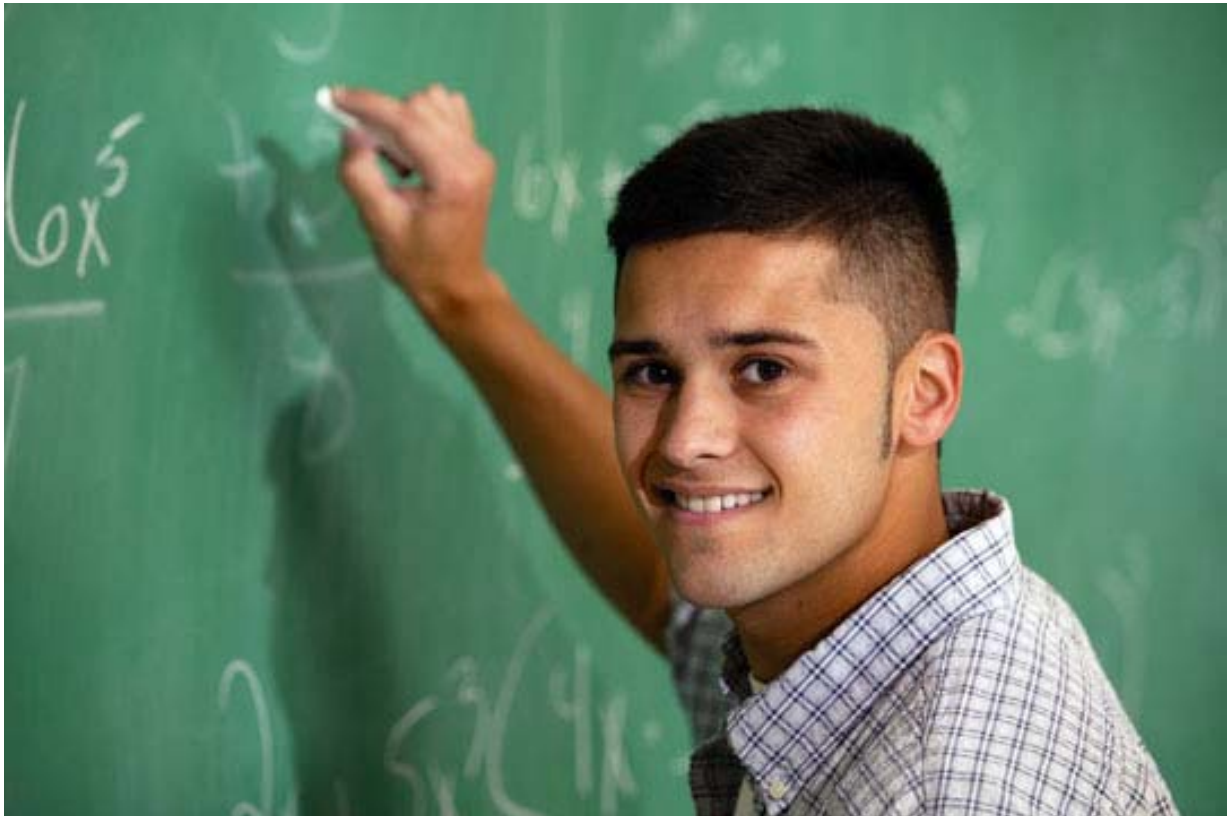# HIGH SCHOOL REDESIGN:

QUALITY TEACHING FOR ENGLISH LEARNERS (QTEL), 2007–2008

Austin Independent School District
Department of Program Evaluation

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EXECUTIVE SUMMARY

A current initiative of the Office of High School Redesign in Austin Independent School District (AISD) is to improve the performance of English language learners (ELLs) on middle and high school campuses. In order to address student achievement, professional development opportunities for teachers of English as a second language (ESL) are being provided by WestEd's Quality Teaching for English Learners (QTEL) program. The 2007–2008 academic year was year 1 of a 3-year implementation of this program in AISD. This report examines the present state of performance of ELL students in the district. It provides the results of the program evaluation conducted by the AISD Department of Program Evaluation, which contained three primary data collection efforts: (a) a survey of program participants' perceptions of the importance and difficulty of implementation of components introduced in the QTEL curriculum, (b) a survey of program participants' views regarding the effectiveness of communicating district plans for the QTEL roll-out district wide, and (c) focus group interviews that explored survey results in greater depth than did the surveys.

General findings indicate teachers at Lanier and International High Schools involved in QTEL training recognized the importance of the tenets of the QTEL program and believed the strategies for improving service to ELLs were realistic. The greatest strengths of the program were reported to be (a) the in-depth discussion and content provided in the advanced training, (b) the support of QTEL staff as classroom coaches to facilitate teacher implementation, and (c) the ongoing nature of the QTEL training beyond year 1. Barriers to program implementation were identified as (a) lack of time and resources to fully implement QTEL, (b) difficult integration for math and new teachers, (c) lack of teacher buy in to redesign the ESL curriculum, (d) lack of clear communication about district plans for this program, and, (e) poor communication and flow of information regarding roles and responsibility of key partners.

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INTRODUCTION

Austin Independent School District (AISD) is committed to system-wide reform in order to ensure continuous improvement for students, while closing performance gaps between subgroups. Approximately 20,000 English language learners (ELLs) were enrolled in AISD during the last academic year (Table 1). Although some ELL students were enrolled in all AISD high schools, 8 of the 11 high schools had more than 100 ELL students. Most ELLs were Spanish speaking. The next largest language minority groups were Vietnamese and Korean.

After students exit from the English as a second language (ESL) program, their academic progress and program placement are monitored for 2 years. This monitoring demonstrated that ELLs are the lowest-performing student group in AISD. Internal analysis revealed that the quality of instruction and coherence and consistency of support for ELLs varied widely from campus to campus and classroom to classroom (Table 2). For example, an ELL at one high school might have been placed in sheltered content area courses with other ELLs and instructed by teachers well versed in sheltered instruction strategies. Another ELL at a different high school might have had only sheltered English and content area classes, all with English-fluent peers and taught by teachers with little or no training in sheltered instruction. For these reasons, ELLs were at the center of AISD's redesign initiative.

Table 1. English Language Learners in Austin Independent School District, 2007–08

Student group	Count	Percentage
AISD Total	80,000	100.0%
Not ELL	60,461	75.6%
ELL	19,539	24.4%
ELL Total	19,539	100.0%
Not HS	14,983	76.7%
HS	4,556	23.3%
Spanish language	18,562	95.0%
Not Spanish language	977	5.0%
Citizen	14,986	76.7%
Non-citizen	4,553	23.3%
Immigrant student	4,556	23.3%
Not immigrant student	14,983	76.7%
Total ELLs in HS	4,556	100.0%
Exited	2,466	54.1%
Enrolled	2,090	45.9%
Immigrant student	612	13.4%
Not immigrant student	3,944	86.6%

