

## **PPAT<sup>®</sup> Assessment**

Association for  
Advancing Quality in  
Educator Preparation (AAQEP)  
Expectations Framework  
Alignment with ETS *PPAT*<sup>®</sup>  
Assessment Tasks



## Association for Advancing Quality in Educator Preparation (AAQEP) Expectations Framework Alignment with ETS PPAT® Assessment Tasks

The PPAT® assessment evaluates teacher candidates on their ability to impact student learning by demonstrating that they have the basic pedagogical content knowledge and skills application for the classroom to begin teaching. The test most reflects AAQEP Expectations Framework Standards 1 and 2.

**Standard 1 Candidate/Completer Performance:** *Program completers perform as professional educators with the capacity to support success for all learners.*

**Standard 2 Completer Professional Competence and Growth:** *Program completers adapt to working in a variety of contexts and grow as professionals.*

While candidate results on an assessment such as the PPAT assessment may well inform an educator preparation program's continuous improvement that is reflected in Standards 3 and 4, this alignment document focuses on candidates and, hence, on Standards 1 and 2. For purposes of this alignment, we have indicated the facets of Standards 1 and 2 that pertain to a particular PPAT assessment task guiding prompt.

This alignment to the AAQEP standards allows programs going through the accreditation process to easily identify where the PPAT assessment aligns.



## PPAT<sup>®</sup> Assessment Task 1: Knowledge of Students and the Learning Environment

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<p><b>Step 1</b> <b>Factors, Resources, and Protocols</b> Candidates' ability to identify and reflect on a variety of factors and resources that can be used to communicate and cultivate partnerships with students and the community.</p>	<p>Textbox 1.1.1: Understanding the Contextual Factors Influencing Instruction and Student Learning</p>	<p>a. Identify your chosen community factor. Based on your chosen community factor, identify and describe one possible instructional strategy <b>and</b> one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.</p> <p>b. Identify your chosen school/district factor. Based on your chosen school/district factor, identify and describe one possible instructional strategy <b>and</b> one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory</li> <li>Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning</li> <li>Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</li> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</li> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 1 (continued)</b></p>	<p>Textbox 1.1.2: Available Resources to Enhance Student Learning</p>	<p>a. Select two resources from the completed Instructional and Support Resources Chart and explain how you would use each in your classroom to support student learning.</p> <p>b. Select a particular characteristic that you listed under Knowledge of Individual Students in the Contextual Factors Chart. Based on this selected characteristic, explain how a resource from the Instructional and Support Resources Chart, different from the two discussed in the</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory</li> <li>Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning</li> <li>Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
		<p>previous prompt (Guiding Prompt a), could enhance student learning.</p>	<ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</li> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 1 (continued)</b></p>	<p>Textbox 1.1.3: Norms, Protocols, and Agreements</p>	<p>a. Describe one example of a classroom norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.</p> <p>b. Describe one example of a technology norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.</p> <p>c. Identify and describe one norm, protocol, or agreement that you and your students could co-create. Explain how the norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning environment.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</li> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<p><b>Step 2</b>  <b>Knowledge of Students</b>            Candidates' ability to cultivate relationships with your students (e.g., through the co-creation of rigorous, relevant learning opportunities) and acquire increasing in-depth knowledge about each students' academic and nonacademic strengths, skills, competencies, and interests.</p>	<p>Textbox 1.2.1: Getting to Know Your Students</p>	<p>a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.</p> <p>b. Using one student's completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory</li> <li>• Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</li> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</li> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 2 (continued)</b></p>	<p>Textbox 1.2.2: The Focus Students</p>	<p>a. Describe each identified Focus Student's cultural and linguistic assets, lived experiences and academic strengths and learning needs. Explain how each of these two students contributes to the learning environment of your classroom.</p> <p>b. Based on your knowledge of Focus Student #1, identify and describe one possible instructional strategy <b>and</b> one learning activity that you and this student could co-create to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory</li> <li>• Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</li> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
		<p>student’s cultural and linguistic assets, lived experiences, academic strengths and learning needs.</p> <p>c. Based on your knowledge of Focus Student #2, identify and describe one possible instructional strategy <b>and</b> one learning activity that you and this student could co-create to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets, lived experiences, academic strengths and learning needs.</p>	<ul style="list-style-type: none"> <li>Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</li> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 2 (continued)</b></p>	<p>Textbox 1.2.3: Communicating you’re your Students’ Families</p>	<p>a. Explain how your method of communication conveys the importance of cultivating positive relationships with students and their families. Use examples from your communication to support your explanation.</p> <p>b. Explain how your method of communication fostered interaction among you, your students, and their families. Use examples to support your explanation.</p> <p>c. Describe the overall response you received from your communication. How will this response impact an instructional decision you will make in your classroom? Use examples from the responses you received to support your analysis.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning</li> <li>Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities</li> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</li> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>

