Building Bridges to Postsecondary: Transitional English Implementation

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Welcome

- Link to [slides](#) is in the chat
- Access Transitional English Language Arts resources [HERE](#)
- Access Competencies & Policies Document [HERE](#)
  - Please also see links embedded in this powerpoint, as well as Resources slide at the end of the presentation

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

EQUITY FIRST: BUILDING TOWARD A BETTER FUTURE AND REVITALIZING LEARNING

What is your role in Transitional ELA implementation? What do you hope to learn today?

	Statewide implementation and policy development.	Developmental English faculty I hope to learn how to best collaborate with high schools on English Transitions
Community College director for implementation, hopefully affirming current work	I support scaling of Transitional English at CPS; I'm interested in Professional Development for teachers; ways to recruit students	
Resources		As Principal, and a former CTE teacher, I feel it is my responsibility to help our ELA dept understand the importance of implementing to give our students another chance to go right into credit bearing coursework
Support community colleges with their plans for Developmental Education reform		

Competencies & Policies

Competencies & Policies

Team of secondary and post-secondary educators met from December 2019 to March 2020 to develop competencies and key performance indicators.

Postsecondary & Workforce Readiness Act

Statewide Transitional English
Course Parameters, Competencies, and Policies

January 2021

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

Statewide Transitional English
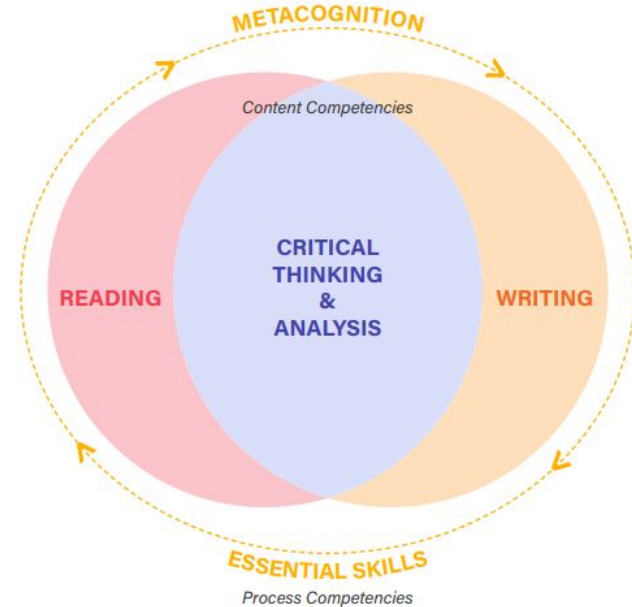Course Parameters, Competencies, and Policies

January 2021

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

Competencies & Policies

READING & WRITING
Content Competencies

(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. **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.	Students can identify the audience, purpose, and context of any given writing task. **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.

Portability Submission Resources

Portability provides a system for ensuring the competencies and policies are met.

Courses with portability offer a student guaranteed placement at their **district community college** as well **as any other Illinois community college** and any **accepting Illinois university.**

Portability submissions must include:
- **TELA Syllabus Template**
- **TELA Content Competencies**
- **TELA MOU Template**
- **TELA Portability Course Submission Form**

Regional Work
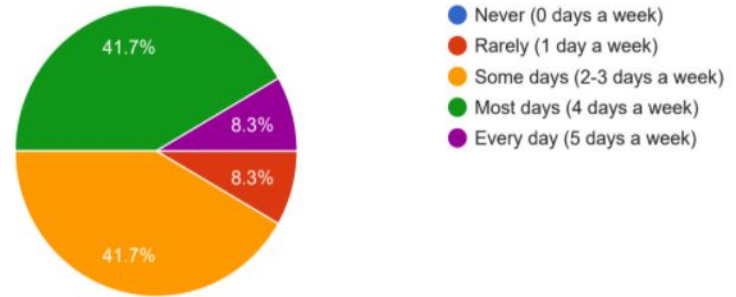
A Local Partnership Story.....

Regional Literacy Practices Survey

Questions were selected from Hattie's "Visible Learning" work, as well as EQUIP Rubric.

Data was compared to expectations for Transitional ELA.

Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms(e.g., notes, summaries, short responses, or formal essays).

12 responses

- Never (0 days a week)
- Rarely (1 day a week)
- Some days (2-3 days a week)
- Most days (4 days a week)
- Every day (5 days a week)

41.7%
8.3%
8.3%
41.7%

EQUITY FIRST: BUILDING TOWARD A BETTER FUTURE AND REVITALIZING LEARNING

Creating the Vision

Teachers reviewed vetted OERs that were provided to develop a common vision for the course.

