

**Commission on Teacher Credentialing
Bilingual Authorization Transition Plan Feedback**

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| Institution | University of Southern California |
| Link to Transition Plan | USC Bilingual Transition 1. Pathway(s) for Program Completion 2. Course Sequence 3. Description of Fieldwork 4. Course Matrix (revised) |
| Date of Review | June-October 2023 USC Response to Feedback 12/1/2023 |

Please answer the questions and provide feedback below for each component required on the Transition Plan. Please be specific and clear in your feedback so that the program can use this to further guide them as they prepare for full implementation of the new standards beginning summer/fall 2023.

| Questions to Consider | Reviewer Feedback |
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| 1. Transition Planning | |
| Does the Transition Plan include team members who participated in the review and analysis of updated standards and BTPes? | <p>No evidence that the transition team included external partners. Collaboration between IHE and K-12 partners is expected as noted in the common standards.</p> <p>In addition to the USC-connected members of the BILA transition team, we also consulted with our BILA Advisory Board. I apologize for not including them! Below are their names and roles.</p> <ul style="list-style-type: none"> • Dr. Stephanie Dewing, Chair, Associate Professor of Clinical Education at the University of Southern California's Rossier School of Education • Dr. Eugenia Mora-Flores, Professor of Clinical Education at USC |

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| | <ul style="list-style-type: none"> ● Mr. Arturo Navar, BILA Supervisor at USC & Achievement Specialist with Orenda Education ● Dr. Rhoda Coleman, Part Time Faculty at USC ● Dr. Roderick Castillo, Assistant Superintendent, Educational Services, Santa Rosa City Schools, California ● Ms. Jessica Crawford Nelson, Dual Language Immersion Program Specialist, Falcon District 49, Colorado ● Ms. Leslie Davison, Dual Language Consultant and Author, World Language Instructional Coach and Teacher, Summit School District, Colorado |
| 2. Key Benchmarks | |
| Does the Transition Plan identify key benchmarks for transition planning? | Yes. |
| 3. Pathway(s) for Program Completion | |
| Does the Transition Plan clearly show the pathway(s) for program completion? E.g., pathway for concurrent or post-credential candidates; pathway for different languages. | Yes, concurrent for multiple subject and single subject candidates. |
| 4. Course Sequence | |
| Did the institution submit a course sequence that clearly demonstrates which courses candidates will take to complete the Bilingual Authorization? For multiple pathways, did the institution note whether courses will be | Yes, courses provided for concurrent multiple subject and single subject candidates. See comments with 6. Course Matrix . |

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| the same or different for each pathway? | |
| 5. Description of Fieldwork | |
| Does the Transition Plan include a narrative describing how the program will implement the 20-hour fieldwork requirement? Including concurrent and/or post-credential candidates. | Yes, fieldwork description provided for all candidates. |
| 6. Course Matrix | |
| Do each of the introduce links identify how the BTPE is introduced? | <p>Many BTPEs are introduced through a single course (EDU 672) that is taken by all MS/SS candidates plus bilingual authorization candidates. It is not clear how this course specifically covers the BTPEs for bilingual authorization candidates. There are some assignments called out as specific for bilingual authorization candidates.</p> <p>How do the integrated courses provide candidates opportunities to learn, apply, and reflect on each BTPE?</p> <p>How do the assignments address the BTPEs as they apply to bilingual teacher preparation?</p> <p>Please provide additional context/narrative explaining how the program ensures that candidates earning the bilingual authorization receive bilingual specific preparation while all competencies are integrated with MS/SS program courses.</p> <p>Attached is the revised matrix. It is true that while the BTPEs are embedded throughout the program, they are mostly concentrated in the EDUC 672 course, which prepares all MS/SS candidates on content related to the BTPEs. Bilingual</p> |

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| | <p>authorization candidates are given separate readings, but they do not take a separate course, which is why it is embedded in the coursework that all candidates take. They are provided opportunities to reflect on the BTPEs through small group in-class activities and one-on-one conversations with the instructor.</p> <p>In addition to the coursework as outlined in the matrix above, BILA candidates work with a Bilingual authorization supervisor that guides them using the BTPEs in EDUC 677, which is their third term in the program and second term student teaching. Candidates prepare, teach, and reflect upon at least one lesson in Spanish with the BILA supervisor's guidance. Throughout that process, they are specifically addressing the BTPEs. Below are links to the documents that demonstrate alignment with the BTPEs through their work with their BILA supervisor.</p> <ul style="list-style-type: none"> ➤ 677 Fieldwork guide for BILA supervisors ➤ 677 Fieldwork guide for BILA candidates ➤ Rubric for Spanish lesson aligned with BTPEs ➤ BILA Fieldwork log (to ensure that at least 20 hours are met) ➤ USC BILA Completion Form (to be signed by BILA supervisor) <p>As part of our transition plan, we hope to incorporate something similar into their second term of the program and first term of student teaching via their initial pedagogy course, EDUC 673. However, before we can formally put that in the plan, we need to present this idea to our governance board, get approval from the appropriate channels, etc. We will send an update once that is finalized!</p> |
| Does the course matrix include where BTPEs will be practiced (P) and assessed (A)? | Yes. Please see the comments above. |

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| *Links to practice and assessments were not required but should be noted on the matrix. | For each competency; introduces (I) , practices (P) , and assesses (A) is noted in the above linked matrix. |
| Does the course matrix (Part 2) include how the program will assess candidate competence? | Yes. |
| How will the program assess candidate language competence? | CSET Exam |