



THE SCHOOL DISTRICT OF
PHILADELPHIA

Quality Teacher for English Learner (QTEL) Institute Satisfaction Survey Results

SUMMER 2019

August 2019

Office of Research and Evaluation

Overview of the QTEL Institute

- In June 2019, 115 teachers participated in the five-day QTEL Institute hosted by the Office of Multilingual Curriculum and Programs (OMCP) in partnership with WestEd, the creator of the QTEL program.
- Teachers participated in one of four content tracks: English Language Arts, Math, Science, or Social Studies.
- Day One focused on the theory behind QTEL, and the remainder of the week focused on applying the theory to content-specific classroom activities.



OFFICE OF
Multilingual Curriculum & Programs

Overview of the QTEL Approach

- The primary goal of the QTEL approach is to improve educator capacity for supporting the linguistic, conceptual, and academic development of ELs.
- QTEL's program specifically addresses the development of students' abilities to read, write, and discuss academic texts in English across the disciplines.
- Embedded throughout the professional development are five principles that guide and reflect quality instruction for English Learners:
 - Sustain academic rigor in teaching English Learners
 - Hold high expectations in teaching English Learners
 - Engage English Learners in quality Interactions
 - Sustain a language focus in teaching English Learners
 - Develop a quality curriculum for English Learners

Goals of the QTEL Institute

1. Develop knowledge of Sociocultural Theories of teaching and learning, pedagogical scaffolding, and the role of quality student interactions in learning content and language
2. Develop knowledge of language learning processes grounded in sociocultural and sociolinguistic theories
3. Increase understanding and skills in how to use six types of scaffolding: modeling, bridging, schema building, contextualization, text representation, and metacognitive development
4. Increase expertise in scaffolding disciplinary discourse in specific subject matter areas through the exploration and analysis of classroom exemplars
5. Gain the understanding and skills for developing students' metacognitive awareness of language and generative learning strategies
6. Practice designing rigorous, well-scaffolded lessons in the disciplines

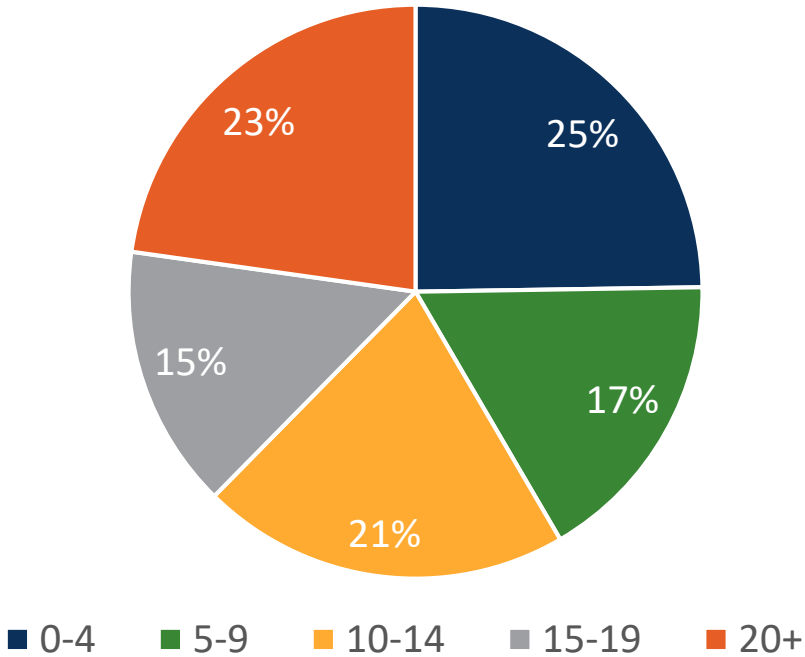
Summary of the Surveys and Sample

ORE administered surveys throughout the week of QTEL Institute to measure participant satisfaction and changes in knowledge and attitudes.

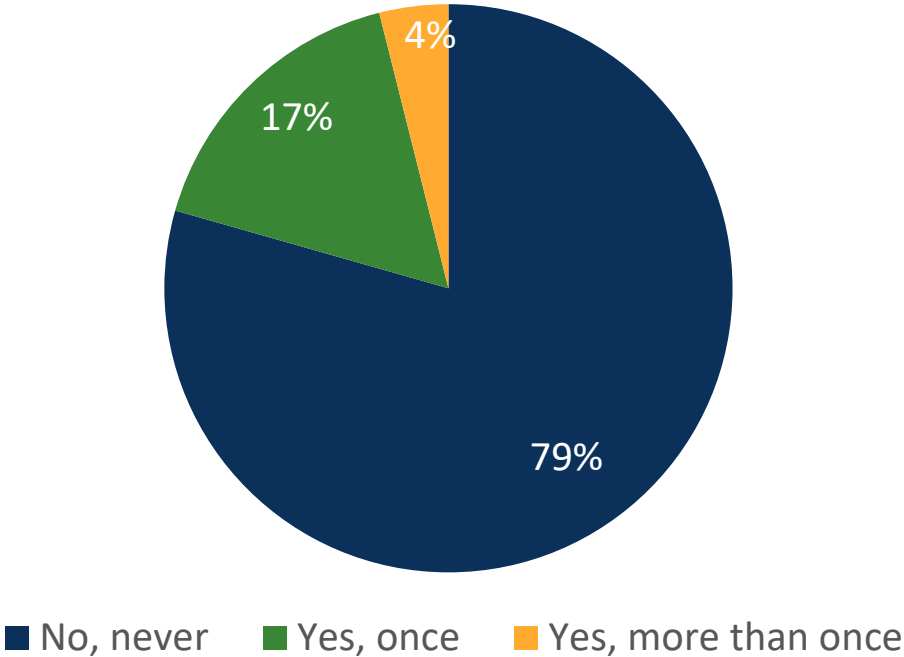
| Survey/Sample | Number of Survey Respondents | Number of QTEL Participants | Participation Rate |
|---|------------------------------|-----------------------------|--------------------|
| QTEL Institute Satisfaction Survey | 103 | 115 | 90% |
| PRE-Survey of Experience, Knowledge, and Attitudes | 109 | 115 | 95% |
| POST-Survey of Experience, Knowledge, and Attitudes | 96 | 115 | 84% |
| Matched Sample (Complete PRE- and POST- Survey) | 91 | 115 | 79% |

Three-quarters (75%) of respondents had at least five years of teaching experience, and 79% were first-time QTEL Institute participants.

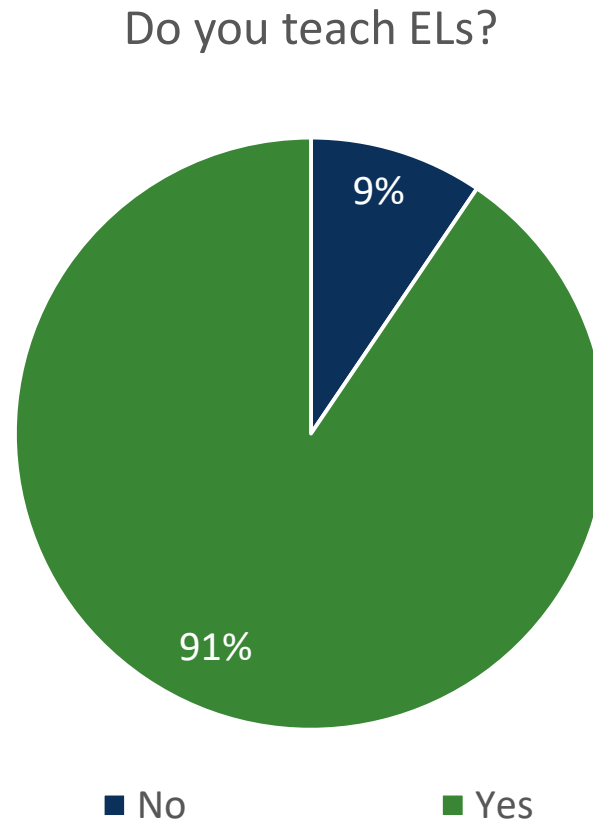
Years of teaching experience



Have you attended QTEL Summer Institute in the past?

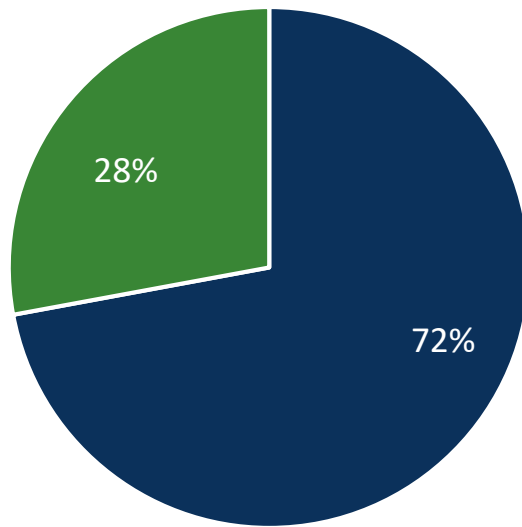


Most participants (91%) reported that they teach ELs in their classrooms.



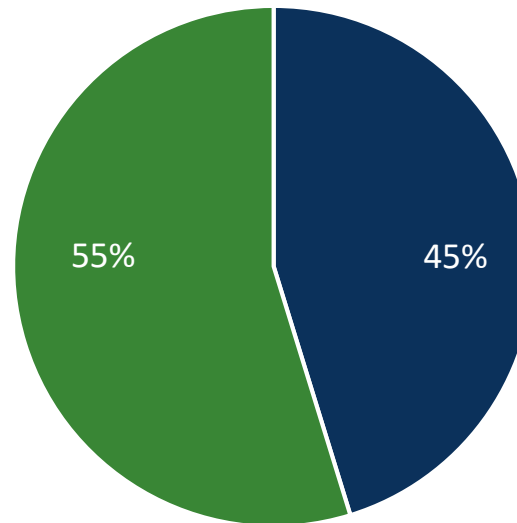
Of those who said they taught ELs, over a quarter (28%) teach sheltered content (all ELs) and over half (55%) have classes with at least eight ELs on their roster.

