



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

AAQEP Quality Review Team Report for [INSTITUTION, PROGRAM]

Quality Review Team Members

[NAME, TITLE, INSTITUTION, LOCATION]

[NAME, TITLE, INSTITUTION, LOCATION]

[NAME, TITLE, INSTITUTION, LOCATION]

Review Schedule

Off-Site Review Team Meeting: [DATE]

Off-Site Review Provider Meeting: [DATE]

Site Visit: [DATES]

Purpose and Scope of Review

The AAQEP Quality Review Team listed above conducted a review of the [PROGRAM] put forward by [INSTITUTION OR ORGANIZATION]. 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.

Degree/Program Name and Level (list specific programs and levels, e.g., bachelor's, master's, postbaccalaureate, certificate only)	Corresponding State Certificate, License, Endorsement, or Other Credential	Number of Candidates (currently enrolled - identify year)	Number of Completers (most recently completed academic year - identify year)
	TOTAL	TOTAL	

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 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 should be copied from the Off-Site Review Report and pasted below.

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

Briefly describe the evidence the team reviewed on site. This concise summary may list activities such as interviews with particular stakeholder groups (including the number of interviewees in each), reexamination of evidence (listing particular sources), and observations made on site.

4. Analysis of Evidence by Standard

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

Evidence of quality or capacity:

Identify the evidence related to this aspect. Describe the evidence as concisely as possible, while taking care to spell out acronyms and define terms for clarity, and indicate clearly the *source* of this evidence (e.g., QAR, on-site verification, interviews). For example, “in an interview with nine student teachers, reviewers learned...”

Evidence/examples of innovation or documented improvement:

Describe any programmatic innovations or improvements. Innovations should be new initiatives or unique practices identified by the program with a comment on how the program intends to evaluate the effectiveness or success of the innovation. Documented improvements are changes made by the program for which evidence of effectiveness has been reported. These accounts should be brief but should also give the Accreditation Commission a sense of the evidence for effectiveness.

This box may be blank in some cases.

Negative evidence or lack of evidence:

If warranted, describe any evidence of weakness or low quality in relation to this aspect, or note lack of evidence addressing the aspect. Evidence that shows low quality may be found in the QAR (e.g., low pass rates on licensure examinations, or average scores on a work sample that do not meet the program’s stated expectations of quality) or discovered in evidence gathered on site (e.g., employer interviews conveying concern that candidates/completers have inadequate content knowledge). Indicate a lack of evidence where none is presented in the QAR addressing the aspect and none can be located by the reviewers during the site visit.

This box may be blank in some cases.

Comment:

The comment box allows team members to provide collegial 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, very brief suggestions or considerations such as one colleague might make to another, or observations of particular strengths or commendable aspects of the provider’s work.

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 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: Content Knowledge/Pedagogical Knowledge OR Professional Knowledge
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Learners, learning theory (including social, emotional, academic); application of learning theory in practice
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity & expression, sexual identity, and the impact of language acquisition and literacy development on learning

Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Assessment of/for learning; assessment and data literacy; use of data to inform practice; formative assessment
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Creation and development of positive learning and work environments
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Dispositions and behaviors required for successful professional practice
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:

To what degree does the evidence for the standard meet evidence expectations?

*Evidence must include multiple measures, multiple perspectives (program faculty, P-12 partners, program completers, graduates' employers), and direct measures of performance in program-appropriate field/clinical setting. Note that "multiple perspectives" are needed **across** the standard, not for each aspect of the standard.*

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: Understand and engage local school and cultural communities; communicate and foster relationships with diverse families/guardians/caregivers
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Engage in culturally responsive educational practices with diverse learners and engage in diverse cultural and socioeconomic community contexts
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:

Comment:
Aspect: Create productive learning environments and use strategies to develop productive learning environments in diverse contexts
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Support students' growth in international and global perspectives
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Establish goals for their own professional growth; engage in self-assessment, goal setting, and reflection on their practice
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Collaborate with colleagues to support professional learning
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:

To what degree does the evidence for the standard meet evidence expectations?

Evidence for this standard includes evidence that candidates engage successfully in the practices, that the program has provided candidates with strategies and habits of mind needed to continue, and such evidence from completers as can be gathered that they exhibit practices.

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 - Trend Study (Appendix A)
- Documentation of Program Capacity and Institutional Commitment (Appendix C)
- Internal Audit of the Quality Control System (Appendix D)
- Evidence of Data Quality (Appendix E — formerly G)

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: Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable (<i>see Appendix C</i>)
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:

Aspect: Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards (see <i>Appendix A</i>)
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system (see <i>Appendix D as well as the data quality appendix to ensure the system is informed by trustworthy evidence</i>)
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment (see <i>Appendix C</i>)

Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:

To what degree does the evidence for the standard meet evidence expectations?

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.

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 support 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 - Case Study (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: Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: 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>)
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Investigates available, trustworthy evidence regarding completer placement, effectiveness, and retention in the profession; uses that information to improve programs
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:
Aspect: Meets obligations and mandates established by the state, states, or jurisdiction within which it operates
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:

Negative evidence or lack of evidence:
Comment:
Aspect: Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments
Evidence of quality or capacity:
Evidence/examples of innovation or documented improvement:
Negative evidence or lack of evidence:
Comment:

To what degree does the evidence for the standard meet evidence expectations?

Evidence related to this standard will include descriptive narrative, supported by indicators selected by the provider that document both the status of current efforts and, over time, the cumulative impact of the provider's engagement with schools, districts, state authorities, and other relevant stakeholders.

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5. 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
Program Authorization: Programs leading to certification or licensure for professional educators are in good standing with the state or jurisdiction.	
Curriculum: Program curricula are aligned with state and/or national standards.	
Full-Time Faculty:	

Full-time faculty teaching in the program, selected at random, have appropriate degrees and experience for assignments.	
Part-Time Faculty: Part-time faculty teaching in the program, selected at random, have appropriate degrees and experience for assignments.	
Facilities: The space and other facilities assigned to the preparation program(s) are adequate.	
Fiscal: Auditor's statement or regional accreditor finds the provider or its host institution or entity to be financially sound.	
Student Feedback: Candidates have the opportunity to give feedback on courses and the program (e.g., through course evaluations).	
Student Support Services: Student support services meet candidate needs, and all candidates have access to services on an equitable basis with others.	
Policies and Practices: Program requirements, academic catalog, student complaint process, and transfer of credit policy are all published and accessible to candidates.	
Distance Education: If the provider offers programs entirely via distance or online education, provider verifies student identities, is able to respond to candidates in a timely manner, and has sufficient resources for current enrollment and anticipated growth.	
Third-Party Comments — Results: Indicate the number and balance (positive or negative) of public comments received and any provider response(s).	

6. 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 in the course of the review. This section might be thought of as a comprehensive "comment" as in Section 4 above.

7. Supporting Materials

Please copy or provide links to materials and any other relevant documents such as responses to clarification questions and the site visit schedule.