

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
Dr. Ana K. Soltero López	Bilingual Authorization Program (BAP) program coordinator
Dr. Juliet Wahleithner	Assistant Director of Teacher Education
Dr. Heather Horsley	Director of Teacher Residency Programs
Christopher Cooper	Office of Clinical Practice Teacher Education Placement Coordinator
Amy Bennett	Manager, Teacher Development at Fresno Unified School District
Doua Vu	Manager II, Hmong Language Immersion Program at Fresno Unified School District
Dr. Rohit Mehta	Professor in Residence, Fresno Unified School District
Jess Mercuri	Clinical Coach, Fresno Unified School District
Karen Mendonza	Coordinator of DLI and TRP, Madera Unified School District
Dr. Erika Garcia	Professor in Residence, Madera Unified School District
Teresa Calderon	Clinical coach, Madera Unified School District
Dr. Selena Van Horn	ITEP coordinator
Bernadette Vazquez	Clinical Coach, South Valley
Juan Silva	Clinical Coach

Transition Team Member	Title/Role
Glady Villanueva	BAP instructor and clinical coach
Dr. Vicky Xiong-Lor	BAP instructor
Dr. Fred Nelson	Liberal Studies faculty
Ana Espinoza	Academic counselor

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 members above	09/21/22	
Revisions to course Spanish syllabi LEE 136 and LEE 137	10/24/22	5/31/23
Revisions to fieldwork placements & coaching needs	11/7/22	5/31/23
First cohort to begin revised program (by beginning of 2023-24 Academic Year) Enter date institutions will begin offering programs under the new standards.	Spanish BAP - Fall 2023 Hmong BAP - Fall 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.

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

The Bilingual Authorization Program (BAP) at Fresno State offers 3 pathways for program completion, 1) undergraduate pathway, 2) credential pathway, and 3) in-service pathway. Our program encourages undergraduates to begin taking the bilingual authorization coursework during their undergraduate studies.

- Students in the Spanish pathway can take 2 of the 3 courses as undergraduates.
- Students in the Hmong pathway can take 4 of the 5 courses as undergraduates.

The only courses that must be taken while in the credential are the language pedagogy courses for each (LEE 135 and LEE 136), which are paired with candidates' student teaching. The credential pathway invites candidates to take these courses simultaneously to their credential coursework.

Candidates in the multiple subject, education specialists, and dual programs are encouraged to work with both the BAP coordinator and respective program coordinator to make sure they stay on track with all coursework.

The in-service teacher pathway invites credentialed teachers to take the coursework for the bilingual authorization to broaden their employment prospects. In-service teachers attain access to the BAP courses through Fresno State's open university and guidance from the BAP coordinator.

- Course Sequence.

The course sequence for the two language pathways are below.

Spanish: A newly redesigned Spanish pathway consisting of three courses was launched in Fall 2021. All courses are offered within the School of Education and Human Development.

Hmong: The Hmong pathway currently still requires a total of five courses. Of those five courses, four are mandatory, while candidates may choose one of three options for the fifth. Of those seven total courses, five are outsourced and offered through other departments on campus. Only two courses, LEE 129 and LEE 135, are offered within the Kremen School of Education and Human Development.

The Hmong pathway will be redesigned in Fall 2023 to reduce the required number of courses to three in order to mirror the Spanish pathway. The new Hmong course redesign and sequence that will seek approval at every stage will be:

1. LEE 129: Hmong language and literacy
2. a newly created culture of emphasis course
3. LEE 135: Hmong pedagogy

As with the Spanish pathway, students will be encouraged to take the first two courses during their undergraduate preparation.

Course Sequence	Spanish (3 courses total)	Hmong (5 courses total) - Present Sequence	Hmong (3 courses total) - Redesigned Sequence
First course(s)	C&I 135: Sociopolitical context of Latinx education	Hmong 100: Intermediate Hmong reading & LEE 129: Hmong in bilingual schools	New course will be created to align with culture of emphasis standard
Second course(s)	LEE 137: Spanish language and literacy	Hmong 101: Advanced Hmong composition & LEE 135: Hmong pedagogy	LEE 129: Hmong language and literacy
Third course	LEE 136: Spanish pedagogy	<u>One</u> of the following: Anthropology 123: Peoples and cultures of South Asia, Asian American Studies 140: Hmong, Laotian, and Cambodian American experience, Linguistics 121: Hmong language, culture, and identity	LEE 135: Hmong pedagogy

- 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.*

During the 2022-2023 academic year, the Bilingual Authorization Program (BAP) at Fresno State is prioritizing the placement of all bilingual authorization candidates and

exploring successful models to accommodate the large number of students in the program.

Since the Fall 2022 semester, the Office of Clinical Practice (OCP) staff has been working tirelessly to expand district partnerships with DLI programs. These efforts have been successful in securing more placement options with qualified credentialed teachers where Bilingual Authorization candidates can fulfill the 20 hour clinical placement requirement. For example, some of the models being piloted include

- grouping students into DLI placements so they can complete a minimum of 20 hours in this type of classroom setting
- having designated DLI placements that candidates rotate into from their primary placement for two weeks in order to complete their 20 hours and have the opportunity to gain authentic experience in a dual language instruction context

District partners have been informed of the new state standards and BTPE's and some have been supportive of piloting models to ensure full alignment by Fall 2023. In residency programs with dedicated cohorts of bilingual authorization candidates, some districts have approved pairing up two or three Bilingual Authorization candidates with one mentor teacher. The effectiveness of these pilots will be reviewed during the Spring 2023 semester and will inform final decisions regarding future placements for bilingual authorization candidates.

Even with the support of district partners, given the significant number of candidates we have pursuing a Bilingual Authorization, we are struggling to find space in DLI classrooms, particularly Hmong classrooms.

Still, Fresno State is unique in that we do have a DLI Residency Partnership with Madera Unified. The candidates enrolled in this residency complete all of their field experience in a Dual Language classroom. As this partnership continues to mature, we anticipate that these teachers will become mentors for our future Bilingual Authorization candidates.

- 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 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.

[Spanish BAP matrix](#)

[Hmong BAP matrix](#)

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: 08/01/2023

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

Program Director and Contact: Juliet Wahleithner, Ph.D., Assistant Director of Teacher Education

Phone: 559-278-0219

Email: jwahleithner@mail.fresnostate.edu

Signature:  _____

Unit Lead (Dean/Superintendent): Randy Yerrick, Ph.D., Dean, Kremen School of Education & Human Development

Phone: 559-278-0280

Email: yerrick@mail.fresnostate.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.