AAQEP
Collaboration & Innovation in Quality Assurance

Informational Webinar
September 5, 2019
Introductions

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▲ **Kristin McCabe**, AAQEP Director of Communications & Marketing

▲ **Brenda Fischer**, College of St. Scholastica

▲ **Debbie Rickey**, Grand Canyon University
Webinar Agenda

1. Welcome, agenda, and introductions
2. AAQEP: where did this come from?
3. Why bother: the value of accreditation
4. AAQEP’s expectations: standards, aspects, and evidence
5. AAQEP’s process
6. Continuing the collaboration and conversation
Accreditation and Quality Assurance in Ed Prep
AAQEP’s Beginning

Founded in 2017, the Association for Advancing Quality in Educator Preparation was designed by professionals in the field of educator preparation, both campus-based and state-authority-based, to ensure quality educator preparation through collaboration and innovation.
Renewing the conversation about quality

43 individuals:
- 34 faculty, deans, staff
- 2 PK-12 educators
- 4 reps from 3 SEAs
- 3 AAQEP initial staff
- 39 institutions in 14 states

Three working groups:
Expectations, Process, Consistency
AAQEP Today: 85+ Members (9 accredited!)

Members come from 15 states, Guam, & Canada

They represent a diverse provider population that includes:

- Initial
- Advanced
- Traditional
- Alternative
- Online
- Large, medium, & small
- Public
- Independent
- Community colleges
Vision and Mission

**VISION**
Excellent, effective, innovative educator preparation that is committed to evidence-based improvement, engages with the P-20 system, and holds high public confidence.

**MISSION**
To promote and recognize quality educator preparation that strengthens the education system’s ability to serve all students, schools, and communities.
The Value of Accreditation
(Why bother?)
What’s the potential value in accreditation?

- Credible quality claims through third-party validation
- Strengthened programs through structured review process
- Sharing successful practices through collaboration
- Professional development and growth through participation
- Stronger stakeholder relationships through data sharing
- Improved effectiveness through stakeholder engagement
- Effective educators serving students, schools, communities
What will it take to realize that potential?

- Standards worth working towards
- Evidence that informs improvement
- Respect for context and provider mission
- Partnerships among providers, state, accreditor
- Collaboration and transparent communication
- Flexibility to support and reward innovation
- Processes that increase quality and credibility
Accreditation as a Professional Conversation

Accreditation: a profession's conversation with internal and external stakeholders on critical questions about quality

How is it defined, and what are its dimensions?
How is it identified, measured, and recognized?
How can it be increased or enhanced? (improvement)
How can we generate and understand innovation?
Principles Supporting the Conversation

Provider collaboration
- AAQEP values and provides collaboration for educator preparation to move forward in multiple ways through the accreditation process.

Improvement-focused with innovation friendly protocols
- AAQEP recognizes that innovation is integral to the continuous improvement cycle.

Philosophy of partnership
- AAQEP encourages partnerships involving providers, state authorities, and the accreditor.
Principles Supporting the Conversation

Comprehensive—all providers, all programs
- AAQEP created a comprehensive system that is open to all providers and all types of programs with the same quality expectations.

Context and mission
- AAQEP recognizes the importance of context and respects institutional mission.

Efficiency and frugality in operations
- AAQEP maximizes efficiency and strives for frugality while maintaining quality.
Principles Supporting the Conversation

- Provider collaboration
- Focus on improvement and innovation
- Philosophy of partnership
- Comprehensive - all providers and all types of programs
- Recognize the value and significance of context and mission
- Efficiency and frugality in operations
AAQEP’s Expectations: Standards, Aspects, Evidence
## AAQEP Standards: Dimensions of Quality

<table>
<thead>
<tr>
<th>Foundational expectations</th>
<th>COMPLETER PERFORMANCE</th>
<th>PROGRAM PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Widely shared expectations for which accepted measures are readily available</td>
<td>STANDARD 1: Candidate/Completer Performance</td>
<td>STANDARD 3: Quality Program Practices</td>
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<tr>
<td>Program completers perform as professional educators with the capacity to support success for all learners.</td>
<td>The program has the capacity to ensure that its completers meet Standards 1 and 2.</td>
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<th>Contextual challenges</th>
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<td>Shared questions or challenges that demand local solutions and invite innovation; reflection of specific institutional missions; responsiveness to state requirements</td>
<td>STANDARD 2: Completer Professional Competence and Growth</td>
<td>STANDARD 4: Program Engagement in System Improvement</td>
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<td>Program completers adapt to working in a variety of contexts and grow as professionals.</td>
<td>Program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission.</td>
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Standards as essential questions

1. At the end of the program, are completers ready to fill their target professional role effectively?

2. Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals?

