

# **Task Order 27**

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

### **Task 4.4 (Part 20) Study Description**

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## Task 4.4 (Part 20) Study Description

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

Westat and SRI International, and partners OneWorld Linguistic Consulting (OLC) and Educational Systemics (ES), are conducting the *Study of Digital Learning Resources (DLRs) for Instructing English Learner Students* on behalf of the U.S. Department of Education, Policy and Program Studies Services. The goal of this effort is to understand how DLRs are used in instructing English learner (EL) students, including questions such as the following:

- How do districts and teachers identify and select DLRs for instructing EL students?
- What are the types and characteristics of DLRs that are used to support EL students?
- How do teachers of EL students use DLRs in the instruction of EL students?
- How do districts and teachers define and measure the success of DLRs for instructing EL students?
- What professional development or coaching in use of DLRs do teachers receive, and which professional development approaches do they report as most helpful?
- What are barriers to and supports for the use of DLRs in instructing EL students?
- How could developers and practitioners improve the usefulness of DLRs for instructing EL students?

The two-year study effort consists of several components. First, market research will be conducted to identify DLRs available for K–12 instruction to support EL students’ second language acquisition and learning of academic English and concepts and skills in core content areas. The study will include a nationally representative survey of 1,000 school district administrators responsible for instructional and technology decisions (including districts with low, medium, and high representation of ELs), as well as a survey of 1,200 teachers of EL students, including mainstream teachers of EL students and EL specialist teachers at elementary and secondary grade levels. The study also includes case studies of six districts and 12 schools to provide more in-depth, qualitative data on the use of DLRs for instructing EL students.

The study is guided by input from a five member Technical Working Group (TWG) of researchers and local district or school representatives and an Expert Panel including technology developers, practitioners, and education researchers. Products will be a final report of findings, a *Results in Brief* summary of findings, and two guides: one for educators, and one for technology developers.

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