According to the Baker article, academic vocabulary should be taught across several days, through oral and written English instruction. Vocabulary should be integrated into all content lessons, and students should be provided regular opportunities to speak, write and work in small, strategically designed groups. The research conducted by Alvarez et al. above was conducted in 3 Austin, Texas high schools from 2007-2010. These schools whose enrollment varied from 180 (newcomer school) to 1,500 with ⅓ of the student population identified as English Learners. The data shows that there was an overall student growth on the standardized test, TAKS (Texas Assessment of Knowledge and Skills), the achievement gap decreased in all content areas and 2 schools saw growth that surpassed that of the state on the language acquisition test, TELPAS. After reviewing this research, the Montgomery County High School leadership team, in consultation with the district English Language Development department have selected to implement the QTEL (Quality Teaching for English Learners) model of teaching vocabulary and content to all students. This model was selected because it incorporates the above listed strategies for improving success in all content areas and in English acquisition.

We will implement this approach by first training in the specific needs of their EL population. Second, the ELD Department will provide professional development to all content teachers in designing lessons that cover the “3 Moments in a Lesson” model of teaching content and vocabulary simultaneously. In addition, each department chair will attend a 2 day training in Kagan structures to support student engagement and achievement. Finally, the ELD department and content teachers will review data semimonthly to monitor English Learner growth in content areas as compared to the growth of all students.

According to the summary of evidence in the Baker, et al (2014) publication, this research is Tier 1 (Strong Evidence) because 6 studies found positive effects in the areas of vocabulary and language.