



THE SCHOOL DISTRICT OF
PHILADELPHIA

Quality Teaching for English Learners (QTEL) Summer Institute: 2020-21 Implementation Report

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Key Findings

- In total, 95 teachers participants attended the 2020 QTEL Summer Institute. Most participants (80%) attended the QTEL Institute for the first time in Summer 2020.
- A large majority of participants (87%) reported that they were satisfied with the QTEL Institute overall.
- Nearly all participants (94%) said the Institute was very beneficial or beneficial.
- According to survey results, participants experienced positive changes in their beliefs about their ability to teach ELs. The most positive change reported was the increase of the percent of teacher that “agreed” or “strongly agreed” that they have the professional preparation necessary to meet the needs of ELs (from 43% to 95%, an increase of 52 percentage points).

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 for supporting the linguistic and academic development of ELs and other students needing to develop academic uses of English. QTEL specifically addresses the development of students' abilities to read, write, and discuss academic texts in English across the disciplines. The primary goal of the QTEL approach is to improve educator capacity for supporting the linguistic, conceptual, and academic development of ELs. Embedded throughout the professional development components that comprise 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

In SDP in 2020-21, the QTEL initiative was implemented with 95 teachers in grades 6-12 from 29 schools.¹ QTEL is a nested program comprised of large group professional development through the QTEL Summer Institute, supporting all 95 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).

Components of the QTEL Initiative

The activities that comprised the QTEL Initiative can primarily be divided into three components. This report focuses on the 2020-21 Summer Institute.

1. QTEL Summer Institute

In Summer 2020, two groups of teachers attended the one-week QTEL Summer Institute, which included five half days² of discipline-specific professional development. The first group of teachers was a group of teachers from three schools (Motivation, Mayfair, and Lincoln) that were selected for a whole-school QTEL roll out based on the application process that occurred in the prior year. The second group of teachers included other interested teachers of grades 6-12 from across the

¹ Initially 120 teachers signed up to participate in QTEL (with an additional 45 on a wait list). However, because of Covid-19, the timing and location of the Institute changed from an in-person Institute in June to a virtual Institute in August, resulting in decreased participation.

² QTEL Institute is usually five full days but was reduced to half days because it was held virtually.

District. 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 academic language to all students.

2. QTEL School Year Professional Development Sessions

All institute participants were asked to attend follow-up sessions during the academic year that provide teachers opportunities to plan and reflect on their instruction using QTEL methods and principles. In 2020-21, unlike the Summer Institute, the follow-up sessions will be specific to content in math, science, and ELA.

3. QTEL Teacher Coaching and Leadership PD

Of the schools that were selected 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 teachers 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 Office of Multilingual Curriculum and Programs (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. Leadership teams at these schools also met to discuss ways to support teachers during implementation.

Research Questions

Two research questions guided are our analysis:

1. To what extent were teacher participants satisfied with the QTEL Summer 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 Summer Institute?

Data Collection

The data that we use to answer the research questions in this report were collected on three surveys.

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 QTEL 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 Summer 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 QTEL Summer Institute to measure changes in teacher pedagogical knowledge related to ELs and beliefs about instruction for ELs

Table 1. Surveys administered in QTEL evaluation

| Name | Date | Number of respondents | Response rate |
|---|-------------------|-----------------------|---------------|
| Pre-Implementation and Institute Survey of Experience, Knowledge, and Attitudes | August 3, 2020 | 89 | 94% |
| Post-Institute satisfaction survey | August 7-12, 2020 | 77 | 81% |
| Post-Institute Survey of Experience, Knowledge, and Attitudes | August 7-12, 2020 | 79 | 83% |

Participants and Sample

In total, 95 teachers signed up to participate in the QTEL initiative and attended the 2020 QTEL Summer Institute.

Most participants (82%) attended the QTEL Institute for the first time in Summer 2020, and 18% had participated in a QTEL Institute at least once prior to summer 2020 (Table 2).

Table 2. Prior participation in the QTEL Institute (n=76)

| Prior QTEL Institute Participation | Number of Teachers | Percentage of Teachers |
|---|--------------------|------------------------|
| Participated in QTEL Institute more than once prior to Summer 2019 | 3 | 4% |
| Participated in QTEL Institute once prior to Summer 2019 | 11 | 14% |
| No prior participation in QTEL Institute | 62 | 82% |

Source: 2020 QTEL Institute Satisfaction Survey

Most teacher participants had at least five years of teaching.

Of the 95 Institute participants,³ 75 provided information on the number of years that they've been a teacher. About two-thirds (69%) of the 75 respondents reported that they have been teaching for at least five years (Table 3). One-fifth of respondents (20%) reported having at least 20 years of teaching experience.

