

# Fact Sheet on the *PPAT*® Assessment and *edTPA*®

	edTPA Assessment from Pearson®	PPAT Assessment from ETS
Developed by the Profession for the Profession	<ul style="list-style-type: none"> <li>Developed with more than 1,000 educators and teacher educators from 29 states and 400 institutions, and led by education researchers at SCALE in collaboration with the American Association of Colleges for Teacher Education (AACTE)</li> <li>Extensive, multiyear development process of pilots and field tests, with over 30,000 candidates participating since 2009</li> <li>Developed as a Licensure and National and State Accreditation System for the assessment of teaching</li> </ul>	<ul style="list-style-type: none"> <li>The <i>PPAT</i>® assessment was developed by 26 education professionals and teacher educators from 16 states and facilitated by ETS specialists. More than 500 additional educators and teacher educators, who participated in piloting and pilot evaluation sessions, contributed to the final form of the <i>PPAT</i> assessment. <i>PPAT</i> pilots included nearly 1,000 participants over a two-year period.</li> <li>The <i>PPAT</i> assessment was developed as a requirement for educator preparation program (EPP) approval. Passing the <i>PPAT</i> assessment signals successful completion of a candidate's clinical experience, typically a requirement for program completion and licensure. <i>PPAT</i> data can also be used to demonstrate fulfillment of CAEP or other accrediting requirements.</li> </ul>
A Support and Assessment System	<ul style="list-style-type: none"> <li>edTPA National Academy consultants who provided direct professional development services to educators to build the capacity around teaching and learning</li> <li>SCALE and AACTE implementation experts who provide ongoing, customized policy and program support to states and EPPs using edTPA</li> <li>Established multistate infrastructure to support states, including monthly phone calls/webinars with advisory groups, faculty and/or edTPA coordinators</li> </ul>	<ul style="list-style-type: none"> <li>ETS provides several support options to best suit varied customer needs, including:               <ul style="list-style-type: none"> <li>Access to ETS implementation experts who hold implementation workshops via webinar or on-site, as needed</li> <li>Access to ETS experts who provide ongoing policy and program support to states and EPPs using the <i>PPAT</i> assessment</li> <li>Dedicated call center and technical support for teacher candidates throughout the entire experience</li> <li>Phone conferences and webinars with advisory group members and faculty, as needed, to support EPP implementation and use</li> </ul> </li> </ul>
Resources Available	<ul style="list-style-type: none"> <li>Free access to the edTPA online community, where more than 6,000 members have access to an extensive edTPA Resource Library</li> <li>Resource Library includes research documents, videos, faculty and candidate resources, and other materials to fully support implementation of edTPA</li> <li>edTPA National Academy consultants who are trained to provide professional development and implementation support</li> <li>National, Regional and State Implementation Support Conferences</li> </ul>	<ul style="list-style-type: none"> <li>The <i>PPAT</i> website provides free and public access to resources for all stakeholders and decision makers involved in the assessment experience, including teacher candidates, cooperating teachers, superintendents, state department officials, faculty and policymakers.</li> <li>Resources include, but are not limited to, the full text of all the task prompts and rubrics, the library of exemplars (which includes videos), the <i>Reflective Practice Guide</i> and the <i>Cooperating Teacher Handbook</i>.</li> <li>Other resources include state and regional implementation support workshops at the request of EPPs or states.</li> </ul>

