

A decorative graphic in the top-left corner consisting of a network of interconnected nodes and lines. Some nodes are solid blue circles, while others are hollow blue circles. The lines are thin and grey.

Transitional English

April 26th - May 31st

3:30 - 4:30 p.m.

Anji Garza, Director of Professional Learning; ROE 47


A decorative graphic in the bottom-right corner, mirroring the one in the top-left, with a network of nodes and lines in blue and grey.



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

About Me...



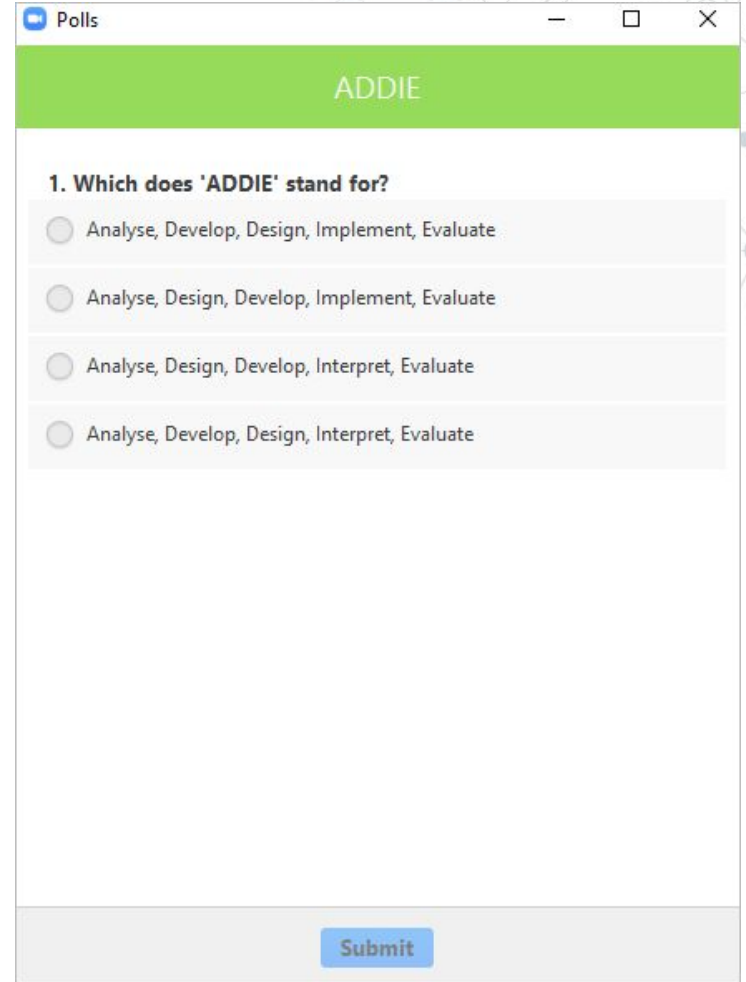
- Director of Professional Learning & Educational Services, ROE 47
- High School Educator, Administrator
- 22 years in education
- Local Transitional Math and English Work & Portability Panel (Sauk Valley)
- State Transitional Math Curriculum Development & Professional Learning
- State Transitional ELA Competency Writing Team; State PD Committee; Portability Panel
- 60x25 collective impact team leadership team member
- Parent

Time for a Zoom Poll!

Who are we?

How do we feel?

What help do we need?



The image shows a screenshot of a Zoom poll window. The window title is "Polls" and the poll title is "ADDIE". The poll question is "1. Which does 'ADDIE' stand for?". There are four radio button options:

- Analyse, Develop, Design, Implement, Evaluate
- Analyse, Design, Develop, Implement, Evaluate
- Analyse, Design, Develop, Interpret, Evaluate
- Analyse, Develop, Design, Interpret, Evaluate

At the bottom right of the poll window, there is a blue "Submit" button.



Segment #1

**Overview of the PWR Act; Transitional English Philosophy;
Competencies & Policies Document**



Things I **KNOW**

Some schools don't feel pressure yet because there's not a "due date" for implementation

It's a shift to teach with non-fiction texts more than the familiar fiction.

Things I **WANT** to know

How do I get started with developing Transitional English?

Just how should the Local Advisory Panel be developed?

How adaptive the curriculum can be from year to year

I'm not sure if our English department is ready, so I want to know where to begin.

Things I **LEARNED** today

Don't fill this one out yet :)

Framing & Reflective Questions

In this segment, reflect on the following:

- ① How has your partnership defined the Transitional English experience?
- ① Who are your transitional English students?
- ① How are you identifying and serving students who may not be prepared for college level coursework?
- ① What are you preparing the students for?
- ① What does a “different experience” look like?
- ① How have we started to shape the work?

Breakout Room Activity

Groups of 5-6

7 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 initial reflections from the questions on slide 9.

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





What is the PWR Act?



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 Coursework**

Why do we need transitional coursework?

