Task Order 27
Study of Digital Learning Resources for Instructing English Learner Students

Task 4.4 (Part 21) Research Question by Data Source Matrix

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Task 4.4 (Part 21) Research Question by Data Source Matrix

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Research question	Subquestion	Surveys		Case study protocols									
				District administrator interviews			School interviews					Other protocols	
		District Survey	Teacher Survey	Technology Director	EL Services	Curriculum and Instruction	Principal	School EL Coordinator	EL Specialist Teacher	Mainstream Teacher of ELs	IT Coach or Specialist	Classroom Observation	DLR Demonstration
1.How do districts and teachers identify and select DLRs in general? How do districts and teachers identify and select DLRs specifically to support EL students?	1.1 Who identifies DLRs and makes decisions about purchase of and access to DLRs within the district?	11		4	6	4	10, 11	13	12, 13	13, 14	13, 14		3
	1.2 What criteria do districts use in identifying and selecting DLRs? To what extent do these decisions specifically consider EL students' needs?	8(c), 12, 13		4, 5	4, 6	4, 6	3, 4, 9,10, 11	13	13	13	13		
	1.3 To what extent do districts identify DLRs that are designed for EL students?	12, 13		4,5	4, 6	4, 6	5, 6, 10, 11		13	14	13		
	1.4 In what ways do teachers identify possible DLRs?		25						12	13			3
	1.5 What criteria do teachers use in selecting DLRs for their instruction in general? For instruction of their EL students specifically?		26, 27						13	14			
2.What types of DLRs do districts report using to support English learners? What types of DLRs do teachers report using in instructing and structuring learning	2.1 To what extent do teachers report using DLRs in instructional activities for their instruction in general? In instructional activities for their EL students specifically?		21-23						4-11	5-12			4, 5
	2.2 What types of DLRs do district administrators report obtaining for their students? What types of DLRS do districts report that they obtain specifically	9, 10, 22		4, 5, 6	4	4, 5	5,6, 11				13, 14		

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activities for their EL students?	to address the needs of EL students?												
	2.3 What types of DLRs do teachers report using for instruction of EL students?		21-23						4,7, 9	5,8, 10		1, 3	1, 2
	2.4 To what extent are the DLRs identified by districts or used by teachers designed specifically for EL students or include features to support EL students?	10	24, 27	5,6	4,5, 6	4, 5	5, 10, 11	6,7,8	7, 9	8, 10	6, 7 8		1,2, 4
3.How do teachers of EL students use DLRs in the instruction of EL students?	3.1 What are the purposes for which teachers currently use DLRs? (e.g. student engagement, motivation, skills practice, content knowledge, family engagement)		29	5	4	4, 5		6, 8, 9, 10	4, 10	5, 11	6, 7 8	3, 4, 5	6
	3.2 What are the areas of knowledge or skills instruction for which teachers use DLRs?		23, 29	5	4	4, 5		6, 8, 9, 10	4	5	6, 7, 8	3, 4, 5	7
	3.3 What instructional activity contexts (such as teacher-led, whole class, small group, individual work or a combination of these contexts) do teachers report for use of DLRs in instruction?		30						6	7		2, 3, 5	9
	3.4 To what extent do teachers combine use of DLRs and non-DLR activities?								6	7		3, 5	9
	3.5 What are teachers' perceptions of the value of DLR use in general and in particular, with EL students?		16						11	12			13

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4.To what extent do teachers receive professional development (PD) in effective use of DLRs for instruction? Which professional development approaches do teachers report to be most helpful in supporting their use of DLRs in instruction?	4.1. What PD do teachers receive that is related to use of DLRs in general? Related to instruction of ELs and to use of DLRs for instructing EL students? What are the topics addressed by the PD?		20, 35, 36	8,9	7,8	7, 8, 9	13, 14, 15	15, 16,	16, 17	17, 18	9, 10		
	4.2 Who provides the PD, and how much PD have teachers received?	14	20, 34, 37	8,9	7,8	7, 8, 9	13	15, 16	16	17	9, 10		
	4.3 What types of PD on use of DLRs do teachers identify as most helpful?		35, 36					15	16, 17	17, 18			
5.What are barriers to and supports for (1) the use of DLRs in instruction of EL students and (2) the use of DLRs by students at home? How can districts, schools, and DLR developers address these?	5.1 What barriers to use of DLRs with ELs do district administrators report?	15		11	10	11, 12	7,8, 9						
	5.2 What barriers do teachers report for their use of DLRs in the classroom for instruction of ELs?		31					11	14	15	11		11, 12
	5.3 What supports for use of DLRs with ELs do district administrators report?	14, 19, 21			7, 8		7, 13						
	5.4 What supports do teachers report for their use of DLRs for instruction of ELs?		20, 35, 36						16, 17	17, 18			

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	5.5 What supports do teachers report as helpful for engaging (1) students and (2) parents or family members in working with DLRs with students, in use of DLRs outside of the classroom?		28(g)						16, 17	17, 18			11, 12
6.How do districts and teachers define and measure the success of their use of technology to support EL students?	6.1 What do district administrators report as their indicators of successful use of DLRs?	16-18, 20		12, 13	11, 12	13, 14, 15	12						
	6.2 What do teachers report as their indicators of successful use of DLRs?		32, 33					14	20	21	15		10, 13
7.How could developers and practitioners improve the usefulness of DLRs for instructing EL students?	7.1. What do district administrators report as gaps in DLRs available for instructing ELs?	15(i), 23		10, 14	9, 13	16	9, 16	17			16		
	7.2. What do teachers report as gaps in DLRs for instructing ELs?		40						19	20			11
	7.3. Do districts and/or teachers report using the full range of types of DLRs available? If there are gaps between what is available and what is used, what are these gaps and their implications for developers and educators?	9, 10	21,22	4, 5		5, 6	5	6, 8, 9, 10	6, 7, 8, 9	5, 8, 9, 10	6, 7, 8		1, 2
	7.4. What other needs do districts or teachers identify related to the use of DLRs for instructing ELs?	23	38, 40	10, 14	9, 13	16, 17	15, 16	15, 17	18, 19	19, 20	16		11, 12