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Assessing Content-Specific Pedagogy	<ul style="list-style-type: none"> <li>• Subject-specific assessments of content pedagogy require candidates to demonstrate pedagogical strategies.</li> <li>• It provides evidence of effective subject-specific teaching with diverse learners.</li> <li>• It's developed in more than 27 individual subject areas, customized to state certification requirements and aligned with adopting state licensure areas.</li> </ul>	<ul style="list-style-type: none"> <li>• PPAT tasks require candidates to demonstrate application of national and state standards appropriate to the content being taught in their lesson planning, implementation and reflective practice.</li> <li>• It provides evidence of effective subject-specific instruction with diverse learners.</li> <li>• Content-specific scorers ensure that content-specific pedagogy is consequential.</li> <li>• The PPAT assessment requires use and modeling of subject-specific academic language to describe appropriate subject-specific theory that undergirds the lesson planning and instructional delivery.</li> <li>• By design, the PPAT assessment's flexibility ensures use of the assessment is not limited to any given number of content areas.</li> </ul>
Architecture	<p>As a capstone, summative assessment, edTPA consists of three Interconnected Tasks embedded in clinical practice:</p> <ul style="list-style-type: none"> <li>• <b>Task 1:</b> Planning for Instruction and Assessment</li> <li>• <b>Task 2:</b> Instructing and Engaging Students in Learning</li> <li>• <b>Task 3:</b> Assessing Student Learning</li> </ul> <p>The Elementary Education handbook includes a Task 4, titled Assessing Students' Mathematics Learning.</p> <p>Washington version handbooks require candidates to address Student Voice, a state-specific cross-cutting construct embedded in all three tasks.</p>	<p>The PPAT assessment consists of four sequentially administered tasks, the first formative and the final three summative, embedded in clinical practice followed by a Professional Growth Plan (PGP):</p> <ul style="list-style-type: none"> <li>• <b>Task 1:</b> Knowledge of Students and the Learning Environment</li> <li>• <b>Task 2:</b> Assessment and Data Collection to Measure and Inform Student Learning</li> <li>• <b>Task 3:</b> Designing Instruction for Student Learning</li> <li>• <b>Task 4:</b> Implementing and Analyzing Instruction to Promote Student Learning</li> <li>• <b>PGP:</b> Designing first phase of in-service professional development on the basis of feedback on the PPAT assessment tasks</li> </ul>
Integrated Learning Segment of Teaching	<ul style="list-style-type: none"> <li>• Candidates plan, instruct and assess students through an integrated and contextualized continuous learning segment of three–five days.</li> <li>• Candidates prepare authentic artifacts of practice in a clinical teaching experience assessing planning, instruction and assessment.</li> <li>• Commentaries provide evidence of candidates' analyses of student learning to provide feedback and inform next steps for teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• PPAT tasks are, by design, embedded in the clinical experience (i.e., completed throughout the experience).</li> <li>• For each task, the PPAT assessment asks for context around the lesson, prior knowledge and background information, and how it influenced the planning. Each task builds on former instruction and learning, as well as background information on knowledge of students.</li> <li>• For each task, candidates prepare authentic artifacts of practice in a clinical teaching experience assessing planning, instruction and assessment.</li> <li>• Commentaries offer evidence of candidates' analyses of student learning to provide feedback and inform next steps for teaching.</li> <li>• PPAT Tasks 1–3 are designed to intentionally pull out specific parts of the teaching cycle for focus and self-reflection, while Task 4 requires candidates to put all of the parts together.</li> </ul>
Educative Purpose	<ul style="list-style-type: none"> <li>• edTPA is a system of assessment that allows candidates to learn and for programs to improve by providing a growing number of resources as educative tools for program improvement and renewal (more than 50 resources available as of December 2014).</li> </ul>	<ul style="list-style-type: none"> <li>• The PPAT assessment promotes the learning and refinement of practical teaching skills as candidates engage the tasks throughout their clinical experience.</li> <li>• The PPAT assessment initiates the practice of reflective professional development through the completion of its PGP.</li> <li>• The PPAT assessment provides rich performance results to help programs analyze and improve their curricula.</li> <li>• The PPAT website is replete with resources, including the full tasks and rubrics, a library of exemplar responses including videos, and a full array of handbooks and guides.</li> </ul>

