



Quality Teaching for English Learners (QTEL) Impact Study

June 2012

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A collaboration of the Quality Teaching for English Learners initiative and the Evaluation Department at WestEd under the auspices of the Quality of Evidence Improvement Project at WestEd

Authors: Laura Alvarez, Nicholas Catechis, Haiwen Chu, Leslie Hamburger, Sharon A. Herpin, Aida Walqui.

June 2012



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Introduction

Children of immigrants are the most rapidly growing segment of the youth population (Fortuny, 2010). Currently, one in five U.S. students speak a language other than English at home (NCES, 2011), and nearly ten percent of students nationwide are designated as English Language Learners (ELLs) (US Department of Education). In addition, ELLs are increasingly concentrated in a small number of highly impacted districts and schools (Cosentino de Cohen & Clewell, 2007; Editorial Projects in Education, 2009; Gifford & Valdés, 2006). Unfortunately, most ELLs do not fare well academically, and, as a group, achieve at levels far below their native-English-speaking counterparts.

ELLs face a double task in school: learning both the grade-level content and literacy competencies that all students must learn, and doing so in a language they are still acquiring. As a result, their teachers must develop the knowledge and expertise to integrate language and literacy instruction into rigorous subject matter instruction. There is a growing recognition of the central role that language plays in the academic disciplines and of the distinct language and literacy demands of the core disciplines (Scarcella, 2003; Schleppegrell, 2004; Shanahan & Shanahan, 2008). The newly adopted Common Core State Standards require all teachers to devote increasing attention to students' development of disciplinary language and literacy competencies across the curriculum, from elementary through secondary schooling. Central to the new national standards is the recognition that complex disciplinary language and literacy abilities are essential to students' success in higher education and career.

Clearly, this context of changing demographics and heightened educational standards has implications for the preparation and professional development of teachers. However, most teachers report that they are ill-equipped to meet the complex academic and linguistic needs of their ELL students (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Gándara, Maxwell-Jolly, & Driscoll, 2005), highlighting the importance of investing in professional development for teachers of ELLs. Improving the educational success of ELLs is dependent on the development of their teachers' knowledge and expertise.

The current study examined the impact of WestEd's Quality Teaching for English Learners (QTEL) initiative in two school districts— San Diego Unified School District (SDUSD) and Austin Independent School District (AISD). QTEL is a professional development initiative focused on building teachers' and administrators' capacity to work with ELLs. The current research was a small follow-up study to previous research conducted as part of WestEd's Quality of Evidence Improvement Project (QEIP), which seeks to document the transparency and strength of the impact of the agency's programs, and support their continuous improvement (see Appendix A). The current study was also sponsored by the QEIP. The study sought to answer the question: *What impact has QTEL professional development had in San Diego and Austin?* We examined impact along several dimensions:

- » teacher knowledge
- » teacher practice

- » the practices of school or district professional development providers
- » teacher collaboration
- » student engagement and motivation
- » student achievement
- » students' English language proficiency

We will begin by briefly describing QTEL's theory of action and the different implementations of QTEL work in the two districts: a district-wide model in San Diego and a whole-school model in Austin. After outlining the research methods, we will summarize key findings, which vary significantly between the two districts given their different models of QTEL implementation. While both districts have seen substantial impact in terms of teacher knowledge, the impact on teacher practice and student outcomes has been stronger at the target schools in Austin than in San Diego. Finally, we offer implications both for QTEL's future work and future research into the program's impact.

QTEL's Theory of Action

QTEL's professional development model is grounded in sociocultural theory and a sociolinguistic perspective on language and its acquisition (see Walqui, 2010; Walqui & van Lier, 2010 for a discussion of QTEL's theoretical framework). Briefly, QTEL is based in four basic tenets from sociocultural theory about the nature of learning, which guide its work with both students and teachers:

Development follows learning	Learning occurs when teachers plan lessons beyond students' current independent capacity in their Zone of Proximal Development. Through well-scaffolded activities, students gain practice with relevant concepts, skills, and language, which they appropriate over time. Traditional approaches to ESL and ELD instruction often require that students acquire prerequisite language skills <i>before</i> engaging in academic content. Instead, QTEL's approach emphasizes that students develop competence with academic language <i>through</i> their engagement in rigorous disciplinary activities.
Participation in activity is central in the development of knowledge	Students (and their teachers) learn new content and language through participation in activities in which they use and engage with the target language, concepts, and skills. Therefore, QTEL emphasizes the importance of inviting students to engage in challenging disciplinary activities.
Participation in activity progresses from apprenticeship to appropriation, from the social to the individual plane	Initially students and teachers must be apprenticed into using relevant content, skills, or language through carefully designed activities that provide support. Over time, learners appropriate these competencies and are able to engage in them independently.
Learning can be observed as changes in participation over time	To assess what a student or teacher has learned, one must observe and compare his or her participation in the relevant activity at different points in time.

In addition, QTEL draws from sociolinguistic theory, which views language as a social tool that human beings use and develop to communicate purposefully and appropriately in different social contexts. Therefore, the goal of language instruction is for learners to develop competence expressing meaning to accomplish social purposes, rather than the controlled practice of grammatical forms. QTEL emphasizes a future-oriented perspective toward ELLs' language and content learning, rather than seeing their students as limited by their status as "English Language Learners." QTEL provides discipline-specific professional development, in which teachers examine the language of their content area and how to support students' engagement with disciplinary language. Teachers learn how to design scaffolded activities that engage students in quality interactions in which they use English for rich academic purposes.

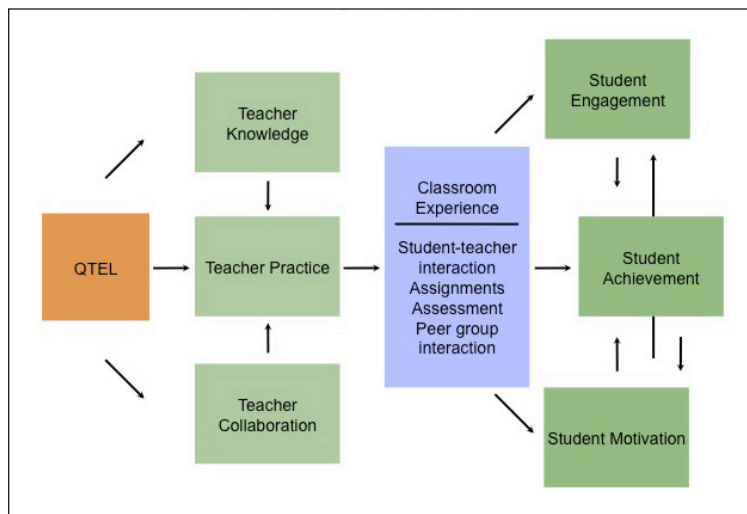
In sum, QTEL's work with teachers is guided by five principles that are based in sociolinguistics and sociocultural theory and that articulate a definition of quality teaching for English Language Learners:

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

(See Appendix B for more information on QTEL principles)

As a professional development program, QTEL focuses on the importance of developing teacher knowledge, practice, and collaboration in order to improve classroom experiences and, ultimately, student engagement, achievement, and motivation (see Figure 1 for QTEL's Theory of Action).

Figure 1: QTEL Theory of Action



QTEL is guided by a vision of teacher learning and professional development as a mirror image of how teachers should engage their students. That is, teacher learning is also seen as a process of apprenticeship, such that through professional learning activities, teachers appropriate QTEL ideas and instructional practices. QTEL professional development targets five essential domains of teacher capacity: vision, knowledge, motivation, practice, and reflection (see Appendix C for QTEL's Model of Teacher Understanding).

As mentioned above, QTEL's work in San Diego and Austin took different approaches, given the local contexts. In San Diego, QTEL's work was district-wide, involving educators across the second largest district in California. SDUSD serves approximately 132,000 students, 30% of whom are ELLs. In interviews, several instructional leaders and administrators commented that the district lacked a cohesive approach for educating ELLs before their partnership with QTEL. For example, one district administrator explained,

People had in mind strategies. Virtually all of our teachers have had some sort of background in training for working with English Language Learners... But I don't know that they've either known how to take it on or have had even widespread success in delivering instruction to English Language Learners that makes sense. Or they might just say, "Well, I use that strategy, I use SDAIE strategy, I've gone through some SIOP or something else," but it might be more random strategies as opposed to a more cohesive approach.

One of the apprentices painted a similar picture:

I would say that it was very varied from site to site. I don't think that we had a very cohesive curriculum design or instruction design at any school. I think every school was kind of doing their own thing, whether it was working or not. ... And we had no way to measure what was working, what wasn't working, and people weren't talking to one another.

Echoing these depictions, a principal also described isolation within her school, with a lack of collaboration around academics, instruction, and data.

When asked about instruction, several interviewees described teachers who did not attend to students' developing academic or language competencies and who did not provide any differentiation or scaffolding. For example, one apprentice observed teachers "*marching through the standards without enough support*" as well as "*a lack of focus on language development.*" One principal noted what she termed a "*disconnect between instruction and learning.*" Several apprentices and administrators also described classrooms dominated by teacher lecture with limited student interactions, as in the following comment from an apprentice:

The curriculum has been very much follow the book, using the standards. I think teachers are very aware of the standards and they're using them. I think they feel compelled to go through all the standards, and, therefore, they need to move quickly. And, therefore, it's pretty much stand and deliver instruction with exceptions here and there.

Finally, interviewees described a lack of student engagement, given the instructional offerings.

QTEL engaged in three initiatives in SDUSD described in Figure 2 and Table 1.

Figure 2: QTEL Implementation in San Diego Unified School District

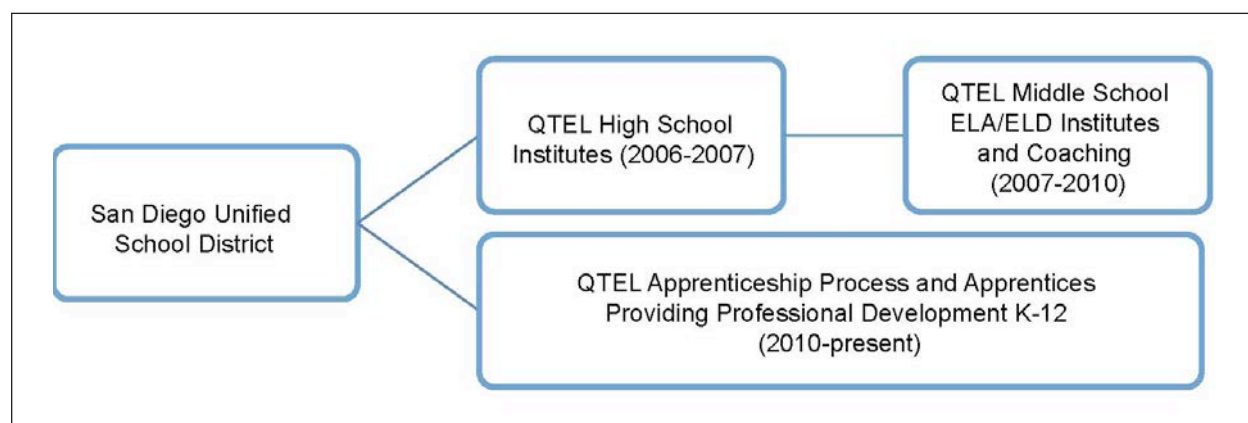


Table 1: QTEL Initiatives in SDUSD

Professional development institutes offered through the district	From 2006 to 2007, QTEL offered professional development institutes for high school teachers through the district Office of Language Acquisition. This professional development was offered in all core disciplines and ELD. Participating teachers did not receive coaching.
Professional development for middle school ELA and ELD teachers	From 2007 to 2010, QTEL worked with ELA and ELD teachers at nine treatment middle schools as part of an evaluation sponsored by the Institute of Education Sciences (IES). Participating teachers engaged in building the base institutes, individualized coaching cycles, and lesson design meetings.
Building the capacity of district professional development teams through the QTEL apprenticeship process	In Spring 2010, the district initiated the apprenticeship process in order to provide a coherent approach to serve ELLs district-wide. The apprenticeship process sought to build institutional capacity by developing a cadre of QTEL certified professional developers and instructional coaches at both the elementary and secondary level and across different disciplines. These individuals are currently in different phases of completing the QTEL apprenticeship process (Walqui, 2010; see Appendix D for a description of the QTEL apprenticeship process), and many have begun providing QTEL professional development either with guidance from a QTEL coach or on their own.

In addition to this work with teachers and apprentices, QTEL led sessions for administrators to introduce them to the model, including sessions for principals in treatment middle schools as part of the IES study. It is important to point out that none of these three initiatives engaged whole faculties, or even entire departments. Teachers' participation in professional development was voluntary, and they attended as small departmental teams or as individuals. For example, for the middle school ELA/ELD initiative, between 50-62% of eligible teachers participated in professional development institutes.

In Austin, QTEL took a whole-school model, engaging in school-wide professional development efforts at three schools—Lanier, Reagan, and International High Schools. Lanier and Reagan are both comprehensive high schools, serving 1500 and 800 students, respectively. ELLs comprise approximately one-third of the student body of each school. International High School is a small school serving 180 ninth and tenth grade recent immigrant students. QTEL first partnered with Lanier and International High Schools in July 2007 in a three-year initiative concluding in 2010. The work at Reagan took place from 2009-2011.

By taking a school-wide approach, QTEL sought to ensure coherence across all departments and between faculty, site coaches, departmental leaders, and administration. Prior to QTEL, administrators

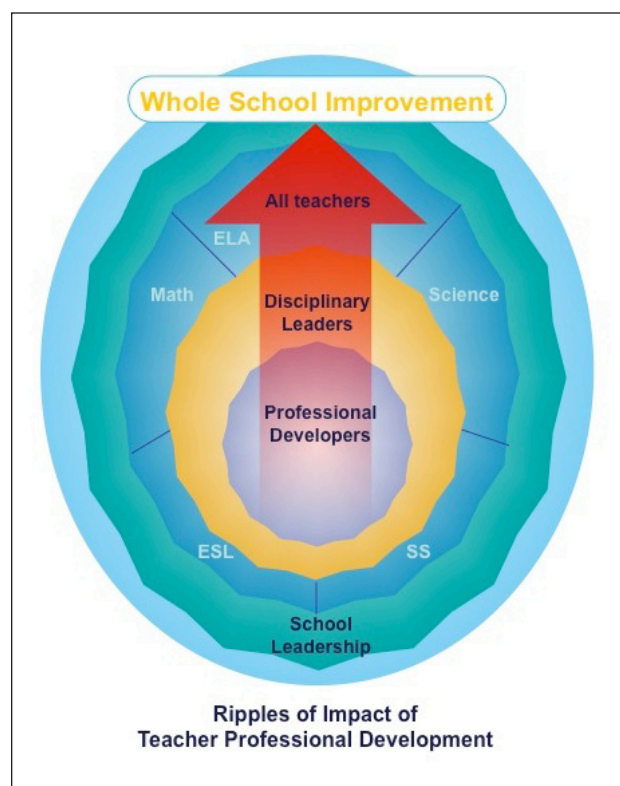
and teacher leaders reported that teachers did “*their own thing*,” without a common understanding of their objectives for students and little collaboration amongst teachers. For example, one coach described her school before QTEL:

It was pretty much closed door. We did not collaborate much at all, I mean we did in a social sense, but we didn’t in an academic sense. So you were pretty isolated, which lent itself well to teaching whatever you wanted pretty much. We did of course have standards, and I know teachers followed them to some extent, but not the way they should have done. We also moved along at a pretty quick clip, I think, for students. We were not doing any kind of scaffolding. Basically, translation was our assistance for the students.

They also described low expectations for ELLs, which two interviewees described as a “*pobrecito*” mentality. The schools were struggling to serve their growing ELL population and needed a common approach to improve the teaching and outcomes for ELLs. As one principal explained, they did not want a prescriptive program, but rather tools that would enable content teachers to better instruct ELLs and integrate them into mainstream classes.

As shown in Figure 3 (below), QTEL provided differentiated professional development to all school leaders, disciplinary leaders, and teachers at Lanier, International, and Reagan High Schools.

Figure 3: QTEL’s Whole-School Model of Implementation



To begin, QTEL provided professional development to all school leadership. All faculty then participated in two- to three-day multi-disciplinary QTEL *Building the Base* institutes, which provided a foundation in sociocultural theory, sought to build a common vision and belief in students’ potential, and introduced teachers to scaffolding that supports ELL students’ engagement in rigorous academic work. Core content teachers participated in four days of discipline-specific professional development focused on supporting ELLs’ academic language and content learning through carefully constructed interactive tasks. Throughout the institutes, QTEL facilitators modeled and engaged teachers in activities they should use with their students and then led teachers in analyzing how the tasks scaffold students’ participation in meaningful and rigorous disciplinary work. Through individualized coaching cycles

(consisting of a planning session, observation, and reflection), teachers were supported to apply the ideas and activities from the institutes in their own classrooms. QTEL coaches also led departmental planning meetings, Professional Learning Community (PLC) meetings, taught demonstration lessons, and led debriefing sessions to analyze demonstration lessons. At Lanier and International, disciplinary leaders engaged in the QTEL apprenticeship process to build school capacity to carry on the work and modify it in the future as needed, in principled ways. QTEL apprentices continue to serve as site-based professional developers. QTEL also provided situated professional development for administrators to build their capacity to promote quality instruction and to develop their understanding of structures, processes, and change factors that impact sustainability.

Methodology

Data Collection

We used qualitative and quantitative measures to evaluate the impact of QTEL professional development in San Diego and Austin. To examine changes in teacher knowledge and practice and student engagement, we interviewed QTEL apprentices and school and district administrators, and conducted a survey of teachers who had participated in QTEL professional development (see Appendix E and F for the survey and interview protocol). To understand QTEL's impact on student achievement, we collected and analyzed extant standardized test score data. Given the multiple initiatives in San Diego and our limited time and resources, data collection and analysis focused on eight schools—four middle and four high schools—at which QTEL work had been most intensive (see Appendix G for the list of target schools, QTEL involvement at each school, and survey and interview data collected per school).

A total of 41 individuals were invited to participate in phone interviews, and 31 interviews were conducted during the Fall of 2011. Invitations to participate in an online survey were sent to all core content teachers at the eight target San Diego schools and the three Austin high schools in the Fall as well.¹ Table 2 summarizes the interviews and surveys collected per district.

Table 2: Interview and Survey Data

	San Diego	Austin
Interviews	2 district administrators from the Office of Language Acquisition 5 principals 16 apprentices	2 principals 6 apprentices
Surveys	24 teachers	33 teachers

Changes in student achievement were measured by analyzing standardized achievement test data from each state: the California Standards Test (CST) and the Texas Assessment of Knowledge and Skills (TAKS). Because students at International High School in Austin are recently arrived immigrants, they are exempted from taking the TAKS. For all schools in both districts, we also examined students' scores on state English language proficiency assessments: the California English Language Development Test (CELDT) and the Texas English Language Proficiency Assessment System (TELPAS). In California, we also analyzed California High School Exit Exam (CAHSEE) pass rates at the high school level. In both

¹ This list also included many teachers who had not participated in QTEL, but who were disqualified by one of the initial survey questions. At Reagan High School, we were unable to obtain email addresses of current faculty; therefore, we sent the survey to the teachers' email addresses we had gathered through attendance records of QTEL institutes at Reagan.

districts, our analysis was limited to school-level data, as we were not able to access teacher or student-level test score data. This greatly limits the conclusions we can draw about QTEL's impact in San Diego, given that QTEL did not work at the school level and only a fraction of teachers at each of the target schools participated in QTEL professional development.

