Postsecondary & Workforce Readiness Act

Statewide Transitional English
Course Parameters, Competencies, and Policies

January 2021

Enacted in 2016, the Postsecondary and Workforce Readiness (PWR) Act includes a set of strategies to support Illinois students in their transition from high school to postsecondary education, workforce training, and careers. A major barrier to postsecondary persistence and completion is remedial education, with students enrolling in remedial courses completing fewer courses compared to non-remedial peers, and having substantially lower outcomes related to graduation rate, advancement rate, and credit accumulation. While the State has established a statewide implementation system for Transitional Math, over 20% of Illinois high school graduates entering the State's community college system also require remedial courses in reading and communications courses[1].

The Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE) are jointly committed to increasing the number of high school graduates placed into college-level reading and communications courses without the need for remediation. As the foundation for a statewide system to improve these remedial outcomes, the PWR Act directed our agencies to establish a Statewide Panel to recommend competencies for transitional instruction that avoid student placement into remedial reading and communications courses (110 ILCS 148/70). Pursuant to this charge, the agencies convened a Transitional English Competency Development Group in Fall 2019 consisting of high school administrators, high school English teachers, community college and university administrators, community college and university English faculty, and State agency representatives (see Competency Development Group membership list attached as an Appendix).

From December 13, 2019 to March 27, 2020, the Competency Development Group met via five webinars and two in-person meetings to develop general parameters for Transitional English courses, competency statements reflecting broad learning goals for these courses, and a set of key performance indicators for each competency statement. The Competency Development Group was staffed and facilitated by Education Systems Center at Northern Illinois University, who researched existing models, provided drafts of material, collected feedback, and incorporated identified revisions into subsequent drafts for consideration. The Group's work included extensive analysis and consideration of secondary English Language Arts standards, learning objectives and instructional approaches in pilot Transitional English courses and postsecondary remedial courses, and best practices within Illinois and across the nation. The draft course parameters and competencies developed by the Competency Development Group were then posted by the agencies for a 60-day review and public comment period. Finally, a Statewide Panel for Transitional Instruction established pursuant to the PWR Act approved the course parameters, competencies, and related policies in September 2020.

Our three agencies have jointly agreed upon the course parameters, competencies, and related policies set forth in this document. These course parameters, competencies, and related policies will guide the local partnerships between high schools and colleges necessary for the successful implementation of Transitional English instruction. Together, school districts, colleges, and our agencies can contribute to an education system that supports more students to successfully transition from high school into postsecondary education and beyond.

Dr. Carmen I. Ayala
State Superintendent of Education
Illinois State Board of Education

Dr. Brian Durham
Executive Director
Illinois Community College Board

Ginger Ostro
Executive Director
Illinois Board of Higher Education

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[1] illinoisreportcard.com/state.aspx?stateid=IL&source=trends&source2=postsecondaryremediation

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Transitional English Overview and Course Parameters

Overview

Transitional English instruction builds 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 while aligning with the Illinois Learning Standards.

When school districts and postsecondary institutions choose to partner to develop Transitional English courses, the courses are offered to students during their senior year of high school, with the goal of providing students the requisite skills for "day one" success in college-level courses. The course can be used as a fourth-year Language Arts class to meet State and local high school graduation requirements, either as a new course offering or through the transformation of an existing English 4 course. While Transitional English must be submitted for State portability and recorded on transcripts as a single course, it is encouraged for districts to integrate competencies and performance indicators across disciplines and grade levels to further support student achievement. Transitional English is structured as a year-long course, although a district utilizing competency-based approaches may accelerate individual students based on demonstrated attainment of the Transitional English competencies.

The use of Transitional English courses on a voluntary basis by school districts will reduce remediation rates by preparing and bridging the gap for high school seniors who need more instruction and practice to strengthen their reading, writing, critical thinking, metacognitive, and essential skills for college success.

Secondary-Postsecondary Collaboration

Transitional English courses are developed through a collaborative process among one or more school districts, a community college, and any partnering universities, with alignment to State competencies, performance indicators, and course parameter expectations. The secondary-postsecondary partnership will enter into a local partnership agreement addressing the curriculum documentation, assessment methods, and grading policies for the course. The collaborative secondary-postsecondary process must extend to implementation, with joint systems as defined in the local partnership agreement addressing, at minimum, professional development, review and discussion of student work, and assessment processes.