Source. AISD Department of Management Information, February 2007

Table 2. English Language Learners, by High School Campus

School name	Grade level				
	9th	10th	11th	12th	Total
Akins High School	71	45	36	15	167
Alternative Learning Center	22	1	1	…	24
Anderson High School	15	9	9	5	38
Austin High School	30	21	14	15	80
Bowie High School	6	4	3	1	14
Crockett High School	81	41	19	26	167
Garza Independence High School	…	…	2	2	4
International High School	130	117	…	…	247
Juvenile Justice Education Program (JJAEP)	4	…	…	…	4
Johnston High School	53	32	37	16	138
LBJ High School	59	41	23	13	136
Lanier High School	242	107	82	43	474
Leadership Academy	5	3	…	…	8
McCallum High School	36	13	10	2	61
Reagan High School	107	58	30	25	220
Travis County Detention Center	6	2	…	…	8
Travis High School	123	76	66	35	300
TOTAL	990	570	332	198	2090

Source. AISD Department of Management Information, February 2007
Note. AISD high schools do not include grades 6 through 8

DISTRICT EFFORTS TO SERVE ELL STUDENTS

In recognition of the critical needs of ELLs entering at the secondary level, AISD created an International High School to serve recent immigrant students who entered the U.S. in the last 2 years and were non-English speakers (English proficiency was determined by a Language Assessment Scale). AISD's vision was to create a model program with student achievement that reflected long-term parity between ELL and non-ELL students. AISD also identified campuses with high numbers of recent immigrants to receive Newcomer teachers (e.g., teachers who specialize in serving students new to this country). Newcomer teachers at International high school were ESL certified. The Newcomer teacher program was based on research (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006) that showed ELL students need a period of adjustment not only to the education system but also to the social environment. Currently, the district supports recent immigrants using Title III and local funds for the Newcomer program.

The Office of Bilingual Education/English as a Second Language (OBE/ESL) has three components that contribute to the support of ELL students. First, OBE/ESL has instituted an

electronic system called the Language Proficiency Assessment System (LPAS) for the Language Proficiency Assessment Committee (LPAC) that ensures accurate and timely data entry for ELLs. The LPAC is responsible for determining student needs, providing instructional interventions, monitoring student progress, making assessment decisions, and maintaining necessary documentation. This relatively new electronic system will allow schools to monitor data entry at the campus level and prevents disruption in services when students move from one campus to another.

Second, OBE/ESL currently funds an immigrant college coordinator, who works with students identified as immigrant in all 17 high schools. The coordinator meets with students on a weekly basis as part of her role to inform and educate staff, students, parents, and the community about opportunities for immigrant students. She also assists immigrant students and families with college admissions processes and creates early awareness of and offers exposure to higher education. Finally, OBE/ESL has begun a public education campaign to involve community organizations and to communicate with parents. Through a partnership with Univision and La Lupe, daily messages about educational issues are run on television and radio to reach the Spanish-speaking community in Austin. Topics are changed on a daily basis and include messages about the importance of the Texas Assessment of Knowledge and Skills (TAKS) test, how to ask questions during a parent conference, the importance of daily attendance, bus safety, and other topics.

PRESENT FUNDING

The ELL program is under the associate superintendent for curriculum and instruction, led by the executive director of the OBE/ESL. Support staff include the director of secondary ESL and five bilingual coordinators at the elementary, middle, and high school levels. The OBE/ESL receives support from local funds ($53.4 million), Title I funds ($800,000), and Title III funds ($2.9 million) for K–12 students. The district recently devoted considerable attention to developing a more robust elementary program. The secondary ELL program has focused on several key structural activities, but a full comprehensive plan for supporting all ELLs must now be developed. Funding from the Bill and Melinda Gates Foundation provided support for the High School Redesign Initiative. The portion allocated to the ELL initiative was $1,468,682. AISD contributed an additional $75,340, for a total budget of $1,528,242 for a 3-year period. Expenditures for serving ELL students were $657,658.88 for the 2007-08 school year; 93.8% of this amount was paid to WestEd.

QUALITY TEACHING FOR ENGLISH LEARNERS

PROGRAM DESCRIPTION

The ELL program associated with High School Redesign is Quality Teaching for English Learners (QTEL), which is provided by WestEd. WestEd designed the QTEL professional development program to improve teachers' effectiveness with respect to students' abilities to read, write, and discuss academic texts in English for rigorous academic courses. The program challenges traditional practices in which lowered expectations and simplified curricula for ELLs were the norm. QTEL is built on the idea that student conceptual, academic, and linguistic development progresses over time if supported by appropriate scaffolding. This scaffolding is temporary pedagogical support that enables learners to accomplish what they cannot do independently and is followed by gradual academic autonomy. This model presents ways of supporting students through six major types of scaffolding: modeling, bridging, schema building, contextualizing, text re-presentation, and metacognitive development. Supported by a large body of empirical research about effective practices with English learners, QTEL uses these types of scaffolding to promote linguistic and academic development (Walqui, 2006).

QTEL is a comprehensive campus model implemented in four phases (Figure 1) that has unique, discipline-specific protocols for language arts, math, social studies, and science. QTEL also includes a professional development and apprenticeship-to-appropriation model that provides support for teachers, teacher educators, and professional developers. Over 2 years, QTEL staff work with campuses to build the capacity of both teacher leaders as well as all faculty through an intense program of professional development activities and on-site coaching, with the ultimate goal of ensuring that campus leadership have developed the skills, knowledge, and practicum experience to sustain the program. The technical assistance provided by QTEL staff is designed to decrease each year as campus and district capacity increase. This program has been implemented successfully in other school districts, including New York City, San Diego, and San Francisco. WestEd staff not only enhance the ability of AISD teachers to serve the needs of secondary ELLs, but they also consult with the district regarding a district-wide comprehensive program.

Instructional leaders are given professional development opportunities that engage them in a number of areas, including (a) an exploration of issues related to teaching ELLs, (b) an understanding of the second-language acquisition process, (c) an unpacking of the principles that characterize quality instruction for ELLs, and (d) the creation of a vision of quality schools and quality teachers for ELLs. In Phase I, participants in professional development activities read theoretical texts, reflect on their learning and its application to their own classrooms, and create rigorous lesson plans that incorporate QTEL. Synchronous with WestEd's professional development work with all staff at these two sites, a subgroup of

teachers across the disciplines of ESL, science, math, English language arts, and social studies participates in four coaching cycles in Phases II and III. These coaching cycles include lesson planning, observation, and a post-observation reflection conference that focus on teachers' successful enactment of rigorous, high-challenge and high-support lessons for English learners. Successful completion of the apprenticeship leads to appropriation in Phase IV, which is represented by certification in QTEL tools and processes. Support providers then, in turn, provide QTEL professional development opportunities and coaching to their colleagues. The additional coaching cycles moves teachers along the continuum toward accomplished teaching in the design and implementation of rigorous lessons for ELLs. According to the literature (Shulman, 1995; Shuman & Sherin, 2004; Walqui 2007, this professional development apprenticeship theoretically results in improved student achievement (Figure 2).

