

**Discussion of the Draft Alignment Matrix with the  
Association for Advancing Quality in Educator Preparation (AAQEP)  
June 2019**

**Overview of this Report**

This item provides information about the Association for Advancing Quality in Educator Preparation ([AAQEP](#)). Staff attended the National Association of State Directors of Teacher Education and Certification (NASDTEC) where a presentation was made by Mark LaCelle-Peterson, President/CEO of AAQEP. This agenda item provides a draft matrix that presents staff's preliminary analysis of the alignment between the Commission's standards and the AAQEP Expectations ([Appendix A](#)). An AAQEP representative plans to join the Committee meeting during the discussion of this item.

**Recommendation**

This is an information item.

**Background**

The Commission accredits institutions that prepare educators for California licenses. In addition, the [Accreditation Framework](#) allows an institution to seek national accreditation in conjunction with the Commission's accreditation system ([Education Code §44374 \(f\)](#)). At this time, the Commission has an agreement with the Council for the Accreditation of Educator Preparation ([CAEP](#)) and the first joint Commission-CAEP site visit took place in Spring 2019.

Accreditors must be approved by one or both of the following entities: the [Council for Higher Education Accreditation](#) (CHEA) and the US Department of Education's [Office of Postsecondary Education](#). AAQEP is a new national accreditor that focuses on educator preparation and AAQEP working through the approval process with the entities identified above. Staff provided an update on the AAQEP Expectations and its accreditation processes at the [March 2019](#) Committee meeting.

**Discussion**

AAQEP's Expectations are provided in [Appendix A](#). Staff developed two draft alignment matrices that compare the Commission's Common Standards and the AAQEP Expectations. Staff shared the drafts with leadership at AAQEP for some initial feedback. AAQEP provided feedback and identified additional places where they believed that the AAQEP Expectations are aligned with the Commission's Common Standards. Staff analysis indicates that some of the AAQEP Expectations are addressed by the Commission's adopted program standards and staff has identified the expectations in the draft matrices.

- [Appendix B](#) provides the Commission's Common Standards in the first column and the language from the AAQEP Expectations that staff suggests address or partially address the language of the Common Standards. This document, when finalized, will identify which of the Commission's requirements would be met if an institution earns AAQEP accreditation. As with any of the Commission's alignment matrices, an institution would

be required to meet the Commission's requirements that are not addressed by the AAQEP process.

- [Appendix C](#) provides the AAQEP Expectation in the first column, the aspects within each AAQEP Expectation in the second column, and the language from the Commission's Common Standards that address the concept in the AAQEP Expectation.

Staff suggests that the Committee discuss Appendix B, row by row, and provide feedback regarding the analysis staff has provided for each aspect of the AAQEP Expectations. Based on this discussion, staff will update the draft alignment matrix.

Appendix C provides the analysis of how well the Commission's standards align with the AAQEP Expectations and the matrix, when finalized, could be used by institutions to understand which of the AAQEP Expectations would be addressed by the institution as it demonstrates that it is meeting the Commission's standards.

### **Next Steps**

Based on the Committee's discussion, staff will update the draft alignment matrices and then gather stakeholder feedback from institutions of higher education and other educators. The matrices would return to the Committee at a future meeting for consideration and possible adoption. As soon as a Commission-approved institution states that it would like to seek joint Commission-AAQEP accreditation, staff will prepare a draft agreement that would define how the work between the institution, the Commission, and AAQEP would take place.

## Appendix A

### AAQEP Standards (adopted 2018)

#### **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.

Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree.

Evidence will include multiple measures, multiple perspectives (program faculty, P12 partners, program completers, graduates' employers), direct measures & evidence of performance in a field/clinical setting appropriate to the program.

