

**Recommendations by the Accreditation Team and Report of the  
Accreditation Visit for Professional Preparation Programs at  
University of Redlands**

**Professional Services Division**

**June 2015**

**Overview of This Report**

This agenda report includes the findings of the accreditation visit conducted at University of Redlands. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

**Common Standards and Program Standard Decisions  
For all Programs offered by the Institution**

	<b>Met</b>	<b>Met with Concerns</b>	<b>Not Met</b>
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation			X
3) Resources	X		
4) Faculty and Instructional Personnel		X	
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject including Intern Program	19	18	1	
Single Subject including Intern Program	19	17	2	
Education Specialist: Mild/Moderate, including Intern Program	22	22		
Education Specialist Services Speech-Language Pathology:	8	8		
Pupil; Personnel Services School Counseling	32	32		
Preliminary Administrative Services Credential including Intern	15	15		
Clear Administrative Services Credential	9	9		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**Committee on Accreditation  
Accreditation Team Report**

**Institution:** University of Redlands

**Dates of Visit:** May 3-6, 2015

**Accreditation Team  
Recommendation:** Accreditation with Stipulations

**Rationale:**

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The decision of the team regarding the nine Common Standards is that Standards 1, 3 and 5-9 are **Met** and that Common Standard 2 Unit and Program Assessment and Evaluation is **Not Met**, and CS 4, Faculty and Instructional Personnel is **Met with Concerns**.

Program Standards

The team reviewed seven credential programs and found that all program standards were **Met** with the following exceptions:

- Multiple Subject Program - 1 program standard was Met with Concerns,
- Single Subject Program - 2 program standards were Met with Concerns,

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers, student services staff, Due to the finding that 7 Common Standards were met, 1 met with concerns, and 1 not met; and that that for seven Commission-approved programs all program standards were met with the exception of 3 standards met with concerns; the team unanimously recommends a decision of **Accreditation with the following stipulations**.

Within one year of the accreditation decision, the Institution submit documentation and schedule a revisit with evidence of the following:

- 1) that a comprehensive and unit-wide assessment and evaluation system that addresses all credential programs is implemented and guides program improvement;
- 2) that communication systematically occurs to a) discuss and clarify course content in the course sequence of each program, b) assure program cohesion and c) discuss candidate competence measures and data as well as data to inform program improvement; and
- 3) that faculty have been assigned to teach courses based on their qualifications and expertise.

In addition, the team recommends that the University of Redlands provide a Biennial Report for the Preliminary and Clear Administrative Services credential programs, within one year, that accurately identifies the numbers of current program candidates and completers, clarifies key assessments, the alignment of the assessments with program standards and aggregate data on candidate and completer competence, fieldwork and program effectiveness.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

<b>Initial/Teaching Credentials</b>	<b>Advanced/Service Credentials</b>
Multiple Subject	Education Specialist Services
Multiple Subject	Speech-Language Pathology:
Multiple Subject Intern	Language Speech and Hearing
Single Subject	Pupil Personnel Services
Single Subject	School Counseling
Single Subject Intern	
Education Specialist Credentials	Administrative Services
Mild/Moderate Disabilities	Preliminary ASC
Mild/Moderate Disabilities Intern	Preliminary ASC Intern
	Clear (standards-based)

Staff recommends that:

- The institution's response to the preconditions be accepted.
- University of Redlands be permitted to propose new credential programs for approval by the Committee on Accreditation.
- University of Redlands continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

## Accreditation Team

### Team Leader:

**Helene Mandell**  
University of San Diego

### Common Standards Cluster:

**Alan Enomoto**  
Brandman University

**Rebekah Harris**  
Azusa Pacific University

### Basic/Teaching Programs Cluster:

**Donna Elder**  
National University

**John Erratt**  
Orange Unified School District

### Advanced/Services Programs Cluster:

**Lori Kim**  
California State University, Los Angeles

**Jackie Allen**  
University of LaVerne

### Staff to the Visit

**Paula Jacobs**  
Commission on Teacher Credentialing

**Erin Sullivan**  
Commission on Teacher Credentialing

## Documents Reviewed

University and College Website  
University Catalog  
Common Standards Report  
Course Syllabi  
Candidate Files  
Candidate Program Handbook  
Fieldwork Handbooks  
Follow-up Survey Results  
Program Documents  
Program Assessment Feedback  
Sample District Contracts  
Candidate Work Samples

Intern Preservice Documentation  
Meeting Agendas, Rosters and Minutes  
Organization Charts  
Biennial Reports and Feedback  
Field Experience/Assessment Notebooks  
Schedule of Classes  
Advisement Documents  
Admissions Documents  
Faculty Vitae  
Faculty Evaluation Forms  
TPA Data, Website, Task Stream

## Interviews Conducted

Stakeholders	Common Standards	Program Sampling	TOTAL
Candidates	43	50	<b>93</b>
Completers	5	21	<b>26</b>
Interns	9	3	<b>12</b>
Employers	10	2	<b>12</b>
Institutional Administration	12	6	<b>18</b>
Program Coordinators	3	6	<b>9</b>
Faculty	44	24	<b>68</b>
TPA Coordinator	2	3	<b>5</b>
Advisors	9	1	<b>10</b>
Field Supervisors – Program	20	15	<b>35</b>
Field Supervisors - District	3	5	<b>8</b>
Credential Analysts and Staff	5	2	<b>7</b>
Advisory Board Members	8	0	<b>8</b>
Other	13	3	<b>16</b>
<b>TOTAL</b>	<b>186</b>	<b>141</b>	<b>327</b>

*Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### Background information

The University of Redlands is an independent, coeducational liberal arts and sciences university of 4,600 students located in Redlands, San Bernardino County, California, about 30 miles east of the Ontario airport. The University's main campus is located in the city of Redlands and hosts four schools: the College of Arts and Sciences, the School of Education, the School of Business, and the School of Continuing Studies. About 50% of these students are enrolled in the College of Arts and Sciences, with over 75% residing in on-campus housing. The remainder of the student body is enrolled in the University's programs for working adults in business or education, attending classes either on campus or at regional locations throughout Southern California.

The University honors education that goes beyond training to embrace a reflective understanding of our world; it proceeds from information to insight, from knowledge to meaning. While emphasizing academic rigor, curricular diversity, and innovative teaching, The University of Redlands fosters a community of scholars and encourages a pluralistic notion of values by challenging assumptions and stereotypes in both classes and activities. The University seeks to develop responsible citizenship as part of a complete education, welcoming intellectually curious students of diverse religious, ethnic, national, and socioeconomic

backgrounds. Since its founding in 1907, the University of Redlands has maintained a “promise of a transformative education in an environment of academic rigor and personal responsibility”, where candidates can blend classroom learning with life skills that will help individuals affect positive change in the world.

### **Education Unit**

Founded in 1924, the School of Education offers degrees that focus on preparing individuals for careers in K-12 education along with higher education, health care, community agencies, and alternative school settings. The school also features the Center for Educational Justice, which sponsors institutes, symposia, workshops, and other educational efforts related to social advocacy, research, and policy development. In addition to credential programs, the school has five Master’s degree programs; Educational Administration, School Counseling, Curriculum and Instruction, Higher Education, and Clinical Mental Health in addition to a Doctorate in Leadership for Educational Justice (Ed.D.); all of these programs are offered at the main campus only.

Formal authority for all Commission-approved educator preparation programs rests with the Dean of the School of Education. With the exception of the Speech and Language Pathology Program, which is housed in the College of Arts and Sciences, all programs are housed in the School of Education. The school has 17 full-time faculty and is organized into two departments: the Department of Teaching and Learning and the Graduate Department of Leadership and Counseling. The Multiple Subject, Single Subject and Education Specialist teaching credential programs and the Administrative Services credential program are located within the Department of Teaching and Learning. The Graduate Department of Leadership and Counseling offers exclusively graduate degrees in Counseling, Higher Education, Educational Administration and a Doctoral Degree in Leadership for Educational Justice; here you will find the Pupil Personnel Services School Counseling Program.

