

# Evaluation of the Expository Reading and Writing Curriculum With Respect to English Language Development

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# Executive Summary

This report describes an evaluation and its findings focused on the implementation and outcomes of Expository Reading and Writing Curriculum modules for English language development instruction (ERWC-ELD) in grades 9 through 12 in California. The evaluation included an impact study, using a quasi-experimental design, and a qualitative component examining fidelity of implementation. The impact study did not find any significant effect at the 5 percent level on student outcomes, as measured by the English Language Proficiency Assessments for California (ELPAC). The qualitative component of the study found that teachers reported strong student engagement, and the disruptions of the COVID-19 pandemic may have contributed to the lack of measurable impact from the ERWC-ELD intervention during the study period, which ran through the 2019/20 and 2020/21 school years.

## Background

Developed by the California State University (CSU), the ERWC was first implemented as a grade 12 English course. An evaluation of the grade 12 course, using a quasi-experimental design, found positive impacts of the ERWC on student achievement as measured by the English Placement Test, which was formerly used by the CSU for placing incoming freshman into either a remedial English course or a credit-bearing course (Fong et al., 2015). Due to these positive findings, the ERWC developers expanded the curriculum into grade 11, making it a full-year college preparatory English course available for grade 11 or grade 12.

Given the size of the English learner (EL) population in California, which has more EL students than any other state and has the highest proportion of EL students, the ERWC developers also decided to create modules to be used with English language development instruction (ERWC-ELD) for grades 9 through 12.

The ERWC-ELD consists of the curriculum, professional learning, and additional materials focusing on strengthening ELD for EL students. The CSU developed 19 ERWC-ELD modules: four modules for each grade for grades 9–11; six modules for grade 12; and one additional module that can be used in grade 9 or 10. Teachers using ERWC-ELD during the study period were expected to teach at least four modules per year (two modules per semester).

## Impact Evaluation Methodology

WestEd researchers conducted an independent evaluation focused on the impact of the ERWC-ELD on student achievement as measured by the ELPAC. The evaluation used a quasi-experimental design by which EL students in grades 9 through 12 attending English language

arts (ELA) and/or ELD classes using ERWC-ELD modules (treatment) were matched with EL students attending ELA and/or ELD classes using non-ERWC-ELD modules (comparison). The final sample consisted of 239 treatment students and 239 weighted comparison students.

The 2019/20 school year was originally intended to be the sole evaluation year. However, the COVID-19 pandemic began in March 2020, shutting down the physical school locations across the country and forcing students into a distance learning environment. Many schools had not completed the ELPAC administration, and due to the lack of outcome measure, the evaluation could not be completed that year. An additional semester was added in the 2020/21 school year. The final evaluation analyzed data from EL students in grades 9 through 12 who attended ELA and/or ELD classes that used ERWC-ELD modules either for two school years (2019/20 and the first semester of 2020/21) or for only the first semester of the 2020/21 school year and from comparison EL students who attended classes using non-ERWC-ELD modules.

## Estimated Impact on Student Achievement

EL students in grades 9 through 12 attending classes using the ERWC-ELD modules scored higher on the ELPAC in comparison to similar EL students who attended ELA and/or ELD classes using non-ERWC-ELD modules, but the difference was significant only at the 10 percent level, not at the 5 percent level. Additional analyses of different doses were conducted that included a one-semester dose (EL students in grades 9 through 12 attending only one semester of ELA and/or ELD classes using ERWC-ELD modules in the 2020/21 school year), a one-year dose (EL students in grades 9 through 12 attending ELA and/or ELD classes using ERWC-ELD modules for the 2019/20 school year), and a one-and-a-half-year dose (EL students in grades 9 through 12 attending ELA and/or ELD classes using ERWC-ELD modules for the 2019/20 school year and one semester for the 2020/21 school year). All analyses were not statistically significant at the 5 percent level.

## Fidelity of Implementation of the ERWC-ELD

The evaluation also measured the extent to which the curriculum was implemented as intended. Participating teachers were required to teach at least four modules in 2019/20 and at least two modules in 2020/21. Every ERWC-ELD module has seven strands that are intended to support students in moving from preparing to read a text to editing a draft that they have written. For this study, a teacher was considered to be teaching a module with fidelity if the teacher completed at least one activity in each of that module's first five strands (Preparing to Read, Reading Purposefully, Questioning the Text, Discovering What You Think, Composing a Draft) and one activity in either the sixth strand (Revising Rhetorically) or the seventh strand (Editing).

Due to the COVID-19 pandemic, many teachers did not complete the required amount of modules. Specifically, only 7 out of 61 teachers (12 percent) taught at least four modules with

fidelity in the 2019/20 school year, and 13 out of 24 teachers (54 percent) taught at least two modules with fidelity in the 2020/21 school year. For both school years, teachers' completion rates of activities declined as the teachers went through each of the strands—for example, teachers were more likely to complete activities in the Preparing to Read strand (73 percent in the 2019/20 school year and 82 percent in the 2020/21 school year) than in the Editing strand (47 percent in the 2019/20 school year and 59 percent in the 2020/21 school year).

## Discussion

Even though there was low fidelity in implementing the ERWC-ELD modules, teachers frequently remarked on strong student interest in the module topics and texts. Teachers felt positive about students' engagement and interest, specifically in classes primarily focused on ELD, known as “designated” ELD classes. However, due to the COVID-19 pandemic, teachers had to quickly adapt the in-person modules to online. Teachers reported that online learning was a significant challenge. As EL students continue their journey to English proficiency, ERWC-ELD modules seem to provide a platform for deeper ELD and rhetoric techniques that may help EL students' confidence. Being exposed to these techniques at earlier grades would be an interesting topic for future exploration. Specifically, one question could be whether being exposed to these techniques before grade 9 may help EL students succeed in college preparatory courses during high school.

# Chapter 1. Introduction

This report presents the results of an evaluation focused on Expository Reading and Writing Curriculum (ERWC) English language development (ELD) modules which were developed by the California State University (CSU). The U.S. Department of Education’s Office of English Language Acquisition’s (OELA’s) National Professional Development (NPD) grant funded the development of the modules and the evaluation. The report presents the impact and fidelity of implementation findings of the evaluation under the CSU’s grant entitled “College ready English learners: Preparing teachers to foster English language development using the Expository Reading and Writing Curriculum.”

This five-year NPD grant was awarded to the CSU in 2016, with WestEd as a subcontractor to conduct the independent evaluation. The evaluation was designed to evaluate the impact of ERWC-ELD modules on student achievement, where student achievement is measured using the English Language Proficiency Assessments for California (ELPAC). The evaluation also measured the extent to which the curriculum was implemented as intended. The CSU’s NPD grant timeline was as follows:

- 2016/17 school year: planning year of the grant
- 2017/18 school year: ERWC-ELD modules were developed
- 2018/19 school year: pilot year in which study teachers first taught the ERWC-ELD
- 2019/20 school year: first evaluation year
- 2020/21 school year: second evaluation year

The 2019/20 school year was originally intended to be the sole evaluation year. Study teachers had piloted the modules in the prior school year, and 2019/20 was their second year of teaching the ERWC-ELD and was intended to be the evaluation year. However, the COVID-19 pandemic began in March 2020, shutting down physical school locations across the country and forcing students into a distance learning environment. Although some study schools had completed their administration of the ELPAC, the study’s outcome measure, before the schools were physically shut down and transitioned into distance learning, most schools had not completed administration of the ELPAC. Consequently, the impact evaluation could not be completed due to the lack of an outcome measure for most of the study participants.

As a result, the CSU and WestEd agreed to attempt to redo the evaluation in schools that were willing to participate in the evaluation for an additional school year. Given that an additional

year of evaluation had not been planned in the NPD budget, it was agreed that the implementation of the curriculum would only occur in the first semester of the 2020/21 school year. A lower dosage of the treatment in the 2020/21 school year was necessary in order to stay within budgetary constraints.

This evaluation reports on the implementation and evaluation of the ERWC-ELD during both the 2019/20 and 2020/21 school years. However, neither of these two school years allowed for the proper implementation of the ERWC-ELD as it was intended by the developers of the curriculum due to the pandemic physically shutting down schools for much of the study period. Nevertheless, due to the necessity of conducting an impact and implementation evaluation during the five-year grant cycle, the report provides findings in the following chapters.

## Overview of the Expository Reading and Writing Curriculum English Language Development Modules

Originally developed in 2003/04, the ERWC was first implemented as a grade 12 English course. A previously published evaluation of the grade 12 course, using a quasi-experimental design, found positive impacts of the course on student achievement, with student achievement measured through the English Placement Test, which was formerly used by the CSU for placing incoming freshman into either a remedial English course or a credit-bearing course (Fong et al., 2015). Based on the encouraging findings of the grade 12 ERWC evaluation, the developers expanded the curriculum into grade 11, making it a full-year college preparatory English course available for grade 11 or grade 12.

Moreover, given the size of the English learner (EL) population in California, which has more EL students than any other state and has the highest proportion of EL students (Santibañez & Umansky, 2018), the developers of the ERWC recognized the benefits to incorporating California's new model of English language development (ELD) into the ERWC. In addition, the developers recognized the need to align the curriculum with state policies related to education for EL students. As described in the state's English Language Arts (ELA)/ELD Framework (California Department of Education, 2015), comprehensive ELD comprises both "integrated" ELD and "designated" ELD, and both are required for all EL students' schooling per California's Education Code (5 CCR Section 11300[a]) (California Department of Education, 2020). *Integrated* ELD refers to language development that is integrated into content coursework throughout the day and is intended to promote the development of grade-level content knowledge and increasingly advanced levels of English. *Designated* ELD is a protected time for EL students during the regular school day and is intended to promote the development of critical English language skills needed for successful learning in content courses. Because integrated ELD occurs during content area instruction, in an ELA class, the ERWC modules with integrated and designated ELD instruction (ERWC-ELD) support the simultaneous development of grade-level content and academic English for all students, with special attention to EL students. The designated ELD activities in the ERWC-ELD modules provide additional and

specialized instruction for EL students that focuses on the content, concepts, and language features of the texts being read and produced in the ELA class. The designated ELD activities target the EL students' ELD needs at their English language proficiency (ELP) levels, as specified in the California ELD standards (California Department of Education, 2014) and the ELA/ELD Framework (California Department of Education, 2015). The target EL student population for the ERWC-ELD modules is students at the Expanding and Bridging levels of ELP, with a particular emphasis on accelerating learning for long-term EL students.<sup>1</sup>

The ERWC-ELD development team created 19 new ERWC-ELD modules in grades 9 through 12 that all incorporate ELA with integrated ELD and are aligned with designated ELD in order to better support EL students and accelerate their simultaneous development of content and language. These modules were designed to be taught in both ELA and ELD classrooms. More specifically, within a mainstream ELA course, the teacher could teach all of the integrated activities from the modules. Within an ELD course, the teacher could teach all of the designated activities from the modules. However, the ERWC-ELD modules can be used flexibly, so that an ELA teacher could also provide designated ELD instruction using the designated ELD activities in the curriculum. The current report focuses on the evaluation of the implementation and impact of these 19 ERWC-ELD modules.

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<sup>1</sup> In California, "long-term English learner" refers to an EL student in grades 6 through 12 who has attended school in the United States for more than six years and continues at the same ELP level for two or more consecutive years (California Education Code Section 313.1) (California Legislative Information, 2012).

# Chapter 2. Expository Reading and Writing Curriculum for English Learner Students

This chapter provides information about the ERWC-ELD as implemented in the evaluation. It includes detailed descriptions of the key ERWC-ELD components: the curriculum, the professional learning, and the curriculum materials.

The logic model on which the ERWC-ELD was evaluated includes information about the issues concerning EL students, the goals of the ERWC-ELD, the inputs, the intermediate outcomes, and the long-term outcomes (see Figure 2.1).

The inputs of the ERWC-ELD are the curriculum and professional learning. These inputs are expected to influence teacher instruction and classroom practices that include students engaging in exchanging ideas, interacting with others, listening actively, reading closely, evaluating language use, learning how English works, and building cultural and metalinguistic awareness and academic identity. These classroom practices are expected to result in improved student outcomes, such as students' increased proficiency on the summative ELPAC (California Department of Education, 2018).

The following sections further describe the two ERWC-ELD inputs.

## Figure 2.1 Logic Model for the Expository Reading and Writing Curriculum for English Language Development

### Issues

- Many EL students, notably long-term EL students, do not achieve English language proficiency and college- or career-readiness at the end of grade 12.
- High school ELA and ELD teachers have received little professional learning about California’s new standards for ELA/literacy/ELD and implementation of integrated and designated ELD.
- Although the ERWC has been demonstrated to increase students’ college readiness in ELA, the curriculum and its accompanying professional learning program do not address the needs of EL students, specifically integrated and designated ELD.

### Goals

- Equip EL students, including long-term EL students, at grades 9–12, with strong critical reading, discussion, and writing skills through a rhetorical and linguistic focus on literacy and expository text based on college/career-ready standards in ELA/literacy and ELD.
- Improve teachers’ ability to teach critical reading, discussion, language, and writing using the ERWC with integrated and designated ELD instruction.
- Improve students’ English language proficiency and increase their rate of reclassification as fluent English proficient.

