

Bilingual Authorization Program Standards Transition Planning Technical Assistance Webinar

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Agenda

- Introduction and meeting norms
- Background
- Transition timeline
- Updates and changes to standards
- Review of standards
- Field experience
- Transition Plan expectations
 - Documentation needed
 - IPA
 - Review of transition plans
- Next Steps
- Question and Answers

Meeting Norms

1. Mute your microphone. Should you have a question, please use the **raise hand** feature and unmute microphone when you have been called on.
2. We will respond to questions periodically in the chat during the presentation but there will be time for questions at the end of the presentation.
3. Avoid multitasking during the meeting to ensure that you hear all information that is presented.
4. The presentation will be recorded and be made available on the Commission's website.

Background

- Why revisit?
- Bilingual Authorization standards and BTPEs?
- Progressive visions of language and culture
- A tension and problem of practice: Raising the bar while address the shortage
- A necessary participatory process: the BILA revision committee (2019-2021)
- Engaging with CA stakeholders

Bilingual Authorization Program Transition Timeline

May 2020 through November 2021 – Panel convened to work on updates to the Bilingual Authorization Program Standards and BTPEs

December 2021 – Commission adopts proposed revised Bilingual Authorization program standards and Bilingual Teaching Performance Expectations

June 2022 – Transition Plan instructions posted

October 2022 – Estimated date for Regulations to be considered by the Commission

October 2022 to June 2023 – Technical Assistance is provided to programs to understand and transition their programs to the revised program standards and BTPEs

January 31, 2023 – Transition Plans due

Bilingual Authorization Programs Transition Timeline

February 2023 to April 2023 – Estimated timeline for review of transition plans

July 1, 2023 – No new candidates may be enrolled in programs under the former (2008) Bilingual Authorization program standards

Academic Year 2023-24 – All programs are aligned with the (2021) updated program standards and BTPEs

[PSA 22-06](#) includes information about the adopted standards, BTPEs, and timeline

Updates and Changes to Standards

- Bilingual Authorization program standards last updated in 2008
- 2008 standards include what the program is responsible for and candidate competencies
- 2021 standards and BTPEs are responsive to policy changes and current research in bilingual education
- 2021 standards include program standards and candidate performance expectations

2021 Bilingual Authorization Program Standards

1. Program Design
2. Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations
3. Field Experience
4. Monitoring, Supporting, and Assessing Candidate Progress toward Meeting Program Requirements
5. Assessment of Candidate Competence

Bilingual Teaching Performance Expectations

1. Engaging and Supporting all Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy)
4. Planning Instruction and Designing Learning Experiences for all Students
5. Assessing Student Learning
6. Developing as a Professional Educator

Field Experience

- Field experience \neq clinical practice
- New requirement – 20 hours
- Flexible field experience options
 - [December 2021](#) Agenda item 2B, [Appendix F](#) provides more information about the fieldwork requirement and examples of flexible options
 - May be combination of virtual and in person
- Field experiences should be planned and purposeful

Components of the Transition Plan

- Link to [Transition Plan](#) (downloads as a Word Document)
- Identification of those involved in reviewing the updated standards and BTPEs and analyzing changes needed
 - Table provided on transition plan
- Record of transition process—identify key benchmarks
 - Table provided on transition plan

Components of the Transition Plan- Table of Individuals Involved

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 |
|------------------------|------------|
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Components of the Transition Plan- Key Benchmarks

| 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 (#1 above) members | | |
| Revisions to course syllabi | | |
| Revisions to candidate handbooks/websites/other materials | | |
| Revisions to fieldwork handbook/materials | | |
| Orient faculty and train supervisors to revised program | | |
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| | | |
| | | |
| First cohort to begin revised program (by beginning of 2023-24 Academic Year) | | |
| Enter date institution will begin offering program under the new standards. | | |
| Program must be aligned with new standards | N/A | July 1, 2023, or Academic Year 2023-24 whichever comes first |

Components of the Transition Plan-Pathways for Program Completion

- Include options for candidates to earn the authorization
 - Concurrent candidates (pre-service)
 - Multiple Subject (MS), Single Subject (SS), Education Specialist (EdSp) candidates
 - Post-credential (in-service)
 - Language(s) offered
- Intern pathway, traditional- student teaching or residency

Can provide this information in a table

Course Sequence

- What course will candidates take to complete the program?
- Provide a draft course sequence that has been or will be submitted for institutional review for inclusion in the university catalog
- Provide sequence for each pathway
 - Concurrent and post-credential candidates

Can provide a list of courses for each pathway

Description of Fieldwork

- How will the program implement fieldwork for pre-service and in-service candidates?
 - If program is not available to in-service teachers, then indicate so in narrative response
- Flexible opportunities for all candidates

Provide narrative, up to one page, describing how fieldwork will be included in the design of the program.

