



Accreditation Proposal Review Form For PROVIDER/PROGRAM

Reviewers:

- NAME, INSTITUTION/ORGANIZATION
- NAME, INSTITUTION/ORGANIZATION

Context Meeting: DATE

Review Form sent to NAME (EMAIL) on DATE, copying Karen Lowenstein, Director of Member Services (k.lowenstein@aaqep.org)

Purpose

The Accreditation Proposal is an opportunity for providers to:

- Begin the self-study process by defining an evidence set aligned to the aspects of Standards 1 and 2
- Articulate the criteria for success for each measure included in the evidence set
- Describe plans for investigating data quality for each of their measures
- Record contextual challenges and planned innovations that are pertinent to the scope of accreditation
- Receive formative feedback in a timeframe that allows them to make use of it

The proposal will be kept on file as part of the member's record.

How to Use This Form

For Reviewers: After reviewing the proposal individually, collaborate on providing your feedback below in the shaded areas. Note the italicized instructions at the top of each section.

For Providers: As you read through the reviewers' comments and questions, consider whether any clarifications are needed as well as whether you would like to request a feedback exchange meeting (to take place within 2 to 3 weeks of receiving this form).

This form has four sections: **A** - General Comments, followed by three sections for comments more specifically related to: **B** - Proposed Evidence Set for Standards 1 and 2 and Evidence Requirements, **C** - Data Quality Characteristics and Investigations, and **D** - Contextual Challenges and Planned Changes, Improvements, and Innovations.

Section A – General Comments

*You may wish to complete these general comment boxes **at the end** of your review. These boxes are intended to capture a high-level synthesis of your feedback and to note overarching observations about the proposal. Specific feedback on proposed evidence, data quality investigations, and innovations is shared on subsequent pages.*

1. Comments or Questions on Introduction/Overview Section

2. General Comments Regarding Proposed Evidence Set Related to Standards 1 and 2

3. General Comments Regarding Instruments or Data-Quality Considerations

4. General Comments Regarding Contextual Challenges and Planned Changes, Improvements, and Innovations

5. Overall Conclusions, Comments, or Suggestions (if any, including for future self-study design and writing)

Section B – Proposed Evidence Set for Standards 1 and 2 and Evidence Requirements

In Section 2 of the proposal, the provider documents the measures composing the evidence set for Standards 1 and 2 for all of the programs presented in the proposal. Using the Aspect-Evidence Table(s) included in the proposal, check for the alignment between the measures and specific aspects of each standard, the use of direct measures (required for Standard 1), the provider’s criteria for success for each measure, and the perspective(s) represented.

Review of Standards 1 & 2 Evidence Set Requirements: *For each program presented, confirm the requirements below. If you are unable to confirm and/or have comments or questions about any of the statements below regarding the proposed evidence set, please document them and note the specific program(s) to which they apply.*

Evidence Requirements	Yes	No	Comments/Questions
The proposed evidence set covers every aspect of Standard 1.			
The proposed evidence set covers every aspect of Standard 2.			
For Standard 1, the proposed evidence set includes perspectives from program faculty, P-12 partners, completers, and employers.			
For Standard 1, direct measure(s) of the culminating experience are included in the proposed evidence set.			

The criteria for success are explicitly stated for every measure.			
Specific portions of measures (e.g., questions, items, rubrics) are identified and aligned at the aspect level (as applicable*).			
Measures are appended (as applicable*).			

*Generally, measures can provide evidence for more than one aspect. However, there may be times when measures (in their entirety) support a single aspect; in such cases, alignment at the level of individual questions/items/rubrics is unnecessary. Appending measures, particularly locally developed assessments, helps reviewers see the actual questions/items/rubrics aligned to each aspect. AAQEP understands that providers generally cannot append proprietary assessments.

Standard 1: Candidate/Completer Performance

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.

All six aspects of this standard, included in the table below, must be addressed in the evidence set for the standard.

Evidence for the aspects of Standard 1 needs to show whether, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:
1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought
1b. Learners; learning theory, including social, emotional, and academic dimensions; and the application of learning theory
1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning
1d. Assessment of and for student learning, assessment and data literacy, and the use of data to inform practice
1e. Creation and development of positive learning and work environments
1f. Dispositions and behaviors required for successful professional practice

Notable strengths, noted gaps, comments, or questions about the specific evidence proposed for any of the aspects of Standard 1:
Consider the strength and rationale of the evidence set proposed for each aspect, the types of measures and perspectives included (or not), and when the measure is used in the program. Please note the specific aspect (e.g., 1a) to which each comment applies.

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. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers.

All six aspects of this standard, included in the table below, must be addressed in the evidence set for the standard.

Evidence for the **aspects of Standard 2** needs to show 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. Evidence needs to show that completers have the capacity to:

2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities

2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts

2c. Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts

2d. Support students' growth in international and global perspectives

2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection on their own practice

2f. Collaborate with colleagues to support professional learning

Notable strengths, noted gaps, comments, or questions about the specific evidence proposed for any of the aspects of Standard 2:

Consider the strength and rationale of the evidence set proposed for each aspect, the types of measures and perspectives included (or not), and when the measure is used in the program. Please note the specific aspect (e.g., 2a) to which each comment applies.

Section C – Data Quality Characteristics and Investigations

The third section of the proposal asks providers to explain their work on or plans for examining the quality of each proposed measure. For quantitative measures, providers address validity, reliability, and fairness. For qualitative measures, providers address trustworthiness and fairness.

Reviewers: Below, note your comments or questions about the provider's attention to or plans for attending to individual measures' data quality. Please identify the specific measure(s) to which each comment or question refers. You may wish to consider the stakeholders involved in the work, when and how often the work occurs, and next steps based on investigations of data quality.

Section D – Contextual Challenges and Planned Changes, Improvements, and Innovations

The proposal may describe changes, improvements, or innovations that the provider is currently implementing or plans to implement by the time of the site visit. In some cases, these changes may be in response to specific contextual challenges. Proposed or noted innovations are recognized in the accreditation process because they may be responsive to local or stakeholder needs and/or based on current research or program evaluation. In this section, providers must address their current work (or plan) to monitor any changes by collecting and analyzing data that evaluates the impact of those changes.

Reviewers: Below, note your comments or questions about this work and the specific planned change, improvement, or innovation to which each comment or question refers. Give particular attention to innovations or changes that might impact the quality assurance review. Comments might reference the implementation timeline, prioritization of changes, or plans for monitoring future work.

Proposal Reviewers: Next Step

Please save this completed form as a PDF and email it to the provider, copying Karen Lowenstein, AAQEP's Director of Member Services (k.lowenstein@aaqep.org).

Provider: Next Step

Upon receiving this form, contact your reviewers to schedule a feedback exchange meeting, to be held within 2-3 weeks, or let them know you do not wish to hold this meeting.