Data Analysis

Interviews were audio recorded, and interview notes were coded inductively identifying patterns in participants' reflections and experiences. Survey responses were analyzed using Survey Monkey's analysis software, and open-ended questions were coded inductively. Analysis of achievement and language proficiency tests compared trends in student performance data prior to, during, and after QTEL implementation. With linear regression, trends in student achievement data (proficiency rates on CST/TAKS, mean scaled score, and proficiency rates on the CELDT and TELPAS) were calculated for the years prior to intensive QTEL collaboration. The forecasted data were then compared with the actual results during the years of the QTEL collaboration and additional trendlines were calculated for the period of QTEL collaboration. Changes in the gap between ELLs and all students were also compared. In addition, school-level scores were compared to district and state scores to investigate whether school level growth outpaced growth seen across the district and state.

Findings

San Diego

As discussed in the introduction, QTEL's work in San Diego had greater breadth than its work in Austin. Greater numbers of educators across SDUSD were involved in the district's three QTEL initiatives, though the work has not engaged whole faculties nor has it gone as deep at the classroom level as QTEL's work in Austin. In this section, we present evidence supporting the following key findings from our research in San Diego:

- » Substantial growth in teachers' knowledge and awareness about how to serve ELLs
- » Variability in teachers' implementation and collaboration across the district
- » The development of a local cadre of QTEL professional developers, which can support a coherent district-wide approach for serving ELLs, spanning the K-12 continuum and across content areas
- » Improved student engagement, especially in classrooms where QTEL principles are being implemented
- » Improved student achievement for all students and ELLs at all four target middle schools and gains that outpace state and district gains at many schools and grade levels
- » Improved ELL student achievement at Lincoln, University City, and Mission Bay High Schools and gains that outpace state and district growth at Lincoln
- » Improved student achievement at all target high schools with gains that outpace state and district gains at select schools and grade levels
- » Improved CELDT scores at Challenger, Wilson, and Mann Middle Schools and Lincoln High School
- » The need for site-based follow up to support more widespread changes in teacher practice

Substantial growth in teachers' knowledge and awareness about how to serve ELL students

A theme running throughout most of the interviews with administrators and apprentices was the excitement and enthusiasm building for QTEL's work as a valuable offering for the district. After institutes, apprentices reported receiving positive feedback that the work was beneficial to teacher participants. For example, one apprentice mentioned that principals and teams stayed after one professional development session to do more planning, evidence that participants found the work valuable and what she termed "a bubble of excitement." When asked about changes observed since QTEL implementation, interviewees described important changes in teacher knowledge and awareness about how to serve their ELL students. For example, several apprentices described a shift in how teachers planned for instruction in three moments—preparing, interacting, and extending—stemmed particularly a new

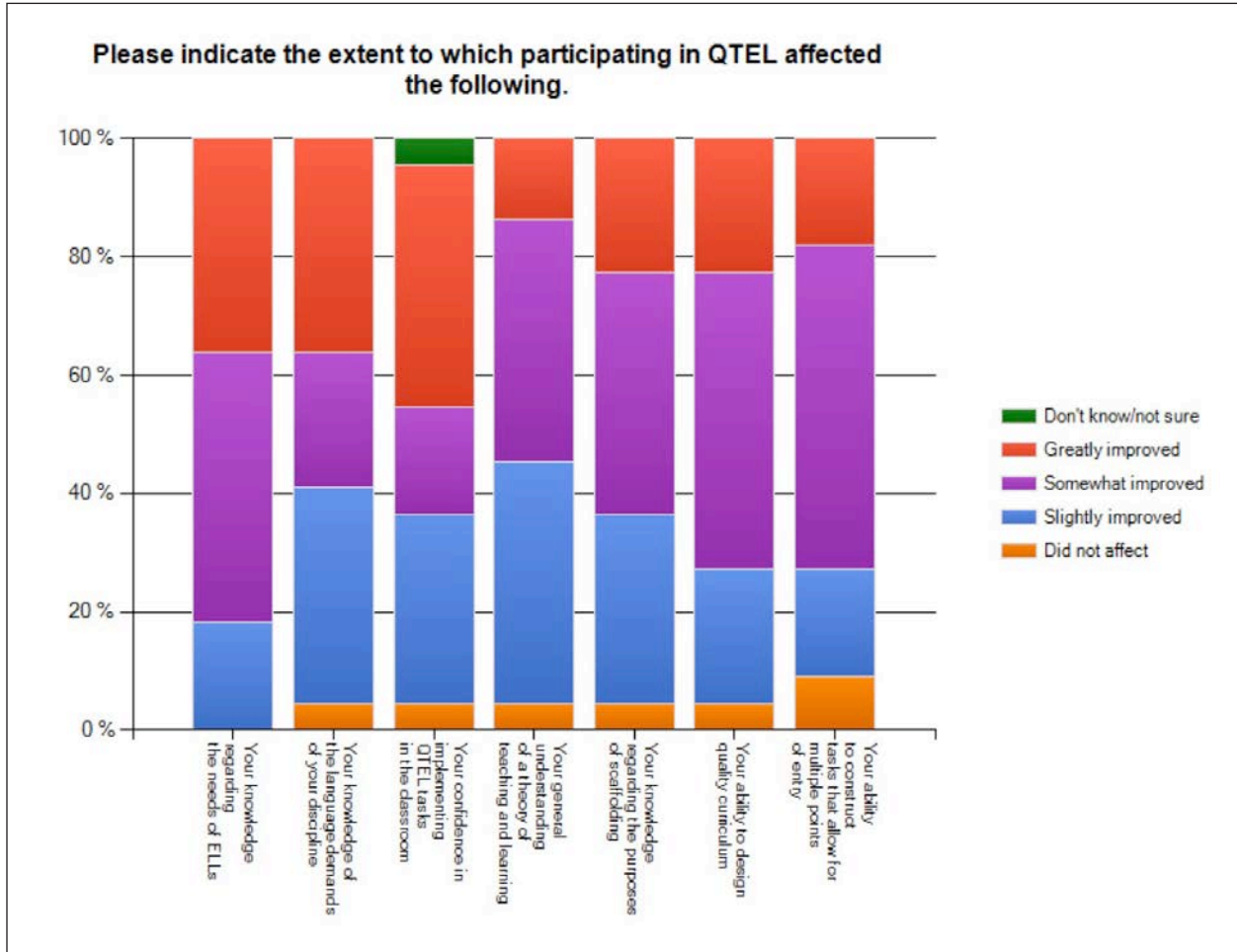
awareness of the importance of preparing learners. Apprentices also described teachers beginning to understand how tasks build upon one another. For example, one apprentice reported:

The teachers are reflecting on the preparing the learner moment and they realized in the past they neglected that. And that they are now routinely, some of them, putting in anticipatory guides, and related to that, it also is helping to develop that voice in the classroom and an invitation into the learning community... They verbalize how they see these tasks, especially in the extending understanding, as stepping stones to the ultimate goal.... They all help develop the conceptual understanding, so they're ready to write or ready to develop a report.

In addition, several apprentices reported that teachers were developing an awareness of the importance of interactions and how to support quality interactions. Some apprentices also described teachers going deeper with content, rather than trying to cover so many details, as well as a deeper understanding of scaffolding and more attention to language. Interviewees often described changes in teachers' awareness that were still in the beginning stages of affecting teachers' practice, as we will discuss in the following section.

The changes in teacher knowledge reported by administrators and apprentices were reflected in the results of the teacher survey. The overwhelming majority of teachers who responded, 86.3%, reported that QTEL professional development was somewhat or very useful. Between 54.5% and 81.9% reported either somewhat or great improvement in different aspects of their knowledge important for teaching ELLs, with additional respondents reporting slight improvement (see Figure 4). Very few respondents reported no effect.

Figure 4: Changes in Teacher Knowledge in SDUSD



Variability in teachers' implementation and collaboration across the district

A key theme that emerged in nearly all the interviews was that across the district, QTEL was at an awareness and early implementation stage, in which teachers were experiencing important changes in their awareness and some were starting to change their teaching practices. For example, one apprentice commented:

They're aware that they need to do something with students. I don't think that they're quite there with structures yet... They'll put kids in groups, but then they don't follow through with structures. So they're kind of at the beginning stages.

Several apprentices reported anecdotes that teachers were beginning to use QTEL tasks and had given positive feedback about the support they provided to students. Some described teachers' comfort with what they considered easier or more "entry-level tasks," such as quickwrites and think-pair-shares.

Many interviewees who had the opportunity to observe instruction described changes in what teachers were asking of students. They noted the use of more open-ended questions that require students to think critically, improved interactions, and more rigorous activities. Importantly, interviewees tied this change in instruction to improved student engagement and success.

I've seen students be challenged to do more rigorous work, and I've seen them be successful... I've seen teachers that thought their students couldn't do that work, and now they're like, "Wow, they can."

However, in describing changes in practice, interviewees frequently noted the variability in implementation across the district. As one apprentice observed,

It's kind of hit or miss. If it's a school that's very supportive, that has a supportive administrator, and has the structures in place, and they've sent a team, then you can really see improved instruction. You see a lot more interactions, quality interactions going on. You see academic rigor. You see them just creating things on their own, and just really going to new levels. If it was just one teacher or two teachers who went, or if the school doesn't really do much to support that and continue that work, then sometimes it's just one teacher maybe improving his or her instruction, or, unfortunately, sometimes, I've also seen them just go back to what they're comfortable with. So it just depends, but overall it's definitely made a positive impact at the school.

In addition, principals described variability between their teachers, such that some were embracing QTEL, while others struggled with it and some were even resistant. As one principal explained,

We're really experiencing a wide knowing/doing gap. Trying to get teachers into that second-order change, getting away from the comfort zone, is really what we struggle with. So when I look at interactions with kids, I see pockets of excellence, or at least attempts at excellence. I am seeing some teachers employing different ways to engage and talk with kids, like getting kids to do more work as opposed to doing the work for them. But I'm not seeing it systemically, and I'm not seeing it widespread.

Several apprentices described where teachers needed to move toward as their competence grew. For example, one apprentice described how teachers had focused on preparing and interacting stages, but needed to focus more on extending learning. Others reported that teachers struggled to structure effective student interactions beyond just having students use sentence starters or that teachers needed to focus on classroom management in order to support quality interactions. One apprentice described how teachers had focused on the tasks as the end goal, rather than understanding how the tasks lead to a larger goal. Finally, an apprentice described teachers' misconceptions that they were already teaching in a way that was reflective of QTEL principles:

Teachers feel like they're doing it, even though they're not. They get it, they get the big ideas, and the concept of it, but they don't really get what it is in the classroom, even though they're given these exemplars. They still think of QTEL as a bunch of strategies, and we don't always have time for them.

Our analysis of the teacher survey results confirms that QTEL has begun to impact teacher practice. A majority of teachers (86.4%) reported some level of change in their practice as a result of participating in QTEL, with 36.4% reporting a few changes, 22.7% reporting some changes, and 27.3% reporting many changes. When asked to describe the two biggest changes in their practice attributable to QTEL, the most frequent response (given by almost half of survey respondents) related to the use of

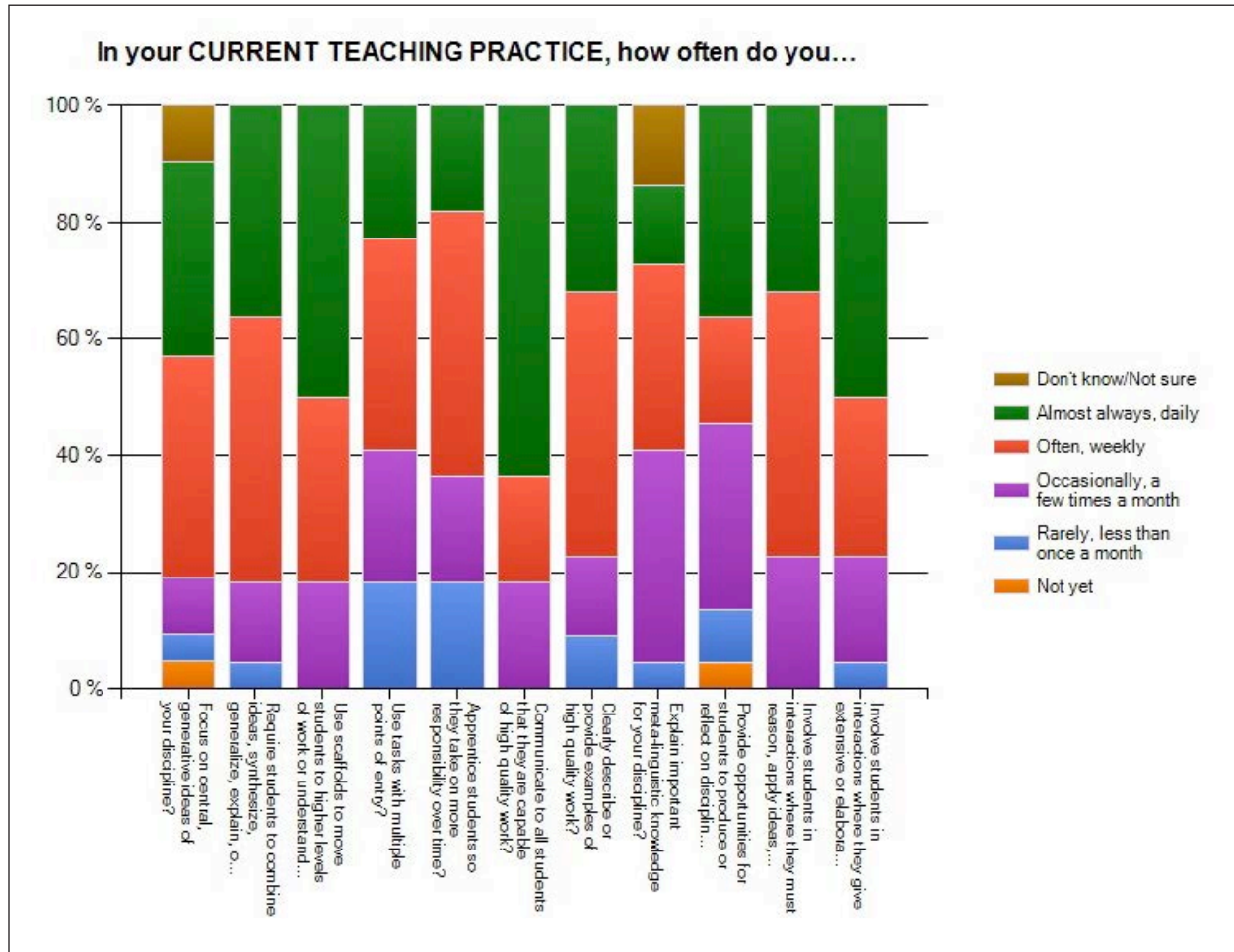
specific QTEL tasks and strategies. Other responses included: the use of scaffolding and increased accessibility of lessons, higher expectations and more accountability for students, an increase in student interactions, and teaching that was more student-centered or resulted in greater student involvement. Interestingly, although the question was about changes in their practice, 25% of respondents described changes in their awareness or understanding.

Overall, between 54.6% and 66.6% reported somewhat to great improvement in their teaching aligned with the following research and theories on quality instruction for ELLs:

- » The use of scaffolding techniques to move students to higher levels of understanding
- » The use of homogeneous and heterogeneous groupings in order to facilitate understanding
- » The use of academic, rather than simplified, language
- » A focus on rigorous, grade-level academic content
- » The setting of high expectations for all students
- » Discussions of language in the classroom

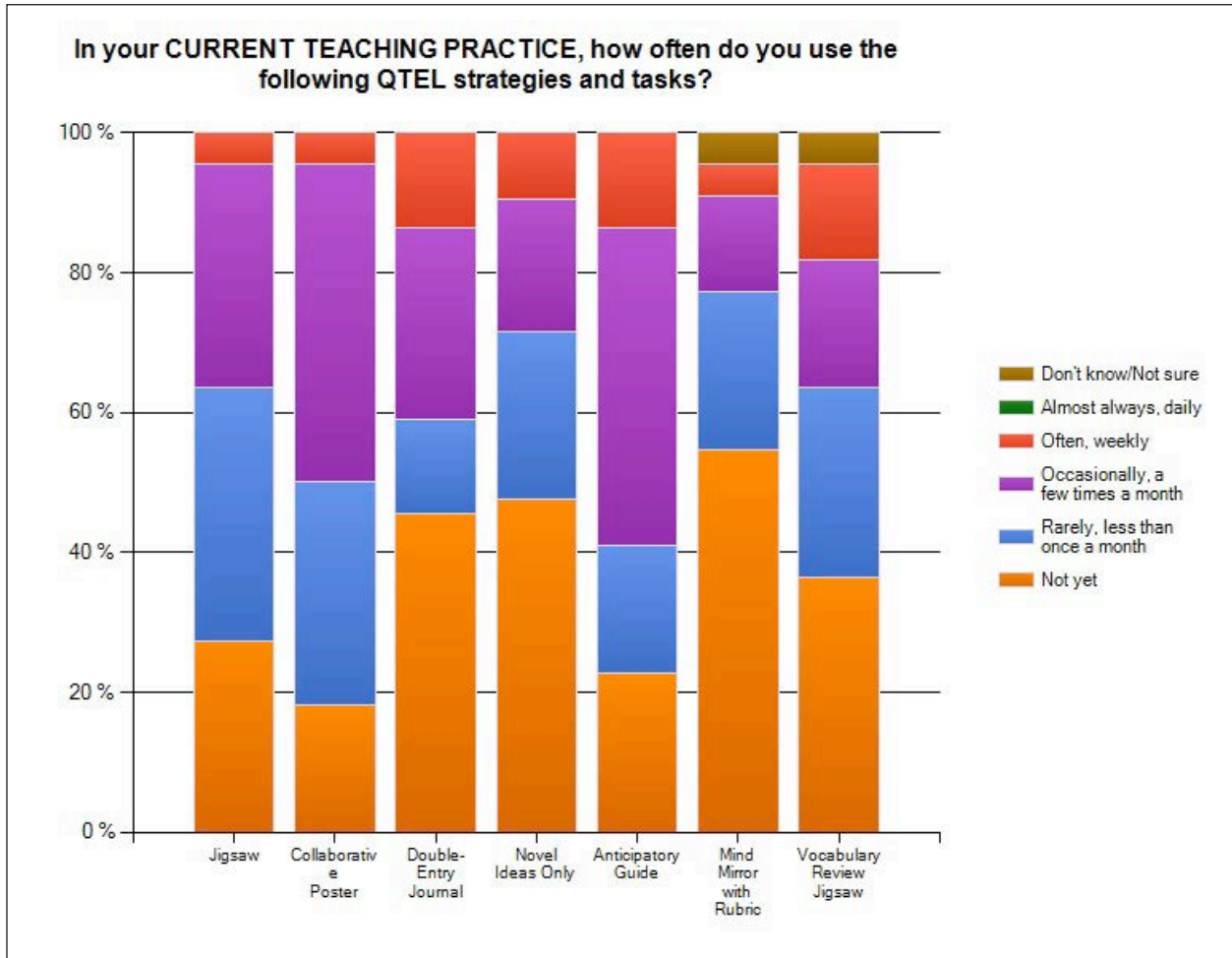
Additional teachers reported slight improvement in these dimensions. When asked about their current practice, between 45.4% and 81.9% reported implementing features of QTEL principles either often (weekly) or almost always (daily) (see Figure 5 below). The lowest percentages were both found in questions about academic language.

