that ultimately improves student achievement.</p>	<p>The EPP instructor will use the Professional Growth Plan to guide a teacher candidate through a continuous learning process. The EPP instructor will work with a teacher candidate to identify his or her individual needs and the district’s needs and determine how both sets of needs can align in a way that ultimately improves student achievement and promotes continuing professional growth.</p>	<p>The cooperating teacher will use the Professional Growth Plan to guide a teacher candidate through a continuous learning process. The cooperating teacher will consider the teacher candidate’s individual needs and the district’s needs and determine how both sets of needs can align in a way that ultimately improves student achievement and promotes professional growth.</p>



Permission Forms

What permission forms must I complete?

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

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

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

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

These permission forms can be found directly on the [PPAT assessment informational website](#).

Do I submit the signed permission forms to ETS?

No. Keep the signed permission forms in your possession. Do not submit to ETS

You will be required to obtain permission forms again when resubmitting your task(s) if you do not have permission forms for the resubmission artifacts.