

# **Task Order 27**

## **Study of Digital Learning Resources for Instructing English Learner Students**

**Task 4.4 (Part 17) Case Study — Classroom Observation Protocol**

**July 11, 2016**

Submitted to:  
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## **Task 4.4 (Part 17) Case Study — Classroom Observation Protocol**

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# Study of Digital Learning Resources for Instructing English Learner Students

## Classroom Observation Protocol

### Instructions for Observers

- Please observe for **one full class period** or a **content block in elementary school** or for **one hour** if classes are longer than an hour.
- Ask the teacher to recommend up to four focal students to observe. Teachers will be told to base this recommendation on students who are considered typical EL students for this school. Use your observations of focal students to complete item 3 (student actions using DLRs and teacher actions supporting students' use of DLRs) and item 4.2. Highlight the focal students in your narrative summary of the lesson (item 5).
- Complete this form based on the **behaviors and events** that **you actually see in the classroom**, rather than including what students might have done previously or what you think the teacher is **trying** to do.

### Background

<b>Observer(s):</b>	
<b>Observation date:</b> DD /MM /YYYY	<b>Observation start time:</b>
<b>Length of observation (minutes):</b> _ _ _ _	<b>Observation end time:</b>
<b>School name:</b>	<b>District:</b>
<b>Teacher ID:</b>	
<b>Number of students:</b>	<b>Number of EL students:</b>
<b>Grade level:</b>	
<b>Subject:</b> (Mark all that apply.)	
<input type="checkbox"/> a. Mathematics	
<input type="checkbox"/> b. English language arts/reading	
<input type="checkbox"/> c. Science	
<input type="checkbox"/> d. Social studies, history, government	
<input type="checkbox"/> e. English language development (ELD)	
<input type="checkbox"/> e. Interdisciplinary (describe):	
<input type="checkbox"/> f. Other (describe):	
<b>Teacher's <u>stated</u> instructional goals/learning objectives, and reasons for DLR choices and uses:</b> <i>(If possible, ask the teacher about the lesson goals before class begins. If that is not possible, write down any goals that are stated or posted in the class.) RQ 3 (3.1)</i>	

## 1. Technology Resources

Note the technology resources that were (1) present in the room, and (2) used by teachers or students for class-related activities during the observation period. Record any relevant notes, such as how the technology was used, in (3). RQ 2 (2.1, 2.3)

		(1) Present in room?	(2) Used during class?	(3) Notes about the technology used
a.	Computers (e.g., desktop, laptop, tablet, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	<i>Include number of computers used, stand-alone or networked. Note whether this is a 1-1 classroom.</i>
b.	Technology peripherals (e.g., printer, projector)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
c.	Internet tools & resources (e.g., emails, list serves, discussion boards)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
d.	Other hardware or infrastructure (e.g., mobile phones, probes, digital camera)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
e.	Digital Academic Content Tools	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
f.	Digital Academic Content Tools	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
g.	Digital Communication Tools	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
h.	Integrated DLR set	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	

- Where did the observed lesson take place?

<input type="checkbox"/> a.	In the regular classroom
<input type="checkbox"/> b.	In a computer lab
<input type="checkbox"/> b.	In a pullout classroom or resource room
<input type="checkbox"/> c.	Other <i>(Please describe)</i> :

- Classroom setup/arrangement of student seats and desks: *(Mark all that apply.) RQ 3 (3.3)*

<input type="checkbox"/> a.	Students are seated individually, in rows
<input type="checkbox"/> b.	Students are sitting at tables, facing forward
<input type="checkbox"/> c.	Students are sitting in groups, facing each other
<input type="checkbox"/> d.	Other <i>(Please describe)</i> :

## 2. Teacher and Student Actions

2.1. Activity structure (Mark all that apply, and below note the dominant activity on which the most students spent the most time during the observation.) RQ 3 (3.3)

<input type="checkbox"/> a.	<b>Whole-class, teacher-led activity:</b> the teacher or another adult directed a whole-class activity, gave a lecture, etc.
<input type="checkbox"/> b.	<b>Whole-class, student-led activity:</b> students directed a whole-class activity, facilitated a discussion, etc.
<input type="checkbox"/> c.	<b>Small group or pair activity:</b> students worked together in groups or pairs.
<input type="checkbox"/> d.	<b>Individual activity:</b> students completed a worksheet, worked on a problem, read, worked individually on computers, etc.
<input type="checkbox"/> e.	<b>Other (describe):</b>

**Dominant Activity Structure:** \_\_\_\_\_ (Insert letter code from above)

2.2. Teacher roles/actions (Mark all that apply and pick the dominant role in which the teacher spent the most time during the observation.) RQ 3 (3.1)

<input type="checkbox"/> a.	The teacher <b>presented information:</b> the teacher gave instructions, lectured, reviewed assignments or tests, demonstrated how to do something, or otherwise gave information. The teacher did most of the talking, although he or she may have asked some factual-recall questions.
<input type="checkbox"/> b.	The teacher <b>monitored student progress and behavior:</b> the teacher moved around the room, answered procedural questions, gave encouragement, and/or ensured that students were on task.
<input type="checkbox"/> c.	The teacher <b>participated in a student-led activity:</b> the teacher acted as a participant in a discussion or activity that was mainly led by students.
<input type="checkbox"/> d.	<b>Other (describe):</b>

**Dominant Teacher Role/Action:** \_\_\_\_\_ (Insert letter code from above)



**3. Use of Digital Learning Resources (DLRs) RQ 3 (3.1, 3.2, 3.3, 3.4)**

For each DLR used in this lesson, please complete one row in the following table.

