



**Supporting English Learners through
Technology: What Districts and
Teachers Say about Digital Learning
Resources for English Learners
Volume II: Technical Appendices**

Supporting English Learners through Technology: What Districts and Teachers Say about Digital Learning Resources for English Learners

Volume II: Technical Appendices

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Appendix A. Methodology

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Appendix A. Methodology

Data Sources

Data collection included district and teacher surveys and six case studies:

The **district survey** obtained information on the technology and student background context of the district and information related to the use of digital learning resources (DLRs). The data on use of DLRs addressed sources for identifying DLRs, criteria for selecting DLRs, the types of DLRs used, measures used to assess effectiveness of the district's DLR use, professional development (PD) provided to teachers on DLR use, other supports for use of DLRs for instruction, and factors identified as barriers to DLR use in the district.

The **teacher survey** obtained information on teachers' background and experience, their students taught, and practices in identifying, selecting and using DLRs with their students. Teachers also provided information on professional development and other supports for DLR use, on factors that were barriers to their DLR use, their perspectives on DLR outcomes, and measures they used to assess the effectiveness of their students' DLR use.

Both surveys consisted primarily of closed-ended items but included a small number of open-ended items to elicit examples of specific DLRs used and comments on gaps and needs related to DLRs.

Study staff conducted **six district case studies** that included interviews with district and school staff, DLR demonstrations, and classroom observations. Key district personnel, including the director of curriculum and instruction, the director of EL services and the director of technology participated in interviews. At each school, the principal, instructional or technology coaches and EL services coordinators (where those positions existed), and three to five teachers of EL students, including both mainstream teachers of ELs and EL specialists, participated in interviews. Teacher interviews also included a DLR demonstration when teachers indicated they used technology for instruction, and in each site, the study team conducted observations in one to two classrooms.

District and Teacher Survey Samples

District Sample

The sample design for the district survey was a nationally representative stratified random sample of 999 school districts that served at least one EL student, as identified in the 2013–14 National Center of Education Statistics (NCES) Common Core of Data (CCD) Local Education Agency Universe File. Districts were identified into one of three strata for level of EL-student representation (Exhibit A-1) using the following criteria:

- **High-EL** districts enrolled more than 1,000 EL students and the percentage of EL students in the district was 10 percent or more of the total student population.
- **Moderate EL** districts enrolled either between 101 and 1,000 EL students, or more than 1,000 EL students with the EL students comprising less than 10 percent of the total student enrollment.
- **Low-EL** districts included all districts that enrolled 100 or fewer EL students.

Exhibit A-1. U.S. public school districts 2013–14 that enrolled EL students: number of districts, percentage of districts, number of EL students, and total number of students enrolled, in three categories of EL student representation

Category	Number of districts	Percentage of districts	Number of EL students	Total number of students
High-EL districts	624	6	3,045,683	14,233,565
Moderate-EL districts	2,645	24	1,251,274	20,624,534
Low-EL districts	7,700	70	178,929	15,500,218
Total	10,969	100	4,475,886	50,358,317

Exhibit reads: There were 624 high-EL districts, representing 6 percent of U.S. public school districts that enrolled EL students in 2013–14, with 3,045,683 EL students and 14,233,565 total students enrolled.

Source: 2013–14 National Center for Education Statistics (NCES) Common Core of Data (CCD) Local Education Agency Universe file.

The sample consisted of 333 districts in each of the three strata. The use of strata with equal sample sizes is the most efficient design for making comparisons among the strata, helps to ensure that key subgroups are adequately represented in the sample, and improves the sampling precision for selected subgroup estimates. As a result, both high-EL districts and moderate-EL districts were oversampled relative to their frequency among all public school districts. For example, if all districts were sampled with equal probability, then only 57 high-EL districts would be selected, too small a number to provide reliable estimates and support comparisons with low-EL districts.

Among the sampled districts, 28 were ineligible, leaving an effective sample of 971: three districts merged with other districts and were no longer independent entities, and 25 districts did not have EL students in the study year. A total of 767 districts provided valid responses, for a final response rate of 79 percent. Response rates by strata were: high-EL districts, 81 percent; moderate-EL districts, 80 percent; and low-EL districts, 76 percent.

Teacher Sample

The teacher sample included a probability sample and a supplemental sample of teachers who taught at least one EL student in the 2016–17 school year. The teachers of EL students in the sample included mainstream (general education) teachers and EL specialists.

Mainstream teachers included general education teachers whose primary responsibility was instruction of students in a school’s main grade-level classroom or content area class that was not structured as solely focused on specialized instruction for EL students, and who instructed one or more EL students within that setting. Thus, mainstream teachers could include self-contained classroom teachers, or, in a departmentalized program, teachers of academic content classes designed for the general student population which also included EL students.

EL specialists included those who taught English as a Second Language (ESL), bilingual or dual language immersion programs, sheltered instructional classrooms, newcomer classes, or other specialized support for EL students.

There was not always a clear distinction between mainstream teachers and EL specialists. Thirty-two percent of those teachers who were identified by their schools or districts as EL specialists described their own primary teaching responsibility as being a mainstream teacher. There was greater clarity in the other direction, with 99 percent of mainstream teachers describing themselves as having mainstream teaching as their primary responsibility. One possible explanation for these findings is that, in schools with small EL populations, teachers who were designated as EL specialists may still have spent most of their time teaching mainstream classes. Collectively, these EL specialists constituted only 5 percent of all of those who identified themselves as mainstream teachers. However, statistics in this report for EL specialists actually include a substantial number who have multiple perspectives since they are not only EL specialists but also mainstream teachers.

The initial probability sample for the teacher survey was drawn in three stages:

- In the first stage, a subsample of 743 districts was randomly selected within strata from the 999 districts selected for the district survey. Each sampled district was asked to provide a list of schools indicating the number of EL students for each school or indicating which schools enrolled one or more EL students. The study obtained a total of 537 lists of schools (174 from state databases) with EL-student enrollment data.
- In the second stage, the grade level of the school to be sampled (elementary or secondary) was randomly determined, and then one school was randomly selected from the schools at that grade level that enrolled EL students, using a probability proportionate to size based on the number of students. Later in data collection, one school within each grade level was sampled. A total of 736 schools were selected and each selected school was asked to provide a list of teachers who taught one or more EL students.
- In the third stage, in each sampled school that provided the list of teachers (163 schools), between two and six teachers were randomly selected from the total number of EL teachers by teacher type. Initially, one mainstream teacher and one EL specialist were selected from each school that provided the teacher list. After difficulties arose in obtaining lists of teachers from schools, the number of teachers selected was increased to six per school (if six were available), ideally seeking an equal balance between mainstream teachers and EL specialists, but otherwise sampling all eligible teachers in the group with less than three, and all remaining teachers from the remaining group. A total of 593 teachers were selected in the third stage, and 332 (56 percent) of these sampled teachers completed the teacher survey.

As noted above, the study faced difficulties in obtaining lists of teachers with non-response for many apparently due to school or district privacy concerns or policies against releasing names, or because the schools and/or districts had difficulty identifying which teachers had EL students in their classes. Given these difficulties and the short timeframe remaining for data collection, the study team modified the sampling protocol for the teacher survey in the following ways to create a supplemental sample.

- The principals of 492 schools that had not provided lists (and had not directly refused to participate) were asked to distribute teacher survey packets to up to six teachers of EL

students, including mainstream teachers and EL specialists where both instructed EL students in the school.

- A total of 2,952 teacher packets were sent to schools for potential teacher respondents. From this supplemental sample, 374 teachers from 127 schools provided responses. Following are the key differences between this supplemental sample and the original planned sample.
 - a. The number of teachers to be selected (up to six) was more than originally planned, but consistent with the number used in later stages of data collection for the teachers selected in the probability sampling.
 - b. Without having a teacher list from the school, the total number of eligible teachers at the school was unknown. This complicated both the weighting process and the calculation of response rates. That is, unless six responses were received from a school, it was not clear whether (1) the school did not have six teachers involved in teaching EL students, (2) the principals had failed to distribute all of the questionnaires even though a sufficient number of teachers were eligible, and/or (3) some teachers failed to respond after being given a questionnaire.
 - c. The principal became responsible for the sampling, and may have chosen teachers using a nonrandom process that may have produced a different mix of teachers that might be biased in some ways.

Taken together, there were a total of 717 survey responses received; 11 indicated that they no longer instructed EL students, leaving 706 respondents. The 706 eligible respondents constituted 59 percent of the 1,200 teachers that were the original goal for the teacher sample. Note that while the principal-selected sample constituted 53 percent of the respondents (unweighted), they formed 28 percent of the weighted number of teachers, lessening their impact on the overall results from what might be expected based on their unweighted numbers. Using weighted statistics, the principal-selected sample provided 23 percent of the EL specialists and 26 percent of the mainstream teachers, along with some who were unidentified by teacher type, constituting 4 percent of the total weighted number of teachers.

A later section of this appendix examines the implications of using the supplemental sample. However, to examine the implications it is best to use weighted data: One of the purposes of weighting is to adjust for differences in response rates (as well as differences in selection probabilities), and a key question is whether the weighting helped to adjust for any biases. Thus, this section first discusses the weighting of the sample.

Weighting and Estimation

The study produced district-level and teacher-level analysis and replicate weights. The analysis weights for the district survey data were created through a two-step process: creation of base weights and adjustments for nonresponse. Base weights were computed as the inverse of the probability of selection of the sample district within the stratum. These weights were adjusted to account for nonresponse that took into account the sampling stratum and census region.

The general goal of the teacher weighting process was to mitigate sources of error from the survey, such as nonresponse. The teacher weights for the original sample were created sequentially based on the three stages of sample selection of the teacher sample, adjusted for nonresponse at the district, school, and teacher level. The district nonresponse adjusted weight was used as the initial weight for the school

weight. Separate school weights were then calculated based on the school type (i.e., elementary or secondary). Lastly, a teacher weight was created for all sampled teachers who completed the teacher survey, based on the selection of the type of teacher (i.e., mainstream teachers or EL specialists).

As mentioned before, the teacher sampling protocol was modified to include a supplemental sample of teachers. In these schools, up to six teacher surveys could have been distributed and completed. For weighting purposes, it assumed that these teacher surveys were a simple random sample of the mainstream and EL specialists in the school. (This assumption is investigated later in this appendix.) The weights for mainstream teachers in these schools were created in a similar way as the weights for the mainstream teachers in the probability sample. However, for the supplemental sample, the actual number of eligible teachers and the number of surveys distributed to teachers were unknown, since the schools did not provide a list of teachers and the principals did not provide data on either the number of eligible teachers or the number of surveys they distributed. Thus, it was necessary to estimate the numbers for each school. The weights for the mainstream teachers in the supplemental sample were based on the estimated average number of mainstream teachers per school by sampling stratum and census region based on the probability sample, and the school nonresponse adjusted weight. Similarly, the EL specialist weight was computed based on the estimate of the average number of EL specialists per school by sampling stratum and census region based on the EL specialists in the probability sample.

To properly reflect the complex features of the sample design, standard errors of the survey-based estimates were calculated using jackknife replication. Using the full sample weights and the replicate weights, estimates of any survey statistic and their standard errors could be calculated for the items from the district and teacher surveys. Weighted estimates from the district survey data are nationally representative. The next section discusses the degree to which the teacher data are nationally representative.

Implications of the Use of a Supplemental Sample

In order to get an acceptable number of responses and to include schools that refused to or were unable to provide teacher lists for sampling, for 492 schools the principals were asked to distribute teacher survey packets without directing the principals to specific teachers. Because the principals chose the teachers to be surveyed, it is possible that the principals intentionally or unintentionally created bias by selecting certain types of teachers more frequently than would be expected by chance.¹ Potential sources of bias include the following.

- **Picking teachers with positive experiences.** When conducting evaluations, there is a potential that a school will want to create a positive impression, so that a principal might select teachers who would give the most favorable views. This was not an evaluation, and principals had no reason to expect rewards or punishments based on teachers' responses. Still, it is worthwhile to look for signs of positive bias.

¹The term "bias" is used here in a statistical sense, describing whether the teacher sample differed in systematic ways from a sample that would have been selected by chance. It is not meant to suggest that principals purposely selected some teachers in preference to others.

- **Picking teachers who are tech-savvy.** A principal might think the study would be aided by hearing from the teachers best qualified to discuss DLRs, or that tech-savvy teachers would be the most inclined to complete the surveys without complaint. Such a bias could result in over-reporting the level of use of DLRs, and under-reporting the burdens faced.
- **Picking teachers who are especially focused on EL students.** Principals might think that teachers with a strong EL focus would be better qualified or more interested in completing the survey. Also, at a school where the data were not organized to easily identify which mainstream teachers had EL students, it may have been easier to select EL specialists or mainstream teachers with substantial numbers of EL students than to investigate who else might be involved.

At the same time, some countervailing factors may help to limit the extent of bias.

- **Similarities among teachers at the same school.** From a sampling perspective, it is better to select a small number of teachers per school across many schools than to select the same number of teachers at fewer schools: The data within individual schools are likely to be correlated, and the observations are not truly independent. For this reason, augmenting the sample by increasing the number of teachers per school (the number of mainstream teachers to be selected per school was increased during data collection from two teachers to up to six teachers) was not as helpful as it would have been to select more schools (which would have been impractical). However, when randomization of the sample is compromised, the correlations among teachers within a school may have some benefits: The presence of correlations among teachers at the same school may lessen the extent to which a different selection of teachers would produce different results.
- **Small number of eligible teachers.** Particularly at small schools or schools with small EL student populations, there may be only one EL specialist and/or few mainstream teachers involved in teaching ELs. For such schools, there may be little or no difference between the sample that a principal produced and one that would be created through randomization. Indeed, among the 163 schools that provided teacher lists used for sampling, 16 had six eligible teachers or fewer. (Unfortunately, since no lists of eligible teachers were available for the schools where principals distributed surveys, there are no direct data on whether receiving a small number of teacher responses is a result of there being few eligible teachers, or whether there was a low response rate at those schools.)

To determine whether and what kinds of biases might have been introduced by the addition of the supplemental sample, the teacher characteristics and patterns of responses were compared across both samples. It is the weighted statistics that are most important since (1) these are the statistics used in this report, and (2) it is only the weighted statistics that are designed to be nationally representative. Still, selected unweighted statistics are also provided in Exhibit A-2 to provide information about the degree to which weighting helped to overcome biases that otherwise might have appeared. Following is a summary of the results (Exhibit A-2).

Exhibit A-2. Comparison of original sample with supplemental sample in terms of district and teacher characteristics and behaviors

District or teacher characteristics	Unweighted		Weighted	
	Original sample	Supplement	Original sample	Supplement
EL student representation				
High-EL	29.8	35.8	41.9	39.6
Moderate-EL	40.1	38.8	37.8	43.4
Low-EL	30.1	25.4	20.3	17.1
Teacher type				
Mainstream	58.1	70.6*	87.3	77.4
EL	41.9	24.9*	12.7	9.9
Unknown	0.0	4.5	0	12.7
Primary teaching responsibility				
Mainstream, general education classroom	70.9	67.5	89.9	77.4*
Bilingual or dual-language classroom	8.4	7.0	2.3	2.3
Sheltered instruction program for ELs	2.7	2.4	1.2	6.3
English as a second language (ESL)	10.8	14.2	3.7	6.0
Other	6.7	8.9	3.3	8.5
Subject area taught				
Language arts	56.3	65.5*	45.7	64.9*
Math	46.7	63.1*	44.5	66.6*
Science	42.2	55.6*	36.2	52.5
Social studies/social science	41.3	57.8*	45.5	53.6
ESL/English language	38.3	36.6	13.8	28.4*
Level of comfort in using DLRs				
Not comfortable	10.3	10.8	9.0	8.3
Somewhat comfortable	55.9	45.7*	45.5	48.6
Very comfortable	33.8	43.5*	45.4	43.2
Mean number of:				
DLRs used daily			2.7	1.9
DLRs used daily or weekly			5.5	4.4
Professional supports reported as extremely helpful			2.6	1.0
Informal supports reported as extremely helpful			1.1	1.0
Number of barriers to using DLRs to a large extent			2.3	2.7
Number of positive outcomes that strongly agreed DLRs contributed to			3.6	2.0*

Exhibit reads: In the unweighted data, high-EL districts represented 29.8 percent of the original sample and 35.8 percent of the supplemental sample; in the weighted data, high-EL districts represented 41.9 percent of the original sample and 39.6 percent of the supplemental sample.

* Statistically significant difference at 0.05 level between respondents to original sample and respondents to supplemental sample.

Source: Responses to teacher survey items 2, 3, 14, 23, 31, 32, 35, and 36.

- **Teacher type.** Unweighted, a greater proportion of teachers in the supplemental sample were mainstream teachers than in the probability sample (71 percent versus 58 percent). An overrepresentation of mainstream teachers could be predicted based on the sampling approach, since some schools in the original sample had only two teachers sampled (one mainstream teacher and one EL specialist), while the enlarged sample of six per school was more likely to over-represent mainstream teachers, given that mainstream teachers outnumber EL specialists. With weighting, the relationship was reversed and the difference was no longer statistically significant (87 percent were mainstream teachers in the original sample versus 77 percent that were mainstream teachers in the supplemental sample, with 13 percent of the supplemental sample having an unknown teacher type), indicating that the weighting process compensated for the bias towards selecting mainstream teachers.
- **Primary teaching responsibility (based on question 2 in the teacher questionnaire).** Parallel to the results for teacher type, a greater proportion of respondents from the original sample were mainstream teachers (90 percent, weighted) than in the supplemental sample (77 percent), but unlike for teacher type this difference is statistically significant. One potential explanation for this difference is that, to the extent that it was difficult for schools to identify which teachers taught EL students, principals may often have turned to those teachers who were most easily identified as working with EL students, thus selecting EL specialists more often than might be expected.
- **Subject areas taught.** Weighted, teachers in the supplemental sample were more likely than those in the original sample to teach language arts (65 percent versus 46 percent), mathematics (67 percent versus 45 percent), and English as a second language or English language development (28 percent versus 14 percent).
- **Factors showing no bias.** No significant differences appeared between the original probability sample and the supplemental samples on the following factors: EL concentration in the district, the number of language groups among the EL students taught, the level of oral and literacy skills among the EL students taught, the certifications held, the highest degree held, whether the teacher was in the first year of teaching, the extent of use of the EL students' language(s), the type of technology-related training received, the level of confidence in instructing EL students, the number of years of instructing EL students, the number of years of using DLRs, and whether they used DLRs in instructing EL students.
- **Frequency of various practices and opinions.** To a very slight extent, teachers in the original sample made more use of DLRs and expressed somewhat more positive opinions; however, the difference of opinions was only statistically significant for one measure: Teachers in the original sample strongly agreed that DLRs made a positive contribution on more outcomes than did teachers in the supplemental sample.

In sum, across a wide variety of measures, the differences between teachers in the original sample and teachers in the supplemental sample were small and statistically insignificant. The significant differences that appeared were that teachers in the supplemental sample were somewhat less likely to be mainstream teachers, and strongly agreed on fewer items that DLRs helped contribute to positive outcomes. These two findings may be interrelated: Mainstream teachers identified somewhat more positive contributions to outcomes than did EL specialists (a mean of 3.4 versus a mean of 2.1), a finding much like that when comparing teachers in the original sample with those in the supplemental sample (3.6 versus 2.0). Thus, there may have been some tendency for principals to pick those teachers who were easiest to identify as teachers of ELs, creating a slight bias in that direction. For analyses that are

based on comparing mainstream teachers with EL specialists, the possible oversampling of EL specialists should not make any difference since the two groups are examined separately. When overall statistics are examined, to a small degree the results may over-represent the responses of EL specialists; on the other hand, the number of mainstream teachers so greatly exceeded the number of EL specialists (constituting 84 percent of the weighted total) that EL specialists had little influence on the overall statistics.

Thus, the use of a supplemental sample might have introduced a small bias toward oversampling EL specialists, but any impact on the findings seems likely to be minor. To be conservative, one should still view the teacher survey results as preliminary and as not having the same level of accuracy as the district survey, but there is no evidence of any serious bias having been introduced by the sampling approach.

Analysis of Survey Data

The survey data were weighted to adjust for the probability of selection and nonresponse. Unless specified otherwise, all statistics in this report are based on weighted data, and are based on the valid (i.e., non-missing) responses to each item. Statements of comparison (e.g., that mainstream teachers were more likely to give a certain response than EL specialists) are reported only if the difference was statistically significant at $p < .05$. The statistical tests used were either independent t-tests or, when the comparisons were not across independent groups, chi-square tests. Some exhibits present a large number of comparisons (up to 15), increasing the chance that a comparison might appear significant by chance. To adjust for the risk of multiple comparisons, Bonferroni corrections were applied. These adjustments are conservative depending on how one chooses to define the “family” of related comparisons. The corrections applied in the analysis considered all comparisons for an item (up to 15) as related comparisons, a conservative decision. The Bonferroni correction may sometimes be considered overly conservative; however, a limited test of an alternative approach, the Benjamini-Hochberg correction, produced similar results.

To summarize the survey findings more compactly, and to better focus on the primary findings, this report sometimes uses composite variables that combine multiple responses into a single response (Exhibit A-3). These composite variables were created in two ways.

- If the purpose of the composite variable was to measure whether something was provided and, say, three different items were combined, then a positive response to any of the three items was sufficient to record the broader category as receiving a positive response. The same code was given regardless of the number of positive responses.
- If the purpose of the composite variable was to measure the frequency of use of a type of DLR, then the frequency of the most-used DLR type was recorded. For example, if any component received a response of weekly or daily, then the entire category is considered to have been used on a weekly or daily basis. This measure is conservative, only counting a DLR as having been frequently used if the responses definitively indicate it was frequently used. It is possible that if three different components were reported as used on roughly a monthly basis, then collectively they might have been used on a weekly basis.

- The district and the teacher surveys included open-ended items on DLRs used and recommendations to improve the usefulness of DLRs for use in instructing EL students. The study team tallied the number of DLRs used. Responses that provided recommendations were reviewed to identify initial codes; researchers applied the initial codes, expanding and refining them through an iterative process. Paired researchers separately coded a subset of responses, met to discuss any differences in the codes and to reach consensus, and reviewed and finalized codes. As a final step, researchers summarized and reviewed the coded responses to identify key themes in district and teacher recommendations.

Exhibit A-3. Composite variables used to summarize responses across multiple survey items

Questionnaire	Item	Label	Combined variable	Exhibits where used
District	9a/10a	Tutorials on basic English language	Language tutorials/practice	11, 12, C-9
	9b/10b	Tutorials on language/literacy		
	9e/10e	Practice on language/literacy		
District	9c/10c	Tutorials on math/science	Academic tutorials/practice	11, 12, C-9
	9d/10d	Tutorials on social studies		
	9f/10f	Practice on math/science/social studies		
District	9g/10g	Simulations or dynamic modeling tools	Simulations/virtual worlds	11, 12, C-9
	9h/10h	Virtual worlds to build academic skills		
Teacher	23a	Tutorials on basic English language	Language tutorials/practice	17, C-12
	23b	Tutorials on language/literacy		
	23d	Practice on language/literacy		
Teacher	23c	Tutorials on math/science/other academic areas	Academic tutorials/practice	17, C-12
	23e	Practice on math/science/other academic content		
Teacher	23f	Simulations or dynamic modeling tools	Simulations/virtual worlds	17, C-12
	23g	Virtual worlds to build academic skills		

Exhibit reads: District survey items 9a/10a (Tutorials on basic English language) 9b/10b (Tutorials on language and literacy), and 9e/10e (Practice on language and literacy) were combined to create the composite variable Language tutorials or practice, which is shown in Exhibits 11, 12, and C-9.

Source: District survey items 9 and 10; teacher survey item 23.

