



A note to reviewers: Please complete all information in brackets and shaded boxes before submitting this document.

AAQEP Quality Review Team Report for [Provider / Program]

Quality Review Team Members

[NAME, TITLE, INSTITUTION/ORGANIZATION, LOCATION]

[NAME, TITLE, INSTITUTION/ORGANIZATION, LOCATION]

[NAME, TITLE, INSTITUTION/ORGANIZATION, LOCATION]

Review Schedule

Off-Site Review Team Meeting: [DATE/TIME]

Off-Site Review Provider Meeting: [DATE/TIME]

On-Site Review: [SCHEDULED DATES]

Member History

Join Date: [DATE]

Guide Edition Used: [DATE]

Purpose and Scope of Review

The AAQEP Quality Review Team listed above conducted a review of the education programs put forward by [PROVIDER]. The team considered the case presented in the Quality Assurance Report by verifying the claims made in the report and by gathering additional relevant evidence to corroborate the claims.

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1. Case Specification

The Program Specification Table identifies the specific programs seeking accreditation in the AAQEP review. The table can be copied from the Off-Site Review Report and pasted below.

Program Specification Table for AAQEP Accreditation

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in current academic year (as of mm/yy) ¹	Number of Completers in most recently completed academic year (12 months ending mm/yy)
Programs that lead to initial teaching credentials			
Total for programs that lead to initial credentials			
Programs that lead to additional or advanced credentials for already-licensed educators			
Total for programs that lead to additional/advanced credentials			

¹ Count all candidates enrolled in the listed programs to date for the current academic year (12-month period).

<i>Programs that lead to credentials for other school professionals or to no specific credential²</i>			
Total for additional programs			
TOTAL enrollment and productivity for all programs			
Unduplicated ³ total of all program candidates and completers			

Program Location and Modality

If any of the above programs are offered at more than one location or via different or multiple modalities, please describe below, and link to any relevant descriptions on your website.

Physical Locations

Modalities (face-to-face, online, hybrid)

2. Summary of the Case

The Summary of the Case is a concise statement of the Quality Review Team’s understanding of the case being made in the QAR by the provider that each AAQEP standard is met. Developed by the team during the off-site review, the final language agreed to by both the Quality Review Team and the provider appears below.

² These programs include noncertificate masters of education, doctoral programs, etc., OR those that lead to a license for noninstructional education staff with no teaching license as a prerequisite (e.g., school nurse, school social worker, school counselor, school business manager)

³ *Unduplicated* refers to a total number of unique candidates or completers. Individuals who are working toward or earned more than one credential may appear in multiple rows above but should be counted only once here.

QAR Aspect-Evidence Table for Standards 1 and 2

This table lists the evidence provided in the QAR for Standards 1 and 2. It is copied from the Off-Site Review Report and pasted below. If a measure is used in **both** Standards 1 and 2, please list it separately under each standard.

STANDARD 1										
Measure	Program(s) for which measure is used	1a	1b	1c	1d	1e	1f	Data Scope	Criteria for success	Perspective*
STANDARD 2										
Measure	Program(s) for which measure is used	2a	2b	2c	2d	2e	2f	Data Scope	Criteria for success	Perspective*

*Use the key below to identify the perspective(s) or type of evidence each measure represents.

1 = program faculty assessment of candidates
(e.g., dispositions rubric, course assessment)

2 = rating by P-12 partner in clinical setting
(early fieldwork, student teaching, or internship)

3 = information provided by completers
(as in a survey, focus group, other)

4 = information provided by graduates' employers
(as in a survey, focus group, other)

5 = direct performance assessment in the culminating
clinical internship (required for initial licensure programs)

6 = state license test results (for programs leading to
certification or licensure)

If any required perspectives were missing from the evidence set presented in the QAR, then briefly indicate how they were investigated on site. (On-site findings themselves are integrated in Section 4 below.) For Standard 1, the evidence set requires the following perspectives: (1) program faculty, (2) P-12 partners, (3) completers, (4) graduates' employers, and (5) direct measures of performance as appropriate to the program.

3. Summary of Evidence Examined On Site by the Quality Review Team

List each stakeholder group interviewed and the group's size. Add rows as needed.

Stakeholder group	Size of group

To apprise commissioners of the team's investigations outside the interviews listed above, briefly describe any other data-gathering activities or evidence sets the team reviewed on site. This concise summary may list activities such as reexamination of evidence (listing particular sources) and observations of classes or facilities.