Figure 1. Model of Professional Development used by the Quality Teaching for English Learners (QTEL) Program
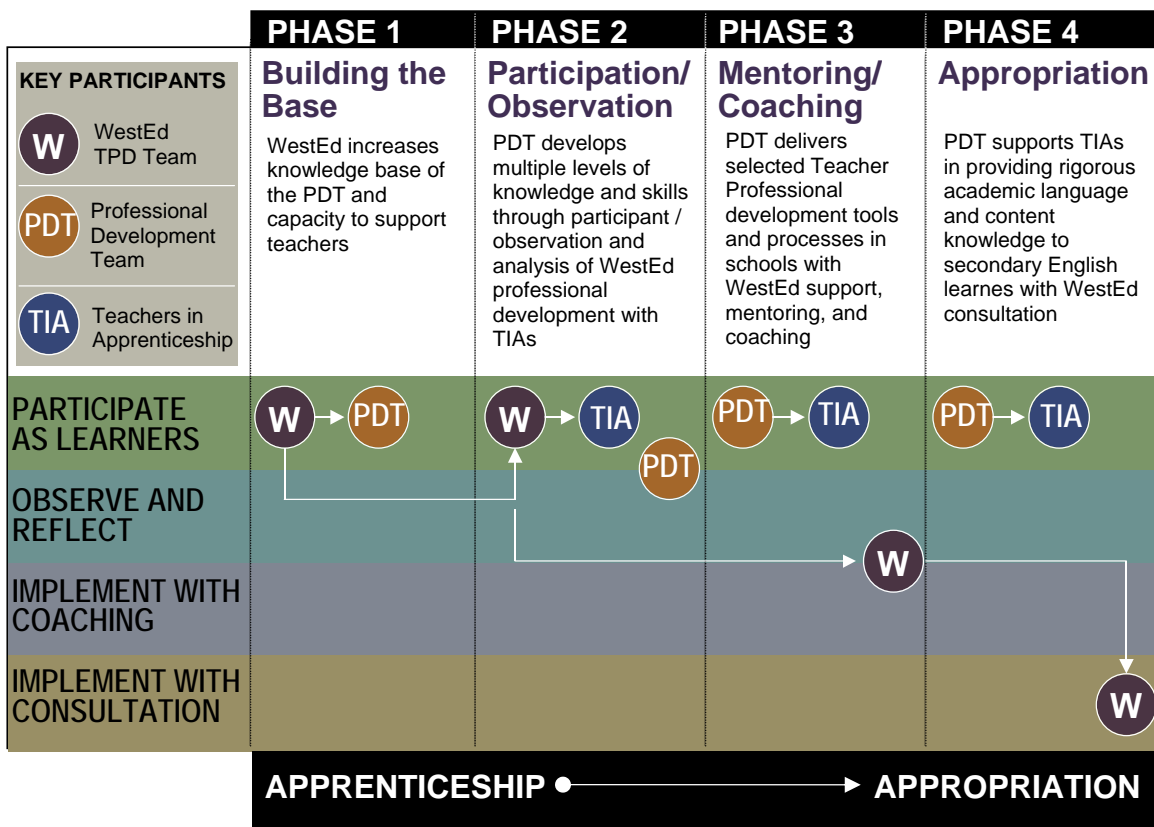
Source. WestEd apprenticeship model

Figure 2. Quality Teaching for English Learners' (QTEL's) Theory of Action

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┌──────────────┐                                                    ┌──────────────┐
│   Teacher    │                                                    │   Student    │
│  knowledge   │                                                    │  engagement  │
└──────────────┘                                                    └──────────────┘
        │                   ┌─────────────────────────────┐
        ↓                   │   Classroom experience      │                  ↓
┌──────────────┐  ┌──────────────┐ ├─────────────────────────────┤         ┌──────────────┐
│ QTEL at Lanier│  │   Teacher    │ │ • Student-teacher interaction│  →    │   Student    │
│and International│→│   practice   │→│      • Assignments          │         │ achievement  │
│ High Schools │  └──────────────┘ │      • Assessment           │         └──────────────┘
└──────────────┘                   │ • Peer group interaction    │                ↑↓
        │          ┌──────────────┐ └─────────────────────────────┘         ┌──────────────┐
        ↓          │   Teacher    │                                          │   Student    │
                   │ collaboration│                                          │  motivation  │
                   └──────────────┘                                          └──────────────┘
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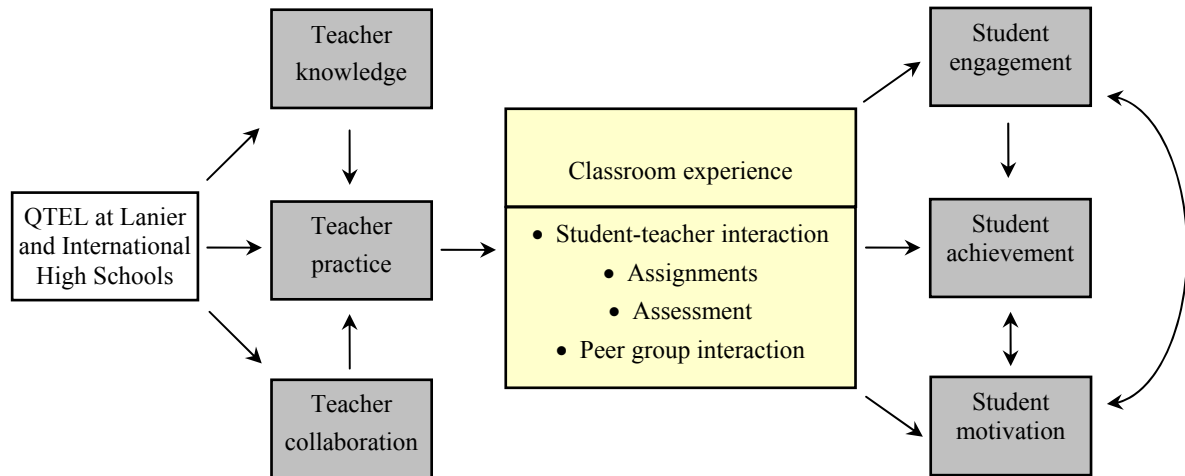
Source. A. Walqui (personal communication, October 15, 2008)

PROGRAM IMPLEMENTATION

QTEL is the cornerstone for the High School Redesign ELL initiative. AISD is working with WestEd in a 3-year collaboration to implement QTEL. This collaboration began in summer 2007 and will continue until spring 2010. Implementation in AISD began with two demonstration schools, Lanier and International. Sixteen teachers from these schools began the QTEL certification process in literacy during a 5-day Building the Base training in San Francisco in July 2007. Members of this cohort continue to serve as campus-level professional development leaders on their respective campuses as they work toward completing QTEL certification. This subset of teachers will receive in-classroom coaching from QTEL staff to refine their practice. After this cohort has completed the certification process, an additional cohort from different high schools will begin the apprenticeship model and work toward certification.

During the 2007 school year, QTEL staff also provided 6 days of professional development activities to all teachers in International and Lanier (n = 133). The intention of the staff-wide training was to have all classrooms in the two high schools serve as observational settings for the QTEL strategies when the program expanded to other schools in 2008. Lanier and International began the QTEL instructional model in every classroom in the 2007–2008 school year. Principals received the same trainings as did teachers and teacher educators during year 1. In addition, the leadership cadre and six other volunteer teachers received specific support, consisting of lesson planning, classroom visitations and feedback, and theoretical seminars. Apart from the year-1 work at the two demonstration sites, QTEL provided AISD leadership with professional development activities that supported systematic reform. The

combination of professional development activities at the campus and district levels will increase capacity to develop and support quality instruction for secondary English learners. In the future, QTEL-trained teachers from these schools will train teachers from other schools, model best practices, and serve as catalysts to drive the instructional program at other campuses.