Course Matrix

- Includes the BTPEs
- Identify where each BTPE will be introduced (I), practiced (P), and assessed (A)
 - Direct link to place in syllabi where the BTPEs are introduced (I)
 - Is it introduced through lecture, selected reading, assignment, etc.
- Need to identify which courses BTPEs will be practiced (P) and assessed (A)
- BTPEs may be I, P, A in the same course

Course Matrix- Example

- Hyperlink each instance of introduced (I)—should link to the location in the syllabus where the BTPE is introduced
- Instances of practiced (P) and assessed (A) are not expected to be hyperlinked on transition plan

| Bilingual Teaching Performance Expectations | Course Title and Number 1 | Course Title and Number 2 | Course Title and Number 3 | Course Title and Number 4 | | |
|--|---------------------------|---------------------------|---------------------------|---------------------------|--|--|
| 1. Engaging and Supporting All Students in Learning. Beginning bilingual teachers: | | | | | | |
| 1.1 Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities. | I | | I P A | I P A | | |
| 1.2 Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural. | I P A | I P A | | | | |

Course Matrix—Tips

- Link syllabi outside the course matrix document
 - Do not add syllabi to the course matrix document
- Organize the matrix and links so that syllabi open in a new tab or window
- Make it easy to navigate between the matrix and linked syllabi
- Work with your colleagues across programs at your institution

Organizing the Transition Plan

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).
 - a. [Pathway\(s\) for completion](#)
2. Course Sequence. Draft course sequence that has been or will be submitted for institutional review and approval for inclusion in the course catalog.
 - a. [Course sequence](#)
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.
 - a. [Description of fieldwork](#)
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 of 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.
 - a. [Course matrix](#)

Submitting the Transition Plan

- Transition Plans must be posted on your institution's accreditation website
- Requires signature from dean/unit head
- URL to accreditation website that includes Transition Plan must be sent to accreditation@ctc.ca.gov

Submit by January 31, 2023

Transition Plan Review—Tentative

- Review February through April
- Feedback provided to institutions
- Demonstration of alignment with all program standards and BTPEs will take place during Program Review (Year 5)

Program Planning Questions (PPQ)

- Resource guide for programs as they plan and design their program
- PPQs will not be used by review teams for Initial Program Review, Program Review, Accreditation Site Visit Teams
 - Review teams review for alignment to program standards and BTPEs
- Programs not required to respond to the PPQs

Crosswalk Between Old and New Standards

- Collaboration with CABTE
- Example of work in progress

| <u>2008 Bilingual Authorization Program Standards</u> | <u>2021 Bilingual Authorization Program Standards and BTPEs</u> |
|---|---|
| Standard 3: The Context for Bilingual Education and Bilingualism | |
| Candidates demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. | BTPE 6.2 |
| Candidates demonstrate an understanding of the philosophical, theoretical, <u>legal</u> and legislative foundations of bilingual education and their effects on program design and educational achievement. | BTPE 1.7 |
| Candidates demonstrate knowledge of research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. | BTPE 4.2 New/expanded: translanguaging, and transliteracies |

Next Steps

- Planning technical assistance and/or office hours
 - What support is needed?
- Adding additional resources to Bilingual Authorization webpage as needed
 - Today's presentation will be added to the webpage
- Crosswalk—more information to come
- For questions submitted via survey that were not answered today, staff will follow up with an email

Questions

| | |
|-----------------------------|---|
| Contact Information | |
| Bilingual Program Questions | Miranda Gutierrez: mgutierrez@ctc.ca.gov Iyore Osamwonyi: iosamwonyi@ctc.ca.gov |
| CABTE | Sharon Merritt: Sharon.Merritt@fresno.edu Eduardo Muñoz-Muñoz: eduardo.munoz-munoz@sjsu.edu |
| New Programs Questions | Initial Program Review: ipr@ctc.ca.gov |