### Inputs: Design of Curriculum and Professional Learning

- Assignment template for designing integrated and designated ERWC-ELD modules
- New and revised standards-aligned ERWC-ELD modules with options for providing scaffolded instruction for EL students at different proficiency levels
- Professional learning that addresses teacher knowledge and effective classroom practices for developing EL students’ academic oral language and academic literacy through integrated and designated ERWC-ELD module instruction

### Intermediate Outcomes: Professional Learning and Instruction

- Summer institute; school-year workshop sessions; coaching; online and face-to-face professional collaborations
- Preservice teacher candidates serving as co-teachers
- Students engaged in full arc of ERWC instruction with ELD spiraling through the arc
- Highly motivating and culturally and linguistically responsive materials, themes, approaches
- Students engaged in exchanging ideas; interacting with others; listening actively; reading closely; evaluating language use; learning how English works; building cultural and metalinguistic awareness and academic identity

### Short-/Medium-Term Outcomes

- Teachers participate fully in all professional learning.
- Teachers demonstrate knowledge of and implement ERWC-ELD curriculum and pedagogy; make instructional decisions based on assessed proficiency; engage EL students in intellectually challenging work with complex texts; maximize student interactions; build EL students’ understanding of how English works at many linguistic levels.
- Students read purposefully; unpack meaning; discuss texts; formulate arguments, providing evidence; produce clear and organized writing, appropriate for purpose and audience; make language choices; persist in intellectual activity over time.

### Long-Term Outcomes

- Students exhibit increased proficiency on the annual English Language Proficiency Assessments for California (ELPAC).
- Students are reclassified as fluent English proficient at higher rates.
- Students exhibit higher rates of college readiness by the end of grade 12.

**Note.** This study focused only on the first long-term outcome: ELPAC proficiency.

## ERWC-ELD Curriculum

The ERWC-ELD curriculum consists of 19 modules: four modules for each grade for grades 9–11; six modules for grade 12; and one additional module that can be used in grade 9 or 10.

Teachers in the study were expected to teach at least four modules per year (two modules per semester). Modules for each grade level and the types of modules are provided in Table 2.1. All the topics for the modules were developed to be culturally relevant and current. Each grade-level module includes a full-length culturally relevant book, as follows:

- **Grade 9:** *The Absolutely True Diary of a Part-Time Indian*, a first-person narrative novel by Sherman Alexie, from the perspective of a Native American teenager, a 14-year-old promising cartoonist
- **Grade 10:** *Things Fall Apart*, a novel by Chinua Achebe, depicting pre-colonial life in the southeastern part of Nigeria and the invasion by Europeans during the late 19th century
- **Grade 11:** *The Distance Between Us*, a memoir by Reyna Grande, a coming-of-age story about the author’s life before and after coming to the United States as an undocumented child immigrant
- **Grade 12:** One book that students choose from among three options that are provided in one of the modules:
  - *Never Fall Down*, a historical novel by Patricia McCormick about a child of war who becomes a man of peace, based on the true story of Cambodian advocate Arn Chorn-Pond
  - *First They Killed My Father: A Daughter of Cambodia Remembers*, a nonfiction book by Loung Ung, a Cambodian-American author and childhood survivor of Democratic Kampuchea, giving a personal account of her experiences during the Khmer Rouge regime
  - *Stay Alive My Son*, a memoir by Pin Yathay, providing a testament of cruelty, courage, sacrifice, and survival as a young Cambodian decides whether or not to abandon his sole surviving child in order to escape the sadistic purges of the Khmer Rouge

During the evaluation, teachers were able to choose the order in which they taught the modules during the school year.

**Table 2.1 ERWC-ELD Modules**

Module Type	Grade	Category
<i>The Absolutely True Diary of a Part-Time Indian</i>	9	Book
Conscious Hip Hop: Empowerment, Identity, and Social Change	9	Issue
Good Food/Bad Food	9	Issue
Remembering Injustice	9	Issue
Free Speech	9/10	Issue
<i>Things Fall Apart</i>	10	Book
Age of Responsibility	10	Issue
Citizen Youth	10	Issue
We Should All Be Feminists	10	Issue
<i>The Distance Between Us</i>	11	Book
Chance Me: Recognizing Merit	11	Issue
Changing Minds: Thinking About Immigration	11	Issue
Human Impact on Climate	11	Issue
Cambodia Remembers	12	Book
Fake News and Bias in Reporting	12	Issue
Juvenile Justice	12	Issue
On Leaving   On Staying Behind	12	Issue
Politics of Food	12	Issue
Waste More, Want More	12	Issue

All modules follow a structure that is based on the ERWC’s Assignment Template, which includes three overarching domains: Reading Rhetorically, Preparing to Respond, and Writing Rhetorically (see Table 2.2). The Reading Rhetorically domain includes three strands: Preparing to Read, Reading Purposefully, and Questioning the Text. The Preparing to Respond domain includes one strand: Discovering What You Think. The Writing Rhetorically domain includes three strands: Composing a Draft, Revising Rhetorically, and Editing.

There are at least two elements within each strand and, within each element, there are activities that guide students to continue to develop their rhetorical skills through the domains to the final culminating activity, frequently a writing task. The modules are designed to help EL students develop skills to read purposefully, unpack meaning, discuss texts, formulate arguments providing evidence, produce clear and organized writing appropriate for purpose and audience, make language choices, and persist in intellectual activity over time. The CSU recommends that these modules be taught by the ELA teacher in tandem with the ELD teacher, with the integrated ELD activities being taught during ELA classes and the designated ELD activities during ELD classes. The designated ELD activities are designed to help prepare EL students to successfully engage in the integrated ELD activities during their ELA class and to accelerate students’ language development.

**Table 2.2 Assignment Template Overview for the Expository Reading and Writing Curriculum**

Domain	Strand	Elements
Reading Rhetorically	Preparing to Read	<ul style="list-style-type: none"> <li>• Getting Ready to Read</li> <li>• Exploring Key Concepts</li> <li>• Surveying the Text</li> <li>• Making Predictions and Asking Questions</li> <li>• Understanding Key Vocabulary</li> <li>• Creating Personal Learning Goals</li> </ul>
Reading Rhetorically	Reading Purposefully	<ul style="list-style-type: none"> <li>• Reading for Understanding</li> <li>• Annotating and Questioning the Text</li> <li>• Negotiating Meaning</li> <li>• Examining the Structure of the Text</li> <li>• Considering the Rhetorical Situation</li> <li>• Analyzing Rhetorical Grammar</li> <li>• Analyzing Stylistic Choices</li> </ul>
Reading Rhetorically	Questioning the Text	<ul style="list-style-type: none"> <li>• Summarizing and Responding</li> <li>• Thinking Critically</li> <li>• Synthesizing Multiple Perspectives</li> <li>• Reflecting on Your Reading Process</li> </ul>

Domain	Strand	Elements
Preparing to Respond	Discovering What You Think	<ul style="list-style-type: none"> <li>• Considering Your Task and Your Rhetorical Situation</li> <li>• Gathering Relevant Ideas and Materials</li> <li>• Developing a Position</li> </ul>
Writing Rhetorically	Composing a Draft	<ul style="list-style-type: none"> <li>• Making Choices About Learning Goals</li> <li>• Making Choices as You Write</li> <li>• Negotiating Voices</li> </ul>
Writing Rhetorically	Revising Rhetorically	<ul style="list-style-type: none"> <li>• Analyzing Your Draft Rhetorically</li> <li>• Gathering and Responding to Feedback</li> </ul>
Writing Rhetorically	Editing	<ul style="list-style-type: none"> <li>• Editing Your Draft</li> <li>• Preparing Your Draft for Publication</li> <li>• Reflecting on Your Writing Process</li> </ul>
Reading Rhetorically	Questioning the Text	<ul style="list-style-type: none"> <li>• Summarizing and Responding</li> <li>• Thinking Critically</li> <li>• Synthesizing Multiple Perspectives</li> <li>• Reflecting on Your Reading Process</li> </ul>

## ERWC-ELD Professional Learning

The CSU developers of the ERWC-ELD curriculum provide professional learning for teachers, consisting of three components: a two-day summer institute, five full-day community of practice convenings, and five coaching sessions.

The two-day summer institute provides an overview of the English Language Arts/English Language Development Framework for California Public Schools on how to implement the California English Language Development Standards with the California Common Core State Standards for English Language Arts and Literacy. The institute’s goals are to develop understanding of key concepts and the ERWC-ELD materials, deepen knowledge of rhetoric and ELD and the implications of this knowledge for teaching the ERWC-ELD modules, and familiarize teachers with an ERWC-ELD module and the structure or arc that all modules follow.

In the five community of practice convenings, teachers in a school or within a district gather to discuss the implementation of the ERWC-ELD modules. These gatherings provide opportunities for teachers to continue learning, share best practices, and solve any challenges in the implementation of the modules, specifically in the implementation of the ELD instruction.

The five coaching sessions are designed to help teachers implement the ERWC-ELD modules. Coaches facilitate discussions with teachers about how to implement key concepts of ERWC-ELD activities. During the 2019/20 school year, most of the coaches were from school districts participating in the study—specifically, six of the eight coaches were from the school districts and two were curriculum developers from the CSU. However, during the 2020/21

school year, more were from the CSU—specifically, five of the six coaches were curriculum developers from the CSU and one was from a participating school district.

## ERWC-ELD Curriculum Materials

The ERWC-ELD curriculum materials include the following components for each module:

- A teacher version is organized by days, with each day starting with an activity that follows the ERWC Assignment Template. The teacher version includes a suggested time for each activity, a suggested procedure for teachers to plan how to implement each activity, and a sample student response to each activity.
- A student version is similar to the teacher version—organized by days, each day starting with an activity that follows the ERWC Assignment Template—but it includes only the activities, not the suggested times or sample responses.
- A standards plan provides the activities with their corresponding ELA and ELD standards.
- A set of student readings includes the module’s journal or newspaper articles and the full-length books for each grade level.

# Chapter 3. Impacts of the Expository Reading and Writing Curriculum English Language Development Modules on Student Achievement

This chapter provides the results of the evaluation study’s analysis of the ERWC-ELD’s impact on student performance, as measured by the ELPAC. The chapter begins with a discussion of the methodology, data, and the outcome measure. The chapter continues with a discussion of baseline balance testing (ensuring comparability between treatment and comparison groups) and presents the impact evaluation’s overall findings. Appendix A has additional analyses, such as additional impact analyses and power analyses.

## Impact Evaluation Methodology

The impact evaluation used a quasi-experimental design by which EL students in grades 9–12 attending ELA and/or ELD classes using ERWC-ELD modules (treatment) were matched with EL students attending ELA and/or ELD classes using non-ERWC-ELD modules (comparison). Treatment and comparison students were matched using an analysis based on the Mahalanobis distance metric, which is defined as the distance between two values of the covariate vector  $\chi$  and  $\chi'$ :

$$\|\chi, \chi'\| = (\chi - \chi')\Omega_{\chi}^{-1}(\chi - \chi')$$

where  $\Omega_{\chi}^{-1}$  is the sample covariance matrix of the covariates (Imbens, 2015). Each student in the treatment group was matched to the four closest comparison students (“nearest neighbors”) based on the matching variables, which are listed in the next paragraph below. The matching procedure only matched treatment students to similar comparison students; comparison students were not also matched to a similar treatment student. Thus, based on the matching procedure, the impact analysis calculated the average treatment effect for the

treatment group. The matching was conducted “with replacement,” meaning each comparison student could be a match to multiple treatment students if that comparison student was similar enough to multiple treatment students. The matching was also done across schools and districts, meaning a treatment student at one school could be matched with a comparison student from a different school because the ELPAC is not impacted by district policies.

All study students—treatment and comparison students—were from school districts participating in the study. Treatment and comparison students were matched based on the following student-level characteristics: grade level, gender, race/ethnicity, special education status, free or reduced-price lunch status, and prior summative ELPAC score. The prior summative ELPAC scores were assessed for baseline equivalence to determine the absolute effect size difference between the treatment and control groups. Once the matching was completed and baseline equivalence was assessed, the impact of the ERWC-ELD on the students’ summative ELPAC scores was determined.

The matched treatment and comparison students were included in an ordinary least squares (OLS) regression model to determine whether there was a positive and statistically significant impact on the outcome. The covariates used for the OLS model were the same as the variables used for the matching model to ensure robustness and protect against misspecification in either model (Imbens & Wooldridge, 2009). The model used to determine the impact of the ERWC-ELD on the summative ELPAC scores was the following:

$$ELPAC_i = \alpha + \beta_1(ERWC/ELD_i) + \beta_2(ELPAC\_P_i) + \beta_3(StudChar_i) + \varepsilon_i$$

where  $ELPAC_i$  is student  $i$ ’s ELD outcome as measured by the summative ELPAC after attending two years of ERWC-ELD classes;  $\beta_1$  is the binary variable indicating that the student attended the two years of ERWC-ELD classes (or zero years of ERWC-ELD for the comparison students);  $ELPAC\_P_i$  is student  $i$ ’s prior year summative ELPAC score, before starting the study period;  $StudChar_i$  is a vector of student characteristics that include grade level, gender, race/ethnicity (categorical), special education status, and free or reduced-price lunch status;  $\alpha$  is the intercept;  $\beta_1 - \beta_3$  are parameters to be estimated from the data;  $\varepsilon_i$  is the independent and identically distributed error; and  $\beta_1$  is the average difference between the treatment and comparison students on the summative ELPAC after controlling for the covariates included in the model.

In the regression, each treatment student received a weight of 1 and each matched comparison student received a weight that was proportional to the number of times the comparison student was matched. Because each treatment student was matched to four comparison students, the comparison student received a weight of 0.25. For example, if that comparison student was matched to three different treatment students, then the comparison student received a weight of 0.75 (0.25\*3). The total sample size of the treatment and comparison groups was the same after the weights were applied. Cluster-robust standard errors were used to allow for intragroup correlation at the individual level (Hill & Reiter, 2006; Huber, 1967).

