



Guidance on Completing the 2026 Annual Report

Annual reporting provides a regular opportunity for *all* AAQEP members to update their program data (through the [Accreditation Management Platform hosted by Weave](#)) and for *accredited* members to show that program quality is being maintained or enhanced and that AAQEP standards continue to be met. In the process, Annual Reports also provide information on common indicators and transparency to stakeholders and the public.

In addition, the report supports your own investigation of program quality and development by providing an annual prompt for monitoring data trends, prioritizing your goals, and implementing action plans. Thus the report also contributes to your ongoing quality narrative, which will help you develop your next Quality Assurance Report.

The report consists of 10 sections divided into two parts. Part I reports program performance and candidate achievement data that must be made publicly available (for accredited providers only). Part II focuses on the program's self-assessment and plans for continuous growth and may be publicly posted or shared with stakeholders at your discretion.

This document provides instructions and sample responses for the Annual Report.

General Information

Where can I find the report template?

The template is available for download (as a [fillable Word document](#); also available as a [PDF](#) for viewing) from AAQEP's website.

Who should complete this report?

If your program was **accredited prior to January 1, 2026**, you must complete the entire Annual Report. If your program is not yet accredited or received its first accreditation in 2026, you are still welcome to file a report, both to begin building the record for your program relative to AAQEP's standards and to inform aggregate reporting by AAQEP on common indicators across the membership. Note that once the Annual Report is required for your program, you will submit one every year going forward, even in years when you have a self-study due.

While multiple people may contribute to each report, each institution's Primary Contact is responsible for ensuring the sections are completed accurately and for uploading the final report to the Accreditation Management Platform by January 15, 2027.

How do I decide what to include in the report?

Much, if not all, of the information in the report will come from your existing work to track candidate and program performance in alignment with AAQEP's standards. The sample responses included in this document show a few possible options for your consideration. For additional guidance, see <https://aaqep.org/annual-reports> and sign up for (or watch a recording of) the "Writing the Annual Report" webinar. Contact your AAQEP liaison with any additional questions.

What about "small *ns*"—should I still disaggregate data for a small number of completers?

No. Because Part I of the report will be posted publicly, please follow institutional and state practices regarding disaggregation. While AAQEP encourages disaggregation of data in self-study reports, for the Annual Report, it's better to follow the Title II reporting protocols regarding small *ns*.

When do we have to start using the 2025 standards in our Annual Report?

You can do what makes sense for your program—there's no set timeline for transitioning to new standards in Annual Reports. For some, it might work best to continue to align annual reporting with the 2018 framework for a while, especially for those addressing aspect-specific notations from the Accreditation Commission or with other "unfinished business" tied to legacy standards. Depending on your timeline, however, you might already be working on realigning your data collection and program assessments with some aspects of the new standards, and the Annual Report can be a useful tool to record your plans and track your progress to transition gradually in preparation for writing your next self-study.

What is the reporting period for the Annual Report?

The reporting period should be the 12 months encompassing the most recently completed academic year (e.g., July 1, 2025 - June 30, 2026). Please clearly identify the one-year time span on which you are reporting; subsequent years' reports should adhere to this same pattern.

How many reports are needed if my institution prepared more than one self-study report?

While most members will prepare just one report per year, if you've organized your programs into separate self-studies for AAQEP review, you will file one Annual Report for each self-study portfolio of programs. Some sections may be duplicated across these multiple reports, as appropriate.

How do I complete the report and send it to AAQEP?

1. Download the editable Microsoft Word template and fill in the appropriate shaded areas (see detailed guidance below).
2. Once you've completed your report in Word, **save it as a PDF**, taking care to preserve accessibility tags if possible. (Note that "Print to PDF" does not preserve tags as well as "Save as PDF" from Word.)
3. In AAQEP's [Accreditation Management Platform](#) hosted by Weave, complete the Annual Update fields (copying data from your first three Program Performance Indicators in Section 3), and upload your report PDF where prompted.

When is the Annual Report due?

The Annual Report is due between **October 1, 2026** and **January 15, 2027**.

Do I also have to post the report publicly?

Yes, if your program was accredited prior to 2026, you must post **Part I** of your completed Annual Report(s). The deadline for posting Part I on your website is **January 31, 2027**. The posted report must be labeled with an easily understood name and accessible **within one click** from your program's or institution's homepage (i.e., one click should take viewers to a page where they can find a link to download your report). If you are not required to file an Annual Report but choose to do so, we encourage you to also post Part I on your website.

