



MEMORANDUM

To: Kentucky Education Professional Standards Board

From: Mark LaCelle-Peterson, Ed.D., AAQEP President and CEO

Date: April 15, 2025

Subject: Update on AAQEP Standards and Initial Accreditation Pathway

In accordance with 16 KAR 5:010, Section 4(3), which requires national accreditors approved by the EPSB to notify the board of any changes in their standards, policies, and procedures for accreditation of educator preparation providers (EPPs), and in light of AAQEP's [cooperation agreement with the EPSB](#), this memorandum provides official notice from the Association for Advancing Quality in Educator Preparation (AAQEP) of:

- (a) revised accreditation standards and
- (b) the establishment of an Initial Accreditation Pathway option.

AAQEP Standards Revision

Rationale

AAQEP is recognized by the Council for Higher Education Accreditation (CHEA), which requires accreditors to revisit and, as needed, revise their accreditation standards on a regular basis; in addition, AAQEP's own bylaws commit to revisiting standards on a seven-year cycle. In keeping with this commitment, the AAQEP Quality Expectations Committee recently completed a thorough review and revision of AAQEP's 2018 standards, consulting widely with EPPs, state leaders, other accreditors, and educators across the nation.

Reported Change

The [2025 Expectations Framework](#) was adopted by the AAQEP Board of Directors in December 2024. The new standards are available for use immediately and become mandatory for use in all AAQEP accreditation reviews beginning January 1, 2027.

The architecture of the original 2018 standards was strongly affirmed in the feedback, and thus the four standards remain substantially unchanged: Two standards address completer performance, and two address program practices. A crosswalk comparing the 2018 and 2025 standards is available on the [AAQEP website](#) and provides guidance to EPPs through the transition.

The 2025 standards increase the number of aspects under each standard from six to seven in order to disambiguate some original aspects and to address dimensions of educator preparation that warrant a separate statement. Four new elements are introduced in the 2025 standards, each in response to clear and consistent demands from the multiple constituencies consulted in the review.

- With regard to completer performance, evidence is now required regarding:
 - Completers' provision of appropriate, evidence-based support to students with exceptionalities, in alignment with federal and state legal requirements. This expectation was subsumed across other aspects in the 2018 standards but is called out for specific documentation in the 2025 standards in Aspect 1e.
 - Completers' ability to select and employ current educational technology tools and systems to support learning (Aspect 1f). This aspect was developed in consultation with the International Society for Technology in Education.
 - Completers' readiness to connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma. This aspect responds to the increased urgency of addressing mental well-being and trauma-related issues in schools. Note that this addition does not require that educators (other than those specifically trained in mental health) become mental health practitioners, but rather that they be able to make connections to those qualified professionals as needed.
- With regard to program practices, the added requirement calls for programs to ensure that the instructional methods and resources used in the program itself be evidence-based and evaluated for their effectiveness. EPPs, in other words, should model good instructional practice and reflection on that practice with their candidates.

AAQEP members and partners have shown great enthusiasm for the 2025 standards, noting both the value of the added aspects and the greater clarity regarding the requirements that have been retained from the original 2018 standards.

Initial Accreditation Pathway

Rationale

The Initial Accreditation Pathway option is designed to facilitate providers' entry into the AAQEP system, particularly in cases where an EPP is transitioning to AAQEP's standards from another state or national accreditation system and can benefit from the opportunity to revise its assessment system and to receive a thorough review of its data collection and reporting protocols.

AAQEP's Initial Accreditation Pathway conforms to the requirements of Section 4(2) by:

- (a) Relying on rigorous standards for educator preparation that align with KRS 161.028(1)(b) and guide institutions in establishing and maintaining high-quality programs that produce evidence of academic achievement and educator performance;

- (b) Requiring that all standards be met for an educator preparation provider to obtain and maintain accredited status;
- (c) Establishing a clear scope of accreditation including all programs that require accreditation;
- (d) Relying on the established capacity of AAQEP's staff and resources to carry out the operations of the organization;
- (e) Providing public dissemination of information about the Initial Accreditation status of educator preparation providers including length of a term of accreditation, reasons for awarding accreditation status, information about any deficiencies in relation to accreditation standards and policies and reasons for conditional approval or denial of accreditation;
- (f) Being part of AAQEP's system of quality assurance for standards, policies, and procedures that is reviewed on a cyclical basis;
- (g) Being based on the same policies and procedures and a governance structure that supports the established accreditation and decision-making processes.

