



Proposed 2025 Expectations Framework

This document presents AAQEP's proposed 2025 expectations framework, which will be presented to the Board of Directors for adoption in December 2024. Once adopted, the framework will be *available* for use in accreditation reviews immediately and will be *required* for use in accreditation reviews beginning January 1, 2027. As you review this draft framework and begin considering its implementation, send any questions and comments to standards@aaqep.org.

Background

AAQEP's original expectations framework, developed by a working group of educators from across the nation, was published in January 2018 and has guided nearly 180 self-studies and accreditation reviews in the intervening years.

As directed by AAQEP's bylaws, standards renewal is conducted at least every 7 years and is led by the AAQEP Quality Expectations Committee, which is composed of members of the Board of Directors and the Accreditation Commission. The committee spent the 2022-23 academic year gathering and reviewing feedback on the 2018 framework from AAQEP-accredited providers, other AAQEP members, and the wider education community. That feedback informed the creation of a discussion draft that was circulated for comment from April to July of 2024; over 100 individuals offered input on that draft, either by completing a survey or by providing extended, often comprehensive, written comments.

The collected feedback was consistently supportive and largely converged in its recommendations, although there were some points on which views diverged. Where possible, this draft addresses the suggestions and noted concerns; additional treatment will be provided in the 2025 *Guide to AAQEP Accreditation*. AAQEP acknowledges with gratitude the detailed and constructive feedback that was provided by members, partners, and other interested professionals throughout this renewal process.

Architecture of the Proposed 2025 Framework

The proposal for 2025 fundamentally retains the conceptual framework of the original 2018 version, which was strongly affirmed in the two rounds of feedback. Building on this foundation, the renewed framework refines established expectations based on 6 years' experience in applying them and adds aspects that respond to current and emerging priorities in the field.

| | COMPLETER PERFORMANCE | PROGRAM PRACTICE |
|---------------------------|---|---|
| | Widely shared expectations for which accepted measures are readily available | |
| Foundational expectations | STANDARD 1: Completer Foundational Knowledge and Skills Program completers have the foundational knowledge and skills to effectively support student learning and development. | STANDARD 3: Quality Program Practices The provider's resources and internal quality control practices ensure its capacity to effectively prepare educators to support success for all learners. |
| | Shared questions or challenges that demand local solutions and invite innovation; reflection of specific institutional missions; responsiveness to state requirements | |
| Contextual expectations | STANDARD 2: Completer Professional Growth and Adaptability Program completers grow as professionals and adapt their practices to support student learning and development as appropriate to their role and context. | STANDARD 4: Program Engagement in System Improvement The provider engages with partners and community members to strengthen the P-20 education system and to promote success for all learners. |

Four Standards Addressing Key Dimensions of Program Quality

The four standards remain substantially unchanged, addressing two dimensions of program quality: *completer performance* and *program practice*. Within each of these dimensions are two categories of standards: *foundational expectations* that reflect the mature, research-based nature of the field, and *contextual expectations* that reflect the centrality of context, which provides unique opportunities and constraints to each educator preparation provider, and the field's ongoing innovation as it addresses new problems of practice and opportunities for growth.

Seven Aspects Per Standard

The proposal increases the number of aspects under each standard from six to seven in order to disambiguate some original aspects and to address dimensions of educator preparation that warrant a separate statement. The order of the aspects in this proposal has been altered somewhat from that in the spring draft to more closely match the familiar numbering of aspects in the 2018 framework. Two crosswalks are appended to this document mapping the proposed 2025 aspects to those of the 2018 framework and to the April 2024 discussion draft.

Descriptor Statements for Four Types of Programs

The most notable structural change in the proposed framework is the addition of *descriptors* for various program types for each aspect of Standards 1 and 2. One of the most frequently voiced suggestions for improving the 2018 framework was to explain more clearly how the aspects of Standards 1 and 2 could be applied to programs preparing educators for a variety of professional roles, particularly for roles other than classroom teaching.

The addition of descriptors was generally supported in the feedback received, although the separate descriptors for doctoral programs in the April 2024 draft have been dropped based on feedback that such programs generally fit under one of the other four types, which include:

- **Initial teacher preparation:** Programs that prepare individuals for their first professional teaching credential (certificate or license)

- **Advanced educator preparation:** Programs that prepare practicing educators to qualify for additional credentials related to instruction or coaching roles or that add to their professional capabilities
- **P-12 leader preparation:** Programs preparing 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 school counselors, school psychologists, school librarians, school social workers, and other P-12 professionals

The descriptors provide guidance for operationalizing the standards in quality assurance work. They may be understood as parameters, not prescriptions, that foster flexibility in implementation and illustrate the applicability of this cohesive framework across diverse programs rather than establishing separate expectations for them. If a program does not fall neatly into a single type or finds useful language in more than one descriptor, providers are empowered to determine the appropriate alignment of descriptors to the program's context.

