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

Task 4.4 (Part 3) Revised District Survey

July 11, 2016

Study of Digital Learning Resources for Instructing English Learner Students

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

District: _____ State: _____

Respondent's Name: _____ Title: _____

Email: _____ Phone: _____ Date: _____

*NOTE: The primary respondent for this survey is the administrator or coordinator **who is most knowledgeable about instruction received by English learner (EL) students in your district.** Other district administrators or staff may assist as needed.*

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 EL students.
- Your responses will help to ensure that the findings accurately inform educators and decisionmakers.
- The findings will inform the development of a guide for educators in using DLRs to support EL students.
- *Districts in the study will receive an electronic copy by email upon its publication by the Department of Education.*

INSTRUCTIONS
The focus of this survey is on use of DLRs in the instruction provided to EL students in your district. In responding:
(1) Consider **all instruction** **that your district provides to EL students,** including instruction in general education classes as well as specialized instruction for ELs.
(2) Respond based on **the current 2016–17 school year, except where otherwise noted**.
(3) *If you are the main respondent for the survey, please reach out to other district staff as needed to complete items.* The online survey password can be shared, or you may use a paper copy to print out the survey for others to directly respond to items.

Thank you for your assistance!

CONFIDENTIALITY
We will not present any personally identifiable information in any report or publication resulting from the study; we will not identify your school or district in any study report or publication; and no responses will be linked with any identifying information in any final 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 district's participation is very important to providing policymakers with accurate and complete information. Data collection is being conducted in only a sample of districts throughout the nation. This greatly increases the importance of your response since it represents many other districts.

If you have any questions about the study, please call 866-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 study (*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).

- **Instructional support by a paraprofessional:** Paraprofessionals (also referred to as instructional aides or teachers' aides) provide assistance to EL students in the classroom. They do not provide instruction, but provide additional support and help clarify material for students. Some are bilingual in English and the students' native language and may provide translation or explanation in the native language.

- **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 is 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 of the EL students *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. What is your school district's total student population (grades pre-K–12) in this current school year?

    _____ Number of students

2. In the current school year, does your district enroll one or more students identified as an ***English learner (EL)?***

    ☐ Yes *(Continue to item #3.)*   ☐ No (*Stop here and return the survey.)*

3. If yes, how many ***English learner (EL) students*** are enrolled in your district in grades K–12 in the current school year? (*Note: If there are multiple student counts, use your October 2016 count or the count closest to that date.*)

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

4. How many language groups are represented among your ***English learner (EL) students?***

    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 ... ☐

5. What is the **most common** language background among the *English learner (EL) students* in your district? (*Check one box only*).

☐ Spanish	☐ Kurdish
☐ Arabic	☐ Russian
☐ Chinese	☐ Somali
☐ Farsi	☐ Tagalog
☐ Japanese	☐ Urdu
☐ Korean	☐ Vietnamese
☐ **Other language** (*Specify:* _____)	☐ **No single most common language**, but two or more with about equal numbers (*Specify:* _____ _____)

6. Which of the following describe the *English learner (EL) student* population **in your district**? (*Check all that apply.*)

a.	Our district has included EL students for more than five years	☐
b.	Our district began to enroll ELs only recently (*within the last five years, including the current year*). We did not have any EL students earlier	☐
c.	Our district ELs include refugees and other immigrants who recently arrived (*within the last five years, including the current year*) in the U.S.	☐
d.	Within the last five years (*including the current year*), our district began enrolling ELs from a new language background(s) and culture(s) – different from those of ELs we have enrolled in the past	☐
e.	Our district's EL students include 25 percent or more long-term ELs, i.e., ELs who have received services for six years or more and remain as ELs	☐
f.	Our district includes 25 percent or more ELs who have very limited, interrupted education or no prior formal education	☐
g.	Our district's EL students include 25 percent or more migrant students who are not present for the full school year.	☐
h.	Other (*Specify:* _____)	☐