Creating the Vision

- Units connect to what is happening in the world today (politics) = relevant & engaging
- Variety of materials & topics & texts
- Pacing was focused/intentional (reading & activity per day); deep dive into a standard
- Units demonstrated a means of incorporating literature in shorter texts or segments
- Shorter writing pieces that ultimately led to thematic approach
- Inclusion authentic source material/texts (very relevant to students)
- Balanced text sets; emphasis on informational texts

Exciting tools & strategies:

- Evidence sentence starters
- Ethos, pathos & logos
- Talk Moves

Unit Title	Link	Notes
Rhetoric	https://learnzillion.com/wikis/89845-rhetoric/	Anji - I love this! There are a lot of great resources in the getting started section- I particularly like this discussion reflection and the conversation stems KG Check out the Evidence Sentence Starters https://learnzillion.com/documents/157867/ GR I like the thematic approach GR There are so many great resources here that I am overwhelmed reviewing them! Wow! - LK Ditto for me--I want to keep exploring but started this too late today! EC

EQUITY FIRST: BUILDING TOWARD A BETTER FUTURE AND REVITALIZING LEARNING

Close Reading

Teacher close read & annotated the competencies & KPIS, noting questions, reflections & evidence of learning.

Competencies & KPIs were also crosswalked with Illinois Learning Standards for grade 12 English Language Arts.

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

Competency	KPI	Notes	Evidence of Learning
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.	a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.	Active reading strategies need to be directly taught to many of my students...their eyes follow the words but their brains often aren't involved in the process. EC I think this is one that I often overlook. As a person who chose to study English did this naturally and often forget that this is something that needs to be actively taught and modeled for students. Similar to one who teaches math and has natural number sense. ES This is something I struggle with as well, especially when tailoring things for Seniors where it doesn't feel so much like "training wheels". How can we find that "happy medium"? JJ I think this is really important because students don't tend to deliberately select strategies; they just start reading. They need a "toolbox" that they can choose from depending on what they are reading and why. KG I started including instruction in active reading strategies in all of my classes as part of the first unit, I explain that there is a reading process just like there is a writing process. I have even had some positive feedback from students who are overwhelmed by how much reading is required in college. I emphasize that	How do you prove that students are implementing these strategies? Not authentic. Review these skills May be a great opportunity to practice metacognition.

Competency Rubrics

Development of [Competency Rubrics](#) to guide the work and plan for evidence of learning.

Inspired by Building 21 resources.

ELA.1 THINKING CRITICALLY

I can consider reading and writing tasks and adapt their approaches and strategies.

	No Evidence	Partially Meets	Approaches	Proficient/Meets	Exceeds
		Student demonstrates prerequisite skills.	Student demonstrates understanding of simple indicators.	Student demonstrates understanding of complex indicators in an authentic task.	Student demonstrates understanding of indicators that goes beyond expectations.
ELA.1.1 Apply & adjust active reading strategies: 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.		a. I can apply a pre-reading strategy when directed by the teacher. b. I can identify text characteristics when directed by the teacher. c. I can identify a text's structural characteristics when directed by the teacher.	a. I can apply pre-reading and **more than one active reading strategy** with guidance and support. b. I can **use** text characteristics with guidance and support **to preview a text to make meaning**. c. I can **use** a text's structural characteristics with guidance and support **to make meaning**.	a. I can **independently** apply pre-reading and at least one active reading strategy **appropriate for the text**. b. I can **independently** use most of the text characteristics to preview a text to make meaning. c. I can **independently** use a text's structural characteristics to make meaning.	a. I can independently apply pre-reading and **more than one** active reading strategy appropriate for the text. b. I can independently use **all** text characteristics to preview a text to make meaning. c. I can independently use **and evaluate** the text's structural characteristics.

Themes & Text Sets

Theme:The Landscape of Success or What creates an Outlier (People whose achievements/failure fall outside the normal limits)		
Candidate driving questions for this unit: How is failure essential to success? Is failure essential to success? What does it mean to be successful? Does society encourage or discourage outlier behavior? How does society respond to outlier behavior? How is genius/creativity/success defined? What is my mindset? How does time impact outlier perception?		
Text	**Type (video, speech, picture, journal article, etc.)**	**Rationale**
Excerpts from *Outliers* by Malcolm Gladwell	Nonfiction	High interest, thought provoking, excellent discussion tool.
"Grit: The Power of Passion and Perseverance" by Angela Duckworth	TED TALK	Discussion tool, addresses essential skills
Excerpt from "Unbroken" by Laura Hildebrand	Nonfiction reading or movie	Story of survival and resilience
The Short Happy Life of Francis Macomber by Ernest Hemingway	Fiction	Critical Analysis/What is success and/or happiness?
Excerpt from: Be Free or Die: The Amazing Story of Robert Smalls' Escape From Slavery to Union Hero by Cate Lineberry	Nonfiction	Overcoming tremendous odds
Temple Grandin: The World Needs All Kinds of Minds	TED Talk	Finding success in a male-dominated industry, and using your "disabilities" to your advantage.
Temple Grandin: CSU's One-of-a-kind Mind	University Spotlight Article/Nonfiction	Biography and continued information related to Temple Grandin and her legacy.