QTEL has agreed to devote a minimum of 42 days over the next 2 years to leadership development at multiple levels, meetings with the Project Management Team, presentations at community meetings, and work sessions with AISD district office personnel to identify policy and procedure changes necessary to strengthen the initiative. An essential part of leadership development in year 1 has been the training of curriculum staff in the areas of math, science, language arts, and social studies. The greatest barrier to this QTEL roll-out district wide will be the development of an instructional plan unique to each high school. The district intends to identify lessons learned from the full QTEL model implemented at its laboratory schools when it creates an instructional program for ELLs at other high schools.

EVALUATION METHODOLOGY

PURPOSE

The Department of Program Evaluation (DPE) at AISD conducted an evaluation to provide information about program implementation and effectiveness; the results of this evaluation will be used to facilitate decisions related to program modification or improvement. The following questions guided the evaluation of the district's QTEL training in year 1:

- Did participants in professional development activities acquire a basic understanding of program philosophy and strategies utilized in the QTEL program?
- Did participants in QTEL trainings feel able to implement the strategies in their classrooms?
- Do key stakeholders hold a shared understanding of next steps in the expansion of QTEL training in AISD? (Office of Redesign, Office of Bilingual Education, principals, and QTEL participants who have clarity about their role in fall 2008 will provide evidence about this question.)

DATA AND METHODS

During the 2007–2008 school year, evaluation focused on the comprehension of QTEL training content for teachers at Lanier and International. Specifically, evaluation of the QTEL participants included three main data collection activities: (1) focus groups with teachers who were QTEL participants or who received advanced training, (2) an objective Content Survey that targeted key elements of published QTEL philosophy and strategy and that was

administered to all teachers who participated in the QTEL training, and (3) a Communication and Planning Survey that asked participants to identify the role of key stakeholders in Fall 2008 and that asked participants about their understanding of next steps in the district-wide implementation of QTEL.

In April, teachers were sent two surveys via SurveyMonkey®, an Internet survey provider (Appendices B and C). These surveys were e-mailed to all QTEL professional development participants (N = 148), with 124 participants from Lanier and 24 participants from International. Non-responders received multiple follow-up e-mails over a 3-week period prompting participation. Only records that were completed and original (i.e., unduplicated) were retained in the data. The first survey was an evaluation of the QTEL training content. The overall response rate was 71% (n = 105); 67.4% of Lanier participants and 92% of International participants responded. The small sample size from International prevented between-campus comparisons.

Teachers who participated in QTEL professional development activities were asked to rate the program components developed by WestEd on two Likert scales, which captured the importance of a component to the teacher and the difficulty of implementing a component in the classroom, respectively. Each Likert scale ranged from 1 to 6 (Figure 3). Means are reported for these Likert-scale questions to indicate the direction of the average answer. The standard deviation is also important because it gives an indication of the average distance from the mean. (A low standard deviation indicates that most observations cluster around the mean, whereas a high standard deviation indicates variation in the answers.) When teachers indicated a high difficulty level, they were asked to select a reason the component was difficult to implement from a list of options presented in a drop-down box. Those options were:

- Need more examples/models/coaching
- Our existing curriculum doesn't align with this concept/skill
- This conflicts with other campus or district initiatives
- Confusing to understand WHAT THIS MEANS
- Confusing to understand HOW TO DO THIS
- Student don't seem to respond well to this approach
- Feels uncomfortable to me
- Pressure to cover material for TAKS
- This is not supported by campus leadership (e.g., admin, team leaders)
- Other, please specify

Figure 3. Example of Likert Scale from Content Survey

In order to measure any correlation between importance and implementation within each item, a correlation matrix was run using binary coding for each item:

- Importance
  - (0) 1 to 3 → not important
  - (1) 4 to 6 → important
- Implementation
  - (0) 1 to 3 → not difficult
  - (1) 4 to 6 → difficult.

The binary analysis captured substantive changes rather than incremental changes. For example, a change from 1 → 2 or from 2 → 3 does not indicate a substantive change in importance. These values all represent non-importance. Still, a correlation matrix would capture any relationships significantly associated with changes from 1 → 2 or 2 → 3. However, a change from 0 → 1 indicates a change from not important to important. Dichotomies are possible because the Likert scale contains an even number of response options.

The second brief survey was an evaluation of communication regarding plans for QTEL implementation. The overall response rate was 70% (n = 104); 67.7% (n = 84) of Lanier participants and 83.3% (n = 20) International participants responded. The small sample size from International prevented between-campus comparisons. Participants were asked how well they understood plans for stakeholder participation in the QTEL program the following year (2008–2009). Stakeholders included WestEd, AISD Central Office, the participant's school administrators, campus-based trainers, campus-based coaches, and classroom teachers. Participants were given five options to describe their understanding of plans for the program (Figure 4). In order to simplify the results, responses were collapsed into three categories:

- 1, 2 → Did not understand
- 3 → Understood "big picture" only
- 4, 5 → Understood.

The final question asked participants about their role in QTEL for 2008. The response options for this item were Central Office, QTEL trainer, classroom teacher, or other role.

Figure 4. Example of Responses in Communication and Planning Survey

Several weeks after these surveys were completed, focus groups and interviews were conducted in an effort to triangulate data collection. Qualitative data add texture and detail to themes that arise from quantitative work. Qualitative data collection for QTEL accompanied data collection for two other AISD initiatives, Professional Learning Communities and Student Advisory. Surveys regarding these initiatives were sent to teachers via SurveyMonkey®, as well. Teachers who responded to any survey were then invited via e-mail to participate in qualitative data collection. The teacher was then able to select a data collection method: focus group or private interview. This selection was driven by teacher scheduling, convenience (time), and personal preference. Focus groups were kept small and included teachers from varying content areas and grade levels. Focus groups and interviews were conducted at teachers' schools. Six teachers participated in the Lanier focus groups/interviews and 11 participated at International. The following semi-structured questions were asked of QTEL participants:

- What are the most challenging parts about teaching ELL students?
- Tell me about the most valuable thing you have learned from QTEL training. Why was it beneficial in your work with ELL students? How have you used the information?
- How can you tell when students really "get" a concept or lesson you have taught? What are the most important components of a well-designed lesson for a class that includes ELL students?
- Tell me about the challenges you experience as you implement QTEL strategies in your classroom.

RESULTS AND DISCUSSION

CONTENT SURVEY

The overall results for the QTEL Content Survey are presented in Table 3. The results referring to the importance of the content subject are presented in the column labeled "IMPOR." The results referring to implementation are presented in the column labeled "IMPLE." First, the results pertaining to the importance of the QTEL content presented in trainings throughout the year were described. The mean for all items regarding importance fell within the range of 4.8 to 5.3; the median ranged from 5.0 to 6.0; and the mode was 6.0, with two exceptions at 5.0 (the median and mode are not included in Table 3). More than three fourths of all respondents reported these items were important (range 77.1 to 90.5%). These findings demonstrate WestEd successfully garnered participant buy in into QTEL. An investment in the importance of programmatic content was shared by both WestEd and program participants. This is especially evident given that mode (i.e., the most commonly selected response) was the highest level of importance and that all descriptive statistics (i.e., mean, median, mode, and standard deviation) yielded values that consistently indicated importance.

