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

Professional Services Division

May 2023

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 a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation with Stipulations** is made for the institution.

Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	**Met**
2) Candidate Recruitment and Support	**Met with Concerns**
3) Course of Study, Fieldwork and Clinical Practice	**Met**
4) Continuous Improvement	**Met**
5) Program Impact	**Met**

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple/Single Subject, with Intern	6	4	2	0
Preliminary Education Specialist: Mild to Moderate Support Needs, with Intern	6	3	3	0
Preliminary Administrative Services, with Intern	9	0	0	0
Pupil Personnel Services: School Counseling	5	3	2	0
Speech-Language Pathology Services	16	0	0	0

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 Documentation and Evidence
- Selection and Composition of the Accreditation Team

- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report

Institution: **University of Redlands**

Dates of Visit: **February 26 – March 1, 2023**

Accreditation Team Recommendation: **Accreditation with Stipulations**

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
05/03/2015	Accreditation with Stipulations
03/14/2016	Accreditation

Rationale:
The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, completers, and local school personnel. The team 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:

Preconditions
For the Multiple and Single Subject and Education Specialist: Mild to Moderate Support Needs Intern pathways, Precondition (5) Supervision of Interns (a) is **not met**: In all intern programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

All other Preconditions were determined to be aligned.

Program Standards
All program standards for the Preliminary Multiple and Single Subject credential with Intern are met with the exception of Standards 3 and 5 which are **met with concerns**.

All program standards for the Preliminary Education Specialist credential with Intern are met with the exception of Standards 1, 2, and 3 which are **met with concerns**.

All program standards for the Preliminary Administrative Services credential with Intern are **met**.

All program standards for the Preliminary Pupil Personnel Services: School Counseling credential are met with the exception of Standards 2 and 4 which are **met with concerns**.

All program standards for the Speech-Language Pathology Services credential are **met**.

Common Standards
All Common Standards were determined to be met with the exception of Common Standard 2 which is **met with concerns**.

Overall Recommendation
Based on the team's findings on Preconditions, Program Standards, and Common Standards, the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulations:

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

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

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

   d. establish and implement a system to ensure all Pupil Personnel Services program site supervisors are trained in program requirements, models of supervision, and

the School Counselor Performance Expectations (SCPEs) in collaboration with partners and school site supervisors.

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

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

2) That the institution submit quarterly reports to demonstrate sufficient progress towards addressing the stipulations.
3) That the institution host a focused revisit within one year in which a team will focus on interviews and evidence around the concerns and stipulations for the Preliminary Multiple and Single Subject credential with Intern, the Preliminary Education Specialist: Mild to Moderate Support Needs with Intern, and the Pupil Personnel Services: School Counseling credential.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple/Single Subject, with Intern
Preliminary Education Specialist: Mild to Moderate Support Needs, with Intern
Preliminary Administrative Service
Pupil Personnel Services: School Counseling
Speech Language Pathology

In addition, staff recommends that:
- The University of Redlands be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- University of Redlands continues 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

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Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae
Candidate Files

Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
TPA Results and Analysis
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	40
Completers	13
Employers	18
District/School Supervisors/Mentor Teachers	14
University Supervisors	12
Faculty	17
Assessment Team + Lead	5
Grant Lead	1
Office of Student Services (Advisors)	6
Credential Analysts and Staff	3
Advisory Board Members	4
Alumni Committee	7
Placement/Field Coordinators	8
Program Coordinators/Chair	12
TPA/APA Coordinators	3
Institutional Administration	5
TOTAL	**170**

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Founded in 1907, the University of Redlands is a private, independent, nonprofit liberal arts university committed to providing a personalized education to its students. The university's primary campus is in Redlands, California, approximately 60 miles east of Los Angeles in San Bernardino County. The 160-acre campus serves undergraduate and graduate students in the College of Arts and Sciences, School of Business and Society, and School of Education. Regional campuses in Burbank, Rancho Cucamonga, Riverside, and San Diego, California, also serve School of Business and Society students. A 2019 merger with the San Francisco Theological Seminary added a 20-acre campus in Marin, California, which now houses the Graduate School of Theology and will soon host the Presidio Center for Sustainable Solutions.

The university's primary service area is Southern California. Of the 2021 first-year enrollees from California, 78% originated from six Southern California counties: Imperial, Los Angeles, Orange, Riverside, San Bernardino, and San Diego. Almost 40% of the Southern California enrollees come from San Bernardino and Riverside counties, an area commonly referred to as the Inland Empire. The region's history includes economic divisions, lingering impacts of past segregation, and disruptions due to climate change. Fifty-four percent (54%) of the Inland Empire's population is categorized as Hispanic/Latino (2020 Census) and, according to the American Community Survey, only 11% of the Latino/a population has attained a bachelor's degree. University of Redlands is a newly designated Hispanic Serving Institution that has been serving the population of those identifying as Hispanic for many years. The institution is proud of its focus on community building, partnerships, and collaboration. Under the direction of a new university president, University of Redlands recently adopted new vision and mission statements and an updated set of values that include excellence, exploration, inclusivity, justice, kindness, and service.

Education Unit

The education unit at University of Redlands includes five educator preparation programs in two departments. The School of Education (SOE) houses the Multiple and Single Subject, Education Specialist, Administrative Services, and Pupil Personnel Services: School Counseling programs and the Communication Science and Disorders Department houses the Speech-Language Pathology program. The provost is new within the last three years and the School of Education and Communication Science and Disorders Department are both currently being overseen by interim deans. In addition, there are new program coordinators in place and a new credential analyst.

Enrollment in the unit's programs has declined in recent years with the exception of the Speech-Language Pathology program which recently saw a significant increase in enrollment. Overall, the unit has a student population of approximately 300 students who are served by 78 full-time and adjunct faculty.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2021-22)	Number of Candidates Enrolled (2022-23)
Preliminary Multiple and Single Subject with Intern	186	297
Preliminary Education Specialist: Mild to Moderate Support Needs with Intern	37	35
Preliminary Administrative Services with Intern	4	9
Pupil Personnel Services: School Counseling	24	54
Speech-Language Pathology	46	81

The Visit

This site visit was conducted in person; however, most interviews were conducted by phone or technology. The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met with the exception of the following:

For the Multiple and Single Subject and Education Specialist: Mild to Moderate Support Needs Intern pathways, Precondition (5) Supervision of Interns (a) is **not met**: In all intern programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

PROGRAM REPORTS

Preliminary Multiple and Single Subject with Intern

Program Design

At the University of Redlands, the Preliminary Multiple and Single Subject preparation programs with Intern option are housed in the School of Education. The design of the Multiple and Single Subject preparation program (MS/SS) consists of two 14-week semesters covering both methods and foundations. The courses within these semesters are a combination of both 14-week and seven-week courses. In the program's final semester candidates are enrolled in a teaching seminar while completing their student teaching and/or internship in a PK-12 school. The entire MS/SS program includes 20 units of coursework and 10 units of clinical practice. Candidates complete a total of 20 hours of preservice fieldwork in their seven-week methods courses and a total of 20 hours of preservice fieldwork in their 14-week foundations courses. Candidates then complete the remaining 560 hours of clinical practice in their final semester of the program. The program offers online and evening courses on the main campus in Redlands and across regional campus locations in Riverside and Rancho Cucamonga.

Candidates have the option to earn only a Preliminary Multiple or Single Subject credential, or they may opt to earn a Master of Arts in Learning and Teaching (MALT) degree at the same time. There is also an integrated pathway for candidates to pursue Preliminary Multiple Subject and Single Subject teaching credentials through an undergraduate program in the College of Arts and Sciences (CAS); in this pathway, candidates are able to meet subject matter competence through completed coursework. Undergraduate candidates interested in earning a teaching credential must apply to the School of Education, where they do an additional year to complete their practica. The MS and SS credential with intern program is housed in the School of Education's (SOE's) Department of Teaching and Learning and is led by a department chair and program coordinator. Interviews with candidates and completers confirmed the program is focused on orienting prospective teachers to a social justice view of the world and equitable teaching practices in classrooms with diverse student populations. The School of Education recently started a residency program led by two residency coordinators. One coordinator organizes residency in charter schools and the other in traditional public schools.

The program holds monthly department meetings. There are two faculty meetings (full-time and adjunct) a year to discuss program design, student issues, and program improvements. Communication with the larger institution occurs between the SOE curriculum committee and the university when there are changes in programs. The SOE meets with an advisory board consisting of key constituents (district leaders, community partners, and students). Additionally, there is an SOE Graduate Student Association that offers input and communicates directly with the SOE leadership.

Minor modifications over the past two years include: 1) the alignment of early fieldwork experiences with projects/assignments within foundations and methods courses; and 2) the redesign of the end-of-program teaching seminar course from one section into two separate sections in order to support the needs of student teachers and interns in different sections.

Course of Study (Curriculum and Field Experience)
The MS/SS program is delivered over two 14-week semesters in a sequence that aligns with the conceptual framework of equity. During the first semester, candidates take methods and foundations courses that are either seven or 14 weeks long. Candidates complete five hours of early fieldwork during each seven-week course, and 10 hours of early fieldwork in each 14-week course. During the final semester candidates participate in a seminar and complete their clinical practice as either a traditional student teacher or an intern. These seminars focus on supporting students while they are actively completing their final fieldwork experience for their program. Through the new residency program, candidates spend their final year of the program in a school site where they complete early fieldwork in the first semester and clinical practice in their final semester. While on PK-12 school campuses, candidates are encouraged to reflect on the issues surrounding the students in the school sites, including support for traditionally marginalized students.

Candidates take two methods courses and one foundations course which focus on challenges to a student's learning progress. These courses address topics such as language development, assessment, curriculum development, leadership, and research strategies based on the needs of learners who have disabilities, are multilingual, and other traditionally marginalized or minoritized students. Interviews with candidates and completers confirm there is a strong foundation on literacy instruction throughout the coursework. A consistent remark in interviews with candidates and completers was appreciation for the strong emphasis on equity and social justice. One candidate shared, "Professors were aware of all students in the classroom, focusing on making sure they were inclusive; as a person of color that is important to me and influences how I'll be teaching."

