

**Recommendation to Remove Stipulations for
University of California, Riverside
March 2017**

Overview of this Report

This report presents the actions taken by University of California, Riverside (UCR) to address the stipulations placed upon the institution as a result of Committee on Accreditation (COA) action at the June 13, 2016 COA meeting.

Recommendations

1. That the stipulations from the 2016 accreditation visit be removed.
2. That the accreditation decision be changed from ***Accreditation with Stipulations*** to ***Accreditation***.

Background

The University of California, Riverside accreditation visit was held April 24-27, 2016. The team report was presented to the COA on June 13, 2016 and may be found at the following link:

[UCR Site Visit Report 2016](#)

The COA acted to determine an accreditation status of **Accreditation with Stipulations**. The letter stating COA action is available at the following link: [COA Action Letter](#)

The following stipulations were adopted by the COA for University of California, Riverside.

- 1) University of California, Riverside is to provide evidence of unit leadership that systematically provides oversight of all Commission-approved programs.
- 2) University of California, Riverside is to provide evidence of an implemented unit assessment system that consistently collects, analyzes and utilizes data on candidate and program completer performance and unit operations for unit effectiveness.
- 3) University of California, Riverside is to provide evidence that during the bilingual program all candidates complete fieldwork and are guided and coached on their performance in bilingual instruction using formative assessment processes and verification of candidates' performance provided by both institutional and field based individuals with bilingual expertise and/or possessing bilingual authorization.

The institution has made focused progress over the past year in addressing the stipulations. The institution began immediately after the site visit to work across the unit to propose solutions to the stipulations. UCR prepared a narrative report that outlines steps taken to address the stipulations and all standards deemed less than fully met at the 2016 visit. The report included

comprehensive supporting evidence in each section of the narrative along with links that provided documentation as to how UCR adjusted the structures, policies, and programs. The UC Riverside report has been included for your review as an Appendix to this item. The chart below summarizes the actions taken by the institution to address each stipulation.

Stipulation	Summary of Action Take	2017 Recommendation
<p>Stipulation 1: Unit Leadership University of California, Riverside is to provide evidence of unit leadership that systematically provides oversight of all Commission-approved programs.</p>	<p>Establishment of a Unit Leadership Committee comprised of leadership, faculty and staff of both the Graduate School of Education and Extension Education. The committee meets monthly for the purpose of unit cohesion, providing oversight, reviewing program level and unit level data and other curricular matters.</p>	<p>Removal of Stipulation</p>
<p>Stipulation 2: Unit Assessment System University of California, Riverside is to provide evidence of an implemented unit assessment system that consistently collects, analyzes and utilizes data on candidate and program completer performance and unit operations for unit effectiveness.</p>	<p>Implementation of regularly scheduled assessment and evaluation process that includes monthly review of data for the purposes of providing feedback and continuous program improvement.</p>	<p>Removal of Stipulation</p>
<p>Stipulation 3: Bilingual Authorization University of California, Riverside is to provide evidence that during the bilingual program all candidates complete fieldwork and are guided and coached on their performance in bilingual instruction using formative assessment processes and</p>	<p>Revised Bilingual Authorization Course to include requirement of demonstrated lessons in bilingual setting.</p>	<p>Removal of Stipulation</p>

verification of candidates' performance provided by both institutional and field based individuals with bilingual expertise and/or possessing bilingual authorization.		
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The systematic meetings, connectedness across the unit, a cohesive assessment and evaluation process and quarterly collection, analysis, and use of data to inform decisions has resulted in common goals at both the program and unit level.

Next Steps

Based on the documentation provided, the Commission staff recommend that the Committee on Accreditation remove the stipulations placed on the institution in 2016 and change the accreditation status of the University of California, Riverside from **Accreditation with Stipulations** to **Accreditation**.

