THE SCHOOL DISTRICT OF
PHILADELPHIA

Quality Teaching for English Learners (QTEL): 2022-23 Implementation Report

The 2022-23 QTEL initiative in SDP was a series of professional development opportunities for K-12 educators across 29 schools. This report summarizes the results of a year-long implementation evaluation of the QTEL initiative.

Key Findings

- A large majority of respondents indicated satisfaction with aspects of the QTEL Summer Institute, and more than half reported that it was very beneficial.
- Respondents demonstrated an increase in knowledge of quality instruction for EL (English Learner) students after the Institute.
- A large majority of respondents reported using QTEL practices and that their students were engaged with QTEL practices based on five principles that guide and reflect quality instruction for ELs: (1) sustain academic rigor, (2) hold high expectations, (3) engage ELs in quality interactions, (4) sustain a language focus, and (5) develop a quality curriculum for ELs.
- Survey responses indicated that a primary challenge to implementing QTEL during the 2022-23 program year was not having enough Professional Learning Community (PLC) time devoted to QTEL.
- A large majority of respondents reported that participating in QTEL greatly improved their approach to teaching English Learners.
- After participating in QTEL, respondents had positive feelings about their ability to teach English Learners.

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About the 2022-2023 QTEL Initiative

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 focuses on the development of EL students' abilities to read, write, and discuss academic texts in English across the disciplines. To this end, five guiding principles for quality instruction are embedded throughout the professional development:
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[1]

The QTEL Initiative is a nested professional development approach consisting of large group professional development through the 2022 QTEL Summer Institute, followed by two professional development sessions during the 2022-23 school year. These professional development sessions provide participants with time to plan and reflect on their instruction using QTEL principles. Participants attend professional development within grade- and content-level cohorts. The QTEL initiative was implemented in Philadelphia during the 2022-23 school year with teachers and Office of Multilingual Curriculum and Programs (OMCP) staff. Teachers served grades K-12 from 29 SDP schools. This was the first year the District opened up participation in the QTEL program to teachers from all grades and content areas.

In addition, in 2022-23 the SDP QTEL program added preparation for QTEL apprentices where two OMCP staff and six SDP teachers began a two-year coaching process to learn the foundations of sociocultural pedagogy and language acquisition to facilitate professional development and create exemplar sample units.

This report summarizes and analyzes three aspects of 2022-23 QTEL implementation. First, we examine satisfaction with the 2022 QTEL Summer Institute and changes in respondents' knowledge and attitudes related to teaching ELs after participation in the QTEL Summer Institute. Second, we describe QTEL participants' implementation of the QTEL approach during the 2022-23 school year. Finally, we summarize respondents' knowledge and attitudes related to teaching ELs after implementation of the QTEL approach during the 2022-23 school year.

Research Questions

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

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[1] Visit https://www.qtel.wested.org/ for more information on Quality Teaching for English Learners.

Part 1: QTEL Summer Institute

1. To what extent were participants satisfied with the QTEL Summer Institute, and did they perceive their participation as being useful and beneficial to their practice?
2. How did participant knowledge of quality instruction for ELs change after participation in the QTEL Institute?
3. To what extent did participants agree with statements about their ability to teach ELs and their attitudes and beliefs related to teaching ELs after the QTEL Institute?

Part 2: Implementation of the QTEL model during the 2022-23 school year and related changes in practices

4. How frequently did QTEL participants report using QTEL practices during the school year?
5. What did participants report as the primary challenges to implementing the QTEL model?
6. To what extent did participants report implementation of the QTEL model changing their approach to teaching ELs?
7. In what ways did respondents find that implementing the QTEL model benefited students?

Part 3: Participant attitudes and beliefs after QTEL implementation

8. To what extent did participants agree with statements about their ability to teach ELs and their attitudes and beliefs related to teaching ELs after the 2022-23 QTEL program year?

Data Collection

The data used to answer the research questions were collected through four different online surveys that were administered at three different time points during the 2022-2023 QTEL program year (Table 1). All four surveys were developed by WestEd, the Office of Multilingual Curriculum and Programs, and the Office of Research and Evaluation.[2]

- **Pre-Institute Survey of Experience, Knowledge, and Attitudes:** Administered prior to the June 2022 QTEL Summer Institute and 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 June 2022 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 at the conclusion of the June 2022 QTEL Summer Institute to measure changes in teacher pedagogical knowledge related to ELs and beliefs about instruction for EL students.

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[2] Visit https://www.qtel.wested.org/about for more information on WestEd. Visit https://www.philasd.org/multilingual/ for more information on the Office of Multilingual Curriculum and Programs (OMCP).

- **Post-Implementation Survey:** Administered in March 2023 to measure implementation of QTEL practices, beliefs about instruction for ELs and the QTEL practices they employed after their participation in the 2022-2023 QTEL program year, including QTEL Summer Institute and the last school year professional development held in March 2023.

Table 1. Surveys administered for the 2022-23 QTEL evaluation

Survey Name	Time of Administration	Related research questions	Number of respondents	Response rate
Pre-Institute Survey of Experience, Knowledge, and Attitudes	Prior to the June 2022 QTEL Summer Institute	2, 3, 8	152 out of 159 QTEL program members	96%
Post-Institute satisfaction survey	At the conclusion of the June 2022 QTEL Summer Institute	1	145 out of 159 QTEL program members	92%
Post-Institute Survey of Experience, Knowledge, and Attitudes	At the conclusion of the June 2022 QTEL Summer Institute	2, 3	148 out of 159 QTEL program members	93%
Post-Implementation survey	At the conclusion of 2022-2023 programming in March 2023	4-8	127 out of 129 QTEL program members	98%

To understand how teacher knowledge of best practices and attitudes about teaching ELs changed as a result of participation in the QTEL Institute (Part 1, research questions 2 and 3), we used only the responses of participants who took both the pre- and post-surveys. Of the 159 Institute participants, 135 (85%) had both pre- and post- surveys that could be matched using names and/or email addresses.

The 2022-23 QTEL program started with 159 members attending QTEL Summer Institute, and 129 members remained throughout the 2022-23 school year and attended the final professional development session in March 2023. To understand implementation of the QTEL approach during the 2022-23 school year and related changes in practices and participant attitudes and beliefs after QTEL implementation (Parts 2 and 3), we use the responses of 127 of those 129 members who took the Post-Implementation survey. Because this was the first year QTEL Institute and professional development was open to teachers of all grades and content areas, we also look at implementation of the QTEL model and related changes in practices and participant attitudes and beliefs by respondent subject/grade-level.

Findings Part 1: QTEL Institute

In Summer 2022, 159 teachers and OMCP staff participated in large group professional development through the QTEL Institute. 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.

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

The Post-Institute satisfaction survey and Post-Institute Survey of Experience, Knowledge, and Attitudes asked questions about participants' satisfaction with the Institute and the extent to which they perceived their participation in QTEL Summer Institute as useful and beneficial to their practice. Of the 159 Institute attendees, 145 answered the post-survey, and 9 of the respondents were OMCP staff.

All survey respondents found the QTEL Institute to be beneficial. The majority were satisfied overall and with specific aspects of Institute facilitation and logistics.

The Post-Institute satisfaction survey asked "overall, how beneficial was the QTEL Institute to your practice," and 144 participants responded to the question. All respondents found the Institute to be beneficial to some degree. More than half found the Institute to be very beneficial to their practice (58%); 22% found it to be beneficial; and 19% found it to be somewhat beneficial. No respondents felt the Institute was not at all beneficial.

Nearly all respondents expressed satisfaction with the Institute. The majority (73%) of the 145 respondents reported that they were satisfied with the QTEL Institute introduction, 19% said they were somewhat satisfied, and fewer than 10% of respondents were somewhat dissatisfied or dissatisfied with the Institute introduction (8% and 1% respectively). The majority of respondents were satisfied with the overall logistics of QTEL Institute, with 82% indicating they were satisfied and 15% indicating that they were somewhat satisfied. The majority of respondents (89% of the 139 who responded to this question) were also satisfied with Institute registration (Figure 1).

Figure 1. Participant satisfaction with aspects of the QTEL Institute

	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
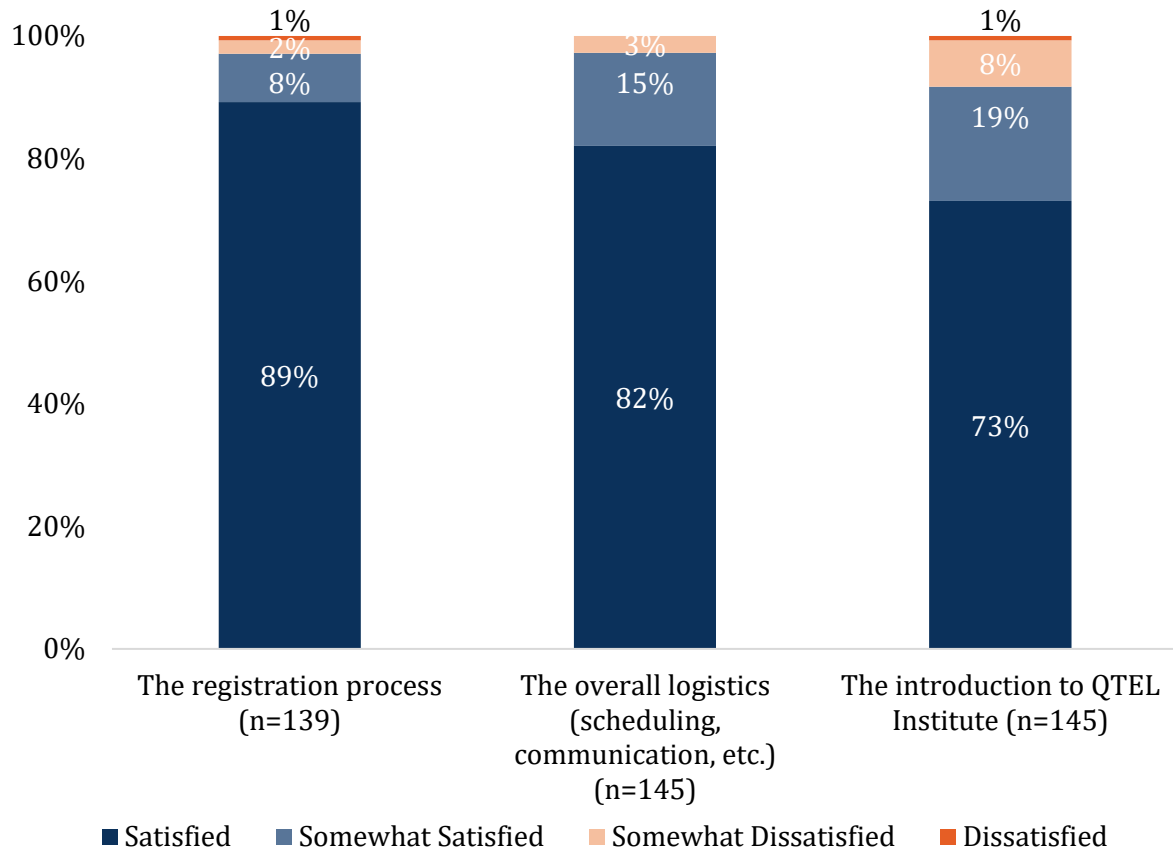
Over 98% of respondents had positive feelings about the quality of Summer Institute facilitation, including the modeling and explanation of new practices, the facilitators, and the communication of professional development goals and objectives (Figure 2). Slightly fewer respondents (91%) agreed or strongly agreed that Institute time was used efficiently and effectively. Almost all respondents (99%) agreed or strongly agreed that they can use Institute training to positively impact the achievement of their students.

