

PPAT® Assessment

How to Use 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 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, EPP instructor, and cooperating teacher work together to fulfill the requirements of the PPAT® Assessment.

Glossary

This resource consists of terms that are essential for a teacher candidate to know in order to successfully complete this performance assessment. The Glossary provides specific definitions that reflect the meaning of each listed term in the context of the PPAT Assessment.

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 a teacher candidate better understand and design meaningful daily lessons that will best meet students' needs and positively enhance instructional practice and student learning. This tool is intended for use in conjunction with Tasks 2, 3, and 4.

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 improve instructional practices and student learning.

Professional Growth Plan (may be required)

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

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

Ancillary Material	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>Glossary</p> <p>This resource consists of terms that are essential for a teacher candidate to know and understand in order to successfully complete this performance assessment. The Glossary provides specific definitions that reflect the meaning of each listed term in the context of the PPAT.</p>	<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>

Ancillary Material	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>Lesson Plan Format</p> <p>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 a teacher candidate better understand and design meaningful daily lessons that will best meet students’ needs and positively enhance instructional practice and students’ learning. This tool is intended for use in conjunction with Tasks 2, 3, and 4.</p>	<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>

Ancillary Material	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>Daily Reflection Form</p> <p>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 improve instructional practice and student learning and to meet student needs.</p>	<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>

Ancillary Material	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>Professional Growth Plan</p> <p>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 needs of the teacher candidate, the needs of the district, and the alignment of both sets of needs in a way that ultimately improves student achievement.</p>	<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>Please see the <i>PPAT Assessment Reflective Practice Handbook</i> for more explicit direction and suggestions.</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>Please see the <i>PPAT Assessment Reflective Practice Handbook</i> for more explicit direction and suggestions.</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> <p>Please see the <i>PPAT Assessment Reflective Practice Handbook</i> for more explicit direction and suggestions.</p>