Postsecondary & Workforce Readiness Act

Statewide Transitional English
Course Parameters and Competencies

February 19th, 2021

Agenda

- **Background and Overview**

- **Review of Content**
    - **Course Parameters**
    - **Competencies and Performance Indicators**

- **Next Steps**

Welcome from State Agencies

Transitional English Overview and Policies

Jonathan Furr

Executive Director

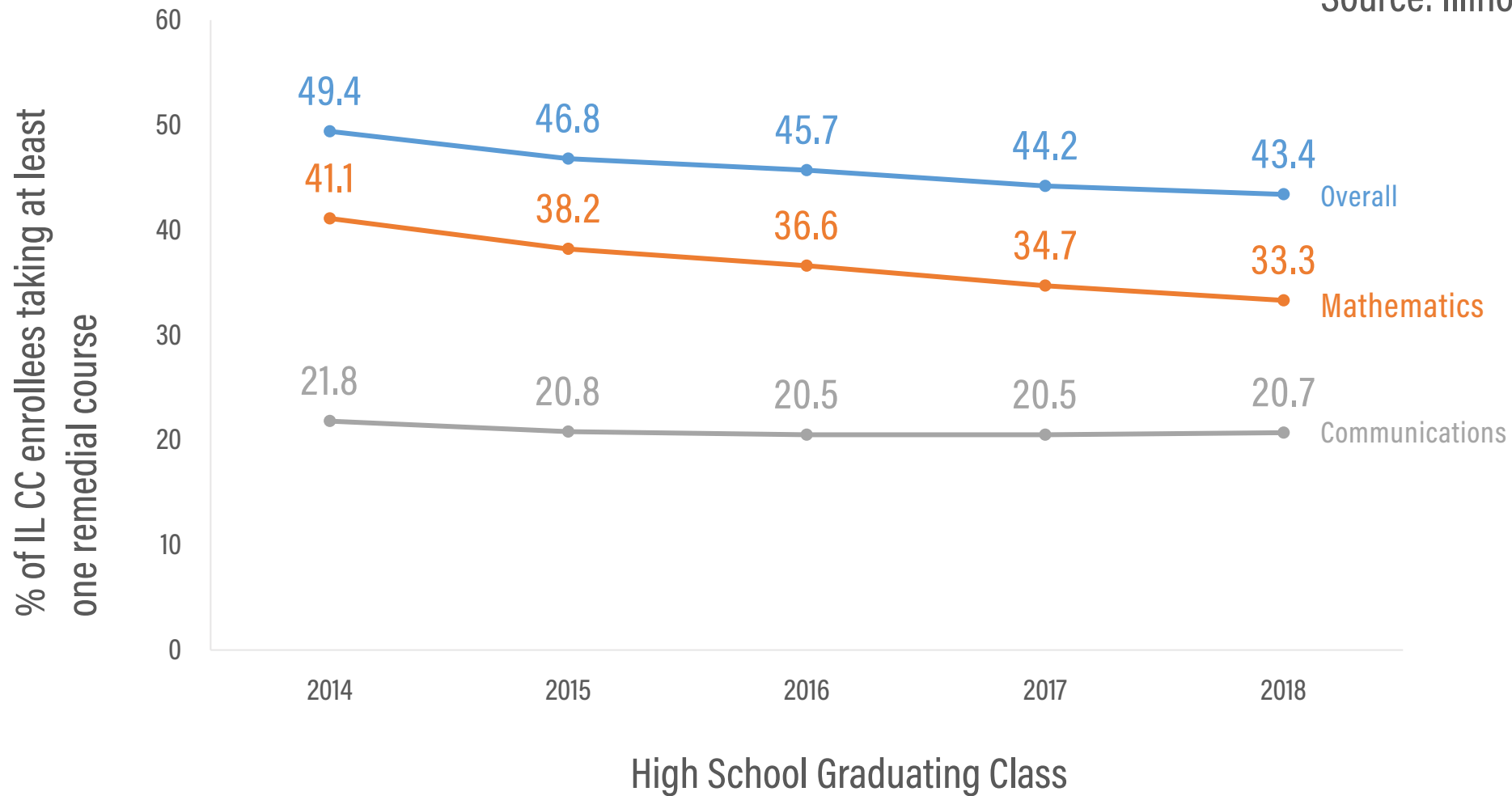Education Systems Center
NORTHERN ILLINOIS UNIVERSITY

