Commission on Teacher Credentialing
Bilingual Authorization Transition Plan Feedback

Institution	Fresno State
Link to Transition Plan	https://kremen.fresnostate.edu/about/cctc/ms/review-bap.html Transition plan is linked above 1. Program Summary
Date of Review	May 2023, October 2023, March 2024, May 2024

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
1. Transition Planning	
Does the Transition Plan include team members who participated in the review and analysis of updated standards and BTPEs?	**Yes**
2. Key Benchmarks	
Does the Transition Plan identify key benchmarks for transition planning?	*No evidence that the transition planning team identified key benchmarks dates for* ● Revisions to candidate handbooks/websites/other materials ● Revisions to fieldwork handbook/materials ● Orient faculty and train supervisors to revised program **Program Response:** ● Revised Program Handbook (to be included within larger Teacher Education handbook, which will be provided to candidates, faculty, coaches, and mentor teachers)

Questions to Consider	Reviewer Feedback

	• **Dates of Faculty Training/Information Sharing**
	    ○ 11-03-2019 New Spanish BAP Program presented to LEBSE Faculty
	    ○ 10-28-2020 New Spanish BAP Program presented to CI Faculty
	    ○ 10-14-2020 BAP Advisory Board Meeting
	    ○ 11-04-2020 C&I Faculty vote/approve CI 135
	    ○ 11-19-2020 CI 135 approved by the Basic Curriculum Committee
	    ○ 11-18-2020 LEBSE Faculty vote/approve LEE 137
	    ○ 11-24-2020 LEE 137 approved by the Basic Curriculum Committee
	
	Second Review: Response updated.

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**
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 the same or different for each pathway?	**Yes**

Questions to Consider	Reviewer Feedback
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**
6. Course Matrix	
Do each of the introduce links identify how the BTPE is introduced?	**Yes**
Does the course matrix include where BTPEs will be practiced (P) and assessed (A)? *Links to practice and assessments were not required but should be noted on the matrix.	**Yes**
Does the course matrix (Part 2) include how the program will assess candidate competence?	**No**
How will the program assess candidate language competence?	**Reviewer could not find Part 2** Please complete Part 2 of the course matrix and resubmit. **Program Response:** • [Revised Spanish Matrix](Revised%20Spanish%20Matrix) • [Revised Hmong Matrix](Revised%20Hmong%20Matrix)

Questions to Consider	Reviewer Feedback
	Second Review: The course syllabi do not include updates to the BTPEs, the 2008 bilingual authorization standards are no longer being implemented but are still noted in the syllabi for LEE 129 and LEE 137. Please complete domains 5-8 on part 2b of the course matrix, provide links indicating how candidates will be assessed for the language competency. **Resubmission to Commission is needed.** **Third Review:** **Program Response:** • **Spanish BTPE Course Matrix** • **Hmong BTPE-Course-Matrix--Revised** Third Review Feedback: **Spanish Matrix** BTPE 2.6, 2.7, 5.1 – Introduced (I) links to Final Culminating Experience, it is not clear how candidates will be introduced to these BTPEs prior to the assignment. BTPE 3.5 – it is not clear how the BTPE is introduced through the link provided. When readings are noted, it would be helpful to include more detail than the book title and chapter number, such as the title of the chapter or any additional information that provides context for what is included in the reading. When Program Review is submitted in Year 5 of the accreditation cycle, please be sure that syllabi include enough detail for reviewers to determine how each BTPE is I, P, A.

Questions to Consider	Reviewer Feedback
	Hmong Matrix The syllabus for **Hmong 100** does not include enough information to see how each of the BTPEs are being introduced- there is no indication as to whether the topics listed are readings, lecture, assignments, etc. There are some texts noted but it is unclear how they are connected to the BTPEs. **LEE 129** learning outcomes include "Demonstrate **Spanish fluency** via oral and written communication" and table includes the prior 2008 standards listed, in addition to the BTPEs. **LEE 129** The 2008 Bilingual Authorization Program Standards are listed on the syllabus. **LEE 129** weekly topic is listed but there is no indication how candidates will be introduced to the concepts in the BTPEs. No readings or supporting materials are noted. Assignments are listed but there is no indication of what is included or how the BTPE is introduced. **Hmong 101** while only a few BTPEs are covered in this course, the weekly topics identify texts for the week but no additional information or context is provided. How are the texts being used? **LEE 135** learning outcomes include "Demonstrate **Spanish fluency** via oral and written communication" and table includes the prior 2008 standards listed, BTPEs are not noted. **LEE 135** The 2008 Bilingual Authorization Program Standards are listed on the syllabus. **LEE 135** weekly topic is listed but there is no indication how candidates will be introduced to the concepts in the BTPEs. No readings or supporting materials are noted.

Questions to Consider	Reviewer Feedback
	Assignments are listed but there is no indication of what is included or how the BTPE is introduced.