

Bilingual Authorization Program Transition Plan

The transition plan provides demonstration that each Commission approved Bilingual Authorization program understands the expectations embodied in the updated standards and performance expectations and has/is taking the steps to align the program with the new standards by the effective date of **July 1, 2023**. Further, it requires that each program consult with appropriate personnel within its own educational organization to ensure a successful transition and alignment with the standards. Finally, the transition plan allows the Commission to ensure that appropriate technical assistance is provided to assist programs in transitioning. It is expected that this document is submitted only after important conversations and planning have been done by institutional personnel about how the program will transition to the new standards. For more information about the new standards, see [PSA 22-06](#).

**Submit Signed Completed Transition Plans and URL to Accreditation@ctc.ca.gov
Submission Window– June 2022 to January 31, 2023**

1. Identify who has been involved in reviewing the updated standards and performance expectations and analyzing the current program to identify what will need to be modified. *Include names and title/roles of the team that have been involved in this process. As a reminder, the Common Standards require collaboration with external stakeholders, so it is important to include stakeholder members in this process. (Add or delete rows to the table below as needed).*

Transition Team Member	Title/Role
Pablo Jasis, Ph.D.	Professor Elementary and Bilingual Education Department/Instructor EDSC 541 Spanish
Grace Cho, Ph.D.	Professor Secondary Education Department/Instructor EDSC 541 Korean
Michelle Soto-Peña, Ph.D.	Assistant Professor Elementary and Bilingual Education Department/Instructor EDSD 446 Spanish
Unis Choi, M. Ed.	Teaching Specialist Glendale USD/Instructor EDSC 446 K
Huong Dang, M. A.	Dual Immersion Instructional Support Specialist Westminster SD/Instructor EDSC 446V
Tri Tran, Ph.D.	Faculty University of California Irvine/Instructor EDSC 541 Vietnamese
Renae Bryant, Ed. D.	Director of Plurilingual Services Anaheim Union HSD
Magaly Rodríguez, M. Ed.	Coordinator of Multilingual Language Instruction Anaheim ESD

Paola Rosenberg, M.S.	Science Teacher Katella High School (Anaheim Union HSD)/Doctoral Student at Claremont Graduate University/Former Bilingual Authorization Candidate (Cohort Fall 2014)
Stephanie Enriquez	Teacher Las Palmas Elementary School (Capistrano USD)/Former Bilingual Authorization Candidate (Cohort Summer 2022)
Sandra Bustos	Teacher with a Preliminary Teacher Credential (Cohort Fall 2022)/Former Bilingual Authorization Candidate (Cohort Fall 2022)
Rosamaria Murillo, Ed. D.	Principal Ladera Palma Elementary School (La Habra School District)
Ferran/Fernando Rodríguez-Valls, Ph.D.	Professor Secondary Education Department/Instructor EDSC 446 Spanish/ Bilingual Authorization Program Coordinator

2. **Record of Transition Process.** *Key benchmarks are identified in the table below. Please note the dates when that benchmark has or will be addressed. You may add additional benchmarks if it is helpful to your program; blank rows have been provided. **The order of benchmarks below is not intended to determine the program's transition process;** however, all programs must be aligned with the new standards by July 1, 2023, or the beginning of the 2023-24 academic year, whichever comes first.*

Record of Transition Process – Key Benchmarks	Date Benchmark Activity Began or Will Begin	Date Benchmark Completed or Anticipated Date Benchmark will be completed
Initial meetings with the members of the transition Team (#1 above)	June 2022	December 2022
Revisions to course syllabi	September 2022	December 2022
Revisions to candidate handbooks/websites/other materials	November 2022	December 2022
Revisions to fieldwork materials	November 2022	December 2022
Individual meetings and communications with faculty teaching the Bilingual Authorization Courses	September 2022	December 2022
Creating rubrics for revised assignments included on the newly revised syllabi	September 2022	December 2022

Completing the course matrix showcasing the alignment between the BTPEs and course assignments	September 2022	December 2022
Sharing and peer-reviewing transition plans with colleagues from other CSU campuses	September 2022	December 2022
Final revisions of the transitional plan before being publishing at the College of Education Accreditation website	January 2023	January 2023
Gathering feedback from Former Bilingual Authorization Candidates	December 2022	December 2022
First cohort to begin revised program (by beginning of 2023-24 Academic Year) Enter date institutions will begin offering programs under the new standards.	All revised courses will be offered for the first time this coming Summer 2023	
Program must be aligned with new standards	N/A	July 1, 2023, or Academic Year 2023-24 whichever comes first

Transition Plan Submission Requirements

In addition to the completion of the previous pages of this transition plan, the following must also be submitted to complete the transition plan process. It is important to note that preparation of these documents for this transition plan will assist your program during Program Review as the updated versions of these documents will be required for Program Review during your institution's regularly scheduled accreditation activities.