While candidates and completers consistently reported that they valued the care and attention their professors provided, during interviews they also indicated they would like to have had more professors with grade-level and/or content specific experience and knowledge. In addition, candidates and completers shared the desire to have more opportunities for practical application of the theory learned, such as methodologies for instruction and classroom management.

The program offers preservice fieldwork in PK-12 schools, virtual museum tours, or observations in community-based organizations. Candidates complete clinical practice in PK-12 schools as a traditional student teacher, intern, or resident. Early fieldwork is embedded in each course of the program. Candidates are largely responsible for securing their own placements for early fieldwork. Every course in the program contains fieldwork assignments. The fieldwork progresses from observations and reflections to more complex fieldwork assignments such as case studies focused on marginalized populations and community-based learning opportunities like the Inside-Out Prison Exchange Program, where students learn alongside incarcerated students in juvenile hall or a local prison for adults. The department's conceptual framework of equity and access in schools guides early fieldwork assignments.

Full-time clinical practice or student teaching allows teacher candidates to be paired with a cooperating teacher in one of the partnering school districts for at least 14 weeks. The cooperating teacher models teaching practices to the student and provides daily guidance. The candidate begins with observing their cooperating teacher and gradually builds up to full-time solo teaching. Candidates are also supported every other week by a university supervisor. Interested teacher candidates may also seek a teaching internship to fulfill their clinical fieldwork requirements. The School of Education supports the candidate for at least 14 weeks in this position providing approximately 72 hours of support. Interns are also supported weekly by a district-assigned mentor, a university supervisor, and a teaching seminar course. While interviews with candidates, mentor teachers and university supervisors confirmed that intern candidates receive support, there is no evidence that a system is in place to ensure the minimum amount of district-employed supervisors' support and guidance to interns is at least five hours per week; it was also unclear where the remaining 72 hours of candidate support are occurring in the program. There was also insufficient evidence to ensure each intern is assigned a district mentor.

Program documents and handbooks show that during clinical practice, university supervisors and cooperating teachers regularly assess the candidates' progress and growth through clinical practice. Clinical supervision may include an in-person site visit, video capture or synchronous video observation, with evaluation based on the teacher performance expectations (TPEs). While in clinical practice, candidates attend a seminar class with the primary focus of completing the California Teacher Performance Assessment (CalTPA), the culminating portfolio project, and the individualized development plan.

Interviews with employers, district mentors, and cooperating teachers confirmed that candidates from the program relate well with their PK-12 students and are eager to participate in the classroom. Those interviewed shared that current candidates and completers of this program were making a positive difference in their schools. One cooperating teacher shared, "Candidates are intentional in building relationships with the students, making them feel cared for." Another said, "My student teacher bonded with my students. He was able to connect with kids I couldn't and got them to do some work." Yet another stated, "My student teacher took over when I had Covid. He did a great job."

Assessment of Candidates

Candidates are assessed all throughout the course of the MS/SS program. Assessments include reflective writing, case studies, research projects, and portfolios. Candidates receive feedback on their assessments from their faculty and the CalTPA Coordinator. In addition to the CalTPA, Multiple Subject candidates take the Reading Instruction Competency Assessment (RICA). There is an end-of-program portfolio rubric that requires candidates to demonstrate their mastery of the TPEs through competency, narratives, and artifacts. Additionally, candidates produce an equity statement to gain admission into their program and an end-of-program essay where candidates articulate how they will implement equity-centered pedagogies in their current or future classroom. Candidates are expected to draft responses that include lessons learned throughout the program that address equity, the program's conceptual framework.

Program documents and interviews with candidates and completers confirm that the recent hire of a TPA Coordinator has helped provide CalTPA training to faculty, university supervisors, and candidates. During the seminar course candidates complete during student teaching, the instructors share the CalTPA requirements. Candidates reported that the seminar professors review the rubrics and allow candidates to plan for the TPA during class. If candidates fail to pass a cycle of the CalTPA, they are able to work with a TPA advisor who guides them through remediation and resubmission. Efforts to improve TPA preparation seems to be a positive decision. According to the data published on the Commission's Data Dashboard, passing rates for the CalTPA in the 2021-2022 school year indicate the following data: Multiple Subject TPA passing rates were 48% for Literacy Cycle 1 (n=98), 61.5% for Literacy Cycle 2 (n=26), and 77.3% for Math Cycle 1 (n=22). No data was available on the Commission's dashboards for Math Cycle 2 as there were fewer than 10 completers. Single Subject Math passing rates were 77.3% for Cycle 1 (n=22) and 80% for Cycle 2 (n=15); and, Single Subject Science passing rates were 48.4% for Cycle 1 (n=31) and 36.4% for Cycle 2 (n=22). There was no data available for the other Single Subject content areas. In the end, the team could not find evidence of a program-wide system for tracking candidates' progress in passing the TPA nor could the team find evidence of TPA data being used for program improvement.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Preliminary Multiple Subject and Single Subject with Intern programs are met with the exception of the following: Standard 3 and 5, which are met with concerns.

Standard 3: Clinical Practice – Met with Concerns

The team found no evidence of a system in place to ensure the minimum amount of district-employed supervisors' support and guidance is at least five hours per week.

Standard 5: Implementation of a Teacher Performance Assessment – Met with Concerns

The team found no evidence that the program uses TPA data for program improvement purposes.

Preliminary Education Specialist Mild to Moderate Support Needs with Intern

Program Design
The Department of Teaching and Learning offers a Preliminary Education Specialist Credential in Mild to Moderate Support Needs (MMSN). Similar to the Preliminary Multiple Subject and Single Subject programs, courses are offered in seven and 14-week intervals. The MMSN program is offered as a credential only or credential plus Master of Arts degree option. The credential-only program is three semesters in length and the credential plus Master of Arts degree is four semesters in length.

The MMSN credential program has undergone significant restructuring at the state level. New program standards and TPEs were developed by the Commission, and the credential authorization has changed from federal disability categories to "level of support" (mild to moderate or extensive). Now, candidates earning a MMSN credential serve children and youth across eight federal disability categories including students with physical, multiple, and complex communication needs who require mild to moderate support. Another change is an increase in early fieldwork hours from 40 to 200. Additionally, MMSN candidates are now required to demonstrate competency in both the Universal (common trunk) and MMSN TPEs. Finally, candidates must pass the CalTPA as the final evaluation completed during the third semester of the program. As required, the University of Redlands began transitioning to the new program in July 2022 and is in its second semester of implementation.

The credential program offers three pathways: 1) Traditional, 2) Intern, and 3) Residency. Traditional and intern candidates can enter the program in summer or spring; residents enter in the summer only. All pathways complete 18 units of coursework that includes six units of "common trunk" (general education) and six units of content specific to children and youth with disabilities. Like the Multiple and Single Subject programs, these courses are organized as "foundation" and "method" classes. Traditional candidates complete a 30-unit program: 18 units of coursework and 12 units of supervised student teaching. Interns complete a 33-unit program: 18 units of coursework and 15 units of supervised internship. Additionally, all candidates in all pathways must complete 200 hours of early fieldwork and enroll in one semester (400 hours) of clinical practice.

The SOE recently added a Residency pathway. The Residency pathway is a 39-unit credential-plus-Master's-degree program. According to the website, the program is patterned after the "medical school residency" model in which residents are placed in PK-12 classrooms with a veteran teacher. Residents enter fieldwork in semester two, allowing for two semesters of clinical practice in the same classroom and with the same veteran/mentor teacher.

Course of Study (Curriculum and Field Experience)
Many key elements of the standards are addressed in the curriculum including a strong focus on infusing Universal Design for Learning (UDL) strategies into unit and lesson planning; instructional strategies to develop early literacy skills; and alignment of instruction to the common core state standards (CCSS). Because of the program's focus on social justice and

efforts to promote academic and social equity, the curriculum also includes instruction on understanding how discrimination, poverty, race, and socio-economic status may impact student outcomes. Finally, there is a revised assignment focusing on students with autism. In this assignment, candidates develop four lesson plans, complete with identifying ways to gather assessment data to monitor student learning.

There is insufficient evidence to verify that the program includes opportunities for candidates to demonstrate knowledge of disability characteristics, and the educational and psychosocial implications of these characteristics. Interviews with current candidates verify this. One candidate shared that the course instructor "didn't go super in-depth into common disabilities," meaning disability categories she is likely to encounter in her clinical practice/teaching career (noting students with autism, intellectual disabilities, and attention deficit as examples). Additionally, candidates noted the program did not prepare them to work with students who have orthopedic and multiple disabilities, or with those who benefit from the use of alternative/augmentative communication systems. Another candidate explained that the "professors did not extend the concepts taught in class to what it [this practice] would look like for students with disabilities." She went on to say that the common trunk classes "only talked about special education when we [Education Specialist candidates] asked questions." Only a few candidates were interviewed making it difficult to determine if these findings are reflective of the program.

In the recently revised EDSP 510/610 syllabus, all eight of the MMSN disability categories are now listed in the syllabus; however, only one week (unit seven) is devoted to covering this content and there is minimal evidence that this information is covered in other courses or infused throughout the program. SOE staff verified that this is an area of need by stating, "A range of disability categories now authorized under MMSN have been added to the course; however, there is still work to be done to include all disability areas."

The review of syllabi and supporting documents demonstrates that candidates have multiple opportunities to learn and practice many of the Universal and MMSN TPEs. These include TPEs related to progress monitoring, applying knowledge of students to engage them in learning, culturally responsive teaching, UDL, reflective teaching practices, use of positive behavioral supports and interventions, restorative justice, working with families, differentiated instruction, writing Individualized Education Program (IEP) goals, use of summative and formative assessments, and creating positive learning environments.

