

The PPAT® Assessment: A New Tool for Gauging Teacher Readiness

The PPAT® assessment offers a comprehensive picture of a teacher candidate's potential for classroom success. In addition to measuring a candidate's success as a student teacher, it provides the opportunity to learn and improve one's practice through completion of formative and summative tasks. The PPAT assessment's design and structure help organize and provide guidance throughout the student-teaching experience. The four tasks that comprise the PPAT assessment are submitted and scored sequentially over the course of a student-teaching assignment. This ongoing feedback promotes substantial collaboration between candidates, their supervising instructor and their cooperating teachers.

Among the advantages of the PPAT assessment:

1. Provides a deeper and more complete view of a candidate's performance and growth throughout the student-teaching experience
2. Promotes reflective practice and encourages collaboration between candidates, professors and cooperating teachers
3. Provides a Professional Growth Plan (developed by the candidate in consultation with the supervising instructor and cooperating teacher) that connects performance on the PPAT assessment with goals and objectives to guide professional development on the job
4. Adapts to the needs of alternate route candidates by providing a guiding and supportive structure for clinical practice and/or the first year of teaching

Feature	PPAT Assessment	edTPA®	PPAT Benefits
CONTENT			
Design	<ul style="list-style-type: none"> • Four tasks (one formative, three summative) • Emphasis on reflective practice for professional growth • Encourages submission of multiple lessons from various units of study • Provides an opportunity to assess teaching technique for different groups of students and grade levels 	<ul style="list-style-type: none"> • Three summative tasks • Evidence of a candidate's ability to teach is drawn from a subject-specific learning segment of 3–5 lessons from a unit of instruction taught to one class of students 	<ul style="list-style-type: none"> • Formative task acts as a learning tool for candidates and provides EPP faculty with insight on student performance • Phased administration provides continual feedback loop that provides the opportunity to adjust and improve performance throughout the assessment, rather than after assessment completion • Content embedded rather than content specific design allows candidates to demonstrate teaching practice through the medium of any subject area (content-specific raters ensure equal attention is paid to content and pedagogy)
Tasks	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Planning instruction and assessment • Instructing and engaging students in learning • Assessing student learning 	<ul style="list-style-type: none"> • Task 1 is formative and promotes close cooperation with the supervising instructor, who scores the task and provides feedback to the candidate • Tasks 2 and 3 do not have to be submitted in ordinal sequence, which accommodates candidates' individual teaching styles and varied coursework requirements • Task 4 analyzes teacher effectiveness and impact and provides candidates with the tools and framework for ongoing reflective analysis

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Professional Growth Plan (PGP)	<ul style="list-style-type: none"> Standardized PGP template provided as part of self-assessment Created with supervising instructor and cooperating teacher Aligned with state/district teacher evaluation process 		<ul style="list-style-type: none"> Self-reflection exercise that enables new teachers to continually evaluate themselves and improve their practice Ongoing learning/support tool for new teachers (versus a capstone assessment) Bridge between student teaching and in-service application of skills and professional responsibilities
Professional Standards	<ul style="list-style-type: none"> InTASC, CCSS, CAEP and Specialized Professional Associations (SPA) Standards 	<ul style="list-style-type: none"> InTASC, CCSS, CAEP and Specialized Professional Associations (SPA) Standards 	<ul style="list-style-type: none"> Both tests are aligned or are consistent with rigorous national standards that measure content knowledge, pedagogy and teacher effectiveness
SUBMISSION			
Submission Schedule	<ul style="list-style-type: none"> Tasks sequentially submitted and scored throughout student-teaching experience Ability to create portfolio, store ancillary materials and select artifacts to be submitted 	<ul style="list-style-type: none"> Portfolio is eligible for scoring after all tasks and artifacts have been submitted 	<ul style="list-style-type: none"> Flexible submission schedule accommodates candidates' individual preferences and teaching environments Continual feedback loop enables candidates to track progress, review scores and resubmit tasks during the student-teaching experience while they still have access to a classroom
SCORING			
Scoring	<ul style="list-style-type: none"> Task 1 scored locally by supervising instructor Tasks 2–4 are submitted to ETS and scored by content-area experts for ALL submissions. <p>Each task is evaluated by different raters (total of three scorers per candidate)</p> <ul style="list-style-type: none"> Qualifying score based on all tasks Quick turnaround allows candidates to resubmit tasks 	<ul style="list-style-type: none"> Submit directly to Pearson® or via approved, integrated edTPA platform provider One scorer evaluates a candidate's entire portfolio Submissions at or near recommended cut score are reviewed by a second scorer 	<ul style="list-style-type: none"> Local scoring of task 1 provides immediate feedback for the candidate and enables the supervising instructor to better understand the candidate and provide more effective guidance Tasks 2–4 scored nationally to prevent bias and promote consistency across teacher preparation programs

To learn more about the PPAT assessment and how to begin using it as part of your state's educator preparation program and licensure requirements, email us at ppat@ets.org.

Information about edTPA was found on edtpa.aacte.org or in edTPA marketing materials as of June 2014.

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