Additional information regarding AAQEP's Annual Reports can be found in the [Annual Report Policy](#). Please contact your AAQEP liaison if you have questions.

Note: The sample responses shown in this document are only *examples* of how a particular question may be answered, and some are abbreviated. For additional examples of how members have presented this information, see the links to public postings at aaqep.org/accredited-programs.

Guidance for Completion

Throughout the Annual Report template:

- Type in the **shaded areas**, taking as much space as you need. Add rows to tables to accommodate all of your programs.
- If a question does not apply to your program, type "n/a" in the shaded area rather than leaving it blank.
- If you include hyperlinks (such as to longer evidence tables), check to ensure they are working properly before you file the report.

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

Briefly describe the programs that are included in your AAQEP review, and give readers a clear understanding of larger contexts (e.g., state, institutional, community) and mission.

Length Recommendation: Four to five paragraphs.

2. Scope of Accreditation and Enrollment and Completion Data

Across all AAQEP reporting, the Program Specification Table identifies the programs included in your scope, along with any associated state credentials and enrollment/completer numbers. While the 2026 Annual Report template captures the same information, each group of program types is separated in its own mini-table to better meet accessibility standards for screen readers. The four types are:

- **Initial teacher preparation:** Programs that prepare individuals for their first professional teaching credential (certificate or license)
- **Advanced educator preparation:** Programs that prepare already-licensed educators to qualify for additional credentials or that add to their professional capabilities
- **P-12 leader preparation:** Programs that prepare individuals (usually holders of a professional educational credential) for credentials as building principals, district superintendents, and other educational leaders or administrators
- **Specialized professional personnel preparation:** Programs that prepare individuals for roles for which a teaching credential may not be a prerequisite (school counselors, school librarians, human resource specialists, etc.)

The heading for Section 2 identifies the period represented in the tables. If you follow an academic calendar other than the standard summer-to-spring year, edit the date in the heading to clearly identify the one-year time span reported; subsequent years' reports should adhere to this same reporting pattern.

Within the tables, add rows as needed to record the name, credential, and last year's enrollment and completer data for every degree or certificate program included in your AAQEP review. Use the columns as follows:

- **Degree or Program Offered by the Institution/Organization:** List the specific degree, certificate, or nondegree program name used by your institution/organization (*Bachelor of Arts, Master of Education, Advanced Certificate*, etc.).
- **State Certificate, License, Endorsement, or Other Credential:** Name the specific state credential associated with the program shown in the first column and its designated grade bands, where appropriate, or indicate n/a if the program leads to no specific state credential. *Note:* Some states refer to this column to check which credential programs are accredited, so be sure the list is comprehensive and accurate, and use your own state's nomenclature for credentials.
- **Number of Candidates:** Record the enrollment in each program during the listed 12-month period, counting all individuals who were admitted, enrolled, registered, and participated in the program during that year. Participation may include taking a course, participating in clinical experience, or participating in other program activities. *Note:* Individuals who were enrolled and completed the program during the academic year are counted in the total count of enrolled students *as well as* in the subset of program completers.
- **Number of Completers:** Record the number of each program's completers during the listed 12-month period, using the Title II, state, provider, or other applicable definition of a completer as a person who has been documented as having met all the requirements of an educator preparation program. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. Note that depending on the definition you use, recommendation for state licensure may not be a criterion for being a program completer.

Section and Column Totals

At the end of each mini-table 2a-2d, provide the total numbers of candidates and completers listed. In 2e, add up the overall enrollment and productivity listed in 2a-2d (some candidates and completers may be represented more than once across these tables), followed by an unduplicated count of your total

candidates and completers (i.e., individuals who were working toward or earned more than one credential should be counted only once in the final row).

In building these tables, please reference the **Program Specification Table** in your latest self-study report, Accreditation Action Report, and/or Annual Report (whichever is most recent), adjusted to reflect any [Substantive Change Forms](#) submitted in the interim.

The sample tables below provide examples of how various programs may be recorded in order to illustrate a range of potential responses.