4. Analysis of Evidence by Standard

Instructions for completing the aspect-by-aspect documentation for each standard in the following pages:

Summary of evidence presented in the QAR:

Briefly summarize the evidence presented in the QAR related to this aspect (see Column A of the Previsit Worksheet). Describe the evidence as concisely as possible, while taking care to spell out acronyms and define terms for clarity, and indicate clearly the page where it is located. Indicate whether or not the program's criteria for success (or state criteria in the case of license exams) were met.

Summary of evidence collected during the review:

Identify the evidence affirmed, verified, or gathered during the site visit and note its source (stakeholder interview, clarification questions' response, additional documentation).

Observations that may be of interest to the provider:

This box allows team members to provide collegial (not evaluative) observations and comments. Team comments are chiefly directed to the provider, though they may be of interest to the Accreditation Commission. Examples might include notable quotes from a candidate or P-12 partner (or other stakeholder) documented in an interview, or observations such as one colleague might make to another.

This box may be blank in some cases.

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.

All six aspects of the standard (see table below) must be addressed in the evidence set.

Evidence must include multiple measures, multiple perspectives (program faculty, P-12 partners, program completers, graduates' employers), and direct measures of performance in a program-appropriate field/clinical setting.

Evidence pertaining to aspects of Standard 1: *In the cells below, briefly describe the sampled evidence, observation, or data point that you have verified regarding each aspect of the standard.*

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, including:
Aspect 1a: Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 1b: Learners; learning theory (including social, emotional, and academic dimensions); and application of learning theory
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 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
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 1d: Assessment of and for student learning; assessment and data literacy; use of data to inform practice
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 1e: Creation and development of positive learning and work environments
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:

Aspect 1f: Dispositions and behaviors required for successful professional practice

Summary of evidence presented in the QAR:

Summary of evidence collected during the review:

Observations that may be of interest to the provider:

Aspects for which no evidence is available to the Accreditation Commission

In the box below, note any aspects of Standard 1 for which no evidence was provided in the QAR, supplied in response to the team’s clarification questions, or gathered on site. Plans for new or additional evidence should be noted in the appropriate box above, under the relevant aspect.

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 (see table below) must be addressed in the evidence set for the standard.

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.

Evidence pertaining to aspects of Standard 2: *In the cells below, briefly describe the sampled evidence, observation, or data point that you have verified regarding each aspect of the standard.*

Evidence shows that completers have the capacity to:
Aspect 2a: Understand and engage local school and cultural communities; communicate and foster relationships with families/guardians/caregivers in a variety of communities
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 2b: Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 2c: Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 2d: Support students' growth in international and global perspectives
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 2e: Establish goals for their own professional growth; engage in self-assessment, goal setting, and reflection
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 2f: Collaborate with colleagues to support professional learning

Summary of evidence presented in the QAR:

Summary of evidence collected during the review:

Observations that may be of interest to the provider:

Aspects for which no evidence is available to the Accreditation Commission

In the box below, note any aspects of Standard 2 for which no evidence was provided in the QAR, supplied in response to the team’s clarification questions, or gathered on site. Plans for new or additional evidence should be noted in the appropriate box above, under the relevant aspect.

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.

All six aspects of this standard (see table below) must be addressed in the evidence set for the standard.

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.

Note: Evidence related to Standard 3 will be found in the main body of the Quality Assurance Report and in the following appendices:

- Candidate Recruitment, Selection, and Monitoring (Appendix A)
- Program Capacity and Institutional Commitment (Appendix C)
- Internal Quality Controls (Appendix D)
- Evidence of Data Quality (Appendix E)

Evidence pertaining to aspects of Standard 3: *In the cells below, briefly describe the sampled evidence, observation, or data point that you have verified regarding each aspect of the standard.*

Evidence shows that the program:
Aspect 3a: Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable (<i>see Appendix C</i>)
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 3b: Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 3c: Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 3d: Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards (<i>see Appendix A</i>)
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 3e: Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system (<i>see Appendix D as well as Appendix E to ensure the system is informed by trustworthy evidence</i>)

Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 3f: Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment (see Appendix C)
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:

Aspects for which no evidence is available to the Accreditation Commission

In the box below, note any aspects of Standard 3 for which no evidence was provided in the QAR, supplied in response to the team’s clarification questions, or gathered on site. Plans for new or additional evidence should be noted in the appropriate box above, under the relevant aspect.