Figure 5: SDUSD Teachers' Reported Current Teaching Practice



Teachers were also asked about the frequency of their use of specific strategies and tasks. Fewer teachers reported actually using QTEL tasks on a regular basis, and many had not yet tried tasks. Overall, between 18.1% and 59.1% of teachers reported using QTEL tasks occasionally (a few times a month), often (weekly), or almost always (daily) (see Figure 6 below).

Figure 6: SDUSD Teachers' Reported Use of QTEL Strategies and Tasks



More research is needed to understand the disconnect between teachers' reported implementation of QTEL principles and of QTEL tasks. Clearly, some tasks would be inappropriate to use on a daily basis, such as an anticipatory guide or vocabulary review jigsaw. For that reason, we looked at their occasional use in the percentages reported above. It could be that teachers feel they are implementing QTEL ideas, even though they are not frequently using the tasks. As described above, one apprentice noted this phenomenon as a misconception teachers had about QTEL, such that teachers understand the "big ideas" but not their translation into actual practice.

Echoing the variable changes in teacher practice reported by interviewees, when asked about QTEL's impact across the whole school, most teachers (54.5%) reported that QTEL had a little impact on teaching and curriculum. An additional 35.4% reported some impact, and no teachers reported that QTEL

had a lot of impact, which may due to the more departmental and individualized way QTEL was implemented in SDUSD. Six teachers described the use of common strategies, tasks, or language across classes, including across content areas. Five of those six teachers were from Lincoln High School, further confirming the variability in implementation across schools. Within their schools, some teachers described variable implementation between departments and/or teachers:

The teachers who use the QTEL lesson format and ideas enjoy the lessons and feel successful at their completion. I am not sure how many teachers have written and implemented the lessons due to the time it takes to construct them.

The development of a local cadre of QTEL professional developers

As described earlier, a significant piece of QTEL's work in San Diego involved training apprentices who now provide QTEL professional development to teachers at the elementary and secondary level. Forty apprentices began the intensive four-phase process, which requires the successful completion of key tasks to move into the next phase: 1) submitting a QTEL lesson, 2) completing a written exercise, 3) presenting or coaching with a QTEL coach, and 4) designing, presenting, videotaping, and reflecting on their own QTEL-based professional development session or coaching cycle. However, early in the process, the district was forced to make budget cuts and many apprentices changed positions. Currently, eight apprentices completed all four benchmarks and are now certified, two have submitted their materials for review, and six are working toward the final benchmark.

Twelve of the 16 apprentices interviewed described important gains in their knowledge as educators and professional developers. Most (9) described key changes in their knowledge of effective pedagogy, as exemplified in the following two comments:

I've gained a lot... It's helped me understand what my instruction was missing. The program has kind of taught me how to build the instruction and scaffold in a way that I know my students can understand. It's forced me to slow down and to look at the process, not so much at the product.

I learned a lot about ...how teachers can change their instruction in ways that are so meaningful for students, and allowing students to be more accountable for their learning. It really opened my eyes to a truly different way of thinking and a different way of thinking about teaching and thinking about instruction and thinking about student learning. And how the "sit and get" or standing up and just talking, which I think a lot of us get trapped into especially at the high school level, because we want to be lecturers and talk, and that students, they're not getting it and it's not working. And seeing the different tasks that can be done instead of a lecture and how those tasks build upon one another to really complete student learning has taught me a lot about instruction.

This learning is especially significant considering that QTEL apprentices were experienced educators in leadership and professional development roles. Through their involvement in QTEL, they gained pedagogical knowledge that was missing from previous professional development opportunities. In addition, several apprentices reported growth in the following areas of knowledge:

- » A deep understanding of sociocultural theory;
- » Knowledge about ELLs and their educational needs; and
- » An understanding of language, language development, and the relationship between language and content.

Along with this growth in knowledge, eleven apprentices described how their work with teachers changed as a result of their QTEL apprenticeship. In most cases, they described significant changes in their coaching, including how they approach lesson planning sessions, their expectations of teachers, and the kinds of questions they ask of teachers. Specifically, apprentices described how the understanding of a lesson in three moments had improved the effectiveness of their coaching, as in the following comment:

Going through the apprenticeship process has really given me... a better foundation as to where to start with teachers... In the past, I've felt a little blind, going in talking with teachers, going "okay, I'll just wait and see what they say and kind of go from there." Whereas now, I can go in with very specific questions, very specific thoughts and ideas and places where I want teachers to go, and I can form a conversation to go that way. And I get teachers to plan instead of sitting and talking for an hour... That doesn't happen anymore because there's a very specific purpose of our meeting. We know that there's a lesson that needs to be created, that we have a formula to do that in. We have the three moments: What are we going to do to prepare our learners? How are we going to have them interact? And how are we going to extend that learning? And so we quickly get into the work instead of talking around the work, and saying "well this is just so difficult..." It becomes a complaining session or a venting session, and now that doesn't happen... We speak the same language now, which I think is huge.

Some apprentices are not currently coaching teachers, but described how their presentation of professional development in an institute format improved in the following ways:

- » Providing more time for participants to process ideas;
- » Creating more opportunities for interaction among participants;
- » Implementing the three-moments design of lessons within professional development;
- » Providing multiple entry points for teachers; and
- » Developing confidence in their facilitation and explanation of QTEL ideas.

In addition, interviewees described how the QTEL apprenticeship process created more coherence and collaboration within the district office, including between elementary and secondary teams and across content areas. Two apprentices reported no impact on their work with teachers, and three did not directly respond to the question (in one case it appeared to be because she is a classroom teacher and does not have professional development responsibilities).

Improved student engagement

When asked about QTEL's impact on students, the majority of interviewees (12) described an improvement in student engagement, participation, and confidence. Some apprentices noted they saw these improvements specifically when teachers implemented QTEL tasks and ideas. For example, one apprentice described how changes in teacher collaboration and planning resulted in a changed classroom environment and improved student engagement, behavior, and motivation:

The biggest change I've seen is student engagement, student behavior, and student motivation... Going into classrooms pre-QTEL and post-QTEL, just the classroom environment itself is completely different. Students are talking to one another, students are moving around the room, students are writing every day, students are reading every day. One teacher even said he literally went from having maybe 5% of his students turning in work to having 100% of his students turn in work, because of his change in planning, how he was working with the QTEL theory in his mind, and having very specific tasks that were student oriented, that had them working together, where they could feel successful, giving them that confidence and requiring, "you're not walking out of the room until this is done." And that wasn't a problem because the kids were able to do it ... The kids are really participating in class. They're taking ownership of their work and feeling more confident.

Several apprentices who observed classrooms described how students were rising to higher expectations and greater accountability, participating more, and engaging in better quality interactions. Five interviewees described changes in the quality of student work, both written work and oral discourse.

Survey responses from teachers also indicated QTEL impacted student engagement and motivation in their classrooms, with 54.5% of teachers reporting some or a lot of change in students' motivation and engagement and an additional 36.4% reporting a little change. In addition, the majority of teachers reported change in students' talk and discussion—59.1% reported some or a lot of change and an additional 31.8% reported a little change.

Improved student achievement for all students and ELLs at all four target middle schools and gains that outpace state and district gains at many schools and grade levels

To examine growth in student achievement, we analyzed CST mean scaled scores in English Language Arts (ELA) at each of the four target middle schools. Because the state does not make available standard deviations for individual schools, we can only describe changes in mean scaled scores, but cannot conclude whether these changes are statistically significant. We compared mean scaled scores to state and district trends to provide some indication of whether school-level trends are different from those that might have been experienced otherwise.

ELA CST scores for all students improved across the state and district between 2007 and 2011, as at all four target middle schools. Gains at Challenger Middle School exceeded state and district growth at every grade level (see Table 3 below). At Mann and Standley, gains were stronger than state gains at every level; scores increased more than district scores among 6th and 7th graders at both schools. In particular, gains were considerably higher than state and district increases among 6th and 7th graders at Mann, more than doubling the growth seen across the district and state. At Wilson, 6th grade mean

scaled scores improved more than district and state scores. Mean scaled scores for all students at Challenger and Standley were consistently higher than state and district means for all grade levels.

Table 3: Changes in ELA CST mean scaled scores for all students 2007-2011

	Sixth Grade		Seventh Grade		Eighth Grade	
	Change	Pct	Change	Pct	Change	Pct
Challenger MS	*23.1	*6.4%	*23.2	*6.4%	*34.2	*9.5%
Mann MS	*45.6	*15.4%	*37.5	*12.5%	25.3	8.2%
Standley MS	*23.9	*6.5%	*29	*7.9%	23.6	6.5%
Wilson MS	*23.1	*7.4%	3.3	1.0%	15.4	5.1%
San Diego Unified	22	6.4%	21.3	6.2%	28	8.3%
CA Statewide	18.9	5.6%	17.4	5.1%	23.1	6.8%

Increases at the target middle schools that surpass those seen across the state are marked with bold; asterisks indicate gains that also surpass district gains.

Across California, CST ELA mean scaled scores also improved for middle school ELLs, and gains for ELLs district-wide outpaced those state gains. Following these trends, mean scaled scores for ELLs at the four target middle schools improved at each grade level. However, gains for ELLs at Challenger and Mann consistently outpaced those at both the state and district level (see Table 4 below). At many grade levels, the gains seen at Challenger and Mann were two to three times those seen across California and SDUSD.

Table 4: Changes in ELLs' ELA CST mean scaled scores 2007-2011

	Sixth Grade		Seventh Grade		Eighth Grade	
	Change	Pct	Change	Pct	Change	Pct
Challenger MS	*23.1	*7.5%	*19.1	*6.3%	*28.7	*10.0%
Mann MS	*37.9	*13.7%	*16.7	*6.2%	*18.1	*6.7%
Standley MS	11.9	3.8%	*29	*9.5%	3.9	1.3%
Wilson MS	14.9	5.1%	7.3	2.5%	7.8	2.8%
San Diego Unified	16.7	5.6%	8.4	2.9%	13	4.6%
CA Statewide	12	4.0%	7.2	2.4%	11.1	3.8%

Gains at target middle schools that outpace state gains are highlighted in bold in Table 4; those that also exceed district gains are highlighted with an asterisk.

Standley Middle School also experienced substantial gains in ELA mean scaled scores for 7th grade ELLs—increasing three times as much as state and district scores. At Wilson Middle School, scores of 6th and 7th grade ELLs increased more than the statewide average, but not as much as increases across SDUSD.

Comparing ELLs' scores at each target middle school to state and district scores, ELLs at Standley and Challenger outperform state and district ELL mean scaled scores at each grade level (see Figures 7-9). Although scores for ELLs at Mann started far below state and district levels, they have grown at a faster rate. With the exception of 8th grade, ELL scores at Wilson followed similar trends as those seen across the state and district.

Figure 7: Sixth Grade ELLs' ELA CST

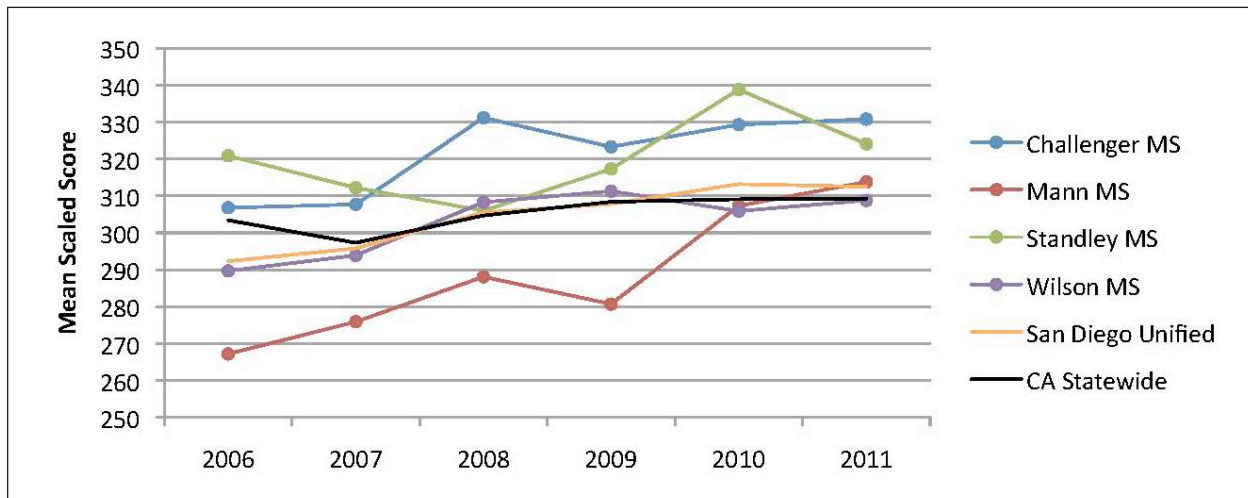


Figure 8: Seventh Grade ELLs' ELA CST

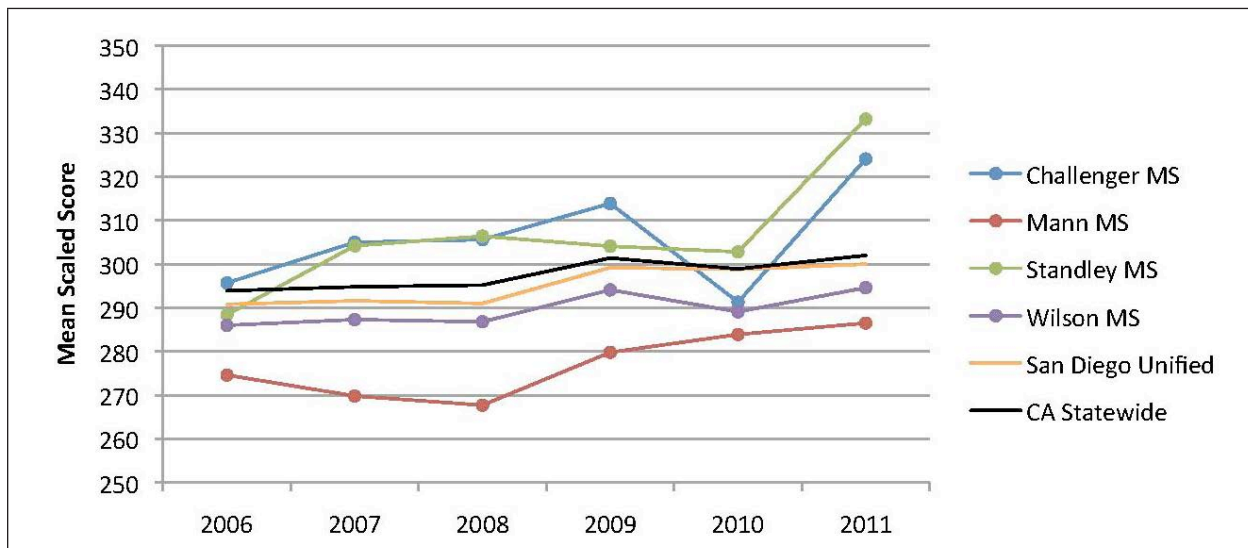
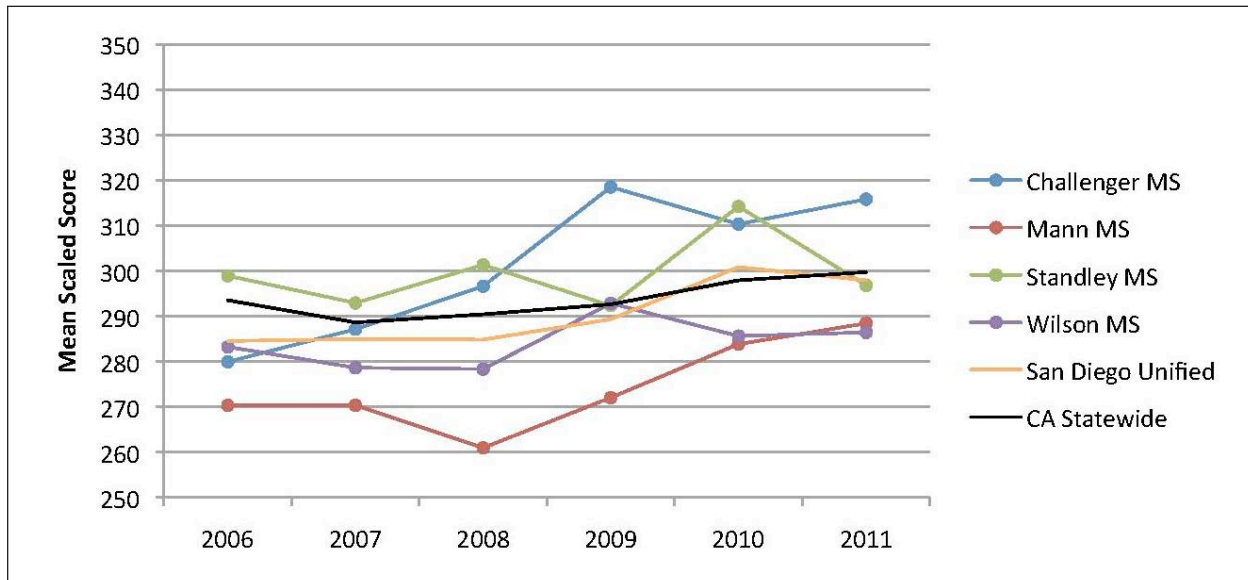


Figure 9: Eighth Grade ELLs' ELA CST



Improved ELL student achievement at Lincoln, University City, and Mission Bay High Schools and gains that outpace state and district growth at Lincoln

CST ELA mean scaled scores for ELLs increased at the high school level in California and more so in SDUSD, though the gains were smaller than those at the middle school level. Among target high schools, Lincoln High School showed the most consistent growth in ELL student achievement, as gains outpaced state and district growth among 10th and 11th grade ELLs (see Table 5 below). At the 11th grade level, the growth at Lincoln was more than double that seen among all ELLs in the district and more than 13 times that seen among ELLs statewide. These gains were particularly striking because they represented growth over only three years, as Lincoln did not have scores for 2006 and 2007. At University City High School, gains among 10th grade ELLs were nearly two-and-a-half times greater than district gains and more than seven times statewide gains.

Table 5: Changes in ELA CST Mean Score for ELLs, 2006-11

	Ninth		Tenth		Eleventh	
	Change	Pct	Change	Pct	Change	Pct
Business	1.2	0.4%	-0.5	-0.2%	-1.5	-0.6%
Lincoln**	-7.6	-2.6%	*12.5	*4.6%	*14.7	*5.6%
Mission Bay	7.6	2.6%	-3	-1.1%	2.5	0.9%
University City	8.3	2.8%	*25	*9.0%	-12.7	-4.2%
San Diego Unified	12.4	4.4%	10.4	3.7%	6	2.2%
CA Statewide	7.8	2.7%	3.4	1.2%	1.1	0.4%

** Note: Data were not available for 2006 and 2007, so changes are from 2008 to 2011

Increases at the target high schools that surpass those seen across the state are marked with bold; asterisks indicate gains that also surpass district gains.

At all three grade levels, ELLs' scores at University City stood out as above state and district means (see Figures 10-12). While ELLs' mean scaled scores at Lincoln were below state and district levels, the gap between state and district scores and Lincoln scores decreased considerably among 10th and 11th grade ELLs.

