

Task Order 27

Study of Digital Learning Resources for Instructing English Learner Students

**Task 4.4 (Part 15) Case Study — School Instructional Technology (IT)
Specialist or Coach Interview Protocol**

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Task 4.4 (Part 15) Case Study — School Instructional Technology (IT) Specialist or Coach Interview Protocol

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School Instructional Technology (IT) Specialist or Coach

Interview Protocol

Our interview today focuses on how technology resources, or as we term them, Digital Learning Resources, or DLRs, are used in this school for instructing English Learner, or EL, students. We are interested in the DLR use in supporting EL students' learning of both language and academic content in the current school year. We are also interested in general DLR use to enable us to understand the similarities and differences in the use of DLRs between the EL 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) refers 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 different categories may be combined in a comprehensive package (what we call an "integrated DLR set"). In discussing DLRs, we are interested in the software or programs used for instruction; in addition, please indicate 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 responsibilities related to use of technology in the school.
 - a. How did you become the technology coach? Were you ever a teacher?
2. How do you support teachers or staff in using technology?
 - a. Do you assist mainstream teachers who instruct ELs?
 - b. Do you assist EL specialist teachers (i.e., teachers who provide English as a Second Language, bilingual, or other instruction specifically designed for EL students)?

3. How comfortable do you feel about using technology to support the needs of ELs?
 - a. What training have you received, if any, that is specific to working with EL students?
4. Does the district or school have a technology plan in place that guides your work?
[If yes, proceed with the following sub-questions; if no, skip to the next question.]
 - a. What are the technology goals in the plan, in general?
 - b. Does the plan set forth specific technology goals related to ELs?
 - c. Do any technology goals in the plan relate specifically to how DLRs can be used to engage the families of ELs? If so, what are they?

DLR Use with ELs

5. What is the extent of DLR use in the school? For example, are DLRs currently used in all grades, subjects, and special programs?
6. Does the school use DLRs that specifically address the needs of ELs?
[If yes, ask the following sub-questions. If no, proceed to the next question.]
 - a. Please tell me about these DLRs.
 - b. Why are these DLRs used?
 - c. Are these DLRs intended to be used by mainstream teachers, EL specialist teachers, or both?
 - d. What are some of the features or functions (e.g., read aloud functions, translation, first language support) of DLRs that make them useful to teachers for supporting ELs?
7. Can you tell me about some of the DLRs teachers use in the school with students in general?
 - a. Why are these DLRs used?
 - b. Are these DLRs intended to be used by mainstream teachers, EL specialist teachers, or both?
8. Are you aware of whether teachers use some DLRs with their non-EL students that they do not typically use or that they use differently with their EL students (or vice-versa)?
 - a. *[If yes]* Are you aware of which ones they are?
 - b. Are you aware of why teachers use these DLRs with mainstream students but not with ELs (or vice-versa)?

Professional Development and Support for DLR Use With ELs

9. Do you provide any coaching, professional development (PD), or support for teachers that focuses on using DLRs with ELs?
 - a. If so, what types of support do you provide?
 - b. How frequently do you provide these supports?
 - c. Do you provide different supports to mainstream teachers and EL specialist teachers? *[If yes]* Please explain the differences.
10. What, if any, PD or support do you provide to teachers that focus on using DLRs in general? Please describe it.

Barriers to DLR Use

11. Have you observed barriers, such as lack of hardware or connectivity, to teachers' use of DLRs in general and for EL students specifically?
12. Are you aware of any barriers that students or parents face when they use DLRs at home? If so, are you aware whether these barriers are the same for ELs and their families as for mainstream students?

Identifying, Selecting, and Purchasing DLRs

13. How do you identify and select DLRs that you recommend to teachers?
 - a. Do you look for specific characteristics or features when you are choosing a DLR to recommend? *[If yes]* What are they?
 - b. Do the DLRs you recommend for use with EL students differ from those you recommend for mainstream students? *[If yes]* In what way?
14. Are there any specific DLRs that school leadership or the district specifically require as part of the curriculum?
 - a. Are there any DLRs that school leadership or the district encourages –rather than requires— teachers to use?

Evaluation of DLR Use

15. Do you evaluate the school's use of DLRs? *[If yes]* Please describe how you evaluate them.
 - a. Are you aware of the outcomes used to evaluate the use of DLRs? *[If yes]* What are they?
 - b. Are you aware of additional indicators used to determine whether DLR use is successful with ELs students? *[If yes]* What are they?

Gaps in DLRs

16. How could DLRs be designed or used to better support the specific learning needs of students in general? For ELs?
 - a. Are there any features or functions that you would like DLRs to include that would better support ELs?
17. Are there lessons you have learned about using DLRs with students in general that you could share with other educators? Lessons you have learned about using DLRs with ELs? *[If yes]* What are they?

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.