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

Task 4.4 (Part 4) Revised Teacher Survey

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Study of Digital Learning Resources (DLRs) for Instructing English Learner Students
Teacher Survey

For hard copy only:

Name:_____ Title:_____

School: _____District:_____State: _____

PURPOSE OF THE SURVEY
- The goal of this nationally representative survey is to inform the U.S. Department of Education on the use of Digital Learning Resources (DLRs) in the instruction of English learner (EL) students.
- The findings will be used to guide future educational research and policy.
- Your responses will help to ensure that the findings accurately inform educators and decision-makers.
- The survey findings will inform the development of a guide for educators in using DLRs to support EL students.

INSTRUCTIONS
The focus of this survey is on your use of DLRs in the instruction you provide to EL students. In responding:
(1) Consider ***all instruction** **that you provide to your EL students**, including instruction you provide as a mainstream teacher in a general education class that includes EL students and/or any specialized instruction for ELs that you may provide, as appropriate to your instructional responsibilities; and,
(2) Respond based on **the current *2016–17 school year*, except where otherwise noted**.

Thank you for your assistance!
Your survey responses will inform the educator guide to be developed in this study. An electronic copy of the guide will be sent to you and your school after its publication by U.S. Department of Education.

CONFIDENTIALITY
We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify you or your school or district in any study report or publication; and no responses will be linked with any identifying information in any data files created for the study. All responses will be aggregated and summarized across respondents. The study team will protect or maintain confidentiality of your responses except as may be required by law. No individuals other than research staff will see any individually identifying data (for example, names or addresses). Your participation is voluntary. However, your responses are needed to make the study comprehensive and accurate and to provide policymakers with accurate and complete information. Data collection is being conducted in only a sample of schools throughout the nation. This greatly increases the importance of your participation since your responses will represent many other similar teachers.

If you have any questions about the study, please call (800) xxx-xxxx. If you have questions about your rights as a study participant, please call the Westat Human Subjects Protections office at 1-888-920-7631. Please leave a message with your full name, the name of the research study that you are calling about (*Study of DLRs for Instructing English Learner Students)*, and a phone number beginning with the area code. A research office staff person will return your call as soon as possible.

Definitions: Digital Learning Resources

Digital Learning Resources (DLRs) refers to digital resources such as applications, software, programs, or websites that engage students in learning activities and support students' learning goals. There are three categories of DLRs: digital academic content tools, digital productivity tools, and digital communication tools. DLRs as defined here do not include the hardware or infrastructure needed to use the digital resources.

DLR Category	Definition	Category	Types and Examples
Digital Academic Content Tools	Software, applications, programs, or websites that offer academic content resources and/or engage students in activities to learn academic content or skills, including but not limited to language and literacy content or skills.	**Designed Learning Activities**	• *Interactive tutorials or lessons (adaptive and other)* such as an interactive lesson on life cycle of a butterfly or a math tutorial on fractions. • *Practice and assessment tools* such as a math program that provides multiple opportunities to practice addition skills. • *Dynamic modeling or simulation tools* such as a physics simulation that lets students manipulate virtual equipment, change parameters, and see the results. • *Virtual worlds* that immerse a student in a fully interactive environment such as one that allows a student to roam in a period of past history or explore a desert environment.
		References/ Resources	• *Dictionaries, encyclopedias, e-books,topic blogs, and/or topic-focused websites* that serve as information resources, such as an online encyclopedia that offers students pictures, facts, and videos about mammals or a digital dictionary. • *Visual and auditory topic-related resources* such as a *YouTube video* on earthquakes and plate tectonics.
		Language Resource Tools	• *Translation tools* that assist students by providing a translation to another language; and • *Language articulation tools* that assist a student to accurate production of a language such as by showing images of how a sound should be produced and/or by letting a student record and listen to his/her own voice to compare with the model.
Digital Productivity Tools	Software or online programs or websites that students use to plan, document, organize, and analyze content. They do not contain academic content.	**Presentation Tools**	• *Presentation/Publication Tools* such as slide presentation software that allows students to create a series of slides to communicate what they have learned about a topic; or to publish a digital story about a memorable day. Both may include music, images, and/or video.
		Word Processing Tools	• *Word Processing* software that allows students to write text to support their learning activities in a variety of ways.
		Information Organization Tools	• *Spreadsheet tools* that allow students to organize and track information, such as entering and tracking local rainfall over time; • *Data analysis and representation tools* that allow students to analyze and represent information such as using a tool to analyze and summarize the characteristics of selected Native American groups or tribes in the Southwest; • *Concept-mapping tools* that let students visually represent relationships among sets of information, such as to create a mindmap of the American Revolution or create a concept map for the causes of the Civil War; and/or • *Story-templates* that assist students to communicate a narrative using text and/or images, as in retelling a story they have heard.
Digital Communication Tools	Software or online programs or websites that students use to communicate, collaborate, network, or present information. They do not contain academic content.	**Asynchronous/ Synchronous Text Communications**	• *Discussion boards or forums* where individuals can post reactions and/or comments to provide feedback and/or share perspectives, such as where students write in-depth analysis of the novel they are reading and give feedback to their peers' analyses; and • *Emails, text messaging, chats*, for example, used as means of providing feedback to support student learning.
		Reflection Tools	• *Blogs or student journals* allow students opportunities to share and/or reflect on their learning experiences, such as a student who uses a journal entry to reflect on her understanding of particular math concepts.
		Videoconferencing/ Meeting Tools	• *Videoconferencing or meeting tools* provide a remote means of seeing and speaking with others in real time, as where a science class sees and talks with NASA experts, or students in a Spanish dual language class see and share a geography game with Spanish-speaking peers in Mexico.
		Project Collaboration Tools	• *Document-sharing tools* or other tools that provide an online platform where students can work on products together, as in cases where students have access to and jointly edit a shared book report.

