

PPAT

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It's not as daunting as it sounds--and we'll help you through it.

How is it Scored?

- Four tasks, four rubrics
- Task 1 locally scored (by BYU faculty, ed. departments)
- Tasks 2- 4 scored by a national pool of trained, anonymous raters
- Four + different raters per portfolio (faculty and raters)

Four Tasks

Task 1: Knowledge of Students and the Learning Environment

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

Task 3: Designing Instruction for Student Learning

Task 4: Implementing and Analyzing Instruction to Promote Learning

Task 1

What do I know about my students and their situation, and how will that change the way I teach?

This section is formative, and preparatory for the other 3 tasks. It is scored by BYU faculty.

Takes place during the first two weeks of student teaching

You'll fill out two charts: one about support available to you, and one about the teaching situation (contextual factors). You'll also administer a getting to know your students document.

Then, you write up an analysis of what you learned. (Max 7 pages double spaced)

Task 2

Can I develop Assessments to measure numerical data about student progress?

Can I analyze that data and explain what it means?

Summative and pass/fail, scored by ETS

Written Commentary (7 double-spaced pages) that includes description of your process for:

1. Planning the Assessment
2. Administering the Assessment and Analyzing the Data
3. Reflecting

Task 2 (continued)

You'll also upload artifacts of your assessment process, including:

1. The assessment itself
2. Baseline data for the whole class
3. The rubric or scoring guide
4. Baseline data for Focus student 1
5. Baseline data for Focus student 2
6. Some kind of graphic representation (spreadsheet, pie chart, table, etc.) of all the collected assessment data
7. Completed assessment from Focus student 1
8. Completed assessment from Focus student 2

Task 3

Can I design a lesson for student learning?

Completely separate from Tasks 1 and 2, summative, and scored by ETS (not necessarily the same person who scored Task 2)

Written commentary (8 pages double spaced) that includes description of your process for:

1. Planning the lesson
2. Selecting focus students
3. Analyzing instruction
4. Reflecting

Task 3 (continued)

You'll also upload artifacts of your assessment process, including:

1. Lesson plan for the whole class (must use technology)
2. Differentiated lesson plan for focus student 1
3. Differentiated lesson plan for focus student 2
4. Work sample from any class member other than the 2 focus students
5. Work sample from focus student 1
6. Work sample from focus student 2

Task 4

Can I plan and implement a lesson? Can I adjust the lesson as I teach it because of student needs? Can I reflect on my practice?

Completely separate from Tasks 1, 2, and 3,, summative, and scored by ETS (not necessarily the same person who scored Tasks 2 and 3))

Written commentary (9 pages double spaced) that includes description of your process for:

1. Planning
2. Implementing the plan
3. Understanding the two focus students
4. Reflecting
5. Response to the video (Yes, you'll video-tape yourself!)

Task 4 (continued)

You'll also upload artifacts of your assessment process, including:

1. Written standards-based lesson plan
2. Baseline data for the whole class
3. Baseline data for focus student 1
4. Baseline data for focus student 2
5. Work sample from focus student 1
6. Work sample from focus student 2
7. 15-minute video (could contain 1 15-minute segment (unedited) or 3 5-minute segments (unedited) combined into the same file. Must all be from the same day