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Formative Aspects	<ul style="list-style-type: none"> <li>• Campus and/or SCALE developed a system of formative assessment to address national and state teaching standards. Embedded Signature Assignments (ESA) and edTPA's analytic rubrics aligned to InTASC standards can be used to provide formative learning experiences that emphasize program-specific goals, mission and values.</li> <li>• Subject-specific, analytic rubrics use clear and specific criteria to evaluate 15 key aspects of candidate performance and can be used formatively to support candidate improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• PPAT Task 1 is designed as a formative exercise that addresses the understanding of a new class of students in terms of its social context. The PPAT assessment provides an extensive guide to the use of Task 1. In addition, the PPAT tasks and analytic rubrics — all aligned to InTASC standards — are available on the PPAT website and can be used to provide formative learning experiences before and during the clinical experience.</li> <li>• Analytic rubrics (supported by a library of exemplars) evaluate 11 key aspects of candidate performance and can be used formatively to support candidate improvement.</li> </ul>
Scoring	<ul style="list-style-type: none"> <li>• All tasks are scored initially by one certified scorer to achieve an integrated, aggregate score across all components of the edTPA portfolio.</li> <li>• Portfolios at or near the passing standard are double scored and, in some cases, are triple scored.</li> <li>• Additional random samples are double scored.</li> <li>• <b>All</b> scorers are back-read to evaluate scorer consistency.</li> </ul>	<ul style="list-style-type: none"> <li>• Task 1 is evaluated locally to introduce the candidate to the class, school and community, as well as to provide the candidate, the mentor professor and cooperating teacher orientation on the clinical experience.</li> <li>• Tasks 2, 3 and 4 are each individually scored and seen by three different content experts for each portfolio to ensure that no one person determines an overwhelming percentage of a candidate's score.</li> <li>• Raters are recalibrated frequently during the scoring process, but scoring leaders can impose a calibration at any time.</li> <li>• Content specificity is taken into account by using a rater who is an expert in the content area being taught.</li> </ul>
Scorers	<ul style="list-style-type: none"> <li>• Scorer pool is comprised of approximately 50% P–12 educators and 50% university faculty, which include: <ul style="list-style-type: none"> <li>- University faculty and administrators</li> <li>- Field supervisors</li> <li>- Cooperating teachers</li> <li>- Induction mentors/coaches</li> <li>- National Board Certified Teachers</li> <li>- Subject-matter professional organization members</li> <li>- Retired P–12 teachers and principals (current in their content area)</li> </ul> </li> <li>• Each scorer completes over 20+ hours of scoring training comprised of independent, online training modules; practice scoring; and online/live training.</li> <li>• Scorers must demonstrate high levels of reliability to be certified as approved scorers.</li> </ul>	<ul style="list-style-type: none"> <li>• Scorer pool is comprised of 50% P–12 educators and 50% university faculty, which include: <ul style="list-style-type: none"> <li>- University faculty and administrators</li> <li>- Field supervisors</li> <li>- Cooperating teachers</li> <li>- Induction mentors/coaches</li> <li>- National Board Certified Teachers</li> <li>- Subject-matter professional organization members</li> <li>- Retired P–12 teachers and principals (current in their content area)</li> </ul> </li> <li>• As is true for all ETS tests, scorers must demonstrate high levels of reliability. They must complete 30+ hours of scoring training, which includes online training modules, practice scoring and online/live training.</li> <li>• Scorers are certified upon completion of training and must complete regular calibration prior to their scoring assignment to ensure high levels of reliability.</li> </ul>
Reliability and Validity	<ul style="list-style-type: none"> <li>• Developed within a technical framework of psychometric practice and principles guided by <i>The Standards for Educational and Psychological Testing</i> (AERA, APA, &amp; NCME, 1999)</li> <li>• Field tested over two years and operational since the fall of 2013 (12,000 teacher candidates from 250 EPPs participated in the field test). View the <i>2013 edTPA Field Test: Summary Report</i> at <a href="https://secure.aacte.org/apps/rl/res_get.php?fid=827&amp;ref=edtpa">https://secure.aacte.org/apps/rl/res_get.php?fid=827&amp;ref=edtpa</a></li> <li>• Rigorously reviewed by a national Technical Advisory Committee (TAC) and individual state TACs</li> <li>• Ongoing research consortium of users to inform practice</li> </ul>	<ul style="list-style-type: none"> <li>• Developed within a technical framework of psychometric practice and principles guided by <i>The Standards for Educational and Psychological Testing</i> (AERA, APA, &amp; NCME, 1999), as well as ETS's <i>Standards for Quality and Fairness</i> (June 2015)</li> <li>• Piloted in 16 states over two years</li> <li>• InTASC Alignment study completed</li> <li>• Ongoing research consortium of users to inform practice</li> </ul>