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

Statewide Remediation Rates

Source: Illinois Report Card

Y-axis: % of IL CC enrollees taking at least one remedial course

X-axis: High School Graduating Class

Overall
- 2014: 49.4
- 2015: 46.8
- 2016: 45.7
- 2017: 44.2
- 2018: 43.4

Mathematics
- 2014: 41.1
- 2015: 38.2
- 2016: 36.6
- 2017: 34.7
- 2018: 33.3

Communications
- 2014: 21.8
- 2015: 20.8
- 2016: 20.5
- 2017: 20.5
- 2018: 20.7

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. **Provide transitional instruction** in the senior year

3. **Provide guaranteed placement** based on course completion

4. *Results*:
   1. Students start at college-level coursework, increasing their chances of completing a certificate or degree
   2. 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 General Policies

- The course can be used as a fourth-year Language Arts class to meet State and local high school graduation requirements, either as a new course offering or through the transformation of an existing English 4 course

- Transitional English courses are intended for students who are not projected ready for college-level English as of the end of their junior year
  - 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

Transitional English Pathways Outcome Courses

- 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

Local Partnership Agreement

- The high school and college must agree to a grading structure that conforms to the grading and assessment requirements in the Transitional English Overview and Course Parameters.

- A course's content, pace, and assessments must be documented according to the documentation requirements established by the Transitional English portability panel and the local Partnership Agreement.

- High school teachers must receive relevant and applicable professional development prior to teaching a Transitional English course.

Portability: Placement that goes where a student goes

| High School | ← placement → (Portability Panel) | Community College | ← transfer → (IAI Panel) | University |
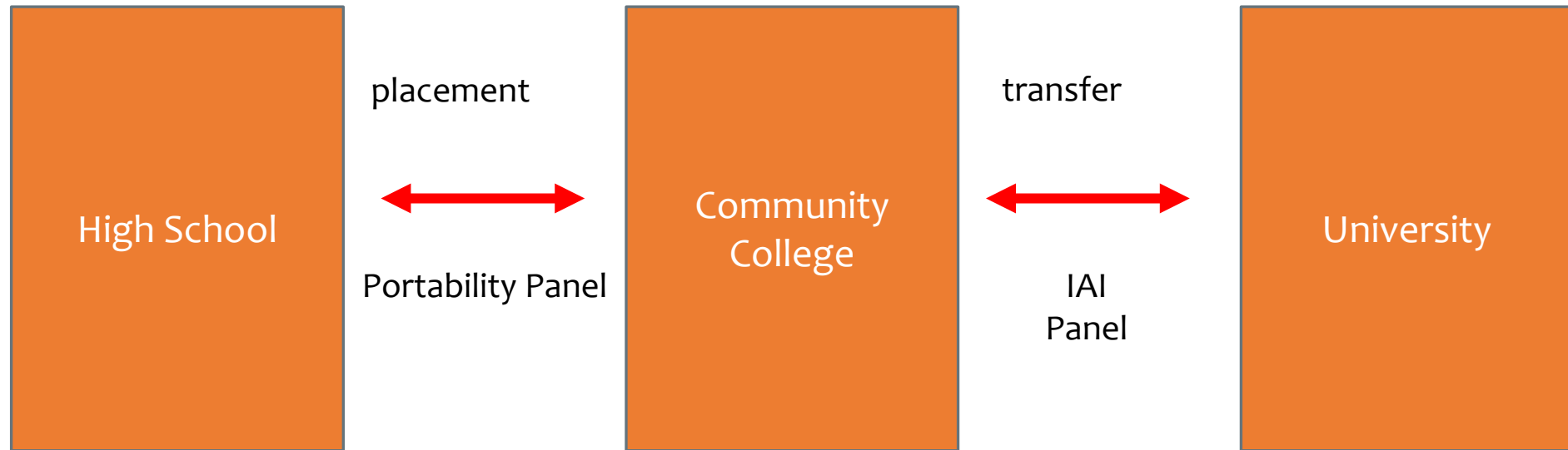
Portability process:

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

Local Advisory Panel

- To be eligible for portability, a local advisory panel (LAP) must be established between the school district and college with representation from both entities.