AAQEP's initial accreditation process utilizes a virtual site visit and incurs a lower site visit fee than the in-person visits for 7-year accreditation, which can ease the initial financial burden on EPPs as they transition to the AAQEP accreditation system.

Generically, *initial accreditation* is a status awarded by accrediting agencies that recognizes, based on review of evidence of provider capacity and effectiveness, that a program or institution meets fundamental quality requirements.

Reported Change

AAQEP's Initial Accreditation Pathway supports both newly authorized EPPs and EPPs that are new to the AAQEP accreditation standards. Programs meeting the standards are awarded a 5-year, nonrenewable term of accreditation.

Through the initial accreditation process, EPPs:

1. Align their programs with the AAQEP expectations framework
2. Submit a self-study (Initial Accreditation Report) supported by evidence that addresses each standard
3. Complete a virtual site visit conducted by trained peer reviewers
4. Receive feedback from the Accreditation Commission to inform program improvement

The Initial Accreditation Report focuses on program capacity, P-12 partnerships, and establishment of an AAQEP-aligned assessment system including data quality considerations; it does not include the multi-year outcome evidence and analysis of 7-year self-studies. Initial accreditation status is nonrenewable, so a program holding initial accreditation must complete a

Quality Assurance Report for 7-year accreditation and host a site visit before its term expiration to remain continuously accredited.

The Initial Accreditation Pathway has supported EPPs in developing and refining their assessment practices and their processes for ensuring continuous improvement. It has been successfully piloted and is now established as one of AAQEP's pathways to accreditation, with 17 programs in 7 states now holding initial accreditation status and several other EPPs currently undergoing reviews.

Conclusion

The changes reported above support quality assurance, foster continuous improvement, and are aligned with Kentucky's priorities for effective teaching and learning. We look forward to continuing to work with the EPSB, with KDE staff, and with Kentucky EPPs.

Please let me know if additional information or a presentation on these updates would be helpful at a future board meeting.

CC: Cassie Trueblood, Office of Legal Services
Meredith Brewer, KDE Associate Commissioner
Todd Davis, KDE Division Director

Standard 1: Completer Foundational Knowledge and Skills

Program completers have the foundational knowledge and skills appropriate to the credential or degree earned and are able to effectively support student learning and development through their professional practice. Completers are able to:

- 1a. Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role
- 1b. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices
- 1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development
- 1d. Facilitate and support language development, language acquisition, and literacy development for all learners
- 1e. Provide appropriate, evidence-based support to students with exceptionalities, in alignment with federal and state legal requirements
- 1f. Select and employ current educational technology tools and systems to support learning
- 1g. Support the cognitive, social, and emotional growth and development of learners

Standard 2: Completer Professional Growth and Adaptability

Program completers grow as professionals and adapt their practices to support student learning and development as appropriate to their role and context. Completers are able to:

- 2a. Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community
- 2b. Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts
- 2c. Create positive and productive learning and work environments in a variety of settings
- 2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education
- 2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice
- 2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth
- 2g. Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma

Evidence for Standards 1 and 2 must include multiple measures from multiple perspectives, including the perspectives of program faculty, P-12 partners, program completers, and completers' employers. In addition, available third-party data such as licensure and certification examination results and data gathered by states must be reported. Direct performance evidence is also required, as appropriate to the credential or role. Evidence of candidate as well as completer performance may be used.

