

Task Order 27

Study of Digital Learning Resources for Instructing English Learner Students

**Task 4.4 (Part 13) Case Study — English Learner (EL) Specialist Teacher
Interview Protocol**

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Task 4.4 (Part 13) Case Study — English Learner (EL) Specialist Teacher of EL Students Interview Protocol

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English Learner (EL) Specialist Teacher

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. Please consider the DLRs used in supporting ELs' learning of both language and academic content. We are interested in how you have used DLRs for instruction with ELs in your instruction overall in the current school year. We are also interested in general, school-wide DLR use so that we can understand the similarities and differences in DLR use between ELs and the general student population.

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 or 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 the 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 role and responsibilities.
 - a. How long have you been a teacher?
 - b. What grade levels do you work with?
 - c. Approximately how many students do you work with on a weekly basis?

- d. What are the settings in which you work? (*E.g., mainstream, self-contained, pull-in, push-out, itinerant,*
 - e. *[If an itinerant teacher]* How many schools do you work in?
 - f. Do you typically teach non-ELs as well as ELs?
2. How long have you been working with ELs?
 - a. Could you please briefly describe the language background and English proficiency of the ELs you work with?
 - b. How prepared do you feel about addressing the needs of ELs?
 3. **SCREENER:** Do you use DLRs or any other form of technology to teach ELs in your classroom?

[Note to the interviewer

If the teacher uses DLRs, proceed with the following questions.

If the teacher does not use DLRs, skip the following sections on DLR use and Identifying DLRs and proceed to the section on Barriers.]

DLR Use With ELs

4. Which DLRs do you use with ELs?
 - a. What are your goals for using these DLRs with your ELs?
 - b. Are there specific content areas in which you use DLRs to support the instruction of ELs?
5. How frequently do you use DLRs for instructing ELs?
6. Please walk me through a typical class period when you are using DLRs with ELs.
 - a. Do you combine different DLRs at times to teach a particular concept or in a particular lesson?
 - b. Do you combine DLR and non-digital activities at times in your classroom?
7. *[If teacher works with non-ELs]* Are there DLRs that you use exclusively with your EL students, but not with your mainstream students? *[If yes]* Which ones are they?
 - a. Are these DLRs that are designed specifically for ELs? Or are they “mainstream” DLRs that you use with ELs?
8. *[If teacher works with non-ELs]* Are there DLRs that you use with your mainstream students but not with your EL students? *[If yes]* Which ones are they? Why do you use them with mainstream students but not with ELs?
9. *[If teacher works with non-ELs]* Do you ever have your ELs work with DLRs that are different from those the rest of the class uses or work with DLRs when the rest of the class is engaged in another activity? *[If yes]* Why do you take this approach?
10. Do you expect your ELs to use DLRs outside of the classroom or at home? *[If yes]* Please describe what sort of work you require students to do?
11. Has your use of DLRs influenced how you teach ELs? *[If yes]* Please describe.
 - a. How do you rate the degree of importance of DLR use for the instruction of EL students?

Identifying DLRs

12. How do you learn about DLRs that you might use for instruction?
13. Are you able to choose the DLRs you use for instruction? *[If yes]*
 - a. Which characteristics, features, or functions do you look for when choosing a DLR to use with ELs?
 - b. *[If teacher works with non-ELs]* Do you look for different features or functions when choosing DLRs to use with non-ELs?
 - c. Does school policy allow teachers to request the purchase of new DLRs? Do you ever pay for new DLRs yourself?
 - d. Are you required by your school or district to use specific DLRs? *[If yes]* Please explain.

Barriers to Using DLRs

14. Have you encountered barriers that make it difficult for you to use DLRs with ELs? Please provide a specific example,
15. Are you aware of challenges that your EL students face when using DLRs outside of the classroom? *[If yes]* Please describe.
 - a. *[If teacher works with non-ELs]* Are these challenges the same for your non-EL students?

Professional Development and Support for DLR Use With ELs

16. Do you receive any professional development (PD) or support focused on using DLRs with ELs? *[If yes]* Please describe the PD and support.
 - a. Who provides this PD or support? Other than the PD and support provided by the district, do you seek any PD or support on your own?
 - b. How frequently do you participate in PD related to DLR use with ELs? How frequently do you receive support related to DLR use with ELs? *[Support may include coaching, technical support, etc.]*
 - c. What PD or support have you found to be the most useful? Why have you found it useful?
17. Do you collaborate with other teachers on the use of DLRs with EL students? *[If yes]*
 - a. Is the collaboration formal (e.g., during grade-level team/PLC/COP meeting) or does it take the form of informal sharing?
 - b. What type of information or resources do you share when you collaborate?
 - c. Do you coordinate with or collaborate with general education teachers on how to use DLRs with EL student(s)? For example, do you advise general education teachers about the DLRs they can use with their EL students?
18. Are there additional PD or supports that you would like to receive to help you use DLRs more effectively with ELs? *[If yes]* What are they?

Additional Needs and Gaps

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

At this point, you may ask the teacher to provide a demonstration of one or more of the DLRs that he or she uses, using the DLR demonstration protocol. If the teacher is not being asked for a DLR demonstration, thank the teacher for his or her time and conclude the interview.

This is the end of the interview.

Do you have anything to add regarding DLR use related to ELs or students in general?

Do you have any questions for us?

Thank you very much for your time.