Figure 2. Participant agreement with statements about QTEL Institute (n = 145)

	Strongly Agree	Agree	Disagree	Strongly Disagree
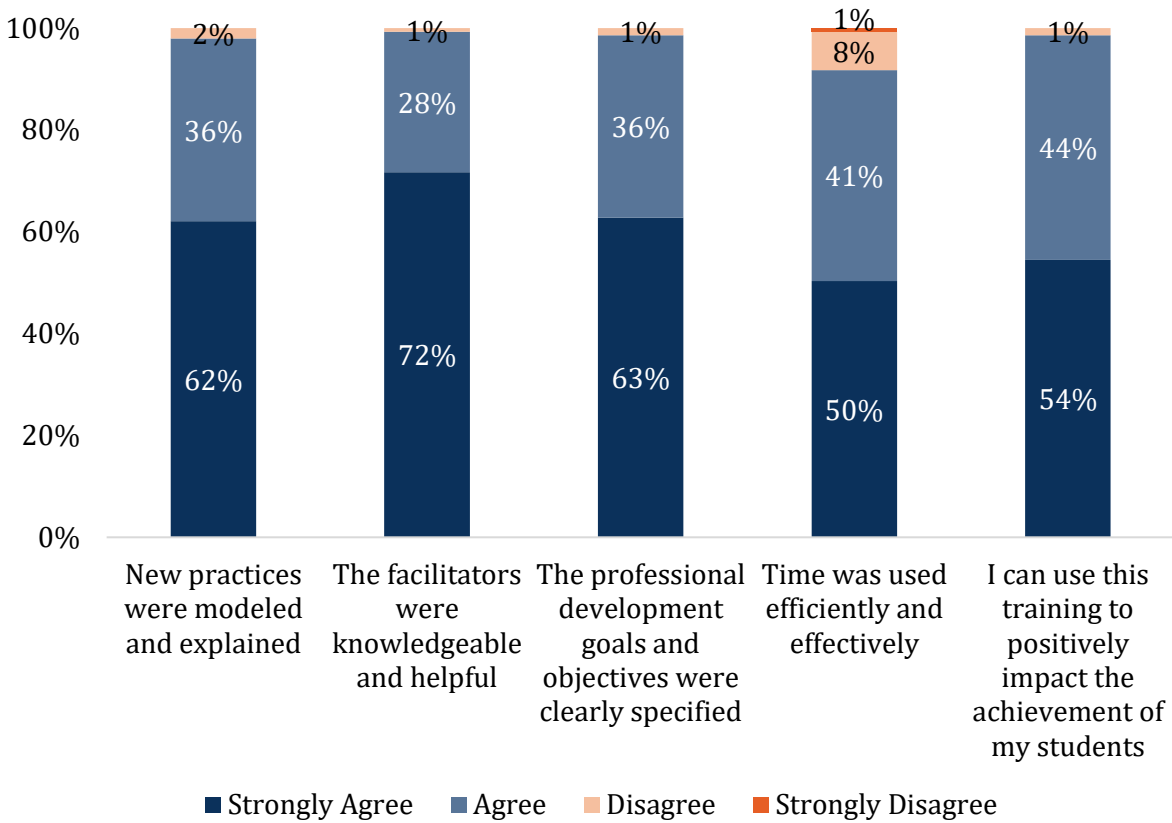
Source: QTEL Institute Satisfaction Survey

Respondents were asked to answer the open-ended question "How could we improve the facilitation of the QTEL Summer Institute?" One hundred respondents provided feedback (not including responses such as "n/a" or "not sure"). One out of every five open-ended comments (21%) suggested adjusting materials and examples to focus more on K-5 practice. Others wished the trainings were in person (14%).

Respondents indicated that QTEL Institute improved their knowledge, confidence, and skills across a variety of practices related to teaching ELs.

About 50% of respondents felt that the QTEL Summer Institute greatly improved their focus on teaching rigorous, grade-level content to ELs and their ability to set high expectations for all students (Figure 3).

Figure 3. Perceived changes in items related to expectations and rigor (n = 145)

Please indicate the extent to which participating in QTEL affected the following...

	Greatly Improved	Somewhat Improved	Slightly Improved	Did not affect
Your focus on rigorous, grade level academic content	46%	39%	9%	6%
Your setting of high expectations for all students	51%	33%	7%	9%
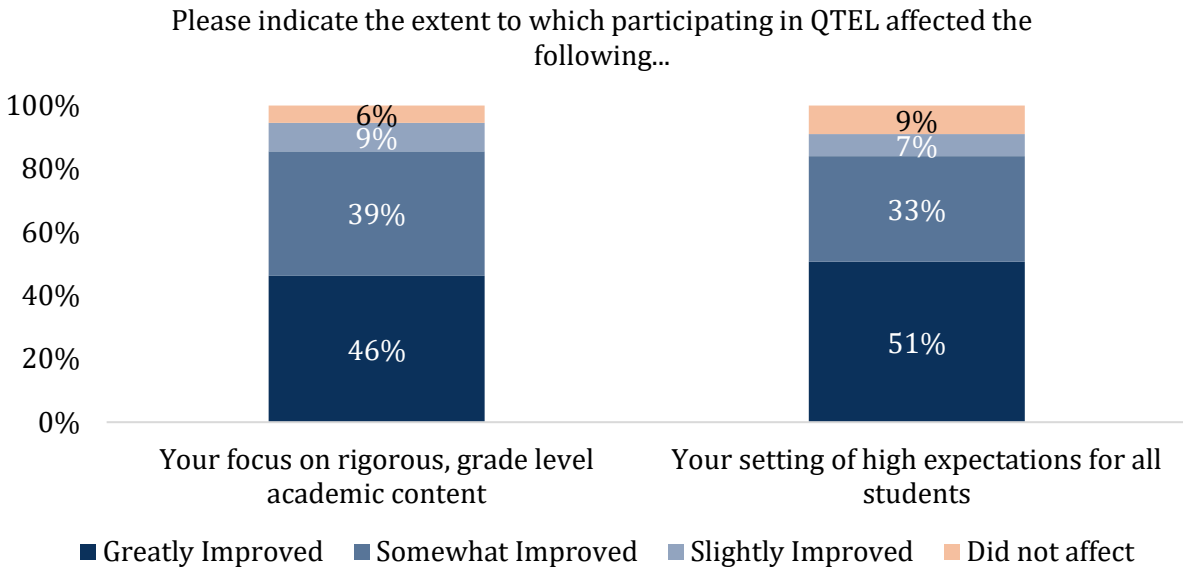
Source: QTEL Institute Satisfaction Survey

Slightly more than half of respondents felt the Institute greatly improved their confidence in implementing the QTEL framework and tasks in the classroom (53%; Figure 4). Slightly fewer than half (46%) reported that the Institute greatly improved their knowledge regarding the needs of ELs, and 41% reported that the Institute "greatly improved" their general understanding of the theory of teaching and learning.

Figure 4. Perceived changes in items related to pedagogical knowledge (n=145)

Please indicate the extent to which participating in QTEL affected the following...

	Greatly Improved	Somewhat Improved	Slightly Improved	Did not affect
Your confidence in implementing the QTEL framework and tasks in the classroom	53%	39%	8%	1%
Your general understanding of a theory of teaching and learning	41%	48%	8%	3%
Your knowledge regarding the needs of ELs	46%	42%	9%	3%
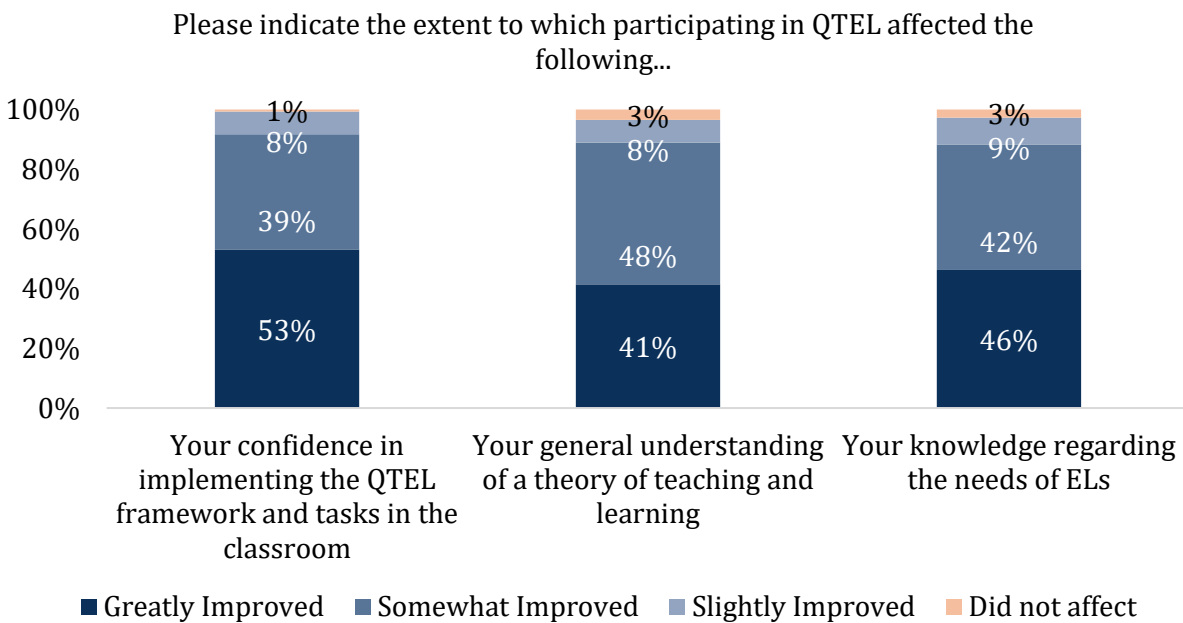
Source: QTEL Institute Satisfaction Survey

Approximately half of respondents perceived QTEL Institute as having greatly improved their knowledge of the purpose of scaffolding for ELs (53%) and their ability to design and use scaffolds (51%; Figure 5).