Standard 3: Quality Program Practices

The provider's resources and internal quality control practices ensure that it has the capacity to effectively prepare educators to support success for all learners. Evidence shows that in practices appropriate to its model, the provider:

- 3a. Recruits, admits, onboards, monitors, and provides timely and targeted support to candidates to ensure their success
- 3b. Offers coherent curricula that are aligned to appropriate state, national, or professional standards
- 3c. Uses instructional practices and resources within programs that are evidence-based and regularly evaluated for effectiveness
- 3d. Engages with partners to provide candidates with supported clinical experiences in placements appropriate to the credential sought
- 3e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations
- 3f. Develops and maintains an effective internal quality control system that is consistently implemented and supports candidate success
- 3g. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment to program quality

Standard 4: Program Engagement in System Improvement

The provider engages with partners and community members to strengthen the P-20 education system and to promote success for all learners. Evidence shows that the provider:

- 4a. Engages with local partners and community members to support high-need schools and participates in efforts to reduce disparities in educational outcomes
- 4b. Engages with local school partners to investigate and plan program improvements and innovations to ensure that preparation matches their needs
- 4c. Supports completers' entry into and/or continuation in their professional role and informs them of pathways to career advancement
- 4d. Works with a variety of partners to identify and meet state and local educator workforce needs
- 4e. Works with a variety of partners to diversify participation in the educator workforce through outreach, recruitment, and candidate support
- 4f. Uses publicly available data regarding completer placement, effectiveness, and retention to inform program improvement
- 4g. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates

Evidence for Standards 3 and 4 includes documentation of policies and practices as well as evidence of their effectiveness. Guidance regarding documentation for Standards 3 and 4 is published in the Guide to AAQEP Accreditation.

Descriptors for Standards 1 and 2 by Program Type

Each aspect of each standard is presumed to have application to any particular program brought forward for accreditation, though that application may vary across a set of programs. The following **descriptors** provide additional detail regarding the differentiated application of aspects of Standards 1 and 2 for four types of programs, each preparing for a different professional role in education:

- **Initial teacher preparation:** Programs that prepare individuals for their first professional teaching credential (certificate or license)
- **Advanced educator preparation:** Programs that prepare already-licensed educators to qualify for additional credentials or that add to their professional capabilities
- **P-12 leader preparation:** Programs preparing individuals (usually holders of a professional educational credential) for credentials as building principals, district superintendents, and other educational leaders or administrators
- **Specialized professional personnel preparation:** Programs that prepare personnel for roles for which a teaching credential may not be a prerequisite (school counselors, school librarians, etc.)

Note: Standards 3 and 4 do not include differentiated descriptors for different types of programs. See the Guide to AAQEP Accreditation for guidance on the application of these standards.

Descriptors for Standard 1: Completer Foundational Knowledge and Skills

Program completers have the foundational knowledge and skills appropriate to the credential or degree earned and are able to effectively support student learning and development through their professional practice. Completers are able to:

- 1a. *Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role*

Initial teacher preparation program completers are proficient in the content knowledge, pedagogical content knowledge, and pedagogical knowledge specific to the credential sought as identified in relevant state and professional standards for teaching practice; they demonstrate the ability to assess learners and to plan and enact differentiated instruction that supports success for all learners in their charge.

Advanced educator preparation program completers are proficient in the specialized professional knowledge and skills relevant to their new credential or role as specified in relevant state and professional standards; they demonstrate the ability to assess learners and to plan and enact differentiated instruction, and/or to engage in other professional activities appropriate to their field of specialization, to support success for all learners in their charge.

P-12 leader preparation program completers are proficient in the specialized professional knowledge and skills required for educational leadership roles as specified in relevant state and professional standards; they demonstrate the ability to support success for educators and students within the scope of their leadership responsibilities by planning, implementing, and evaluating programs for a school building or district.

Specialized professional personnel preparation program completers are proficient in the specialized professional knowledge and skills relevant to their credential or role as specified in relevant state and professional standards; through their service delivery and the programs they develop and implement, completers provide support for all learners in their charge.

- 1b. *Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices*

Initial teacher preparation program completers exhibit proficient knowledge of learning science, learning theories, and pedagogical strategies and, informed by data, are able to apply this knowledge to support learning and growth for all students in their charge.

Advanced educator preparation program completers exhibit proficient knowledge of learning science, learning theories, and pedagogical strategies specific to their area of specialization and, informed by data, are able to apply this knowledge to support learning and growth relative to their specialization for all students in their charge.

P-12 leader preparation program completers exhibit proficient specialized professional knowledge of instructional leadership strategies and, informed by data, are able to support student learning as well as the professional development of teachers and other school personnel under their scope of leadership.

Specialized professional personnel preparation program completers exhibit proficient knowledge of learning and teaching sciences appropriate to their specific area of practice and, informed by data, are able to apply these to support student learning and development as well as the professional development of other educators.