Integration of Content Competencies

Transitional English courses cover content competencies in the areas of reading, critical thinking and analysis, and writing. The course and instructional delivery methods must fully integrate across these three competency areas and avoid teaching the reading and writing competencies in an isolated, subskills fashion. The course pedagogy and related text selections must be organized around themes, critical issues, or concepts directing student focus to larger ideas that foster critical thinking, reading, and writing skills. State-provided resources will describe example themes that may be utilized or adapted by local partnerships.
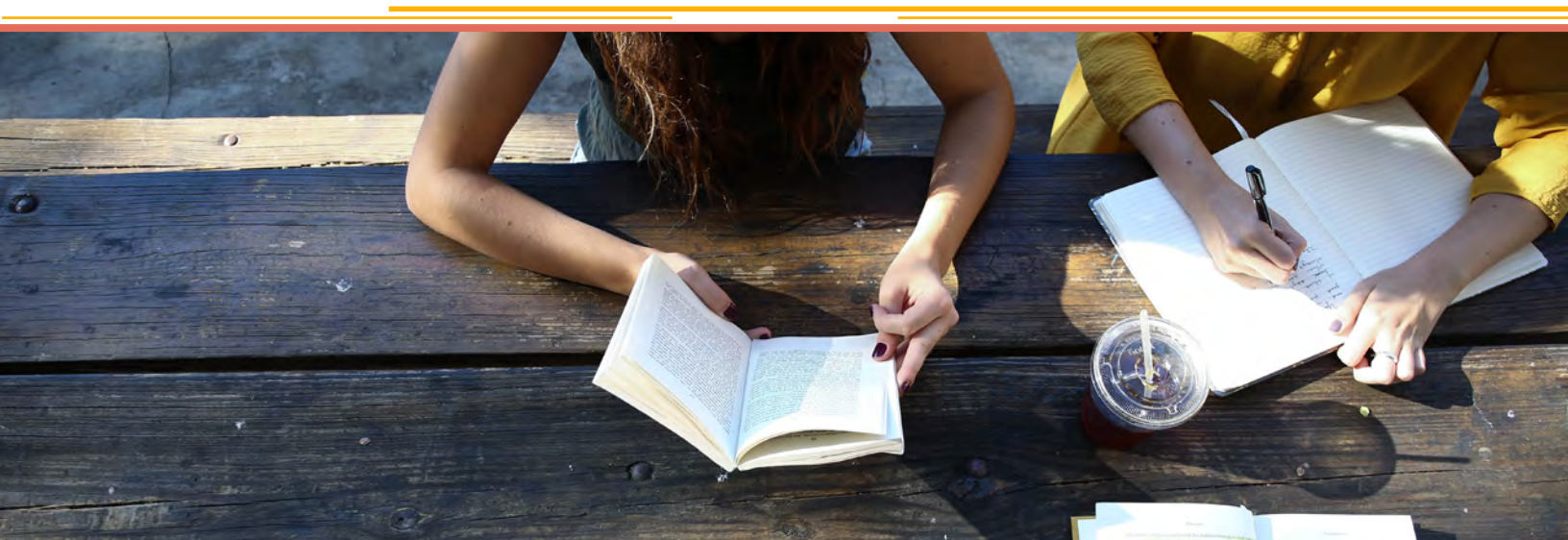
Metacognition and Essential Skills

Transitional courses are intended to help students develop self-awareness and overall college and career readiness. To that end, in addition to the content competencies, the courses include the following domains:

- Metacognition, to support students to consider how, why, and when to employ various reading and writing strategies and processes; and

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

While the metacognition and essential skill competencies are not assessed directly, they must be integrated throughout transitional instruction and embedded in course activities.

Texts and Materials

In a Transitional English course, students engage with a variety of college-level texts of different types, with a primary focus on non-fiction. The course must use a variety of modes, which may include technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media. 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. State-provided resources will include example open-source text and material lists that can be utilized or adapted by local partnerships.