- 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.

ICCB English Pilot Grant Award

The purpose of this grant is to:

- Identify, create, support or expand transitional English instructional models and curriculum development

- Support partnerships with high school, including Local Advisory Panels (LAPs), as Transitional English course competencies and models are developed

- Identify scalable and sustainable models for Transitional English courses

- Support access to regional training opportunities

Link: English Pilot Grant Award Recipients

Considerations for Development of Course Parameters & Competencies

Heather Penczak

Policy & Program Manager

Competency Development Group

- In Fall 2019, ISBE, ICCB, and IBHE convened a Transitional English Competency Development Group consisting of:

  - High school administrators
  - High school English teachers
  - Community college and university administrators
  - Community college
  - University English faculty
  - State agency representatives

Competency Development Group

- From December 13th, 2019 – April 3rd, 2020, this group met via five webinars and two in-person meetings
    - Input of secondary and postsecondary learning objectives and outcomes
    - Worked in small Domain Teams to initially draft content and process competencies
    - Multiple drafts and opportunities for comment on suggested content

- The Group's work included extensive analysis and consideration of:
    - Secondary English Language Arts standards,
    - Learning objectives and instructional approaches in pilot Transitional English courses and postsecondary remedial courses
    - Best practices within Illinois and across the nation.

Finalization of Competencies

- ISBE, ICCB, and IBHE invited public comment and feedback on the draft course parameters and competencies from June 1 through July 31, 2020.

- Representatives from the Competency Development Group supported review and incorporation of public comment received

- A Statewide Panel for Transitional Instruction convened in September 2020 approved the competencies, course parameters and general policies to be sent to ISBE, ICCB, and IBHE for approval by agencies

Review of Course Parameters and Competencies for Transitional English

**Transitional English Competencies and Performance Indicators**

Transitional English courses cover content competencies in the areas of

- **Reading**
- **Critical Thinking and Analysis**
- **Writing**

In addition to the content competencies, the courses include process competency domains of:

- **Metacognition**
- **Essential Skills**

These content competencies and process competencies are integrated throughout Transitional English instruction, as reflected in the graphic :

