PREPARING FOR SAS SUBMISSIONS 2014

PATs

- PATs exist for programs leading to the first professional certificate in a teaching field or an area of instructional support and for Class A teaching fields for technology standards.
- The purpose of a PAT is to identify where and when knowledge or ability are assessed at the summative level.
- The information provided by the program leads reviewers to the appropriate document to verify the standard is met.
- The goal is to have all PAT standards met prior to the onsite visit although sometimes compliance with PAT standards occurs during or after the site visit.

What information goes in the “When and Where Column”?

- Identify the required course or other required curriculum component where the standard is assessed.
- Other possible curriculum components, depending on the particular standard, include but are not limited to:
  - Praxis II—Provide an alignment with the Test-at-a-Glance document for the test.
  - Valid CPR certification in a health education program—Provide evidence of how this is documented.
  - Senior recital
  - Field experience or internship assessment instruments
  - Portfolio tasks

How many courses should I list for each standard in a PAT?

- Only one in the vast majority of cases.
- The assessment typically occurs at the summative level.
How should we submit AQTS PATs for multiple programs, especially when one standard is met in a variety of courses, depending on the program?
- Submit one PAT for all Class B programs and one PAT for all Alternative Class A programs.
- See attached sample PAT page.
- Reviewers seek a holistic view of how the institution addresses AQTS standards.

Can we break a long standard into component parts?
Yes. See attached sample PAT page.

Why do some areas have more than one PAT?
Teaching fields within science, social studies, career and technical, and special education have standards for both the broad area and the specific area. The templates are set up to include both PATs. You may submit one PAT for the general standards if you wish.

When is Praxis II appropriate to use?
- Use the Test-At-A-Glance on the ETS website to provide evidence of appropriateness.
- Praxis II is not appropriate for Alabama-specific standards, such as those involving ARI and AMSTI.

Can I add a chart to a syllabus to demonstrate compliance?
A chart sometimes helps the team find the essential information. A chart attached to or embedded in a syllabus should be consistent with the content of the syllabus.

What do reviewers look for in syllabi? ALL of the following:
- Is the course required in the program?
- Is the standard in the objectives, perhaps worded differently?
- Is the standard in the content of the course?
- Is the assessment of the standard clearly identified in the course syllabus?
- Does the wording of the standard require being in the schools? If yes, the syllabus must require a field experience or internship. (Example: Ability to use manipulative materials, technology, and student interaction as instruments for enhancing development and learning.)
What are common reasons for “NOT MET” determinations on PATs?

- Insufficient evidence of how the standard will be assessed in the course indicated
- Additional evidence is needed of the appropriateness of the course
- Course not required on checklist (not there at all, optional course)
- No information or evidence provided
- Praxis II not appropriate for standard
- Standard not found in objectives, content, and/or assessment
- Course number, title, or prefix not consistent with checklist
**Analysis Forms (AFs)**

- The purpose of an analysis form is to identify how program, unit, and institutional standards (other than knowledge and ability standards) are addressed.
- The information provided by the unit or program leads reviewers to the appropriate document to verify the standard is met.

**AF .02 College and University Requirements**

- Institutions that are not accredited by NCATE/CAEP should address standards.
- NCATE/CAEP institutions put Institutional Report (or Self-Study) in the shaded boxes.
- Some preliminary feedback from the SAS team may be used to provide preliminary feedback such as verification of written policies, but implementation cannot be confirmed until the time of the site visit.

**All Other Analysis Forms**

- AFs for teaching field and areas of instructional support address standards such as:
  - Requirements for unconditional admission
  - Curriculum requirements such as a 4x12, 32/19, a special education course, a discipline-specific methods course, technology proficiencies, at least 30 hours in graduate programs, etc.
  - Certification requirements
  - Testing requirements
- Appropriate evidence might include (but is not limited to):
  - Checklists
  - Handbooks or catalogs with specific page numbers or sections references
  - See SACS website
  - Field experience/internship policies and verification forms
Packaging Materials
CD-ROM or Flash Drive for Materials to be Returned to IHE
Put the IHE name in the document title. For example, Montevallo PAT 06
Elementary Education
1. List of All Programs—organized by program level (B, ALT A, A, AA) included in the review
2. Checklist Folder
3. PAT Folder (AQTS, Teaching Fields, and Areas of Instructional Support)
4. AF Folder
5. Evidence Folder (with subfolders for teaching fields, areas of instructional support, and other categories such as catalogs and handbooks)

Note: PATs and AFs may not be in PDF or read-only format.

Evidence Folder Options
Institutions may opt to submit the evidence via:
• Internet
  o Institutional websites (with emergency contact information)
  o TaskStream and HTML sites
  o Avoid drop boxes, SharePoint, zip files, and email attachments
• CD-ROM or flash drive (may be same as used above)
• Paper (three ring-binders preferred) and a CD-ROM or flash drive.

Organization
• AQTS
  o Submit one AQTS for all Class B programs and one AQTS PAT for all ALT A programs. See attached sample.
• Teaching Fields
  o Similar programs with separate checklists with PATs may be packaged together, such as early childhood/elementary and general science/biology.
  o Similar programs with a combined checklist must be packaged together, such as early childhood/early childhood special education.
  Areas of Instructional Support—should be packaged separately by area.
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<thead>
<tr>
<th></th>
<th>1.2 (1)(c)1.(ii)</th>
<th>Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).</th>
<th>ED 305</th>
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<tr>
<td></td>
<td>1.4 (1)(c)1.(iii)</td>
<td>Ability to use students' prior knowledge and experiences to introduce new subject-area related content.</td>
<td>Early Childhood and Elementary Education ELEM 425</td>
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<td>Secondary English SED 410</td>
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<td>Secondary Mathematics SED 411</td>
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<td>Secondary Social Studies SED 413</td>
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<td>Special Education K-6 SPE 316</td>
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<td>EXAMPLE OF BREAKING A STANDARD INTO COMPONENT PARTS</td>
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<td>(5)(c).3. <strong>Alabama-Specific Improvement Initiatives</strong></td>
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<td>Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); the Alabama Connecting Classroom, Educators and Students Statewide (ACCESS) and their relationship to student achievement.</td>
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<td>ARI 326</td>
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