Transitional English

April 26th - May 31st
3:30 - 4:30 p.m.

Anji Garza, Director of Professional Learning; ROE 47
Welcome!
We are SO happy you are here!

- Please sign in
- Link to slides
- All resources are archived here

Navigating Zoom
  - Video Controls
  - Microphone
  - Chat
  - Breakout Rooms
Shared Norms

- Use the chat to provide feedback & interact (back channel)
- Unmute yourself to share during designated times
- Make your video available during small group break outs
- Be comfortable with feeling uncomfortable
- Use equity of voice
- Keep your mind & heart open
- Be future focused
Our Agenda

- **April 26th** - Segment #1: Overview of the PWR Act; Transitional English Philosophy; Competencies & Policies Document

- **May 3rd** - Segment #2: Community College Partnerships, Approval Process & Documentation for Transitional English

- **May 17th** - Segment #3: Instructional Shifts

- **May 24th** - Segment #4: Getting Started: Part 1

- **May 31st** - Segment #5: Getting Started: Part 2
From Last Session: Identification of Students

To take a Transitional English course, a student must have completed three prior English course credits.

TELA is intended for students who are not projected ready for college-level English as of the end of their junior year.

Students who are projected to be ready should take early college coursework (AP, dual credit)

Each high school should establish a framework and guidance system that includes methods of advising students to enroll into a senior year English course appropriate for each student’s college readiness levels and postsecondary education objectives.
Options for Multiple Measures

GPA
Past English course grades
Writing samples (with rubric)
SAT Scores
ACT Scores
Benchmarking Data
Teacher Recommendation
## Decision Chart for Transitional Math Eligibility

Use after first semester of a student’s junior year*

### Step 1

**START HERE**

- Does the student meet the state HS graduation requirement (3 years of math)?
  - Yes
  - No

**Determine if a student meets 2 or more of the following indicators**

- B or better in Algebra 2
- C or better in a course higher than Algebra 2
- GPA* ≥ 3.0
- Math SAT or PSAT ≥ 530 or Math ACT ≥ 22
- Placement test score into college-level math at the partner CC
- PARCC math score of 4 or 5
- Teacher and/or counselor recommendation of college-level math in the senior year
  - * Unweighted, cumulative GPA on 4.0 scale

### Step 2

- Student must take a non-TM class that meets state graduation requirement during the senior year.
  - [NOTE: TM cannot be used to meet state graduation requirement.]
  - Yes
  - No

- Does the student meet 2 or more indicators?
  - Yes
  - TM is not required.
    - Student is considered projected ready for college-level math assuming a fourth year of math is taken.
    - Students are eligible for a course above TM.
  - **NOTES**
    - Additional requirements may apply (e.g., dual credit, AP, etc.)
    - Students may take a TM course if they choose.

### Step 3

- If the student is willing to take two math classes in the senior year (e.g., TM class and a non-TM class), continue below.

- Student qualifies for transitional math**
  - See Transitional Math Placement Chart

**NOTES**

- TM = Transitional math

*School districts may adjust senior math placement based on end-of-junior year information such as grades, standardized test scores, etc.

**Local policies may require students with PSAT/SAT of 400 or below to take a senior course other than TM.
What is one word that best describes your local partnership?

<table>
<thead>
<tr>
<th>Tentative</th>
<th>Exciting</th>
<th>Early</th>
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<tbody>
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<tr>
<td>Unknown</td>
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</table>
“Part of our success has been the partnership and relationships between the community college and districts.”

Community College Administrator
Segment #2

Community College Partnerships, Approval Process & Documentation for Transitional English
Steps to Implementation – so far....

From Segment One:
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

Segment Two:
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
Complete Content Competencies **spreadsheet**
Prepare **portability submission** to LAP (MOU, syllabus, cover page, and spreadsheet)
CC will submit to **state portability panel**
Framing & Reflective Questions

- What is the nature of your partnership?
- How are you documenting your process?
- How are you monitoring for impact on student achievement?
What does a strong partnership look like?
Partnerships & MOUs

High schools are equal partners with community colleges in this process.
Reminders

This is NOT a college course. This is a high school course.

