

**Quality Teaching for English Learners (QTEL)  
Office of Multilingual Curriculum and Programs (OMCP)  
School District of Philadelphia (SDP)**

**2019-2021 Sustained, Comprehensive Professional Development for English Learners**

**Proposal:**

The School District of Philadelphia will partner with Quality Teaching for English Learners (QTEL) to provide customized, research-based professional learning opportunities to develop the capacity of educators to design, implement and monitor quality learning opportunities for all students and ELs in particular.

The professional development will include (1) a weeklong PD institute (June 17 - 21, 2019) facilitated by QTEL disciplinary staff for teachers who support student learning of mathematics, science, social studies and English Language Arts (English as a 2nd Language), (2) three, 2-day onsite coaching for mathematics, science and ELA/ESL in 2019-2020 and mathematics, social studies and ELA/ESL in 2020-2021, (3) creation of school-based Professional Learning Communities (PLCs) with the support of OMCP, and (4) school selected leadership teams to support a whole-school model of instructional support and change. In 2020-2021, teachers will participate in a second summer institute, onsite coaching, and building their Professional Learning Communities through common planning time.

**Goals:**

The goals for this collaborative approach are to:

1. Develop the expertise of teachers to enact deep and rigorous learning with ALL their students by using Quality Teaching for English Learners principles, tools, structures, and processes in their classrooms including
  - Knowledge of pedagogical scaffolding to support the teaching of rigorous disciplinary ideas to all students;
  - Knowledge of required disciplinary language needed by students to participate fully and successfully in deep subject matter work;
  - Understanding of the role and design principles of tasks that challenge students in the attainment of deep content area knowledge;
  - Expertise in the design of lessons in three moments to develop rigorous conceptual understandings, analytic skills, and linguistic development with all students.; and

- Develop internal capacity at the schools to sustain instructional changes through disciplinary lesson planning, coaching and instructional leadership development.
2. The Office of Multilingual Curriculum and Programs (OMCP) with the Office of Research and Evaluation (ORE) will evaluate the growth in teacher knowledge and student learning through the implementation of the comprehensive model.

**School Requirements:**

(Note: OMCP will provide funding for any (1) substitute coverage to participate in onsite coaching and (2) after school professional development for teachers at the Staff Development Rate.)

<b>Component of QTEL</b>	<b>Who</b>	<b>When / What</b>
Application	School-based team	Due April 10, 2019
School-based leadership team formation	<ul style="list-style-type: none"> <li>● School administrator</li> <li>● EL Point Person</li> <li>● 1 additional school-based leader</li> <li>● Up to two additional people</li> </ul>	Submit names with application (due April 10, 2019)
School-based Leadership Team PD	All members of the QTEL leadership team (administrator, EL Point, 3rd member, and up to two additional members)	3 school day PD sessions in 2019-2020 : May 20, 2019 Week of September 16, 2019 Winter 2020  Fall of 2020  1 school day PD session
School-based Leadership Team Distal / Virtual PD	All members of the QTEL Leadership Team	Distal (virtual) meetings with QTEL facilitators before and after school-based coaching to plan and implement PLCs formed at your schools. Plan implementation of instructional supports and reflection on process / progress.
Integration of QTEL	All members of the Leadership Team	Throughout the academic year

		Ensure integrating QTEL in school plans, eliminating conflicting instructional initiatives, monitoring implementation regularly through classroom visits, instructional rounds, and focusing staff around implementation of QTEL.
QTEL Summer Institutes and school-year PD	ALL sheltered and ESL-friendly math, science, social studies and ELA/ESL teachers	Ensure participate in June 17 - 21, 2019 and June 2020 week-long summer institutes  In 2019-2020, teachers also attend two Saturday PD days (October 19 <i>OR</i> 26, 2019 / February 22 <i>OR</i> 29, 2020)
Onsite Teacher Coaching	2019-2020: Two teachers per discipline per school (math, science, ELA/ESL)  2020-2021: Two teachers per discipline per school (math, social studies, ELA/ESL) (may be same math and ELA/ESL teachers for two years)	Participate in onsite coaching by QTEL discipline experts / facilitators for three two-day cycles in 2019-2020 and 2020-2021. The teachers will become leaders to sustain the work. They should be staff who wish to remain at the school long term and develop a culture of joint ownership and leadership around QTEL implementation.
Distal / Virtual Coaching	Teachers participating in onsite coaching	Pre-on-site coaching cycle: meet distally (virtually) with a QTEL facilitator for pre-planning sessions  After on-site coaching cycle: meet distally with a QTEL coach to discuss practice, implementation and next steps.