Table 3. Number of years of teaching experience reported by QTEL participants (n = 75)

| Years of Teaching Experience | Number of Teachers | Percentage of Teachers |
|------------------------------|--------------------|------------------------|
| 0-4 | 23 | 31% |
| 5-9 | 10 | 13% |
| 10-14 | 13 | 17% |
| 15-19 | 14 | 19% |
| 20+ | 15 | 20% |

Source: QTEL Institute Satisfaction Survey

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

Over half (59%) of QTEL Institute participants were high school teachers. An additional 37% 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 (n = 95)

| Participant Type | Number of Teachers | Percentage of Teachers |
|--|--------------------|------------------------|
| Middle School Teachers | 35 | 37% |
| High School Teachers | 56 | 59% |
| Other (Teacher Coach, Itinerant Teacher) | 3 | 3% |

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

In 2020-21, QTEL Institute participants taught in three content areas

In 2020-21, all QTEL Institute participants taught a core subject (math, ELA, or science).⁴ The most commonly taught subject (42%) was English Language Arts (ELA) or English Language

³ 95 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.

⁴ Teachers are attributed to the course which they primarily teach. In some cases, a teacher might teach four sections of math and two sections of science. This teacher would be classified as a math teacher for the purposes of QTEL Institute and PD.

Development (ELD). A third (33%) of teachers reported teaching math, and a quarter (25%) reported teaching science.

Table 5. Courses that teachers are assigned to teach in 2020-21 (n = 95)

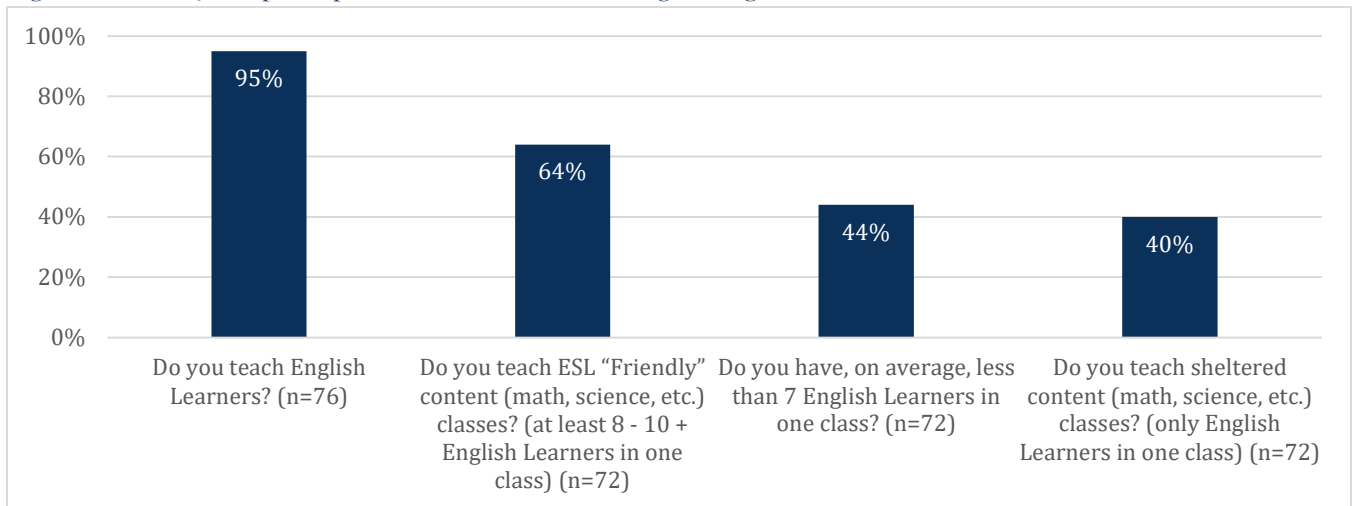
| Courses assigned to teach in 2019-20 | Number of Teachers | Percentage of Teachers |
|--------------------------------------|--------------------|------------------------|
| ELA or ELD | 40 | 42% |
| Math | 31 | 33% |
| Science | 24 | 25% |

Source: 2020-21 teacher assignments as recorded on the QTEL Institute teacher roster

Almost all participants reported teaching English Learners.

Nearly all (95%) teacher participants reported that they teach ELs, nearly two-thirds (64%) reported that they teach ESL-friendly classes, and two-fifths (40%) reported that they teach sheltered classes that are comprised solely of EL (Figure 1).

Figure 1. How QTEL participants described their teaching of English Learners



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

Findings

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?

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

A large majority of respondents (87%) reported that they were satisfied with the QTEL Institute overall, and almost all others (12%) said they were somewhat satisfied (Figure 2). Three-fourths of participants (75%) reported that their participation in the QTEL Institute was very beneficial to their practice and about one-fifth (19%) reported that it was beneficial (Figure 3). An additional 5% of teachers said that their participation was somewhat beneficial.