⬇ Multiple individual DLRs can be combined in an Integrated DLR Set ⬇

Integrated DLR Sets	A structured **combination of individual DLRs to** provide a complete core or supplemental curriculum. Often, DLR sets are licensed as a package by a school district.	*Core Curriculum Integrated DLR Set*	A math program for grades 6–8 that combines visual lessons with embedded assessments, productivity tools, and flexible class management tools into one package.
		Supplemental Integrated DLR Set	A math intervention for at-risk students in grades 6–12 that provides tutorials, practice activities, and progress monitoring tools to inform instruction.

DEFINITIONS, *continued*

English learner (EL) student refers to students who are individuals not born in the United States or whose native language is other than English and individuals 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.*

General education or mainstream instruction refers to instruction in grade-level classrooms or academic content area classes that is provided as the instruction for the school's general student population, and that is not a classroom or class structured as English learner instructional services (*see below*). *Note: General education classrooms or classes can include English learner students*.

English learner instructional services are instructional programs or services designed specifically to meet the needs of EL students in gaining proficiency in English and learning academic content. These include:

- **Bilingual instruction:** An educational program or instructional approach in which two languages, English and the students' native language, are used to provide content instruction *to classes of EL students*. Bilingual programs may promote proficiency in both languages with the goal of students' becoming fully bilingual, or the students' native language is used initially to assist in students' transition to all-English instruction and then decreased over time*.

- **English as a Second Language (ESL) instruction:** ESL programs (also English language development (ELD) or English for Speakers of Other Languages (ESOL)) provide instruction that focuses on the structure and use of the English language, using carefully articulated English language instruction designed to meet the needs of students at various levels of English proficiency. The instruction may use content materials related to the curriculum and typically involves little or no use of the native language. ESL instruction can be provided in scheduled class periods or as *push-in* instruction (the ESL instructor works with students within an ongoing content class) or as *pull-out* instruction (students move out of an ongoing class for an ESL session).

- **Newcomer program:** A specialized academic environment that serves newly arrived, immigrant EL students for a limited period of time. Newcomer programs typically focus on developing basic English language and literacy skills, instruction in core content, and acculturation to U.S. schooling. Students transition to a school's regular language support program for EL after they have participated in the newcomer program.

- **Sheltered English content instruction:** Sheltered instruction refers to regular grade-level instruction in core content areas that are provided in English through instructional strategies that make the academic content accessible to EL students while also assisting them to acquire academic English.

- **Two-way bilingual education or dual-language program:** Also known as two-way immersion programs, two-way or dual language programs provide instruction using both English and a non-English language *to classes that include both EL and English-proficient students*. The program goals are for all students to become bilingual and biliterate, to succeed academically, and to develop cross-cultural awareness.

Background

1. In the current school year, do you instruct one or more *English learner (EL) students*?

    ☐ Yes   ☐ No (*Stop here and skip to the end/return the survey.*)

2. Which of the following best describes your primary teaching responsibility in the current school year? (*Check one only*.)

    a. I teach a mainstream, general education classroom or content class................. ☐
    b. I teach a bilingual or dual-language classroom or content class .... ☐
    c. I teach a sheltered instruction program classroom or content class for ELs .... ☐
    d. I teach English as a second language (ESL) as a staff teacher based in this school, providing push-in or pull-out instruction or ESL classes.......................... ☐
    e. I am an **Itinerant** English as a second language (ESL) teacher who visits the school to provide ESL push-in or pull-out instruction or ESL classes .... ☐
    f. I teach a newcomer classroom or class.. ☐
    g. I am the EL-specialist co-teacher of a general education classroom or content class .... ☐
    h. Other (*Specify:_____*) ☐

3. What subject areas do you teach in the current school year? (*Check all that apply*.)

    a. Language arts .... ☐
    b. Math .... ☐
    c. Science... ☐
    d. Social studies/social science.. ☐
    g. English as a second language/English language development .... ☐
    h. Other (*Specify:_____*) ☐

4. How many individual **English learner (EL) students** in this school do you teach in a typical week and in what grade levels?

