

Community Models
and Statewide
Supports for
Transitional English
Implementation

Introductions



Transitional English Overview



Postsecondary and Workforce Readiness Act (PWR Act)

Public Act 99-0674 (HB 5729); signed by Governor on 7/29/16

1. Postsecondary and Career Expectations (PaCE)
2. Pilot of Competency-based High School Graduation Requirements
3. College and Career Pathway Endorsements on High School Diplomas
4. **Transitional Instruction**
 - 4th year high school courses designed to smooth transition to college and reduce remediation rates

Impacts on Student Success

- Students enrolled in remedial courses **complete approximately 13 percent less of their courses** compared to non-remedial courses.
- Incoming students initially enrolling in remedial education courses have **substantially lower outcomes** related to Graduation Rate, Advancement Rate, and Credit Accumulation.
- **Disproportionately more African American and Latinx** students take remedial coursework.

Transitional Instruction Goal: Reduce Remediation

1. **Determine who is not college-ready** for the subject area in the junior year
2. **Remediate with transitional courses** in the senior year
3. **Provide guaranteed placement** based on course completion
4. **Results:**
 - Students start at college-level coursework, increasing their chances of completing a certificate or degree
 - Better serve underrepresented groups and increase equity and access

Transitional Instruction Implementation Drivers

- **PWR Act Implementation Plan for Transitional Math:**
 - Phased implementation plan adopted by ISBE & ICCB in summer 2019, with input from IBHE
 - Full statewide implementation required by no later than SY '21/22, unless there is school board opt out
- **Every Student Succeeds Act (ESSA):** College and Career Readiness Indicator includes Transitional Math and Transitional English as an Academic Indicator
- **Multiple Measures:** Transitional Math and English are options on ICCB's Multiple Measures Placement Framework, which has been adopted by all 48 Community Colleges

Transitional English Course Parameters

Overview

- Transitional English instruction builds on students' experiential and academic knowledge to develop skills in reading, critical thinking and analysis, and writing
- Offered to students during their senior year of high school, with the goal of providing students the requisite skills for “day one” success in college-level courses.

Secondary-Postsecondary Collaboration

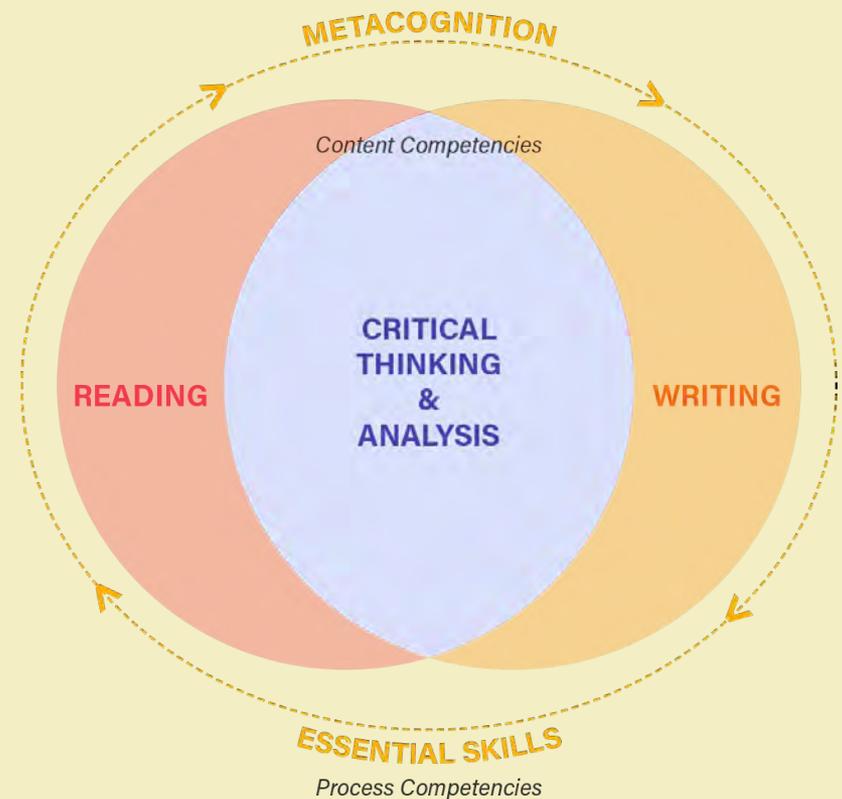
- Transitional English courses are developed through a collaborative process among one or more school districts, a community college, and any partnering universities, with alignment to State competencies, performance indicators, and course parameter expectations.