Next, the results pertaining to the implementation of QTEL content were examined. The mean for items regarding implementation fell between 2.9 and 3.7; however, the median was consistently 3.0, as was the mode, with four exceptions at 2.0. Although more than half of all respondents to these items reported implementation was not difficult, many participants reported these items were difficult to implement (range 22.9 to 45.7%). Implementation difficulty was further evidenced by standard deviations that demonstrated the means vacillated substantively between implementation being not-difficult and difficult. Furthermore, the median and mode were 3.0, which was on the cusp of the not-difficult/difficult implementation scale. These findings suggest program implementation was on schedule according to the program model (Figure 1). Year 1 consisted of Phase 1 and the onset of Phase 2. Teachers were introduced to the curriculum, but did not yet have personal attention through peer mentoring. Thus, complete integration of QTEL strategies in all classrooms was not expected in year 1.

Table 3. Results from Content Survey: Importance and Implementation Items

Content heading and subheadings	Mean		Standard deviation		n	
	IMPOR	IMPLE	IMPOR	IMPLE	IMPOR	IMPLE
Sustain academic rigor in teaching ELLs						
Promote deep disciplinary knowledge	4.9	3.6	1.1	1.3	104	99
Develop central ideas of a discipline	4.9	3.3	1.1	1.3	104	99
Establish the complex relations that exist between central ideas	4.8	3.5	1.2	1.4	103	95
Sustain a focus on central ideas and depth of knowledge	5.0	3.2	1.1	1.3	103	95
Require higher order thinking skills	5.2	3.6	1.0	1.4	102	95
Lead students to combine facts and ideas to synthesize, evaluate, generalize	5.1	3.6	1.0	1.4	101	98
Lead students to solve problems and construct new meanings and understandings	5.2	3.4	1.1	1.4	104	97
Develop substantive, generative concepts and skills, and teach students to support	5.1	3.5	1.0	1.5	103	98
Lead students to construct explanations and arguments in the content area	5.0	3.6	1.1	1.4	103	98
Hold high expectations in teaching ELLs						
Engage students in tasks that are high challenge and high support	5.1	3.5	1.0	1.5	100	97
Use tasks that are academically challenging and engaging	5.2	3.3	1.1	1.5	100	96
Provide scaffolds that facilitate student engagement in intellectual tasks	5.2	3.2	1.0	1.3	99	94
Provide varied entry points for instructional tasks	4.8	3.4	1.2	1.4	99	94
Promote apprenticeship and increased participation over time	5.0	3.4	1.1	1.4	100	96
Engage students in the development of their own expertise	5.2	3.5	1.0	1.3	98	93
Act on the belief that all members of the class community can achieve	5.3	3.2	1.0	1.5	99	95
Foster a climate of mutual respect that contributes to the achievement of all	5.3	2.9	1.1	1.6	98	95
Have a clear criteria for high expectations	5.3	3.1	1.0	1.5	99	96
Be explicit about the criteria for what constitutes quality performance	5.2	3.0	1.0	1.4	100	96
Be clear with students that it is necessary to take risks and work hard to master challenging academic work	5.3	3.2	1.0	1.4	99	95

Note. Range for IMPLOR and IMPLE responses was 1 to 6

Table 3. Continued, Results from Content Survey

Content heading and subheadings	Mean		Standard deviation		n	
	IMPOR	IMPLE	IMPOR	IMPLE	IMPOR	IMPLE
Engage in quality interactions with ELLs						
Engage in sustained, deep interactions to build knowledge	5.1	3.3	1.1	1.3	98	91
Dialog between teacher and student and between peers is sustained and builds on the participants' ideas to promote improved understanding of concepts	5.2	3.2	1.0	1.4	97	93
Dialog involves the exchange of ideas and is not scripted or dominated by one party	5.0	3.2	1.1	1.4	94	91
Jointly construct knowledge mediated through language	4.9	3.3	1.1	1.4	96	89
Talk is about the subject matter of the discipline and encourages reasoning, application of ideas, argumentation, forming generalizations, and asking questions	5.2	3.3	1.0	1.4	97	93
Sustain a language focus in teaching ELLs						
Explicitly develop content-specific (disciplinary) language	5.0	3.0	1.2	1.4	97	93
Explicitly discuss how language works (purpose, structure and process) and the characteristics of language, texts, and disciplinary (content-specific) discourse	4.8	3.3	1.3	1.5	96	92
Amplify rather than simplify	4.9	3.0	1.2	1.4	96	90
Develop a quality curricula in teaching ELLs	5.2	3.7	1.1	1.6	96	92

Source. QTEL Content Survey administered by the DPE, Spring 2008
Note. Range for IMPLOR and IMPLE responses was 1 to 6

Several items on the survey proved to be positively correlated at the $\alpha = .05$ significance level (Table 4). In other words, these items were considered both important and difficult to implement, and the relationship between importance and difficult implementation was statistically significant. The Pearson coefficient ranges from -1 to 1, suggesting the relationship between importance and implementation for these items, while statistically significant, was not well defined. Rather than focus on the relationship between importance and implementation, these findings suggest focus is needed to either clarify or simplify implementation these five items.

If a respondent reported an item was difficult to implement, he or she was asked to offer an explanation about why implementation was difficult. Table 5 shows the most commonly selected reason was that teachers needed more examples, models, or coaches. The next most common response was that students did not respond well to the approach. Reasons at rank 1, 3, and 5 can be combined to thematically represent a tentative translation of QTEL programmatic items into participant teaching or curriculum. More than half of the time (55.9%), respondents selected this theme.

Table 4. Within-item Correlation between Importance and Implementation

Item	Pearson correlation coefficient	*p*-value
Lead students to solve problems and construct new meanings and understandings	0.2684	0.006
Lead students to construct explanations and arguments in the content area	0.2695	0.005
Provide varied entry points for instructional tasks	0.2055	0.036
Have clear criteria for high expectations	0.2367	0.015
Develop a quality curriculum in teaching ELLs	0.3071	0.001

Source. QTEL Content Survey administered by the DPE, Spring 2008

Table 5. Reasons Item was Difficult to Implement

Reason from drop-down selection box	% of time selected	Rank
Need more examples/models/coaching	36.2%	1
Students don't seem to respond well to this approach	21.8%	2
Confusing to understand HOW TO DO THIS	13.6%	3
Pressure to cover material for TAKS	12.1%	4
Confusing to understand WHAT THIS MEANS	6.1%	5
Our existing curriculum doesn't align with this concept/skill	5.1%	6
This is not supported by campus leadership (e.g., administration, team leaders)	1.7%	7
This conflicts with other campus or district initiatives	1.6%	8
Feels uncomfortable to me	1.5%	9

Source. QTEL Content Survey administered by the DPE, Spring 2008

These results concur with previous findings in this report, indicating that participant transference of QTEL items from theory into practice is ongoing. These response reasons suggest participants are already anticipating Phases 3 and 4, in which modeling will be integral. What participants understood "more" to mean in these responses was not clear from the data; they may have understood more to refer to quantity or quality. If they understood more to refer to quantity, participants may simply need a greater number of examples or models, or a greater number of coaching sessions. If more referred to quality, respondents may need a greater variety of examples or models (perhaps in different settings) or they may need more than one coach or additional coaching sessions.

COMMUNICATION AND PLANNING SURVEY

Results for the QTEL Communication and Planning Survey show that most respondents did not fully understand plans for stakeholder participation in the QTEL program for the implementation in 2008 (Figure 5). The roles of participants' schools and of classroom teachers were clear to more respondents than were the roles of the other stakeholders. Many

participants (64.4%) reported they did not understand Central Office's role in this implementation. Most participants (82.7%) reported ambiguity in regard to their own role in 2008 implementation (i.e., they understood the big picture, but not the plan details). Overall, nearly 60.0% of all respondents reported they could not articulate plans for QTEL implementation in 2008 for any stakeholder.

