Association for Advancing Quality in Educator Preparation (AAQEP) Alignment Matrix

Approved by the Committee on Accreditation: October 2019

A California institution that earns AAQEP accreditation meets the Common Standards except for the underlined, yellow highlighted text. All Commission-approved institutions must submit a full [Common Standards Response](https://www.ctc.ca.gov/educator-prep/stds-common) in Year 5 of the accreditation cycle.

| [**Common Standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/commonstandards-2015-pdf.pdf?sfvrsn=2) | [**AAQEP Standards**](https://aaqep.org/accreditation/guide/) |
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| **Standard 1: Institutional Infrastructure to Support Educator Preparation**  Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure: | **Standard 3 — Quality Program Practices** The program has the capacity to ensure that its completers meet AAQEP standards 1 and 2 |
| * The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. | In less detail, AAQEP expects that there be coherence in the curriculum (standard 3, first aspect) and that all state requirements be met (standard 4, fifth aspect) |
| * The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. | Standard 3, third aspect, specifies that stakeholders be involved—it’s assumed that faculty and staff would be involved on the providers side, but not specified. |
| * The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. | **Standard 3 — Quality Program Practices**  Effective program practices include…**dynamic,** **mutually-beneficial partnerships with stakeholders** … |
| * The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. | Standard 3, last aspect, specifies that there be sufficient staffing, resources, operational processes, and institutional commitment |
| * The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. | AAQEP would file this under ‘institutional commitment’ but acknowledges that the AAQEP statement is less specific. |
| * Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. | Standard 4, second aspect, addresses this. |
| * The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. | Not addressed specifically, though these requirements are consistent with expectations for partnerships that support clinical placements and with ‘sufficient staff resources.’ It also fits in the Standard 4 aspect on ‘meeting all state requirements. |
| * The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. |  |
| **Standard 2: Candidate Recruitment and Support**  Candidates are recruited and supported in all educator preparation programs to ensure their success. | Covered in Standard 3, 4th aspect, on admissions, monitoring, and support of candidates. |
| * The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. | Addressed in Standard 3, 4th aspect, on admissions, monitoring, and support of candidates, though AAQEP does not require multiple measures *per se*. |
| * The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. | Recruitment and admissions are addressed in Standard 4, second aspect. Retention is addressed in Standard 4, third aspect. |
| * Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. |  |
| * Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. | This would be consistent with Standard 3, fourth aspect, includes monitoring and support of candidates. |
| **Standard 3: Course of Study, Fieldwork and Clinical Practice**  The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. | Effective program practices include: **consistent offering of coherent curricula; high quality, diverse clinical experiences**; |
| The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek. | The first aspect of Standard 1 addresses the content and pedagogical knowledge needed for effective practice. The specific connection to fieldwork is not specified in the AAQEP standard, though high quality clinical placements are required. |
| The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program. | Collaboration to ensure quality clinical experiences is required in the second aspect of Standard 3. But this is not specified in detail. |
| * Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. | AAQEP standards 1 and 2 both require evidence of culturally responsive practice. |
| * Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. | Put the specifics in the Agreement with AAQEP so that these components are reviewed as part of the AAQEP process. |
| * The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. | State-specific requirements section |
| * Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. | State-specific requirements section |
| * All programs effectively implement and evaluate fieldwork and clinical practice. | **Standard 4 — Program Engagement in System Improvement** |
| * For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards. | BLANK |
| **Standard 4 – Continuous Improvement**   * The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings. * The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates. * Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. * The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation. | **Standard 4 — Program Engagement in System Improvement**  Program practices strengthen the P20 education system in light of local needs and in keeping with the program’s mission**.**  The program is committed to and invests in strengthening and improving the education profession and the P20 education system. Each program’s context (or multiple contexts) provides particular opportunities to engage the field’s shared challenges and to foster and support innovation. Engagement with critical issues facing the field is essential and must be contextualized. Sharing results of contextualized engagement and innovation support the field’s collective effort to address education’s most pressing challenges through improvement and innovation.  Standard 3, third and fifth aspects also address evidence-based continuous improvement processes. |
| **Standard 5 – Program Impact**   * The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. | **Standard 1 — Completer Performance**  **Program completers perform as professional educators with the capacity to support success for all learners**  Candidates and completers exhibit the knowledge, skills, and professional dispositions of competent, caring, and effective professional educators. Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. |
| * The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students. | **Standard 4 — Program Engagement in System Improvement**  Program practices strengthen the P20 education system in light of local needs and in keeping with the program’s mission. |