Do you teach sheltered content classes? (All ELs)



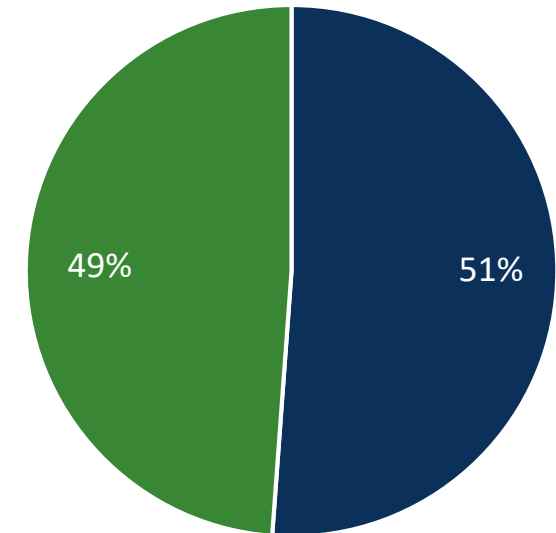
■ No ■ Yes

Do you teach "ESL-friendly" content? (8+ ELs in one class)



■ No ■ Yes

Do you have, on average, fewer than seven ELs in a class?



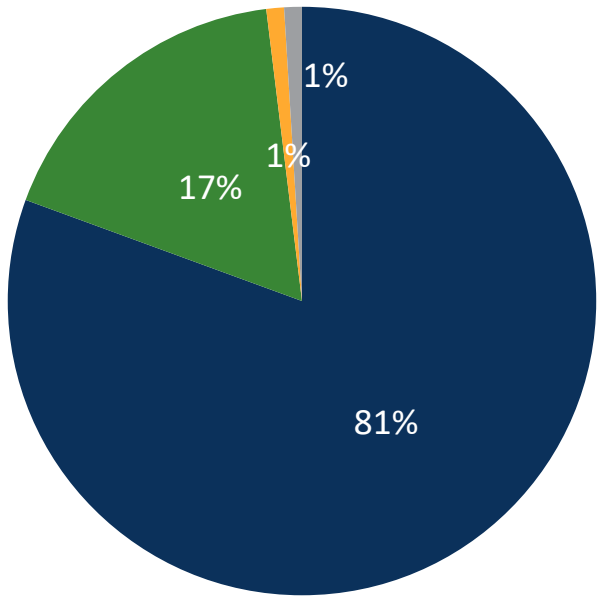
■ No ■ Yes

Summary of Participant Satisfaction

Source: Satisfaction Survey (n=103)

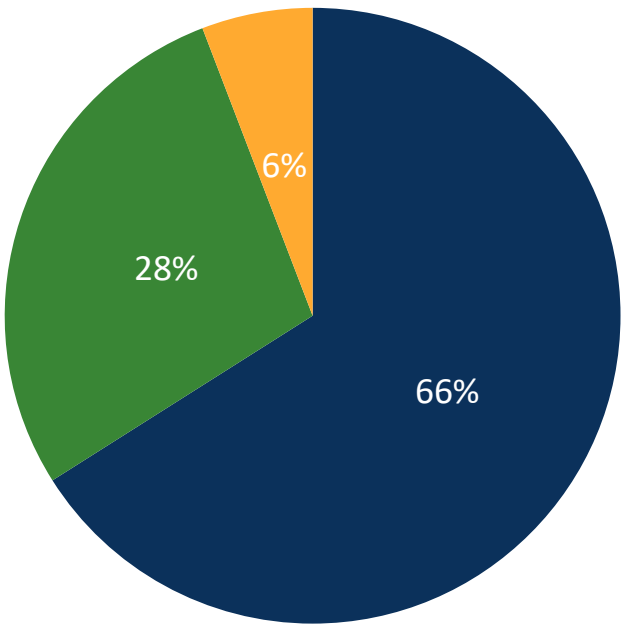
Nearly all participants (98%) were at least “somewhat satisfied” with the QTEL Institute overall, and all participants found QTEL Institute to be at least “somewhat” beneficial.

Overall, how satisfied were you with the QTEL Summer Institute?



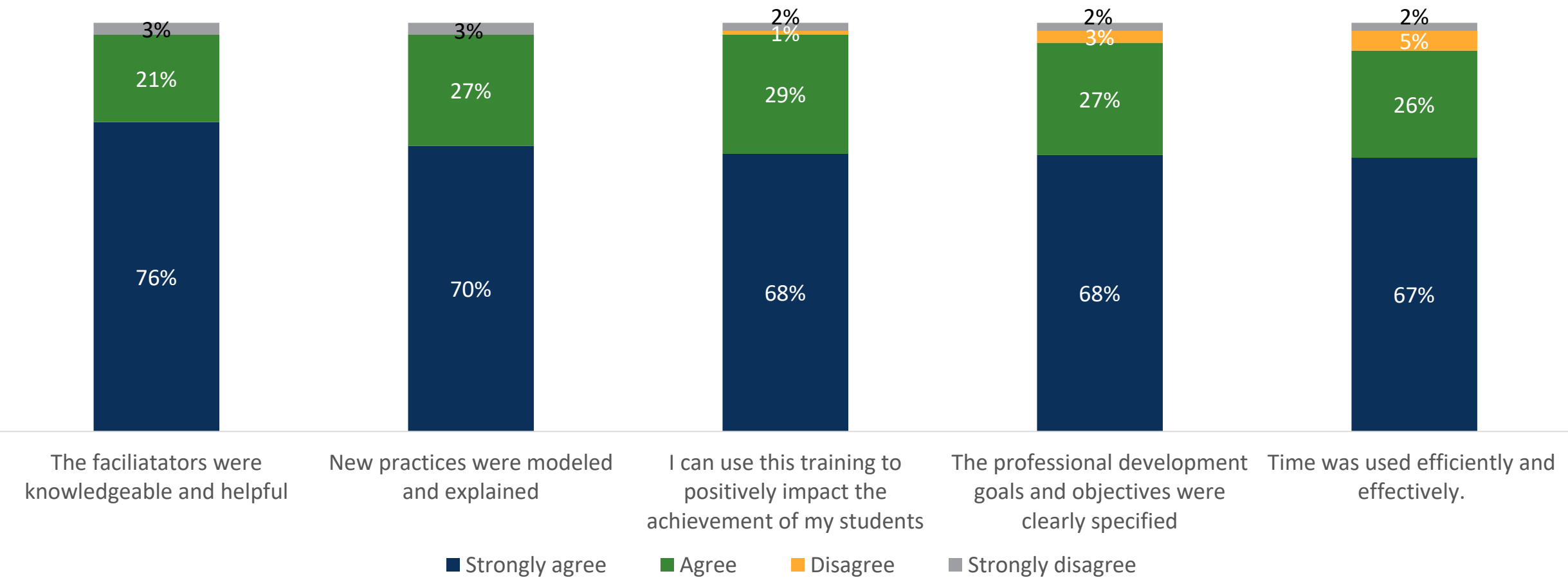
■ Satisfied ■ Somewhat satisfied ■ Somewhat dissatisfied ■ Dissatisfied

Overall, how beneficial was the QTEL Summer Institute to your practice?