## Data

The recruitment process included recruiting school districts in northern California with a high proportion of EL students and high schools with teachers who were willing to complete all the research activities, such as participating in the professional learning (including coaching and communities of practice), teaching the ERWC-ELD modules, and completing surveys. School districts also had to be willing to provide student-level data. As noted previously, the evaluation originally was going to be only in the 2019/20 school year, and during this school year, 18 high schools participated in the study. However, an additional evaluation semester was added to the study because school districts were not required to administer the summative ELPAC during the spring of 2020, due to the COVID-19 pandemic. During this additional semester in the 2020/21 school year, there were 11 high schools participating in the study.

Accordingly, the impact analysis included the schools that participated in the study for either two school years (2019/20 and the first semester of 2020/21) or for only the first semester in the 2020/21 school year. Within this group, there were 10 non-charter high schools and one charter high school. The districts' 2020/21 enrollments ranged between 6,071 and 45,078. The districts had a higher percentage of EL students than the U.S. average and a similar percentage to the state of California (Irwin et al., 2021). The school districts' ELPAC proficiency rates ranged between 7 percent and 11 percent (see Tables 3.1 and 3.2).

**Table 3.1 Characteristics of Participating School Districts in 2019/20**

Characteristic	Contextual Detail
Grades Served	9–12
School Type	17 non-charter, 1 charter
District Enrollment	Range: 2,117–46,657 Mean: 18,538
School Enrollment	Range: 198–2,433 Mean: 1,344
Setting	12 large city schools, 1 large suburb school, 2 small suburb schools, 2 fringe town schools, and 1 fringe rural school
Location	Northern and Central California
Percentage English Learner Students	Range: 18.3–56.2 Mean: 22
Percentage ELPAC Proficient	Data not available

Source: California Department of Education (2022a) and National Center for Education Statistics (2022)

**Table 3.2 Characteristics of Participating School Districts in First Semester 2020/21**

Characteristic	Contextual Detail
Grades Served	9–12
School Type	10 non-charter, 1 charter
District Enrollment	Range: 6,071–45,078 Mean: 30,572
School Enrollment	Range: 141–2,305 Mean: 1,597
Setting	9 large city schools, 1 large suburb school, and 1 rural school
Location	Northern and Central California
Percentage English Learner Students	Range: 17.3–33.1 Mean: 20.3
Percentage ELPAC Proficient	Range: 6.9–11.0 Mean: 10

Source: California Department of Education (2022a) and National Center for Education Statistics (2022)

Data collected from the school districts in the final sample included 985 unique EL students who were in grades 9–12 in the 2020/21 school year and who had taken the ELPAC in 2018/19 and 2019/20 (see Figure 3.1). Of these 985 students, 707 students also took the ELPAC in the 2020/21 school year. Of these 707 students, 94 students were enrolled in ELA and/or ELD classes using ERWC-ELD modules in 2019/20 only but not in 2020/21. These 94 students were removed from the sample because they had not been in ERWC-ELD classes during 2020/21, and a total of 613 students were left in the sample (247 ERWC-ELD and 366 non-ERWC-ELD students). A total of 8 ERWC-ELD students were removed because they were not similar enough to any of the non-ERWC-ELD students, leaving 239 ERWC-ELD students in the sample. Also, 65 non-ERWC-ELD students were removed because they were not similar enough to any of the 239 ERWC-ELD students to be matched to a treatment student. The final analytic sample

consisted of 239 ERWC-ELD (treatment) students and 301 non-ERWC-ELD (comparison) students who were weighted as 239 comparison students.

**Figure 3.1. Consort Diagram for Students, 2020/21**

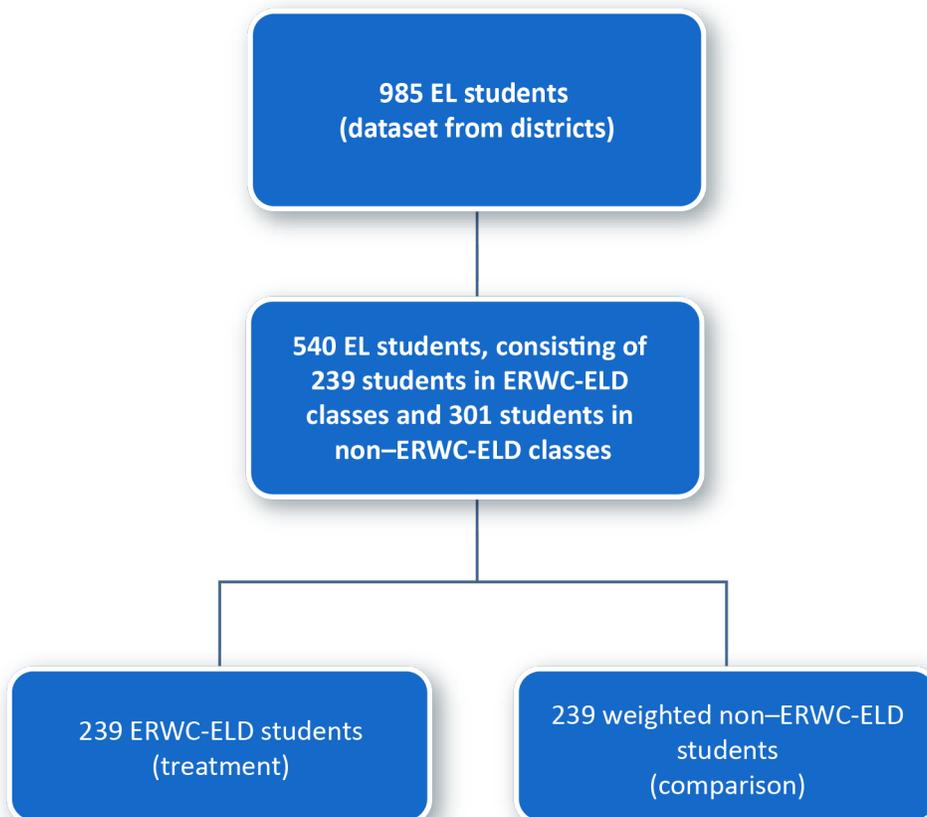


Table 3.3 provides descriptive statistics of the study sample after the matching was conducted.

**Table 3.3 Gender and Race/Ethnicity of the Study Sample**

Student Characteristics	Number	Percentage
Female	224	58.5
Male	316	41.5
Asian	109	20.2
Hispanic	416	77.0
White	4	0.7
Other	11	2.1
Grade 9 ERWC-ELD	55	66.7
Grade 9 Non-ERWC-ELD	110	33.3
Grade 10 ERWC-ELD	67	43.8
Grade 10 Non-ERWC-ELD	86	56.2
Grade 11 ERWC-ELD	79	56.8
Grade 11 Non-ERWC-ELD	60	43.2
Grade 12 ERWC-ELD	38	45.8
Grade 12 Non-ERWC-ELD	45	54.2

Source: Student records data collected from the school districts in the final study sample

## The Outcome Measure

The outcome measure for the impact evaluation is student scores on the summative ELPAC, a state test for determining English language proficiency (ELP) for EL students. Students who are considered to potentially need EL services take the initial ELPAC to determine if they should be classified as EL students and to assess their ELP level. ELP levels include novice EL, intermediate EL, and initial fluent English proficient. If the classification is either novice EL or intermediate EL, students need to take a yearly summative ELPAC until they are reclassified to fluent English proficient. The summative ELPAC is given to all identified EL students in grades K–12 (Education Testing Service, 2019).

The ELPAC contains the following four domains: listening, speaking, reading, and writing. There are two tests in high school—one for students in grades 9 and 10 and another for students in grades 11 and 12. Both tests have 66 items with 95 points, 22 for listening (22 points), 12 for speaking (30 points), 26 for reading (26 points), and 6 for writing (17 points) (Education Testing Service, 2019).

The ELPAC for high school students is computer-based and has no time limit. However, the California Department of Education provides some suggested times for each domain and for each grade level. Estimated time ranges vary according to the test form, from 105–180 minutes to 120–215 minutes. Reading is the domain that can take the most minutes (California Department of Education, 2022b).

Normally, school districts administer the ELPAC during the spring, from February 1 through May 31. However, during 2020/21 school year, school districts varied on administration of the ELPAC, as schools were allowed to administer the ELPAC into the summer of 2021 (California Department of Education, 2021).

## Baseline Balance Testing

After the matching of treatment and comparison students, baseline balance testing was conducted on the final analytic sample to ensure that the treatment and comparison groups were equivalent. Table 3.4 shows the baseline balance, after applying weights, for gender, race/ethnicity, and grade levels. Table 3.5 provides the baseline balance, after applying weights, for the ELPAC scores from the 2018/19 school year.

**Table 3.4 Baseline Balance for Gender, Race/Ethnicity, and Grades 9–12 Enrollment, School Year 2020/21**

Student Characteristics	ERWC-ELD Students	Non-ERWC-ELD Students
Female	103	98
Male	136	141
Asian	56	54.25
Hispanic	174	181.75
White	2	1
Other	5	2
Grade 10 Enrollment	55	56.75
Grade 11 Enrollment	67	67.25
Grade 12 Enrollment	79	76.25
Total Observations	38	38.25

*Note.* The numbers of non-ERWC-ELD students reported are weighted numbers.  
*Source:* Student records data collected from the school districts in the final study sample

The baseline equivalence with respect to the ELPAC score for the 2018/19 school year shows that the treatment and comparison groups were similar (see Table 3.5). The standardized mean difference is less than 0.25 standard deviations.

**Table 3.5 Baseline Balance for English Language Proficiency Assessments for California**

Student Characteristics	ERWC-ELD Students (n = 239)	Non-ERWC-ELD Students (n = 239)	Standardized Mean Difference (Hedges' g)
ELPAC 2018/19	1533.87 (49.284)	1536.688 (45.833)	0.0596

*Note.* The number of non-ERWC-ELD students reported (239) is a weighted total. Each ELPAC 2018/19 average score is followed by the standard deviation in parentheses.

Source: Student records data collected from the school districts in the final study sample

## Impact Results

Table 3.6 shows the results from the ordinary least squares (OLS) regression analysis that includes the matched ERWC-ELD and non-ERWC-ELD students. The estimate for the ERWC-ELD variable represents the impact of the ERWC-ELD. There is a positive impact (8.542) on student achievement as measured by the ELPAC at the 10 percent level, with an effect size of 0.13 standard deviations (for more on effect size, see Appendix A). It is possible that this result—an impact that did not reach the 5 percent level—can be attributed to the low fidelity of implementation due to the COVID-19 pandemic (as described in Chapter 4).

**Table 3.6 Ordinary Least Squares Regression Analysis Showing the Impact of the Expository Reading and Writing Curriculum on Student Scores on the English Language Proficiency Assessments for California**

Characteristic	Estimate	Robust Standard Error	t-statistic	p-value
ERWC-ELD Treatment	8.542*	5.050	1.69	0.091
Female	4.120	5.355	0.77	0.439
Asian	-25.645***	7.049	-3.64	<.001
Hispanic	-28.915***	6.143	-4.71	<.001
Native Hawaiian or Other Pacific Islander	-28.974**	12.770	-2.27	0.024
Two or More Races/Ethnicities	-43.283***	9.544	-4.54	<.001
White	-68.612***	12.285	-5.58	<.001
Special Education	4.128	7.341	0.56	0.574
Free or Reduced-Price Lunch	-4.064	7.499	-0.54	0.588
Grade 10	27.486	7.970	3.45	<.001
Grade 11	5.117***	8.048	0.64	0.525
Grade 12	15.916*	8.210	1.94	0.053
ELPAC 2018/19 Scores	0.547***	0.063	8.65	<.001
Intercept	716.529***	95.412	7.51	<.001

\* denotes statistical significance at the 10 percent level; \*\* denotes statistical significance at the 5 percent level; \*\*\* denotes statistical significance at the 1 percent level.

*Note.* To run the regression analyses, one of the categories had to be omitted for each categorical variable. With respect to race/ethnicity, American Indian/Alaskan Native was the omitted category as a result of being the first group alphabetically. With respect to grades, grade 10 was the omitted category as a result of being the first group.

Observations = 540

Source: Student records data collected from the school districts in the final study sample

# Chapter 4. Fidelity of Implementation of the Expository Reading and Writing Curriculum for English Learner Students

ERWC-ELD has three main components: curriculum, professional learning, and curriculum materials. The evaluation team wanted to understand how teachers and coaches were learning about, experiencing, and implementing these three elements. The research team developed data-collection instruments based on prior instruments that had been created in collaboration with the developers of the ERWC-ELD modules.

The following data-collection instruments were used during this study:

- Module surveys
- End-of-year survey
- Coaching logs
- Community of practice logs
- Teacher interviews

Copies of these instruments are in Appendix B. The following sections describe these instruments further and describe the methodology that was used for calculating fidelity of implementation for each component and the results of the evaluation of implementation fidelity.

## Module Surveys

ERWC-ELD teachers were asked to complete four module surveys during the 2019/20 school year and two module surveys during the 2020/21 school year to gather fine-grained data about which modules they were teaching and how they were implementing the modules. Data gathered included class type, how many periods it took to complete each module, and, for virtual classes, whether and how much of the lesson was taught synchronously or

asynchronously. Teachers were also asked to describe modifications they made to lessons to support EL students and small-group conversations, as well as the teachers' chief successes and challenges.