Grading and Assessment

The district and college must agree to a grading and assessment structure such that receiving a "C" or better indicates the competencies for the course were met and the student is considered ready for college-level English courses and college-level reading expectations. Students receiving a "D" in the course will receive high school credit to satisfy Illinois and school district learning standards, but are not guaranteed placement in college-level English courses. Assessment of students' work in Transitional English must be holistic and progressive, as described in the local partnership agreement. A holistic assessment approach must be used that incorporates a variety of diagnostic, formative, and summative assessments to measure students' progress toward attainment of the competencies. A progressive grading approach must offer multiple opportunities for feedback and student reflection and support students to demonstrate skills and growth over the length of the course. 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
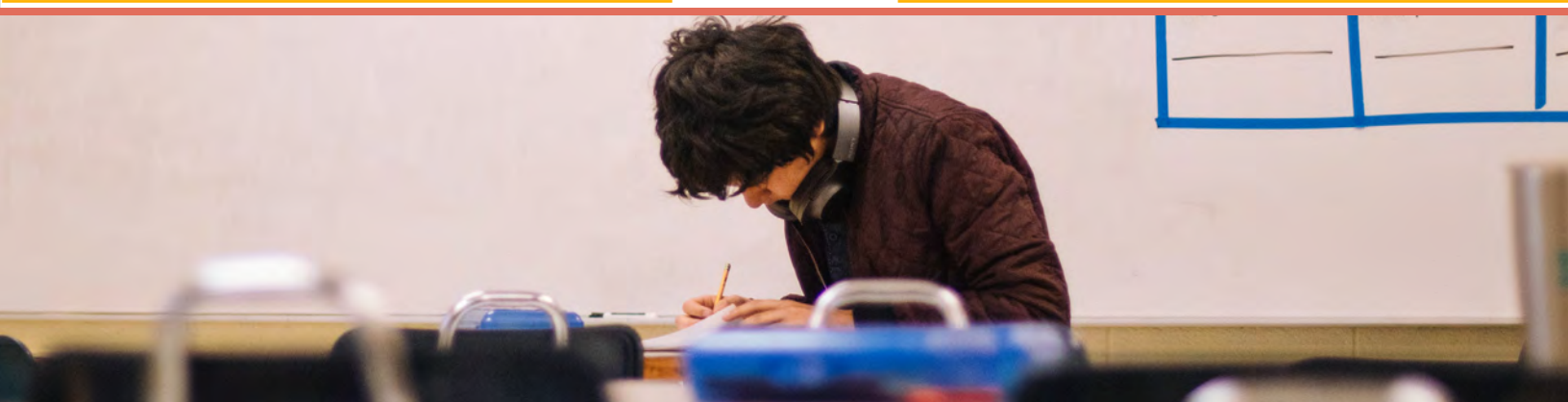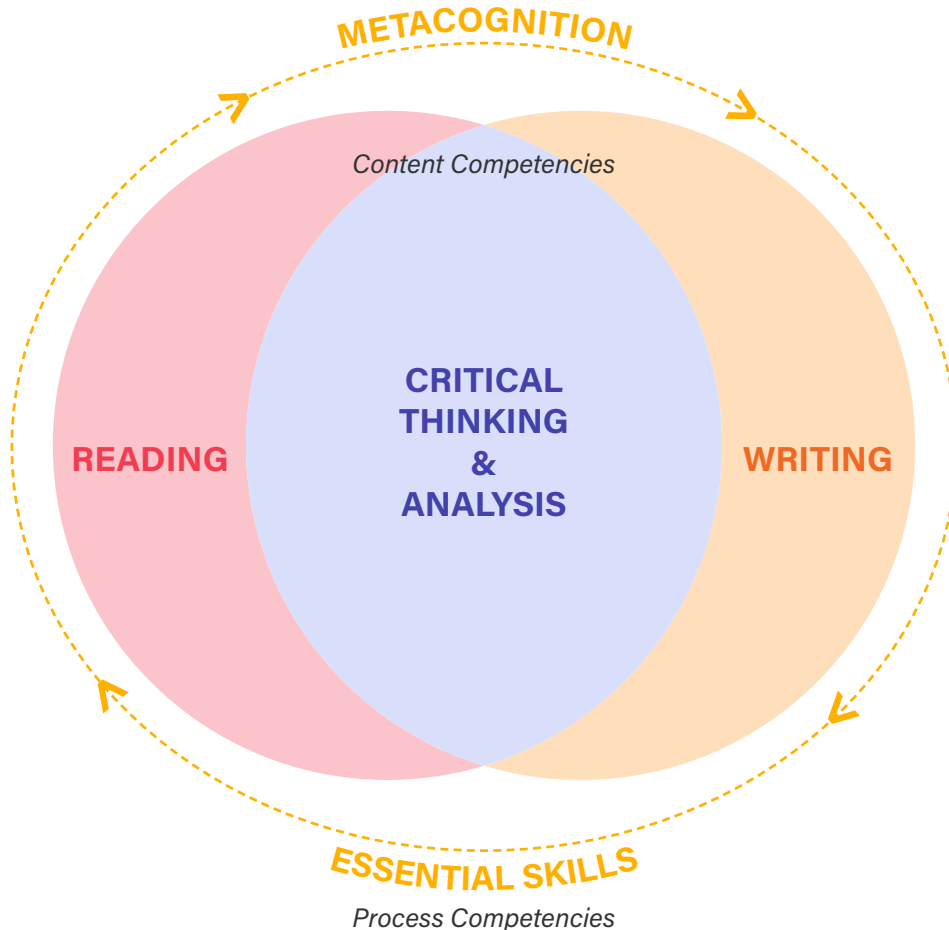
Transitional English Competencies and Performance Indicators