Integration of Content Competencies

- The course and instructional delivery methods must fully integrate across these three competency areas, and avoid teaching the reading and writing competencies in an isolated, subskills fashion.

Metacognition and Essential Skills

- While the metacognition and essential skill competencies are not assessed directly, they must be integrated throughout transitional instruction and embedded in course activities.



[Link to Course Parameters, Competencies and Policies Document](#)

Texts and Materials

- Students engage with a variety of college-level texts of different types, with a primary focus on non-fiction.
- The course must use a variety of modes which may include:
 - Technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media.
- State provided resources will include example open-source text and material lists that can be utilized or adapted by local partnerships.



Grading and Assessment

- The district and college must agree to a grading and assessment structure such that receiving a “C” or better indicates the competencies for the course were met and the student is considered ready for college-level English courses and college-level reading expectations.
- The grading approaches in local partnership agreements must adhere to the following parameters:
 - Formal graded writing and analysis assignments must account for at least 60% of the final grade
 - No single assignment may be 50% or more of the final grade
 - The course must include at least three multiple-draft essays progressing in length and depth

Guaranteed Placement

- Students successfully completing a Transitional English course with a grade of “C” or better are guaranteed placement into:
 - The college’s accepting courses that have been identified under the Illinois Articulation Initiative as:
 - C1900 Writing Course Sequence
 - C1900R Writing Course Sequence
 - C2900 Oral Communication
 - Any other courses with a reading placement requirement or requiring placement into the courses described above

Statewide Advisory Committee

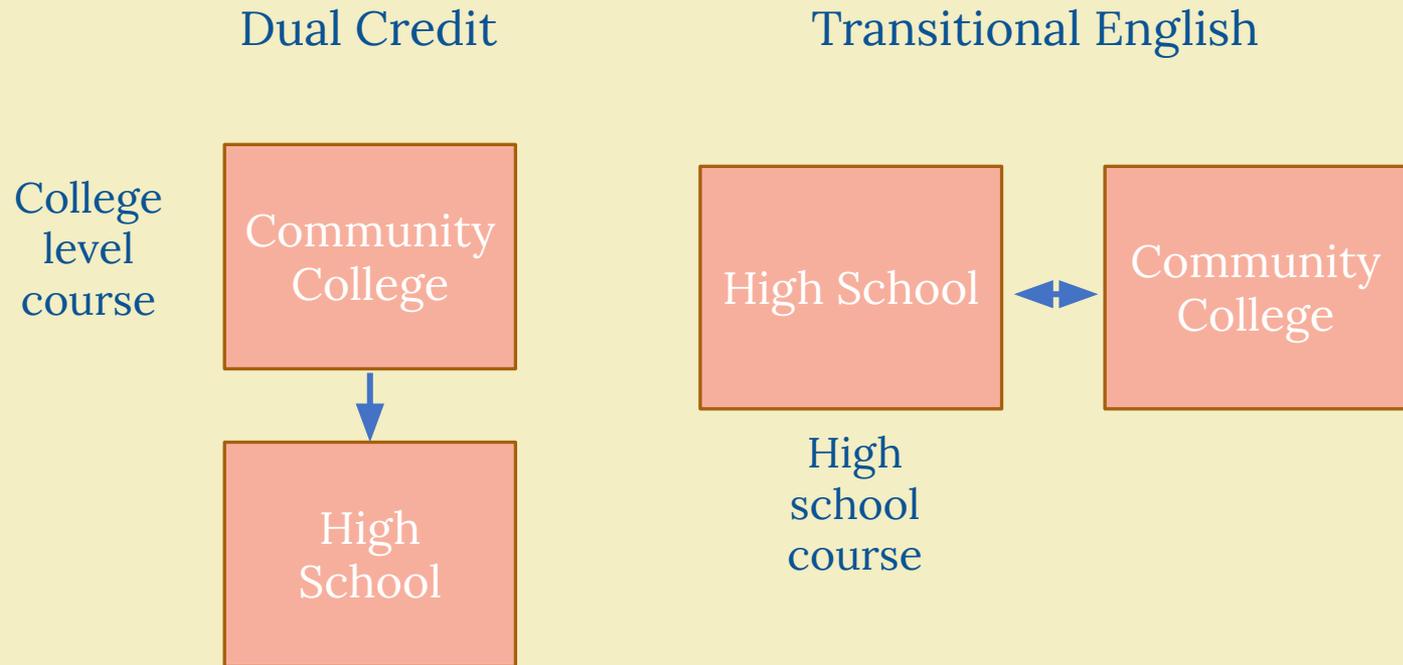
- A Statewide Advisory Group has been established in partnership with ISBE, ICCB, and IBHE that is comprised of secondary and postsecondary representatives that advise on the approach for professional development, curricular resources needed, and a review of materials currently in use by communities implementing Transitional English.
- This group meets monthly to approve newly developed and existing community materials to be shared as a statewide resource
- Link to current site: [Transitional English Resources](#)