Themes & Text Sets

Theme: Medical Ethics/Social Justice		
Candidate driving questions: Does the end justify the means? How do ethics play a role in advancing medical science?		
Text	**Type (video, speech, picture, journal article, etc.)**	**Rationale**
Excerpt from *The Immortal Life of Henrietta Lock* by Rebecca Skloot	Nonfiction or HBO movie starring Oprah Winfrey and Rose Byrne	Social Justice, Morality,
Excerpt from The Radium Girls by Kate Moore	Nonfiction	Social Justice, Feminism, Ethics
Excerpt from *The Knife Man: Blood, Body Snatching, and the Birth of Modern Surgery by* Wendy Moore	Nonfiction	
Excerpt from *Autobiographies of a Black Couple of the Greatest Generation* by Norma L. Anderson and William G. Anderson, D.O.		William Anderson broke the color barrier to become a nationally recognized physician. He and his wife were civil rights activists and were instrumental in the Albany Movement, the first major "spontaneous and nonviolent" movement in the U.S.
Excerpt from *Stiff by* Mary Roach	Nonfiction	High interest. Section on fear of being buried alive and the extreme measures to ensure death had occurred before burial.
Excerpt from *Bedlam* by Catherine Arnold	Nonfiction	The treatment of the mentally ill in history--Excellent discussion tool, research etc.
Doctors as grave robbers	Video	
Excerpt from *Rosemary: The Hidden Kennedy Daughter* by Kate	Nonfiction	Unethical treatment of the mentally ill.

Units of Instruction

Units of Instruction started summer 2020.

Used Building 21 maps.

Unit/Module Overview

Title	Social Injustice
Competencies/ Concepts *What skills will be taught and assessed?*	Analyzing the ways that we in the United States (and elsewhere) have perpetuated a sense of "superiority" over races, peoples, religions, etc., over time, how to address these systemic issues in non-violent ways, and how to identify these issues in our society and societies outside of our borders. Analysis of propaganda techniques, primary sources, rhetorical devices analysis, methods of persuasion, usage of history and historical contexts to cement and/or challenge the status quo in our and outside societies.

Habits of Success Addressed	Check All That Apply:			
	X	Growth Mindset	X	Collaboration with Others
		Agency	X	Self Reflection
		Work and Time Management		

Length of Unit	16 Weeks
Texts *Link in the texts that you will use*	*Letter from a Birmingham Jail* by Martin Luther King Jr. *March* by John Lewis (Top Shelf Productions) *An Archive of Hope: Harvey Milk's Speeches and Writings* *Allegiance* by George Takei (musical) Humanrightswatch.org (contemporary non-fiction source) 1619 Project (New York Times Podcast series) "The Chimney Sweeper" by William Blake *A Modest Proposal* by Johnathan Swift *Thirteenth* Documentary-Netflix *The Triangle Shirtwaist Factory Fire* analysis (primary source/secondary source) *Just Mercy* Film/Book

Scope & Sequence

	Success/Outliers (shorter)	Human/Civil Rights	Medical Ethics	Technology		
				perception/reality/Propaganda	Tech	Isolation
Competencies and key performance indicators						
1. 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.						
Key performance indicators						
a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.	M			S	S	S
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.	x			S		x
c. Use a text's structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.	X	x				
2. Students can summarize a text.						
Key performance indicators						
a. Identify the topic of the text and the author's intent.	x		X	M	x	x

Additional Conversations

Guidelines for Creating Multiple Drafts

The Transitional English Language Arts class requirement that students must produce multiple drafts and receive feedback on those drafts can be met in a variety of ways:

- Students may begin a writing assignment by using a prewriting strategy to explore the topic and receive written or verbal feedback on that prewriting exercise from peers and/or the instructor.

- Students may create an outline or use a graphic organizer and receive written or verbal feedback from peers and/or the instructor.

- Students may create a partial rough draft of a writing assignment (for example, the introduction only) and receive written or verbal feedback from peers and/or the instructor.

- Students may create a complete rough draft to be peer-reviewed or to be reviewed by the instructor. Students may receive verbal and/or written feedback from peers and/or the instructor.

- The instructor may choose to conference with an individual student or a group of students on a draft created for the writing assignment.

- The instructor may assign a percent of the writing assignment grade for one or more drafts of the writing assignment. Drafts are subject to the no late work policy.

