PPAT® Assessment

Alignment with *Praxis*® Test Specifications for Special Education: Core Knowledge and Application

ETS® Professional Educator PROGRAMS

PPAT® Assessment Alignment with *Praxis*® Test Specifications for Special Education: Core Knowledge and Application

PPAT® assessment Tasks 2 through 4 all require candidates to provide evidence of content knowledge both in their teaching practices as well as in the assessment of student learning.

While all of the prompts for each task do not prescribe the specific content that must be included, they do draw upon a broad spectrum of content knowledge relevant to an individual candidate's particular area. Candidate responses, which include content, are scored by trained raters who have expertise in the same content area.

Given that PPAT assessment tasks are limited to the content teacher candidates are allowed or instructed to deliver in their assigned clinical experience classrooms, the PPAT assessment does not cover the full breadth and depth of a content discipline. However, successful completion of the PPAT assessment does require that candidates demonstrate the ability to accurately and effectively teach the content that they choose or are given, and also requires raters to evaluate whether the instructional delivery of content is accurate and effective.

The PPAT assessment emphasizes that the appropriateness and relevance of content selected by candidates in the completion of the assessment in the area of Special Education may include, but is not limited to, the following categories.

PPAT® Assessment Task 1: Knowledge of Students and the Learning Environment

Task 1 Steps	*Praxis*® Test Specifications
Step 1 **Factors, Resources, and Protocols** Candidates' ability to identify and reflect on a variety of factors and resources that can be used to communicate and cultivate partnerships with students and the community	**V. Foundations and Professional Responsibilities** A. Federal definitions B. Federal requirements for the pre-referral, referral, and identification C. Federal safeguards of the rights of stakeholders D. Components of a legally defensible individualized education program E. Major legislation F. Roles and responsibilities of the special education teacher G. Roles and responsibilities of other professionals who deliver special education services H. Communication with stakeholders J. Potential bias issues that may impact teaching and interacting with students and their families
Step 2 **Knowledge of Students** Candidates' ability to cultivate relationships with your students (e.g., through the co-creation of rigorous, relevant learning opportunities) and acquire increasing in-depth knowledge about each students' academic and nonacademic strengths, skills, competencies, and interests.	**I. Development and Characteristics of Learners** D. Impact of disabilities on individuals, families, and society across the life span E. Impact of language, cultural, and gender differences on the identification process F. Co-occurring conditions G. How family systems contribute to the development of individuals with disabilities H. Environmental and societal influences on student development and achievement **III. Instruction** A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings C. Instructional strategies that facilitate maintenance and generalization of concepts **V. Foundations and Professional Responsibilities** H. Communication with stakeholders J. Potential bias issues that may impact teaching and interacting with students and their families

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

Task 2 Steps	*Praxis*® Test Specifications

Step 1
Planning the Assessment
Candidates' ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)
	II. Planning and the Learning Environment
	    A. Characteristics of good lesson plans
	    B. Basic elements of effective lesson plans
	    C. Learning objectives that are measurable and appropriately challenging
	    E. Organizing the learning environment
	    H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement
	III. Instruction
	    A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
	    B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
	    F. Options for assistive technology
	IV. Assessment
	    A. Evidence-based assessments that are effective and appropriate
	    B. Define and use various assessments
	    C. Interpret assessment results
	    D. Understand and use the results of assessments

Step 2
Administering the Assessment and Analyzing the Data
Candidates' ability to administer their assessment and to collect, record, and analyze the data
	III. Instruction
	    B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
	IV. Assessment
	    A. Evidence-based assessments that are effective and appropriate
	    B. Define and use various assessments
	    C. Interpret assessment results
	    D. Understand and use the results of assessments

Step 3
Reflecting
Candidates' ability to reflect on their assessment by providing evidence of student learning that resulted from the administered assessment plan
 	
Candidates' ability to reflect on the data-based decisions that occurred through data analysis
	III. Instruction
	    A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
	    B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
	IV. Assessment
	    A. Evidence-based assessments that are effective and appropriate
	    B. Define and use various assessments
	    C. Interpret assessment results
	    D. Understand and use the results of assessments

PPAT® Assessment Task 3: Designing Instruction for Student Learning

Task 3 Steps	Praxis® Test Specifications

Step 1
Planning the Lesson
Candidates' ability to plan an effective lesson that facilitates student learning
	I. Development and Characteristics of Learners
	    A. Human development and behavior
	
