

PPAT® Assessment Task and Step Crosswalk with CAEP® Standards



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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 content of the PPAT assessment is aligned with InTASC Model Core Teaching Standards.

The CAEP® Standards support and make use of the InTASC standards. For purposes of this alignment, we have indicated the CAEP Standards that are addressed in the PPAT assessment task steps.

This crosswalk to the CAEP Standards allows programs going through the accreditation process to easily identify where the PPAT assessment aligns.



PPAT® Assessment Task 1: Knowledge of Students and the Learning Environment
Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4, 1.5

Steps	CAEP Standards
Step 1: Factors, Resources, and Protocols	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.</p>
Step 2: Knowledge of Students	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.</p> <p>1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).</p>

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

Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4, 1.5

Steps	CAEP Standards
<p>Step 1: Planning the Assessment</p>	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).</p> <p>1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).</p> <p>1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>
<p>Step 2: Administering the Assessment and Analyzing the Data</p>	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.</p>

Steps	CAEP Standards
Step 3: Reflecting	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p>

**PPAT® Assessment Task 3: Designing Instruction for Student Learning
Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4, 1.5**

Steps	CAEP Standards
Step 1: Planning the Lesson	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).</p> <p>1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).</p> <p>1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>
Step 2: The Focus Students	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.</p> <p>1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).</p>

Steps	CAEP Standards
Step 3: Analyzing the Instruction	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p> <p>1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>
Step 4: Reflecting	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p> <p>1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.</p>

**PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning
Crosswalk with CAEP® Standards: 1.1, 1.2, 1.3, 1.4**

Steps	CAEP Standards
Step 1: Planning	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p> <p>1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards® (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).</p> <p>1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).</p>
Step 2: Implementing the Plan	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p>

Steps	CAEP Standards
Step 3: Understanding the Two Focus Students	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p>
Step 4: Reflecting	<p>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)₂ in the following categories: the learner and learning; content; instructional practice; and professional responsibility.</p> <p>1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.</p> <p>1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).</p>