## PPAT<sup>®</sup> Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<b>Step 1</b> <b>Planning the Assessment</b> Candidates' ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)	Textbox 2.1.1: Selecting a Single Assessment	a. Provide an in-depth description of the assessment. Provide a rationale for choosing or designing the assessment based on its alignment with the standards and learning goal(s) that meet the students' needs.  b. What data did you use to establish a baseline for student growth related to this lesson's learning goal(s)?  c. Describe the rubric or scoring guide you have selected or designed. How does it align to your learning goal(s)? How will you communicate its use to your students?  d. What evidence of student learning do you plan to collect from the assessment? How will you collect the data? Provide a rationale for your data-collection process.	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 2.1.2: Preparing Learners for the Assessment	a. What learning activities and student groupings will you use during the assessment? Provide a rationale for your choices.  .	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>Creation and development of positive learning and work environments</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<b>Step 1 (continued)</b>	Textbox 2.1.2 (continued)	b. What materials, resources, and technology will you use to administer the assessment? Provide a rationale for your choices	<b>Standard 1</b> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul>
<b>Step 1 (continued)</b>	Textbox 2.1.3: The Two Focus Students	a. Choose and describe two Focus Students who reflect different learning needs and for whom you will need to modify the assessment. Provide a rationale for selecting each of the students. Refer to them as Focus Student 1 and Focus Student 2 as you respond to the guiding prompts.	<b>Standard 1</b> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul>
<b>Step 1 (continued)</b>	Textbox 2.1.3 (continued)	b. What data did you use to establish a baseline for growth for these two Focus Students?	<b>Standard 1</b> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul>
<b>Step 1 (continued)</b>	Textbox 2.1.3 (continued)	c. Based on their specific learning needs, how will you modify the assessment for each of the two Focus Students? Provide a rationale for each decision.	<b>Standard 1</b> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<p><b>Step 2</b>  <b>Administering the Assessment and Analyzing the Data</b>            Candidates' ability to administer their assessment and to collect, record, and analyze the data</p>	<p>Textbox 2.2.1: Analysis of the Assessment Data and Student Learning for the Whole Class</p>	<p>a. Based on your baseline data and the data shown in your graphic representation, analyze the assessment data to determine your students' progress toward the learning goal(s).</p> <p>b. How efficient was the data-collection process that you selected? Cite examples to support your analysis.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul>
<p><b>Step 2 (continued)</b></p>	<p>Textbox 2.2.1 (continued)</p>	<p>c. Describe how you engaged students in analyzing their own assessment results to help them understand their progress toward the learning goal(s).</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 2 (continued)</b></p>	<p>Textbox 2.2.2: Analysis of the Assessment Data and Student Learning for Each of the Two Focus Students</p>	<p>a. What did you learn overall about the progress of each of the two Focus Students toward achieving the learning goal(s)? Cite evidence from each of the two Focus Students' completed assessment and any other related data to support your analysis.</p> <p>b. Based on the assessment data, both baseline and graphic, what impact did your modification(s) of the assessment have on the demonstration of learning from each of the two Focus Students? Cite examples to support your analysis.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<p><b>Step 2 (continued)</b></p>	<p>Textbox 2.2.2 (continued)</p>	<p>c. Describe how you engaged each of the two Focus Students in analyzing his or her own assessment results to help understand progress made toward the learning goal(s).</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 3 Reflecting</b> Candidates' ability to reflect on their assessment by providing evidence of student learning that resulted from the administered assessment plan</p> <p>Candidates' ability to reflect on the data-based decisions that occurred through data analysis</p>	<p>Textbox 2.3.1: Reflecting on the Assessment for the Whole Class</p>	<p>a. How will your data analysis inform or guide future instruction for the whole class?</p> <p>b. What modifications to the data-collection process would you make for future use? Provide a rationale.</p> <p>c. What modifications to the assessment would you make for future use? Provide a rationale.</p> <p>d. In what ways would an assessment that is different from the type used in this task allow students to further demonstrate their achievement of the learning goal(s)?</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul>
<p><b>Step 3 (continued)</b></p>	<p>Textbox 2.3.2: Reflecting on the Assessment for Each of the Two Focus Students</p>	<p>a. Choose one successful aspect of the assessment for either Focus Student. Provide a rationale for your choice.</p> <p>b. How will your data analysis inform or guide future instruction for each of the two Focus Students?</p> <p>c. What modifications would you make to the assessment for future use for each of the two Focus Students? Provide a rationale.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul>