In addition to the main campus in Redlands, credential programs are currently being offered at three regional satellite campuses; Rancho Cucamonga (RC), Orange County (OC, South Coast Metro), and Temecula. The Multiple and Single Subject teaching credential programs are offered at the main campus and at all three satellite campuses. The Education Specialist Program and the Pupil Personnel Services Credential Programs are offered at the main campus and at one satellite campus. The University of Redlands has recommended an average of 300 credentials per year over the last three years; the most recent candidate and completer data for each of the Commission-approved programs is reflected in Table 1.

**Table 1  
Program Review Status**

Program Name	Program Level (Initial or Advanced)	Number of program completers (2013-14)	Number of Candidates Enrolled or Admitted (14-15)	Agency or Association Reviewing Programs
Multiple Subject MS Intern (Redlands)	Initial	28 1	48 1	CTC
Multiple Subject MS Intern (*Apple Valley)	Initial	2 1	2 0	CTC
Multiple Subject MS Intern (Temecula)	Initial	5 0	12 1	CTC
Multiple Subject MS Intern (RC)	Initial	10 0	24 1	CTC
Multiple Subject MS Intern (Orange)	Initial	5 0	7 0	CTC
Single Subject SS Intern (Redlands)	Initial	48 6	73 4	CTC
Single Subject SS Intern (*Apple Valley)	Initial	4 0	7 4	CTC
Single Subject SS Intern (Temecula)	Initial	11 0	14 2	CTC
Single Subject SS Intern (RC)	Initial	13 1	24 4	CTC
Single Subject SS Intern (Orange)	Initial	8 0	26 1	CTC
Preliminary Ed Sp M/M Ed Sp M/M Intern (Redlands)	Initial	21 4	17 12	CTC
Preliminary Ed Sp M/M Ed Sp M/M Intern (RC)	Initial	0 0	15 6	CTC
Ed Specialist Services: Speech/Language Pathology: Language Speech and Hearing	Advanced	21	46	CTC
PPS: School Counseling (Redlands)	Advanced	14	13	CTC
PPS: School Counseling (Orange)	Advanced	7	2	CTC
Preliminary ASC ASC Intern	Advanced	26 0	60 1	CTC
**Clear ASC	Advanced	5	30	CTC

\*The Apple Valley Satellite closed in December 2014; candidates either completed or arrangements were made for their completion through another location.

## **The Visit**

The Accreditation Site Visit took place Sunday through Wednesday May 3-6, 2015 as is typical for Commission accreditation site visits. Seven accreditation team members were welcomed by The University of Redlands Dean and Accreditation Committee at 12:30 p.m. and then convened for lunch and a team meeting prior to attending a Sunday afternoon reception, orientation, and interviews at the University of Redlands campus. The Dean of the College of Education provided a welcome to guests and introduced the Site Visit Accreditation Team and gave an overview of the role of accreditation in assuring quality educator preparation. Team members then interviewed the various constituencies present.

Team members had multiple opportunities to gather information on the organization and implementation of Commission-approved programs; and interviews with stakeholders and data collection continued all day Monday and through Tuesday evening with team members conferring with one another frequently. Team meetings were held during lunch Monday and Tuesday as well as each evening. A Mid-visit Report was shared with the Dean of the School of Education Tuesday morning identifying any questions or concerns of the team. On Tuesday evening, consensus was reached on all standard findings and on an accreditation recommendation. The Exit Report was held at the University of Redlands campus at 11:30 a.m. on Wednesday May 6, 2015.

# Common Standards

## Standard 1: Educational Leadership

Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

### Findings

Formal authority for the education unit at the University of Redlands has been delegated to the Dean of the School of Education (SOE). All professional preparation programs are housed in the SOE except for the Speech-Language Pathology Program (SLP). The SOE dean collaborates with the College of Arts and Science (CAS) dean with respect to oversight of the SLP Program. The School of Education operates on a guiding principle that education is fundamentally transformative for students and, ultimately, society. In Fall 2014, the School of Education updated their vision, citing three dimensions that comprise their theoretical framework, (a) reflective constructivism, (b) social justice, and (c) communities of practice. They expect their graduates to display a lifelong passion for learning and to develop a professional vision that emphasizes the fulfillment of human potential. Their programs employ best-practice approaches to teaching, counseling, and administration, which are rooted in research and the realities of today's schools. Their curriculum is grounded in the quest for social justice by incorporating a critical examination of democracy, diversity, equity, and social responsibility; K-12 education is seen as a University-wide responsibility.

A new dean who has been in place since July 2014 leads the School of Education. Interviews with virtually all stakeholders indicated overwhelming support for the new dean. Interviews revealed that he immediately engaged in visioning and strategic planning whereby demonstrating a clear commitment to collaboration with enrollment management and academic affairs. He was described by the provost as an "engaging and effective ambassador internally at the university as well as with the external communities." The president referred to him as a "visionary dean, who has all the right reflexes." Interviews with Community Advisory Group members also indicated support for the new dean and reported that their input for program design and implementation was greatly appreciated. In fact, it was said that the dean had reached out more to community partners in the past ten months than in the previous three years.

Many changes have been put in place since the arrival of the new dean, including establishing departments and changing the role of program leads. This new structure of two departments has supported the development of the leadership team, which is composed of the associate dean, the chairs of the two academic departments (Teaching and Learning and the Graduate

Department of Leadership and Counseling), the Director of the Center for Educational Justice, the executive secretary, the office manager and the Chair of the Faculty Assembly. The dean meets weekly with the Leadership Team to discuss school policy and other issues. The chairs of the two departments in the School of Education meet about every three weeks to discuss operations, curriculum, and academic concerns. Adjunct faculty is included in department meetings at least once per semester in addition to a dedicated adjunct training and meetings days held twice per year in September and January. Interviews with adjunct faculty indicated their appreciation for being included and having the opportunity for program input. Moreover, these groups and meetings have provided opportunities for involvement of faculty in the coordination and governance of all professional programs.

Based on document review and interviews, the team confirmed that there are two credential analysts who work with candidates: one in the School of Education who works with all credential candidates except those seeking the SLP Credential housed in the College of Arts and Sciences (CAS). The SOE credential analyst maintains program checklists and reviews all files prior to recommendation of an individual candidate. The SLP credential analyst maintains a spreadsheet tracking all requirements for the candidates. Both credential analysts indicate they are committed to regularly review communication and policy updates from the CTC.

**Standard 2: Unit and Program Assessment and Evaluation**

**Not Met**

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

**Findings**

The School of Education has conducted assessment as a decentralized, program-centered activity. Interviews with the dean and the Assessment Committee revealed that early in the 2014-15 academic year the dean convened and chaired an Assessment Committee. The Assessment Committee conducted an audit of assessment activities within the unit and developed an assessment instruments document that was incorporated in the pre-visit documentation. The unit has assessment instruments that are used across programs such as a survey of completers to gather employment information, a course and faculty evaluation form, an alumni survey, and an adjunct training survey. The majority of assessment instruments currently used within the unit are program-specific. Interviews with faculty, candidates, completers, the credential analyst, the Assessment Committee, and the dean all indicate that the various assessment instruments presented are regularly used and results are gathered in online survey repositories, student files, program files, or Taskstream (TPA only). Evidence exists that the unit collects data on candidate performance, unit operations, and limited data on completer performance for each credential program.

The University's *Datatel* system collects data related to candidate qualifications and demographics. The unit has a Student Success Committee that includes representatives from

the unit, Institutional Research, and Enrollment Services that has examined completer rates, length of time to completion, and candidate qualifications related to both, to determine if trends that contributed to student success or inhibited student success could be identified. During the 2014-15 academic year the Office of Institutional Research collaborated with the unit to create definitions of terms relevant to credential programs and to begin the discussion of the unit's data needs that can possibly be supported by the Office of Institutional Research.