Grade	Number of EL students
PreK	_____
K	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
Total	_____

5. About how many different language backgrounds are there among the **English learner (EL) students** you instruct in this school? (*Check one only.*)?

a.   One language group only .... ☐
b.   2–5 language groups .... ☐
c.   6–10 language groups .... ☐
d.   11–20 language groups .... ☐
e.   21 or more language groups ... ☐
f.   I don't know .... ☐

6. What is the **most common** language background among the *English learner (EL) students* you teach this year? (*Check one box only.*)

    a. ☐ Spanish

    b. ☐ Arabic

    c. ☐ Chinese/Mandarin/Cantonese

    d. ☐ Farsi

    e. ☐ Japanese

    f. ☐ Korean

    g. ☐ Kurdish

    h. ☐ Russian

    i. ☐ Somali

    j. ☐ Tagalog

    k. ☐ Urdu

    l. ☐ Vietnamese

    m. ☐ **Other language** (*Specify: _____*)

    n. ☐ **No single most common language**

    o. ☐ **I don't know**

7. What are the most common levels of *oral English proficiency and English literacy skills* among the *English learner (EL) students* you teach this year? Please provide your best estimate. *(Check one in each column.)*

	English oral proficiency	**English literacy skills**
a. Beginner	☐	☐
b. Advanced beginner...	☐	☐
c. Intermediate..	☐	☐
d. Advanced intermediate	☐	☐
e. Fluent...	☐	☐
f. No most common level. My students differ widely	☐	☐

8. What certifications do you hold? *(Check all that apply.)*

   a. Grade level .... ☐
   b. Subject area .... ☐
   c. ESL .... ☐
   d. Bilingual .... ☐
   e. Special education .... ☐
   f. Education technology .... ☐
   g. National Board Certification .... ☐
   h. Other (*Specify*: _____) ☐
   i. No certifications.. ☐

9. What is your highest degree? *(Check one.)*

   a. Associate's .... ☐
   b. Bachelor's .... ☐
   c. Master's .... ☐
   d. Doctoral .... ☐

10. Is this your first year of teaching in grades K–12?

    ☐ Yes (*Skip to question #12*)   ☐ No

11. For how many years (including the current year) have you been teaching? *(Provide your best estimate for each row.)*

    a. At the K–12 level? ....   ____   years
    b. At your current grade level?........................   ____   years
    c. In this district? ....   ____   years

12. To what extent do you use your ***English learner (EL) students'*** non-English language as part of your instruction? *(Check one.)*

    a. Not at all .... ☐
    b. A very small amount (less than 2% of instruction) ..... ☐
    c. Some (2–24%)... ☐
    d. A significant amount (25% or more) .... ☐

13. What training did you receive in your professional certification coursework related to the use of technology in instruction? (*Check all that apply.)*

a. None .... ☐

b. We discussed use of educational technology in some coursework .... ☐

c. I took a specific course on integration of technology in instruction .... ☐

d. I did a practicum that focused on integrating technology in instruction .... ☐

e. Other (*Specify:* _____) ☐

f. Not applicable – I have not taken professional certification coursework .... ☐

14. How comfortable are you in using Digital Learning Resources (DLRs) in your instruction? *(Check one.)*

a. Not comfortable .... ☐

b. Somewhat comfortable .... ☐

c. Very comfortable .... ☐

15. How confident are you in your ability to work with and instruct your current ***English learner (EL) students***? *(Check one.)*

a. Not confident .... ☐

b. Somewhat confident.. ☐

c. Very confident .... ☐

16. Which of the following describe your perspectives on the value of use of technology in education? *RQ: 3 (3.5)* (*Check all that apply*.)

    Technology use in education:

a. Offers important tools for students to explore and learn new content and skills .... ☐

b. Offers important tools for students to practice and check their learning of already taught content and skills... ☐

c. Is primarily a distraction that causes students to lose valuable learning time .... ☐

d. Takes up far too much of a teachers' time in relation to any benefit........................... ☐

e. Is an important resource for differentiating instruction .... ☐

f. Is not very useful for me in meeting the needs of my EL students .... ☐

g. Is a useful resource for me in meeting the needs of my EL students........................... ☐

h. Other (*Specify:* _____) ☐

17. How many years (*include the current year*) have you instructed one or more *English learner (EL) students*? *(Check one.)*

a. One year –This is my first year teaching ELs.............. ☐
b. 2–5 years... ☐
c. 6–10 years... ☐
d. 11 or more years.. ☐

18. For how many years in total (*include the current year*) have you used Digital Learning Resources (DLRs) in your instruction? *(Check one.)*

a. None .... ☐
b. One year –I'm just beginning to use DLRs this year ... ☐
c. 2–5 years... ☐
d. 6–10 years... ☐
e. 11 or more years.. ☐

19. Do you use any Digital Learning Resources (DLRs) in instructing your *English learner (EL) student(s)* in **this school year? (***Refer to the definitions and the DLR category matrix.)*

☐ Yes   ☐ No(*Skip to question #34*)

20. What supports for use of Digital Learning Resources (DLRs) are available to you and how available are they? *(Check one in each row.)* RQ: 4 (4.1, 4.2); 5 (5.4)

Type of support	Not available to me	Rarely available when needed	Sometimes available when needed	Usually available when needed
a. Staff to resolve computer hardware or software issues..	☐	☐	☐	☐
b. Staff to provide guidance on how to work with a specific DLR(s)	☐	☐	☐	☐
c. Staff to offer guidance on selecting DLRs for EL students in my classroom..................................	☐	☐	☐	☐
d. Staff to provide one-on-one coaching on how to integrate DLRs in my instruction of all students......	☐	☐	☐	☐
e. Staff to provide one-on-one coaching on how to integrate DLRs in my instruction of EL students specifically...	☐	☐	☐	☐
f. Informal support and guidance from other teachers in my school or district.............................	☐	☐	☐	☐
g. Guidance from regional support center or other regional technical assistance center staff..............	☐	☐	☐	☐
h. Other (*Specify:* _____)	☐	☐	☐	☐

Categories of Digital Learning Resources (DLRs) Used
(Refer to the DLR category matrix).