Figure 5. Perceived changes in items related to the use of scaffolding to support ELs (n=145)

Please indicate the extent to which participating in QTEL affected the following...

■ Greatly Improved ■ Somewhat Improved ■ Slightly Improved ■ Did not affect
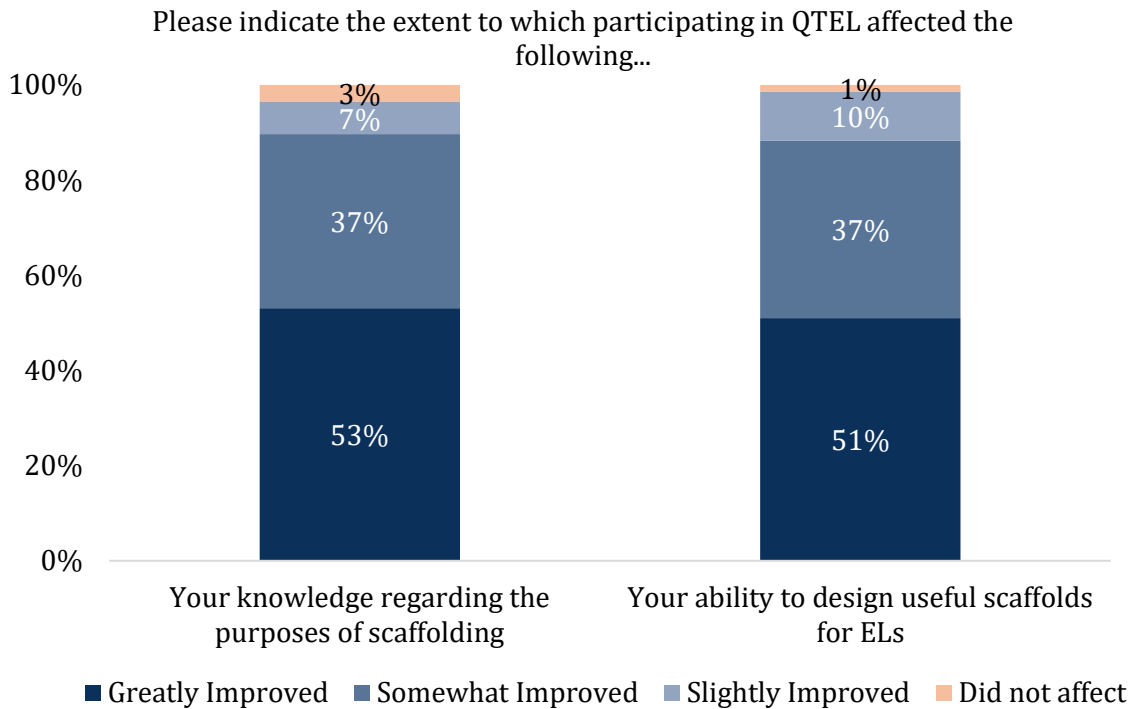
Source: QTEL Institute Satisfaction Survey

How did participant knowledge of quality instruction for ELs change as a result of participating in the QTEL Institute?

To understand how participant knowledge changed as a result of QTEL Institute, only the participants who took both the pre- and post-Institute survey are included in this analysis. Of the 159 Institute participants, 135 (85%) took both surveys, and 4 of them were OMCP staff. Below, we examine responses before and after the Institute.

Respondent scores on a five-question quiz about quality instruction for English Learners increased after participating in the QTEL Institute.

To measure changes in participant knowledge after the Institute, we examined the number correct on five questions about quality instruction for ELs. Between the Pre-Institute survey and Post-Institute survey, the average score increased from 2.0 (40%) to 3.6 correct (72%). There was variation in the increase at the question level. Question 1 and 4 accounted for the largest changes (+41 and +46, respectively) and question 2 accounted for the smallest (+10) (Table 3).

Table 3. The percentage of respondents answering questions about quality instruction for EL students correctly (n=134)

Pre- and Post- Knowledge Assessment Questions	Correct Before Institute	Correct After Institute	Change (percentage points)
Question 1 - When considering the role of language in planning lessons for English Learners, teachers should: *Amplify communications rather than simplify language.*	34%	75%	+41
Question 2 - The following statements reflect sociocultural learning theory EXCEPT: *Mastery is achieved by learning from more expert peers.*	28%	38%	+10
Question 3 - All of the following are important actions in designing instruction for English Learners EXCEPT: *Creating separate, simplified texts and tasks for English Learners to complete.*	43%	75%	+32
Question 4 - A Three Moment Lesson/Unit should do all of the following EXCEPT: *Prioritize discrete language learning including grammatical forms and language functions.*	43%	90%	+47
Question 5 - Quality learning opportunities for English Learners are characterized by: *High-challenge, high-support opportunities to engage in academically rigorous work.*	54%	81%	+27

Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes
How to read this table: The leftmost column includes the quiz question in regular type and the correct answer in italics.

To what extent do participants agree with statements about their ability to teach ELs and their attitudes and beliefs related to teaching ELs after the QTEL Institute?

After participating in the QTEL Summer Institute, respondents reported positive changes in their beliefs about their ability to teach ELs.

On the Pre-Institute and Post-Institute surveys, respondents were asked to respond to two statements about their belief in their ability to teach ELs. The percentage of respondents who either agreed or strongly agreed they have the professional preparation necessary to meet the needs of ELs rose by 30 points, from 58% before the Institute to 88% after (Figure 6).

Figure 6. Agreement with the statement: I have the professional preparation necessary to meet the needs of English Learners (n=135)
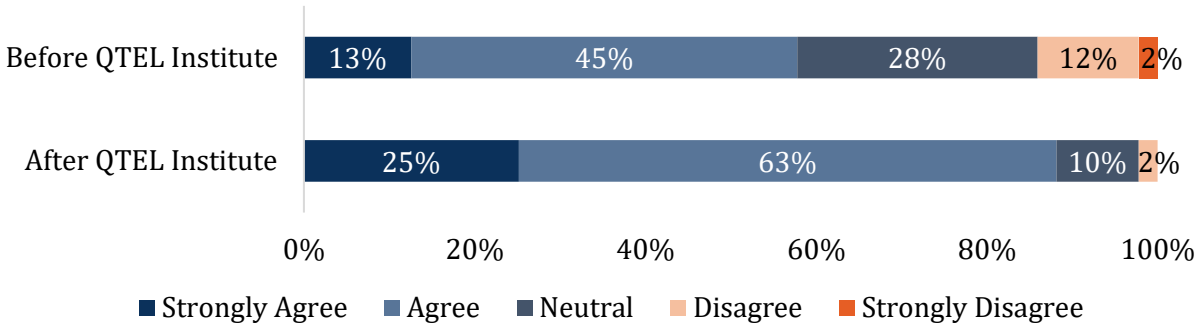
Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes

The percentage of respondents who either agreed or strongly agreed they are effective at designing instruction that supports ELs rose by 16 points, from 65% before the Institute to 81% after (Figure 7).

Figure 7. Agreement with the statement: I am effective at designing instruction that supports English Learners (n=135)
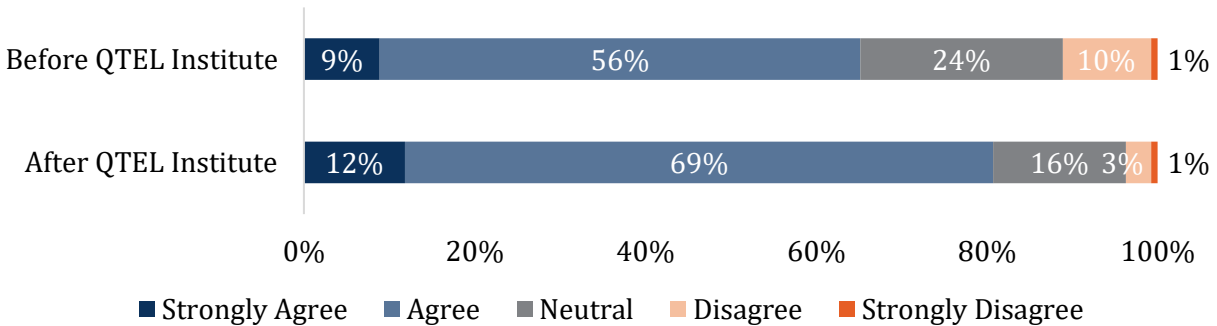
Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes

After participating in the QTEL Institute, respondents reported positive changes in their beliefs about the capabilities of ELs.

The Pre-Institute survey and Post-Institute survey asked participants the extent to which they agreed with statements about the capabilities of EL students. The percentage of respondents who agreed or strongly agreed that EL students are capable of tackling complex, grade-appropriate subject matter in all disciplines rose by 11 points, from 84% before the Institute to 95% after (Figure 8).