Figure 10: 9th Grade ELLs' ELA CST

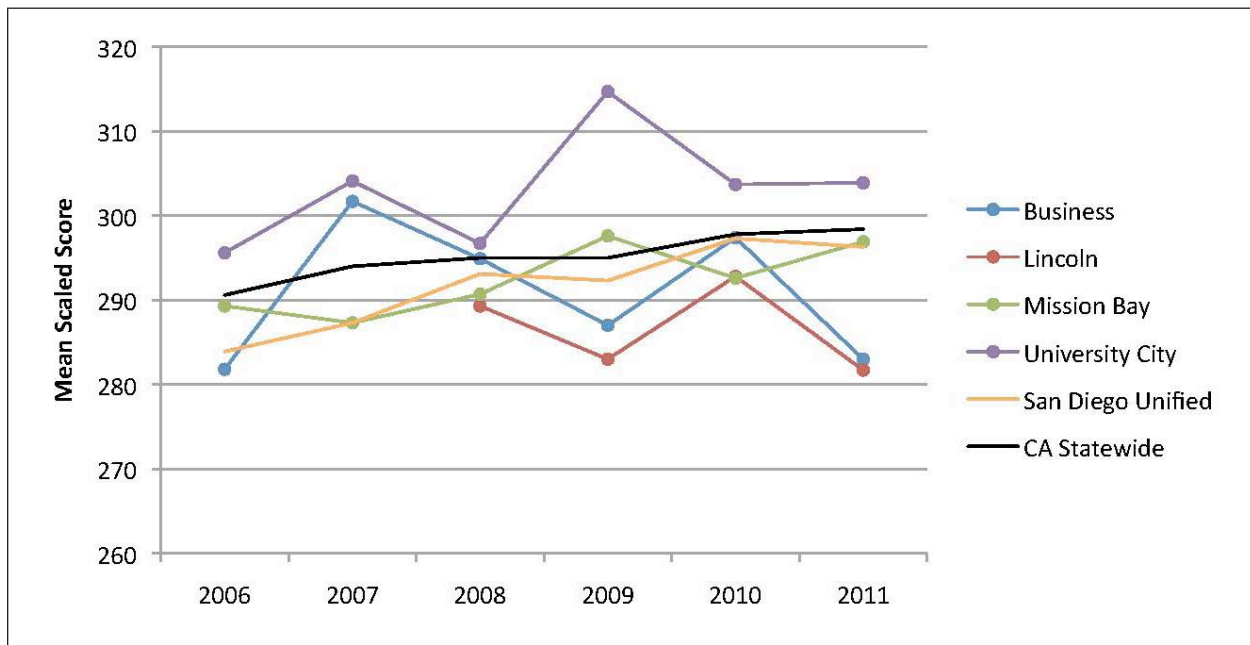


Figure 11: 10th Grade ELLs' ELA CST

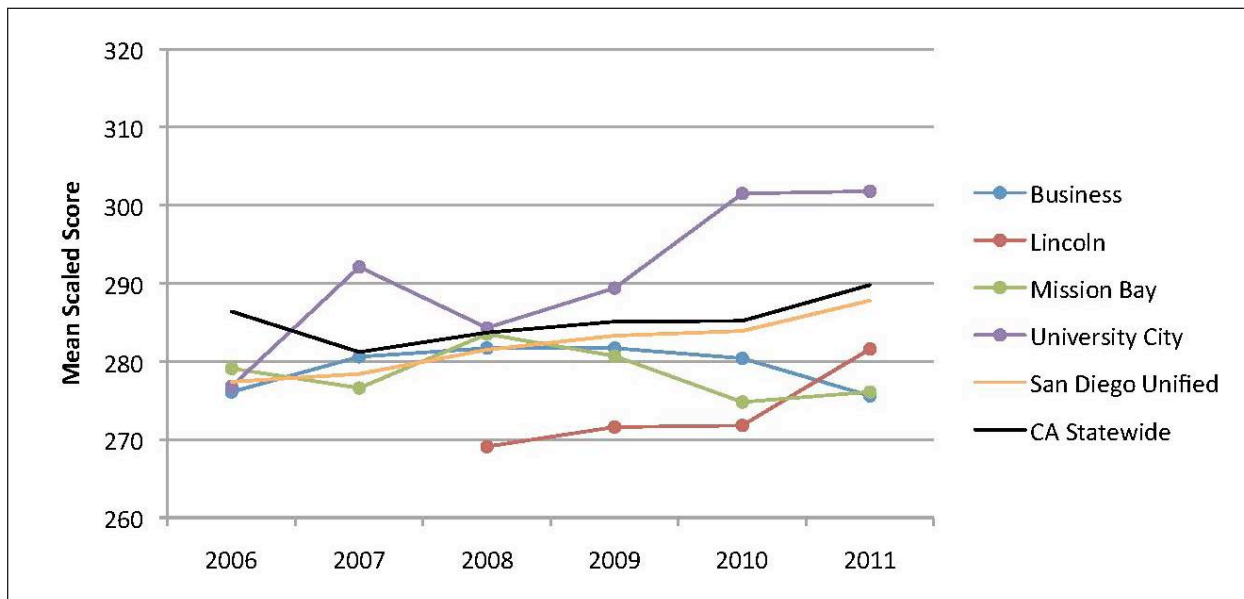
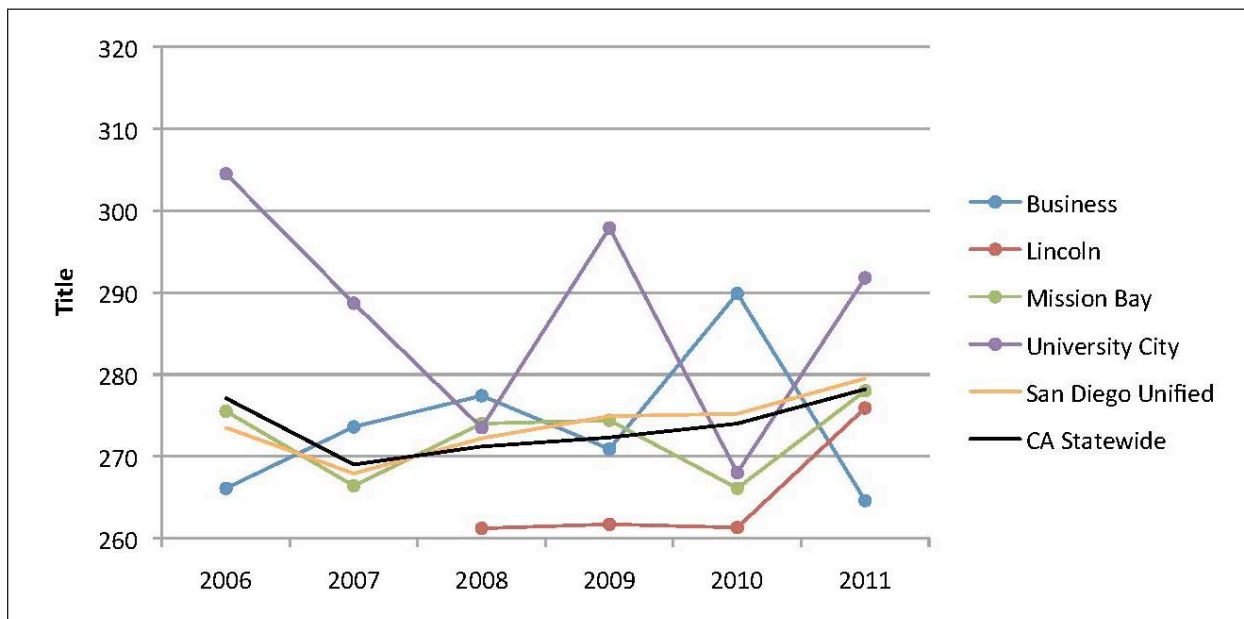


Figure 12: 11th Grade ELLs' ELA CST



Our analysis of ELL pass rates on the California High School Exit Exam (CAHSEE) also demonstrated substantial improvements in ELL student achievement at Lincoln. Lincoln experienced considerable growth since 2008, far outpacing state and district gains seen over a longer period of time in ELA and math at all grade levels. While the ELL pass rate at Lincoln in 2008 was far below those of other schools and of the state and district, the gap between Lincoln's scores and district and state scores decreased substantially over the last three years (see Figures 13 and 14). District-wide, 9.4% more ELLs passed the ELA CAHSEE in 2011, compared with 2006. At Lincoln, 61.1% more ELLs passed the ELA CAHSEE in 2011 than in 2008, representing a growth rate ten times that of the district over a shorter time-span. In math, the district's ELL pass rate increased 17.8% between 2006 and 2011, while Lincoln's ELL pass rate increased 76.9% between 2008 and 2011.

Figure 13: All Grades March ELA CAHSEE Pass Rates for ELLs

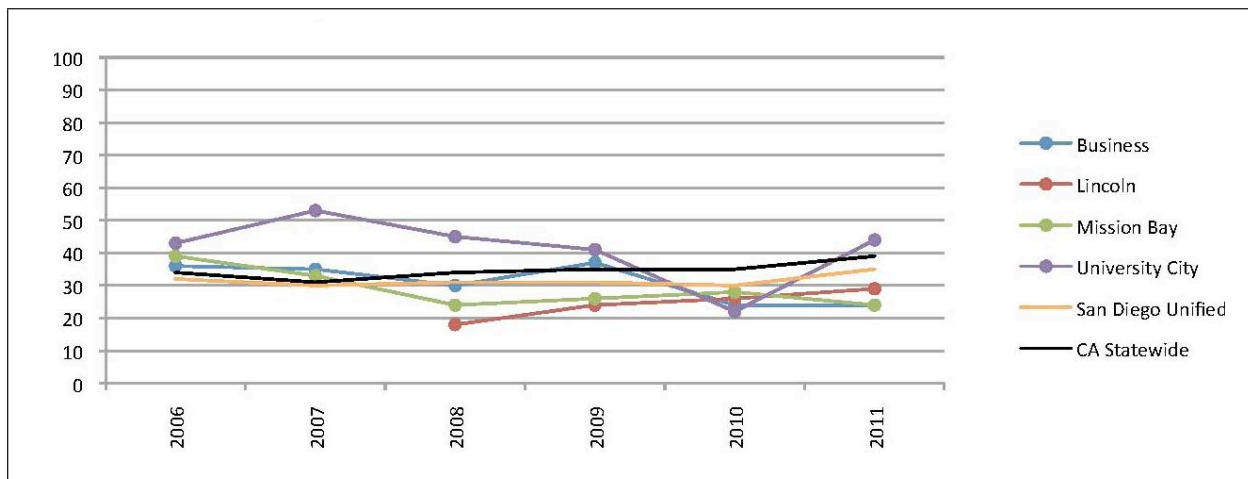
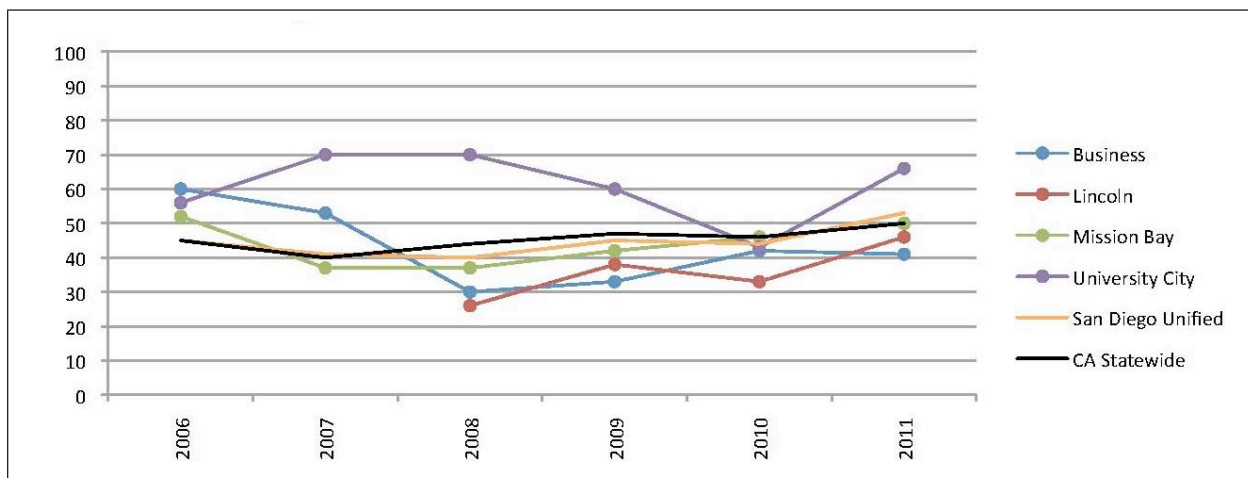


Figure 14: All Grades March Math CAHSEE Pass Rates for ELLs



Improved student achievement at all target high schools with gains that outpace state and district gains at select schools and grade levels

With the exception of 9th graders at Lincoln, ELA CST mean scaled scores for all students increased at every grade level at the four target high schools (see Table 6 below). While scores for ELLs at the San Diego High School of Business have not increased substantially, scores for all students have at all grade levels. At the 9th and 10th grade level, these gains far outpace state and district gains. Increases among 11th graders at Lincoln and University City also outpaced state and district gains, and scores among 10th graders at Mission Bay increased more than those for 10th graders statewide. At other grade levels, gains were smaller than state and district growth.

Table 6: Changes in ELA CST Mean Score for all Students, 2006-11

	Ninth		Tenth		Eleventh	
	Change	Pct	Change	Pct	Change	Pct
Business	*27.8	*9.2%	*34.3	*11.6%	11.2	3.6%
Lincoln**	-4	-1.2%	12	4.0%	*16.1	*5.6%
Mission Bay	16.9	5.2%	19.4	6.2%	6.5	2.0%
University City	15.4	4.2%	12.3	3.5%	*15.4	*4.3%
San Diego Unified	23.8	7.0%	21	6.4%	15	4.5%
CA Statewide	18.6	5.5%	15.1	4.6%	14.1	4.3%
** Note: Data were not available for 2006 and 2007, so changes are from 2008 to 2011						

Gains at target schools that are stronger than state gains in bold and those that are also stronger than district gains indicated with an asterisk.

Lincoln and the San Diego High School of Business also experienced substantial increases in the rate of all students passing the CAHSEE. As seen in the results for ELLs, Lincoln High School has experienced considerable gains in the pass rate for all students in ELA (increasing 20.8%) and Math (increasing 32.1%) at all grade levels. At all grade levels, pass rates at Lincoln over three years have increased at least double the rate that they have at the district level over a five year period. At the San Diego High School of Business, growth surpasses state and district gains among 10th graders in ELA and among all grades in Math.

Improved CELDT scores at Challenger, Wilson, and Mann Middle Schools and Lincoln High School

At the state and district levels, the percentage of middle school ELLs meeting the CELDT criterion for English proficiency increased slightly (3 and 4 percentage points respectively)² (see Table 8 below). CELDT results at the target middle and high schools were mixed, with some gains at Challenger, Wil-

² Students in grades 2–12 are considered to have met the CELDT criterion for English proficiency when their overall performance level is Early Advanced or Advanced and their domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher.

son, and Mann Middle Schools and Lincoln High School. At Challenger Middle School, the percentage of ELLs reaching the CELDT criterion for proficiency was higher across all years and has risen steeply, surpassing state and district gains. At Wilson, fewer ELLs met the CELDT proficiency criterion, but the school demonstrated stronger and more consistent gains on the CELDT compared to district and state trends. While only 24% of Wilson ELLs met the proficiency criterion in 2007-08, 37% did so in 2010-11. As a result, the percentage is approaching the district-wide rate of 40%. The percentage of ELLs meeting the proficiency criterion also increased slightly at Mann, mirroring state and district trends, but with scores that were much lower.

Table 8: Percentage of Middle School ELLs Meeting CELDT Proficiency Criterion

	2007-8 ³	2008-9	2009-10	2010-11
Challenger	52%	49%	50%	59%
Mann	19%	26%	26%	23%
Standley	46%	48%	42%	41%
Wilson	24%	30%	36%	37%
SD Unified	36%	41%	42%	40%
CA Statewide	42%	44%	47%	45%

At the district and state levels, the percentage of high school ELLs meeting the CELDT proficiency criterion increased between 2007-08 and 2009-10, but then fell to 2007-08 levels. The four target high schools mirrored this trend. At Lincoln, however, the percentage of ELLs meeting the CELDT proficiency criterion in 2010-11 is higher than it was in 2007-08.

Table 9: Percentage of High School ELLs Meeting CELDT Criterion

	2007-8	2008-9	2009-10	2010-11
University City	40%	42%	46%	38%
Business	25%	43%	36%	17%
Mission Bay	26%	42%	30%	24%
Lincoln	19%	25%	26%	23%
SD Unified	28%	33%	35%	29%
CA Statewide	37%	40%	41%	36%

³ We began our analysis in 2007-08 because test developers introduced a new common scale in 2006-07, and scores prior to that year are not comparable to post-2006 scores. However, in 2006-07, scores were only reported for the initial assessment of students new to the district; therefore, we omitted results for that year as well. Data for 2009-2010 and 2010-2011 reflect only the scores of students taking the annual administration of the CELDT. Data for 2007-08 includes all students, but this variable might be unreliable given the inconsistency of the files provided by the state.

The need for site-based follow up to support more widespread changes in teacher practice

In sum, student achievement and CEDLT results have been uneven, with some schools and grade levels experiencing strong gains that exceed state and district growth, while others have not. These varying results may reflect the finding that changes in teacher practice are also uneven across the district. A theme that cut across the interviews and teacher surveys was the importance of follow-up at the school sites to support deeper and more widespread changes in teacher practice. Some apprentices and administrators described how fully understanding QTEL's approach and planning original lessons were challenging for many teachers. Teachers bring varying levels of competence and confidence to their work, including their comfort taking risks, persevering, and trying new approaches more than once. For example, when asked what challenges she encountered, one apprentice explained how implementation itself was a challenge:

The implementation itself. Teachers are scared to try new things. And they go to the workshops and institutes and they love it, but they're scared to try it, so they're just going back to what they know unfortunately. And I don't know what accountability there is as far as implementing what they're learning in the institute.

Apprentices also described teachers who struggled with classroom management or were uncomfortable releasing control and having students engage in group work. According to some interviewees, the lack of follow-up support particularly impacted those teachers who lacked confidence taking risks or were not as strong in their instruction as others. As one apprentice explained,

At the site where there's only one, two, or three teachers who are doing the techniques of QTEL in their school, they're finding it very difficult because there's not enough folks to help collaborate. They feel that in order to modify instruction at a radical level, in order to do the QTEL instruction appropriately, they need the collaboration and the help of others... And especially teachers who are fragile in their instruction.

Reflecting the comments of the interviewees, several of the teachers surveyed expressed the need for follow-up to support their actual implementation of QTEL.

In particular, apprentices, administrators, and teachers stressed the need for collaboration among teachers, coaching support, and time as key to sustaining QTEL work and impacting teacher practice:

Collaboration: Several of the administrators and apprentices described ways in which QTEL encouraged collaboration among teachers. For example, interviewees commented on the value of teachers attending QTEL institutes in content area teams and, when possible, continuing to collaborate at their school sites. One middle school principal noted that QTEL's work with ELA/ELD teachers through the IES evaluation included time to plan collaboratively, which strengthened her school's overall focus on collaboration. QTEL also supported collaboration, according to some interviewees, by providing a common language and pedagogical approach that crosses disciplines, which in turn supports students. When asked to describe the district now, one apprentice remarked:

It's certainly not as varied. When I go from school to school, or even at one school, from department to department, who have participated... teachers are speaking the same language for the first time, I think, in a very very long time. And I think that there's a cohesiveness that's happened... Teachers are having students participate in tasks that are very similar to one another across schools and then again, within the same school

across disciplines. What I find is most helpful about that is that where it's happening across disciplines in a school, a student who moves from English to math to science to social studies, sees that "Oh, what I'm doing in English, I can also do in my science class, and I can also do in my social studies class." It's very generative across disciplines in a school site, and I see more teachers planning across discipline.