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Standard 4: Program Engagement in System Improvement

Program practices strengthen the P-20 education system in light of local needs, in keeping with the program’s mission.

The program is committed to and invests in strengthening and improving the education profession and the P-20 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 supports the field’s collective effort to address education’s most pressing challenges through improvement and innovation.

All six aspects of this standard (see table below) must be addressed in the evidence set for the standard.

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

Note: Evidence related to Standard 4 will be found in the main body of the Quality Assurance Report and in the following appendices:

- Completer Support and Follow-Up Practices (Appendix B)
- Missional Commitments and Distinct Contributions (optional; Appendix F if used)

Evidence pertaining to aspects of Standard 4: *In the cells below, briefly describe the sampled evidence, observation, or data point that you have verified regarding each aspect of the standard.*

The program provides evidence that it:
Aspect 4a: Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 4b: Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 4c: Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned (<i>see Appendix B</i>)
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 4d: Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs
Summary of evidence presented in the QAR:
Summary of evidence collected during the review:
Observations that may be of interest to the provider:
Aspect 4e: Meets obligations and mandates established by the state, states, or jurisdiction within which it operates

(Reviewers: Please note here evidence of state program approval and/or other programmatic accreditor’s decisions, if required, presented by the provider.)

Summary of evidence presented in the QAR:

Summary of evidence collected during the review:

Observations that may be of interest to the provider:

Aspect 4f: Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments

(Reviewers: Please note this aspect invites providers to identify and document evidence of dimensions of their work that fall outside of or go beyond AAQEP’s standards. Providers may or may not choose to provide information regarding this aspect at their sole discretion.)

Summary of evidence presented in the QAR:

Summary of evidence collected during the review:

Observations that may be of interest to the provider:

Aspects for which no evidence is available to the Accreditation Commission

In the box below, note any aspects of Standard 4 for which no evidence was provided in the QAR, supplied in response to the team’s clarification questions, or gathered on site. Plans for new or additional evidence should be noted in the appropriate box above, under the relevant aspect.

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5. Evidence of Identified Innovations

Describe any programmatic innovations that fell within the scope of the review. Innovations noted here should be new initiatives for which supporting data is incomplete, emerging, or planned. Please comment on how the program intends to evaluate the effectiveness or success of the innovation. (Note: If no innovations are identified that match this description, this section may be left blank.)

Innovations with partial or planned supporting evidence set	Additional evidence or insights gained on site

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6. Program Capacity Checks

AAQEP Standard 3 requires that providers maintain capacity for quality, reflected in staffing, resources, processes, and institutional commitment. In addition to evaluating evidence and documentation in the foregoing section, each review team completes the following checks related to programs' capacity and commitment. Briefly but clearly state how each indicator was checked and identify the relevant sources.

Indicator	QRT Findings
<p>Full-Time Faculty Full-time faculty teaching in the program, selected at random, have appropriate degrees and experience for assignments.</p>	
<p>Part-Time Faculty Part-time faculty teaching in the program, selected at random, have appropriate degrees and experience for assignments.</p>	
<p>Facilities The space and other facilities assigned to the preparation program(s) are adequate.</p>	
<p>Student Feedback Candidates have the opportunity to give feedback on courses and the program (e.g., through course evaluations).</p>	
<p>Student Support Services Student support services meet candidate needs, and all candidates have access to services on an equitable basis with others.</p>	
<p>Policies and Practices Program requirements, academic catalog, student complaint process, and transfer of credit policy are all published and accessible to candidates.</p>	
<p>Third-Party Comments — Results Indicate the number and balance (positive or negative) of public comments received and any provider response(s).</p>	

7. Concluding Thoughts or Observations

Keeping in mind that the Quality Review Team's role is to verify evidence presented by the provider and to gather any additional evidence needed to inform the Accreditation Commission in making its decision, please provide any concluding observations regarding the team's findings and the standard(s) or aspect(s) for which the observation applies.

8. Supporting Materials

Please copy the team's clarification questions and the provider's responses in this box and/or other relevant supporting materials.

Next Step (Team Lead): Email the provider (cc your AAQEP site visit liaison and the Director of Accreditation Services) this completed report as a Word document *with editing restricted to comments only*. Remind the provider they have 2 weeks to complete their accuracy check by inserting comments in the file. Once the provider returns this file to you, resolve any typographical errors; preserve substantive comments made by the provider and the team's reply. Return the final report to the provider and to AAQEP's Director of Accreditation Services.