21. What **types of Digital Academic Content tools** do you use? Do you use these with English proficient students in your class(es) only, EL students only, or all students in your class(es)? *(Check one in each row.) RQ: 2 (2.1, 2.3); 7 (7.3)*

Categories and types of individual DLRs	NA-Not available to me	Available but I don't use these	Used with/by *English proficient students* only	Used with/by *EL students* only	Used with/by *all* of my students
DIGITAL ACADEMIC CONTENT TOOLS					
a. Tutorials or lessons on basic English vocabulary and language skills	☐	☐	☐	☐	☐
b. Tutorials or lessons on language and/or literacy	☐	☐	☐	☐	☐
c. Tutorials or lessons on math, science, or other academic content areas...................	☐	☐	☐	☐	☐
e. Practice and assessment tools for language and/or literacy............................	☐	☐	☐	☐	☐
f. Practice and assessment tools for math, science, or other academic content areas.	☐	☐	☐	☐	☐
h. Simulations or dynamic modeling tools	☐	☐	☐	☐	☐
i. Virtual worlds to build academic skills or content knowledge	☐	☐	☐	☐	☐
j. References and other resources provided specifically as K-12 learning resources (*such as online dictionaries, topic websites, e-books, images and videos*)..........................	☐	☐	☐	☐	☐
k. Commercial and non-commercial websites or resources that were not designed as content for K–12 learning activities (*such as travel sites, online store product display sites, and videos*)..................	☐	☐	☐	☐	☐
l. Language translation tools	☐	☐	☐	☐	☐
m. Language articulation tools	☐	☐	☐	☐	☐

22. What types of **Digital Productivity** and **Digital Communication** tools do you use in your instruction? Do you use these with English proficient students in your class(es) only, EL students only, or all students in your class(es)? *(Check one in each row.) RQ: 2 (2.1, 2.3), 7 (7.3)*

Types of DLRs	NA- Not available to me	Available but not used	Used with/by *English proficient students* only	Used with/by *EL students* only	Used with/by *all* of my students
DIGITAL PRODUCTIVITY TOOLS					
a. Presentation tools	☐	☐	☐	☐	☐
b. Spreadsheets or data analysis tools	☐	☐	☐	☐	☐
c. Information organization tools (*such as concept maps and storytelling templates*)	☐	☐	☐	☐	☐
DIGITAL COMMUNICATION TOOLS					
d. Discussion boards, blogs, chats, journals ..	☐	☐	☐	☐	☐
e. Video-conferencing or meeting tools to communicate **within** our class or school...	☐	☐	☐	☐	☐
f. Video-conferencing or meeting tools to communicate with others **outside of** our class or school..	☐	☐	☐	☐	☐
g. Project collaboration tools for joint work **within** our class or school...........................	☐	☐	☐	☐	☐
h. Project collaboration tools for joint work with others **outside of** our class or school	☐	☐	☐	☐	☐
OTHER					
g. Other (*Specify:*_____)	☐	☐	☐	☐	☐
h. Other (*Specify:*_____)	☐	☐	☐	☐	☐

23. What DLRs do you use in instructing your English *learner (EL) student(s*) and how frequently do you use these? Include general education instruction you may provide to a whole class that includes ELs). (*Check one in each row.*) *RQ: 2 (2.1, 2.3); 3 (3.2)*

Type and/or content of DLRs	Frequency of DLR use in instructing ELs				
	Not at all	Less than monthly	Monthly	Weekly	Daily
DIGITAL ACADEMIC CONTENT TOOLS					
a. Tutorials or lessons on basic English vocabulary and language skills	☐	☐	☐	☐	☐
b. Tutorials or lessons on language and/or literacy	☐	☐	☐	☐	☐
c. Tutorials or lessons on math, science, or other academic content areas	☐	☐	☐	☐	☐
d. Practice and assessment tools for language and/or literacy........................	☐	☐	☐	☐	☐
e. Practice and assessment tools for math, science, or other academic content areas	☐	☐	☐	☐	☐
f. Simulations or dynamic modeling tools	☐	☐	☐	☐	☐
g. Virtual worlds to build academic skills or content knowledge...........................	☐	☐	☐	☐	☐
h. References and other resources provided specifically as K–12 learning resources (*such as online dictionaries, topic websites, e-books, images or videos*)..	☐	☐	☐	☐	☐
i. Commercial and non-commercial websites or resources that were not designed as content for K–12 learning activities (*such as travel sites, online store product display sites, videos or other*)	☐	☐	☐	☐	☐
j. Language translation tools	☐	☐	☐	☐	☐
k. Language articulation tools	☐	☐	☐	☐	☐
DIGITAL PRODUCTIVITY TOOLS					
l. Presentation tools	☐	☐	☐	☐	☐
m. Spreadsheets or data analysis tools	☐	☐	☐	☐	☐
n. Information organization tools (*such as concept maps and storytelling templates*) .	☐	☐	☐	☐	☐
DIGITAL COMMUNICATION TOOLS					
o. Discussion boards, blogs, chats, journals	☐	☐	☐	☐	☐
p. Video-conferencing or meeting tools...	☐	☐	☐	☐	☐
q. Project collaboration tools	☐	☐	☐	☐	☐