Transitional English courses cover content competencies in the areas of **Reading**, **Critical Thinking and Analysis**, and **Writing**. In addition to the content competencies, the courses include the following competency domains:

- **Metacognition**, to support students to consider how, why, and when to employ various reading and writing strategies and processes; and

- **Essential Skills**, relating to overall college readiness, employability, and life success.

These competencies are integrated throughout Transitional English instruction, as reflected in the graphic below:

METACOGNITION

Content Competencies

READING

CRITICAL THINKING & ANALYSIS

WRITING

ESSENTIAL SKILLS

Process Competencies

Content Competencies

These competencies are designed to frame the outcomes of a Transitional English course for high school seniors to prepare them for success in college level coursework.

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.
Students can summarize a text. 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.	Students can choose writing processes based on audience, purpose, and task. 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.
Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies. 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 meaning. e. Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings. f. Incorporate academic vocabulary in their writing.	

READING & WRITING
Content Competencies

(2) Students can analyze, evaluate, and synthesize while reading and writing.

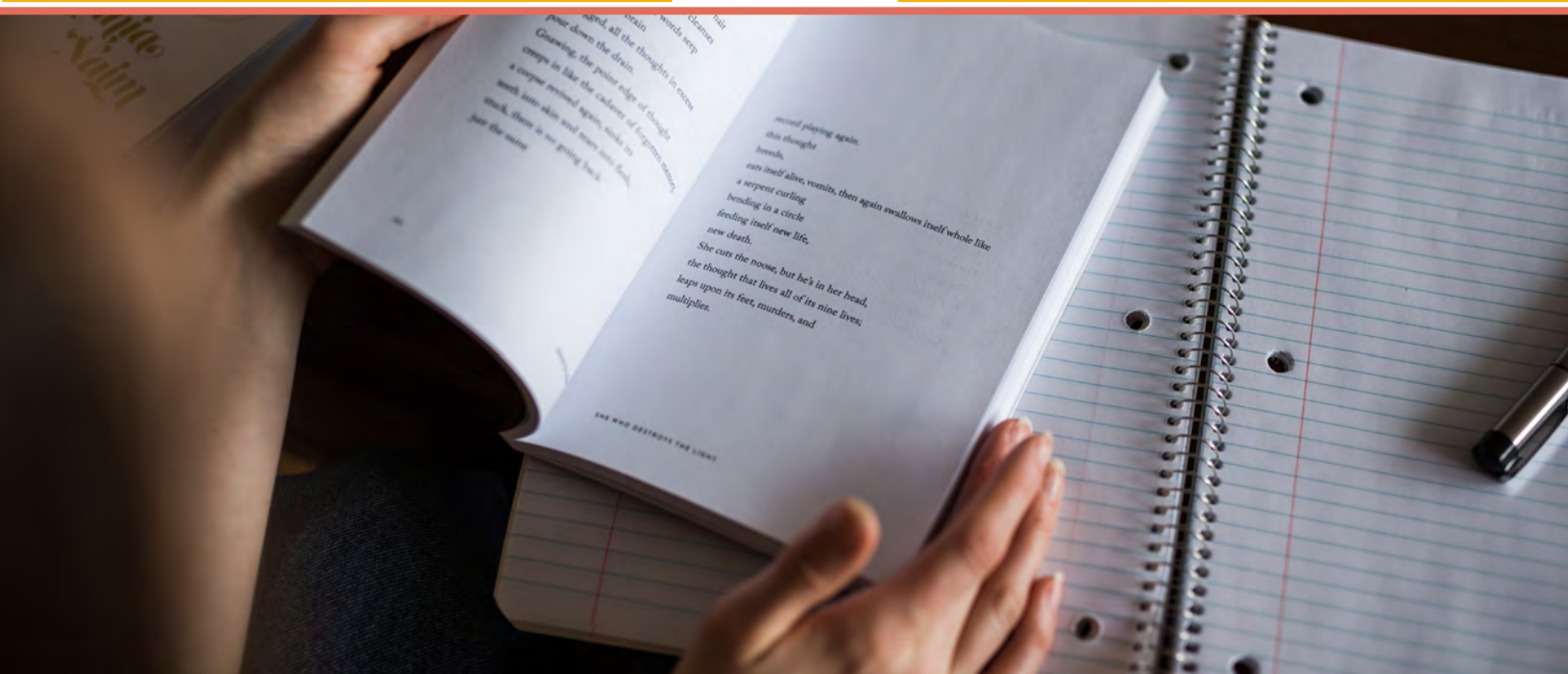| IN READING	IN WRITING
Students can analyze and interpret texts.	Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.