Figure 8. Agreement with the statement: English Learners are capable of tackling complex, grade-appropriate subject matter in all disciplines (n=134)
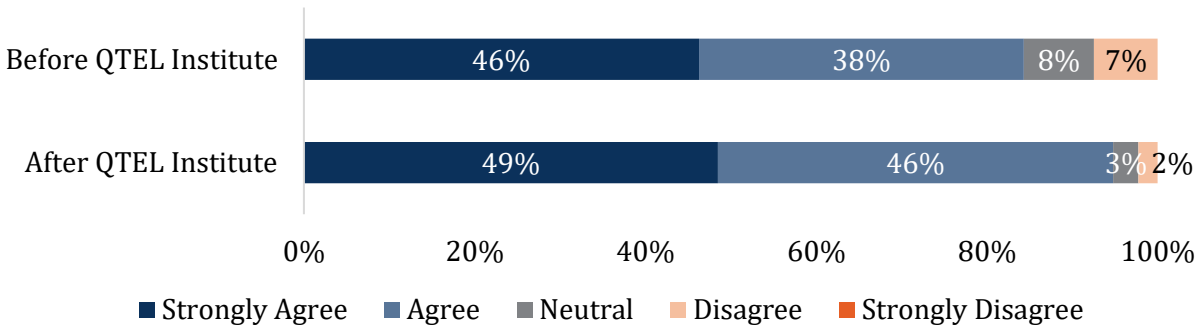
	Strongly Agree	Agree	Neutral	Disagree
Before QTEL Institute	46%	38%	8%	7%
After QTEL Institute	49%	46%	3%	2%

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

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

The percentage of respondents who agreed or strongly agreed that ELs are capable of participating in quality peer-to-peer interactions around disciplinary content rose by eight points, from 89% before the Institute to 97% after.

Figure 9. Agreement with the statement: English Learners are capable of participating in quality peer-to-peer interactions around disciplinary content (n=135)
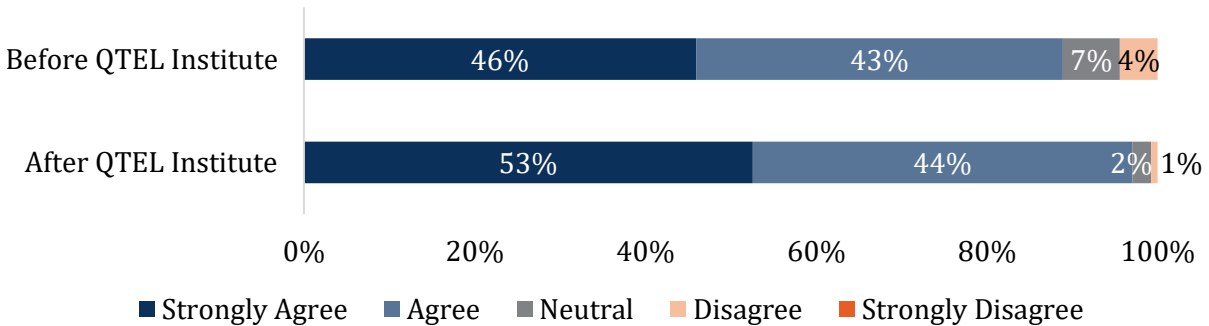
	Strongly Agree	Agree	Neutral	Disagree
Before QTEL Institute	46%	43%	7%	4%
After QTEL Institute	53%	44%	2%	1%

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

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

The percentage of respondents who agreed or strongly agreed that EL students are able to cope with learning content and language simultaneously rose by nine points, from 82% before the Institute to 91% after (Figure 10).

Figure 10. Agreement with the statement: English Learners are able to cope with learning content and language simultaneously (n=135)
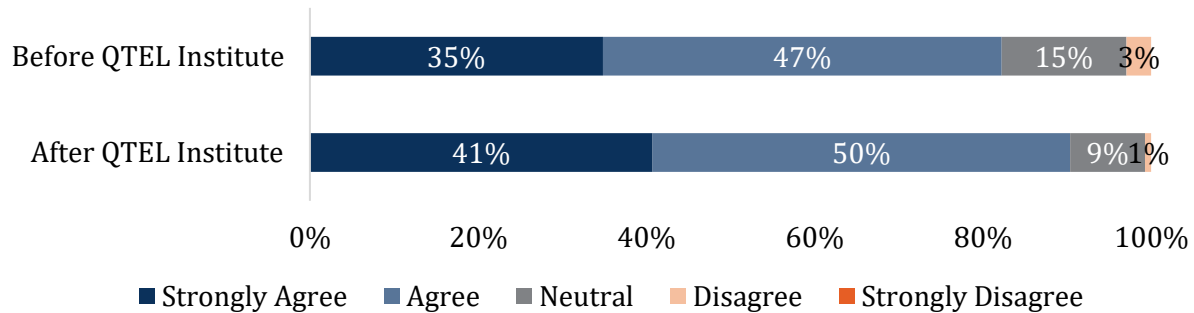
Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes

After participating in the QTEL Summer Institute, respondents reported positive changes in their attitudes and beliefs related to teaching ELs.

The Pre-Institute survey and Post-Institute survey asked about the use of a student's first language in the classroom. However, the question was worded differently on the post-Institute survey to increase its validity. On the Pre-Institute survey, 73% of respondents disagreed or strongly disagreed that "the use of primary language (student's first language) in the classroom slows down English language learning." On the Post-Institute survey, 71% disagreed or strongly disagreed that "students' use of their primary language (student's first language) in the classroom to collaborate with peers slows down English language development." The same percentage of respondents agreed or strongly agreed with both statements before and after Institute (Figure 11).

Figure 11. Agreement with statements on use of student's primary language in the classroom (n = 135)
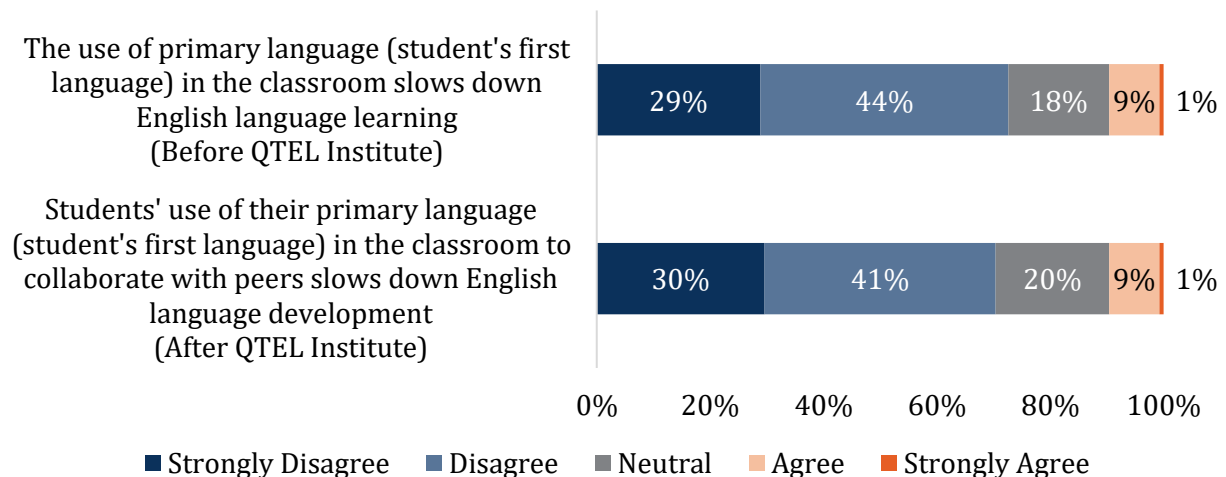
Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes

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The percentage of respondents who disagreed or strongly disagreed that it is primarily the ESL teacher's responsibility to support English Learners increased by five points, from 74% before the Institute to 79% after (Figure 12). There was also a two-percentage point increase in respondents who agreed or strongly agreed before (14%) and after (16%) the Institute.

Figure 12. Agreement with the statement: It is primarily the ESL teacher's responsibility to support the English Learners at my school site (n=135)
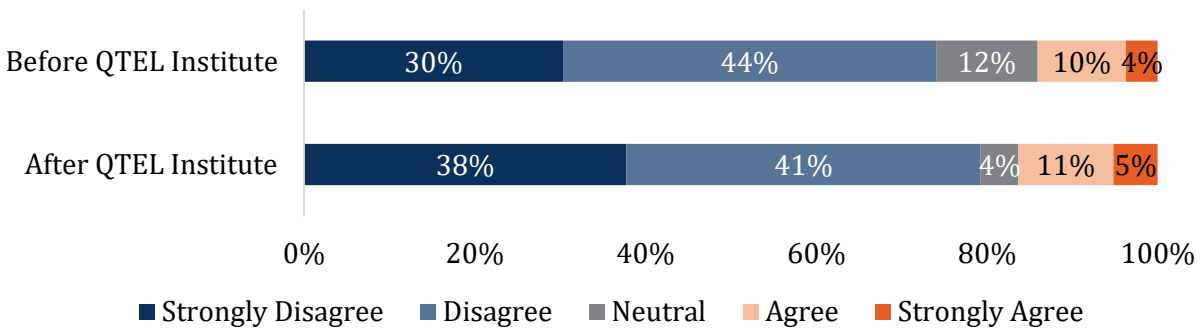
Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes

The percentage of respondents who disagreed or strongly disagreed that ELs need to build their basic language skills before they can understand disciplinary language increased by 12 points, from 56% before the institute to 68% after (Figure 13).