METACOGNITION

Content Competencies

READING

CRITICAL
THINKING
&
ANALYSIS

WRITING

ESSENTIAL SKILLS

Process Competencies
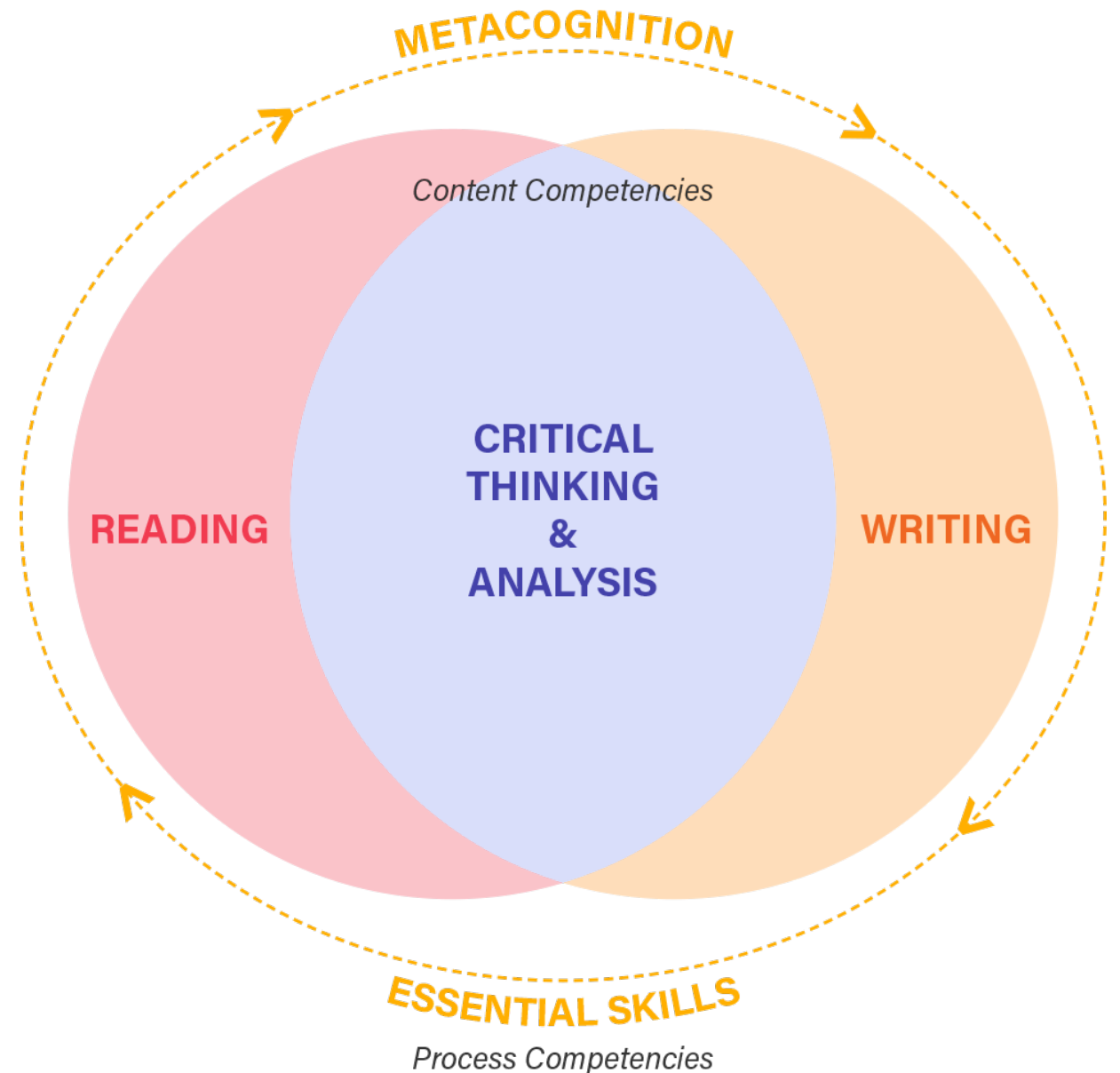
Competency Development Group Presenters

- **Judi Nitsch** *Professor of English, Harper College*

- **Megan Knight** *Director of Academic Programs and Pathways, Township High School District 214*

- **Magdelyn Helwig** *Associate Professor & Writing Program Director, Western Illinois University*

- **Michael Dufresne** *Professor, Liberal Arts and Sciences, DeVry University*

- **Alison Douglas** *Professor of English & Director of Alliance for College Readiness, Elgin Community College*

Transitional English Overview and Course Parameters

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.