Good partnerships are collaborative, ongoing, and result oriented.

The nature of partnership and shared commitments should be documented through the MOU.
Transitional English Partnership Agreement (MOU)

- District and College agree to collaboratively establish TELA course
- Model MOU addresses:
  - Participating high schools
  - Grading and assessment policies
  - College agreement to enroll in applicable outcome college English course
  - Agreement to pursue and maintain portability
  - Student Eligibility for Courses
  - Record Keeping Processes
  - Data Collection
  - Portability
  - Dispute processes
  - Contacts for administration

This Transitional English Partnership Agreement ("Agreement") is entered as of the date of execution by both the College and the District for the establishment, implementation, and delivery of transitional English instruction to the District's students in compliance with the Postsecondary and Workforce Readiness Act ("PWR Act") (110 ILCS 148 et seq) and the Statewide Transitional English Course Parameters, Competencies, and Policies jointly agreed upon by the Illinois State Board of Education ("ISBE"), the Illinois Community College Board ("ICCB"), and the Illinois Board of Higher Education ("IBHE"), (the "Statewide Course Parameters and Competencies"). In this Agreement, both the College and the District are referred to as the "Parties," and each, a "Party."

The Parties agree as follows:

1. Transitional English Courses
   A. Course Offerings: In accordance with the terms of this Agreement, the PWR Act, and the Statewide Course Parameters and Competencies, the Parties agree to collaboratively establish transitional English coursework in accordance with this Agreement to be delivered by the District at the following high schools:

<table>
<thead>
<tr>
<th>High School(s) Where Offered</th>
<th>High School Course Title</th>
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</table>

II. Approved Curriculum Documentation, Assessment Structure, and Grading Policies: The District will ensure that each transitional English course is offered in accordance with the curriculum documentation, assessment structure, pacing, and grading policies (collectively, "Course Documentation") approved by the Parties. Course Documentation must meet the requirements of the Statewide Course Parameters and Competencies and any additional requirements established by the Statewide portability panel for portability approval pursuant to the PWR Act (the "Statewide Portability Panel"). Upon approval by both Parties, the Course Documentation will be deemed to be incorporated into this Agreement. The Course Documentation will adhere to the following grading and assessment policies:
Staffing the Course

- A teacher must be certified to teach high school English Language Arts to teach a transitional English course.

- MOU outlines support for transitional English instructor through professional learning and a liaison provided by the college.
MOU Grading Requirements

The grading approaches in local partnership agreements must adhere to the following additional specific 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.
MOU Resources

Sample MOU - Lake County
MOU Template
Groups of 5-6

6 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

Directions:
1. Introduce yourself & share your cc partnership
2. Discuss: What is working well so far in your partnership?
3. Review Sample MOU

Identify one person to write some takeaways in the chat upon return to whole group.
What do I need to submit to the portability panel?
Portability: Placement that goes where a student goes

Portability of courses determined at the state level
Verify competencies and policies are met

Portability process ensures quality control and fidelity of implementation in the same way IAI does for transfer
Local Portability Submissions

1. LAP completes the review of the courses being submitted for portability
2. LAP selects a representative course from each pathway
3. College completes the Transitional Math Portability Course Submission Worksheet for input into iPlacement system
4. For each pathway in which portability is sought, submit:
   - Signed MOU
   - Representative transitional math syllabus
   - Content competencies spreadsheet corresponding to the representative transitional math syllabus
   - Evidence of process competencies
   - Evidence of problem/project-based learning

5. Once portability received, the College can submit a Portability Modification Form to add new schools

The Portability Process

Partnership

<table>
<thead>
<tr>
<th>High schools</th>
<th>Community College</th>
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Local Advisory Panel (LAP)

- Collects syllabi and competency spreadsheets from high schools
- Approves all partnership courses locally
- Chooses representative courses for each pathway
- Communicates to school principals information from SPP and changes to be made

Statewide Portability Panel (SPP)

- Reviews representative course from each partnership for each pathway
- Decides one of these:
  - Approved
  - Conditionally approved
  - Not enough information
  - Returned
- Determines course approval criteria