There is insufficient evidence that coursework and fieldwork/clinical experiences provide multiple opportunities to learn and practice knowledge and skills related to students with physical and multiple disabilities. Specifically, candidates have nominal opportunity to demonstrate the ability to: (a) "support the movement, mobility, sensory and specialized health care needs required for student to participate fully in classrooms, schools and the community" (MMSN TPE 2.2); and (b) "address functional limitations of movement and/or sensation for students with orthopedic impairments who have a co-existing health impairment and/or intellectual disability" (MMSN TPE 2.3). As noted above, the team found in a review of relevant

documents that this content is minimally addressed through coursework. This was further validated through interviews with candidates. Finally, there is no evidence that course content or fieldwork/clinical practice includes the opportunity to learn and practice the "use of strengths-based functional/ecological assessments across classroom and non-classroom settings" (MMSN TPE 4.7). This content was not present in the curriculum provided, nor were candidates, university supervisors, faculty, cooperating and/or mentor teachers able to speak to this assessment.

Candidates complete two fieldwork practica: Early Fieldwork and Clinical Practice. During clinical practice, candidates enroll in a seminar class in which they create a digital portfolio. Candidates upload at least one artifact for each of the six MMSN TPEs. Artifacts can be a completed assignment from one or more courses or a digital recording of an activity that occurred during clinical practice. Included is a narrative (text or video) that explains why the artifact is the "strongest and most appropriate example of mastery." Once completed, candidates share their portfolio with classmates. The portfolio is ultimately evaluated by the course instructor using the Portfolio Evaluation rubric. The six Universal and six MMSN TPEs are listed with a four-level performance rating scale: 1) emergent, 2) exploring, 3) mastery, and 4) applying. Neither the course syllabus nor the student teaching handbook indicates what level of performance is required to pass the class; however, a written response provided during the site visit indicated candidates must receive a score of "3 – mastery." While the TPEs are listed on the portfolio rubric, the sub-components are not (e.g., Univ 2.4, MMSN 4.6, etc.).

During the fieldwork portion of clinical practice, university supervisors and cooperating/mentor teachers provide ongoing guidance and feedback. For traditional and residency candidates, university supervisors conduct six observations (approximately one every other week); for interns, 13 observations are conducted (every week starting week two). University supervisors review their reflections of the visit with the candidate either immediately following the observation or during an arranged phone call. University supervisors also provide written feedback using the "University Supervisor Observation Form." The form provides space to provide positive feedback as well as areas for further development. The form is uploaded to an electronic database maintained by the Office of Student Services (OSS). Interviews with candidates, university supervisors, and OSS staff confirmed this process.

In addition to the formal observations, there are four progress checks. The progress check is an electronic listing of the MMSN TPEs and subcomponents. Special acknowledgement goes to the OSS staff who infused the Universal TPEs into the MMSN Progress Check form with plans on implementing this revision mid-semester (spring 2023). Candidates will now be evaluated on their skills, knowledge, and abilities to demonstrate competency in both the Universal and MMSN TPEs.

The progress check uses the same performance rating scale used for the digital portfolio (levels 1 – 4). Of the four progress checks, two are completed by the cooperating/mentor teacher in collaboration with the candidate and two are completed by the university supervisor in collaboration with the mentor teacher and candidate. Interviews with candidates,

cooperative/mentor teachers, and university supervisors confirm this process. When asked if there is a final level of performance score candidates must meet to pass clinical practice, candidates, OSS, university supervisor, mentor/cooperating teachers, and course instructors interviewed indicated a certain score is not required to pass clinical practice.

Concerning Early Fieldwork, the new Education Specialist program standards now require candidates to complete 200 hours of early fieldwork. The new standards specify that these early field experiences are (a) supervised and guided, (b) include experiences in both general and special education settings, and (c) include planned activities that reflect the diversity of age and grade levels as well as federal disability categories. The University of Redlands' Early Fieldwork webpage has been updated to reflect the change in fieldwork hours and notes: "Course instructors will provide guidance on how to complete early fieldwork hours." In four of six required courses, however, the syllabus includes suggested activities to *complete the initial 5 or 10 hours* of fieldwork. In the remaining two courses, the fieldwork requirement is noted in the syllabus without further elaboration or guidance. This language is consistent with the previous 40-hour requirement rather than the new 200-hour requirement.

MMSN candidates are expected to arrange their own early fieldwork experiences. An "Early Fieldwork Opportunities" database is now available to assist with this process (effective spring 2023). The database is a listing of districts and schools that provide early fieldwork opportunities for teachers-in-training. Arranging for their own early fieldwork experiences was verified through interviews with candidates and course instructors. As one current student teacher explained, "We were allowed to find our own classrooms." She went on to explain that she did not receive "assistance from the institution but professors had to approve" the hours. Another candidate noted, "No one really supervised me; it was like an honesty thing," further explaining that course instructors were minimally involved in the early fieldwork process.

There is insufficient evidence to verify that early fieldwork (a) includes planned activities that reflect the diversity of age and grade levels and well as federal disability categories, and (b) for interns, takes place in experienced mentor classrooms in both general and special education settings. One candidate explained she "didn't remember any planned activities," and all candidates interviewed noted they completed their experience in one setting and one grade level (e.g., elementary special education class, resource room, high school). Further, of the interns interviewed, one completed early fieldwork as a paraeducator and explained that the classroom teacher served as her mentor, while the others did not mention working under a mentor teacher.

Candidates document their early fieldwork hours on the "Early Fieldwork Experience Log" which is submitted online and ultimately approved by the course instructor. It is not clear if the logs are submitted bi-weekly or at the end of the semester. One faculty interviewed noted she checks in bi-weekly, but it was not clear to the reviewer if these check-ins occurred during class or if she required candidates to submit their logs bi-weekly. The other three faculty indicated the log is submitted at the end of the semester (or when completed). When asked what happens if the hours are not completed by the end of the semester, two faculty noted this has

not occurred but explained this would not prevent the candidate from passing the class and assumed "arrangements would be made for the candidate to complete the hours at another time."

In the two foundations courses (MALT 601 and EDSP 616) early fieldwork hours for EDSP candidates were increased from ten to 50 hours. In the four methods courses (MALT 603 & 605; EDSP 610 & 625), the fieldwork hours increased from five to 25 hours. To address this change in hours for EDSP candidates, recently updated general education syllabi (MALT 601, 603, and 605) now include this statement: "Other fieldwork will entail documented observations in different classrooms related to your subject area of expertise and different types of settings." The statement includes a link to the Fieldwork Option chart that lists over 60 suggested activities.

The Fieldwork Option chart was initially explained as a checklist designed to provide candidates with a guide on the "types of activities they should consider as they complete their early fieldwork hours." The faculty member went on to explain that the chart, "is not a checklist that is completed for the purpose of documenting activities completed during early fieldwork." Later in the site visit, however, it was suggested that the Fieldwork Options chart (now referred to as the "EDSP Settings for Observation" form) serves as a tracking form ensuring candidates engage in a range of activities reflecting federal disability categories and classroom settings (e.g., general and special education classrooms). There was insufficient evidence during the site visit to verify that the fieldwork options checklist is used as a tracking form. None of the candidates, faculty, or SOE staff interviewed spoke of this form. This finding was further confirmed in an interview response noting that all faculty have not been required to submit the spreadsheet for tracking observation hours but that adjustments will be made so that this is a requirement moving forward.

The University of Redlands' early fieldwork webpage does not indicate fieldwork must be completed in both general and special education settings nor is this requirement listed in the Student Teaching Handbook. Further, in both written and oral responses to this issue, it was explained that candidates are "encouraged to complete fieldwork hours in a variety of settings" without specific reference to general education classrooms.

Finally, it is not clear how the fieldwork checklist, in its current form, can track how much time candidates spend in general and special education settings. The vast majority of the items listed on the checklist are specific activities, such as the observation of a) the implementation of a Behavior Intervention Plan, b) a data tracking system, and c) a student with learning disabilities. There is not a place to indicate *where* these observations take place. Staff from the Office for Student Success (OSS) confirmed they do not receive the fieldwork options chart and verified that, currently, there is not a system in place to track hours spent in different educational settings.

Assessment of Candidates

Candidates demonstrate competency of the Universal and MMSN TPEs through the digital portfolio assignment and 2) progress checks. For the digital portfolio, candidates upload at least one artifact for each of the six TPEs. Artifacts can be a completed assignment from one or more courses, or a digital recording of an activity that occurred during clinical practice. Included is a narrative (text or video) that explains why the artifact is the "strongest and most appropriate example of mastery." Once completed, candidates share their portfolio with classmates. The portfolio is ultimately evaluated by the course instructor using the Portfolio Evaluation rubric. The six Universal and MMSN TPEs are listed with a four-level performance rating scale: 1) emergent, 2) exploring, 3) mastery, and 4) applying. Neither the course syllabus nor the student teaching handbook indicates what level of performance is required to pass the class. However, a written response provided during the site visit indicated candidates must receive a score of "3 – mastery." While the six TPEs are listed on the portfolio rubric, the sub-components are not (e.g., Univ 2.4, MMSN 4.6, etc.).

During clinical practice, university supervisors and cooperating/mentor teachers provide on-going guidance and feedback. For traditional and residency candidates, university supervisors conduct six observations (approximately every other week); for interns, 13 observations (every week starting week two). University supervisors review their reflections of the visit with the candidate either immediately following the observation, or during an arranged phone call. University supervisors also provide written feedback using the "University Supervisor Observation Form." The form provides space to provide positive feedback as well as areas for further development. The form is uploaded to an electronic database maintained by the OSS. Interviews with candidates, university supervisors, and OSS staff confirmed this process.

In addition to the formal observations, there are also four progress checks. The progress check is an electronic listing of the MMSN TPEs and subcomponents. Special acknowledgement goes to the OSS staff who infused the Universal TPEs into the MMSN Progress Check form with plans on implementing this revision mid-semester (spring 2023). Candidates are now evaluated on their skills, knowledge, and abilities to demonstrate competency in both the Universal and MMSN TPEs.

The progress check uses the same performance rating scale used for the digital portfolio (levels 1 – 4). Of the four progress checks, two are completed by the cooperating/mentor teacher in collaboration with the candidate, and two are completed by the university supervisor in collaboration with the mentor teacher and candidate. Interviews with candidates, cooperative/mentor teachers, and university supervisors support this process. When asked if there is a final level of performance score candidates must meet to pass clinical practice, candidates, OSS, university supervisor, mentor/cooperating teachers, and course instructors interviewed indicated a certain score is not required to pass clinical practice.