Figure 2. Teachers' overall satisfaction with the QTEL Institute (n=77)

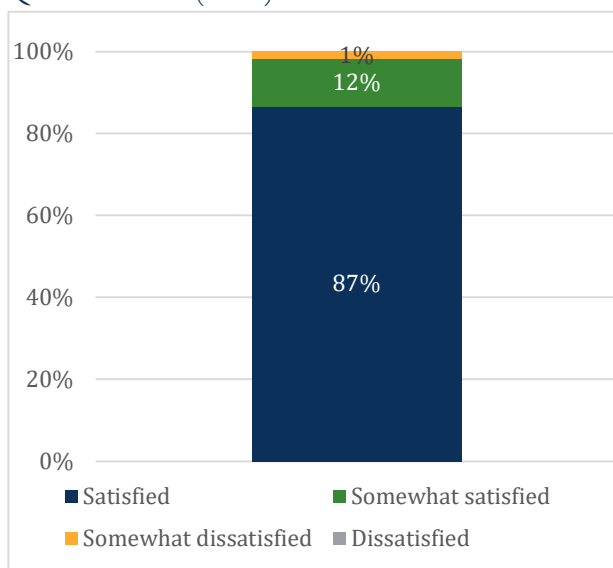
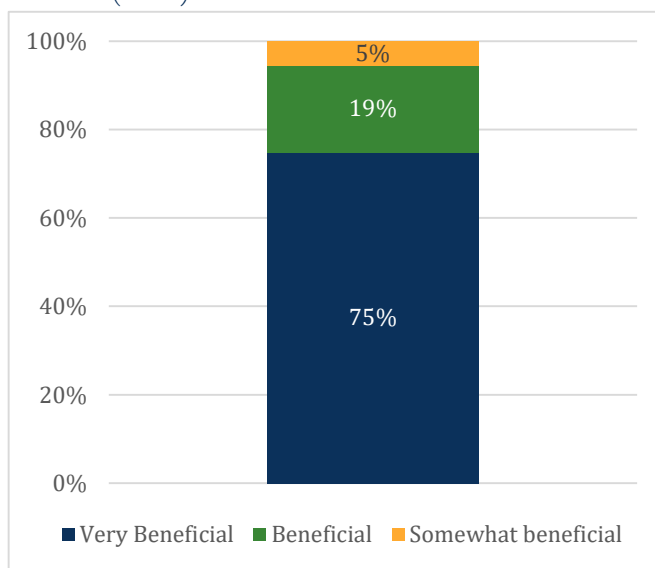


Figure 3. Teachers reported level of benefit of the QTEL Institute (n=77)

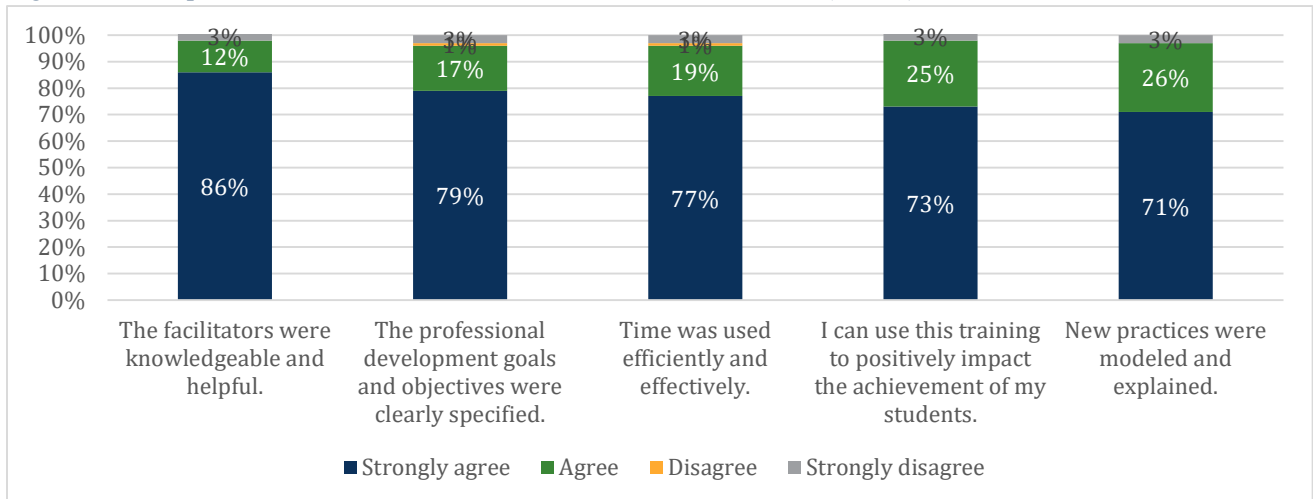


Source: QTEL Institute Satisfaction Survey

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 96% and 98% of participants responded positively to all of the statements about the quality of Institute facilitation (Figure 4).

