

Task Order 27

Study of Digital Learning Resources for Instructing English Learner Students

**Task 4.4 (Part 14) Case Study — Mainstream Teacher of English Learner (EL)
Students Interview Protocol**

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Mainstream Teacher of English Learner (EL) Students

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 how you have used DLRs for instruction of ELs—both for language and academic content—and for mainstream students as well in the current school year. This information will help us understand the similarities and differences between the use of DLRs for 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) refer 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 role and responsibilities. (*Obtain response*).
 - 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?

2. Of your students, how many are English learners (ELs)?
 - a. Please briefly describe the language background and general English proficiency of the ELs in your class.
3. How long have you been working with ELs?
 - a. How prepared do you feel to teach the ELs in your classroom?
 - b. Do your EL students receive instructional services or supports as a result of their identification as ELs? *[If yes]* What are they?
4. **SCREENER:** Do you use DLRs or any form of technology to teach ELs in your classroom?

[Note to the interviewer:

If the teacher has EL students in his or her classroom and uses DLRs for teaching ELs, continue with the following questions.

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

DLR Use With ELs

5. Which DLRs that you use with ELs? With students in general?
 - 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? *[If yes]* What are they?
6. How frequently do you use DLRs for teaching ELs?
7. 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?
8. 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?
9. 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?
10. Are there times when you 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?
11. 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.
12. Has your use of DLRs influenced your teaching in any way? *[If yes]* Please describe any changes that have taken place. Has the use of DLRs influenced how you teach your EL students?
 - a. How do you rate the degree of importance of DLR use for teaching EL students?

Identifying DLRs

- 13. How do you learn about DLRs that you might use for instruction?
- 14. Are you able to choose the DLRs you use for instruction? *[If yes]*
 - a. Which characteristics, features, or functions do you look for in choosing a DLR?
 - b. Do you look for features or functions that differ from those for mainstream students when choosing DLRs to use with ELs?
 - c. Are there any DLRs you are required to use by the school or district? Please explain.
 - d. Does school policy allow teachers to request the purchase of new DLRs? Do you ever pay for new DLRs yourself?

Barriers to Using DLRs

- 15. *[Note to the interviewer: There are two forms of this question. Choose the appropriate form, based on the teacher’s response to the screener.]*

If the teacher uses DLRs	If the teacher does not use DLRs
Have you encountered barriers that make it difficult for you to use DLRs with ELs? <i>[If yes]</i> Please provide a specific example(s). <ul style="list-style-type: none"> a. Are these same barriers that you face when using DLRs with non-EL students? 	What are the reasons why you do not use DLRs with your students? <ul style="list-style-type: none"> a. Are there any additional reasons why you do not use DLRs with your EL students?

- 16. Are you aware of challenges that your EL students face when using DLRs outside of the classroom? *[If yes]* Please describe them. Are you aware of similar or different barriers that your non-EL students face? *[If yes]* Please describe them.

Professional Development and Support for DLR Use

- 17. Do you receive any professional development (PD) or support focused on how to use DLRs? *[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? *[If yes]* Please describe.
 - b. How frequently do you participate in PD related to DLR use? How frequently do you receive support related to DLR use? *[Support may include coaching, technical support, etc.]*
 - c. Is any PD or support specifically focused on how to use DLRs with ELs? *[If yes]* Please describe it.
 - d. What PD or support have you found to be most useful? Why have you found it useful?
- 18. Do you have collaborate (or have the opportunity to collaborate) with other teachers on the use of DLRs with EL students?
 - a. *[If yes]* Is this 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 an EL specialist teacher on how to use DLRs with ELs? *[If yes]* What form does the collaboration take?
19. 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

[Note to the interviewer: Please omit this section for teachers who do not use DLRs in their classroom.]

20. 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?
21. 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.