

Partnership Structures within Transitional English

	State Portability Panel (SPP)	Local Advisory Panel (LAP)	Local partnerships (teachers, administrators, postsecondary)
<i>Composition</i>	Representatives from secondary & postsecondary Agency (ICCB, ISBE, IBHE) representation	Representatives from secondary & postsecondary	All teachers teaching transitional English, postsecondary faculty
<i>Purpose</i>	To approve courses	To approve courses	Serves as a Professional Learning Community to learn, collaborate, and network with one another around transitional English implementation
<i>Frequency of meetings</i>	Two times per year (fall & spring)	Meet at least one time per semester prior to submissions to the state portability panel	Meet every two months or more frequently based on the needs of the local community
<i>Conversation/ Scope of Work</i>	Course approval	Course approval Review partnership data Plan professional learning & support	Focused on implementation of unit of instruction Calibration of writing (review of representative samples): <i>Select a representative sample of passing and failing student work on a summative assessment to support discussion</i> Sharing classroom experiences, curriculum, and best practices (job alike conversations) Share and facilitate learning around resources (graphic organizers, strategies, etc.) Review student data

Considerations for Forming Your Local Advisory Panel

1. Identify Local Advisory Panel (LAP) members.
2. Determine how LAP will collect and review submissions, as well as provide feedback.
3. Identify LAP meeting dates.
4. Provide training for LAP members/orientation.
5. Make sure representation on LAP reflects the district makeup.
6. Consider community college faculty who may give additional perspectives on submissions.
7. The balance of the LAP should reflect the fact that transitional English is a high school course.
8. Determine administrator/counselor representation.
9. LAPs may want to consider appointing point persons from the high school level to answer questions from high schools who may be developing or submitting for portability approval.

Local Partnership Work — Year One

(Prior to submission to Local Advisory Panel or State Portability Panel)

Sample meeting structure for building secondary-postsecondary partnerships and understanding of transitional English in year one:

- **First meeting:** In consultation with high school leadership, invite all relevant administrators and teachers with a stake in transitional English for a general introduction to the course.
 - Prior to first meeting: Provide all invitees with web links and other materials to help orient them to transitional English recommendations, processes, and best practices.
 - Note: This may be done in conjunction with a transitional math meeting, allowing some teachers with transitional math experience to share insights with future transitional English teachers and administrators.
- **Second meeting:** Once you have identified key players for each high school, schedule individual meetings with each high school's administrators/teachers.
 - Individual meetings may be useful in gauging interest/urgency levels of different schools and for answering more specific questions.
 - Individual meetings are also useful for recruiting volunteers for local advisory panel.
- **Third meeting:** bring back together the key players from each high school in partnership with the college English faculty for PD on transitional English syllabus/curriculum development.

Local Partnership Work — Ongoing/Continued Guidance

Suggested partnership activities include:

- Review data from transitional English courses (student surveys, success & completion rates, or other locally identified success criteria) at the conclusion of each academic year
- Problem-solve barriers to implementation
- Problem-solve recruitment needs or challenges
- Calibration of scoring — student writing samples
- Share instructional strategies
- Provide feedback to schools/districts on unit/course development prior to development and submission to the Local Advisory Panel
- Onboard and support new transitional English instructors
- Calibrate scoring and feedback of student writing using a rubric that is aligned to transitional English competencies and key performance indicators

Guidance on Articulation of Secondary-Postsecondary Partnerships in the MOU

Data Collection and Sharing. The Parties will collaborate annually to collect and share student success data, disaggregated by high school, in transitional English and in credit-level English to further the purposes of this Agreement, provided such data sharing may require a separate agreement between the Parties. To facilitate alignment, secondary and postsecondary English faculty will assess collaboratively transitional English and comparable postsecondary English writing samples for the initial years of the transitional English course's implementation and periodically thereafter. These data, along with relevant qualitative data, must be used to inform ongoing adjustments to the transitional English courses. The Parties will protect the confidentiality of information concerning students in accordance with all applicable Federal and State laws regarding such information, including but not limited to, the Family Education Rights and Privacy Act (20 U.S.C. § 1232g) and the Illinois Schools Student Records Act (105 ILCS 10/1 et seq.).

Meeting frequency may vary.