**Transitional Math (TM) Portability Processes for Partnerships**

1. Due to the importance of the role of local course review, the Statewide Portability Panel (SPP) strongly recommends as best practice that each partnership create a Local Advisory Panel (LAP) with equal representation from high school and college constituents. The size and composition of the LAP is at the discretion of the local partnership; however, a recommended structure includes at least one administrator and one math teacher to represent the high schools in the partnership as well as at least one administrator and one math faculty member to represent the community college.
2. It is recommended that the Local Advisory Panel shall support the partnership as follows:

* Each high school will create a transitional math syllabus and corresponding content competencies spreadsheet for each of their transitional math pathways.
* The high schools and community college in the partnership will agree to a Memo of Understanding (MOU) that satisfies the required state policies. Partnerships are encouraged to use the statewide MOU template, adding in details specific to their partnership’s agreement as applicable. While the contents of the MOU will be identical for each high school in the partnership, high schools will each have their own copy of the MOU to simplify the process of gaining the required signatures from the high school district and community college.
* The LAP will collect course and curricular documentation (transitional math syllabi and content competencies spreadsheets) from all high schools in the partnership that are seeking portability and review the courses according to the Statewide Portability Panel’s course approval criteria (see pages 2 – 3 of this document). A representative course for each pathway will be chosen by the LAP and submitted to the SPP. Both the course and curricular documentation and the MOU will be submitted to the portability panel by the community college. After the initial review of all courses in the partnership, TM courses will be sent to the SPP according to the portability panel’s timeline for ongoing course review.
* For courses not submitted to the SPP, the LAP will draft and send recommendations to any high school’s principal that has a course that did not meet the course approval criteria.
* It is advised that the college maintain a document with the portability codes for each high school in its partnership for ease of reference over time. The Portability Course Submission Worksheet and Portability Modification Form serve to support acquisition of the needed information.

1. The Statewide Portability Panel will respond to each partnership following the spring or fall panel meeting with a confirmation of approval or comments with changes that should be made to gain portability. Decisions granted are approved, conditional approval, not enough information, or returned. Each course gaining approval by the SPP ensures statewide portability for all high schools in the partnership that are offering that course.
2. Courses that gain approval from the Statewide Portability Panel should indicate the appropriate TM portability code on any senior’s high school transcript in which the senior earned a C or better in the transitional math competencies. In addition to the **grade** and **portability code**, high schools should include the **date that the course was completed** to allow colleges to calculate an 18-month expiration date of placement.
3. Colleges receiving information on a student’s portability code will grant the student the appropriate placement based on the course pathway. The placement exempts a student from taking a placement test at the community college. However, students may voluntarily take a placement test if they wish to place higher than the Transitional Math placement would allow.

**Course Approval Criteria**

*Changed: May 1, 2019 Effective: Fall 2019*

For a course to be approved portable, it must include the following as required by the State.

* Evidence that the process and content competencies are met
* Evidence that problem and/or project-based learning is used
* Evidence that the statewide policies are met