Case Study Sample

The research team identified a purposive sample of six school districts, including two districts from each EL-representation stratification category (high, moderate, and low). The process for identifying the case study districts and the key variables taken into consideration were:

- Randomly selected 36 school districts from the subsample of districts selected for the first stage of the teacher survey, drawing 12 districts from each EL-student representation category.
- Identified 4–6 candidate districts in each district category based on general criteria such as locale and region. Additional districts were randomly drawn to expand the set of districts considered when the initial sets did not include the range of characteristics desired for the purposive sample.
- Identified the final six case study districts to provide two districts from each of the three district categories of EL-student representation, while also purposively selecting to include a range of district characteristics. The final six districts varied in characteristics of the EL student population (home language and number of students) EL program types, urbanicity (based on the U.S. Department of Census geographic locale codes), geographic region, and districts with and without a stated technology plan.

In each district, the site visit included two schools, one elementary and one secondary, for a total of 12 schools across the six school districts. There were a total of 65 interviews conducted, including 17 with district administrators and 48 with school administrators and teachers. Thirty-two of the interviewed teachers provided a demonstration of a DLR they commonly used, and the project team conducted 18 classroom observations.

Analysis of Case Study Data

Once each district visit was complete, the site visitors drafted district-level case study reports, which were based on data from the district interviews and two sets of school-level interviews, DLR demonstrations, observations, and relevant documents. All recorded interviews were transcribed and detailed notes were provided for interviews that were not transcribed. (Three interviews were not transcribed due to technical issues with the audio.) The transcriptions and notes were coded using qualitative analysis software (Dedoose). Researchers identified codes relevant for addressing each research question, and applied these initial codes. They expanded and refined these codes through an iterative process in which emerging themes were identified, and coding and analysis continued until no additional themes emerged. The researchers discussed key themes emerging within individual sites, and examined dimensions of similarity and variation across districts and across types of respondents.

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Appendix B. District Contexts and Teacher Background

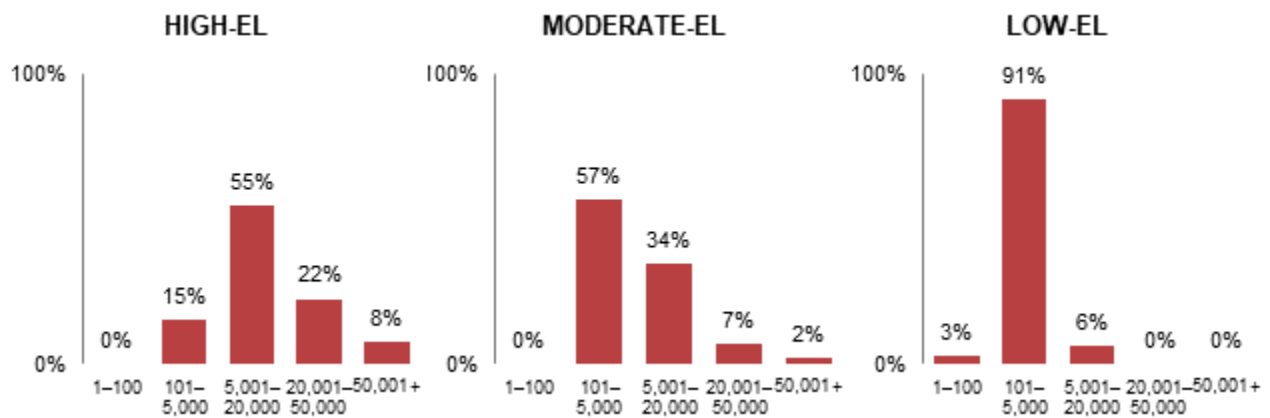
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Districts: Total Student Population and EL Student Enrollment

Districts in high-, moderate-, and low-EL categories varied in the size of the total student enrollments. Almost all (94 percent) low-EL districts reported total student enrollments of 5,000 or fewer. The majority of high-EL and moderate-EL districts had enrollments of over 5,000 (85 percent and 43 percent, respectively).

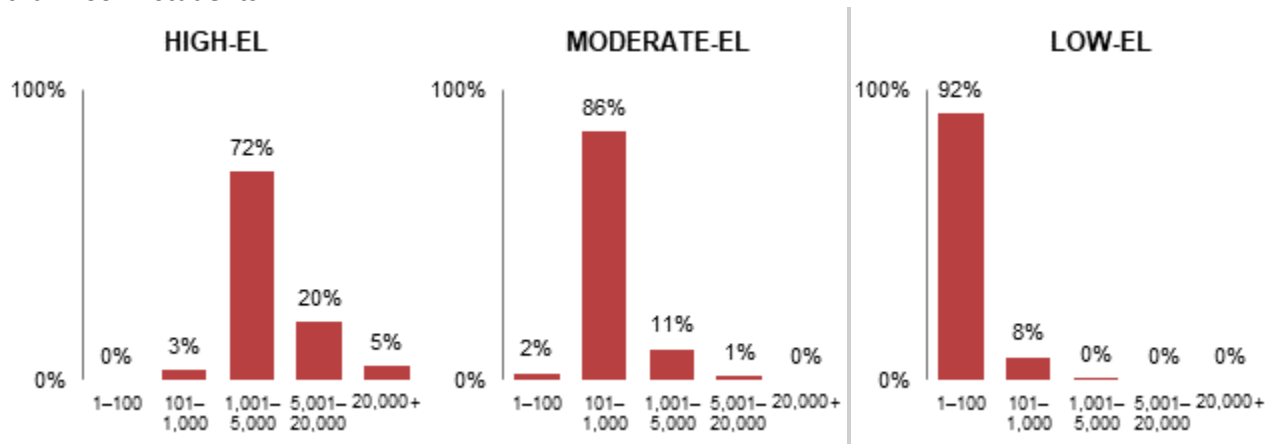
Districts also reported on the number of EL students enrolled.

Thirty percent of high-EL districts had total student enrollments of more than 20,000 students.



Source: District survey, item 1 (n = 269 high-EL districts, 265 moderate-EL districts, and 233 low-EL districts).

Almost all low-EL districts enrolled 100 or fewer EL students; however, about 8 percent included more than 100 EL students.



Source: District survey, item 3 (n = 261 high-EL districts, 261 moderate-EL districts, and 230 low-EL districts).

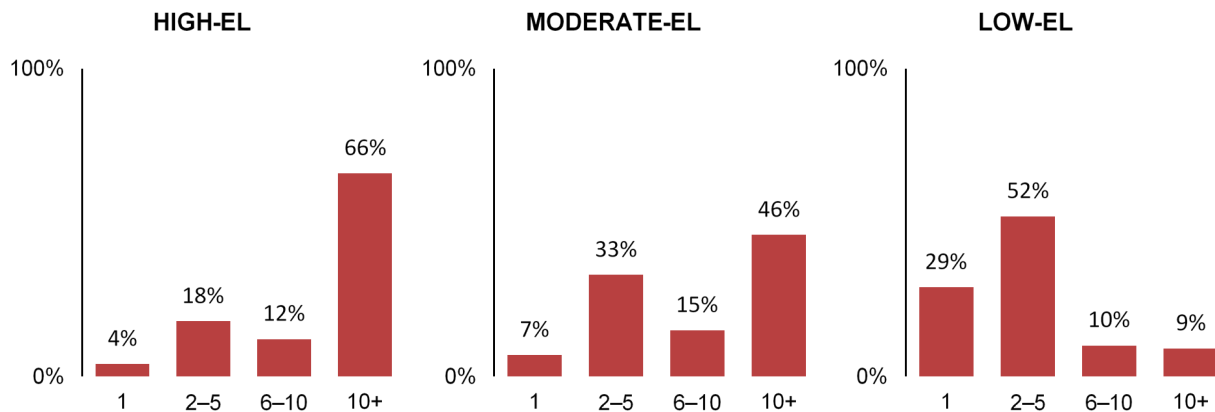
Districts: EL Student Population

Almost all districts (96 percent) have enrolled EL students for more than five years, and more than three quarters (77 percent) reported offering English as a second language (ESL) instruction.

Districts responded to various questions regarding their EL student population, including questions on the number of language groups represented in their district, the most common languages of their EL students, and the backgrounds of EL students they enrolled.

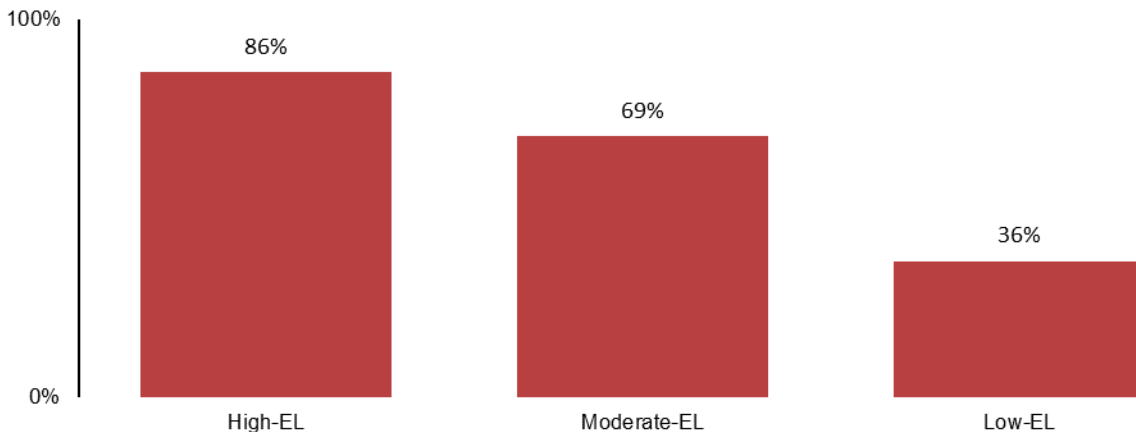
Across districts, the most common language background of EL students was Spanish.

More than 60 percent of high-EL districts reported having 10 or more language groups represented in their district.



Source: District survey, item 4 (n = 263 high-EL districts, 261 moderate-EL districts, and 232 low-EL districts).

Most high-EL districts reported having EL students that include refugees and other immigrants who arrived in the United States within the past five years.

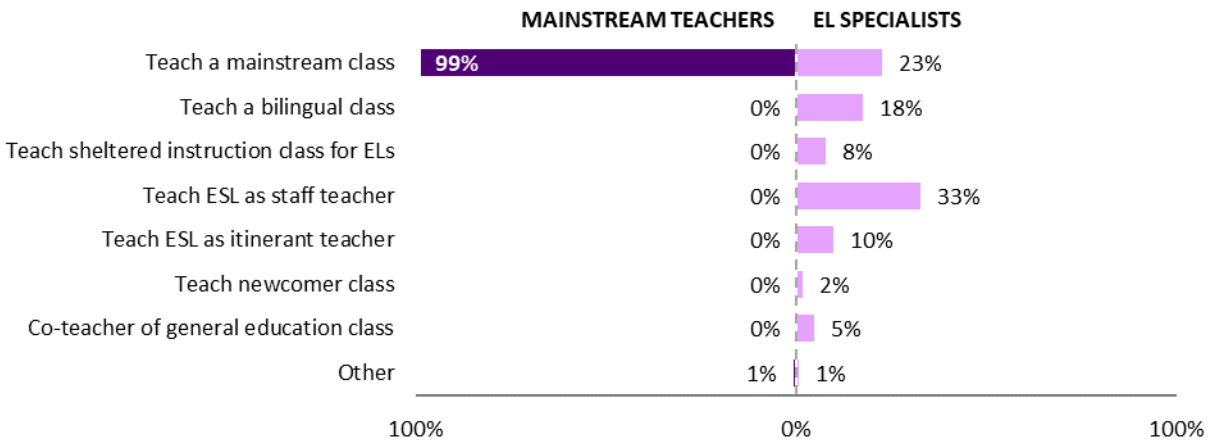


Source: District survey, item 6 (n = 263 high-EL districts, 262 moderate-EL districts, and 231 low-EL districts).

Teachers: Roles and Responsibilities

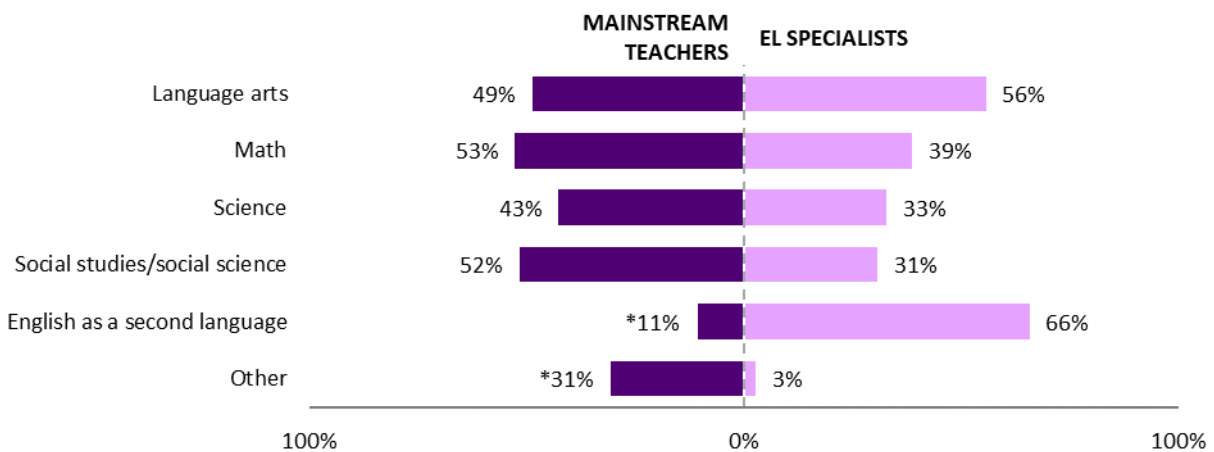
Teachers provided information on their primary roles and the subject areas they taught. Data from the survey reveal that mainstream teachers and EL specialists differed in both their primary roles and the subject areas they taught.

Mainstream teachers and EL specialists differed in terms of their primary roles. Almost all of the mainstream teachers taught a mainstream class, while the primary roles of EL specialists varied.



Source: Teacher survey, item 2 ($n = 456$ mainstream teachers and 229 EL specialists).

EL specialists more commonly reported that they taught language arts and English as a second language, while mainstream teachers more commonly reported teaching math and social studies or social science.

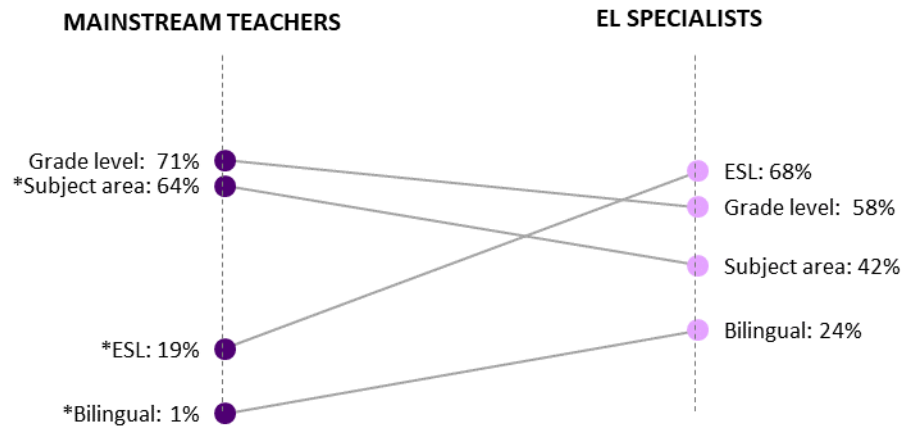


* Percentage for mainstream teachers is statistically different from percentage for EL specialists ($p < .05$).
 Notes: Percentages add to greater than 100 percent since teachers may teach more than one subject area.
 Source: Teacher survey, item 3 ($n = 457$ mainstream teachers and 232 EL specialists).

Teachers: Professional Certifications and Education

We also asked teachers about their professional certifications and level of education. The survey data show that certifications for mainstream teachers and EL specialists differed.

EL specialists were, as expected, much more likely to hold ESL certification and bilingual certifications than mainstream teachers. In contrast, EL specialists were less likely to hold grade level and subject area certifications.

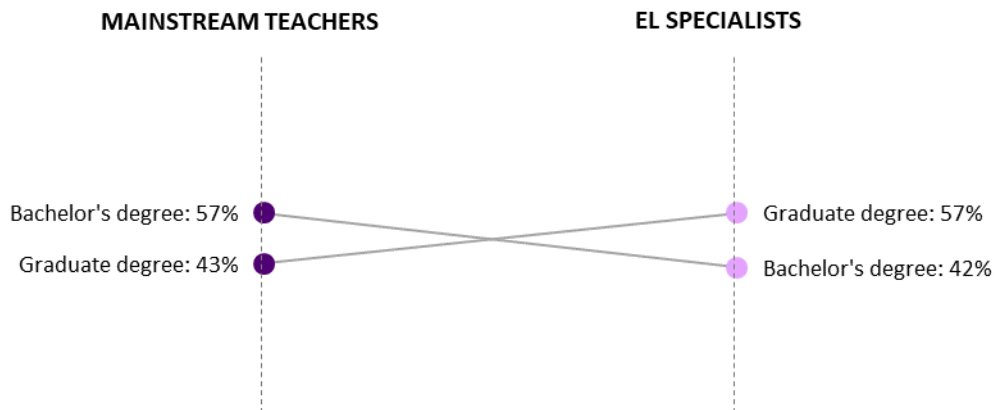


* Percentage for mainstream teachers is statistically different from percentage for EL specialists ($p < .05$).

Notes: Percentages add to more than 100 percent since teachers may hold more than one type of certification.

Source: Teacher survey, item 8 ($n = 456$ mainstream teachers and 231 EL specialists).

The majority of mainstream teachers reported having a bachelor's degree. The majority of EL specialists reported having completed a graduate degree – either a master's degree or doctoral degree.

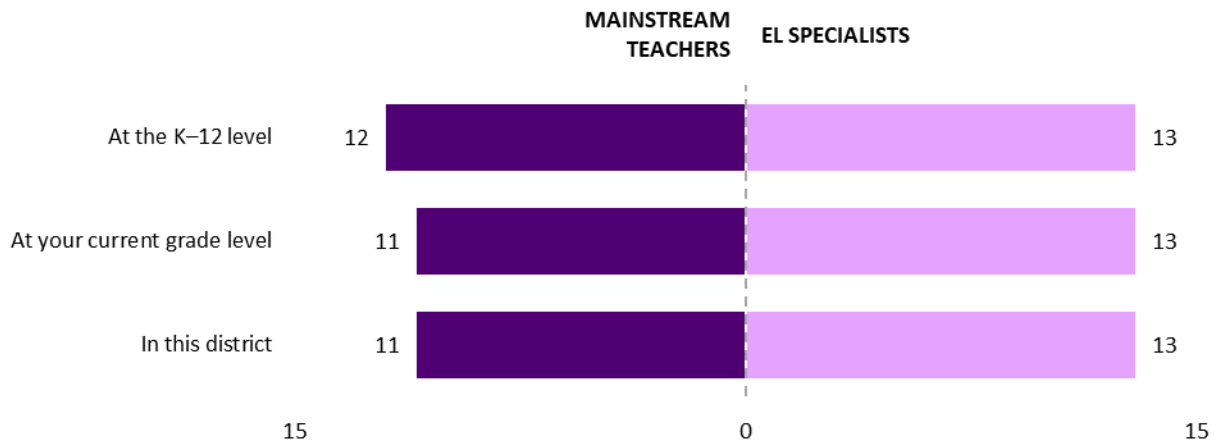


Source: Teacher survey, item 9 ($n = 456$ mainstream teachers and 231 EL specialists).

Teachers: Teaching Experience

Both mainstream and EL specialists reported on their teaching experience and, more specifically, their experience in teaching EL students. EL specialists were more likely to have taught EL students for a greater number of years than mainstream teachers.

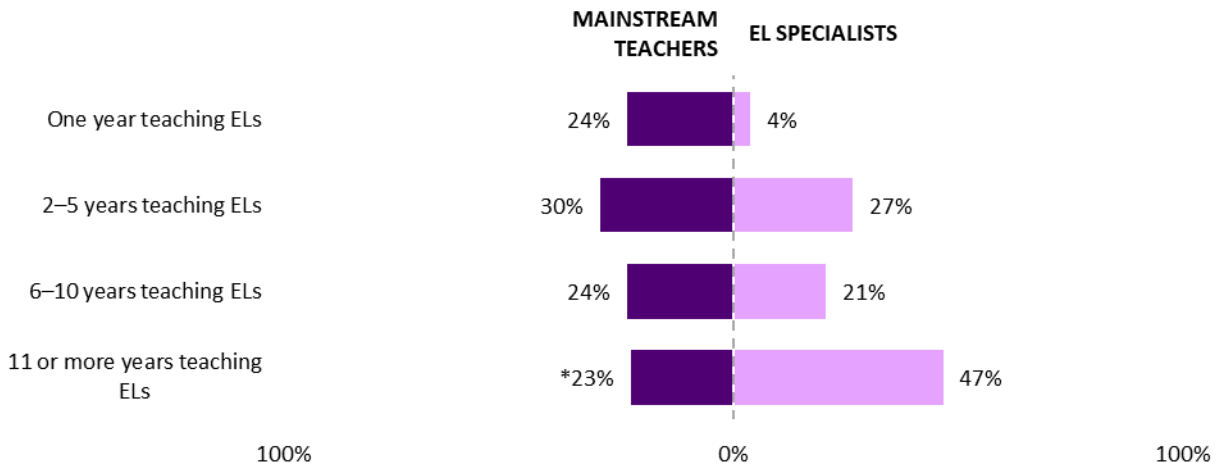
Mainstream teachers and EL specialists reported smaller mean numbers of years teaching at the K–12 level, at their current grade level, and in their district.



Notes: Estimates are based on teachers who indicated 2016–17 was not their first year of teaching. None of the subgroup differences is statistically significant.

Source: Teacher survey, item 11 ($n = 407$ mainstream teachers and 213 EL specialists).

EL specialists reported more years of experience in instructing EL students than mainstream teachers. Nearly 70 percent reported having taught EL students for six or more years.



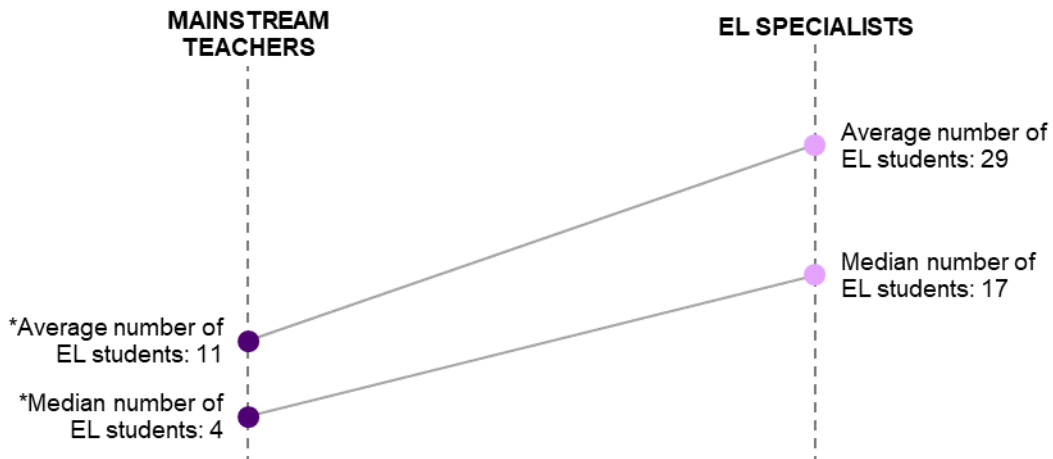
*Percentage for mainstream teachers is statistically different from percentage for EL specialists ($p < .05$).