Little to no evidence was found that indicates the unit has progressed to the level of ongoing data analysis and use of data to inform programmatic decisions. Limitations related to the analysis of data are reflected in the inability for candidate performance data to be aggregated or disaggregated to the regional campus level, with the exception of TPA data. When requests for data reports from the numerous assessment instruments were made, the team was referred to the biennial reports that had been provided. However, there were issues with the data provided in the biennial reports, mainly the lack of data disaggregated by regional campus and the lack of data for one of the credential programs (Clear Administrative Services Credential).

Faculty members were able to speak of only two instances where decisions around programmatic changes looked to assessment data. The first instance is in the Multiple and Single Subject Programs where Records of Evidence from the TPAs were reviewed. This review reflected that when candidates needed to remediate a TPA it was largely due to a lack of sufficient narrative or evidence in the area of making adaptations. When curriculum updates were made, faculty took care to ensure that additional training on making adaptations was incorporated and observation instructions became more explicit to ensure candidates were completing hours observing English learners and students with disabilities. The second instance provided was in the Administrative Services Credential Program, which developed a process of working with at least 3 area superintendents in the redesign of the program to meet the new CTC Standards.

**Rationale:**

While the team found that data are collected, no evidence of an assessment and evaluation system for ongoing program and unit evaluation and improvement was found. In interviews with faculty, program coordinators, the Assessment Committee, and the Admissions Committees only two examples of the use of data to inform program changes were provided. Stakeholder groups indicated that data analysis, discussions related to candidate and completer performance data, and review of the assessment system were not a regular part of department or program discussions.

**Standard 3: Resources****Met**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

**Findings**

Through interviews with stakeholders, as well as document review, the team found that the School of Education and the College of Arts and Sciences who are involved in educator preparation have sufficient financial, personnel, and information resources to support the credential candidates and programs.

Budget planning involves consultation with the Dean's Leadership Team, the school's faculty, and the President's Cabinet. The final budget is recommended to the President's Cabinet during the spring term. Presently, the university administration acknowledges the need to sufficiently fund the development of the School of Education and has prioritized the hiring of two new faculty members to support the programs in the Teaching and Learning Department. The School currently has seventeen full-time faculty positions, and school-wide they teach 43% of the classes. This number does vary by department. In 2014-15, the full-time faculty in the Department of Teaching and Learning taught 30% of the courses; the Graduate Department of Leadership and Counseling full-time faculty taught 55% of the courses, and 42% of the CAS Education courses were taught by full-time faculty.

Through review of documents and interviews, the team found that the School's organizational structure supports the needs of all program faculty, staff and students. The University has designated persons from the University Library, the Business Office and Information and Technology Services to work closely with the School of Education. There is a Director of Fieldwork and a Fieldwork Coordinator who support the placement and supervision of fieldwork activities in the Teacher Education and the Pupil Personnel Services Programs. The Administrative Services Program Fieldwork and Internship Program are managed by the Program Coordinator with the support of staff. The team also found that there is a Student Services Manager who is assigned to serve the education credential candidates.

There are structures in place to provide funding for faculty professional development. It was reported that there is an active faculty travel committee, appointed by the faculty assembly, which reviews requests for travel funds. With respect to field experiences and clinical practice, stipends are provided to all district-employed supervisors for hosting a credential candidate, and an additional stipend is provided for attending the training offered on the University of Redlands campus.

Education classes are offered at three satellite locations beyond the main campus: Rancho Cucamonga, Temecula, and in Orange County at the South Coast Metro campus. Interviews

with students, staff and administrators reported that the satellite campuses are adequately organized, financed and staffed to effectively offer programs comparable to the offerings on the main campus. In fact, it was reported to team members that in some cases, the facilities at the satellite sites were superior to the main campus. The team members were told that even full-time faculty travel to, and teach at the satellite campuses on a regular basis.

The Armacost Library offers students approximately 700,000 books, periodicals, CDs, videos, music scores, maps, government documents, archival documents, and microforms. Students can access the library's online catalog, databases, and the internet from on-campus terminals or from remote locations. The Library subscribes to numerous online databases, materials that the Library does not own can usually be obtained, and they have borrowing privileges to dozens of other academic libraries as well as full access to their on-line catalogues. There are seven librarians, one of whom is assigned to the School of Education. During an interview, she shared that in addition to the many materials noted above, the Armacost Library is developing a Children's Literature collection, which is aligned with the Common Core Standards. In addition, the librarian does regular training with candidates and faculty as requested.

#### **Standard 4: Faculty and Instructional Personnel**

#### **Met with Concerns**

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

#### **Findings**

The School of Education faculty at the University of Redlands consists of 17 full-time faculty members that include tenure track, clinical, and visiting instructors. All full-time faculty have earned doctorate degrees. There is a self-identified need expressed in interviews with various stakeholders, including faculty and administrators, to realign full-time faculty into as many certification courses as possible. This will ensure that all courses are taught by qualified faculty with the possibility to utilize adjunct instructors in a more strategic manner. The dean has overseen the development of a three-year master schedule that will ensure that most core curriculum and high value courses will be taught by full-time faculty.

Most full-time faculty members have public school teaching experience and have current knowledge in the content they teach. Part-time adjunct faculty are currently working in the public schools and are able to model best professional practices in teaching and learning. Document reviews indicate that over half the courses in the School of Education are taught by adjunct faculty.

Of the School of Education's 17 full-time faculty members, two are African American, one Latino, and one Filipino; three are bilingual/multilingual, one is a first generation college graduate, and two identify as gay or lesbian. Although the School of Education faculty and staff are knowledgeable about the issues and practices related to schooling in a diverse society, they also recognize that the faculty demographic breakdown does not fully reflect the rich diversity of the enrollment in the School of Education or the P-12 population in the Inland Empire region. The dean discussed his plan to attract qualified underrepresented faculty with the team. It is evident from conversations with a variety of stakeholders that ensuring a diverse faculty is a priority.

Student teachers, master teachers, and university supervisors reported through interviews that the teacher credential program has prepared candidates to teach the Common Core State Standards and to understand the Smarter Balanced Assessment System. A review of course syllabi indicates that learning activities and assignments require candidates to make use of academic standards and frameworks.

The Director of Fieldwork, Fieldwork Coordinator, and select full-time faculty report that they collaborate regularly and systematically with colleagues in P-12 settings. Faculty members continue to participate at the state/national level in teacher preparation policy-making and accreditation activities. Through interviews; faculty, administration, and administrative staff acknowledge that the reorganization of program leadership responsibilities necessitates continuous and open communication amongst all faculty, both within and across the various programs.

Based on faculty interview responses and conversations with the dean, it was confirmed that the University of Redlands provides \$45,000 per year to the School of Education for Graduate Assistantships. The University also provides support for faculty development through stipends for professional travel and research grants. A new initiative in which adjunct faculty are updated and mentored on program standards, Teacher Performance Expectations, and the Teacher Performance Assessments has been scheduled beginning with the 2015-16 academic year.

In interviews, faculty confirmed that they are responsible to ensure that student evaluations are distributed and collected for each course; evaluations are then reviewed by the dean. Faculty members whose student evaluations do not meet expectations meet with the dean to make appropriate adjustments to their teaching. New full-time faculty are reviewed in their second and fourth years for reappointment, and in the sixth year for tenure and promotion. Tenured professors are also scheduled for periodic reviews with the Dean. Field supervisors receive evaluations from the students they supervise and are reviewed by the Director of Fieldwork.

**Rationale:**

*Qualified persons are employed and assigned to teach all courses, ... in each credential and certificate program. ...and have current knowledge in the content they teach, ...They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity...They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.*

Although the School of Education faculty and staff are knowledgeable about the issues and practices related to schooling in a diverse society, they also recognize that the faculty demographic breakdown does not fully reflect the rich diversity of the enrollment in the School of Education or the P-12 population in the Inland Empire region. Faculty recognize this as a concern.

Through interviews with faculty, administration, and administrative staff, it was evident that there is a need for continuous and open communication both within and across the various programs to improve teaching, candidate learning, and educator preparation.

Institutional leadership and faculty identify a need to assign full-time faculty to teach courses aligned with their areas of qualification and expertise.