The alignment of programs to descriptors will be addressed further in the *Guide to AAQEP Accreditation*.

Notes for Reading This Proposed Framework

This draft is being circulated chiefly in preparation for implementation. While all types of feedback are welcome, questions regarding interpretation and implementation of the framework will help staff prepare guidance and resources for its successful enactment by programs. Please send comments and questions to standards@aaqep.org.

Bear in mind that these are standards for the evaluation of preparation *programs*, not for the evaluation of individual educators or prospective educators. In compiling evidence for Standards 1 and 2, providers will indicate the specific standards and criteria that they use in evaluating individual candidates and program completers, such as state standards, the InTASC standards, or other professional frameworks such as the Danielson, 5D+, or Marzano.

Note, too, that Standards 1 and 2 are framed as expectations for program *completer* outcomes. Evidence regarding completers' competence may come from data collected in the course of their participation in the program, during a culminating clinical experience, or from their reflections on their own abilities, their employers' evaluation of their level of preparation, or other evidence of performance in their professional role. In addition, please note that evidence from the performance of candidates who are currently participating in a program may be used in self-study reports; such candidate data is regarded as evidence of eventual completers' performance for the purposes of the accreditation review.

Finally, AAQEP recognizes that implementing new standards sometimes requires the addition of data sources or instruments to a provider's quality assurance system. In the initial rollout of the 2025 framework, providers may present measures and plans for documenting aspects for which they are just beginning to collect data.

Proposed 2025 AAQEP Expectations Framework

Standard 1: Completer Foundational Knowledge and Skills

Program completers have the foundational knowledge and skills appropriate to the credential or degree earned and are able to effectively support student learning and development through their professional practice. Completers are able to:

- 1a. Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role
- 1b. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices
- 1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development
- 1d. Facilitate and support language development, language acquisition, and literacy development for all learners
- 1e. Apply knowledge of student exceptionalities and federal and state legal requirements to provide appropriate, evidence-based support to all learners
- 1f. Select and employ current educational technology tools and systems to support learning
- 1g. Support the cognitive, social, and emotional growth and development of learners

Standard 2: Completer Professional Growth and Adaptability

Program completers grow as professionals and adapt their practices to support student learning and development as appropriate to their role and context. Completers are able to:

- 2a. Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community
- 2b. Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts
- 2c. Create positive and productive learning and work environments in a variety of settings
- 2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education
- 2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice
- 2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth
- 2g. Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma

Evidence for Standards 1 and 2 must include multiple measures from multiple perspectives, including the perspectives of program faculty, P-12 partners, program completers, and completers' employers; in addition, third-party data such as licensure and certification examination results and data gathered by states are reported. Direct performance evidence is also required, as appropriate to the credential or role. Evidence of candidate as well as completer performance may be used.

Standard 3: Quality Program Practices

The provider's resources and internal quality control practices ensure that it has the capacity to effectively prepare educators to support success for all learners. Evidence shows that in practices appropriate to its model, the provider:

- 3a. Recruits, admits, onboards, monitors, and provides timely and targeted support to candidates to ensure their success
- 3b. Offers coherent curricula that are aligned to appropriate state, national, or professional standards
- 3c. Uses instructional practices and resources within programs that are evidence-based and regularly evaluated for effectiveness
- 3d. Engages with partners to provide candidates with supported clinical experiences in placements appropriate to the credential sought
- 3e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations
- 3f. Develops and maintains an effective internal quality control system that is consistently implemented and supports candidate success
- 3g. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment to program quality

Standard 4: Program Engagement in System Improvement

The provider engages with partners and community members to strengthen the P-20 education system and to promote success for all learners. Evidence shows that the provider:

- 4a. Engages with local partners and community members to support high-need schools and participates in efforts to reduce disparities in educational outcomes
- 4b. Engages with local school partners to investigate and plan program improvements and innovations to ensure that preparation matches their needs
- 4c. Supports completers' entry into and/or continuation in their professional role and informs them of pathways to career advancement
- 4d. Works with a variety of partners to identify and meet state and local educator workforce needs
- 4e. Works with a variety of partners to diversify participation in the educator workforce through outreach, recruitment, and candidate support
- 4f. Uses publicly available data regarding completer placement, effectiveness, and retention to inform program improvement
- 4g. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates

Evidence for Standards 3 and 4 includes documentation of policies and practices as well as evidence of their effectiveness. Guidance regarding documentation for Standards 3 and 4 will be published in the Guide to AAQEP Accreditation.