24. Considering all DLRs that your *English learner (EL) student(s*) use in the instruction you provide, how frequently are they using DLRs *designed primarily for* the following groups of students? (*Check one in each row.*) *RQ: 2 (2.4)*

DLRs designed primarily for:	Frequency of EL students' use in instruction				
	Not at all	Less than monthly	Monthly	Weekly	Daily
a. General education students	☐	☐	☐	☐	☐
b. Struggling students	☐	☐	☐	☐	☐
c. English learner students	☐	☐	☐	☐	☐
d. Other (*Specify:* _____)	☐	☐	☐	☐	☐

Identifying Digital Learning Resources (DLRs)

25. Please indicate the sources you use to identify Digital Learning Resources (DLRs) for instructing:

- ***your students in general education class(es)*** (*including whole-class or other instruction in which English learner students may participate*), and

- ***your EL student(s) specifically*** (*Check one in each column, in each row.) RQ: 1 (1.4)*

**NOTE:

☐ *IF YOU TEACH ONLY EL STUDENTS, CHECK HERE:* ☐ AND COMPLETE *"B"* ONLY

My sources for identifying DLRs are:	**A** For students in *general education classes*				**B** For *EL students specifically*			
	Not appli-cable to me	**Not at all or rarely**	**Some-times**	**Often**	**Not appli-cable to me**	**Not at all or rarely**	**Some-times**	**Often**
a. Recommendations of district or school administrators.........................	☐	☐	☐	☐	☐	☐	☐	☐
b. Recommendations of my fellow teachers...	☐	☐	☐	☐	☐	☐	☐	☐
c. Recommendations of the school's EL specialist...	☐	☐	☐	☐	☐	☐	☐	☐
d. Recommendations of a technology coach or specialist	☐	☐	☐	☐	☐	☐	☐	☐
e. Recommendations from students or their families	☐	☐	☐	☐	☐	☐	☐	☐
f. General online searches I've conducted..	☐	☐	☐	☐	☐	☐	☐	☐
g. My searches of education-specific online DLR collections (*e.g., EdSurge, Graphite, OER Commons*)..................	☐	☐	☐	☐	☐	☐	☐	☐
h. Professional development sessions on DLRs provided in the district	☐	☐	☐	☐	☐	☐	☐	☐
i. Guidance from regional service or technical assistance centers..............	☐	☐	☐	☐	☐	☐	☐	☐
j. Online teacher blog sites...................	☐	☐	☐	☐	☐	☐	☐	☐
k. Other (*Specify: _____*)	☐	☐	☐	☐	☐	☐	☐	☐

Selecting Digital Learning Resources (DLRs)

26. How important are the following features and/or criteria when you are selecting Digital Learning Resources (DLRs) for: *RQ: 1 (1.5)*
    - *your students in general education class(es)* (*including whole-class or other instruction in which English learner students may participate*) and
    - *your EL student(s) specifically.*

> ***IF YOU TEACH ONLY EL STUDENTS, CHECK HERE:*** ☐ **AND COMPLETE** *"B"* **ONLY** **

	A. For students in *general education classes*			B. For *EL students specifically*		
	Not important	Somewhat important	Very important	Not important	Somewhat important	Very important
FEATURES RELATED TO STUDENT USE OF DLRs *The DLR:*						
a. Allows students to track their own progress	☐	☐	☐	☐	☐	☐
b. Promotes pairs or groups of students to collaborate	☐	☐	☐	☐	☐	☐
c. Can be used by students working with their parents or families	☐	☐	☐	☐	☐	☐
d. Engages students in learning activities structured as a game	☐	☐	☐	☐	☐	☐
e. Allows students to direct their learning, focusing on content they want to pursue	☐	☐	☐	☐	☐	☐
CONTENT FEATURES *The DLR:*						
f. Is state standards aligned	☐	☐	☐	☐	☐	☐
g. Is aligned with our curriculum	☐	☐	☐	☐	☐	☐
h. Provides various levels of text difficulty for the same content	☐	☐	☐	☐	☐	☐
i. Is adaptive (i.e., adjusts content to the student's skill level or need)	☐	☐	☐	☐	☐	☐
OTHER CRITERIA *The DLR:*						
j. Is one that other teachers in my school have used successfully with students	☐	☐	☐	☐	☐	☐
k. Is very low cost or free	☐	☐	☐	☐	☐	☐
l. Is one made available through my district or school	☐	☐	☐	☐	☐	☐
m. Has research evidence indicating its effectiveness	☐	☐	☐	☐	☐	☐
n. Is easy for me to use	☐	☐	☐	☐	☐	☐
o. Is easy for students to use	☐	☐	☐	☐	☐	☐
p. Other (*Specify: _____*)	☐	☐	☐	☐	☐	☐