Summer 2021

- Course and **Administrator Academy** developed for submission to the Illinois State Board of Education.
- Develop and recorded **videos** capturing local businesses discussing application of literacy in industry

- Teacher leaders develop **curriculum framework, scope & sequence, and assessments** for TELA
  - commenced development of summative and formative assessments for TELA
  - provided recommendations for resources and instructional strategies
  - constructed a draft syllabus and MOU
  - constructed recommendations for adoption and implementation
  - determined initial pilot details and evaluation metrics

- Collaborate with chamber of commerce to develop **soft skills training** resources to embed in TELA courses.
- Contracted with external reviewer to review work for consistency and alignment

Summer & Fall 2022

- Make adjustments to partner TELA template to align with state template.
- Articulate competency rubrics in each unit map
- Articulate IL state standards for ELA grade 12 for each unit
- Develop a student friendly rubric for summative assessment
- Refine summative assessments for each unit of instruction
- Analyze progression of skills and concepts within and across units to ensure full alignment with competencies
- Review feedback from 2021-22 SY pilots.
- Identify additional units for pilot
- Finalize course syllabus

- Develop a vision for hybrid and/or virtual course for math and ELA
- Identify LMS
- Augment created resources to a remote or virtual delivery format (including discussion boards, video tutorials, etc.)
- Create teacher guide for implementation of virtual and/or hybrid transitional coursework (ELA/Math)
- Facilitate piloting debrief and revisions
- Calibrate scoring of authentic student writings samples and developed rubrics.
- Provide state updates and just in time training.

The power of ongoing partnerships and Professional Learning Communities!

EQUITY FIRST: BUILDING TOWARD A BETTER FUTURE AND REVITALIZING LEARNING

State Level Work

Supporting implementation statewide!

Resource Development Team

Team members (secondary & post secondary) identified and continue to meet virtually to assess needs and develop resources to deploy statewide.

Team includes many members who are on the portability panel, as well as on the initial writing team.

Identification of Quick Wins

- Guide for text sets and sequencing texts
- Sample text sets
- Annotated template for unit plan
- List of features for a good unit plan
- Defining TEL & Students - Using positive, asset based language to recruit students
- Resources for administrators & counselors
- Student & parent resources
- Sample units or lessons demonstrating the difference between remedial/development and transitional
- Defining Competency-Based Education

Resources Created to Date

[Transitional English Best fit Profile for Schools & Students](#)

[Annotated Unit Template](#)

[Text Set Guidance](#)

[Partnership Work Samples](#)

Long Term Work

- Theme-based instructional units with open-source text sets that build knowledge.

- Competency rubrics to provide feedback and drive instruction.

- High leverage instructional strategies to increase cognitive load, as well as critical thinking and analysis.

- Formative and summative assessments

- Instructional scope & sequence recommendations

- Professional learning scope & sequence

- Sample syllabus

Anticipated Professional Learning Needs

PL Needs

- Introduction to Transitional ELA
  - why & how
  - portability & partnerships
  - shifts in expectations & instruction
  - overview of competencies
- Recruitment
- Reading Informational Texts, Authentic Texts, & Text Sets
- Writing from Sources
- Writing Calibration
- Reading, writing, speaking & listening, research connections

What resources or professional learning do you, your district, or your partnership need to support Transitional English implementation?

Opportunities for high school partners to collaborate with each other		
TELA evaluation and assessment.		
	tiered support from ROE/EFE for schools to implement, and data collection	meet with juco partners on curriculum & assessment, and continued communication throughout the school year

Illinois Community College Board

ICCB's Commitment

Committed more than $3 Million for Transitional Instruction Efforts in

Grants Programs

Transitional Math Implementation Grant FY20
Transitional English Pilot Grant FY20
Transitional Instruction Innovation Grant FY21
Transitional Instruction Innovation Grant FY 22

How Funds Were Used?

1. Curricular development and alignment to competencies & policies
2. Professional learning and training
3. Evaluate curricular resources and instructional strategies
4. Course pilots
5. Develop virtual course
6. Transitional Instruction assessment and evaluation

Results Of the Work

59 active, approved pathways for statewide portability were since grant launch.

349 high schools are approved to offer TM courses.

19 high schools are approved to offer TELA courses (Fall 2021).

What's Next?

1. Focus on evaluation of TM courses
2. Develop virtual course for TM
3. Continue statewide portability approval process for TELA
4. More Professional Learning
5. Develop a Transitional Instruction website and database for advisors and community colleges to identify students who have completed Transitional Instruction courses

Ask Yourself This...

Is Transitional Instruction available in to your student(s)?

38 CC Districts through 368 High Schools across the state offer transitional courses.

Contact your local community college district to learn more.

Questions?
Comments?
Angry Exhortations?

Contact Us

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Resources

[Ed Systems Center Transitional ELA](#)

[Transitional ELA Resources](#)