**Standard 5: Admission**

**Met**

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Findings**

In review of supplied documents, the university website, and interviews with current candidates, the School of Education and each of its professional programs have sound admission processes in place that are aligned with CTC Preconditions. Each applicant must have earned a baccalaureate degree, passed the CBEST, and have the required undergraduate grade point average. Preliminary teaching credential program applicants must have a cumulative grade point average of 2.75, and for graduate and advanced programs 3.00. Both are based on a 4.00 scale. Additionally, applicants submit an essay that allows the Faculty Admission Committee to assess professional potential.

Based upon conversations with campus directors and admissions personnel, admission criteria as required by the Commission are followed. The School of Education evaluates each applicant by utilizing multiple measures. This includes recommendations from two professionals capable of observing the applicant and determining potential. A petition process is in place for applicants not meeting the required undergraduate grade point average. The Enrollment

Counselor informs the applicant of the petition procedure; the petition is heard by the Faculty Admission Committee and, if necessary, the Admissions Review Committee.

Admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

**Standard 6: Advice and Assistance**

**Met**

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

**Findings**

The unit currently assigns faculty or adjuncts to academic advisement of candidates. The Department of Teaching and Learning uses a cohort advising plan where a faculty or adjunct is assigned to a cohort at the start of the credential program and works with these candidates throughout their program. Department of Graduate Leadership and Counseling uses program coordinators as the academic advisor for candidates. Specific staff within the unit is also available to provide assistance such as the Student Services Manager who provides assistance specific to course enrollment issues, the credential analyst who provides assistance specific to credential recommendation issues, and the Director of Fieldwork who provides assistance specific to fieldwork issues. Additionally, the University Office of Professional Development is available to provide support to candidates and completers in the area of professional and personal development.

In interviews, candidates and completers were frequently not able to indicate who served as their academic advisor. However, candidates and completers were all able to name various faculty and staff members who they felt very comfortable emailing, calling, or texting with program related questions and issues. Candidate and completer interviews revealed that individuals felt well-served and received responses in a timely manner. As one interviewee stated, the unit is "relationship-intensive in a positive way." This description accurately encapsulates the provision of advisement and assistance to candidates.

The issue with the lack of clarity regarding academic advisors and the lack of fidelity to implementation of the current structure of advising has already been identified as an area that needs improvement by unit leadership. A plan has been developed to more clearly articulate the roles and responsibilities of academic advisors and to improve the communication with candidates regarding from whom they should be seeking academic advisement and other services. The plan will begin to be implemented with new candidates in July 2015.

The unit uses a *Student Growth and Development Plan* form to develop an improvement plan and identify indicators of success should a candidate have issues in coursework, fieldwork, dispositions, or student teaching/internship. Interviews with faculty, candidates, and completers did not indicate that this form has been needed or used in the recent academic years. Candidates who require special assistance to progress through their programs also have access to the Academic Support and Disabled Student Services Center. Candidates with disabilities document their needs with this Center and can then be provided appropriate accommodations.

**Standard 7: Field Experience and Clinical Practice**

**Met**

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

**Findings**

In conversations with the Director of Fieldwork, Fieldwork Coordinator, master teachers, university supervisors, and current candidates, it was confirmed that the School of Education administration, staff, and faculty communicate directly with local school personnel in the process of establishing, monitoring and revising collaborative relationships. The programs for Professional Teacher Preparation, Pupil Personnel Services, and Administrative Services have clear guidelines and requirements regarding field experiences.

The Director of Fieldwork and the Fieldwork Coordinator confirmed through an interview that the School of Education has ongoing intensive partnerships with 110 county and local school districts. Criteria used in selecting school sites includes site location, student demographics, and the willingness of site administrators to cooperate with clinical practice and field experience programs. Other considerations include the availability of master teachers, site supervisors, district liaisons, and mentors holding appropriate credentials.

Early field experiences, including student teacher placements, internship programs, and in-service projects are examples provided by the Director of Fieldwork, Fieldwork Coordinator, and university supervisors of the field activities that are essential to School of Education programs. The department chairs, program coordinators, and Director of Field Experiences serve as the primary contacts with the local school districts. Full-time faculty members regularly work with local schools as student teacher and intern supervisors and as cohort directors for special programs.

Teachers, counselors, principals, and central office personnel from P-12 schools and districts serve on the School of Education Advisory Committee. Local educators also participate in the School of Education’s admission process and selection of teaching interns.

Through interviews with candidates, completers and student teachers, candidates are provided opportunities to understand and address issues of diversity through course work and discussions related to their fieldwork. All placements are in schools with high English learner populations and students with diverse backgrounds including special needs students and students living in poverty.

**Standard 8: District-Employed Supervisors**

**Met**

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

**Findings**

Interviews with the Director of Fieldwork, Fieldwork Coordinator, and master teachers confirmed that district-employed supervisors for credential programs are chosen on the basis of appropriate credential authorization and their ability to model good teaching practices. University supervisors for advanced programs also have demonstrated success and hold an appropriate credential for the area in which they perform supervisory services.

The School of Education works collaboratively with school districts to select and train field experience supervisors. The Director of Fieldwork and Fieldwork Coordinator make every effort to match candidates with field experience supervisors who can best meet their professional development needs.

Master teachers and site supervisors participate in a training session in which the program competencies are presented and best practices are discussed. Site supervisors are evaluated and the Director of Fieldwork reviews each evaluation. Master teachers and site supervisors receive a stipend for their participation in orientations and also for their supervision of credential candidates. The School of Education recognizes and acknowledges the work of these individuals at orientation and training meetings.

**Standard 9: Assessment of Candidate Competence**

**Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

**Findings**

The School of Education and the College of Arts and Sciences at the University of Redlands work to ensure credential program candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary for their field of study. The unit chose to use program syllabi as a main source of evidence. Multiple Subject, Single Subject, Education Specialist Mild to Moderate, Speech-Language Pathology Services, PPS School Counseling, and Preliminary Administrative Services syllabi were reviewed.

The majority of syllabi in these programs have course objectives clearly aligned to Commission-adopted competency requirements such as the Teaching Performance Expectations or appropriate program standards. In the case of Speech-Language Pathology Services the syllabi are aligned to American Speech-Language, Hearing Association (ASHA) standards. An occasional syllabus in most credential programs is not clearly aligned to Commission-adopted competency requirements directly relevant to the program.

Each credential program has at least one assessment prior to program completion that uses an assessment tool aligned to Commission-adopted competency requirements. For the Multiple Subject and Single Subject Credential programs, all candidates must successfully complete all four tasks of the CalTPA with a score of 3 or higher prior to recommendation for the appropriate Credential. All candidates in the Education Specialist Mild to Moderate Credential program are assessed using the Formative and Summative Performance Assessments of Student Teaching/Intern, which are clearly aligned to the TPEs. The Skills Outcomes of Supervised Clinical Experience assessment tool used by the Speech-Language Pathology Services Credential program is approved by ASHA and assures that candidates have completed clinical practice at a competent level. The PPS School Counseling Credential program requires candidates to complete a digital portfolio and uses a checklist aligned to the School Counseling Specialized Standards to assess this assignment. All candidates in the Preliminary Administrative Services Credential must complete a comprehensive exam and an exit interview; checklists aligned to the *California Professional Standards for Educational Leaders* (CPSELs) assess these two activities. Finally, the candidates in the Clear Administrative Services Credential program must submit a Fieldwork Completion Assignment. The checklist used to assess this assignment mentions the CPSELs and that candidates are required to reflect on their mastery of standards. Clear Administrative Services Credential completers reported that they meet with the Program Coordinator to review their Fieldwork Completion Assignment: the Program Coordinator and candidate discuss the candidate's demonstration of the CPSELs in depth prior to signing-off on Fieldwork Completion.

## Preliminary Teaching Credential Programs

### Multiple Subject (MS) and Single Subject (SS) Credential Programs MS and SS Intern Credential Programs

#### ***Program Design***

The University of Redlands School of Education credo “standing for academic excellence and educational justice” guides teaching and learning practice. The School of Education strives to prepare educators with the knowledge, skills, abilities, and disposition to work with all students in a culturally and racially diverse global community.