Teacher responses about the impact of QTEL on teacher collaboration at their school indicated varied experiences. Overall, 32% reported no change to teacher collaboration, 45.5% reported a little change, 18.2% reported some change, and 4.5% reported a lot of change. As apprentices noted, continued collaboration requires administrative backing, which can be strengthened by professional development that builds principals' understanding of QTEL and their capacity to support the program at their sites.

Coaching: Principals and apprentices emphasized the importance of coaching to sustain QTEL work. All three middle school principals whose ELA/ELD teachers participated in the IES evaluation spoke to the impact that coaching had on ensuring follow-up and supporting implementation. For example, one middle school principal described the powerful and lasting impact of coaching on her teachers:

The coach was a second pair of eyes and a sounding board for teachers as they designed lesson plans. The repeated nature of this practice enabled the teachers to internalize the process for effective lesson planning sessions. So even when the coach wasn't part of the process, they already had the knowledge going forward.

She wished that content teachers who participated in QTEL institutes more recently could have received coaching as well. However, of the teachers who completed the survey, only 29% received any coaching support. One apprentice lamented the lack of coaching support, which she said had been planned originally:

We don't really have coaches that work with teachers at this point. I don't know what happened to that process. I know that there was going to be a coaching component... One of the challenges with folks that want to try this on and really make it work, they really do need that extra person to help think through the structures and think through what's going on in the classroom and really do some in-depth coaching... They go through the four-day institute, and they have great ideas, they try stuff on and then forget about it.

Time: Finally, interviewees emphasized the importance of time for teachers to plan lessons and collaborate in order to ensure follow up and implementation after an institute. In addition, teachers need flexibility with time so their classes can delve into material with more depth, which is challenging to do when they are tied to pacing guides.

Austin

As explained in the introduction, QTEL's work in Austin focused on three high schools. In this section, we provide evidence supporting the key findings from our research in Austin:

- » Substantial growth in teachers' knowledge and capacity for successfully teaching ELLs
- » Widespread changes in instruction, including a powerful framework for planning lessons, the increased use of academic language, more rigorous work and questioning strategies, and the use of scaffolding

- » The continued enactment of QTEL principles and tasks
- » Improved teacher collaboration and coaching—including a common language and a coherent approach to lesson planning—which, in turn, impacted teacher practice
- » Increased student engagement and improved classroom interactions
- » Greater number of students, especially ELLs, passing the TAKS at Lanier and Reagan High Schools
- » Improved English language proficiency scores among ELLs at Lanier and Reagan High Schools

Substantial growth in teachers' knowledge and capacity for successfully teaching ELLs

The survey and interview data document important changes in teachers' knowledge and capacity for working with ELL students. Overall, the vast majority of teachers surveyed described QTEL professional development as useful—with 56.7% reporting it very useful and an additional 30% reporting it as somewhat useful. Between 63% and 80% of respondents reported that QTEL somewhat or greatly improved different aspects of their knowledge and capacity that are important for teaching ELLs:

- » Knowledge regarding the needs of ELLs
- » Knowledge of the language demands of their discipline
- » Confidence implementing QTEL tasks
- » General understanding of a theory of teaching and learning
- » Knowledge regarding the purposes of scaffolding
- » The ability to design quality curriculum
- » The ability to construct tasks that allow for multiple points of entry

Interviewees also reported growth in the knowledge and beliefs that teachers bring to their instruction. Most interviewees described significant changes in how teachers planned, reporting they were much more thoughtful about their planning and involved increased knowledge of teaching and learning, how to structure a lesson, and of valuable instructional strategies. In particular, respondents described the three moments QTEL emphasizes in instruction—preparing the learners, interacting with the text/content, and extending understanding—as a powerful framework that impacted teachers' thinking about practice. Interviewees also reported that teachers at their schools developed higher expectations for ELLs.

As teachers' grew in their knowledge and capacity, administrators and coaches described changes in their colleagues' sense of efficacy and empowerment, as well as in their confidence, pride, and passion for teaching as they observed their impact on students. As one coach/teacher explained,

[QTEL] empowered teachers to be more confident and more knowledgeable in their instruction, specifically with English language learners, which has resulted in not only better instruction, better quality instruction, but also even in, I think, more passion and advocacy for those students in our district.

One principal described how teachers saw that their teaching impacted students' learning, a crucial connection they hadn't believed prior to their work with QTEL:

One of the big lasting take-a-ways was that teachers really began to see that their teaching made a difference, that the way they crafted a lesson facilitated students' learning what they needed to learn in a way that I don't know that they believed before.

Widespread changes in instruction

Along with growth in teacher knowledge, all interviewees described significant changes in teacher practice. Some described changes as foundational, using terms like “revolutionary,” “epiphany,” and “transformed.” Five of the eight interviewees reported teachers used more academic language, amplifying rather than simplifying language to support students' disciplinary language learning. For example, one principal explained:

Another thing I noticed right away... was kids using the academic language, amplifying, not simplifying, and I think that really helped our kids. I don't think we... really realized that you are “dumbing it down” if you change the vocabulary. The thought was, “well, we're just making it easier for them to understand.” Well, we might be, but we're also creating a roadblock for them later on down the road because now they're going to see a term, and they're going to know what that is, but we never called it that, so it's going to look like they don't know what that is.

They noted how teachers now asked more analytical questions, requiring students to explain their reasoning and give more than yes or no responses. As one coach commented, “*We never accept a yes or no answer, we always probe deeper, and we always want them to explain their answer.*” Three interviewees also described the assignment of more rigorous written work, and two interviewees reported that teachers used more scaffolding and crafted lessons with multiple points of entry.

Of teachers surveyed, 86.7% reported some level of change in their practice as a result of their participation in QTEL, with 36.7% reporting many changes, 30% reporting some change, and 20% reporting a few changes. Between 60-67% of teachers responded that QTEL somewhat or greatly improved the following aspects of their practice that are key for effective instruction for ELLs (with an additional 13.3-16.7% reporting slight improvement):

- » The use of scaffolding to move students to higher levels of understanding
- » The use of homogeneous and heterogeneous groupings in order to facilitate understanding
- » The use of academic, rather than simplified, language
- » A focus on rigorous, grade-level academic content
- » The setting of high expectations for all students
- » Discussions of language in the classroom

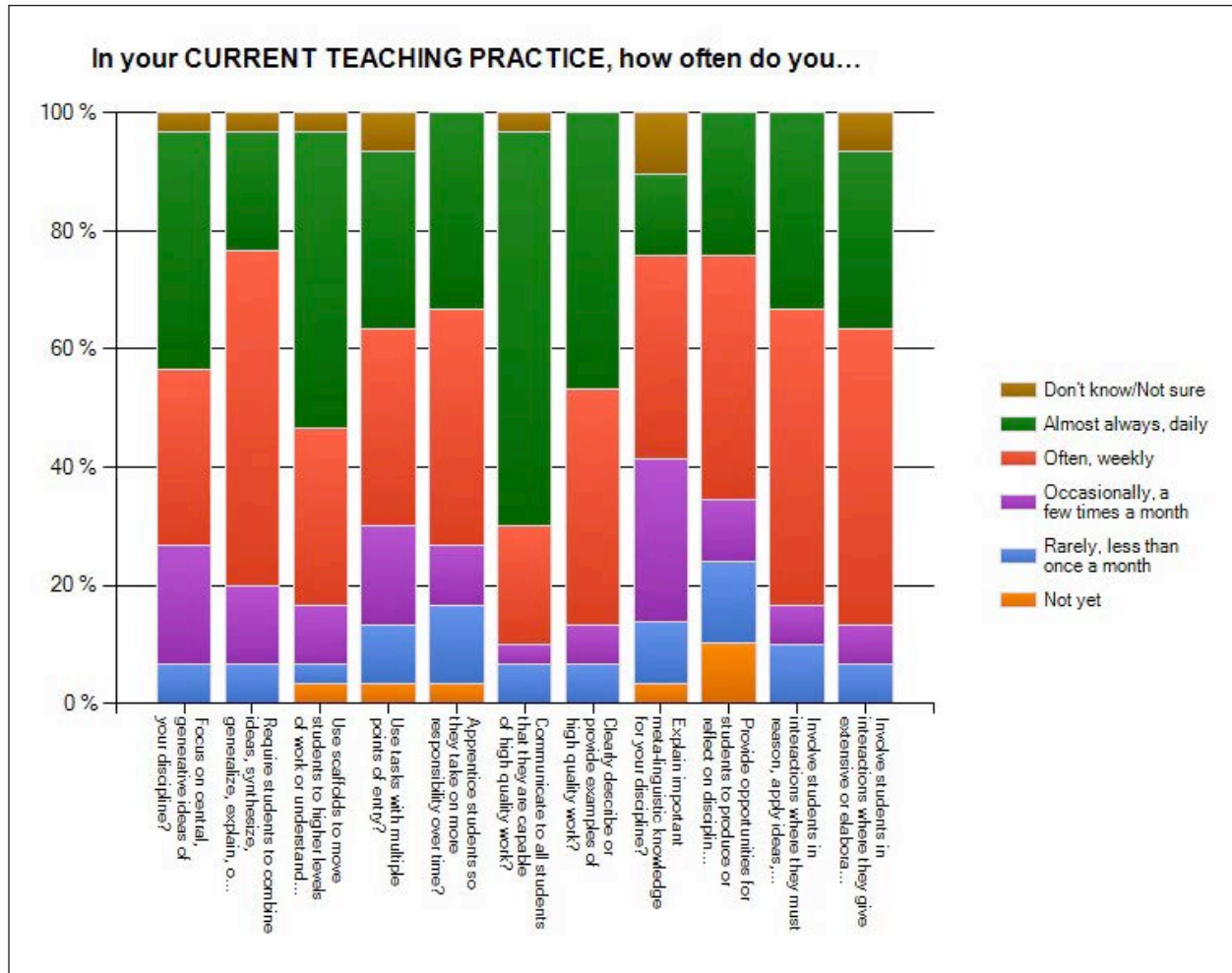
When asked for the two most significant changes in their teaching practice that they attribute to QTEL, teachers most often described changes in the following categories:

- » The use of QTEL strategies and tasks and creating their own scaffolded tasks
- » An increase in student interaction and active involvement in lessons
- » An increased use of scaffolding
- » Changes in their understandings and expectations as teachers
- » Changes in how they planned lessons (e.g., with multiple points of entry, three moments in a lesson, and ensuring continuity of tasks)

The continued enactment of QTEL principles and tasks

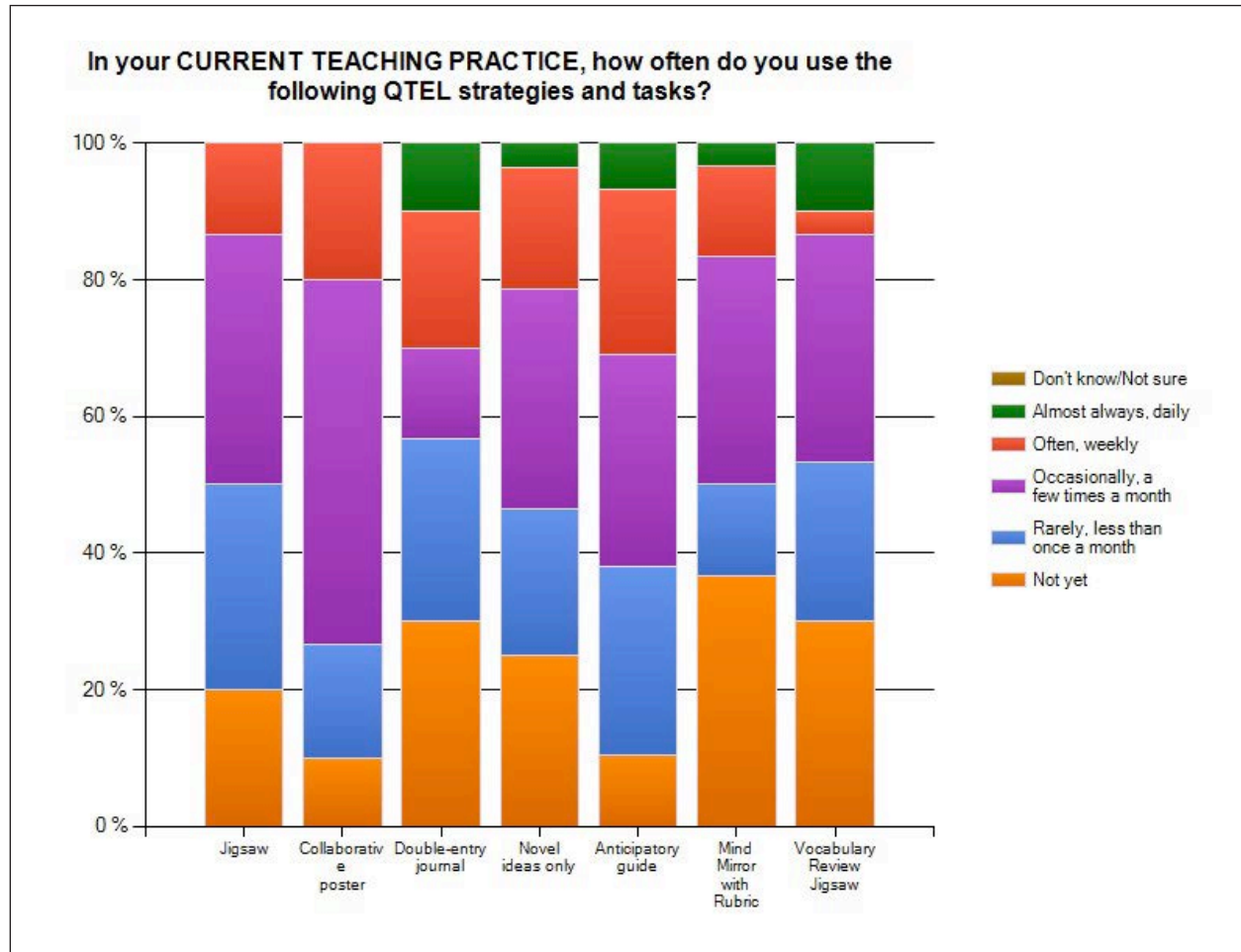
In understanding QTEL's impact, we were particularly interested in the extent to which teachers continued to use the knowledge and instructional strategies they learned now that QTEL staff were no longer working with them. We asked how often teachers engaged in several practices embedded in QTEL principles and addressed in professional development institutes and coaching. The vast majority (63.3-86.7%) of teachers reported doing so often (weekly) to almost always (daily), with the exception of "explaining important meta-linguistic knowledge for your discipline," which 48.3% reported doing often or almost always (see Figure 15 below).

Figure 15: AISD Teachers' Reported Current Teaching Practice



We also asked about teachers' current use of several QTEL tasks. Overall, between 43.3% and 73.3% of teachers reported using QTEL tasks occasionally (a few times a month), often (weekly), or almost always (daily). There was considerable variation across tasks, as seen in Figure 16.

Figure 16: AISD Teachers' Reported Use of QTEL Tasks and Strategies



Teachers' responses suggest they use QTEL tasks less frequently than they enact principles of quality instruction for ELLs. To some extent, these findings are to be expected given that many tasks would be inappropriate to use on a daily basis. It may also be the case that teachers feel they are enacting the features of quality pedagogy even if they are not using QTEL tasks.

When asked about QTEL's impact school-wide, all survey respondents reported that QTEL impacted the teaching and curriculum at their school to some extent. Most respondents reported "some" impact (55%), while 27.6% said QTEL had a lot of impact on their school's teaching and curriculum and 17.2% reported a little impact. When asked to name the biggest impact QTEL had on their school's teaching and curriculum, the most common responses related to (1) the use of QTEL tasks and strategies across the school and (2) a common format and approach to lesson planning.

All interviewees also described lasting changes to teacher practice, and nearly all administrators and apprentices noted the continuing use of several QTEL tasks. When describing QTEL's lasting impact, interviewees also referred to teachers' development of higher expectations and high challenge/high support instruction. For example, one coach explained how the concept of scaffolding had a lasting impact on teacher practice:

I think there is a much better idea of what scaffolding looks like, and that scaffolding isn't always there, that as students progress, there can be less scaffolding within a unit. When I talk to teachers about what I see when I coach their classrooms, I hear them saying, "Well at one point, when we did this activity, I gave them more guided questions, but since this is third time we've done this, I had them read it just with maybe a double-entry journal or something." You really see them in some ways justifying the scaffolding they do use or that they don't use, and so you can really tell that they're thinking about what supports the students need and when they need it, and maybe when they don't need it as they're moving forward... The idea of scaffolding I think is an across the board change that QTEL has brought to Lanier.

Improved teacher collaboration and coaching

Interviewees commented on several aspects of QTEL's professional development they thought were instrumental in changing teacher practice. This information is key to understanding what makes for effective professional development and *how* changes were effected and maintained. Throughout the interviews, a common theme emerged about the powerful impact QTEL had on teacher collaboration at the three high schools and, consequently, the impact of this collaboration on teacher practice. Interviewees described lasting changes in school culture, resulting in more collaborative, collegial schools with higher levels of mutual respect and support. They also reported richer discussions about practice and where change needed to occur. These are significant changes in school culture, especially when contrasted to interviewees' descriptions of their schools before QTEL as typified by closed doors, isolated practitioners, and little collaboration or coherence across classrooms.

Most interviewees emphasized how, through QTEL, teachers developed common ground and common language to talk about teaching and learning. That is, building collective teacher knowledge supported collaboration. As one principal explained,

They had a common knowledge to have conversations with each other about. So they could talk about preparing the learner, interacting with the text, extending, they could talk about all those different pieces. They could talk about quality interaction. They had the same definition for what rigorous looked like. And that facilitated some of the learnings, they had not just the big idea and concept, but also lessons.

As a result of this collaboration, interviewees described the emergence of a common practice, what one teacher/coach described as a "deprivatization of practice." Teachers planned lessons collaboratively, resulting in common lessons and instructional activities based on QTEL tasks. They also used a common lesson design, QTEL's three-step lesson plan (i.e., introducing, interacting, and extending). At one school, a coach explained how each department created a shared pacing guide and was starting a bank of QTEL lessons to accompany the pacing guide, as a strategy to institutionalize QTEL work

despite teacher turnover. Moreover, QTEL tasks cross disciplinary boundaries, creating consistency for students across their individual subject matter courses.

Most of the interviewees who had coaching responsibilities discussed how QTEL and the apprenticeship process changed the way they coached teachers. Paralleling teachers' higher expectations for students, coaches described how they sought to give teachers more responsibility for reflection and changing practice, as seen in the following three comments from different coaches:

Initially, before my training, I was always... very nurturing... and I felt reluctant to point out things that I thought should be changed. I feel like with my apprenticeship, it helped all of us to grow kind of a thicker skin, but to be more self-evaluative and also to pass that on to our teachers. So I look at myself and I see I need to improve in this area, and I put it out there to the teachers, and the teachers then kind of follow along and do the same thing. So I think it really allowed all of us to really be more self-evaluative, to look at the way we're doing things, and to be willing to change it.

[QTEL's apprenticeship process] has encouraged me to instead of ... being the curriculum-maker, really trying to move responsibilities onto all teachers, to make all teachers accountable for curriculum and for how it's being implemented in the class.... Through the apprenticeship process, lesson planning became less about the things that we produced to give to the students and more about the purpose of what we're going to do with the students and the structure of the activities that we're going to implement, rather than just "I produced this worksheet, give it to your students."