IN READING

Students can analyze and interpret texts.

a. Identify explicit and implicit ideas, main ideas, and supporting details.

b. Determine the author's purpose, point of view, and tone, as well as the mood of a given text.

c. Draw logical conclusions using evidence from a given text.

d. Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and/or errors in logical reasoning.

e. Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text-to-world.

f. Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text.

IN WRITING

Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.

a. Choose sources based on task, audience, and purpose.

b. Use sources to provide evidence to support a central idea or opinion.

c. Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing.

d. Identify content that needs to be cited, including summarized and paraphrased ideas.

e. Develop Works Cited lists.

CRITICAL THINKING & ANALYSIS
Content Competencies

(2) Students can analyze, evaluate, and synthesize while reading and writing. *(cont.)*

IN READING	IN WRITING
Students can understand credibility and reliability of evidence in texts while reading.	Students can engage with evidence while writing.

IN READING

Students can understand credibility and reliability of evidence in texts while reading.

a. Evaluate the effectiveness of an author's use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging.

b. Determine (discuss) an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

c. Assess the strengths and limitations of a source in terms of the task, purpose, and audience.

d. Evaluate the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source.

e. Evaluate differences in sources across modes and media.

f. Evaluate how claims are supported with evidence and the effectiveness of those claims.

g. Develop interpersonal and intertextual connections.

IN WRITING

Students can engage with evidence while writing.

a. Write to reflect on the stylistic decisions made by other authors.

b. Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose.

c. Write to support claims for analysis or to examine and convey complex ideas, concepts, and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

d. Demonstrate an ability to evaluate source texts for the author's purpose, angle, and coverage including where the text leaves matters uncertain.

e. Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim.

f. Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source.

g. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

h. Integrate information into the text selectively to maintain the flow of ideas.

(3) Students can demonstrate information literacy skills.

IN READING

As an engaged reader...

a. Evaluate role as a reader in information community.

b. Understand what makes sources authoritative and relevant to a given topic.

IN WRITING

As a contributing writer...

a. Evaluate role as a contributing writer in information community.

b. Evaluate and integrate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.

Process Competencies

While these competencies are not assessed directly, they must be integrated throughout transitional instruction and embedded in course activities.

METACOGNITION
Process Competencies

Planning and Monitoring Students can construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills.	**a.** Identify and address break-downs in reading comprehension. **b.** Assess and address effectiveness of writing strategies to communicate a claim. **c.** Set goals for on-going learning with appropriate revisions in response to progress. **d.** Develop and assess learning process. **e.** Ask questions to identify issues of comprehension and complexity. **f.** Persist through complex literacy tasks. **g.** Engage challenging ideas, methods, and texts in order to develop literacy skills.
Self-Reflection Students can reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes.	**a.** Understand the impact of biases and assumptions on various groups and on themselves. **b.** Monitor biases and assumptions while working through literacy tasks. **c.** Make connections between self and the task. **d.** Seek help from appropriate resources. **e.** Articulate and assess methods of self-reflection. **f.** Adjust position, perspective, or plan as needed. **g.** Reflect on how understanding has changed.
Transfer Students can transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the English language arts classroom.	**a.** Make connections between self and world. **b.** Make intertextual connections. **c.** Create new meaning and original ideas from learned content. **d.** Apply background knowledge to new learning contexts. **e.** Recognize and apply complementary learning processes among reading, writing, critical thinking. **f.** Identify appropriate literacy strategies for given task. **g.** Apply cross-disciplinary learning processes to new learning contexts.

Process Competencies

The Essential Skills are critical not only for success with reading and writing in postsecondary environments but with all postsecondary coursework as well as in the workplace and in society more broadly. For student success, transitional courses include an emphasis on the non-cognitive skills outlined in the Illinois Essential Employability Skills Framework.

