

# Ready, Set, Go: Preparing Your AAQEP Proposal

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# Overview:

1. Background
2. The Data Audit: Assessing your Readiness
3. Advanced Program Spotlight
4. Writing the AAQEP Proposal
5. Key Tips for Meeting Evidence Expectations

# Background – Myself

- Member of the AAQEP Expectations Working Group and the Policies and Procedures Working Group
- AAQEP Proposal Reviewer
- Experience with regional and programmatic accreditation:  
AAQEP, CAEP, CACREP, NCATE, WASC....*so many acronyms!*

# Background – Accreditation

The University of Hawai‘i at Mānoa’s College of Education switched to pursuing AAQEP accreditation in July 2018, two years prior to our next accreditation review (onsite visit in Spring 2021).

Programs to be included in our AAQEP Review:

## Initial Licensure Programs

BEd in Elementary Education  
BEd & Post-Bac in Secondary Education  
BS in Kinesiology & Rehabilitation Science  
Post-Bac in Special Education  
MEd in Teaching

## Advanced Programs

MEd in Special Education  
MEd in Curriculum Studies  
MEd in Early Childhood Education  
MEd in Educational Administration  
MEd in Educational Foundations  
MEd & PhD in Educational Psychology  
Phd in Education  
EdD in Professional Educational Practice

# Assessing Readiness for Accreditation Review

Determining if and how academic programs are aligned to AAQEP standards.

Identifying potential accreditation evidence:

1. from entry through program completion
2. the perspectives included in evidence (i.e. current students, faculty, etc.)
3. the types of measures utilized (i.e. products, observations, surveys, etc.)

Where in program (i.e. When)?		Admissions	Coursework	Field Experience	Student Teaching	Post-Graduation	Other
(Candidates, Completers, Faculty, P12 partners, Employers) <b>Whose perspective?</b>							
(Products, Performance, Observations, Ratings, Surveys, P12 Student Measures) <b>What type of measure?</b>							
Standard	Aspect						
<b>1. Completer Performance</b>							
<p>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.</p> <p>Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their</p>	Content knowledge relevant to credential/degree						
	Pedagogical knowledge relevant to credential/degree						
	Professional knowledge relevant to credential/degree						
	Learners, learning theory (social, emotional, and academic)						
	Application of learning theory in practice						
	Culturally responsive practice (race, ethnicity, class, gender, sexual identity)						
	Impact of language						

From entry through program completion

The perspectives included in evidence

The types of measures utilized

Where in program (i.e. When)?		Admissions	Coursework	Field Experience	Student Teaching	Post-Graduation	Other
(Candidates, Completers, Faculty, P12 partners, Employers) <b>Whose perspective?</b>		OSAS Faculty	Faculty	Mentors Cohort Coordinator and/or field supervisor	Cohort Coordinator	COE/DOE/ SONG(?)	
(Products, Performance, Observations, Ratings, Surveys, P12 Student Measures) <b>What type of measure?</b>		GPA Student Interview ratings Pre-req coursework	Course Grades Content GPAs Assessment A	Observations Final Field Evals Assessment D	Assessment C Assessment D Assessment B	Survey	
Standard	Aspect						
<b>1. Completer Performance</b>							
Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows that, by the time of program	Content knowledge relevant to credential/degree	SPED 304 ITE 360 GPA	All ITE & ESEE Methods courses	Formal teaching of planned lessons			
	Pedagogical knowledge relevant to credential/degree		All ITE & ESEE Methods courses	Lesson planning and formal teaching	Lesson planning and formal teaching Solo period of teaching		
	Professional knowledge relevant to credential/degree		ITE 317 ITE 390 ITE 391	Assessment D	Solo teaching period Demonstrate ethical decisions Assessment D		

# Organizing and Facilitating a Data Audit

## The process we used at UH Mānoa

Phases of completing the data audit:

1. Each program's faculty worked collaboratively to complete the data audit matrix for their program: Goal to identify *all* possible evidence  
(Fall '18 – Spring '19)
2. Cross program discussions with weekly Zoom virtual check-in meetings:  
Goal to strengthen & narrow evidence set  
(Summer '19)