	    B. Theoretical approaches to student learning and motivation
	
	    C. Basic characteristics and defining factors for each of the major disability categories
	
	II. Planning and the Learning Environment
	    A. Characteristics of good lesson plans
	
	    B. Basic elements of effective lesson plans
	
	    C. Learning objectives that are measurable and appropriately challenging
	
	    D. Means of providing access to the curriculum
	
	    E. Organizing the learning environment
	
	    F. Understand how to manage student behavior
	
	    H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement
	
	III. Instruction
	    A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
	
	    B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
	
	    C. Instructional strategies that facilitate maintenance and generalization of concepts
	
	    D. Selection and implementation of research-based interventions for individual students
	
	    E. Selection and implementation of supplementary and/or functional curriculum
	
	    F. Options for assistive technology
	
	    G. Instructional strategies/techniques that support transition goals
	
	    H. Preventive strategies and intervention strategies for at-risk learners

Step 2
The Focus Students
Candidates' ability to differentiate instruction for individual students
	II. Planning and the Learning Environment
	    A. Characteristics of good lesson plans
	
	    B. Basic elements of effective lesson plans
	
	    C. Learning objectives that are measurable and appropriately challenging
	
	IV. Assessment
	    A. Evidence-based assessments that are effective and appropriate
	
	    B. Define and use various assessments
	
	    C. Interpret assessment results
	
	    D. Understand and use the results of assessments

Step 3
Analyzing the Instruction
Candidates' ability to analyze their lesson plan and evidence of student learning
	II. Planning and the Learning Environment
	    A. Characteristics of good lesson plans
	
	    B. Basic elements of effective lesson plans
	
	    C. Learning objectives that are measurable and appropriately challenging

Task 3 Steps	*Praxis*® Test Specifications
	D. Means of providing access to the curriculum
	E. Organizing the learning environment
	F. Understand how to manage student behavior
	H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement
	III. Instruction A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
	B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
	C. Instructional strategies that facilitate maintenance and generalization of concepts
	D. Selection and implementation of research-based interventions for individual students
	E. Selection and implementation of supplementary and/or functional curriculum
	F. Options for assistive technology
	G. Instructional strategies/techniques that support transition goals
	H. Preventive strategies and intervention strategies for at-risk learners
Step 4 **Reflecting** Candidates' ability to reflect on the strengths of their lesson plan as well as on the components of the lesson that are in need of improvement	**III. Instruction** A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities **II. Planning and the Learning Environment** A. Characteristics of good lesson plans B. Basic elements of effective lesson plans **IV. Assessment** A. Evidence-based assessments that are effective and appropriate
	C. Interpret assessment results
	D. Understand and use the results of assessments

PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Task 4 Steps	*Praxis*® Test Specifications

Step 1
Planning
Candidates' ability to plan an effective lesson that facilitates student learning
	II. Planning and the Learning Environment
	   A. Characteristics of good lesson plans
	   B. Basic elements of effective lesson plans
	   C. Learning objectives that are measurable and appropriately challenging
	   D. Means of providing access to the curriculum
	   E. Organizing the learning environment
	   F. Understand how to manage student behavior
	   H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement
	
	III. Instruction
	   A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
	   B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
	   C. Instructional strategies that facilitate maintenance and generalization of concepts
	
	IV. Assessment
	   A. Evidence-based assessments that are effective and appropriate
	   B. Define and use various assessments
	   C. Interpret assessment results
	   D. Understand and use the results of assessments

Step 2
Implementing the Plan
Candidates' ability to implement the lesson plan, interact with their students, and analyze their practice
	II. Planning and the Learning Environment
	   A. Characteristics of good lesson plans
	   B. Basic elements of effective lesson plans
	   C. Learning objectives that are measurable and appropriately challenging
	   D. Means of providing access to the curriculum
	   E. Organizing the learning environment
	   F. Understand how to manage student behavior
	   G. Theory and practice of effective classroom management
	   H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement
	
	III. Instruction
	   A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
	   B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings
	   C. Instructional strategies that facilitate maintenance and generalization of concepts
	   D. Selection and implementation of research-based interventions for individual students

Task 4 Steps	*Praxis®* Test Specifications
	E. Selection and implementation of supplementary and/or functional curriculum
	G. Instructional strategies/techniques that support transition goals
	H. Preventive strategies and intervention strategies for at-risk learners

Step 3
Understanding the Two Focus Students
Candidates' ability to provide evidence of student learning resulting from the implemented lesson
	II. Planning and the Learning Environment
	  A. Characteristics of good lesson plans
	
	  B. Basic elements of effective lesson plans
	
	  C. Learning objectives that are measurable and appropriately challenging
	IV. Assessment
	  A. Evidence-based assessments that are effective and appropriate
	
	  B. Define and use various assessments
	
	  C. Interpret assessment results
	
	  D. Understand and use the results of assessments

Step 4
Reflecting
Candidates' ability to reflect on the effectiveness of their lesson for the entire class
	II. Planning and the Learning Environment
	  A. Characteristics of good lesson plans
	
	  B. Basic elements of effective lesson plans
	
	  C. Learning objectives that are measurable and appropriately challenging
	III. Instruction
	  A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities
	IV. Assessment
	  A. Evidence-based assessments that are effective and appropriate
	
	  C. Interpret assessment results
	
	  D. Understand and use the results of assessments