Guidance for Completing the *PPAT*® Assessment in a Virtual Learning Environment or Hybrid Model

As you head back to your school districts to prepare for this academic year, many of you may still be using virtual learning environments (VLE), on-site classroom instruction, and/or a hybrid model that blends elements of in-person and online instruction. It is important to keep in mind that your experience in the building where you complete each task is best served by focusing on issues primarily related to instructional practice that directly affects student learning. Working with your Educator Preparation Program (EPP) to determine how you will complete each task in your designated school is recommended. As a candidate, you should consult with your EPP supervising instructor and mentor to determine whether facilitating in a VLE or hybrid model is both appropriate and viable for fulfilling the task requirements. All PPAT candidates will still be responsible for providing all evidence necessary to meet the current task requirements and will be scored against those requirements.

NOTE: The situational examples listed below are strictly to demonstrate the various possibilities that could exist in a virtual or hybrid learning model and are not prescriptive in any way.

Synchronous versus Asynchronous Online Delivery

There are two types of online delivery models for instruction: synchronous instruction and asynchronous instruction.

Synchronous online instruction allows candidates to instruct large and small groups of students in a specific place and at a specific time. Synchronous learning gives candidates and students the option of asking and answering questions, holding a discussion, and providing immediate feedback and interactions. Examples of synchronous leading include video conferencing, teleconferencing, live chatting and live-streaming. Video conferencing platforms (e.g., Microsoft Teams®, Zoom®, Hangouts Meet™) allow users to record the teaching and learning interactions.

Asynchronous instruction allows candidates to provide the learning content for students to access and complete via various online platforms (e.g., Seesaw, ClassDojo, Remind, Google Classroom) either when the students choose or when the content is assigned. It also allows candidates to assess the quality of the students' work. Examples of asynchronous learning include self-guided lesson modules, streaming video content,

virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. Asynchronous instruction does not allow a candidate to capture real-time interactions between the candidate and the students.

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

Candidates are required to demonstrate their understanding, analysis, and application of assessment and data collection to measure and inform student learning. Task 2 can be completed using a VLE or a hybrid model and can be completed synchronously or asynchronously.

Candidates who use a VLE or hybrid model can asynchronously collect data from students and provide learning activities, materials, and resources to administer the assessment. For the reflection activity, candidates can address how the data analysis will inform future instruction and describe modifications to the data collection process and the assessment in a classroom, VLE, or hybrid model.

Candidates using a VLE should consider the following strategies:

- Planning is important. Keep in mind that raters will be looking for evidence of student learning from the assessment, so candidates will need to administer this assessment and have a data collection process in place to collect evidence of learning.
- To collect baseline data, candidates may work with the parent/guardian and/or mentor teacher(s) to obtain the data (e.g., appropriate interactions with or observations of the whole class and the focus students).
- Candidates need to identify how they will engage the students in analyzing their assessment results and learning progress.
- When selecting the Focus Students, candidates should work with the EPP and mentor teacher(s). The selected Focus Students must be available to participate in the establishment of baseline data and in the application of their modified assessment.

Task 3: Designing Instruction for Student Learning

Candidates are required to demonstrate their ability to develop instruction, including the use of technology to facilitate student learning. Task 3 can be completed using a VLE or a hybrid model, but candidates must also keep in mind that they are required to develop a lesson and analyze and reflect on their ability to instruct the students. This instruction must be done **synchronously**.

For Step 3, candidates need to explain what teaching adjustments they made **during** the whole-class lesson. They also need to provide examples from the lesson to show how they supported student engagement and learning and how they fostered their interactions with and between the students. Also, candidates need to demonstrate how they provided feedback **during this synchronous lesson** and be able to explain how their real-time feedback affected student learning.

For Step 3, candidates are also required to analyze how the instructional strategies, learning activities, materials, resources, and the technology they selected facilitated student learning. Candidates also must explain with examples how the students applied the content to demonstrate meaningful learning.

For the reflection step, candidates must address how the strengths of the lesson and the components that need improvement will inform future instruction in a VLE and/or in classroom environment.

Candidates using a VLE should consider the following strategies:

- Planning is important. Keep in mind that raters will be looking for evidence of what the students learned from the instruction that the candidate designed.
- Candidates will need to plan how they will foster student interactions, use technology, provide feedback and make adjustments during the lesson, and gather evidence of student learning.
- Candidates will need to determine how they will collect, capture, and share the students' work samples that are required artifacts for Step 3.