## PPAT® Assessment Task 3: Designing Instruction for Student Learning

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<b>Step 1</b> <b>Planning the Lesson</b> Candidates' ability to plan an effective lesson that facilitates student learning	Textbox 3.1.1: Standards and Learning Goals	a. What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.1 (continued)	b. What learning goal(s) and content standards, state and/or national standards, did you identify for the lesson? How will they guide the planned learning activities?	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.1 (continued)	c. What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?  d. What are some difficulties students might encounter with the content? How will you address the difficulties?	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>Creation and development of positive learning and work environments</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.2: Instructional Strategies	a. What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Creation and development of positive learning and work environments</li> </ul> <b>Standard 2</b>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
			<ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.2 (continued)	b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.2 (continued)	c. What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.3: Learning Activities	a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.3 (continued)	b. How will these learning activities address students' strengths and needs?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
			<ul style="list-style-type: none"> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.3 (continued)	c. How did your class demographics inform the design of the learning activities you chose?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory</li> <li>• Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.4: Materials, Resources, and Technology	a. What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.4 (continued)	b. What types of technology do you plan to use in your instruction?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
			<ul style="list-style-type: none"> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 3.1.4 (continued)	c. How will your chosen technology enhance your instruction and student learning in the lesson?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 2</b> <b>The Focus Students</b> Candidates' ability to differentiate instruction for individual students	Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction	a. Identify Focus Student 1 and 2's learning strengths and challenges related to the learning goal(s) of the lesson.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul>
<b>Step 2 (continued)</b>	Textbox 3.2.1 (continued)	<p>b. Describe how you will differentiate specific parts of your lesson plan to help Focus Students 1 and 2 meet the learning goal(s) of the lesson. Provide a rationale.</p> <p>c. What evidence will you collect to show the progress Focus Students 1 and 2 make toward the learning goal(s)?</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts</li> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 3</b> <b>Analyzing the Instruction</b>	Textbox 3.3.1: Analyzing the Instruction for the Whole Class	a. To what extent did the lesson, including instructional strategies, learning activities, materials,	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
Candidates' ability to analyze their lesson plan and evidence of student learning		<p>resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?</p> <p>b. How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.</p> <p>c. While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.</p>	<ul style="list-style-type: none"> <li>Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 3 (continued)</b>	Textbox 3.3.1 (continued)	d. What steps did you take to foster teacher-to-student <b>and</b> student-to-student interactions? How did they impact student engagement and learning?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 3 (continued)</b>	Textbox 3.3.1 (continued)	e. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 3 (continued)</b>	Textbox 3.3.2: Analyzing the Differentiated	a. To what extent did each of the two Focus Students achieve the learning	<p><b>Standard 1</b></p>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
	Instruction for Each of the Two Focus Students	goal(s) of the lesson? Cite examples to support your analysis.	<ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul>
<b>Step 3 (continued)</b>	Textbox 3.3.2 (continued)	b. How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 4 Reflecting</b></p> <p>Candidates' ability to reflect on the strengths of their lesson plan as well as on the components of the lesson that are in need of improvement</p>	Textbox 3.4.1: Reflecting on the Lesson for the Whole Class	<p>a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 4 (continued)</b>	Textbox 3.4.1 (continued)	b. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
			<p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</li> </ul>
<p><b>Step 4 (continued)</b></p>	<p>Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students</p>	<p>a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>

## PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
<b>Step 1 Planning</b> Candidates' ability to plan an effective lesson that facilitates student learning	Textbox 4.1.1: Goals and Student Background	a. What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Creation and development of positive learning and work environments</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 4.1.1 (continued)	b. What whole-class data did you use to establish a baseline to measure student growth?  c. How did your students' prior knowledge and background information influence your planning process?	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>Creation and development of positive learning and work environments</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 1 (continued)</b>	Textbox 4.1.2: Instructional Strategies	a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.  b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.  c. How do you plan to use questioning skills to promote student learning? Provide a rationale.	<b>Standard 1</b> <ul style="list-style-type: none"> <li>Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>Creation and development of positive learning and work environments</li> </ul> <b>Standard 2</b> <ul style="list-style-type: none"> <li>Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
		<p>d. How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.</p>	
<p><b>Step 1 (continued)</b></p>	<p>Textbox 4.1.3: Lesson Activity(ies)</p>	<p>a. Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate <b>and</b> address student learning needs.</p> <p>b. Describe how you will monitor student learning during the course of the lesson.</p> <p>c. What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 2</b> <b>Implementing the Plan</b> Candidates' ability to implement the lesson plan, interact with their students, and analyze their practice</p>	<p>Textbox 4.2.1: Instructional Strategies</p>	<p>a. How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.</p> <p>b. How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.</p> <p>c. How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.</p> <p>d. How did you integrate literacy into the content you taught to promote</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environment</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
		student learning? Cite examples from any part of the lesson to support your analysis.	
<b>Step 2 (continued)</b>	Textbox 4.2.2: Interacting with the Students	<p>a. How did you monitor student learning while teaching the lesson? In what ways did evidence of learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.</p> <p>b. How did you provide feedback to individuals <b>and</b> the whole class to advance student learning? Cite examples from the video to support your analysis.</p> <p>c. How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environment</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 2 (continued)</b>	Textbox 4.2.3: Classroom Management	a. What classroom-management strategies did you use during the lesson? Cite examples of the strategies from the video.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Creation and development of positive learning and work environment</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<b>Step 2 (continued)</b>	Textbox 4.2.3 (continued)	b. In what ways did the strategies engage students and promote a positive learning environment? Cite examples from the video to support your analysis.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environment</li> </ul> <p><b>Standard 2</b></p>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
			<ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 3</b> <b>Understanding the Two Focus Students</b> Candidates' ability to provide evidence of student learning resulting from the implemented lesson</p>	<p>Textbox 4.3.1: Understanding the Two Focus Students</p>	<p>a. Identify Focus Student 1 and 2's learning strengths and challenges</p> <p>b. What data did you use to establish a baseline to measure these students' growth?</p> <p>c. What evidence will you collect to show their progress toward the learning goal(s)?</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 4</b> <b>Reflecting</b> Candidates' ability to reflect on the effectiveness of their lesson for the entire class</p>	<p>Textbox 4.4.1: Reflection on the Whole Class</p>	<p>a. To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> </ul>
<p><b>Step 4 (continued)</b></p>	<p>Textbox 4.4.1 (continued)</p>	<p>b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.</p>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Creation and development of positive learning and work environments</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul> <p><b>Standard 2</b></p>

Steps	Textboxes	Guiding Prompts	AAQEP Expectations Framework
			<ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</li> </ul>
<b>Step 4 (continued)</b>	Textbox 4.4.1 (continued)	c. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Creation and development of positive learning and work environments</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</li> </ul>
<b>Step 4 (continued)</b>	Textbox 4.4.2: Reflection on the Two Focus Students	a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> </ul>
<b>Step 4 (continued)</b>	Textbox 4.4.2 (continued)	b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought</li> <li>• Assessment of and for student learning, assessment and data literacy, and use of data to inform practice</li> <li>• Dispositions and behaviors required for successful professional practice</li> </ul> <p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts</li> <li>• Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</li> </ul>



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