Descriptors for Varied Program Types

Each aspect of each standard is presumed to have application to any particular program brought forward for accreditation, though that application may vary across a set of programs. The following **descriptors** provide additional detail regarding the differentiated application of aspects of Standards 1 and 2 for four types of programs, each preparing for a different professional role in education: initial teacher preparation, advanced educator preparation, P-12 leader preparation, and specialized professional preparation.

Note: *Standards 3 and 4 do not include differentiated descriptors for different types of programs. See the Guide to AAQEP Accreditation for guidance on the application of these standards.*

Descriptors for Standard 1: Completer Foundational Knowledge and Skills

Program completers have the foundational knowledge and skills appropriate to the credential or degree earned and are able to effectively support student learning and development through their professional practice. Completers are able to:

- 1a. *Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role*

Initial teacher preparation program completers are proficient in the content knowledge, pedagogical content knowledge, and pedagogical knowledge specific to the credential sought as identified in relevant state and professional standards for teaching practice; they demonstrate the ability to assess learners and to plan and enact differentiated instruction that supports success for all learners in their charge.

Advanced educator preparation program completers are proficient in the specialized professional knowledge and skills relevant to their new credential or role as specified in relevant state and professional standards; they demonstrate the ability to assess learners and to plan and enact differentiated instruction, and/or to engage in other professional activities appropriate to their field of specialization, to support success for all learners in their charge.

P-12 leader preparation program completers are proficient in the specialized professional knowledge and skills required for educational leadership roles as specified in relevant state and professional standards; they demonstrate the ability to support success for educators and students within the scope of their leadership responsibilities by planning, implementing, and evaluating programs for a school building or district.

Specialized professional personnel preparation program completers are proficient in the specialized professional knowledge and skills relevant to their credential or role as specified in relevant state and professional standards; through their service delivery and the programs they develop and implement, completers provide support for all learners in their charge.

- 1b. *Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices*

Initial teacher preparation program completers exhibit proficient knowledge of learning science, learning theories, and pedagogical strategies and, informed by data, are able to apply this knowledge to support learning and growth for all students in their charge.

Advanced educator preparation program completers exhibit proficient knowledge of learning science, learning theories, and pedagogical strategies specific to their area of specialization and, informed by data, are able to apply this knowledge to support learning and growth relative to their specialization for all students in their charge.

P-12 leader preparation program completers exhibit proficient specialized professional knowledge of instructional leadership strategies and, informed by data, are able to support student learning as well as the professional development of teachers and other school personnel under their scope of leadership.

Specialized professional personnel preparation program completers exhibit proficient knowledge of learning and teaching sciences, appropriate to their specific area of practice and, informed by data, are able to apply these to support student learning and development as well as the professional development of other educators.

1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development

Initial teacher preparation program completers understand the diverse and intersecting aspects of learner identities, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to enact culturally responsive and sustaining practices that support the identities, growth, and learning of all students in their charge.

Advanced educator preparation program completers understand the diverse and intersecting aspects of learner identities, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to enact culturally responsive and sustaining practices relevant to their new professional role to support the identities, growth, and learning of all students in their charge.

P-12 leader preparation program completers understand the diverse and intersecting aspects of human identity, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to support teachers, school staff, and students by affirming personal identities and supporting learning and growth.

Specialized professional personnel preparation program completers understand the diverse and intersecting aspects of learner identities, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to enact culturally responsive and sustaining practices relevant to their specialized professional role to support learners' identities, growth, and learning.

1d. Facilitate and support language development, language acquisition, and literacy development for all learners

Initial teacher preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and assessment, and are able to support learning, language development, and growth in literacy for all learners in their charge.

Advanced educator preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and assessment, and are able to apply this knowledge in their specialized practice. Completers of literacy and reading specialist preparation programs are able to support literacy development for all learners and to support professional colleagues in implementing practices to support literacy development.

P-12 leader preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and assessment, and are able to support professional colleagues in implementing practices to support literacy development.

