

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 February 21, 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
<i>Karla Lomeli</i>	<i>Assistant Professor, Bilingual Authorization Coordinator</i>
<i>Carmina Mendoza</i>	<i>Director for Center for Professional Development</i>
<i>Marco Bravo</i>	<i>Associate Dean, School of Education & Counseling Psychology</i>
<i>Kathy Sun</i>	<i>MATTC Director (Teacher Education)</i>
<i>Kathy Stoehr</i>	<i>MAATC Department Chair (Teacher Education)</i>
<i>Education Advisory Board, Adelina Vargas</i>	<i>Dual Language Teacher</i>
<i>Education Advisory Board, Christina Deberry</i>	<i>Dual Language SchoolPrincipal</i>

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 meeting with transition Team (#7 above) members	11/19/2022	1/28/2023
Revisions to course syllabi	11/14/2022	April 28, 2023
Revisions to candidate handbooks/websites/other materials	Work will begin Feb 2023	May 26, 2023
Revisions to fieldwork handbook/materials	Work will begin Feb 2023	June 23, 2023
Orient faculty and train supervisors to revised program	Work will begin Feb 2023	July 1, 2023
First cohort to begin revised program (by beginning of 2023-24 Academic Year) Enter date institutions will begin offering programs under the new standards.	1st Cohort will begin in Fall 2023	Enter date of Fall 2023 start date: 09/18/2023
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).

The School of Education and Counseling Psychology offers bilingual authorization in Spanish. There are two pathway programs that Santa Clara University extends to its bilingual teacher candidates. One is for pre-service and intern teachers working towards their teaching credential, concurrently working towards their bilingual authorization. The Pre-Service and intern pathway requires that candidates complete the Master of Arts in Teaching and Teaching Credential (MATTC) course load, student teaching or intern placement in a bilingual classroom setting, and 3 additional courses designed specifically for Bilingual Authorization candidates.

The second is for In-service teachers who work to add their bilingual authorization through our center for professional development. The In-Service Pathway is designed for those who already hold a valid teaching credential and would like to add a Spanish Bilingual Authorization.

2. Course Sequence. Draft course sequence that has been or will be submitted for institutional review and approval for inclusion in the course catalog.

Course Sequence. Students can access the course sequence in our BMATTC (Bilingual Master of Arts in Teaching + Teaching Credential) Handbook. The new course sequence is in the handbook and has been approved by CTC. The courses are also available on the program website.

The Bilingual Course of Study can be followed as part of the B-MATTC program for Multiple or Single Subject Candidates. The 1-year and 2-year course sequences both provide candidates with the courses as follows:

Fall: EDUC 248B Bilingual Foundations in TK-12 Education

Winter: EDUC 249B Bilingual Methods in TK-12 Education

Spring Quarter: EDUC 247B Latino/a Language and Culture

These courses, taken in addition to the MATTC Multiple or Single Subject courses, will result in a recommendation for a Preliminary teaching credential and additional bilingual (Spanish) authorization. Candidates will leave the program with 65

quarter units (Multiple Subjects) or 59 quarter units (Single Subjects). Candidates who already hold a valid teaching credential, and who wish to pursue the Bilingual Authorization Certificate will take the three courses listed above and also be required to take EDUC 246 Bilingual Seminar, offered in Winter quarter. These candidates will complete a total of 12 quarter units.

Below you will find the course sequence for each strand of study Pre-Service and In-Service teachers.

Course sequence for Pre-Service & Intern candidates can be found below:

Summer	Fall	Winter	Spring
	EDUC 248B Bilingual Foundations in K-12 Education (3 units)	EDUC 249B Bilingual Methods (3 units) (30 hours)	EDUC 247B Latina/o Language and Culture (3 Units)
EDUC 230/231A Bilingual Practicum (2 units)	EDUC 230/231B Bilingual Practicum (3 units)	EDUC 230/231C Bilingual Practicum (6 units)	EDUC 230/231D Bilingual Practicum (6 units)

Course sequence for In-Service candidates can be found below:

Summer Session I	Summer Session II	Fall
EDUC 247B Latina/o Language and Culture (3 Units)	EDUC 248B Bilingual Foundations in K-12 Education (3 units)	EDUC 249B Bilingual Methods (3 units)
		EDUC 246BX Bilingual Seminar (3 units)

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.

For the 20 hours of fieldwork experience, Santa Clara University is providing its candidates the opportunity to engage with K-12 students in bilingual classrooms and schools. 10 hours of this fieldwork experience will be completed in direct contact with students through lesson delivery and embedded assignments in the coursework that require in-person contact with bilingual students and communities. The remaining 10 hours of non-direct contact with bilingual students will come in the form of attending focused conversations with bilingual field supervisors and field experts in relation to bilingual pedagogical practices (virtual or in-person). These field experience hours will range in engaging teacher participants in bilingual program challenges, lesson planning, language and literacy assessment, transliteracy practices and content area learning. These 10 hours can also account for participation in school and district committees, district level activities, participation in leadership teams in bilingual education settings. Below we delineate the hour distribution:

10 hours Direct Contact with bilingual students field experience. These ten hours will be completed in the capacity of teaching bilingual lessons in the target language, in this case Spanish. In addition these hours can be completed in student observations, conferencing with students, and tutoring them. The hours will be distributed as follows:

(4 hours) Teacher candidates will teach four lessons in Spanish in which they will demonstrate knowledge, skills, and abilities as language-immersion educators to demonstrate language competency and languaging skills in context.

(6 hours) Teacher candidates will complete six hours of fieldwork with bilingual students in Spanish through embedded assignments in our coursework. These assignments include but are not limited to: student observations in the target language, conferencing with students to improve reading and writing in both languages and/or transliteracy in reading or writing.

10 hours of additional contact in bilingual school contexts and classrooms in Spanish will also be part of the required field experience. These ten hours will be completed in bilingual settings where the teacher candidate spends time in focused conversations and participation with experts in the field discussing practices that speak directly to bilingual instruction in Spanish. Such experts include certificated bilingual teachers and bilingual field experience supervisors. During these hours of field experience candidates may also conference with parents and/or students to discuss bilingual instructional practices. Below we delineate the hour distribution:

(4 hours) Teacher candidates will debrief lessons delivered in Spanish with a bilingual field experience supervisor in the target language, virtually or in person.

(6 hours) Teacher candidates will participate in school and district committees, district level activities, leadership teams, staff meetings, grade-level meetings, parent-teacher conferences, and professional learning relating to dual language learning in Spanish. Such professional development can include but not limited to bilingual literacy, translanguaging, transliteracy, bilingual education theory and practice. These opportunities will be embedded as part of coursework requirements as graded assignments. Design and prepare biliteracy instructional plans and or instructional plans to be delivered in the target language to Spanish speaking students.

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. - **Provide hyperlink to matrix should link to the location in the syllabus where the BPTE is I, P, or Assessed - a new tab or new browser**

Please see course matrix here: [SCU BTPE Course Matrix](#)

Additional References: [SCU Local Language Competency Assessment](#)

Bilingual Authorization Transition Plan Transmittal Page

Date of Submission of Transition Plan to Commission:

02/21/2023

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

Enter Date: 07/01/2023

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

Program Director and Contact: Enter Name/Title Marco Bravo/Associate Dean.

Phone: (408)551-6040.

Email: mbravo@scu.edu

Signature: Marco A. Bravo

Unit Lead (Dean/Superintendent): Name and Title Sabrina Zirkel/Dean

Phone: (408) 551-3074

Email: szirkel@scu.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.