As per the new standards, candidates must now pass a TPA as the final evaluation prior to being recommended for a preliminary Education Specialist: Mild to Moderate Support Needs credential. The program has identified a TPA coordinator and candidates will submit their TPA for outside review. The University of Redlands is in its second semester (of a three semester

program) of implementation of the new MMSN standards and, as such, has not yet implemented the CalTPA.

Findings on Standards
After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Preliminary Education Specialist: Mild to Moderate Support Needs program with Intern is met with the exception of the following: Program Standards 1, 2, and 3, which are met with concerns.

Standard 1: Program Design and Curriculum – Met with Concerns
The team found insufficient evidence that the program provides opportunities for each candidate to demonstrate knowledge of disability characteristics for which the candidate is seeking authorization to teach, and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP).

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs) – Met with Concerns
The team found insufficient evidence that coursework and fieldwork/clinical experiences provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE) – specifically working with students with physical and multiple disabilities – in order to provide effective environments for student learning (MMSN TPEs 2.2 and 2.3). Further, the team found insufficient evidence that candidates have experiences using strength-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum (TPE 4.7)

Standard 3: Clinical Practice – Met with Concerns
The team found insufficient evidence that candidates are receiving 200 hours of early field experience in both the common trunk and Education Specialist foundation and methods courses. Further, there is insufficient evidence of how early field experience hours are (a) supervised and guided, (b) include experiences in both general education and special education settings, and (c) include planned activities that reflect the diversity of age and grade levels as well as the range of federal disability categories. Finally, there is insufficient evidence that the early field experience for interns takes place in experienced mentor classrooms in both general education and special education settings.

Preliminary Administrative Services Credential with Intern

Program Design
The Preliminary Administrative Services credential (PASC) program is situated in the University of Redlands' School of Education's Department of Leadership and Higher Education (DLHE). As confirmed through faculty, candidate, and completer interviews along with respective course

syllabi, the program hinges on critical theories of education, leadership, equity, and organizational change. The program is also committed to challenging candidates to apply learning in real-world contexts. Interviews and syllabi highlighted how program faculty use engaging teaching strategies such as case studies, problem-based learning, and collaborative problem-solving to support the adult learner candidates and model facilitative experiences expected of candidates as school administrators. Each course, grounded in the California administrator performance expectations (CAPEs), is also designed to further engage candidates, and cement their understanding of the intricate role equity-driven leadership plays in schools. Supervisor, faculty, and candidate/completer interviews also supported how the program incorporates an individualized supervised fieldwork component requiring candidates to collaboratively design, apply, and reflect on, with university and field supervisors, approved projects in the field. Candidates, through the individualized support from both the university and fieldwork supervisor, as well as course faculty, continually consider how the theory-to-practice continuum connects back to the CAPEs in furthering professional growth as aspiring or intern school leaders.

As evidenced in the program organizational chart, curriculum vitae, and faculty distribution table, as well as confirmed in faculty and candidate interviews, the PASC program is currently supported by a program coordinator who provides appropriate California Administrator Performance Assessment (CalAPA) technical support to candidates, collaborates with program faculty on candidate progress and course/program improvement, communicates with the School of Education (SOE) for program updates and needs, and, as the assigned university supervisor, oversees all fieldwork. The program coordinator also teaches coursework within and outside the PASC program in courses related to educational leadership and social justice. Two other full-time faculty support the program, one serving as the Associate Dean of Administration overseeing the Department of Leadership and Higher Education, and the other, a full-time visiting professor, to support program instruction and collaborative improvement and recruitment efforts. As illustrated in respective curriculum vitae and sample adjunct annual contract samples, as well as confirmed through faculty interviews, adjunct faculty are also recruited and retained annually for their subject-specific expertise and as program partners. These adjuncts teach PASC courses and support CalAPA cycles as appropriate, depending on the assigned course of instruction, and have deep knowledge of the CalAPA because of their role in assessment implementation at the state level. Lastly, candidates are also supported by an academic advisor from the SOE's Office of Student Success (OSS) for enrollment, graduation, and credentialing requirements.

As supported through faculty interviews, faculty in the PASC Program have regularly set communication opportunities. Within the program, the full-time faculty meet weekly to discuss program matters, and all program faculty (full-time and adjunct) meet quarterly to discuss program design, student issues, and program improvements based on partner and candidate feedback as well as CalAPA results. Faculty interviews also highlighted that informal communication is ongoing through email and phone, and the program coordinator is always supportive and timely in addressing any course needs or general candidate matters. Program faculty also regularly communicate regarding program matters within the department and

across the SOE. Interviews confirmed that program faculty give updates in each department meeting and each monthly SOE faculty assembly. Interviews confirmed that, from a technical aspect for candidate enrollment, program progress, and credentialing matters, the program coordinator is in regular communication with the OSS regarding all respective needs as they arise.

Per the program website, the PASC program is currently offered in a 50/50 online and face-to-face hybrid setting with an internship option for candidates currently hired in administrative roles. Interviews noted that, in practice, the courses are now (post-COVID) almost entirely back face-to-face, with hybrid options made available only in certain circumstances (i.e., conference attendance, class size of less than three). As confirmed across all interviews, class sizes are small, with cohorts of three to five students over the past five years. Candidates and completers shared that small cohort size allows for rich dialogue of critical learning and application with ongoing individualized support–a unique characteristic of the program.

As confirmed in the catalog and across interviews, the PASC program currently offers two pathways by which candidates can receive their administrative services credential: (1) a master's degree with embedded PASC (MA plus PASC), or (2) a Doctorate in Education with the option of a PASC concentration (EdD with PASC). Faculty confirmed through interviews and documentation that a third pathway – a 15-unit PASC credential-only option for candidates already possessing a masters or doctoral degree – is currently in the university curriculum review process with the trajectory of a Fall 2023 start.

Classes take place twice per week Monday through Thursday from 5:30 to 8:00 p.m. To meet all of the CAPEs, fieldwork expectations, and the CalAPA, MA plus PASC students take a prescribed 13-course curriculum with no electives and the EdD with PASC concentration take 15 prescribed course units on top of their doctoral courses. Each pathway, including the PASC-only option in university review, incorporates the combined enrollment in Leadership Labs to oversee fieldwork development, experience, and reflection in alignment with the CAPEs as well to support CalAPA requirements in the field.

Faculty interviews and syllabi review supported by CalAPA passing rates and exit exam rubric scores highlighted that, by the end of the program, candidates develop an understanding of equitable and transformational school leadership through theory and application both in class and the field to fulfill PASC requirements. This is further supported by the Commission on Teacher Credentialing's Data Dashboard PASC 2020-2022 combined completer survey responses reporting overall 93.3% agreement/strong agreement that program field-based experiences allowed candidates to practice and apply knowledge of leadership acquired through the program's coursework.

Faculty, candidate, and completer interviews indicate that, with the turnover in program and school leadership, current coordination efforts include refinement of the CAPEs, CalAPA, fieldwork, and course content connections based on candidate, completer, faculty, and supervisor feedback. Candidate assessment of CAPEs competency has been reported by faculty

and completers, as shifting from a digital portfolio to a project-based exit exam along with the CalAPA results and supervised fieldwork. Additionally, the incorporation of the Leadership 360 Assessment is used to examine candidate growth over time from colleague and supervisor perspectives with a pre-post design for individual candidate reflection and overall program cycles of improvement.

As highlighted by candidate, supervisor, and faculty interviews, the program is piloting redesigned fieldwork forms to more systematically and accurately document experiences related to CAPEs attainment and verification of competency. The program aims to refine the documentation process to best meet the needs of candidates and site and university supervisors, to continually ensure a broad range of experiences across the CAPEs as enrollment increases. This form is one part of the already rich partnerships candidates, completers, supervisors, and employers noted within bi-term Professional Development Team meetings. These in-person meetings work to include fieldwork site supervisors as partners in establishing productive working relationships, coordinate joint efforts, and communicate regularly and openly regarding candidate competency towards the CAPEs and areas of program feedback.

As supported by catalog review and candidate, completer, and faculty interviews, the PASC concentration within the EdD in Leadership for Educational Equity emerged in the 2021-22 academic year to accommodate candidate needs and increase enrollment in the PASC program. Further faculty interviews and documentation also highlighted the course revisions for streamlining coursework to a 15-unit PASC only credential is in university curriculum review. The aim is to provide both flexibility and options for future candidates for increased recruitment efforts and enrollment.

With decreasing enrollment and small cohort sizes since COVID, the PASC program is also working to reignite connections with regional educational partners and school administration networks. Documents and interviews confirm that in 2020, the Inland Empire Principal's network was formed to meet the need of regional principals, particularly from the I-10 corridor, to network beyond their districts to support PK-12 students and staff during the challenging COVID context. Faculty interviews emphasized how these sessions provided principals with a learning opportunity while simultaneously providing a conduit for constituent feedback regarding challenges principals currently face in the field in order to enhance PASC program curriculum. Also, per faculty interviews and supporting documentation, the program is working to reconvene this network with face-to-face professional development opportunities for principals across the region once again.

As confirmed in faculty interviews, the PASC advisory group was formed to assist with early program redesign efforts to align with the CalAPA and CAPEs. While the group, consisting of faculty and regional superintendents, met three times per year from 2017 to the Fall of 2019 to develop and adopt the redesigned courses, faculty interviews and other documentation indicate the PASC advisory members are not currently meeting on a regularly scheduled basis. Instead, much of what is considered partnership feedback is through the program's adjunct faculty who also concurrently work in the field as administrators in regional counties offices of

education and school districts, as well as the state board of education. Fieldwork site supervisors are also considered partners to the PASC program. Feedback is obtained from these constituents through the formal bi-term face-to-face meetings with the university supervisor (also the program coordinator) alongside the candidate regarding fieldwork experiences, CAPE reflections, and general program orientation. Candidates, as key constituents, also provide feedback formally through class evaluations and informally through discussions directly with program faculty. Candidates, completers, and fieldwork supervisors noted how open program faculty are to feedback and they see program modification and course adjustments based on this feedback. This collaborative partnership where all constituents contribute substantially to the design, implementation, quality, and effectiveness of the fieldwork has been highlighted by candidate, completer, supervisor, and employer interviews as a program strength for deeply meaningful contextual and CAPEs aligned fieldwork to positively impact PK-12 students in partner settings.