7. Which of the following types of instructional services and/or programs does your district provide for *English learner (EL) students? (Check all that apply.)*

a. Bilingual instruction for classes that include only EL students.. ☐

b. Two-way bilingual or dual-language program for EL and English-proficient students .... ☐

c. English as a second language (ESL) instruction .... ☐

d. Sheltered English content instruction .... ☐

e. Mainstream classroom instruction with instructional support by a paraprofessional .... ☐

f. Newcomer center .... ☐

g. Other (*Specify:* _____) ☐

[See definitions.] *Note: Relevant definitions will be provided for each item in the web survey; a definitions sheet will be included in the electronic copy of the survey.*

8. To what extent do you agree or disagree with the following statements as descriptions of your district's approach to use of Digital Learning Resources (DLRs)? *RQ: 1 (1.2)*

District	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. Use of DLRs is a high priority goal within our district..	☐	☐	☐	☐
b. The district provides teachers with a wide range of DLRs to support instruction...............................	☐	☐	☐	☐
c. The needs of EL students are taken into account when obtaining DLRs for use in this district.	☐	☐	☐	☐
d. There is support among district and school administrators for use of DLRs in instruction........	☐	☐	☐	☐

9. Does the district provide the following types of DLRs for the instruction of **students in general education classes?** If so, please indicate for which students they are provided. *(Check all that apply in each row.) RQ: 2 (2.2),7(7.3)*

Categories and types of DLRs *(See Definitions.)*	Not provided	For identified struggling students	For students in selected grade levels	For students in selected content areas	For all students in general education classes
DIGITAL ACADEMIC CONTENT TOOLS					
a. Tutorials or lessons focused on basic English language skills and vocabulary	☐	☐	☐	☐	☐
b. Tutorials or lessons focused on language and/or literacy	☐	☐	☐	☐	☐
c. Tutorials or lessons focused on mathematics or science	☐	☐	☐	☐	☐
d. Tutorials or lessons focused on social studies/social sciences................................	☐	☐	☐	☐	☐
e. Practice and assessment tools focused on language and/or literacy.............................	☐	☐	☐	☐	☐
f. Practice and assessment tools focused on math, science or social studies/sciences	☐	☐	☐	☐	☐
g. Simulations or dynamic modeling tools	☐	☐	☐	☐	☐
h. Virtual worlds to build academic skills or content knowledge	☐	☐	☐	☐	☐
i. Reference and resources (such as digital dictionaries, topic websites, visual and auditory resources, and other)	☐	☐	☐	☐	☐
j. Language translation tools	☐	☐	☐	☐	☐
k. Language articulation tools	☐	☐	☐	☐	☐
DIGITAL PRODUCTIVITY TOOLS					
l. Presentation tools	☐	☐	☐	☐	☐
m. Spreadsheets or data analysis tools	☐	☐	☐	☐	☐
n. Image or information organization tools (e.g., concept mapping, storytelling templates).	☐	☐	☐	☐	☐
DIGITAL COMMUNICATION TOOLS					
o. Discussion boards, blogs, chats, journals	☐	☐	☐	☐	☐
p. Video-conferencing......................................	☐	☐	☐	☐	☐
q. Project collaboration tools	☐	☐	☐	☐	☐
INTEGRATED DLR SETS					
r. Structured sets of individual DLRs that provide full curricula (including learning activities, assessment, resources and student progress management)	☐	☐	☐	☐	☐
OTHER					
s. Other (*Specify:* _____)		☐	☐	☐	☐

10. Does the district provide the following types of Digital Learning Resources (DLRs) for instructing **English learner (EL) students specifically**? If so, please indicate for which EL students they are provided.*(Check all that apply in each row.) RQ: 2 (2.2; 2.4); 7 (7.3)*