Figure 5. Understanding of Plans for Stakeholders' Participation in 2008 Quality Teaching for English Learners (QTEL) Implementation
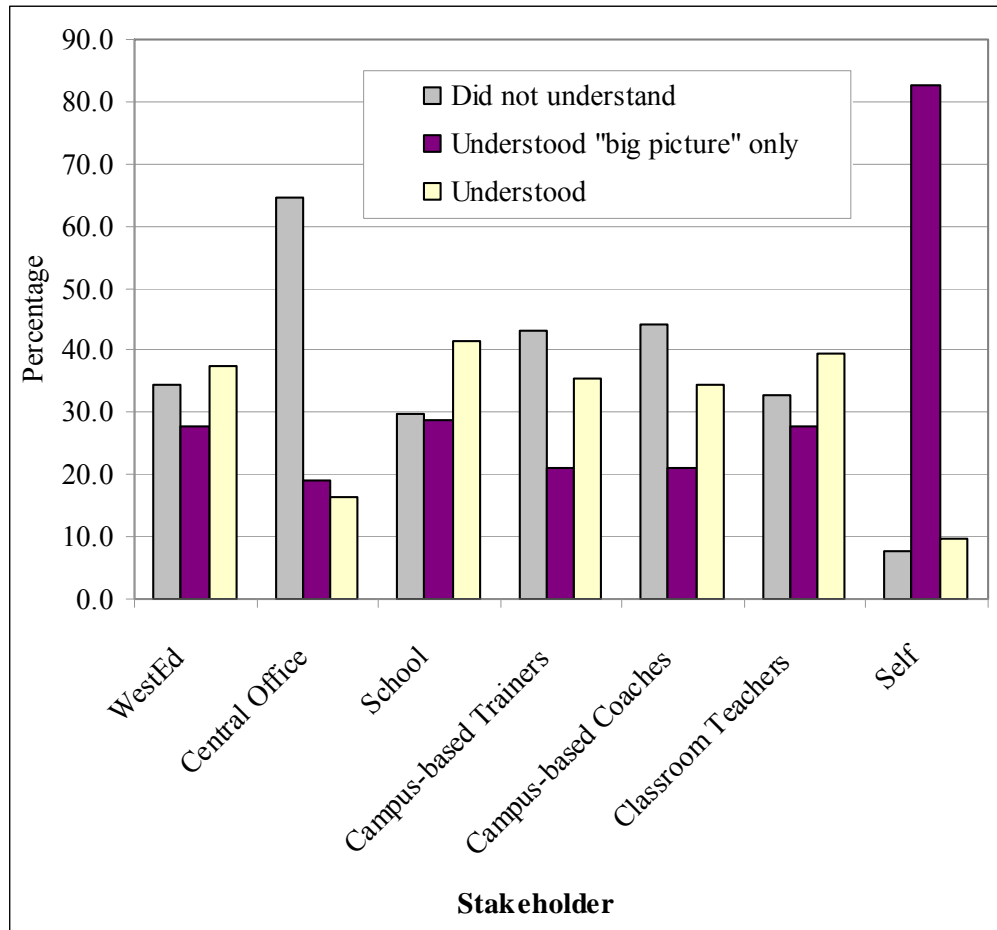
Source. QTEL Communication and Planning Survey administered by the DPE, Spring 2008

Understanding the role of stakeholders was positively correlated at the $\alpha = .05$ significance level (Table 6). That is, as the level of understanding of the role of one stakeholder increased, so did the level of understanding of another stakeholder. This was true for understanding of all stakeholder roles, except for the role of the respondent. Understanding of the role of self was not correlated with understanding of roles of other stakeholders. These findings indicate a problem existed with the district's message, either in communication or in clarity. If the problem was communication, the district's message regarding QTEL

implementation for 2008 was not clearly conveyed to participants. If the problem was articulation, the message itself was not clear or explicit.

Table 6. Between-item Pearson Correlations for Understanding Roles of Key Stakeholders

	WestEd	Central Office	School	Campus-based trainers	Campus-based coaches	Classroom teachers
WestEd	1	0.4990 <.0001	0.7139 <.0001	0.6561 <.0001	0.6583 <.0001	0.6932 <.0001
Central Office		1	0.4512 <.0001	0.4173 <.0001	0.5479 <.0001	0.4393 <.0001
School			1	0.7925 <.0001	0.7190 <.0001	0.7367 <.0001
Campus-based trainers				1	0.7540 <.0001	0.7645 <.0001
Campus-based coaches					1	0.7292 <.0001
Classroom teachers						1

Source. QTEL Communication and Planning Survey administered by the DPE, Spring 2008

FOCUS GROUPS AND INTERVIEWS

Focus groups and individual interviews were held on each high school campus to learn about teachers' experiences with several of the High School Redesign Initiatives (e.g., Professional Learning Communities, Advisory, and QTEL/ELL). The narrative here is limited to teachers at Lanier and International and their comments about the QTEL trainings/curriculum. Several teachers were satisfied with the WestEd training content, but teachers in the advanced training cadre were more satisfied with the experience than were teachers attending the general professional development seminars. One member explained why he or she was satisfied with the advanced cadre training:

I appreciate starting with a smaller group to show the teachers that the approach works. Then teachers want to see the same success in their own classrooms. The whole massive change approach (do it and do it well and do it now) doesn't work well.

Another teacher attempted to explain why teachers in the professional development group may not be very satisfied with the QTEL program:

The biggest problem with the QTEL program is getting buy in from others [teachers who are not in the cadre]. It is hard for them without all of the training we receive. Buy in is pretty low. They groan when QTEL training is announced.

Focus group participants projected that buy in would increase when teachers who participate in professional development activities observe the advanced cadre classrooms (which will occur in 2008–2009, year 2 of implementation).

Two specific groups were identified as struggling with QTEL content at Lanier: math teachers and new teachers. Math teachers reported having difficulty with the level of reading and writing advocated by the QTEL curriculum. This difficulty was caused by a pedagogical difference between traditional teaching methods and QTEL curriculum. The math teachers reported they typically used direct teaching practices in which students are told information. In contrast, QTEL advocates that students be led to conclusions through literacy activities. The difficulty new teachers had with the QTEL curriculum was attributed to their being in "survival mode" to get through the year. Teachers with tenure argued new teachers did not have the capacity to integrate QTEL into their teaching activities. Seventy-five percent of math teachers at Lanier were in their first or second year of teaching during year 1 of the QTEL implementation.

Time and money were identified as the biggest barriers to implementing the QTEL program. Some participants felt reluctant to invest time and energy to adapt their curriculum to be in line with QTEL because they viewed the district as fickle. These teachers suggested Central Office has a history of frequently adopting and discarding new initiatives. Teachers identified the most time-consuming portions of lesson transformation as content area literacy; specifically, vocabulary and comprehension strategies. As one teacher put it,

> WestEd is very time intensive to prepare. Training math teachers that literacy
> issues are pivotal to math achievement takes time. Trying to get time to make
> revisions to lessons and units is nearly impossible. You can only do so much for
> free before you get spent.