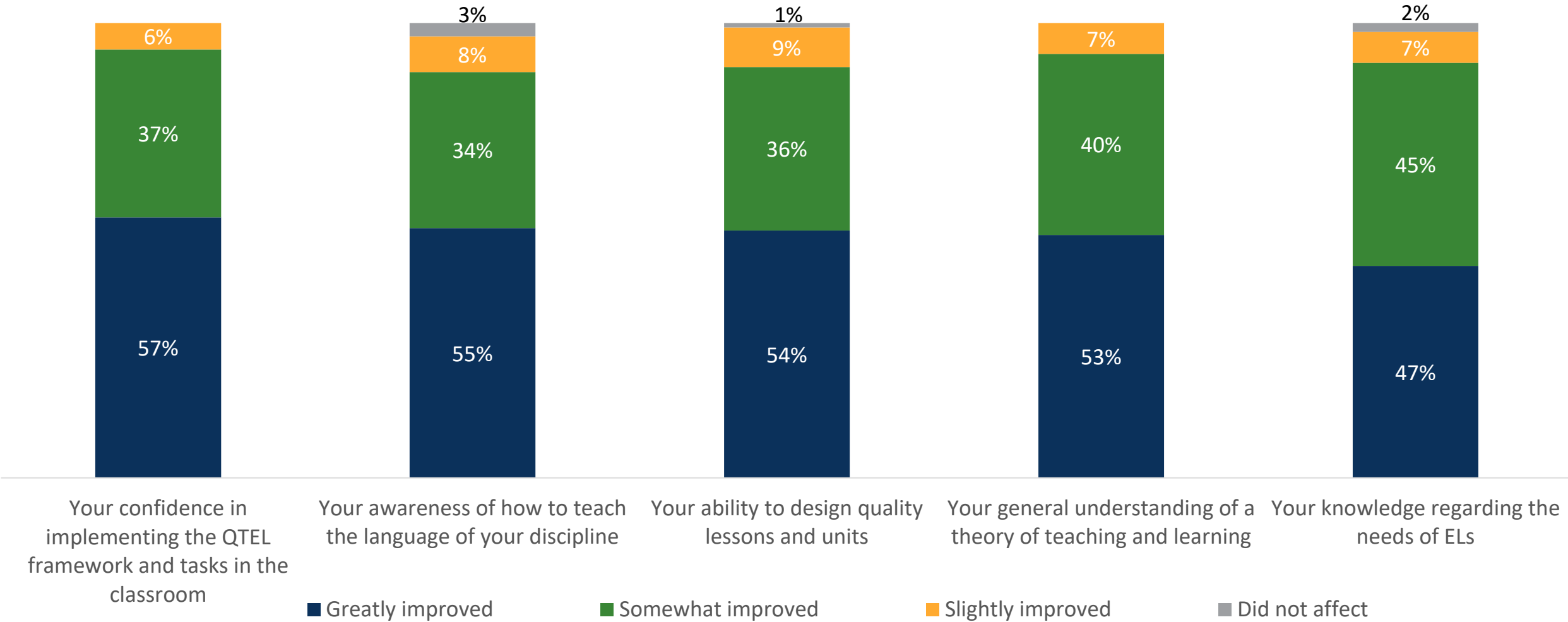


■ Very beneficial ■ Beneficial ■ Somewhat beneficial

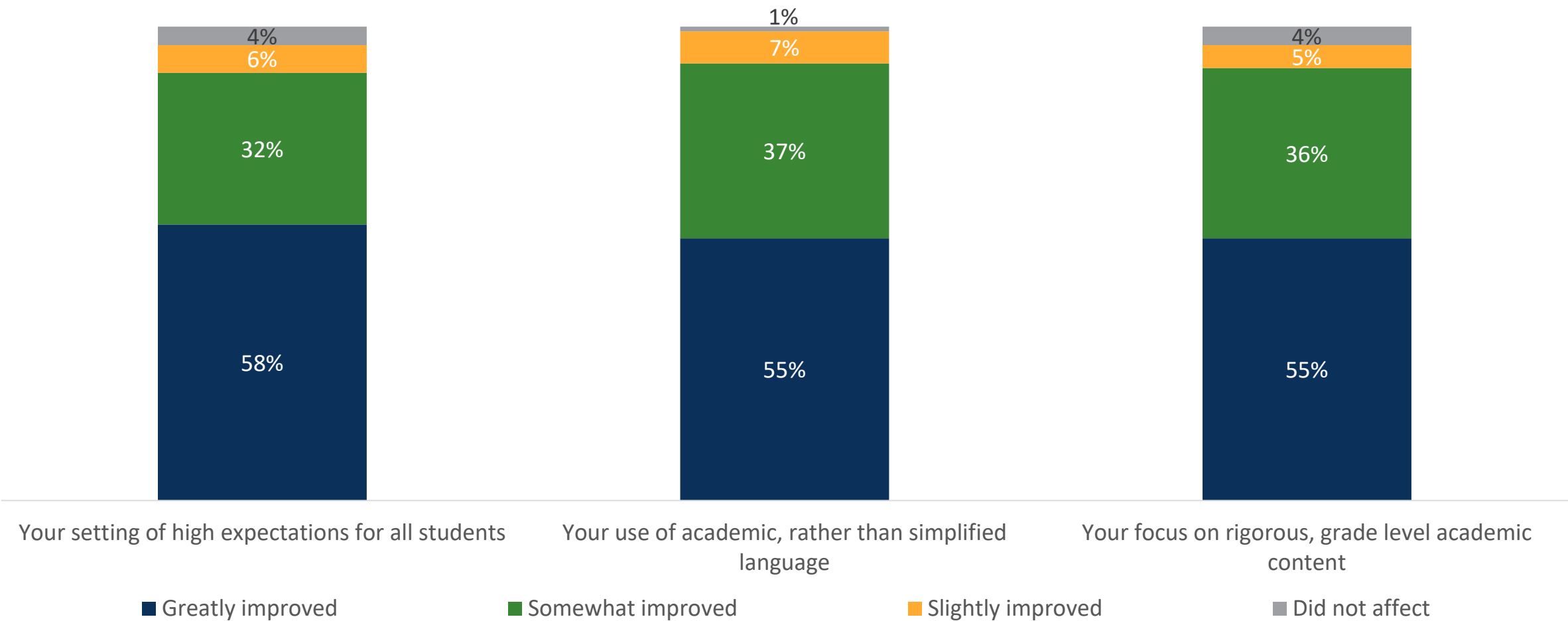
Nearly all participants (93-97%) either “agreed” or “strongly agreed” that the PD was facilitated effectively and they could use the training to impact the achievement of their students.



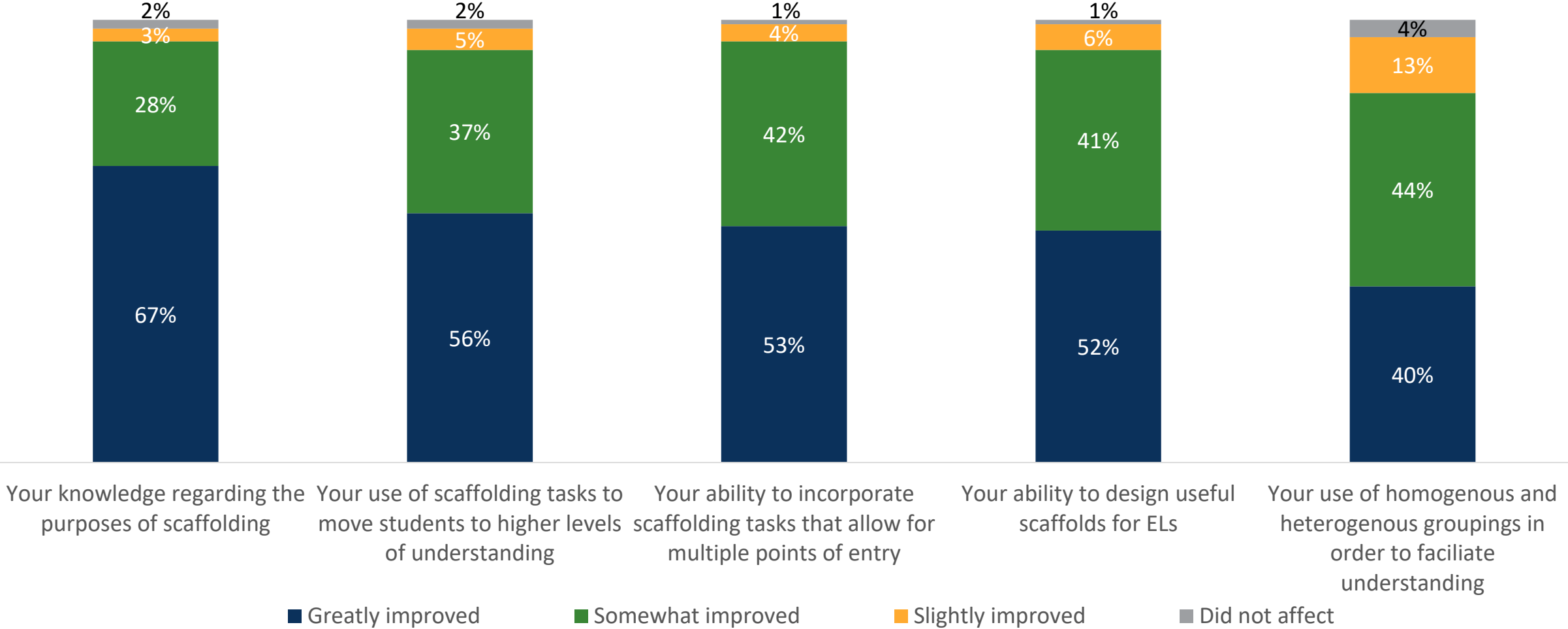
Approximately half of participants (47-57%) said the QTEL Institute “greatly improved” their pedagogical practice/knowledge.



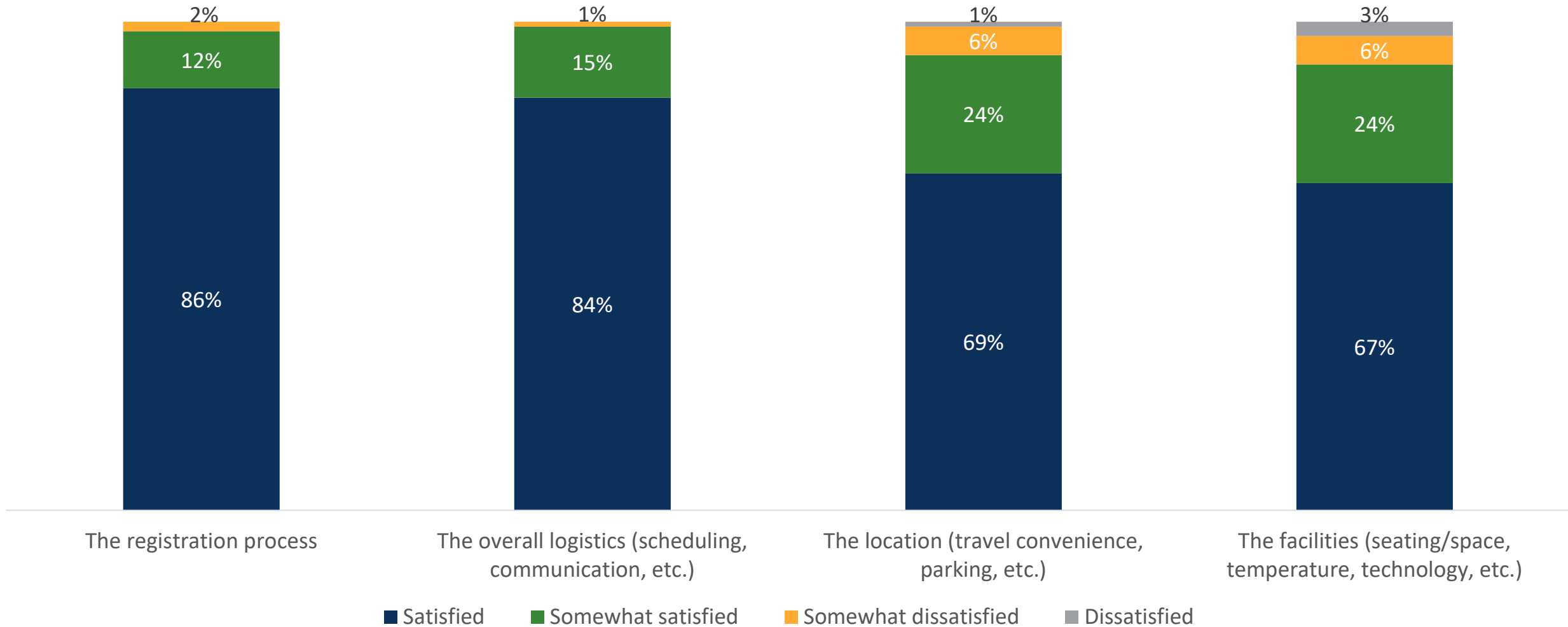
Over half of participants (55-58%) said the QTEL Institute “greatly improved” their ability to set high expectations, use academic language, and focus on teaching grade-level content to ELs.