ESSENTIAL SKILLS *Process Competencies*	
Personal Ethic	*Cultural Competence* **a.** Know others as individual people and build relationships regardless of personal similarities or differences. **b.** Recognize and respect the inherent value of all cultures and be open to other cultures besides their own. *Persistence* **a.** Overcome obstacles to achieve their goals/accomplish their tasks. **b.** Take responsibility for their own success by seeking assistance and guidance. *Technology Use* **a.** Stay on-task and use appropriate technological tools for appropriate purposes.
Work Ethic	*Time Management* **a.** Prioritize tasks and establish realistic deadlines that allow time for the work to be completed with feedback and revision. **b.** Respect others' time by being on-time and having work completed when due. *Dependability* **a.** Be present and engaged when expected or promised. **b.** Complete one's "fair share" of work based on the team's expectations.
Teamwork	*Flexibility* **a.** Be open-minded to others' ideas and feedback as well as different processes and products. *Understanding Perspectives* **a.** Understand that others will have different experiences and ideas. **b.** Identify others' perspectives through written text and in face-to-face work. *Conflict Resolution* **a.** Engage with others in ways that focus on the content and are respectful in tone. **b.** Seek to achieve compromise that is acceptable to everyone involved. **c.** Ask for support in mediating conflict when necessary.
Communication	*Technology Use* **a.** Use correct technology (e.g., email and face-to-face) to share a particular message for a specific audience and purpose. *Speaking and Listening* **a.** Eliminate distractions to focus on the speaker. **b.** Provide appropriate non-verbal feedback cues and body language to acknowledge what the speaker is saying. **c.** Convey ideas and express information in a manner appropriate for the audience, purpose, and task.

Transitional English Policies

General Policies

The following general policies have been adopted by the Statewide Panel and are intended to guide community colleges and high schools as they jointly create Transitional English courses and instructional approaches. These policies supplement the requirements set forth in *Transitional English Overview and Course Parameters*.

1) Teacher Qualifications

A teacher must be certified to teach high school English Language Arts to teach a standalone Transitional English course. If Transitional English instruction is integrated with other academic or career-focused content (such as in a senior year capstone course) or taught through a competency-based instructional model, the role of the high school English teacher or community college English instructor must be addressed in the local Partnership Agreement, and can range from co-teaching to serving in a resource role when needed.

As Transitional English courses are not for college credit, a teacher need not meet postsecondary accreditation requirements applicable to community college faculty.

2) Student Qualifications

To take a Transitional English course, a student must have completed three prior English course credits. Transitional English courses are intended for students who are not projected ready for college-level English as of the end of their junior year. The multiple measures criteria for determining projected readiness set forth in these Policies (p. 13) must be utilized for placement into Transitional English courses. While a student projected ready for college-English should take an early college credit English course (e.g., Advanced Placement or dual credit) during his or her senior year, the student may enroll in a Transitional English course if such enrollment is determined in consultation with a counselor to be in the student's best interest.

3) Advising
School districts implementing Transitional English should include supports in their advising systems to inform students and families of the availability of Transitional English coursework and the benefits in terms of college and career readiness and college placement.

4) Transitional English Pathways Outcome Courses
Students successfully completing a Transitional English course with a grade of "C" or better are guaranteed placement into:

i.   The college's accepting courses that have been identified under the Illinois Articulation Initiative as: a. C1900 Writing Course Sequence, b. C1900R Writing Course Sequence, and c. C2900 Oral Communication; and

ii. Any other courses with a reading placement requirement or requiring placement into the courses described in (i) above.

5) Rigor and Standards
The high school and college must agree to a grading structure that conforms to the grading and assessment requirements in the *Transitional English Overview and Course Parameters*.

Data must be used to evaluate the effectiveness of any Transitional English course. Outcomes in the subsequent college-level English courses will inform ongoing adjustments to the Transitional English courses.

Grading policies stated in the local Partnership Agreement take precedence over any conflicting local grading requirements due to the placement and portability agreements.

6) Course Curriculum Documentation and Materials
A course's content, pace, and assessments must be documented according to the documentation requirements established by the Transitional English portability panel and the local Partnership Agreement. Curriculum documents that are created to prove the criteria for portability has been met must be constructed in partnership between a high school and college.

Course materials must support the competencies of the course. The college cannot require the use of a specific text.

7) Training and Mentoring
High school teachers must receive relevant and applicable professional development prior to teaching a Transitional English course. Training should address content and pedagogical issues corresponding to the Transitional English course parameters and competencies. A process should be established whereby high school teachers can receive ongoing support from college English faculty. Mentoring and liaison models are encouraged to provide support. However, mentors and liaisons do not evaluate high school teachers.