Course of Study (Curriculum and Field Experience)

As confirmed in provided documentation and interviews, most candidates complete the two-year (six term) 36-unit integrated MA in Education Administration plus PASC with either a traditional or internship option depending on whether or not the candidate holds an administrative position. As published in the university catalog, program website, and the pathway sequence flyers, as well as confirmed in faculty and candidate/completer interviews, the MA plus PASC pathway format includes a fall-only start, resulting in a cohort model that is completed in six terms over 24 months. Candidates take two content courses each term along with one-credit hour of fieldwork in terms two, four, and five. The fieldwork hours are specifically scheduled so that students have a foundation of theoretical knowledge before beginning their fieldwork and to align with the PK-12 school schedule. Candidates are concurrently enrolled in a one-unit fieldwork Leadership Lab, or internship option if currently employed in a PK-12 administrative position, and a zero-unit CalAPA support course. In the final summer term, candidates complete a zero-unit program exit exam which, as confirmed in the faculty and completer interviews, syllabus review, and candidate rubric scores, is a summative project-based program assessment to measure CAPEs beyond those assessed in the CalAPA. As noted in the pathway sequence and confirmed in faculty interviews, courses are only offered once per year in the published sequence. To complete the MA plus PASC program in two years, candidates must follow the published sequence and pass each of the three corresponding CalAPA cycles along with meeting the program exit exam expectations.

As confirmed across interviews and as published in course catalog, other candidates surface from the modified pathway: a 15-unit PASC concentration for the EdD in Leadership for Educational Justice. In this five-course series, students engage in content related to program evaluation and assessment; education law, finance, and personnel management; coaching and teacher development; and applied leadership labs to expand on their leadership skills. These courses are designed to meet the CAPEs, engage in meaningful administrative fieldwork experiences, and successfully complete the CalAPA. As published in the university course catalog and confirmed in interviews, candidates in this EdD with PASC concentration pathway are combined with the MA plus PASC cohort candidates for the CalAPA aligned content courses:

EDUC 643 Coaching and Teacher Development, EDUC 670 Program Evaluation and Assessment, EDUC 675 Curriculum and Program Development. EDUC 634A, B, and C Leadership Labs (or corresponding Internship courses as applicable) for all but one three-unit course – EDUC 828 School Law, Finance, and Personnel Management – which, as noted in faculty and candidate interviews, is a condensed version of three separate courses in the MA option.

Commission Data Dashboard PASC combined 2020-22 survey responses (n=15) indicate that completers overall feel that the program effectively to very effectively (M=3.75/4) *helps them develop the skills as tools needed to become school leaders.* Furthermore, in 2020-2021, 85.7% (n=14) of completer survey respondents felt the program *prepared them very well for becoming school leaders.* The same combined years completer survey responses (n=11) also indicate overall agreement/strong agreement (M=4.68/5) regarding *program field-based experiences helped prepare candidates for their role as school leaders.*

In the first semester of the MA plus PASC program, candidates enroll in EDUC 602, Leadership for Diverse Populations in which candidates examine how leaders adapt communication, leadership style, social, emotional, and academic services to support the success of all students. The published syllabus highlights an emphasis on the relationship of race, ethnicity, gender, class, and culture to student success in classrooms, schools, and educational systems. Furthermore, all interviews and syllabi reviewed indicate ways each of the subsequent MA plus PASC program courses are designed to address various critical areas and train equity-driven leaders to work in high-need districts and schools. For example, the syllabi across the courses indicate a focus on equity and inclusion through the lens of the course content such as using data to perform equity audits and develop a plan for improvement (EDUC 670), leading change by addressing institutional factors (EDUC 641), using cognitive coaching to confront mediocre teaching and engage in challenging conversations (EDUC 643), and grounding leadership in ethical decision-making and reflective practice (EDUC 671) as well as law and policy (EDUC 674).

Regarding the PASC concentration within the EdD in Leadership in Education Equity, there is similar work to ensure multiple opportunities exist for candidates to apply skills of reasoned and objective inquiry to analyze complex problems and propose effective solutions considering the political context and its implications related to a variety of critical PK-12 areas. All course topics and assignments, based on faculty and candidate/completer interviews, and supported by syllabi review, are clearly from a diversity, equity, and inclusion framework for social justice as required of leaders in PK-12 schools and organizations.

As confirmed across all interviews, fieldwork is embedded in the program's Leadership Lab courses where candidates and respective site supervisors are also introduced to the expectations of the PASC program including Commission requirements, the CAPEs, and the CalAPA. Candidates and completers noted fieldwork offered opportunities to practice the skills needed to successfully complete CalAPA Cycle 1, 2 and 3. Hour breakdown for each candidate is customized by the university fieldwork supervisor and the site supervisor, together known as the Professional Development Team (PDT). Candidates and completers confirmed that they work collaboratively with the PDT to identify areas of leadership growth and draft a typically

CalAPA-aligned Professional Growth Plan to complete at least two specific leadership experiences during the respective semester. These plans also require candidates to reflect professionally on their experiences for ongoing leadership growth. As detailed in the associated course syllabi, the candidates are required to complete at least 45 hours of fieldwork leadership experiences that may include any area of school administration meeting the following conditions: 1) purposeful and consequential; 2) related to school improvement; and 3) require you to lead rather than just observe or participate. The ongoing formal PDT meetings serve as an opportunity to document professional growth and mastery of essential leadership skills related to the respective CAPEs. Based on the Commission Data Dashboard PASC 2020-2022 combined completer survey responses, the majority of candidates (n=10, 71.4%) reported actually spending 100 or more hours in supervised fieldwork experiences.

Candidates from both pathways complete fieldwork hours over three terms in spring and fall only. Candidates work collaboratively with the university fieldwork supervisor and a site-based leadership mentor to develop leadership activities that support each student's leadership growth needs and the CAPEs. Since candidates are full-time educators or counselors, all fieldwork activities are completed within each candidate's own school or district as appropriate, unless PDT determined accommodations are needed. As reported on the Commission Dashboard, 93.4% of combined 2020-22 completers respondents agreed/strongly agreed (M=4.62) they received individualized mentoring and professional development with knowledgeable supervisors and agreed/strongly agreed (M=4.68) they received consistent feedback from both their field-based and program supervisors. Additionally, 100% of the same respondents indicated receiving ongoing support in the field from the program supervisor.

Assessment of Candidates
The PASC program uses three direct measures of candidate learning beyond course assignments and grades: 1) CalAPA, 2) Exit Exam, and 3) Leadership 360 Assessment. The CalAPA is administered and assessed through Pearson and published results are used to monitor student progress and track program trends for program faculty discussion of course needs. Honoring a student-centered approach, candidates who do not pass the CalAPA meet with the program coordinator to review the assessor feedback and develop a respective support plan to meet expectations on the resubmission. Currently, as published on the Commission Data Dashboard, the PASC program has a strong 2018-2022 combined candidate pass rate across the CalAPAs (Cycle 1, 94.4%, n=18; Cycle 2, 92.9%, n=14; and Cycle 3, 100%, n=12).

The PASC program exit exam is given to candidates in the second and final summer of the program as a two-part oral exam where candidates 1) analyze a data set and present an administrative section, and 2) prepare and engage in a collective group discussion around an intervention strategy based on a multi-faceted case study related to law, ethics, personnel, and budget – topics not assessed through CalAPA – scored on a rubric by full-time faculty and available program adjunct faculty. The exit exam is designed to prepare students for administrative job interviews and assess summative learning. Rubric scores by program faculty inform program improvement and assess overall candidate growth.

Candidates also engage in the Leadership 360 Assessment twice – at the start and end of the program as part of the Leadership Lab. Candidates take the assessment and request supervisors, peers, and subordinates anonymously take the assessment as well, allowing the candidate and the program to track changes and growth in their leadership practice. Interviews confirmed the assessment is digital and the results can be downloaded and archived for individual candidate assessment and cohort comparisons for program improvement and individual candidate growth plans and reflection.

Application of learning is assessed through the development and completion of a fieldwork plan with their university supervisor and site mentor as the PDT during their second year. As evidenced in program fieldwork documents and current handbook, and supported across interviews, candidates demonstrate knowledge and skills required of aspiring and intern administrators, including the main areas of the CAPEs. Upon completion of fieldwork experiences, candidates submit records within the Leadership Lab course on Canvas. Candidates also submit their CalAPA cycles to the Commission and participate in the exit exam where CAPEs not assessed through the CalAPA are assessed with a program specific rubric. Completer and faculty interviews noted that scoring of the exit exam is completed by full-time and adjunct faculty, and available partner districts and county superintendents. Combined 2020-22 completer survey responses, as reported on the Commission Dashboard, indicate most (80% and above) felt the program prepared them well/very well as an aspiring administrator respective to the CAPEs sub-standards.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, interns, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Preliminary Administrative Service credential program with Intern.

Pupil Personnel Services: School Counseling

Program Design
The University of Redlands Pupil Personnel Services (PPS) Credential is housed in the Department of Counseling and Human Services (DCHS) in the School of Education. In fall 2022 a new program director stepped into the role. The PPS Credential program is offered at the Redlands and Riverside campuses.

In the School Counseling program, there are three specific tracks candidates can choose from: PK-12, PK-12 plus College Counseling combination, and College Counseling. Candidates from the PK-12 and combination tracks are eligible for the PPS credential in school counseling. Candidates who possess a master's degree in counseling or a related field have the option to pursue a PPS-only credential in school counseling.