METACOGNITION

Content Competencies

READING

CRITICAL
THINKING
&
ANALYSIS

WRITING

ESSENTIAL SKILLS
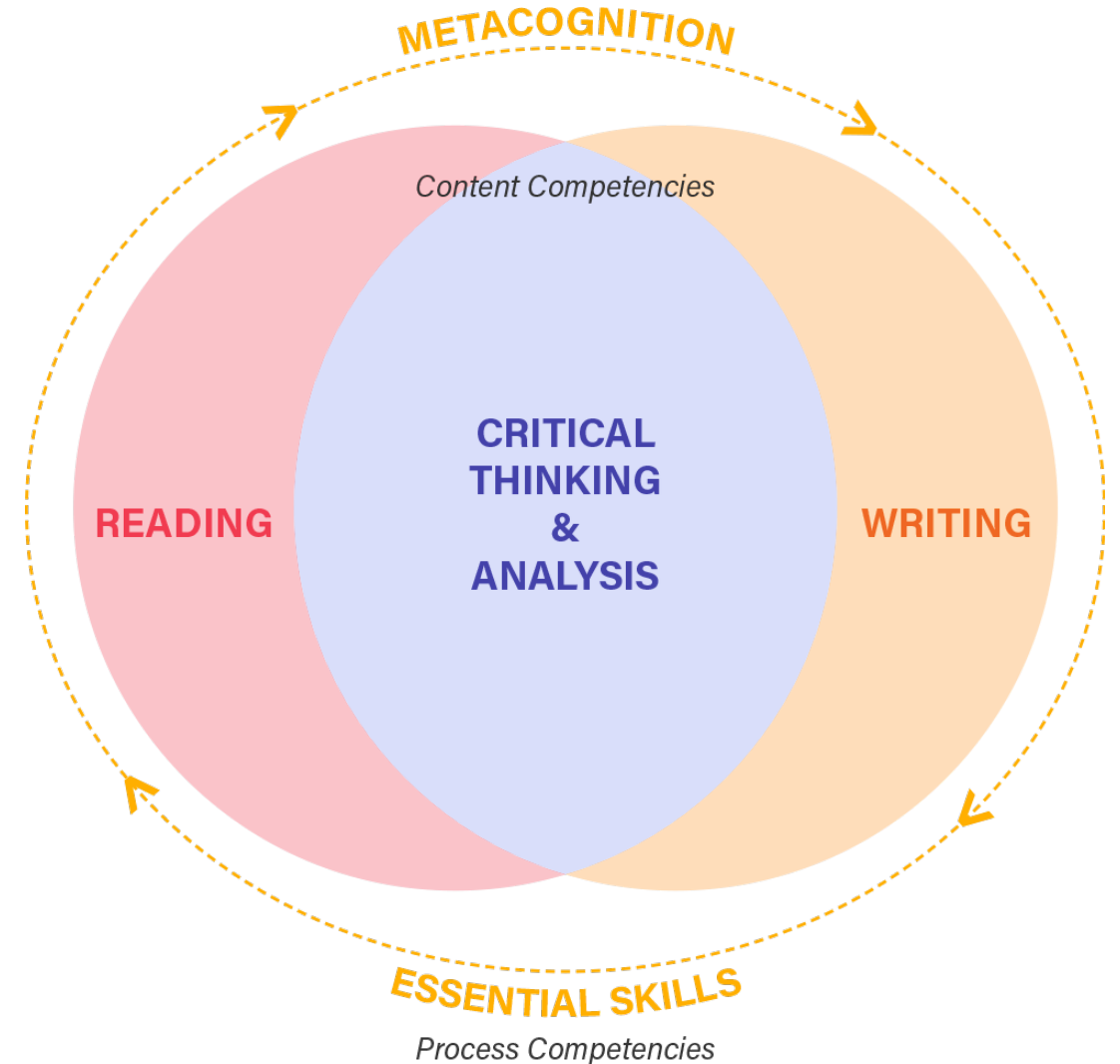
Process Competencies

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

Transitional English Competencies and Performance Indicators
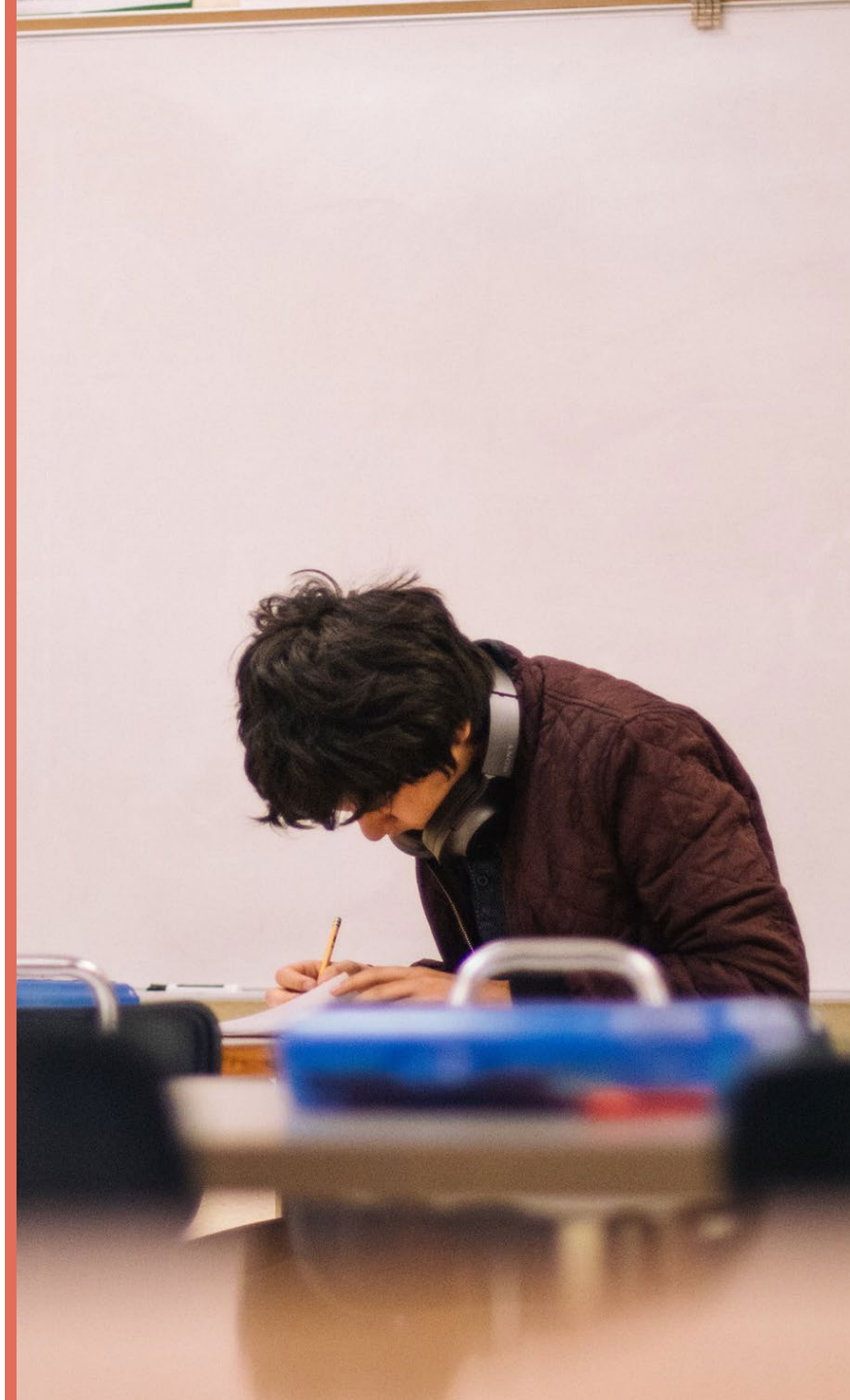
Transitional English Competencies and Performance Indicators

READING & WRITING

(1) Students can consider reading and writing tasks and adapt their approaches and strategies.

IN READING	IN WRITING
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.	Students can identify the audience, purpose, and context of any given writing task.
Students can summarize a text.	Students can choose writing processes based on audience, purpose, and task.
Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies.	

(2) Students can analyze, evaluate, and synthesize while reading and writing.

IN READING	IN WRITING
Students can analyze and interpret texts.	Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.

Transitional English Competencies and Performance Indicators

CRITICAL THINKING & ANALYSIS	
(2) Students can analyze, evaluate, and synthesize while reading and writing. *(cont.)*	
IN READING	**IN WRITING**
Students can understand credibility and reliability of evidence in texts while reading.	Students can engage with evidence while writing.
(3) Students can demonstrate information literacy skills.	