The dean and Chair of Teaching and Learning work together with the faculty to support the Preliminary Teaching Credential and Master of Arts in Teaching and Learning Programs and ensure alignment of the standards and program coherence. The credential analyst and Fieldwork Director work closely with the program regarding fieldwork requirements, fieldwork placements, and program completion. Through interviews with all stakeholders it is evident that there is clear coordination between the credential analyst and the Director of Fieldwork Experiences with faculty members in the program regarding the placement of student teachers and interns.

Faculty stated that communication within the Teaching and Learning Department occurs in regularly held faculty meetings. In fall 2014, the department held an all-day retreat to identify strengths, weaknesses, and areas for improvement. Faculty interacts with other areas of the university through regular university channels. The dean is active in communicating school business in the Deans’ Council, the President’s Cabinet, and to the Board of Trustees in a quarterly Academic Affairs Committee report.

The following modifications have been made in the program in the past two years: The faculty’s vision for more in-depth instruction and desire for greater rigor within teacher certification courses led to the newly established Master of Arts in the Teaching and Learning program; the new program welcomed its first multiple and single subject cohort in July of 2014; a new internship partnership MOU was disseminated to public school partners; and student teaching assessment ratings were changed to a 1-4 rating scale; 1 - below novice, 2- novice, 3 - proficient beginning practice, 4 - exceptional beginning practice.

The dean, department chairs, and Director of Fieldwork Experiences work together with local school representatives to establish partnerships and plan participants’ responsibilities and commitments. The feedback that is received from school personnel, master teachers, university supervisors, students, and recent graduates is used to continually evaluate and improve program quality and design. Additionally, the Dean’s Advisory Board, made up of neighboring school district administrators, meets quarterly to provide further guidance and insight

### ***Course of Study***

The Preliminary Teaching Credential Program is composed of six 3-unit courses and two 1-unit fieldwork courses plus student teaching or internship. The program is organized in a cohort model. Both Multiple and Single Subject candidates start with a foundations course. Each credential group then completes two methods courses and moves to student teaching and a student teaching seminar. Candidates and adjunct faculty stated that it would be helpful if candidates could see all of the classes in the program when they began.

Supervised field experience is an integral part of the Preliminary Teacher Preparation Program. Candidates engage in a planned early fieldwork sequence before advancing to student teaching or internship. Multiple Subject and Single Subject candidates must complete 17 units of coursework, and meet subject matter competency and TPA 1 and 2 requirements before advancing to student teaching or internship. Candidates start with a foundation of education course that provides extended series of field experiences. The early fieldwork experiences combined with student teaching/internship give candidates the opportunity to gain experience, reflect upon their observations and participate in a wide range of experiences in the P-12 environment.

Candidates are informed of summative assessments during the student teacher/internship orientation meeting. The candidates next attend a mandatory CalTPA orientation that occurs during their first course, Educational Foundations. At this meeting candidates are introduced to the CalTPA Candidate Handbook and provided the website for TPA materials. Support for candidates is provided through a cohort advisor who also teaches the two 1-unit fieldwork and TPA courses and is responsible for guiding and advising each candidate as she or he progresses through the program. Candidates and completers were concerned that they did not have clear instructions about accessing *Task Stream* and the timeline for completion of the TPAs. Candidates and completers were aware of the Redlands website for the TPA. Candidates and completers said it would be helpful to have this information in a document.

Master teachers and university supervisors shared that the Office of Field Placement works collaboratively with school districts to carefully select and train master teachers for the student teaching program. At the beginning of each student teaching session, master teachers are invited to an orientation. If they can't attend, the university supervisor meets with them individually to provide the information that they need. There are also written materials that are given to each master teacher on his/her role. These workshops are designed to inform and educate master teachers on the program's competencies, and the specific strengths and weaknesses of the candidates that were placed, program expectations, candidate expectations for mastery of California Standards for the Teaching Profession (CSTP) and the Teacher Performance Expectations (TPEs), and the format for candidates to follow as they complete two remaining TPA's, 3 and 4. Master teachers complete observation forms and four evaluations of the student teacher.

University supervisors are (a) experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors' expectations

for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice.

Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching. University supervisors feel that they are well-informed about any changes in the program and well-supported by the Office of Fieldwork Placement. University supervisors visit the classrooms every other week. Through interviews with all stakeholders there does not appear to be a complete cycle for monitoring of observation and evaluation documents from university support providers and master teachers across the program for the purpose of monitoring candidate progress as a cohort to make program decisions.

Faculty and candidates interviewed report that the program sequence has worked well. Candidates state that they are well-prepared when they enter student teaching or an intern placement and program completers report that they felt confident and well-prepared when they had their first teaching position. According to candidates, the foundation course provides the scaffolding that they need as they progress through the course sequence. Completers stated that the courses prepared them for their first teaching experience.

Candidates, completers, and faculty confirmed the connections between coursework and fieldwork. Beginning fieldwork starts at the beginning of the program and is structured in two 1-unit courses that run concurrently with the other coursework. Candidates wanted more clarity around the expectations and schools for observations. The faculty confirmed that the planning of the beginning fieldwork prepares the candidates for student teaching. Candidates shared that their fieldwork gave them grounding in the classroom before moving into student teaching or the internship.

Both Single Subject program completers and candidates reported that there was not sufficient subject-specific pedagogy. Faculty shared that the courses have been differentiated for single subject candidates by providing resources and having the candidates complete assignments in their subject area specialization. The course syllabus was reviewed as well as assignments; course assignments and content do show that there is coverage of subject-specific pedagogy in the class as well as opportunities for candidates to demonstrate their knowledge. The candidates and completers did not feel that this met their needs.

Faculty confirmed that they have added to each course specific content and assignments to address English learners. As part of continuous improvement, they stated that they are continuing to work in enhancing the courses with additional content for English learners. Field experiences also give candidates an opportunity to understand how classroom teachers implement English learner strategies. Candidates shared that they shadow an English learner

for a day and then reflect on the experience. Review of course syllabi shows that EL content and assignments have been added to all courses.

### ***Candidate Competence***

A comprehensive plan for measuring candidate competencies exists for the MS and SS credentials. In addition to meeting all course assignments in credential courses, candidates also complete the following summative assessments. A digital *Reflective Portfolio*, based on the CSTPs and the TPEs, is completed during the Teaching Seminar that is concurrent with student teaching or an intern assignment. The portfolio requires that candidates upload the signature assignments from their courses and provide reflections on these assignments. *Student Teaching /Intern Evaluation Forms*, based upon the CSTPs and TPEs, are completed by the teacher candidates as a self-evaluation and by the master or mentor teacher as an evaluation; that are completed in consultation with a university supervisor. Each candidate must complete CalTPA Tasks 1-4 at a proficient level (3).

Candidates must pass the California Teacher Performance Assessments (CalTPAs) 1 and 2, CSET, observations and all coursework before advancement to student teaching or internship. After advancement, candidates complete CalTPA Tasks 3 and 4 in a student teaching or internship placement.

Candidates are informed about all assessments in the first Foundation course. Interviews with all stakeholders clarified that individual candidate progress is monitored. Candidates know how they are progressing through the program and receive support from faculty as needed. From interviews with faculty, there is not a system in place that allows faculty to examine the progress of all candidates in the program for program improvement. Candidates and completers were clear on how they were being assessed as well as the requirements of the program. Candidates stated that their professors are always available for advisement. One candidate said, "The professors are awesome."

The credential analyst has a checklist that is used to track all candidates to ensure that they have met all requirements before being recommended for a credential.

TPA assessors score all TPA tasks through *Task Stream*. Standard 19 requires that 15% of all TPAs be doubled scored and evidence verified that this did occur this year; however, the process for training and recalibration of the assessors has not occurred until this year.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Multiple Subject and Single Subject Credential Program Standards are **Met** with the exception of Program Standard 19 for both the Multiple and Single Subject Programs and Program Standard 8B for the Single Subject Program which are **Met with Concerns**.