## End-of-Year Survey

At the end of the 2019/20 school year, teachers were asked to complete an end-of-year survey to reflect on their experience teaching ERWC-ELD modules during this extraordinary year. The research team sought to understand how module implementation was and was not disrupted as classes moved online, and how teachers' and students' experiences of the modules changed as a result.

Teachers were asked how many modules they had completed and in what order. Researchers also asked questions about how teaching and learning had changed as a result of the COVID-19 pandemic, including asking about student perseverance, the prevalence of inquiry-based learning, and students' interest in and engagement with the ERWC-ELD modules. Lastly, researchers asked teachers to assess their levels of support from coaches before and during the COVID-19 pandemic.

## Coaching Logs

As part of the ERWC-ELD module implementation, teachers were supported by instructional coaches. Coaches provided a range of support to ERWC-ELD teachers, from constructive feedback related to overall teaching practices, to guidance on teaching specific concepts or skills, to leading and facilitating holistic scoring sessions with other ERWC teachers.

During the 2019/20 school year, coaches conducted five coaching cycles with teachers, which involved a pre-meeting, a classroom observation, and a debrief with the teacher (some or all of these steps occurred virtually during COVID closures). During these cycles, coaches and teachers defined the goals that teachers wanted to improve on and discussed specific actions and strategies to try in order to achieve the goals. A similar structure was set for the 2020/21 school year, with coaches conducting three coaching cycles with teachers.

After each meeting, the coach filled out a coaching log, which served as both a record of attendance at the meeting and a description, from the coach's perspective, of how the work was proceeding and (if applicable) what the coach had observed in the classroom.

The log asked coaches to write "visit notes." The prompts included "Planning Conversation Notes—Include the teacher's long-term and short-term goals"; "Reflection Conversation Notes—Include notes on the extent that the teacher accomplished the goals that you discussed in the planning conversation"; and "Next Steps."

## Community of Practice Logs

ERWC-ELD teachers were members of communities of practice (CoPs) with other ERWC-ELD teachers at their school site or district. Originally the requirement was to have in-person CoP meetings five times per year, which was practiced through the fall and winter of the 2019/20 school year. After the COVID-19 pandemic started in the spring of the 2019/20 school year, meetings were changed to virtual. For the 2020/21 school year, the requirement changed to three virtual sessions, and the CoP meetings were conducted as a group with all of the ERWC-ELD study participants included in each session.

To help researchers understand what was discussed at these meetings and to document attendance, teachers were asked to fill out a CoP log after each meeting.

The log asked teachers which modules they discussed and asked for notes on the following prompts: “What topics did you discuss or activities did you do during your community of practice meeting?”; “What successes with the modules did you and your members discuss at the meeting?”; “What challenges with the modules did you and your members discuss at the meeting?”; and “Are there any concerns or needs related to the modules, coaching, or community of practice meetings that you and your members would like to communicate at this time?”

## Teacher Interviews

In the fall of 2020, WestEd staff conducted eight 60-minute teacher interviews in one district to understand more deeply teachers’ implementation of the ERWC-ELD modules and how the modules were affecting teaching and students’ experiences. More specifically, teachers described their teaching practices and professional learning regarding the ERWC-ELD. They were also asked to provide recommendations and suggestions to the course developers to improve the ERWC-ELD. In the context of COVID school closures, teachers were also asked how schools were supporting online learning and how they needed to modify ERWC-ELD modules for online learning.

## Evaluating the Fidelity of Implementation of the ERWC-ELD Components

WestEd collected data throughout the implementation to determine the extent to which each of the three ERWC-ELD components (curriculum, professional learning, and curriculum materials) was being implemented with fidelity by each study teacher.

With respect to the curriculum, the number of ERWC-ELD modules that were taught with adequate fidelity represented the teaching fidelity score. A fidelity score for this component is 0 or 1 for each school year (2019/20 and 2020/21). As previously noted, a teacher needed to

complete at least four modules with adequate fidelity in the 2019/20 school year and two modules with adequate fidelity in the 2020/21 school year. Adequate fidelity was defined as having completed at least one activity in each of the module's first five strands and one activity in either the sixth or seventh strand.

For the 2019/20 school year, of the 61 teachers who participated in the study, 7 (11.5 percent) taught at least four modules with adequate fidelity (see Table 4.1); 22 teachers continued participating in the study in the 2020/21 school year; and another 2 teachers joined the study who had not been involved in 2019/20. Among these 24 teachers, 13 (54.2 percent) taught at least two modules with adequate fidelity (see Table 4.2). Of the 22 teachers who participated in the study for both years, 3 (13.6 percent) taught with adequate fidelity (see Table 4.3). Overall, the percentages of modules taught with fidelity were low, which may be due to the stringent criteria established for determining teaching fidelity. It is also noteworthy that the percentage of fidelity for the 2019/20 school year (i.e., 11.5 percent) is much lower than the percentage for the 2020/21 school year (54.2 percent), which may also have been affected by the school closures in spring 2020 due to the pandemic.

As previously discussed, the ERWC-ELD's professional learning component consisted of three individual subcomponents: a two-day summer professional learning session, the CoP meetings, and the coaching sessions. Researchers scored each of the subcomponents individually.

- For the summer professional learning, teacher attendance at the two-day summer session was documented through sign-in sheets, with teachers required to sign in once each day. In scoring teachers for this subcomponent, researchers gave a fidelity score of 0 if a teacher did not attend the two summer professional learning days or a score of 1 if the teacher attended two days. For the 2019/20 school year, 50 of 61 teachers (82 percent) attended both days of the two-day summer session (see Table 4.1). There was no summer professional learning session for the 2020/21 school year, due to the COVID-19 pandemic.
- For CoP meetings, teachers were given a fidelity score of 0 if, over the course of the year, they attended four or fewer CoP meetings, as documented through the CoP logs. Attending five meetings earned a fidelity score of 1. For the 2019/20 school year, of the 61 teachers, 10 (16.4 percent) received a score of 1 for this professional learning subcomponent. As explained earlier, this result may have been affected by the school closure in spring 2020 due to the COVID-19 pandemic. For the 2020/21 school year, of the 24 teachers, 23 (95.8 percent) received a score of 1 for this subcomponent. Of the 22 teachers who participated in the study for both years, 21 (95.5 percent) received a fidelity score of 1 for attending the CoP meetings (see Table 4.3).
- For coaching, a fidelity score of 0 was given for each teacher who received fewer than five coaching sessions in the 2019/20 school year or fewer than three coaching sessions in the 2020/21 school year. A fidelity score of 1 was given for each teacher

who received five coaching sessions in 2019/20 or three in 2020/21. For the 2019/20 school year, of the 61 teachers, only 17 (27.9 percent) received at least five coaching sessions. The number went up for the 2020/21 school year, as 16 out of 24 teachers (67 percent) received at least three coaching sessions. Of the 22 teachers who participated in the study for both years, 8 (36.4 percent) received enough coaching for a fidelity score of 1 (see Table 4.3).

With respect to the curriculum materials, researchers assigned a fidelity score of 0 for a teacher not receiving all of the materials, and a fidelity score of 1 if the teacher had received all of the materials. From communications with all of the teachers throughout the implementation year (through emails and phone calls), the study team determined that all study teachers received all of the curriculum materials and, thus, a fidelity score of 1 was assigned for this component for all of the ERWC-ELD teachers.

**Table 4.1 Implementation Fidelity Results, 2019/20**

Component	Number of Teachers Who Implemented With Adequate Fidelity	Total Number of Teachers	Percentage of Teachers Who Implemented With Adequate Fidelity	Prespecified Percentage of Teachers Needed to Meet the Fidelity Threshold for the Component	Met Threshold?
Curriculum Taught With Fidelity	7	61	11.5	80.0	No
Summer Professional Learning	50	61	82.0	80.0	Yes
Community of Practice	10	61	16.4	80.0	No
Coaching	17	61	27.9	80.0	No

Source: Survey and log data collected from study participants

**Table 4.2 Implementation Fidelity Results, 2020/21**

Component	Number of Teachers Who Implemented With Adequate Fidelity	Total Number of Teachers	Percentage of Teachers Who Implemented With Adequate Fidelity	Prespecified Percentage of Teachers Needed to Meet the Fidelity Threshold for the Component	Met Threshold?
Curriculum Taught With Fidelity	13	24	54.2	80.0	No
Community of Practice	23	24	95.8	80.0	Yes
Coaching	16	24	66.7	80.0	No

Source: Survey and log data collected from study participants

**Table 4.3 Implementation Fidelity Results, 2019/20 and 2020/21**

Component	Number of Teachers Who Implemented With Adequate Fidelity	Total Number of Teachers	Percentage of Teachers Who Implemented With Adequate Fidelity	Prespecified Percentage of Teachers Needed to Meet the Fidelity Threshold for the Component	Met Threshold?
Curriculum Taught With Fidelity	3	22	13.6	80.0	No
Summer Professional Learning	21	22	95.5	80.0	Yes
Community of Practice	21	22	95.5	80.0	Yes
Coaching	8	22	36.4	80.0	No

Source: Survey and log data collected from study participants

Although knowing how many modules each teacher taught with fidelity throughout the school year is important, knowing how many activities and which specific ones were taught is also important for understanding fidelity. Accordingly, researchers determined the percentages of activities completed at each of the three levels within a module: domain, strand, and element, for 2019/20, 2020/21, and the two school years combined, respectively (see Table 4.4). The domain averages are based on the average completion rates of all elements in each domain for

all 19 modules. For instance, the average for the Reading Rhetorically domain is calculated as the average completion rate of elements 1 through 17 among all 19 modules. The strand averages are based on the average completion rates of all elements in each strand for all 19 modules. For instance, the average for the Preparing to Read strand is calculated as the average completion rate of elements 1 through 6 among all 19 modules. The element averages are based on the average completion rates of that element for the modules started and completed by teachers, with each module being equally weighted.

For both school years, at the domain level, teachers were more likely to complete activities in the Reading Rhetorically domain and in the Preparing to Respond domain, and less likely to complete activities in the Writing Rhetorically domain. In the 2019/20 school year, teachers completed 67 percent of Reading Rhetorically activities, 74 percent of Preparing to Respond activities, and 51 percent of Writing Rhetorically activities. In the 2020/21 school year, teachers completed 76 percent of Reading Rhetorically activities, 79 percent of Preparing to Respond activities, and 66 percent of Writing Rhetorically activities.

There is also a pattern of decline as teachers progress through the strands. For instance, in 2019/20 school year, within the Reading Rhetorically domain, the Preparing to Read strand had the highest rate of completion (82 percent), followed by Reading Purposefully (75 percent), and then Questioning the Text (68 percent). Similarly, within the Writing Rhetorically domain, the Composing a Draft strand had a completion rate of 56 percent for 2019/20 school year, while Revising Rhetorically and Editing had completion rates of 52 percent and 47 percent, respectively. For the 2020/21 school year, within the Writing Rhetorically domain, the Revising Rhetorically strand, which is between the Composing a Draft strand and the Editing strand, had a higher completion rate (76 percent) than the other two strands. Nonetheless, given that the completion rate of the Composing a Draft strand (68 percent) was higher than that of the Editing strand (59 percent), the overall pattern of decline as teachers progressed through the strands remained the same.

These numbers show that teachers tended to complete a higher proportion of the activities at the beginning of each module and then, most likely due to feeling pressured to complete the module on schedule, tended to complete a lower proportion of activities later in the module. This trend also indicates that teachers tended to spend less time on the writing portion of each module and, in particular, on the revising and editing of students' work.

**Table 4.4 Completion Rates of Activities by Domain, Strand, and Element for 2019/20, 2020/21, and Combined School Years**

Domain, Strand, or Element	Name	2019/20 Percentage Completed	2020/21 Percentage Completed	Combined Percentage Completed
<b>Domain</b>	Reading Rhetorically	67	76	74
<b>Strand</b>	Preparing to Read	73	82	83
<b>Element</b>	Getting Ready to Read	89	98	92
<b>Element</b>	Exploring Key Concepts	85	79	94
<b>Element</b>	Surveying the Text	70	89	86
<b>Element</b>	Making Predictions and Asking Questions	74	81	96
<b>Element</b>	Understanding Key Vocabulary	71	77	70
<b>Element</b>	Creating Personal Learning Goals	49	70	61
<b>Strand</b>	Reading Purposefully	64	75	72
<b>Element</b>	Reading for Understanding	86	98	83
<b>Element</b>	Annotating and Questioning the Text	59	70	65
<b>Element</b>	Negotiating Meaning	67	72	69
<b>Element</b>	Examining the Structure of the Text	76	78	84
<b>Element</b>	Considering the Rhetorical Situation	71	69	78
<b>Element</b>	Analyzing Rhetorical Grammar	44	63	52
<b>Element</b>	Analyzing Stylistic Choices	48	73	56
<b>Strand</b>	Questioning the Text	63	68	65
<b>Element</b>	Summarizing and Responding	75	73	69
<b>Element</b>	Thinking Critically	77	80	83
<b>Element</b>	Synthesizing Multiple Perspectives	56	68	61
<b>Element</b>	Reflecting on Your Reading Process	41	52	38

Domain, Strand, or Element	Name	2019/20 Percentage Completed	2020/21 Percentage Completed	Combined Percentage Completed
<b>Domain</b>	Preparing to Respond	74	79	77
<b>Strand</b>	Discovering What You Think	74	79	77
<b>Element</b>	Considering Your Task and Rhetorical Situation	86	76	89
<b>Element</b>	Gathering Relevant Ideas and Materials	71	87	66
<b>Element</b>	Developing a Position	65	74	69
<b>Domain</b>	Writing Rhetorically	51	66	62
<b>Strand</b>	Composing a Draft	56	68	64
<b>Element</b>	Making Choices About Your Learning Goals	37	55	41
<b>Element</b>	Making Choices as You Write	75	98	69
<b>Element</b>	Negotiating Voices	55	52	70
<b>Strand</b>	Revising Rhetorically	52	76	68
<b>Element</b>	Analyzing Your Draft Rhetorically	55	71	63
<b>Element</b>	Gathering and Responding to Feedback	50	80	60
<b>Strand</b>	Editing	47	59	58
<b>Element</b>	Editing Your Draft	60	78	69
<b>Element</b>	Preparing Your Draft for Publication	49	44	60
<b>Element</b>	Reflecting on Your Writing Process/Learning Goals	39	57	50

# Chapter 5. Qualitative Findings

This chapter describes the methodology used for the qualitative analysis of the ERWC-ELD implementation and the findings of that analysis. The information from qualitative sources is intended to add detail and texture to the quantitative results in this report.