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Candidates are required to demonstrate their ability to plan and implement standards-based instruction and show how they adjusted instruction for the whole class as well as for individual students within the class. This task requires candidates to submit a fifteen-minute video that captures how they **synchronously** instructed the students.

When choosing a video communication platform as an option, candidates need to review all of the guiding prompts and activities and think about how the platform they choose will enable them to provide the required evidence to support those responses.

For Step 1, candidates need to create a plan that allows synchronous interactions between themselves and the students in the video. To collect baseline data, candidates may work with the parent/guardian and/or mentor teacher(s) to obtain the baseline data (e.g., relevant interactions with or observations of the whole class and the Focus

Students.) It is vital that the candidates determine in this step how they will accomplish all the requirements that this video must feature (e.g., engaging students in critical thinking; demonstrating questioning skills to promote learning; monitoring student learning while teaching the lesson).

For Step 2, candidates need to provide evidence from the video that demonstrates their ability to implement the lesson plan, interact with the students, and analyze their practice. When filming a synchronous lesson, it is important to strategically plan how the requirements of this step can be demonstrated. For example, how will the candidate provide feedback to individuals or the whole class? How will the demonstration of verbal and nonverbal feedback be seen in the format selected? There are many components that must be demonstrated in this video, and careful planning of how they can be demonstrated in a virtual platform must occur at the very start of this task.

For Step 4, candidates can address how the strengths of the lesson and the components that need improvement will inform future instruction in a classroom environment, VLE, or hybrid model. Candidates must be able to cite examples from the video on the instructional strategies, interactions with students, and classroom-management strategies they used to support their explanation of what went well and what revisions they would make to the lesson if they were to teach it again.

Strategies for Candidates Using a Video Communication Platform

The submission system has specific requirements as to the type and size of video files that are acceptable for uploading. The video file must meet these requirements in order to upload successfully. Please refer to the *PPAT* assessment website for [file requirements](). Candidates are still required to obtain and retain signed [permission forms]() from individuals who appear in the online teaching video.

Identifying What You Need

- To record a synchronous lesson, candidates should choose a platform that has built-in recording options (e.g., Zoom®, Microsoft Teams®). Another option is to record your computer screen with a device that has a camera if you do not have built-in recording options. Please refer to the *PPAT* assessment website for [file requirements]() and the [Submission System User Guide]() on how to prepare you video file or combine multiple video segments into one file to meet the uploading requirements. Some students may be unable to participate in a VLE, so candidates should plan, if possible, to include a minimum of seven students, two of whom are the Focus Students, to participate in the lesson.

- When using a video communication platform, candidates may need to work with the students' parents/guardians in advance to get their support in:
  - maintaining camera angles and audio to ensure the students can be seen and heard
  - ensuring that the students have the materials they need to participate in the lesson
  - familiarizing themselves and the students with the platform's features (e.g., chat box, mute feature, hand raising for questions, removing or changing any personal information that is displayed on their screen).

- Candidates should choose a device (computer, laptop, or tablet) with a large enough screen to view all the students in a "collage" or "gallery" view.

Preparing for the Lesson

- Practice instructing and recording using the platform's features with friends and/or colleagues. (There usually are free, short tutorial videos available on the platform websites.)
- If possible, use headphone or earbuds.
- Contact students and their parents/guardians well in advance to ensure that they have the appropriate equipment and space to participate in the lesson.
- When able, offer modifications and strategies for the students who wish to participate but may not have the resources and support they need.
- Familiarize the students with the platform's features by demonstrating those that will be used and that are available to them (e.g., breakout rooms, chat box, mute, thumbs-up, hand raising for questions, editing personal information that appears on the screen).

Recording the Lesson

- Keep open the windows and programs that are necessary for the lesson. Shut everything else down.
- Record in the "tile," "collage," or "gallery" view so that all students can be visible at the same time. This type of view allows the rater to observe candidates' instructional strategies and interactions with the students.
- Before recording the lesson, ask each student to do an audio test and, if possible, adjust their lighting and post a "Do not disturb" sign to minimize interruption.
- When the candidate needs to show something to the students and/or demonstrate or model for them, it is appropriate to share the screen or switch the view to themselves. When they are done instructing, they should immediately return to the "gallery" view of the whole class. This allows the raters to observe

how the students respond to the instructional strategies and interact with the candidate.

- Some platforms offer a breakout room feature. Candidates may use this to provide feedback to a small group or to an individual privately.