#### **Aspects**

- Content, pedagogical, and/or professional knowledge relevant to the credential or degree for which they are prepared
- Learners, learning theory (incl. SEL). Application of learning theory in practice.
- Culturally responsive practice; intersectionality of race, ethnicity, class, gender, sexual identity. Impact of language acquisition/literacy on learning
- Assessment of and for learning, assessment and data literacy. Use of data to inform practice and formatively in instruction
- Creation and development of positive learning and work environments
- Dispositions and behaviors required for successful professional practice

Evidence for this standard will include multiple measures, multiple perspectives (including program faculty, P-12 partners, program completers, graduates' employers), direct measures, and evidence of performance in a field/ clinical setting appropriate to the program.

#### **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 and show that they have the skill and ability to do so in a variety of additional settings and community/cultural contexts. Evidence shows that that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of settings.

#### **Aspects**

- Understand and engage local school and cultural communities. Foster relationships with diverse families/guardians/caregivers in a variety of communities

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- Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
- Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts
- Support students' growth in international and global perspectives
- Establish goals for their own professional growth Engage in self-assessment, goal setting, and reflection on their practice.
- Collaborate with colleagues to support professional learning

Evidence for this standard will show both that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of school placements and educational settings appropriate to the credential or degree sought.

**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. Evidence shows that the program:

### Aspects

- Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable.
- Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P12 schools and districts.
- Engages multiple stakeholders, including completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation.
- Enacts admissions, monitoring, and support processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards.
- Engages in continuous improvement of program and program components and investigates opportunities for improvement and innovation through an effective quality control system.
- Maintains capacity for quality in staffing, resources, operational processes, and institutional commitment

Evidence related to this standard will include documentation of program practices and resources as well as the program's rationale for its structure and operation.

### Standard 4: Program Engagement in System Improvement

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Program practices strengthen the P-20 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 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.

### Aspects

- Engages with local partners and stakeholders to support high-needs schools and participates in efforts to reduce disparities in educational outcomes.
- Seeks to meet local and state educator workforce needs and seeks to diversify the educator workforce through candidate recruitment and support.
- Supports completer entry into or continuation in their professional role.
- Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs.
- Meets obligations to all jurisdictions in which it operates.
- Investigates effectiveness relative to its own mission and commitments.

Evidence for this standard addresses the identified issues in light of local and institutional context.

## Appendix B

### Common Standards to AAQEP Expectations

<b>Common Standards to AAQEP Expectations Matrix</b>	
<b>Common Standards</b>	<b>AAQEP Expectations</b>
<p><b>Standard 1: Institutional Infrastructure to Support Educator Preparation</b></p> <p>Each Commission-approved <i>institution</i> has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:</p>	<p><i>In general, AAQEP Standard 3 addresses Common Standard 1 but with much less specificity</i></p> <p><b>Standard 3 — Quality Program Practices</b> The program has the capacity to ensure that its completers meet standards 1 and 2</p>
<ul style="list-style-type: none"> <li>The <i>institution</i> and education unit create and articulate a <i>research-based vision</i> 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 <i>California public schools</i> and the effective implementation of California’s adopted standards and curricular frameworks.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>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)</p>
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>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.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Standard 3 — Quality Program Practices</b></p> <p>Effective program practices include...<b>dynamic, mutually-beneficial partnerships with stakeholders ...</b></p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>Standard 3, last aspect, specifies that there be sufficient staffing, resources, operational processes, and institutional commitment</p>

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<b>Common Standards to AAQEP Expectations Matrix</b>	
<b>Common Standards</b>	<b>AAQEP Expectations</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>AAQEP would file this under ‘institutional commitment’ but acknowledges that the AAQEP statement is less specific.</p>
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>Standard 4, second aspect, addresses this.</p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>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.</p>
<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	<p><i>Not addressed by AAQEP</i></p>
<p><b>Standard 2: Candidate Recruitment and Support</b></p> <p>Candidates are recruited and supported in all educator preparation programs to ensure their success.</p>	<p><i>Not specifically addressed by AAQEP</i></p> <p>Covered in Standard 3, 4<sup>th</sup> aspect, on admissions, monitoring, and support of candidates.</p>
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>Addressed in Standard 3, 4<sup>th</sup> aspect, on admissions, monitoring, and support of</p>

