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# **Evaluating Candidate Effectiveness Using Performance-Based Assessment: Pros and Cons of the Praxis Performance Assessment for Teachers (PPAT)**

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# Introductions



# Certification Exam National Trend

- Less paper and pencil, more performance-based assessments
- Better determination of candidate readiness for independent teaching

# Alternative Performance-Based Assessments

## edTPA:

- used in 13 states with 2 states implementing
- used by at least one teacher preparation programs in 18 states

## PPAT:

- used in 2 states with 4 states implementing
- used by 16 teacher preparation programs nationally

# Session Overview

Describe edTPA and PPAT

Explain Trinity's decision to use PPAT

Share our experience implementing PPAT

- Programmatic considerations
- Students' perspectives
- Lessons learned

Q & A

# edTPA and PPAT similarities

- Measure candidate's capacity to plan, teach and assess student learning
- Candidates gather & electronically submit artifacts of practice ( lesson plans, teaching video, student work) with reflective commentaries
- Developed by educators
- Supported by large educational company (EdTPA w/Pearson and PPAT w/ ETS)
- Pilot-tested to establish standards for reliability and validity
- Trained raters include P-12 educators and university faculty

# edTPA and PPAT differences

| edTPA   | PPAT   |
|---|--|
| <p data-bbox="59 390 664 429"><b>27 Content specific assessments</b></p> <p data-bbox="59 525 510 563"><b>Summative Assessment</b></p> <p data-bbox="59 614 200 653"><b>3 Tasks</b></p> <ol data-bbox="79 658 869 833" style="list-style-type: none"><li data-bbox="79 658 869 696">1. Planning for Instruction and Assessment</li><li data-bbox="79 702 869 784">2. Instructing &amp; Engaging Students in Learning</li><li data-bbox="79 789 869 833">3. Assessing Student Learning</li></ol> | <p data-bbox="950 390 1731 472"><b>Single assessment for all grade levels and content areas</b></p> <p data-bbox="950 525 1642 563"><b>Formative &amp; Summative Assessment</b></p> <p data-bbox="950 614 1091 653"><b>4 Tasks</b></p> <ol data-bbox="969 658 1812 964" style="list-style-type: none"><li data-bbox="969 658 1812 740">1. Knowledge of students and the learning environment</li><li data-bbox="969 745 1812 827">2. Assessment and data collection to measure and inform student learning</li><li data-bbox="969 833 1812 876">3. Designing instruction for student learning</li><li data-bbox="969 882 1812 964">4. Implementing and analyzing instruction to promote student learning</li></ol> |

# A Closer Look at PPAT

PPAT demonstrates that teacher candidates understand how to:

- gauge students' learning needs
- interact effectively with students
- design and implement lessons with well-articulated learning goals
- design and use assessments to make data-driven decisions to inform teaching and learning

# Task 1 - Contextual Information

## Identify:

- community
- school district
- school campus
- classroom
- specific students

**Use that information to identify possible instructional strategies and learning activities that will support students' learning.**

# Task 1 - Instructional Resources

## Identify available resources:

- community-based
- district or building policies/programs
- support staff
- instructional materials
- curricular programs
- instructional technology
- access to recorded student data

**Determine how to use those resources to support student learning.**

# Task 2 - Select or Design an Assessment

The assessment should:

- be informed by baseline data
- assess state and/or national content standards
- align to the learning goals for the lesson
- include a rubric or scoring guide
- produce quantitative or qualitative data to be used for analysis
- include modifications for two “focus students” with different learning needs

# Task 2 - Administer and Reflect on the Assessment

The reflection should:

- determine students' progress toward the learning goals
- evaluate the effectiveness of the data-collection process
- provide feedback to students on their progress toward the learning goals
- determine effectiveness of modifications made to the assessment for two focus students
- explain how data analysis will inform future instruction
- explain future modifications to the assessment and/or data-collection process

# Task 3 - Lesson Design

## Lesson addresses:

- learning theory/method used to guide their planning
- learning goals
- potential difficulties students might encounter and how to address them
- instructional strategies and learning activities
- student groupings (e.g. individual, small group, whole group)
- fostering teacher-to-student *and* student-to-student interactions
- materials/resources/technology used
- technology used

# Task 3 - Differentiation

**Select 2 focus students with *different* learning needs, then:**

- describe each child's learning strengths and challenges related to lesson's learning goals
- describe how to differentiate specific parts of lesson to help each child meet goals
- determine what evidence to collect to show progress students make toward goals

## Task 3 - After the Lesson

- analyze students' learning
- describe adjustments made during the lesson
- analyze teacher-to-student *and* student-to-student interactions
- describe feedback provided
- evaluate impact of differentiation strategies
- describe next steps for students who did not meet learning goals
- describe how analysis of lesson will guide future planning

## Task 4 - Overview

Design a standards-based, whole class lesson that addresses learning needs, includes instructional strategies to engage students, and incorporates assessment techniques to gauge student learning.

