



University of Redlands  
**CASE STUDY**

Transforming Educator Preparation:  
Reinventing District and Program Partnerships





# DEEPENING PARTNERSHIPS

When it comes to deepening partnerships, breaking down silos, and fostering ongoing dialogue on critical issues in education, the University of Redlands (“Redlands”) has redefined its relationships with partner Local Educational Agencies (LEAs) through bi-annual partner convenings. The Redlands team prides itself on using innovative, data-driven approaches to recruiting and preparing candidates who are ready to meet the needs of students within their communities. Through these partnership convenings, Redlands has bridged the K-12 and higher education communities, creating a space for collaboration and shared learning.



“Embarking on collaborative activity turns transactional partnership into **transformational** partnership.”

- Dean, University of Redlands



# LOCAL EDUCATIONAL AGENCY-EDUCATOR PREPARATION PROGRAM PARTNER CONVENINGS KEY ELEMENTS

These partner convenings allow Redlands to share data and gain insights from districts on the practicum experience, discuss challenges in diversifying the teacher pipeline, and gather feedback on skills and knowledge future candidates should be prepared with. The scope of these partner convenings has expanded to include school counselors and education administrators, displaying Redlands’s commitment to the preparation of all education professionals.

## Essential Components of Partner Convenings

- Ensuring all stakeholders are “at the table,” including superintendents, principals, teachers, classified staff, and Educator Preparation Program (EPP) faculty and staff
- Facilitating the transparent sharing and discussion of data
- Conversations around shared governance
- Opportunities for stakeholders to provide feedback on EPP content and programming
- Development of shared goals for the recruitment and retention of teachers

# LOCAL EDUCATIONAL AGENCY-EDUCATOR PREPARATION PROGRAM PARTNER CONVENINGS RESOURCES

[Partner Convening  
Agenda](#)



[Partner Convening  
Slideshow](#)



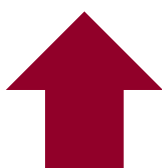
[Partner Convening  
Group Work Slides](#)



# OUTCOMES OF FOSTERING STRONG LEA-EPP PARTNERSHIPS

With support from the California Educator Preparation Innovation Collaborative (CalEPIC)\*, Redlands operationalized a mutually beneficial partnership model grounded in shared governance of programming. Stakeholders consistently met to develop a common understanding of commitments and goals aligned with the Redlands E.Q.U.I.T.Y framework. This approach led to a redesign of the clinical program, creating stronger connections between candidate support systems - including cooperating and mentor teachers, University Supervisors, and faculty instructors. These meaningful partnerships have also enhanced recruitment strategies to better meet the needs of students and reflect the demographics of the districts. Additionally, the University of Redlands continues to collaborate with their LEA partners to conduct teacher professional learning sessions. These efforts foster a highly supportive and holistic system for candidates as they navigate their academic and pre-service journeys, ensuring they thrive in the workforce (Fitz & Yun, 2024).

\*CalEPIC is a technical assistance center under the umbrella of the Thompson Policy Institute on Disability based at Chapman University that works with EPPs and LEAs across the state to support a diverse and thriving teacher workforce, including the promotion of innovative teacher residency and apprenticeship models.



INCREASE IN DATA SHARING SESSIONS TO BI-ANNUALLY

100%

COURSEWORK ALIGNED WITH E.Q.U.I.T.Y. FRAMEWORK

3

CLINICAL TOOL CALIBRATION SESSIONS ANNUALLY

30

PAID RESIDENCY POSITIONS IN 2024-2025, INCLUDING MULTIPLE SUBJECT, DUAL CREDENTIAL, EDUCATION SPECIALIST, AND SINGLE SUBJECT



INCREASE IN DUAL CREDENTIAL PATHWAYS

# TRANSFORMING TOGETHER

## THE CALEPIC JOURNEY

CalEPIC is committed to enhancing the capacity of California's diverse educator workforce to promote equity, inclusivity, and the whole child. Through trusted partnerships, we design and deliver innovative supports for educator preparation programs that focus on serving traditionally underserved students, including those with disabilities, Black, Latinx, LGBTQIA+ individuals, and students experiencing poverty.

### OUR APPROACH

#### Strengthening Partnerships

Together, we work to enhance the relationship between EPPs and LEAs to support pre-service and new teachers, improve teacher retention, and promote professional learning among faculty to increase equity and access in education.

#### Building a Diverse and Thriving Workforce

Our focus rests on the development of a strong educator workforce through improved training and support for teachers, ensuring they are well-prepared to provide high-quality education, particularly to historically underserved students, while also promoting inclusive school environments and social-emotional learning.

#### Program Transformation

We support EPPs in creating relevant programming to address the needs of traditionally marginalized students, emphasizing continuous improvement, stakeholder collaboration, and financial sustainability.

#### Strategic Staffing

At CalEPIC, we believe in the power of Teacher Residencies. Strategic staffing builds on the residency model so that everyone in our schools - from new teachers to their mentors, administrators and teacher teams, as well as students - are best served. EPP partners develop strategic staffing teacher residency models to proactively address future pipeline needs and bring greater diversity into the workforce to reflect student demographics.

#### References:

- Fitz, J., & Yun, C. (2024) Successful teacher residencies: What matters and what works [Brief]. Learning Policy Institute.

[www.chapman.edu/tpi](http://www.chapman.edu/tpi)