## Methodology

To develop qualitative findings, the research team reviewed previous qualitative findings from an ERWC-ELD fidelity of implementation study (an earlier internal study that was provided to the ERWC developers) and developed an initial set of descriptive codes from this review. A researcher then began using these codes in ATLAS.ti software and created and applied new codes inductively to code the qualitative implementation data from 2019/20 and the first semester of the 2020/21 school year. The implementation data that were coded included CoP and coaching logs, and teachers' qualitative answers to module surveys and end-of-year surveys. All codes were intended to provide broad, descriptive understandings of major themes and trends in teachers' and coaches' responses to prompts, which could then be further disambiguated by module or district as needed. The researcher applying the codes checked in weekly with a senior project researcher to review new codes and discuss emerging themes.

The following sections summarize major themes emerging from the qualitative information and provide supporting quotations from participants. The quotations have been anonymized and some have been lightly edited for clarity or brevity, including correcting grammar and punctuation for readability, shortening long quotations, removing references to individuals, and clarifying references.

## A Note About the Time Period

The qualitative findings in this chapter are from the ERWC-ELD implementation that took place from fall 2019 through spring 2021, and as such they include data from both before and during COVID school closures. Some teachers may have sporadically returned to in-person learning and collaboration during this period, but coaching, CoP meetings, and classes were primarily conducted online after March 2020.

There are challenges in trying to disambiguate how ERWC-ELD modules were affecting teaching and learning during this extraordinary period of intense disruption. In particular, the students at

the heart of ERWC-ELD were often those most harmed by COVID-19 and most likely to struggle with access to school during closures—despite the heroic efforts of teachers and administrators to connect with these students and their families.

## Findings

***Teachers frequently remarked on strong student interest in the module topics and texts; nonetheless, they also described low engagement as a frequent challenge.***

When teachers and coaches were asked to describe successes they experienced while teaching the ERWC-ELD modules, they most frequently described strong student interest and engagement in the texts, topics, and tasks.

Teachers and coaches frequently spoke about strong interest in general terms, as in these broad comments:

*The teachers are happy with the topics of the modules—they are high interest—and the activities—kids are engaged for the most part.*

*[The teacher] has seen that the lower-level students are very engaged in the topic and formulating strong opinions.*

Some modules were more frequently associated with positive comments about student engagement and interest, including Conscious Hip Hop, Good Food/Bad Food, *The Absolutely True Diary of a Part-Time Indian*, and *The Distance Between Us*. Teachers often commented on how students' interest in these modules was driven by connections between the students' daily lives and experiences and the topics and texts of the modules.

For example, during a year of massive wildfires in California, one teacher wrote the following about the Human Impact on Climate module:

*My students were definitely engaged in class discussion, we were excited to meet when climate changes were dramatically clear to us in the news and by looking outside our window. [The most successful part of this module was] the classroom discussions and understanding the importance of our role in affecting climate change and improving our environment through civic duties, volunteering, becoming more educated and caring.*

One teacher even noted their team’s surprise that a seemingly arcane topic became interesting to students.

*All 9th grade teachers agreed with this—reading the articles went well considering how many there were. I was able to get them interested in the articles and having an opinion on things like “excise taxes” was great. The kids really showed that they understood.*

In addition to pointing out which module topics were engaging, teachers also described how the activities and tasks within the modules held or built student interest.

*[The number] of activities they have to do in class keeps kids engaged. Enough to keep them going. Activities are short/challenging.*

*They liked the jigsaw text activity—it was good to get them out of their seats. The activities that help them practice public speaking. [A] student that struggled in 9th grade has shown more participation in this module. He led a discussion in the activity.*

*They don’t want to move off of [the module]. The interaction with the teacher is also fun and interactive.*

However, lacking engagement was also a challenge that teachers and coaches described. Because the majority of the data came from March 2020 and after, engaging students at all during distance learning was a constant challenge for teachers, even after pandemic learning became somewhat routinized. The following comment, summarizing the discussion at a CoP meeting early in the pandemic, shows the level of disengagement teachers were confronted with:

*Pretty much everyone talked about challenges related to distance learning models. Our school reports around 30 percent attendance; I feel lucky (relatively speaking) to have around 50–60 percent participation, though probably only about 20–33 percent of my students are completing all the assigned work. We talked about the various facets of this monolithic challenge (from contacting students, to synchronous versus asynchronous lessons, to student tech access, to grading challenges, to administrative hurdles).*

In addition to noting engagement challenges related to the pandemic, teachers also described how some elements of the curriculum seemed to affect engagement. Sometimes they attributed issues to the text or topic, and sometimes to the perceived repetitive nature of the activities.

*If they return to the text too many times, [teachers] feel that students lose interest, so they are choosing the reading activities carefully.*

*Many of the activities were repetitive; teacher felt she had to improvise to keep interest alive.*

However, several teachers indicated that returning to the text repeatedly built stamina in their students over time.

*Doing the same things with each article and doing a lot with each article could be frustrating but in the end [students] persevered and it was for the best in the end. With all of the close reading, it was easier to see that they understood it—pushing through each article taught them grit, and this is an important life skill.*

Teachers noted lack of engagement as a challenge or concern at similar rates, regardless of whether they taught ELD or ELA classes. When teachers described what they thought was causing the issue, the causes were also similar across these groups. Teachers who did not have ELD classes often characterized the perceived lack of engagement as being caused by forces outside of ERWC-ELD, like “senioritis” or distance learning.

ELD teachers often cited specific challenges with the activities (repetitive), texts (too complex), or topics (unfamiliar to EL students), alongside more general engagement issues. For example, one teacher wrote, “Very few students participated in either level of ELD 3 or 4. . . . Most of the material is outside their zone of proximal development and they are not able to grasp most of it.” Another ELD teacher said of the Good Food/Bad Food module, “Some of the grammar was heavy for our students because it required a lot of prior knowledge. . . . The topic was hard to make interesting.”

***Teachers of designated ELD classes were particularly positive about students’ engagement and interest.***

ELD teachers in particular often reflected that student interest and participation was driven by a connection between the text topics and the students’ lives and experiences.

*My students loved [The Distance Between Us]. They were able to relate to many aspects of the book and often shared their family’s immigrant experience in conversations or in their writing.*

*The Distance Between Us is highly engaging and relatable to our migrant ELD community.*

*They got really into this topic [Juvenile Justice] and I really enjoyed how they compared the justice system in the U.S. with the systems in place in their native countries.*

Teachers described using the students' intrinsic interest in the module topics to create deeper classroom connections and discussions.

*This module [Changing Minds] helped bring students together and they had many thoughtful interactions. They were interested in the texts. Reading them together helped create a "safe zone" that my words alone could not do.*

Another teacher recounted using the Hip Hop module to follow students' related interests in music and street art and culture from other countries:

*Hip Hop module was made more pertinent to students by them sharing various Hip Hop artists with positive messages from other parts of the world, including Spain. Many of the students were happy to share and chat was ringing with comments. Students critiqued the artists and enjoyed hearing something different to what they might be listening to. We also spent some time looking at Hip Hop graffiti and watched a report about how graffiti in Colombia has stopped warring gangs fighting. Students researched graffiti and created a compilation of graffiti slides with a comment on each of their slides.*

Teachers with many or all EL students were particularly enthusiastic about how student interest in the topics then drove students to develop stronger reading, writing, and critical thinking skills using the module activities.

*I plan on teaching this module [The Absolutely True Diary of a Part-Time Indian] basically forever because it proves that you do not need classic literature for students to be able to learn and apply vital reading and writing skills.*

*They loved all of the activities that involved them writing about their experiences, so writing a letter to someone they lost, writing about a personal struggle, summarizing and responding to their and Junior's challenging and positive experiences, and writing and illustrating their first draft.*

*When it clicked for them, it stuck. They can now use the classical pattern to formulate well-constructed arguments and not even just in writing.*

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## Using Student-Written Text as a Mentor Text in an ELD Class

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In an interview, an ELD teacher described implementing the teacher’s “number one” modification to support better writing: using (with permission) a student-written text as a mentor text.

*A lot of these texts are incredibly difficult for [my ELD students]. And with a lot of these [ERWC-provided] mentor texts, you’re trying to show them how to write like this, but they’re spending more time trying to understand the vocabulary and what’s being said and the [underlying] ideas.*

*So instead, I did have one student that had a pretty good grasp on [the material], and I talked to her before class. I said, “Hey, there are some edits I can make to your letter. I’ll keep it anonymous, but I think you’re doing a great job. Can I use this? And then also do the edits in front of class?”*

*And she was actually excited for that because she got to see me talk about what she was doing well, and I kept it anonymous. I didn’t say her name. But she got to see me talk about like, “You did great!” But also, “This is where I would make some changes.”*

*And the class got to see that as well. And I left that up in Google classroom for them to look at as another mentor text from a student right there in the class.*

*And that was because I kept trying to figure out, how do I make these mentor texts work? How do I get these kids to write? Because some of them wouldn’t turn in the writing, they just wouldn’t do it. But after [the discussion of the student’s mentor text] a lot more of them felt comfortable to at least get a paragraph, to at least get something that I could look at.*

*So that was probably my number one modification was adding a student text as a mentor text.*

Later, the teacher suggested the modules be adapted to include student-written mentor texts.

*The mentor texts are great. It’s a fantastic idea. They’re just at a very high level. . . . For my students, we needed something to bridge the gap. When you use a student mentor text, the student has to write that first. So you still have other students sitting there not understanding and trying to figure it out. So if they maybe added some student work or maybe just put together an essay that was written closer to what a student would write, I think that that would be very helpful for students.*

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***Teachers positively described students' increasing familiarity and confidence with focal skills and task completion.***

The second most common success that teachers and coaches reported—after strong student interest and engagement—was that students were building skills in writing, reading, discussion, and critical thinking. The skills that teachers described included the following:

- Participating in sustained, in-depth, academic discussions
- Reading comprehension
- Listening in class
- Having stamina for reading longer texts or engaging with a text repeatedly
- Having confidence with public speaking
- Asking better questions

Some teachers described a trajectory of improvement across modules and years. Sometimes they compared ERWC-ELD modules to previous non-ERWC-ELD units; other times they described their evolving results teaching an ERWC-ELD unit over the course of several years. Teachers did not tend to describe why they felt they were getting stronger results over time; the improvement may be due to their own increasing familiarity with the texts and activities, or with adaptations they have made.

*We felt that our novels had yielded strong discussion and that students were more able to politely and effectively navigate their own way through a (mostly) unmoderated discussion better than in past years.*

*We discussed that we are seeing an increase in the ability to listen closely. There are multiple activities that deal with this in the modules.*

Teachers often ascribed these growing skills to the structure of tasks and scaffolds within the modules. But in the coaching logs, it is clear that teachers' sustained commitment to achieving their own teaching goals also played an important role. In the following example from a coaching log, the coach describes a piece of student work that shows growth both in this student's writing skills and in the teachers' shared goals for their practice.

*[The student] wrote an excellent letter clearly demonstrating that he understood the Paris Accord and gave several reasons for why the U.S. should rejoin. We discussed his organization, he cited the texts and included all of the components, including counterclaims and rebuttals. Most importantly, we were happy to see that he maintained an academic organization and tone but his voice shined right through! This has been a*

*goal for both [teacher A] and [teacher B]—to teach writing in a way that prepares kids for communicating in academic spaces while maintaining their own unique perspectives and voice.*

ELD classroom teachers tended to describe a wide variety of skills they saw their students building or improving over time, particularly elements of reading comprehension, participating in robust class discussions, and stronger writing. The following comments show some of the breadth of reading, writing, and thinking skills described by ELD teachers:

*It's so nice to see how kids fully understood how to use the quotes and integrate them into their dedications.*

*[Students are] formulating strong opinions.*

*I'm able to hold more in-depth discussions with my students.*

*Students wrote well thought-out argumentative essays that have greatly improved since their first writing piece.*

*[Students] were happy about acquiring the skill of writing a formal business letter.*

Teachers often mentioned students' completion of tasks and projects as a success—it was the third most frequently described success. For example, in the following quote, three teachers in a CoP meeting all foregrounded task completion when prompted to describe their successes:

*[Teacher 1]: Most students were able to complete the assigned work with adjusted timeline as provided by the [district's EL services office], which was very helpful. [Teacher 2]: Students had deep topic-related online discussions. About 75 percent of students were able to complete culminating task even after teacher communicated with parents and guardians. [Teacher 3]: Students who completed the culminating task for [one of the mini-modules] did their best to complete all components of it.*

However, task completion was also often mentioned as a challenge that teachers experienced while implementing the modules, particularly in the context of both online learning during the COVID-19 pandemic and “senioritis.”