The QTEL content itself was viewed positively by teachers who participated in interviews. It was labeled as "progressive." A teacher at International indicated that "some strategies are similar to what you already do, but tweaked and clarified." International teachers viewed the strategies as motivational to educators as well as to students. Teachers in the advanced cadre described the QTEL training as "asking us to stretch ourselves" and "creating a school culture and vocabulary…a unified process to define instruction." These comments seemed to reflect a solid comprehension of QTEL's year-1 objectives. However, members of the advanced cadre expressed trepidation about moving forward too quickly or without sufficient resources.

The experience of having in-classroom coaching was viewed as a fundamental component of the program because it enabled teachers to apply what they learned. One teacher indicated that having a coach in her classroom motivated her to integrate QTEL into her teaching, saying, "[It] made me (forced me) to implement what I learned because I knew

someone was going to be watching. Not everyone would like that. I wanted it." Another teacher spoke about the usefulness of a classroom coach:

> WestEd is so helpful because it is ongoing. I have a coach who checks up on me. But it needs to be an expert, not just someone who was trained by someone who was trained by someone who was trained by someone.

Concerns about the future of QTEL professional development activities and whether or not they will be sustained at Lanier and International were raised several times. One teacher said,

> There has not been much communication about plans for WestEd. Our teachers [not in the cadre] didn't realize that it would continue next year. At the end of this year, they were planning what the focus would be next year and making recommendations for the campus professional development agenda. When they began to realize QTEL would continue, they seemed exasperated by it and said "We've already done this. Why do we have to keep doing it?" People are having trouble with it. Some groups were belligerent and argumentative with Dr. Walqui; it was extremely embarrassing.

Another teacher explained,

> I don't understand the plan for next year. I am currently being coached by QTEL trainers in my own classroom. It is very beneficial. But how could I become a coach by next year? The QTEL coach who comes to my room has years of expertise behind him and when he shares that, it is valuable and helps me understand and do things better. I can't know that by next year.

These comments demonstrate a gap between district and teacher expectations of the QTEL program. Teachers were not informed with equal clarity that they were making a 3-year commitment to the QTEL curriculum.

CONCLUSION AND RECOMMENDATIONS

The purpose of the QTEL training was to provide professional development opportunities to teachers in AISD who instruct ELLs. The goal of the QTEL training was to establish laboratory schools that can be used to expand QTEL implementation to additional campuses in AISD over time. At the conclusion of year 1, teachers at the two participating schools consistently recognized the importance of programmatic items. However, teachers were not consistent in their reports about the difficulty of QTEL implementation. This was demonstrated in the Content Survey items regarding implementation. Participants in the focus groups and interviews raised particular concerns about implementation on the part of math teachers and teachers new to their profession. In addition, focus group and interview

participants expressed concern about teacher buy in to initiatives promoted by Central Office. Although some indicators of transition to QTEL teaching strategies was expected in year 1, complete transition was not expected; this will occur over time as the program moves toward Phase 4. Based on these major findings, we have six recommendations (one programmatic and five evaluation) to improve evaluation efforts in year 2.

PROGRAMMATIC RECOMMENDATION

We recommend the district develop a mission statement regarding the QTEL program. The area most in need of improvement is communication and planning. Nearly 60% of participants who responded to the Communication and Planning Survey could not articulate plans for QTEL implementation in year 2 or explain the role of any stakeholder. Furthermore, understanding of these roles was highly correlated, suggesting a widespread lack of information about partner and stakeholder activities in year-2 implementation. We recommend the district develop a mission statement regarding the QTEL program and integrate stakeholder activities and roles into that statement. This statement also should delineate district commitment to QTEL in terms of time, resources, and sustainability. It should be publicly available on the district website, and in particular, shared in writing with all QTEL participants and their schools' administrative staff. A sample of this mission statement is available in Appendix D. In addition, QTEL participants should be advised when evaluation reports regarding QTEL are posted on the district website. This transparency will further encourage buy in from QTEL participants and their schools.

EVALUATION RECOMMENDATIONS

We recommend training and classroom observations. These would take place during year 2 for the purpose of better understanding the gap between buy in and implementation. At this point, we cannot determine what level of transition to QTEL teaching strategies has occurred. A need for improvement may exist in either program (i.e., in the QTEL trainings or the QTEL curriculum) or in program delivery (i.e., also known as fidelity, adherence to program strategies). If improvement is needed in fidelity, classroom observations will identify barriers to and assets for adherence.

We recommend improving the collection of quantitative data. The surveys used in year 1 did not utilize optimal survey design. Several improvements are advised: (a) provide detailed instructions to survey participants on the first page of the survey; (b) improve the readability of questions, (c) improve reliability of response options (i.e., provide descriptive text for each response option, rather than only numeric values); and (d) simplify question navigation (i.e., minimize participant use of the scroll bar).

We recommend adding another dimension to the content survey. The year-1 survey measured self-reported difficulty of implementation, but not self-reported success of

implementation. The survey should ask teachers to report if they succeeded in implementing QTEL program items. This item could present a percentage or categorical scale and ask respondents to identify to what percent or category describes the level of QTEL implementation in their teaching and curriculum.

We recommend improvement to the Communication and Planning Survey to maximize survey design. References to implementation year should be to the year of the program (1, 2, or 3) or to the academic year (2007–2008, 2008–2009, or 2009-–2010), not to the calendar year (as was referenced in the year-1 survey). Also, the response options should be vertically (rather than horizontally) aligned to improve readability.

We recommend all QTEL surveys be combined into a single survey. This would reduce respondent burden both in terms of time and energy.

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APPENDICES

Appendix A. Glossary of Terms

ELL – English language learners refers to students who are not proficient in writing, reading, or speaking English.

ESL – English as a second language refers to the current (pre-redesign) curriculum used nation-wide to educate ELL students.

High School Redesign – A national initiative in which schools are redesigning curriculum to better prepare students for 21st century employment and citizenship demands.

Newcomer teacher – A teacher who serves students who have been in the United States for 1 year or less. The Newcomers Program was developed to serve the special needs of these students and to improve their English language proficiency and achievement skills. The program includes small classes, intensive English instruction, physical education classes, and content area classes, and the intent is for newcomers to transfer into regular ESL classes at the end of 1 school year (Rumbaut, 1991).

Sheltered instruction – A teaching style founded on the concept of providing meaningful instruction in the content areas (social studies, math, science) for ELL students while they work to reach English fluency. Instead of providing watered-down curriculum for ELL students, sheltered instruction allows for the content to be equal to that used for native English speakers.

QTEL – Quality Teaching for English Learners is a program developed by WestEd that targets ELL student performance via improved teaching methods and strategic curriculum. These methods and this curriculum are imparted to teachers through professional development instruction.

WestEd – A nonprofit research, development, and service agency that targets education and human development within schools, families, and communities.