Figure 4. Participant satisfaction with the facilitation of QTEL Institute (n = 77)

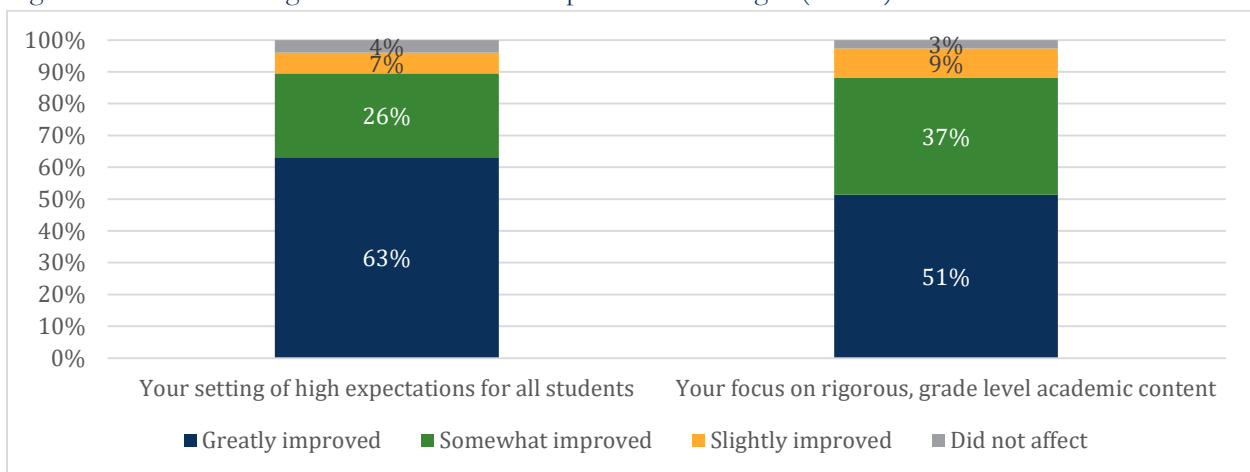


Source: QTEL Institute Satisfaction Survey

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.

Over half of participants (51-63%) perceived the QTEL Institute as having “greatly improved” their ability to set high expectations and focus on teaching rigorous, grade-level content to ELs (Figure 5).

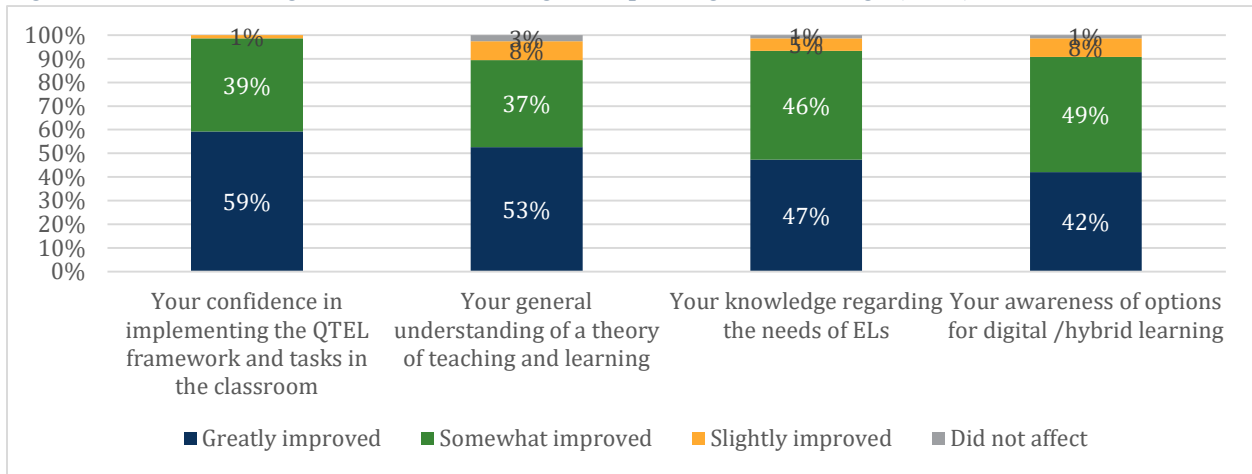
Figure 5. Perceived changes in items related to expectations and rigor (n = 76)



Source: QTEL Institute Satisfaction Survey

Approximately half of participants (42-59%) perceived that the QTEL Institute “greatly improved” their pedagogical practice/knowledge (Figure 6).