3. Does the program have the capacity to ensure that its completers meet Standards 1 and 2?

4. Do program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission?
Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all learners.
Standard 1 Aspects

Candidate/Completer Performance

- Content/pedagogical/professional knowledge (relevant to the license, certificate, or credential sought)
- Learners/learning theory, including SEL
- Cultural competence
- Assessment and data literacy
- Positive learning/work environment
- Professional dispositions/behaviors
Standard 1 Evidence

Evidence for this standard includes:

- **multiple measures**
- **multiple perspectives**
  (program faculty, P-12 partners, program completers, graduates' employers)
- **direct measures**
- **performance measures** in the field/clinical setting appropriate to the program

Does the evidence address the essential question:

**At the end of the program, are completers ready to fill their target professional role effectively?**
Standard 2: Completer Professional Competence and Growth

Program completers adapt to working in a variety of contexts and grow as professionals.
Standard 2 Aspects

Completer Professional Competence and Growth

- Engage local school & cultural community, caregivers, families
- Culturally responsive practice with diverse learners
- Develop productive learning environments in diverse contexts
- Support P-12 students’ increasing global perspectives
- Grow professionally
- Collaborate for professional learning
Standard 2 Evidence

Evidence shows that program completers have:

- engaged successfully in relevant professional practice
- capacity (strategies and reflective habits) to serve effectively in a variety of settings, and
- done so—using evidence from post-completion

Does the evidence address the essential question:

Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals?
Standard 3: Quality Program Practices

The program has the capacity to ensure that its completers meet Standards 1 and 2.
Standard 3 Aspects

Quality Program Practices

- Coherent curriculum
- Quality clinical experiences
- Stakeholder engagement
- Admission/monitoring process linked to success
- Internal quality assurance/continuous improvement
- Capacity for quality
Standard 3 Evidence

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.

Does the evidence address the essential question:

**Does the program have the capacity (internal & with partners) to ensure that completers are prepared and succeed professionally?**
Standard 4: Program Engagement in System Improvement

Program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission.
Standard 4 Aspects

Program Engagement in System Improvement

- Engages stakeholders to support schools and reduce disparities
- Supports diverse educator workforce and addresses state and local needs
- Supports completer career entry and growth
- Uses available evidence on completers for program improvement
- Meets relevant regulatory requirements
- Investigates effectiveness vis-à-vis institutional mission
Standard 4 Evidence

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

Does the evidence address the essential question:

Do program practices strengthen the P-20 education system in light of local needs and in keeping with the program’s mission?
Evidence Requirements & Priorities

- Multiple measures with reasonable continuity
- Differentiation of evidence by certificate, license, mode...
- Priority is given to direct performance measures
- Indirect and down-stream measures inform improvement
- Quality of evidence is investigated, shared, improved
AAQEP’s Process
Familiar Accreditation Fundamentals

**Process**
- Self-study is the heart of quality assurance and improvement
- Peer review provided in off- and on-site reviews

**Decisions**
- Accreditation decisions rely on professional judgment
- Full accreditation term of 7 years, but decisions may include identification of quality issues and shorter terms
Quality Assurance Report—2 parts

QAR Narrative

- **explains** abbreviated data table(s)* w/ evidence to support each individual aspect
- **provides** analysis of data (often based on multiple measures informing the same aspect)
- **includes** links to complete data tables

Appendices

- a series of small ‘case studies’ of particular aspects of quality that correspond to aspects of Standards 3 and 4

Together, Make the Case for Quality
AAQEP Process Innovations

- **Cohorts** provide collaboration and support
- AAQEP **liaisons** provide continuity in communication and support
- **Proposal** process provides feedback and clarifies expectations
Process Innovations: **Cohorts and Liaisons**

**Cohort calls** serve to:
- provide a supportive learning community
- foster a shared, collaborative space

**Liaisons** serve to:
- facilitate monthly calls
- provide AAQEP updates and continuous support
4 Key Components of the Proposal

AAQEP’s proposal process allows providers to examine processes and data, develop strategies to address challenges, receive feedback, and contribute to their case record.

- Brief overview of the provider and its context
- Measures to be used for Standards 1 & 2
- Studies of measures’ validity, reliability, fairness
- Description of context and of any innovations
Abbreviated Process Timeline

Upon joining

24-36 months prior to site visit

6 months prior to site visit

2 months prior to site visit

Assigned to cohort and liaison

OPTIONAL proposal provided, feedback exchanged

Quality Assurance Report turned in

Off-site virtual review

site visit
Continuing Collaboration and Conversation
To Continue the Conversation…

**Workshop - Making the Case for Quality**
This workshop is designed for members actively pursuing AAQEP accreditation but is open to anyone interested in learning more about the system.

**Workshop - Learning From Data: Accuracy and Equity**
This workshop explores concepts that are useful to AAQEP members and anyone else working with assessments in educator preparation.

**Consulting Day**
Schedule a consulting day with Mark or Linda at your campus.
Join our Conversation
Membership Is Easy!

- Visit our website: **aaqep.org**
- Complete the application
- Pay dues and immediately join a cohort
Follow AAQEP on Social Media

twitter.com/aaqep1

linkedin.com/company/aaqep
THANK YOU!
Visit aaqep.org for updates and opportunities
Send questions and ideas to: aaqep@aaqep.org