Partnerships & Portability



Local Partnership Agreements

High schools are equal partners with community colleges in this process



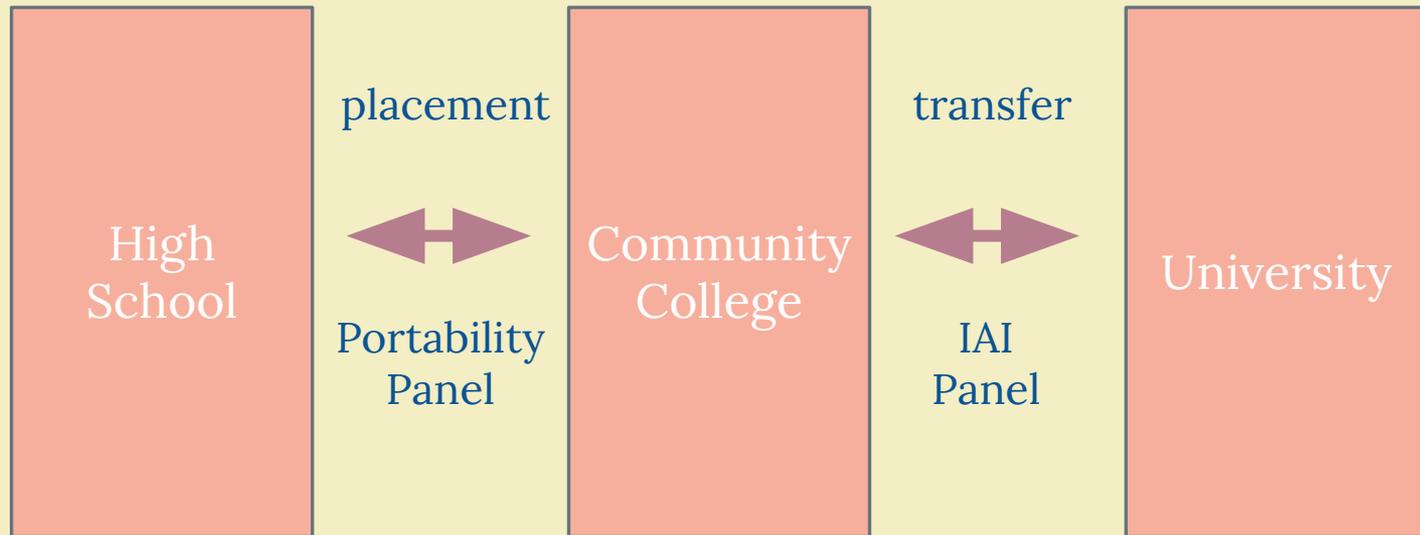
Local Partnership Agreement

- District and College agree to collaboratively establish Transitional English courses
- Local Partnership Agreement addresses:
 - Participating high schools
 - Grading and assessment policies
 - College agreement to enroll in applicable outcome college courses
 - Agreement to pursue and maintain portability
 - Dispute processes
 - Contacts for administration

Local Advisory Panel (LAP)

- Due to the importance of local course review, the Transitional English policies require that partnerships create a Local Advisory Panel (LAP) with equal representation from high school and college constituents
- Size and composition is determined locally
 - Recommended structure: at least one administrator and one English teacher representing high schools in the partnership, as well as one administrator and one English faculty member representing the college
- The primary responsibility of the LAP is to collect syllabi and competency spreadsheets from high schools, approve the partnership's courses, choose representative courses for portability submission(s), and communicate to school principals information from the Statewide Portability Panel.