Categories and types of DLRs *(See Definitions page.)*	Not provided	For ELs in:			For all EL students
		Lowest proficiency levels	Selected grade levels	Selected language groups	
DIGITAL ACADEMIC CONTENT TOOLS					
a. Tutorials or lessons focused on basic English language skills and vocabulary	☐	☐	☐	☐	☐
b. Tutorials or lessons focused on language and literacy	☐	☐	☐	☐	☐
c. Tutorials or lessons focused on mathematics or science	☐	☐	☐	☐	☐
d. Tutorials or lessons focused on social studies/social sciences	☐	☐	☐	☐	☐
e. Practice and assessment tools focused on language and/or literacy.............................	☐	☐	☐	☐	☐
f. Practice and assessment tools focused on math, science or social studies/sciences	☐	☐	☐	☐	☐
g. Simulations or dynamic modeling tools	☐	☐	☐	☐	☐
h. Virtual worlds to build academic skills or content knowledge	☐	☐	☐	☐	☐
i. Reference and resources (such as digital dictionaries, topic websites, visual and auditory resources, and other)	☐	☐	☐	☐	☐
j. Language translation tools	☐	☐	☐	☐	☐
k. Language articulation tools	☐	☐	☐	☐	☐
DIGITAL PRODUCTIVITY TOOLS					
l. Presentation tools	☐	☐	☐	☐	☐
m. Spreadsheets or data analysis tools	☐	☐	☐	☐	☐
n. Image or information organization tools (e.g., concept mapping, storytelling templates).	☐	☐	☐	☐	☐
DIGITAL COMMUNICATION TOOLS					
o. Discussion boards, blogs, chats, journals	☐	☐	☐	☐	☐
p. Video-conferencing......................................	☐	☐	☐	☐	☐
q. Project collaboration tools	☐	☐	☐	☐	☐
INTEGRATED DLR SETS					
r. Structured sets of individual DLRs that provide full curricula (including learning activities, assessment, resources and student progress management)	☐	☐	☐	☐	☐
OTHER					
s. Other (*Specify:* _____		☐	☐	☐	☐

11. How does your district identify DLRs it provides for instructing **students in general education classes** and for **English learner (EL) students specifically?** (*Check one in each row, for each of A and B.*) RQ: 1 (1.1)

Means of identification	A. For students in *general education* classes			B. For *EL students specifically*		
	Used for identifying:			Used for identifying:		
	None	Some DLRs	Most DLRs	None	Some DLRs	Most DLRs
a. A committee meets to review and select DLRs....	☐	☐	☐	☐	☐	☐
b. A district administrator(s) identifies and selects DLRs	☐	☐	☐	☐	☐	☐
c. School administrators identify and select DLRs ...	☐	☐	☐	☐	☐	☐
d. Classroom teachers request specific DLRs or types of DLRs from the district	☐	☐	☐	☐	☐	☐
e. EL-specialist teachers request specific DLRs or types of DLRs	☐	☐	☐	☐	☐	☐
f. Other (*Specify: _____*	☐	☐	☐	☐	☐	☐

12. What criteria does your district use to select Digital Learning Resources (DLRs)? (*Check one in each row*.) *RQ: 1 (1.2; 1.3)*

Criteria	Not important	Somewhat important	Very important
CRITERIA RELATED TO CAPACITY			
The DLR:			
a. Is easy for teachers to use	☐	☐	☐
b. Can operate within the current district infrastructure such as hardware and Internet capacity	☐	☐	☐
c. Has costs that can fit within our budget.........................	☐	☐	☐
d. Has embedded professional development on its use	☐	☐	☐
CRITERIA RELATED TO *GENERAL EDUCATION USE*			
The DLR:			
e. Provides English language and/or literacy skills instruction...	☐	☐	☐
f. Provides math, science or social studies instruction.......	☐	☐	☐
CRITERIA RELATED TO USE *WITH EL STUDENTS*			
The DLR:			
g. Provides English language and/or literacy skills instruction...	☐	☐	☐
h. Provides math, science or social studies instruction.......	☐	☐	☐
i. Was designed specifically for EL students	☐	☐	☐
OTHER CRITERIA			
The DLR:			
j. Is aligned with our state standards................................	☐	☐	☐
k. Is aligned with our curriculum	☐	☐	☐
l. Can be used by pairs or groups of students to collaborate..	☐	☐	☐
m. Is adaptive in design (i.e., selects next material to meet student's skills level)	☐	☐	☐
n. Is engaging and interesting for students	☐	☐	☐
o. Operates within the Internet capacity available to students at home..	☐	☐	☐
p. Has research evidence showing it is effective	☐	☐	☐
q. Other (*Specify:* _____)	☐	☐	☐