As of fall 2021, PPS credential candidates must complete 48 units of coursework and 800 hours of fieldwork, pursuant to newly adopted program standards. During interviews with Office of Student Success (OSS) personnel, the team learned that "a major overhaul for fieldwork took place in Spring 2022 to ensure all fieldwork program standards were up to date and instructors teaching fieldwork classes were taking a more active role working with site supervisors." However, during interviews, university fieldwork supervisors indicated they were unaware of changes made to program standards regarding the requirement for training for site supervisors. One faculty stated, "I have not heard about the training for site supervisors from the university. I knew about it because I got something from my district. I did notice the standards listed on the syllabus changed but the rest of the syllabus was the same." University fieldwork supervisors indicated being aware of the increase in fieldwork hours from 600 to 800. Candidates and completers indicated they were extremely satisfied with the support they received from OSS and felt the fieldwork placement process was successful, with minor concerns regarding timing of placements.

The program summary submitted indicated that over the past two years, program leaders have implemented changes to the curriculum due to the updated Commission standards and that changes made were informed by program constituents, including students, professors, school counseling professionals, and the surrounding communities; however, the team was unable to corroborate this during the interview process. The summary also describes an advisory board that meets annually, but none of the interviews nor evidence provided corroborate the existence of an advisory board. During faculty interviews, there was no evidence of regularly scheduled meetings involving full-time and/or adjunct faculty. The evidence submitted does not corroborate full-time faculty weekly meetings or regular full-department (full-time and adjunct) meetings where program design and program improvements are discussed. OSS personnel and the program director both shared that they meet regularly to discuss candidate issues. An annual faculty meeting offered through the School of Education was mentioned and was appreciated, but it does not seem to focus on program-specific topics.

Course of Study (Curriculum and Field Experience)
Coursework appears to be developmentally appropriate. The course sequence is designed to give students foundational skills in Year one, and advanced skills and fieldwork experience in Year two.

Current candidates, completers, and adjunct faculty indicated in interviews that the focus of the program seems to be on clinical mental health. Although completers have found this helpful, especially with the current need for mental health services, they are concerned that does not fully align with the role of a school counselor.

Completers indicated in interviews that the program prepared them with theoretical knowledge to meet most of the demands of the profession except for academic development, as called for in School Counselor Performance Expectation 3 (SCPE 3). Moreover, they expressed lacking practical knowledge once they stepped into the school counselor role. Completers reported that the academic development training needed to be improved. The

evidence provided was unclear on how academic development was introduced, practiced, and assessed. Although completers from both the Redlands and Riverside campuses shared this concern, this seemed to be more of a concern for completers from the Redlands campus.

Coursework is focused on acquiring knowledge during fieldwork. Candidates are expected to complete some in-class assignments regarding experiences at their fieldwork sites (e.g., case studies, discussions, role play). Although candidates shared that these were helpful for skill development, it is unclear how these in-class activities are tied directly to the SCPEs. Candidate and faculty interviews indicate that candidates receive practicum hours for successfully completing classes and not for specific activities. Several candidates and completers shared that they were unsure of how they completed 80 of the 100 required practicum hours but were able to list various activities they participated in to complete the remaining 20 hours. For fieldwork, candidates, completers, and faculty shared that candidates can gain fieldwork hours by attending university fieldwork supervision classes. These hours are tracked in Time2Track as either indirect services or students can create their own category in Time2Track.

To begin the fieldwork placement process, candidates complete an online Counseling Fieldwork Placement form and submit a candidate profile sheet (for candidates seeking a PK-12 placement), their curricula vitae, proof of professional liability insurance, and Certificate of Clearance issued by the Commission. The OSS oversees the placement process by communicating with districts. Candidates and completers indicated they are not allowed direct contact with sites before placement. During year two, candidates are required to complete 800 fieldwork hours at a minimum of two of the three academic grade levels (Pre-K/elementary, middle schools, and high school).

The site supervisor is responsible for observing candidates. The candidates share the notes or videos from these observations with the university supervisor. If a recording is available, the university supervisor views it and provides feedback. The team found inconsistencies in whether the university and site supervisors are required to communicate consistently. Candidates are required to establish goals independently for each fieldwork site. Candidates and completers shared that there is no formal process for establishing these goals; they can be based on personal interests or American School Counselor Association standards. One candidate mentioned looking at the Commission SCPEs to guide their goals. Candidates share fieldwork goals with site supervisors and university supervisors and must receive approval from each of them. Candidates and completers shared that communication between university supervisors and site supervisors occurs only if there are questions about the goals established by the candidate. None of the candidates or completers experienced an issue with their goals. This was consistent with candidates and completers at both the Redlands and Riverside campuses.

Candidates, university supervisors, and site supervisors all have access to evaluations through Time2Track. Site supervisors and university supervisors reported that site supervisors are not trained in supervision. OSS personnel shared that training of practical information regarding

institution and program expectations is provided to new and current site supervisors but there is no training on models of supervision and the SCPEs.

Assessment of Candidates
Candidates are assessed for program competencies at the end of each course, twice during each semester of fieldwork, and via the Counselor Preparation Comprehensive Examination (CPCE). Candidates are required to take the CPCE to be eligible for graduation. In fieldwork, candidates are assessed by their site supervisor, and candidates can access these evaluations through Time2Track.

Candidates stated they receive feedback on progress during fieldwork through a week-seven evaluation and a final evaluation each semester. University fieldwork supervisors indicated that if an issue arises during a candidate's fieldwork experience, it is handled by the program director, and a remediation plan is discussed with input from the site supervisor.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, graduates, faculty, and supervising practitioners, the team determined that all program standards are **met** for the Pupil Personnel Services: School Counseling program except for the following:

Program Standard 2: Preparing Candidates to Master the School Counselor Performance Expectations (SCPEs) – Met with Concerns
The team found insufficient evidence as to how the program's organized coursework provides multiple opportunities for candidates to learn, apply and reflect on each School Counselor Performance Expectation (SCPE).

Program Standard 4: Clinical Practice – Met with Concerns
The team found insufficient evidence of the following:
- The program is currently providing preparation to site supervisors regarding the context and content appropriate to the practicum experience.
- The program is collaborating with partners on the design and quality of field experience.
- The program is ensuring that school-site supervisors understand the training objectives of the university training program.
- That candidates are completing practica and fieldwork hours in appropriate activities.

Speech-Language Pathology Services

Program Design
The University of Redlands Communication Sciences and Disorders (CSD) Department is housed in the College of Arts and Sciences (CAS), which is composed of about forty other departments and programs. CAS is currently led by an interim dean, who reports to the provost and chief financial officer, both of whom are administrative liaisons to the college president, consulting

with the board of trustees. There is also a chair of the Communication Sciences and Disorders Department.

The Master's of Speech-Language Pathology program received re-accreditation by the American Speech, Language and Hearing Association (ASHA) Council for Academic Accreditation (CAA) in 2018. The ASHA accreditation period is for 2018-2026. The CSD Department reports to the CAA on an annual basis on the six accreditation standards held as part of accreditation.

Course of Study (Curriculum and Field Experience)
The Master's in Speech-Language Pathology program provides three pathways for candidates to complete the program. All graduates meet the ASHA and Preliminary Speech-Language Pathology Services credential requirements as part of the 60 units.

The two-year Speech-Language Pathology (SLP) program pathway is for candidates who have earned a bachelor's degree in communication sciences and disorders. Candidates complete the program in two years (six semesters) with courses offered year-round (fall, spring, summer) for a total of 60 units.

The Grad-Plus program pathway is for candidates who earned a bachelor's degree in any discipline other than communication sciences and disorders and must complete five pre-requisite undergraduate courses (20 units) before enrolling in the graduate curriculum. They are admitted as graduate students in the Master's-SLP program and must complete the prerequisite courses, usually completed in two semesters (fall and spring), before enrolling in graduate level courses.

The Bilingual program pathway provides graduate students with academic and clinical coursework focused on service delivery to clients who speak Spanish. The training is designed to ensure students who self-identify as bilingual meet the ASHA requirements for bilingual service providers. Candidates self-select for the Spanish bilingual pathway and complete an internal department examination to demonstrate Spanish language proficiency. All SLP candidates complete a course in issues of cultural and linguistic diversity. For candidates in the two year and Grad Plus program this is CDIS 627: Issues in Cultural and Linguistic Diversity. For candidates in the Bilingual pathway, the course is CDIS 619: Development and Disorders of Monolingual and Bilingual Speakers which includes a focus on working with clients, families, and communities for whom Spanish is their dominant or home language.

The SLP program includes a purposeful sequence of coursework and clinical practicum that is comprehensive and meets the accreditation requirements of ASHA and the Commission. Candidates complete required coursework and clinical practicum in a designated sequence which allows them to engage with course content either simultaneously or prior to clinical practicum work. Candidates are required to complete six clinical practicums and two full-time externship practicums to ensure they meet the required minimum 400 supervised practicum hours. These practicum experiences integrate coursework focused on understanding professional methods and concerns relevant to the practice of speech-language pathology.

The initial four clinical practicums completed by candidates are part-time. Candidates generally complete the first two practicums in their first and second semesters at the Truesdail Center for Communication Sciences and Disorders. Candidates may continue to complete practicums in their second year at Truesdail, or based on faculty evaluation of their readiness, may complete practicums in other settings.

All candidates complete two externships during their final semesters of their program. One externship must be in a public-school setting serving a diverse student population (preschool through high school) while the second externship can either be in a public school setting or in a health-based/medical setting. Externships are full-time with the candidate shadowing their supervisor who is responsible for mentoring them into the profession.

The Truesdail Center is part of the University of Redlands' mission to provide needed services to the community. It offers free speech and hearing therapy for adults and children living with communication disorders and provides graduate students with the chance to directly apply what they are learning in a community-facing environment. In interviews, candidates and program completers identify their practicum experiences at the Truesdail Center as a strength of the program because it pairs what they are learning in courses with application in their clinical assignments. Candidates are assigned clients and work under the direct supervision of faculty supervisors who provide immediate feedback as they observe the candidates' interactions with each client. Sessions are recorded so candidates can review each session and engage in discussions with their supervisor and peers about their practice. As one program completer commented, "I really like the program structure. They throw you into clinics early, pairing course academics with real-life application in the clinic followed by discussion and reflecting on it."