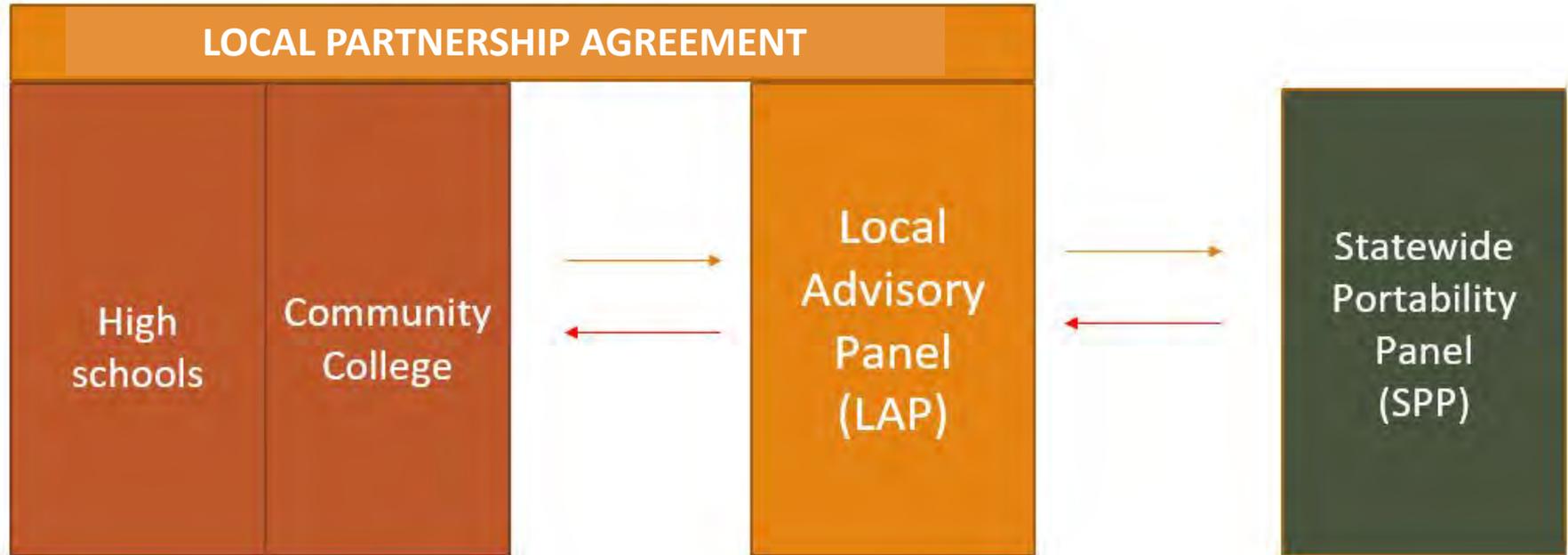
Portability: Placement that goes where a student goes



Portability process:

- Ensures quality control
- Verifies competencies and policies are met
- Ensures placement at all community colleges and accepting universities