1. Pathway(s) for Program Completion. Include options for candidate completion (concurrent, post-credential).

Course of Study (Curriculum and Field Experience)

- Admission to the Multiple Subject, Single Subject, or Education Specialist Credential Programs or holding a Preliminary or Clear Teaching Credential
- Successfully Completing the Program Entry Interview
- Spanish- [Passing Oral and Written Examination](#)
- Korean, Mandarin, and Vietnamese- Passing the CSET LOTE Subtest III (Language and Communication). Khmer Passing the CSET LOTE Subtest II

- Take and pass the appropriate Language Methods course for your target language or pass CSET LOTE Subtest IV
 - EDSC/EDEL 446 Kh (Pending to be revised and approved)
 - EDSC/EDEL 446 K
 - EDSC/EDEL 446 M
 - EDSC/EDEL 446 S
 - EDSC/EDEL 446 V
 - Take and pass the appropriate Culture course for your target language or pass CSET LOTE Subtest V
 - EDSC/EDEL 541 Kh (Pending to be revised and approved)
 - EDSC/EDEL 541 K
 - EDSC/EDEL 541 M
 - EDSC/EDEL 541 S
 - EDSC/EDEL 541 V
2. Course Sequence. Draft course sequence that has been or will be submitted for institutional review and approval for inclusion in the course catalog.
- Candidates working on their Bilingual Authorization in Spanish can take the two required courses in any order or sequence.
 - Candidates working on their Bilingual Authorization in Khmer, Korean, or Vietnamese concurrently take the two required courses during the Summer Semester.

SEMESTER	NAMED LANGUAGE	COURSES OFFERED
FALL	SPANISH	EDSC/EDEL 446 S
SPRING	SPANISH	EDSC/EDEL 541 S
SUMMER	SPANISH Khmer Korean Vietnamese	EDSC/EDEL 446 S and EDSC/EDEL 541 S EDSC/EDEL 446 Kh and EDSC/EDEL 541 Kh (when approved) EDSC/EDEL 446 K and EDSC/EDEL 541 K EDSC/EDEL 446 V and EDSC/EDEL 541 V

CSUF is part of the Asian Bilingual Authorization Consortium. Candidates working on their Bilingual Authorization in Mandarin take the required courses on our sister's campus: California State University, Los Angeles.

3. Description of Fieldwork (1 page). A narrative that provides a clear description of how the program is designed to implement the fieldwork requirement (20 hours). The description should include how the program will implement fieldwork for concurrent candidates as well as candidates who are earning the Bilingual Authorization

post-credential. It is expected that institutions work with post-credential candidates and partner districts/schools to provide candidates flexible options in meeting the fieldwork requirement.

The Bilingual Authorization Program Coordinator (BPAC) works in partnership with the local school districts (Anaheim ESD, Anaheim UHSD, Glendale USD, La Habra City Schools District, and Westminster SD). The BPAC identifies school sites in which candidates will observe high-quality, asset-based, and culturally and linguistically responsive practices in Dual Immersion classrooms. In addition, all candidates observe teachers who hold a bilingual authorization and have been selected for their Avant-guard work in plurilingual education settings.

All candidates, regardless of their status: admitted to a teaching credential program, currently completing a teaching credential program, holding a preliminary credential, or holding a clear credential, complete at least 20 hours of fieldwork observations.

Scenarios:

- A Teacher Credential Candidate completing her/his/their student teaching hours in a Dual Immersion classroom could complete the hours in the same classroom. The 20 hours of fieldwork observation count towards the minimum of 600 hours candidates have to complete in her/his/their teaching credential programs.
- Partner school districts support and have supported all credentialed teachers working on their Bilingual Authorization. They provide and have provided substitute teachers to cover the classrooms. To minimize the impact on the number of days and substitutes required to support candidates, we have agreed to compact the 20 hours of observation on three school days (7 hours each).

The 20 hours of fieldwork are an embedded requirement in the methods courses –EDSC 446 S, EDSC 446 V, EDSC 446 M, EDSC 446 K, and EDSC 446 Kh. Instructors teaching these courses oversee the completion of these hours and connect the topics covered in these courses with the [4+1 reflections](#) candidates complete as part of their observations. Furthermore, EDSC 446 instructors fill out and sign the [field competency form](#) verifying the competency of each candidate. The plurilingual competencies included in this form are aligned with the newly revised BTPEs.