As an engaged reader... • Evaluate role as a reader in information community. • Understand what makes sources authoritative and relevant to a given topic.	As a contributing writer... • Evaluate role as a contributing writer in information community. • Evaluate and integrate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.

Transitional English Competencies and Performance Indicators

METACOGNITION

Planning and Monitoring

Students can construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills.

Self-Reflection

Students can reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes.

Transfer

Students can transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the ELA classroom.

Transitional English Competencies and Performance Indicators

ESSENTIAL SKILLS	
Personal Ethic • Cultural Competence • Persistence • Technology Use	**Teamwork** • Flexibility • Understanding Perspectives • Conflict Resolution
Work Ethic • Time Management • Dependability	**Communication** • Technology Use • Speaking and Listening

Next Steps

Next Steps for Transitional English

- Establishment of a **Statewide Portability Panel** and development of portability panel documentation requirements to prepare for a Fall 2021 panel

- Regular convening of an **Advisory Group** of secondary and postsecondary representatives to provide guidance on professional development and curricular resources to support teachers and communities

Questions?

State agency contacts for Transitional English

Kim Johnson
ELA Principal Consultant, ISBE
kjohnson@isbe.net

Melvin Harrison
Director for Academic Affairs, ICCB
Melvin.Harrison@illinois.gov

Amy Spies
Assistant Director for Academic Affairs, IBHE
Spies@ibhe.org