- 1c. *Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development*

Initial teacher preparation program completers understand the diverse and intersecting aspects of learner identities, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to enact culturally responsive and sustaining practices that support the identities, growth, and learning of all students in their charge.

Advanced educator preparation program completers understand the diverse and intersecting aspects of learner identities, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to enact culturally responsive and sustaining practices relevant to their new professional role to support the identities, growth, and learning of all students in their charge.

P-12 leader preparation program completers understand the diverse and intersecting aspects of human identity, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to support teachers, school staff, and students by affirming personal identities and supporting learning and growth.

Specialized professional personnel preparation program completers understand the diverse and intersecting aspects of learner identities, including race, ethnicity, religion, class, gender identity and expression, and sexual identity, and are able to enact culturally responsive and sustaining practices relevant to their specialized professional role to support learners' identities, growth, and learning.

- 1d. *Facilitate and support language development, language acquisition, and literacy development for all learners*

Initial teacher preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and assessment, and are able to support learning, language development, and growth in literacy for all learners in their charge.

Advanced educator preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and assessment, and are able to apply this knowledge in their specialized practice. Completers of literacy and reading specialist preparation programs are able to support literacy

development for all learners and to support professional colleagues in implementing practices to support literacy development.

P-12 leader preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and assessment, and are able to support professional colleagues in implementing practices to support literacy development.

Specialized professional personnel preparation program completers understand language acquisition and development in first and additional languages, understand the role of language in mediating learning and measurement, and are able to apply this knowledge as appropriate to their specialized professional role.

1e. Provide appropriate, evidence-based support to students with exceptionalities, in alignment with federal and state legal requirements

Initial teacher preparation program completers understand federal and state special education requirements; understand the strengths and needs of their students, including those with identified needs; are able to provide appropriate instruction, in keeping with their professional role; and are able to collaborate with students, their families or caregivers, and other professional educators to support student learning and growth.

Advanced educator preparation program completers understand federal and state special education requirements; understand the strengths and needs of their students, including those with identified needs; are able to provide appropriate instruction, in keeping with their professional role; and are able to collaborate with students, their families or caregivers, and other professional educators to support student learning and growth.

P-12 leader preparation program completers understand federal and state special education requirements; understand the strengths and needs of students, including those with identified needs; and are able to support appropriate instruction and service delivery for students with various needs and abilities by ensuring productive collaboration among teachers, students, families or caregivers, and other professional educators to support student learning and growth.

Specialized professional personnel preparation program completers understand federal and state special education requirements; understand the strengths and needs of their students, including those with identified needs; are able to provide appropriate professional services, in keeping with their professional role; and are able to collaborate with students, their families or caregivers, and other professional educators to support student learning and growth.

1f. Select and employ current educational technology tools and systems to support learning

Initial teacher preparation program completers are able to select and apply instructional technologies to provide equitable learning opportunities that support student success; to create effective, collaborative digital learning experiences; and to support their own professional growth.

Advanced educator preparation program completers are able to select and apply instructional technologies to provide equitable learning opportunities in their area of specialized preparation that support student success, as appropriate to the role for which they are being prepared, and to support their own professional growth.

P-12 leader preparation program completers are able to select and apply technologies to fulfill their leadership functions, to support teachers and other educators in ensuring that students experience equitable learning environments, and to support their own professional growth and that of professionals in their administrative purview.

Specialized professional personnel preparation program completers are able to select and apply technologies to support their own professional practice, to ensure appropriate and equitable student access to related technologies, and to support their own and others' professional growth in the use of related technological tools and systems.

1g. *Support the cognitive, social, and emotional growth and development of learners*

Initial teacher preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and support the development of the whole person in their educational practice.

Advanced educator preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and are able to apply their knowledge to support the development of the whole person in their specialized educational practice.

P-12 leader preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and are able to ensure that the social and emotional needs of teachers, staff, and students are met; they support teachers in addressing the social and emotional aspects of student learning and development.

Specialized professional personnel preparation program completers understand the cognitive, social, and emotional dimensions of development and learning and support the social and emotional needs of students through their professional practice.