7th Year Accreditation Report

**Prepared for the California Commission on Teacher
Credentialing Committee on Accreditation**

by the

University of California, Riverside

February 15, 2017

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Executive Summary

After reviewing feedback and stipulations from the Commission, the leadership, faculty and staff at University of California, Riverside (UCR) Graduate School of Education (GSOE) and Extension Education have adjusted our structure and practices to address the issues found. To address the stipulations we:

- Implementation of a CTC Unit Leadership Committee (CS 1 Stipulation addressed). The committee consists of deans and directors that are responsible for credential programs delivered by GSOE Teacher Education, School Psychology, and Extension Education. The committee:
 - Meets monthly
 - Establishes unit-level cohesion
 - Provides oversight of unit-based policies, goals, activities, and specific programs
 - Reviews program-level data and implementation of California Program Standards and curriculum frameworks
 - Provides data-driven direction for improving unit-level and program specific outcomes
 - Discusses CTC-related communication regarding CTC news, changes to program standards, training opportunities, UCR accreditation planning and reporting
- Implementation of a regularly scheduled assessment and evaluation process (CS 2 Stipulation addressed). Unit leaders present data in monthly CTC Unit Leadership Committee meetings for the programs they direct:

- Quarterly and Annual reviews of program-level and unit-wide data
- CTC Unit Leadership Committee meets to discuss reviews, providing feedback and recommendations for continuous improvement of all programs
- Revision of Bilingual Authorization course (Bilingual Authorization PS 2 Stipulation addressed)
 - EDUC X 426.52 – Assessment and Methods of Instruction was revised to include supervision coupled with formative feedback

The changes and processes we have implemented have already led to improvements in our programs. The CTC Unit Leadership Committee has proven to be an effective way to increase communication, and analysis of program data at the unit-level, as well as a means to jointly establish target goals and strategies to improve all outcomes.

UC Riverside’s Progress in Responding to Stipulations

Stipulation Addressed	Current Changes	Evidence
<p><u>Common Standard 1: Educational Leadership</u></p> <p><i>University of California, Riverside is to provide evidence of unit leadership that systematically provides oversight of all Commission-approved programs.</i></p>	<p>The University of California, Riverside has implemented a CTC Unit Leadership Committee:</p> <ul style="list-style-type: none"> • Meets Monthly • Oversees program-level implementation • Collaboration on unit-level decisions • Sets and reviews goals and targets • Reviews program-level data and California standards implementation from a unit-level perspective for data-driven decision-making. • Discusses CTC communication on policies and training opportunities • Coordinates CTC accreditation-related activities and reporting 	<p>Evidence includes minutes and agendas from passed meetings:</p> <p>May (Agenda; Minutes), June (Agenda; Minutes), September (Agenda; Minutes), October (Agenda; Minutes), November (Agenda; Minutes), December (Agenda; Minutes), January (Agenda; Minutes).</p> <p>Members include: GSOE Dean, UCR Extension Education Dean, UCR Extension Education Director, Teacher Education Director; Teacher Education Assistant Director; School Psychology Credential Coordinator.</p> <p>Attendance has been 100% at all meetings.</p>

<p><u>Common Standard 2: Unit and Program Assessment and Evaluation</u></p> <p><i>University of California, Riverside is to provide evidence of an implemented unit assessment system that consistently collects, analyzes and utilizes data on candidate and program completer performance and unit operations for unit effectiveness.</i></p>	<p>The University of California Riverside is using the CTC Unit Leadership Committee as a vehicle to discuss, review and implement a unit-level assessment system. This assessment system requires that programs collect, analyze, and present data quarterly at the CTC Unit Leadership Committee for review, feedback, and planning for improvement. At the unit level, the <i>review and monitoring of unit-level goals and targets</i> is a standing agenda item. This review process has been invaluable for identifying and setting common targets at the program and unit levels.</p>	<p>Evidence includes PowerPoint presentations, and Completer reports.</p> <p>Teacher Education Program Fall 2016 Quarterly Review</p> <p>UCR Extension Completer Surveys for CLAD through CTEL, CLEAR, and Special Subjects.</p> <p>School Psychology Completer Survey</p>
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<p><u>Bilingual Authorization: Program Standard 2</u></p> <p><i>University of California, Riverside is to provide evidence that during the bilingual program that is offered through Extension all candidates complete fieldwork and are guided and coached on their performance in bilingual instruction using formative assessment processes and verification of candidates' performance provided by both institutional and field based individuals with bilingual expertise and/or possessing bilingual authorization.</i></p>	<p><u>EDUC X 426.52- Assessment and Methods of Instruction</u> (6.0 units), a required course in the Bilingual Authorization program that is delivered through UCR Extension, was redesigned by the Bilingual Authorization Program Coordinator and the course Instructor. Both are experts in bilingual education and hold bilingual authorization credentials. The Director of Extension Education who oversees this program and is a member of the CTC Unit Leadership Committee coordinated the revision effort.</p> <p>The course now requires all students to apply what they learn in the course to their classrooms. The students then receive formative feedback through their course assessments focused on guiding students on their bilingual instruction. Students are assessed by institutional and field based individuals with bilingual expertise and/or possessing bilingual authorization.</p>	<p><u>EDUC X 426.52- Assessment and Methods of Instruction</u> syllabus provides the evidence for the course.</p> <p><i>FYI: The redesigned course was presented to the CTC Unit Leadership Committee at the June (Agenda; Minutes; Memo) and November (Agenda; Minutes) 2016 meetings and was approved for implementation.</i></p>
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Response to Stipulations

