



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

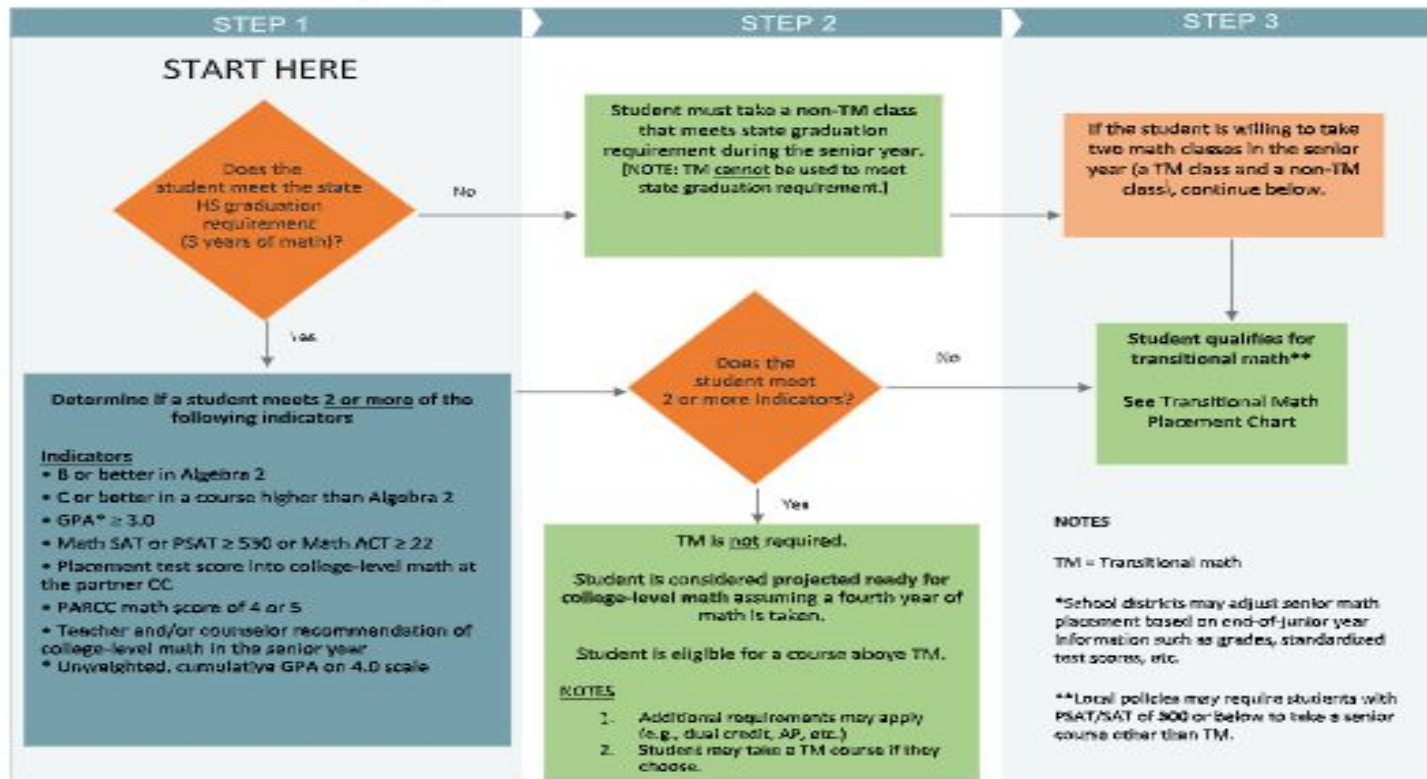
Benchmarking Data

Teacher Recommendation




Decision Chart for Transitional Math Eligibility

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



What is one word that best describes your local partnership?

Tentative	Exciting	
Unknown		Early

A decorative graphic in the top-left corner consisting of a network of interconnected nodes and lines. The nodes are represented by small circles, some of which are highlighted with a blue outline or a solid blue fill. The lines are thin and light gray, creating a web-like structure.

**“Part of our success has been the
partnership and relationships
between the community college and
districts.”**


Community College Administrator

A decorative graphic in the bottom-right corner, mirroring the one in the top-left. It features a network of interconnected nodes and lines, with several nodes highlighted in blue.



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

- ① What is the nature of your partnership?
- ① How are you documenting your process?
- ① How are you monitoring for impact on student achievement?