One of the things has really been to embed that kind of reflective practice in each of the teachers I work with. Really it's not about me providing the teacher with the correct answer or me providing the teacher with a model lesson, and then taking my hands off and saying "ok, now go do it," but it's much more about conferencing with teachers, leading teachers through reflective practices and identifying where there could be possible improvements ... Through reflection and thusly through making those modifications and continued implementation, things will improve over time and that gains will be seen.

The majority of teachers surveyed also reported that QTEL impacted teacher collaboration at their school. Nearly 45% reported QTEL had some impact on teacher collaboration, while 13.8% reported a lot of impact and 27.6% reported a little impact. When asked to describe the biggest impact QTEL had on teacher collaboration, teachers most frequently noted the use of common tasks across the school and the collaborative planning of lessons.

In addition to QTEL's impact on teacher collaboration, four interviewees emphasized the importance of QTEL's coaching in effecting change, including modeling instructional practices for teachers in their own classrooms. One administrator noted that teachers who were coached learned more, became more reflective about their practice, and changed their teaching more than their counterparts who did not receive coaching. She explained that these teachers were better able to understand the continuity and purposes of instructional activities, rather than simply implementing QTEL tasks in a scattered manner without clear purposes. The need for teachers to move beyond a focus on tasks was one of the challenges she and another interviewee raised. A few of the survey respondents and interviewees noted the differential impact QTEL had across the school, with some teachers and departments engaging more deeply with QTEL ideas and working more cohesively than others. One interviewee described these as "islands of excellence."

Increased student engagement and improved classroom interactions

A common theme in the interviews was an improvement in students' motivation, engagement, and behavior. Interviewees explained how the structure and common tasks provided through QTEL facilitated students' engagement with academic content. For example, one apprentice explained:

Before QTEL, with the lessons we were making ourselves, it was hard on the kids because we had the text or the information for them, which was often new information, and then we also had the lesson, which was maybe new to them too... So the kids were constantly learning new content alongside new processes or new tasks. And that made it really hard. It was hard on the teacher and exhausting to explain so much every single day. And I think with QTEL, we have this repertoire of tasks that the kids see in every class. There's less explaining on the task side so we can focus more on the content side.

Interviewees also described how the emphasis in collaborative student work increased student motivation and participation. For example, one teacher/coach commented:

I think student engagement has increased in my classroom because they know that they have a role to play and it gets hard after a while if you're not involved because the rest of the class sees it. And so it's hard to hide, I think, in a classroom that has a lot of structured interactions, it's hard to hide and be one who's not participating because it's evident.

Another teacher/coach described how higher quality of instruction had elicited better behavior among students. As a result of improved student engagement and behavior, one principal reported that she eliminated in-school detention.

In addition, interviewees described how students themselves had higher expectations and more confidence, seeking out more challenging courses, putting forth more effort, asking for extra help, and completing homework. One coach noted how students were *“more willing to engage in more rigorous work”*:

... Because of that, they're taking more risks than they ever did before, and they're really putting themselves out there and trying very hard things. And I think in the long run, that's really going to lead to their further development than we've seen before... In a lot of cases, students are more trusting of teachers, that even though the teacher is challenging them and pushing them, the teacher is also there to provide the support they need to be successful.

A principal described how more of her students had set their sights on attending college. This year, her school—once a low-performing school—opened an early college high school where students can earn college credit.

Data from the survey also indicated changes in student engagement, with 61% of teachers reporting “some” or “a lot” of change in both student motivation and engagement since their participation in QTEL. In open-ended responses, teachers frequently noted improvements in engagement and motivation. Individual teachers reported that students felt more confident and successful and described students who were more responsible for their learning, asked for help more readily, and were more willing to take risks.

Across most interviews, participants described more frequent and higher quality classroom interactions, both amongst students and with texts and content. One principal contrasted current interactions to past practices and noted the importance of QTEL structures in facilitating student interaction and participation of ELL students:

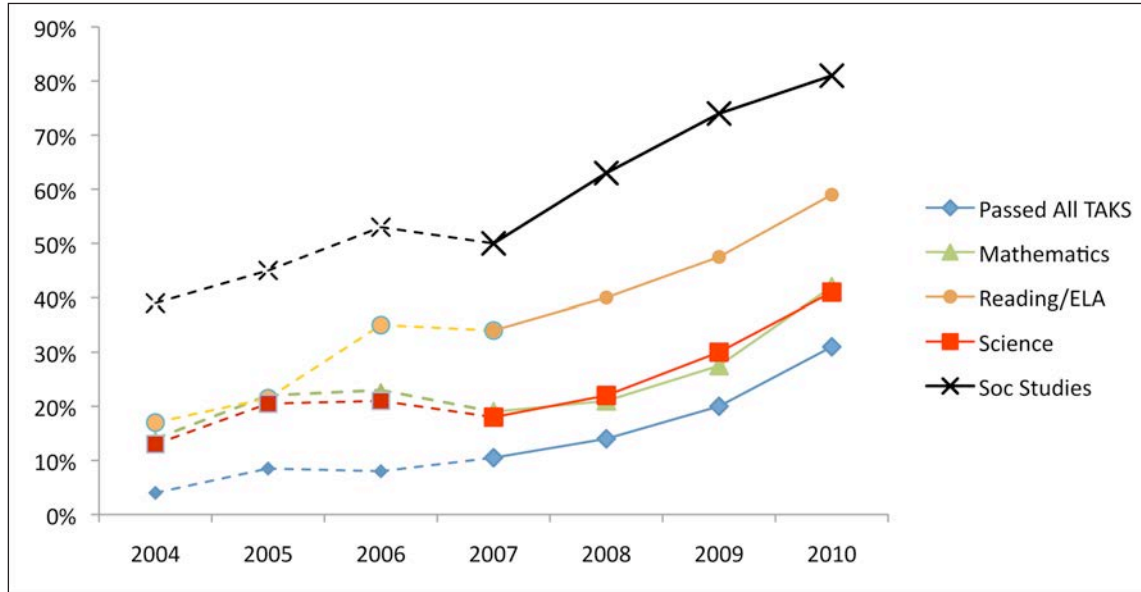
I don't think we noticed it until someone pointed it out to us, and that is that our students became much more engaging and interactive with the text, with the lesson. They had higher quality interactions with each other. In the past... either there wasn't any opportunity for them to do that period, because the teacher controlled most of the conversations in the classroom, or when they were given the opportunity to do that, it wasn't structured in a way that almost mandates every kid participates. So struggling kids, whether they be ESL kids or any other kid that's struggling in the classroom, would be silent in the classroom because it was easy to get away with.... When we had other people come visit us, one of the first things they said was, "oh my goodness, how are you getting the kids to talk like that to each other about the content? That doesn't happen on our campus."

Echoing these comments, 61% of teachers surveyed also reported "some" or "a lot" of change in student talk and discussion since their participation in QTEL.

Greater numbers of students, especially ELLs, passing the TAKS at Lanier and Reagan High Schools

We compared TAKS pass rates at Lanier for four years prior to QTEL implementation (2004-2007) to pass rates for the years that QTEL worked at the school (2008-2010). Figure 17 (below) displays pass rates for ELLs in grades 9-11 on the TAKS exams, with a solid line indicating the years of QTEL professional development. While pass rates have increased since 2004, the gains were much steeper since 2007, when QTEL began working with Lanier. Prior to QTEL's work at Lanier, 11 percent of ELLs passed all TAKS exams, compared to 31% in 2010—an increase of 195%. In all content areas, pass rates for ELL students increased substantially between 2007 and 2010, with the greatest gains in mathematics and science (121% and 128%, respectively).

Figure 17: Lanier ELL TAKS Pass Rates



*Here and throughout, “Passed All TAKS” indicates the number of students who have passed all of the TAKS exams they have taken.

Because TAKS scores were increasing for ELLs prior to QTEL’s work at the school, we compared this previous growth trend to actual pass rates in 2010. Using the trend from 2004 to 2007, passing percentages were estimated for 2010. These estimates were then compared with the actual rates in 2010 (see Figures 18-22 below). In all content areas, the actual 2010 value is higher than the forecasted value, indicating that growth seen during QTEL’s work at Lanier is higher than what would have been seen given the growth rate the school was experiencing prior to 2007. Again, the greatest impacts, as measured by the percent increase in pass rates, are in science (63%) and mathematics (57%). The percentage of students passing all tests, meanwhile, shows the greatest improvement overall (90%), nearly twice what it would have been if the trend from 2004 through 2007 had continued. Gains in Social Studies and Reading/ELA were lower as a percentage increase. In the case of Social Studies, this may be due in part to the already high pass rates, reaching 81% in 2010.

Figure 18: Trends in Lanier ELL Students Passing All TAKS Tests 2004-2010

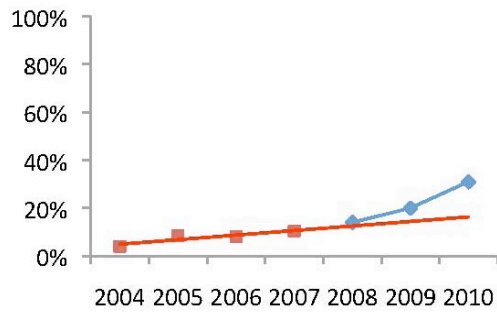


Figure 19: Trends in Lanier ELL Pass Rates on TAKS Science 2004-2010

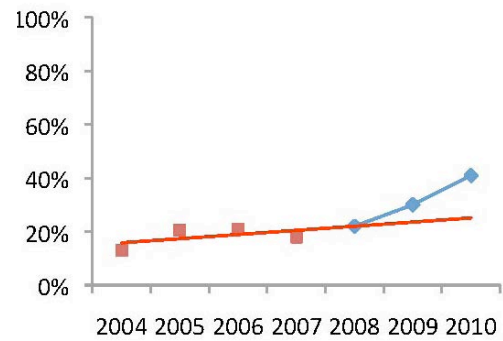


Figure 20: Trends in Lanier ELL Pass Rates on TAKS Math 2004-10

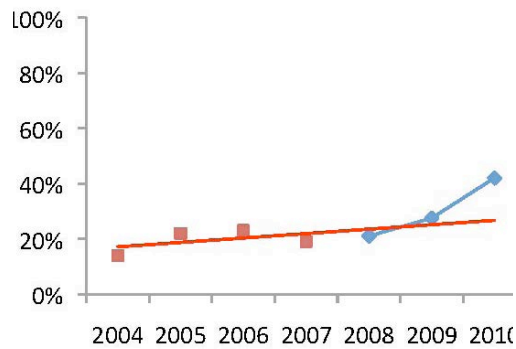


Figure 21: Trends in Lanier ELL Pass Rates on TAKS Social Studies 2004-2010

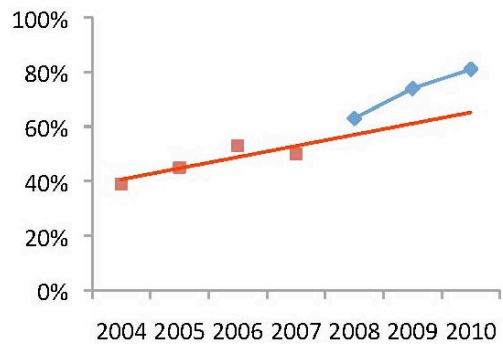
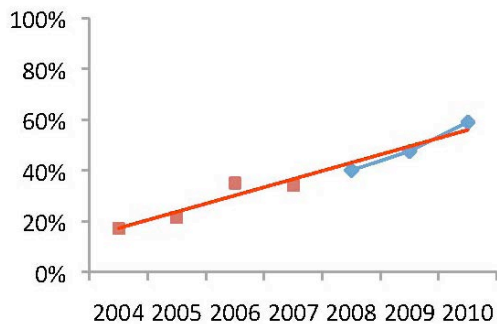


Figure 22: Trends in Lanier ELL Pass Rates on TAKS Reading/ELA 2004-2010



In comparison to the accelerated gains seen among ELLs, the pass rates of all Lanier students on TAKS exams grew more steadily. If the current accelerating trends in pass rates in mathematics and science continue, the gap between ELLs and all students at Lanier may close in the near future, as illustrated by Figures 23-26 below.

Figure 23: Trends in Lanier Pass Rates on TAKS Math 2007-2010

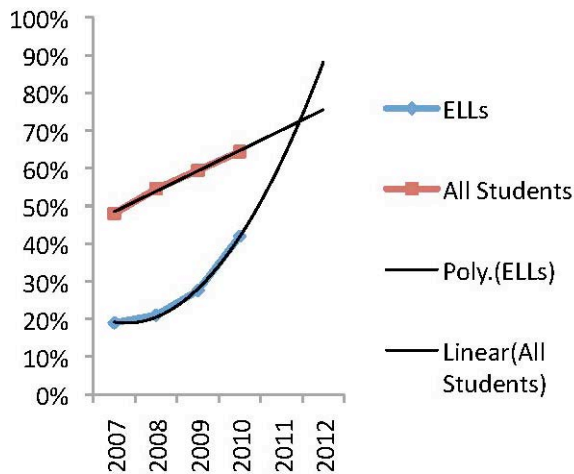


Figure 24: Trends in Lanier Pass Rates on TAKS Science 2007-2010

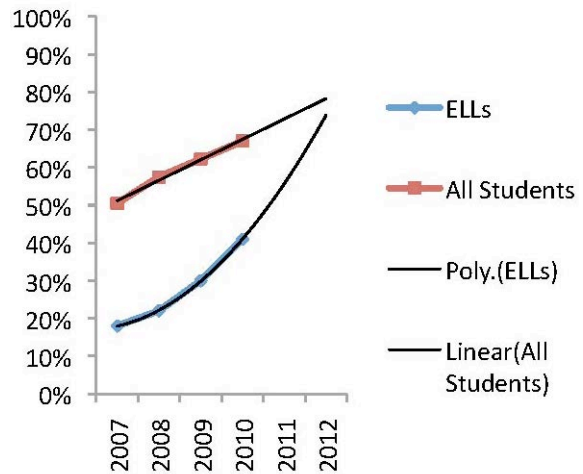


Figure 25: Trends in Percentages of Students Passing All TAKS Exams at Lanier 2004-2010

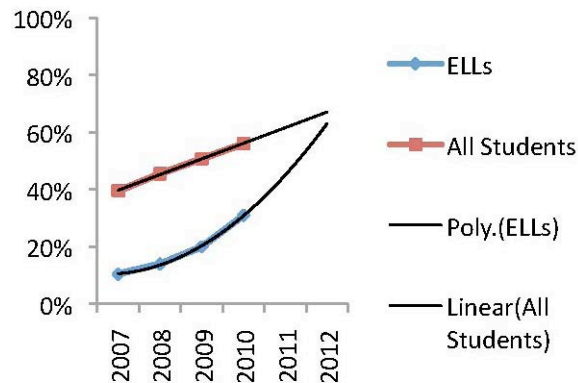
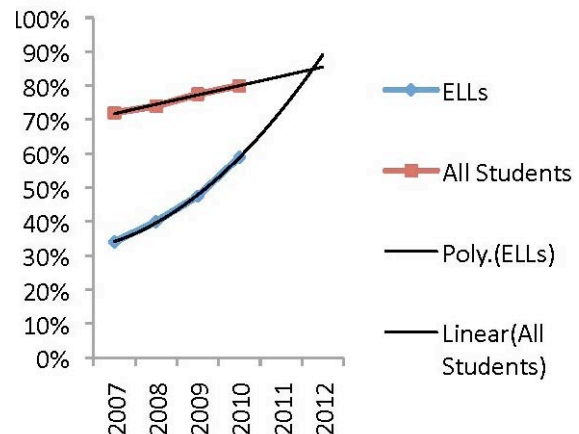
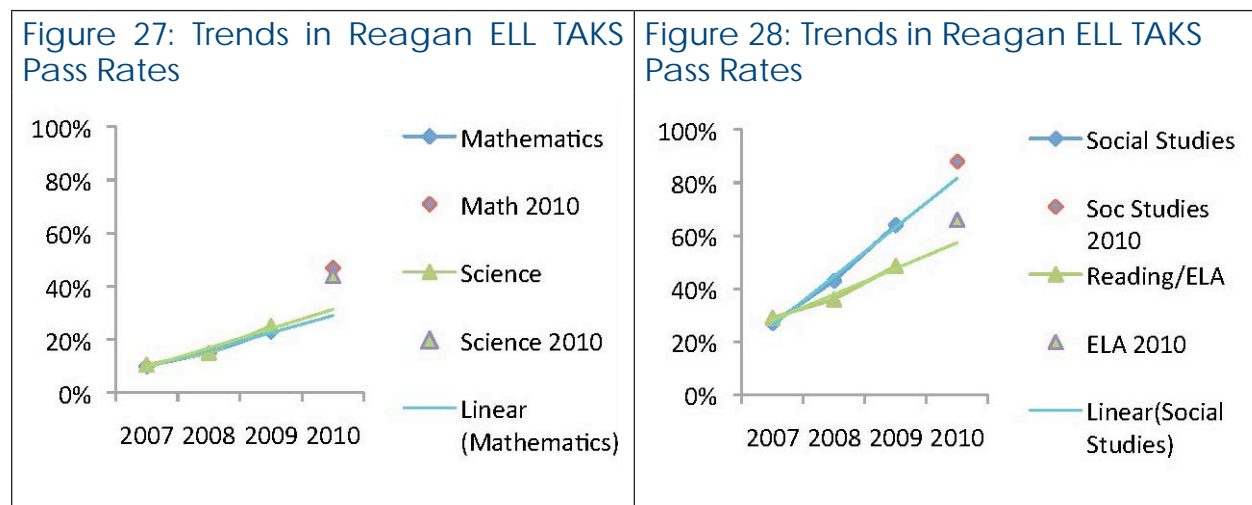


Figure 26: Trends in Lanier Pass Rates on TAKS Reading/ELA 2004-2010



Because QTEL's work at Reagan High School began in July of 2009, we were only able to examine changes in student achievement for one year (2010). Given that ELL pass rates were already increasing before QTEL implementation in 2009, we compared actual performance in 2010 to the trend defined by passing rates in 2007 through 2009 (see Figures 27 and 28). In all subject areas, the actual 2010 pass rates exceed those expected given the trend established in the previous years. Fifty percent more ELLs passed all TAKS exams than was projected based on the growth trend in 2007-2009. Similar to Lanier, pass rates increases were greater in mathematics (62%) and science (40%) than in Reading/ELA and Social Studies.



Looking at all Reagan students together, performance was flat in many subject areas but accelerated sharply in 2010. Between 2005 and 2009, the rate of students passing all TAKS exams fluctuated between 27% and 34%, then increased 20 percentage points to 54% in 2010. Again, gains in mathematics and science were the highest, at 23 and 26 percentage points, respectively, compared with 7 percentage points in Reading/ELA and 12 in Social Studies. However, scores in Social Studies and Reading/ELA were higher than in other disciplines. Comparing trends from 2007-2009 to actual 2010 results, it is clear that substantially more students passed the TAKS in 2010 than expected had previous trends continued (see Figures 29 and 30 below). The sharpest gains were again in mathematics (54%), science (57%), and the percentage of students passing all TAKS tests (50%). Pass rates for Reading/ELA and Social Studies were still slightly above the expected trend lines.