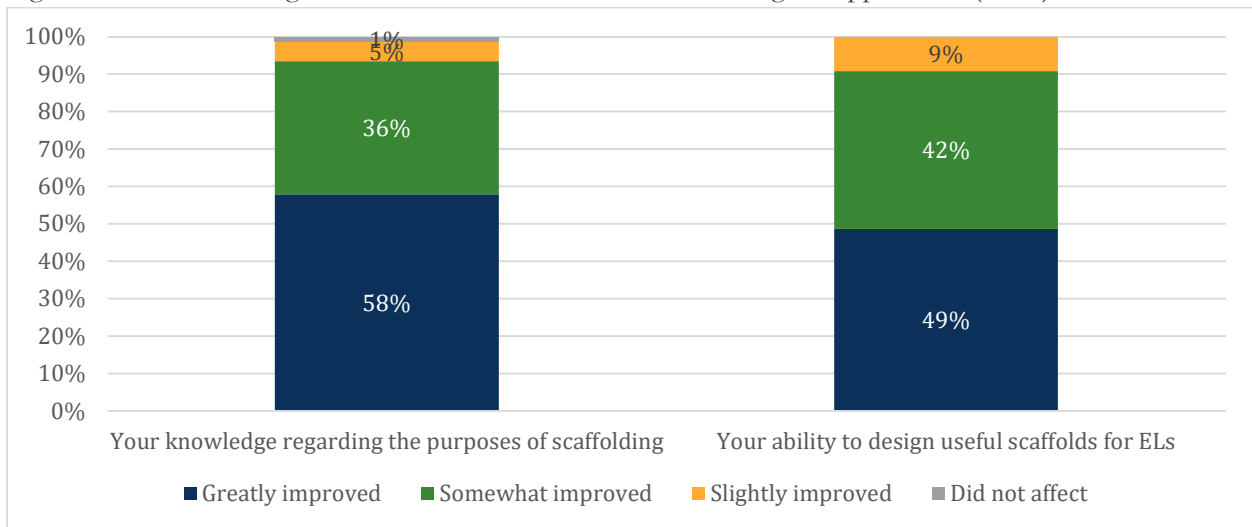
Figure 6. Perceived changes in items related to general pedagogical knowledge (n=76)



Source: QTEL Institute Satisfaction Survey

Approximately three-fifths of participants (58%) perceived the QTEL Institute as having “greatly improved” their knowledge of the purpose of scaffolding for ELs, and approximately half (49%) said it “greatly improved” their ability to design and use scaffolds.

Figure 7. Perceived changes in items related to the use of scaffolding to support ELs (n=76)



Source: QTEL Institute Satisfaction Survey

There were large increases in the percentage of participants who rated themselves as either “moderately knowledgeable” or “extremely knowledgeable” before and 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 an over 50 percentage point increase between the percent of participants that considered themselves either “extremely” or “moderately” knowledgeable before and after QTEL Institute in regards to four of the five foundational components 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 the centrality of quality interactions in learning.

Table 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=76) | After Institute (n=76) | Change |
| Lesson design and Three Moments Architecture | 20% | 92% | +72% |
| Sociocultural approaches and theories of learning and teaching | 25% | 87% | +62% |
| Structure and process of scaffolding tasks | 33% | 93% | +60% |
| The centrality of quality interactions in learning | 31% | 89% | +58% |
| The role of language in disciplinary learning | 41% | 89% | +48% |

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

How did teacher knowledge of best practices and attitudes about teaching ELs change after 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 four-question quiz of teacher knowledge increased from 1.7/4 correct (43%) to 3.2/4 correct (80%).

To measure changes in participant knowledge between before and after the QTEL Institute, we examined changes in the number correct of the matched sample⁵ (n=77) on the four questions related to teacher knowledge (Figure 9). Prior to the QTEL Institute, participants, on average, answered 1.7 (43%) of the four quiz questions correctly. After QTEL Institute, participants, on average, answered 3.2 (80%) of the four quiz questions correctly.

⁵ The matched sample consists of 77 teachers who participated in both the pre- and post- Institute surveys. In some cases, teachers from the matched sample skipped survey questions which accounts for the very small variation in the number of respondents within the matched sample, as noted throughout.

Figure 9. Changes in average number correct on the assessment of participant knowledge of the matched sample between the pre- and post-survey (n=77)



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 #2 and #3 accounted for the largest changes (+46 and +47, respectively) (Figure 10).

Table 10. Changes in the percentage of the matched sample answering each question correctly between the pre- and post-Institute survey (n=77)

| Pre- and Post- Knowledge Assessment Questions | % Correct Before Institute | % Correct After Institute | Change |
|---|----------------------------|---------------------------|--------|
| Question #1: The following statements reflect sociocultural learning theory EXCEPT: <i>Mastery is achieved by learning from more expert peers.</i> | 36% | 70% | +34 |
| Question #2: 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> | 36% | 82% | +46 |
| Question #3: A Three Moment Lesson / Unit should do all of the following EXCEPT: <i>Prioritize discrete language learning including grammatical forms and language functions.</i> | 48% | 95% | +47 |
| Question #4: Quality learning opportunities for English Learners are characterized by: <i>High-challenge, high-support opportunities to engage in academically rigorous work.</i> | 49% | 71% | +22 |

