

Getting Started with the PPAT® Assessment

Working with institutions and educator preparation programs (EPPs) across the country has shown us that there are many key steps to consider when incorporating a performance assessment into an EPP curriculum. This knowledge informs the list of suggestions provided below and can help you as you start implementing the PPAT® assessment at your institution.

Familiarize yourself with available resources.

The PPAT tasks, rubrics and resources are all available online, allowing teacher candidates, supervising faculty and cooperating teachers to become familiar with them prior to starting the assessment. Resources such as the *PPAT Candidate and Educator Handbook*, the *PPAT Task 1 Handbook*, the *PPAT Reflective Practice Handbook* and the *PPAT Cooperating Teacher Handbook* provide specific details and tips to guide teacher candidates through the entire PPAT assessment experience.

Integrate the PPAT assessment into the teacher education curriculum.

Within each task, the PPAT assessment provides the InTASC standards that will be assessed. Reviewing these InTASC standards and integrating the PPAT assessment into your curriculum can help support your candidates as they complete the assessment.

Prepare your teacher candidates.

A holistic review of the PPAT assessment can help create context. We recommend preparing your candidates by reviewing the PPAT tasks and rubrics with them prior to the start of their clinical practice, so that they understand the elements of teaching they will have to demonstrate when responding to tasks. This process may include reviewing writing commentaries, developing reflective analysis and generating evidence of student learning.

Engage all faculty in the PPAT assessment process.

ETS has created an introductory video to help faculty develop a working knowledge of the PPAT assessment. Sharing this video with colleagues and other staff can help bolster their understanding of the assessment. If additional explanation or support is needed, live webinars are available upon request.

Work with cooperating teacher.

The PPAT assessment was designed to promote collaboration among the teacher candidate, faculty advisor and cooperating teacher. Establishing open communication and sharing feedback among supervising faculty and cooperating teachers is helpful and creates a support system for the candidate. Encourage supervising faculty and cooperating teachers to review the *PPAT Cooperating Teacher Handbook* to develop an understanding of what is expected of the candidate and explore ways to best model reflective practice.

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Use and evaluate Task 1.

Task 1 was designed to create a positive learning climate for the teacher candidate's clinical experience and should be completed by both the teacher candidate and the faculty advisor. Because Task 1 is locally evaluated by the faculty advisor, it provides an opportunity for both the teacher candidate and the faculty advisor to become familiar with the tasks and submission system. Refer to the *Task 1 Handbook* for guidance on how to effectively complete and evaluate Task 1.

Refer to the Library of Examples.

Sample PPAT submissions, available online in the Library of Examples, provide teacher candidates with examples that fully address each guiding prompt. These examples are not templates for successful submissions but are meant to provide candidates with a reference on how the evidence presented in the excerpt satisfies the rubric.

Understand how the PPAT assessment is scored.

Task 1 is locally evaluated or reviewed at the teacher candidate's EPP. Tasks 2, 3 and 4 are scored after each task is submitted. An overall score, task scores and detailed step scores (connected to rubrics and guiding prompt language) will be provided to the candidate. Step scores provide more granular feedback, which is helpful for candidates who are deciding whether or not to resubmit a task. Candidates who do not meet the passing score will have an opportunity to resubmit one, two or all three tasks for a one-time fee during the resubmission window immediately after scores are issued.

Receive and review candidates' scores.

Individual task and cumulative scores are automatically sent to the candidate's EPP approximately three weeks after the Task 4 deadline via the *ETS*[®] Data Manager. Candidates receive score reports throughout their submission process via their online account. Individual Task 2 and Task 3 scores are available to candidates approximately three weeks after the Task 2/Task 3 deadline. The scores for Tasks 2, 3 and 4 (including overall cumulative scores) are issued approximately three weeks after the Task 4 deadline. Resubmitted task scores will be reissued approximately three weeks after the resubmission deadline date. Analytical review and discussion among faculty about candidate performance data may help in developing program modifications that are necessary to improve clinical experience outcomes.

For more information, visit www.ets.org/ppat.

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