Figure 29: Trends in Reagan TAKS Pass Rates for All Students, 2007-2010

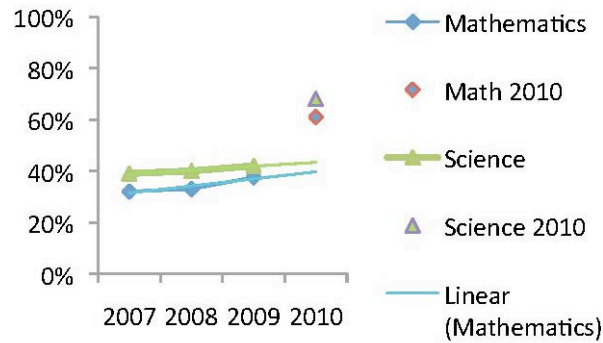
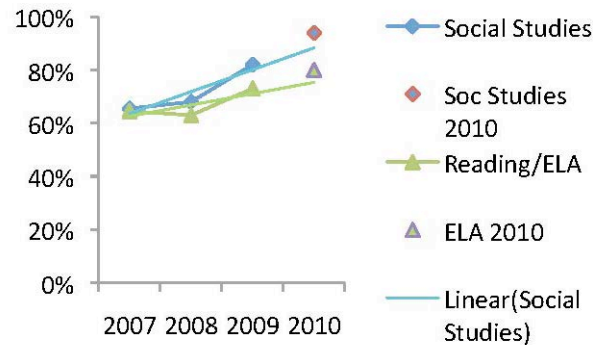


Figure 30: Trends in Reagan TAKS Pass Rates for All Students, 2007-2010



Several reasons could account for the sharper increases seen in mathematics and science at both schools. Those content areas had lower initial pass rates than Social Studies and Reading/ELA, such that there may have been more room for growth in mathematics and science. Pass rates in Social Studies at both schools were already quite high. In addition, the attention to disciplinary language and literacy development in QTEL may have been particularly novel for math and science teachers and may have helped contribute to greater changes in classroom practice.

Improved English language proficiency scores among ELLs at Lanier and Reagan High Schools

To examine changes in English language proficiency at Lanier and Reagan, we compared school-level TELPAS results to statewide results to determine whether school-level trends were substantially different from state trends. Statewide, TELPAS scores have increased since 2007 in all four language domains: listening, speaking, reading, and writing. At Lanier, the gains between 2007 and 2010, the years representing QTEL implementation, exceed statewide gains in each of the four language domains (see Table 10).

Table 10: Difference in percentage of students scoring Advanced High or Advanced in 2007 and 2010

TELPAS Exams	Lanier High School	Texas
Listening	+13	+8
Speaking	+14	+8
Reading	+12	+9
Writing	+12	+10

In 2011, the percentages of ELLs at Lanier scoring Advanced or Advanced High decreased in Speaking (7 points), Reading (3 points), and Writing (5 points). However, in comparison to 2007 scores, the 2011 scores still represent gains of between 7-13 percentage points. Compared to the growth seen at the state level between 2007 and 2011, gains were slightly higher at Lanier in Listening (13 percentage points at Lanier compared to 11 statewide), slightly lower in Speaking (7 percentage points at Lanier compared to 10 statewide) and Writing (7 at Lanier compared to 11 statewide), and equivalent in Reading (9 percentage points). However, the gains in students reaching Advanced High in Reading were much sharper at Lanier (23 percentage points) than they were at the state level (14 percentage points).

TELPAS gains at Reagan High School during QTEL implementation (2009-2011) far exceed statewide gains during the same period in all domains (see Table 11). Gains in Listening at Reagan were four times those seen at the state level, and, in Speaking and Writing, gains at Reagan were more than double those experienced across Texas. In Reading, scores at the state level were flat, while at Reagan, they increased 11 percentage points.

Table 11: Difference in percentage of students scoring Advanced High or Advanced in 2009 and 2011

TELPAS Exams	Reagan High School	Texas
Listening	+12	+3
Speaking	+8	+3
Reading	+11	0
Writing	+9	+4

Conclusions and Implications

Summary of Findings

In this report, we presented the impact of QTEL professional development in two large districts, Austin Independent School District and San Diego Unified School District. Because QTEL professional development is responsive to the needs and contexts of its clients, QTEL's efforts took different approaches in the two districts. In Austin, QTEL worked intensively with three high schools, offering professional development and coaching to all core content teachers and training QTEL apprentices at two of the high schools. In addition, QTEL staff provided situated professional development and coaching to administrators, to support their capacity to lead and support the work on-site. In San Diego, QTEL's work was more broad, involving three separate initiatives affecting elementary, middle, and high school teachers across the district. Middle school ELA/ELD teachers at nine schools participated in professional development institutes and coaching, and secondary teachers at schools throughout the district participated in disciplinary institutes in ELA, Math, Science, and Social Studies. In addition, QTEL trained a cadre of apprentices, who are now providing professional development to elementary and secondary teachers. In many cases, teams of teachers participated in professional development institutes, but QTEL did not work with entire school faculties. In addition, most SDUSD teachers did not receive coaching.

In both districts, teachers, administrators, and apprentices report growth in teachers' knowledge and awareness about quality teaching for ELLs. In addition, surveys and interviews provide evidence of change in teacher practice, as well as improvements in student engagement, motivation, and classroom interactions. The changes in practice as of yet appear to be stronger and more systemic in the Austin schools than in San Diego. In Austin, teachers and administrators described deeper and more widespread changes in teacher practice and collaboration. In contrast, teachers, apprentices, and administrators in San Diego describe variable implementation across the district and within schools, such that some teachers and teams embraced QTEL while others were beginning to change their practices, and still others were yet to do so.

The results of our analyses of student achievement and English language proficiency data seem to reflect these different levels of implementation. The two large comprehensive high schools in Austin—Lanier and Reagan—showed substantial gains in their TAKS pass rates, especially for ELLs. Gains for ELL students were higher than would be expected given the growth rates seen at the schools prior to QTEL, and were especially strong in mathematics and science and in the rates of ELLs passing all disciplinary TAKS tests. At Lanier, the achievement gap between ELLs and all students decreased substantially in all content areas. At both Lanier and Reagan, TELPAS scores increased, and during QTEL implementation, both schools experienced growth that outpaced statewide growth.

In San Diego, our research focused on eight target schools that had greater numbers of teachers who participated in QTEL professional development. However, none of the schools have implemented QTEL school-wide. At all eight schools ELA CST scores have improved. However, the results are variable, with

some schools experiencing strong gains that outpace state and district growth at all or most grade levels. Other schools showed gains at particular grade levels that surpassed state and district comparisons, while others have not kept pace with state and district gains.

Interviews with QTEL apprentices and administrators, as well as teacher survey responses, emphasized the importance of follow-up to support teachers in changing their practice. It appears that through participating in institutes teachers developed increased awareness and knowledge of quality pedagogy for ELLs, but that continued support is required to see widespread changes in instruction. Specifically, coaching, on-site teacher collaboration, and time are key supports that teachers, apprentices, and administrators describe as important.

Limitations and Implications for Future Research

This study was a preliminary attempt to gauge QTEL's impact in both districts with limited resources and time. As such, there were limitations to this research and the conclusions we can draw. Perhaps most importantly, we were limited in our analysis of test scores to the school level. In Austin, it is appropriate to look at the school as the unit of analysis because QTEL worked with entire school faculties over two to three years. In San Diego, however, it would be more appropriate to look for impact among the students of individual teachers who participated in QTEL, or perhaps among departments in which all or most teachers participated. Therefore, the research methodology was not well aligned to the professional development model in San Diego.

In trying to ascertain to what extent test score increases were “significant,” we compared school-level gains to state and district gains, particularly in SDUSD, because the district as a whole has seen rising test scores. However, these comparisons may be problematic given different school contexts and their impact on ELLs' learning opportunities (Suárez-Orozco, Suárez-Orozco, & Todorova, 2008). It may be that our target schools have a larger proportion of ELLs, more high need students, or fewer resources than other schools in the district. Additionally, the study did not account for other initiatives occurring at both the target schools and other school in the district.

Our analysis of QTEL's impact on student achievement and English language proficiency was also clearly limited in that it only examined scores on standardized state exams. These exams do not capture the full range of competencies, understandings, and dispositions that students need to develop in school to be prepared for college and career.

In addition, there are known reliability and validity issues with achievement tests for ELLs (Abedi, 2004; Solano-Flores, 2008), and such exams may not be sensitive to the gains experienced by students who start the year far below grade-level standards. Substantial concerns have also been raised about English language proficiency tests and the conceptual frameworks and models of language development that undergird such exams (Abedi, 2008; Valdés et al., 2010).

In addition, ELLs are not a stable group of students in a school, as new students come into the category and others are reclassified and exit the ELL subgroup. Because reclassification depends in part on stu-

dents reaching a designated level on standardized tests, ELLs' scores on the CST or TAKS will always be lower than those of other students. Similarly, because the CELDT and TELPAS are exams measuring proficiency, students who pass are no longer in the cohort that is tested. Because of changes in the size of cohorts due to intake, transfer, and exiting ELL status, it is impossible to draw conclusions about one group of students over time. The test score data presented in this report, therefore, describe different groups of students over time and may not control for the characteristics and academic achievement of students as they come to the school.

Given these measurement concerns, as well as our limitation to access teacher-level data in San Diego, our analysis of test scores is an imperfect and preliminary attempt to evaluate QTEL's impact on student achievement and English language proficiency at the school level. These limitations clearly affected our ability to examine QTEL's impact at International High School in Austin. In future research, it will be important to include other student achievement and language proficiency data, including students' written work and oral language samples.

In addition, given limited resources, we were not able to go into classrooms and actually look at changes in teacher and school practices and in student engagement. We were limited to relying on teacher and administrator reports of changed practices. Actually observing and documenting teacher practice would allow us to understand how teacher practice develops over time and what supports are important in this process. In addition, it would enable us to better understand the discrepancy found in both districts, but more so in San Diego, between teacher reports of their use of QTEL principles and ideas and their use of QTEL tasks. As discussed earlier, teachers may in fact be providing quality learning opportunities even if they are not using QTEL tasks on a frequent basis. Or, conversely, they may not fully understand QTEL principles at the level of practice.

Finally, this study represented an effort to evaluate impact retrospectively. This raised significant challenges for data collection. It was, of course, impossible to collect classroom observations and examples of student work and discourse over time. Instead, we relied on the memories of teachers and administrators in describing the changes they observed or experienced. In addition, the retrospective nature of the research also made it difficult to recruit participants, in particular for the teacher survey because we did not have funds to offer incentives. The analysis of the surveys is clearly limited by the small number of respondents. QTEL staff worked more closely with apprentices and administrators, and we were able to obtain interviews with most invitees. However, we may have been able to interview more principals and apprentices had the research occurred during QTEL's work with them.

A key implication for future research is exploring how QTEL can collect evidence of impact as part of our work with schools and districts. This effort could involve systematically gathering student work, audio or videotapes of student interactions, in-depth observation notes, and video recordings of lessons. In addition, we could also conduct interviews and/or surveys with selected teachers, students, and administrators during different phases of the work. Analysis of these data could then inform QTEL's ongoing and future work with the school or district. Clearly, this would be a considerable effort and require extensive time on the part of QTEL coaches to collect, organize, and analyze these data sys-

tematically and in a timely fashion. It would also require the up-front cooperation and participation of the district or school and obtaining approval and consent to conduct such research from the district, school, faculty, students, and parents.

Implications for Professional Development

This study underscores the complexity of developing teacher expertise to improve learning opportunities for ELLs and, moreover, to develop such expertise across a large, urban district. Austin and San Diego undertook this challenge in two very different ways: in Austin, by focusing on a subset of schools, which could then serve as models for others in the district, and, in San Diego, by building the capacity of teachers and coaches across the district. This preliminary study suggests greater impact on teacher practice and student achievement with a whole-school model, but Austin now faces the challenge of scaling up to impact the instruction and outcomes for ELLs district-wide.

In addition, this research highlights the complex relationship between teacher knowledge and practice. It is clear from interview and survey data that growth in knowledge does not automatically impact teachers' practice and that this relationship is mediated by a number of factors, including opportunities for collaboration, coaching, time, and teachers' individual experiences, skills, dispositions, and confidence. What is clear is that on-site collaboration, coaching, and time are essential for widespread changes in teachers' practices across a school or district. In essence, changes in teacher practice require investing time and resources in teachers' learning so that they can develop the expertise needed to improve teaching and learning for ELLs. Such investments in teacher capacity necessitate rethinking the structures under which teachers work, so that ample time for professional learning is structured into teachers' work lives, as is done in other advanced countries where immigrant students and children of immigrants succeed (Darling-Hammond, et al., 2009).

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Appendices

Appendix A: QEIP Process

The Quality of Evidence Improvement Project (QEIP) began in 2008 with the intention to review and ultimately increase the transparency of the research evidence supporting WestEd products and services and the impacts of those products and services. Such transparency can be used to improve the overall quality of the work, and the evidence base and the effectiveness of services and products should be presented and made available to relevant audiences.

The QEIP principles were designed based on the literature surrounding high quality professional development, technical assistance, and other related products and services. Criteria were established for each principle, and a rubric was developed to rate products and services against each criterion. In 2009 the principles and rubric were piloted tested with two WestEd programs. The pilot test included a review of the programs' websites and professional development materials, interviews with key program staff, and observations of professional development sessions. The principles and rubric were revised based on the initial pilot test, resulting in nine QEIP principles:

- » LOGIC MODEL – Products/services are based on logic models or theories of action with clearly defined links
- » RESEARCH-BASED – Content is grounded in current, research-based practices
- » NEEDS – Products/services address current recipient needs
- » DELIVERY METHODS – Delivery methods are appropriate for the intended users
- » PACE, ORDER, AMOUNT – Pace, order, and amount of information is appropriate
- » SUSTAINABILITY – Advances made as a result of the product/service are sustainable
- » EVIDENCE OF USE AND EFFECTIVENESS – Recipients appropriately use new knowledge, skills, and behaviors learned through the product/service
- » CONTINUOUS IMPROVEMENT – Products/services undergo regular evaluation for continuous improvement
- » TRANSPARENCY – Research base and outcomes/findings are clearly presented to recipients

A report template was also developed so programs could easily see where they rated on the QEIP principles. The report template includes a one-page summary with overall ratings for each principle, as well as more detailed pages where ratings for individual criteria are provided along with evidence to explain the rating. A QEIP review can be completed formally by external reviewers, or can be used internally as a self-reflection tool.

Appendix B: Quality Teaching for English Learners (QTEL) Principles

Sustain Academic Rigor in Teaching ELLs

Promote deep disciplinary knowledge.

- » Develop central ideas in the discipline, initially leaving behind interesting but secondary details.
- » Establish interconnections among central ideas of the discipline.
- » Deepen understanding of themes over time.

Engage students in higher order thinking.

- » Have students combine facts and ideas to synthesize, evaluate, and generalize.
- » Have students build arguments, solve problems, and construct new meanings and understandings.
- » Have students support thinking with evidence.

Engage students in generative concepts and skills.

- » Have students anchor new knowledge to central concepts to build understanding.
- » Have students apply familiar central ideas or strategies to their emerging understanding of new concepts.
- » Invite students to build increasingly complex explanations of disciplinary concepts and processes.

Hold High Expectations in Teaching ELLs

Engage students in tasks that provide high challenge and high support.

- » Provide students with activities that are robust but flexible enough that they provide multiple entry points: all students, regardless of where they start, will benefit from participation.
- » Scaffold students' ability to participate in the activities.
- » Ensure that students are asked to engage in increasingly more complex tasks.
- » Treat students proleptically (as if they already possess the abilities you are seeking to develop).

Engage students (and teachers) in the development of their own expertise.

- » Conduct metacognitive activities so that students gain knowledge of how to learn, how to monitor their progress, and how to self-correct.
- » Provide practice in the use of academic tools and activities so that students appropriate them over time.
- » Encourage students to support each other in their development.
- » Encourage students to support each other in building academic stamina.

Make criteria for quality work clear for all.

- » Use rubrics to spell out expected quality of work.
- » Encourage students to take risks and to work hard to master challenging academic work.

Engage in Quality Interactions with ELLs

Engage students in sustained interactions with teacher and peers.

- » Invite students to go beyond single utterance answers to elaborate, illustrate, and connect to their interlocutors' ideas.

Focus interactions on construction of knowledge.

- » State explicitly that constructing new understandings is hard work, that it requires listening intently to interlocutors, making sense of what they are saying, and deciding how to respond to their ideas either by agreeing and providing further evidence (if possible) or by disagreeing and stating why this is the case.
- » Ask students to focus on the coherence of what they are saying (Are they staying with the main ideas? Are they making sense?) and to deepen their understanding by connecting it to related ideas.

Sustain a Language Focus in Teaching ELLs

Promote language learning in meaningful contexts.

- » Provide explicit examples of how to mark agreement, disagreement, and other moves of ideas within a text.

Promote disciplinary language use.

- » Focus on the social purpose of genre, audience, structure, and specific language of disciplinary texts; have students practice deconstructing and creating similar texts.

Address specific language issues judiciously.

- » Focus corrective feedback on fluency, complexity, or accuracy but not at the same time.

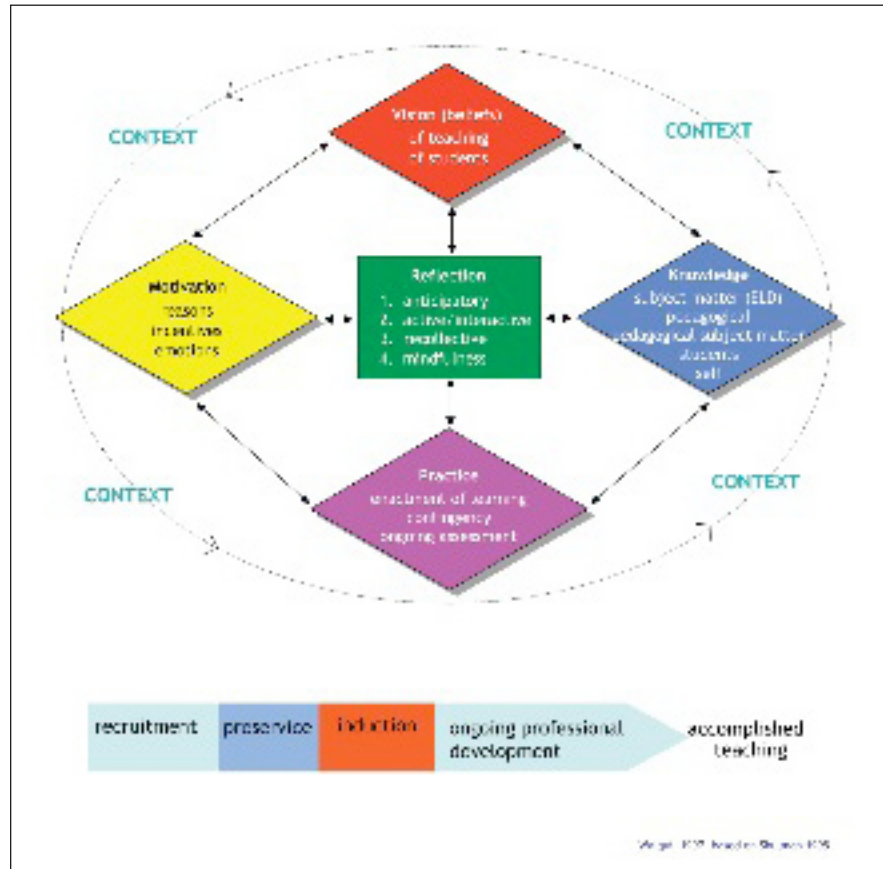
Amplify rather than simplify communications.

Develop a Quality Curriculum for Teaching ELLs

Structure opportunities to scaffold learning, incorporating goals above.

- » Set long-term goals and benchmarks.
- » Use a problem-based approach with increasingly interrelated lessons.
- » Use a spiraling progression.
- » Make connections between subject matter and students' reality.
- » Build on students' lives and experiences.