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<b>Common Standards</b>	<b>AAQEP Expectations</b>
clear criteria that include multiple measures of candidate qualifications.	candidates, though AAQEP does not require multiple measures <i>per se</i> .
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>Recruitment and admissions are addressed in Standard 4, second aspect. Retention is addressed in Standard 4, third aspect.</p>
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>This would be consistent with Standard 3, fourth aspect, includes monitoring and support of candidates.</p>
<p><b>Standard 3: Course of Study, Fieldwork and Clinical Practice</b></p> <p>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.</p>	<p>Effective program practices include:  <b>consistent offering of coherent curricula;</b>  <b>high quality, diverse clinical experiences;</b></p>
<p>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.</p>	<p>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.</p>



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<b>Common Standards to AAQEP Expectations Matrix</b>	
<b>Common Standards</b>	<b>AAQEP Expectations</b>
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.
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>AAQEP standards 1 and 2 both require evidence of culturally responsive practice.</p>
<ul style="list-style-type: none"> <li>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>State-specific requirements section</p>
<ul style="list-style-type: none"> <li>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>State-specific requirements section</p>
<ul style="list-style-type: none"> <li>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>State-specific requirements section</p>
<ul style="list-style-type: none"> <li>All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	<b>Standard 4 — Program Engagement in System Improvement</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><i>Not specifically addressed by AAQEP</i></p> <p>State-specific requirements section</p>

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<b>Common Standards to AAQEP Expectations Matrix</b>	
<b>Common Standards</b>	<b>AAQEP Expectations</b>
<p><b>Standard 4 – Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Standard 4 – Program Engagement in System Improvement</b></p> <p>Program practices strengthen the P20 education system in light of local needs and in keeping with the program’s mission.</p> <p>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.</p> <p>Standard 3, third and fifth aspects also address evidence-based continuous improvement processes.</p>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p><b>Standard 5 – Program Impact</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Standard 1 – Completer Performance</b></p> <p><b>Program completers perform as professional educators with the capacity to support success for all learners</b></p> <p>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</p>

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<b>Common Standards</b>	<b>AAQEP Expectations</b>
	that is differentiated and culturally responsive.
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Standard 4 — Program Engagement in System Improvement</b></p> <p>Program practices strengthen the P20 education system in light of local needs and in keeping with the program’s mission.</p>

## Appendix C

### AAQEP Expectation Aligned to Common Standards

AAQEP Standard 1	Aspect	Aligned Common Standard Language
<p><b>Completer performance</b></p> <p>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.</p> <p>Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree.</p> <p>Evidence will include multiple measures, multiple perspectives (program faculty, P12 partners, program completers, graduates' employers), direct measures &amp; evidence of performance in a field/clinical setting appropriate to the program.</p>	<p>Content knowledge relevant to credential</p> <p>Pedagogical knowledge relevant to credential</p> <p>Professional knowledge relevant to credential (e.g. the knowledge base in educational leadership for candidates preparing for a principal's credential).</p>	<p>CS 5 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.</p> <p>CS 3 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.</p>
	<p>Learners, learning theory (incl. SEL). Application of learning theory in practice.</p>	<p>Subsumed in CS 5 and in the specific program standards</p>
	<p>Culturally responsive practice; intersectionality of race, ethnicity, class, gender, sexual identity. Impact of language acquisition/literacy on learning</p>	<p>Subsumed in CS 5 and in the specific program standards</p>
	<p>Assessment of and for learning, assessment and data literacy. Use of data to inform practice and formatively in instruction</p>	<p>Subsumed in CS 5 and in the specific program standards</p>
	<p>Creation and development of positive learning and work environments</p>	<p>Subsumed in CS 5 and in the specific program standards</p>
	<p>Dispositions and behaviors required for successful professional practice</p>	<p>Subsumed in CS 5 and in the specific program standards</p>