Source: Teacher survey, item 17 ($n = 454$ mainstream teachers and 232 EL specialists).

Teachers: Number of EL Students and Confidence in Teaching EL Students

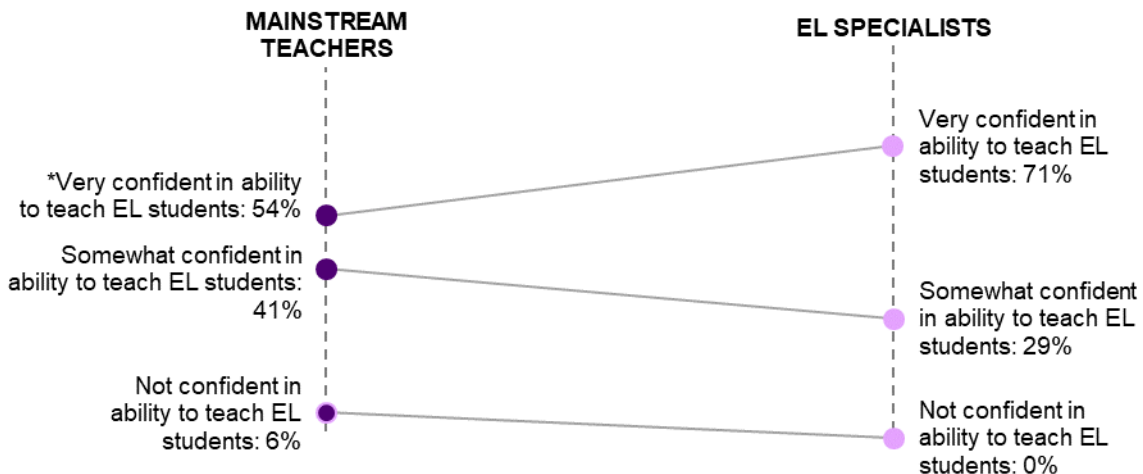
Respondents to the teacher survey also reported on the number of EL students they taught, as well as their level of confidence in their ability to teach EL students. EL specialists reported teaching greater numbers of EL students than mainstream teachers, and had greater confidence in their ability to teach EL students.

On average, EL specialists reported teaching 18 more EL students than mainstream teachers.



* Average or median for mainstream teachers is statistically different from values for EL specialists ($p < .05$).
Source: Teacher survey, item 4 ($n = 433$ mainstream teachers and 229 EL specialists).

EL specialists more frequently reported being very confident in their ability to instruct EL students than mainstream teachers; no EL specialists said they were not confident in their ability to teach EL students.

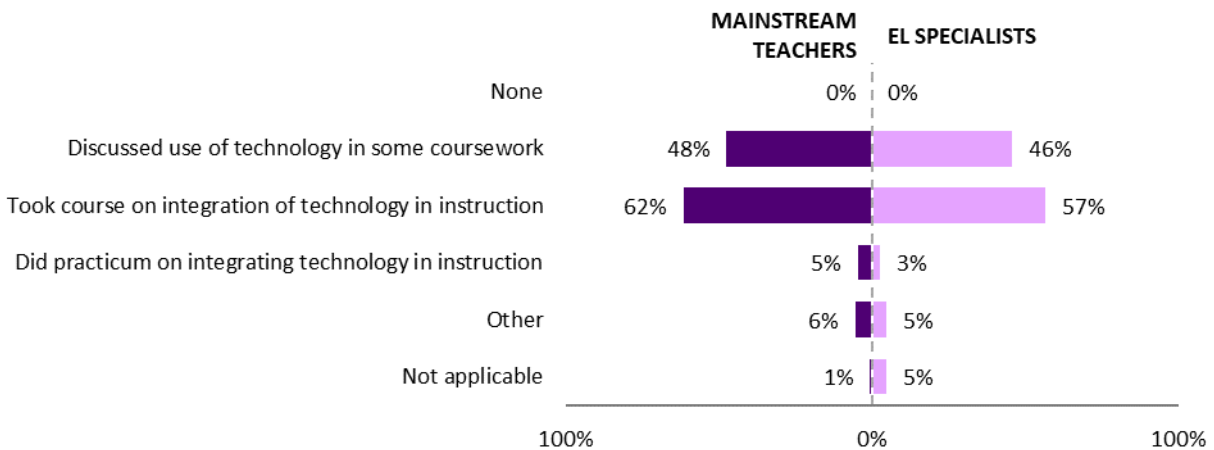


* Percentage for mainstream teachers is statistically different from percentage for EL specialists ($p < .05$).
Source: Teacher survey, item 15 ($n = 455$ mainstream teachers and 230 EL specialists).

Teachers: Technology Training and Level of Comfort in Using DLRs

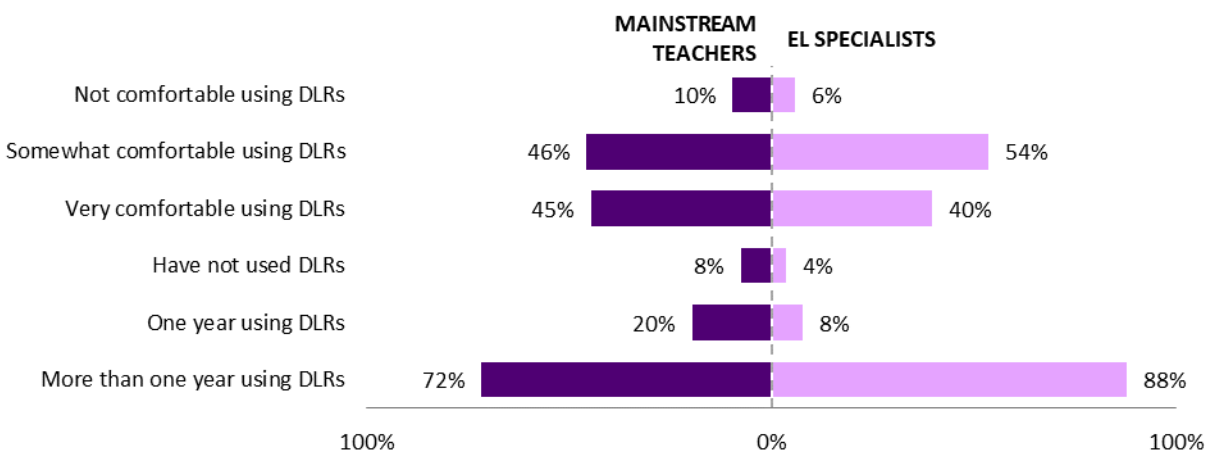
Teachers reported on the type of training received in professional certification coursework related to the use of technology in instruction and on their comfort and experience in using DLRs in instruction. The types of trainings received, level of comfort with DLRs, and experience in using DLRs were similar for both mainstream teachers and EL specialists.

Both mainstream teachers and EL specialists provided similar responses regarding coursework and training received on the use of technology in instruction.



Notes: Responses may total to more than 100 percent since teachers may receive more than one type of training.
Source: Teacher survey, item 13 (*n* = 406 mainstream teachers and 206 EL specialists).

Both mainstream teachers and EL specialists reported similar levels of comfort in using DLRs and the majority of both groups reported having used DLRs in instruction for more than one year.



Source: Teacher survey, items 14 and 18 (*n* = 455 mainstream teachers and 231 EL specialists).

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Appendix C. Supplemental Exhibits

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Exhibit C-1. Sources that teachers reported using sometimes or often to identify DLRs for instructing EL students, by first-year and experienced teachers

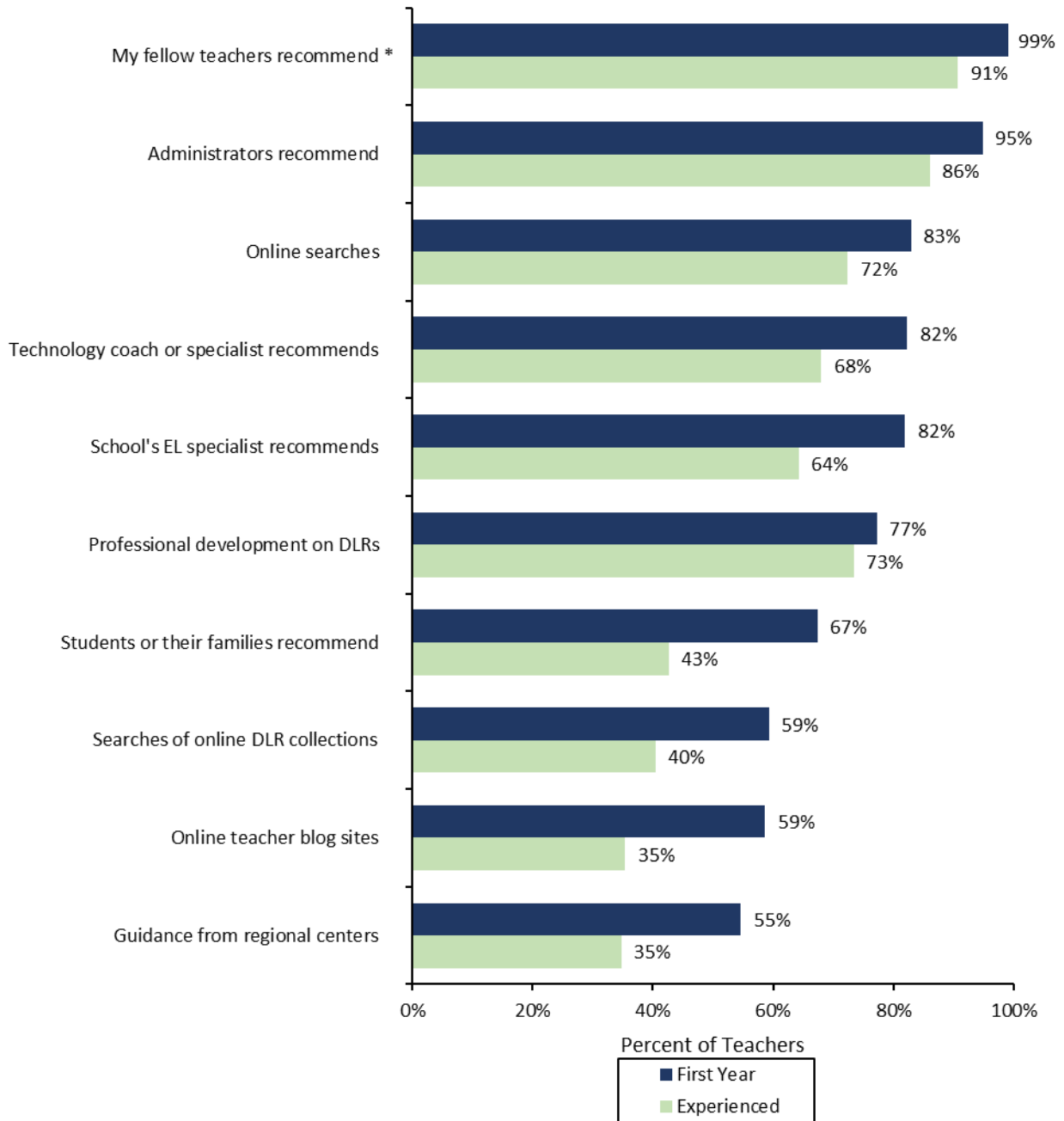


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 99 percent of first-year teachers reported that they used the recommendations of their fellow teachers sometimes or often to identify DLRs for instructing EL students, compared with 91 percent of more experienced teachers. This difference is statistically significant.

* Percentage for first-year teachers is statistically different from percentage for experienced teachers ($p < .05$).
 Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.
 Source: Teacher survey, item 25 ($n = 32$ first-year teachers and 528 experienced teachers).

Exhibit C-2. Criteria that districts reported were very important in selecting DLRs, in high-EL and low-EL districts

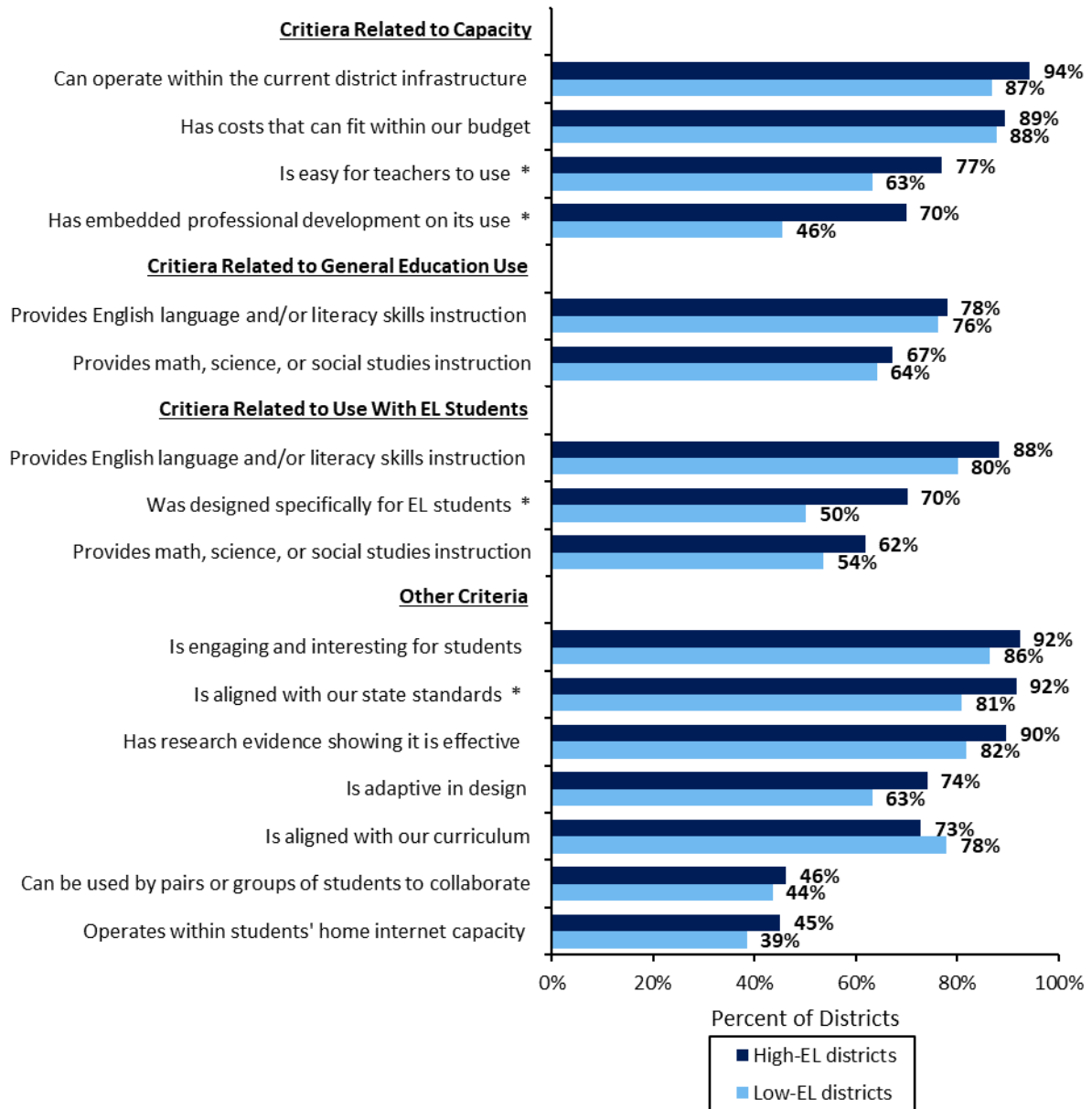


Exhibit reads: Ninety-four percent of high-EL districts reported that whether the DLR can operate within the current district infrastructure is a very important criterion in selecting DLRs, compared with 87 percent of low-EL districts. This difference is not statistically significant.

*Percentage for high-EL districts is statistically different from percentage for low-EL districts ($p < .05$).

Source: District survey, item 12 ($n = 261$ high-EL districts and 227 low-EL districts).

Exhibit C-3. Support features that districts reported were very important in selecting DLRs for instructing EL students, in high-EL and low-EL districts

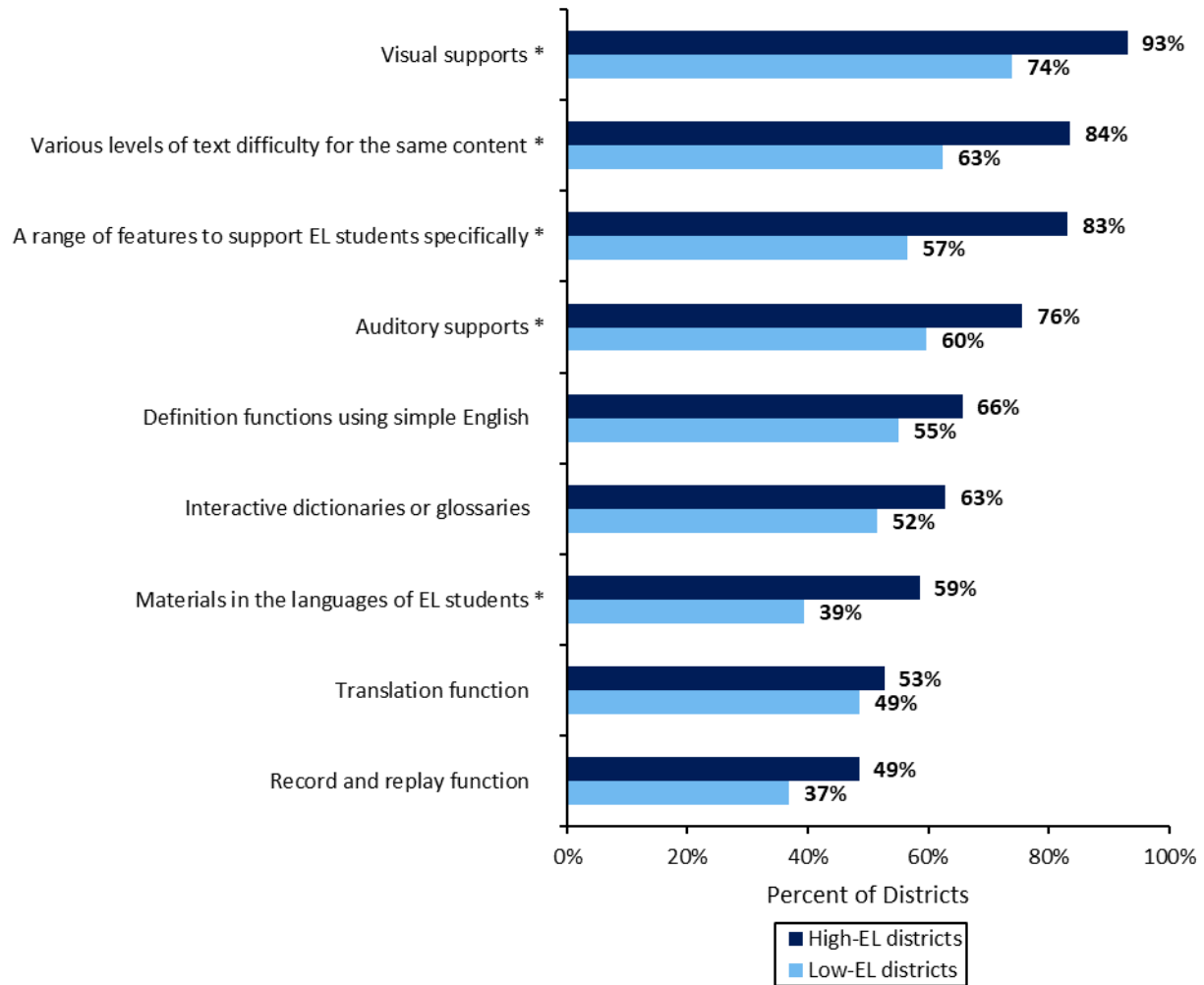


Exhibit reads: Ninety-three percent of high-EL districts reported that whether the DLR provides visual support features to explain or clarify the content and vocabulary is very important to them in selecting DLRs for use with EL students, compared with 74 percent of low-EL districts. This difference is statistically significant.

*Percentage for high-EL districts is statistically different from percentage for low-EL districts ($p < .05$).

Source: District survey, item 13 ($n = 251$ high-EL districts and 224 low-EL districts).

Exhibit C-4. Criteria that teachers reported were very important in selecting DLRs for instructing EL students, by first-year and experienced teachers

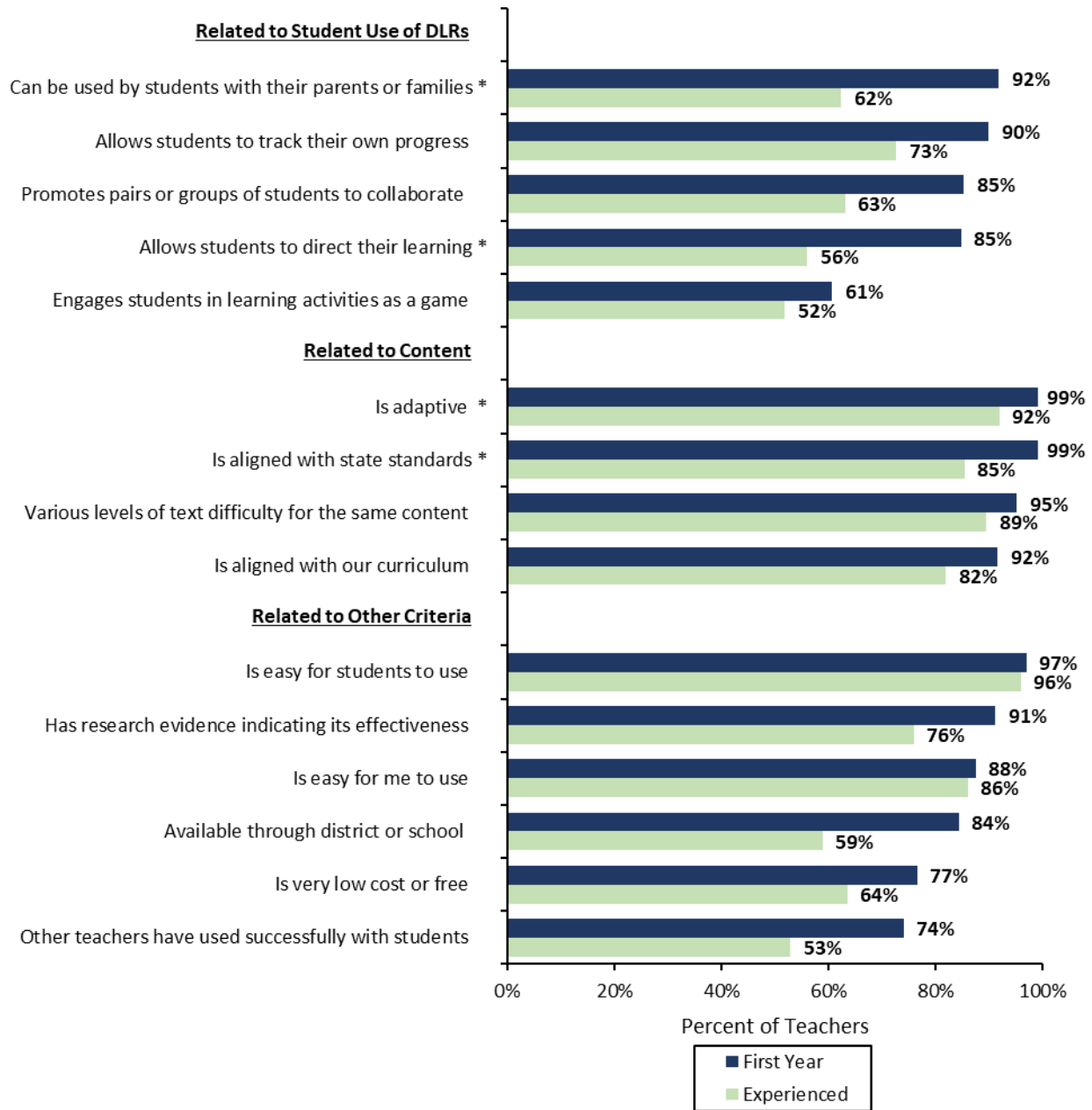


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 92 percent of first-year teachers reported that whether the DLR can be used by students with their parents or families was very important to them in selecting DLRs for EL students, compared with 62 percent of more experienced teachers. This difference is statistically significant.