SAMPLE RESPONSES for Program Specification: Enrollment and Completion Data for the 12 months ending 06/26

2a. Programs that lead to initial teaching credentials

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Enrolled Candidates	Number of Completers
<i>Bachelor of Arts</i>	<i>Initial Certification: English (Grades 7-12)</i>	11	5
<i>Bachelor of Arts</i>	<i>Initial Certification: Social Studies (Grades 7-12)</i>	6	4
<i>Bachelor of Science</i>	<i>Initial Certification: Biology (Grades 7-12)</i>	13	10
<i>Bachelor of Science</i>	<i>Initial Certification: Chemistry (Grades 7-12)</i>	26	7
<i>Bachelor of Science</i>	<i>Initial Certification: Physics (Grades 7-12)</i>	15	5
<i>Bachelor of Science</i>	<i>Initial Certification: Childhood Education (Grades 1-6)</i>	18	7
Total for programs that lead to initial credentials		89	38

2b. Programs that lead to additional or advanced credentials for already-licensed educators

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Enrolled Candidates	Number of Completers
<i>Master of Arts in Leadership in Teaching</i>	<i>Professional Certification: Reading Specialist (K-5)</i>	13	3
<i>Master of Arts in Leadership in Teaching</i>	<i>Professional Certification: Reading Specialist (6-12)</i>	11	2
<i>Master of Education in English for Speakers of Other Languages</i>	<i>Professional Certification: ESOL PreK-12</i>	27	10
Total for programs that lead to additional/advanced credentials		51	15

2c. Programs that lead to P-12 leader credentials

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Enrolled Candidates	Number of Completers
<i>Certificate of Advanced Study: School Building Leadership</i>	<i>Certificate in School Building Leadership</i>	7	3
<i>Master of Educational Leadership</i>	<i>Certificate in School District Leadership</i>	22	5
Total for programs that lead to P-12 leader credentials		29	8

2d. Programs that lead to P-12 leader credentials credentials for specialized professionals or to no specific credential

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Enrolled Candidates	Number of Completers
<i>Postbaccalaureate School Nurse Services Credential Program</i>	<i>School Nurse Services Credential</i>	12	3
<i>Doctor of Philosophy in Educational Leadership</i>	<i>n/a</i>	6	0
<i>Master of Education in School Counseling</i>	<i>School Counselor Certificate (Grades 7-12)</i>	7	4
Total for programs that lead to specialized professional or no specific credentials		25	7

2e. Total enrollment and productivity

	Number of Enrolled Candidates	Number of Completers
Total enrollment and productivity for all programs listed above	209	72
Unduplicated total of all program candidates and completers	189	58

2f. Added or Discontinued Programs

If in the last academic year, you have added or removed any programs within your scope of AAQEP accreditation that have not been reported through a [Substantive Change Form](#) (and therefore are not included in the tables above), please list them here and note whether the change is an addition or a removal. AAQEP staff will follow up to learn more about these program changes.

SAMPLE RESPONSE: 2f

Added: Initial Certification in English or Mathematics 7-12
Discontinued: Initial Certification in Middle School Science 5-8

3. Program Performance Indicators

Section 3 collects information on a small number of indicators that are common across all providers. AAQEP may adjust the particular indicators from year to year in order to capture snapshots of the field in high-interest areas for reporting on national trends.

For each item, enter program performance information for the same academic year indicated in Section 2. Some responses in the table will be brief, such as a single number or paragraph, while others may be multiple paragraphs or tables. Note the following instructions for specific items:

- **3a, 3b, & 3c:** The productivity numbers listed in these three items should also be reported in the Annual Update for your program in the AAQEP Accreditation Management Platform. See additional explanation of each item in the sample below.
- **3d:** A series of tables can be used to demonstrate completion rates disaggregated by program, such as illustrated in the partial sample below. For programs that do not have a standard “time to completion” expectations, please disaggregate completion rates in whatever way gives the clearest information to readers, and include an explanation for the context.
- **3e:** A series of tables may be useful here as well. Report pass rates using the same calculations you use for federal Title II reporting. If candidate pass rates on any particular exam(s) are below 80%, please provide relevant contextual information and comment on efforts or plans to improve candidate performance. You also might include links to publicly available external reporting sites for this indicator.
- **3f and 3g:** Please limit your responses to no more than two paragraphs. Brief tables may help illustrate these indicators, but narrative analysis is also helpful here.
- **3h:** A table can be used to demonstrate licensure/certification areas and corresponding employment rate grand totals for all programs. AAQEP recognizes that completer employment data can be difficult to obtain and that states vary in the level of support they provide to the effort. For this performance indicator, please both describe how you investigate completer employment and summarize your findings for the most recent year of completers you have available (indicate for which cohorts you are reporting results). You may also wish to record other relevant pathways your completers have chosen (e.g., still seeking employment or continuing formal education).