HS: Creates a syllabus and competencies spreadsheet for each pathway offered and submits to LAP
HS: Incorporates changes based on feedback from LAP and SPP
HS: Records portability code, course end date, and grade on a student’s transcript
HS & CC: Develop an MOU
CC: Submits representative courses & MOU to SPP
CC: Communicates additional portable courses to agencies
CC: Maintains records for portability codes in partnership
Portability Meetings

Deadlines for post secondary partners to submit a course are March 1 for Spring portability panel consideration and October 1 for Fall panel consideration.
State Portability Panel

State Portability Panel may:

◎ A-Approve Votes,
◎ C-Conditionally Approved Votes,
◎ M-Needs More Information Votes,
◎ R-Return Votes

Two courses approved in fall of 2021
Four courses approved in spring 2022
State Portability Panel - Important Look Fors

Clarity!

- Clearly articulated grading policies
- Reading strategies utilized in course
- Informational texts and text sets
- Diversity in texts
- Evidence of multiple draft writing
What needs to be in the syllabus?
Transitional English Syllabus Template

- Your syllabus should document the “different experience” your students will have.
- It should reflect the course vision and parameters as outlined in the competencies & policies document.

Transitional English Syllabus

<table>
<thead>
<tr>
<th>Course Information</th>
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<tbody>
<tr>
<td>Course Name</td>
</tr>
<tr>
<td>ISBE Course Code</td>
</tr>
<tr>
<td>Portability Code</td>
</tr>
<tr>
<td>Course Duration</td>
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</tbody>
</table>

Contact Information

- Teacher Name
- Teacher Email
- School Phone Number
- School Name
- Community College Name

Course Description

Transitional English courses are college preparatory courses that develop student skills in reading, critical thinking and analysis, and writing to support student success across majors and career pathways while aligning with the Illinois Learning Standards. Transitional English courses address, at minimum, the following domains and competencies: reading (active reading strategies, summarization of a text, analysis and interpretation of texts), writing (identification of and writing processes based on audience, purpose and task, incorporation and documentation of relevant information), and critical thinking and analysis (credibility and reliability of evidence, engagement with evidence, information literacy skills). Additionally, the course emphasizes domains of metacognition and essential skills to develop self-awareness and overall college and career readiness. Upon completion students should be able to adapt their approaches and strategies as they engage in reading and writing tasks: analyze, evaluate, and synthesize while reading and writing; and demonstrate information literacy skills as an engaged reader and as a contributing writer. The course is delivered through an approach that integrates instruction across the competency domains and organizes the course pedagogy and selected texts around themes, critical issues, or concepts that foster critical thinking, reading, and writing skills.
Transitional ELA Syllabus Template

- Provides the SPP and LAP with information to determine:
  - Appropriate course name and portability code used
  - Process competencies are incorporated throughout
  - Appropriate course materials are used
  - Evaluation is used that meets the MOU and statewide requirements

Transitional English Syllabus

Course Information

<table>
<thead>
<tr>
<th>Course Name</th>
<th>ISBE SIS Code</th>
<th>Portability Code</th>
<th>Course Duration</th>
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<tbody>
<tr>
<td></td>
<td>0100644001</td>
<td></td>
<td>(1 year)</td>
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Contact Information

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Teacher Email</th>
<th>School Phone Number</th>
<th>School Name</th>
<th>Community College Name</th>
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Course Syllabus Sample