In commenting on the strengths of the program, candidates, completers, supervisors, faculty, and employers point out the focus on social justice and the preparation to work with diverse client populations in a range of settings as a strength of the program. Candidates and completers commented that the program, and particularly the multicultural course, prepared them to approach their clients with a focus on learning about the client and to consider the client's individual experiences, culture, and language as the guide to identifying treatment options. Candidates in the bilingual pathway confirmed this, pointing out the importance of identifying how treatments might differ based on a client's culture and the need to make adjustments based on a whole picture of the client.

Candidates and completers indicated that communication within the program, from faculty and staff, was another strength. Faculty and supervisors were always available to meet and answer questions, as well as to provide additional support when needed. One candidate summarized what the team heard in many interviews, "I knew where I was [in the program]. I felt comfortable going to faculty to get feedback. If something wasn't satisfactory, they let me know and helped me work through it. There was lots of personal attention." Candidates and

completers agreed that they knew where they were in the program and appreciated having input into their clinical practicum and externship placements.

There have been some program modifications over the recent two years. In fall 2021, the CSD Department increased enrollment targets in the Master's SLP program from 24 to 35 students. The program gained four resources to support this growth: an improved A/V clinical recording system for clinical practicum training; two term positions hired in fall 2021 (one with expertise in geriatric and pediatric feeding, voice, and dysphagia and one with expertise in autism and public school SLP services), and a third term visiting lecturer position.

University of Redlands received a $1.1 million Project Transdisciplinary Educational and Multicultural/Multilingual Approaches for Teaching Elementary Students Language & Literacy (TEAMMATES-LL) training grant for a collaboration between the Master's SLP and the Preliminary Education Specialist credential program situated in the School of Education. The grant provides funds to recruit candidates from multicultural/multilingual backgrounds to participate in interdisciplinary training focused on working with Spanish speaking children or children who speak a non-standard English. The program will consist of 32 candidates, 16 from each program, Master's SLP and Special Education. Candidates will work in pairs throughout the program to learn about each other's discipline, receive extra training in literacy and the science of reading, and apply what they are learning in schools. Candidates will be provided with a 40% scholarship and will make a commitment to work in public schools in local communities.

Constituents include externship supervisors, district/school partners, employers, faculty/staff, candidates, and program completers. Documents provided by the institution, as well as interviews with constituents, indicate that their input, through surveys, meetings that explore program and partner programs and one-to-one meetings, is invited and used in program review and improvement. Supervisors for externship placements confirmed regular contact with program faculty as well as triad meetings between the candidate, supervisor, and faculty member to review and debrief candidates' progress during the mid-term and end of the semester placement. Supervisors indicated that meetings with SLP faculty also include time for them to share their insights and suggestions for the program based on their time with the candidate in their placement.

Assessment of Candidates
Candidates are recommended for a Preliminary Speech-Language Pathology Services credential and a master's degree when they have completed 60 graduate units, 400 supervised accrued practicum hours, pass the Communication Sciences and Disorders Department comprehensive examination and the national Praxis™ examination. All graduates meet the ASHA and preliminary credential requirements as part of the 60 units.

Interviews with faculty and supervisors indicate that formative and summative assessments are used in course work and clinical placements to monitor and guide candidate progress throughout the program. Three primary assessment tools are used to assess SLP candidate competence in meeting program standards as well as the knowledge and skills required for the

ASHA certification standards. Three assessment tools are administered before a candidate is recommended for certification.

1. The Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations (CALIPSO) Student Performance Evaluation is used as the midterm and final clinical evaluation during each practicum placement. These evaluations indicate the candidates' progress in demonstrating the knowledge and skills required of a speech-language pathologist in a clinical setting as well as track their practicum hours.
2. Speech-Language Pathology Praxis™ examination measures knowledge for independent practice as a speech-language pathologist in all primary employment settings including schools, and assesses knowledge across diagnostic categories, assessment/intervention, and employment setting considerations.
3. Graduate Comprehensive Evaluation is an oral presentation of a clinical case study and is a comprehensive evaluation, formative and summative, of candidate competence. The case studies include a range of communication disorders reflecting decisions about assessment or intervention that span the ASHA "Big Nine" diagnostic categories.

Faculty and candidate interviews indicate there is a process in place for working with candidates who aren't making satisfactory progress in courses and/or clinical practicum. During regular faculty meetings, faculty discuss candidates of concern. Faculty will work directly with the candidate to complete a Program Plan for Graduate Student Remediation detailing goals and activities to be accomplished with a timeline for completion. The plan is signed by the instructor and candidate. Faculty and candidates indicate the process works extremely well in providing candidates with needed support. If a candidate does not make satisfactory progress, there is a process, as indicated by the program chair, to counsel a candidate out of the program.

Findings on Standards
After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, completers, interns, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Speech-Language Pathology program.

INSTITUTION SUMMARY

The University of Redlands is dedicated to serving diverse student populations and promoting social justice, as demonstrated by its Hispanic Serving Institution designation and commitment to hiring faculty who represent the diverse student population of California. The university offers students numerous resources, including counseling, disability services, and career services, and fosters a vibrant campus community with many engagement opportunities. Additionally, the University of Redlands has invested in campus improvements, including an upcoming remodel of the Truesdail Center for Communication Sciences and Disorders, and expanded its online program offerings in response to the pandemic.

The university is grappling with declining graduate credential enrollment and financial strain caused by the pandemic and has undergone a significant leadership and structural overhaul with new presidents, provosts, deans, and program coordinators. The unit has shifted from department chairs to directors and has added an Associate Director of Fieldwork Experiences, a new Assistant Dean of Operations and Analytics, and new coordinators. While the credential programs effectively prioritize social justice and a student-centered approach, the university is facing challenges related to communication, turnover, calibration of learners, and consistency across program guidance.

To support its programs, the unit has implemented several initiatives, such as *California Educator Preparation Innovation Collaborative* (CalEPIC) and *Office of Special Education Programs* OSEP, which collaborate with partner districts and universities to prepare diverse graduates and provide grants for multicultural/multilingual teaching approaches. Additionally, the unit has secured two endowed scholarships for students in the School of Education and reactivated a dormant alumni subcommittee.

In summary, the University of Redlands has a strong commitment to diversity, social justice, and student-centered education. Despite the challenges it faces, the institution has demonstrated flexibility and cost-saving measures. While the credential programs have several strengths, including a strong social justice framework and student-centered approach, there are areas for improvement related to communication and consistency, partly due to recent turnover in leadership and faculty positions. The university's initiatives reflect its dedication to supporting its programs and students.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	*No response needed*

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	**Consistently**
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	**Consistently**
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	**Consistently**
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	**Consistently**
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	**Consistently**
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	**Consistently**
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	**Consistently**
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	**Consistently**

Finding on Common Standard 1: **Met**

Summary of information applicable to the standard

University of Redlands credential programs empower students to become well-rounded practitioners in today's diverse and dynamic landscape. Guided by the ideals of equity and access, their credential programs are committed to developing leaders who are competent and capable of advancing justice for all. There is a strong social justice framework embedded throughout their programs and this is something university leadership, candidates, completers, and employers positively commented on as a program strength during interviews. University of Redlands' credential programs empower candidates with critical social justice and evidence-based competencies and experiences needed to:

- champion educational accessibility for all,
- encourage inclusive education through diverse learning, teaching, and scholarship,
- model self-awareness as a foundation for growth and change,
- advocate practices that emphasize equity and democracy for all, and
- promote diversity of people, thought, experience, and expression.

That the institution actively supports hiring and retention of faculty who represent and support diversity and excellence is evident in recent announcements of visiting faculty positions within the Department of Communication Sciences and Disorders, as well as visiting faculty positions within the School of Education. These job announcements were posted in national and state list serves including, but not limited to, the Council on Academic Programs in Communication Sciences and Disorders, National Black Association of Speech Language and Hearing (NBASLHA), the Hispanic caucus of the American Speech, Language and Hearing Association, and other teacher education organizations. Recently, Redlands received Hispanic Serving Institution (HSI) designation further advancing its commitment to serve Hispanic/Latinx students and other underrepresented populations.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	*No response needed*
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	**Consistently**
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	**Consistently**
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	**Consistently**

Common Standard 2: Candidate Recruitment and Support	Team Finding
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	**Inconsistently**

Finding on Common Standard 2: Met with Concerns

Summary of information applicable to the standard
All credential programs utilize multiple measures of candidate qualifications in order to determine eligibility for admission. A combination of coursework and/or examinations may be considered to meet the Basic Skills requirement.

The majority of admitted applicants come from the local area which offers a diverse pool of potential students. Many students identify as Hispanic/Latino. The Office of Student Success (OSS) provides students with various advising services to guide candidates in their attainment of program requirements, including coordinating the unit's CalTPA webpage. OSS staff use Navigate, a student data management program, to assist with managing communications. It provides a centralized place for students to book appointments. It allows OSS staff to upload and track document notes, interactions, and advising reports; issue alerts to prompt relevant office(s) to support a student outside of OSS; review a student's profile prior to each scheduled meeting; create and save Search lists based on student demographics; and, communicate with students, faculty, and staff using emails, texts, and appointment requests. OSS staff help to coordinate the management of student progress in relation to the CalTPA webpage, manage Letter Templates that go out to candidates and site partners, and manage the daily activities related to OSS Roles and Roles and Responsibilities and Advising Services.

Applicants are supported by the School of Education (SOE) Admissions Team. Once candidates are accepted into an education program, they are supported by advisors and OSS. OSS staff are responsible for supporting, advising, and coordinating fieldwork placements for candidates. Program coordinators are identified on the relevant faculty webpages so that candidates can easily locate who to reach out to for support, as well.

There has been turnover in administration, with new organizational structures in place. There seems to be an organizational disconnect between the SOE programs and the Speech-Language Pathology (SLP) program in College of Arts and Sciences (CAS). The seven advisors and one Assistant Dean in the SOE all have authority and access to recommend completers to Commission. The advisor in CAS (SLP) also has Commission authority and access to recommend completers.

Although the two separate colleges (SOE and CAS) support candidates in similar program architectures, there appears to be little commingling and cooperation between colleges in evidence. No meeting agendas or minutes were provided as evidence of collaboration.

