

Discussion of the 1st Quarterly Report for University of Redlands

August 2023

Overview of this Report

This agenda item provides information on the first quarterly report submitted by the University of Redlands addressing stipulations resulting from their February 2023 site visit. Following its decision, the Committee on Accreditation directed the University of Redlands to provide updates to Commission staff at quarterly intervals documenting the progress made toward addressing the stipulations in the [May 2023 Accreditation report](#). Information is included in the first quarterly report related to how the institution is addressing the requirements of each stipulation.

Staff Recommendation

Commission staff recommends that the Committee on Accreditation (COA) accept the University of Redlands' first quarterly report. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution.

Background

A site visit was held in person for the University of Redlands on February 26 – March 1, 2023, and the accreditation report of that visit was presented to the COA at its [May 2023 meeting](#). Also presented at that time was the institution's response to the site visit team's finding related to Precondition 5. Pursuant to the Commission's Accreditation Framework, institutions, and the program they sponsor must be in compliance with preconditions at all times. If an institution and/or any of its programs is determined to be out of compliance with one or more preconditions, the institution is notified and given 30 days from the date of notification to rectify the matter. Following discussion and deliberation of the report, the recommendations of the site visit team, and [University of Redlands' response to Precondition 5](#), the COA determined that the institution be granted **Accreditation with Stipulations**. The stipulations are listed below.

- 1) By the beginning of fall term 2023 the institution will demonstrate that Pupil Personnel Services: School Counselor and Preliminary Education Specialist programs have fully transitioned to the new standards. Specifically, by fall term 2023 the institution will:
 - a. establish and implement a system for providing and tracking early field experiences across disability categories, including planned and supervised experiences in general education and special education for the Preliminary Education Specialist program with Intern.
 - b. provide evidence that the program provides opportunities for candidates to demonstrate knowledge of the disability characteristics for which the candidate

is seeking authorization to teach for the Preliminary Education Specialist program with Intern.

- c. provide evidence that coursework and fieldwork/clinical experiences in the Preliminary Education Specialist program with Intern provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation (TPE) including working with students with physical and multiple disabilities and implementing strength-based/ecological assessments across classrooms and non-classrooms contexts.
 - d. establish and implement a system to ensure all Pupil Personnel Services program site supervisors are trained in program requirements, models of supervision, and the School Counselor Performance Expectations (SCPEs) in collaboration with partners and school site supervisors.
 - e. identify appropriate activities for practica and fieldwork hours for Pupil Personnel Services: School Counseling candidates.
 - f. provide evidence of multiple opportunities for Pupil Personnel Services: School Counseling candidates to learn, apply, and reflect on each SCPE.
- 2) That the institution submit quarterly reports to demonstrate sufficient progress towards addressing the stipulations.
 - 3) That the institution host a focused revisit within one year in which a team will focus on interviews and evidence around the concerns and stipulations for the Preliminary Multiple and Single Subject credential with Intern, the Preliminary Education Specialist: Mild to Moderate Support Needs with Intern, and the Pupil Personnel Services: School Counseling credential.

First Quarterly Report Contents

Following the February 2023 site visit, the University of Redlands leadership, faculty, and staff met to discuss the stipulations; their first quarterly report contains the actions taken and those planned in addressing each of the stipulations. The report was received on July 3, 2022 and is available here: [University of Redlands First Quarterly Report to Address Stipulations](#). The linked report includes the institution's response to the stipulations with actions taken and links to evidence that supports the action. A summary of the report can be found below.

Stipulation 1, (a) through (f): *By the beginning of fall term 2023 the institution will demonstrate that Pupil Personnel Services: School Counselor and Preliminary Education Specialist programs have fully transitioned to the new standards. Specifically, by fall term 2023 the institution will:*

- a. *establish and implement a system for providing and tracking early field experiences across disability categories, including planned and supervised experiences in general education and special education for the Preliminary Education Specialist program with Intern.*

At the February 2023 site visit, the team found insufficient evidence that candidates were receiving 200 hours of early field experiences across disability categories, in both general education and special education settings, that were both planned and supervised for the Preliminary Education Specialist program with Intern. Since the site visit, the institution has

updated the early fieldwork tracking form to include tracking for General Education and Special Education settings and all applicable disability categories. The Early Fieldwork webpage has been revised and updated to provide information about the 200-hour requirement, the use of the tracking form (which the institution indicates candidates are already using), and information for candidates about how this requirement will occur during the early semesters of the program and with the guidance of course instructors. Through additional communications with the institution, staff has learned that it plans to develop a strategy for better leveraging existing partnerships to support structured field experiences and also match candidates with strong mentors within their network of local education agency (LEA) partners. The goal of this new strategy is to better align existing early field work assignments for candidates, wherever appropriate, with specific mentor teachers and school sites. The institution has indicated more information on these activities will be provided in future quarterly reports.

Commission staff suggest the next quarterly report include course syllabi that clearly show how many hours of early fieldwork are included in each applicable course, a listing of LEAs where the institution has identified where the early fieldwork will take place in a setting aligned with the learning objectives of the course, and demonstration, through narrative or a database, of how the program ensures candidates are completing this requirement in a timely manner.

b. provide evidence that the program provides opportunities for candidates to demonstrate knowledge of the disability characteristics for which the candidate is seeking authorization to teach for the Preliminary Education Specialist program with Intern.

At the site visit, the team found insufficient evidence that candidates were receiving opportunities to demonstrate knowledge of the disability characteristics for the student population they would be authorized to teach (in this case, Mild to Moderate Support Needs) and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP). The institution submitted a draft table outlining the evidence demonstrating where candidates are receiving opportunities to demonstrate knowledge of disability characteristics. The institution also indicated that the Associate Dean of Academic Affairs and Associate Director of Advising & Fieldwork Experiences began meeting with program coordinators this summer with the goal of integrating additional opportunities for candidates.