13. How important are the following features in your district's process of selecting Digital Learning Resources (DLRs) for use with **English learner (EL) students**? (*Check one in each row.*) *RQ: 1 (1.2, 1.3)*

Feature	Not important	Somewhat important	Very important
The DLR:			
a. Includes materials in the languages of our EL students	☐	☐	☐
b. Has an auditory support (*such as read-aloud English, Spanish, or other language*) to support EL students' comprehension and participation	☐	☐	☐
c. Can provide visual support (*such as images, graphics, virtual manipulatives, and illustrations*) to explain or clarify the content and vocabulary	☐	☐	☐
d. Includes a translation function that allows ELs to translate content into their own language from English or from their language to English	☐	☐	☐
e. Has a record and replay function that allows students to record and hear their own voices..	☐	☐	☐
f. Includes language-support features such as interactive dictionaries or glossaries.	☐	☐	☐
g. Can provide a definition of a term or concept using simple English vocabulary and structure.	☐	☐	☐
h. Provides various levels of text difficulty for the same content	☐	☐	☐
i. Includes a range of features designed specifically to support ELs	☐	☐	☐
j. Other (*Specify:* _____)	☐	☐	☐
k. Other (*Specify:* _____)	☐	☐	☐

14. In the last three years (including the current school year), what kinds of professional development (PD) or support related to use of Digital Learning Resources (DLRs) has the district offered (1) for instructing **students in general education classes**, and (2) for instructing **English learner (EL) students specifically**? (*Check all that apply in each column.) RQ: 4, (4.2); 5 (5.3)*

Type of professional development (PD) or support	For instructing students in *general education* classes	For instructing *EL students specifically*
a. Workshop(s) on the components and features of a specific DLR..	☐	☐
b. Workshop(s) on integration of DLR(s) in instruction........	☐	☐
c. One-on-one, in-classroom assistance in how to use a specific DLR..	☐	☐
d. Direct coaching support on designing lessons to integrate use of DLRs in a teacher's own classroom instruction..	☐	☐
Other Supports		
e. Access to online or web-based PD provided by the district on technology instruction	☐	☐
f. Funding provided to teachers to attend conferences related to technology integration	☐	☐
g. Release time for individual teacher planning related to technology-based resources...	☐	☐
h. Specific time designated for teachers to confer with colleagues on use of DLRs	☐	☐
i. Other (*Specify:* _____)	☐	☐
Persons providing the PD or support		
j. DLR vendor representative...	☐	☐
k. External educational technology expert other than a vendor representative..	☐	☐
l. Internal district-designated educational technology expert..	☐	☐
m. District PD administrator and/or coordinator	☐	☐
n. District instructional technology coach	☐	☐
o. General education teachers lead workshops or guide other teachers	☐	☐
p. An EL-specialist teacher leads workshops or guides other teachers	☐	☐
q. Other (*Specify:* _____)	☐	☐

15. To what extent do the following factors present barriers to use of Digital Learning Resources (DLRs) for **English learner (EL) students** specifically? *(Check one in each row.) RQ: 5 (5.1); 7 (7.1)*