Descriptors for Standard 2: Completer Professional Growth and Adaptability

Program completers grow as professionals and adapt their practices to support learning and development as appropriate to their role and context. Completers are able to:

2a. *Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community*

Initial teacher preparation program completers develop relationships with families, guardians, and/or caregivers and engage with community partners and with local cultural and linguistic communities to foster an inclusive environment that supports success for all students.

Advanced educator preparation program completers develop relationships with families, guardians, and/or caregivers and engage with community partners and with local cultural and linguistic communities to foster an inclusive environment that supports success for all students, particularly in their area of advanced preparation.

P-12 leader preparation program completers cultivate an inclusive school community by engaging families, guardians, caregivers, and cultural, linguistic, and other community partners to collaborate with and support school and district staff and ensure a welcoming and supportive environment that promotes success for all students.

Specialized professional personnel preparation program completers develop relationships with families, guardians, and/or caregivers and engage with community partners and with local cultural and linguistic communities to foster an inclusive environment that supports success for all students in their area of professional practice.

2b. *Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts*

Initial teacher preparation program completers engage in equitable, culturally responsive, and inclusive educational practices with diverse learners and do so in the diverse linguistic, cultural, socioeconomic, family, school, and community contexts where they practice.

Advanced educator preparation program completers engage in equitable, culturally responsive, and inclusive educational practices with diverse learners and do so in diverse linguistic, cultural, socioeconomic, family, school, and community contexts where they practice.

P-12 leader preparation program completers lead schools and districts that engage in equitable, culturally responsive, and inclusive educational practices with diverse learners in diverse linguistic, cultural, socioeconomic, family, school, and community contexts.

Specialized professional personnel preparation program completers engage in equitable, culturally responsive, and inclusive specialized professional practices with diverse learners in diverse linguistic, cultural, socioeconomic, family, school, and community contexts, and support professional colleagues in doing so as well.

2c. Create positive and productive learning and work environments in a variety of settings

Initial teacher preparation program completers understand the importance of classroom climate and are able to develop and maintain supportive, positive, and productive learning environments to support learning and growth for all students.

Advanced educator preparation program completers are able to develop and maintain supportive, positive, and productive learning environments, in keeping with their specialized professional practice, to support learning and growth for all students.

P-12 leader preparation program completers understand the importance of classroom and school environments and are able to support teachers in creating positive and productive learning environments and to create positive and productive school work environments.

Specialized professional personnel preparation program completers are able to develop and maintain supportive, positive, and productive learning environments, in keeping with their specialized professional practice, to support learning and growth for all students.

2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education

Initial teacher preparation program completers understand the global role of education and education systems and are able to incorporate international and global experiences in their instructional practice to broaden P-12 students' perspectives on the world.

Advanced educator preparation program completers understand the global role of education and education systems and incorporate international and global experiences in their specialized professional practice to broaden P-12 students' perspectives on the world.

P-12 leader preparation program completers understand the global role of education and education systems, incorporate international and global experiences in their own work, and support teachers and other school professionals in incorporating such perspectives to broaden P-12 students' perspectives on the world.

Specialized professional personnel preparation program completers understand the global role of education and education systems and incorporate international and global experiences in their professional practice to broaden P-12 students' perspectives on the world.

2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice

Initial teacher preparation program completers understand the uses of assessment, including assessment of and for learning; are able to develop and select appropriate assessments; and are able to use results to understand learners and to inform practice by differentiating instruction and assessment and by collaborating with others including parents/caregivers, other professionals, and students themselves to support learning.

Advanced educator preparation program completers understand the uses of assessment in relation to their area of specialized preparation and are able to gather relevant information to inform their practice and to support student learning and growth.

P-12 leader preparation program completers understand the uses of assessment and are able to support appropriate use of data in the school environment for both instructional purposes at the classroom level and evaluation purposes in using results of tests and assessments to improve school and district support for learning.

Specialized professional personnel preparation program completers understand assessment and measurement and are able to use evidence to support their practice and to evaluate its effectiveness.

- 2f. *Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth*

Initial teacher preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being.

Advanced educator preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being.

P-12 leader preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being, and encourage and provide support for the professional and personal growth and flourishing of others in the school and district environment.