Approximately two-thirds of participants (67%) said the QTEL Institute “greatly improved” their knowledge of the purpose of scaffolding for ELs, and over half (52-56%) said it “greatly improved” their ability to design and use scaffolds.



Nearly all participants (91-99%) were at least “somewhat” satisfied with the logistical aspects of the QTEL Institute.



Summary of Open-Ended Feedback about QTEL Institute

Source: Satisfaction Survey (n=202)

Many of the comments in the open-ended feedback section (n=202) were positive.

- “The PD was very informative, and I can see implementing the strategies to improve my instruction.”
- “I wish I could make this mandatory for my entire school.”
- “I really appreciate that I had the opportunity to participate in this program. I believe the practices benefit all students, not just ELs.”
- “Please provide this training to all schools with a large EL population.”

Participants said QTEL facilitators were knowledgeable, engaging, and skilled presenters (n=20).

- “My facilitator...was phenomenal in conveying his knowledge. He held us to high standards but also kept a warm and encouraging atmosphere.”
- “[My facilitator] was fabulous...he was knowledgeable and very engaging. His personality made me want to participate and be engaged the entire time in the session.”
- “[My facilitator] was very helpful, while at the same time she made it clear that there is no one way to deliver any given content.”
- “[My facilitator] was so knowledgeable and fun!”

Participants had suggestions for improving the structure or facilitation of QTEL Institute.

Some respondents recommended different or more teacher groupings in future QTEs (e.g. separate middle grades from high school, add Art/Music, or divide into grade cohorts) (n=15).

- “I think middle school and high school teachers need to be separated.”

Others requested more time to plan lessons and more planning support (n=12).

- “Model how to create lessons.”
- “More time working on lessons for the school year.”

Some suggested more hands-on activities (n=5) and chances for collaboration and soliciting feedback from colleagues (n=5), both during and after QTEL.

- “Additional time throughout the year to refresh and collaborate with colleagues.”

Feedback about QTEL content was generally positive, with some requests for more examples.

The most requested change to QTEL content (n=10) was for more examples of and instruction around differentiating lessons for all EL levels, particularly 1s and 2s.

- “Include assessment strategies for different level ELs.”
- “There should be more structure for more lower-level ELLs. It seems like QTEL designs are for much higher-leveled students.”

Some participants (n=6) requested more examples in general, particularly for math instruction.

- “I would like to see more examples for various math topics, such as absolute value functions/inequalities, factoring, etc.”

Participants generally found logistics to be smooth and offered some suggestions.

The most common suggestion for changing logistics was to shorten the day or to reduce lunch so that participants could leave earlier (n=20).

- “The length of the day is a bit long.”
- “I would suggest shortening lunch to ½ so that we can leave earlier.”

Some participants (n=11) found the rooms to be too cold.

- “The air conditioning made it too cold!”

A few participants said that they would have preferred to do the PD in August (n=4).

- “Perhaps offer it...right before school starts, so the principles and pedagogy are fresh in our minds at the start of the new school year.”

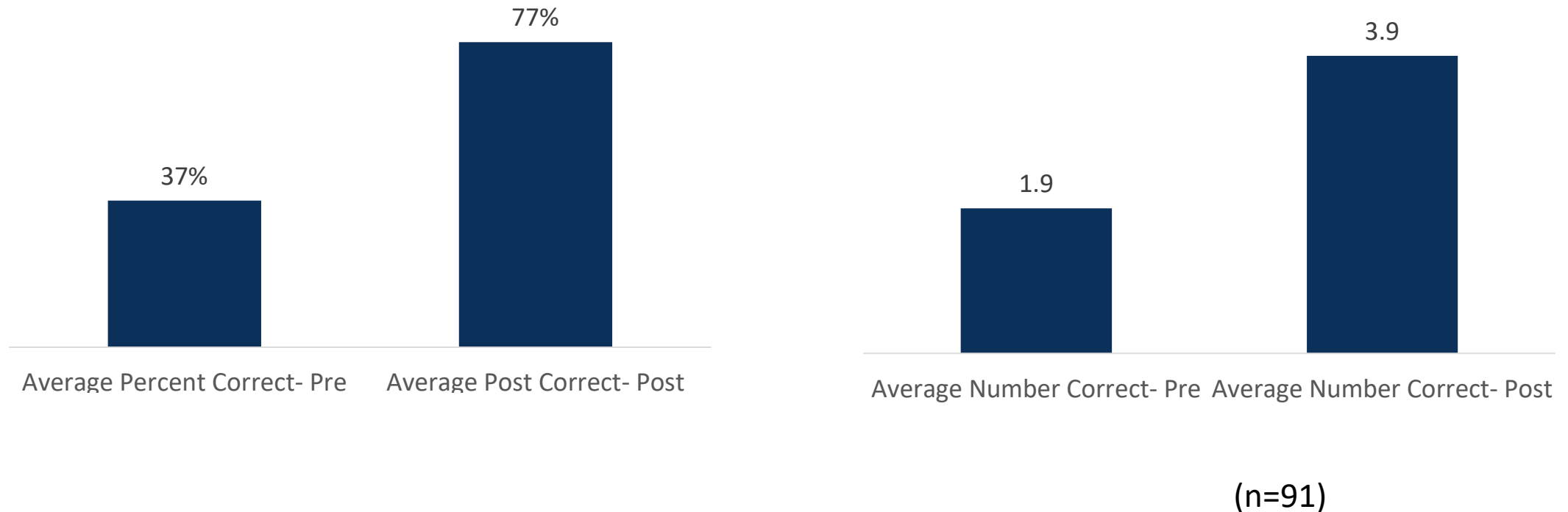
Several participants commented that they were either looking forward to QTEL coaching throughout the year, or they indicated interest in receiving coaching in the coming year.

- “I keep hearing that certain schools will receive additional coaching. I think it would be great if all schools could get this type of in-class coaching, especially considering that our students are very different than ourselves and will probably respond to this differently than we did as teachers.”
- “QTEL represents a substantial shift in the way many of us work. I believe that a week is not nearly long enough to master the content presented. Having support throughout the year might change that, but I believe only some schools will receive that.”

Summary of Changes in Participant Knowledge and Attitudes

Source: Matched Sample Pre- and Post- Survey (n=91)

Between the pre- and post-assessments, the average score of the matched sample increased from 1.9/5 correct (37%) to 3.9/5 correct (77%).



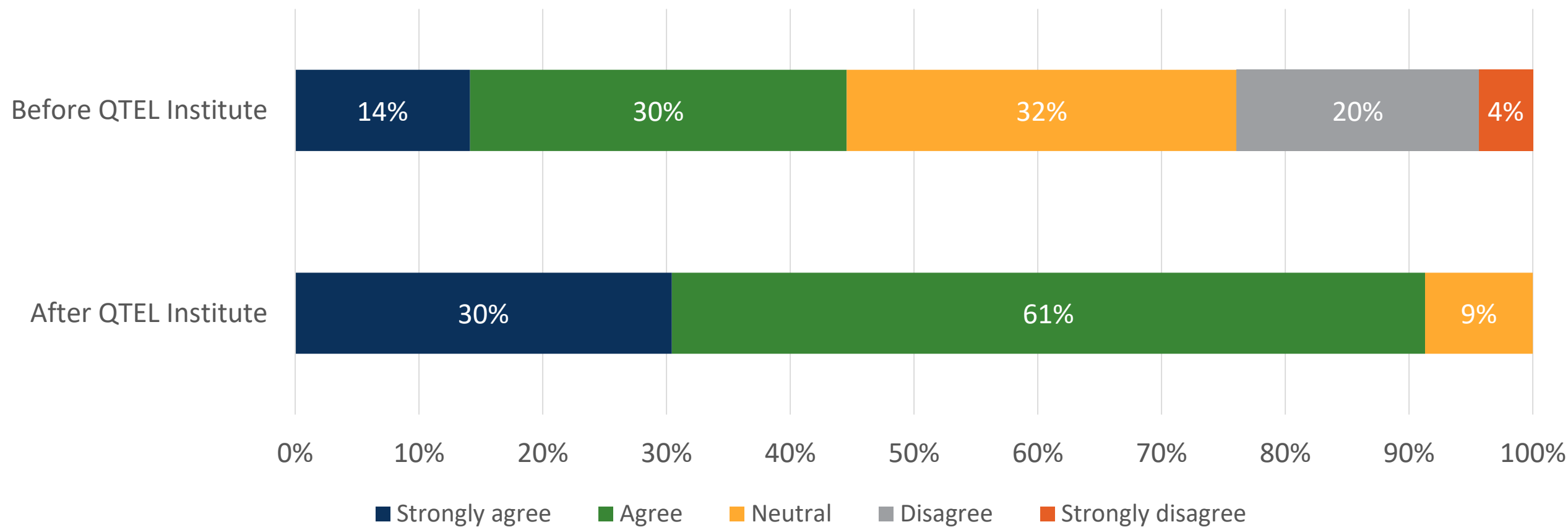
At the question level, there was variation in the increase in the percent of teachers responding correctly between the pre- and post- assessment.

| Pre- and Post- Knowledge Assessment Questions | | % Correct PRE | % Correct POST | Change |
|---|---|---------------|----------------|--------|
| 1 | When considering the role of language in planning lessons for English Learners, teachers should: <i>Amplify communications rather than simplify language.</i> | 23% | 86% | +63% |
| 2 | The following statements reflect sociocultural learning theory EXCEPT: <i>Mastery is achieved by learning from more expert peers.</i> | 26% | 45% | +19% |
| 3 | All of the following are important actions in designing instruction for English Learners EXCEPT: <i>Creating separate, simplified texts and tasks for English Learners to complete.</i> | 27% | 82% | +55% |
| 4 | A Three Moment Lesson / Unit should do all of the following EXCEPT: <i>Prioritize discrete language learning including grammatical forms and language functions.</i> | 51% | 88% | +37% |
| 5 | Quality learning opportunities for English Learners are characterized by: <i>High-challenge, high-support opportunities to engage in academically rigorous work.</i> | 59% | 85% | +26% |

(n=91)

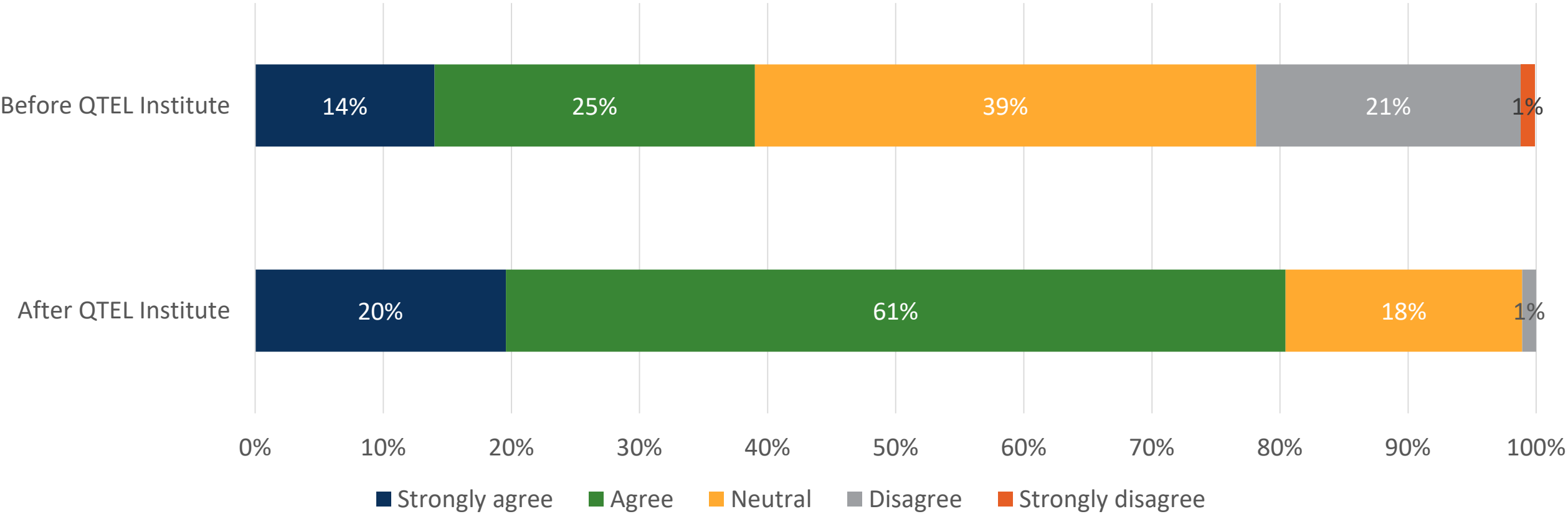
There was a 47 percentage point increase between the percent of participants that either “agreed” or “strongly agreed” they **have the professional preparation necessary to meet the needs of ELs** before (44%) and after (91%) QTEL Institute.

I have the professional preparation necessary to meet the needs of English Learners.



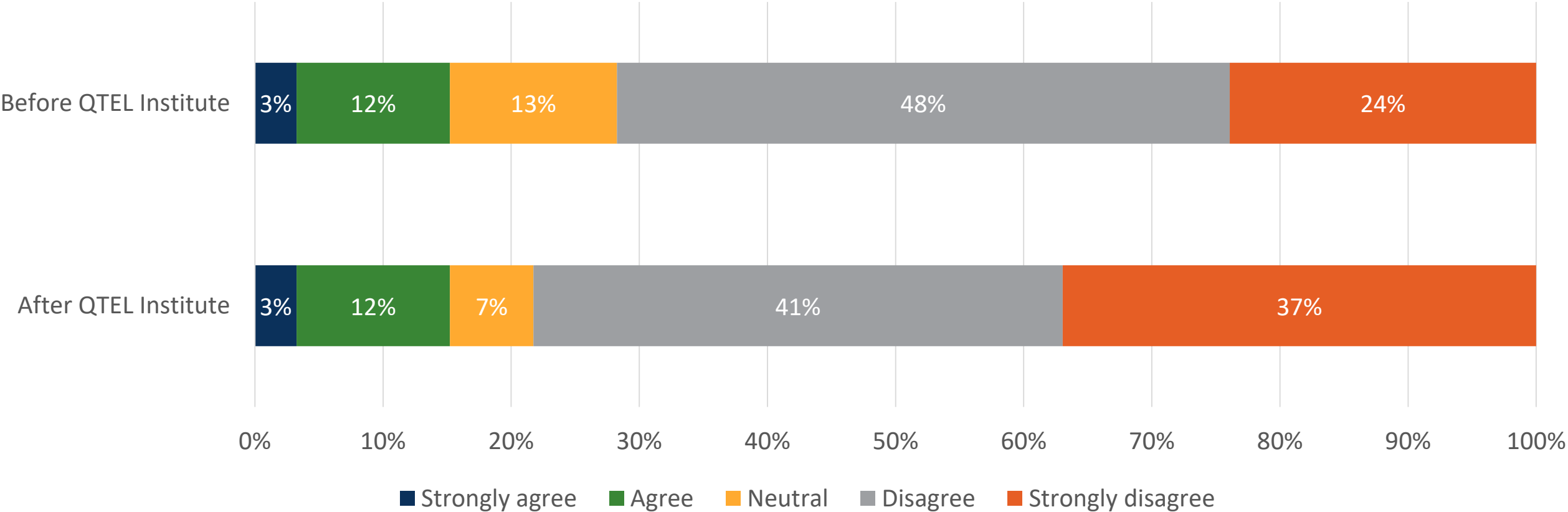
There was a 42 percentage point increase between the percent of participants that either “agreed” or “strongly agreed” they **are effective at designing instruction that supports ELs** before (39%) and after (81%) QTEL Institute.

I am effective at designing instruction that supports English Learners.



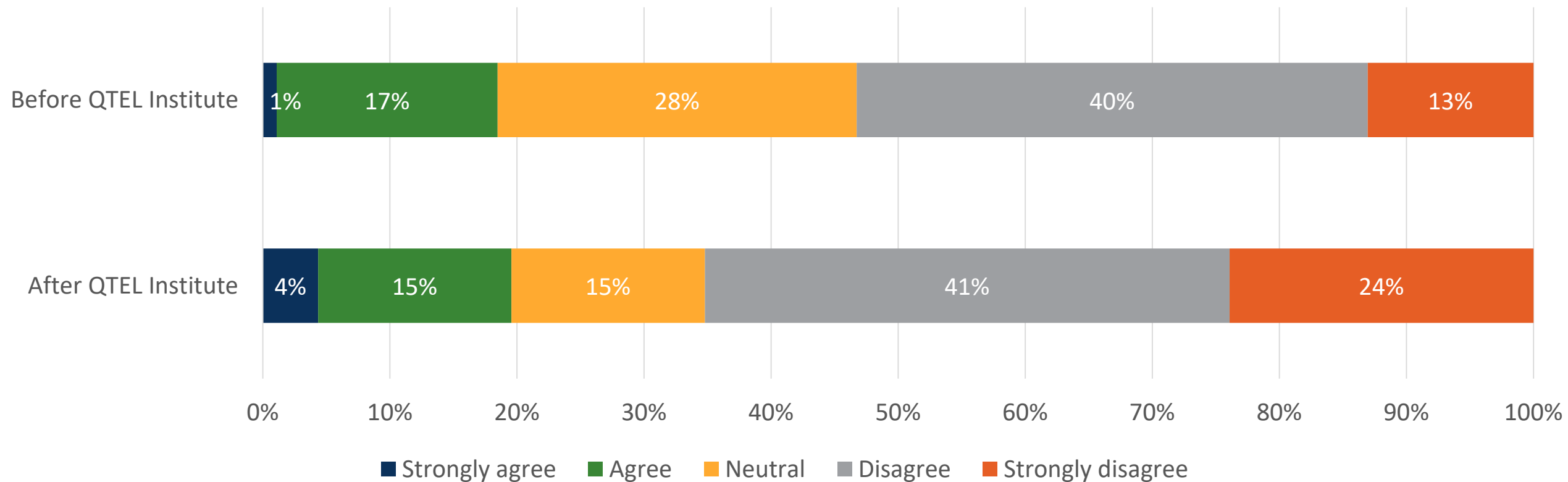
There was a 6 percentage point increase in the percent of participants that “disagreed” or “strongly disagreed” that it is **primarily the ESL teacher’s responsibility to support English Learners** before (72%) and after (78%) QTEL Institute.

It is primarily the ESL teacher’s responsibility to support the English Learners at my school site.



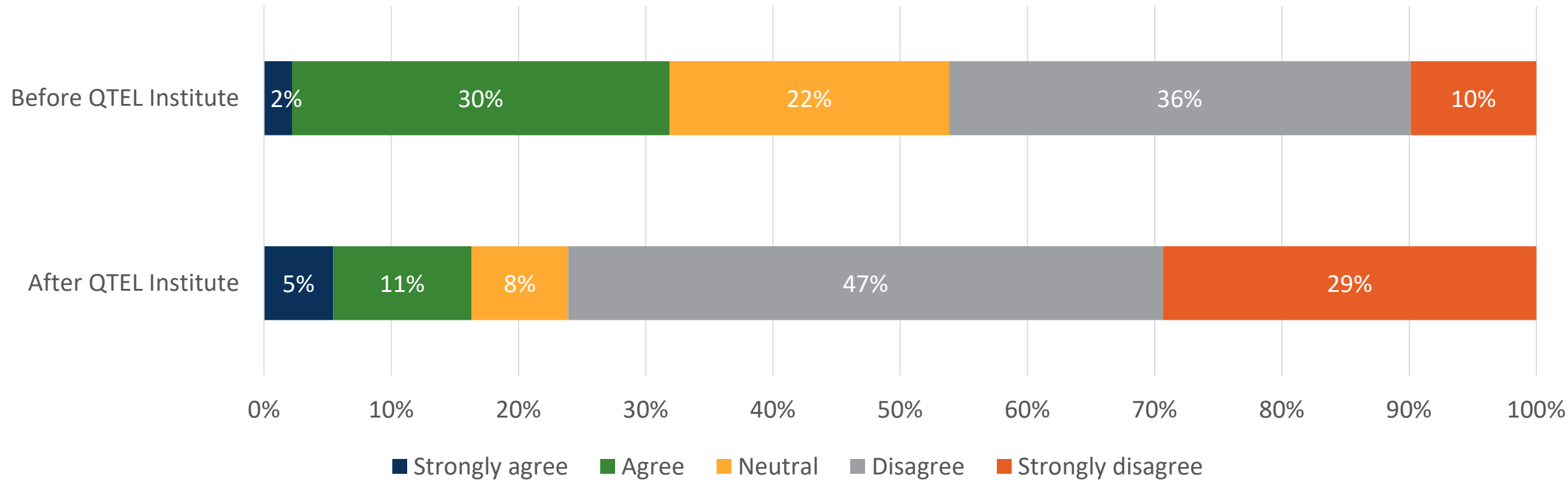
There was a 12 percentage point increase between the percent of participants that either “disagreed” or “strongly disagreed” that the **use of primary language in the classroom slows down English language learning** before (53%) and after (65%) QTEL Institute.

The use of primary language (student's first language) in the classroom slows down English language learning.



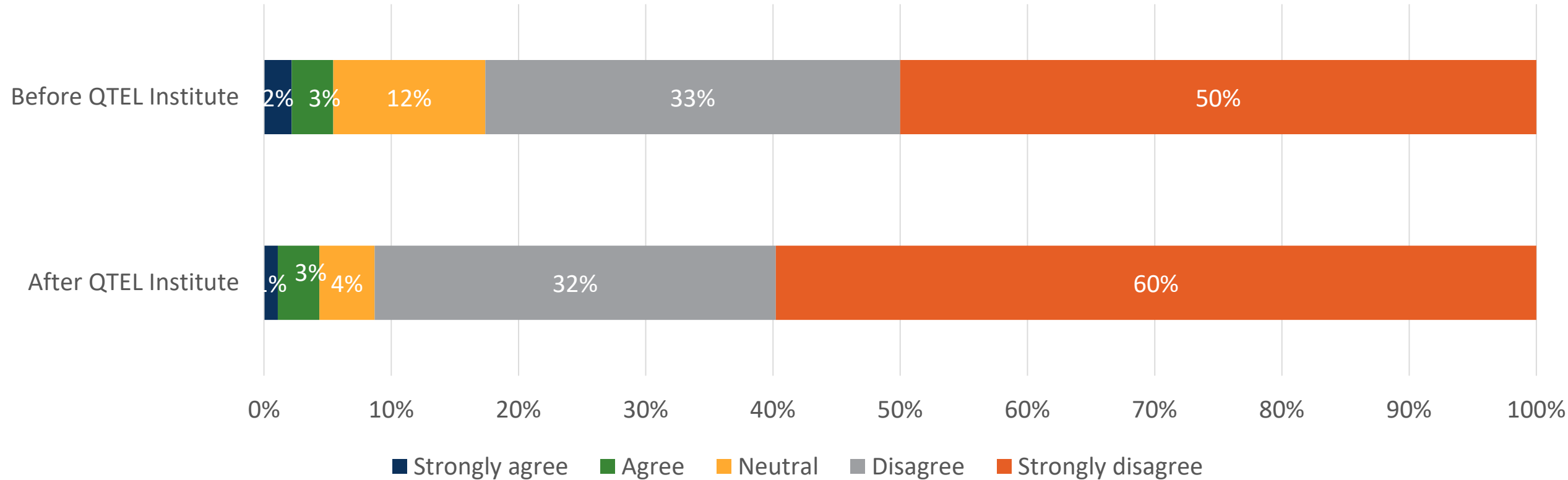
There was a 30 percentage point increase between the percent of participants that either “disagreed” or “strongly disagreed” that **English Learners need to build their basic language skills before they can understand disciplinary language** before (46%) and after (76%) QTEL Institute.

English Learners need to build their basic language skills before they can understand disciplinary language.



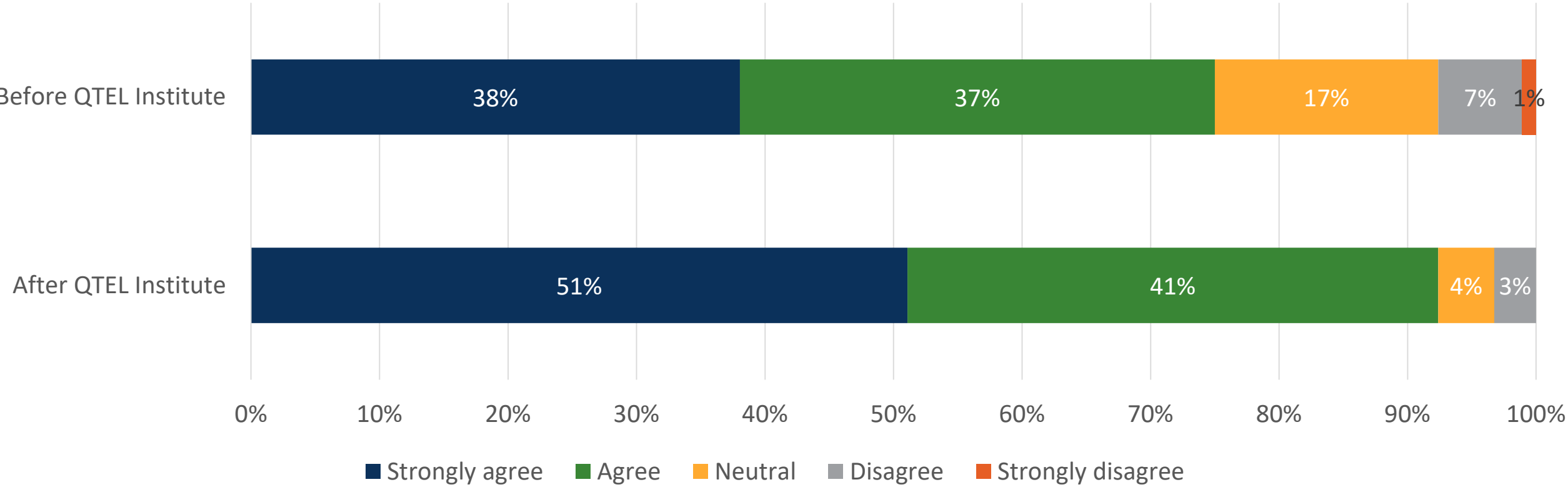
There was a 9 percentage point increase between the percent of participants that either “disagreed” or “strongly disagreed” that the **presence of English Learners in mainstream classes has a negative impact on the achievement of other students** before (83%) and after (92%) QTEL Institute.

The presence of English Learners in mainstream classes has a negative impact on the achievement of other students.



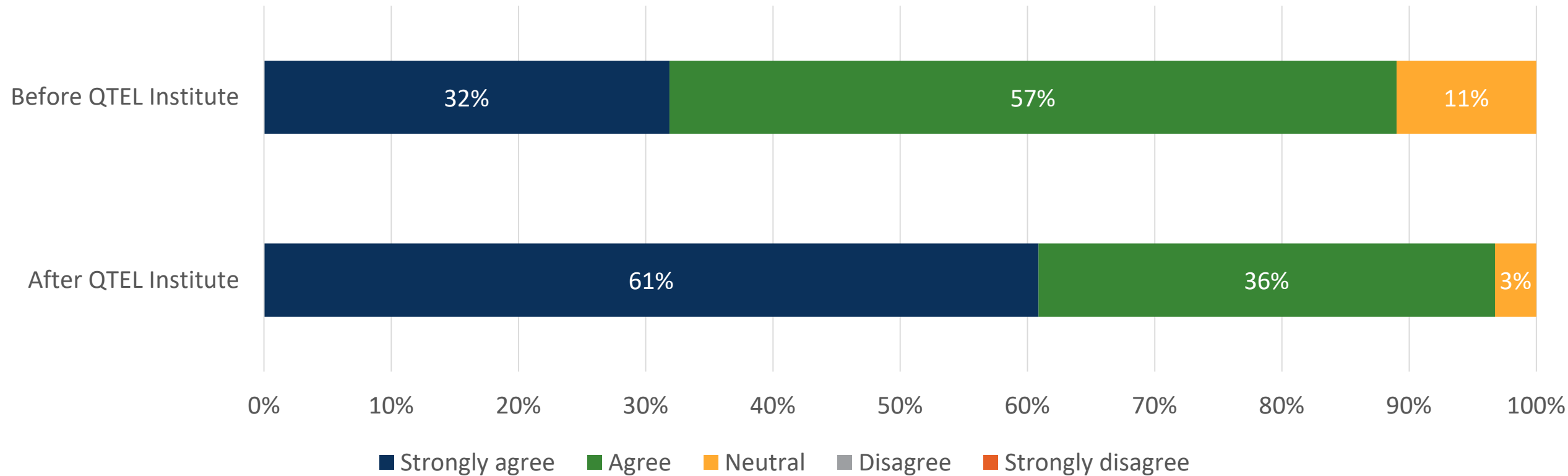
There was a 17 percentage point increase between the percent of participants that either “agreed” or “strongly agreed” that **English Learners are capable of tackling complex, grade-appropriate subject matter in all disciplines** before (75%) and after (92%) QTEL Institute.

English Learners are capable of tackling complex, grade-appropriate subject matter in all disciplines.



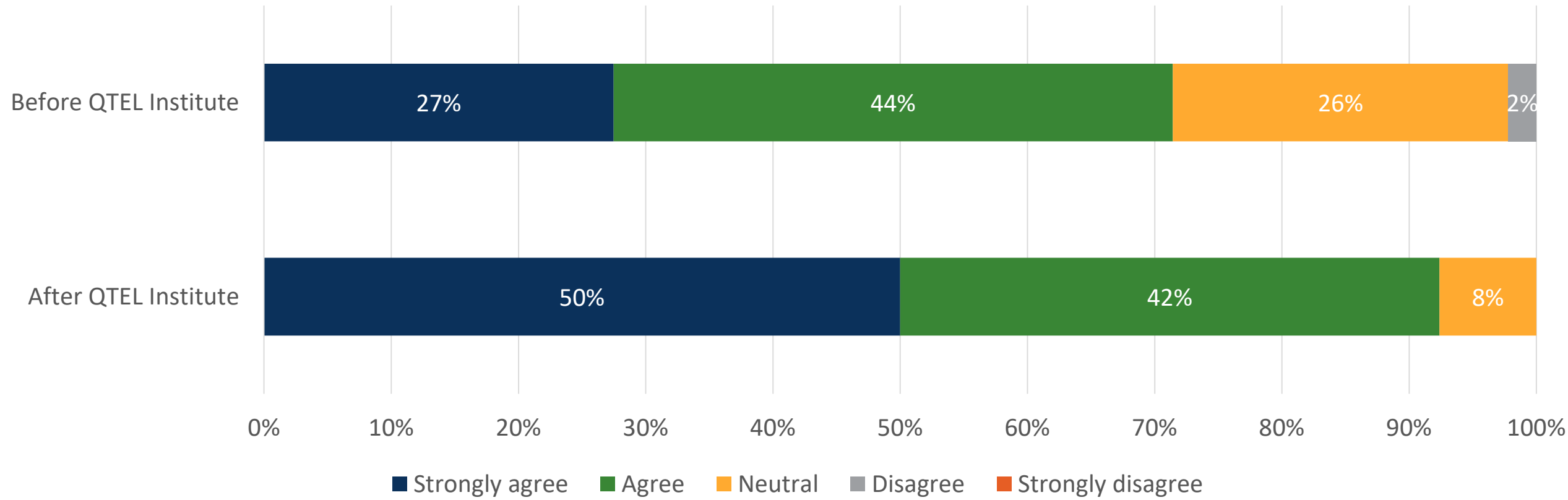
There was a 8 percentage point increase between the percent of participants that either “agreed” or “strongly agreed” that **English Learners are capable of participating in quality peer-to-peer interactions around disciplinary content** before (89%) and after (97%) QTEL Institute.

English Learners are capable of participating in quality peer-to-peer interactions around disciplinary content.



There was a 21 percentage point increase between the percent of participants that either “agreed” or “strongly agreed” that **English Learners are able to cope with learning content and language simultaneously** before (71%) and after (92%) QTEL Institute.

English Learners are able to cope with learning content and language simultaneously.

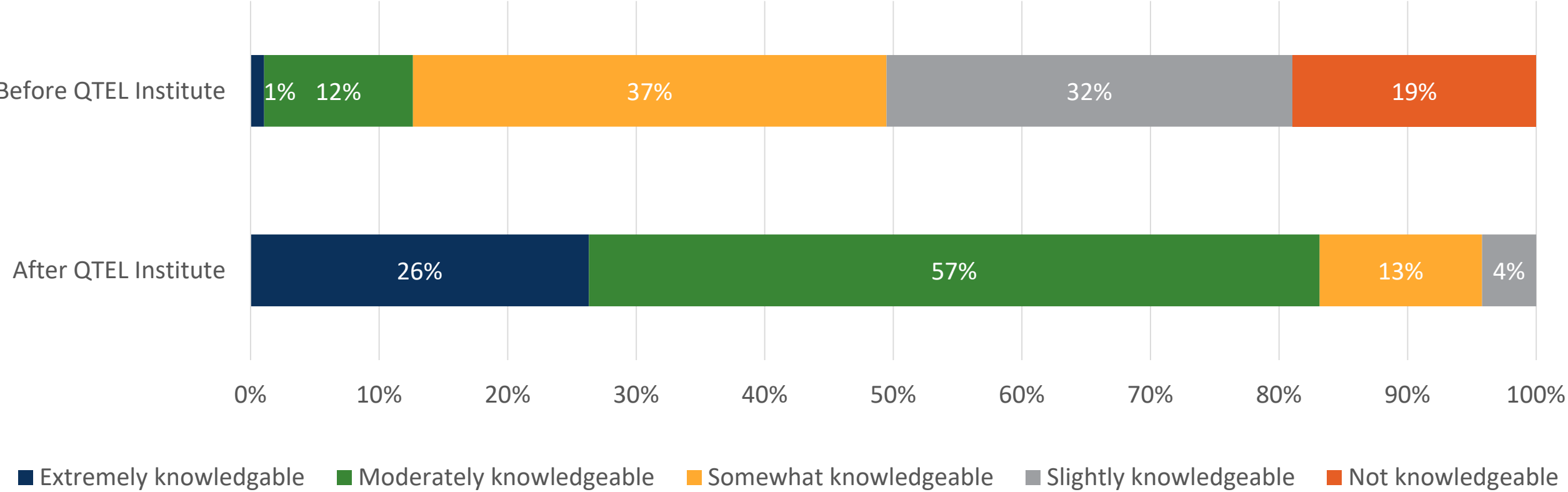


Summary Of Reported Changes In Participant Knowledge

Source: Post-Survey (n=96)

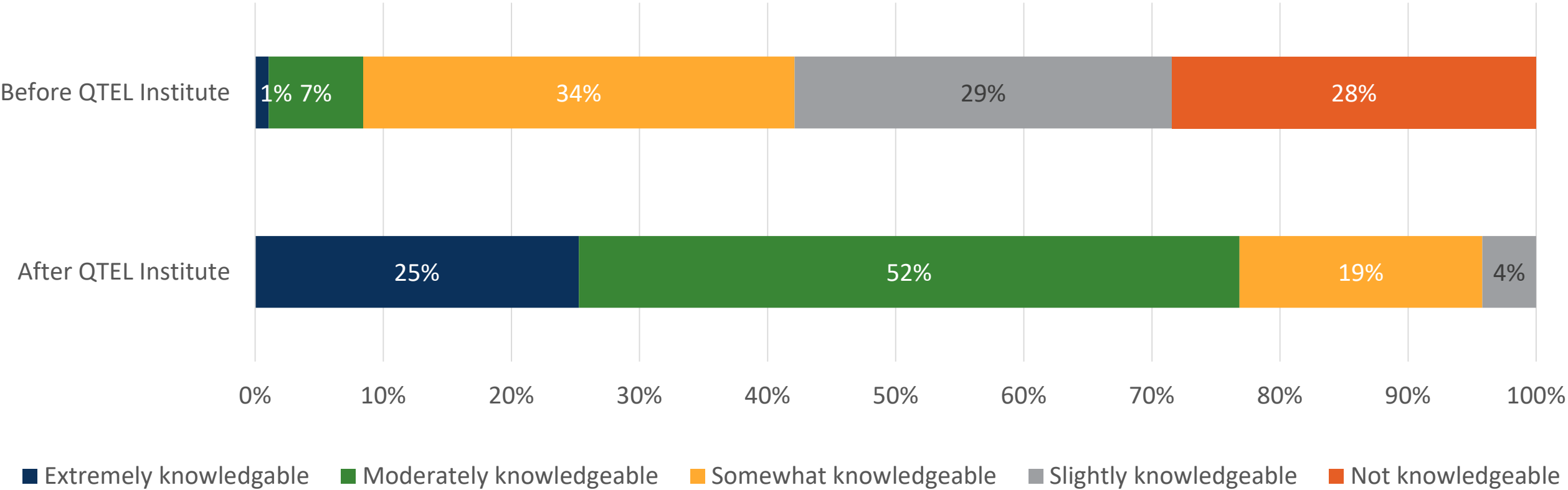
There was a 70 percentage point increase between the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable regarding **the sociocultural approaches and theories of learning and teaching for ELs** before (13%) and after (83%) QTEL Institute.

Knowledge of sociocultural approaches and theories of learning and teaching

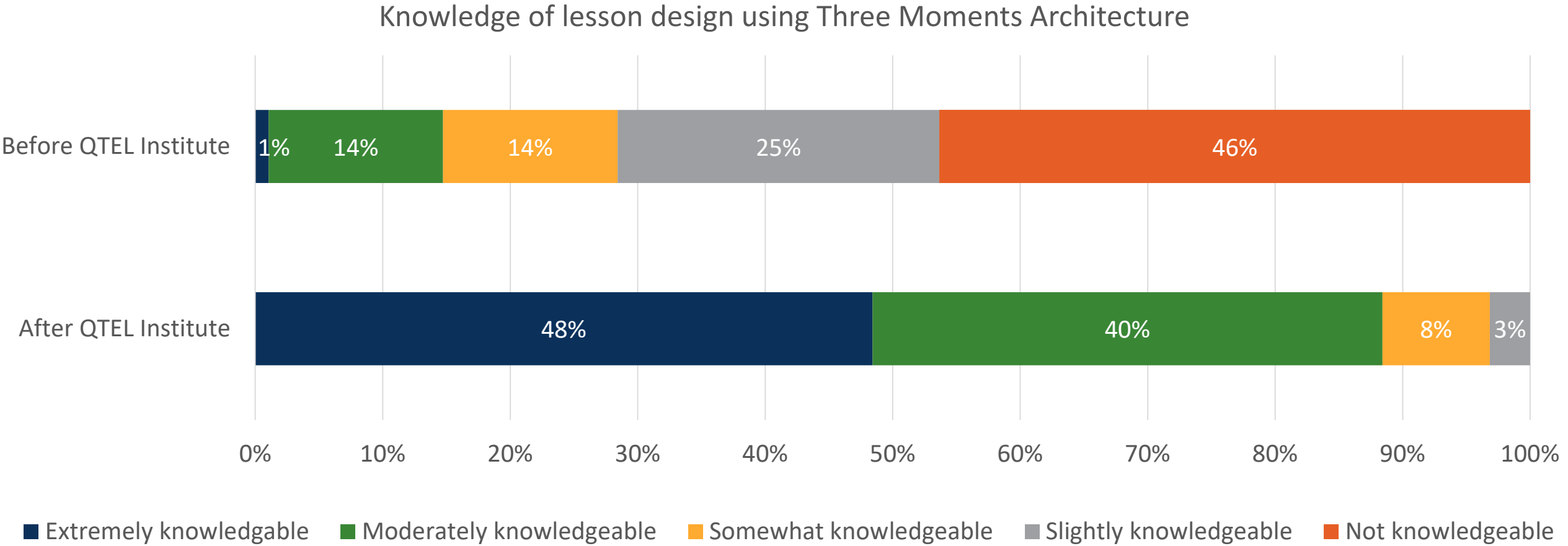


There was a 69 percentage point increase between the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable regarding **learning as apprenticeship and changes in participation over time for ELs** before (8%) and after (77%) QTEL Institute.

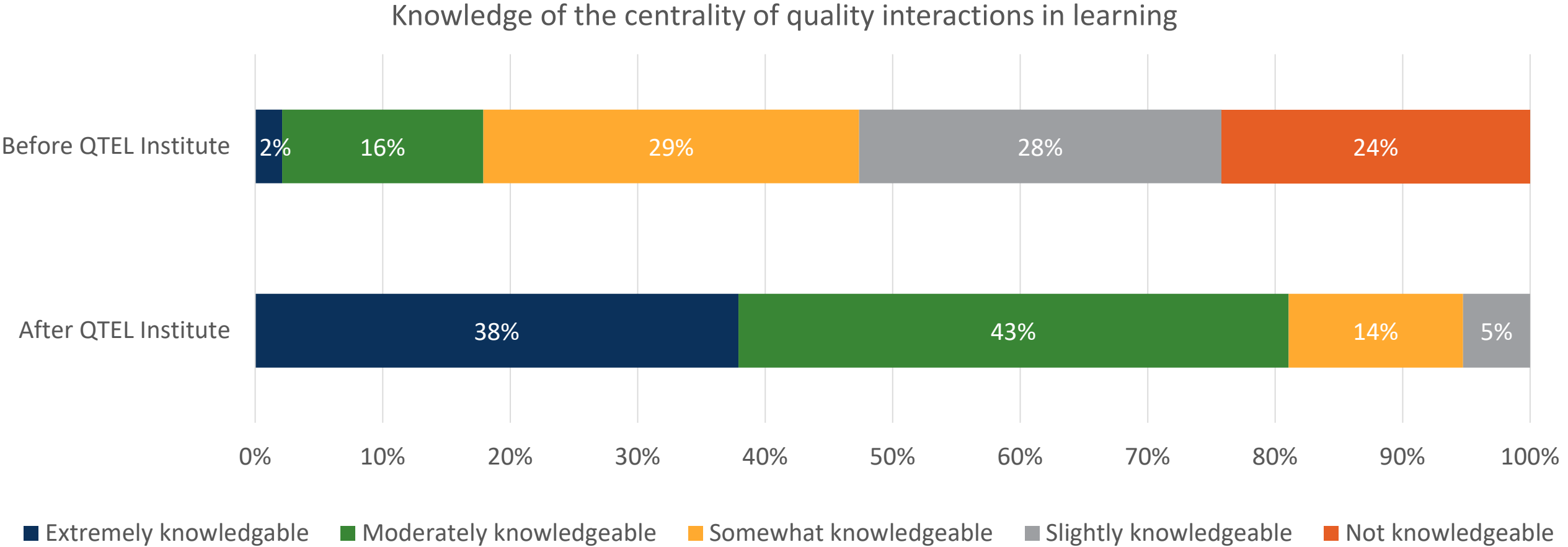
Knowledge of learning as apprenticeship and changes in participation over time



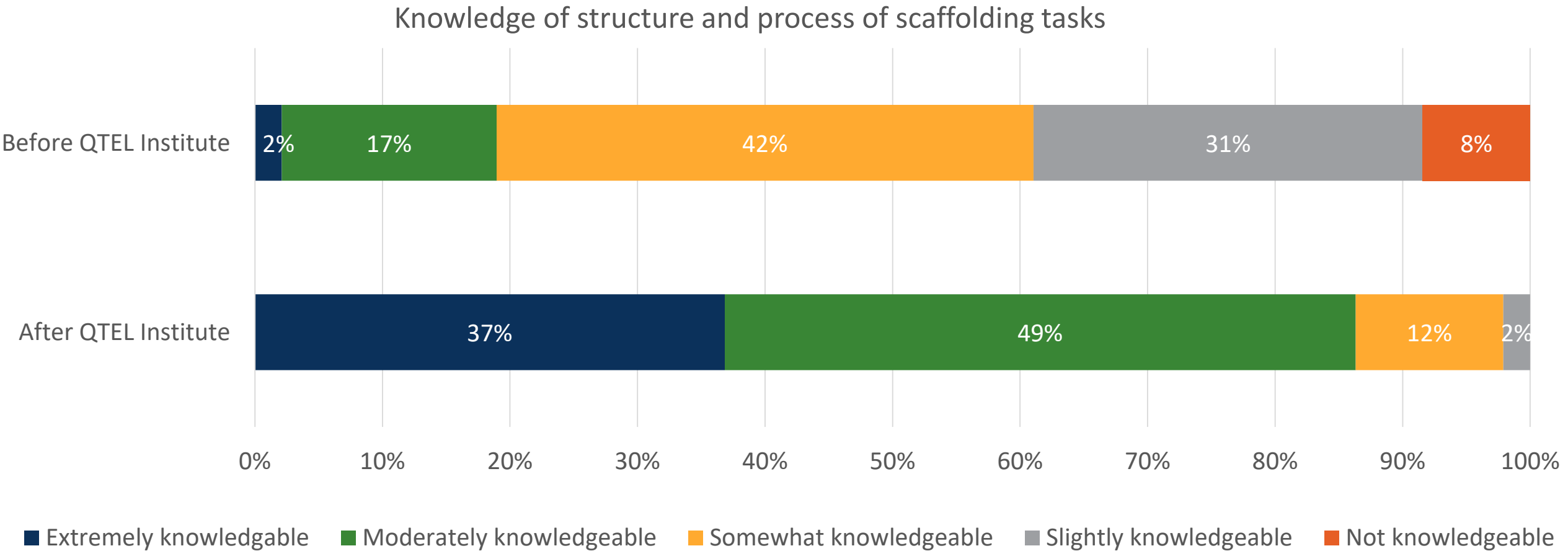
There was a 73 percentage point increase between the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable regarding **knowledge of lesson design using Three Moments Architecture** before (15%) and after (88%) QTEL Institute.



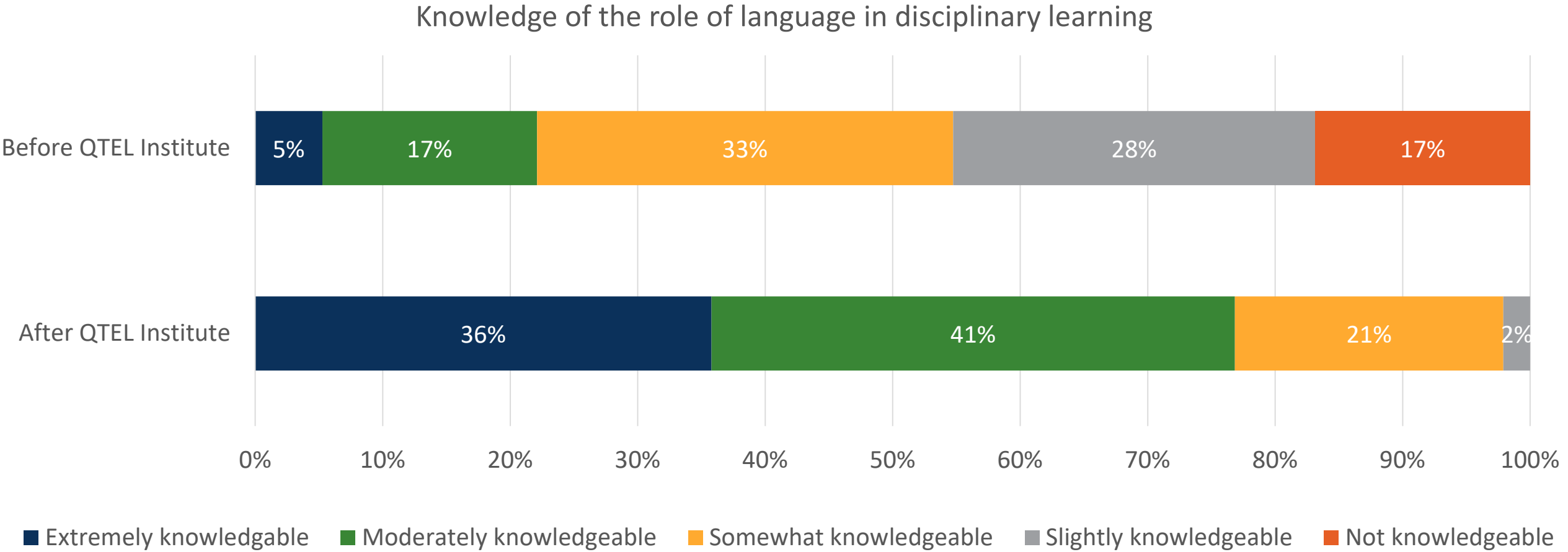
There was a 63 percentage point increase between the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable about the **centrality of quality interactions in learning for ELs** before (18%) and after (81%) QTEL Institute.



There was a 67 percentage point increase between the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable regarding **the structure and process of scaffolding tasks for ELs** before (19%) and after (86%) QTEL Institute.



There was a 55 percentage point increase between the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable regarding **the role of language in disciplinary learning for ELs** before (22%) and after (77%) QTEL Institute.



Key Findings

Key Findings:

- Attending Institute appears to **improve teacher capacity** to support ELs across content areas.
- Participants **were generally satisfied** with Institute, **found it beneficial** to their practice, and reported that they **could use what they learned** to improve the achievement of their students.
- Nearly all participants reported that they **improved their knowledge of and ability to design, incorporate, and use scaffolds** to support student learning.
- On the pre- and post-assessment of teacher knowledge, **the average score of the matched sample increased** from 1.9/5 correct (37%) to 3.9/5 correct (77%).
- Participants also reported a **substantial shift in their knowledge** regarding the theory, approach, and design elements that underpin the QTEL instructional model, with the most positive change being the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable regarding knowledge of lesson design using Three Moments Architecture (+73%)
- Teachers reported **positive changes in their attitudes and beliefs about ELs** and their ability to teach ELs with the most positive change being the percent of teacher that “agreed” or “strongly agreed” that they have the professional preparation necessary to meet the needs of ELs (+47%).

For More Information, Contact:

Kristyn Stewart, Senior Research Associate

Office of Research and Evaluation

kmstewart@philasd.org

215-400-5242