* Percentage for first-year teachers is statistically different from percentage for experienced teachers ($p < .05$).
 Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.
 Source: Teacher survey, item 26 ($n = 34$ first-year teachers and 526 experienced teachers).

Exhibit C-5. Support features that teachers reported were very important in selecting DLRs for instructing EL students, by type of teacher

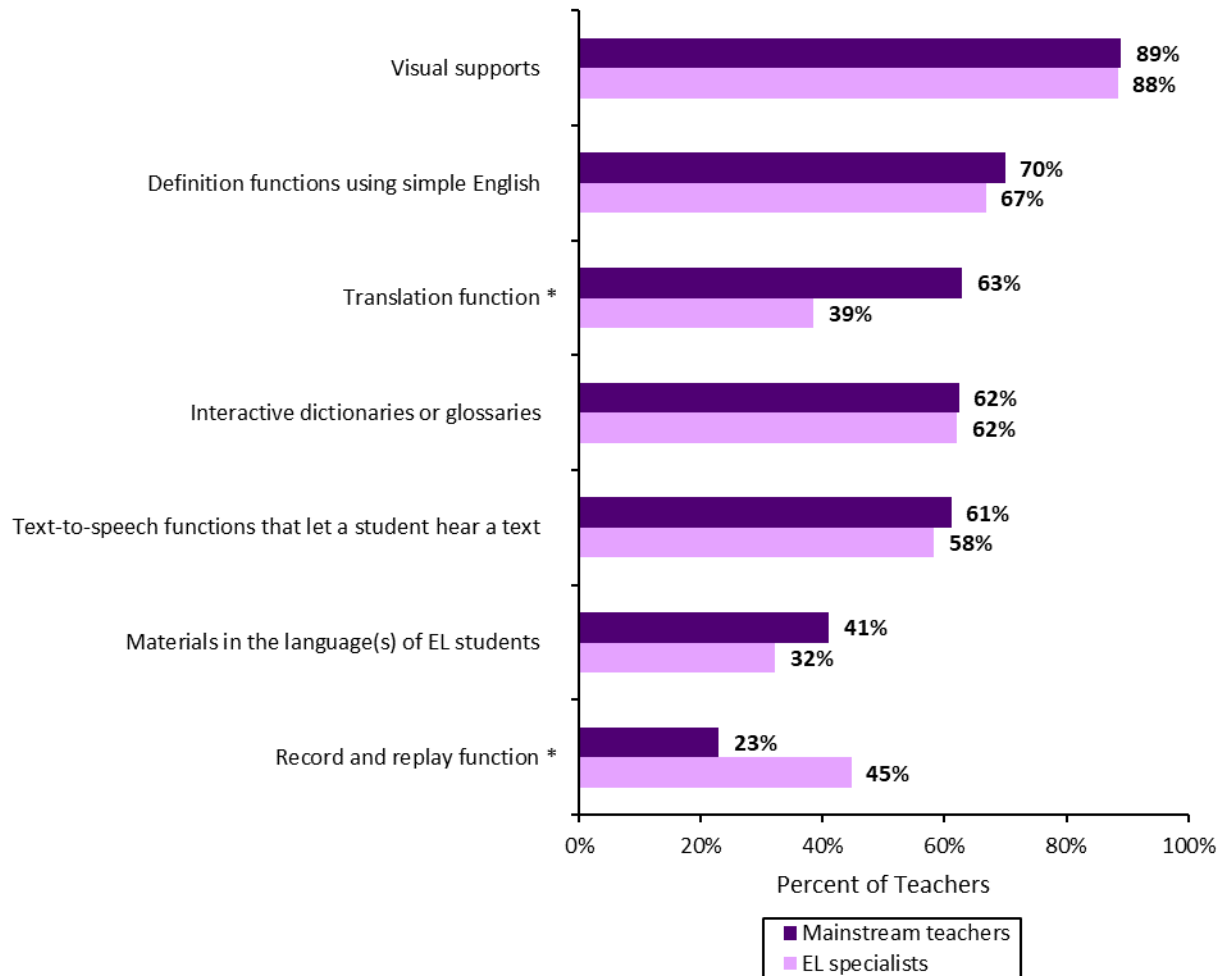


Exhibit reads: Among teachers who reported using DLRs in instructing EL students, 89 percent of mainstream teachers reported that whether the DLR includes visual supports is very important to them in selecting DLRs for EL students, compared with 88 percent of EL specialists. This difference is not statistically significant.

*Percentage for mainstream teachers is statistically different from percentage for EL specialists ($p < .05$).

Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 27 ($n = 352$ mainstream teachers and 205 EL specialists).

Exhibit C-6. Support features that teachers reported were very important in selecting DLRs for instructing EL students, in high-EL and low-EL districts

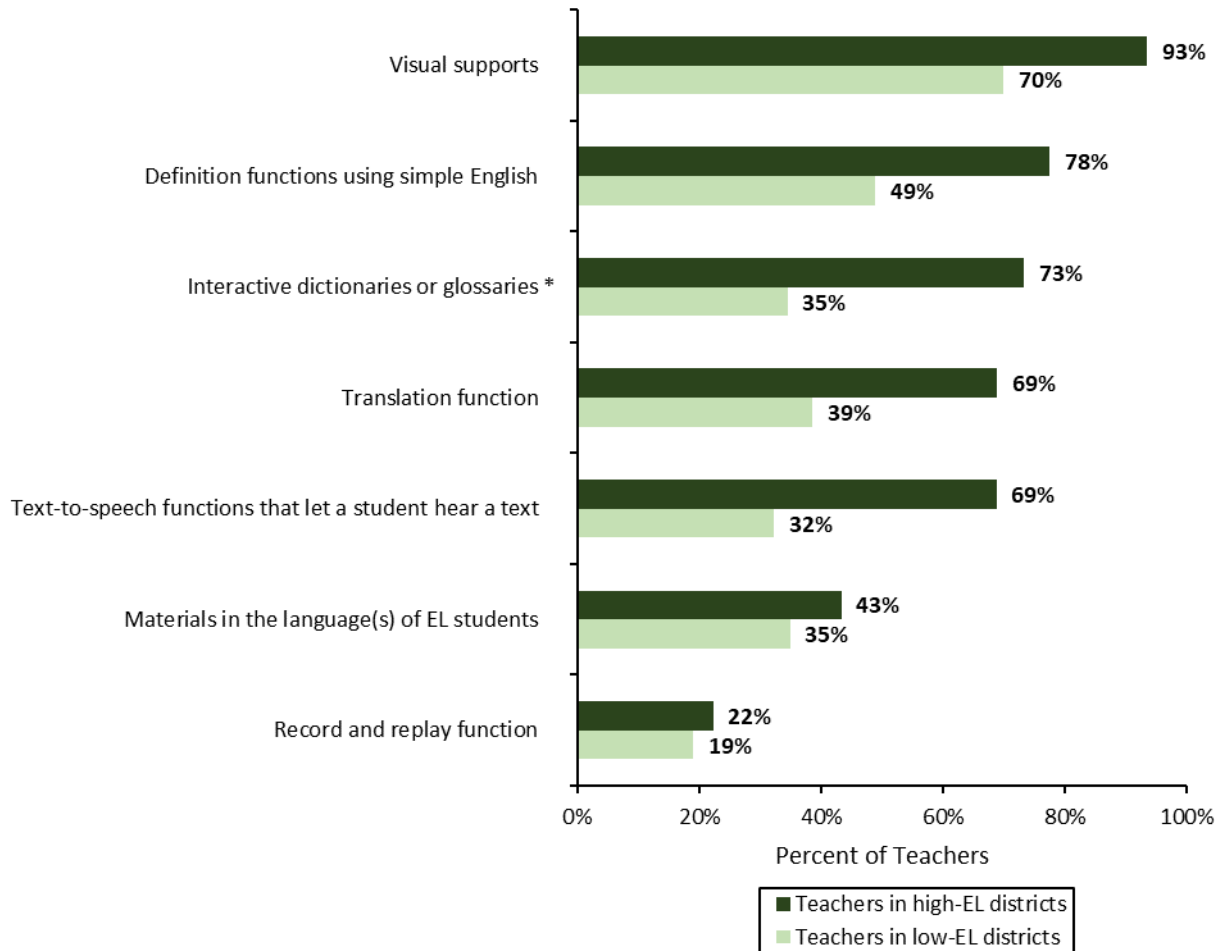


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 93 percent of teachers in high-EL districts reported that whether the DLR includes visual supports was very important to them in selecting DLRs for EL students, compared with 70 percent of teachers in low-EL districts. This district is not statistically significant.

*Percentage for teachers in high-EL district is statistically different from percentage for low-EL district teachers ($p < .05$).

Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 27 ($n = 194$ high-EL district teachers and 144 low-EL district teachers).

Exhibit C-7. Support features that teachers reported were very important in selecting DLRs for instructing EL students, by elementary and secondary teachers

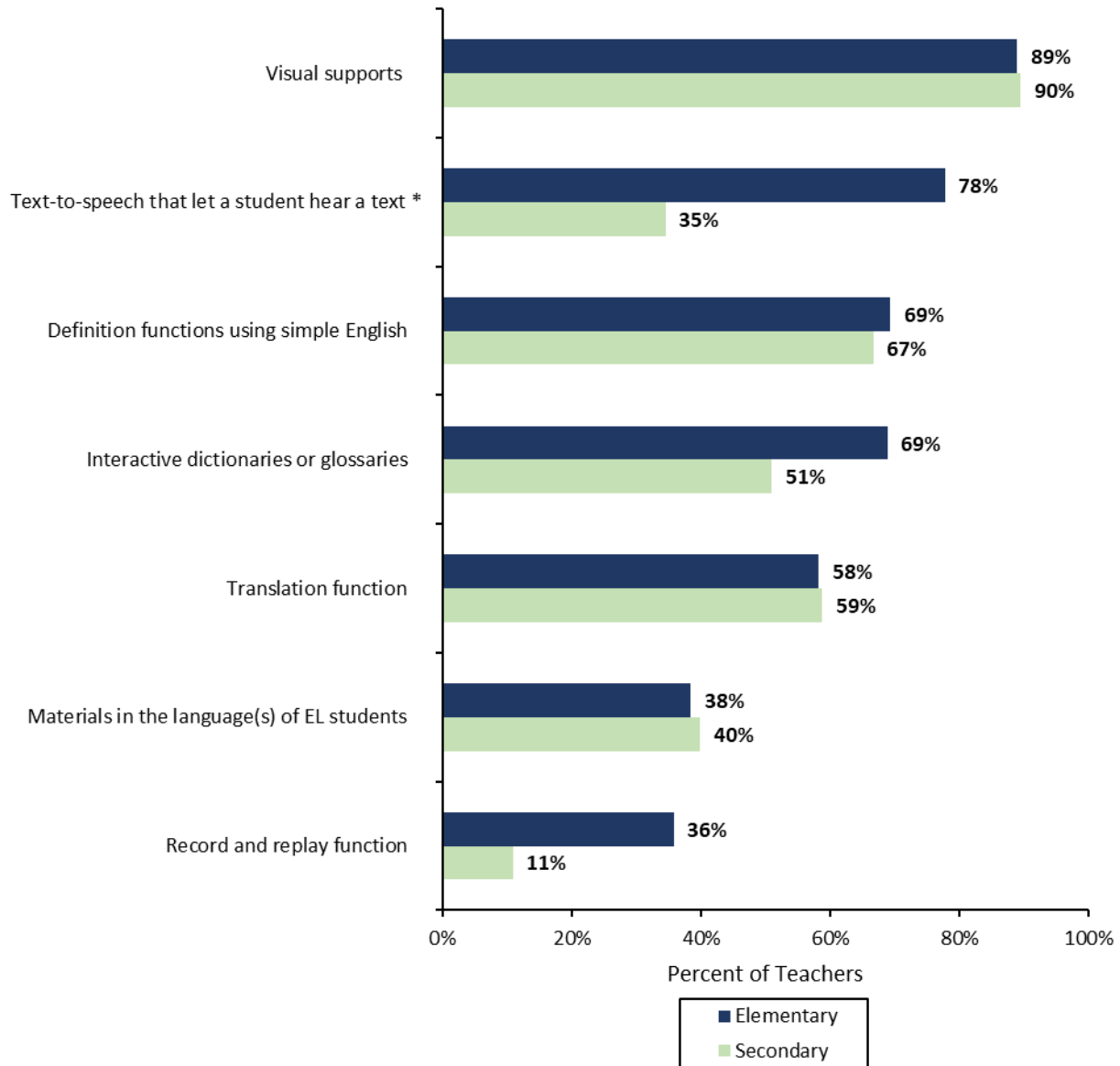


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 89 percent of elementary teachers reported that whether the DLR includes visual supports is very important to them in selecting DLRs for EL students, compared with 90 percent of secondary teachers. This difference is not statistically significant.

* Percentage for elementary teachers is statistically different from percentage for secondary teachers ($p < .05$).

Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 27 ($n = 365$ elementary teachers and 209 secondary teachers).

Exhibit C-8. Support features that teachers reported were very important in selecting DLRs for instructing EL students, by first-year and experienced teachers

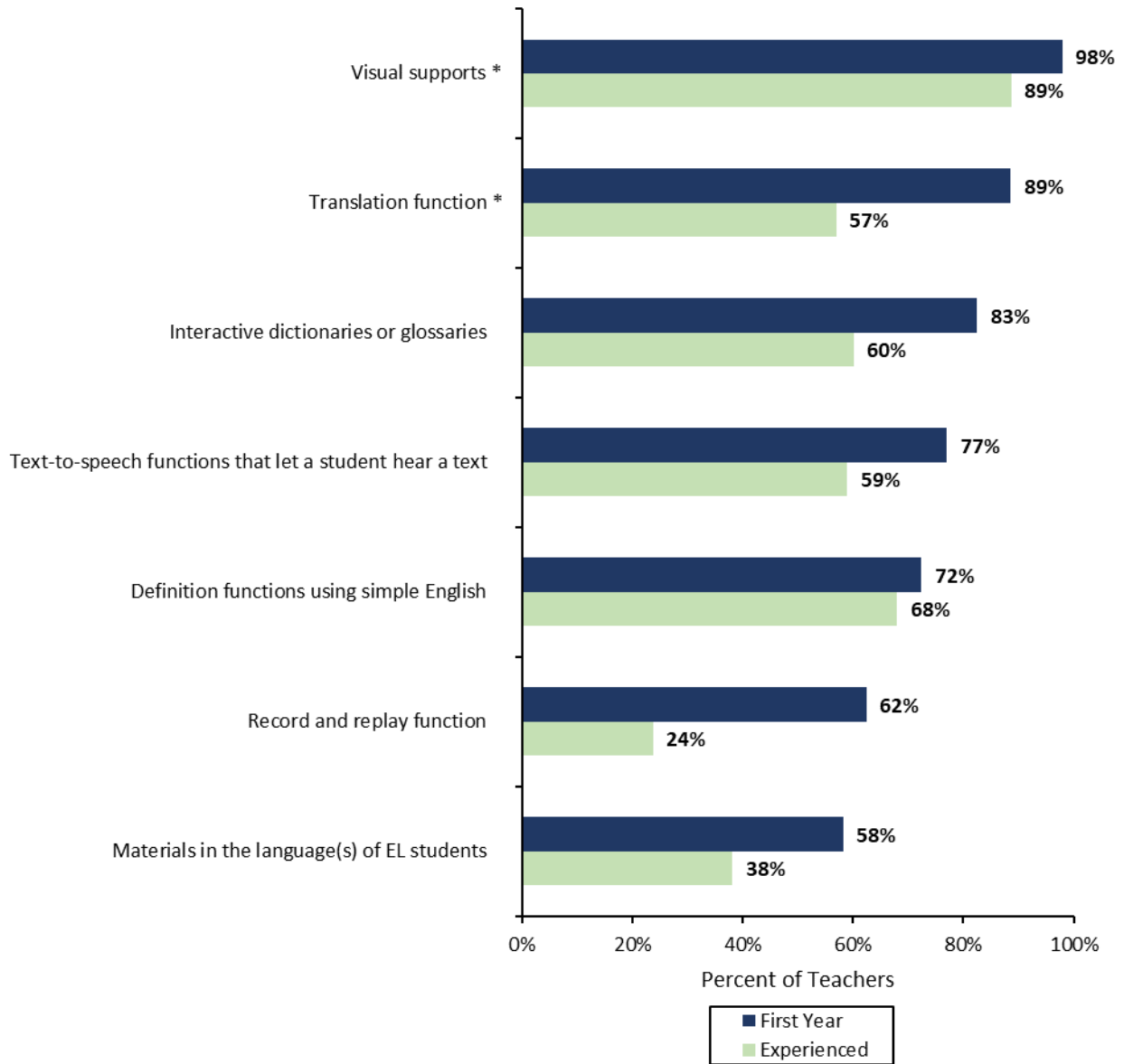


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 98 percent of first-year teachers reported that whether the DLR includes visual supports is very important to them in selecting DLRs for EL students, compared with 89 percent of more experienced teachers. This difference is statistically significant.

* Percentage for first-year teachers is statistically different from percentage for experienced teachers ($p < .05$).

Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 27 ($n = 34$ first-year teachers and 540 experienced teachers).

Exhibit C-9. Percentage of districts reporting that they provided various types of DLRs for EL students, in high-EL and low-EL districts

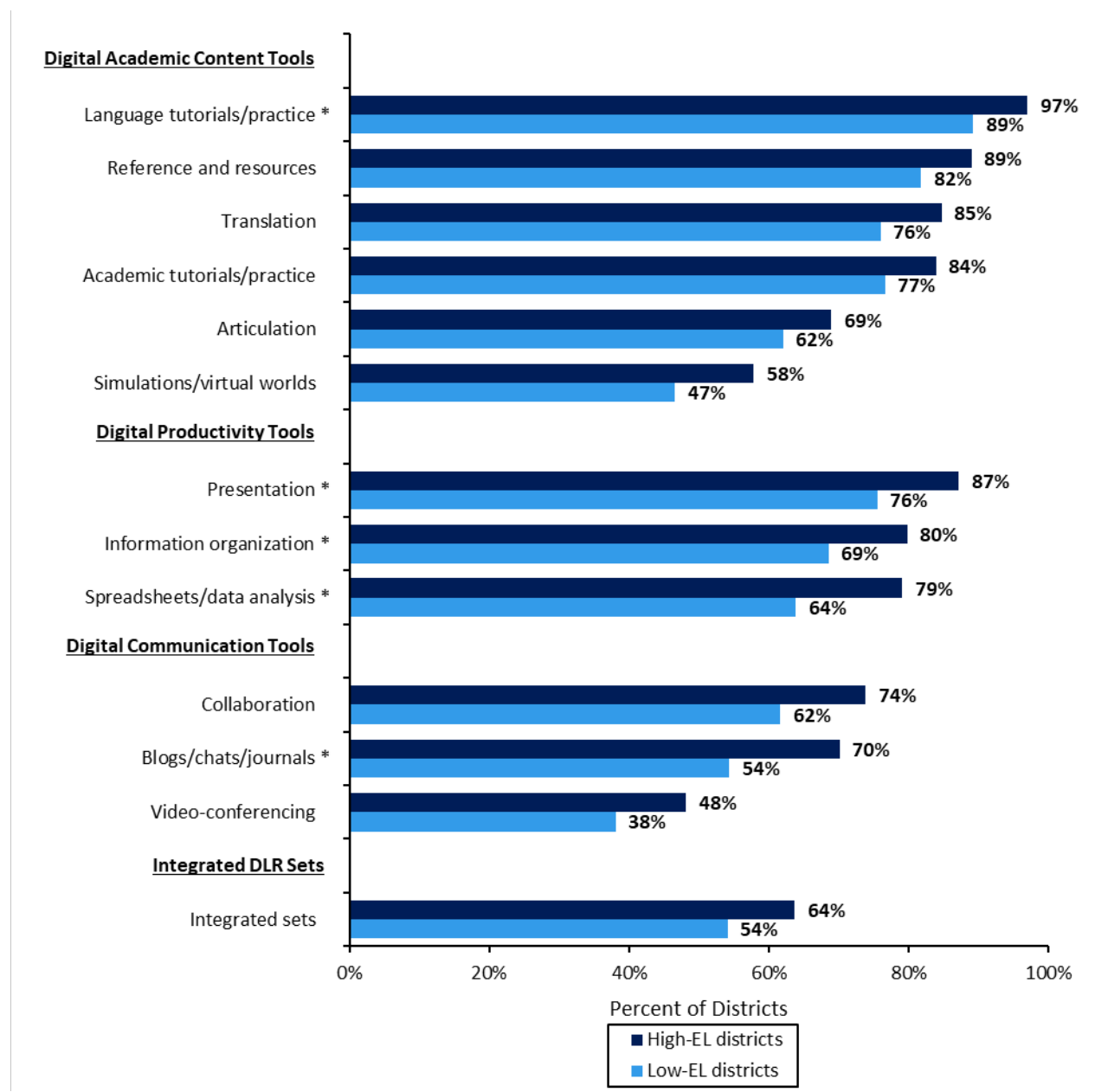


Exhibit reads: Ninety-seven percent of high-EL districts reported providing language tutorials or practice DLRs for EL students, compared with 89 percent of low-EL districts. This difference is statistically significant.

*Percentage for high-EL districts is statistically different from percentage for low-EL districts ($p < .05$).

Source: District survey, item 10 ($n = 259$ high-EL districts and 231 low-EL districts).

