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AAQEP Standards: Advanced Program Perspective/Adaptations
University of Hawaiʻi at Mānoa
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Standard 1: Candidate/Completer Performance

Program 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. 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	Aspect- Advanced Program Perspective
Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought	Same as original
Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory	Same as original
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
Assessment of and for student learning, assessment and data literacy, and use of data to inform practice	Same as original
Creation and development of positive learning and work environments	Same as original
Dispositions and behaviors required for successful professional practice	Same as original

Standard 2: 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 firsthand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers. Evidence shows that program completers have the capacity to:

Aspect	Aspect- Advanced Program Perspective
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

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
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.
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
Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	Same as original
Collaborate with colleagues to support professional learning	Collaborate with colleagues to support professional learning and conduct/disseminate research

Standard 3: Quality Program Practices

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. Evidence shows the program:

Aspect	Aspect- Advanced Program Perspective
Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable	Same as original
Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts	Same as original
Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation	Same as original
Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards	Same as original
Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system	Same as original
Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment	Same as original

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. The program is committed to and invests in strengthening and improving the education profession and the P-20 education system. Each program's context (or multiple contexts) provides particular opportunities to engage the field's shared challenges and to foster and support innovation. Engagement with critical issues is essential and must be contextualized. Sharing results of contextualized engagement and innovation supports the field's collective effort to address education's most pressing challenges through improvement and innovation. The program provides evidence that it:

Aspect	Aspect- Advanced Program Perspective
Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes	Same as original
Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support	Same as original
Supports completer entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned	Same as original
Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs	Same as original
Meets obligations and mandates established by the state, states, or jurisdiction within which it operates	Same as original
Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments Evidence for this standard will address identified issues in light of local and institutional context.	Same as original