**Rationale:****MS and SS Program Standard 19: Implementation of the TPA:****Met with Concerns**

The program policy is to monitor scorer reliability through a double-scoring process of 15% of the TPAs. Interviews with faculty and a review of documents indicate that this has not been a consistent process. There was no data provided for 2013 or 2014.

**SS Program Standard 8B: Subject Specific Pedagogy:****Met with Concerns**

It is evident that there is some instruction and supervised practice that prepares single subject candidates in their content-specific instruction. Interviews and evidence confirm that State-adopted academic standards are introduced. However, candidates indicated that they do not feel that they are well-prepared in their content-specific areas. Candidates shared that they were not well prepared in basic principles and primary values of the underlying discipline.

**Education Specialist: Mild and Moderate (M/M) Disabilities Credential Program  
Education Specialist: M/M Intern Credential Programs**

***Program Design***

The Education Specialist Mild/Moderate Credential Program with Intern option enrolled the first cohort in January 2012, and for 2013-2014 the program had 21 completers. The university offers the program on the main campus in Redlands as well as at the university's satellite campus in Rancho Cucamonga. The main campus program currently enrolls 17 traditional candidates with 12 interns; the satellite program has 12 candidates with three interns. The program is administered by one full-time faculty member who teaches courses at both campuses, alternating instructional blocks. A second full-time faculty member will join the program in July 2015. A cadre of five to six adjunct faculty provides instruction in other courses.

Interviews with stakeholders indicate that the design reflects the full range of service delivery options, including general education, and coursework and field experiences in collaborative teaching models, pull-out, push-in, and self-contained classrooms. The program coursework and fieldwork opportunities have an organizational structure that forms a logical sequence and provides for coordination of the components of the program as evidenced by course syllabi and stakeholder interviews. The program admission policy allows for multiple points of entry in January and June of each year.

The intern program is a partnership between the preparation program and the employing school district. Interviews with stakeholders including university faculty and supervisors, district-employed supervisors, and interns from both campuses confirm frequent and meaningful supervision, discussion, and formative and summative assessments of intern competence.

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. The course syllabi and instruction as reported by various stakeholder groups including faculty, current candidates, and program completers reflect content changes in response to new standards for instruction of students who are English learners.

The program provides opportunities for candidates to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. Stakeholders report a sequence of theoretical and practical coursework, observation and fieldwork experiences, and candidate teaching experiences to develop competence in communication and collaboration.

The Mild/Moderate Education Specialist Program has representation on the School of Education Community Advisory Group through participation by local education agency administration and human resources offices. Board members speak highly of the Mild/Moderate Credential Program and the Communicative Disorders Program. Their comments reflect the need for expansion of these programs.

### ***Course of Study***

The program provides instruction in the philosophy, history and legal requirements, and ethical practices of special education. Course syllabi and interviews with various stakeholder groups confirm that candidates receive this instruction throughout the program with particular emphasis at the beginning of the program and in the Professional Methods Seminar which emphasizes the IEP process and legal requirements. Documentation, analysis and interviews with candidates, faculty, and university and district-employed supervisors confirmed that as a component of the legal and ethical practices instruction, the program provides the candidate opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process. Opportunities to learn, practice and demonstrate competence occur through sequenced instruction, role playing, observation, fieldwork, and supervised student teaching,

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including implications for learning. Candidates learn to identify the characteristics of students with mild to moderate disabilities. Candidates also learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being including the effects of student health and safety on learning and the legal responsibilities of teachers related to student health and safety. The program ensures that candidates demonstrate knowledge of and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students with emphasis on students with mild/moderate disabilities. The program provides the opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, and unit

and lesson plans that provide students with mild/moderate disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Course syllabi and candidate competence assessments, as well as interviews with candidates, faculty, and university and district-employed supervisors provide evidence of instruction, skill demonstration, and application of these skills.

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner. Candidates demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities. The program prepares candidates to make educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. A review of syllabi and stakeholder interviews indicate that candidates engage in assessment analyses in their coursework as well as engaging in role-play activities in class. Candidates move sequentially to supervised and guided assessment administration and reporting. Candidates understand and use multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Course syllabi and interviews with various stakeholder groups indicate that candidates are exposed to both low-tech and high-tech augmentative and assistive technology throughout their coursework and particularly during fieldwork experiences. Candidates noted that guest lectures and weekend seminars in the area of Alternative and Augmentative Communication/Assistive Technology (AAC/AT) were particularly informative.

The program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts as evidenced by course syllabi and stakeholder interviews. Of particular note is the University of Redlands Literacy Learning Lab (URL3), a collaborative program between the program and the Department of Communicative Disorders run during the summer.

Course syllabi and stakeholder interviews provided evidence that within the Intern Program Delivery Model pre-service components (providing skills and knowledge required prior to entering the classroom as the teacher of record) include introductory preparation relative to Commission program standards and activities embedded in coursework and/or visits/interactions with service providers. The program has a rigorous process involving faculty and staff for approving candidates for intern placement including completion of introductory coursework and methods courses. Approximately 10% of the candidates requesting intern placements are determined to be lacking the requisite skills and remain in the traditional program. As a result of formative intern competency assessments and observations, candidates have occasionally been returned to the traditional program or had their placement changed.

### ***Candidate Competence***

Candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. Data related to the sequential process of competence assessment are presented in the 2014 Biennial Report. Candidate portfolio review and interviews with faculty, university and district-employed supervisors, candidates, interns, and program completers verified the process.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all Education Specialist Mild/ Moderate program standards are **Met**.

## **Services Credential Programs**

### **Education Specialist (ES) Services Credential Speech-Language Pathology: Language, Speech, and Hearing**

#### ***Program Design***

The Speech-Language Pathology Service Credential is housed within the College of Arts and Sciences. In 2014 the program had 22 completers. The university offers the program on the main campus in Redlands and combines the credential program with California State licensure through the Speech Pathology and Audiology and Hearing Aid Dispensers Board and American Speech-Language-Hearing Association certification. The program enrolls a new class of approximately 24 graduate candidates annually, and in 2014 had 22 completers. The program coordinator for the credential program collaborates closely with the School of Education to ensure awareness of and compliance with all Commission-adopted standards and policies related to the credential.

Interviews with stakeholders confirm that the design reflects the full range of service delivery options. These include support for students in general education with speech-language disorders through a *Response to Instruction and Intervention (RtII)* model and other interventions, and theory, coursework, and field experiences in collaborative teaching models with special education and other service providers, clinical pull-out and push-in models. The program coursework and fieldwork opportunities have an organizational structure that forms a logical sequence and provides for coordination of all Commission required content and practicum components of the program as evidenced by course syllabi and stakeholder interviews with candidates, full-time faculty, adjunct faculty, and university and district-employed supervisors. The program admission policy allows for multiple points of entry for candidates coming from other academic backgrounds.

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. The program offers an internal certificate in Spanish-English bilingual speech-language pathology services. The program course syllabi and instruction as reported by various stakeholder groups including faculty, current candidates, and program completers reflect changes in standards for interventions with depth and breadth of instruction for students who are English learners.

The program provides opportunities for candidates to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. Stakeholders report a sequence of theoretical and practical coursework, observation and fieldwork experiences, and public school externship experiences to develop competence in this area.

The Speech-Language Pathology Services Credential Program has representation from local education agency administration and human resource offices on the School of Education Community Advisory Group. Board members speak highly of the Communicative Disorders Program, and their comments reflect the need for expansion of this program.

### ***Course of Study***

The program provides instruction in the philosophy, history, legal requirements, and ethical practices of special education and speech, language, hearing, and swallowing therapy services in schools. Course syllabi and interviews with various stakeholder groups indicate that instruction in these areas is embedded throughout the program. As a component of the legal and ethical practices, the program provides candidates with opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process through the public school externship clinical practicum option.