8) Transcripted Placement
The high school will transcript the Transitional English course code upon successful completion of the transitional course. Colleges will use high school transcripts and the Transitional English code provided therein to place the student into the appropriate college-level outcome courses associated with the course code.

9) Local Partnership Agreement
The State approved local Partnership Agreement template is recommended for use as it addresses all State policies as set forth in this document. All local Partnership Agreements must be agreed to by both the high school and college. It should establish expectations for all involved.

10) Portability
ISBE, ICCB, and IBHE, in consultation with the Statewide Panel, have established criteria and procedures for approving Transitional English courses for statewide portability. Submissions to the Statewide Portability Panel, including courses that have been previously submitted but returned for a resubmission, are required to utilize the most current portability documents. To be eligible for portability, a local advisory panel (LAP) must be established between the school district and college with representation from both entities. The primary responsibility of the LAP is to collect syllabi and competency spreadsheets from high schools, approve the partnership's courses, choose representative courses for portability submission(s), and communicate to school principals information from the Statewide Portability Panel. If a Transitional English course meets the statewide portability criteria and adheres to these stated policies, a student will receive guaranteed

placement at any Illinois community college into the appropriate outcome course(s) as defined in Policy #4 upon successful completion of the course. The guaranteed placement will expire no less than three years from the date of the student's high school graduation. Public and private universities may voluntarily agree to provide guaranteed placement into the outcome course(s).

Determining Projected Readiness and Advising for Transitional English

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. All high school juniors should be assessed on their college readiness in English during the junior year in sufficient time to inform course enrollments for the senior year. The high school should assess college readiness in English using both (i) multiple measures developed with the college that are derived from the Statewide Placement Framework , and (ii) the student's demonstration of English skills in prior courses. Based on this assessment of a readiness, a student who is projected to be ready for credit-bearing, college-level English coursework should be offered enrollment and advised regarding the benefits of an early college English course for their senior year. Students who are not projected to be ready for credit-bearing, college-level English coursework should be offered enrollment and advised regarding the benefits of taking a transitional English course in their senior year. However, local policies may require students with minimal levels of English proficiency to enroll in foundational English instruction and supports either in lieu of, or concurrently with, a Transitional English course.

Portability Designation Policies

A Transitional English course that meets the statewide portability criteria according to the Statewide Transitional English Panel shall receive a portability designation from the State. This designation guarantees that students who achieve successful completion shall receive placement into the appropriate courses at any Illinois community college as described in Policy #4.

Portability Panel
A panel comprised of secondary and postsecondary faculty will be formed to recognize the statewide portability of Transitional English courses. English faculty from high schools and colleges will comprise the voting membership, in a manner consistent with current Illinois Articulation Initiative processes, modified to fit this panel. Personnel from ISBE, ICCB, and IBHE [(or their designee(s)] may participate as warranted, particularly as the panel is initially formed and the work gets underway. Long-term staffing will be provided by the ICCB.

In addition to determining portability of courses, the panel will regularly review the Transitional English competencies and recommend adjustments to State agencies for approval, as needed.

Portability Criteria
For a Transitional English course to be designated as portable, it must meet the following criteria.

- The course meets all the required content, metacognition, and essential skills competencies.
- The course adheres to the statewide policies.

Portability Designation Process
i. A community college shall submit the required documentation for a Transitional English course created in partnership with one or more school districts serving grades 9 through 12. A community college may require standardized terms for all its partner school districts [pursuant to 110 ILCS 148/55(c)] to create and offer a standardized course.

ii. A community college may, with notification to the portability panel through a procedure established by ISBE and ICCB, add additional school districts or high schools to a previously approved course without a full application to the portability panel. The updated documentation need not receive panel review if it does not modify the terms of a local Partnership Agreement (other than the participating districts or schools) and course documentation that has been previously approved.

iii. The appropriate Transitional English panel will review the documentation and grant or deny the portability designation in accordance with the statewide portability criteria.

iv. Designation of a course for statewide portability is valid unless, through the ongoing portability review process, the panel determines that a course no longer meets the portability standards.

v. All courses are subject to ongoing Portability Designation Review from the panel.

    a. One third of courses will be called annually, beginning after year three of implementation, for review and re-designation. The percentage of courses called per year is subject to adjustment based on factors such as volume of courses, staffing, and funding.

    b. A procedure will be established that considers the success of currently enrolled students for removal of a designation in the event that a partnership fails to respond to required modifications based upon the Portability Designation Review.

vi. All work related to the Transitional English panel is contingent on continued funding for the convening of the panels. Absent funding, courses will maintain their codes for a period of five years, but no new courses will be reviewed.

vi. The work of the Transitional English panels will be conducted a minimum of twice per year, once in the fall semester and once in the spring semester, commencing no earlier than Spring 2021. Meetings may be conducted in person or electronically, with an expectation that at least one meeting per year will be held in person.