Name of the DLR	Knowledge and skills addressed by the DLR	DLR learning activity structure	Student actions <i>What were EL students doing while using the DLR?</i>	Teacher actions <i>How was the teacher supporting EL students' use of the DLR?</i>
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		

#### 4. Use of Digital Learning Resources

4.1 For what purpose(s) did the teacher use Digital Learning Resources? (Mark all that apply.) RQ 3 (3.1, 3.2)

	<i>The teacher used DLRs to...</i>	<i>With all students, including ELs</i>	<i>With ELs, in particular</i>
a.	Present new concepts or skills to students in language domains (reading, writing, listening, speaking)	<input type="checkbox"/>	<input type="checkbox"/>
b.	Present new concepts or skills to students in academic content areas	<input type="checkbox"/>	<input type="checkbox"/>
c.	Present students with a problem-solving activity	<input type="checkbox"/>	<input type="checkbox"/>
d.	Demonstrate academic content or concepts (e.g., using 3-D simulations or dynamic representations)	<input type="checkbox"/>	<input type="checkbox"/>
e.	Demonstrate how students could model phenomena (e.g., convert their understandings to a computer model for testing and iteration)	<input type="checkbox"/>	<input type="checkbox"/>
f.	Ask students to create a product using multimedia design (e.g., video, poster) to demonstrate learning	<input type="checkbox"/>	<input type="checkbox"/>
g.	Ask students to write an essay or a report	<input type="checkbox"/>	<input type="checkbox"/>
h.	Communicate with others outside of the classroom (e.g., email, blogs, video chat, text)	<input type="checkbox"/>	<input type="checkbox"/>
i.	Collaborate with others inside or outside the classroom (e.g., collaborative workspaces, wikis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
j.	Involve students in assessment activities	<input type="checkbox"/>	<input type="checkbox"/>
k.	Adapt or differentiate activities based on students' needs	<input type="checkbox"/>	<input type="checkbox"/>
l.	Track students' progress in completing an activity (e.g., using an integrated learning system)	<input type="checkbox"/>	<input type="checkbox"/>
m.	Demonstrate how students will use technology	<input type="checkbox"/>	<input type="checkbox"/>
n.	Communicate or exchange resources with students (e.g., distributing assignments or resources electronically, collecting homework, or using a content management system)	<input type="checkbox"/>	<input type="checkbox"/>
o.	Track individual student performance on standards or skills	<input type="checkbox"/>	<input type="checkbox"/>
p.	Conduct classroom administration (e.g., grading, attendance)	<input type="checkbox"/>	<input type="checkbox"/>
q.	Other (Describe):	<input type="checkbox"/>	<input type="checkbox"/>

4.2 For what purpose(s) did the students use Digital Learning Resources? (Mark all that apply.) RQ 3 (3.1,3.2)

	Students used DLRs to...	All students, including ELs	ELs, in particular
a.	Learn new concepts or skills in language domains (reading, writing, listening, speaking)	<input type="checkbox"/>	<input type="checkbox"/>
b.	Learn new concepts or skills in academic content areas	<input type="checkbox"/>	<input type="checkbox"/>
c.	Practice skills and procedures in language domains	<input type="checkbox"/>	<input type="checkbox"/>
d.	Practice skills and procedures in academic content areas	<input type="checkbox"/>	<input type="checkbox"/>
e.	Work on a problem-solving activity	<input type="checkbox"/>	<input type="checkbox"/>
f.	Gather qualitative data (e.g., document observations) or quantitative data (e.g., take measurements using probes)	<input type="checkbox"/>	<input type="checkbox"/>
g.	Analyze or synthesize data or information (e.g., using a data visualization tool to identify a pattern or trend)	<input type="checkbox"/>	<input type="checkbox"/>
h.	Write or edit stories/reports/essays using word processing	<input type="checkbox"/>	<input type="checkbox"/>
i.	Take notes	<input type="checkbox"/>	<input type="checkbox"/>
j.	Create presentations	<input type="checkbox"/>	<input type="checkbox"/>
k.	Create multimedia products (e.g., videos)	<input type="checkbox"/>	<input type="checkbox"/>
l.	Find information on the Internet	<input type="checkbox"/>	<input type="checkbox"/>
m.	Communicate with others outside of the classroom (e.g., email, blogs, video chat, text)	<input type="checkbox"/>	<input type="checkbox"/>
n.	Collaborate with others inside or outside the classroom (e.g., collaborative workspaces, wikis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
o.	Complete assessment activities	<input type="checkbox"/>	<input type="checkbox"/>
p.	Turn in homework assignments or other class work	<input type="checkbox"/>	<input type="checkbox"/>
q.	Other (Please describe):	<input type="checkbox"/>	<input type="checkbox"/>

## **5. Lesson Summary**

*Please provide a brief (~2 paragraphs) summary of the lesson. In this summary, describe how the teacher used DLRs with the focal EL students you observed and, if possible, the extent to which this was different from how the teacher used DLRs with the class in general. Please also describe how or if the teacher used DLRs to differentiate instruction for students, used more than one DLR, and combined DLRs and non-digital learning experiences to address specific knowledge or skills. RQ 3 (3.1, 3.2, 3.3, 3.4)*