LAP and Local Partnership Agreement



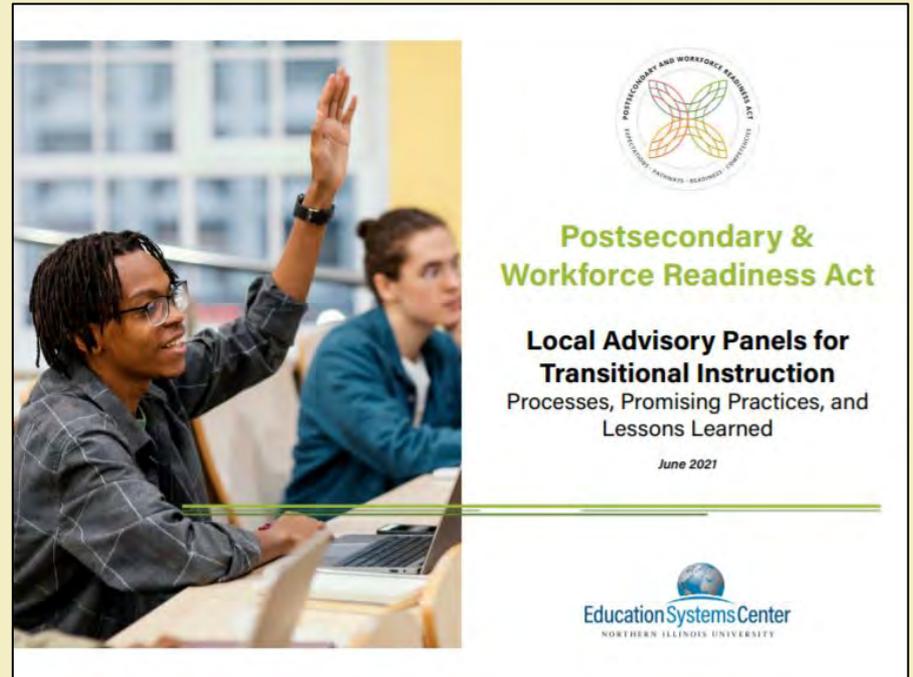
Portability Overview

- Portability approval is based on meeting the statewide competencies and policies
- Receiving portability means the course has been vetted against statewide expectations
- Students who earn C's or better in portable Transitional English courses get a portability code on their transcript, which ensures placement into college-level coursework without a placement test at all IL community colleges and any accepting universities

[Link to Transitional English Portability Documents](#)

Local Advisory Panel Resources

- Promising practices and lessons learned from five Illinois communities
- Provides guidance at all phases of establishing and running an LAP
- Throughout the document are details on the community's processes, spotlights on best practices, and direct quotes from LAP members



[Blog post](#): LAP document and LAP panel recording

Promising Practices of Effective LAPs

- Engage in professional development and collaboration to build understanding of what is needed to prepare students for the college level
- Collaborate on assessments – especially how reassessment can be done at the high school level that meets expectations for college rigor
- Provide a syllabus template with guidance for completing each section
- Provide detailed feedback and direct support to high schools if the course is not approved
- Engage high school staff, families, and students in the placement process, including supports in the advising system
- Recognize successful student completion through training provided for college admissions staff to recognize course codes from high schools

Starting the Work: Partnership Journeys

SVCC Regional Partnership Pre-Competency Work



Rhetorical Analysis Toolbox (ELA)

This toolbox is the result of a partnership between high school and community college English faculty working to address the rising rigor of ELA studies in late high school through early college curricula. With the adoption of the SAT, the disconnect between what was being taught and what the placement tests were measuring became apparent. The PASS ELA team saw the opportunity to bridge this gap, and the rhetorical analysis toolbox was created.

Within the toolbox, teachers from late middle school through post-secondary can find assistance with common definitions of rhetorical strategies, examples of assignments and handouts, and placement testing information.

Rhetorical Analysis Toolbox (ELA)

Overview Documents

- [Rhetorical Modes of Organization](#)

Here you will find definitions and examples of common rhetorical essay organizations.

- [Rhetorical Analysis Skills](#)

Here you will find detailed explanations of critical thinking skills as well as brief assignment examples and methods of development.

- [Rhetorical Strategies and Terminology](#)

Here you will find a glossary.

Placement

- [SVCC Placement Guide](#)
- [Sample Essays and Scoring of SVCC ELA Placement](#)

Teacher Tools

- **Assignments**
 - **ELA 9-10**
 - [Odyssey Essay, 9th grade](#)
 - **ELA 11-12**
 - [Paper #5 Instructions - Rhetorical Analysis - Top 100 Speeches](#)
 - **English 101**
 - [English 101 Persuasive Essay 1-- student example 1.pdf](#)
 - [English 101](#)

SVCC Regional Partnership Year One

- Identified one **teacher leader** per high school from schools that are not currently actively engaged in the partnership
- Identified at least 2-3 **college faculty** to serve on work group
- Reviewed **baseline student performance data** from SAT and college remediation rates in reading and communications
- Conducted **close read** of TELA competencies & KPIs
- Developed a **crosswalk** between ILS and TELA Competencies & KPIs
- Developed **understanding of the shifts** related to Transitional English curriculum, assessment & instruction
- Reviewed Illinois TELA competencies and develop a **competency rubric** to demonstrate the learning progression
- Established a **common vision** for the work
- Identified **themes, compelling, questions, and lines of inquiry**
- Developed **text sets** aligned to themes, compelling, questions, and lines of inquiry