Lake County Syllabus Submission
What should the content competency spreadsheet look like?
<table>
<thead>
<tr>
<th>Competencies and key performance indicators</th>
<th>Unit, Lesson, Section, Task, Assessment, Etc.</th>
<th>What other units, lessons, sections, tasks, assessments, etc. are incorporated to demonstrate integration of reading, critical thinking and analysis, and writing?</th>
<th>Summary of unit, lesson, section, task, assessment, etc. (Optional Column)</th>
<th>Additional units, lessons, sections, tasks, assessments, etc. (Optional Column)</th>
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<tr>
<td><strong>Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.</strong></td>
<td><strong>Example</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Key performance indicators</strong></td>
<td></td>
<td></td>
<td>Core Texts: Commencement Address at Stanford University by Steve Jobs 3, 1, 5 &quot;Grit: The Power of Passion and Perseverance&quot; by Angela Duckworth 1, 2, 6, 3, 5 &quot;The Road to Resilience&quot; 2, 1, 4, 5 &quot;Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success&quot; by Jordy Michael 1, 3, 5 &quot;Mindset for Achievement&quot; by Carol Dweck <strong>Supplemental Texts:</strong> Excerpts from Outliers by Malcolm Gladwell (Intro, Ch. 1, 2) 2, 5, 6 &quot;The Elements of Success&quot; by Mike Kubic &quot;How Resilience Works&quot; by Diane Coutu &quot;How to Make Stress Your Friend&quot; TED talk by Kelly McGonigal</td>
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<tr>
<td>a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.</td>
<td>Unit 1 (Defining Success): Learning Segments 1, 2, 3, 4 &amp; 5</td>
<td>Unit 4 (Perception) Supporting KPI: Learning Segments 1, 2, 3, 5 (Technology) Supporting KPI: Learning Segments 1-5; Unit 6 (Isolation) Supporting KPI: Learning Segments 1-3 &amp; 6-8</td>
<td>Unit focus: As they look toward the beginning of their adult lives, many grade 12 students are interested in the idea of what it takes to be successful as an adult. They will be able to draw on their own experiences to identify how their view of success informs the strategies they use to accomplish it. Students will consider the factors that contribute to success and identify examples of what success looks like in order to decide what they believe constitutes success. <strong>Classroom activities</strong> in Learning Segments 1, 2, 4 &amp; 5 include a classroom discussion of the word &quot;success,&quot; use of a text map organizer to identify key concepts in a TED Talk on grit and brochures on resilience; and text annotation of the text &quot;Overcoming Obstacles&quot;.</td>
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</tr>
<tr>
<td>b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning.</td>
<td>Unit 1 (Defining Success): Learning Segments 4 &amp; 5</td>
<td>Unit 4 (Perception) Supporting KPI: Learning Segments 1, 2, 6 (Isolation) Supporting KPI: Learning Segments 2 &amp; 3</td>
<td>Unit focus: As they look toward the beginning of their adult lives, many grade 12 students are interested in the idea of what it takes to be successful as an adult. They will be able to draw on their own experiences to identify how their view of success informs the strategies they use to accomplish it. Students will consider the factors that contribute to success and identify examples of what success looks like in order to decide what they believe constitutes success. <strong>Classroom activities</strong> in Learning Segments 4 &amp; 5 include: reading &quot;The Road to Resilience&quot; with a focus on factors such as subheadings, images, color usage, and answering &quot;how do these guide the reader through the text?&quot;</td>
<td>Core Texts: Commencement Address at Stanford University by Steve Jobs 3, 1, 5 &quot;Grit: The Power of Passion and Perseverance&quot; by Angela Duckworth 1, 2, 6, 3, 5 &quot;The Road to Resilience&quot; 2, 1, 4, 5 &quot;Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success&quot; by Jordy Michael 1, 3, 5 &quot;Mindset for Achievement&quot; by Carol Dweck <strong>Supplemental Texts:</strong> Excerpts from Outliers by Malcolm Gladwell (Intro, Ch. 1, 2) 2, 5, 6 &quot;The Elements of Success&quot; by Mike Kubic &quot;How Resilience Works&quot; by Diane Coutu &quot;How to Make Stress Your Friend&quot; TED talk by Kelly McGonigal</td>
</tr>
</tbody>
</table>
Groups of 5-6

Directions:

1. How will you actively recruit students?
2. What does your documentation look like?
3. Review the Course Description & Syllabus Samples together

Identify one person to write some takeaways in the chat upon return to whole group.
Portability Document Links

Transitional English Portability Documents:

**TELA Syllabus Template**
**TELA Content Competencies**
**TELA MOU Template**
**TELA Portability Course Submission Form**