

Discussion of the 2nd Quarterly Report for University of Redlands

October 2023

Overview of this Report

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

Staff Recommendation

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

Background

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

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

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

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

Second Quarterly Report Contents

Following the February 2023 site visit, the University of Redlands leadership, faculty, and staff met to discuss the stipulations and continues to do so. Their first quarterly report contained actions both taken and those planned to address each of the stipulations. The second quarterly report continues to provide evidence and narrative around new and continuing activities to address stipulations from the site visit. It is available here: [University of Redlands First Quarterly Report to Address Stipulations](#). The linked report includes the institution's responses to the stipulations with actions taken and links to evidence that supports the action. A summary of the report can be found below.

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

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

At the February 2023 site visit, the team found insufficient evidence that candidates were receiving 200 hours of early field experiences across disability categories, in both general

education and special education settings, that were both planned and supervised for the Preliminary Education Specialist program with Intern. Since the site visit, the institution has updated the early fieldwork tracking form to include tracking for General Education and Special Education settings and all applicable disability categories. The Early Fieldwork webpage has been revised and updated to provide information about the 200-hour requirement, the use of the tracking form (which the institution indicates candidates are already using), and information for candidates about how this requirement will occur during the early semesters of the program and with the guidance of course instructors.

Through additional communications with the institution in August, staff learned that it plans to develop a strategy for better leveraging existing partnerships to support structured field experiences and also match candidates with strong mentors within their network of local education agency (LEA) partners. The institution explained the goal of this new strategy is to better align existing early field work assignments for candidates, wherever appropriate, with specific mentor teachers and school sites. The institution indicated that more information on these activities will be provided in future quarterly reports. None was received as part of the second quarterly report. *Staff expects this information will be part of the third quarterly report.*

Following analysis of the first quarterly report, Commission staff suggested the next (second) quarterly report include course syllabi that clearly show how many hours of early fieldwork are included in each applicable course, a listing of LEAs where the institution has identified where the early fieldwork will take place in a setting aligned with the learning objectives of the course, and demonstration, through narrative or a database, of how the program ensures candidates are completing this requirement in a timely manner. None was received as part of the second quarterly report. *Staff expects this information will be part of the third quarterly report.*

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

At the site visit, the team found insufficient evidence that candidates were receiving opportunities to demonstrate knowledge of the disability characteristics for the student population they would be authorized to teach (in this case, Mild to Moderate Support Needs) and the educational and psychosocial implications of these characteristics for students identified with educational support needs who have an Individualized Education Program (IEP) (Program Standard 1). As part of the first quarterly report, the institution submitted a draft table outlining the evidence demonstrating where candidates are receiving opportunities to demonstrate knowledge of disability characteristics. Staff notified the institution that the table showed some evidence of the topics of Autism Spectrum Disorder and Traumatic Brain Injury but no others. The institution also indicated in its first quarterly report that the Associate Dean of Academic Affairs and Associate Director of Advising & Fieldwork Experiences began meeting with program coordinators this summer with the goal of integrating additional opportunities for candidates.

Commission expected the second quarterly report would continue to build out the evidence in the table that will illustrate that candidates are receiving these opportunities throughout the course of their program. A table was submitted, however, it was inaccessible to staff; and, while the institution did work to provide this access in time for this COA report deadline, it was unable to do so. *Staff expects to be able to review this evidence as part of the third quarterly report.*

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

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

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

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

Commission staff anticipated receiving more information on the progress of these changes in the second quarterly report; however, while the institution provided links to key assignments, updated syllabi, a four-phase rollout of new rubrics to grade and track candidate performance data were provided, and pre- and post-activities from the Canvas workshop, none of these links were accessible to staff. The institution worked to correct the issue but was unable to do so in

time for this COA report deadline. *Staff expects to be able to review this evidence as part of the third quarterly report. In addition, an updated course matrix will be required as part of the third quarterly report as it will be necessary for the accreditation revisit in March 2024.*

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

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

In the first quarterly report, the institution provided evidence that a plan was in place under the leadership of the Program Coordinator for School Counseling to implement a support site on SharePoint for field experience supervisors. The program coordinator completed the California Association of School Counselors School Counseling Supervision training in order to inform development of the updated support site. Plans were in place to make the site available to all site supervisors by fall 2023; the site was expected to contain all training resources. In addition, the site was planned to be hosted on SharePoint to provide greater access to individuals who did not have access to the MyRedlands platform. As part of the second quarterly report, the institution provided a copy of the proposed Site Supervisor Training Materials and indicated they are still under development. The institution also provided narrative stating its goal to produce a comprehensive eight-hour training package, including topics such as models of supervision, school counseling supervision models, supervisory working alliance, the parallel process, countertransference, direct observation, gatekeeping, triadic and group supervision, self-care, and more. The institution also plans to simultaneously, develop a video presentation that is expected to cover general program training requirements, Time2Track-related topics, information about placement process, and other pertinent matters; this will be developed by the Office of Licensure and Credentialing. *Staff expects to see a finalized version of all training materials and the eight-hour training as part of the third quarterly report and evidence that these are in use.*

Staff has asked to see the how the program is addressing “collaborating with partners on the design and quality of field experience” and *expects this to be part of the third quarterly report.*

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

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

As part of the first quarterly report, a Practica Hour tracking form was created to track candidate completion of practica hours in appropriate activities aligned with counseling domains and performance expectations. The form specifies that 80 of the 100 hours of practica activities occur across the arc of a candidate's coursework while the remaining 20 hours will consist of approved activities. The candidate uses the form to input activities completed for the remaining 20 hours that are not included in their coursework. The form is then approved by the program coordinator before a candidate completes their fieldwork requirement. This form was set to be implemented in Fall 2023.

As part of the second quarterly report, the institution provided information and evidence to demonstrate four approaches that have been established to ensure its PPS candidates receive guidance on the appropriate activities for the remaining 20 hours of practica that are not included in coursework. These approaches include explicit language in the candidate Fieldwork Handbook, group academic advising sessions conducted by the School Counseling academic advisor, direct communications with the program director, and the approval process discussed above in which candidates submit their Practica Hour tracking form to the program coordinator for approval. *Staff would like to see evidence of its implementation and use in the third quarterly report.*

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

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

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

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

For the second quarterly report, the institution provided access to the 15 updated course syllabi for this program (representing all courses for the program) that have been modified to adhere to a uniform structure and template and clearly indicate corresponding School Counselor Performance Expectations (SCPEs) within each syllabus. In addition, the institution has indicated the program coordinator is actively collaborating with the course instructors from each course to analyze key course assignments and weekly topics to ensure that the program's coursework is effectively structured, offering ample opportunities for candidates to learn, implement, and reflect on each SCPE.

An updated course matrix will be required as part of the third quarterly report as it will be necessary for the accreditation revisit in March 2024.

Next Steps

The third quarterly report is scheduled to be presented to the COA at its January 2024 meeting. The institution's accreditation revisit is scheduled for March 25-28, 2024. Commission staff will continue to work with the University of Redlands as it makes progress in addressing stipulations in preparation for its revisit.