



AAQEP Proposal Review Form for [INSTITUTION, PROGRAM]

Reviewer Name: [NAME]

Proposal Review Form sent to provider on [DATE]

AAQEP's proposal review process has several goals:

- To provide formative feedback with regard to the self-study effort in a timeframe that allows the provider to make use of the feedback;
- To ensure consistency in expectations between the provider and its review team at the time of the site visit by confirming in advance that the *proposed* evidence addresses all aspects of AAQEP standards 1 and 2 for all programs included in the review; and
- To formally record programs' contextual challenges and planned innovations that are pertinent to the accreditation review.

The final proposal and this review form will become part of the accreditation record.

How to Use This Form

For Reviewers: After reviewing the proposal, type your feedback in the shaded areas. Note the italicized instructions at the top of each section. When you finish, send this completed form to both the provider and AAQEP's accreditation coordinator.

For Providers: Review the comments and questions provided by each reviewer and consider what clarifications or responses are needed for your feedback exchange meeting.

Note that the form has four sections: A - General Comments, B - Standards 1 and 2, C - Data Quality, and D - Innovations. Instructions regarding next steps are included at the end.

Section A – General Comments

You may wish to complete these general comment boxes **at the end** of your review. They are intended to provide readers with a “big picture” overview of your feedback. Specific feedback on proposed evidence and innovations can be entered on subsequent pages.

1. Comments or Questions on Introduction/Overview Section

In particular, point out any areas that are not clear or that might cause confusion for reviewers of the Quality Assurance Report.

2. General Comments Regarding Planned Measures Related to Standards 1 and 2

In particular, point out any gaps in evidence that you note in Section B below.

3. General Comments Regarding Specific Instruments or Data-Gathering Strategies

4. Overall conclusions, comments, or recommendations, if any:

Section B – Planned Measures for Standards 1 and 2

For each standard, please confirm that evidence is in place to support each individual aspect for all programs being reviewed. Indicate notable strengths and shortcomings in the proposed evidence base, and include clarifying questions for providers to consider or to discuss in your feedback exchange meeting.

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. 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.

All six aspects of this standard, included in the table below, must be addressed in the evidence set for the standard.

Evidence must include multiple measures, multiple perspectives (program faculty, P-12 partners, program completers, and graduates' employers), and direct measures of performance in a program-appropriate field/clinical setting. Evidence for any one aspect of the standard might not include every perspective or type of data. The evidence set *for the standard* must do so.

Evidence pertaining to aspects of Standard 1

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:

1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree for which they are prepared.

Strength of evidence related to this aspect:

Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):

Comments/Clarifying Questions:

1b. Learners, learning theory including social, emotional, academic dimensions, and the application of learning theory in practice

Strength of evidence related to this aspect:

Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):

Comments/Clarifying Questions:

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
Strength of evidence related to this aspect:
Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):
Comments/Clarifying Questions:
1d. Assessment of and for student learning, assessment and data literacy, and the use of data to inform practice
Strength of evidence related to this aspect:
Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):
Comments/Clarifying Questions:
1e. Creation and development of positive learning and work environments
Strength of evidence related to this aspect:
Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):
Comments/Clarifying Questions:
1f. Dispositions and behaviors required for successful professional practice
Strength of evidence related to this aspect:
Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):
Comments/Clarifying Questions:

As noted above, evidence for Standard 1 must include multiple measures, multiple times, multiple perspectives (program faculty, P-12 partners, program completers, and graduates' employers), and direct measures of performance in a program-appropriate field/clinical setting.

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

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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, included in the table below, must be addressed in the evidence set for the standard.

Evidence for this standard must 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

Evidence shows that completers have the capacity to:
2a. Understand and engage local school and cultural communities and communicate and foster relationships with families/guardians/caregivers in a variety of contexts
Strength of evidence related to this aspect:
Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):
Comments/Clarifying Questions:
2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts
Strength of evidence related to this aspect:
Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):
Comments/Clarifying Questions:

2c. Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts.

Strength of evidence related to this aspect:

Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):

Comments/Clarifying Questions:

2d. Support students' growth in international and global perspectives

Strength of evidence related to this aspect:

Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):

Comments/Clarifying Questions:

2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection on their own practice

Strength of evidence related to this aspect:

Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):

Comments/Clarifying Questions:

2f. Collaborate with colleagues to support professional learning

Strength of evidence related to this aspect:

Gaps, if any, in evidence related to this aspect (specify which programs lack evidence):

Comments/Clarifying Questions:

As noted above, evidence for Standard 2 must 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.

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

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Section C – Data Quality

Please comment on the provider’s implemented and/or planned steps to establish the validity, reliability, trustworthiness, and fairness of the proposed measures. Add rows to accommodate measures as needed.

	Comments regarding validity, reliability, trustworthiness, and fairness
Measure:	
Measure:	
Measure:	

Section D – Innovations and Program Engagement in System Improvement

The proposal may describe innovations that the provider is currently (or by the time of the site visit will be) implementing. Proposed or noted innovations can be recognized in the accreditation process if they are based on research and/or are responsive to local or stakeholder needs and are monitored closely, with data used to evaluate success and for ongoing guidance as the innovation is improved and supported. Please comment on the planned/implemented evaluation and monitoring of innovation(s) (copy additional tables as needed).

Proposed or noted innovation:
Comments on evaluation and monitoring of innovation:
Clarifying questions:

Next Step (Proposal Reviewer): Please send this completed form to both the provider and AAQEP’s accreditation coordinator (s.hiller@aaqep.org).

Next Step (Provider): Please contact your reviewer to schedule a feedback exchange meeting.