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AAQEP Standard 2	Aspect	Aligned Common Standard Language
<p><b>Completers engage, adapt, grow</b></p> <p><b>Program completers</b> engage in professional practice and show that they have the skill and ability to do so in a variety of additional settings and community/cultural contexts.</p> <p>Evidence shows that that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of settings.</p>	<p>Understand and engage local school and cultural communities. Foster relationships with diverse families/guardians/caregivers</p>	
	<p>Engage in culturally responsive educational practices with diverse learners</p> <p>Engage in diverse cultural and socioeconomic community contexts</p>	<p><i>CS 3 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.</i></p> <p><i>CS 3 For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards &amp; frameworks, and school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.</i></p>
	<p>Create productive learning environments</p>	
	<p>Can develop productive learning environments in diverse contexts</p>	
	<p>Support students' growth in international and global perspectives</p>	
	<p>Establish goals for their own professional growth Engage in self-assessment, goal setting, and reflection on their practice.</p>	
	<p>Collaborate with colleagues to support professional learning</p>	

**Appendix C**

AAQEP Standard 3	Aspect	Aligned Common Standard Language
<p><b>Quality program practices</b></p> <p>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.</p> <p>Program consistently offers coherent curricula, provides high quality, diverse clinical experiences, engage in dynamic partnerships, and enacts comprehensive and transparent quality assurance processes informed by trustworthy evidence. Evidence documents practices and resources as well as the program's rationale</p>		<p><b>CS 1: Institutional Infrastructure to Support Educator Preparation</b> Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs.</p>
	<p>Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable.</p>	<p>CS 1 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.</p> <p>CS 3 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.</p>
	<p>Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P12 schools and districts.</p>	<p>CS 1 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.</p> <p>CS3 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.</p> <p>CS 3 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.</p> <p>CS 3 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.</p> <p>CS 3 The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</p> <p>CS 3 Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>
	<p>Engages multiple stakeholders, including completers, local educators, schools and districts, in</p>	<p>CS 1 The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</p> <p>CS 4 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.</p>

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AAQEP Standard 3	Aspect	Aligned Common Standard Language
	data collection, analysis, planning, improvement, and innovation.	
	Enacts admissions, monitoring, and support processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards.	<p><b>CS 2 Standard 2: Candidate Recruitment and Support</b> Candidates are recruited and supported in all educator preparation programs to ensure their success.</p> <p>CS 2 The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p> <p>CS 2 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.</p> <p>CS 2 Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.</p> <p>CS 2 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.</p>
	Engages in continuous improvement of program and program components and Investigates opportunities for improvement and innovation through an effective quality control system.	<p>CS 2 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.</p> <p>CS 4 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.</p> <p>CS 4 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.</p> <p>CS 4 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.</p> <p>CS 4 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.</p>

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AAQEP Standard 3	Aspect	Aligned Common Standard Language
	<p>Maintains <b>capacity</b> for quality in staffing, resources, operational processes, and institutional <b>commitment</b></p>	<p>CS 1 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.</p> <p>CS1 Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p> <p>CS 1 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.</p> <p>CS 1 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.</p>



**Appendix C**

AAQEP Standard 4	Aspect	Aligned Common Standard Language
<p><b>Engagement with P20 system</b></p> <p>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 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.</p>	<p>Engages with local partners and stakeholders to support high-needs schools and participates in efforts to reduce disparities in educational outcomes.</p>	<p>CS 5 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.</p>
	<p>Seeks to meet local and state educator workforce needs and seeks to diversify the educator workforce through candidate recruitment and support.</p>	<p>CS 2 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.</p>
	<p>Supports completer entry into or continuation in their professional role.</p>	<p>CS 2 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.</p>
	<p>Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs.</p>	
	<p>Meets obligations to all jurisdictions in which it operates.</p>	<p>CS 1 The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</p> <p>CS 2 The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</p> <p>CS 3 Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</p>
	<p>Investigates effectiveness relative to its own mission and commitments.</p>	<p>CS 4 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.</p>