

## Exhibit L

### Praxis Performance Assessment for Teachers (PPAT) Planning Meeting #2 Notes 12.10.14, 11:00-1:00 pm E-228

Members Present: Mike Hayes, Mary Heller, Rick Jones, Stephanie Kamai, David Kupferman, Linda Oba

#### I. PPAT Google Document

Faculty reviewed the PPAT Google document, as currently filled in, and described how their respective education courses serve to prepare teacher candidates to succeed on Task I, *Knowledge of Students and the Learning Environment*. Task One performance standards and indicators appear to be well-represented across pre-professional education courses, as well as content methods (science and language arts).

#### II. Assessment (Task 2)

Faculty spent considerable time discussing how best to prepare candidates to analyze and use data to inform practice. The following are recommendations to be given further consideration:

Lesson Planning: Ensure that candidates understand the direct links among standards, objectives (SLOs), and assessments. Concern was expressed that candidates interpret the lesson plan format literally, moving in a linear fashion as opposed to an integrated approach. Direct instruction in lesson planning should take place during EDEE 200/201, in the context of the Early Field Experience. Refining the lesson planning process and implementation occurs during the 400-level Professional courses.

Critical Thinking: Stephanie distributed copies of the PPAT "Writing and Formatting Guidelines," (Candidate Educator Handbook, pp. 33-36). The guidelines emphasize the need for candidates to utilize three kinds of writing: description, analysis, and reflection, all of which occur in some form or another throughout our teacher preparation program. These forms of discourse interact on any given task but especially when candidates must analyze data to inform practice. Faculty agreed that the ETS guidelines will be helpful in making adjustments to current course and signature assignments that will enable candidates to refine their writing skills in preparation for PPAT written tasks.

#### III. Designing Instruction for Learning (Task 3)

Peer Reviews: Faculty agreed that peer observations/reviews of lessons should be a requirement in early field, practicum, and student teaching. The purchase of new camcorders and tripods should assist in the recording of teacher candidates' lessons that

could be viewed and analyzed in small group or whole class sessions. Permission to use candidates' videotaped lessons will need to be obtained, in efforts to archive model videos for future use. Faculty expressed a desire to revise/simplify the current practicum evaluation form, perhaps reducing the number of standards addressed, thus allowing for more focused instruction. Stephanie indicated that she will make sure that the correct HIDOE *Permission to Videotape* form has been distributed by spring 2015 mentor teachers.

Professional Videos: David recommended the use of professional videos as models for effective teaching and learning. He has used *The Class*, a purposefully staged production, to engage candidates in the process of critically analyzing a lesson. Mike indicated that he has used example teaching videos from U-Tube for the same purpose.

Professional Resources: David described an assignment whereby his candidates develop a working bibliography of professional resources for teaching and learning---books, articles, videos, Internet websites, etc. Mary does something similar in EDEE 325; her candidates also review professional websites for teachers (e.g., Read.Write.Think.org) and find this exercise to be very valuable, as they begin to amass their own professional resource library for future use.

#### IV. Implementing and Analyzing Instruction to Promote Student Learning (Task 4)

Spring 2015 Pilot: Stephanie will keep faculty apprised of the PPAT pilot project to take place during the spring semester. Ten student teachers will be participating.

V. Final Thoughts: Mary will place PPAT "Next Steps" on the February faculty meeting agenda. All faculty should be present to discuss our continuous efforts to prepare teacher candidates for this high-stakes exam.

V. The meeting was adjourned at 12:40 pm.