Commission staff expects future quarterly reports will continue to build out the evidence in the table that will illustrate that candidates are receiving these opportunities throughout the course of their program.

c. provide evidence that coursework and fieldwork/clinical experiences in the Preliminary Education Specialist program with Intern provide multiple opportunities for candidates to learn, apply, and reflect on each teaching performance expectation (TPE) including working with students with physical and multiple disabilities and implementing strength-based/ecological assessments across classrooms and non-classrooms contexts.

Specifically, the team found insufficient evidence that coursework and fieldwork/clinical experiences are providing multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) – particularly working with students with physical and multiple disabilities – in order to provide effective environments for student learning (MMSN TPEs 2.2 and 2.3). Further, the team found insufficient evidence that candidates have experiences using strength-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students’ meaningful participation in core, standards-based curriculum (TPE 4.7).

The institution has provided evidence of initial faculty meetings held in June and July 2023 to review key assignments and syllabi content to identify where candidates may benefit from more opportunities to learn, apply, and reflect on the TPEs. The institution also sought out support from the California Educator Preparation Innovation Collaborative (CalEPIC), where faculty were provided with a TPE calibration tool to guide their efforts over the summer and fall semesters. In addition to department meetings, faculty will participate in a fall retreat to implement changes.

The Assistant Dean of Operations & Analytics and the Associate Director of Advising & Fieldwork Experiences have been working together on ways to incorporate TPEs into the institution’s learning management system, Canvas. They plan to pilot this with a group of fieldwork candidates in fall 2023 and then scale up to all fieldwork candidates and all teacher preparation courses. They also attended a webinar on May 23, 2023 to learn about the capabilities of Canvas’ “outcome” and “rubric” tools, and they connected with university technology support personnel for advice and to request access.

Commission staff anticipates receiving more information on the progress of these changes in subsequent quarterly reports. An updated course matrix will be required for the revisit.

d. establish and implement a system to ensure all Pupil Personnel Services program site supervisors are trained in program requirements, models of supervision, and the School Counselor Performance Expectations (SCPEs) in collaboration with partners and school site supervisors.

Specifically, the team found insufficient evidence that the program was providing preparation for field experience supervisors, ensuring that school-site supervisors understand the training objectives of the university training program, collaborating with partners on the design and quality of field experience, and that candidates were completing practica and fieldwork hours in appropriate activities.

Under the leadership of the Program Coordinator for School Counseling, a plan has been put in place to implement a support site on SharePoint for field experience supervisors. The program coordinator has completed the California Association of School Counselors School Counseling Supervision training, which will inform development of the updated support site. The site will be made available to all site supervisors by fall 2023 and will contain all training resources.

Hosting the site on SharePoint will provide greater access to individuals who do not have access to the current MyRedlands platform.

A Practica Hour tracking form has been created to track candidate completion of practica hours in appropriate activities aligned with counseling domains and performance expectations. The form specifies that 80 of the 100 hours of practica activities occur across the arc of a candidate's coursework while the remaining 20 hours will consist of approved activities. The candidate inputs activities completed for the remaining 20 hours that are not included in their coursework. The form must be approved by the program coordinator before a candidate completes their fieldwork requirement. This form will be implemented in Fall 2023.

Commission staff would like to see the how the program is addressing "collaborating with partners on the design and quality of field experience" in a future quarterly report.

e. identify appropriate activities for practica and fieldwork hours for Pupil Personnel Services: School Counseling candidates.

The team found insufficient evidence that candidates are completing practica and fieldwork hours in appropriate activities. In collaboration with the Office of Student Success, course instructors and the program coordinator will implement a system in which they assess candidates' current activities in practica and fieldwork and identify any gaps in order to increase opportunities for candidates to learn, apply, and reflect on the School Counselor Performance Expectations (SCPEs). The Practica Hour tracking log mentioned previously will be the tool used for this purpose.

Commission staff would like to see information in a future quarterly report on how candidates receive guidance on selecting appropriate activities for practica and/or fieldwork.

f. provide evidence of multiple opportunities for Pupil Personnel Services: School Counseling candidates to learn, apply, and reflect on each SCPE.

The site visit team found insufficient evidence as to how the program's organized coursework provides multiple opportunities for candidates to learn, apply and reflect on each School Counselor Performance Expectation (SCPE).

A SCPE calibration tool, similar to the one developed for Education Specialist and Multiple/Single Subject faculty through support of California Educator Preparation Innovation Collaborative (CalEPIC), has been designed for use by faculty and program coordinators in the Pupil Personnel Services program to identify and increase opportunities for candidates to learn, apply, and reflect on each SCPE. The program coordinator is actively working with graduate assistants on a course syllabus project to address all the relevant issues. The course instructors will be asked to review their syllabi to ensure that the learning outcomes are fully aligned with the SCPEs.

The course instructors will work with the program coordinator to assess their course materials and identify any gaps in providing candidates with opportunities to learn, apply, and reflect on the SCPEs. Based on those identified gaps, the course instructors will work with the program coordinator to find/explore ways to ensure that candidates have ample opportunities to learn, apply, and reflect on the knowledge and skills needed to meet the SCPEs.

The institution also notes that the Provost – who has been in her role for less than a year – recognized the program’s need to build capacity and approved a new tenure track line in the Pupil Personnel Services program as part of a cohort hire prior to the site visit.

Commission staff anticipates receiving more information on the progress of these changes in subsequent quarterly reports. An updated course matrix will be required for the revisit.

Next Steps

The second quarterly report is scheduled to be presented to the COA at the October 2023 meeting. Commission staff will continue to work with the University of Redlands as it makes progress in addressing stipulations.