The sample responses below also highlight important directions.

SAMPLE RESPONSE: Program Performance Indicators

3a. Total enrollment in the educator preparation programs included in Section 2. **This should be an unduplicated count**, i.e., individuals earning more than one credential may be counted in more than one line above but should be counted only once here.

1,272

3b. Total number of unique completers (across all programs, even those not leading to a credential) included in Section 2. **This should be an unduplicated count**, i.e., individuals who earned more than one credential may be counted in more than one line above but should be counted only once here.

540

3c. Number of recommendations for certificate, license, or endorsement included in Section 2. If any completers were recommended for more than one credential, this number **may be larger** than the one in the previous line.

425

3d. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.

Our expected time frame is 6 years, and 1.5 times that is 8 years. In Utah, many students take 18-24 months to complete church-sponsored service, which affects completion rates. A spreadsheet with the raw data is provided on the Annual Report webpage.

Note: This is an abbreviated table.

Early Childhood Education							
<i>Fall Term</i>	<i>Initial Cohort</i>	<i>Graduated in 100% time (4 years)</i>	<i>Graduated in 150% time (6 years)</i>	<i>Graduated in 200% time (8 years)</i>	<i>Graduation Rate % (4 years)</i>	<i>Graduation Rate % (6 years)</i>	<i>Graduation Rate % (8 years)</i>
2012	18	2	10		11%	56%	
2013	13	2	5		15%	38%	
2014	16	4			25%		
2015	17	2			12%		

3e. Summary of state license examination results, including teacher performance assessments (you may include a link to publicly available external reporting sites). Please **specify any examinations on which the pass rate (cumulative at time of reporting) was below 80%** and any relevant contextual information that applies to pass rates below that threshold.

Abbreviated sample table for 2020-2021 state licensure pass rates

<i>Test Number</i>	<i>Test Name</i>	<i>Number passed</i>	<i>Total number</i>	<i>Pass rate</i>
5002	<i>ELED: Reading and Language Arts Subtest</i>	691	991	69.73
5003	<i>ELED: Mathematics Subtest</i>	703	792	88.76
5039	<i>English Language Arts: CA</i>	72	77	93.51
5081	<i>Social Studies: Content Knowledge</i>	44	47	93.62

The low pass rate, 69.73%, on the ELED reading and language arts subtest followed state standards revisions in this area. Our program is currently working to realign our reading curriculum to the new standards for elementary candidates.

3f. Explanation of evidence available from program completers, with a characterization of findings.

According to our annual survey of recent graduates, the major area for improvement is engaging students in applying methods of inquiry (2.8) and providing instruction that uses language acquisition strategies to meet the needs of English learners (2.49). The scale is 0 = not at all, 1 = poorly, 2 = adequately, 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for nearly every criterion, which indicates that, in the aggregate, our graduates rate themselves as able to do “well” or “very well” on nearly every criterion. Additional select indicators are included in the table below.

Note: This is an abbreviated table.

<i>Based on the courses and experiences in your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
<i>Actively reflect on the effectiveness of my instruction to identify areas of strength and challenges.</i>	3.22	0.7	69
<i>Advocate for all students.</i>	3.54	0.65	69
<i>Collaborate with colleagues to plan and evaluate instruction.</i>	3.39	0.75	69
<i>Collaborate with families, colleagues, and other professionals to support student growth.</i>	3.35	0.7	69

3g. Explanation of evidence available from employers of program completers, with a characterization of findings.

According to our annual survey of employers of our graduates, the major area for improvement is engaging students in applying methods of inquiry (2.9) and providing instruction that uses language acquisition strategies to meet the needs of English learners (2.9). The scale is 0 = not at all, 1 = poorly, 2 = adequately, 3 = well, 4 = very well. It is striking that employers and graduates agree on the areas in need of improvement. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for nearly every criterion, which indicates that, in the aggregate, our graduates are rated as doing “well” or “very well” by their employers. Additional select indicators are included in the table below.

Note: This is an abbreviated table.

<i>Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>
<i>Advocate for all students.</i>	3.4	0.8	78
<i>Collaborate with colleagues to plan and evaluate instruction.</i>	3.4	0.8	78
<i>Plan instruction based on the Utah Core Standards.</i>	3.3	0.9	78
<i>Collaborate with families, colleagues, & other professionals to support student growth.</i>	3.4	0.8	78

3h. Explanation of how the program investigates employment rates for program completers, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

USU's Office of Graduation, Educator Licensure, and Accreditation sends an electronic placement survey to each of our teacher education graduates when we complete their institutional recommendation to the Utah State Board of Education for their educator license. This data is compiled each October in preparation for our annual Council on Teacher Education's Executive Faculty Senate Report, which provides a summary of all teacher education activities for the previous academic year and is due each November. In September there is a comprehensive push for all outstanding placement data from our Summer, Fall, and Spring graduates. Additional surveys are sent both electronically and snail mail to increase our response rate.

Column 4 shows the total (of those who responded) number of graduates teaching in Utah, Column 5 shows the total of those teaching out of state. Note that in the critical shortage areas of science and special education, the placement rate is near 100% (of those who responded).

Note: This is an abbreviated table.

(1) License Area	(2) Total # certified	(3) Total # responded	(4) In state	(5) Outside state	(6) Other employ- ment	(7) Seeking teaching position	(8) Not seeking teaching position	(9) Continuing formal education	(10) % place- ment in teaching of total responded
Ag Ed	22	18	14	2		2			88.89%
Art Ed	7	7	3		1	3			42.8%
Biological Science	3	3	3						100%
Business	3	3	3						100%

4. Candidate Academic Performance Indicators

This section reports on select measures of candidate/completer performance including the program's expectations for successful performance and indicators of the degree to which those expectations are met. In Tables 4a and 4b, for **each** of AAQEP Standards 1 and 2, report on **three to five** expectations, adding rows as needed. Note the samples below show only one row each; yours should include at least three and up to five selected measures for each standard.

- List your chosen measures of performance (whether taken from your latest self-study or a newly available measure). The idea is to continue to investigate all measures/assessments used to gather completer performance information periodically, but the Annual Report expects attention to only three to five in a given year.
- Indicate the criteria for success for each measure by clearly stating your definition of minimally adequate performance. You may also wish to specify other levels of performance (e.g., based on the Danielson Framework: *unsatisfactory*, *basic*, *proficient*, and *distinguished*; or Marzano: *not using*, *beginning*, *developing*, *applying*, and *innovating*).
- In the final column, summarize completers' success in relation to those expectations.

SAMPLE RESPONSE for 4a. Expectations and Performance on Standard 1

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation		
<i>Student teaching evaluation (Performance Assessment Evaluation SystemPAES)</i>	<i>The student teaching evaluation instrument is scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice proficient. Note that the scores have a ceiling at preservice proficient. 80% as performance criteria for the UTCPAES. This translates to a total of 53/66 total points. Note that items 10.1 and 10.2 have point values of 0=no and 3=yes. Ideally, a student should have a minimum total score of 53 to pass student teaching (with no ratings of zero for any criteria and no marks of NO for 10.1 and 10.2). However, because the teachers have not been trained on the instrument and the instrument has not been through a rigorous psychometric validation and reliability testing, scores lower than 53 are acceptable as long as there is other evidence that the student has performed proficiently as a preservice teacher candidate.</i>	Average total score	Mentor teacher	Supervisor
		SPED SP19	61.1	59.33
		SPED FA 19	60.57	61.51
		ELED Sp 19	61.92	64.05
		ELED Fa19	62.78	64.45
		SecEd Sp19	61.16	61.98
		SecEd Fa19	61.77	63.26
		Grand Mean	61.55	62.43