Next steps:

We are taking steps to move towards a fully embedded Bilingual Teacher Preparation Program. We will expand the number of courses Bilingual candidates take in Spanish and ensure all Bilingual Candidates complete their student teaching in Dual Immersion classrooms.

- Multiple Subject/Bilingual Authorization Teacher Candidates complete one semester of student teaching in a Dual Immersion classroom. The goal is to move to a two semester experience in a Dual Immersion program.
- In Fall 2023, we will pilot a whole student teaching experience in a Dual Immersion Program with 5 Single Subject Teaching credential candidates who are working on her/his/their Bilingual Authorization. This pilot is supported by the Residency Grant awarded to Anaheim UHSD, the University of California, Irvine, and the College of Education at California State University, Fullerton.

4. *Course Matrix with links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. Institutions may still be in the planning process for determining the (P) practice and (A) Assessment links portion of this exhibit. It is not expected that there will be (P) practice and (A) assessment links here until the time of the institution's site visit or next Program Review submission, whichever comes first.*

The completion of the course matrix occurred in two different phases.

Phase 1- Summer 2022

After teaching the Bilingual Authorization courses in Korean, Spanish, and Vietnamese, instructors critically looked at the newly revised standards and Bilingual Teaching Performance Expectations. They completed a preliminary alignment between their course assignments and the BTPEs. This activity aimed to examine current syllabi and identify areas, assignments, and readings that needed to be amplified, modified, or eliminated.

Phase 2- Fall 2022

- The BPAC met/communicated individually or in small groups with all faculty teaching the Bilingual Authorization courses to discuss the challenges and opportunities when introducing, practicing, and/or assessing the BTPEs. Two areas emerged as critical ones: a) the need to rethink the signature assignments in each one of the two required courses and b) the differences between the alignment for the courses taught in Spanish and for the ones taught in Korean and Vietnamese.

On the difference between alignments, we examined how transferability across named languages comes organically within the context of romance languages (English and Spanish). However, the stretch across English and Asian languages is substantially larger. Similar challenges appeared when we talked about: translanguaging practices and transnational identities. The latter is often contextualized within borderland territories (i.e., Mexico and the US). However, Transnationality acquires an entirely different meaning when considering identities such as Korean-American or Vietnamese-American, among others.

Cognizant of these challenges and opportunities, we worked on building methodological cohesiveness across all the different sections of EDSC 446 and EDSC 541. We centered our dialogues around the signature assignments and how these would require a different contextualization and, in some cases, adaptations in terms of structure (questions and guidelines).

These are the four signature assignments:

EDSC 446: Auto-historia; Biliteracy Case Study; Language Lesson

EDSC 541: Family History Research Paper

- The second part of phase 2 included gathering feedback from stakeholders: administrators from partner districts and Bilingual Authorization candidates. With partner districts, we were looking to create cohesion between the goals

established by the BTPEs and the goals and daily practices occurring in their Dual Immersion programs. An example of this dichotomy would be how districts continue building practices based on principles of separation of languages where the BTPEs call for principles of translanguaging and translingual practices.

Creating the space to hear the students' voices was critical. Their feedback came from first-hand experience with the syllabi taught by the instructors. Students critically analyzed the newly revised BTPEs and shared ideas on amplifying syllabi. Their ideas and those collected through the Exit Survey completed by each cohort at the end of the program are essential to maintaining and strengthening coherence from theory to praxis.

The outcome of dialogism among participants materialized on this [Course Matrix](#) which also includes how the program assesses, supports and empowers candidates to use their language skills and competencies fully.

Bilingual Authorization Transition Plan Transmittal Page

Date of Submission of Transition Plan to Commission:

Click or tap to enter a date. Format: MM/DD/YYYY

Identify the date by which your institution will fully transition to the updated standards beginning with the cohort that enrolls:

Enter Date: 5/1/2023- Summer Semester 2023

I hereby signify my approval to transmit this plan to transition to the California Commission on Teacher Credentialing

Program Director and Contact: Ferran/Fernando Rodriguez-Valls, Ph.D., Professor
Secondary Education Department, Bilingual Authorization Program Coordinator

Phone: 657-278-4036

Email: frdriguez-valls@fullerton.edu

Signature: _____ 

Unit Lead (Dean): Lisa Kirtman, Ph.D., Dean of the College of Education, CSUF

Phone:

Email: lkirtman@fullerton.edu

Signature: _____ 

Transition Plans must be posted to your accreditation website and the URL submitted to accreditation@ctc.ca.gov by January 31, 2023.

Plans that do not include required signatures will not be accepted and will be considered late after January 31, 2023.

The Committee on Accreditation (COA) will be notified of Transition Plans submitted after January 31, 2023.