Exhibit C-10. Percentage of teachers reporting that their EL students used DLRs weekly or daily, by type of student for whom the DLRs were designed, in high-EL and low-EL districts

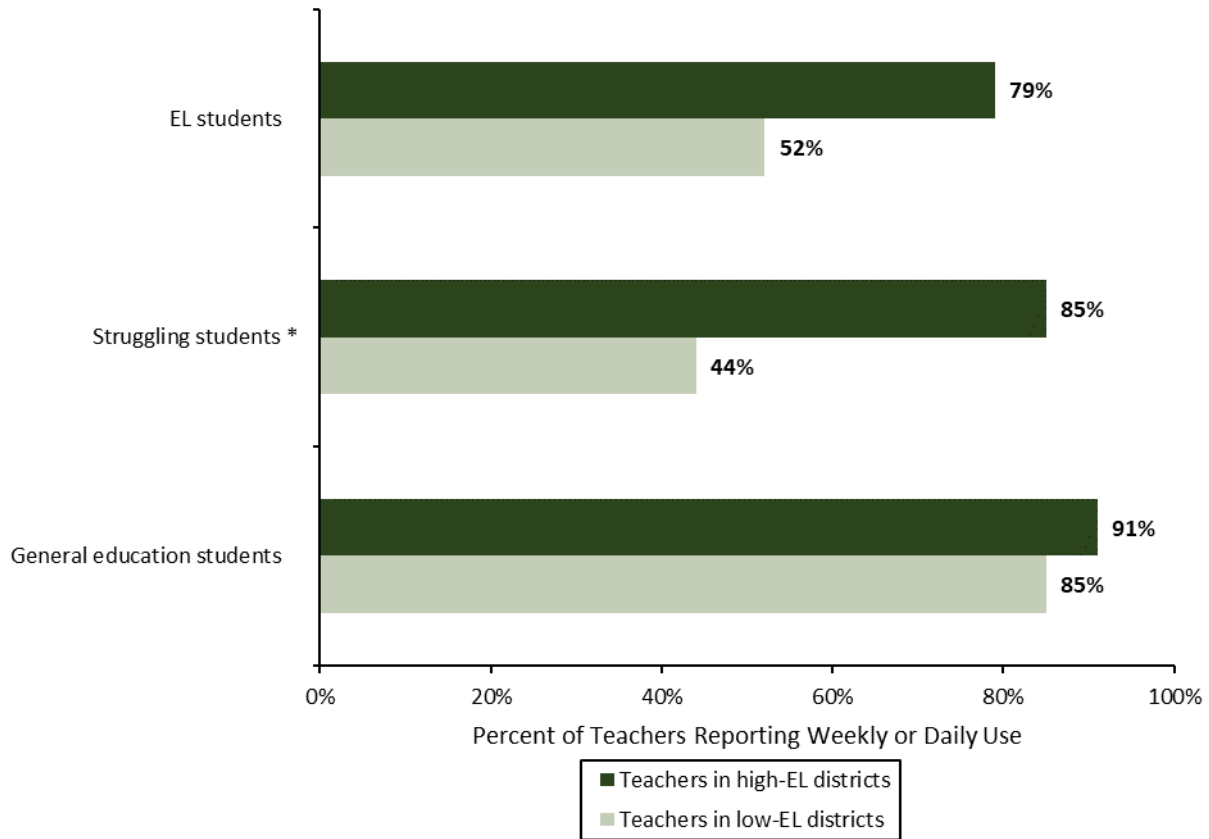


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 79 percent of teachers in high-EL districts reported weekly or daily use of DLRs designed primarily for EL students, compared with 52 percent of teachers in low-EL districts. This difference is not statistically significant.

*Percentage for teachers in high-EL districts is statistically different from percentage for low-EL district teachers ($p < .05$).

Notes: Only those teachers who indicated in an earlier item that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 24 ($n = 197$ high-EL district teachers and 145 low-EL district teachers).

Exhibit C-11. Percentage of teachers reporting that their EL students used DLRs weekly or daily, by type of student for whom the DLR was primarily designed, by first-year and experienced teachers

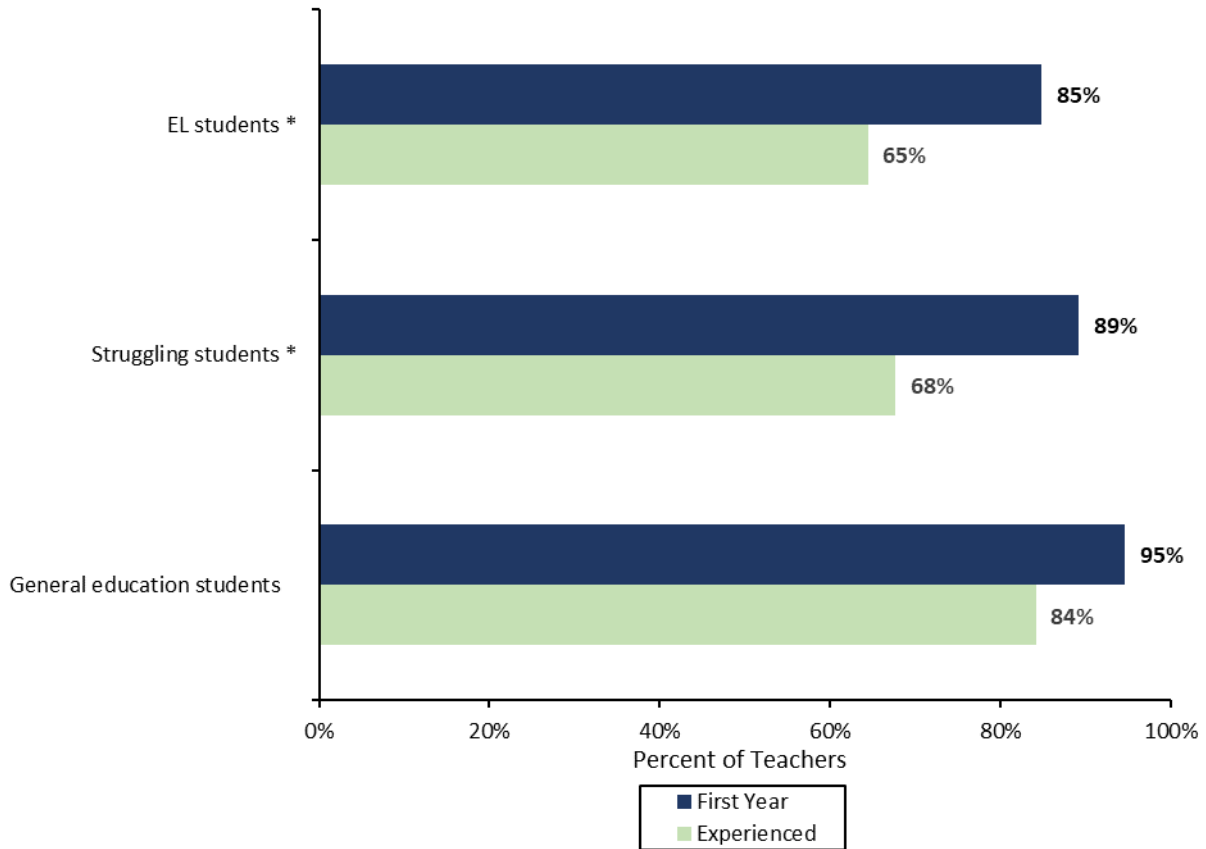


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 85 percent of first-year teachers reported weekly or daily use of DLRs designed for English learner students when instructing EL students, compared with 65 percent of more experienced teachers. This difference is statistically significant.

* Percentage is statistically different from percentage for experienced teachers ($p < .05$).

Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 24 ($n = 33$ first year teachers and 544 experienced teachers).

Exhibit C-12. Percentage of teachers reporting that they used DLRs weekly or daily, in high-EL and low-EL districts

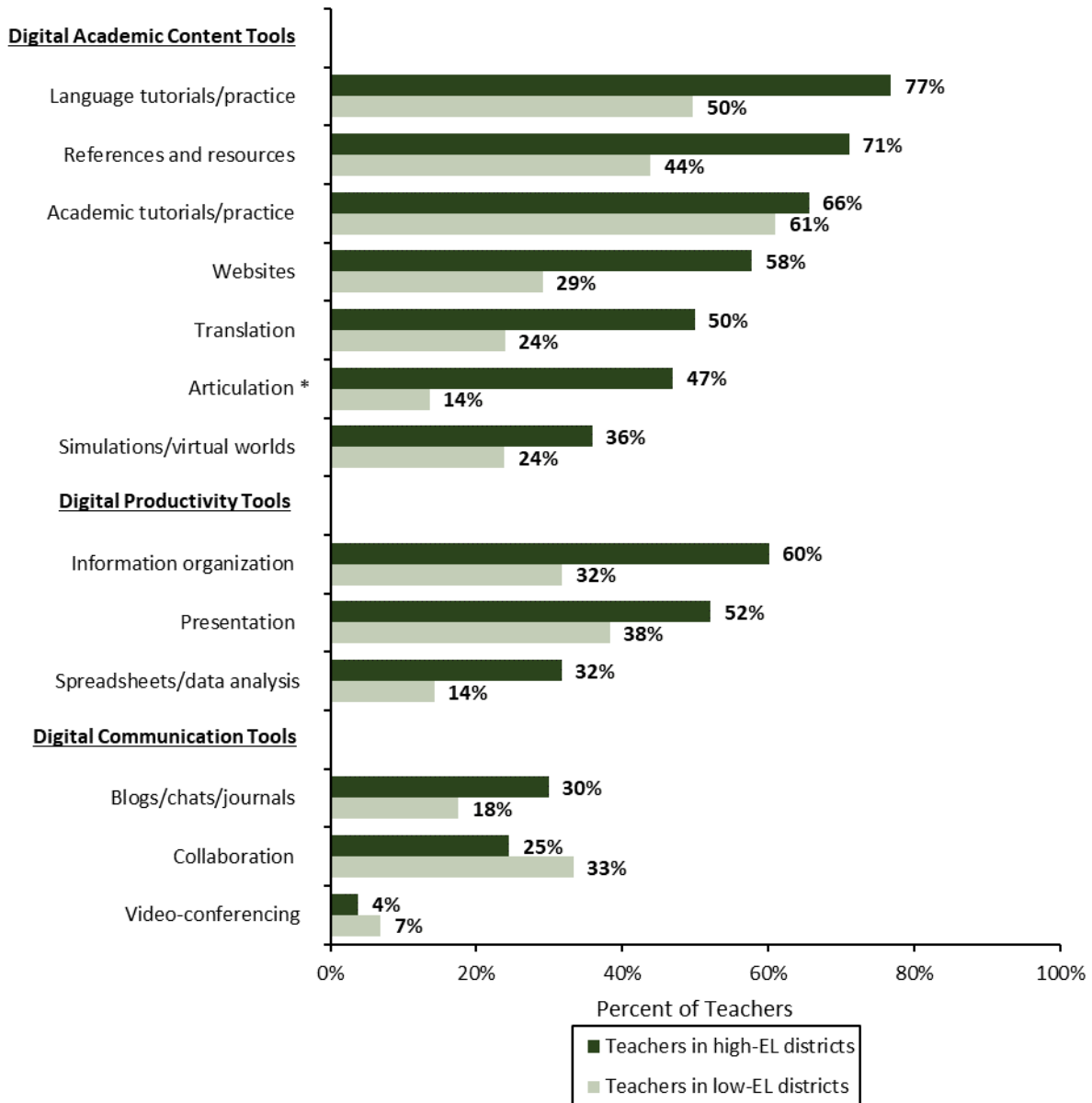


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 77 percent of teachers in high-EL districts reported using language tutorials or practice DLRs weekly or daily, compared with 50 percent of teachers in low-EL districts. This difference is not statistically significant.

*Percentage for teachers in high-EL districts is statistically different from percentage for teachers in low-EL districts ($p < .05$).

Notes: Only those teachers who indicated in an earlier item that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 23 (n = 198 teachers in high-EL districts and 143 teachers in low-EL districts).

Exhibit C-13. Percentage of teachers reporting various activity contexts in which their EL students used DLRs often, by type of teacher

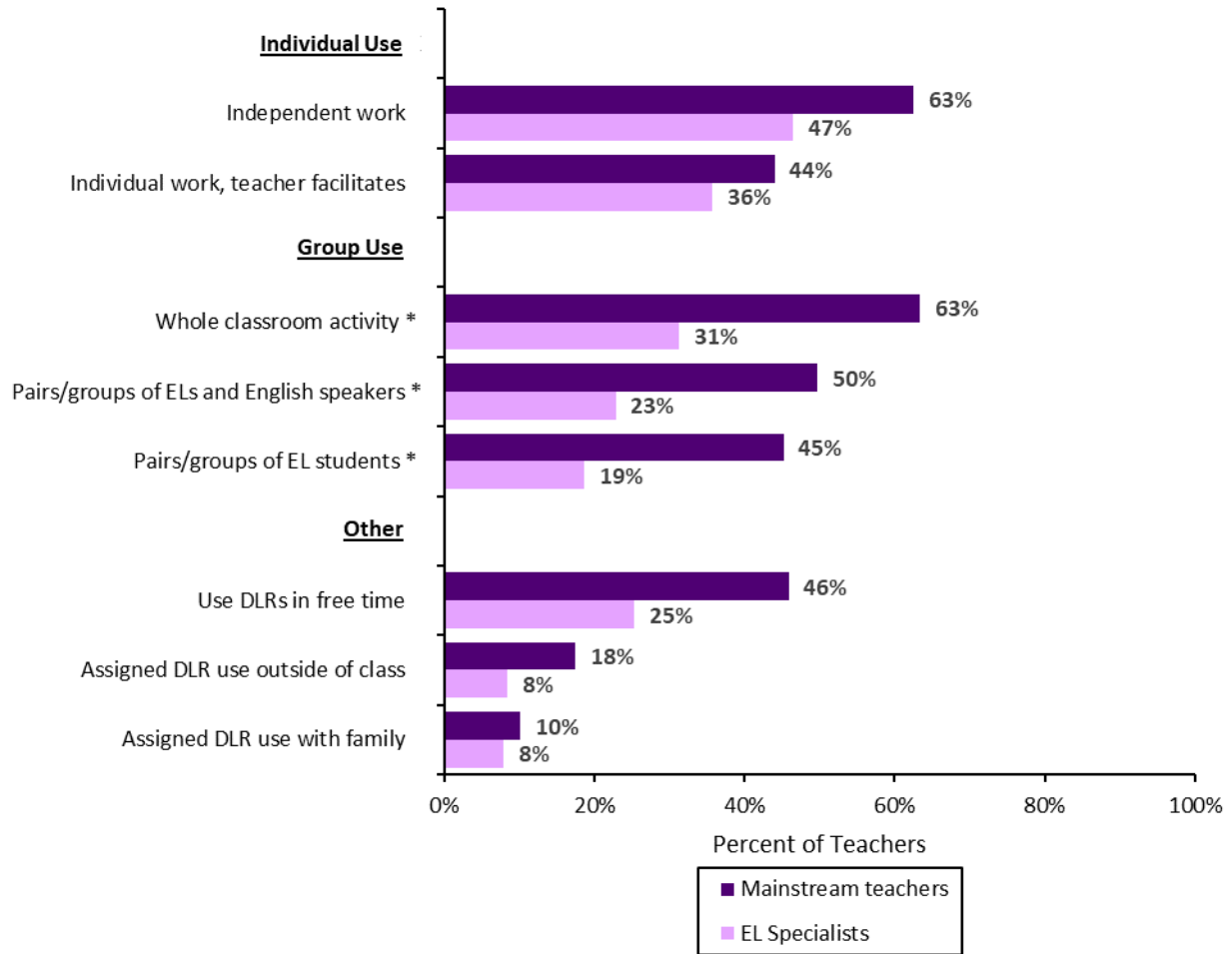


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 63 percent of mainstream teachers as compared with 47 percent of EL specialists reported that, when EL students worked independently, they often used DLRs. This difference is not statistically significant.

*Percentage of mainstream teachers is statistically different from percentage for EL specialists ($p < .05$).

Notes: Only those teachers who indicated in an earlier item that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 30 ($n = 355$ mainstream teachers and 203 EL specialists).

Exhibit C-14. Percentage of districts reporting various indicators that they used to track the effectiveness of DLRs for EL students, in high-EL and low-EL districts

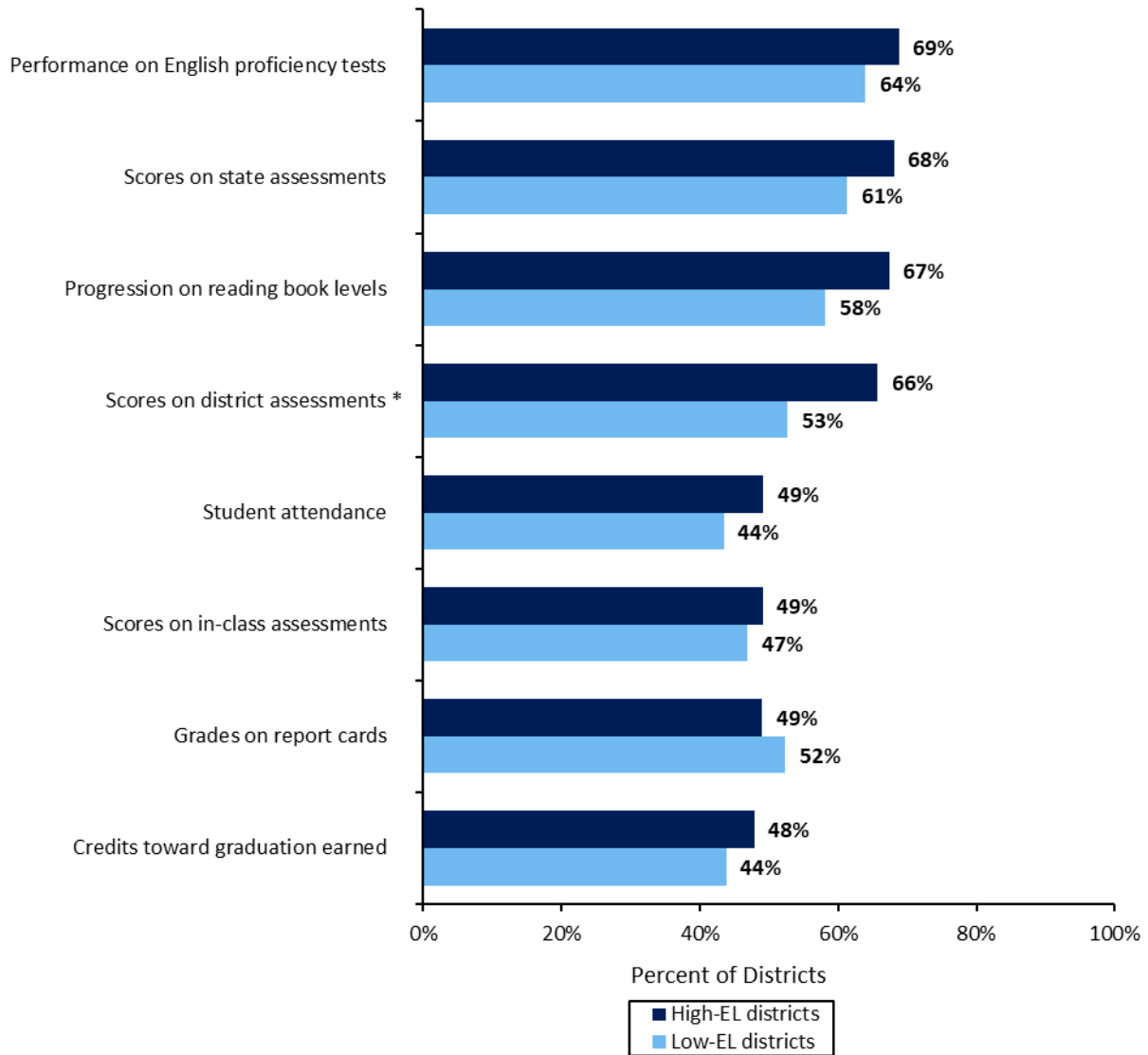


Exhibit reads: Sixty-nine percent of high-EL districts reported using performance on English proficiency tests as an indicator for tracking the effectiveness of DLRs for EL students, compared with 64 percent of low-EL districts. This difference is not statistically significant.

*Percentage of high-EL districts is statistically different from percentage for low-EL districts ($p < .05$).
 Source: District survey, item 20 ($n = 238$ high-EL districts and 214 low-EL districts).

Exhibit C-15. Percentage of districts reporting that they provided professional development (PD) or support related to DLR use in instructing EL students specifically, and the persons providing the professional development, in high-EL and low-EL districts

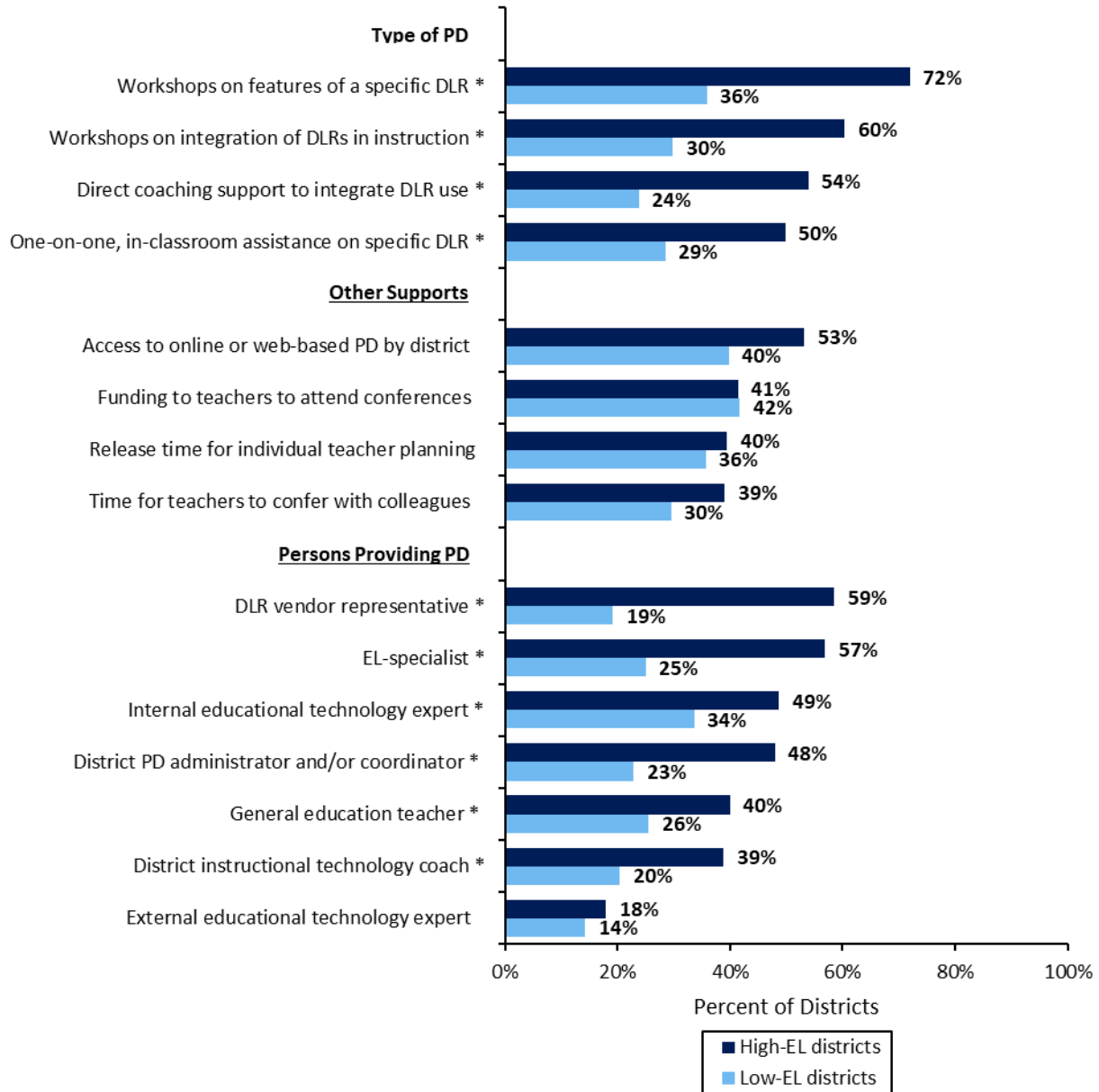


Exhibit reads: Seventy-two percent of high-EL districts reported providing workshops on features of a specific DLR as professional development for instructing EL students specifically, compared with 36 percent of low-EL districts. This difference is statistically significant.

*Percentage for high-EL districts is statistically different from percentage for low-EL districts ($p < .05$).

Source: District survey, item 14 ($n = 253$ high-EL and 210 low-EL districts).