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| **Item Required for Submission** | **Criteria for Approval** |
| 1. **Memo of Understanding (MOU)** | An MOU must be agreed upon by the partner high schools and the community colleges. Include a signed copy of the MOU from one of the high schools in the partnership.  The MOU must address all required statewide policies. Use of the statewide MOU template will simplify this process; however, the statewide MOU template is not required. MOUs must address the following components as required by the State:   1. Course offerings and locations 2. Transitional math pathway outcome courses 3. College enrollment 4. Teacher qualifications 5. Professional development 6. Student qualifications 7. Advising supports 8. Rigor and standards including grading and assessment 9. Transcripted placement 10. Portability information |
| 1. **Transitional Math Syllabus** | A course syllabus should be completed by each high school for each pathway offered. A template is provided on the transitional math website with the following information.  **Course Information**  State the course name chosen by the high school that aligns with the ISBE SIS code naming. Additionally, state the course pathway, ISBE SIS code, portability code, and course duration.  **Contact Information**  State the teacher’s name and email and the high school phone number. Include the names of the high school and partner community college.  **Course Description**  Include the course description from the ISBE course catalog.  **Evaluation**  Course evaluation methods must meet the agreed upon grading structure in the MOU.   * Include specific information on grading and assessment.   **Course Materials**  Course materials must support the competencies of a transitional math course.   * Include information on learning resources that are required and most frequently used such as textbooks, statewide resources, open educational resources (include links when feasible), etc.   **Course Units of Study**  Units of study describe the organization of all the competencies and key performance indicators for the pathway as well as the required emphasis on problem/project-based learning.   * Include a detailed topical outline for each unit of instruction   **Process Competencies**  Transitional courses are intended to help students develop conceptual understanding and problem-solving ability as well as college and career readiness. To that end, the courses include process competencies related to mathematical and student success. While these competencies are not assessed directly, they should be a part of instruction and assessed indirectly. See page 6 in the *Competencies and Policies Document* for more information.   * Provide evidence illustrating how this criterion is being met. Evidence should address how the process competencies as well as the standards for mathematical practice are included throughout the course. Include a narrative describing how this criterion is met in your own words.   **Problem/Project-based Learning**  Transitional math instruction provides students with the mathematical knowledge and skills to meet their individualized college and career goals and to be successful in college-level math courses, while aligning with the Illinois Learning Standards. These courses work to address the gaps in understanding by working on bigger problems, emphasizing problem-based learning and projects, communication, and integration of concepts, not just skill acquisition. Contexts used should be authentic whenever possible and apply to the student’s college or career path.   * Provide evidence illustrating how this criterion is being met. Evidence should address how the process competencies as well as the standards for mathematical practice are included throughout the course. Include a narrative describing how this criterion is met in your own words. Also, include a sample problem or project. |
| 1. **Content Competencies spreadsheet** | A content competencies spreadsheet should be completed by each high school for each pathway offered. A template is provided on the transitional math website.  Every content competency and key performance indicator for a pathway should be addressed in the course.   * Provide a completed content competencies spreadsheet illustrating where each competency and key performance indicator is met in the course. |

**Portability Submission Process**

The following steps should be completed after the Local Advisory Panel has completed the review of courses in the partnership for portability and a representative course for each pathway in which portability is sought has been selected.

1. The college should complete the *Transitional Math Portability Course Submission Worksheet* and provide it to its submitter, which can be the college’s IAI submitter, for input into the iPlacement system. It is advised that the college maintain a document with the portability codes for each high school in its partnership for ease of reference over time.
2. For **each** pathway in which portability being applied for, submit the following documents in PDF form.

* A signed copy of the memo of understanding from one of the schools in the partnership
* Representative transitional math syllabus
* Content competencies spreadsheet corresponding to the representative transitional math syllabus

1. For schools that have been approved for portability by the LAP between submission years for a course that has already gained portability by the statewide portability panel, a *Portability Modification* *Form* should be completed and submitted by the college to the agencies, ISBE and ICCB. The agencies will update the portability database.

NOTES:

1. Use of the statewide MOU template or syllabus template is recommended but not required.
2. The content of the MOU and syllabus should match the ordering and numbering of the content of the statewide MOU template and syllabus template respectively. Any additional items that are not in the statewide MOU template must be placed at the end of the MOU document, prior to the signatures. Similarly, any additional items that are not in the syllabus template should be placed after the required items in the document.

**Document Names and Purposes for Portability**

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| **Document Name** | **Purpose** |
| Transitional Math Syllabus | * Provides the SPP and LAP with information needed to determine the following:   + Appropriate course name and portability code are used   + Process competencies are incorporated throughout the course   + Problem/project-based learning is incorporated throughout the course   + Appropriate course materials are used   + Evaluation is used that meets the MOU and statewide requirements * Provides the classroom teacher with information on course requirements, units of instruction, pedagogical approach, evaluation, and materials |
| Content Competencies spreadsheet | * Provides the SPP and LAP a quick way to check that all competencies and key performance indicators for a pathway are included in the course * Provides the classroom teacher a cross reference of the competencies and key performance indicators |
| Memo of Understanding | * Provides the SPP and LAP with information to determine if the MOU addresses all required statewide policies and includes all of the components as required by the State. * Provides the high schools and colleges a contract with agreed upon responsibilities by each party |
| Portability Course Submission Worksheet | * Provides the SPP with information on portability codes that a school that seeking and/or has gained in between SPP review after approval from the LAP * Provides the college’s submitter needed information to input school-specific portability code requests and updates in the iPlacement system * Provides the college with information to update their records of portability codes within their partnership. |
| Portability Modification Form | * Provides ISBE and ICCB with information necessary to update the portability database with portability code additions for schools and/or courses between submission years. * Provides the college with information to update their records of portability codes within their partnership. |