Specialized professional personnel preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and measurement, and are able to apply this knowledge as appropriate to their specialized professional role.

1e. Apply knowledge of student exceptionalities and federal and state legal requirements to provide appropriate, evidence-based support to all learners

Initial teacher preparation program completers understand federal and state special education requirements; understand the strengths and needs of their students, including those with identified needs; are able to provide appropriate instruction, in keeping with their professional

role; and are able to collaborate with students, their families or caregivers, and other professional educators to support student learning and growth.

Advanced educator preparation program completers understand federal and state special education requirements; understand the strengths and needs of their students, including those with identified needs; are able to provide appropriate instruction, in keeping with their professional role; and are able to collaborate with students, their families or caregivers, and other professional educators to support student learning and growth.

P-12 leader preparation program completers understand federal and state special education requirements; understand the strengths and needs of students, including those with identified needs; and are able to support appropriate instruction and service delivery for students with various needs and abilities by ensuring productive collaboration among teachers, students, families or caregivers, and other professional educators to support student learning and growth.

Specialized professional personnel preparation program completers understand federal and state special education requirements; understand the strengths and needs of their students, including those with identified needs; are able to provide appropriate professional services, in keeping with their professional role; and are able to collaborate with students, their families or caregivers, and other professional educators to support student learning and growth.

1f. Select and employ current educational technology tools and systems to support learning

Initial teacher preparation program completers are able to select and apply instructional technologies to provide equitable learning opportunities that support student success; to create effective, collaborative digital learning experiences; and to support their own professional growth.

Advanced educator preparation program completers are able to select and apply instructional technologies to provide equitable learning opportunities in their area of specialized preparation that support student success, as appropriate to the role for which they are being prepared, and to support their own professional growth.

P-12 leader preparation program completers are able to select and apply technologies to fulfill their leadership functions, to support teachers and other educators in ensuring that students experience equitable learning environments, and to support their own professional growth and that of professionals in their administrative purview.

Specialized professional personnel preparation program completers are able to select and apply technologies to support their own professional practice, to ensure appropriate and equitable student access to related technologies, and to support their own and others' professional growth in the use of related technological tools and systems.

1g. Support the cognitive, social, and emotional growth and development of learners

Initial teacher preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and support the development of the whole person in their educational practice.

Advanced educator preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and are able to apply their knowledge to support the development of the whole person in their specialized educational practice.

P-12 leader preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and are able to ensure that the social and emotional needs of teachers, staff, and students are met; they support teachers in addressing the social and emotional aspects of student learning and development.

Specialized professional personnel preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and support the social and emotional needs of students through their professional practice.

Descriptors for Standard 2: Completer Professional Growth and Adaptability

Program completers grow as professionals and adapt their practices to support learning and development as appropriate to their role and context. Completers are able to:

- 2a. *Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community*

Initial teacher preparation program completers develop relationships with families, guardians, and/or caregivers and engage with community partners and with local cultural and linguistic communities to foster an inclusive environment that supports success for all students.

Advanced educator preparation program completers develop relationships with families, guardians, and/or caregivers and engage with community partners and with local cultural and linguistic communities to foster an inclusive environment that supports success for all students, particularly in their area of advanced preparation.

P-12 leader preparation program completers cultivate an inclusive school community by engaging families, guardians, caregivers, and cultural, linguistic, and other community partners to collaborate with and support school and district staff and ensure a welcoming and supportive environment that promotes success for all students.

Specialized professional personnel preparation program completers develop relationships with families, guardians, and/or caregivers and engage with community partners and with local cultural and linguistic communities to foster an inclusive environment that supports success for all students in their area of professional practice.

- 2b. *Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts*

Initial teacher preparation program completers engage in equitable, culturally responsive, and inclusive educational practices with diverse learners and do so in the diverse linguistic, cultural, socioeconomic, family, school, and community contexts where they practice.

Advanced educator preparation program completers engage in equitable, culturally responsive, and inclusive educational practices with diverse learners and do so in diverse linguistic, cultural, socioeconomic, family, school, and community contexts where they practice.

P-12 leader preparation program completers lead schools and districts that engage in equitable, culturally responsive, and inclusive educational practices with diverse learners in diverse linguistic, cultural, socioeconomic, family, school, and community contexts.

Specialized professional personnel preparation program completers engage in equitable, culturally responsive, and inclusive specialized professional practices with diverse learners in diverse linguistic, cultural, socioeconomic, family, school, and community contexts, and support professional colleagues in doing so as well.