Exhibit C-16. Percentage of teachers reporting that they received various types of formal professional development on DLR use in general and on DLR use specific to EL students over a three-year period from 2014–15 to 2016–17, in high-EL and low-EL districts

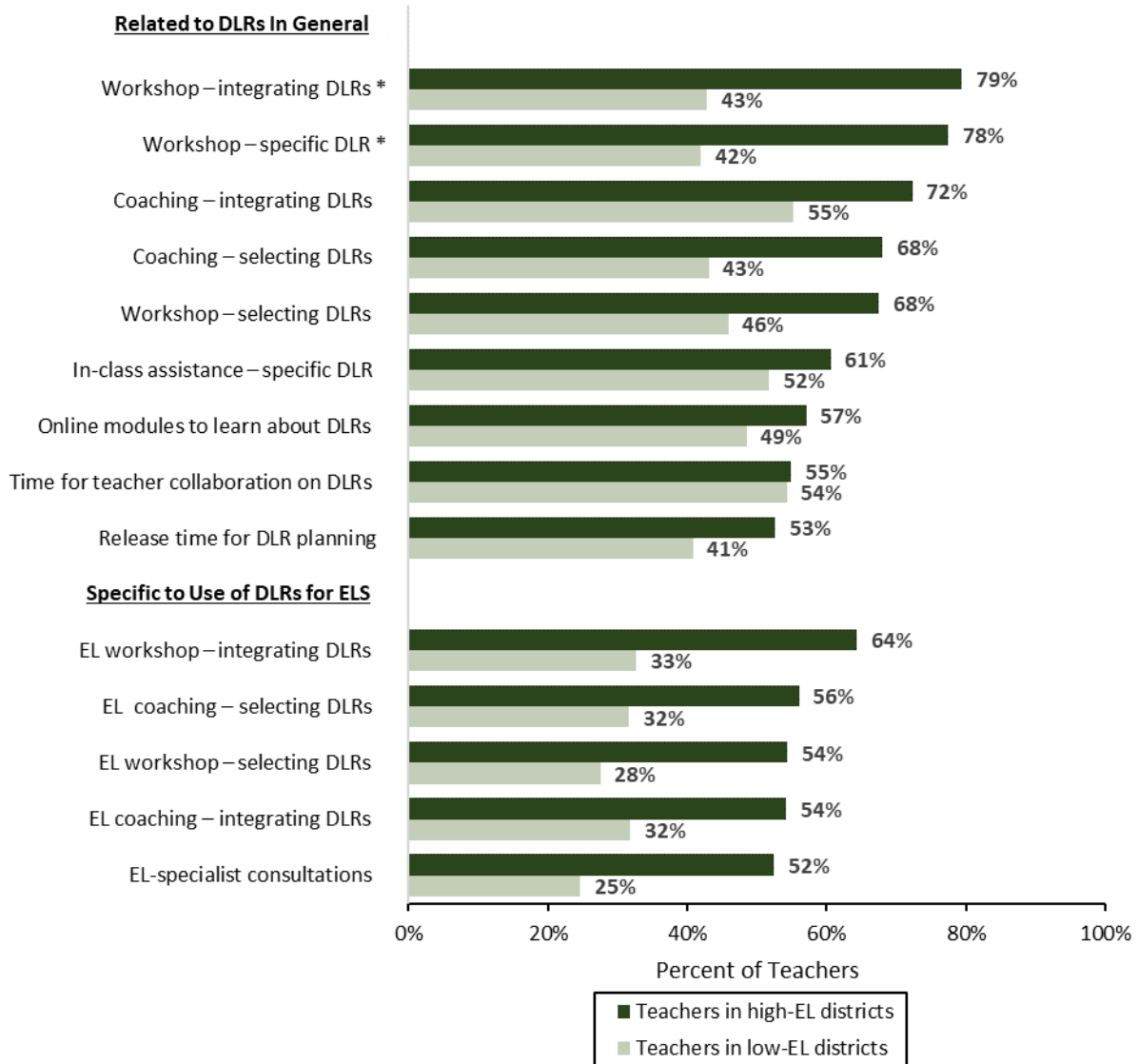


Exhibit reads: Seventy-nine percent of teachers in high-EL districts reported receiving formal professional development related to DLR use in general through workshops on integrating DLRs into instruction, compared with 43 percent of teachers in low-EL districts, over a three-year period from 2014–15 to 2016–17. This difference is statistically significant.

* Percentage for teachers in high-EL districts is statistically different from percentage for teachers in low-EL districts ($p < .05$).

Source: Teacher survey, item 35 ($n = 226$ teachers in high-EL districts and 190 teachers in low-EL districts).

Exhibit C-17. Percentage of districts reporting various barriers to DLR use in instructing EL students to some extent or to a large extent, in high-EL and low-EL districts

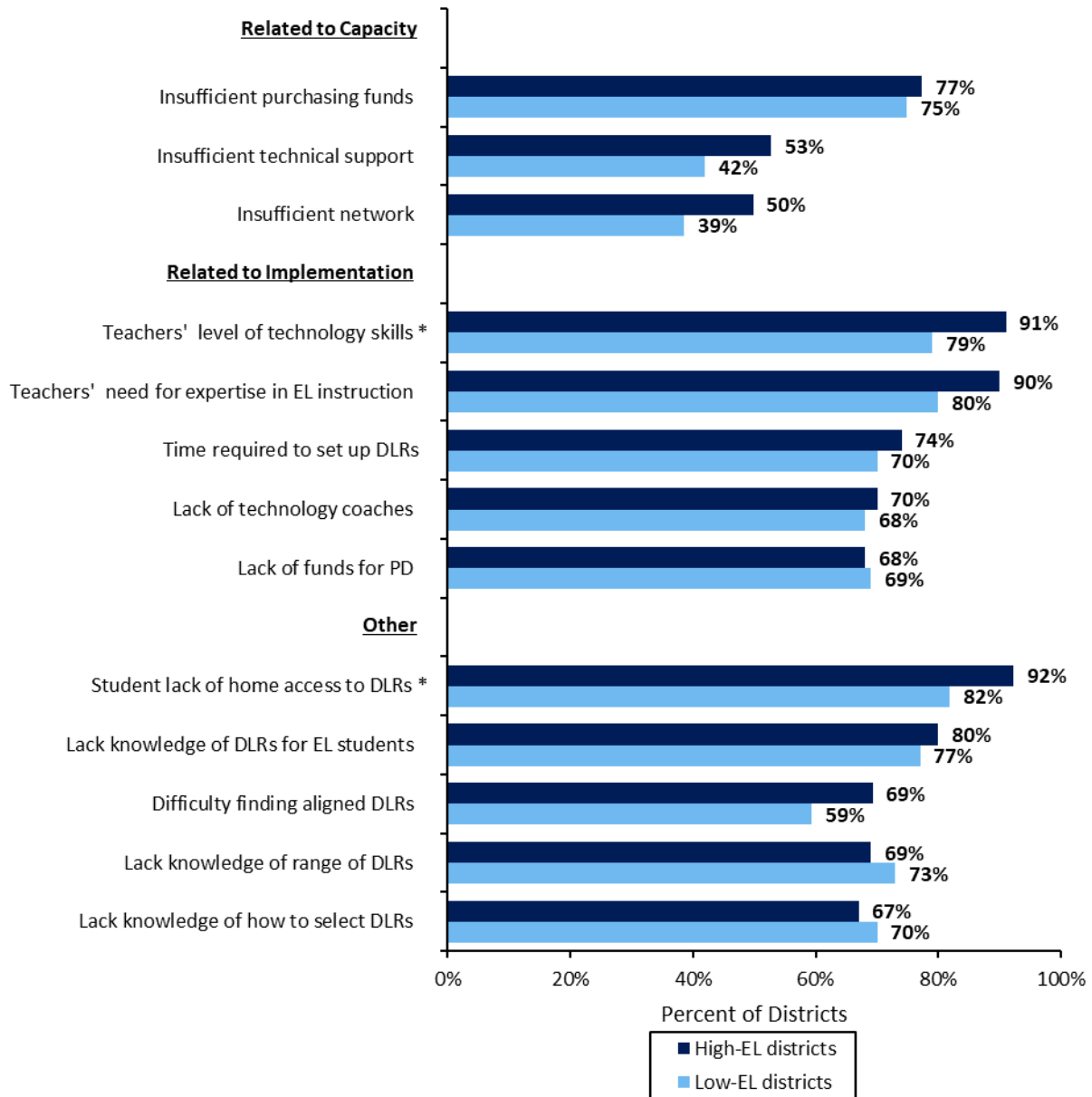


Exhibit reads: Seventy-seven percent of high-EL districts and 75 percent of low-EL districts reported that insufficient funding for purchases of DLRs was a barrier to DLR use for EL students to some extent or to a large extent. This difference is not statistically significant.

* Percentage for high-EL districts is statistically different from percentage for low-EL districts ($p < .05$).

Source: District survey, item 15 ($n = 253$ high-EL districts and 222 low-EL districts).

Exhibit C-18. Percentage of teachers reporting various barriers to DLRs use for instructing EL students, to some extent or to a large extent, by first-year and experienced teachers

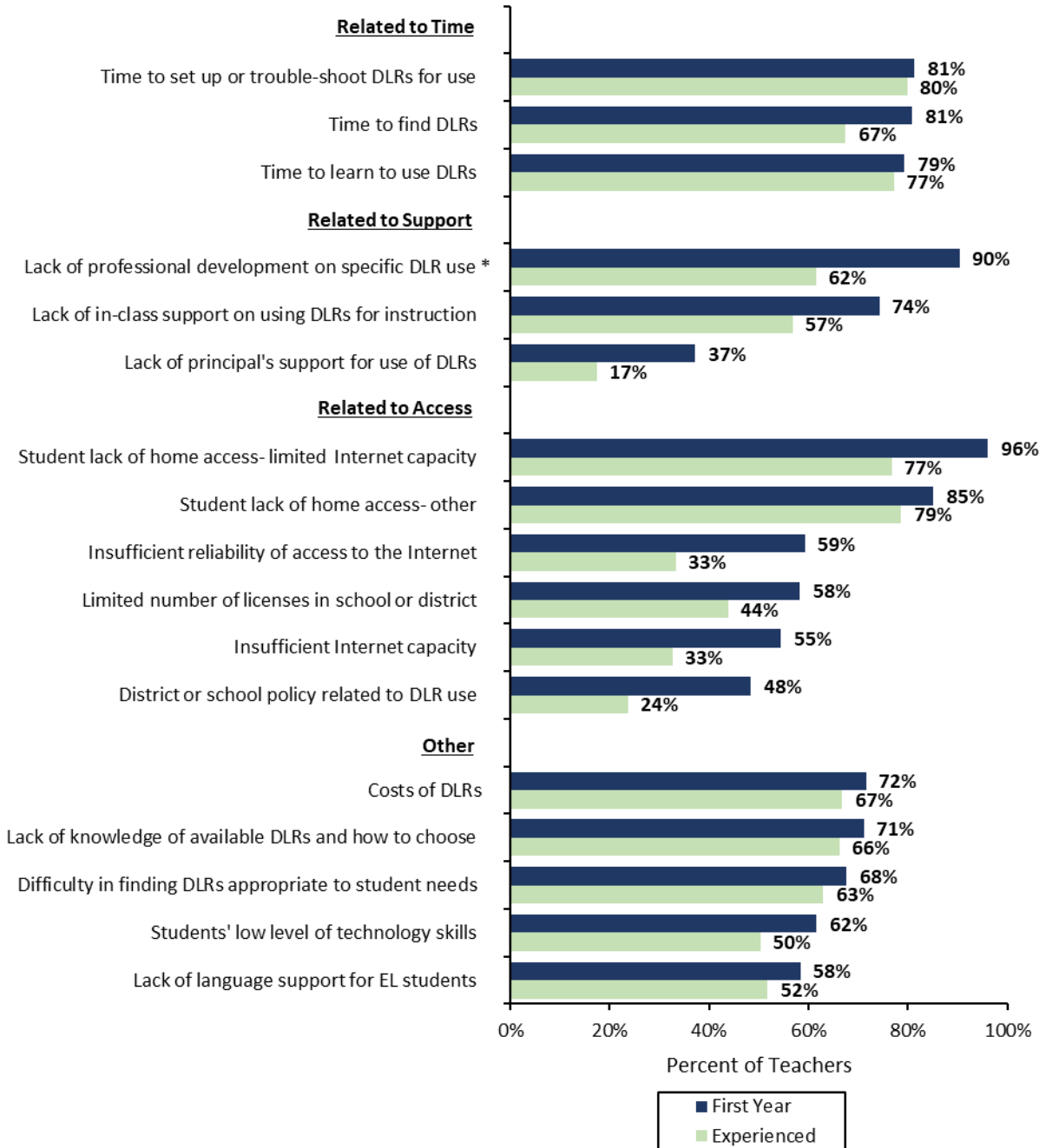


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 81 percent of first-year teachers reported that time to find DLRs was a barrier to some extent or to a large extent to their use of DLRs in instructing EL students, compared with 67 percent of experienced teachers. This difference is not statistically significant.

* Percentage for first-year teachers is statistically different from percentage for experienced teachers ($p < .05$).
 Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.
 Source: Teacher survey, item 31 ($n = 34$ first year teachers and 540 experienced teachers).

Exhibit C-19. Percentage of teachers reporting various barriers to DLR use in instructing EL students, to some extent or to a large extent, in high-EL and low-EL districts

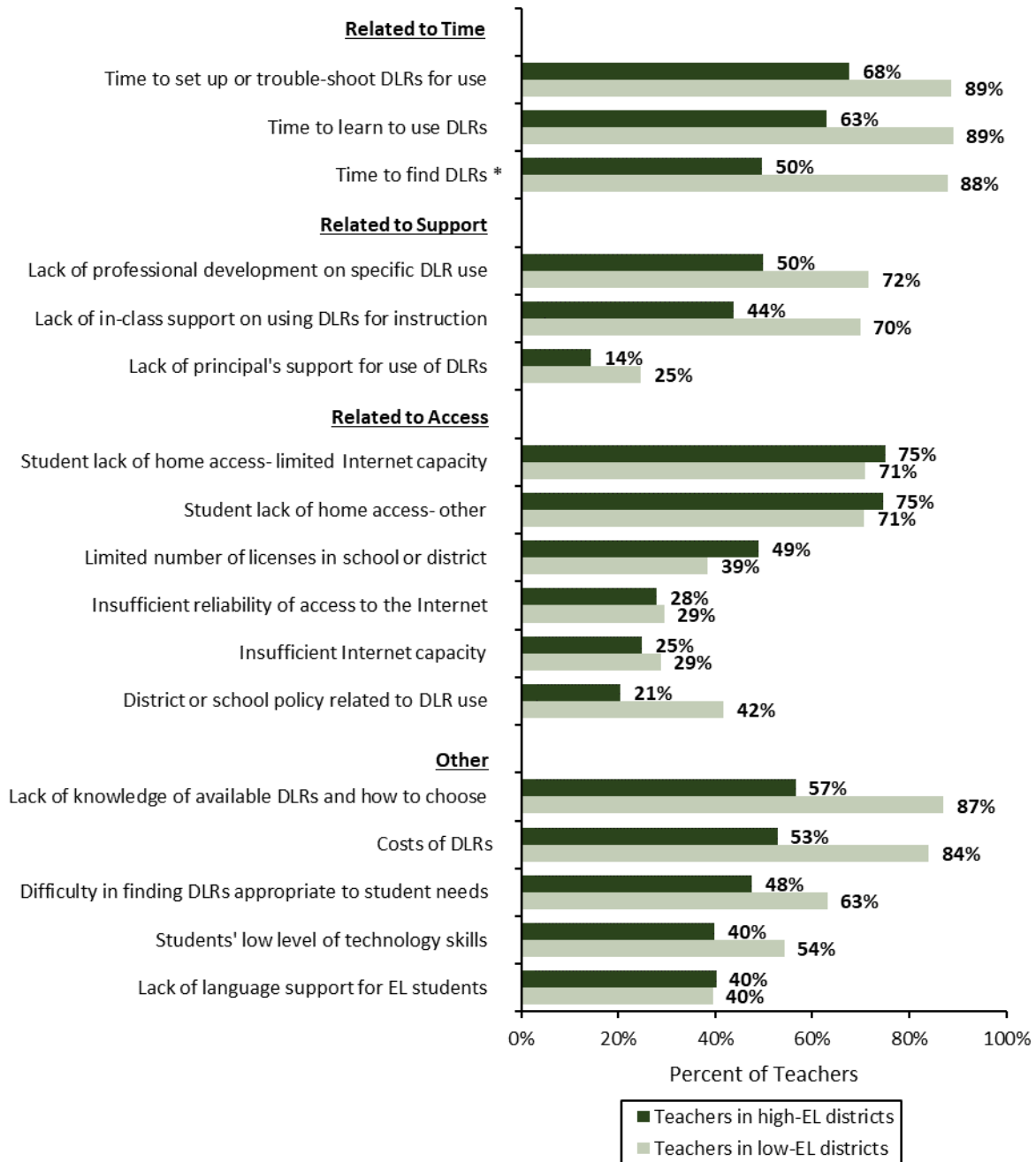


Exhibit reads: Of teachers who reported using DLRs in instructing EL students, 50 percent of teachers in high-EL districts reported that time to find DLRs was a barrier to some extent or to a large extent to DLR use in instructing EL students, compared with 88 percent of teachers in low-EL districts. This difference is statistically significant.

* Percentage for teachers in high-EL districts is statistically different from percentage for teachers in low-EL districts ($p < .05$).

Notes: Only those teachers who indicated that they used DLRs in instructing EL students responded to this item.

Source: Teacher survey, item 31 ($n = 195$ teachers in high-EL districts and 144 teachers in low-EL districts).

Exhibit C-20. Percentage of teachers reporting areas in which they would appreciate more support related to DLR use with EL students, by type of teacher

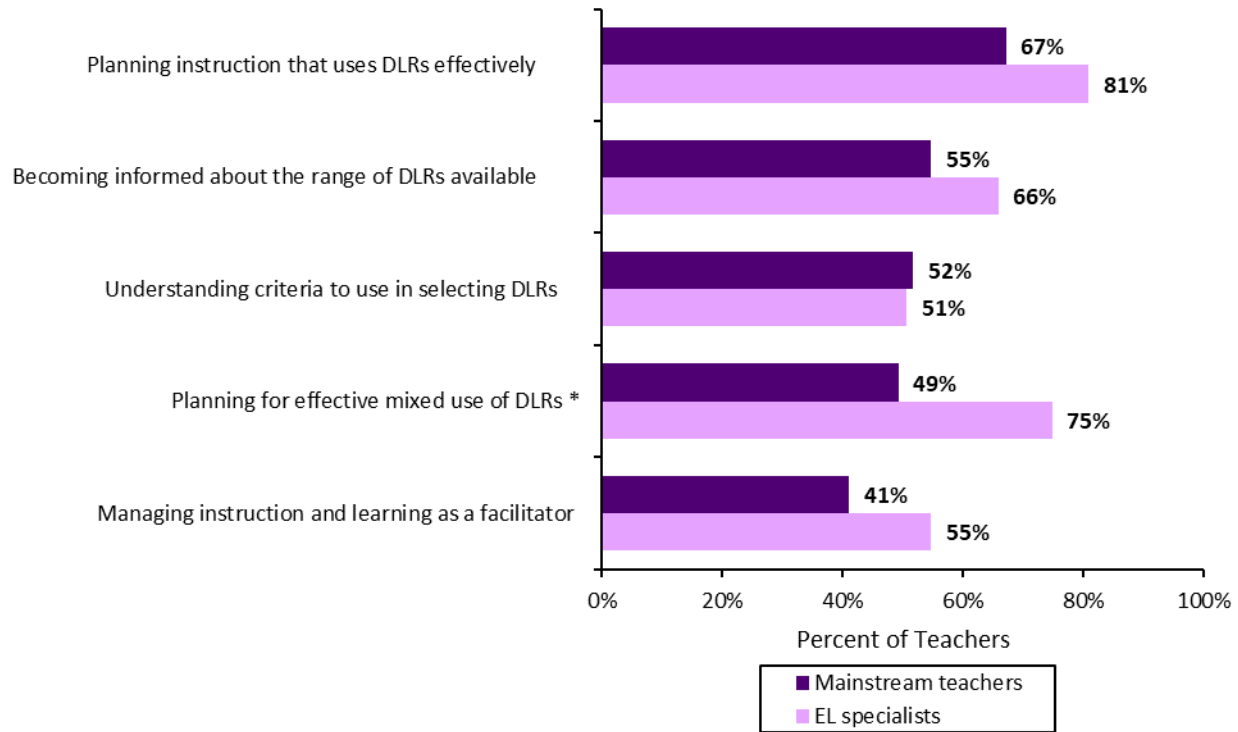


Exhibit reads: Sixty-seven percent of mainstream teachers reported that they would appreciate more support in planning instruction that uses DLRs effectively with EL students, compared with 81 percent of EL specialists. This difference is not statistically significant.

*Percentage for mainstream teachers is statistically different from percentage for EL specialists ($p < .05$).

Source: Teacher survey, item 38 ($n = 437$ mainstream teachers and 226 EL specialists).

Exhibit C-21. Percentage of teachers reporting areas in which they would appreciate more support related to DLR use with EL students, by first-year and experienced teachers

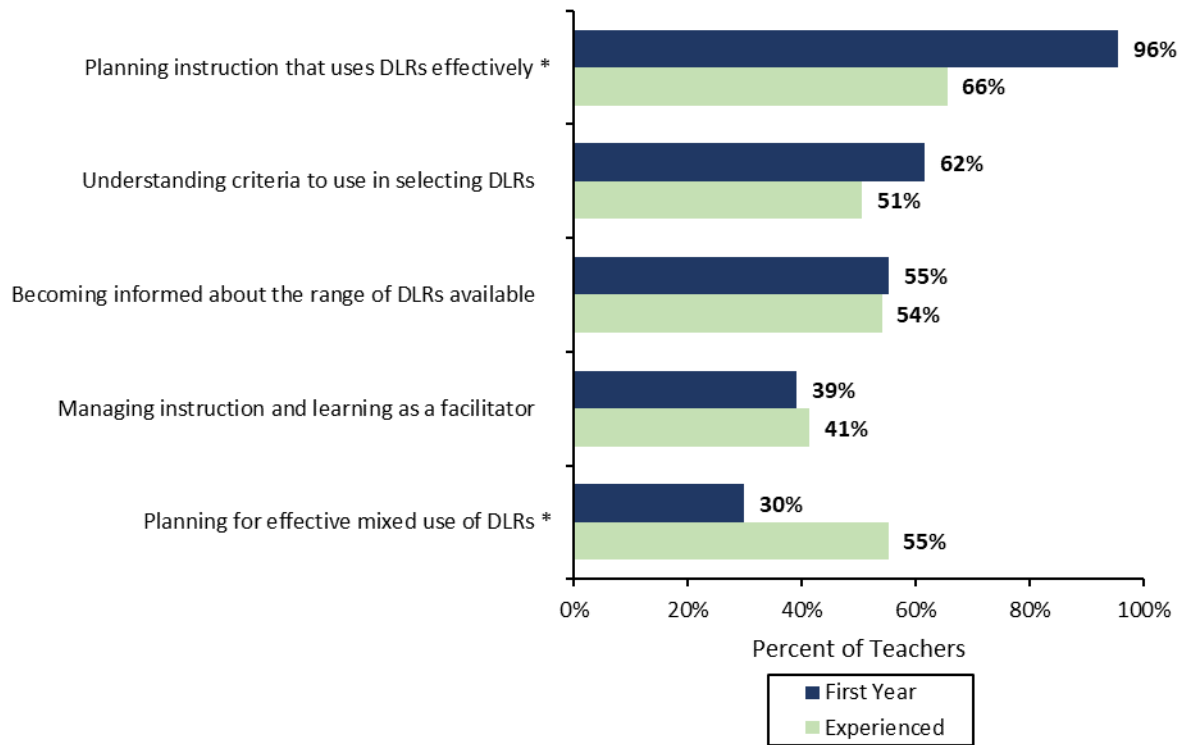


Exhibit reads: Ninety-six percent of first-year teachers reported that they would appreciate more support in planning instruction that uses DLRs effectively, compared with 66 percent of experienced teachers. This difference is statistically significant.