27. How important are the following features when you select a Digital Learning Resource (DLR) **for your *English learner (EL) student(s)*?** (*Check one in each row.*) *RQ: 1 (1.5); 2 (2.4)*

The DLR includes:	NA- I'm not aware of this feature or function	Not important	Somewhat important	Very important
a. Materials in the language(s) of my EL students...	☐	☐	☐	☐
b. Text-to-speech functions that let a student hear a word or phrase	☐	☐	☐	☐
c. Visual supports for understanding such as images, illustrations, graphics, virtual manipulatives, and/or video	☐	☐	☐	☐
d. A translation function from English to other languages and/or from other languages to English	☐	☐	☐	☐
e. A record and replay function that allows students to record and review their own voices..	☐	☐	☐	☐
f. Language-support features such as interactive dictionaries, glossaries	☐	☐	☐	☐
g. Definition functions that explain a word or concept using simple English vocabulary and structure	☐	☐	☐	☐
h. Other (*Specify:*_____)		☐	☐	☐
i. Other (*Specify:*_____)		☐	☐	☐

Technology Devices Used in Instruction

We'd like to understand the digital devices that you use for working with Digital Learning Resources (DLRs) in your classroom.

28. Are the following hardware or devices available to you and how frequently do you use them in your instruction of EL students? (*Check one in each row.*) *RQ: 5 (5.5)*

Digital devices	NA (*not available to me*)	Frequency used in instructing ELs				
		Not at all	Less than monthly	Monthly	Weekly	Daily
a. An interactive whiteboard in my classroom	☐	☐	☐	☐	☐	☐
b. A document camera or LCD digital projector in my classroom	☐	☐	☐	☐	☐	☐
c. A computer lab in school	☐	☐	☐	☐	☐	☐
d. Computers in the classroom that students share...................................	☐	☐	☐	☐	☐	☐
e. Tablets, laptops, or other mobile devices on a cart	☐	☐	☐	☐	☐	☐
f. 1:1 tablets, laptops, or other mobile devices that stay in our classroom for students' use	☐	☐	☐	☐	☐	☐
g. 1:1 tablets, laptops, or other mobile devices that students use both at school and at home..........................	☐	☐	☐	☐	☐	☐
h. Students use their own mobile devices in the classroom................	☐	☐	☐	☐	☐	☐
i. Other (*Specify:* _____)		☐	☐	☐	☐	☐

Goals in using Digital Learning Resources (DLRs)

29. Which of the following are goals you have for use of Digital Learning Resources (DLRs) in instructing your **English learner (EL) student(s)**? (*Check one in each row.*) *RQ: 3 (3.1, 3.2)*

Goals in use of DLRs with EL students	Extent to which this is a goal		
	Not a goal	One of my goals, but not a major goal	A major goal
ACADEMIC CONTENT GOALS			
a. Develop basic English language skills and/or vocabulary....	☐	☐	☐
b. Build academic English listening and speaking skills	☐	☐	☐
c. Build academic English literacy skills	☐	☐	☐
d. Learn new academic content in math, science, or social studies...	☐	☐	☐
e. Practice English listening and speaking skills.......................	☐	☐	☐
f. Practice English reading and writing skills...........................	☐	☐	☐
g. Practice or review academic content or skills	☐	☐	☐
LEARNING ACTIVITY GOALS			
h. Provide students with alternative means of understanding and communicating....................................	☐	☐	☐
i. Differentiate instruction for individual students.................	☐	☐	☐
j. Promote student-to-student collaboration in the class among ELs and their peers	☐	☐	☐
k. Encourage students to direct their own learning................	☐	☐	☐
STUDENT AFFECT GOALS			
l. Increase student motivation...	☐	☐	☐
m. Increase student active engagement in content	☐	☐	☐
OTHER			
n. Support student work at home on learning activities with parents or family members	☐	☐	☐
o. Support student continued work on learning activities outside of class	☐	☐	☐
p. Other (*Specify:* _____)	☐	☐	☐

Contexts for EL students' use of Digital Learning Resources (DLRs)

30. How frequently do your *English learner (EL) student(s)* work with Digital Learning Resources (DLRs) independently or in groups in your class(es) and/or in other contexts? (*Check one in each row.*)
RQ: 3 (3.3)

Grouping structures for use of DLRs	Extent that EL student(s) use DLRs				
	Not at all	Rarely	Sometimes	Often	All of their work on DLRs
INDEPENDENT USE					
a. EL students work independently with a DLR(s)...	☐	☐	☐	☐	☐
b. EL students work individually with a DLR, with a teacher or aide directly facilitating	☐	☐	☐	☐	☐
GROUP USE					
c. Pairs or groups of EL students jointly use a DLR(s)......................................	☐	☐	☐	☐	☐
d. Pairs or groups of EL students and English-proficient peers jointly use a DLR(s)..	☐	☐	☐	☐	☐
e. EL students work as part of a whole classroom activity using a DLR(s)..............	☐	☐	☐	☐	☐
OTHER					
f. EL students are assigned to use a DLR to continue learning outside of class	☐	☐	☐	☐	☐
g. EL students are assigned to work with parents or other family members at home using a DLR(s)	☐	☐	☐	☐	☐
h. EL students use DLRs during free time or after they finish assigned work	☐	☐	☐	☐	☐
i. Other (*Specify: _____*)	☐	☐	☐	☐	☐