Common Standard 1: Educational Leadership

Standard 1: Educational Leadership Met with Concerns

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

Rationale for Stipulation: The team found a disconnect between programs, unit leadership and Commission standards. The unit leadership did not demonstrate a cohesive vision and practice that is responsive to Commission-adopted standards. In addition, the team did not find evidence of a vision that provides direction for unit accountability for all credential and certificate programs.

In order to fully meet Common Standard 1, UCR’s Graduate School of Education (GSOE) and UCR Extension Education have chosen to guide its practice by fully implementing a more cohesive leadership model for the Unit, implementing a [CTC Unit Leadership Committee](#), which meets monthly to move the Unit vision forward, and assessment practices that determine the degree to which we are moving towards that vision. The common vision that all of the programs follow is reflected in the campus Mission Statement and the Community Engagement section of the [UCR 2020: The Path](#)

[to Preeminence](#) strategic action plan. The Unit's research-based vision is to prepare teachers and school psychologists with the professional knowledge, dispositions, and skills to address the learning needs of the growing number of culturally and linguistically diverse students in California's public schools. We meet this vision by routinely including faculty and staff who are experts in their fields in CTC Unit Leadership Committee meetings where their advice helps to guide the conversation. For example, at our December meeting to discuss the potential for a CTC grant for a four-year integrated Education Specialist program, we included the Education Specialist Supervisor as well as other Special Education faculty in subsequent conversations regarding the development of the curriculum for said integrated program (December CTC Unit [Agenda](#); [Minutes](#)). Our inclusion of members of the UCR GSOE and Extension community is not limited to faculty. We also include other members, such as the Unit's lead Credential Analysts in the GSOE and Extension Education, who were included in the November meeting to share information they obtained by attending the Credential Counselors and Analysts of California (CCAC) Conference ([Agenda](#); [Minutes](#)).

The programs represented as part of the Unit are the GSOE Teacher Education Program, UCR Extension Education, and School Psychology (see Table 1). As mentioned in the previous paragraph, the meetings provide a platform for the Deans and Directors to communicate and move forward a cohesive vision for the Unit and a mechanism for stronger connections between programs, unit leadership, and the Commission standards. Committee membership consists of the Dean of the Graduate School of Education, the Dean of UCR Extension, the Director of the School Psychology Program, the Director and Assistant Director of the Teacher Education Program, and

the Director of the UCR Extension Education Department. The committee has met, with full attendance, every month from May 2016 through January 2017, with the exception of the months of July and August. During these meetings, we focus on continuing items, such as program planning and new program development, analysis of program-level data, and how changes in state and federal policies will affect our programs. Agendas include (but are not limited to) the following standing items: review of the CTC PSD News emails; review of Commission standards and curriculum frameworks; evaluation and monitoring of program and unit-level goals and targets; review and discussion of survey results for program completers, employers and mentor teachers; review of enrollment and retention data; analysis of TPE achievement data; and transition plans for programs with new standards. Unit leaders set targets and discuss strategies to achieve these goals. For example, decisions about admission criteria for pre-service credential programs have been made in CTC Unit Leadership Committee meetings based on trends found in quarterly retention data.

Table 1: Programs and Authorizations offered by Unit

Program	Credentials/Authorizations Offered
GSOE Teacher Education	<ul style="list-style-type: none"> • Multiple Subjects Preliminary • Single Subject Preliminary • Education Specialist Mild/Moderate Preliminary • Education Specialist Moderate/Severe Preliminary • Bilingual Authorization
UCR Extension Education	<ul style="list-style-type: none"> • Multiple Subjects Clear • Single Subject Clear • Education Specialist Clear • Career Technical Education Clear and Preliminary • Added Authorization – Early Childhood Special Education • Bilingual Authorization • California Teachers of English Learners (CTEL/CLAD) • Designated Subjects: Special Subjects Clear and Preliminary
GSOE School Psychology	<ul style="list-style-type: none"> • PPS in School Psychology

Finally, we use data to drive our vision forward. For example, after analyzing program-level data (see [Teacher Education Program Fall 2016 Quarterly Review](#)), we discussed factors that affect program-level retention. Based on the data analyzed, as a Unit, we decided on aiming for increasing retention by 5% per year in each of our programs over the next three years with annual review and adjustment as needed. In order to accomplish this (specifically in the Teacher Education Program), we revised our admission process to ensure that students have met all preliminary requirements prior to enrolling so that they can concentrate on their development as educators and completion of the edTPA, RICA, and other requirements of our fast-paced. Together, our Unit Leadership has worked diligently to implement a cohesive vision, include the voices of GSOE and Extension Education stakeholders, and use data to make decisions and set targets at the unit and program level.

Common Standard 2: Unit and Program Assessment and Evaluation

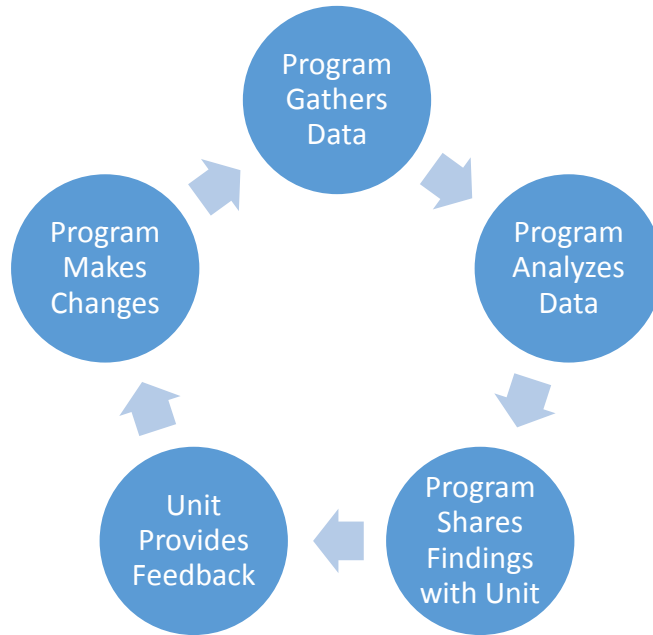
Standard 2: Unit and Program Assessment and Evaluation Met with Concerns

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

Rationale for Stipulation: The evidence reviewed at the site visit, including interviews with faculty and staff and biennial reports indicates that the system is not consistently collecting, analyzing, and utilizing data on candidate and program completer performance and unit operations. All programs have identified assessment data for ensuring that candidates have met the required state standards, but the data is not aggregated and reviewed systematically for all programs or at the unit level.

In response to the Commission's recommendation, we have instituted a system for the regular review of unit and program-level data. As depicted in Figure 1 below, the assessment and evaluation process links the program-level assessment to unit-level review and feedback. This process allows programs to collect meaningful data on enrollment, operations, and student achievement of desired outcomes, gain valuable feedback on program-level findings from the entire Unit and then use that feedback and reflection opportunity to make meaningful changes.

Figure 1: Assessment and Evaluation Cycle.



As an example of formative data use, the [UCR Teacher Education Program presented its Fall 2016 Quarterly Review](#) at the January CTC Unit Leadership Committee meeting. The data covered enrollment, student competency in achieving TPEs, and evaluations of UCR Supervisors Teacher Education in the program. The data, along with the analysis done at the program-level was presented. The CTC Unit Leadership Committee reviewed the findings and made a suggestion for program-level analysis and use of the data, as well as unit-level target. At the program level, the suggestion was made to analyze the Supervisor data by each individual supervisor. The Teacher Education Program took that feedback, disaggregated the data for each Supervisor and created an evaluation report that includes questions for each Supervisor to use for further reflection and planning ([Supervisor Quarterly Review Sample](#)). At the unit level, the CTC Unit Leadership Committee discussed the findings presented by the Teacher Education Program related to enrollment and retention. The CTC Unit

Leadership Committee decided that it would be possible to set a goal for increasing unit-level retention by 5% per year over the next three years (please see section above on Common Standard 1). For the Teacher Education Program, this would be achieved by refining the admission process and reviewing program-level data quarterly to ensure that the program is on target to meet the unit-level goal of 5% increase in retention.

As an example of summative data use, data from completer surveys was presented by UCR Extension Education to the CTC Unit Leadership Committee at the November ([Agenda](#); [Minutes](#)) and December ([Agenda](#); [Minutes](#)) meetings. While findings were positive, the CTC Unit Leadership Committee honed in on one issue that was common across all programs. The CTC Unit Leadership Committee decided completer survey response rates were not strong enough to make meaningful program-level decisions. So, we have placed completer survey response rates as an item to be revisited in a future meeting after research has been done on how to increase the completer survey response rate.

One of the key factors in being able to meet program and unit-level goals is the use of a data dashboard linked to assessment ([UCR Teacher Education Program presented its Fall 2016 Quarterly Review](#)). This data dashboard style presentation of assessment and evaluative information makes it easier to use and adjust for program-level use. The goal is to continue this process each quarter for formative feedback and appraisal, and to utilize a more summative approach for the annual review of program and unit-level data. All of this will happen within programs and across the Unit through the CTC Unit Leadership Committee. In total, we have instituted an assessment and evaluation process that is aimed at using data to make decisions ([UCR Teacher](#)

[Education Program presented its Fall 2016 Quarterly Review](#) (January [Agenda](#); [Minutes](#)). In essence, through the use of assessment data, we are fully utilizing the forum the CTC Unit Leadership Committee to make meaningful decisions.

Bilingual Authorization: Program Standard 2

Program Standard 2: Met with Concerns

The concerns stem from the fact that in the program offered through University Extension, interviews confirmed there is no fieldwork completed by candidates. The Bilingual authorization is offered in two pathways. The team found that all standards in the combined MS/SS Bilingual Program were met. In the post credential Bilingual authorization pathway interviews and review of program documents revealed that during the program candidates are not “guided and coached on their performance in bilingual instruction using formative assessment processes and verification of candidates’ performance provided by both institutional and field based individuals with bilingual expertise and/or possessing bilingual authorization.”

The Bilingual Authorization Program Coordinator at UCR Extension has been regularly convening a Bilingual Authorization curriculum committee to review and revise the program’s coursework. The Director of Extension Education that oversees this program and is a member of the CTC Unit Leadership Committee coordinated the revision effort. The work began in January 2015 and has been ongoing throughout 2016. The syllabus for the 6.0 quarter unit course, [EDUC X 426.52](#) – *Assessment and Methods of Instruction in Bilingual Settings*, has been redesigned so that Program Standard 2 is fully met. The redesigned syllabus was presented to the [CTC Unit Leadership Committee](#) for review and approval prior to implementation (June [Agenda](#); [Minutes](#); [Memo](#) and November [Agenda](#); [Minutes](#)).

The course now requires participants to design and deliver, in Spanish, two mini-lessons and one final lesson that are aligned to the Common Core State Standards

(Common Core en Español). They must submit the written lesson plans along with a video-recording of themselves teaching the lessons. The lessons must be conducted/presented in standard academic Spanish and participants must utilize the Lesson Design Template and the Lesson Observation Final Project Rubric provided in the syllabus ([EDUC X 426.52](#)). The instructor, who holds a bilingual authorization credential and is an expert in bilingual education, will provide feedback to the participant following each mini-lesson on the lesson plan provided and the delivery of the lesson. Participants must reflect on and incorporate the feedback in their next lesson. The Lesson Observation Rubric is aligned to the Bilingual Authorization Program Standards and Competencies.