SVCC Regional Partnership Year Two

- Developed and recorded **videos** capturing local businesses discussing application of literacy in industry
- Developed **curriculum framework, scope & sequence, and assessments** for TELA
 - commenced development of summative and formative **assessments** for TELA
 - provided recommendations for **resources and instructional strategies**
 - constructed a **draft syllabus** and MOU
 - constructed **recommendations** for adoption and implementation
 - determined **initial pilot** details and evaluation metrics
- Collaborated with chamber of commerce to develop **soft skills training** resources to embed in TELA courses.
- Contracted with **external reviewer** to review work for consistency and alignment

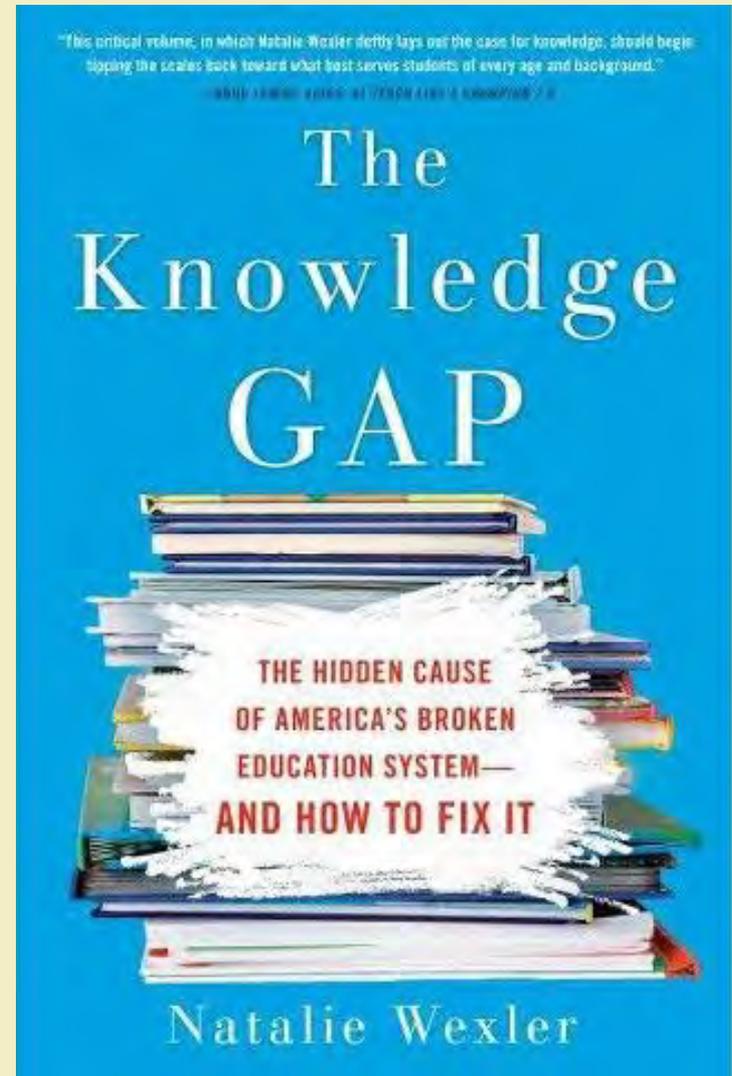
SVCC Regional Partnership Year Three

- Made adjustments to partner **TELA template** to align with state template.
- Articulated **competency rubrics** in each unit map
- Articulated **IL state standards** for ELA grade 12 for each unit
- Developed a **student friendly rubric** for summative assessment
- Refined **summative assessments (writing)** for each unit of instruction
- Analyzed **progression of skills and concepts** within and across units to ensure full alignment with competencies
- Reviewed **feedback** from 2021-22 SY pilots.
- Identified additional units for pilot
- Finalized **course syllabus**
- Provide state updates and just in time training.
-

*The power of ongoing partnerships and
Professional Learning Communities!*

SVCC Regional Partnership Year Four

- Create **teacher guide for implementation** of virtual transitional coursework (ELA)
- Facilitate **piloting** debrief and revisions
- **Calibrate scoring** of authentic student writings samples and developed rubrics.
- Develop and host **VIRTUAL Transitional English Summit** (December 9, 2022)
- Review options for **student choice** and connections to **careers**



CLC & High School Partnership

The Beginning

Role: English Liaison, Lake County High Schools

2008

- **Originator:** now retired English faculty member
- **Participants:** Local high school English department chairs & teachers and CLC English faculty and connected administrators
- **Goal:** Collaboration between high school English teachers & CLC English faculty
 - Provide information about CLC English courses, placement, and college expectations
 - Share high school news regarding English courses and placement
 - Curriculum alignment & assessment
 - Discussion of national happenings related to college and career readiness, as well as high school and college English

2015

- I began as the English Liaison, Lake County High Schools.