Figure 13. Agreement with the statement: English Learners need to build their basic language skills before they can understand disciplinary language (n=135)
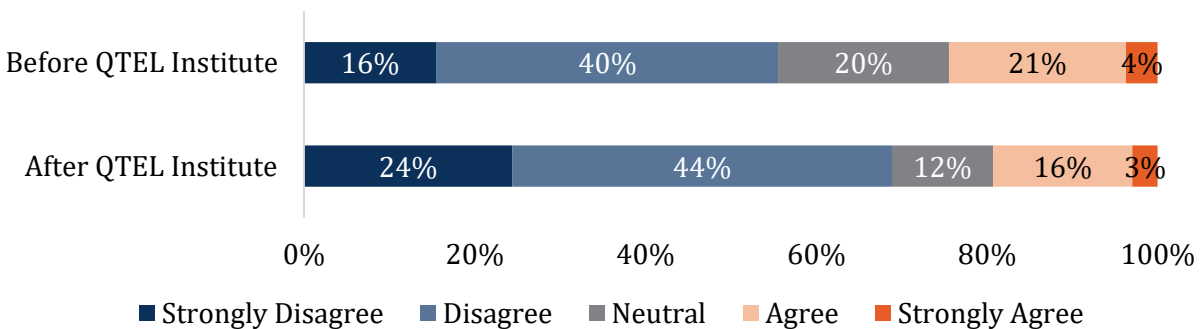
Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes

The percentage of respondents who disagreed or strongly disagreed that the presence of English Learners in mainstream classes has a negative impact on the achievement of other students increased by five points, from 90% before the Institute to 95% after (Figure 14).

Figure 14. Agreement with the statement: The presence of English Learners in mainstream classes has a negative impact on the achievement of other students
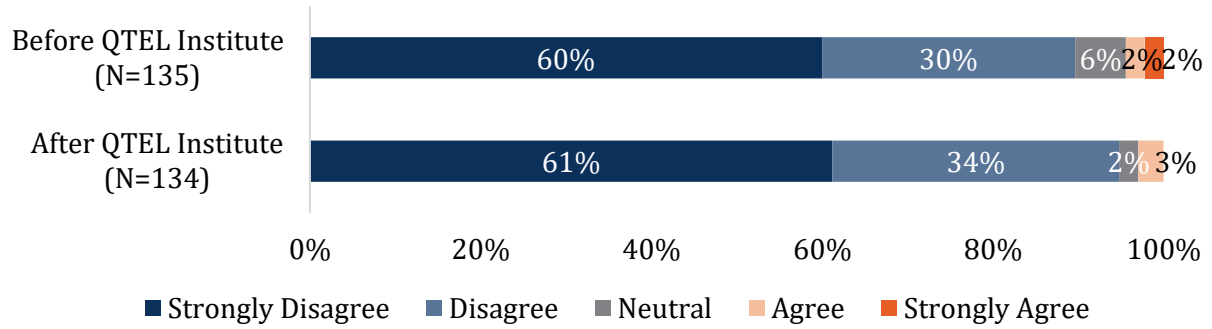
Source: QTEL Pre-Institute and Post-Institute Surveys of Experience, Knowledge, and Attitudes

Findings Part 2: Implementation of QTEL practices and related changes in instructional practices

To understand implementation of the QTEL model during the 2022-23 school year and related changes in practices and participant attitudes and beliefs after QTEL, we use the responses of 127 of those 129 members who took the Post-Implementation survey, 6 of whom were OMCP staff. This survey was administered at the conclusion of 2022-2023 programming (including the Summer Institute) in March 2023. We also look at implementation of the QTEL model and related changes in practices and participant attitudes and beliefs by respondent subject/grade level to understand implementation across all grades and content areas (Appendix A and B). Of the 127 survey respondents, 52% reported teaching different content areas to students in grades 6-12 (shown in shades of blue on Figure 15), including Career and Technical Education (CTE). Thirty-five percent reported teaching grades K-5 (shown in orange on Figure 15). Of the 17 respondents who selected "other" (shown in grey on Figure 15), six were OMCP staff.

Figure 15. Respondent subject/grade-levels as reported on the Post-Implementation survey (n=127)
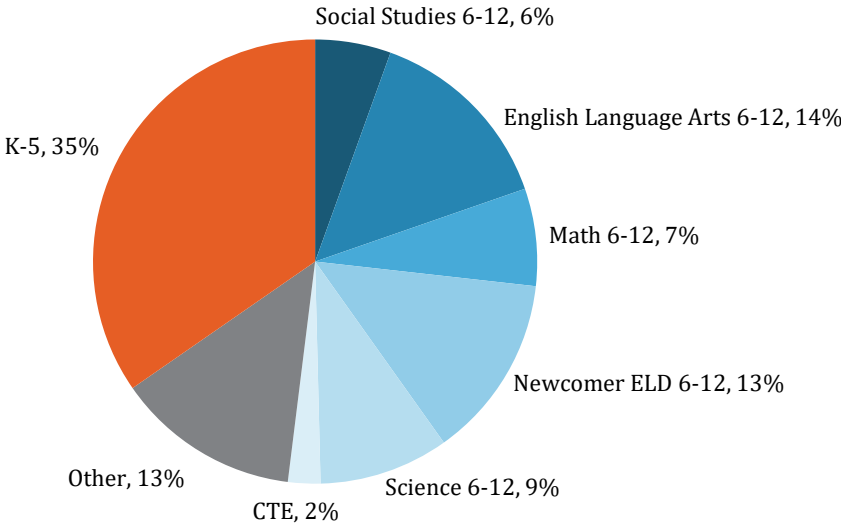
Source: QTEL Post-Implementation Survey

How frequently did QTEL participants report using QTEL practices during the school year?

To examine QTEL program implementation, participants were asked how often they implemented, or used, QTEL practices. The Post-Implementation survey asked participants to rate how often they used nine specific QTEL practices, which are best practices to incorporate into lesson planning and instruction for English Learners. The Post-Implementation survey also asked participants to rate how often they engaged English Learners in the use of eight specific QTEL practices in the classroom, which are also best practices to implement with English Learners during instruction.

A large majority of respondents reported using QTEL practices at least once per week.

The Post-Implementation survey asked participants to rate how often they used nine specific QTEL practices (Figure 16). Over 83% of respondents reported using each of the nine practices always (daily) or often (at least once per week). Over half of respondents reported that they used the following three QTEL practices daily: (1) "incorporate learning activities and experiences that require structured and quality oral interactions (speaking, listening) with disciplinary content"; (2) "create lesson plans that incorporate the two modes of communication: Interpretive (listening, reading, viewing) and Expressive (writing, speaking, representing)"; and (3) "teach vocabulary in context and throughout a unit (e.g. students learn vocabulary when they need it and use it versus a random word list, vocabulary drills, etc.)." Just under 60% of respondents reported that they "use scaffolds to move students to higher levels of work or understanding" daily. The fewest number of respondents (39%) reported that they "provide English Learners with amplified or 'scaffolded up' (versus simplified) language or texts" daily; however, 83% of respondents reported that they do so at least weekly (Figure 16). In general, grades K-5 teachers (n=44) and grades 6-12 Newcomer English Language Development (ELD) teachers (n=17) used the nine specific practices with the most frequency compared to other teacher respondents (Table A1).

Figure 16. Respondent ratings of frequency of use of QTEL practices during the school year

Practice	Always (daily)	Often (at least once a week)	Sometimes (a couple times a month)	Rarely (once a month or less)	Never
Provide English Learners with amplified or "scaffolded up" language or texts (n=122)	39%	44%	12%	3%	1%
Involve students in interactions where they give extensive or elaborated responses (n=123)	44%	39%	15%	1%	2%
Involve students in interactions where they must reason, apply ideas, argue, generalize and ask questions (n=123)	44%	41%	14%	1%	1%
Provide English Learners with examples of high quality work (n=123)	46%	44%	10%		1%
Give English Learners explicit models of langauge to engage in disciplinary practices (n=122)	47%	41%	11%		2%
Incorporate learning activities and experiences that require structured and quality oral interactions with disciplinary content (n=123)	51%	41%	7%		2%
Create lesson plans that incorporate the two modes of communication: Interpretive and Expressive (n=123)	54%	38%	7%		1%
Teach vocabulary in context and throughout a unit (n=123)	55%	38%	5%		2%
Use scaffolds to move students to higher levels of work or understanding (n=123)	59%	32%	8%		1%

■ Always (daily)
■ Often (at least once a week)
■ Sometimes (a couple times a month)
■ Rarely (once a month or less)
■ Never

Source: QTEL Post-Implementation Survey

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A majority of respondents reported that English Learners use QTEL practices in the classroom at least weekly.

The Post-Implementation survey asked participants how often English Learners did eight specific QTEL practices in their classroom, and 75% of respondents reported that each practice was done at least weekly. Just over half reported that English Learners "elaborate upon their thinking beyond one word answers" in their classroom daily. Just over 60% reported that English Learners "listen to classmates and respond to their ideas" or "work with peers with different levels of English proficiency" in their classroom daily. One-quarter reported that English Learners "read challenging and interesting disciplinary texts" or "engage in sustained talk with classmates about disciplinary ideas" in the classroom sometimes, rarely, or never (Figure 17). Overall, respondents reported English Learners engaging in QTEL practices with less frequency (Figure 17) than they reported using practices themselves (Figure 16).

Figure 17. Respondent ratings of frequency of students engaging in use of QTEL practices in the classroom

	Always (daily)	Often (at least once a week)	Sometimes (a couple times a month)	Rarely (once a month or less)	Never
Read challenging and interesting disciplinary texts (n=122)	36%	39%	18%	5%	2%
Produce or reflect on discipline or genre specific language (n=120)	42%	43%	13%	3%	
Engage in sustained talk with classmates about disciplinary ideas (n=122)	43%	32%	19%	6%	
Connect disciplinary ideas with their personal experiences (n=122)	44%	41%	12%	2%	
Participate in higher order thinking, problem solving, and constructing new understandings in my discipline (n=122)	48%	41%	11%		
Elaborate upon their thinking beyond one word answers (n=122)	53%	35%	11%		
Listen to classmates and respond to their ideas (n=122)	61%	25%	12%	2%	
Work with peers with different levels of English proficiency (n=122)	61%	30%	8%	2%	

■ Always (daily)
■ Often (at least once a week)
■ Sometimes (a couple times a month)
■ Rarely (once a month or less)
■ Never

Source: QTEL Post-Implementation Survey

What did participants report as the primary challenges to implementing the QTEL initiative?

The Post-Implementation survey asked the degree to which participants consider nine factors to be a challenge to implementing QTEL practices. It also asked participants to provide open-ended feedback about additional challenges, as well as how to mitigate challenges to program implementation.

Respondents rated not having enough Professional Learning Community (PLC) time devoted to QTEL practices as a primary challenge.