# Advanced Program Spotlight

- In the context of our PhD programs and MEd in Educational Psychology, UH Mānoa faculty developed an advanced program perspective/adaptation for some of the AAQEP aspects.
- The following adaptations were shared with the AAQEP Board of Directors for review and received a preliminary positive response, but are still awaiting final approval (*i.e. Check with AAQEP before using*)

# Advanced Program Spotlight – Standard 1

<b>Aspect</b>	<b>Aspect- Advanced Program perspective</b>
1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought	Same as original
1b. Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory	Same as original
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	Implications of culturally responsive practice in the conduct of research and dissemination of scholarly work
1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice	Same as original
1e. Creation and development of positive learning and work environments	Same as original
1f. Dispositions and behaviors required for successful professional practice	Same as original

# Advanced Program Spotlight – Standard 2

<b>Aspect</b>	<b>Aspect- Advanced Program perspective</b>
2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	Understand varied contexts of stakeholders (e.g., schools, students, families) involved in educational research; communicate research procedures and findings in appropriate ways and foster relationships with stakeholders
2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts	Apply a critical understanding of the role of culture and diversity in educational contexts and in relation to the stakeholders of their research and scholarship
2c. Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts	Conduct research and develop scholarly ideas on productive learning environments in a variety of educational contexts.

# Advanced Program Spotlight – Standard 2 cont.

<b>Aspect</b>	<b>Aspect- Advanced Program perspective</b>
2d. Support students' growth in international and global perspectives	Contextualize research and scholarship within an international and global perspective; Disseminate research and scholarly work in the international and global realm
2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	Same as original
2f. Collaborate with colleagues to support professional learning	Collaborate with colleagues to support professional learning and conduct/disseminate research

# Advanced Program Spotlight – Standard 1

## Example from PhD in Education Program

Aspect	Aspect-Advanced Program perspective	Admission	Program	Exams, Research & Scholarly Experiences	At Time of Completion	Post-Completion
Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought	Same as original	Sample of Scholarly Writing		Comprehensive Exams		Program Completer Survey
Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory	Same as original		<i>Core coursework</i> Multiple Research		Dissertation (Introduction and Literature Review)	
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	Implications of culturally responsive practice in the conduct of research and dissemination of scholarly work			Proposal Assessment (Methods/Participants )		
Assessment of and for student learning, assessment and data literacy, and use of data to inform practice	Same as original		<i>Core Coursework</i> Quan Research Qual Research		Dissertation (Analysis)	
Creation and development of positive learning and work environments	Same as original			Individualized Development Plans (IDPs)		Employer focus group
Dispositions and behaviors required for successful professional practice	Same as original	3 Letters of Reference			Dissertation (Oral Defense)	

# Advanced Program Spotlight – Standard 2

## Example from PhD in Education Program

Aspect	Aspect-Advanced Program perspective	Admission	Program	Exams, Research & Scholarly Experiences	At Time of Completion	Post-Completion
Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	Understand varied contexts of stakeholders (e.g., schools, students, families) involved in educational research; communicate research procedures and findings in appropriate ways and foster relationships with stakeholders		<i>Core Coursework</i> Qual Research	CITIModules/IRB Application		
Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts	Apply a critical understanding of the role of culture and diversity in educational contexts and in relation to the stakeholders of their research and scholarship		<i>Core Coursework</i> Qual Research	CITI Modules/IRB Application		
Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts	Conduct research and develop scholarly ideas on productive learning environments in a variety of educational contexts.			Comprehensive Exams		Program Completer Survey
Support students' growth in international and global perspectives	Contextualize their research and scholarship within an international and global perspective; Disseminate their research and scholarly work in the international and global realm			Proposal (Literature review)	Dissertation (Discussion)	
Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	Same as original		Individualized Development Plans (IDPs)			Program Completer Survey
Collaborate with colleagues to support professional learning	Collaborate with colleagues to support professional learning and conduct/disseminate research		Individualized Development Plans (IDPs)			Employer Survey