* Percentage for first-year teachers is statistically different from percentage for experienced teachers ($p < .05$).

Source: Teacher survey, item 38 ($n = 43$ first year teachers and 636 experienced teachers).

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Appendix D. Data Collection Instruments

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District and Teacher Surveys

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National Study of English Learners and Digital Learning Resources (NSELD)

OMB 1875-0279

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 decision-makers.
- 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.

**See instructions on the next page.
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 1-(855) 241-7535. 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 (*National Study of English Learners and Digital Learning Resources*), and a phone number beginning with the area code. A research office staff person will return your call as soon as possible.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0279. The time required to complete this information collection is estimated to average 55 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey, please write: U.S. Department of Education, Washington D.C. 20202-4651. If you have comments or concerns regarding the contents or the status of your individual survey, write directly to: National Study of English Learners and Digital Learning Resources, Policy and Program Studies Service, Office of Planning, Evaluation and Policy Development, 400 Maryland Ave, SW, Washington DC 20202.

IF YOU CANNOT ACCESS THE NSELD WEB SURVEY, PLEASE RETURN COMPLETED SURVEY TO:

Mail: NSELD Study (8958.27.07)
Westat
1600 Research Boulevard
RB 3103F
Rockville, MD 20850-3129

Fax: 1-800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:

NSELD Helpdesk
Toll-free: 1-855-241-7535
Email: NSELD@westat.com

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.

Definitions: Digital Learning Resources

Digital Learning Resources (DLRs) refers to digital resources such as applications (*apps*), 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.

<i>DLR Category</i>	<i>Definition</i>	<i>Category</i>	<i>Types and Examples</i>
Digital Academic Content Tools	Software, applications (<i>apps</i>), 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	<ul style="list-style-type: none"> • 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 app 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	<ul style="list-style-type: none"> • 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 <i>YouTube video</i> on earthquakes and plate tectonics.
		Language Resource Tools	<ul style="list-style-type: none"> • Translation tools that assist students by providing a translation to another language; and • 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, applications (<i>apps</i>), 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 allow students to communicate what they have learned about a topic or to publish a digital story about a memorable day. These 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	<ul style="list-style-type: none"> • 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, applications (<i>apps</i>), programs or websites that students use to communicate, collaborate, network, or present information. They do not contain academic content.	Asynchronous/ Synchronous Text Communications	<ul style="list-style-type: none"> • 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 (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	_____
Ungraded	_____
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.)

- | | |
|---|---|
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Kurdish |
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Somali |
| <input type="checkbox"/> Farsi | <input type="checkbox"/> Tagalog |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Korean | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Other language
(Specify: _____) | <input type="checkbox"/> 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)?

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

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.)

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 the district
DIGITAL ACADEMIC CONTENT TOOLS					
a. Tutorials or lessons focused on basic English language skills and vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tutorials or lessons focused on language and/or literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tutorials or lessons focused on mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Tutorials or lessons focused on social studies/social sciences.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Practice and assessment tools focused on language and/or literacy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Practice and assessment tools focused on math, science, or social studies/sciences ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Simulations or dynamic modeling tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Virtual worlds to build academic skills or content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reference and resources (such as digital dictionaries, topic websites, visual and auditory resources, and other)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Language translation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Language articulation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITAL PRODUCTIVITY TOOLS					
l. Presentation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Spreadsheets or data analysis tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Image or information organization tools (e.g., concept mapping, storytelling templates).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITAL COMMUNICATION TOOLS					
o. Discussion boards, blogs, chats, journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Video-conferencing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Project collaboration tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRATED DLR SETS					
r. Structured sets of individual DLRs that provide full curricula (including learning activities, assessment, resources and student progress management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER					
s. Other (Specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tutorials or lessons focused on language and literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tutorials or lessons focused on mathematics or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Tutorials or lessons focused on social studies/social sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Practice and assessment tools focused on language and/or literacy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Practice and assessment tools focused on math, science or social studies/sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Simulations or dynamic modeling tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Virtual worlds to build academic skills or content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Reference and resources (such as digital dictionaries, topic websites, visual and auditory resources, and other)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Language translation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Language articulation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITAL PRODUCTIVITY TOOLS					
l. Presentation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Spreadsheets or data analysis tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Image or information organization tools (e.g., concept mapping, storytelling templates).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITAL COMMUNICATION TOOLS					
o. Discussion boards, blogs, chats, journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Video-conferencing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Project collaboration tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTEGRATED DLR SETS					
r. Structured sets of individual DLRs that provide full curricula (including learning activities, assessment, resources and student progress management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER					
s. Other (Specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

Means of identification	A. For students in <i>general education</i> classes			B. For <i>EL students specifically</i>		
	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....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A district administrator(s) identifies and selects DLRs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School administrators identify and select DLRs ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Classroom teachers request specific DLRs or types of DLRs from the district.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. EL-specialist teachers request specific DLRs or types of DLRs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (<i>Specify: _____</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What criteria does your district use to select Digital Learning Resources (DLRs)? (Check one in each row.)

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

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.)

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

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.)

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

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.)

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

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.)

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

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?** (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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Improved academic achievement in math and/or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Improved academic achievement in social science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Higher student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Improved student positive attitudes toward learning and school.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Increased student interaction and collaboration with peers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Enhanced parent and family engagement in student’s learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (<i>Specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?** (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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Improved academic achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Improved academic achievement in math and/or science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Improved academic achievement in social studies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Higher levels of active student participation in instructional activities..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Higher student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improved student positive attitudes toward learning and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased student interaction and communication with peers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Enhanced parent and family engagement in student’s learning.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Increased student engagement in learning activities outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (<i>Specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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.)

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

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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**? *(Provide your comments below.)*

Thank you!



National Study of English Learners and Digital Learning Resources (NSELD)

OMB 1875-0279

Teacher Survey

In case there are follow-up questions, please provide your contact information:

Name: _____ Title: _____
School: _____ District: _____ State: _____
Email: _____ Phone: _____

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.

See instructions on the next page.

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 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 1-(855) 241-7535 or email NSELD-School@westat.com. 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 (*National Study of English Learners and Digital Learning Resources*), and a phone number beginning with the area code. A research office staff person will return your call as soon as possible.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0279. The time required to complete this information collection is estimated to average 35 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey, please write: U.S. Department of Education, Washington D.C. 20202-4651. If you have comments or concerns regarding the contents or the status of your individual survey, write directly to: National Study of English Learners and Digital Learning Resources, Policy and Program Studies Service, Office of Planning, Evaluation and Policy Development, 400 Maryland Ave, SW, Washington DC 20202.

IF YOU CANNOT ACCESS THE NSELD WEB SURVEY, PLEASE RETURN COMPLETED SURVEY TO:

SURVEY TO:

Mail: NSELD Study (8958.27.07)
Westat
1600 Research Boulevard
RB 3103F
Rockville, MD 20850-3129

Fax: 1-800-254-0984

IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:

NSELD Helpdesk
Toll-free: 1-855-241-7535
Email: NSELD-School@westat.com

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.**

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.

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 <i>YouTube video</i> 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.....
 - e. English as a second language/English language development
 - f. 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? *(Provide your best estimate by grade.)*

Grade	Number of EL students
PreK	_____
K	_____
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
Ungraded	_____
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. <input type="checkbox"/> Spanish | i. <input type="checkbox"/> Somali |
| b. <input type="checkbox"/> Arabic | j. <input type="checkbox"/> Tagalog |
| c. <input type="checkbox"/> Chinese/Mandarin/Cantonese | k. <input type="checkbox"/> Urdu |
| d. <input type="checkbox"/> Farsi | l. <input type="checkbox"/> Vietnamese |
| e. <input type="checkbox"/> Japanese | m. <input type="checkbox"/> Other language (<i>Specify: _____</i>) |
| f. <input type="checkbox"/> Korean | n. <input type="checkbox"/> No single most common language |
| g. <input type="checkbox"/> Kurdish | o. <input type="checkbox"/> I don't know |
| h. <input type="checkbox"/> Russian | |

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 for each column.

EL student skill level	English oral proficiency (Check one)	English literacy skills (Check one)
a. Beginner	<input type="checkbox"/>	<input type="checkbox"/>
b. Advanced beginner	<input type="checkbox"/>	<input type="checkbox"/>
c. Intermediate	<input type="checkbox"/>	<input type="checkbox"/>
d. Advanced intermediate	<input type="checkbox"/>	<input type="checkbox"/>
e. Fluent	<input type="checkbox"/>	<input type="checkbox"/>
f. No most common level. My students differ widely	<input type="checkbox"/>	<input type="checkbox"/>

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
- e. No postsecondary degree.....

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? (*Check all that apply.*)
- 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 for students that disrupts learning
 - d. Takes up too much of a teacher’s time in relation to any benefit
 - e. Is an important resource for differentiating instruction
 - f. Requires too much class time for the amount of benefit to students
 - g. Is not very useful for me in meeting the needs of my EL students
 - h. Is a useful resource for me in meeting the needs of my EL students.....

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.)

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.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Staff to provide guidance on how to work with a specific DLR.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Staff to offer guidance on selecting DLRs for EL students in my classroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Staff to provide one-on-one coaching on how to integrate DLRs in my instruction of all students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staff to provide one-on-one coaching on how to integrate DLRs in my instruction of EL students specifically.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Informal support and guidance from other teachers in my school or district.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Guidance from regional support center or other regional technical assistance center staff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (Specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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, English learner (EL) students only, or both English-proficient and EL students in your class(es)? (Check one in each row.)

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	EL students only	Both English- proficient and EL students
DIGITAL ACADEMIC CONTENT TOOLS					
a. Tutorials or lessons on basic English vocabulary and language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tutorials or lessons on language and/or literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tutorials or lessons on math, science, or other academic content areas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Practice and assessment tools for language and/or literacy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Practice and assessment tools for math, science, or other academic content areas...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Simulations or dynamic modeling tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Virtual worlds to build academic skills or content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. References and other resources provided specifically as K–12 learning resources (such as online dictionaries, topic websites, e-books, images and videos).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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, and videos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Language translation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Language articulation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. What types of **Digital Productivity** and **Digital Communication** and/or other tools do you use in your instruction? Do you use these with English proficient students in your class(es) only, English learner (EL) students only, or both English-proficient and EL students in your class(es)? (Check one in each row.)

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

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.)

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tutorials or lessons on language and/or literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tutorials or lessons on math, science, or other academic content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Practice and assessment tools for language and/or literacy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Practice and assessment tools for math, science, or other academic content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Simulations or dynamic modeling tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Virtual worlds to build academic skills or content knowledge.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. References and other resources provided specifically as K–12 learning resources (such as online dictionaries, topic websites, e-books, images, or videos).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Language translation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Language articulation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITAL PRODUCTIVITY TOOLS					
l. Presentation tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Spreadsheets or data analysis tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Information organization tools (such as concept maps and storytelling templates) .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIGITAL COMMUNICATION TOOLS					
o. Discussion boards, blogs, chats, journals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Video-conferencing or meeting tools...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Project collaboration tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.)

DLRs designed primarily for:	Frequency of EL students' use in instruction				
	Not at all	Less than monthly	Monthly	Weekly	Daily
a. General education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Struggling students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. English learner students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (<i>Specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identifying Digital Learning Resources (DLRs)

25. Please indicate the sources you use, and how frequently you use each source, 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)**
- (Check one in each of A and B, in each row.)

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

	Frequency used to identify DLRs							
	A For students in <i>general education classes</i>				B For <i>EL students</i>			
	Not applicable to me	Not at all or rarely	Sometimes	Often	Not applicable to me	Not at all or rarely	Sometimes	Often
My sources for identifying DLRs are:								
a. Recommendations of district or school administrators.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Recommendations of my fellow teachers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recommendations of the school's EL specialist.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Recommendations of a technology coach or specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Recommendations from students or their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. General online searches I've conducted.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My searches of education-specific online DLR collections (e.g., <i>Common Sense Media, EdSurge, OER Commons</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Professional development sessions on DLRs provided in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Guidance from regional service or technical assistance centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Online teacher blog sites.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (<i>Specify: _____</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selecting Digital Learning Resources (DLRs)

26. How important are the following features and/or criteria when you are selecting Digital Learning Resources (DLRs) for:

- **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).**

(Check one in each of A and B, in each row.)

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

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

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.)

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.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Text-to-speech functions that let a student hear a word or phrase	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Visual supports for understanding such as images, illustrations, graphics, virtual manipulatives, and/or video	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. A translation function from English to other languages and/or from other languages to English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. A record and replay function that allows students to record and review their own voices.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Language-support features such as interactive dictionaries, glossaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Definition functions that explain a word or concept using simple English vocabulary and structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (Specify: _____)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (Specify: _____)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 in instructing your English learner (EL) students. Consider all instruction, including general education instruction in which EL students participate.

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

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

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.)

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

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.*)

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).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. EL students work individually with a DLR, with a teacher or aide directly facilitating.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GROUP USE					
c. Pairs or groups of EL students jointly use a DLR(s).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pairs or groups of EL students and English-proficient peers jointly use a DLR(s).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. EL students work as part of a whole classroom activity using a DLR(s).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER					
f. EL students are assigned to use a DLR to continue learning outside of class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. EL students are assigned to work with parents or other family members at home using a DLR(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. EL students use DLRs during free time or after they finish assigned work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other (<i>Specify:</i> _____)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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*?

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.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased proficiency in English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Increased English vocabulary.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased English literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Higher levels of active student participation in instructional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Higher student attendance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Student progress in skill levels or academic content levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Improved student positive attitudes toward learning and school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Increased student interaction and communication with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Enhanced parent and family engagement in student's learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (<i>Specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

The next question asks 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.)

None	1–5 hours	6–10 hours	11–25 hours	26–50 hours	51–75 hours	76 or more hours
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)*?

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
PD RELATED TO DLRs In GENERAL					
a. Workshops on how to select DLRs for my own students and instructional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Workshops on how to work with the features of a specific DLR.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Workshops on integrating DLRs into instruction in general.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Coaching on selecting DLRs for my classroom instruction.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Coaching on how to integrate DLRs in my classroom instruction.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In-class assistance in how to use the feature of a specific DLR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Individual release time for planning related to use of DLRs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Specific joint time allocated for teachers to discuss use of DLRs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Online PD modules provided by my district to learn about DLRs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PD SPECIFIC TO USE OF DLRs FOR ELs					
j. Workshops on selecting DLRs specifically for my EL students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Workshops on integrating DLRs into my instruction for ELs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Coaching on selecting DLRs for instructing my EL students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Coaching on how to integrate DLRs into instruction of my ELs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Scheduled consultations with an ESL or other EL-specialist teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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)**?

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Informal discussions as a group with other teachers or staff on using DLRs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Learning on my own through online professional communities, discussion boards, and other collaborative sites..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Learning about DLRs through online searchable DLR collections (e.g., Common Sense Media, EdSurge, OER Commons).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Receiving support to attend a conference relevant to using DLRs with EL students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Consulting with a school or district ESL or other EL-specialist teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (Specify: _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?**

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	<input type="checkbox"/>	<input type="checkbox"/>
b. Leading informal discussions with a group of teachers on using DLRs for ELs	<input type="checkbox"/>	<input type="checkbox"/>
c. Providing scheduled workshops on use of DLRs for EL students	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing suggestions of specific DLRs to a teacher for use with an EL student.....	<input type="checkbox"/>	<input type="checkbox"/>
e. Holding regular, planned meetings with a teacher that include suggestions on DLR use with ELs	<input type="checkbox"/>	<input type="checkbox"/>
f. In-class coaching of a teacher on using DLR(s) with EL students	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (<i>Specify:</i> _____)	<input type="checkbox"/>	<input type="checkbox"/>

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.*)

- 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**:

a. DLR #1 name: _____

Source or publisher (if known): _____

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

b. DLR #2 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**?

Thank you for your support and contribution to this important study!

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Case Study Protocols

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National Study of English Learners and Digital Learning Resources (*NSELD*)
District Title III Director or Coordinator for English Learner (EL) Services

Interview Protocol

Our interview today focuses on how technology resources, or as we term them, Digital Learning Resources, or DLRs, are used in this district in instructing English learner, or EL, students. Please consider DLRs used in supporting EL students' learning of both language and academic content. We are interested in all of the different settings in which EL students are instructed, including both mainstream or general education classrooms as well as the instructional settings where EL-specialist teachers work with EL students. We will also ask you some questions about general DLR use, so that we can understand the similarities and differences in the use of DLRs between in 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 digital resources such as applications (apps), 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. Individual DLRs from the different categories may be combined in a comprehensive package of DLRs (an "integrated DLR set"). This might be, for example, a comprehensive set of related resources that a district licenses from a DLR publisher. (Note that DLRs as we define them are separate from and do not include the hardware or devices used).

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 your responsibilities.
 - a. How long have you been in your position?
 - b. What is your background or experience in working with ELs?
 - c. Do you provide professional development (PD) for teachers, either mainstream teachers, EL specialists, or both? *[If yes]* Please describe it.
 - d. Does the PD that you provide address the use of DLRs? *[If yes]* Please describe it.
 - e. Does the PD address the use of DLRs with ELs? *[If yes]* Please describe it.
 - f. Do you assist the district in identifying DLRs for use with EL students? With non-EL students?
2. Could you characterize the EL population in your district (*e.g., size, language groups, whether they are newcomer ELs or a long-term EL population, special challenges*)?
 - a. Does your district use specific instructional programs or approaches to provide instruction to EL students in grades K–12 (*e.g., mainstream, pull-out, push-in, dual immersion, newcomer program*)? *[If yes]* Please describe it.
3. Does the district have current or planned goals for using DLRs with ELs? For using DLRs with all students? *[If yes]* What are they?
 - a. Does it have specific goals for using DLRs to engage families of ELs? *[If yes]* What are they?

DLR Use with ELs

4. Has the district identified any DLRs for teachers to use specifically with ELs? *[If yes]* Which DLRs have been identified?
 - a. What purposes or goals do these DLRs address (*e.g., specific content area learning, language development, social-emotional development*)?
 - b. In your view, what features or functions of these DLRs make them useful for ELs (*e.g., read aloud functions, translation, first language support*)?
 - c. Are these DLRs intended for use with all ELs? Or are some DLRs specifically targeted to particular sub-groups of EL students? Are any of these DLRs also intended to be used with non-EL students as well?
 - d. Are these DLRs intended to be used by mainstream teachers, EL specialist teachers, or both?
5. Other than the DLRs purchased by the district, are you aware of other DLRs that schools or teachers use for supporting ELs? If so, what are they?

Identifying, Selecting, and Purchasing DLRs

6. Does the district have a specific process for identifying and selecting DLRs for use with ELs? *[If yes]* What is it?
 - a. *[If the district has a specific process for identifying and selecting DLRs for use with ELs]* What characteristics, features, or functions does the district look for in choosing DLRs for EL students (*e.g., practice, adaptive learning, translation, games or game-like elements, read-aloud*)?
 - b. To what extent is this process similar to or different from how DLRs for general use are selected?

Professional Development and Support around DLR Use with ELs

7. Does the district provide any professional development (PD) to teachers that focuses on the use of DLRs with EL students? *[If yes] Please describe it.*
[If the district provides PD to teachers focused on the use of DLRs with EL students, ask the following sub-questions; otherwise skip to the next question.]
 - a. Who provides the PD?
 - b. How frequently does the district offer this PD?
 - c. What topics does the PD cover?
 - d. Do mainstream teachers and EL specialist teachers receive different PD related to using DLRs with ELs? *[If yes] Please describe any differences.*
8. Apart from PD, does the district offer supports to teachers who focus on DLR use for ELs *[e.g., coaching, technical assistance, IT support, other resources, etc.]?*
 - a. Do mainstream teachers and EL-specialist teachers receive different supports related to using DLRs for instruction? *[If yes] Please describe any differences.*
9. What additional PD or supports related to DLR use do you believe teachers of ELs need?

Barriers Related to the Use of DLRs with EL Students

10. Has the district encountered barriers that make it difficult for teachers to use DLRs with EL students? *[If yes] Please describe these barriers.*
(E.g., Access to DLRs for EL students, access to PD around DLR use with EL students, difficulty in finding DLRs that EL students can use independently or that can challenge them appropriately, lack of alignment to ELs' needs, structural factors such as itinerant EL teachers who do not have a homeroom, teacher attitudes, inadequate connectivity or hardware.)
 - a. Has the district been able to address these barriers? *[If yes] How has it done so?*

Evaluation of DLR Use

11. How would you rate the success of DLRs being used in this district with ELs?
 - a. What do you consider the indicators of successful use?
 - b. What are the outcomes used to evaluate the use of DLRs with ELs?
 - c. In your view, what are the features or components of these DLRs that have made them useful for EL students?
12. Does your district have a process for evaluating the use of DLRs with ELs? *[If yes] Please describe this process.*
 - a. To what extent are you involved in this process?
 - b. How does this process inform or guide decision-making at the district about DLR use with ELs?

Gaps in DLRs

13. How could DLR be designed or used to better support the specific learning needs of EL students?
 - a. Are there any features or functions that you would like DLRs to include that would better support your ELs?
14. Are there lessons you have learned from using DLRs with ELs or supporting teachers in their use that you can share with other district administrators? If so, what are they?

This is the end of the interview.

Do you have anything to add regarding DLR use in your district or DLR use related to EL students?

Do you have any questions for us?

Thank you very much for your time.

National Study of English Learners and Digital Learning Resources (*NSELD*)

District Technology Administrator

Interview Protocol

Our interview today focuses on how technology resources, or as we term them, Digital Learning Resources, or DLRs, are used in this district in instructing English learner, or EL, students. Please consider DLRs used in supporting EL students' learning of both language and academic content. We are interested in all of the different settings in which EL students are instructed, including both mainstream or general education classrooms as well as instructional settings where EL-specialist teachers work with EL students. We will also ask you some questions about general DLR use so that we can understand the similarities and differences in the use of DLRs in the ELs 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.*]

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[*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 your responsibilities related to use of technology in the district.
 - a. How long have you been in this position?

2. Has the district articulated goals related to use of technology for instruction? [If yes] What are they?
 - a. Are there any specific technology goals related to ELs?
 - b. Are any technology goals specifically related to how DLRs can be used to engage families? To engage the families of ELs specifically? If so, what are they?
3. To what extent are DLRs used across schools for the instruction of students in general? For the instruction of EL students?

Identifying, Selecting, Purchasing, and Using DLRs

4. Does the district have a process for identifying and selecting the DLRs for instructional purposes? [If yes] Please describe it.
 - a. Who is involved in the process?
 - b. What characteristics, features, or functions does the district look for in choosing a DLR for instruction?
 - c. Is there a separate process for identifying, selecting, or purchasing DLRs for ELs? [If yes] How does it differ from the general process?
5. Has the district purchased or recommended any DLRs for use in schools? [If yes] Which DLRs have been selected?
 - a. What purposes or goals do these DLRs address (*e.g., specific content area learning, language development, social-emotional development*)?
 - b. Has the district purchased or recommended DLRs specifically for use with EL students? [If yes] Which DLRs have been selected?
 - c. Are these DLRs intended to be used by mainstream teachers, EL-specialist teachers, or both?
 - d. In your view, what are some of the features or functions of these DLRs that make them useful for ELs (*e.g., read-aloud functions, translation, first language support*)?
 - e. Are these DLRs currently provided to all schools? [If no] How did the district decide which schools received DLRs and select the specific DLRs they received?
6. In addition to the DLRs purchased or recommended by the district, are you aware of other DLRs in use in schools by teachers or students? [If yes] What are they?
 - a. Do you know if any of these are used to support the instruction of ELs?
7. Does the district provide any devices to schools, teachers, and students for instructional purposes (*e.g., 1:1 setting, laptop carts in a shared computer lab, the use of some other model*)?