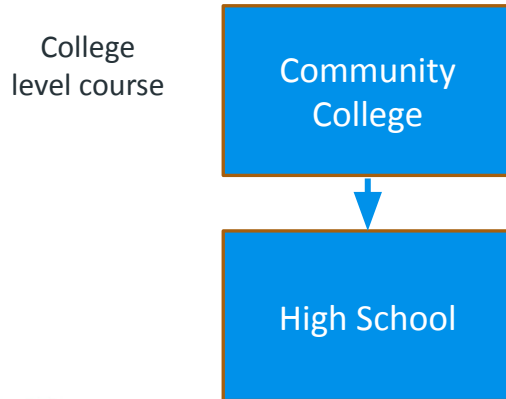


What does a strong
partnership look like?

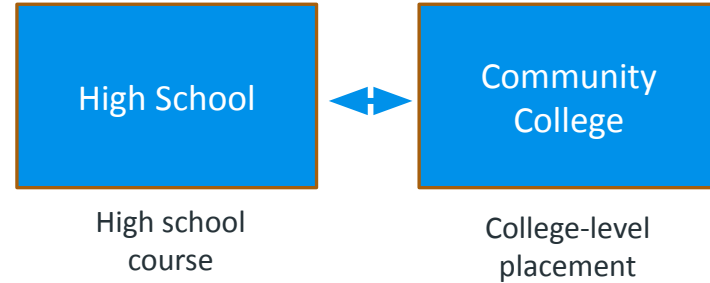
Partnerships & MOUs

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

Dual Credit



Transitional English



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

TRANSITIONAL ENGLISH PARTNERSHIP AGREEMENT BETWEEN

_____ ("COLLEGE")

AND

_____ ("DISTRICT")

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 accordance 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:

High School(s) Where Offered	High School Course Title

- B. 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 established 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](#)



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:

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

The Portability Process



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

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





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

Course Information

Course Name	
ISBE SIS Code	01004A001
Portability Code	
Course Duration	<i>(1 year)</i>

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

Course Name	
ISBE SIS Code	01004A001
Portability Code	
Course Duration	<i>(1 year)</i>

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.

Course Syllabus Sample

[Lake County Syllabus Submission](#)





What should the content
competency spreadsheet
look like?

Competencies and key performance indicators	Unit, Lesson, Section, Task, Assessment, Etc.	What other units, lessons, sections, tasks, assessments, etc. are incorporated to demonstrate integration of reading, critical thinking and analysis, and writing?	Summary of unit, lesson, section, task, assessment, etc. (Optional Column)	Additional units, lessons, sections, tasks, assessments, etc. (Optional Column)
<i>Example</i>				
<p><i>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.</i></p> <p>Key performance indicators</p>				
<p>a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.</p>	<p>Unit 1 (Defining Success): Learning Segments 1,2,4 & 5</p>	<p>Unit 4 (Perception) Supporting KPI: Learning Segments 1,2,3; Unit 5 (Technology) Supporting KPI: Learning Segments 1-5; Unit 6 (Isolation) Supporting KPI: Learning Segments 1-3 & 6-8</p>	<p>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.</p> <p>Classroom activities in Learning Segments 1,2,4 &5 include a classroom discussion of the word "success"; 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 "Overcoming Obstacles" .</p>	<p>Core Texts: Commencement Address at Stanford University by Steve Jobs 3, 1, 5 "Grit: The Power of Passion and Perseverance" by Angela Duckworth 1, 2, 6, 3, 5 "The Road to Resilience" 2, 1, 4, 5 "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael 1, 3, 5 "Mindset for Achievement" by Carol Dweck</p> <p>Supplemental Texts: Excerpts from Outliers by Malcolm Gladwell (Intro, Ch. 1, 2) 2, 5, 6 "The Elements of Success" by Mike Kubic "How Resilience Works" by Diane Coutu "How to Make Stress Your Friend" TED talk by Kelly McGonigal</p>
<p>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.</p>	<p>Unit 1 (Defining Success): Learning Segments 4 & 5</p>	<p>Unit 4 (Perception) Supporting KPI: Learning Segments 1&2 Unit 6 (Isolation) Supporting KPI: Learning Segments 2&3</p>	<p>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.</p> <p>Classroom activities in Learning Segments 4 & 5 include: reading "The Road to Resilience" with a focus on factors such as subheadings, images, color usage, and answering "how do these guide the reader through the text?"</p>	<p>Core Texts: Commencement Address at Stanford University by Steve Jobs 3, 1, 5 "Grit: The Power of Passion and Perseverance" by Angela Duckworth 1, 2, 6, 3, 5 "The Road to Resilience" 2, 1, 4, 5 "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael 1, 3, 5 "Mindset for Achievement" by Carol Dweck</p> <p>Supplemental Texts: Excerpts from Outliers by Malcolm Gladwell (Intro, Ch. 1, 2) 2, 5, 6 "The Elements of Success" by Mike Kubic "How Resilience Works" by Diane Coutu "How to Make Stress Your Friend" TED talk by Kelly McGonigal</p>

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. 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](#)