"Not enough PLC time devoted to QTEL practices" emerged as a primary challenge to QTEL implementation, with a majority of respondents (66%) noting this challenge and 40% indicating that it was a great challenge. Math teachers in particular (n=9) rated "there is not enough PLC time devoted to QTEL practices" and "my classes are too large" as moderate or great challenges to QTEL implementation at much higher rates than other teachers (Table A3). However, "QTEL practices are not a good fit for my subject area" was not seen as a challenge to implementation for most respondents (77%) (Figure 18).

The Post-Implementation Survey asked participants to describe any other challenges in addition to the nine factors listed on the survey (listed in Figure 18), and 51 respondents wrote in comments (excluding comments such as "N/A" or "none"). Respondents described challenges with incorporating QTEL strategies into existing curriculum. One respondent explained: "The standards I am expected to teach are at times difficult to target using some of the QTEL tasks." Another respondent suggested: "The School District needs to incorporate these strategies and tools into the actual curriculum that is written so teachers do not have to rewrite their units to include these strategies." One respondent expressed that they learned good strategies through QTEL professional development, but needed more time at their school with their grade team to "flesh out HOW we could apply those strategies."

Respondents also expanded upon the challenge of not having enough time to collaborate and plan around incorporating QTEL practices in open-ended responses. One participant noted: "Administrators need to provide enough time for collaboration and observation (if necessary) between mainstream educators and experienced ELL instructors." In addition, respondents felt it was challenging to fit QTEL practices in the allotted time for each class period. Two respondents noted this was a challenge in ELA, and one wrote: "We do not have enough time during the day to implement all of the steps of the lesson. We only have 120 minutes of ELA a day and that has to include student inclusive groups and writing." Another respondent noted that QTEL practices take time: "It is to be understood that QTEL takes longer and so we should not have to follow curriculum timelines." Still, 50% of respondents indicated that "QTEL practices take up too much class time" was not a challenge (Figure 18).

Figure 18. Respondent ratings of challenges to implementing QTEL practices during the 2022-23 school year

	A great challenge	A moderate challenge	A slight challenge	Not a challenge
QTEL practices are not a good fit for my subject area (n=118)	1%	4%	18%	77%
QTEL practices take up too much class time (n=118)	7%	18%	25%	50%
My school leaders are not supportive enough (n=118)	7%	22%	19%	53%
QTEL practices are still new to me (n=116)	8%	20%	42%	30%
My school leaders are not aware of QTEL principles and practices (n=117)	11%	20%	25%	44%
Individual student needs are too varied (n=117)	21%	19%	39%	21%
My teacher colleagues are not familiar with QTEL practices (n=117)	22%	22%	34%	21%
My classes are too large (n=117)	29%	15%	13%	44%
There is not enough PLC time devoted to QTEL practices (n=118)	43%	23%	21%	13%

■ A great challenge ■ A moderate challenge ■ A slight challenge ■ Not a challenge

Source: QTEL Post-Implementation Survey

The Post-Implementation survey also asked respondents what supports could be provided to mitigate moderate or great challenges to QTEL implementation, and 89 respondents wrote in comments (excluding comments such as "N/A" or "none"). Respondents suggested the idea of "turn-around training," training for administrators/school-leaders, and "in-house" schoolwide professional development on QTEL practices. Some suggested this training be required. One respondent explained: "More teachers in my school need the QTEL training. It would be amazing if it was REQUIRED. Maybe more help with having those who take the QTEL training turn that

knowledge into staff PDs to share with those that didn't attend." Respondents felt their colleagues could also use training on QTEL practices and that schools would benefit from having all staff, including administration, aware of, and able to collaborate on, QTEL practices.

Moreover, respondents reiterated that they need more "targeted collaboration time" with colleagues around QTEL practices and that this time is not available during PLC. One respondent explained: "Unfortunately, PLC time has a set structure that is followed and does not allow for time to discuss QTEL practices for content areas." This aligns with the respondent feedback from open-ended comments discussed above, which describe time limitations, in general, as being a leading challenge to implementation of QTEL practices. This also aligns with the fact that most respondents reported that "there is not enough PLC time devoted to QTEL practices" was a great or moderate challenge to implementation (Figure 18).

To what extent did participants report implementation of the QTEL model changing their approach to teaching ELs?

To examine changes in participants' practice as a result of QTEL implementation, the Post-Implementation survey asked participants to indicate how participating in QTEL affected specific aspects of their approach to teaching ELs and included an opportunity to provide open-ended feedback about which of those aspects they think were most affected by implementing the QTEL model. It also asked participants to provide open-ended feedback about any other aspects of their teaching that were affected by implementing the QTEL model.

Respondents reported that participating in QTEL greatly improved their approach to teaching ELs.

Almost all (90%) of respondents reported that participating in QTEL greatly improved or somewhat improved their knowledge regarding the needs of English Learners (Figure 19). One area to highlight is that 55% of respondents reported great improvement in their use of scaffolding techniques to move students to higher levels of understanding (Figure 19) – a practice that was reported to be used daily by 59% of respondents (see Figure 16 above).

Figure 19. Respondent ratings of changes in their own teaching as a result of participating in QTEL

Aspect	Greatly improved	Somewhat improved	Slightly improved	Did not affect
Your ability to use practices with newcomer English Learners (n=120)	48%	40%	11%	2%
Your knowledge of the language demands of your discipline/content area (n=118)	48%	41%	5%	6%
Your use of academic, rather than simplified, language (n=120)	49%	35%	12%	4%
Your confidence in implementing QTEL tasks in the classroom (n=119)	49%	40%	10%	1%
Your focus on rigorous, grade-level academic content (n=120)	50%	38%	9%	3%
Your setting of high expectations for all students (n=120)	54%	34%	5%	7%
Your use of scaffolding techniques to move students to higher levels of understanding (n=119)	55%	33%	9%	3%
Your knowledge regarding the needs of ELs (n=119)	55%	34%	6%	4%

■ Greatly improved　■ Somewhat improved　■ Slightly improved　■ Did not affect

Source: QTEL Post-Implementation Survey

Participants were also asked which of the above aspects of their teaching (see Figure 19) they think were most affected by implementing the QTEL model, and why. One hundred five respondents wrote feedback (excluding responses such as "not sure"), 30 of which mentioned scaffolding. One respondent explained that they are much more comfortable scaffolding "in the moment" to meet the needs of English Learners. A respondent explained: "I have provided students with more accessible tasks that require oral language to assist students in accessing disciplinary language." Similarly, another respondent wrote that QTEL implementation most affected their use of academic language: "...is a tendency to think content needs to be watered down, instead the scaffolding needs

to be in place in order for the students to do the content level work with the correct academic language." Respondents related the use of academic, or disciplinary, language to scaffolding.

In addition, participants were asked if any other aspects of their teaching were affected by participating in QTEL and, if so, to describe them. Forty-five respondents wrote comments. Respondents mentioned that they use aspects of the QTEL model across all subject areas and that it benefits all students, not just English Learners, because the QTEL strategies increase engagement, collaboration, and interaction. One respondent wrote: "The main part of my practice that has been impacted by QTEL is how I engage students in reading and extending their understanding of a text. I am more likely to use images, QTEL prompts, and anticipation guides as pre-reading activities. I also incorporate more creative collaborative activities to have students demonstrate and extend their knowledge after a reading." A second respondent wrote: "My students are participating more. Students are using more prior background knowledge. Students are presenting their real-life applications." Respondents felt they can use QTEL strategies with all students and share QTEL principles and practices with their colleagues.

In what ways did respondents find that implementing the QTEL model benefited students?

The Post-Implementation survey asked respondents two open-ended questions about the benefits of implementing the QTEL model to students. First, it asked: "From your perspective, what were the primary benefits of QTEL for EL students in your classroom?" Second, it asked: "From your perspective, what were the primary benefits of QTEL for non-EL students in your classroom?

Respondents felt that implementing the QTEL model provided EL students more opportunities to interact in the classroom and scaffolded their access to rigorous content.

One hundred five respondents wrote comments about the benefits of QTEL for EL students. Many respondents noted that QTEL increased the student interaction and collaboration in the classroom, providing more opportunities for EL students to speak. Respondents wrote that EL students are talking more with their peers and participating more in class. One respondent wrote: "It allows students to communicate with one another and share ideas. It builds community in the classroom." A second respondent wrote: "My students are involved in rigorous learning, working with peers, speaking and reading at grade level. My newcomers can be included." Respondents related student interaction, collaboration, and speaking in class to scaffolding. For example, one respondent wrote: "The primary benefits were incorporating the QTEL tasks that scaffold interactions and learning for students." Respondents felt that students benefited from more interaction, collaboration, and opportunities to speak in the classroom and that these benefits were facilitated by the implementation of scaffolding strategies.

Respondents also felt that they set higher expectations for English Learners when implementing the QTEL model and that scaffolding facilitated more rigorous instruction for students. One respondent wrote that they are now "holding [EL students] to high standards and scaffolding tasks to be achievable." Another respondent noted that rigor has increased for students after implementation of QTEL strategies: "They won't receive the watered down version of a lesson as I previously thought it should have been." Respondents felt that students benefited from scaffolding strategies that allowed them to access more rigorous content.

Respondents indicated that implementing the QTEL model benefits all of their students.

Ninety-eight respondents wrote comments about the benefits of QTEL for non-EL students (excluding comments that indicated the respondent does not teach non-EL students). Respondents indicated that implementing the QTEL model benefits all of their students, specifically noting that scaffolding helps meet students' individual needs. One respondent explained: "It helps scaffold the class materials and text to help differentiate learning styles and adhere to students' individual needs." Respondents noted that all students learn differently, and scaffolding helps to individualize access to rigorous content.

In addition, respondents specifically noted that non-EL students also benefited from increased interaction and collaboration. Respondents felt that implementing the QTEL model facilitated collaboration between EL students and non-EL students. One respondent wrote that a primary benefit of the QTEL model to non-EL students was "working together with EL students; learning from each other." Moreover, respondents felt that non-EL students also benefitted from scaffolded access to content vocabulary. One respondent explained: "All students benefit from structured talk opportunities using disciplinary language because students must be apprenticed into ways of thinking/speaking in the content areas. Even native speakers are not naturally 'science thinkers' or science 'speakers.' They have to be taught how to interact in that space." Respondents highlighted that students are interacting more around their content area.