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Standards Alignment	<ul style="list-style-type: none"> <li>Points of alignment with InTASC, Marzano and Danielson Frameworks, CCSS, NGSS and CAEP/SPA standards</li> </ul>	<ul style="list-style-type: none"> <li>The PPAT assessment was developed to align to the InTASC standards. After development, an independent alignment study was completed to confirm the alignment.</li> <li>Candidates are required to demonstrate application of the national- and state-level standards relevant to their lesson and tasks. Depending on the lesson being taught, these standards include CCSS, NGSS and CAEP/SPA standards.</li> <li>The PGP is designed as a bridge between the pre-service clinical experience and the framework in terms of which a candidate will be evaluated when in-service (e.g., Danielson, Marzano, etc.).</li> </ul>
Operational Information	<ul style="list-style-type: none"> <li>edTPA is recognized as the first standards-based assessment to become nationally available.</li> <li>Thirty-thousand portfolios have been submitted and scored since early 2009.</li> <li>edTPA is approved as a performance assessment as part of program completion, or for state licensing and/or state program accreditation/review, in 10 states.</li> <li>Over 30 states have campuses that are participating in edTPA and exploring state adoptions.</li> </ul>	<ul style="list-style-type: none"> <li>The PPAT assessment launched in August 2015.</li> <li>Sixteen states have participated in the PPAT pilot and are exploring adoption.</li> <li>ETS extends pilot opportunities to stakeholders who are interested in incorporating the PPAT assessment into their EPPs.</li> <li>ETS's history with performance assessment development spans nearly two decades, including work on the <i>Praxis III</i><sup>®</sup> assessments, the National Board Certification exam, TPA, Washington ProTeach Portfolio, Georgia Teacher Leader, the Missouri Pre-Service Teacher Assessment and the PPAT assessment.</li> </ul>
Professional Growth	<ul style="list-style-type: none"> <li>An induction system is being developed that builds on candidate performance assessed by the edTPA rubrics and aligns with state and district evaluation systems (Danielson, Marzano, etc.) that are locally developed.</li> </ul>	<p>Includes a PGP developed to build upon induction systems and teacher evaluation protocols that states and districts already have in place (e.g., Danielson, Marzano, etc.).</p> <p>The PGP:</p> <ul style="list-style-type: none"> <li>Promotes holistic professional reflection</li> <li>Prepares candidates for real-world performance</li> <li>Helps candidates identify multiple strengths and areas where they may need more focus</li> <li>Provides candidates with a tangible and tailored development plan for the first years of practice</li> </ul>
Cost of Assessment	<ul style="list-style-type: none"> <li>\$300 and \$100/task for retakes</li> <li>Includes support and implementation resources customized for states</li> </ul>	<ul style="list-style-type: none"> <li>\$300 and \$75/task for resubmission</li> <li>Includes support and implementation resources customized for states and EPPs</li> </ul>
Reporting	<ul style="list-style-type: none"> <li>Most fields have 26 scoring/reporting windows throughout the year.</li> <li>Candidates' scores are reported within three weeks from the submission deadline in most fields and four weeks for low-incidence areas.</li> </ul>	<ul style="list-style-type: none"> <li>The PPAT assessment is scored on a continuous basis as tasks are submitted throughout the semester.</li> <li>Candidates receive scores (Tasks 2, 3 and 4) approximately three weeks after the task submission deadline, enabling students to gauge their level of performance prior to submitting the next task.</li> <li>All submissions are scored in the same time frame, regardless of whether the subject is a high- or low-volume discipline. This is especially important for teacher shortage areas.</li> <li>The PPAT scoring model is flexible to accommodate varied student teaching models (e.g., year-long internships).</li> </ul>

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Tools for Analyzing Results	<p>ResultsAnalyzer™</p> <ul style="list-style-type: none"> <li>• Web-based, interactive reporting tool that allows teacher preparation institutions and state agencies advanced searching, data comparison, and chart and table creation.</li> </ul>	<p>ETS® Data Manager</p> <ul style="list-style-type: none"> <li>• Web-based tool for score reporting and analysis that allows for advanced searching, data comparison, and chart and table creation.</li> <li>• PPAT data can also be used for curriculum realignment and program reform.</li> </ul>
Electronic Platforms	<ul style="list-style-type: none"> <li>• EPPs may choose an integrated edTPA Platform Provider to help candidates build their edTPA portfolio assessment or use the Pearson ePortfolio system.</li> <li>• As of November 2014, there are 10 integrated platform providers available and new providers are added annually.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no current agreements with third-party vendors. All candidate work must be submitted directly to the ETS platform for scoring.</li> <li>• One user-friendly platform ensures consistency across test takers (everyone working on it in the same way; no advantages/disadvantages).</li> </ul>

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