- 2c. *Create positive and productive learning and work environments in a variety of settings*

Initial teacher preparation program completers understand the importance of classroom climate and are able to develop and maintain supportive, positive, and productive learning environments to support learning and growth for all students.

Advanced educator preparation program completers are able to develop and maintain supportive, positive, and productive learning environments, in keeping with their specialized professional practice, to support learning and growth for all students.

P-12 leader preparation program completers understand the importance of classroom and school environments and are able to support teachers in creating positive and productive learning environments and to create positive and productive school work environments.

Specialized professional personnel preparation program completers are able to develop and maintain supportive, positive, and productive learning environments, in keeping with their specialized professional practice, to support learning and growth for all students.

2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education

Initial teacher preparation program completers understand the global role of education and education systems and are able to incorporate international and global experiences in their instructional practice to broaden P-12 students' perspectives on the world.

Advanced educator preparation program completers understand the global role of education and education systems and incorporate international and global experiences in their specialized professional practice to broaden P-12 students' perspectives on the world.

P-12 leader preparation program completers understand the global role of education and education systems, incorporate international and global experiences in their own work, and support teachers and other school professionals in incorporating such perspectives to broaden P-12 students' perspectives on the world.

Specialized professional personnel preparation program completers understand the global role of education and education systems and incorporate international and global experiences in their professional practice to broaden P-12 students' perspectives on the world.

2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice

Initial teacher preparation program completers understand the uses of assessment, including assessment of and for learning; are able to develop and select appropriate assessments; and are able to use results to understand learners and to inform practice by differentiating instruction and assessment and by collaborating with others including parents/caregivers, other professionals, and students themselves to support learning.

Advanced educator preparation program completers understand the uses of assessment in relation to their area of specialized preparation and are able to gather relevant information to inform their practice and to support student learning and growth.

P-12 leader preparation program completers understand the uses of assessment and are able to support appropriate use of data in the school environment for both instructional purposes at the classroom level and evaluation purposes in using results of tests and assessments to improve school and district support for learning.

Specialized professional personnel preparation program completers understand assessment and measurement and are able to use evidence to support their practice and to evaluate its effectiveness.

2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth

Initial teacher preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being.

Advanced educator preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being.

P-12 leader preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being, and encourage and provide support for the professional and personal growth and flourishing of others in the school and district environment.

Specialized professional personnel preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being.

2g. *Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma*

Initial teacher preparation program completers are aware of the importance of mental well-being and are able to foster well-being in the classroom and to connect students, families, professional colleagues, and themselves with supportive resources through appropriate channels.

Advanced educator preparation program completers are aware of the importance of mental well-being and are able to foster well-being in the classroom and to connect students, families, professional colleagues, and themselves with supportive resources through appropriate channels.

P-12 leader preparation program completers are aware of the importance of mental well-being and are able to foster well-being in schools and to connect students, families, professional colleagues, and themselves with supportive resources through appropriate channels.

Specialized professional personnel preparation program completers are aware of the importance of mental well-being and are able to foster well-being in the classroom and to connect students, families, professional colleagues, and themselves with supportive resources.

Crosswalk of Proposed 2025 Aspects and 2018 Aspects

| Proposed 2025 AAQEP Aspects | Corresponding 2018 AAQEP Aspects |
|---|--|
| <i>Completers are able to:</i> | <i>Candidates/completers exhibit:</i> |
| 1a. Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role | 1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree ... |
| 1b. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices | 1b. Learners, learning theory ... and application of learning theory |
| 1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development | 1c. ... intersectionality of race, ethnicity, class, gender identity and expression, sexual identity ... |
| 1d. Facilitate and support language development, language acquisition, and literacy development for all learners | 1c. ... the impact of language acquisition and literacy development on learning |
| 1e. Apply knowledge of student exceptionalities and federal and state legal requirements to provide appropriate, evidence-based support to all learners | [Not directly reflected in an aspect in the 2018 framework] |
| 1f. Select and employ current educational technology tools and systems to support learning | [Not directly reflected in an aspect in the 2018 framework] |
| 1g. Support the cognitive, social, and emotional growth and development of learners | 1b. ... social, emotional, and academic dimensions ... of learning theory |
| 2a. Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community | 2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities |
| 2b. Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts | 1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity ... 2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts |
| 2c. Create positive and productive learning and work environments in a variety of settings | 1e. Creation and development of positive learning and work environments 2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts |
| 2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education | 2d. Support students' growth in international and global perspectives |
| 2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice | 1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice |

| Proposed 2025 AAQEP Aspects | Corresponding 2018 AAQEP Aspects |
|--|---|
| 2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth | 1f. Dispositions and behaviors required for successful professional practice 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection 2f. Collaborate with colleagues to support professional learning |
| 2g. Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma | [Not directly reflected in an aspect in the 2018 framework] |
| <i>The program:</i> | |
| 3a. Recruits, admits, onboards, monitors, and provides timely and targeted support to candidates to ensure their success | 3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards |
| 3b. Offers coherent curricula that are aligned to appropriate state, national, or professional standards | 3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable |
| 3c. Uses instructional practices and resources within programs that are evidence-based and regularly evaluated for effectiveness | [Not directly reflected in an aspect in the 2018 framework] |
| 3d. Engages with partners to provide candidates with supported clinical experiences in placements appropriate to the credential sought | 3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts |
| 3e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations | 3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation... 3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation |
| 3f. Develops and maintains an effective internal quality control system that is consistently implemented and supports candidate success | 3e. Engages in ... an effective quality assurance system informed by trustworthy evidence |
| 3g. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment to program quality | 3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment |
| 4a. Engages with local partners and community members to support high-need schools and participates in efforts to reduce disparities in educational outcomes | 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes |

| Proposed 2025 AAQEP Aspects | Corresponding 2018 AAQEP Aspects |
|--|---|
| 4b. Engages with local school partners to investigate and plan program improvements and innovations to ensure that preparation matches their needs | [Not directly reflected in an aspect in the 2018 framework] |
| 4c. Supports completers' entry into and/or continuation in their professional role and informs them of pathways to career advancement | 4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned |
| 4d. Works with a variety of partners to identify and meet state and local educator workforce needs | 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support |
| 4e. Works with a variety of partners to diversify participation in the educator workforce through outreach, recruitment, and candidate support | 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support |
| 4f. Uses publicly available data regarding completer placement, effectiveness, and retention to inform program improvement | 4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs |
| 4g. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates | 4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates |
| [Not included as a separate aspect but addressed throughout the Quality Assurance Report] | 4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments |

Crosswalk of Aspects of the Proposed 2025 Framework, April 2024 Discussion Draft, and 2018 Framework

| Proposed 2025 Aspects (September 2024) | Discussion Draft Aspects (April 2024) | Corresponding 2018 Aspects |
|---|--|--|
| <i>Completers are able to:</i> | <i>Completers exhibit:</i> | <i>Candidates/completers exhibit:</i> |
| 1a. Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role | 1a. Proficiency in the knowledge base required for effective practice in the anticipated professional role | 1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree ... |
| 1b. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices | 1b. Knowledge of learning science and learning theories and the ability to enact developmentally appropriate practices to meet individual and group needs | 1b. Learners; learning theory ... and application of learning theory |
| 1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development | 1c. Knowledge of the diverse and intersecting aspects of learner identities and the ability to support growth and development of all learners | 1c. ... intersectionality of race, ethnicity, class, gender identity and expression, sexual identity ... |
| 1d. Facilitate and support language development, language acquisition, and literacy development for all learners | 1d. Knowledge of language development and second-language acquisition and the ability to support language and literacy development of all learners | 1c. ... the impact of language acquisition and literacy development on learning |
| 1e. Apply knowledge of student exceptionalities and federal and state legal requirements to provide appropriate, evidence-based support to all learners | 1e. Knowledge of federal and state requirements for the education of all learners and the ability to provide appropriate, evidence-based support to all learners | [Not directly reflected in an aspect in the 2018 framework] |
| 1f. Select and employ current educational technology tools and systems to support learning | 1f. Knowledge of technology tools and the ability to select and employ current and emerging educational technology tools and systems to support learning for all | [Not directly reflected in an aspect in the 2018 framework] |
| 1g. Support the cognitive, social, and emotional growth and development of learners | 1g. Knowledge of the cognitive, academic, social, and emotional dimensions of development and the ability to support development of the whole person | 1b. ... social, emotional, and academic dimensions ... of learning theory |