Findings Part 3: Respondents' attitudes and beliefs related to teaching ELs

To what extent do participants agree with statements about their ability to teach ELs and their attitudes and beliefs related to teaching ELs after the 2022-23 QTEL program year?

To examine participant knowledge of best practices and attitudes about teaching English Learners after implementation of the QTEL model during the 2022-23 school year, participants were asked the extent to which they agree with statements about (1) their ability to teach ELs and (2) their beliefs about the capabilities of ELs; and (3) their attitudes and beliefs related to teaching ELs.

After participating in QTEL, respondents had positive feelings about their ability to teach ELs.

The Post-Implementation survey asked respondents two questions about their ability to teach ELs, and 125 of the 127 total survey respondents answered each of the two questions. The majority of respondents agreed or strongly agreed with both statements. Ninety-two percent strongly agreed or agreed that they "have the professional preparation necessary to meet the needs of English Learners (ELs)" and that they are "effective at designing instruction that supports ELs" (Figure 20).

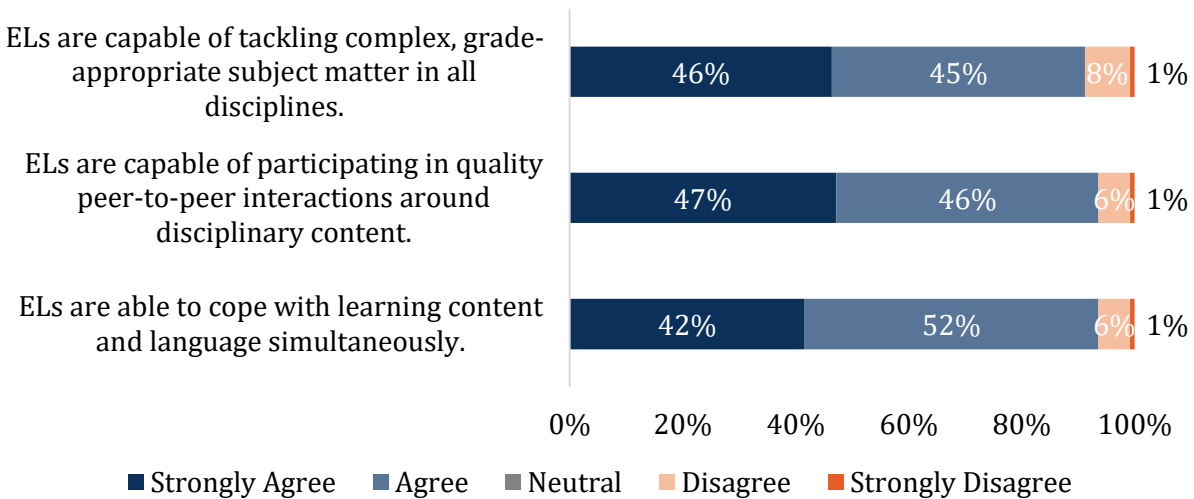Figure 20. Respondents' agreement with statements about their knowledge of best practices (n=125)
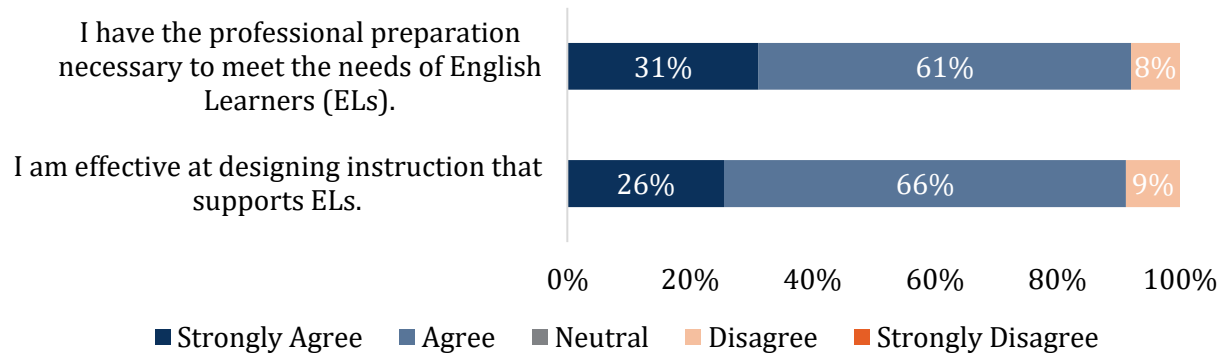
Source: QTEL Post-Implementation Survey

After participating in QTEL, respondents reported positive beliefs about the capabilities of ELs.

The Post-Implementation survey asked respondents three questions about their beliefs about the capabilities of English Learners, and 125 of the 127 total survey respondents answered each of the two questions. The majority of respondents agreed or strongly agreed with the three statements. Ninety-one percent strongly agreed or agreed that "ELs are capable of tackling complex, grade-appropriate subject matter in all disciplines." Ninety-three percent strongly agreed or agreed that "ELs are capable of participating in quality peer-to-peer interactions around disciplinary content." Ninety-four percent strongly agreed or agreed that "ELs are able to cope with learning content and language simultaneously" (Figure 21).

Figure 21. Respondents' agreement with statements about ELs after participation in QTEL

Source: Post-Implementation Survey

After participating in QTEL, respondents reported positive attitudes and beliefs related to teaching EL students.

The Post-Implementation survey asked respondents four questions about their attitudes toward English Learners, and 125 of the 127 total survey respondents answered each of the questions. The majority of respondents strongly disagreed or disagreed with the three statements. Still, 27% of respondents strongly agreed or agreed that "ELs need to build their basic language skills before they can understand disciplinary language" and 21% strongly agreed or agreed that "the use of primary language (student's first language) in the classroom slows down English language learning" (Figure 22).

Figure 22. Respondents' agreement with the statements about their attitudes toward ELs after participation in QTEL (n=125)
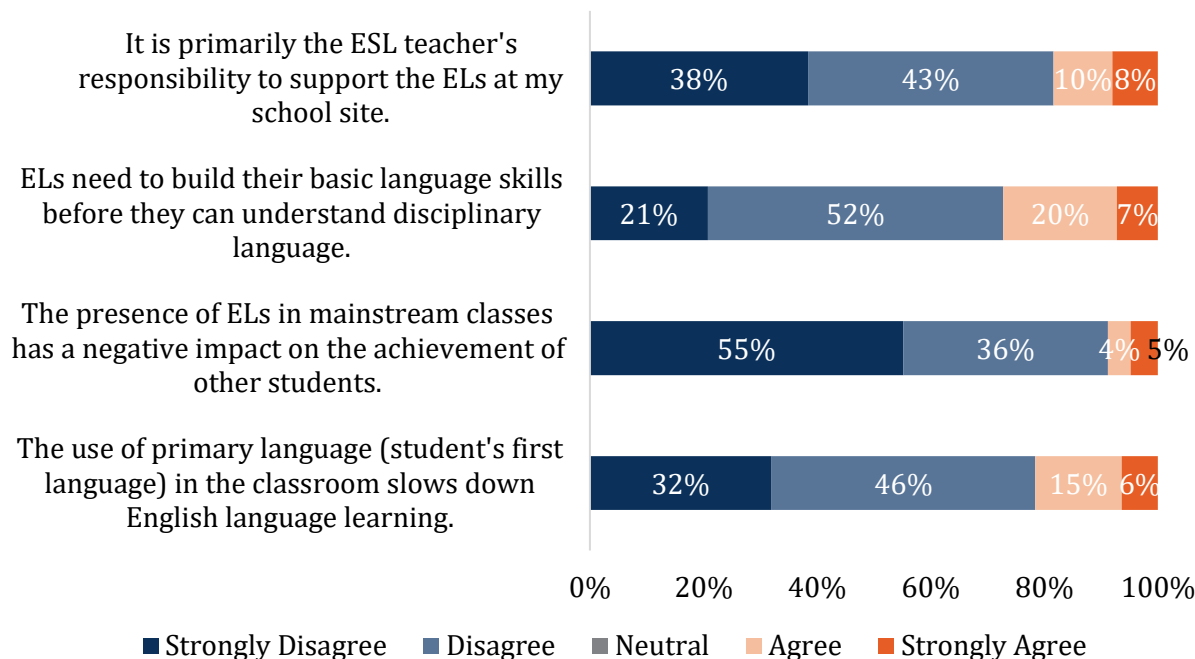
Source: Post-Implementation Survey

Conclusions

QTEL Institute

A large majority of respondents indicated satisfaction with aspects of the QTEL Summer Institute, and more than half reported that it was very beneficial. Respondents demonstrated an increase in knowledge of quality instruction for EL students after the Institute.

In total, 159 teachers and OMCP staff attended the 2022 QTEL Summer Institute. All respondents found the QTEL Institute to be beneficial. A large majority of respondents reported that they were satisfied or somewhat satisfied with the Institute introduction as well as logistics, quality, and facilitation. There was also an increase in respondent knowledge of quality instruction for English Learners as measured by a five-question quiz. Between the pre- and post-survey, the average score increased from 40% to 72%. Furthermore, respondents reported positive changes in their beliefs about their ability to teach English Learners and their attitudes and beliefs about English Learners. The most positive changes were in respondents' beliefs about their ability to teach English Learners. Respondents especially felt that after QTEL Institute, they had the professional preparation necessary to meet the needs of English Learners.

Implementation

A large majority of respondents reported using QTEL practices themselves and that their EL students were engaged in QTEL practices in the classroom.

The Post-Implementation survey asked participants to rate how often they implemented nine specific QTEL practices, which are best practices to incorporate into lesson planning and instruction for English Learners. A large majority of respondents reported using QTEL practices at least once per week. The QTEL practice that respondents implemented with the most frequency was using scaffolds to move students to higher levels of work or understanding. The Post-Implementation survey also asked participants to rate how often they engaged English Learners in the use of eight specific QTEL practices in the classroom, which are also best practices to implement with English Learners during instruction. A majority of respondents reported that English Learners used QTEL practices in the classroom at least weekly. Still, findings illustrate that respondents were more often able to use QTEL practices themselves than engage their English Learners in QTEL practices in the classroom, which suggests that there are more barriers to implementing best practices that involve engaging students in specific learning behaviors (e.g., sustained conversation with peers about subject-matter content or making connections and reflections) versus participants implementing the best practices themselves (e.g., in their lesson planning or instructional choices).

