

Task Order 27

Study of Digital Learning Resources for Instructing English Learner Students

Task 4.4 (Part 16) Case Study — DLR Demonstration Protocol

July 11, 2016

Submitted to:
U.S. Department of Education
Office of Planning, Evaluation and Policy Development

Submitted by:
Westat
1600 Research Boulevard
Rockville, Maryland 20850-3129
(301) 251-1500

Study of Digital Learning Resources for Instructing English Learner Students

Task 4.4 (Part 16) Case Study — DLR Demonstration Protocol

Prepared by:

Philip Vahey
Daniela Torre
Kaily Yee
Savitha Moorthy
Kea Vogt
SRI International

Annette Zehler
Eva Chen
Jennifer Flynn
Karin Katterfeld
Adrienne von Glatz
Westat

Yesim Yilmazel-Sahin
OneWorld Linguistic Consulting, LLC

Study of Digital Learning Resources for Instructing English Learner Students

DLR Demonstration Protocol

Name: _____ Title: _____

School: _____ District: _____ State: _____

Email: _____ Phone Number: _____

Interview Date: _____ Time: _____ Interviewed by: _____

Instructions for researchers

The Digital Learning Resource (DLR) Demonstration will be used, in most cases, as part of the teacher interview, although there might be some instances in which we may decide to ask teachers that we have not interviewed to give us a demonstration of a DLR they use.

Introduction

We're interested in seeing a brief demonstration of one of the DLRs that you commonly use for teaching. This can be a DLR you use in class or assign for home use, or both. If time allows, it would be great to see more than one DLR. Could we begin with the DLR or set of DLRs that you use most commonly? This can be a DLR that you use exclusively with English learner (EL) students or one that you use with all students including ELs.

1. What is the name of this DLR? *[Note that if teachers use more than one DLR at once, make note of all DLRs included.]*
2. How would you categorize this DLR *[refer to Definitions sheet]*
3. How did you learn about it? How long have you been using it?
 - a. Did you choose to use this DLR or are you required by the school or the district to use it?
4. Do you typically use this DLR with your ELs, non-ELs, or both populations?
5. How often do you use this DLR in your teaching?
6. What are the purposes served by the DLR? *[E.g., Introducing concepts, providing opportunities for practice, improving engagement, etc.]*
7. Tell us about how you use this DLR in your teaching. *[During this set of questions ask the teacher to **show** how he/she uses the DLR as he/she answers]*
 - a. What are some of the things that you ask students to do with this DLR?

- b. *[If applicable]* How do you assign students to different levels in this DLR?
 - c. Do students use this DLR individually, in small groups or pairs, or in whole class?
 - d. What kind of feedback and support does the DLR provide to students?
 - e. What is your process for monitoring what students are doing in this DLR?
 - f. How do you know what students are learning as a result of working on this DLR?
 - g. How do you use that information in your teaching?
 - h. Do you use this DLR in combination with other DLRs? If so, please tell us which other DLRs you use with this one, and how you combine them to support EL students' learning. *[Not necessary if they start by telling about a combination of DLRs.]*
 - i. Do you use this DLR in combination with other non-digital activities to address the same knowledge or skills? If so, please show me how you do so.
 - j. *[If teacher indicated that they use DLRs with ELs and non-ELs]* Do you use this DLR differently with your ELs and non-ELs?
8. What do you consider as indicators of successful use of this DLR?
 9. What are some of the things that your students like about using this DLR?
 - a. Are there particular things your EL students like about this DLR? If so, what are they?
 - b. Are there any features of this DLR that are especially beneficial to ELs? If so, what are they?
 10. Do your students face any challenges while working on this DLR? If so, what are they?
 - a. In your view, are there supports that could be included in the DLR to make it easier or more beneficial for EL students? If so, what are they?
 11. Are there any barriers that prevent you from using this DLR? If so, what are they?
 - a. What kinds of supports might make it easier or more beneficial for you to use this DLR?
 12. Would you recommend this DLR to a colleague for use with her ELs?

If there is time and it is appropriate (i.e., the teacher has mentioned other DLRs in the interview), ask the teacher to select and demonstrate another DLR. Repeat questions 1–13 during the demonstration. At the end of the demonstration, ask the teacher if he or she has additional questions and thank the teacher for his or her time.