1. Seven years of Illinois Report Card Data indicates approximately **45% (average)** of IL HS graduates are placed into remedial education.
2. Fewer than 40% of CC students complete any type of degree or certificate within six years (Source: Bailey, 2015). Remediation plays a role.
3. By 2020, **65%** of all jobs in the economy will require postsecondary education and training beyond high school.*
4. **8 out of 10** Illinois employers say they need employees with some postsecondary education (Source: 6oby25.org).

*Recovery: Job Growth and Education Requirements, Georgetown University



What are the expectations of Transitional English?



Transitional English Competencies & Policies

Transitional ELA Competencies

Competencies for ELA were **crafted** by a group comprised of high school administrators, high school English teachers, community college and university administrators, community college and university English faculty, and state agency representatives in **fall of 2019**.

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.

Postsecondary & Workforce Readiness Act

Statewide Transitional English
Course Parameters, Competencies, and Policies

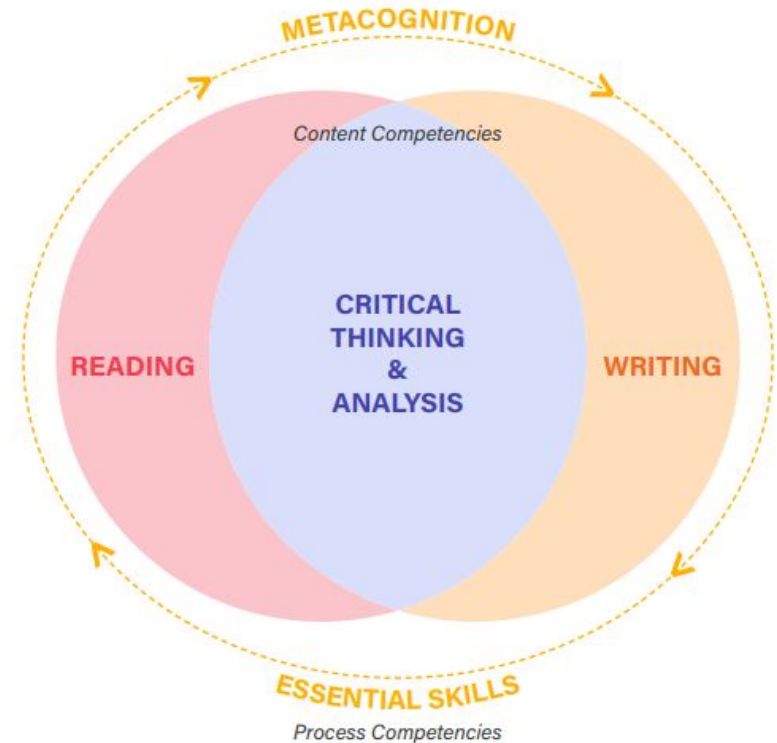
January 2021



Transitional ELA Competencies

In general, competencies developed for :

1. **Content** competencies
 - a. Reading & Writing
 - b. Critical Thinking & Analysis
2. **Process** competencies
 - a. Metacognition
 - b. Essential Skills



Transitional ELA Competencies

What do we mean by competency?

- In the context of transitional math, a competency is a broad learning goal that illustrates what a student can do. That is, how he/she can integrate and apply skills in context.
- Each competency has a set of key performance indicators.

What is a Key Performance Indicator (KPI)?

A quantifiable measure used to evaluate the success in meeting objectives for performance.

READING & WRITING Content Competencies	
(1) Students can consider reading and writing tasks and adapt their approaches and strategies.	
IN READING	IN WRITING
<p>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.</p> <ul style="list-style-type: none">a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.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.c. Use a text's structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.	<p>Students can identify the audience, purpose, and context of any given writing task.</p> <ul style="list-style-type: none">a. Make choices about content based on audience and purpose.b. Make choices about organization based on audience and purpose.c. Make choices about development based on audience and purpose.d. Make choices about style and tone based on audience and purpose.
<p>Students can summarize a text.</p> <ul style="list-style-type: none">a. Identify the topic of the text and the author's intent.b. Accurately explain the main ideas of a text in their own words.	<p>Students can choose writing processes based on audience, purpose, and task.</p> <ul style="list-style-type: none">a. Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task.b. Use reflection and feedback from peers and teacher to revise and strengthen writing.c. Use editing and proofreading strategies to improve writing and conventions.d. Submit the final product in an appropriate format based on task, audience, and purpose.
<p>Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies.</p> <ul style="list-style-type: none">a. Determine meaning through context clues.b. Determine meaning using dictionary skills.c. Determine meaning using knowledge of word parts.d. Determine meaning of words and phrases, including figurative, technical, and connotative	

Transitional English Competencies

Take a moment to review the competencies and KPIs in your Illinois Transitional English Policies and Competencies document.

What do you notice?

What do you wonder?

How have you used these competencies & policies in your partnerships? To develop course material?

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Who do we enroll?

Transitional English Best Fit Profile For Schools and Students



BEST FIT STUDENT PROFILE

Transitional English is a good fit for most high school seniors who are not enrolled in an Early College Literacy course (AP, IB, Dual Credit) course. The class is designed to accelerate learning with the goal of providing students the requisite skills for “day one” success in college-level courses. Students should be advised to enroll in this course if they plan to enroll in a certificate or degree track that includes a college composition course.