Challenges to QTEL implementation

Survey responses indicated that a primary challenge to implementing QTEL during the 2022-23 program year was not having enough Professional Learning Community (PLC) time devoted to QTEL.

To better understand why participants implemented QTEL practices with less frequency, the Post-Implementation survey asked the degree to which participants considered nine factors to be a challenge to implementing QTEL practices. Respondents rated not having enough Professional Learning Community (PLC) time devoted to QTEL practices as a primary challenge. In open-ended comments about challenges to implementation, respondents suggested "turn-around training," training for administrators/school leaders, and "in-house" schoolwide professional development on QTEL practices. Moreover, respondents reiterated that they need more "targeted collaboration time" with colleagues around QTEL practices and that this time is not available during PLC.

Improvements to respondents' practice and benefits to students

A large majority of respondents reported that participating in QTEL greatly improved their approach to teaching English Learners.

To examine changes in participants' practice as a result of QTEL implementation, the Post-Implementation survey asked participants to indicate how participating in QTEL affected eight specific aspects of their own practice. A large majority of respondents indicated that participating in QTEL greatly improved or somewhat improved aspects of their practice. Approximately half of respondents reported that participating in QTEL greatly improved aspects of their practice, including their use of scaffolding techniques to move students to higher levels of understanding, a practice that was also reported to be used frequently by respondents.

The Post-Implementation survey asked respondents two open-ended questions about the benefits to students of implementing the QTEL model. Respondents felt that the QTEL model provided EL students more opportunities to interact in the classroom and scaffolded their access to rigorous content. Respondents also indicated that the model benefitted all of their students, specifically noting that scaffolding helped meet students' individual needs. Respondents felt that non-EL students also benefited from increased interaction and collaboration around their content area.

Respondents' attitudes and beliefs related to teaching ELs

After participating in QTEL, respondents had positive feelings about their ability to teach English Learners.

To examine participant knowledge of best practices and their attitudes about teaching English Learners after implementation of the QTEL model during the 2022-23 school year, participants were asked the extent to which they agree with statements about their ability to teach English Learners. Almost all respondents strongly agreed or agreed that they had the professional preparation necessary to meet the needs of English Learners and that they were effective at designing instruction for English Learners.

To examine participant attitudes related to teaching English Learners after implementation of the QTEL model during the 2022-23 school year, participants were asked the extent to which they agreed with statements about their beliefs about the capabilities of English Learners and their attitudes and beliefs related to teaching English Learners. After participating in QTEL, respondents reported positive beliefs about the capabilities of English Learners and positive attitudes and beliefs related to teaching English Learners. Almost all respondents agreed or strongly agreed that English Learners are capable of tackling complex, grade-appropriate subject matter in all disciplines; participating in quality peer-to-peer interactions around disciplinary content; and coping with learning content and language simultaneously.

Appendix A. Implementation of QTEL practices and related changes in instructional practices by subject/grade level

Table A1. The percentage of respondents who reported using QTEL practices "Often (at least once a week)" or "Always (daily)" by subject/grade level

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
Provide English Learners with examples of high quality work (n=123)	100%	72%	98%	89%	82%	82%	75%	86%
Use scaffolds to move students to higher levels of work or understanding (n=123)	33%	72%	93%	100%	100%	82%	92%	86%
Create lesson plans that incorporate the two modes of communication: Interpretive and Expressive (n=123)	67%	83%	98%	89%	100%	82%	67%	86%
Incorporate learning activities and experiences that require structured and quality oral interactions with disciplinary content (n=123)	33%	83%	98%	89%	88%	88%	92%	71%
Give English Learners explicit models of language to engage in disciplinary practices (n=122)	33%	61%	93%	78%	100%	88%	75%	86%
Provide English Learners with amplified or "scaffolded up" language or texts (n=122)	0%	72%	86%	78%	88%	82%	75%	86%

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
Teach vocabulary in context and throughout a unit (n=123)	67%	78%	95%	89%	100%	88%	92%	86%
Involve students in interactions where they must reason, apply ideas, argue, generalize and ask questions (n=123)	0%	72%	93%	67%	88%	82%	83%	71%
Involve students in interactions where they give extensive or elaborated responses (n=123)	0%	78%	86%	78%	82%	82%	83%	71%

Source: Post-Implementation Survey

Table A2. The percentage of respondents who report engaging English Learners in QTEL practices "Often (at least once a week)" or "Always (daily)" by subject/grade level

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
Read challenging and interesting disciplinary texts (n=122)	33%	72%	73%	56%	94%	71%	67%	71%
Connect disciplinary ideas with their personal experiences (n=122)	33%	72%	91%	78%	82%	88%	67%	86%
Listen to classmates and respond to their ideas (n=122)	0%	72%	100%	78%	76%	76%	75%	86%
Produce or reflect on discipline or genre specific language (n=120)	0%	67%	86%	67%	94%	82%	75%	86%
Work with peers with different levels of English proficiency (n=122)	67%	83%	91%	67%	94%	82%	92%	86%
Participate in higher order thinking, problem solving, and constructing new understandings in my discipline (n=122)	100%	78%	93%	78%	94%	76%	75%	86%
Engage in sustained talk with classmates about disciplinary ideas (n=122)	33%	67%	82%	56%	71%	71%	75%	71%
Elaborate upon their thinking beyond one word answers (n=122)	67%	78%	86%	89%	100%	76%	83%	86%

Source: Post-Implementation Survey

Table A3. The percentage of respondents who indicating "moderate" or "great" challenges to implementing QTEL practices by subject/grade level

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
There is not enough PLC time devoted to QTEL practices. (n=118)	33%	50%	66%	89%	59%	65%	67%	29%
My classes are too large. (n=117)	0%	56%	50%	89%	24%	6%	25%	43%
My teacher colleagues are not familiar with QTEL practices. (n=117)	33%	33%	43%	56%	41%	53%	33%	14%
Individual student needs are too varied. (n=117)	33%	50%	39%	67%	35%	18%	33%	14%
My school leaders are not aware of QTEL principles and practices. (n=117)	0%	22%	34%	67%	35%	24%	8%	0%
QTEL practices are still new to me. (n=116)	67%	22%	27%	56%	12%	12%	25%	29%
My school leaders are not supportive enough. (n=118)	0%	28%	34%	67%	12%	12%	17%	29%
QTEL practices take up too much class time. (n=118)	33%	17%	30%	56%	12%	18%	17%	0%
QTEL practices are not a good fit for my subject area. (n=118)	33%	6%	2%	22%	0%	0%	8%	0%

Source: Post-Implementation Survey

Table A4. The percentage of respondents who report their practices "Somewhat" or "Greatly" improved as a result of participating in QTEL by subject/grade level

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
Your knowledge regarding the needs of ELs (n=119)	100%	83%	84%	78%	82%	82%	83%	100%
Your use of scaffolding techniques to move students to higher levels of understanding (n=119)	67%	78%	86%	44%	94%	82%	92%	86%
Your setting of high expectations for all students (n=120)	100%	89%	86%	67%	88%	82%	67%	86%
Your focus on rigorous, grade-level academic content (n=120)	67%	83%	86%	67%	88%	82%	75%	86%
Your confidence in implementing QTEL tasks in the classroom (n=119)	67%	78%	89%	56%	94%	71%	92%	100%
Your use of academic, rather than simplified, language (n=120)	67%	78%	84%	44%	82%	82%	83%	86%
Your knowledge of the language demands of your discipline/content area (n=118)	100%	78%	86%	89%	88%	71%	67%	100%
Your ability to use practices with newcomer English Learners (n=120)	67%	78%	82%	67%	100%	76%	83%	100%

Source: Post-Implementation Survey

Appendix B. Respondent agreement with statements about their ability to teach ELs and their attitudes and beliefs related to teaching ELs after the 2022-23 QTEL program year by subject/grade level

Table B1. The percentage of respondents who "Strongly Agree" or "Agree" with statements about their knowledge of best practices after of participating in QTEL by subject/grade level

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
I have the professional preparation necessary to meet the needs of English Learners (ELs).	67%	94%	95%	67%	94%	88%	83%	100%
I am effective at designing instruction that supports ELs.	33%	94%	93%	78%	100%	88%	75%	100%

Source: Post-Implementation Survey

Table B2. The percentage of respondents who "Strongly Agree" or "Agree" with statements about the capabilities of ELs after of participating in QTEL by subject/grade level

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
ELs are capable of tackling complex, grade-appropriate subject matter in all disciplines.	100%	100%	84%	78%	100%	88%	83%	100%
ELs are capable of participating in quality peer-to-peer interactions around disciplinary content.	67%	94%	91%	78%	100%	94%	92%	100%
ELs are able to cope with learning content and language simultaneously.	100%	94%	89%	100%	100%	94%	83%	86%

Source: Post-Implementation Survey

Table B3. The percentage of respondents who "Strongly Disagree" or "Disagree" with statements about their attitudes and beliefs related to teaching ELs after of participating in QTEL by subject/grade level

	CTE (n=3)	ELA 6-12 (n=18)	K-5 (n=44)	Math 6-12 (n=9)	Newcomer ELD 6-12 (n=17)	Other (n=17)	Science 6-12 (n=12)	Social Studies 6-12 (n=7)
It is primarily the ESL teacher's responsibility to support the ELs at my school site.	100%	78%	86%	67%	65%	82%	75%	100%
The use of primary language (student's first language) in the classroom slows down English language learning.	67%	72%	80%	44%	88%	94%	58%	86%
ELs need to build their basic language skills before they can understand disciplinary language.	33%	72%	70%	67%	88%	71%	75%	57%
The presence of ELs in mainstream classes has a negative impact on the achievement of other students.	100%	83%	93%	89%	88%	94%	75%	100%

Source: Post-Implementation Survey