*[Teacher 1]: It was very challenging for students to join Zoom online meetings to discuss content. It was also challenging to have students discuss content on the online platform. [Teacher 2]: About 25 percent of students did not complete the culminating task due to distance learning and end-of-the-year dynamics. [Teacher 3]: I have about 35 percent of students who did not*

*complete the culminating task due to a variety of reasons related to the distance learning and end-of-the-year dynamics.*

*Our biggest challenge, both shared and for most of us individually, was a surprisingly low work completion rate across the senior class this year. Senioritis hits seniors every year, to be sure, but all of us felt this year’s “crop” had much lower numbers than we could remember. We brainstormed ideas for how to address this, and a lot of it came down to the “carrot versus stick” question (except we all felt like neither was working that well this year).*

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## Raising the Bar for EL Students’ Engagement and Skill-Building: One ERWC-ELD Class’s Experience

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In an interview, a researcher spoke with an ELD teacher about the experiences of the teacher’s class with the ERWC-ELD. The teacher described how the curriculum enabled the teacher and students to engage with sophisticated material and build important writing and reading skills, whereas prior curricula had suffered from low expectations.

*I’m gonna be honest: Love these modules. I’ve taught ELD for years and the curriculum we had before was for babies. It was just too juvenile and too simple to me. The ERWC is the best curriculum that I’ve seen. I know some teachers think it’s too hard for the kids, but the hard thing is trying to figure out the supports and scaffolds that they need to get to where they should be. And to me, spending time with other teachers and planning—that will probably alleviate some of that.*

*But I’m totally sold on the ERWC for English Language Learners, because this is what they need to bridge those gaps.*

*I’ve gotten beautiful work out of these kids, and they are even impressed with themselves at the end. They’re like, “I never wrote an eight or nine paragraph paper before!” And I say, “See, you can do it!”*

*The topics are really timely. All of the topics are timely, like Changing Minds, Climate Change, and The Distance Between Us. All of these are things that the kids have heard about or are living.*

*Overall, compared to the other things that we’re doing, I think it’s been pretty successful.*

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***Coaches reported strong and positive teacher engagement in the coaching process, including progressing toward short- and long-term practice goals.***

When coaches were asked to describe what was going well in the coaching process, they overwhelmingly described positive and collaborative coaching relationships, teachers who were receptive and active partners in the coaching process, and teachers who were open to improvement feedback.

*[Teacher] is very open to new ideas as well as executing them. The process has seemed to build confidence within the teacher. She has noticed her progression throughout the process.*

*[Teacher] is always awesome. Her intentionality and reflectiveness about her teaching as well as her continuous development as a skilled teacher make coaching a pleasure and a learning experience for me.*

In their coaching logs, some coaches described the short- and long-term instructional practice goals teachers set for themselves. (It is possible that more coaching conversations were tied to goals, but the logs did not always explicitly refer to goals.)

Examples of teachers' short-term goals included the following:

- Learning how to set up a writing workshop, how to have students participate effectively in workshop groups, and how to create time for student writing conferences
- Supporting students to engage with the characters, story line, and themes of a novel
- Supporting students to work with peers in the editing process
- Having students understand an analogy

The long-term goals that coaches described included the following:

- Learning to model and guide the student reading process to increase comprehension
- Supporting students to become more thoughtful writers and revisers so they “revise with a purpose”
- Developing students' ability to connect history and current events, and developing their “transfer of learning” between contexts

In interviews during the 2020/21 school year, ELD teachers described positive relationships with their coaches, characterizing their (virtual) sessions as being helpful, warm, and friendly professional interactions—perceptions that were especially

important and valuable during the extraordinarily difficult teaching and working conditions of COVID-19 lockdowns.

One newer ELD teacher, when asked about the teacher’s relationship with the coach, said their work together was more valuable than other types of professional learning:

*In general, I think that [this type of professional learning] is always the most helpful to me. Not that it’s never helpful to go into a professional development and somebody presents something to me, but I’m more of a learner where if we sit and we talk and we, you know, communicate about something, I’m going to learn a lot more that way.*

In another interview, a more experienced ELD teacher reflected on how valuable it was to have a coach observe a virtual lesson and provide feedback. The teacher described a lesson that had fallen short of the teacher’s goals, saying, “It was so nice to have somebody to reflect with because I was able to [talk it over] with her and she helped me figure out what should the next lesson look like so that we can continue [the learning trajectory].”

This teacher also described how the coach noticed students in a breakout group were sitting in silence after having completed their tasks. Based on reflecting together with the coach, the teacher decided to add a further discourse prompt to the end of future breakouts, which succeeded in keeping students talking about the lesson. “So [reflecting with the coach] helped me,” the teacher concluded, “because it helped me to reflect and it helped me to plan.”

Another ELD teacher described working with a peer teacher and an ERWC-ELD coach who was “really approachable and knowledgeable and really nice” on shifting the pacing of a module that the teachers were concerned they would not be able to complete before the end of the year. The coach supported the pair of teachers to modify the module “to the point where the kids could do it and do it successfully,” the teacher said, concluding, “I just really enjoyed talking to her.”

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## Setting a Goal and Working Together to Achieve It

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One coach repeatedly described how the coach and a teacher they were supporting took specific actions together in support of the teacher’s practice goals. In one log, the coach wrote that the teacher’s short-term goal was “setting students up for success for the peer feedback activity they would do in pairs in breakout rooms, which is what I would be observing during the classroom visit.” The coach suggested a few actions the teacher could take to help the activity be successful, including “strategically pair students for the peer feedback activity by looking at students’ drafts ahead of time” and giving a “student reflection activity after the peer feedback activity to help students process their learning and participation.”

In this example, the peer feedback activity was not successful, which gave the coach and teacher an opportunity for a rich debrief conversation. They determined, the coach reported, that the peer feedback sessions needed more class time in order to be set up and implemented properly even though, the coach wrote, “in a 60 min. online session, it was challenging to both set students up with a protocol, rubric, and modeling, and also have enough time for students to engage in the interactive activity. We discussed the importance of finishing the activity in the next session, rather than assigning it for homework.”

The coach and teacher decided to use part of the next lesson to continue the peer feedback activity, noting that “this may push back the start of the next module, but we agreed that it would be worth it since students would be developing multiple competencies through the peer feedback activity.”

Ultimately, the coach felt that having a clear structure of goals set by the teacher gave a framework for working together and connecting small shifts and experiments with practice to the teacher’s big-picture vision for the classroom: “Maintaining focus on the teacher’s long-term goal of supporting student writing helped us both to push on the details of the activity in terms of what was happening to help her achieve the goal.”

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## A Transformative Coaching Relationship

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In an interview, an ELD teacher described how a close relationship with an ERWC-ELD coach had helped the teacher think bigger about how to use the teacher's own experience and knowledge to benefit the field of EL education.

*I have an incredible mentor who's become a really close friend of mine through this grant and I'm so grateful.*

*[She's] a reading and writing specialist and scholar who I admire immensely. Our personalities are also super compatible and we're very similar in the way that we approach instruction and connecting with our students. I think she has shown up to more than the required observations for me because she loves seeing me teach, and I love having her help me teach.*

*I tell her, "You can come observe, but I'm putting you to work." And she's like, "Okay!"*

*Just having her there helps me think about the implementation of rhetorical reading and writing strategies, which has just been a massive help. She's made me want to become a researcher myself, to go for a PhD. I've got big questions about how these kids are learning out here that other people aren't asking!*

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### ***Before and after the COVID-19 pandemic began, teachers struggled with the pacing and scheduling of the modules and sometimes chose to make adaptations in response.***

When teachers were prompted in the CoP logs to describe their challenges implementing ERWC-ELD modules, issues relating to module pacing and scheduling constituted the top category of challenges they described. Within this broad category, several specific elements were mentioned by teachers.

Sometimes the scheduling problem was external to ERWC-ELD, having to do with fitting the modules in around competing school or district priorities.

*The district's, school's scheduling of iReady, SAT exams, math exams, writing exams, field trips, and presentations from community partners is seriously impeding progress in the unit in the ELD class.*

*The module for late September and October was a bit gutted by pullouts and sub days so there was a bit of reteaching that slowed things down. Freshman and Junior teachers are still struggling with getting the modules completed in the time frame outlined by the module authors. Part of this struggle is*

*finishing the modules [while] still completing all of our other requirements, such as district benchmarks and ELA standards.*

Some teachers also described the pacing challenges as resulting from the structure or difficulty of the modules themselves, with student interest and stamina dropping off over time.

*The modules are loaded with activities and the expectation of pace is challenging for the integrated classes at the lower grades.*

*[T]he units and reading take much longer than time given. Interest in the unit topics varies and that is a real challenge.*

Creating additional scaffolding was often described as a challenge. Sometimes teachers only made general comments about additional scaffolding being a challenge itself; other comments situated additional scaffolding as a challenge because it took up too much time or required trade-offs for staying on schedule.

Teachers sometimes made broad comments, such as “additional scaffolding was needed,” without describing what scaffolding they had used or what had prompted the need. When scaffolding was described in more detail, the challenge often had to do with a perception that students lacked background knowledge needed for the module, or that additional texts were needed to cover gaps or make a topic more relevant, or that scaffolding was needed to better support skill-building in specific areas.

*[S]ome of the reading levels are very advanced for our students. This means a lot of scaffolding is required of the teachers; so, we are not able to get to some of the activities.*

*The teachers are adding several things into the modules and reducing some of the reading activities to make sure the students [aren't] reading the texts too many times and losing interest. There is a general feeling among teachers that there are a lot of reading activities and not as many writing supports as are needed. The teachers are adding in some writing scaffolds and choosing from the buffet of reading options.*

The coaching logs indicate that making adaptations based on pacing and scheduling was a frequent focus for the coaches and teachers. Coaches sometimes described teachers' thinking about these adaptations as wanting to prioritize depth over breadth, to slow down in order to fully cover a concept or skill.

*In our planning conversation, [teacher] and I discussed how the module had been going. She shared that she had decided not to do the “flipped”*

*classroom style, which she had planned to try out, but had instead slowed down the module in order to spend more time guiding students to annotate the text, as she felt they needed more scaffolding. I expressed that I thought this was a good call and that it's always appropriate to observe students carefully and adjust instruction based on their progress and needs (formative assessment). She said she was excited about the progress students had made in their writing and that her decision to slow things down seemed to pay off.*

*[Teacher] felt the activity went well but that there is always a tension between slowing down and having students interact more and staying on track with the module. I reassured him that slowing down and having students meaningfully interact with one another is worth the time investment.*

*[Teacher] agreed that the next session would need to be used for students to analyze one another's drafts and discuss feedback. This may push back the start of the next module, but we agreed that it would be worth it since students would be developing multiple competencies through the peer feedback activity.*

***Online learning was a significant challenge for teachers; many described strategies for working with EL students during distance learning.***

Distance learning presented teachers and students with incredible challenges, which were reflected in teachers' and coaches' responses in surveys and logs. It is no surprise that adapting to online learning was an overwhelmingly common challenge that teachers and coaches identified. For teachers with high numbers of EL students and students who otherwise were not provided with adequate access to digital learning, the challenges multiplied.

*Trying to communicate with English learners via Zoom and a lack of relevant language teaching tools was difficult, especially when most have their cameras off and won't unmute themselves and there is nothing I am allowed to do about it.*

*If we continue with distance learning, there needs to be major modifications to the ELD side of the curriculum as it does not lend itself well to working solely on the computer. . . . Like sentence unpacking and anytime they need to collaborate.*

However, ERWC-ELD teachers described striving, over weeks and months, to find new ways to connect with their students over videoconferencing. Teachers with ELD classes with many EL students often named the teaching strategies and adaptations they

thought were most successful for connecting with these students during distance learning. The most frequently mentioned strategies included the following:

- Supporting students to read texts out loud together during class (instead of, or in addition to, assigning reading as homework)
- Using tech tools such as Nearpod, Peardeck, and Google Slides to monitor and intervene in student work in real time
- Teacher modeling of thinking, writing, and other focal skills
- Sharing and discussing student sample work in class to highlight pitfalls and successful student practices

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## Adapting EL-Focused Instruction for Online Learning: One Teacher's Methods

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A teacher with an integrated classroom described an interlocking set of supports that the teacher had developed for EL students during distance learning. These supports—including modeling, setting clear expectations, and using online tools for formative assessment—were commonly described by other teachers as well.