31. To what extent do the following factors present barriers to your use of Digital Learning Resources (DLRs) for instructing **your EL student(s)?** (*Check one in each row.*) *RQ: 5 (5.2)*

Factors that are barriers	Extent barrier to using DLRs for *my EL students specifically*		
	Not a barrier	To some extent	To a large extent
BARRIERS RELATED TO TIME			
a. Time to find DLRs...	☐	☐	☐
b. Time to learn to use DLRs	☐	☐	☐
c. Time to set up or trouble-shoot DLRs for use	☐	☐	☐
BARRIERS RELATED TO SUPPORT			
d. Lack of professional development on how to use specific DLRs	☐	☐	☐
e. Lack of in-class support on using DLRs in instructing my students	☐	☐	☐
f. Lack of principal's support for use of DLRs.......................	☐	☐	☐
BARRIERS RELATED TO ACCESS			
g. Insufficient Internet capacity...	☐	☐	☐
h. Insufficient reliability of access to the Internet................	☐	☐	☐
i. Very limited or no access to specific DLRs due to the limited number of licenses in the school or district	☐	☐	☐
j. District or school policy related to DLR use	☐	☐	☐
k. Students' lack of access to DLRs at home due to limited or no Internet capacity	☐	☐	☐
l. Students' lack of access at home for reasons other than limited or no Internet capacity	☐	☐	☐
OTHER FACTORS			
m. Costs of DLRs..	☐	☐	☐
n. Lack of language support in the DLRs in the language(s) of my EL students..	☐	☐	☐
o. Difficulty in finding DLRs appropriate to my students' needs..	☐	☐	☐
p. Students' low level of technology skills	☐	☐	☐
q. My lack of knowledge of the available DLRs and how to choose among them	☐	☐	☐
r. Other (*Specify:* _____)	☐	☐	☐

Outcomes of DLR use

32. To what extent would you agree or disagree that use of Digital Learning Resources (DLRs) has contributed to the following types of outcomes for your *English learner (EL) students*? *RQ: 6 (6.2)*

Outcomes for EL students	Strongly agree	Some-what agree	Some-what disagree	Strongly disagree	NA - Not relevant to my DLR use
a. Improved academic achievement................	☐	☐	☐	☐	☐
b. Increased proficiency in English language	☐	☐	☐	☐	☐
c. Increased English vocabulary...........................	☐	☐	☐	☐	☐
d. Increased English literacy skills........................	☐	☐	☐	☐	☐
e. Higher levels of active student participation in instructional activities	☐	☐	☐	☐	☐
f. Higher student attendance...............................	☐	☐	☐	☐	☐
g. Student progress in skill levels or academic content levels	☐	☐	☐	☐	☐
h. Improved student positive attitudes toward learning and school	☐	☐	☐	☐	☐
i. Increased student interaction and communication with peers	☐	☐	☐	☐	☐
j. Enhanced parent and family engagement in student's learning	☐	☐	☐	☐	☐
k. Other (*Specify:* _____)	☐	☐	☐	☐	

33. Which of the following do you track to judge the effectiveness of Digital Learning Resources (DLRs) use in supporting *English learner (EL) students?* (*Check one in each row.*) *RQ 6 (6.2)*

Measure	Yes	No
a. EL student performance on English language proficiency tests	☐	☐
b. EL student grades on report cards	☐	☐
c. EL student progress on reading book levels...	☐	☐
d. EL student scores on in-class assessments...	☐	☐
e. EL student scores on district assessments	☐	☐
f. EL student scores on state standardized assessments	☐	☐
g. EL student progress on the DLR skills levels.	☐	☐
h. Other (*Specify:* _____)	☐	☐

The next two questions ask about formal ***professional development (PD)*** that you received from your school or district during the past three school years (including the current year). *Include workshops, institutes, consultations with coaches or other technology specialists and/or other PD on DLRs that you received through your school or district.*

34. what is your best estimate of the hours of formal professional development ***related to the use of Digital Learning Resources (DLRs)*** you have received in the ***past three school years*** (*including this school year*)? (*Check one below*.) *RQ: 4 (4.2)*

None	1–5 hours	6–10 hours	11–25 hours	26–50 hours	51 -75 hours	76 or more hours
☐	☐	☐	☐	☐	☐	☐

In responding to the next two items, consider the professional development and other supports you have received over the *past three years* (*including the current year*).