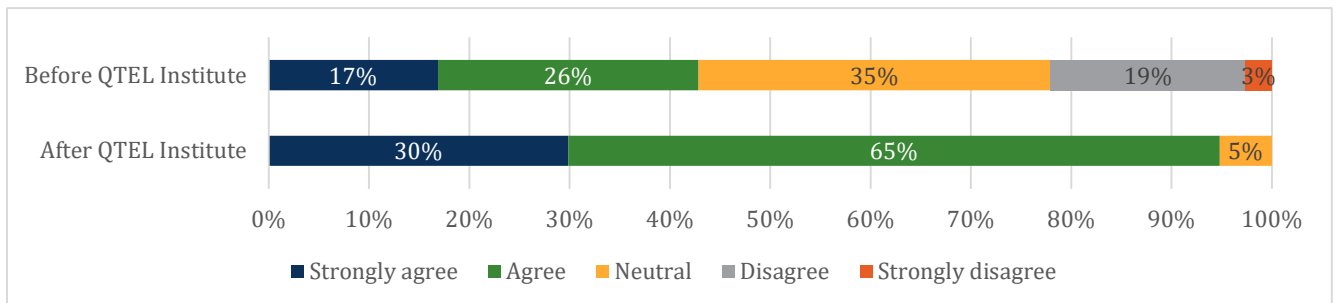
Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

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 from the matched sample reported positive changes in their beliefs of their ability to teach ELs, with the most positive change being the percentage of teachers that “agreed” or “strongly agreed” that they have the professional preparation necessary to meet the needs of ELs (+52%).

There was a 52-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 (43%) and after (95%) QTEL Institute (Figure 11).

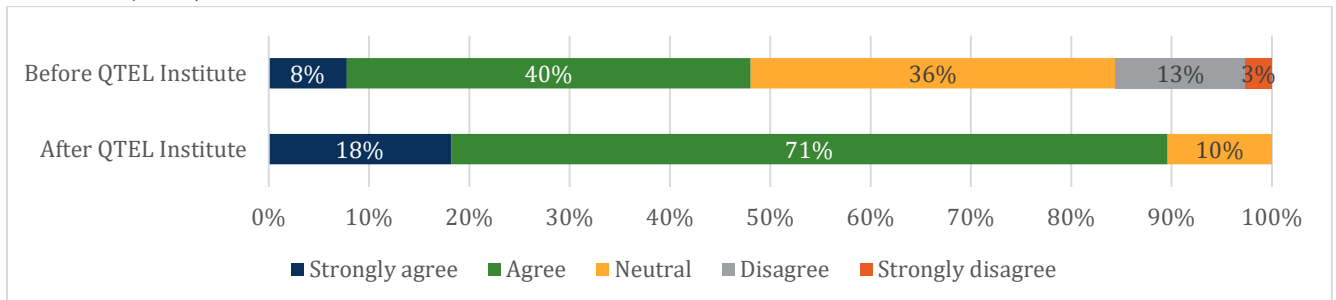
Figure 11. Teachers responses to the question “I have the professional preparation necessary to meet the needs of English Learners” (n=77)



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

There was a 41-percentage point increase between the percent of participants that either “agreed” or “strongly agreed” they are effective at designing instruction that supports ELs before (48%) and after (89%) QTEL Institute (Figure 12).

Figure 12. Teachers responses to the question “I am effective at designing instruction that supports English Learners” (n=77)



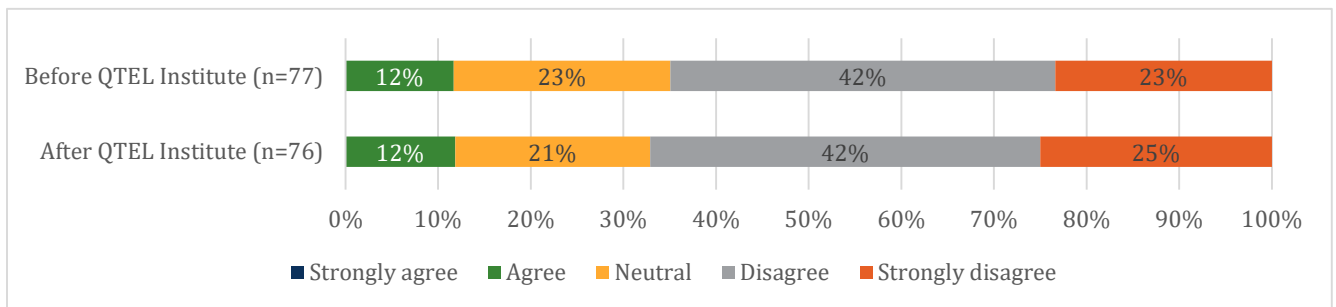
Source: QTEL Pre- and Post-Institute Survey of Experience, Knowledge, and Attitudes

Between the pre- and post- Institute survey questions, participants from the matched sample reported positive changes in their attitudes and beliefs about ELs, with the most positive change being teachers disagreeing with the notion that English Learners need to build their basic language skills before they can understand disciplinary language (+24 percentage points).

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 two-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 (65%) and after (67%) QTEL Institute (Figure 13).