CLC & High School Partnership

Early Transitional English (TE)

2016

PWR Act & talk of Transitional English began (courtesy of Transitional Math)

Fall 2017

Met and collaborated with two high schools, discussed TE

Spring 2018

Manager of Dual Credit & College Readiness and the English Liaison sent an email to 19 local high schools requesting a meeting about potential collaboration opportunities.

- Met with 11 high schools over four weeks (April and May)
- Not exclusive to TE (included dual credit, college readiness workshops)
- Informed all that a State-approved course was coming
- One high school was interested in piloting TE immediately

CLC & High School Partnership

Middle & COVID Years

2018/19 SY

- Quickly, one high school piloted TE course based off of the CLC developmental reading and writing courses (integrated).

2019/20 SY

- Three more high schools offered the pilot TE course
- CLC awarded ICCB Grant for Reading Apprenticeship course for 20 high school teachers

February 2020

- Hosted Transitional English Information Meeting at CLC for area high schools.

2020/21 SY

- Two more high schools offered the pilot Transitional English

CLC & High School Partnership

State-approved Course Years

Spring & Summer 2021

- Convened Local Advisory Panel (LAP): **6 high school teachers, 1 high school administrator, 4 CLC English faculty, 1 CLC administrator**
- Discussed role of LAP & State-approved course requirements

Fall 2021

- LAP members **submitted potential representative courses** for State Portability Panel
- Worked with LAP on **MOU – focus on assessment**
- LAP met to **vote for one representative course & submitted to the SPP**
- Representative course **conditionally approved**

Spring 2022

- Early Spring received **approval of representative course**
- **LAP reviewed four courses** – 3 approved, 1 needs more information

Summer 2022

- LAP will **review two more courses**

Fall 2022 & Spring 2023 (and beyond)

- **LAP Review of district TE courses**
- **Professional Development** for developing and teaching TE courses
- **Assessment** of the TE courses

Lessons Learned

Suggested Steps for Partnership Work

- Read **Competencies & Policies** document
- Establish a **vision** for the course
- Understand how TELA fits into larger **College & Career Readiness systems**
- Identify your goal for implementation (**when?**)
- Identify **who** will be teaching the course
- Establish your **partnership** with post-secondary and document the partnership through an **MOU**
- Determine **scope & sequence, course materials, syllabus**
- Identify **students** for the course and how to market

Suggested Steps for Partnership Work

- Complete Content Competencies **spreadsheet**
- Prepare **portability submission** to LAP (MOU, syllabus, cover page, and spreadsheet)
- CC will submit to **state portability panel**
- Review State Transitional English **resources** on itransitionalmath.org and Ed Systems
- **Explore shifts** in curriculum, assessment & instruction in relation to competencies & policies document
- Consider the **texts, opportunities for metacognition, and writing** in your classroom. What needs to shift to align to Transitional English?
- Assess your own **professional learning needs**

Suggested Steps for Establishing a Local Advisory Panel

	State Portability Panel (SPP)	Local Advisory Panel (LAP)	Local partnerships (teachers, administrators, postsecondary)
Composition	<p>Representative from secondary & post secondary</p> <p>Agency (ICCB, ISBE, IBHE) representation</p>	Representative from secondary & post secondary	<p>All teachers teaching transitional English</p> <p>Post-secondary faculty</p>
Purpose	To approve courses	To approve courses	Serves as a Professional Learning Community to learn, collaborate, and network with one another around Transitional English implementation
Frequency of meetings	Two times per year (fall & spring)	Meet at least one time per semester prior to submissions to state portability panel	Meet every 2 months or more frequently based on the need of the local
Conversation/ Scope of Work	Course approval	<p>Course approval</p> <p>Review partnership data</p> <p>Plan professional learning & support</p>	<ul style="list-style-type: none"> • Focused on implementation of unit of instruction • Calibration of writing (review of representative samples)

Framing & Reflective Questions

- ◎ How has your partnership defined the Transitional English experience?
- ◎ Who are your transitional English students?
- ◎ How are you identifying and serving students who may not be prepared for college level coursework?
- ◎ What are you preparing the students for?
- ◎ What does a “different experience” look like?
- ◎ How have we started to shape the work?
- ◎ What is the nature of your partnership?
- ◎ How are you documenting your process?
- ◎ How are you monitoring for impact on student achievement?
- ◎ What experiences should we provide as part of Transitional English?