Teacher Lesson Planning	Participating teachers	Teachers must create lessons following the model from the collaborative coaching cycle, implement them and share with peers.
Teacher Professional Learning Communities  School-based Leadership Team	Teachers receiving onsite coaching  Other participating teachers  OMCP	With support of OMCP, teachers receiving onsite coaching will create PLCs with other sheltered / ESL-friendly teachers to share their learnings from coaching, lesson planning, reflection on lesson planning, and student learning.
Showcase QTEL	School-Based Leadership Team	June 2021 showcase QTEL implementation and share findings with wider School District community
Data collection / analysis	OMCP ORE School-based Leadership Team	2019 - 2021 Work with OMCP and ORE to collect data to analyze the implementation and impact of QTEL on student learning and teacher knowledge
QTEL beyond June 2021	OMCP School-based Leadership Team	Work with OMCP to continue support of QTEL implementation and support for teachers in 2021-2022 academic year.

## **Background Information**

### **What is Quality Teaching for English Learners?**

Developing teacher expertise to work with English Learners and other underserved students with rigor and depth is one of the most pressing challenges in education today. In the SDP, the population of English Learners (ELs) has grown approximately 11 - 12% per year since 2014. In general, teachers are not adequately prepared to serve their increasingly diverse student populations with powerful and effective instruction. As a result, too often teachers may revert to a process of watering down curricula, lowering expectations, and failing to design and enact the robust learning experiences that can prepare students for the type of academic work that is needed for success in the 21st century. These lowered expectations and simplified instructional approaches perpetuate a pattern of underachievement for language minority students in particular and underserved students in general.

To develop the expertise needed to adequately support ELs, teachers need opportunities to participate in sustained, rigorous professional development to foster their understanding of how to scaffold rich interactions in disciplinary classes to accelerate students' acquisition of academic uses of English as well as subject matter content. This model for comprehensive, school-wide learning will provide professional development that is powerful, sustained, and specific enough to alter the culture of classrooms (Fullan, 2007). QTEL, at its core, is a pedagogical framework that supports "scaffolding up" instead of "watering down" curriculum for ELs with a focus on discipline-specific approaches to teaching language and content simultaneously. It is built on five principles (listed below) drawn from sociolinguistic research on effective practices with ELs including studies in second-language acquisition, oral and written literacies development, systemic functional linguistics, and theories of accelerated English language acquisition.

#### **QTEL Principles:**

1. Sustain Academic Rigor
2. Hold High Expectations with High Supports
3. Engage Students in Quality Interactions
4. Sustain a Language Focus
5. Develop Quality Curriculum / Units (lessons)

### **How has the School District of Philadelphia included Quality Teaching for English Learners professional development?**

Since the 2016-2017 academic year, the School District of Philadelphia (SDP) through the Office of Multilingual Curriculum and Programs (OMCP) has collaborated with WestEd's Quality Teaching for English Learners (QTEL) to provide professional development for 6<sup>th</sup> - 12<sup>th</sup>

grade teachers of English Learners (ELs). The professional development has included a year-long commitment by teachers to a week-long summer institute and Saturday professional development.

In 2019-2021, the SDP School Board voted on February 28, 2019 to support an expansion of the professional development to include a whole-school model in three schools. The professional development will include a “nested model” of professional development that includes a school selected leadership team, concentrated onsite coaching with selected teacher leaders (math, science, social studies and ELA / ESL) and the creation of Professional Learning Communities with teachers who teach sheltered or ESL-friendly classes. OMCP will provide in-school and financial support through payment of teachers at the Staff Development Rate for after school involvement in common planning.

### **How does QTEL professional development align with School District of Philadelphia initiatives?**

QTEL professional development supports Action Plan 3.0, Anchor Goal 1 - college and career readiness - and the Pennsylvania Department of Education 2022 graduation requirements. In addition, the Offices of Curriculum, Instruction, and Assessment, High School Office, ORE and OMCP will work together in partnership with WestEd to ensure our messages, content, and delivery are aligned and in support of what our students need. The Academic Office will ensure that QTEL PD aligns and complements PD provided through the summer institutes for teachers in grades 6-12.

### **What are the plans to measure effectiveness of QTEL for Spring 2019, 2019-20 and 2020-21 SY?**

The Office of Research and Evaluation (ORE) will work with OMCP to measure the implementation and outcomes related to the QTEL initiative. Using a mixed methods design, ORE will seek to answer the following research questions:

#### Implementation and Satisfaction

1. To what extent is each component of the QTEL initiative implemented as designed?
2. To what extent are teachers and coaches satisfied with the quality of the QTEL initiative activities (institute, coaching, teacher PD and leadership PD)?

#### Teacher Outcomes

3. How does participating in QTEL Institute change pedagogical knowledge and self-reported beliefs about English Learners?
4. To what extent does participating in the QTEL initiative change teacher practice, as measured by the QTEL classroom visit tool?

### Student Outcomes

5. To what extent do schools that consistently implement the QTEL whole-school initiative experience changes in English Proficiency levels as measured by ACCESS scores for students in classes taught by teachers consistently engaged in on-site coaching and their Professional Learning Community?

The following data sources will be used to answer the above research questions:

- Artifact collection (Institute and PD sign in sheets/participant counts, agendas/schedules, materials/PPTs, Professional Learning Community notes)
- Institute Satisfaction Surveys
- ACCESS data
- Classroom visit tool responses

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