Accommodations may be provided to support student access to the course. For example, some students may receive additional opportunities to rewrite, receive extended time, or be allowed to use graphic organizers and sentence stems. However, the rigor or rubric for the unit level assessment should generally not be changed. In general, tests may not be selected or administered in a way that tests the disability rather than the achievement or aptitude of the individual. In addition, federal law requires changes to the testing conditions that are necessary to allow a student with a disability to participate as long as the changes do not fundamentally alter the examination or create undue financial or administrative burdens.



BEST FIT SCHOOL PROFILE

Transitional English is a good fit for most schools. This course is designed to help schools improve students’ post secondary persistence and attainment by building on students’ experiential and academic knowledge to develop skills in reading, critical thinking and analysis, and writing that will enhance their success in college-level courses across majors and career pathways. Transitional English should be offered to seniors in addition to an Early College Literacy course (AP, IB, Dual Credit) so that students can choose the option that best fits their interests and post secondary plans. The curriculum for this course includes a deep focus on reading, writing and feedback cycles, and a co-taught model can support greater focus on small group instruction and conferencing.

Best Fit Profile



What experiences
should we provide as
part of Transitional
English?

Competencies & Policies

In a Transitional English course, students engage with a variety of **college level texts of different types**, with a primary focus on **non-fiction**. Selected materials should be **interesting** to students, offering **choice** whenever possible to improve motivation and **engagement** and to better relate to students' **life and career goals**.

Postsecondary & Workforce Readiness Act

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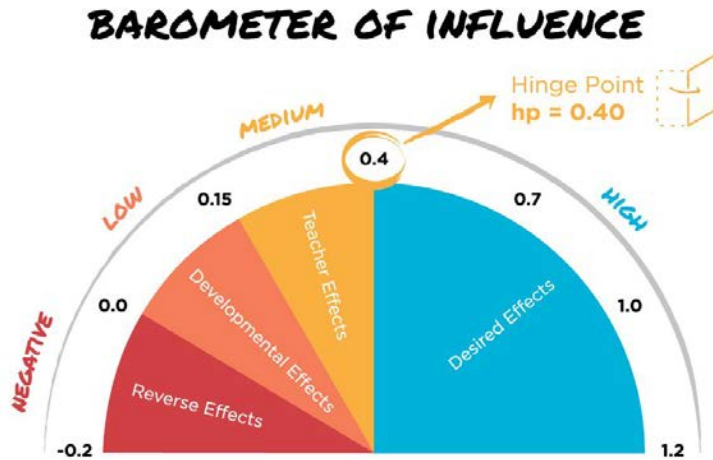
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Student learning is **greatest** in classrooms where the tasks **consistently encourage high-level student thinking and reasoning** and **least** in classrooms where the tasks *are routinely procedural in nature*

- *Boaler and Staples 2009; Hieber and Wearne 1993; Stein and Lane 1996.*

What the Research Says



Classroom Discussion = .82

Cooperative vs. Individualistic Learning = .59

Classroom Cohesion = .53

Persistence & Engagement = .48

Visible Learning by John Hattie

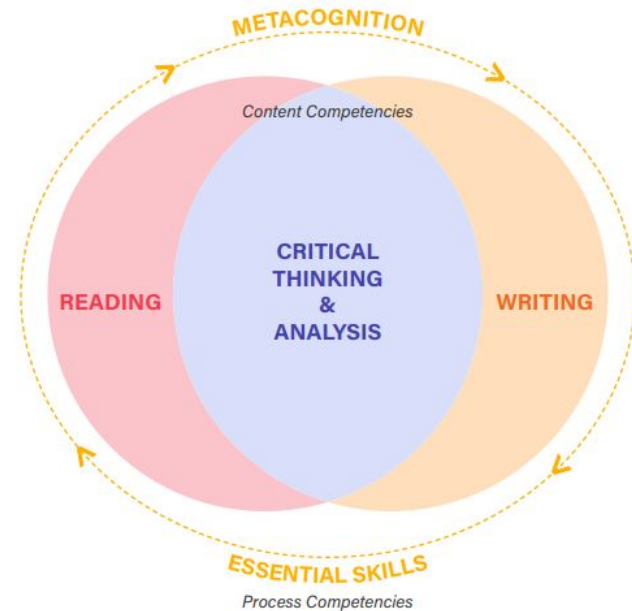


Competencies & Policies

Focus on **metacognition**, to support students to consider how, why, and when to employ various reading and writing strategies and processes.

Essential skills, relating to overall college readiness, employability, and life success.

Critical Thinking & Analysis



BREAKOUT ROOM ACTIVITY

Groups of 5-6

6 minutes

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

Directions:

Discuss the following questions

1. How has your partnership developed or approach curriculum, assessment & instruction?
2. As we move to authentic contexts, what is the roles of the teacher? The students?