CalTPA and CalAPA coordinators (faculty) provide remediation plans and support for candidates. Students on academic probation are closely monitored and supported by their academic advisor. Additional progress monitoring is provided in programs through review processes (e.g., semi-annual student review). Interviews did not seem to validate this standard consistently. During the visit, it was not clearly articulated how the CalTPA and CalAPA coordinators work in collaboration with program coordination.

Rationale for the Finding

There was not enough evidence regarding progress in meeting competency and performance expectations that are *consistently* used to guide advisement and candidate support efforts. A clearly defined process is not articulated to identify and support candidates who need additional assistance to meet competencies. There is a disconnect between SOE and CAS in that there appears to be a lack of collaboration and coordination between the two college leadership teams and staff members.

Common Standard 3: Fieldwork and Clinical Practice	**Team Finding**
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	**Consistently**
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	**Consistently**
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	**Consistently**
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	**Consistently**

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	**Consistently**
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	**Consistently**
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	**Inconsistently**
All programs effectively implement and evaluate fieldwork and clinical practice.	**Inconsistently**
For each *program* the *unit* offers, candidates have significant experience in *California public schools* with diverse *student* populations and the opportunity to work with the range of *students* identified in the *program* standards.	**Consistently**

Finding on Common Standard 3: Met

Summary of information applicable to the standard

University documents and interviews with candidates, completers, employers, and faculty demonstrate that credential programs consistently blend social justice theory and practice through coursework and clinical experiences. The SOE's emphasis on justice and bridging theory and practice, rooted in a constructivist philosophy, prepares candidates for 21st century work.

In the MS/SS and MMSN programs, site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner; these activities occur through the Office of Student Services. In the PASC program, the supervisors (site mentors) are trained and oriented through an in-person meeting with the university supervisor and candidate using the fieldwork handbook and clarifying expectations for all parties; these activities do occur through the use the Office of Student Services. In the SLP program, American Speech-Language-Hearing Association (ASHA) certification maintenance requirements include 30 professional development hours each 3-year cycle with 1 hour required in the area of ethics, 2 hours in the area of supervision and recently added, 2 hours in diversity, equity and inclusion. The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.

The School of Education works closely with partner districts to draft mentor teacher job descriptions to meet the needs of employers. Partner Convenings have facilitated collaboration between the University of Redlands and employers across all programs. The SOE sub-committee of the institution advisory board provides strong leadership in establishing partnerships and promoting community involvement.

Office of Student Services program staff work in an administrative capacity and must have knowledge of program requirements, Commission policy, and program standards.

For each program the unit offers, candidates have significant experience in California public schools with diverse student populations, although candidates in the Education Specialist program do not receive opportunities to work with the full range of students identified in the program standards.

Supervisors are assigned according to geographical areas as well as specific credential area. The institution attempts to place candidates within a 45-mile radius of their homes. Interviews demonstrated that a few supervisors do not possess the credential for the area they supervise. This disconnect may be cited as an area for improvement.

Many candidates who were interviewed expressed praise for the diversity of the program and the self-empowerment that working in the program's diverse schools created.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	**Consistently**
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	**Consistently**
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	**Consistently**
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	**Consistently**

Finding on Common Standard 4: Met

Summary of information applicable to the standard
The School of Education (SOE) and College of Arts and Sciences (CAS) regularly and systematically collect and analyze data to implement a comprehensive improvement process at the unit level. During the 2022-2023 academic year, University of Redlands is transitioning to utilizing Watermark Planning and Self-Study to collect direct assessment data and document unit and program assessment endeavors linked to learning outcomes within that system. The units submit annual plans and reports to the central Educational Assessment Committee via this

solution. Both the SOE and CAS collect data through surveys (student satisfaction, exit surveys, alumni surveys) and feedback from stakeholders (Partner Convening, Advisory Boards, Alumni Board, meetings with district/school partners, district employed supervisors).

The new interim deans of SOE and CAS have begun to meet regularly to discuss issues and alignment at the unit and program level. Interviews with the SOE assessment team indicated that a faculty member from the Speech-Language Pathology (SLP) program regularly attends and participates in their meetings. Interviews with administrators, staff, and stakeholders, as well as documents from meetings and workshops, confirm that data collection begins at the admission stage and continues through program completion. Data is reviewed and discussed at several points throughout the year.

Partner Convening Sessions, held twice a year, provide significant time to meet with large numbers of constituents to share program data with partners for their feedback and allow partners to share information and identify changes and needs within their programs. In addition, the group explores common intersections that can be jointly addressed and identify a strategic framework for working together toward a common goal. A recent two-year goal was to recruit future teachers whose demographics better match their future PK-12 students. This goal has led to two specific externally funded programs: 1) participation in the California Educator Preparation Innovation Collaborative (CalEPIC) grant with the focus on identifying innovative way to address the teacher shortage with a focus on preparing educators representing diverse backgrounds to serve in diverse communities; and, 2) the $1.1 million Project TEAMMATES-LL training grant for a collaboration between the CAS Master's SLP and SOE Education Specialist credential programs to recruit candidates from multicultural/multilingual backgrounds to participate in interdisciplinary training focused on working with Spanish speaking children or children who speak non-standard English.

The SOE and CAS also regularly and systematically collect and analyze data, from the admission stage through program completion, to implement a comprehensive improvement process at the program level.

As confirmed through interviews with participants, as well as in documents submitted, data is reviewed and discussed at monthly faculty meetings as well as at program/department retreat workshops. Examples of decisions implemented at the program level include improvements made to service to students in terms of advising, both at enrollment and enrolled level, and communications (emails and web) to students based on assessment results. In the past year, program improvements across the SOE credential programs and CAS Speech-Language Pathology program have included course redesign, the development of new pathways, improved internship support structure, examining a hybrid supervision support model, and review and tightening of the alignment between courses and clinical practicums to ensure candidates have multiple and consistent opportunities to apply what they are learning in their practicum placements.

Through documentation of comments from constituents at meetings, such as the Partner Convening, and interviews with employers and district-employed supervisors it is clear that University of Redlands candidates are well prepared to enter professional practice. Employers and supervisors consistently comment on the high and comprehensive quality of the preparation demonstrated by University of Redlands candidates. District employed supervisors consistently shared that while they have supervised candidates from several institutions, the University of Redlands candidates were the most well prepared. One SLP program supervisor commented that the University of Redlands candidates are "impressive" and she will now only agree to supervise University of Redlands candidates. Program completers interviewed also commented on the level of preparation they received as they reflected on how the depth of their preparation facilitated their entry into their current jobs. Several commented that, though they are still new in the profession, they are already asked to assume leadership roles and they attribute that to their University of Redlands preparation.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	**Consistently**
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	**Consistently**

Finding on Common Standard 5: Met

Summary of information applicable to the standard
The programs in School of Education (SOE) and College of Arts and Sciences (CAS) prepare candidates who demonstrate the knowledge and skills necessary to educate and support all students in meeting state adopted academic standards. Each program has assessments in place to verify that candidates meet the Commission adopted competency requirements as specified in their program standards and can be recommended for a credential.

- The Preliminary Administrative Services credential program uses data from the CalAPA, fieldwork competency evaluation, and an exit performance.
- The Preliminary Multiple Subject and Single Subject credential programs use data from the CalTPA, progress reports from fieldwork supervisors, and a culminating portfolio completed during the final student/intern teaching course.

- The Pupil Personnel Services credential program uses data from the Counselor Preparation Comprehensive Examination as well as the 7-week and 14-week field work evaluations.
- The Preliminary Education Specialist Mild to Moderate Support Needs credential program uses the course progress check form and a culminating portfolio and will be using data from the teaching performance assessment beginning this year.
- The Preliminary Speech-Language Pathology Service credential program uses three assessments: 1) CALIPSO Student Performance; 2) Speech-Language Pathology Praxis™ examination; and 3) Graduate Comprehensive Evaluation clinical case study oral presentation.

There are seven credential advisors/analysts in the SOE and one in CAS who review documentation to verify a candidate has met all requirements for a credential and then recommend the candidate for that credential. The credential analysts are involved from orientation through recommendation. They assist the enrollment team in developing the new student enrollment session, coordinating the course scheduling, and working extensively with fieldwork matters (seminar and field supervisors) to make sure that all requirements are met. At the completion of the program, they recommend the candidate for credentialing to the Commission.

The seven SOE credential analysts all have access to the Commission portal where they input candidate information to recommend candidates for a credential. The Assistant Dean is the final reviewer and oversees the seven credential analysts.

The CAS credential analyst has access to the Commission portal and inputs the candidate information to recommend for the Speech-Language Pathology Services credential.

In the Summer of 2020, the Dean led the unit through a diversity, equity, and inclusion (DEI) assessment exercise that resulted in a report and the re-imagining of what it means to make a positive impact on students and community. This led to the co-development of a new vision and mission statement, as well as sets of social justice and educational justice principles to guide the collective work of staff, faculty, students, and administrators. One example of a change that has made a positive impact on teaching and learning in K-12 schools in their community is the addition of a new dual credential residency pathway that will launch in summer 2023, based upon feedback from their local education agencies (LEAs) of the need for such a program. Additional examples of efforts resulting in positive impact include a number of grant funded projects.

The California Educator Preparation Innovation Collaborative (CalEPIC) funded by the Bill and Melinda Gates Foundation in partnership with Thompson Policy Institutes at Chapman University allows the University of Redlands to work in cooperation with partner university and K-12 districts to strengthen the university's ability to innovatively address the teacher shortage in California while continuing the institution's mission centered work to educators representing diverse identities to serve in diverse communities. Additionally, the project Transdisciplinary

Educational and Multicultural/Multilingual Approaches for Teaching Elementary Students Language & Literacy (TEAMMATES-LL) grant funded by the U.S. Department of Education Office of Special Education Programs (OSEP) provides the opportunity for University of Redlands to further diversify their pool of candidates for the Speech-Language Pathology program while also extending the university's ability to provide services to local public schools and the broader community.

Part of the University of Redlands' mission is to provide needed services to the community, and the Truesdail Center helps accomplish this mission. In addition to providing therapy to the community members with a wide range of disorders and disabilities, the center gives graduate candidates the chance to directly apply what they have learned in a rewarding, community-facing environment while earning their required minimum 400 supervised practicum hours.