| Proposed 2025 Aspects (September 2024) | Discussion Draft Aspects (April 2024) | Corresponding 2018 Aspects |
|---|---|---|
| 2a. Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community | 2f. Ability to engage with local school communities and to communicate and foster relationships with families/guardians/caregivers | 2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities |
| 2b. Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts | 2d. Ability to enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts | 1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity ... 2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socio-economic community contexts |
| 2c. Create positive and productive learning and work environments in a variety of settings | 2c. Ability to create productive learning and work environments in a variety of settings among students, colleagues, and stakeholders | 1e. Creation and development of positive learning and work environments 2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts |
| 2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education | 2e. Knowledge of the global implications of education and the ability to incorporate international and global perspectives in their professional practice | 2d. Support students' growth in international and global perspectives |
| 2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice | 2a. Ability to gather and use trustworthy evidence to inform and support their own educational and professional practice | 1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice |
| 2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth | 2g. Professional dispositions and behavior and the ability to establish goals for their own growth, to engage in self-assessment and reflection, and to collaborate with colleagues for mutual learning and support | 1f. Dispositions and behaviors required for successful professional practice 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection 2f. Collaborate with colleagues to support professional learning |
| 2g. Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma | 2b. Knowledge of mental well-being needs and the ability to connect students, colleagues, and self to appropriate supports, including those related to trauma | [Not directly reflected in an aspect in the 2018 framework] |

| Proposed 2025 Aspects (September 2024) | Discussion Draft Aspects (April 2024) | Corresponding 2018 Aspects |
|--|---|---|
| <i>The program:</i> | | |
| 3a. Recruits, admits, onboards, monitors, and provides timely and targeted support to candidates to ensure their success | 3a. Recruits, admits, onboards, monitors, and provides timely and targeted support to candidates to ensure their success | 3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards |
| 3b. Offers coherent curricula that are aligned to appropriate state, national, or professional standards | 3b. Offers coherent curricula that are aligned to appropriate state, national, or professional standards | 3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable |
| 3c. Uses instructional practices and resources within programs that are evidence-based and regularly evaluated for effectiveness | 3c. Supports candidate progress by using instructional practices and resources that are evidence-based, regularly evaluated, and effective | [Not directly reflected in an aspect in the 2018 framework] |
| 3d. Engages with partners to provide candidates with supported clinical experiences in placements appropriate to the credential sought | 3d. Engages with partners, as appropriate, to provide candidates with clinical experiences in relevant placements in schools or other settings | 3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts |
| 3e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations | 3e. Develops and maintains an effective assessment system with input from appropriate stakeholders that uses trustworthy data to plan for improvement | 3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation... 3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation |
| 3f. Develops and maintains an effective internal quality control system that is consistently implemented and supports candidate success | 3f. Develops and maintains an effective internal quality control system that is consistently implemented and supports candidate success | 3e. Engages in ... an effective quality assurance system informed by trustworthy evidence |
| 3g. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment to program quality | 3g. Maintains capacity for quality in staffing, resources, and internal processes; organizational commitment ensures program sustainability | 3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment |

| Proposed 2025 Aspects (September 2024) | Discussion Draft Aspects (April 2024) | Corresponding 2018 Aspects |
|--|---|---|
| 4a. Engages with local partners and community members to support high-need schools and participates in efforts to reduce disparities in educational outcomes | 4b. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes | 4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes |
| 4b. Engages with local school partners to investigate and plan program improvements and innovations to ensure that preparation matches their needs | 4a. Engages with stakeholders to investigate and plan for improvements and innovations to ensure that preparation matches schools' and partners' needs | [Not directly reflected in an aspect in the 2018 framework] |
| 4c. Supports completers' entry into and/or continuation in their professional role and informs them of pathways to career advancement | 4e. Supports completers' entry into and/or continuation in their professional role, including support for their career advancement through additional credentials | 4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned |
| 4d. Works with a variety of partners to identify and meet state and local educator workforce needs | 4c. Works with school partners and other stakeholders to meet state and local educator workforce needs | 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support |
| 4e. Works with a variety of partners to diversify participation in the educator workforce through outreach, recruitment, and candidate support | 4d. Works to diversify participation in the educator workforce through outreach, recruitment, and candidate support | 4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support |
| 4f. Uses publicly available data regarding completer placement, effectiveness, and retention to inform program improvement | 4f. Makes appropriate use of publicly available data regarding completer placement, effectiveness, and retention, using such evidence for its own improvement | 4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs |
| 4g. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates | 4g. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates | 4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates |