

Report of Program Accreditation Recommendations

June 2021

Overview

This report provides a summary for institutions requesting approval for new programs.

Staff Recommendation

That after discussion with the program sponsors and after review of the BIR review of the program as well as documentation from the institution submitting the proposal, the Committee on Accreditation grants initial accreditation for the following programs.

Education Specialist: Deaf and Hard of Hearing, Intern Pathway

San Diego County Office of Education

To address the severe DHH teacher shortage which has greatly impacted San Diego County Office of Education (SDCOE) schools and programs, the Teacher Effectiveness and Preparation unit of San Diego County Office of Education (SDCOE) has developed an intern pathway to the Education Specialist Deaf and Hard of Hearing (DHH) teaching credential. The proposed pathway will allow teacher candidates to complete coursework in DHH theories and methodologies while conducting clinical practice in their own classrooms, with the support of program supervisors and site-based mentors. The DHH coursework will focus on multilingual pedagogies, to include American Sign Language (ASL) and a variety of service delivery models currently in place in San Diego County schools. The program's approach to the DHH credential includes purposeful coursework aligned to the DHH Teaching Performance Expectations, comprehensive assessments relevant to candidates' teaching assignments, and clinical experiences that successfully prepare candidates to collaboratively teach K-12 students inclusive of fellow teaching professionals and families. Program submission documents with reviewer feedback: [SDCOE DHH Intern Credential](#)

Preliminary Single Subject, Intern Pathway

San Diego County Office of Education

The SDCOE Teacher Effectiveness and Preparation unit has designed a two-year math/science single subject intern program to address the needs of local districts and charter schools seeking to fill teaching positions due to an identified need gathered from data collected in the county. All candidates must first complete 120 hours of pre-service prior to entering the intern program. The proposed intern program will provide learning opportunities that develop innovative and reflective practitioners committed to enacting socially just educational experiences for all. Candidates will teach within the math/science content area while also participating in online synchronous and asynchronous coursework. The coursework will be based on experiential learning; while candidates learn new content aligned with the Teaching Performance Expectations (TPEs), they will implement their new learning in their teaching assignment and have multiple opportunities to reflect on the outcomes of their practice by

examining and discussing evidence of student learning with an on-site mentor, a clinical supervisor, and course instructors. Candidates will receive 144 hours of general supervision and support, as well as 45 hours specific to English learners, through observations, reflective discussions, and other forms of support by their on-site mentor as well as their clinical supervisor throughout this two-year experience. Observations will assess candidate application and progress of the TPE. Program submission documents with reviewer feedback: [SDCOE Prelim SS: Math/Science Intern](#)

Teacher Induction

University of California, Berkeley

The Berkeley Educators for Equity and Excellence (BE3) Teacher Induction program at the University of California (UC) Berkeley is designed to provide a two-year individualized, job embedded system of mentoring, support, and professional learning for newly credentialed teachers during their first two years of teaching. Guided by the California Standards for the Teaching Profession (CSTP) and the [BE3 Identity Statement](#), the BE3 Teacher Induction Program is designed to support each participating teacher in building on the foundation of knowledge and skills gained during the preliminary credential program. During the two years of the program, participating teachers will work with their designated mentor teacher to develop and execute an Individual Learning Plan that guides a process of inquiry into practice and critical reflection on professional growth. Participating teaching candidates will be supported to develop goals and collect evidence of growth in the Individualized Learning Plan (ILP). Candidates will be evaluated based on successful growth toward their goals and completion of three cycles of inquiry and a capstone project. Candidates will be supported by a mentor teacher and by program staff as they develop and complete their ILP. Program submission documents with reviewer feedback: [UC Berkeley Teacher Induction](#)