Update on the Development of the New Accrediting Body: the Association for Advancing Quality in Educator Preparation (AAQEP)
March 2019

Overview of this Report

This agenda item will be an oral report from staff who attended the Association for Advancing Quality in Educator Preparation (AAQEP) Transition Workshop at California State University, Fullerton in March 2019.

Staff Recommendation

This is an information item. Staff will report on information learned from the workshop.

Background

At the June 2018 Committee meeting, staff provided an update on the development of AAQEP and its accreditation processes. AAQEP held a meeting at CSU Fullerton to share information on its accreditation processes and Commission staff attended the meeting. Because this meeting takes place after agenda items are posted for the COA, staff will provide an oral update to the COA of any information gleaned from the meeting.

Appendix A provides the AAQEP Standard language while Appendix B provides the evidence base for the AAQEP Standards.

Appendix A

AAQEP Standard Language

Title	Standard Language
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.
Standard 2 — Completer Professional **Competence and Growth**	**Program completers adapt to working in a variety of contexts and grow as professionals.** Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of *additional* settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments.
Standard 3 — Quality Program Practices	**The program has the capacity to ensure that its completers meet standards 1 and 2.** Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers. Effective program practices include: consistent offering of coherent curricula; high quality, diverse clinical experiences; dynamic, mutually-beneficial partnerships with stakeholders; and comprehensive and transparent quality assurance processes informed by trustworthy evidence. Each aspect of the program is appropriate to its context and to the credential or degree sought
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.

Appendix B

Evidence Base for the AAQEP Standards

Each standard includes six aspects of performance or practice that must be part of the evidence set for the standard. These are not 'sub-standards' to be judged separately. Standards are considered holistically.

Standard	Evidence base
Completer Performance 1. Program completers perform as professional educators with the capacity to support success for all learners.	• Content/pedagogical/professional knowledge • Learners / learning theory, including SEL • Cultural competence • Assessment and data literacy • Positive learning/work environment • Professional dispositions/behaviors
Completer Professional Competence and Growth 2. Program completers **adapt** to working in a variety of **contexts** and **grow** as professionals.	• Engage local school and cultural community, caregivers and families • Culturally responsive practice with diverse learners • Can develop productive learning environments in diverse contexts • Support increasing global perspectives • Grow professionally • Collaborate for professional learning
Quality Program Practices 3. The program has the capacity to ensure that its **completers meet** standards 1 and 2.	• Coherent curriculum • Quality clinical experiences • Stakeholder engagement • Admission and monitoring process linked to success • Continuous improvement • Capacity for quality
Program Engagement in System Improvement 4. Program practices **strengthen** the P20 education system in light of **local** needs and in keeping with the program's **mission**.	• Engages stakeholders to support schools and reduce disparities • Supports diverse educator workforce/addresses state & local needs • Supports completer career entry and growth • Uses available evidence on completers for program improvement • Meets relevant regulatory requirements • Investigates effectiveness in meeting mission and commitments