Framing & Reflective Questions

- ◎ How can a thematic approach build rich analysis & metacognition?
- ◎ What makes a good text?
- ◎ What role does writing play in developing students who are ready?
- ◎ What work has your partnership accomplished?
- ◎ What is the vision for your collaboration?
- ◎ What is the vision for the Transitional English course in your partnership? In your district?
- ◎ What conversations might you need to engage in as a partnership to ensure a common vision, language, and implementation of Transitional English?

Framing & Reflective Questions

- © How has my local work and/or partnership framed planning conversations? Where are we at with planning and implementation?
- © Does my present work in Transitional English thoughtfully incorporate and address content competencies, process competencies, critical thinking, relevance, and metacognition in an intentional and cohesive fashion?
- © How strong is my reading, writing, critical thinking connection?
- © What high leverage instructional strategies am I using to increase success and confidence in my students?

State Developed Resources

Transitional English Professional Learning Series

Session 1 (4/26/22): “Overview of the PWR Act; Transitional English Philosophy; Competencies & Policies Document:

- [Slides](#)

Session 2 (5/3/22): “Community College Partnerships, Approval Process & Documentation for Transitional English”

- [Slides](#)

Session 3 (5/17/22): “Instructional Shifts”

- [Slides](#)

Session 4 (5/24/22): “Getting Started Part 1”

- [Slides](#)

Session 5 (5/31/22): “Getting Started Part 2”

- [Slides](#)

All video recordings may be found found [HERE](#) on the Ed Systems Center website.

State Developed Resources

Completed Resources

1. [Competencies/KPIs and IL Learning Standards Crosswalk](#)
2. Best Fit Profile for Schools and Students
3. Text Set Guidance
4. Microsoft Word Table of Content & Process Competencies
5. [What is Transitional English?](#)
6. [Checklist for LAPs & Districts](#)
7. [Unit Template](#)

In Development

1. [Who should take Transitional English?](#)
2. [Reading & Research List](#)
3. [Partnership Roles](#)
4. [Student Survey](#)
5. Annotation of approved syllabus
6. Model units of instruction

Transitional English Check

What is Transitional English?

What Transitional English is NOT?

Transitional English...

- is NOT "College English." This is not a college-level course, not dual credit, not AP. There is no college credit for Transitional English courses. This is a senior-year high school English course.
- is NOT a high school English recovery course.
- is NOT a high school English honors course.
- is NOT a senior-year literature course.

So, what IS Transitional English?

Transitional English...

- is a senior-year high school English class that draws on **students' interests and provides choice** to help prepare students for **college and/or career readiness**.
- **builds on students' experiential and academic knowledge** by integrating **reading, critical thinking and analysis, writing, and student and career-related skills** in order to enhance students' success in future college-level courses and career pathways..
- **invites real world applications and engagement with complex informational texts** to help students identify their place within groups, communities, and the world, promote self-discovery, and uncover paths for the future.
- focuses on **growth over the entire course** through scaffolding, **gradual increase of depth and rigor**, and the **opportunity to receive feedback, reflect, and revise work multiple times**.

TE Course Development Checklist

CHECKLIST: Transitional English Course Development

MOU • Syllabus • Process Competencies • Content Competencies Spreadsheet

MEMORANDUM OF UNDERSTANDING

Purpose of the MOU:

- Provides the SPP and LAP with information to determine if the MOU addresses all required Statewide policies and includes all of the components as required by the State.
- Provides the high schools and colleges a contract with agreed upon responsibilities by each party.

MOU Requirements:	Addressed	Not Addressed
1A. Course offerings & locations		
1B. Approved curriculum documentation, assessment structure, and grading policies		
1C. College enrollment		
2A. Teacher qualifications		
2B. Professional development and other supports		
Student eligibility: 3A. College readiness criteria & 3B. TE placement		
Other district commitments: 4A. Summative assessments, 4B. Transcription and reporting, & 4C. Advising supports		
Other college commitments: 5A. Statewide portability & 5B. State procedures for recognizing completion		

Questions?

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