SAMPLE RESPONSE for 4b. Expectations and Performance on Standard 2

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
<i>Dispositions assessment</i>	<i>Although we did not report this data in our Quality Assurance Report, we have data on dispositions that is gathered at the end of student teaching. Our expectation is that the average score is at least a 4 on every item (1 = unacceptable, 2 = emergent, 3 = proficient, 4 = excellent, 5 = exceptional).</i>	<i>For Aspect 2b, “engage in culturally responsive practices,” item 4 on the dispositions assessment sheds light: The student teacher appreciated and valued student diversity; exhibited cultural sensitivity; was impartial, open minded, and unprejudiced. On this item, the mean score (given by mentor teachers) was 4.66 out of 5. Similarly, for Aspect 2f, “collaborate with colleagues,” item 2 on the dispositions assessment sheds light: The student teacher was collaborative, cooperative, and shared responsibility in a group endeavor. On this item, the mean</i>

		score (given by mentor teachers) was 4.64 out of 5.
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year. For example, you might describe the accomplishments and progress made in relation to any goals and priorities you identified in response to Section 6 of last year's Annual Report. Note that this is a great opportunity to share your progress and "proud moments" with your constituents, since Part I of the Annual Report will be posted publicly.

Length Recommendation: No more than two pages.

SAMPLE RESPONSE: Section 5 Excerpts

In 2024-2025, we set a goal of aligning student teacher evaluation instruments (coming from 3 distinct programs) to create a single form reflecting the shared knowledge accumulated across our programs and changes in the field. The Student Teacher Evaluation Committee launched in January 2025 and developed a new Observation Protocol tool along with a new Teacher Candidate Evaluation tool. These are currently being piloted for the 2025-2026 academic year.

In our 2024 report, we noted our plans to examine the role of fieldwork in foundational coursework, especially across the undergraduate programs. We are currently engaging in this work, with an eye to continually improving the integration of foundational fieldwork in coursework (i.e., before student teaching) across undergraduate and graduate programs. We have convened a working group to look back through NYS regulatory language, and we used our attendance at the New York State Association of Teacher Educators/New York Association of Colleges of Teacher Education annual conference to explore foundational fieldwork practices in other educator preparation programs. We will continue this important work into the spring semester.

In our 2024 report, we also noted plans to engage in curriculum mapping for the undergraduate and graduate Early Childhood/Childhood Education programs. We began this process in September 2025, and will be continuing this work throughout the coming semester. Currently we are focusing our work on revising the scope and sequence of required coursework and fieldwork, and aligning course outcomes and assessments with New York State Teaching Standards and with regulatory changes in the field (e.g., evidence-based reading instruction). [...]

And finally, overall efficiencies were investigated, and in some cases implemented, based on the newly integrated graduate degree programs. In spring 2025, the faculty in the MAT Adolescence program revised the degree program's pacing by reordering the courses. This revision has enabled a smoother transition for undergraduate students wishing to enter the MAT Adolescence program directly and greater scheduling flexibility for all students. It also improved efficiencies in course offerings, supporting the institution's financial goals.

The graduate and undergraduate adolescence education programs also combined their discipline-specific graduate and undergraduate methods classes, beginning in the Fall 2025. Program leaders met over the summer 2025 to plan a shared syllabus and common projects/assessments across the content-specific methods sections. They instituted a series of teaching labs, during which students teach microlessons to a mixed group of their peers (crossing content areas and graduate/undergraduate levels). The methods instructors met regularly in Summer and Fall 2025, to ensure major assignments and assessments were aligned and to review changes and discuss student progress. Ultimately, combining undergraduate and graduate students into shared content-specific methods classes allowed greater diversity in each class cohort,

and it also provided students with more content peers to support their learning (prior to the change, class sizes ranged from 1-6 students; now class sizes range from 2-10 students). [...]

PART II: Self-Assessment and Continuous Growth

Part II of the Annual Report is useful for strategic planning as you work toward your next quality assurance review and helps document program improvement over time.

6. Self-Assessment and Continuous Growth and Improvement

Section 6 provides a worksheet to record and track strategic plans to sustain the improvement of programs in relation to each AAQEP standard. Please provide a brief description of your goals, action plans, anticipated outcomes, and reflections or comments for each standard.

This section may build on the conclusions and recommendations section of your last self-study report or Section 6 of your previous Annual Report(s). *Note:* Some providers may focus their work on an **aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year**; see the sample entry under Standard 2 below for an example of the latter.