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development and speech, language, and hearing acquisition from the prenatal stage through adulthood including implications for learning. Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being including the effects on student health and safety. Additionally, candidates learn the legal responsibilities of speech-language pathologists in schools related to student health and safety. The program ensures that candidates demonstrate knowledge of speech, language, hearing and swallowing mechanisms and disorders and the ability to implement systems that assess, plan, and provide academic and social/pragmatic communication interventions to support positive behavior in all students including those with speech-language disorders. The program provides opportunities for candidates to demonstrate their ability to develop, implement, adapt, modify, and evaluate a variety of intervention strategies and to incorporate and align them to support Common Core State Standard implementation. These areas of instruction and skill demonstration and

application are evidenced in course syllabi, interview discussions with candidates, completers, faculty, university and district-employed supervisors, and candidate competence assessments.

The program provides opportunities for candidates to acquire the knowledge and skills necessary to assess students in a comprehensive manner. Candidates demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with a variety of speech, language, hearing, and swallowing disorders. The program prepares candidates to make appropriate intervention and educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are appropriate to the diverse needs of individual students. A review of syllabi and stakeholder interviews reveal that candidates engage in assessment instruction including case history and records review as well as the use of various assessment instruments. Candidates move sequentially to supervised and guided assessment, administration and reporting. Candidates understand and use multiple sources of information in order to participate in progress-monitoring and decision-making regarding eligibility and services.

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Course syllabi and interviews with various stakeholder groups indicate exposure to both low-tech and high-tech augmentative and assistive technology throughout their coursework and particularly during fieldwork experiences. Candidates noted that guest lectures and weekend seminars in the area of Alternative and Augmentative Communication/Assistive Technology (AAC/AT) were particularly informative.

The program provides substantive, research-based instruction that effectively prepares each candidate to support instruction in literacy activities including reading, writing and speaking as evidenced by course syllabi, public school practicum, and stakeholder interviews. Of particular note is the University of Redlands Literacy Learning Lab (URL3), a collaborative summer program between the Department of Communicative Disorders and the Mild/Moderate Education Specialist Credential program in the School of Education.

Data from the program demonstrate high levels of completer competence on Public School Externship Supervisors' Evaluations as well as university clinic supervisor evaluations, the Graduate Comprehensive Examination and the ETS Praxis Examination for Speech-Language Pathology.

### ***Candidate Competence***

Candidates are guided and coached on their performance in relation to clinical standards established by the Commission, the state licensing board, and the American Speech-Language and Hearing Association (ASHA). To comply with ASHA certification requirements, all university and district-employed supervisors participate in an initial six-hour supervisor training, with three-hour triennial refreshers. The 2014 Biennial Report presents data related to the

sequential process of competence assessment and employer satisfaction survey data. Data reveal high competence levels for program completers and high employer satisfaction.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Education Specialist Services Credential, Speech-Language Pathology: Language, Speech, and Hearing were **Met**.

## **Pupil Personnel Services: School Counseling Program (PPS:SC)**

### ***Program Design***

The Pupil Personnel Services Credential is offered (PPS) in the School of Education at the University of Redlands. The newly formed Department of Counseling and Leadership conducts faculty development sessions, meetings every three weeks, and annual retreats to build a scholarly community. Department chairs meet weekly to discuss leadership, management, and planning issues. The leadership team works together with the faculty to support the PPS program and ensure alignment with program standards and program coherence. The program coordinator provides oversight and is responsible for candidate advising, course content, and continued program development. The PPS Program Coordinator works closely with the Director of Fieldwork, university supervisors, and the credential analyst regarding fieldwork requirements, fieldwork placements, and completion. Candidates and completers valued the organization, knowledge, dedication to counseling, and accessibility of their program coordinator, faculty, and Director of Fieldwork as well as their university and site supervisors.

The program requires 48 semester units and is designed to be completed in two years. The PPS program trains candidates to work in K-12 school settings. Candidates in this PPS program take three research courses, five 'shared' courses with an emphasis on academic excellence and social justice, and eight core counseling courses. The shared courses are taken with administrative candidates, counselor candidates specializing in higher education, and mental health counseling candidates. Graduates reported that the course in law and ethics was extremely valuable to be able to dialogue with administrative candidates and learn their perspective. Candidates also complete 600 hours of fieldwork experience in a local school setting.

Advisement and program requirements regarding assessment are reviewed during the first course, Practicum: Fieldwork in Counseling. A thorough review of all program expectations and requirements are explained. The *Counseling Program Handbook*, given to all candidates, is referred to throughout the program as candidates progress. The faculty member teaching the practicum class becomes adviser for those candidates during their two years in the program. Faculty and adjunct faculty teach the practicum class and act as advisors. The practicum instructor serves as the final advisor, in consultation with the program coordinator, the Director of Fieldwork and the credential analyst, as candidates exit the program.

The PPS Program is engaged in several collaborative partnerships with local school districts. The dean, department chairs, and Director of Fieldwork Experiences work together with local school representatives to establish partnerships and plan participants' responsibilities and commitments. The feedback that is received from school personnel, university supervisors, site supervisors, candidates, and recent graduates is used to continually evaluate and improve program quality and design. In addition the Dean's Advisory Board, made up of neighboring school district administrators, meets quarterly to provide further guidance and insight.

### **Course of Study**

The Pupil Personnel Services Credential is embedded in a master's degree in School Counseling that requires candidates to complete a minimum of 48 credits. Applicants who already have a master's degree in a counseling related field and who wish to receive a PPS Credential may have some courses waived based on presentation and review of documentation and transcripts.

The PPS program is designed to provide a comprehensive view of school counseling using specific texts in the Counseling Systems and Career Education courses, approaching school counseling from a systemic perspective. Selected reading from these texts and in-class discussions help candidates understand the historical development, differing philosophical approaches, and emerging trends in school counseling. Completers and candidates expressed gratitude for the knowledge gained in their counseling classes.

State (CTC) and National Standards (American School Counselor Association) guide the PPS Program and impress upon the candidates the importance of incorporating these standards in all school counseling endeavors. CTC Standards are addressed in each course syllabus and both CTC and national standards are included in the *Counseling Program Handbook*. Applications of these standards are evidenced through case scenario presentations in fieldwork courses and incorporated into each candidate's Counseling Portfolio. Candidates complete coursework in curriculum, program development, administration and management to establish foundational knowledge about school counseling and guidance programs. Candidates research and critique various counseling programs and make class presentations.

In the PPS Program a total of six hundred (600) hours of fieldwork is required. At least four hundred (400) hours are completed in public school settings in at least two of three settings (such as elementary, middle, high school) with a minimum of two hundred (200) clock hours in each setting. Candidates complete a minimum of twenty-five (25) hours in group counseling and guidance activities. They also complete at least one hundred (100) hours with pupils of a racial/ethnic background different from their own and participate in at least fifty (50) hours of diversity training. Candidates receive fifteen (15) hours of on-site supervision with a qualified PPS: School Counseling practitioner and participate in twenty-five (25) hours of university-based case conference supervision provided by university faculty. Candidates report the benefit of applying theory to practice in their fieldwork experiences. Site supervisors and university supervisors prepare written evaluations on candidate progress. The requirements of the fieldwork program are delineated in the *Counseling & Field Placement Handbook*. Site

supervisors value the training and preparation of University of Redlands candidates and readily request candidates from the University.

Fieldwork is organized into a three-stage process: (1) coursework, case studies and observations, (2) four fieldwork courses, on-site supervised field experiences, and university-based faculty supervision, (3) a fieldwork log notebook, a school safety plan, and an exit conference to demonstrate competency in meeting state standards for the PPS:SC credential. A change in school counseling fieldwork oversight occurred in the fall of 2014 and maintenance of documents and fieldwork placements is currently being maintained in the Fieldwork Office. Although some completers and candidates expressed difficulty in arranging a fieldwork site, generally the process is well-received by completers and candidates who value their fieldwork experience. Completers report that they feel well-prepared to seek school counseling positions. School district and university supervisors collaborate for appropriate student fieldwork placement.