35. How helpful were the following formal professional development (PD) and other supports you have received in the past three years to your use of Digital Learning Resources (DLRs) in instructing your ***English learner (EL) student(s)*?** *RQ: 4 (4.1, 4.3), 5 (5.4)*

Professional development (PD) or support received in the past three years	NA-Not received	Extent helpful to my use of DLRs with my EL student(s)			
		Not helpful at all	Slightly helpful	Moderately helpful	Extremely helpful
RELATED TO DLRs In GENERAL					
a. Workshops on how to select DLRs for my own students and instructional goals	☐	☐	☐	☐	☐
b. Workshops on how to work with the features of a specific DLR.........................	☐	☐	☐	☐	☐
c. Workshops on integrating DLRs into instruction in general	☐	☐	☐	☐	☐
d. Coaching on selecting DLRs for my classroom instruction...............................	☐	☐	☐	☐	☐
e Coaching on how to integrate DLRs in my classroom instruction.........................	☐	☐	☐	☐	☐
f. In-class assistance in how to use the feature of a specific DLR	☐	☐	☐	☐	☐
g. Individual release time for planning related to use of DLRs.............................	☐	☐	☐	☐	☐
h. Specific joint time allocated for teachers to discuss use of DLRs	☐	☐	☐	☐	☐
i. Online PD modules provided by my district to learn about DLRs	☐	☐	☐	☐	☐
SPECIFIC TO USE OF DLRs FOR ELs					
j. Workshops on selecting DLRs specifically for my EL students..............	☐	☐	☐	☐	☐
k. Workshops on integrating DLRs into my instruction for ELs	☐	☐	☐	☐	☐
l. Coaching on selecting DLRs for instructing my EL students....................	☐	☐	☐	☐	☐
m. Coaching on how to integrate DLRs into instruction of my ELs	☐	☐	☐	☐	☐
n. Scheduled consultations with an ESL or other EL-specialist teacher	☐	☐	☐	☐	☐

36. Considering the *past three years (including the current school year)*, how helpful have the following types of *informal professional development* (PD) and other supports been to your use of Digital Learning Resources (DLRs) with **English learner (EL) student(s)?** *RQ: 4 (4.1; 4.3), 5 (5.4)*

Type of Informal professional development (PD) and support	NA- Not received	Extent helpful to my use of DLRs with my EL student(s)			
		Not helpful at all	Slightly helpful	Moderately helpful	Extremely helpful
a. Informal mentoring from or collaboration with another teacher	☐	☐	☐	☐	☐
b. Informal discussions as a group with other teachers or staff on using DLRs	☐	☐	☐	☐	☐
c. Learning on my own through online professional communities, discussion boards, and other collaborative sites..	☐	☐	☐	☐	☐
d. Learning about DLRs through online searchable DLR collections (*e.g., EdSurge, Graphite, OER Commons*).....	☐	☐	☐	☐	☐
e. Receiving support to attend a conference relevant to using DLRs with EL students	☐	☐	☐	☐	☐
f. Consulting with a school or district ESL or other EL-specialist teacher	☐	☐	☐	☐	☐
g. Other (*Specify:* _____)		☐	☐	☐	☐

37. Do *you provide* any of the following types of professional development (PD) or support to other teachers *in the current school year* related to using Digital Learning Resources (DLRs) in instructing *English learner (EL) student(s) specifically?* *RQ: 4 (4.2)*

Type of professional development or support I provide in the current school year	Do you provide this PD or support?	
	Yes	No
a. Informal mentoring of a classroom or content area teacher on DLR use for ELs	☐	☐
b. Leading informal discussions with a group of teachers on using DLRs for ELs	☐	☐
c. Providing scheduled workshops on use of DLRs for EL students	☐	☐
d. Providing suggestions of specific DLRs to a teacher for use with an EL student...	☐	☐
e. Holding regular, planned meetings with a teacher that include suggestions on DLR use with ELs	☐	☐
f. In-class coaching of a teacher on using DLR(s) with EL students	☐	☐
g. Other (*Specify:* _____)	☐	☐

38. In which areas would you appreciate more support related to use of Digital Learning Resources (DLRs) with *English learner (EL) students*? (*Check all that apply.*) *RQ: 7 (7.4)*

a. Understanding criteria to use in selecting DLRs appropriate for my EL students .... ☐

b. Planning instruction that uses DLRs effectively with EL students .... ☐

c. Managing instruction and learning as a facilitator of EL students' work with DLRs .... ☐

d. Planning for effective mixed use of DLRs and non-digital resources .... ☐

e. Becoming informed about the range of DLRs available .... ☐

f. Other (*Specify:* _____) ☐

g. None of the above .... ☐

39. Please list up to two Digital Learning Resources (DLRs) that you have used most frequently for instructing your **English learner (EL) students:** *RQ: 2 (2.3)*

    a. DLR name: _____

       Source or publisher (if known): _____

       Please give an example of how you most typically use this DLR:

       _____
       _____
       _____

    b. DLR name: _____

       Source or publisher (if known): _____

       Please give an example of how you most typically use this DLR:

       _____
       _____
       _____

40. If you could share your ideas about Digital Learning Resources (DLRs) with a DLR developer, what types of new DLRs or changes in DLRs would you suggest to help you to more effectively instruct and support **English learner (EL) students?** *RQ: 7 (7.2, 7.4)*

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

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Thank you for your contribution to this study!