*I adapted [one of the modules] to more effectively support English learners in a distance learning environment in a variety of ways that all revolve around my precious Google slides.*

*First, with the EL and [special needs] population (and to be honest with everyone), it is important for their success and stress levels for them to actually know what is going to happen for that class day and what is expected of them. So, every day in our daily slides (that are only updated 10 minutes before class starts to prevent students any confusion), we review our numbered daily agenda and then we discuss our objectives for the day and what that will look like when we accomplish it.*

*Second, every single activity is modeled for the students live and they are provided access to each daily class example via the module's Google slides. This allows students to be able to reference the completed example to get a clear idea of their expectations and sometimes it allows my struggling students the chance to just be able to put something in their Google doc by copying and pasting the class example and modifying the ideas or just changing the language. (I do not consider this "cheating"; this is what the student is capable of for now and it allows them an opportunity to participate in an activity that for now is outside their depth—I always praise these students for being resourceful and add the reminder that now, the next*

*time we do something similar, they have an even better idea of how to do the activity mostly on their own.)*

*Third, students were always provided with sentence frames and/or sentence starters (they were always invited to make better ones if they wanted or, if they liked mine or they just didn't have the effort in them that day, to just use mine).*

*Fourth, every single activity was on its own slide with numbered step-by-step directions. Fifth, I severely changed my "late work" policy from "you have 2 weeks to turn it in for a chance at half the points" to "turn it in as many times as you want during the semester until you get the grade that you want."*

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# Chapter 6. Conclusions and Discussion

This report provides results from an evaluation of the ERWC-ELD implementation and its impact on student achievement for EL students in grades 9 through 12 in northern California that participated in the evaluation during the 2019/20 school year and/or the first semester of the 2020/21 school year. A matching method was used to compare EL students who were taught in classes using ERWC-ELD modules with similar EL students who were taught in ELA and/or ELD classes that were not using ERWC-ELD modules. The outcome measure used to assess the impact of the ERWC-ELD modules was the ELPAC.

The impact analysis found that EL students who were in classes that used ERWC-ELD modules scored higher on average than similar EL students who were in ELA and/or ELD classes that did not use ERWC-ELD modules, but only at the 10 percent level. The study was interrupted by the COVID-19 pandemic, and many teachers did not complete the required minimum number of ERWC-ELD modules in 2019/20 (four modules) or in 2020/21 (two modules) with fidelity. During the COVID-19 pandemic, ERWC-ELD teachers had to quickly adapt the modules, which had been created for in-person classes, to use the modules online. There were many students who reduced their class participation and many ERWC-ELD activities had to be skipped, particularly culminating writing activities.

Though the evaluation was interrupted, many participating teachers indicated that the ERWC-ELD modules were culturally relevant, which was exciting to EL students. As mentioned in this report, before the COVID-19 pandemic, teachers reported that students' engagement in ERWC-ELD classes was motivating for EL students to tackle the challenging activities and deepen knowledge of both rhetoric and English language development. As EL students continue their journey to English proficiency, ERWC-ELD modules seem to support deeper ELD and rhetoric techniques that may help students not just in their ELA classes but in other classes as well. Exposing students to these techniques at earlier grades—specifically, before they arrive to high school so that they are better prepared for college preparatory courses and eventually college-level courses—would be an interesting topic for future exploration.

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# Appendix A. Additional Analyses and Statistical Power for Impact Estimates

## Additional Impact Analyses

The first additional impact analysis includes ERWC-ELD students who attended ELA or ELD classes for one year in 2019/20 and one semester in the 2020/21 school year. Table A1 shows the results from this OLS regression analysis. It includes the matched ERWC-ELD and non-ERWC-ELD students. The estimate for the ERWC-ELD Enrollment variable represents the impact of the ERWC-ELD. The estimate is 3.202 and is not statistically significant. This result shows that the ERWC-ELD did not have a statistically significant positive impact on student achievement as measured by the ELPAC.

**Table A1. Ordinary Least Squares Regression Analysis Showing the Impact of the Expository Reading and Writing Curriculum on the English Language Proficiency Assessments for California for One Semester in 2020/21 and One Year in 2019/20**

Characteristic	Estimate	Robust Standard Error	t-statistic	p-value
ERWC-ELD Enrollment	3.202	4.720	0.680	0.498
Female	14.331**	4.807	2.980	0.003
Asian	-8.668	6.399	-1.350	0.176
Hispanic	-18.745***	5.317	-3.530	<.001
Native Hawaiian or Other Pacific Islander	-23.798*	13.479	-1.770	0.078

Characteristic	Estimate	Robust Standard Error	t-statistic	p-value
Two or More	-23.247*	12.174	-1.910	0.057
White	-21.088	14.377	-1.470	0.143
Special Education	-11.127*	6.436	-1.730	0.084
Free or Reduced-Price Lunch	7.913	5.982	1.320	0.186
Grade 11	-12.367**	5.304	-2.330	0.020
Grade 12	6.694	6.186	1.080	0.280
ELPAC 2018/19	0.590***	0.065	9.120	<.001
Intercept	651.534***	100.609	6.480	<.001

\* denotes statistical significance at the 10 percent level; \*\* denotes statistical significance at the 5 percent level; \*\*\* denotes statistical significance at the 1 percent level.

Note. With respect to ethnicity, American Indian/Alaskan Native was the omitted category as a result of being the first group alphabetically. With respect to grades, grade 9 was the omitted category as a result of being the first group.

Observations = 712

Source: Student records data collected from the school districts in the study sample

The second additional impact analysis includes ERWC-ELD students who attended ELA or ELD classes for one semester in the 2020/21 school year. During this school year all students attended classes online. Table A2 shows the results from this OLS regression analysis. The analysis includes the matched ERWC-ELD and non-ERWC-ELD students who took the ELPAC during spring 2020 and spring 2021. The estimate for the ERWC-ELD variable represents the impact of the ERWC-ELD. The estimate is -3.316 and is not statistically significant. This result shows that the ERWC-ELD did not have a statistically significant positive impact on student achievement as measured by the ELPAC. As mentioned in the main body of the report, the curriculum was developed for an in-person class. All of the ERWC-ELD teachers had to quickly adjust the in-person curriculum to an online environment, as all of the classes were taught online because of COVID.

**Table A2. Ordinary Least Squares Regression Analysis Showing the Impact of the Expository Reading and Writing Curriculum on the English Language Proficiency Assessments for California for One Semester in 2020/21**

Characteristic	Estimate	Robust Standard Error	t-statistic	p-value
ERWC-ELD Enrollment	-3.316	7.951	-0.42	0.677
Female	8.179	8.425	0.97	0.333
Hispanic	-7.962	8.218	-0.97	0.333
Special Education	17.824*	10.325	1.73	0.085
Free or Reduced-Price Lunch	-8.048	11.419	-0.70	0.482
Grade 10	37.742***	13.004	2.90	<.001
Grade 11	-3.611	13.7288	-0.26	0.793
Grade 12	25.292**	9.820	2.58	0.011
ELPAC 2018/19	0.798***	.073938	10.79	<.001
Intercept	308.858***	114.9378	2.69	<.001

\* denotes statistical significance at the 10 percent level; \*\* denotes statistical significance at the 5 percent level; \*\*\* denotes statistical significance at the 1 percent level.

Note. With respect to ethnicity, Asian was the omitted category as a result of being the first group alphabetically. With respect to grades, grade 9 was the omitted category as a result of being the first group.

Observations = 287

Source: Student records data collected from the school districts in the study sample

The third additional impact analysis includes ERWC-ELD students who attended ELA or ELD classes for one year in 2019/20. Table A2 shows the results from this OLS regression analysis. The analysis includes the matched ERWC-ELD and non-ERWC-ELD students who took the ELPAC during spring 2019 and spring 2020. The estimate for the ERWC-ELD variable represents the impact of the ERWC-ELD. The estimate is -3.316 and is not statistically significant. This result shows that the ERWC-ELD did not have a statistically significant positive impact on student achievement as measured by the ELPAC. As mentioned in the main body of this report, the

spring 2020 semester was interrupted by the COVID pandemic. During spring 2020, some classes were interrupted and not continued while others were implemented in an online setting. The curriculum was developed to be implemented in person. Additionally, school districts were excused from administering the ELPAC. Thus, not all students took the ELPAC during spring 2020.

**Table A3. Ordinary Least Squares Regression Analysis Showing the Impact of the Expository Reading and Writing Curriculum on the English Language Proficiency Assessments for California for One Year in 2019/20**

Characteristic	Estimate	Robust Standard Error	t-statistic	p-value
ERWC-ELD Enrollment	-5.709	3.708	-1.54	0.124
Female	5.593	3.918	1.43	0.154
Hispanic	-13.924***	4.637	-3	0.003
Special Education	-14.656**	6.129	-2.39	0.017
Free or Reduced-Price Lunch	-0.281	4.321	-0.07	0.948
Grade 10	-7.097	4.707	-1.51	0.132
Grade 11	15.710*	9.461	1.66	0.097
Grade 12	0.561***	0.040	13.89	0
ELPAC 2018/19	690.180***	62.251	11.09	0
Intercept	-0.281	4.321	-0.07	0.948

\* denotes statistical significance at the 10 percent level; \*\* denotes statistical significance at the 5 percent level; \*\*\* denotes statistical significance at the 1 percent level.

Note. With respect to ethnicity, Asian was the omitted category as a result of being the first group alphabetically. With respect to grades, grade 9 was the omitted category as a result of being the first group.

Observations = 625

Source: Student records data collected from the school districts in the study sample

## Statistical Power Analyses—Calculating the Minimum Detectable Effect

By calculating the minimum detectable effect (MDE) and comparing it to the impact estimate, the results can be strengthened if the impact estimate is higher than the MDE, indicating that the effect seen is due to a true impact as opposed to chance. Comparing an MDE higher than the impact estimate could give a sense of whether accepting the null hypothesis of no difference between treatment and control is due to an actual low impact estimate or due to the analysis lacking power.

To calculate the MDE, the standard error of the impact estimate is multiplied by a predetermined number based on type of test, level of power, and significance level. This study uses 2.80 as the multiplier based on a two-sided hypothesis testing with 80 percent power and .05 alpha level (see Table 1, Bloom, 1995).

**Table A4. Statistical Power Analyses**

Treatment	Impact Estimate	Standard Error	p-value	MDE (Scale Score Unit)
One Semester (2020/21) and/or One Year (2019/20)	8.542	5.050	0.091	14.14
One Semester (2020/21) and One Year (2019/20)	3.202	4.720	0.498	13.22
One Semester (2020/21)	-3.316	7.951	0.677	22.26
One Year (2019/20)	-5.709	3.708	0.124	10.38

## Effect Size

This study found the estimated effect size for the main impact of the ERWC-ELD to be 0.13 standard deviations. The magnitude of the effect size is affected by the outcome measure used, the population studied, and the type of intervention evaluated (Hill et al., 2008). The ELPAC, this study's outcome measure, is a standardized test that covers reading, writing, and speaking. The ELPAC has a broad scope, and similar tests will tend to produce impacts with relatively small effect sizes, typically in the range of 0.07 among elementary grades and 0.03 among high school grades. In terms of the population studied, studies focusing on high school students tend to have lower effect sizes than those focusing on elementary or middle school students. The average effect size for high school populations tends to be 0.27. In terms of the type of

intervention, curriculum interventions tend to have impacts with lower average effect sizes, such as 0.13 (Hill et al., 2008), than other types of education interventions.

The 0.13 effect size found for the impact of the ERWC-ELD is similar to the effect size found in the previous evaluation of an earlier version of the ERWC (Fong et al., 2015).

**Table A.5 Estimated Effect Size of ERWC-ELD on the English Language Proficiency Assessments for California**

Treatment	ERWC-ELD Group Mean	Non-ERWC-ELD Group Mean	Number of Students Per Group	Pooled Within-Group Standard Deviation	Adjusted Mean Difference	Estimated Effect Size
One Semester (2020/21) and/or One Year (2019/20)	1547.254	1538.712	239	67.050	8.542	0.13
One Semester (2020/21) and One Year (2019/20)	1555.086	1551.884	255	67.260	3.202	0.05
One Semester (2020/21)	1523.134	1526.45	89	75.995	-3.316	-0.04
One Year (2019/20)	1536.8	1542.51	300	52.425	-5.710	-0.11

*Note.* The number of non-ERWC-ELD students represents the weighted number of students, based on the number of times each non-ERWC-ELD student was matched to an ERWC-ELD student; the adjusted mean difference is the estimated regression coefficient for ERWC-ELD from Tables 3.6, A1, A2, and A3, using the regression coefficient controls for the covariates that were included in the regression model.

Source: Student records data collected from the school districts in the final study sample

# Appendix B. Data Collection Instruments to Measure Fidelity of Implementation

## ERWC-ELD Module Survey—Fall 2020

1. Please enter your first and last name
2. Please enter your email address
3. Choose your school district from the list below [School District]
4. Choose your school from the list below [High School]
5. What type of class schedule do you follow? [ELA/ERWC with integrated ELD; Designated ELD; ELA/ERWC with integrated ELD and Designated ELD; Other]
6. What type of class schedule do you follow? [Traditional (55 minute period); Block (90 minute period); Block (2 hour period); Block (4 hour period); Other]
7. What grade level do you teach? If you teach an ELD class, choose the grade level of the module. [Grade 9; Grade 10; Grade 11; Grade 12; Mini-module]
8. What mini-modules did you teach? [List mini-modules]
9. What 9th grade module did you teach? [Conscious Hip Hop; Good Food/Bad Food; Remembering Injustice; Free Speech; *The Absolutely True Diary of a Part-Time Indian*]
10. What 10th grade module did you teach? [Age of Responsibility; Citizen Youth; Chinua Achebe, *Things Fall Apart*; Free Speech; We Should All Be Feminists]
11. What 11th grade module did you teach? [Human Impact on Climate; Chance Me: Redefining Merit; Changing Minds: Immigration; Reyna Grande, *The Distance Between Us*]
12. What 12th grade module did you teach? [Juvenile Justice; Detecting and Limiting Fake News; Diana Garcia, “On Leaving/On Staying Behind”; Patricia McCormick, *Never Fall Down*; Waste More; Want More; Politics of More; *Cambodia Remembers*]

13. How many class periods did it take you to complete the module? (Please only count class periods used for ERWC-ELD instruction.) [List 1–30 and More than 30]
14. As a result of implementing the module, what are you doing differently to support English Learners more effectively? [Open-ended answer]
15. Please check the box if you taught the activity. For the activities you taught please describe major modifications you made. Feel free to comment on the value of the activity for accomplishing the module’s goals. [List of the activities for each module]
16. To what extent was the module engaging for students? [Not engaging; Slightly engaging; Moderately engaging; Very engaging; Extremely engaging]
17. The following questions ask about how the module addressed English Language Development (ELD) standards and Universal Design for Learning principles. [Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree]
  - a. The module used an open-ended, inquiry-based approach that allowed students to develop their own thinking; The module provided opportunities for students to collaborate and engage in rich discussions to develop oral language; The module supported instructional approaches that leverage the cultural, linguistic, and social assets of English learners; The integrated and designated ELD activities provided ample opportunities for students to talk about how language works in the text; The module provided opportunities for students to develop advanced levels of academic language at multiple levels; The module provided multiple means of representation (i.e., ways for students to understand the text); The module provided multiple means of student action and expression (i.e., ways for students to demonstrate their learning); The module provided multiple means of student engagement (i.e., ways to recruit and sustain interest and self-regulation); The module provided opportunities for students to become expert learners through the use of learning goals, teacher-directed student choices, and formative assessment; Rate the overall quality of the module (i.e., teacher and student instructions, text selections, alignment with standards, etc.)
18. Did you teach the full module? (Some teachers were not able to finish teaching modules due to school closures.) [Yes; No]
19. Did you teach this module in-person or online? [In-person; Online]
20. How did you interact with your students while teaching the module online? Please select all that apply: [Email; Online office hours; Online readings; Online presentations (e.g., PowerPoint, Google Slides); Learning management system tools (e.g., Zoom; Google Hangouts, FaceTime); Interactive Tools (e.g., Voice Thread; Flipgrid); Other]
21. How did your students interact with one another throughout this module? Please select all that apply: [Email; Online office hours; Online readings; Online presentations]

(e.g., PowerPoint, Google Slides); Learning management system tools (e.g., Zoom; Google Hangouts, FaceTime); Interactive Tools (e.g., Voice Thread; Flipgrid); Other]

22. What, if anything, was particularly successful about your approach? [Open-ended answer]
23. What, if anything, was particular challenging? [Open-ended answer]
24. Please list any resources for online learning that you would recommend to other ERWC/ELD teachers. [Open-ended answer]
25. Please indicate the extent to which you agree or disagree with each of the following statements: [Strongly agree; Somewhat agree; Neither agree nor disagree; Somewhat disagree; Strongly disagree]
  - a. Students generated and reflected on learning goals to guide their own learning throughout the module; Students had multiple opportunities to work with text(s) to support comprehension; Students had multiple opportunities to engage in inquiry-based discussions throughout the module; Students had adequate time to engage in the activities in the Writing Rhetorically section of the arc; Students' completion of the activities prepared them to be successful on the culminating task; Students' completion of the culminating task helped prepare them to be successful in their college and/or career paths
26. If you skipped activities, please share your reasons for skipping them. [Open-ended answer]
27. Is there anything else you would like to share regarding your experience teaching this module? Please explain. [Open-ended answer]

## ERWC-ELD End-of-Year Teacher Survey

1. In which grades did you teach ERWC-ELD this school year 2019/20? [Grade 9; Grade 10; Grade 11; Grade 12]
2. List all classes you taught during the fall semester of school year 2019/20. [Period; Class title]
3. List all classes you taught during the spring semester of school year 2019/20. [Period; Class title]
4. Please indicate the order in which you taught the Modules this year (i.e., Fall 1, Fall 2, Spring 3, Spring 4) and how you taught it (i.e., online, in-person).
5. Please indicate the order in which you taught the Modules this year [Module title; Order in the Fall or Spring] How you taught it [Online; in-person; Other: ]
6. We understand that many teachers may not be able to teach as many modules as originally expected, and this likely was compounded by the school closures this year. If you did not teach or do not plan to teach four full-length modules, please give the specific reasons for not doing so. [Open-ended response]
7. Please indicate your level of agreement with the following statements before school closures: [Strongly disagree; Disagree; Agree; Strongly agree]
  - a. Students found the readings in the modules to be interesting; Students were engaged in the modules; My English or English language development class was inquiry-based; When students came across a difficult task, they did their best to complete it; Students were motivated to do well in my English or English language development class; Students' perspectives changed as a result of my English or English language development class; Students will be able to use skills they learned in my English or English language development class in other classes; My ERWC-ELD coach supported my teaching of the modules; The program was effective in preparing me to serve English learner students

The following questions are about distance learning.

8. What percentage of the time was instruction synchronous (in real time)? [0%; 25%; 50%; 75%; 100%]
9. How often did your students have opportunities to engage in the following activities during school closures (asynchronously or synchronously)? [Never; Weekly; 2–3 times per week; Daily or almost daily]
  - a. View online instruction; Read or listen to texts; Write about texts they read; Participate in online discussions; Present work through a video or audio platform; Receive feedback on work from the teacher; Attend office hours

- 10.** What percentage of your students engaged in the distance learning activities in a given week? [0%; 25%; 50%; 75%; 100%]

The following questions are about reading and writing instruction.

- 11.** Prior to school closures, how much per week were students reading on average? Please include the reading done both within class and outside of class. [None; 0–1 hour; 1–2 hours; 2–3 hours; 3–4 hours; 4–5 hours; More than 5 hours]

- 12.** Prior to school closures, how many pages per week were students writing on average? Please include all types of writing (e.g., quick writes, essays, etc.). [0 pages; 1–2 pages; 3–6 pages; 7–10 pages; 11–15 pages; 16–20 pages; More than 20 pages]

How often do students receive the following types of feedback on their culminating tasks?

- 13.** Prior to school closures, how often did students receive the following types of feedback before submitting a final draft? [Always; Sometimes; Never]

- a.** Comments and/or ratings based on a rubric; One-on-one writing conferences with students; Written peer feedback; Written teacher feedback

- 14.** After school closures, how often did students receive the following types of feedback before submitting a final draft: [Always; Sometimes; Never]

- a.** Comments and/or ratings based on a rubric; One-on-one writing conferences with students; Written peer feedback; Written teacher feedback

- 15.** Prior to school closures, how often did students receive the following types of feedback on their final draft: [Always; Sometimes; Never]

- a.** Comments and/or ratings based on a rubric; One-on-one writing conferences with students; Written peer feedback; Written teacher feedback

- 16.** After school closures, how often did students receive the following types of feedback on their final draft: [Always; Sometimes; Never]

- a.** Comments and/or ratings based on a rubric; One-on-one writing conferences with students; Written peer feedback; Written teacher feedback

- 17.** Prior to school closures, how did you plan your instruction to prepare your students for culminating writing tasks? [Open-ended answer]

- 18.** In general, do you supplement ERWC-ELD writing activities with writing activities of your own that you know your students will need to complete the culminating task more successfully? If so, please provide an example. [Open-ended answer]

- 19.** How likely are you to continue to teach the ERWC-ELD modules next academic year and beyond? Please specify the modules or module parts. Why or why not? [Extremely likely; Somewhat likely; Extremely unlikely]

20. How likely are you to use activities from the High Impact Strategies Toolkit in your future teaching, whether or not you are implementing the ERWC-ELD Curriculum? Please explain. [Extremely likely; Somewhat likely; Extremely unlikely]
21. Is there anything else you would like to share regarding your experience in the study? (Optional) [Open-ended response]

## ERWC-ELD Coaching Log—Fall 2020

The purpose of this log is to ensure coaching cycles were completed (for fidelity purposes) and provide a space for coaches to reflect on their experiences. Coaches will complete this form after each coaching cycle, and a copy will automatically go to WestEd (but not to the teacher). You can request a copy of your response through email at the end of the log.

1. Grade Level Note: If you are visiting an ELD class with multiple grades, choose the grade level of the module the teacher is using while you are visiting. [Grade 9; Grade 10; Grade 11; Grade 12; Mini-Module]
2. Module Taught [List of modules per grade level]
3. Which section of the arc did you observe the teacher teaching? [Reading Rhetorically; Preparing to Respond: Discovering What You Think; Writing Rhetorically]
4. What were your areas of focus during the coaching session (e.g., inquiry-based discussions, modeling, adapting modules for online instruction)? [Inquiry-based discussion; Modeling; Adapting modules for online instruction; Other]
5. Please provide some logistical information about the planning conversation, classroom visit, and reflection conversation. [Date; Duration (0–15 minutes, 16–30 minutes, etc.); Method (Video conference, Phone call, Other)]
  - a. Planning conversation; Classroom visit; Reflection conversation

Consider the planning conversation, coaching visit, and reflection conversation with the teacher.

6. Planning Conversation Notes—Include the teacher’s long-term and short-term goals. [Open-ended response]

### Coaching Visit Notes

7. Some examples of evidence to include: How and what type of collaboration is there if there are two teachers/classes? What evidence is there of combining Integrated & Designated ELD instruction if there is only one class offered? [Open-ended response]
8. Reflection Conversation Notes—Include notes on the extent that the teacher accomplished the goals that you discussed in the planning conversation. [Open-ended response]

9. Next Steps. [Open-ended response]
10. Please check the approaches and strategies that the teacher employs. Please provide an example. [Intentional planning based on the profiles of the EL students in the class; Maintaining a culturally and linguistically sustainable learning environment; Promoting meaningful collaborative conversations between students with equity of participation; Scaffolding reading development; Scaffolding writing development; Scaffolding language development; Promoting independent reading]
11. What went well during the overall coaching process? [Open-ended response]
12. What challenges, if any, did you experience during the coaching process? [Open-ended response]
13. Do you have any additional thoughts, questions, or concerns? [Open-ended response]
14. Please upload any relevant notes or artifacts from your coaching session. (Optional)

## ERWC-ELD Community of Practice Log Instrument—2019/20

1. Enter the First and Last Name of teachers participating in the community of practice [First and last name; email address; grade level]

Please provide some logistical information about the community of practice meeting.

2. Meeting Date [DD/MM/YY]
3. Please enter the start time and end time of your meeting. [Meeting start time; Meeting end time]

Notes and Reflection

4. What topics did you discuss or activities did you do during your community of practice meeting? [Open-ended response]
5. What successes with the modules did you and your members discuss at the meeting? [Open-ended response]
6. What challenges with the modules did you and your members discuss at the meeting? [Open-ended response]
7. Are there any concerns or needs related to the modules, coaching, or community of practice meetings that you and your members would like to communicate at this time? [Open-ended response]

## Teacher Interview Protocol

Hello,

Thank you for joining me today. I appreciate the time you are taking to share your thoughts about the ERWC-ELD study. My name is \_\_\_\_\_, and I am a researcher at WestEd. WestEd is a nonpartisan, nonprofit research, development, and service agency working with education and other communities to improve education and other important outcomes for children, youth, and adults.

The evaluation of the ERWC-ELD study focuses specifically on how the ERWC-ELD is being implemented. To capture how implementation is going from teachers' perspectives, we are conducting interviews with approximately 10 teachers participating in the ERWC study this year. The interview will take approximately 45 minutes.

Our conversation will be digitally recorded by Zoom. All information you share will be kept confidential. The results of this evaluation may be made public through professional journals and reports, but you, your school, and your district will never be named. Do you have any questions before we begin?

### Background

1. How is the implementation of the ERWC-ELD going this school year?

### Online Learning

2. Please describe your school's schedule for online or hybrid learning at the beginning of the school year. Please describe your school's current schedule.
  - a. (If the schedule has changed) When did the schedule change?
3. What platform(s) do you use to facilitate online learning?
  - a. How are the platforms working for you?
4. What does a typical class period of synchronous learning look like?
5. What proportion of class is synchronous and what proportion is asynchronous?  
How do you decide which activities are best in which format?
  - a. What percentage of the asynchronous work do students generally complete?
6. How, if at all, have you modified modules for online learning?
7. How, if at all, do you measure student engagement and/or attendance?
8. What strategies do you use to engage students in online learning?
9. How do you carry out formative assessment as you are teaching?
10. How do you assess student learning at the end of the module?

11. What strategies do you or support staff members at your school use to reach students who are not engaging in online learning?
12. What strategies do you use to facilitate online discussions?
  - a. How well are the online discussions going? What suggestions do you have for successfully facilitating online discussions?
13. What support do students who have IEPs receive during distance learning?
14. What has your grading policy been this school year? How does this policy compare to your grading policy for when learning is in person?

### Teaching Practice

15. What learning goals have you set this year?
16. How are your students using learning goals this school year?
17. Please describe your process for teaching writing this school year. How have you incorporated writing-to-learn throughout modules? How have you planned your teaching to prepare students for the final writing and/or presentation tasks at the end of modules?

### Professional Learning

18. How, if at all, have your coaching sessions supported your implementation of the ERWC-ELD this school year?
19. How, if at all, have your ERWC-ELD-focused community of practice meetings supported your implementation of the ERWC this school year?
20. What professional learning, if any, did you receive for facilitating online learning?
21. What technical support, if any, do you receive for facilitating online learning?

### Other

22. If you could make one recommendation/suggestion to the CSU to improve the ERWC-ELD, what would it be?
23. Is there anything else you would like to add that would help WestEd understand your experience teaching the ERWC-ELD?