### ***Candidate Competence***

The key assessments used for candidate competence prior to being recommended for a credential include the portfolio, the written comprehensive exam, documented fieldwork, and participation in a poster session during the final course. All students arrange information in an electronic portfolio to demonstrate competency through reflection and work samples in all standard areas. The portfolio is a capstone experience, wherein students demonstrate integration of state and national standards, foundational knowledge of the counseling process, expertise in theoretical orientation and application, understanding and implementation of legal mandates, and adherence to ethical codes. Portfolios are reviewed and approved by the program coordinator, and one additional faculty member, during the 6th (final) semester of the program.

The Praxis Exam for the School Counselor assesses candidate competency based on the national school counseling standards. Counseling candidates must achieve a score of 156 or above on the Praxis exam for the School Counselor to exit the program. Successful completion of 600 hours of fieldwork at various sites provides counseling-related experiences in Pre K-12 education. Signed *Field Placement Logs* are submitted for every 50 hours of fieldwork experience and reviewed to assess candidate experiences with various areas of counseling (e.g. group, individual, vocational). Counseling fieldwork candidates are visited by university supervisors (Field Work Coordinator or adjunct faculty) to observe candidate's counseling abilities. The school counseling candidates participate in an exit presentation poster session at the end of the last course. The poster presentations link theory and practice of counseling through the use of case examples and articulation of counseling concepts. Completers lauded the addition of a poster presentation this last semester, which allowed them to present a case study, research project, or program evaluation of their choice and share their knowledge and experience with other candidates.

## **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the PPS: School Counseling Program were **Met**.

### **Preliminary Administrative Services Credential (ASC) Program Preliminary ASC Intern Credential Program Clear (Standards-based) ASC Program**

#### ***Program Design***

The Preliminary Administrative Services Credential (ASC) with Intern option is coordinated by a Program Coordinator who reports to the Chair of the Graduate Department of Leadership and Counseling, who in turn reports to the Dean of the School of Education (SOE). Interviews with the program coordinator and the department chair confirmed that they communicate frequently with the director of the Admissions Office and the credential analyst in the SOE.

The University's mission of "emphasizing academic rigor, curricular diversity, and innovative teaching" while committing to the School of Education's mission of "standing for academic excellence and educational justice" are embedded in the program, as evidenced by course syllabi, assignments, and fieldwork activities.

There are eight 3-unit core courses, one 1-unit course for Induction, and a 2-unit Practicum-Fieldwork course for the Preliminary ASC Program. The course sequence is designed for candidates to meet the competence standards. The Program Coordinator explained that interns are enrolled in an additional 1-unit course, *Administrative Internship Practicum*, for each term. Each of the eight core courses include required fieldwork assignments where candidates are engaged in field experience activities for a minimum of ten hours at K-12 school sites or districts.

The program has various means to gather stakeholder input including, but not limited to a candidate survey at the end of every course, program exit interviews, Advisory Board meetings, and adjunct faculty network. The Program Coordinator stated that the Dean of SOE has demonstrated a commitment to ensuring opportunities for broad-based input.

Candidates and program completers stated that instructors were knowledgeable and provided real-world examples in their courses. Candidates, program completers and adjunct faculty confirmed that the program provided student-centered services for all.

The Clear (Standards-based) ASC Program is coordinated by the ASC Program Coordinator who also coordinates the Preliminary Administrative Services Credential (ASC) and the ASC Intern Program. The program is designed to meet the individual needs of beginning administrators. Initially, candidates work with the university instructor to assess their skills, knowledge, and

experiences in educational leadership and to develop individual professional and personal plans (Induction Plans) to support their professional growth and meeting the standards required by the CTC. In interviews, program faculty mentioned visiting sites, to develop Induction Plans for the candidates and to witness professional growth of these candidates through observation of their on-the-job performance, as their most valuable and meaningful experience as instructors. Program completers mentioned that they appreciated the availability of faculty when they needed advisement at any time throughout the program. Candidates conclude the program by presenting their portfolios to be assessed by the instructors and the district mentors.

### ***Course of Study***

The Preliminary ASC program with Intern option is designed to provide a strong knowledge base and a wide array of fieldwork experiences in Educational Administration. The sequence of coursework is effective to help candidates grow on the pathway to reaching the professional competence required by the CTC. At the beginning of the program, candidates are enrolled in an Introduction course; where they are provided an overview of the program, program requirements, and planning for guidance with their fieldwork experience. While taking core courses, candidates execute their fieldwork plans. During the last course of the Program, *Fieldwork-Practicum*, candidates demonstrate mastery of the California Professional Standards for Educational Leaders (CPSEL) through portfolio assessment, completion of a change project, a comprehensive exam and an exit interview.

During fieldwork, all candidates and Interns are supported by a university supervisor and district mentor. Candidates and completers reported that they received outstanding support from university supervisors, and that program faculty and supervisors were very helpful in assisting candidates to adapt assignments to particular work settings and in guiding candidates' successful completion of all fieldwork assignments.

In the Preliminary ASC Program, each of the eight core courses contains 10 hours of fieldwork activities that are supervised by site supervisors. All candidates are required to complete fieldwork activities at the middle school level and have an option to select either an elementary or high school level.

In the first course of the Clear ASC Program, *Clear Administrative Services Credential Induction: Plan Development and Mentoring*, each candidate works with a mentor to complete self-assessment activities and develop an induction plan. The induction plan addresses organizational and cultural environments, dynamics of strategic issues management, ethical and reflective leadership analysis and development of public policy, management of information systems, and human and fiscal resources. In the second course, *Professional Administrative Services Credential Assessment: Individual Learning Plan Development and Mentoring*, candidates complete all parts of the induction plan, a self-assessment of expectations, and an exit assessment interview as well as presenting their final portfolios.

### ***Candidate Competence***

The Preliminary ASC and the Intern Program candidates are assessed in various ways throughout the program. From the interviews with the candidates, program completers, and faculty, it was evident that instructors utilized various candidate assessment methods in their courses, such as case studies, exams, projects, interviews, role plays, PowerPoint presentations, etc. Candidates' fieldwork activities are assessed by the site supervisors as well as course instructors. The summative assessment is completed in three tasks during the last course, *Fieldwork-Practicum*: the candidates' portfolio, a comprehensive exam, and an oral exit interview.

For the Clear (Standards-based) ASC Program, candidates are assessed through portfolio presentations to ensure candidates are meeting the standards required by the CTC. Interviews from the program completers, instructors, and the program coordinator revealed hidden value of the assessment at this stage, beyond what was documented from the syllabus and other program documents. One program completer stated that she appreciated the reflection prompted by the instructor during the portfolio development and assessment. Without such prompts, her portfolio would have been just a collection of artifacts that demonstrated mastery of the CPSEL rather than giving her opportunities to assess herself and the school she served.

### **Findings on Standards: Preliminary ASC Program with Intern option**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Preliminary ASC Program with the Intern Delivery Option were **Met**.

Although the team determined that these programs have met all standards, the program is in the midst of a major transition to the newly adopted Commission standards. In addition, the numbers of candidates and completers have fluctuated frequently as prior participants return to complete the program for which they originally enrolled (before they are required to meet the new program standards and credential requirements). Due to few candidate interviews and insufficient data in the last Biennial Report submitted to the CTC and reviewed by the site visit accreditation team, the team recommends that in one year, the institution be required to submit an updated biennial report for the administrative services credential programs. This report will need to accurately identify the numbers of current program candidates and completers, clarifying key assessments and aggregate data on candidate and completer competence, fieldwork and program effectiveness.

### **Findings on Standards: Clear (Standards-based) ASC Program**

After review of the institutional report, supporting documentation, the completion of interviews with graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Clear ASC Program were **Met**.

Although the team determined that these programs have met all standards, *no interviews were provided with program candidates*. The program is in the midst of a major transition to the new standards and the numbers of candidates and completers fluctuate frequently as prior participants return to complete the program for which they enrolled (before they are required to meet the new program and credential requirements). Due to insufficient data in the last Biennial Report submitted to the CTC and reviewed by the site visit accreditation team, the team recommends that in one year, an updated biennial report be sent to the COA. The report will need to accurately identify the numbers of current program candidates and completers, clarifying key assessments and aggregate data on candidate and completer competence, fieldwork and program effectiveness.