Factor	EL students specifically		
	Not a barrier	To some extent	To a large extent
RELATED TO CAPACITY			
a. Insufficient network speed and reliability	☐	☐	☐
b. Insufficient funding for purchases of DLRs in general	☐	☐	☐
c. Insufficient technical support to troubleshoot hardware and software issues	☐	☐	☐
RELATED TO IMPLEMENTATION			
d. Lack of funds to provide teacher training and professional development (PD) on integration of DLRs in general	☐	☐	☐
e. Lack of technology coaches who can support teachers on integration of DLRs in instruction	☐	☐	☐
f. Amount of time required to set up and/or troubleshoot operation of DLRs at schools	☐	☐	☐
g. Teachers' level of technology skills	☐	☐	☐
h. Teachers' need for expertise in instruction of EL students	☐	☐	☐
OTHER			
i. Difficulty in finding DLRs aligned with state and district standards.	☐	☐	☐
j. Lack of knowledge of range of available DLRs	☐	☐	☐
k. Lack of knowledge of range of available DLRs that are appropriate for ELs	☐	☐	☐
l. Lack of knowledge of how to select from the range of available DLRs	☐	☐	☐
m. Students' lack of access to DLRs at home due to limited or no Internet capacity..	☐	☐	☐
n. Other (*Specify:*_____)	☐	☐	☐
o. Other (Specify:_____)	☐	☐	☐

16. What are goals for the use of Digital Learning Resources (DLRs) for *English learner (EL) students* in this district? (*Check one in each row.*) *RQ: 6 (6.1)*

Goals in use of DLRs	Not a goal	A goal	A major goal
ACADEMIC CONTENT GOALS			
a. Build English listening and speaking skills	☐	☐	☐
b. Build English literacy skills	☐	☐	☐
c. Learn new academic content	☐	☐	☐
d. Practice academic content or skills	☐	☐	☐
e. Build academic English proficiency......................................	☐	☐	☐
LEARNING ACTIVITY GOALS			
f. Provide alternative means of understanding and communicating	☐	☐	☐
g. Differentiate or individualize instruction	☐	☐	☐
h. Promote student-to-student interaction and collaboration about content	☐	☐	☐
STUDENT AFFECT GOALS			
i. Increase student motivation and positive attitudes for learning	☐	☐	☐
j. Increase student active engagement in content.................	☐	☐	☐
OTHER			
k. Support parent and family engagement	☐	☐	☐
l. Encourage students to take responsibility for their own learning through student-driven work with DLRs	☐	☐	☐
m. Build 21st century skills	☐	☐	☐
n. Other (*Specify:* _____)	☐	☐	☐

17. To what extent would you agree or disagree that use of Digital Learning Resources (DLRs) contributes to the following student outcomes *for students in general education classes in your district*? *RQ: 6 (6.1)* (*Check one in each row.*)

Use of DLRs contributes to	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	NA – This is not relevant to our use
a. Improved academic achievement on English language arts	☐	☐	☐	☐	☐
b. Improved academic achievement in math and/or science	☐	☐	☐	☐	☐
c. Improved academic achievement in social science	☐	☐	☐	☐	☐
d. Higher student attendance	☐	☐	☐	☐	☐
e. Improved student positive attitudes toward learning and school..................	☐	☐	☐	☐	☐
f. Increased student interaction and collaboration with peers......................	☐	☐	☐	☐	☐
g. Enhanced parent and family engagement in student's learning	☐	☐	☐	☐	☐
h. Other (*Specify:* _____)	☐	☐	☐	☐	☐

18. To what extent would you agree or disagree that use of Digital Learning Resources (DLRs) contributes to the following student outcomes *for English learner (EL) students specifically*?

RQ: 6 (6.1)(Check one in each row.)