# Writing the AAQEP Proposal

Content of the Proposal:

1. Introduction/Overview of Programs and Context
2. Measures to be used as evidence for Standard 1 and Standard 2
3. Explanation of how you will establish validity, reliability, fairness, and trustworthiness of these measures
4. Description of contextual challenges and planned or implemented innovations

Refer to AAQEP Resource: “Guidelines for Writing an AAQEP Proposal”

# 1. Introduction/Overview of Programs and Context

What to include:

- Institution/Program origin, context, commitments
- Program logic (rationale, standards alignment, curricular coherence)
- Program overview (program strands/options; enrollment; staffing)
- Self-study overview (summary of method, who participated, etc.)

# 1. Introduction/Overview of Programs and Context

Example enrollment table:

<b>Certificate, License, Endorsement, or Other</b> (list specific programs)	<b>Degree Level</b> (e.g. bachelor's, master's, post-baccalaureate, certificate only)	<b>Number of Candidates</b> (currently enrolled – identify year)	<b>Number of Completers</b> (most recently completed academic year – identify year)
		TOTAL	TOTAL

# 1. Introduction/Overview of Programs and Context

Example staffing table:

<b>Programs</b> (list specific programs)	<b>Tenured &amp; Tenure-Track</b>	<b>Non Tenure-Track</b>	<b>Full- Time</b>	<b>Part-Time</b>
<b>Total</b>				

## 2. Measures for Standard 1 and Standard 2

- Describe the evidence you will use for each aspect
- Keep your proposal reviewers in mind: This will be a lot of information to sift through.
- Tables can help to make it clear that your evidence set is addressing all the aspects and evidence expectations

# Tips for Meeting Evidence Expectations

Evidence set should include:

- Multiple settings and times (such as coursework, field work, internship, licensure exams, employment)
- multiple measures (such as products, performance observations and ratings, surveys, P-12 measures)
- multiple perspectives (candidates, program completers, faculty, P-12 partners, & graduates' employers)
- Direct measures, including evidence in a field/clinical setting

# AAQEP's Evidence Requirements and Priorities

Multiple measures with reasonable continuity

Quality of evidence must be investigated and shared

Priority is given to direct performance measures

Indirect and downstream measures must be considered

Differentiation of evidence by initial, advanced, etc.

Assessments appropriate to program (not across all)

Improvement science view of evidence characteristics

## 2. Measures for Standard 1 and Standard 2

Example Evidence Table:

<b>Standard/Aspect</b>	<b>Measure</b>	<b>Direct or Indirect</b>	<b>Planned or In Use</b>	<b>Perspective/ Source (candidate, completer, employer, etc)</b>

## 2. Measures for Standard 1 and Standard 2

Example Evidence Table for Single Measure:

<b>Measure:</b> [e.g. a performance assessment or survey]	
<b>Rubric or survey item #</b>	<b>AAQEP standard(s) and aspect(s) addressed</b>

# 3. Explanation of Data Quality

- Describe how you are establishing validity, reliability, fairness/bias reduction, and trustworthiness for all measures (*This can include plans*)
- Again, tables are a great way to present this section
- Include an appendix or links to the actual instruments (assessments, surveys, etc.) – This will help proposal reviewers

# 3. Explanation of Data Quality

Example Data Quality Table for Single Measure:

<b>Measure:</b>	
Evidence regarding validity	
Evidence regarding reliability	
Evidence regarding fairness/bias reduction	
Evidence regarding trustworthiness	



## 4. Contextual Challenges and Innovations

- Describe any local contextual challenges
- Describe any new or emerging aspects of your program
- Describe any innovations you have or intend to implement:
  - Innovations should be tied to research and/or be aligned to meeting local/state needs
  - Innovations should also be monitored and evaluated

# 4. Contextual Challenges and Innovations

Example Table for Reporting Innovations:

<b>Name or aspect of innovation:</b>
<b>Substance of the innovation:</b>
<b>Evaluation, monitoring, and ongoing improvement cycle:</b>

**Ready, Set, Go...**

**You Got This!**

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