Appendix C: QTEL Model of Teacher Understanding



To design the content of teachers' learning, QTEL has adapted Shulman's (1995, 2005) model of teacher expertise. This adaptation (Walqui, 1997) depicts two facets of individual teacher understanding and its development:

1. A mapping of the domains that constitute the knowledge, dispositions, emotions and abilities of accomplished teachers working in specific contexts (the upper part of the diagram);
2. The notion that teacher understanding and expertise develop along a continuum, with certain aspects becoming more salient than others at different times (the timeline at the bottom).

Throughout their pre-service education and professional lives, teachers develop along six domains:

- » Vision encompasses teachers' ideologies, objectives, and dreams — all of which impart a sense of direction to their students' learning. Accomplished teachers believe in the educability of each and every English language learner and seek to ensure equal learning opportunities for all.
- » Knowledge represents the range of cognitive understandings that inform instruction: general pedagogical knowledge, subject matter knowledge, knowledge of how to teach English as a sec-

ond language and how to embed that knowledge in the teaching of academic content, pedagogical content knowledge, knowledge of the teaching context and of the students, and teacher self-knowledge.

- » Practice represents the teachers' skills and strategies for enacting their goals and understandings in their teaching.
- » Motivation is comprised of the reasons, incentives, and emotions that give energy and meaning to teachers' visions, understandings, and practices.
- » Reflection in teaching occurs when knowledgeable practitioners try to make sense of their actions in classrooms by engaging in (among other activities) planning, remembering, evaluating, and contemplating — all of which contribute to the understanding of their work in schools.

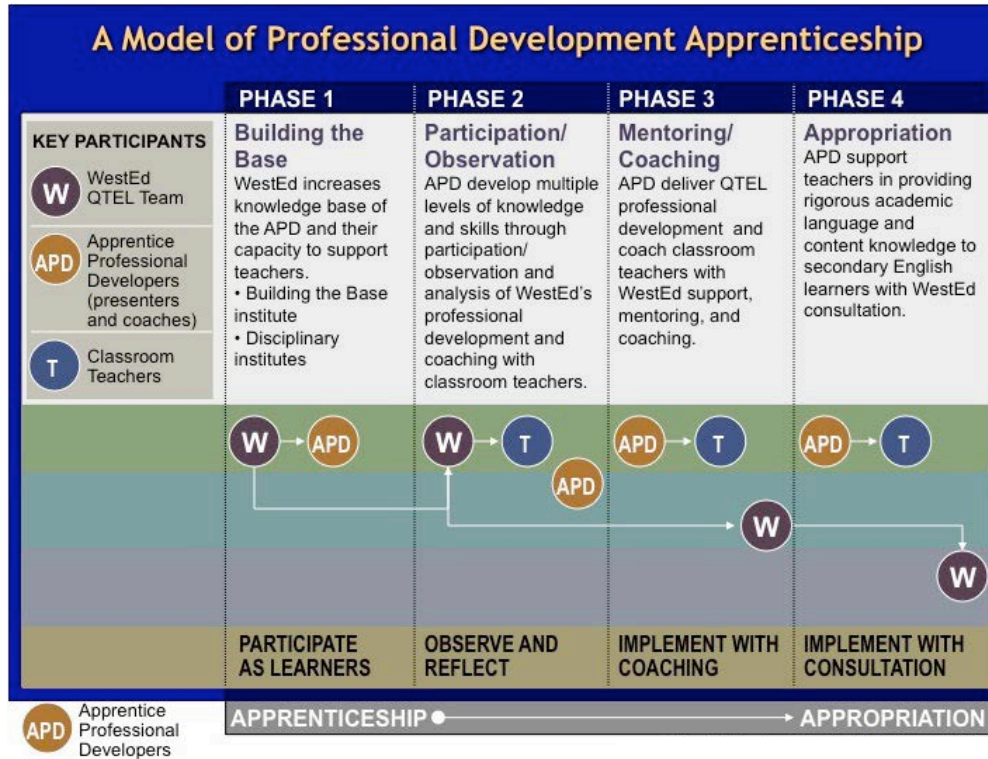
The development of teacher expertise is embedded in a context that incorporates dimensions of the classroom, school, district, and community, as well as state and federal demands, professional responsibilities, and multi-faceted interactions among all these dimensions. Teachers teach in ever-changing contexts; the demands related to what they need to know and be able to do to educate their students increase exponentially. Consequently, teachers need to be continuously supported to develop new ways of designing and enacting their classes to meet contextual demands.

How exactly different domains develop or not over time depends very much on characteristics of the teachers and professional developers and interactions with other educators and their contexts. The more educators work in focused and collegial ways, the more growth we can expect in their professional expertise (Shulman, 1995; Walqui, 1997; Wei, Darling-Hammond, Richardson, & Orphanos, 2009).

A caveat about the organizing model presented here is in order. As Shulman (1995) has pointed out, a diagram such as this one is uni-dimensional and idealized; that is, it fails to represent the considerable conceptual and practical overlap among its components and their dynamic interaction. The domains represented are neither discrete nor neatly separable in categories, nor do they all develop in organized, sequential ways. They constitute an ecological model and coexist in mutually supporting relations; thus they cannot be thought of as existing independently or relating to one another in a linear fashion. The QTEL model incorporates Shulman's domains and this ecological view of the development of teacher expertise; it also aims to provide professional development opportunities that promote the growth of teacher expertise over time.

(excerpted from Walqui, 2010)

Appendix D: QTEL Apprenticeship Process



As illustrated above, the QTEL apprenticeship process involves four phases:

1. **Building the Base:** Apprentices participate in a week-long institute to develop a strong base of theoretical understanding and strategies for effectively teaching academic uses of language to English learners.
2. **Participant/Observation:** Apprentices serve as participant-observers while QTEL staff facilitate professional development for teachers. They observe and take notes on how teachers engage with activities. They also take specific roles in small group work, refocusing discussions, ensuring all group members contribute, and ensuring that contributions move toward the construction of arguments. After each day, apprentices debrief and reflect with QTEL facilitators.
3. **Mentoring/Coaching:** Apprentices conduct QTEL professional development themselves, with support and feedback from a QTEL coach.
4. **Appropriation:** Apprentices design and provide their own professional development, which requires them to appropriate QTEL ideas. They implement, videotape, and reflect on their professional development, while QTEL staff serve in a consultant role.

Once apprentices complete all four benchmarks, they are “certified” and can use and adapt materials for Building the Base institutes.

Appendix E: Teacher survey

Introductory questions:

1. What subject matter do you teach?
 - ELA
 - Science
 - Math
 - Social Studies
 - ELD
 - Other _____
2. Where do you currently teach? (Choices appropriate to district)
3. Where did you teach when you participated in QTEL (if different)? (Choices appropriate to district)
4. When did you participate in a QTEL institute?
 - (choices of when they were offered)
 - I did not participate in a QTEL institute (If checked, discontinue survey)
5. Which institute did you attend? (choices)
6. Did you receive coaching?
 - Yes
 - No
7. How many years have you been teaching?
8. How many years have you been in your current district?

Questions about the impact of QTEL PD on their knowledge and practice:

9. Please indicate the extent to which you found QTEL professional development useful.
 - Not useful at all
 - Not very useful
 - Somewhat useful
 - Very useful

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

	Did not affect	Slightly improved	Somewhat improved	Greatly improved	Don't know/ not sure
Your knowledge regarding the needs of ELLs					
Your knowledge of the language demands of your discipline					
Your confidence in implementing QTEL tasks in the classroom					
Your general understanding of a theory of teaching and learning					
Your knowledge regarding the purposes of scaffolding					
Your ability to design quality curriculum					
Your ability to construct tasks that allow for multiple points of entry					
Your use of scaffolding techniques to move students to higher levels of understanding					
Your use of homogeneous and heterogeneous groupings in order to facilitate understanding					
Your use of academic, rather than simplified, language					
Your focus on rigorous, grade-level academic content					
Your setting of high expectations for all students					
Your discussions of language in the classroom					

11. In your current teaching practice, how often do you use the following QTEL strategies and tasks?

	Not yet	Rarely, less than once a month	Occasionally, a few times a month	Often, weekly	Almost always, daily	Don't know/ Not sure
Jigsaw						
Collaborative poster						
Double-entry journal						
Novel ideas only						
Anticipatory guide						
Mind Mirror with Rubric						
Vocabulary Review Jigsaw						

12. In your current teaching practice, how often do you...

	Not yet	Rarely, less than once a month	Occasionally, a few times a month	Often, weekly	Almost always, daily	Don't know/ Not sure
Focus on central, generative ideas of your discipline?						
Require students to combine ideas, synthesize, generalize, explain, or hypothesize?						
Use scaffolds to move students to higher levels of work or understanding?						
Use tasks with multiple points of entry?						
Apprentice students so they take on more responsibility over time?						
Communicate to all students that they are capable of high quality work?						
Clearly describe or provide examples of high quality work?						
Explain important meta-linguistic knowledge for your discipline?						
Provide opportunities for students to produce or reflect on discipline or genre-specific language?						
Involve students in interactions where they must reason, apply ideas, argue, generalize and ask questions?						
Involve students in interactions where they give extensive or elaborated responses (more than one word or phrase)?						

13. What are some ways that QTEL professional development has had an impact on your teaching practice?

14. Did participating in QTEL lead to any changes in your teaching?

- No
- Very few
- Some
- Yes, many

15. Please describe the two most significant changes in your teaching that you attribute to participating in QTEL. (Only asked if they respond “Yes” or “Some” to previous question.)

Questions about the impact of QTEL on their students:

16. What are some ways that QTEL professional development has had an impact on student outcomes in your classroom?

17. Please describe the amount of change you have seen in students in the following areas since you participated in QTEL

	No change	A little change	Some change	A lot of change
Students’ achievement (e.g., test scores, grades)				
Students’ written work				
Student talk and discussion (both whole class and small group)				
Students’ motivation and engagement				

18. Please describe the two most salient changes you have observed in your students and their achievement since you participated in QTEL.

Questions about the impact of QTEL at their school:

19. What percentage of teachers at your school would you estimate have been through QTEL professional development?

- 0-25%
- 25-50%
- 50-75%
- 75-100%
- Don’t know

20. How much of an impact has QTEL had on the teaching and curriculum at your school?

- None at all
- A little
- Some
- A lot

21. Please describe what you see as the biggest impact QTEL has had on the teaching and curriculum at your school.
22. How much of an impact has QTEL had on teacher collaboration at your school?
 - None at all
 - A little
 - Some
 - A lot
23. Please describe what you see as the biggest impact QTEL has had on teacher collaboration at your school.
24. Any other comments about the impact of QTEL in your teaching, on your students, or on your school?

Appendix F: Interview protocols

Interview Protocol for Apprentices

Prior to the Interview

- » Interviewer will send the email introducing the study and inviting them to participate. The email will ask to make a phone appointment to conduct the interview. Attach consent form for their review prior to interview.
- » If apprentice does not respond, call him/her to request a phone appointment. Reiterate the purpose of the study and why their input is so important: *We are conducting this study to learn about the impact that QTEL has had in Austin. It is important for us to hear first-hand from apprentices, because you have been a key part of QTEL's work here. This feedback is invaluable in helping inform our program and knowing what lasting impact QTEL has had in the district.*
- » Send another email with the consent form.

The Interview

Consent

- » Turn on the audiorecorder: *I'm going to be recording the interview, because it's more efficient than trying to catch everything in my notes. Of course, your responses are confidential and this recording will not be shared.*
- » Thank them for participating and for their input. Reiterate the purpose of the study: *Thank you so much for taking the time to speak with me today. We are conducting this study to learn about the impact that QTEL has had in Austin. It is important for us to hear first-hand from apprentices because you have been a key part of QTEL's work here. This information is very valuable in helping inform our program and knowing what lasting impact QTEL has had in the district.*
- » Before beginning the interview, confirm that they did receive and review the consent form.
- » Ask them if they consent. Read the following text from the consent form they received: *Have you read the above information and have sufficient information to make a decision about participating in this study? Do you consent to participate in the study?*

Below are questions to guide the interview. You may adapt them as necessary, skipping questions that are irrelevant or that the interviewer has already answered. Also, ask follow-up questions if their response is not clear or if they could elaborate more (e.g., could you give me an example?)

Background questions

1. To begin with, we would like to learn a bit about your background in the district. What position do you currently hold? When you participated in QTEL what position did you hold?
2. *(This question will be asked if they were involved in or aware of the decision making process)* Why did _____ (school or district) begin working with QTEL? What support do you think you/it were looking for? What challenges did you hope QTEL would help address?
3. *(Only ask if they were there at the time)* How would you describe the curriculum and instruction at your school before teachers began working with QTEL?
4. Could you describe your participation and involvement in QTEL professional development? *(Follow up questions about different kinds of involvement they may have had—did they participate in institutes, coaching, apprenticeship)*
5. How has the apprenticeship process been for you? What have you gained? What has been challenging?

Questions about QTEL's work at their school

6. We'd like to learn about QTEL's work at your school and how it went. What went well?
7. What was challenging? For teachers? For you as a coach? For QTEL?
8. Has participating in the apprenticeship process changed how you work with teachers? How so?
9. Could you talk about the changes you saw when QTEL began working with teachers? In your perception, what has been the biggest change?

Could prompt for different kinds of changes if they give a quick answer initially. Could also ask for specific examples:

- What has been the biggest change in teacher's practice?
 - How has teacher collaboration changed since implementing QTEL?
 - How have teachers changed the ways they talk to students or ask students questions?
 - What has been the biggest change you've seen in students' work or discussions?
 - Describe any changes to student engagement, motivation, or behavior.
 - What changes have you seen in student achievement? *(Prompt for different kinds of data: tests, grades, course taking, graduation)*
10. What role do you think QTEL played in these changes? What other PD, programs, or things going on in the schools or district might have also contributed to these changes?

Questions about longer term impact

11. So it has been xx years since your teachers went through QTEL professional development. How would you describe your school now?
12. What QTEL ideas and activities do teachers continue to use?
13. Please describe lasting evidence of QTEL's work.
14. What outcomes are you seeing for students now?

Interview Protocol for Administrators

Prior to the Interview

- » They will already have received an email from Aída or Leslie introducing the study and inviting them to participate in the interview.
- » Interviewer will send follow-up email, asking to make a phone appointment to conduct the interview. Attach consent form for their review prior to interview.
- » If principal does not respond, call him/her to request a phone appointment. Reiterate the purpose of the study and why their input is so important: *We are conducting this study to learn about the impact that QTEL has had in Austin. It is important for us to hear first-hand from principals who have been most involved. This feedback is very valuable in helping inform our program and knowing what lasting impact QTEL has had in the district.*
- » Send another email with the consent form.

The Interview

Consent

- » Turn on the audiorecorder: I'm going to be recording the interview, because it's more efficient than trying to catch everything in my notes. *Of course, your responses are confidential and this recording will not be shared.*
- » Thank them for participating and for their input. Reiterate the purpose of the study: *Thank you so much for taking the time to speak with me today. We are conducting this study to learn about the impact that QTEL has had in Austin. It is important for us to hear first-hand from principals and teachers who have been most involved. This information is very valuable in helping inform our program and knowing what lasting impact QTEL has had in the district.*
- » Before beginning the interview, confirm that they did receive and review the consent form.

- » Ask them if they consent. Read the following text from the consent form they received: *Have you read the above information and have sufficient information to make a decision about participating in this study? Do you consent to participate in the study?*

Below are questions to guide the interview. You may adapt them as necessary, skipping questions that are irrelevant or that the interviewer has already answered. Also, ask follow-up questions if their response is not clear or if they could elaborate more (e.g., could you give me an example?)

Background questions

1. To begin with, we would like to learn a bit about your background in the district. What position do you currently hold? When you participated in QTEL or when QTEL was working at your school, what position did you hold?
2. *(This question will be asked if they were involved in or aware of the decision making process)* Why did _____ (school or district) begin working with QTEL? What support do you think you/it were looking for? What challenges did you hope QTEL would help address?
3. *(Only ask if they were principal at the time)* How would you describe the curriculum and instruction at your school before teachers began working with QTEL?
4. Could you describe your participation and involvement in QTEL professional development? *(Follow up questions about different kinds of involvement they may have had—did they participate in institutes, coaching, apprenticeship)*

Questions about QTEL's work at their school

5. We'd like to learn about QTEL's work at your school and how it went. What went well?
6. What was challenging? For teachers? For you as an administrator? For QTEL?
7. Could you talk about the changes you saw when QTEL began working with your teachers? In your perception, what has been the biggest change at your school?
8. *Could prompt for different kinds of changes if they give a quick answer initially. Could also ask for specific examples:*
9. What has been the biggest change in teacher's practice?
10. How has teacher collaboration changed since implementing QTEL?
11. How have teachers changed the ways they talk to students or ask students questions?
12. What has been the biggest change you've seen in students' work or discussions?
13. Describe any changes in student engagement, motivation, or behavior.

14. What changes have you seen in student achievement? (Prompt for different kinds of data: tests, grades, course taking, graduation)
15. What role do you think QTEL played in these changes? What other PD, programs, or things going on in the school might have also contributed to these changes?

Questions about longer term impact

16. So it has been xx years since your teachers went through QTEL professional development. How would you describe your school now?
17. What QTEL ideas and activities do teachers continue to use?
18. Please describe lasting evidence of QTEL's work at your school.
19. What outcomes are you seeing for students now?

Thank you so much for your time and input.

Appendix G: Focal Schools in San Diego Unified School District

School	QTEL Implementation	Interviews and Surveys Conducted
Challenger Middle School	<ul style="list-style-type: none"> Treatment school in IES study 	<ul style="list-style-type: none"> Principal interviewed No teachers completed survey
Mann Middle School	<ul style="list-style-type: none"> Treatment school in IES study 	<ul style="list-style-type: none"> Principal interviewed 2 teachers completed survey
Standley Middle School	<ul style="list-style-type: none"> Treatment school in IES study 9 staff members participated in QTEL professional development in 2010-2011, representing 16% of the faculty QTEL apprentice on site 	<ul style="list-style-type: none"> Principal interviewed 2 teachers completed survey
Wilson Middle School	<ul style="list-style-type: none"> 13 staff members have participated in QTEL professional development in 2010-2011, representing 39% of the faculty QTEL apprentice on site 	<ul style="list-style-type: none"> QTEL Apprentice interviewed (New Arrival Center/EL Support Teacher) 3 teachers completed survey
Lincoln High School	<ul style="list-style-type: none"> 13 staff members have participated in QTEL professional development in 2010-2011, representing 42% of the faculty 	<ul style="list-style-type: none"> No administrator or apprentice interviewed 5 teachers completed survey
Mission Bay High School	<ul style="list-style-type: none"> 9 staff members have participated in QTEL professional development in 2010-2011, representing 21% of the faculty QTEL apprentice on site 	<ul style="list-style-type: none"> Principal interviewed QTEL Apprentice interviewed (EL Support Teacher) 4 teachers completed survey
San Diego High School of Business	<ul style="list-style-type: none"> 9 staff members have participated in QTEL professional development in 2010-2011, representing 30% of the faculty 	<ul style="list-style-type: none"> No principal or apprentice interviewed No teachers completed survey
University City High School	<ul style="list-style-type: none"> 10 staff members have participated in QTEL professional development in 2010-2011, representing 24% of the faculty QTEL apprentice on site 	<ul style="list-style-type: none"> Principal interviewed QTEL Apprentice interviewed (EL Coordinator) 6 teachers completed survey



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