- **Goal(s) for the 2026-27 Year:** For each standard, identify at least one goal. These elements may be broad or specific, depending on what will be most useful to your work.
- **Actions:** Informed by your data, list actions or steps you are taking or will take this year in support of the defined goals.
- **Expected Outcomes:** Based on the actions and steps identified, please provide a short description of the expected/desired outcomes (or indicate “none to date” or similar, as appropriate). In subsequent Annual Reports, you may wish to report the actual outcomes and results in other sections.
- **Reflections or Comments:** If appropriate, please provide a short reflection or comment on the process of accomplishing the set goals.

SAMPLE RESPONSES: Section 6

6a. Standard 1

Goals for the 2026-27 year	<i>Develop a performance assessment based on new state policy and the state’s assessment guidelines.</i>
Actions	• <i>Convene a stakeholder group</i> • <i>Develop a performance assessment</i> • <i>Train faculty to use the instrument</i> • <i>Pilot the assessment with a small set of candidates</i> • <i>Study the validity, reliability, and trustworthiness of the assessment</i>
Expected outcomes	<i>We expect to have a valid, reliable, and trustworthy performance assessment to use.</i>

Reflections or comments	<i>A lot more work is involved in developing an assessment than originally thought.</i>
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6b. Standard 2

Goals for the 2026-27 year	<i>Maintain current efforts to collect data.</i>
Actions	<i>No specific action steps for the coming year.</i>
Expected outcomes	<i>N/A</i>
Reflections or comments	<i>N/A</i>

In item 6e, provide a brief summary of the 2025-26 reporting year's activities related to investigating data quality. This section may include updates on plans for ensuring data quality that were provided in your most recent self-study report or in previous Annual Reports.

SAMPLE RESPONSE: 6e

Student Teaching Observation Rubric

In February 2026, the Teacher Education Council helped to revise our student teaching observation rubric. In June 2026, faculty, university supervisors, and mentor teachers met to review the new rubric and began working on a series of calibration activities.

Lesson Plan Template

Because the TEC focused on the lesson plan template the previous year, we monitored the data produced by this measure. We were able to identify that secondary education candidates consistently scored lower than elementary candidates, regardless of certificate. We plan to address possible reasons for this disparity at our annual data retreat day in June.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

If your current accreditation status includes any concerns or conditions, first copy the identified concern and/or condition language in this response box.

- For a concern: Provide a detailed update on the work that you have done to address the concern. This response could include a description of meetings, actions taken, and documentation or evidence collected along with your analysis, as appropriate to the requirements cited in your Accreditation Action Report.
- For a condition: Briefly describe the key steps taken since your accreditation decision meeting to address the condition. This response should provide an overview of the work that will be detailed in your forthcoming focused report or other requirements cited in your Accreditation Action Report.
- If you have no outstanding concerns or conditions to address, please indicate "n/a."

8. Program Growth and Development

In item 8a, provide a short description or table on the reporting year's staffing changes and a discussion of whether the current staffing level continues to offer enough capacity to provide services and support. Note any positions vacated, reassigned, created, and/or filled; a description of the credentials of new hires; and how programs have been affected.

SAMPLE RESPONSE: 8a

The assessment coordinator recently announced her retirement. The SOE has decided not to refill this position but rather embed this position within a faculty position. There will be some course release for this individual to take on the additional responsibilities.

In addition, two faculty members (one in special education, the other in the educational leadership department) are leaving us. We are planning on a national search to fill these two positions. Meanwhile, we may need to have a couple of adjuncts until we are able to find someone full-time.

In item 8b, summarize any planned improvements, innovations, or new program developments on your program's horizon. Include a description of any challenges or barriers that you anticipate.

Length Recommendation: No more than three paragraphs.

9. Regulatory Changes

Explain any new or anticipated regulatory requirements and their impact on your program(s). If no changes are anticipated, please indicate "n/a."

10. Sign Off

Finish your report by naming the AAQEP Primary Contact and the dean or other lead administrator who are signing off on the document, as well as the date of submission.

How to File the Finished Report

1. Save your completed Annual Report as a PDF.
2. By **January 15, 2027**, complete the Annual Update in AAQEP's [Accreditation Management Platform hosted by Weave](#), and upload your Annual Report PDF where prompted.
3. By **January 31, 2027**, post a copy of at least Part I of the report (using the AAQEP template) to the web page you've specified at the top of the document. *Tip:* When generating this PDF, using the "Save as PDF" function in Word will preserve accessibility tags better than "Print to PDF."