Specialized professional personnel preparation program completers exhibit professional dispositions and behavior as well as the ability to engage in self-assessment and personal reflection; they collaborate with colleagues in professional learning communities and practices to establish goals for professional growth and maintain health and well-being.

- 2g. *Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma*

Initial teacher preparation program completers are aware of the importance of mental well-being and are able to foster well-being in the classroom and to connect students, families, professional colleagues, and themselves with supportive resources through appropriate channels.

Advanced educator preparation program completers are aware of the importance of mental well-being and are able to foster well-being in the classroom and to connect students, families, professional colleagues, and themselves with supportive resources through appropriate channels.

P-12 leader preparation program completers are aware of the importance of mental well-being and are able to foster well-being in schools and to connect students, families, professional colleagues, and themselves with supportive resources through appropriate channels.

Specialized professional personnel preparation program completers are aware of the importance of mental well-being and are able to foster well-being in the classroom and to connect students, families, professional colleagues, and themselves with supportive resources.

Crosswalk of 2025 and 2018 Aspects

2025 AAQEP Aspects	Corresponding 2018 AAQEP Aspects
<i>Completers are able to:</i>	<i>Candidates/completers exhibit:</i>
1a. Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role	1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree ...
1b. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices	1b. Learners, learning theory ... and application of learning theory
1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development	1c. ... intersectionality of race, ethnicity, class, gender identity and expression, sexual identity ...
1d. Facilitate and support language development, language acquisition, and literacy development for all learners	1c. ... the impact of language acquisition and literacy development on learning
1e. Provide appropriate, evidence-based support to students with exceptionalities, in alignment with federal and state legal requirements	[Not directly reflected in an aspect in the 2018 framework]
1f. Select and employ current educational technology tools and systems to support learning	[Not directly reflected in an aspect in the 2018 framework]
1g. Support the cognitive, social, and emotional growth and development of learners	1b. ... social, emotional, and academic dimensions ... of learning theory
2a. Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community	2a. Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities
2b. Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts	1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity ... 2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts

2025 AAQEP Aspects	Corresponding 2018 AAQEP Aspects
2c. Create positive and productive learning and work environments in a variety of settings	1e. Creation and development of positive learning and work environments 2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts
2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education	2d. Support students' growth in international and global perspectives
2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice	1d. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice
2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth	1f. Dispositions and behaviors required for successful professional practice 2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection 2f. Collaborate with colleagues to support professional learning
2g. Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma	[Not directly reflected in an aspect in the 2018 framework]
<i>The program:</i>	
3a. Recruits, admits, onboards, monitors, and provides timely and targeted support to candidates to ensure their success	3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards
3b. Offers coherent curricula that are aligned to appropriate state, national, or professional standards	3a. Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable
3c. Uses instructional practices and resources within programs that are evidence-based and regularly evaluated for effectiveness	[Not directly reflected in an aspect in the 2018 framework]
3d. Engages with partners to provide candidates with supported clinical experiences in placements appropriate to the credential sought	3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts
3e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations	3e. Engages in continuous improvement of programs and program components, and investigates opportunities for innovation...

2025 AAQEP Aspects	Corresponding 2018 AAQEP Aspects
	3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation
3f. Develops and maintains an effective internal quality control system that is consistently implemented and supports candidate success	3e. Engages in ... an effective quality assurance system
3g. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment to program quality	3f. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment
4a. Engages with local partners and community members to support high-need schools and participates in efforts to reduce disparities in educational outcomes	4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes
4b. Engages with local school partners to investigate and plan program improvements and innovations to ensure that preparation matches their needs	[Not directly reflected in an aspect in the 2018 framework]
4c. Supports completers' entry into and/or continuation in their professional role and informs them of pathways to career advancement	4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned
4d. Works with a variety of partners to identify and meet state and local educator workforce needs	4b. Seeks to meet state and local educator workforce needs ...
4e. Works with a variety of partners to diversify participation in the educator workforce through outreach, recruitment, and candidate support	4b. Seeks ... to diversify participation in the educator workforce through candidate recruitment and support
4f. Uses publicly available data regarding completer placement, effectiveness, and retention to inform program improvement	4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs
4g. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates	4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates
[Not included as a separate aspect but addressed throughout the Quality Assurance Report]	4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments