



Quality Teaching for English Learners (QTEL): 2019-20 Implementation Report

Key Findings

- In total, 115 teachers signed up to participate in the QTEL initiative and attended 2019 QTEL Summer Institute. Most Institute participants were satisfied and nearly all reported that the Institute was beneficial.
- QTEL implementation provided two professional development sessions in 2019-20. Both teacher and school leader participants rated their PDs highly.
- QTEL implementation provided 16 teachers at three schools (Motivation, Mayfair, and Lincoln) with additional coaching in QTEL practices. These teachers were very satisfied with coaching in each cycle, and they believed it would lead to changes in their practice.
- After one year, participants generally reported frequently engaging in the classroom practices that QTEL emphasized and supported.
- Coached QTEL teachers did not report using QTEL practices more often than other participating teachers.
- Lack of common planning time devoted to QTEL practices was the most frequently cited challenge to implementing QTEL practices, followed by variation in student need (37%) and large class sizes (33%).

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About the QTEL Initiative

Overview

The *Quality Teaching for English Learners*[™] initiative is a research-based professional development program for teachers, coaches, and school leadership devoted to improving educator capacity to support the linguistic and academic development of English Learners (ELs) and other students needing to develop academic uses of English. QTEL specifically addresses the development of EL students' abilities to read, write, and discuss academic texts in English across the disciplines. Embedded throughout the professional development that comprises the initiative are five principles that guide and reflect quality instruction for English Learners:

1. Sustain academic rigor in teaching English Learners
2. Hold high expectations in teaching English Learners
3. Engage English Learners in quality interactions
4. Sustain a language focus in teaching English Learners
5. Develop a quality curriculum for English Learners

The QTEL initiative was implemented in SY 2019-20 with 115 teachers in grades 6-12 from 29 SDP schools. QTEL is a nested program comprised of large group professional development through the QTEL Summer Institute, supporting all 115 teachers, as well as individual QTEL teacher coaching, supporting a subset of 16 teachers from schools whose leadership teams are implementing QTEL practices school-wide (Motivation, Mayfair and Lincoln). This report reviews all components of SDP's implementation of QTEL in 2019-20.

Components of the QTEL Initiative

The activities that comprised the QTEL Initiative can primarily be divided into four components:

1. QTEL Summer Institute

In June 2019, teachers attended the QTEL Summer Institute, which included five days of discipline-specific (ELA/ESL, math, science, social studies) professional development. Day One focused on the theory behind QTEL, and the remainder of the week focused on applying the theory to content-specific classroom activities. Teachers who attended the Institute could be categorized into two groups. The first group of teachers (n=20) was comprised of the majority of teachers from three schools that were selected for a whole-school QTEL roll out (Motivation, Mayfair, and Lincoln). The second group of teachers (n=95) included other interested 6-12th grade teachers from across the District, whose schools were not undertaking the QTEL model as a whole. The goal of the Institute was to provide teachers with a firm foundation of theoretical understanding and corresponding strategies for teaching conceptual, analytic, and disciplinary language practices to all students.

2. QTEL School Year Professional Development Sessions

All Institute participants committed to attending two 5.5-hour follow-up Saturday sessions at during the academic year that provided teachers opportunities to plan and reflect on their instruction using QTEL methods and principles.

3. QTEL Teacher Coaching and Leadership PD

From the schools selected from a pool of applicants for a whole-school roll out (Motivation, Mayfair, and Lincoln), a subset of teachers was identified by the school's administration. A goal was for teacher to become peer mentors in the implementation of QTEL. These 16 teachers were scheduled to participate in three coaching cycles per year. Each cycle consisted of (1) virtual planning meetings, (2) in-person coaching, and (3) in person and virtual reflection meetings. During in-person coaching, the OMCP Curriculum Development Specialist for grades 6-12 worked with QTEL coaches from WestEd to visit the three schools, co-plan and teach lessons with teachers, observe instruction, and provide feedback and technical assistance on QTEL implementation. Coaching sessions were designed to deepen participants' practice, but also to help participants develop practical, contextualized skills to mentor other teachers in their departments. Administrators and other school leaders involved in shaping EL instruction at these schools received additional PD on the QTEL model and ways for school leaders to support teachers during implementation.

Research Questions

To better understand the satisfaction, implementation, and associated benefits of the QTEL model, ORE posed the following research questions:

Part 1: Professional Development

QTEL Institute

1. To what extent were teacher participants satisfied with the QTEL Institute, and did they perceive their participation as being useful and beneficial to their practice?
2. How did teacher knowledge of best practices and attitudes about teaching ELs change as a result of participation in the QTEL Institute?

School Year Professional Development

3. To what extent were teacher and school leader participants satisfied with the school year professional development sessions?

School-Year Coaching

4. To what extent were teachers who participated in QTEL coaching satisfied with the coaching that they received?
5. To what extent did teachers who participated in QTEL coaching report coaching to be useful and beneficial to their practice?

Part 2: Implementation of QTEL Practices and Related Challenges

Implementation

6. To what extent did teachers report being supported in their implementation of QTEL practices? Were there differences by implementation Tier?
7. How frequently did QTEL participants report using QTEL practices during the school year? Were there differences by implementation Tier?

Challenges

8. What did teachers report as the primary challenges to implementing the QTEL initiative? Did reported challenges vary by implementation Tier?

Part 3: Perceived Benefits to Teachers and Students and Changes in Teacher Attitudes and Beliefs

9. To what extent did teachers who participated in the QTEL Initiative attribute improvements in their ability to teach ELs to their participation in QTEL? Were there differences by implementation Tier?

Data Collection

The data that we use to answer the research questions in this report were collected on seven different types of surveys that were administered at different time points during the implementation of the QTEL Initiative.

Each survey was specific to teachers who participated in the separate components of the QTEL Initiative (Table 1).

- **Pre-Implementation and Institute Survey of Experience, Knowledge, and Attitudes:** Administered prior to the Summer Institute and was designed to measure participants' pedagogical knowledge related to ELs, beliefs about instruction for ELs, and the instructional practices they already employed.

- **Post-Institute Satisfaction Survey:** Administered at the conclusion of the QTEL Institute to capture information about satisfaction with the Institute and perceived usefulness of Institute sessions and content.
- **Post-Institute Survey of Experience, Knowledge, and Attitudes:** Administered the day following the conclusion of the Summer Institute to measure changes in teacher pedagogical knowledge related to ELs and beliefs about instruction for ELs.
- **Teacher Professional Development Surveys:** Administered after each of the two sets of PD sessions delivered to QTEL teachers.
- **School Leader Professional Development Surveys:** Administered after each of the three PD sessions delivered to school leaders from Motivation, Mayfair, and Lincoln in May 2019, September 2019, and March 2020.
- **Coaching Surveys:** Administered to the teachers who received coaching, after each of the three cycles of QTEL coaching.
- **Post-Implementation Survey:** Administered at the end of the school year to measure beliefs about instruction for ELs and the QTEL practices they employed after their participation.

Table 1. Surveys administered in QTEL evaluation

Name	Date	Number of respondents	Response rate
Pre-Implementation and Institute Survey of Experience, Knowledge, and Attitudes	May 2019	111	96%
Post-Institute satisfaction survey	June 2019	103	90%
Post-Institute Survey of Experience, Knowledge, and Attitudes	June 2019	96	84%
Teacher professional development surveys	October/November 2019	99	93%
	February	89	92%
School leader professional development surveys	May 2019	12	100%
	September 2019	12	100%
	March 2020	10	100%
Coaching surveys	November 2019	14	88%
	January/February 2020	15	94%
	March 2020	13	81%
Post-implementation survey	May 2020	76	81%^

Note: 91 of 115 teachers who attended QTEL Institute completed both the Pre- and Post- Survey of Experience, Knowledge, and Attitudes for a matched sample that equates to 79% of all Institute participants.

^ 81% response rates for the post-implementation survey reflects the change in the number of participants who were sent the post-implementation survey based on their year-long participation in the QTEL Initiative (n=94).

Participants and Sample

In total, 115 teachers signed up to participate in the QTEL initiative and attended 2019 QTEL Summer Institute.

Most participants attended the QTEL Institute for the first time in summer 2019. Nearly 80% of 2019 QTEL Summer Institute participants were participating for the first time and about 20% had participated in a QTEL Institute at least once prior to summer 2019 (Table 2).¹

Table 2. Prior participation in the QTEL Institute (n=103)

Prior QTEL Institute Participation	Number of Teachers	Percentage of Teachers
Participated in QTEL Institute more than once prior to Summer 2019	4	4%
Participated in QTEL Institute once prior to Summer 2019	18	17%
No prior participation in QTEL Institute	81	79%

Source: 2019 QTEL Institute Satisfaction Survey

Most teacher participants had at least five years of teaching experience.

Of the 115 Institute participants,² 103 provided information on the number of years that they've been a teacher. Three-quarters of the 103 respondents reported that they have been teaching for at least five years (Table 3). Nearly one-quarter of respondents (23%) reported having at least 20 years of teaching experience.

Table 3. Number of years of teaching experience reported by QTEL participants (n = 103)

Years of Teaching Experience	Number of Teachers	Percentage of Teachers
0-4	26	25%
5-9	17	17%
10-14	22	21%
15-19	15	15%
20+	23	23%

Source: 2019 QTEL Institute Satisfaction Survey

¹ QTEL professional development was previously offered in 2016-17, 2017-18, and 2018-19. 2019-20 was the first year that coaching and the whole school model was implemented.

² 115 represents the final number of teachers who participated in the QTEL Institute. The supporting roster of participants was provided to ORE by OMCP at the conclusion of the Institute.

The majority of teachers who participated in the QTEL Institute were high school teachers.

Over half (58%) of QTEL Institute participants were high school teachers. An additional 39% taught at a middle school (Table 4). Only 3% were not middle or high school teachers exclusively but were either an itinerant teacher that taught across schools (n = 1) or a teacher coach (n = 2). See Appendix A for a description of participants by school.

Table 4. QTEL Institute teacher placement

Participant Type	Number of Teachers	Percentage of Teachers
Middle School Teachers	45	39%
High School Teachers	67	58%
Other (Teacher Coach, Itinerant Teacher)	3	3%

Source: 2019-20 teacher assignments as recorded on the QTEL Institute teacher roster

QTEL Institute participants taught across a variety of content areas.

Most QTEL Institute participants reported that they taught a core subject (math, ELA, social studies, or science). Nearly a third of participants (29%) reported that that they were assigned to teach a math class in the 2019-20 school year. This percentage includes both teachers who were assigned only math classes and those teachers who were assigned multiple course types that included math (math and science, for example). Participants were also assigned to teach Science (23%), ELA (22%), and Social Studies (21%), including those who were assigned to multiple content areas. Some participants also reported that they teach English Language Development (ELD) (17%).

Table 5. Courses that teachers are assigned to teach in 2019-20 (n = 115)

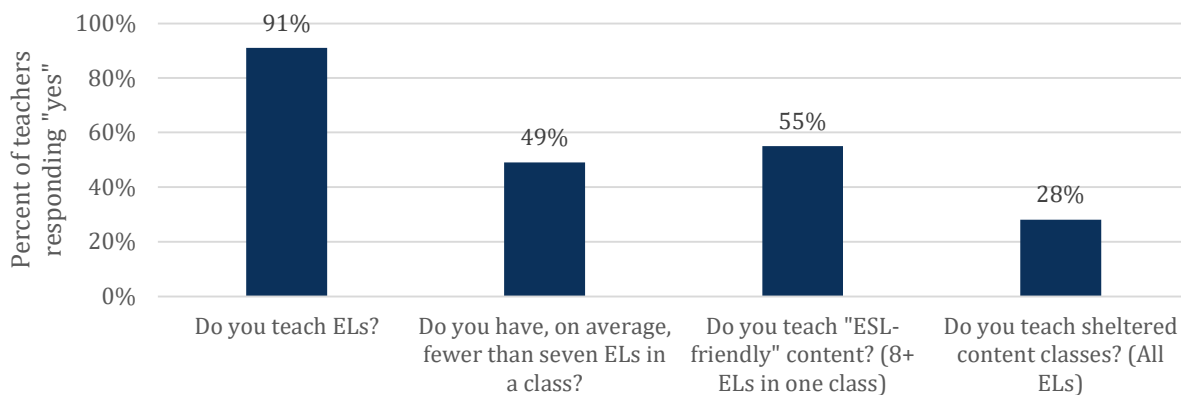
Courses assigned to teach in 2019-20	Number of Teachers	Percentage of Teachers
Math	30	26%
English Language Development (ELD)	20	17%
Science	20	17%
ELA and Social Studies	13	11%
ELA	12	10%
Social Studies	10	9%
Math and Science	4	3%
Art or Music	3	3%
Science and Health	2	2%
Social Studies and Science	1	1%

Source: 2019-20 teacher assignments as recorded on the QTEL Institute teacher roster

Almost all participants reported teaching English Learners.

Nearly all (91%) teacher participants reported that they teach ELs, over half (55%) reported that they teach ESL-friendly classes, and over one quarter (28%) reported that they teach sheltered classes that are comprised solely of ELs (Figure 1).

Figure 1. How QTEL participants described their teaching of English Learners (n = 86)



Source: QTEL Post-Institute Survey of Experience, Knowledge, and Attitudes

QTEL participants implemented the initiative at different levels depending on their school.

To analyze differences in responses based on the extent to which participants were supported in implementing QTEL practices during the school year and had fellow teachers also implementing QTEL practices, we organized participants into three “Tiers” of QTEL implementation (Table 6). Tier 1 teachers received coaching or taught at a school where their colleagues received coaching (Mayfair, Motivation, and Lincoln). Tier 2 teachers taught at a school where several teachers were implementing QTEL. Tier 2 teachers comprised the majority of the sample (70%). Tier 3 teachers taught at a school where they were the only (or one of the only) teacher(s) implementing QTEL.

Table 6. Number and percentage of QTEL participants in each implementation Tier

Tier	Description of Implementation Tier	Number of Schools	Number of Teachers	Percentage of Sample
1	Teachers who received coaching or taught at a school where their colleagues received coaching (Mayfair, Motivation, and Lincoln). Principals from these schools committed to supporting the implementation of QTEL at the school level and most teachers at these schools participated in Summer Institute and the school-year PD session.	3	20	17%

Tier	Description of Implementation Tier	Number of Schools	Number of Teachers	Percentage of Sample
2	Teachers who were at a school where several teachers were implementing QTEL. This means that although teachers were not at a school where the principals committed to QTEL participation and most teachers received coaching, they were not the only teachers implementing the initiative and likely had opportunities to discuss the practices and collaborate with other teachers at their school.	16	81	70%
3	Teachers at a school where two or fewer teachers were implementing QTEL. This means that teachers in this category may not have had opportunities to collaborate with other teachers or the same type of administrator support that may be available to Tier 2 and 3 teachers.	9	14	12%

Findings Part 1: Professional Development

1. To what extent were teacher participants satisfied with the QTEL Institute, and did they perceive their participation as being useful and beneficial to their practice?

Most teachers who participated in QTEL Institute were satisfied with the Institute and nearly all participants reported that attending the QTEL Institute was beneficial to their teaching practice.

Nearly all participants (98%) who responded to the satisfaction survey reported that they were either satisfied (81%) or somewhat satisfied (17%) with the QTEL Institute overall (Figure 2). Two-thirds of participants (66%) reported that their participation in the QTEL Institute was very beneficial to their practice and over a quarter of teachers (28%) reported that it was beneficial (Figure 3). An additional 6% of teachers said that their participation was somewhat beneficial.

Figure 2. Teachers' overall satisfaction with the QTEL Institute (n=103)

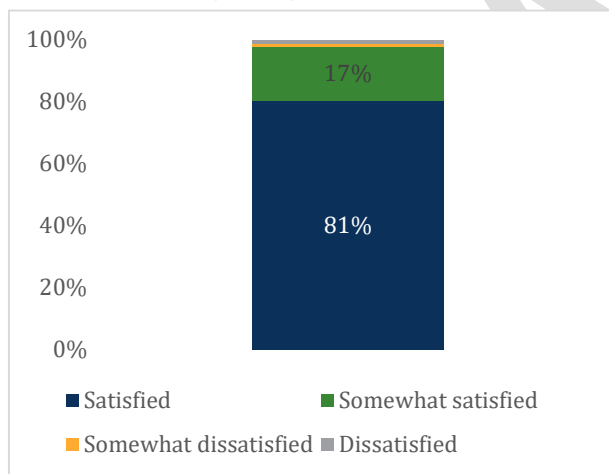
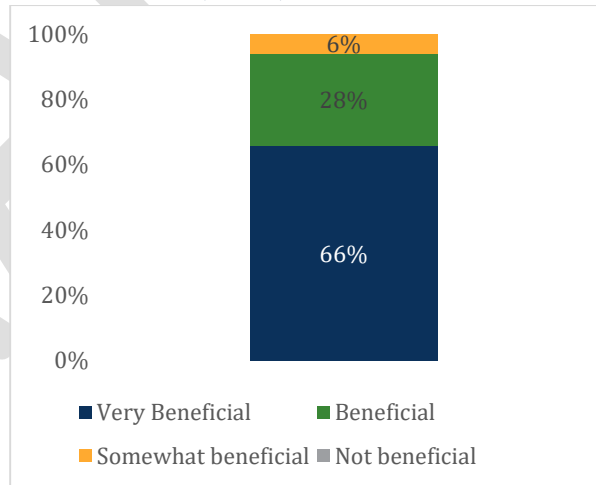


Figure 3. Teachers reported level of benefit of the QTEL Institute (n=103)



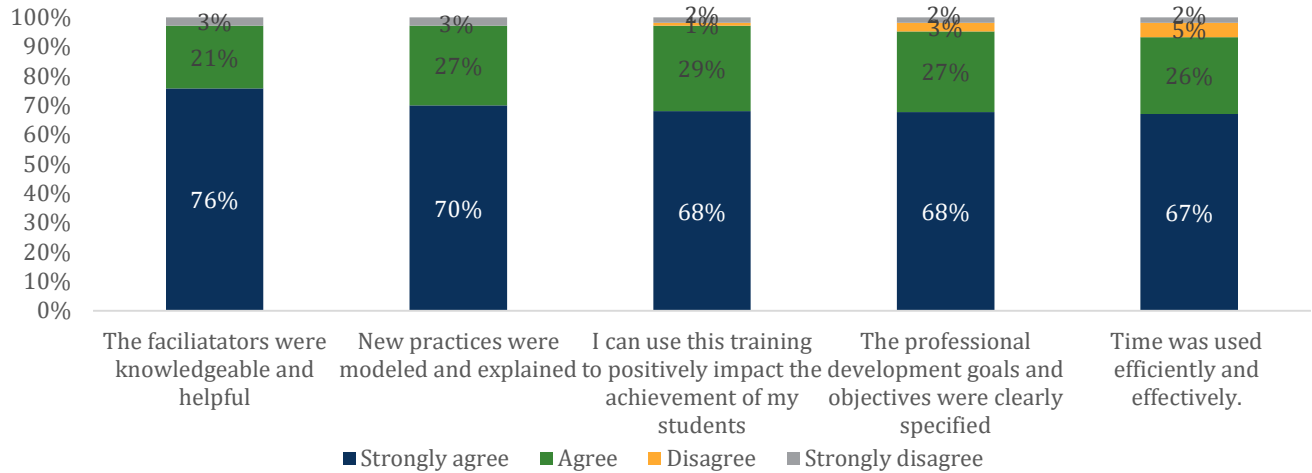
Source: QTEL Institute Satisfaction Survey

Nearly all participants reported that the QTEL Institute was facilitated effectively and they could use the training to impact the achievement of their students.

Between 93% and 97% of participants responded positively to all of the statements about the quality of Institute facilitation (Figure 4). In open-ended comments, 20 participants left additional comments that spoke to the quality of the facilitator. For example, one participant wrote, "My facilitator...was phenomenal in conveying his knowledge. He held us to high standards but also kept a warm and encouraging atmosphere." Similarly, another participant commented, "[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.”

Figure 4. Participant satisfaction with the facilitation of QTEL Institute (n = 103)

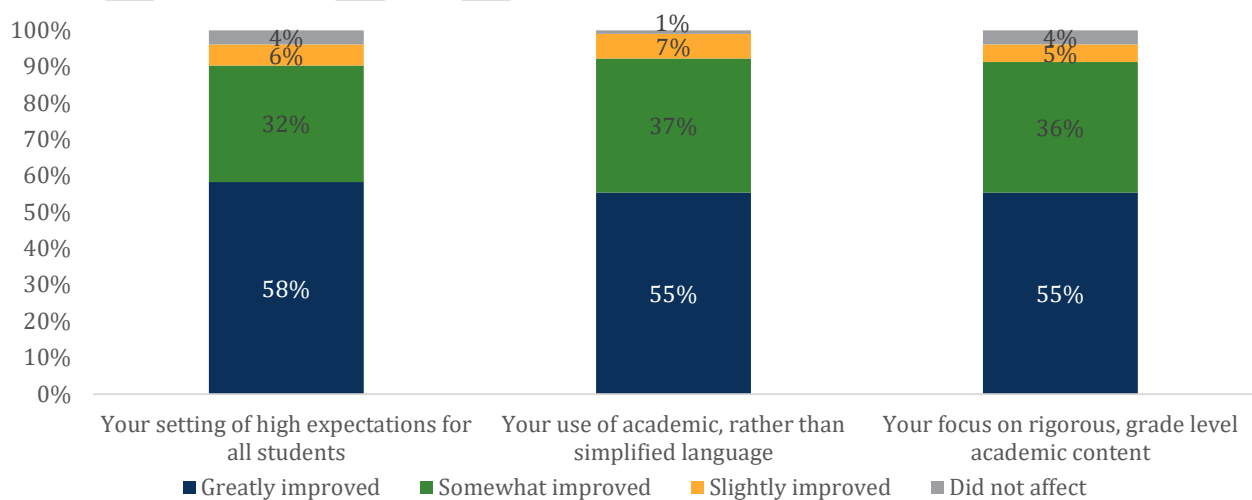


Source: QTEL Institute Satisfaction Survey

Nearly all participants perceived that attending the QTEL Institute improved their knowledge, confidence, and skills across a variety of practices related to teaching ELs during the school year.

Over half of participants (55-58%) perceived the QTEL Institute as having “greatly improved” their ability to set high expectations, use academic language, and focus on teaching grade-level content to ELs (Figure 5).

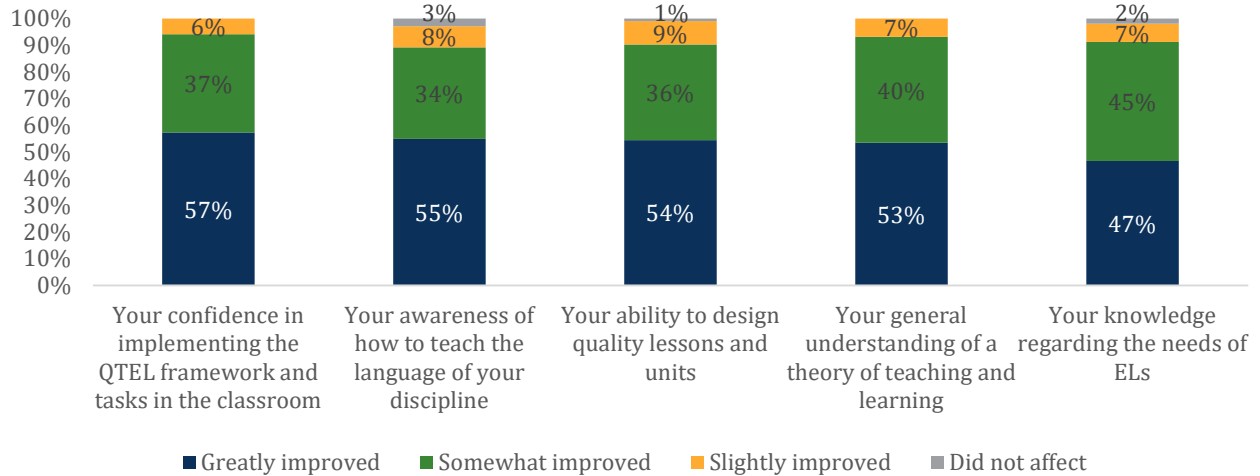
Figure 5. Perceived changes in items related to expectations and rigor (n = 103)



Source: QTEL Institute Satisfaction Survey

Approximately half of participants (47-57%) perceived that the QTEL Institute “greatly improved” their pedagogical practice/knowledge (Figure 6).

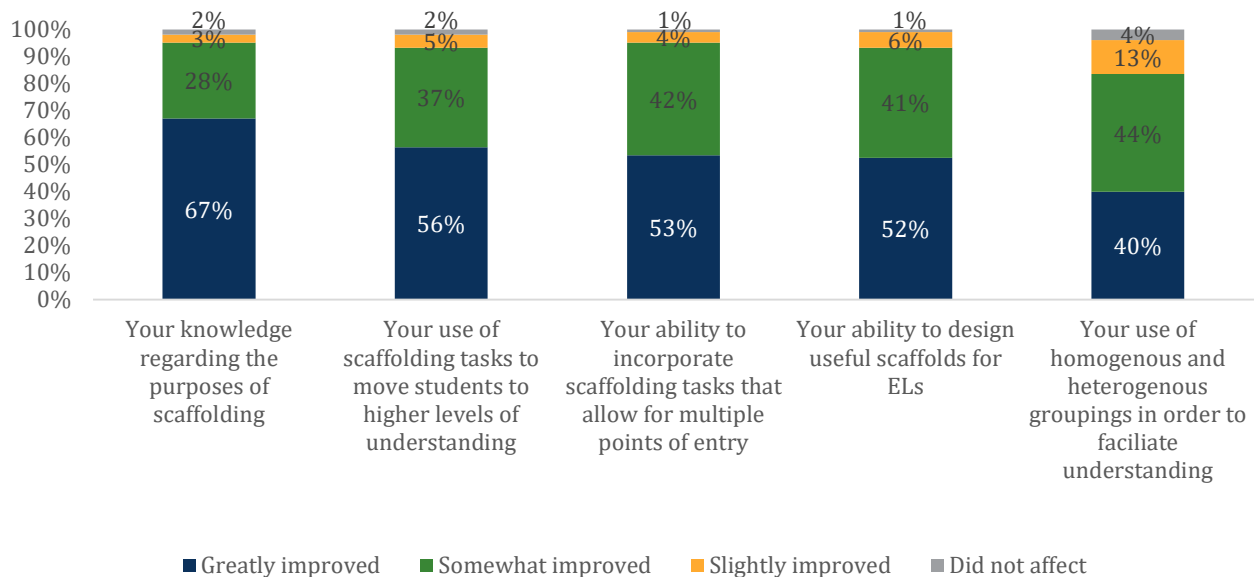
Figure 6. Perceived changes in items related to general pedagogical knowledge (n=103)



Source: QTEL Institute Satisfaction Survey

Approximately two-thirds of participants (67%) perceived the QTEL Institute as having “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 (Figure 7).

Figure 7. Perceived changes in items related to the use of scaffolding to support ELs (n=103)



Source: QTEL Institute Satisfaction Survey

There were large increases in the percentage of participants who rated themselves as either “moderately knowledgeable” or “extremely knowledgeable” after QTEL Institute on each foundational component of the QTEL model.

The Post-Institute Survey of Experience, Knowledge, and Attitudes asked teachers to rate their knowledge of the foundational components of the QTEL model before (retrospectively) and after QTEL Institute. There was about a 70 percentage point increase between the percent of participants who considered themselves either “extremely” or “moderately” knowledgeable before and after QTEL Institute in regards to four of the six foundational component of the QTEL model: lesson design and Three Moments Architecture, the sociocultural approaches and theories of learning and teaching for ELs, structure and process of scaffolding tasks, and learning as apprenticeship and changes in participation over time (Figure 8).

Figure 8. Change in the percentage of teachers responding either “extremely knowledgeable” or “moderately knowledgeable”

QTEL Foundational Components	Percentage of teachers responding either “extremely knowledgeable” or “moderately knowledgeable”		
	Before Institute (n=95)	After Institute (n=94)	Change
Lesson design and Three Moments Architecture	15%	88%	+73%
Sociocultural approaches and theories of learning and teaching	13%	83%	+70%
Learning as apprenticeship and changes in participation over time	8%	77%	+69%
Structure and process of scaffolding tasks	19%	86%	+67%
The centrality of quality interactions in learning	18%	81%	+63%
The role of language in disciplinary learning	22%	77%	+55%

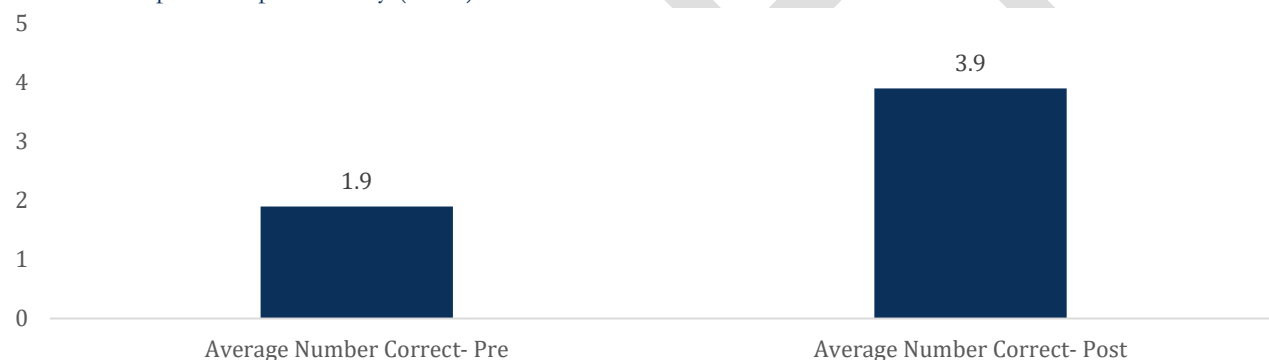
Source: QTEL Post-Institute Survey of Experience, Knowledge, and Attitudes

2. How did teacher knowledge of best practices and attitudes about teaching ELs change as a result of participation in the QTEL Institute?

Between the pre- and post-assessment components of the participant survey, the average score of the matched sample on a five-question quiz of teacher knowledge increased from 1.9/5 correct (37%) to 3.9/5 correct (77%).

To measure changes in participant knowledge before and after the QTEL Institute, we examined changes in the number correct on the five questions related to teacher knowledge for the matched sample (n=91, see Figure 9). Prior to the QTEL Institute, participants answered 1.9 (37%) of the five quiz questions correctly, on average. After QTEL Institute, participants answered 3.9 (77%) of the five quiz questions correctly, on average.

Figure 9. Changes in number correct on the assessment of participant knowledge of the matched sample between the pre- and post-survey (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

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

Although, there were increases in the percentage of the matched sample who answered each question correctly between the pre- and post-assessment components of the participant survey, question #1 and #3 accounted for the largest changes (

Figure 10).

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Figure 10. Changes in the percentage of the matched sample answering each question correctly between the pre- and post-Institute survey (n=91)

Pre- and Post- Knowledge Assessment Questions	% Correct Before Institute	% Correct After Institute	Change
Question #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%
Question #2: The following statements reflect sociocultural learning theory EXCEPT: <i>Mastery is achieved by learning from more expert peers.</i>	26%	45%	+19%
Question #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%
Question #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%
Question #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%

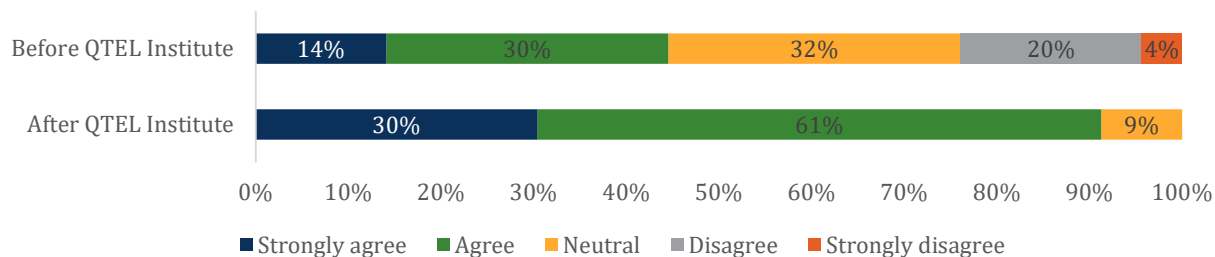
Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

How to read this table: The leftmost column includes the survey quiz question in regular type and the correct answer in italics.

Between the pre- and post- Institute survey questions, participants reported positive changes in their beliefs their ability to teach ELs, with the most positive change being the percentage of teachers who “agreed” or “strongly agreed” that they have the professional preparation necessary to meet the needs of ELs (+47%).

There was a 47-percentage point increase between the percent of participants who either “agreed” or “strongly agreed” they have the professional preparation necessary to meet the needs of ELs before (44%) and after (91%) QTEL Institute (Figure 11).

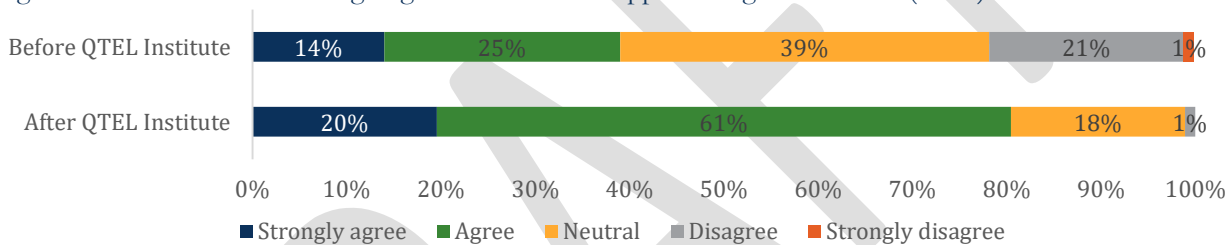
Figure 11. I have the professional preparation necessary to meet the needs of English Learners (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

There was a 42-percentage point increase between the percent of participants who either “agreed” or “strongly agreed” they are effective at designing instruction that supports ELs before (39%) and after (81%) QTEL Institute (Figure 12).

Figure 12. I am effective at designing instruction that supports English Learners (n=91)



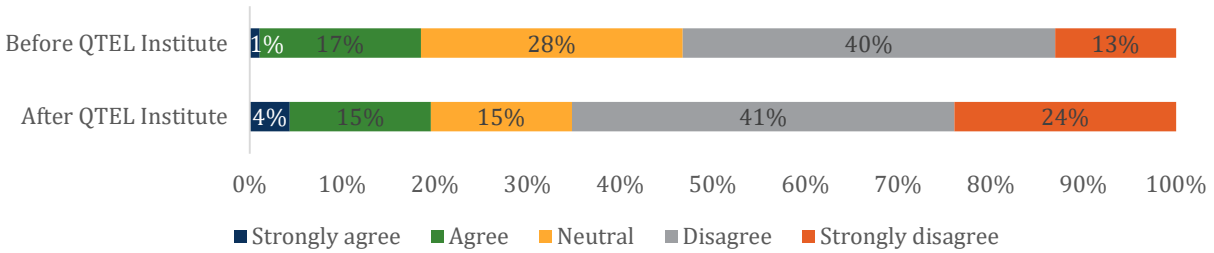
Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

Between the pre- and post- Institute survey questions, participants reported positive changes in their attitudes and beliefs about ELs, with the most positive change being the percentage of teacher who “disagreed” or “strongly disagreed” that English Learners need to build their basic language skills before they can understand disciplinary language (+30%).

In addition to knowledge questions in a quiz format, the Pre- and Post-Institute surveys were used to investigate changes in beliefs about ELs by soliciting participant reactions to statements about ELs. All changes in reported beliefs about ELs aligned with QTEL Institute goals.

There was a 12-percentage point increase between the percent of participants who 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 (Figure 13).

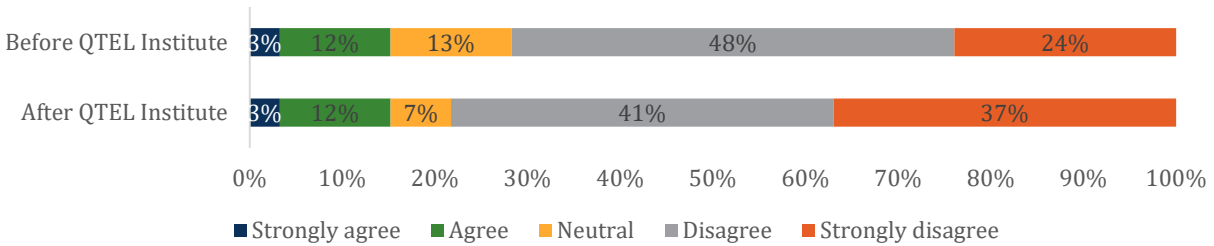
Figure 13. The use of primary language (student’s first language) in the classroom slows down English language learning (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

There was a six-percentage point increase in the percent of participants who “disagreed” or “strongly disagreed” that it is primarily the ESL teacher’s responsibility to support English Learners before (72%) and after (78%) QTEL Institute (Figure 14).

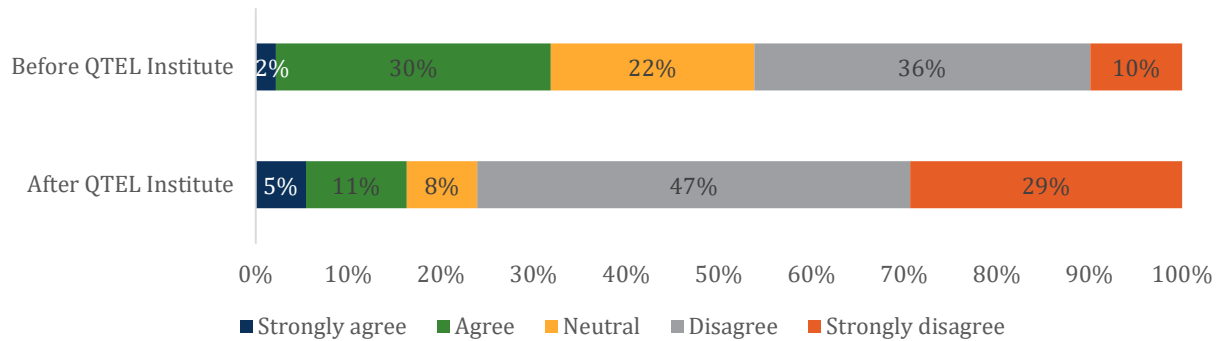
Figure 14. It is primarily the ESL teacher’s responsibility to support the English Learners at my school site (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

There was a 30-percentage point increase between the percent of participants who 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 (Figure 15).

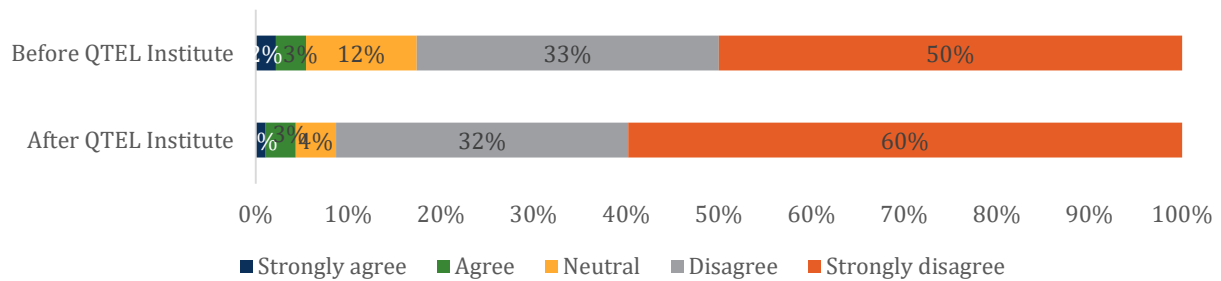
Figure 15. English Learners need to build their basic language skills before they can understand disciplinary language (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

There was a nine-percentage point increase between the percent of participants who 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 (Figure 16).

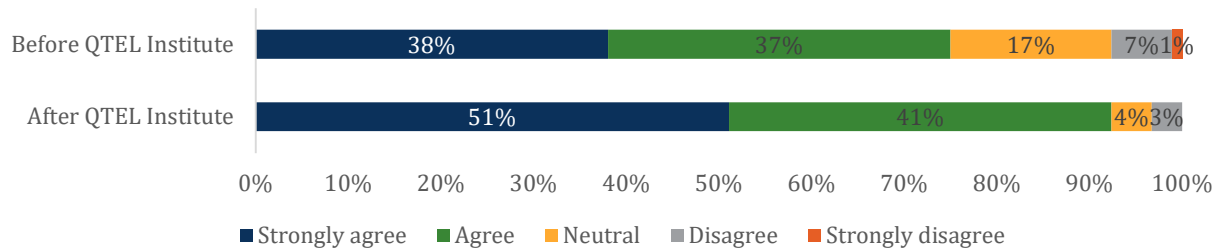
Figure 16. The presence of English Learners in mainstream classes has a negative impact on the achievement of other students (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

There was a 17-percentage point increase between the percent of participants who 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 (Figure 17).

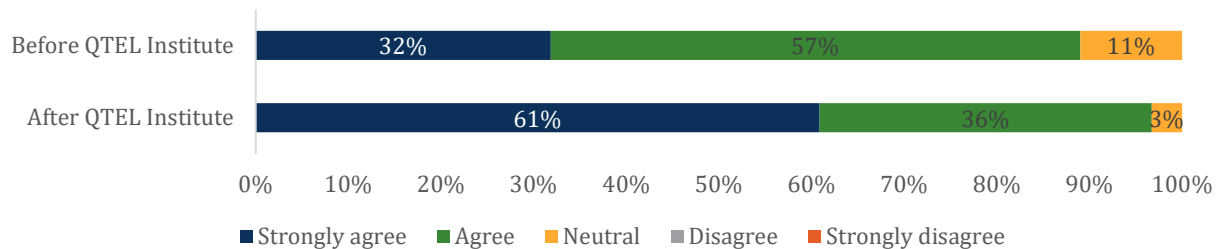
Figure 17. English Learners are capable of tackling complex, grade-appropriate subject matter in all disciplines (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

There was an eight-percentage point increase between the percent of participants who 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 (Figure 18).

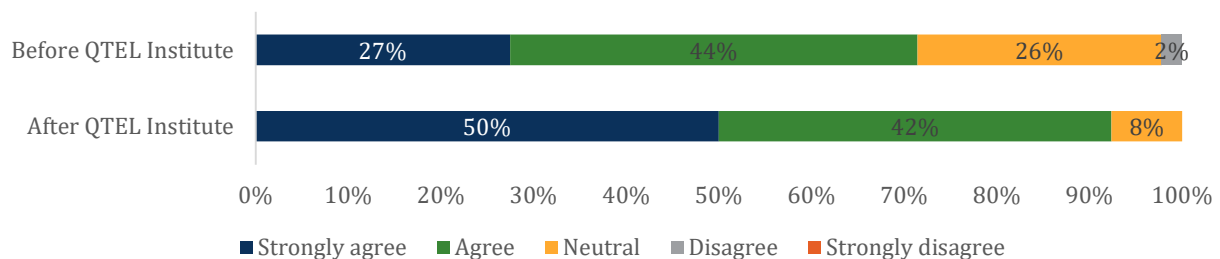
Figure 18. English Learners are capable of participating in quality peer-to-peer interactions around disciplinary content (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

There was a 21-percentage point increase between the percent of participants who 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 (Figure 19).

Figure 19. English Learners are able to cope with learning content and language simultaneously (n=91)



Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

3. To what extent were teacher and school leader participants satisfied with the school year professional development sessions?

Participating teachers were invited to attend two sets of professional development sessions.

The October/November PD sessions were attended by 99 teachers. The February sessions were attended by 89 teachers.

Overall, teachers rated the PDs highly, giving the two sessions an average rating of 4.3 and 4.5 on a scale of 1 (very poor) to 5 (excellent).

The overall rating for QTEL Teacher PD was 4.3 out of 5 for the October/November session and 4.5 out of 5 for the February session. In addition to the overall rating, teachers also reported on the extent to which they agreed or disagreed with statements about the PD's content, process, and support for implementation.³ Overall, their responses in each of these three categories were as follows:

- **Content (4 questions):** Almost all teachers (between 96% and 99%) agreed or strongly agreed that the content was relevant to their practice, was tailored to support a better understanding of ELs, provided them with useful tools and materials, and helped them understand how to implement what they learned.
- **Process (8 questions):** Almost all teachers (between 92% and 99%) agreed or strongly agreed that the PD goals were clearly specified, the materials used were accessible, time was used efficiently, the planning time reinforced what was learned at the QTEL Summer Institute, the activities were planned and organized well, and the facilitator was engaging and knowledgeable.
- **Implementation (3 questions):** Almost all teachers (between 97% and 100%) agreed or strongly agreed that they plan to use the strategies they practiced at the PD, are confident they can implement what they learned, and can use what was learned in the PD to positively impact the growth of their students.

Administrators and other school leaders received additional PD on the QTEL model and ways for school leaders to support teachers during implementation.

There were three leadership professional development sessions attended by school leaders from Tier 1 schools (Motivation, Mayfair, and Lincoln). Twelve participants attended the May 2019 session, 12 participants attended the September 2019 session, and 10 participants attended the March 2020 session.

³ Appendix B provides percentages of teachers who strongly agreed or agreed to individual statements on each survey.

Overall, school leaders rated their PDs highly, giving the three sessions average ratings of 4.3, 4.3, and 4.8 on a scale of 1 (very poor) to 5 (excellent).

The overall rating for QTEL school leader PD was 4.3 out of 5 for the May 2019 session, 4.3 for the September session, and 4.8 for the March session. In addition to the overall rating, school leaders also reported on the extent to which they agreed or disagreed with statements about the PD's content, process, and support for implementation.⁴ Overall, their responses in each of these three categories were as follows:

- **Content (4 questions):** Large majorities of school leaders (between 83% and 100%) agreed or strongly agreed that the content was relevant to their practice, was tailored to support a better understanding of ELs, provided them with useful tools and materials, and helped them understand how to implement what they learned.
- **Process (8 questions):** Almost all school leaders (between 92% and 100%) agreed or strongly agreed that the PD goals were clearly specified, the materials used were accessible, time was used efficiently, new practices were thoroughly modelled, sufficient time was provided for guided practice, the activities were planned and organized well, and the facilitator was engaging and knowledgeable.⁵
- **Implementation (2 questions):** Almost all school leaders (between 92% and 100%) agreed or strongly agreed that they plan to use what they learned and are confident they can implement what they learned.

4. To what extent were teachers who participated in QTEL coaching satisfied with the coaching that they received?

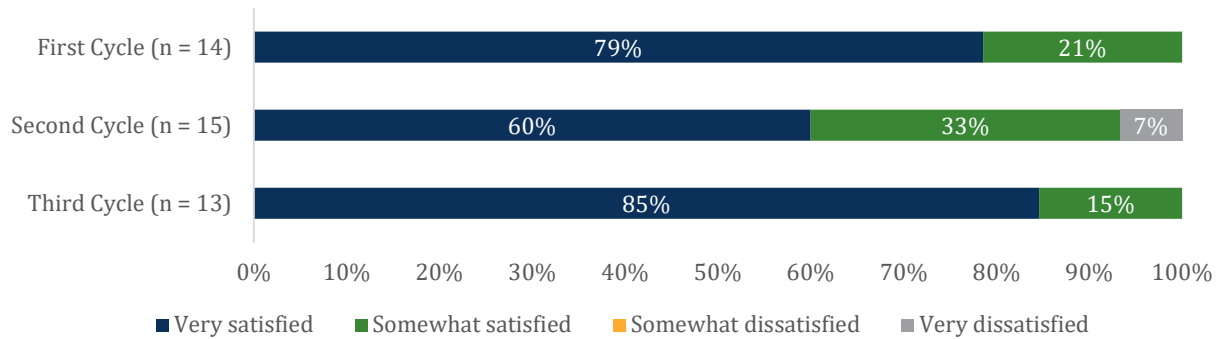
Teachers were very satisfied with coaching in each cycle.

Almost all teachers who received coaching (93% to 100%) reported they were very or somewhat satisfied with all three cycles of QTEL coaching (Figure 20).

⁴ Appendix C provides percentages of school leaders who strongly agreed or agreed to individual statements on each survey.

⁵ On the first school leader PD survey, about the May 2019 session, only 66% of school leaders strongly agreed or agreed that "sufficient time was provided to begin preparation for 2019-20."

Figure 20. Responses of coached teachers: “Overall, how satisfied are you with the first / second / third cycle of coaching?”



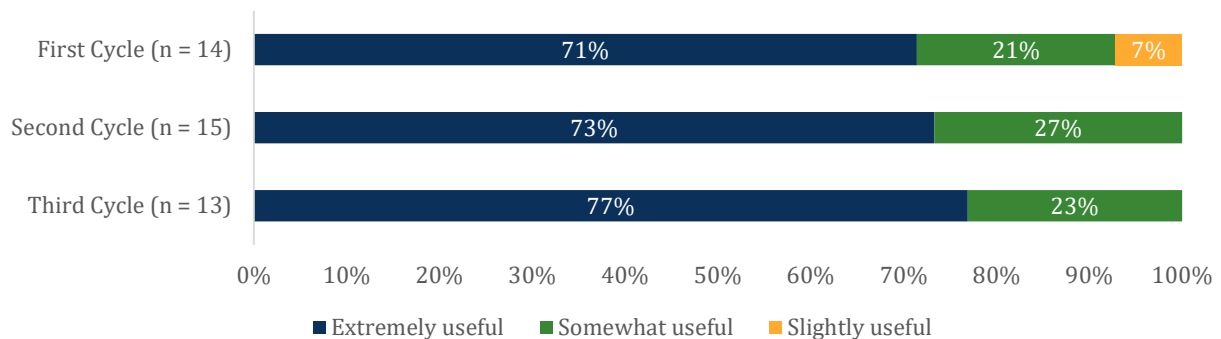
Source: QTEL coaching surveys

5. To what extent did teachers who participated in QTEL coaching report coaching to be useful and beneficial to their practice?

Teachers found coaching to be useful and believed it would lead to changes in their practice.

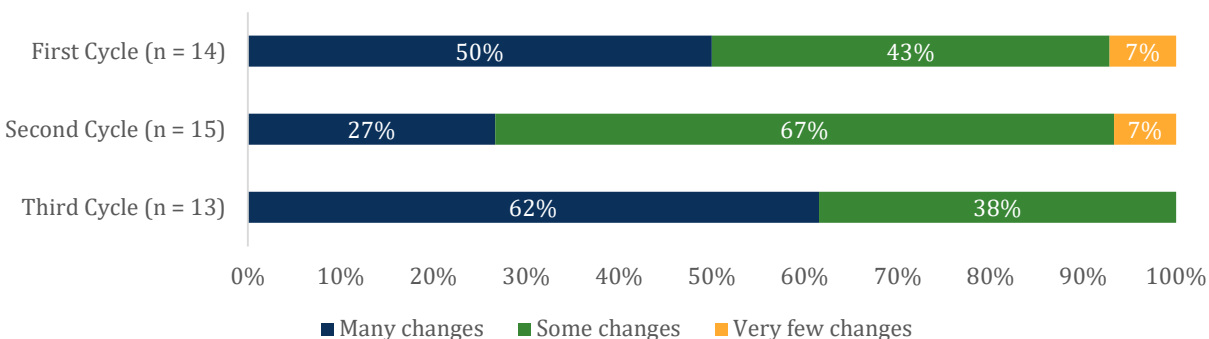
Almost all teachers (92% to 100%) reported they found QTEL coaching somewhat or extremely useful in all three cycles (Figure 21). Almost all teachers (93% to 100%) anticipated that each cycle of coaching would lead to some or many changes in their teaching (Figure 22). Teachers gave an especially high rating to the third coaching cycle with 77% reporting that it was “extremely useful” and 62% reporting that it would lead to “many changes” in their teaching.

Figure 21. Responses of coached teachers: “Overall, how useful was the first / second / third cycle of coaching?”



Source: QTEL coaching surveys

Figure 22. Responses of coached teachers: “To what extent do you anticipate that the first / second / third cycle of coaching will lead to changes in your teaching?”



Source: QTEL coaching surveys

In open-ended comments, coached teachers most often described wanting to further adapt QTEL to their individual circumstances. They also identified a need for additional planning time.

For example, in the Cycle 1 survey, several teachers (4 of 14) said they were interested in learning about implementing QTEL practices in specific contexts related to number of ELs or school program model for supporting ELs (e.g., push-in). For example, one teacher wrote that she needed support in “Differentiation for classes with 30+ ELLs” and another wrote, “I would like to learn more strategies to teach a class with only few ESL scholars, some Special education scholars and some regular education scholars.” Three teachers responding to the Cycle 1 survey described the difficulty of implementing QTEL practices in contexts of limited resources and large class sizes.

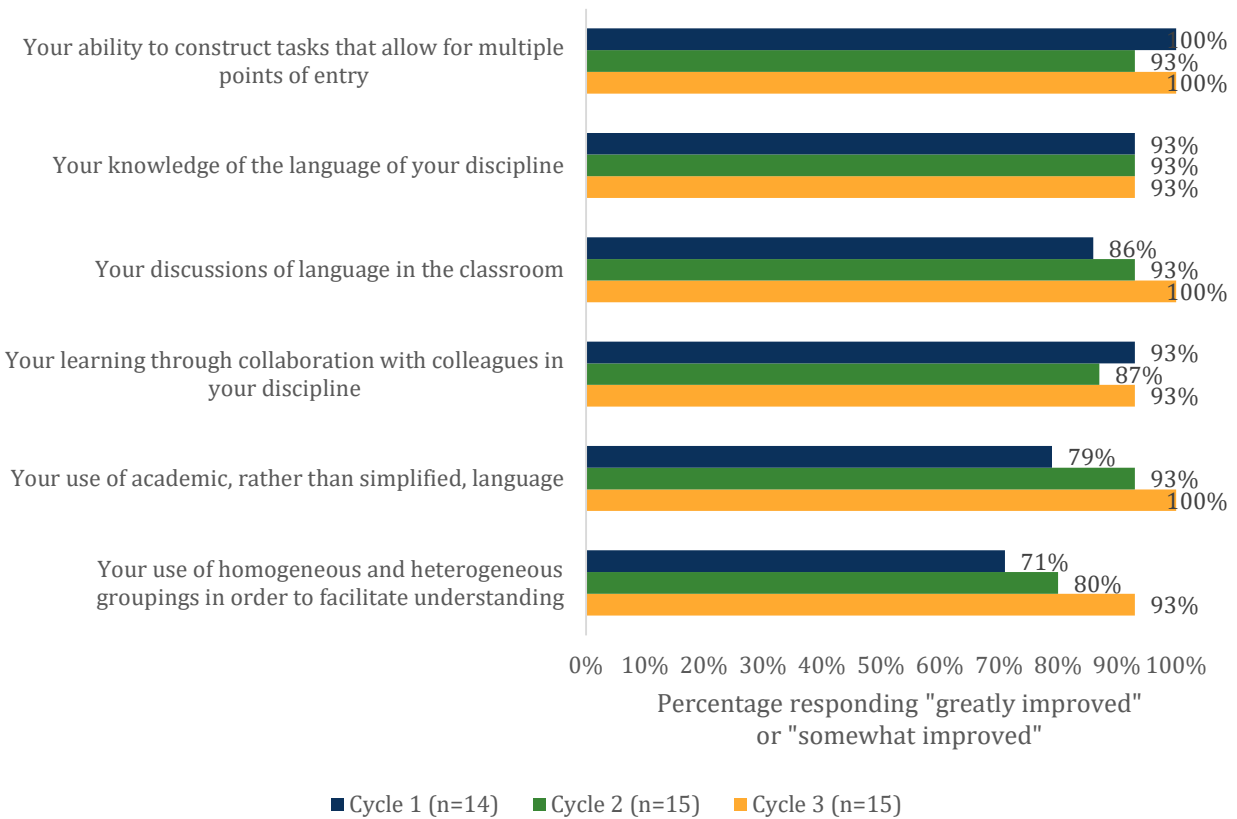
When teachers responding to the Cycle 3 survey described the primary challenges to implementing QTEL, the most common theme (identified in 5 of the 11 responses) related to the need for additional planning time. One teacher wrote, “Planning and preparation are challenges. Many of the activities require teacher made materials and collaborative planning.” The next most common theme (identified in 4 of 11 responses) related to the challenges of specific classroom compositions. In elaborating this challenge, one teacher wrote they had “many new students that come in the middle of the year, averaging 1 new student a week for the past month or so. And large class sizes.”

These comments and the overall pattern of responses to open-ended questions on the coaching surveys are consistent with the finding from whole-group surveys that teachers largely cite similar challenges regardless of implementation Tier (see Figure 30 on page 32).

A majority of coached teachers (71% to 100%) reported on every coaching survey that aspects of their practice targeted by coaching was “greatly improved” or “somewhat improved.”

For some practices, such as “your ability to construct tasks that allow for multiple points of entry,” were rated as greatly or somewhat improved by almost all teachers across coaching cycles (93% to 100%, see Figure 23). Rates of reported improvement in other practices were also consistently high across each coaching cycle. Reported rates of improvement for two practices, “your use of academic rather than simplified language” and “your use of homogenous and heterogenous groupings in order to facilitate understanding” increased from the first to the third coaching cycle, from 79% to 100% and from 71% to 93%, respectively.

Figure 23. Responses of coached teachers: “To what extent has the first / second / third cycle of coaching improved the following?”



Source: QTEL coaching surveys

How to read this table: Each bar represents a percentage of participants who reported that an area of their practice (as listed on the vertical axis) “greatly” or “somewhat” improved. The blue bar represents results from the Cycle 1 survey, the green bar represents results from the Cycle 2 survey, and the gold bar represents results from the Cycle 3 survey.

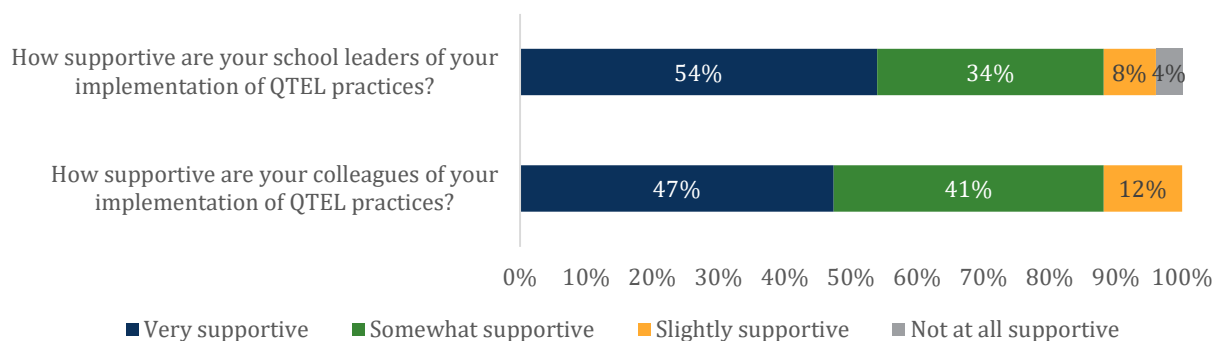
Findings Part 2: Implementation of QTEL Practices and Related Challenges

6. To what extent did teachers report being supported in their implementation of QTEL practices? Were there differences by implementation Tier?

Most teachers reported that their school leaders and colleagues were at least “somewhat” supportive of implementing QTEL practices.

About half of teachers reported that their school leaders and colleagues (54% and 47%, respectively) were “very supportive” of teachers implementing QTEL practices (Figure 24). Most teachers (88%) responded that their school’s leaders and colleagues were either “somewhat supportive” or “very supportive.”

Figure 24. Respondents’ ratings of support from their administrators and colleagues, overall results (n=76)

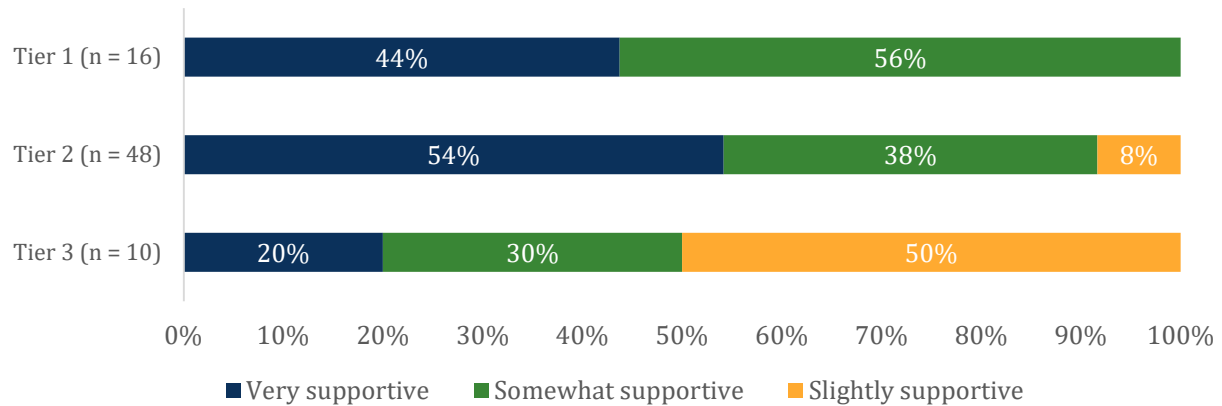


Source: QTEL post-implementation survey, administered May 2020.

Teachers who were the only (or one of the only) QTEL participants at their school (Tier 3 teachers) reported less supportive colleagues and administrators.

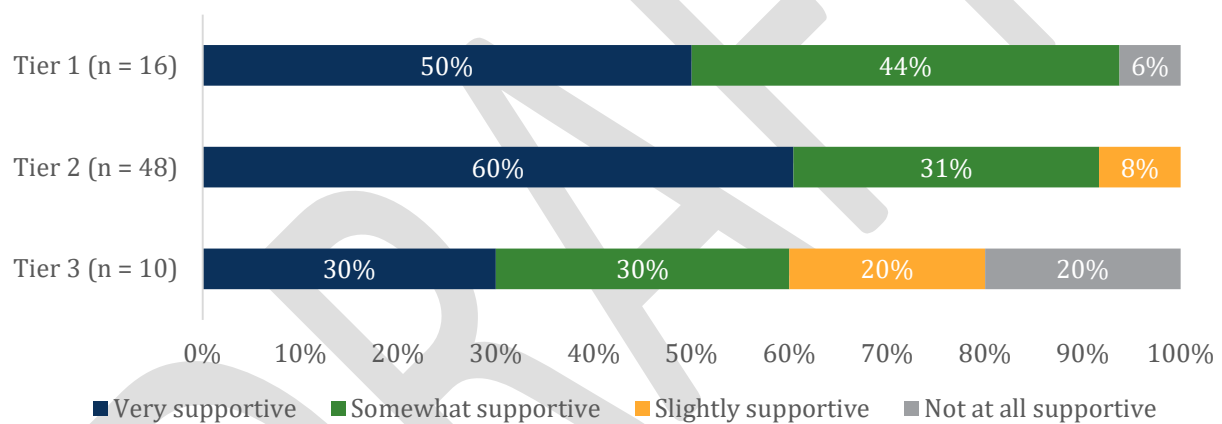
Among Tier 1 participants (those at schools where teachers receive coaching and leaders receive additional professional development) and Tier 2 participants (those at schools where several teachers are implementing QTEL), almost all teachers (between 91% and 100%) reported very supportive or somewhat supportive colleagues (Figure 25) and administrators (Figure 26). Among Tier 3 participants (those who are the only or one of the only teachers implementing QTEL), only about half (between 50% and 60%) reported very supportive or somewhat supportive colleagues and administrators.

Figure 25. Respondents ratings of support from of their colleagues, results from Tiers (n=76)



Source: QTEL post-implementation survey, administered May 2020.

Figure 26. Respondents ratings of support from their administrators, results from Tiers (n=76)



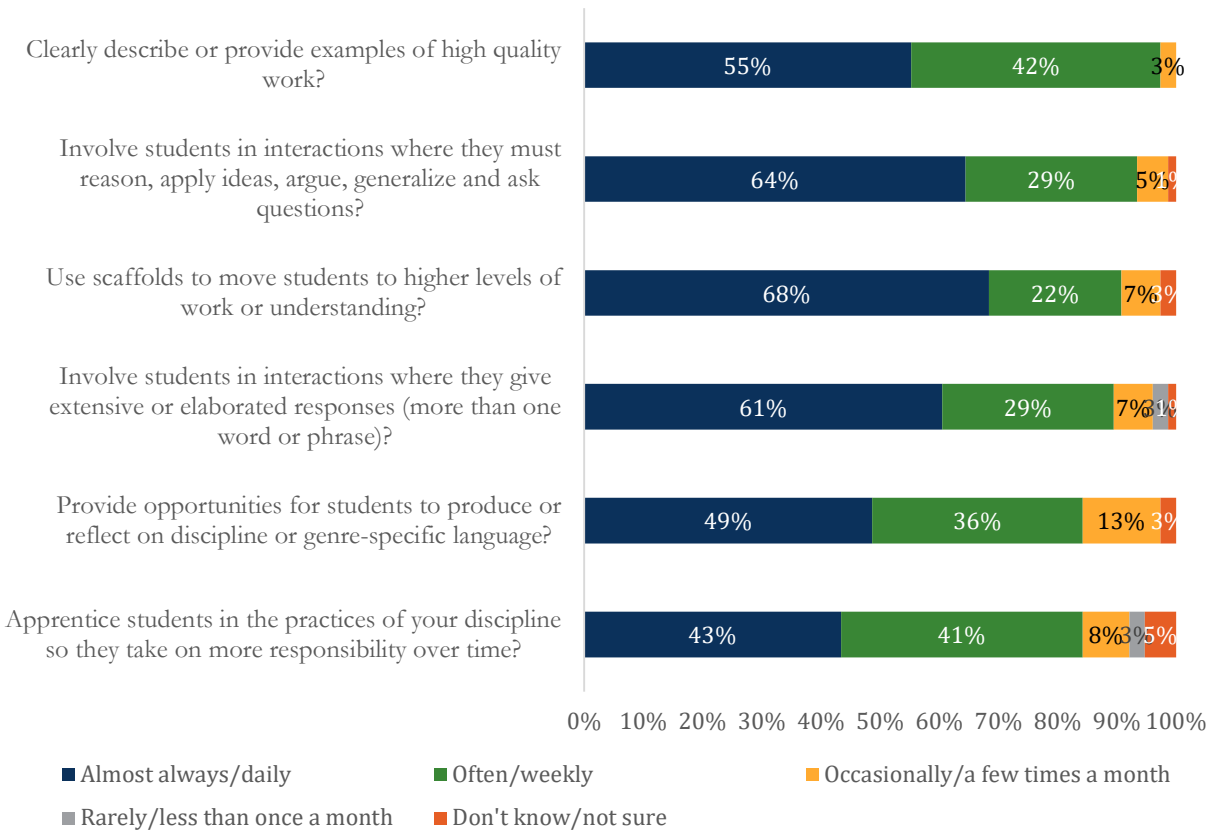
Source: QTEL post-implementation survey, administered May 2020.

7. How frequently did QTEL participants report using QTEL practices during the school year? Were there differences by implementation Tier?

Participants reported frequently engaging in the classroom practices that QTEL emphasized and supported.

Between 84% and 97% QTEL participants reported implementing QTEL practices “always/daily” or “often/weekly,” depending on the practice (Figure 27). Notably, over two-third (68%) of QTEL participants say that they are using scaffolds to support ELs “always/daily” and nearly all participants (97%) report that they providing ELs with examples of high-quality work.

Figure 27. Teacher ratings of frequency of use of QTEL practices during the 2019-20 school year (n = 76)

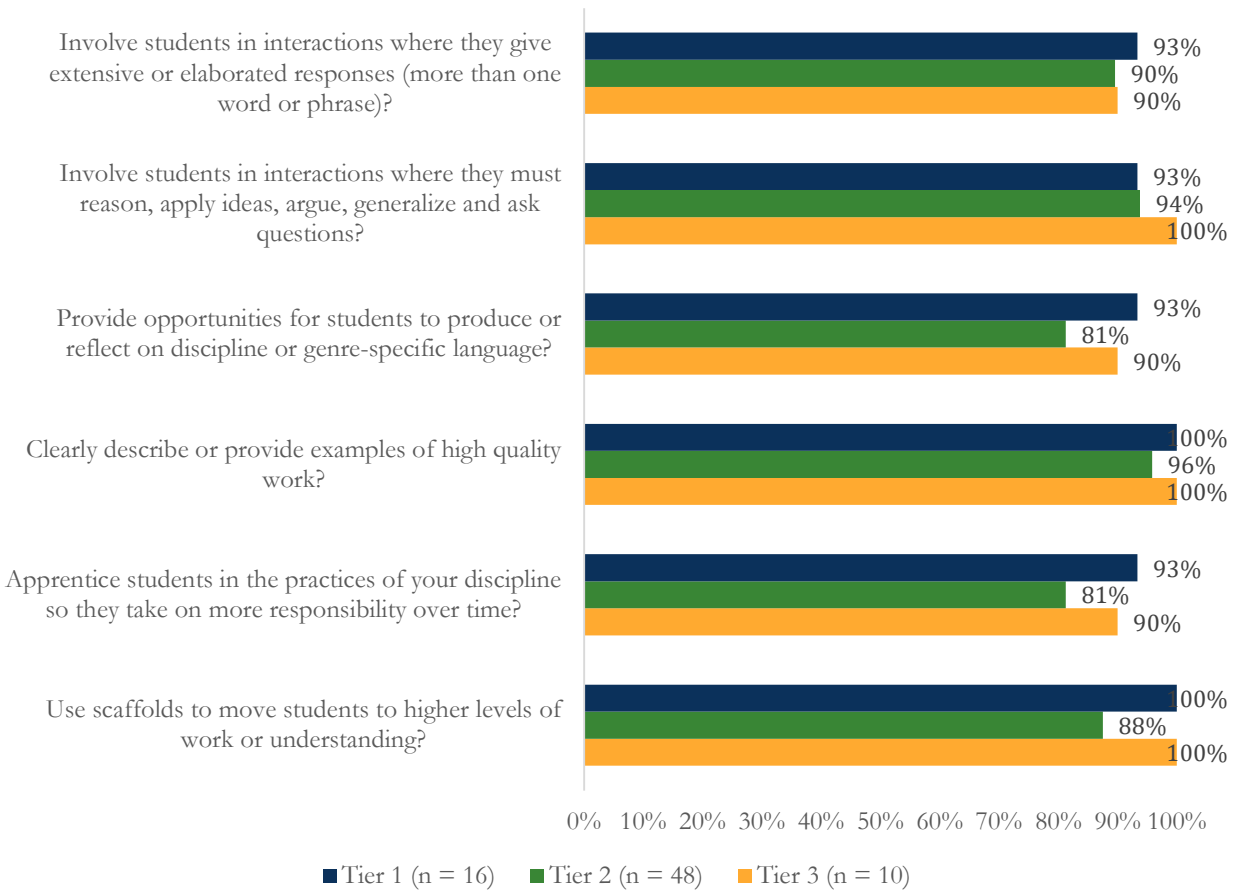


Source: QTEL post-implementation survey, administered May 2020.

There was little variation in the reported daily or weekly use of QTEL practices emphasized in professional development by implementation Tier.

Similar percentages of teachers reported implementing QTEL practices “always/daily” or “often/weekly” regardless of implementation Tier (Figure 28).

Figure 28. Percentage of teachers in each Tier reporting they used QTEL practices on a **daily or weekly basis**



Source: QTEL post-implementation survey, administered May 2020.

How to read this table: Each bar represents a percentage of participants who reported they used a QTEL practice (as listed on the vertical axis) on a daily or weekly basis. The blue bar represents Tier 1 teachers, the green bar represents Tier 2 teachers, and the gold bar represents Tier 3 teachers.

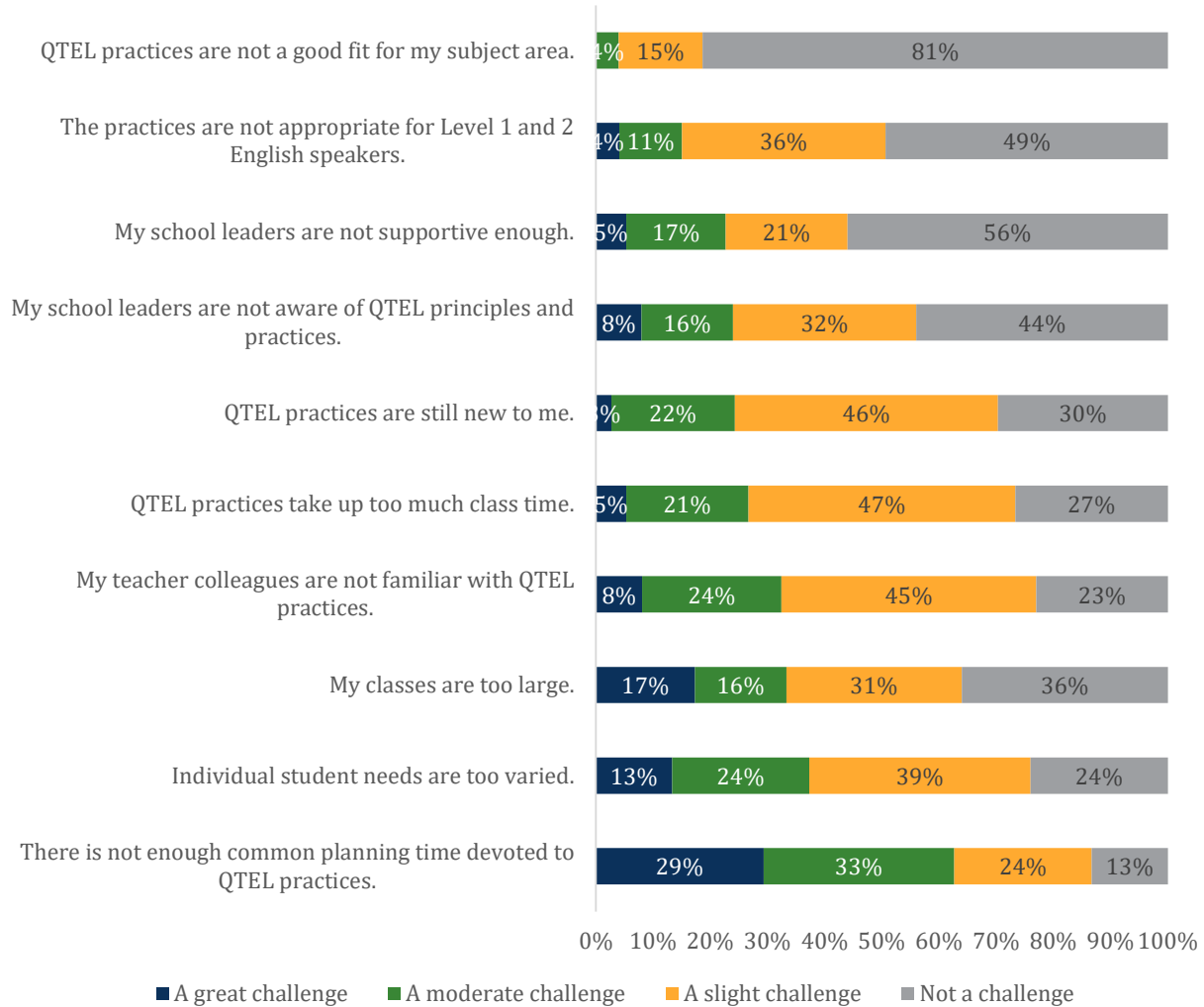
8. What did teachers report as the primary challenges to implementing the QTEL initiative? Did reported challenges vary by implementation Tier?

Lack of common planning time devoted to QTEL practices was the most frequently cited challenge to implementing QTEL practices.

Nearly two thirds (62%) of teachers reported that a lack of common planning time devoted to QTEL practices was a “great” or “moderate” challenge (Figure 29). An additional 24% of teachers cited this as “slight” challenge. Over a third of teachers also reported that variation in student need (37%) and large class sizes (33%) also posed a “moderate” or “great” challenge to implementing

QTEL practices. Just under a third of teachers (32%) reported that having colleagues who were not familiar with QTEL practices was a “moderate” or “great” challenge. Few teachers reported that their subject area and was a challenge to implementing QTEL practices with 81% reporting that this was “not a challenge.”

Figure 29. Teacher ratings of challenges to implementing QTEL practices during the 2019-20 school year (n=76)

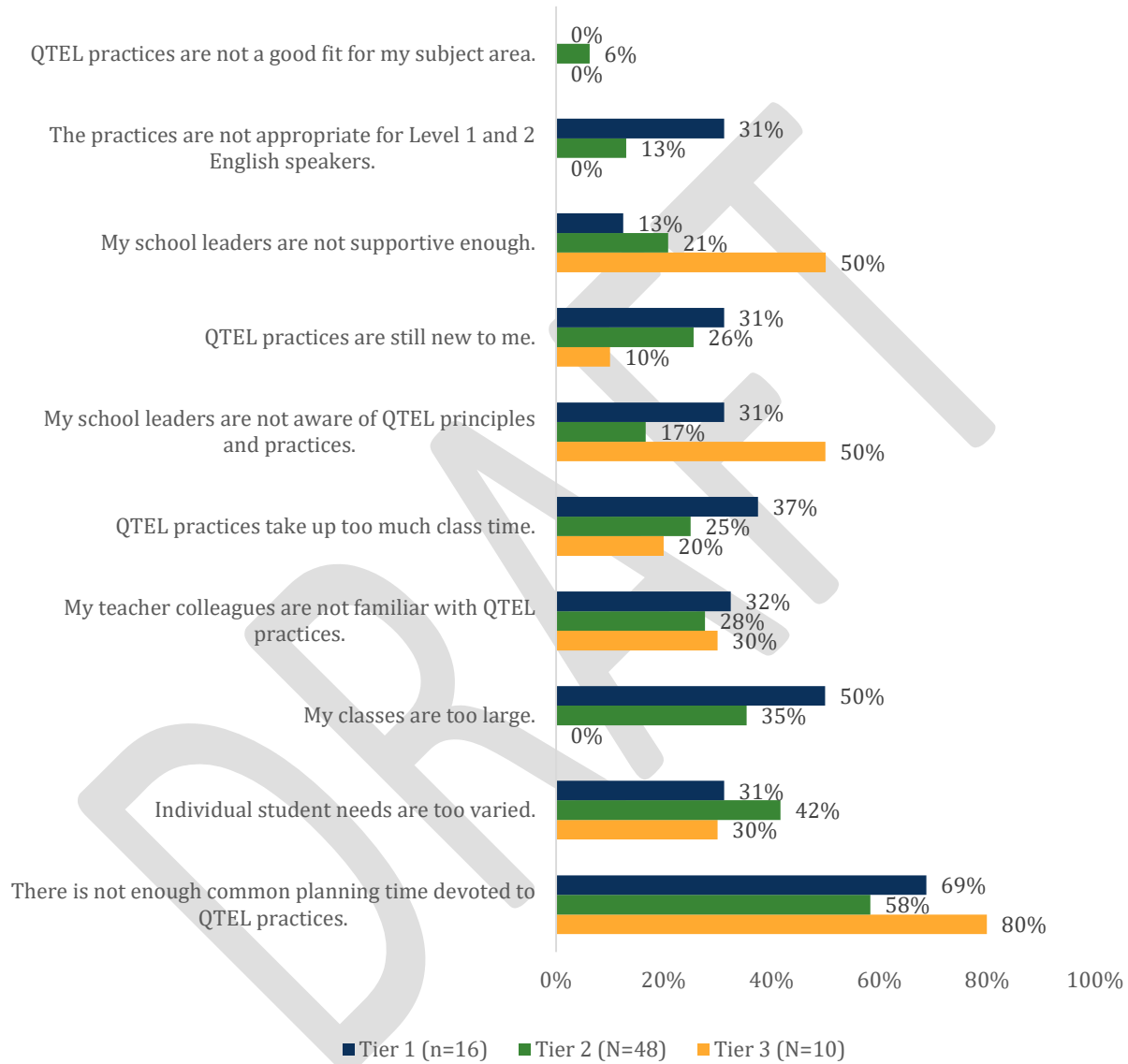


Source: QTEL post-implementation survey, administered May 2020.

Few teachers in Tier 1 (13%) cited lack of support from school leadership as a “great” or “moderate” challenge to implementing QTEL practices, compared to Tier 2 (21%) and Tier 3 (50%) teachers.

However, Tier 1 teachers more frequently reported class size, class time, newness of practices, and an inability to use practices with level 1 and 2 English speakers as a “great” or “moderate” challenge to implementing QTEL practices than Tier 2 and 3 teachers (Figure 30).

Figure 30. Percentage of teachers in each Tier reporting “moderate” or “great challenge”



Source: QTEL post-implementation survey, administered May 2020.

How to read this table: Each bar represents how participants rated the challenge of a provided scenario (as listed on the vertical axis). The blue bar represents Tier 1 teachers, the green bar represents Tier 2 teachers, and the gold bar represents Tier 3 teachers.

In open-ended comments, teachers cited lack of planning-time and class size as the primary challenge to implementing the QTEL model.

Of the 57 open-ended comments provided by respondents, 20 noted that lack of planning-time made implementation challenging. One respondent explained, “Planning time is insufficient, so it is difficult to properly create the scaffolds and sentence frames for each stage of the lesson.” Another teacher wrote:

The lack of common planning time or even individual planning time is an incredible impediment to executing these types of lessons every day. At a K-8 school I am only given one prep per day and therefore I am tasked with the need to lesson plan, grade, call families, etc. and this is all way too much for this to be possible.

An additional 12 teachers commented that class size was the primary challenge to implementing the QTEL model. One teacher described, “Big class sizes can be a challenge when grouping students for QTEL learning activities.” Another teacher provided additional details:

I struggled with implementing QTEL the most in my largest class (30) as it was more challenging to monitor the different discussions. In my smaller classes, the strategies worked far more seamlessly as it was easier for me to monitor, support when needed and redirect.

Related to class size, eight teachers cited “varying student needs,” especially when coupled with large class sizes and lack of planning time, as the primary challenge to implementing QTEL practices in their classrooms. For example, one teacher explained, “Different levels of students needs because differentiating and planning become difficult from a time perspective.”

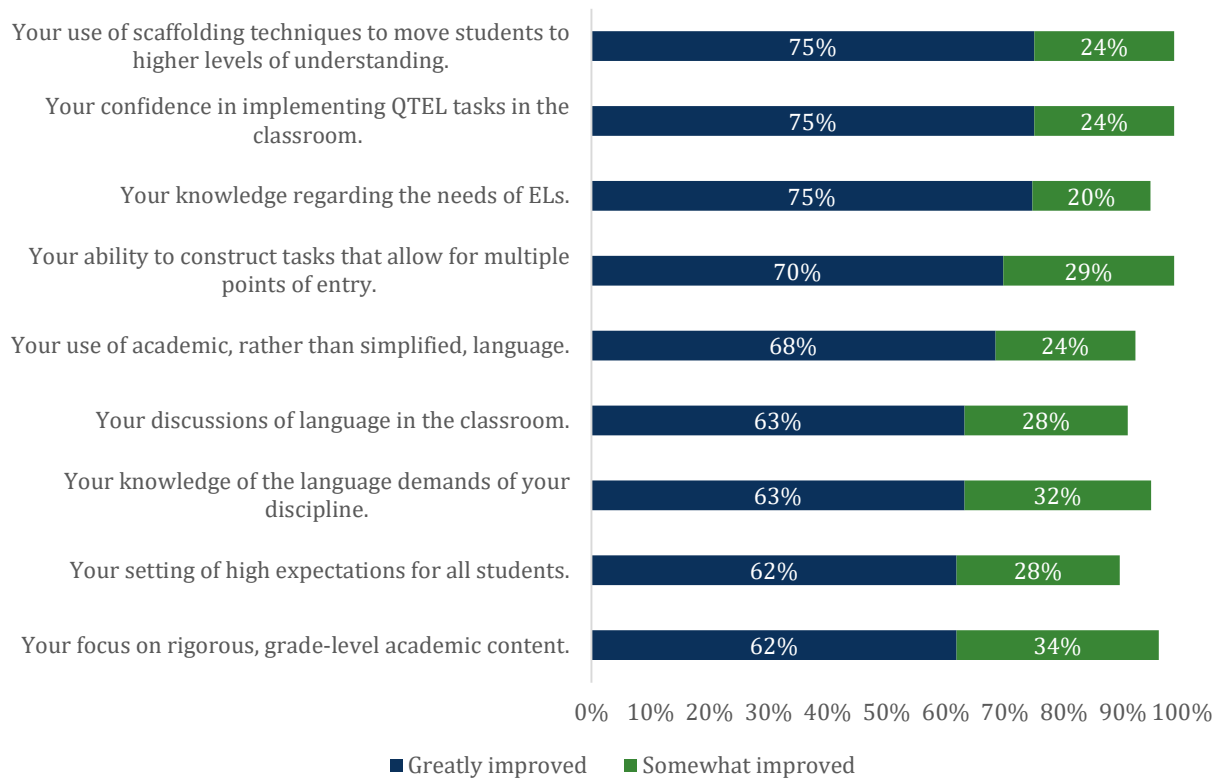
Findings Part 3: Perceived Benefits to Teachers and Students and Changes in Teacher Attitudes and Beliefs

9. To what extent did teachers who participated attribute improvements in their ability to teach ELs to their participation in QTEL? Were there differences by implementation Tier?

After a year of implementation, participants widely reported great improvement in key instructional practices that support ELs.

When asked to rate improvements in specific practices supportive of ELs as result of QTEL participation, almost all teachers (89% to 99%) said their practices greatly or somewhat improved (Figure 31). The three practices with the highest level of “greatly improved” responses were *your use of scaffolding technique to move students to higher levels of understanding, your confidence in implementing QTEL tasks in the classroom, and your knowledge regarding the needs of ELs.*

Figure 31. Teacher ratings of improvements in their own practices as a result of participating in QTEL (n = 76)



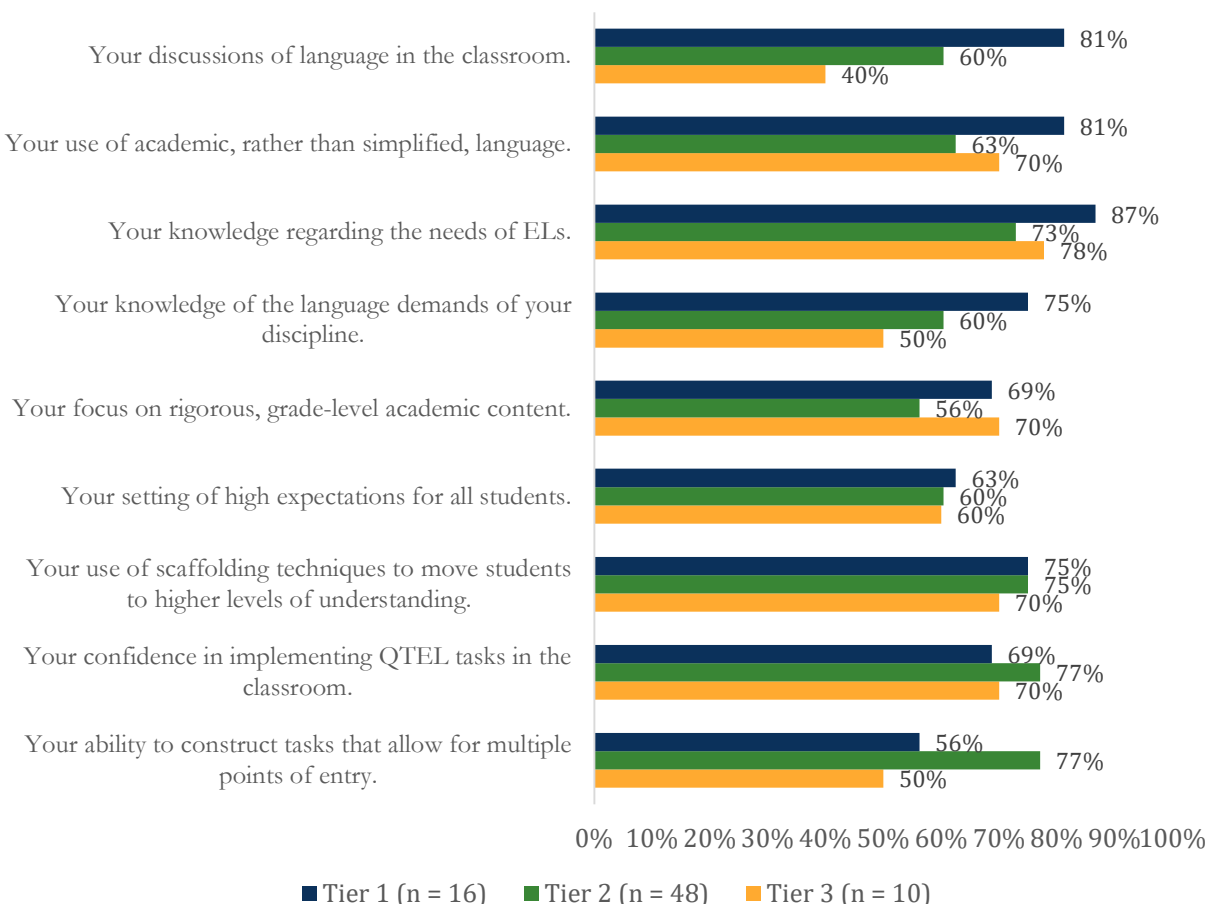
Source: QTEL post-implementation survey, administered May 2020.

Note: Answer choices of “slightly improved,” “did not affect” and “don’t know” are not shown in the figure. All items had 76 respondents, except for “Your knowledge regarding the needs of ELs,” which had 75.

There is limited but inconsistent evidence that Tier 1 QTEL teachers (who taught at schools that received coaching) benefitted more from the QTEL initiative than teachers who were at schools that did not receive coaching (Tier 2 and 3).

For four areas, the proportion of Tier 1 teachers reporting great improvement was substantially larger (by 10 percentage points or more) than the average of all tiers (Figure 32). For one practice, the proportion of Tier 1 teachers reporting great improvement was somewhat larger (by 7 percentage points) than the average of teachers from all Tiers. For two practices, there was little difference (+/- 5 percentage points) in the proportion of Tier 1 teachers reporting great improvement compared to the average of all Tiers. For one practice, the proportion of Tier 1 teachers reporting great improvement was substantially smaller (by 10 percentage points or more) than the average of all tiers.

Figure 32. Comparison of who said they greatly improved in QTEL practices, by Tier



Source: 2020 QTEL post-implementation survey

How to read this table: Each bar represents a percentage of participants who reported they “greatly improved” in an area supported by QTEL, as listed on the vertical axis. The blue bar represents Tier 1 teachers, the green bar represents Tier 2 teachers, and the gold bar represents Tier 3 teachers.

In open-ended comments, teachers cited setting high expectations, the use of purposeful scaffolding, and providing multiple means of entry as the primary ways in which their teaching improved because of their participation in QTEL.

Of the 56 teachers who responded to an open-ended question about the primary ways the ELs in their classroom benefitted from the QTEL model, 12 teachers said that the QTEL influenced them to set high expectations for ELs. One teacher described why “setting high expectations for all students” is beneficial to the ELs he teaches explaining, “In the past, I felt a student who was a non-English student needed material ‘dumb down’ and did not expect much from them. However, after attending Q-TEL I know EL students need high expectations.” Another teacher expanded on this:

My perception of EL students' abilities was greatly impacted by participating in this training, after studying the QTEL pedagogy and using their activities, I have seen ELs complete far more complex tasks than I previously thought they were capable of. Subsequently, I have learned how to scaffold and design instruction that supports ELs in meeting my new, raised expectations.

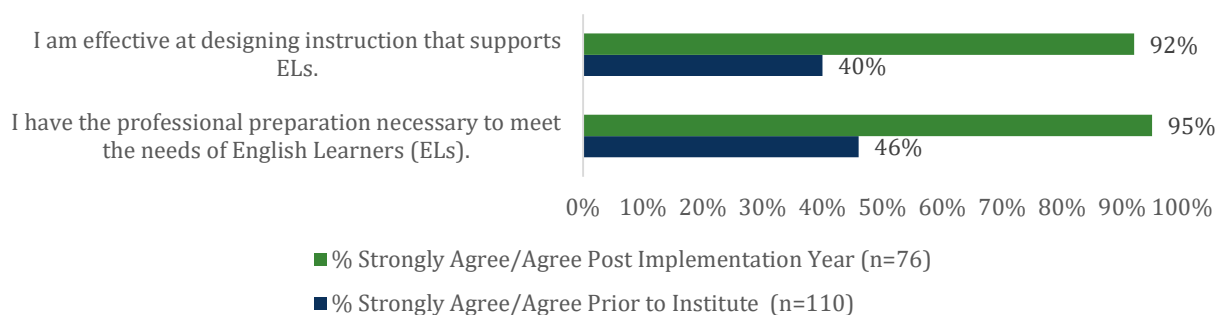
In addition to setting high expectations, 12 teachers also cited their use of scaffolding as the primary way that their teaching improved because of QTEL. One teacher commented, “I think that my use of scaffolding to allow ELs to access higher levels of understanding was most greatly improved after QTEL. It provided me ways that I could build my ELs up to discussion and utilizing language with their peers.” In addition to benefitting ELs, several teachers cited the benefits of using multiple scaffolding strategies, with one teacher noting these strategies would benefit “all students in a mainstream class” and another noting they would benefit “special education students and struggling readers.”

Eleven teachers said their use of multiple points of entry was the practice that most improved because of QTEL. One teacher commented that multiple points of entry helped them “involve more students to participate and join the discussions in the classroom.” Another said that learning about multiple points of entry helped them because they had “not considered verbal repetition as a means of practicing listening/speaking that all students can engage with, and QTEL taught me other modes of demonstrating conceptual understanding.”

After participating in QTEL Institute and implementing the QTEL model for one year, teachers demonstrated positive shifts in their beliefs and attitudes about ELs and their role and responsibility in ELs' learning.

Prior to participating in QTEL institute, less than half of teachers “strongly agreed” or “agreed” that they were effective at designing instruction for ELs (40%) and had the professional preparation needed to meet the needs of ELs (46%) (Figure 33). However, after their first year of implementing the QTEL model, nearly all teachers “strongly agreed” or “agreed” with these questions (92% and 95%, respectively).

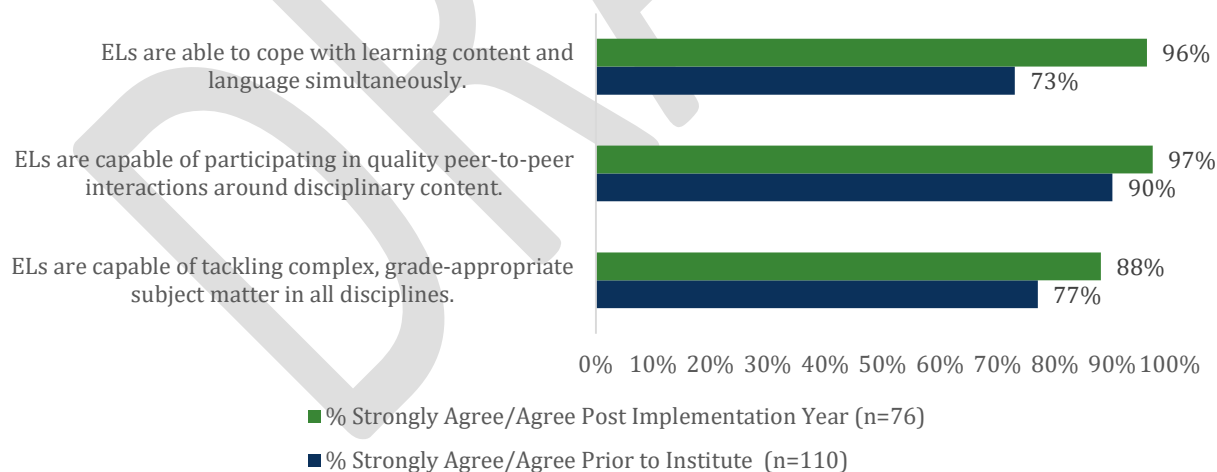
Figure 33. Comparison of the percentage of teachers who “strongly agree/agree” to questions related to teaching ELs prior to Institute and after the first year of implementation



Source: Pre-Institute Survey of Experience, Knowledge, and Attitudes; Post-Implementation Survey

There were also positive shifts in teacher perception of ELs’ abilities. In particular, on the pre-survey that was administered prior to QTEL Institute, 73% of teachers “strongly agreed” or “agreed” that ELs were able to learn content and language simultaneously (Figure 34). On the survey that was administered after the first year of implementation, nearly all teachers (96%) “strongly agreed” or “agreed” with this statement. Additionally, there was a ten-percentage point increase in the percent of teachers who said that ELs are capable of tackling complex, grade-appropriate subject matter in all disciplines.

Figure 34. Comparison of the percentage of teachers who “strongly agree/agree” to questions about the capabilities of ELs prior to Institute and after the first year of implementation

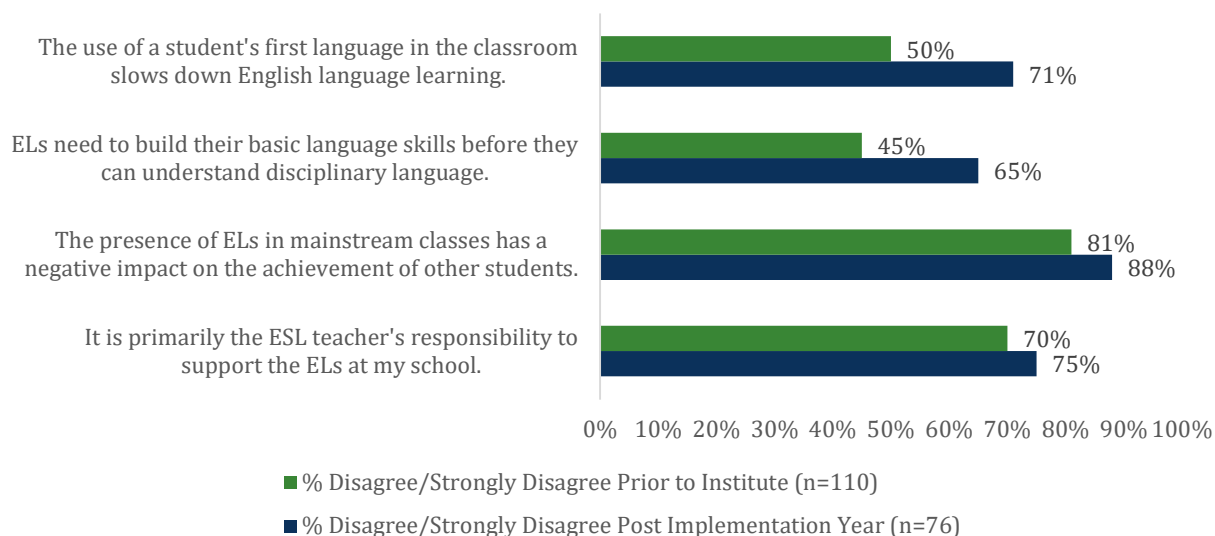


Source: Pre-Institute Survey of Experience, Knowledge, and Attitudes; Post-Implementation Survey

Lastly, after implementing the QTEL model for one year, fewer teachers seemed to harbor negative beliefs about ELs. For example, prior to Institute, 50% of teachers “disagreed” or “strongly disagreed” that the use of student’s primary language slows down learning English. After implementing the QTEL model for a year, nearly three-quarters of teachers (71%) teachers

“disagreed” or “strongly disagreed” with this statement – an increase of 21 percentage points between surveys. Similarly, there was a 19-percentage point increase in the percent of teachers who “disagreed” or “strongly disagreed” that students need to build their basic language skills before they can understand disciplinary language.

Figure 35. Comparison of the percentage of teachers who “disagree” or “strongly disagree” to questions about the capabilities of ELs and supporting ELs prior to Institute and after the first year of implementation



Source: Pre-Institute Survey of Experience, Knowledge, and Attitudes; Post-Implementation Survey

In open-ended comments, teachers cited increased interaction between ELs and non-ELs as the primary benefit of the QTEL model for their students.

Of the 53 teachers who answered the open-ended questions about the primary way in which the QTEL model was beneficial to the students in their classroom, 18 responded with comments related to the ways in which QTEL practices increased student interaction, especially between ELs and non-ELs in their classroom. This interaction is important to both strengthen student relationships and giving ELs the opportunity to practice English with native speakers. For example, one teacher commented, “The primary benefit of QTEL was learning how to promote discussion between EL students and non-EL students.” Another noted, “The primary benefit for all students is learning to work together to engage with language.” Two other teachers expanded on the importance of increasing interaction:

The benefit of the QTEL model allows for group members to assist one another and help peers when I am unable to do so. The peer groups ensure that each person is contributing to the lesson and their members are holding them accountable for their portion of the assignment.

Another teacher also wrote:

EL students have more opportunities to interact and practice the language and discipline. Non-EL students have more opportunities to learn about different cultures and learn from EL students, as well as figure out how to help them when they need it.

Six teachers also said that as a result of being in QTEL classrooms, their students were more confident. For example, one teacher wrote, “My students gained confidence in speaking via the use of multiple QTEL strategies.” Another teacher expanded, “For my students with more limited proficiency, QTEL-based lessons and activities have made them more animated and confident because they’re expressing themselves rather than parroting scripted phrases.”

Conclusions

QTEL Institute

In total, 115 teachers signed up to participate in the QTEL initiative and attended 2019 QTEL Summer Institute. Nearly 80% of 2019 QTEL Summer Institute participants were participating for the first time. Most teachers who participated in QTEL Institute were satisfied with the Institute and nearly all participants reported that attending the QTEL Institute was beneficial to their teaching practice (see Figure 2 and Figure 3 on page 10). Nearly all participants believed that attending the QTEL Institute will improve their knowledge, confidence, and skills across a variety of practices related to teaching ELs during the school year (see Figure 5 on page 11).

There was also an increase in teacher knowledge of QTEL principles as measured by a five-question quiz. Between the pre- and post-assessment components of the participant survey, the average score of the matched sample on a five-question quiz of teacher knowledge increased from 1.9/5 correct (37%) to 3.9/5 correct (77%, see Figure 9 on page 14). Furthermore, participants reported positive changes in their beliefs 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%, see Figure 11 on page 17).

Professional development sessions

QTEL implementation provided two professional development sessions in the 2019-20 schoolyear following the Institute. The October/November PD sessions were attended by 99 teachers, and the February sessions were attended by 89 teachers. Overall, teachers rated their PDs highly, giving the two sessions an average rating of 4.3 and 4.5 on a scale of 1 (very poor) to 5 (excellent). In addition

to the overall rating, at least 92% of respondents agreed or strongly agreed with positive statements about statements about the PD's content, process, and support for implementation.⁶ At Tier 3 schools (where almost all participating teachers received additional coaching in QTEL practices), administrators and other school leaders received additional PD on the QTEL model and ways for school leaders to support teachers during implementation. Twelve participants attended the May 2019 session, 12 participants attended the September 2019 session, and 10 participants attended the March 2020 session. Overall, school leaders rated their PDs highly, giving the three sessions average ratings of 4.3 (May), 4.3 (September), and 4.8 (March) on a scale of 1 (very poor) to 5 (excellent). In addition to the overall rating, at least 83% of school leaders also agreed or strongly agreed with positive statements about the PD's content, process, and support for implementation.⁷

Coaching

QTEL implementation provided 16 teachers at three schools (Motivation, Mayfair, and Lincoln) with additional coaching in QTEL practices. These teachers were very satisfied with coaching in each cycle, reporting they found it useful and that they believed it would lead to changes in their practice (see Figure 21 and Figure 22 on page 24). A majority of coached teachers (71% to 100%) reported on every coaching survey that aspects of their practice targeted by coaching was “greatly improved” or “somewhat improved” (see Figure 23 on page 25).

Benefits measured after one year of implementation

After participating in QTEL Institute and implementing the QTEL model for one year, participants reported frequently engaging in the classroom practices that QTEL emphasized and supported. Between 84% and 97% QTEL participants reported implementing QTEL practices “always/daily” or “often/weekly,” depending on the practice (see Figure 27 on page 28). Notably, over two-third (68%) of QTEL participants said that they used scaffolds to support ELs “always/daily” and nearly all participants (97%) report that they providing ELs with examples of high-quality work.

Additionally, after one year of implementation, teachers demonstrated positive shifts in their beliefs and attitudes about ELs and their role and responsibility in ELs' learning. For example, prior to participating in QTEL institute, less than half of teachers “strongly agreed” or “agreed” that they were effective at designing instruction for ELs (40%) and had the professional preparation needed to meet the needs of ELs (46%, see Figure 33 on page 36). However, after their first year of implementing the QTEL model, nearly all teachers “strongly agreed” or “agreed” to these questions (92% and 95%, respectively).

⁶ Appendix B provides percentages of teachers who strongly agreed or agreed to individual statements on each survey.

⁷ Appendix C provides percentages of school leaders who strongly agreed or agreed to individual statements on each survey.

Comparing Implementation Tiers

Tier 1 teachers received coaching or taught at a school where their colleagues received coaching (Mayfair, Motivation, and Lincoln). Tier 2 teachers taught at a school where several teachers are implementing QTEL. Tier 2 teachers comprised the majority of the sample (70%). Tier 3 teachers taught at a school where they were the only (or one of the only) teacher(s) implementing QTEL.

Based on teachers' own reports of how often they used QTEL practices, there is no evidence that Tier 1 QTEL teachers used QTEL practices more often than teachers in other implementation Tiers. Similar percentages of teachers reported implementing QTEL practices "always/daily" or "often/weekly" regardless of implementation Tier (see Figure 28 on page 29). In contrast, there is limited but inconsistent evidence that Tier 1 teachers reported more improvement from the QTEL initiative than did teachers from other Tiers (see Figure 32 on page 34). To the extent that coaching is a more resource-intensive aspect of the intervention, program staff should consider whether the modest gains compared to other teachers receiving non-coaching support are worth the added investment.

In the area of support for implementation, although most teachers reported that their school leaders and colleagues were at least "somewhat" supportive of implementing QTEL practices, Tier 3 teachers reported less supportive colleagues and administrators (see Figures 24, 25, and 26 on pages 24-25). Encouraging multiple teachers from the same school (in other words, increasing the proportion of Tier 2 teachers) would likely increase the number of teachers who felt they were supported by colleagues and administrators in their implementation of QTEL.

Challenges to QTEL implementation

Lack of common planning time devoted to QTEL practices was the most frequently cited challenge to implementing QTEL practices. Nearly two thirds (62%) of teachers reported that a lack of common planning time devoted to QTEL practices was a "great" or "moderate" challenge (see Figure 29 on page 30). An additional 24% of teachers cited this as "slight" challenge. Over a third of teachers also reported that variation in student need (37%) and large class sizes (33%) also posed a "moderate" or "great" challenge to implementing QTEL practices. Just under a third of teachers (32%) reported that having colleagues who were not familiar with QTEL practices was a "moderate" or "great" challenge. Few teachers reported that their subject area and was a challenge to implementing QTEL practices with 81% reporting that this was "not a challenge."

Appendix A. List of Schools with Participating Teachers

School	Number of Teachers
De Burgos MS	2
Edison HS	2
Fels HS	4
FLC HS	3
Frankford HS	11
FSAS MS	7
Furness HS	3
George Washington High School	1
Itinerant	1
Jackson MS	2
Kensington CAPA HS	6
Kensington HS	3
Key MS	3
Lea MS	1
Lincoln HS	9
Mastbaum HS	4
Mayfair MS	6
McKinley MS	6
Meehan MS	1
Motivation HS	5
Munoz Marin MS	2
Northeast HS	6
Parkway NW	3
Penn Alexander MS	3
Shawmont MS	3
SPHS	7
Teaching/Learning Office	2
Wilson MS	9

Appendix B. Survey questions and participant responses, teacher professional development

Teachers attended two rounds of QTEL professional development sessions, in October/November 2019 and February 2020, and completed surveys about each session. In October/November, 99 of 107 attendees responded to the survey, for a response rate of 93%. In February, 89 of 97 responded to the survey, for a response rate of 92%.

Table B1. Summarized responses from teacher professional development surveys

Category	Question	Percent of teachers who agreed or strongly agreed	
		Oct. / Nov. (n = 99)	February (n = 89)
Content	The content of this PD was relevant to my practice	97%	99%
Content	The facilitator helped me understand how to implement what I learned	98%	98%
Content	This professional development was tailored to support a better understanding of ELs and applying it to my practice	97%	96%
Content	This professional development provided me with useful tools and materials.	98%	97%
Process	The PD goals and objectives were clearly specified	99%	99%
Process	The materials used were accessible and enhanced my learning	98%	97%
Process	Time was used efficiently and effectively.	92%	92%
Process	The collaborative planning time helped reinforce what I learned at the QTEL Summer Institute	98%	n/a
Process	This PD reinforced my knowledge and understanding of ELs and EL-friendly practice.	n/a	98%
Process	Sufficient time was provided for guided practice and tasks.	n/a	99%
Process	The professional development activities were carefully planned and well organized.	97%	96%
Process	Activities were hands-on and interactive	95%	98%
Process	The facilitator was engaging.	95%	98%
Process	The facilitator was knowledgeable and helpful	99%	99%
Implementation	I plan to use what we practiced with 3 Moment Lesson planning	100%	n/a

Category	Question	Percent of teachers who agreed or strongly agreed	
		Oct. / Nov. (n = 99)	February (n = 89)
Implementation	I plan to use what we learned about analyzing student work.	n/a	99%
Implementation	I plan to use what I learned about unit-planning	n/a	98%
Implementation	I am confident I can implement what I learned	97%	98%
Implementation	I can use this PD to positively impact the growth of my students	97%	99%

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Appendix C. Survey questions and participant responses, school leader professional development

School leaders from Motivation, Mayfair, and Lincoln attended QTEL professional development sessions in May 2019, September 2019, and March 2020 and completed surveys about each session. All participants responded to the surveys.

Table C1. Summarized responses from school leader professional development sessions

Category	Question	Percent of school leaders who agreed or strongly agreed		
		May (n = 12)	Sept. (n = 12)	March (n = 10)
Content	The content of this PD was relevant to my practice	100%	100%	100%
Content	The facilitator helped me understand how to implement what I learned	100%	92%	100%
Content	This professional development was tailored to the context of my classroom/schools	100%	83%	100%
Content	This professional development provided me with useful tools and materials.	100%	100%	100%
Process	The PD goals and objectives were clearly specified	100%	100%	100%
Process	The materials used were accessible and enhanced my learning	100%	92%	100%
Process	Time was used efficiently and effectively.	92%	100%	100%
Process	New practices were thoroughly explained and modelled	92%	100%	100%
Process	Sufficient time was provided for guided practice and tasks.	n/a	100%	100%
Process	Sufficient time was provided to begin preparation for 2019-20	66%	n/a	n/a
Process	The professional development activities were carefully planned and well organized.	100%	100%	100%
Process	Activities were hands-on and interactive	100%	92%	100%
Process	The facilitator was engaging.	100%	100%	100%
Process	The facilitator was knowledgeable and helpful	100%	100%	100%
Implementation	I plan to use what I learned preparing our school for the QTEL comprehensive instructional initiative	100%	100%	100%

Category	Question	Percent of school leaders who agreed or strongly agreed		
		May (n = 12)	Sept. (n = 12)	March (n = 10)
Implementation	I am confident I can implement what I learned	92%	100%	100%

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