

PWR Act Transitional Math Proposed Policies

The following policies are proposed by the statewide panel for transitional math established by the Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE) pursuant to the Postsecondary and Workforce Readiness (PWR) Act. These policies are intended to guide community colleges and high schools as they jointly create transitional math courses and instructional approaches.¹ Following the incorporation of public feedback on these policies, the state agencies will adopt the policies through appropriate administrative processes.

1. Teacher qualifications

A teacher must be certified to teach high school math to teach a transitional math course. If transitional math instruction is integrated with other academic content (such as in a senior year capstone course) or taught through a competency-based instructional model, a teacher certified to teach high school math must have primary responsibility for determining if the transitional math competencies have been met. In those cases, a teacher in another academic area and a math teacher may have shared responsibility for instruction. As transitional math 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 math course, a student must be a senior who has met the high school math graduation requirement. Transitional math courses are intended for students who are not projected ready for college-level math as of the end of their senior year. The state agencies and statewide panel will be defining multiple measures criteria for determining projected readiness, which must be utilized for placement into transitional math courses. While a student projected ready for college-math should take an early college credit math course (e.g., Advanced Placement or dual credit) during his or her senior year, the student may enroll in a transitional math course if such enrollment is determined to be in the student's best interest in consultation with a counselor. Nothing in this policy prevents a school district and community college from aligning an Algebra II course to the STEM transitional math competencies and enabling completion of that course to determine placement into dual credit College Algebra. The Quantitative Literacy & Statistics transitional math competencies can also be aligned so that students can complete dual credit General Education Math or Statistics during their senior year.

3. Advising

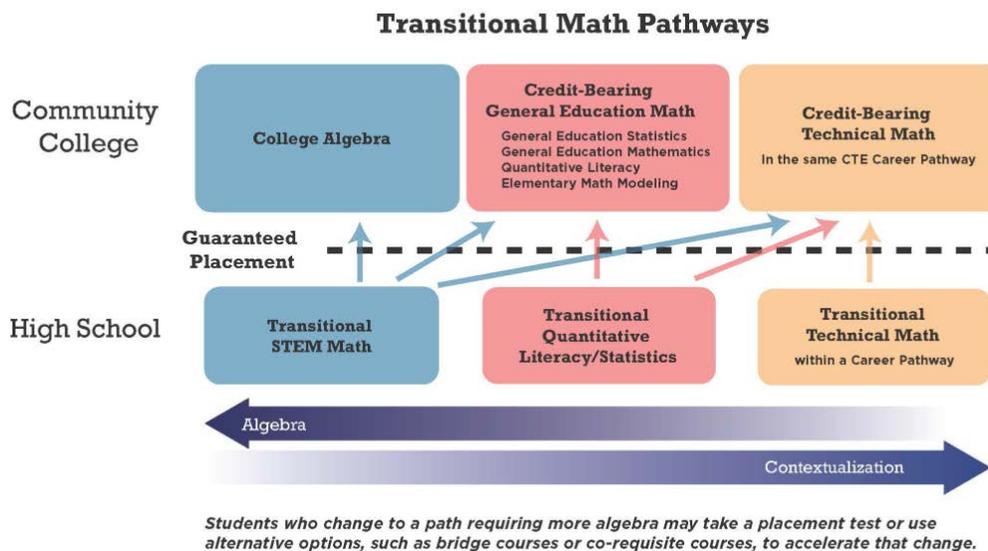
School districts implementing transitional math should include in their advising systems supports to help students choose one of the three math pathways aligned to students' college major or career objectives.

¹ While these policies refer to "transitional math courses," transitional math may be delivered as part of a competency-based instructional model that does not include defined courses, or may be offered as part of a course that integrates other academic or career-focused content (such as a senior year capstone course).

4. Transitional math pathways outcome courses

There are three transitional math pathways for which transitional math courses can be created: STEM, quantitative literacy/statistics, and technical math.

- The STEM transitional course is intended for students progressing into a STEM field that requires college algebra. Students successfully completing this course may take college algebra or any other course in the quantitative literacy/statistics or technical math pathways.
- The quantitative literacy/statistics transitional course is intended for students progressing into a general education math course. Students successfully completing this course may take a general education math course or a technical math course. This pathway is the default pathway for students who are undecided in their major or career.
- The technical math transitional course is intended *only* for students progressing through a career pathway, meaning that they are taking career-oriented coursework while in high school and intend to enroll in a career and technical education program at the community college level that includes a technical math college course. It cannot serve as a default math pathway and students cannot be advised into a technical math transitional course if they are not taking related career pathway coursework while in high school.



5. Rigor and standards

The high school and college must agree to a grading structure that will include formative and summative assessments such that receiving a C or better indicates the competencies for the course were met and the student is considered ready for college-level math coursework in the appropriate pathway. Grading standards that support college readiness should be mutually established between the high school and college.

Grading limits on formative and summative assessments (e.g., 25% of the grade is from homework) should be established and agreed upon by both the high school and college so that the final grade is not determined entirely by participation nor by a single assessment. Problem and/or project-based learning tasks must be included in the grading scheme.

6. Course syllabus

A course syllabus must be constructed in partnership between a high school and college and include the following:

- Course objectives that meet the process and content competencies for the transitional math course
- Assessment structure and grading policies
- A weekly topic outline

7. Training and mentoring

High school teachers must receive relevant and applicable professional development prior to teaching a transitional math course. Training should address content and pedagogical issues including active teaching strategies. A process should be established whereby high school teachers can receive ongoing support from college math faculty. Mentoring and liaison models are encouraged to provide support. However, mentors and liaisons do not evaluate high school teachers.

8. Transcribed credit

The community college will transcript college-level placement credit upon successful completion of the transitional course. The high school will indicate transitional math completion on the student's transcript. ISBE and ICCB will be issuing more detailed guidance on the transcribing process.

9. Memo of understanding

A memo of understanding must be written and agreed to by both the high school and college. It should establish expectations for all involved including grading standards and policies as well as testing policies. Course outcomes, pacing, and curriculum should also be addressed.

10. Portability

ISBE, ICCB, and IBHE, in consultation with the statewide panel, will be establishing criteria and procedures for approving transitional math courses for statewide portability. If a transitional math 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 outcome math course(s) of the transitional pathway (or one requiring less algebra) upon successful completion of the course. Public and private universities may voluntarily agree to provide guaranteed placement into the outcome math course(s) of the transitional pathway.