Outcomes for DLR use with EL students	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	NA – This is not relevant to our DLR use
a. Increased proficiency in English language and/or literacy skills..............	☐	☐	☐	☐	☐
b. Improved academic achievement	☐	☐	☐	☐	☐
c. Improved academic achievement in math and/or science............................	☐	☐	☐	☐	☐
d. Improved academic achievement in social studies...	☐	☐	☐	☐	☐
e. Higher levels of active student participation in instructional activities..	☐	☐	☐	☐	☐
f. Higher student attendance	☐	☐	☐	☐	☐
g. Improved student positive attitudes toward learning and school	☐	☐	☐	☐	☐
h. Increased student interaction and communication with peers...................	☐	☐	☐	☐	☐
i. Enhanced parent and family engagement in student's learning........	☐	☐	☐	☐	☐
j. Increased student engagement in learning activities outside of school	☐	☐	☐	☐	☐
k. Other (*Specify:* _____)	☐	☐	☐	☐	☐

19. In the current school year, to what extent do **schools** in your district have the following resources? *(Check one in each row.) RQ: 5 (5.3)*

Type of resource	No schools	Some schools	Most schools	All schools
a. One or more desktop computers for student use in each classroom	☐	☐	☐	☐
b. A desktop computer for the teacher's use in every classroom	☐	☐	☐	☐
c. Interactive whiteboards for each classroom	☐	☐	☐	☐
d. A document camera or LCD digital projector for each classroom	☐	☐	☐	☐
e. A tablet or laptop provided to teachers for their own use...	☐	☐	☐	☐
f. Tablets, laptops, or other mobile devices on carts	☐	☐	☐	☐
g. One-to-one tablets or laptops available to students for use in school...	☐	☐	☐	☐
h. One-to-one tablets or laptops provided to students for 24/7 use, in school and at home...................................	☐	☐	☐	☐
i. Computer lab(s)	☐	☐	☐	☐
j. Bring-your-own devices used.	☐	☐	☐	☐
k. Staff to resolve computer hardware/software issues	☐	☐	☐	☐
l. Sufficient high-speed Internet capacity for many simultaneous DLR users...	☐	☐	☐	☐
m. Other (*Specify:* _____)	☐	☐	☐	☐

20. Does your district track the following as indicators of effectiveness of Digital Learning Resources (DLRs) for **students in general education classes**? For **English learner (EL) students** specifically? (*Check yes or no for students overall and for EL students specifically in each row.*) *RQ 6 (6.1)*

Measure	For DLR use with students in *general education* Yes	No	For DLR use with *EL students specifically* Yes	No
a. Student performance on English language proficiency tests.....	☐	☐	☐	☐
b. Student grades on report cards....................................	☐	☐	☐	☐
c. Student progression on reading book levels.............................	☐	☐	☐	☐
d. Student scores on in-class assessments.....................................	☐	☐	☐	☐
e. Student scores on district assessments	☐	☐	☐	☐
f. Student scores on state assessments..	☐	☐	☐	☐
g. Student attendance	☐	☐	☐	☐
h. Student credits toward graduation earned	☐	☐	☐	☐
i. Other (*Specify:* _____)	☐	☐	☐	☐

21. What is the availability of onsite school technology support staff in your district? (*Check one in each column. Provide your best estimate.*) *RQ: 5 (5.3)*

School level	Our district has full-time tech support staff at each school	1–4 schools share a full-time tech support staff	5 or more schools share a full-time tech support staff	No school-based tech support staff
a. High school	☐	☐	☐	☐
b. Middle school	☐	☐	☐	☐
c. Elementary school	☐	☐	☐	☐

22. Please list up to two Digital Learning Resources (DLRs) that your district provides for use in instructing *English learner (EL) students*. *RQ: 2 (2.2)*

    a. DLR name: _____

        Source or publisher (if known): _____

        Purpose for use of this DLR in your district:_____

        _____

        _____

    b. DLR name: _____

        Source or publisher (if known): _____

        Purpose for use of this DLR in your district:_____

        _____

        _____

23. 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 your district to more effectively instruct and support **English learner (EL) students?** *RQ: 7 (7.1, 7.4) (Provide your comments below.)*

_____

_____

_____

_____

_____

Thank you!