

Task Order 27

Study of Digital Learning Resources for Instructing English Learner Students

**Task 4.4 (Part 9) Case Study — District Technology Administrator Interview
Protocol**

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District Technology Administrator

Interview Protocol

Our interview today focuses on how technology resources, or as we term them, Digital Learning Resources, or DLRs, are used in this district in instructing English learner, or EL, students. Please consider DLRs used in supporting EL students' learning of both language and academic content. We are interested in all of the different settings in which EL students are instructed, including both mainstream or general education classrooms as well as instructional settings where EL specialist teachers work with EL students. We will also ask you some questions about general DLR use so that we can understand the similarities and differences in the use of DLRs in the ELs and the general student populations.

Before we continue, I would like to review our consent form with you. [*Note to interviewer: Hand interviewee the consent form and highlight the following information: (1) the study team will protect or maintain confidentiality for data collected, except as required by law; (2) only the study team will have access to data with identifiable information; (3) responses will be aggregated; and (4) no individual will be identified by name in any reporting. After reviewing these highlights, please ask the respondent to read and sign the form before proceeding with the interview.*]

Definitions

Digital Learning Resources (DLRs) refer to individual applications, software, programs, websites, hardware, and other digital resources that engage students in learning activities and support students' learning goals. We have defined three categories of DLRs; individual DLRs from the different categories may be combined in a comprehensive package or what we call an integrated DLR set. In discussing DLRs with you, we are interested in the software or programs used for instruction; in addition, please indicate the hardware or infrastructure needed to support the use of a particular DLR.

English learner (EL) refers to students not born in the United States or students whose native language is other than English and students who come from non-English-dominant environments, whose skills in English are so limited that they derive little benefit from regular school instruction. "English learner" also refers to students who have no proficiency in English. *Note: If your district has an operational definition for EL students, then use your district's definition in responding.*

[*Note to interviewer: Hand interviewee the definitions sheet and briefly review the three categories of DLRs.*] Do you have any questions about these categories? We'll be using them in some of our questions in the interview today. Please feel free to refer to this sheet throughout the interview.

Background Questions

We'd like to start by learning a little bit about you and the context in which you work.

1. Tell us about your role and your responsibilities related to use of technology in the district.
 - a. How long have you been in this position?

2. Has the district articulated goals related to use of technology for instruction? [If yes] What are they?
 - a. Are there any specific technology goals related to ELs?
 - b. Are any technology goals specifically related to how DLRs can be used to engage families? To engage the families of ELs specifically? If so, what are they?
3. To what extent are DLR used across schools for the instruction of students in general? For the instruction of EL students?

Identifying, Selecting, Purchasing, and Using DLRs

4. Does the district have a process for identifying and selecting the DLRs for instructional purposes? [If yes] Please describe it.
 - a. Who is involved in the process?
 - b. What characteristics, features, or functions does the district look for in choosing a DLR for instruction?
 - c. Is there a separate process for identifying, selecting, or purchasing DLRs for ELs? [If yes] How does it differ from the general process?
5. Has the district purchased or recommended any DLRs for use in schools? ? [If yes] Which DLRs have been selected?
 - a. What purposes or goals do these DLRs address? (E.g., specific content area learning, language development, social-emotional development)
 - b. Has the district has purchased or recommended DLRs specifically for use with EL students? [If yes] Which DLRs have been selected?
 - c. Are these DLRs intended to be used by mainstream teachers, EL specialist teachers, or both?
 - d. In your view, what are some of the features or functions of these DLRs that make them useful for ELs? (E.g., read-aloud functions, translation, first language support)
 - e. Are these DLRs currently provided to all schools? [If no] How did the district decide which schools received DLRs and select the specific DLRs they received?
6. In addition to the DLRs purchased or recommended by the district, are you aware of other DLRs in use in schools by teachers or students? [If yes] What are they?
 - a. Do you know if any of these are used to support the instruction of ELs?
7. Does the district provide any devices to schools, teachers, and students for instructional purposes? (E.g., 1:1 setting, laptop carts in a shared computer lab, the use of some other model)

Professional Development and Support for DLR Use With ELs

8. Does the district provide or coordinate professional development (PD) or technical assistance for schools and teachers around the use of DLRs? [If yes] Please describe.
 - a. Who provides the PD or support?
 - b. How often is it provided?
 - c. Are teachers required to participate in the PD?

- d. Does any of this PD or technical assistance focus on the use of DLRs to teach ELs? *[If yes]* Please describe.
- 9. Apart from professional development, what supports does the district offer to schools or teachers to facilitate the use of DLRs for instruction? *(E.g., coaching, technical assistance, IT support, resources)*
 - a. Do any of these supports specifically apply to using DLRs to support the instruction of ELs?
- 10. What additional PD or supports related to DLR use do you believe teachers need to use DLRs more effectively? More effectively with ELs?

Barriers to DLR Use

- 11. Has the district encountered barriers that make it difficult for teachers to use DLRs for instruction? *[If yes]* Please describe these barriers.
(E.g., structural barriers, such as internet connectivity or availability of hardware, policy, teachers' comfort with and motivation to use technology, availability of technology infrastructure or hardware, lack of technical support to promote effective use, concerns about student privacy.)
 - a. Has the district been able to address any of these barriers? If so, what are some of the ways the barriers have been addressed?

Evaluation of DLR Use

- 12. How would you rate the success of DLR use in this district with students in general? With ELs in particular?
 - a. What are the indicators of successful use?
 - b. What features or functions of the DLRs have been found to be helpful for supporting students' learning in general? Of ELs in particular?
 - c. Have supports or structures contributed to or enhanced the successful use of DLRs? *[If yes]* What are they?
- 13. Does your district have a process for evaluating the use of DLRs? *[If yes]* Please describe this process.
 - a. To what extent are you involved in this process?
 - b. What outcomes are used to evaluate the use of DLRs? Does the district use different or additional outcomes to evaluate the use of DLRs with ELs? *[If yes]* What are they?
 - c. How does the evaluation process inform or guide decision-making at the district in regard to identifying, selecting, purchasing, or using DLRs? With ELs specifically?

Gaps in DLRs

- 14. How could DLRs be designed or used to support student learning needs better? Of EL students in particular?
 - a. How could DLR features or functions be designed or used to better support the specific learning needs of EL students?

15. Are there lessons you have learned from using DLRs with students in general that you can share with technology specialists in other districts? Are there lessons you have learned about using DLRs with ELs in particular?

This is the end of the interview.

Do you have anything to add regarding DLR use in your district or DLR use related to EL students?

Do you have any questions for us?

Thank you very much for your time.