Appendix B. Content Survey in SurveyMonkey®

WEST ED/QTEL Content Survey

1. WEST ED/QTEL Training Evaluation

2. Sustain academic rigor in teaching English Language Learners

Promote deep disciplinary knowledge

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Develop central ideas of a discipline

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Establish the complex relations that exist between central ideas

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

25

Sustain a focus on central ideas and depth of knowledge

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Require higher order thinking skills

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Lead students to combine facts and ideas to synthesize, evaluate, generalize

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Lead students to solve problems and construct new meanings and understandings

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Develop substantive, generative concepts and skills, and teach students to support thinking with evidence

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Lead students to construct explanations and arguments in the content area

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

3. Hold High Expectations in teaching English Language Learners

Engage students in tasks that are high challenge and high support

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Use tasks that are academically challenging and engaging

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Provide scaffolds that facilitate student engagement in intellectual tasks

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Provide varied entry points for instructional tasks

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Promote apprenticeship and increased participation over time

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Engage students in the development of their own expertise

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Act on the belief that all members of the class community can achieve

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Foster a climate of mutual respect that contributes to the achievement of all

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Have clear criteria for high expectations

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Be explicit about the criteria for what constitutes quality performance

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Be clear with students that it is necessary to take risks and work hard to master challenging academic work

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

4. Engage in Quality Interactions with English Language Learners

Engage in sustained, deep interactions to build knowledge

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Dialog between teacher and student and between peers is sustained and builds on the participants' ideas to promote improved understanding of concepts

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Dialog involves the exchange of ideas and is not scripted or dominated by one party

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Jointly construct knowledge mediated through language

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Talk is about the subject matter of the discipline and encourages reasoning, application of ideas, argumentation, forming generalizations, and asking questions

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

5. Sustain a Language Focus in teaching English Language Learners

Explicitly develop content-specific (disciplinary) language

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Explicitly discuss how language works (purpose, structure, and process) and the characteristics of language, texts, and disciplinary (content-specific) discourse

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Amplify rather than simplify

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Develop a Quality Curricula in teaching English Language Learners

	1 Not at all important/Not at all difficult	2	3	4	5	6 Extremely important/Extremely difficult
How IMPORTANT is this to your students' learning?	jn	jn	jn	jn	jn	jn
How difficult is this to IMPLEMENT?	jn	jn	jn	jn	jn	jn

If it is difficult to IMPLEMENT, what makes it difficult?

Difficult to Implement Because

Select one answer from the drop down menu	[▼]

Other (please specify)

[   ]

Appendix C. Communication and Planning Survey in SurveyMonkey®

West Ed/QTEL Communication and Planning

1. WEST ED/QTEL Communication and Planning Survey

This survey is designed to collect participant information regarding the District's planning and communications processes for the West Ed QTEL program at Lanier and International High Schools.

1. How well do you understand the plans for QTEL/WestEd's participation in AISD next year (2008)?

	I do not have a clear understanding at this time.	I have been told but am not sure I understand completely at this time.	I have a "big picture" but do not understand the details.	I understand the "big picture" and think I understand how it will work.	I understand and could explain how it will work.
Select one response.	jn	jn	jn	jn	jn

2. How well do you understand the plans for CENTRAL OFFICE'S participation in the West Ed/QTEL program next year (2008)?

	I do not have a clear understanding at this time.	I have been told but am not sure I understand completely at this time.	I have a "big picture" but do not understand the details.	I understand the "big picture" and think I understand how it will work.	I understand and could explain how it will work.
Select one response.	jn	jn	jn	jn	jn

3. How well do you understand the plans for YOUR SCHOOL'S participation in the West Ed/QTEL program next year (2008)?

	I do not have a clear understanding at this time.	I have been told but am not sure I understand completely at this time.	I have a "big picture" but do not understand the details.	I understand the "big picture" and think I understand how it will work.	I understand and could explain how it will work.
Select one response.	jn	jn	jn	jn	jn

4. How well do you understand the plans for the CAMPUS-BASED TRAINERS in the West Ed QTEL program next year (2008)?

	I do not have a clear understanding at this time.	I have been told but am not sure I understand completely at this time.	I have a "big picture" but do not understand the details.	I understand the "big picture" and think I understand how it will work.	I understand and could explain how it will work.
Select one response.	jn	jn	jn	jn	jn

5. How well do you understand the plans for the CAMPUS-BASED COACHES in the West Ed QTEL program next year (2008)?

	I do not have a clear understanding at this time.	I have been told but am not sure I understand completely at this time.	I have a "big picture" but do not understand the details.	I understand the "big picture" and think I understand how it will work.	I understand and could explain how it will work.
Select one response.	jn	jn	jn	jn	jn

West Ed/QTEL Communication and Planning

6. How well do you understand the plans for the CLASSROOM TEACHERS in the West Ed QTEL program next year (2008)?

	I do not have a clear understanding at this time.	I have been told but am not sure I understand completely at this time.	I have a "big picture" but do not understand the details.	I understand the "big picture" and think I understand how it will work.	I understand and could explain how it will work.
Select one response.	jn	jn	jn	jn	jn

7. What is YOUR ROLE in the West Ed QTEL program next year (2008)?

	CAC	QTEL Trainer	Classroom Teacher	Other
Select one response.	jn	jn	jn	jn

Other (please specify)

Appendix D. Example of Mission Statement

QTEL AT AISD – MISSION STATEMENT

Approximately one-quarter of AISD students are English Language Learners (ELLs). These students face social and academic barriers in high school, including a high drop out rate and a low passing rate for TAKS. In an effort to help ELL students overcome and avoid these barriers, AISD has partnered with WestEd, a nonprofit research, development, and service agency focused on increasing education and human development. WestEd is implementing a program called Quality Teaching for English Learners (QTEL) that has unique, discipline-specific protocols for language arts, math, social studies, and science. This program challenges traditional practices in which lowered expectations and simplified curricula for ELLs were the norm. QTEL focuses on students' abilities to read, write, and discuss academic texts in English for rigorous academic courses through high student engagement. Implementation has begun at two demonstration schools: Lanier High School and International High School. The main objectives of this program are:

- To improve teacher effectiveness with respect to students' abilities to read, write, and discuss academic texts in English for rigorous academic courses,
- To equip teachers with skills to provide six major types of scaffolding: modeling, bridging, schema building, contextualizing, text re-presentation, and metacognitive development,
- To provide professional development activities and on-site coaching, with the ultimate goal of ensuring that campus leadership have developed the skills, knowledge, and practicum experience to sustain the program.

Several stakeholders are working together to ensure QTEL achieves these goals. The Office of Redesign and the Office of Bilingual Education are working closely with WestEd and demonstration school principals and teachers to better serve ELL students. The role of the Office of Redesign is to provide administrative support and oversight for QTEL implementation. The role of the Office of Bilingual Education is to ensure the QTEL curriculum is a good fit for ELLs in AISD. The role of WestEd is to implement the program such that it is a good fit for ELL students district-wide. Principals are expected to provide professional support to QTEL teachers. Teachers are expected to actively participate in trainings, complete assigned tasks and integrate QTEL strategies into their teaching curriculum. In addition to program implementation, program evaluation activities are also underway. The Department of Program Evaluation is responsible for evaluating the QTEL program and will report findings to the Office of Redesign. These efforts combined contribute to both the redesign initiative and the need to better serve ELLs.

AUSTIN INDEPENDENT SCHOOL DISTRICT

SUPERINTENDENT OF SCHOOLS
Pascal D. Forgione, Jr., Ph.D.

OFFICE OF ACCOUNTABILITY

DEPARTMENT OF PROGRAM EVALUATION

Holly Williams, Ph.D.

AUTHORS
Ginger L. Gossman, Ph.D.
Laura Sanchez Fowler, Ph.D.
Karen Alderete-Looby, Ph.D.