# Task 4 - Lesson Plan Design

- identify learning goals aligned with state and/or national standards
- identify whole-class data used to establish a baseline to measure student growth
- describe how students' prior knowledge **and** background information influence planning
- determine how to use academic content language, engage students in critical thinking, ask questions and integrate reading
- describe learning activity
- describe how to monitor student learning during lesson
- determine work samples students will submit as part of assessment of their learning (work can be created during or after the lesson)

# Task 4 - Differentiation

Select two focus students who reflect different learning needs.

- what are his/her learning strengths/challenges?
- what data will you use to establish a baseline to measure the student's growth?
- what evidence will you collect to show his/her progress toward the learning goals?

# Task 4 - Videotape and Analyze Lesson

- how did academic language you used advance students' understanding?
- how did you engage students in critical thinking?
- how did you use questioning skills to promote student learning?
- how did you integrate reading into the content you taught?
- how did you monitor student learning while teaching the lesson?
- how did you provide feedback to individual **and** the whole class?
- how did you use verbal and nonverbal communication techniques?
- what classroom management strategies did you use during the lesson?
- in what ways did the strategies engage students and promote a positive learning environment?
- what went well?
- what revisions would you make if you were teach this lesson again?

# Task 4 - Assess Student Learning

Candidate addresses the following:

- to what extent did students reach the learning goals?
- based on the baseline data and student work samples, to what extent did each of the two focus students achieve the learning goals?
- how will your analysis of the baseline data and student work samples guide planning for future lessons?

# Our Experience

- Programmatic considerations
- Students' perspectives
- Lessons learned

# Timing Considerations

**General:** Submission period fall or spring

**Trinity:** Year-long program. 3 approaches:

- Spring semester only
- Across entire year (w/ formal submission in spring)
- Fall only (as gateway to lead teaching)

# Registration and Payment Considerations

secured external grant funding to offset cost to students

- \$275 for initial submission
- \$85 for resubmission

# Passing Score Considerations

In Texas, individual institutions must set pass rate.

Trinity adopted ETS's suggested total passing score:

|                               | <b>Number of Sections<br/>in Task</b> | <b>Highest Possible<br/>Task Score</b> | <b>Suggested Minimum<br/>Score[1]</b> |
|-------------------------------|---------------------------------------|--|---------------------------------------|
| Task 2                        | 3                                     | 12                                     | 8                                     |
| Task 3                        | 4                                     | 16                                     | 11                                    |
| Task 4<br>(weighted<br>twice) | 4<br>(weighted twice)                 | 16<br>(weighted twice) = 32            | 11<br>(weighted twice) = 22           |

# Policy Considerations

If candidate does not meet minimum score requirement they can revise or redo one or more tasks for ETS re-submission and rescoring.

If resubmission score remains below 40, candidate may request a departmental review committee:

- Committee can recommend the student for certification based on alternate assessments
- Committee can require candidate to attempt PPAT again

# Student Perspectives Year 1

## Pros

- Cutting edge
- A struggle, but helped them become a better teacher
- Learned a great deal by identifying holes in practice

## Cons

- A lot of work
- Sometimes felt disconnected / inauthentic
- Difficult timing given other programmatic requirements
- Weren't always happy with the quality of their teaching

# Student Perspective Year 2

## Pros

- Better timing (before lead teaching)

## Cons

- Concerns about structure of workshop sessions wanted more work time and less feedback
- Concerns about relevance (do principals know what it is? why are we doing this if we don't need it for certification?)

# Student Perspectives Year 3

## Pros

- Appreciate structure and scaffolding
- Appreciate workshop time
- Responsiveness to questions
- Accommodations for different contexts

## Cons

- Concerns about relevance (state vs. programmatic requirement)

# Lessons Learned

- Adding a performance-based assessment requires letting go of other projects
- Help students understand reason for adopting performance-based assessment if not state certification requirement
- Integrate the external assessment into the work of student teaching (e.g. scheduling)
- Revise teacher ed curriculum to align with the performance-based assessment
- Provide protected work time with faculty present to provide just-in-time assistance

# Q & A

# Contact Information

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