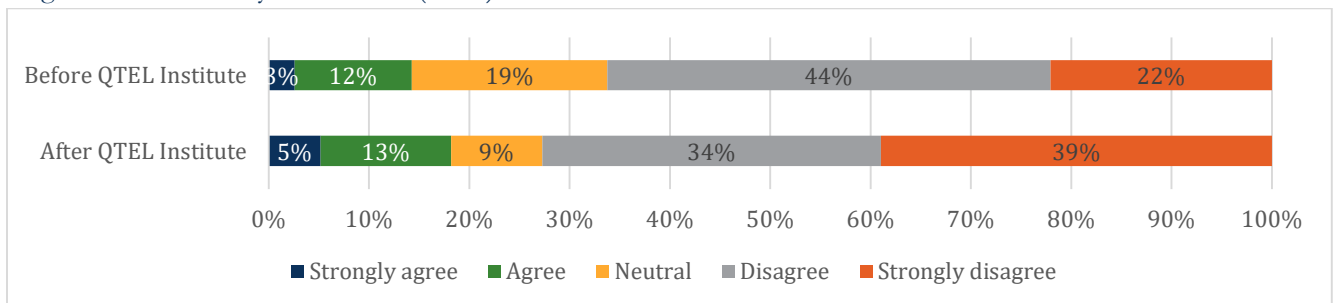
Figure 13. Teachers responses to the question “The use of primary language (student’s first language) in the classroom slows down English language learning”



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

There was a seven-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 (66%) and after (73%) QTEL Institute (Figure 14).

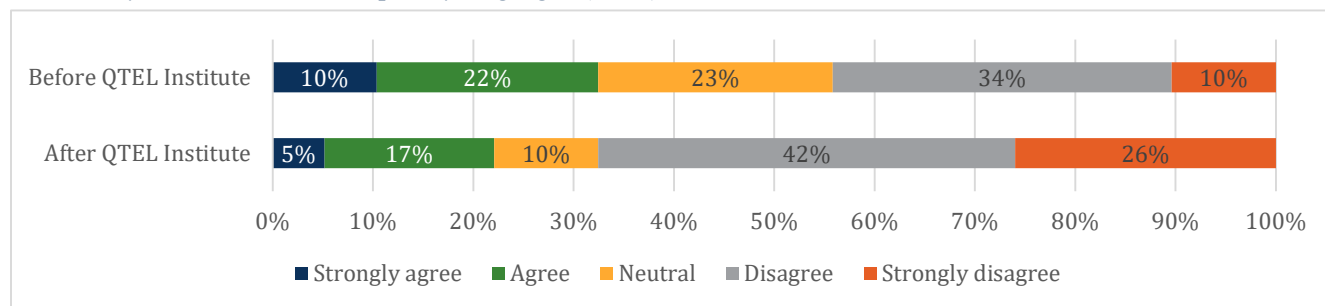
Figure 14. Teachers responses to the question “It is primarily the ESL teacher’s responsibility to support the English Learners at my school site” (n=77)



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

There was a 24-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 (44%) and after (68%) QTEL Institute (Figure 15).

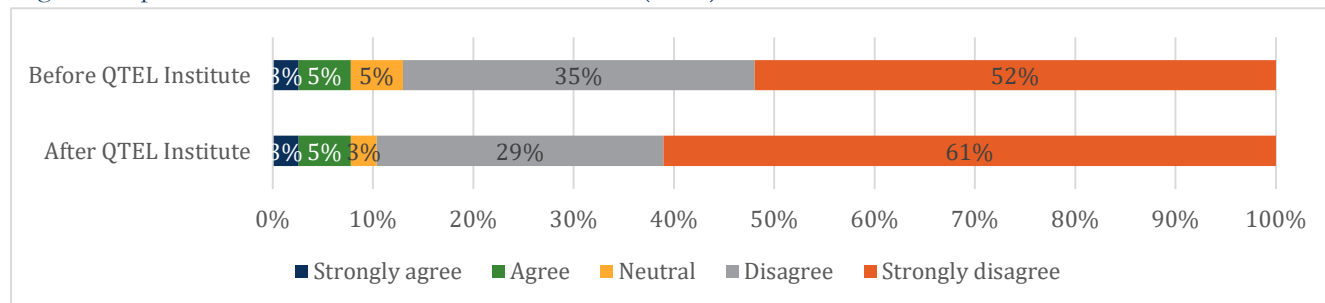
Figure 15. Teachers responses to the question “English Learners need to build their basic language skills before they can understand disciplinary language” (n=77)



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

There was a three-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 (87%) and after (90%) QTEL Institute (Figure 16).