Documentation Requirements

The documentation necessary to prove that a Transitional English course meets the portability criteria includes, but is not limited to, the following:

- Competency and curricular documentation that includes information on the pedagogical approach, content, materials, and methods of assessment

- A copy of the partnership's local Partnership Agreement signed by the college and high school parties

The panel may require additional documentation as the review process matures. Additionally, the panel may modify processes to include specific forms and documents, as the work develops, that eases the burden of submission on both the local colleges and local high schools as well as on the panel.

Travel Reimbursement for Panel Participants

Travel reimbursement will be provided if funding allows.

APPENDIX: Competency Development Group Membership List

SECONDARY REPRESENTATIVES

Lisa Balata
Director of Curriculum and Instruction, Ridgewood High School

Pam Barris
English Teacher, Glenview High School

Pamela Bell
Curriculum Coordinator, Kankakee School District

Leslie Bradley
English Teacher, Vienna High School

Nancy Brodbeck
Professional Learning Coordinator, Macon/Piatt ROE #39

Nik Butenhoff
Director of Career Readiness, Belvidere Community Unity School District #100

Margie Buyze
Secondary Literacy and Social Studies Teacher Instructional Leader, Springfield School District 186

Dave Calisch
English Teacher, Township High School District 211

John Deery
English Teacher, Belvidere Community Unity School District #100

Kate Dube
Manager – Department of Literacy, Chicago Public Schools

Scott Finders
Director of Curriculum and Instruction, Anna-Jonesboro Community High School

Anji Garza
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Brie Hankes
English Teacher, Galesburg District #205

Felice Hybert
Assistant Superintendent of Curriculum, ROE 32

Megan Knight
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Eric Lasky
STEM Division Head, Ridgewood High School

Renee Mack
Career Readiness Coordinator, Bremen High School District #228

Lauren May
Assistant Principal, Oak Lawn Community High School

Carrie Mueller
Curriculum Dean for Secondary ELA and World Languages, Rockford Public Schools

Tom O'Shea
Language Arts Department Supervisor, Bremen High School District #228

Carol Ricker
English Teacher, Waukegan High School

Andrea Woldman
English Teacher, Belvidere Community Unity School District #100

POSTSECONDARY REPRESENTATIVES

Odile Blazquez
Associate Professor English Language Arts, Sauk Valley Community College

Linsey Cuti
Professor of English, Kankakee Community College

Alison Douglas
Professor of English & Director of Alliance for College Readiness, Elgin Community College

Michael Dufresne
Professor, Liberal Arts and Sciences, DeVry University

Jason Evans
Professor of Developmental Writing and English, Prairie State College

Matt Felumlee
Professor of English, Heartland Community College

Aja Gorham
College Readiness Writing, Triton College

Magdelyn Helwig
Associate Professor & Writing Program Director, Western Illinois University

Jason Klein
Director of P-20 Initiatives, Northern Illinois University

Kathy Kusiak
Associate Professor of English & English Liaison, Lake County High Schools, College of Lake County

Kathy Martensen
Assistant Provost for Education Programs, University of Illinois at Urbana-Champaign

Kristi McDuffie
Associate Director of Rhetoric, University of Illinois at Urbana-Champaign

Judi Nitsch
Professor of English, Harper College

Kate Perkins
English Instructor, Highland Community College

Mary Ruettgers
Dean of Arts and Humanities, Southwestern Illinois College

Robyn Schiffman
Dean of the Division of Humanities, Fine Arts, and Social Sciences, Illinois Valley Central College

Keith Sprewer
Associate Professor, City Colleges of Chicago

Ryan Thornsberry
English Faculty, Shawnee College

Joyce Walker
Associate Professor & English/Writing Studies Writing Program Director, Illinois State University

Laurenn York
English Faculty, Lincoln Land Community College

STATE AGENCY REPRESENTATIVES

Marcus Brown
Senior Director for Academic Affairs & Student Services
Illinois Community College Board

Angelique Hamilton
Project Administrator, Curriculum and Instruction
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Melvin Harrison
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