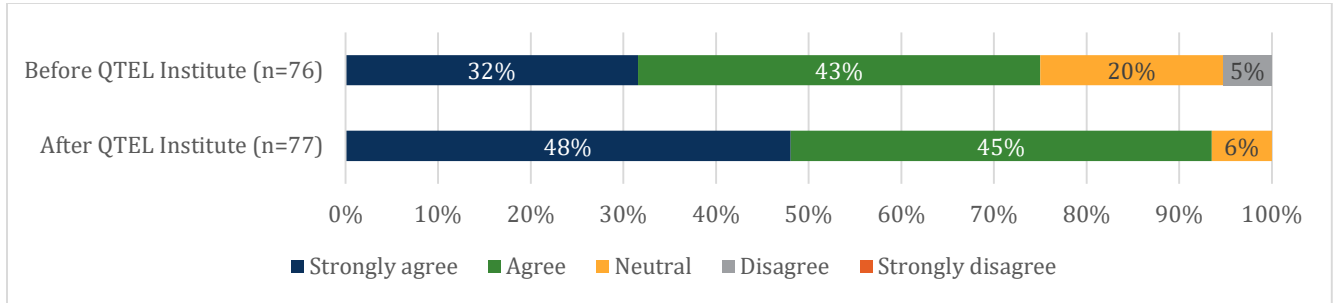
Figure 16. Teachers responses to the question “The presence of English Learners in mainstream classes has a negative impact on the achievement of other students” (n=77)



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

There was an 18-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 (93%) QTEL Institute (Figure 17).

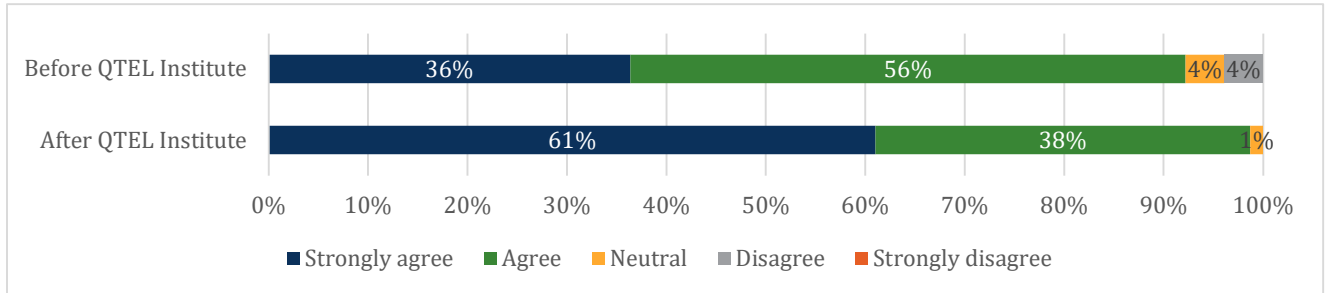
Figure 17. Teachers responses to the question “English Learners are capable of tackling complex, grade-appropriate subject matter in all disciplines”



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

There was a seven-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 (92%) and after (99%) QTEL Institute (Figure 18).

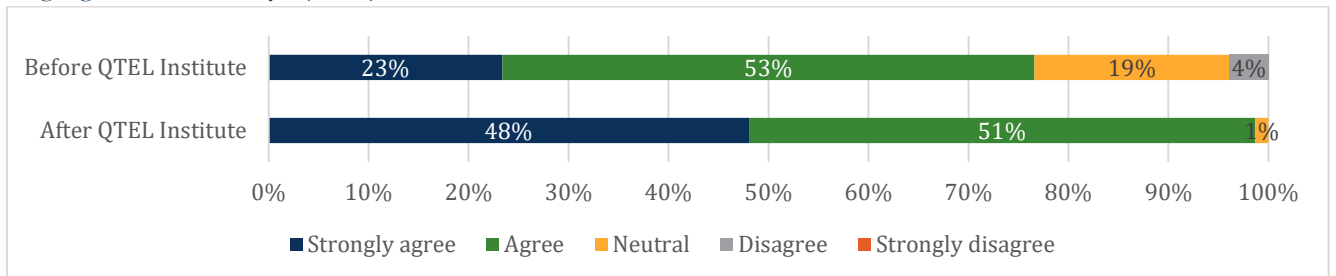
Figure 18. Teachers responses to the question “English Learners are capable of participating in quality peer-to-peer interactions around disciplinary content” (n=77)



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

There was a 23-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 (76%) and after (99%) QTEL Institute (Figure 19).

Figure 19. Teachers responses to the question “English Learners are able to cope with learning content and language simultaneously” (n=77)



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

Conclusions

In total, 95 teachers signed up to participate in the QTEL initiative and attended 2020 QTEL Summer Institute. Most participants (80%) attended the QTEL Institute for the first time in Summer 2020. Roughly 80% of 2020 QTEL Summer Institute participants were participating for the first time and almost 20% had participated in a QTEL Institute at least once prior to Summer 2020. A large majority of respondents (87%) reported that they were satisfied with the QTEL Institute overall, and almost all others (12%) said they were somewhat satisfied (Figure 2 on page 6). Similarly, nearly all participants said the Institute was very beneficial (75%) or beneficial (19%, see Figure 3 on page 6).

There was also an increase in teacher knowledge of QTEL principles as measured by a four-question quiz. Between the pre- and post-assessment components of the participant survey, the average score of the matched sample on a four-question quiz of teacher knowledge increased from 1.7/4 correct (43%) to 3.2/4 correct (80%, see Figure 9 on page 10). Furthermore, participants in the matched sample reported positive changes in their beliefs about 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 (+52 percentage points, see Figure 11 on page 15).