Professional Development and Support for DLR Use with ELs

8. Does the district provide or coordinate professional development (PD) or technical assistance for schools and teachers around the use of DLRs? [If yes] Please describe.
 - a. Who provides the PD or support?
 - b. How often is it provided?
 - c. Are teachers required to participate in the PD?
 - d. Does any of this PD or technical assistance focus on the use of DLRs to teach ELs? [If yes] Please describe.

9. Apart from professional development, what supports does the district offer to schools or teachers to facilitate the use of DLRs for instruction (*e.g., coaching, technical assistance, IT support, resources*)?
 - a. Do any of these supports specifically apply to using DLRs to support the instruction of ELs?
10. What additional PD or supports related to DLR use do you believe teachers need to use DLRs more effectively? More effectively with ELs?

Barriers to DLR Use

11. Has the district encountered barriers that make it difficult for teachers to use DLRs for instruction? *[If yes]* Please describe these barriers.
(E.g., structural barriers, such as internet connectivity or availability of hardware, policy, teachers' comfort with and motivation to use technology, availability of technology infrastructure or hardware, lack of technical support to promote effective use, concerns about student privacy.)
 - a. Has the district been able to address any of these barriers? If so, what are some of the ways the barriers have been addressed?

Evaluation of DLR Use

12. How would you rate the success of DLR use in this district with students in general? With ELs in particular?
 - a. What are the indicators of successful use?
 - b. What features or functions of the DLRs have been found to be helpful for supporting students' learning in general? Of ELs in particular?
 - c. Have supports or structures contributed to or enhanced the successful use of DLRs? *[If yes]* What are they?
13. Does your district have a process for evaluating the use of DLRs? *[If yes]* Please describe this process.
 - a. To what extent are you involved in this process?
 - b. What outcomes are used to evaluate the use of DLRs? Does the district use different or additional outcomes to evaluate the use of DLRs with ELs? *[If yes]* What are they?
 - c. How does the evaluation process inform or guide decision-making at the district in regard to identifying, selecting, purchasing, or using DLRs? With ELs specifically?

Gaps in DLRs

14. How could DLRs be designed or used to support student learning needs better? Of EL students in particular?
 - a. How could DLR features or functions be designed or used to better support the specific learning needs of EL students?

15. Are there lessons you have learned from using DLRs with students in general that you can share with technology specialists in other districts? Are there lessons you have learned about using DLRs with ELs in particular?

This is the end of the interview.

Do you have anything to add regarding DLR use in your district or DLR use related to EL students?

Do you have any questions for us?

Thank you very much for your time.

National Study of English Learners and Digital Learning Resources (*NSELD*)

District Director of Curriculum and Instruction

Interview Protocol

Our interview today focuses on how technology resources, or as we term them, Digital Learning Resources, or DLRs, are used in this district in instructing English learner, or EL, students. Please consider DLRs used in supporting EL students' learning of both language and academic content. We are interested in all of the different settings in which EL students are instructed, including both mainstream or general education classrooms as well as the instructional settings where EL-specialist teachers work with EL students. When answering questions, we would like you to think about how DLRs have been used for instruction with ELs in the current school year. We will also ask you some questions about general DLR use so that we can understand the similarities and differences in the use of DLRs in 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 digital resources such as applications (apps), 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. Individual DLRs from the different categories may be combined in a comprehensive package of DLRs (an "integrated DLR set"). This might be, for example, a comprehensive set of related resources that a district licenses from a DLR publisher. (Note that DLRs as we define them are separate from and do not include the hardware or devices used).

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 interviewers: 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. Please describe your role and your responsibilities.
 - a. How long have you been in your role?
 - b. To what extent do you or your office support schools or teachers in using technology for instruction?
2. How do you view the use of DLRs, or technology in general, for teaching and learning?
3. Has the district articulated goals for the use of DLRs in instruction? *[If yes]* What are they?
 - a. Are these goals the same for all students, including ELs? Or do goals regarding the use of DLRs differ for instructing EL students?
 - b. Do any technology goals relate to how DLRs can be used to engage families? If so, what are they? Are these goals different for ELs and their families?

DLR Use with ELs

4. Has the district identified specific DLRs for teachers to use with ELs? *[If yes]* Which DLRs are these?
 - a. What purposes or goals do these DLRs address (E.g., *Student engagement, motivation, skills practice, content knowledge, family engagement, communication, language learning, literacy, content area learning*)?
 - b. What features or functions of these DLRs do you consider make them useful for ELs (e.g., *read-aloud functions, translation, first language support*)?
 - c. Are these DLRs intended for use with all ELs? Or are some DLRs specifically targeted at particular subgroups of EL students? Are any of these DLRs also intended to be used with non-EL students?
 - d. Are these DLRs intended to be used by mainstream teachers, EL specialist teachers, or both?
5. Has the district identified any DLRs for teachers to use in general? *[If yes]* Which DLRs are they?
 - a. What purposes or goals do those DLRs address (e.g., *Student engagement, motivation, skills practice, content knowledge, family engagement, communication, language learning, literacy, content area learning*)?

Identifying, Selecting, and Purchasing DLRs

6. Does the district have a specific process in place for identifying and selecting DLRs for use with ELs? *[If yes]* Please describe the process.

[If the district has a process for identifying and selecting DLRs for use with ELs, proceed with the following questions; otherwise, skip to the next section.]

- a. In choosing DLRs for EL students, does the district look for specific characteristics, features, or functions (e.g., *practice, adaptive learning, translation, games or game-like elements, read-aloud, first language support*)?
- b. To what extent is this process similar or different from how DLRs for general use are selected?

Professional Development and Support around DLR Use with ELs

7. Do you or your office provide professional development (PD) or support for teachers that focuses on DLR use? *[If yes, proceed with the following questions; otherwise, skip to the next question.]*
8. Does the district provide PD that focuses on the use of DLRs with EL students? *[If yes]* Please describe that PD.
 - a. Who provides the PD?
 - b. How frequently does the district offer this PD to teachers?
 - c. What topics does the PD cover?
 - d. Do mainstream teachers and EL specialist teachers receive different PD related to using DLRs with ELs? *[If yes]* Please describe any differences.
9. Apart from PD, does the district offer supports to teachers focused on the use of DLRs for ELs (e.g., coaching, technical assistance, IT support, other resources, etc.)?
 - a. Do mainstream teachers and EL-specialist teachers receive different supports related to using DLRs for instruction? *[If yes]* Please describe any differences.
10. What additional PD or supports related to DLR use do you believe teachers of ELs need?

Barriers Related to the Use of DLRs with ELs

11. In your view, has the district encountered barriers that make it difficult for teachers to use DLRs for all students? *[If yes]* Please describe these barriers.
(E.g., teachers' comfort with and motivation to use technology, availability of technology infrastructure or hardware, lack of technical support to promote effective use, concerns about student privacy.)
 - a. Do financial or structural barriers, such as Internet connectivity or hardware availability, make using DLRs for instruction difficult?
12. In your view, has the district encountered barriers that make it difficult for teachers to use DLRs with EL students? *[If yes]* Please describe these barriers.
(E.g., access to DLRs for EL students, access to PD around DLR use with EL students, difficulty in finding DLRs that EL students can use independently or that can challenge them appropriately, lack of alignment with ELs' needs, structural factors such as itinerant EL teachers who do not have a homeroom, thus making technology use difficult.)
 - a. Has the district been able to address these barriers? *[If yes]* In what ways?

Evaluation of DLR Use

13. How would you rate the success of DLR use with ELs in your district?
 - a. Can you provide examples of DLRs that are being used successfully with ELs in this district? What makes these DLRs successful?
 - b. What outcomes do you use to evaluate the success of DLRs with ELs?
 - c. In your view, what features or components of these DLRs have made them useful for EL students?

14. Can you provide examples of DLRs that are being used successfully with students in this district? *[If yes]* What are they?
 - a. What makes these DLRs successful?
 - b. What outcomes do you use to evaluate the success of DLRs?
15. Does your district have a process for evaluating the use of DLRs with ELs? *[If yes]* Please describe this process.
 - a. To what extent are you involved in this process?
 - b. How does this process inform or guide decision-making at the district about DLR use with ELs?

Gaps in DLRs

16. Do you have suggestions for improved DLR design or use to support the learning needs of ELs [or students in general]?
17. Do you have suggestions for how the district could better support teachers in using DLRs to instruct ELs [or students in general]?
18. Are there lessons you have learned through your work using DLRs with ELs that you can share with other educators? *[If yes]* What are they?

This is the end of the interview.

Do you have anything to add regarding DLR use in your district or DLR use related to EL students?

Do you have any questions for us?

Thank you very much for your time.

National Study of English Learners and Digital Learning Resources (*NSELD*)

School Coordinator or Lead Teacher for English Learner (EL) Services

Interview Protocol

Our interview today focuses on how technology resources, or as we term them, Digital Learning Resources, DLRs, are used in this school for instructing English learner, or EL, students. Please consider DLRs used in supporting EL students' learning of both language and academic content. We are interested (1) in all of the different settings in which EL students are instructed, including both mainstream and general education classrooms; (2) in the instructional settings where EL-specialist teachers work with EL students; and (3) in the DLRs used for instruction with ELs in the current school year.

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 digital resources such as applications (apps), 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. Individual DLRs from the different categories may be combined in a comprehensive package of DLRs (an "integrated DLR set"). This might be, for example, a comprehensive set of related resources that a district licenses from a DLR publisher. (Note that DLRs as we define them are separate from and do not include the hardware or devices used).

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 your responsibilities.
 - a. How long have you been in this role at this school?
 - b. How many years have you been an educator?

2. How long have you been working with ELs?
 - a. To what extent do you feel prepared to work with ELs?
3. What is the school's EL population, and how would you describe it (*e.g., size, language groups, whether they are newcomer ELs or a long-term EL population, special challenges*)?
 - a. Does your school provide instructional services for EL students? If so, what kinds of services are they (*e.g., mainstream, pull-out, push-in, dual immersion, newcomer program*)?
4. Does the school have specific goals for using DLRs with ELs? *[If yes]* What are they?
 - a. Does it have goals for using DLRs to engage the families of ELs? *[If yes]* What are they?

Use of DLRs with ELs

5. How widespread is DLR use in your school? What percentage of teachers at your school use DLR with ELs?
6. Are there particular DLRs commonly used with ELs at this school? *[If yes]* What are they?
[If the school has specific DLRs in use with ELs, continue with the following sub-questions; otherwise, please proceed to the next question.]
 - a. Why has it chosen these DLRs?
 - b. Are these DLRs intended for use by mainstream teachers, EL-specialist teachers, or both? *[If intended for a particular type of teacher]* Why?
7. Do specific features or functions of these DLRs make them especially useful to teachers working with ELs? *[If yes]* What are they (*e.g., read-aloud functions, translation, first-language support*)?
8. Are DLRs used in specific programs for ELs, such as when EL students are "pulled out" of regular instruction? *[If yes]* Which DLRs are they? Why have these DLRs been chosen for use in specific programs?
9. Are you aware of DLRs that mainstream teachers use with the general student population that they do not use with EL students? *[If yes]* Which ones are they? Are you aware of why they don't use them with EL students?
10. Does the school's program of services for EL students use DLRs to support parent and family engagement? If so, how does it do so?

Barriers Related to the Use of DLRs with ELs

11. Do you know of barriers teachers encounter while using DLRs with EL students? *[If yes]* Can you provide specific examples?
12. Are you aware of challenges that EL students face when using DLRs outside of the classroom? *[If yes]* Can you provide specific examples?

Identifying, Selecting, and Purchasing DLRs

13. Does the school have a specific process for identifying and selecting the DLRs that are used with ELs? *[If yes]* Please describe the process.
[If the school has a process for identifying and selecting DLRs for use with ELs, please proceed with the following sub-questions; otherwise skip to the next question.]
 - a. Who is involved in the process?

- b. What characteristics, features, or functions does the school look for in choosing a DLR for ELs (e.g., *practice, adaptive learning, translation, games or game-like elements, read-aloud*)?

Evaluating the Use of DLRs with ELs

14. How would you rate the success of DLRs that the school is using with ELs? Can you name some examples of DLRs that are being successfully used with ELs?
 - a. What outcomes or indicators does the school use to evaluate the success of these DLRs?
 - b. Have particular features or components of these DLRs made them useful for EL students? *[If yes]* What are they?

Professional Development and Support around DLR Use with ELs

15. Does the school provide coaching, professional development (PD), or support for teachers that focuses on using DLRs with ELs? *[If yes]* Please describe these activities.
[If the school provides coaching, PD, or support for teachers focused on DLR use with ELs, continue with the following sub-questions; otherwise, skip to the next question.]
 - a. Who provides this PD or support?
 - b. How frequently does the school offer PD or support?
 - c. What support do you think is most useful to teachers? Please explain.
 - d. Do the supports related to using DLRs for instruction differ for mainstream teachers and EL-specialist teachers? *[If yes]* Please describe any differences.
 - e. Could additional PD or supports be offered to teachers to help them use these DLRs more effectively with ELs? *[If yes]* What do you suggest should be offered?
16. Does the school have systems or structures in place to facilitate collaboration between EL-specialists and mainstream teachers concerning the use of DLRs (e.g., *during grade-level team/PLC/COP meeting*)? *[If yes]* Please describe them.

Gaps in DLRs

17. 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?
18. Are there lessons you have learned about using DLRs with ELs that you can share with other educators? *[If yes]* What are they?

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.

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National Study of English Learners and Digital Learning Resources (*NSELD*)

School Principal

Interview Protocol

Our interview today focuses on how technology resources, or as we term them, Digital Learning Resources, DLRs, are used in this school for instructing English learner, or EL, students. Please consider DLRs used in supporting EL students' learning of both language and academic content. We are interested in all of the different settings in which EL students are instructed, including both mainstream or general education classrooms as well as the instructional settings where EL-specialist teachers work with EL students. When answering questions, we would like you to think about how DLRs have been used for instruction with ELs in the current school year.

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 digital resources such as applications (apps), 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. Individual DLRs from the different categories may be combined in a comprehensive package of DLRs (an "integrated DLR set"). This might be, for example, a comprehensive set of related resources that a district licenses from a DLR publisher. (Note that DLRs as we define them are separate from and do not include the hardware or devices used).

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 position and experience.
 - a. How long have you been principal at this school?

2. Please describe the EL population in this school (*e.g., size, language groups, whether they are newcomer ELs or a long-term EL population, special challenges*).
 - a. Does your school provide services for EL students? *[If yes]* What services are provided (*e.g., mainstream, ESL pull-out or push-in, dual immersion, newcomer program*)?
 - b. From your perspective, how prepared are your teachers and staff in general to work with EL students?
3. What are your expectations for how teachers should use DLRs for instruction at your school?
 - a. Do you have different expectations for how teachers should use DLRs to teach ELs versus teaching students in general?
 - b. Has the school set goals related to how DLRs can be used to engage the families of ELs? *[If yes]* What are they?
4. How do you view the use of DLRs for instruction?

Use of DLRs

5. On the basis of your classroom observations, what proportion of your teachers use DLRs for instruction? *[If any teachers use DLRs, proceed with the following questions; otherwise, skip to the next question.]*
 - a. Are there specific DLRs that most of the teachers use? *[If yes]* Which ones are they?
 - b. Do teachers use some DLRs with their non-EL students that they do not typically use or that they use differently with their EL students (or vice versa)? If so, why?
6. Does your school or district require teachers to use specific DLRs as part of their instruction? *[If yes]* Which ones are they? How have teachers reacted to this requirement?
 - a. Are there any that the school or the district encourages teachers to use? *[If yes]* Which ones are they?

Barriers Related to the Use of DLRs with ELs

7. Is the school equipped to support the use of DLRs in classroom instruction (*e.g., computers for students, internet connectivity*)?
8. Does your school face barriers that affect the use of DLRs for teaching and learning?
 - a. Do different or additional barriers affect DLR use with EL students? Can you provide a specific example of what you view as a barrier related to using DLRs with EL students?
9. Are you aware of challenges that EL students face when using DLRs outside of the classroom? *[If yes]* Could you provide specific examples?

Identifying, Selecting, and Purchasing DLRs

10. Does your school use a specific process for identifying and selecting DLRs? *[If yes]* Please describe it. *[If the school has a process for identifying and selecting DLRs, proceed with the following questions; otherwise, skip to the next section.]*
 - a. Who is involved in the process?
 - b. What characteristics, features, or functions does the school look for when choosing DLRs?

11. Does your process for identifying, selecting, or purchasing DLRs for EL students differ from your general process for purchasing DLRs? *[If yes]* Please describe this process.
 - a. What characteristics, features, or functions do you look for in choosing DLRs for EL students (*e.g., practice, adaptive learning, translation, games or game-like elements, read-aloud*)?

Evaluating the Use of DLRs with ELs

12. How would you rate the success of DLR use in your school for the instruction of students in general?
 - a. What outcomes does the school use to evaluate DLR use?
 - b. Are these or other DLRs being used successfully with ELs in particular? Why or why not?
 - c. Are there any additional indicators of successful use of DLRs specifically with ELs students? *[If yes]* What are they?
 - d. Are there features or components of these DLRs that you believe have made them useful for EL students?

Professional Development and Support around DLR Use with ELs

13. Does your school offer professional development (PD) or support to teachers that focuses on using DLRs with students in general? *[If yes]* Please describe.

[If the school offers PD or support for teachers, proceed with the following sub-questions; otherwise, skip to the next question.]

- a. Who provides this PD or support?
 - b. How frequently does the school offer this PD or support?
 - c. Is PD or support offered to teachers that specifically concerns the use of DLRs with ELs?
 - d. Do the supports mainstream teachers and EL specialist teachers receive related to using DLRs for instruction differ? *[If yes]* Please describe any differences.
14. Are there systems or structures in place to facilitate teacher collaboration concerning the use of DLRs (*e.g., during grade-level team/PLC/COP meeting*)? *[If yes]* Please describe them.
 15. Do you have suggestions for additional PD or supports that could be offered to teachers to help them use DLRs more effectively with ELs? *[If yes]* What are they?

Gaps in DLRs

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

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.***

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National Study of English Learners and Digital Learning Resources (*NSELD*)

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 digital resources such as applications (apps), 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. Individual DLRs from the different categories may be combined in a comprehensive package of DLRs (an "integrated DLR set"). This might be, for example, a comprehensive set of related resources that a district licenses from a DLR publisher. (Note that DLRs as we define them are separate from and do not include the hardware or devices used).

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 and 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). <ol 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? <ol 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 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.

National Study of English Learners and Digital Learning Resources (*NSELD*)

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, schoolwide 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) refer to digital resources such as applications (apps), 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. Individual DLRs from the different categories may be combined in a comprehensive package of DLRs (an "integrated DLR set"). This might be, for example, a comprehensive set of related resources that a district licenses from a DLR publisher. (Note that DLRs as we define them are separate from and do not include the hardware or devices used).

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.

National Study of English Learners and Digital Learning Resources (*NSELD*)

School Instructional Technology (IT) Specialist or Coach

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 the DLR use in supporting EL students' learning of both language and academic content in the current school year. We are also interested in general DLR use to enable us to understand the similarities and differences in the use of DLRs between 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 digital resources such as applications (apps), 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. Individual DLRs from the different categories may be combined in a comprehensive package of DLRs (an "integrated DLR set"). This might be, for example, a comprehensive set of related resources that a district licenses from a DLR publisher. (Note that DLRs as we define them are separate from and do not include the hardware or devices used).

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 responsibilities related to use of technology in the school.
 - a. How did you become the technology coach? Were you ever a teacher?

2. How do you support teachers or staff in using technology?
 - a. Do you assist mainstream teachers who instruct ELs?
 - b. Do you assist EL specialist teachers (i.e., teachers who provide English as a Second Language, bilingual, or other instruction specifically designed for EL students)?
3. How comfortable do you feel about using technology to support the needs of ELs?
 - a. What training have you received, if any, that is specific to working with EL students?
4. Does the district or school have a technology plan in place that guides your work?
[If yes, proceed with the following sub-questions; if no, skip to the next question.]
 - a. What are the technology goals in the plan, in general?
 - b. Does the plan set forth specific technology goals related to ELs?
 - c. Do any technology goals in the plan relate specifically to how DLRs can be used to engage the families of ELs? If so, what are they?

DLR Use with ELs

5. What is the extent of DLR use in the school? For example, are DLRs currently used in all grades, subjects, and special programs?
6. Does the school use DLRs that specifically address the needs of ELs?
[If yes, ask the following sub-questions. If no, proceed to the next question.]
 - a. Please tell me about these DLRs.
 - b. Why are these DLRs used?
 - c. Are these DLRs intended to be used by mainstream teachers, EL-specialist teachers, or both?
 - d. What are some of the features or functions (e.g., read-aloud functions, translation, first-language support) of DLRs that make them useful to teachers for supporting ELs?
7. Can you tell me about some of the DLRs teachers use in the school with students in general?
 - a. Why are these DLRs used?
 - b. Are these DLRs intended to be used by mainstream teachers, EL-specialist teachers, or both?
8. Are you aware of whether teachers use some DLRs with their non-EL students that they do not typically use or that they use differently with their EL students (or vice-versa)?
 - a. *[If yes]* Are you aware of which ones they are?
 - b. Are you aware of why teachers use these DLRs with mainstream students but not with ELs (or vice-versa)?

Professional Development and Support for DLR Use with ELs

9. Do you provide any coaching, professional development (PD), or support for teachers that focuses on using DLRs with ELs?
 - a. If so, what types of support do you provide?
 - b. How frequently do you provide these supports?
 - c. Do you provide different supports to mainstream teachers and EL specialist teachers? *[If yes]* Please explain the differences.

10. What, if any, PD or support do you provide to teachers that focus on using DLRs in general? Please describe it.

Barriers to DLR Use

11. Have you observed barriers, such as lack of hardware or connectivity, to teachers' use of DLRs in general and for EL students specifically?
12. Are you aware of any barriers that students or parents face when they use DLRs at home? If so, are you aware whether these barriers are the same for ELs and their families as for mainstream students?

Identifying, Selecting, and Purchasing DLRs

13. How do you identify and select DLRs that you recommend to teachers?
 - a. Do you look for specific characteristics or features when you are choosing a DLR to recommend? *[If yes]* What are they?
 - b. Do the DLRs you recommend for use with EL students differ from those you recommend for mainstream students? *[If yes]* In what way?
14. Are there any specific DLRs that school leadership or the district specifically require as part of the curriculum?
 - a. Are there any DLRs that school leadership or the district encourages—rather than requires—teachers to use?

Evaluation of DLR Use

15. Do you evaluate the school's use of DLRs? *[If yes]* Please describe how you evaluate them.
 - a. Are you aware of the outcomes used to evaluate the use of DLRs? *[If yes]* What are they?
 - b. Are you aware of additional indicators used to determine whether DLR use is successful with EL students? *[If yes]* What are they?

Gaps in DLRs

16. 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?
17. Are there lessons you have learned about using DLRs with students in general that you could share with other educators? Lessons you have learned about using DLRs with ELs? *[If yes]* What are they?

This is the end of the interview.

Do you have anything to add regarding DLR use in your district or DLR use related to EL students?

Do you have any questions for us?

Thank you very much for your time.

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National Study of English Learners and Digital Learning Resources (*NSELD*)

DLR Demonstration Protocol

Name: _____ Title: _____

School: _____ District: _____ State: _____

Email: _____ Phone Number: _____

Interview Date: _____ Time: _____ Interviewed by: _____

Instructions for researchers

The Digital Learning Resource (DLR) Demonstration will be used, in most cases, as part of the teacher interview, although there might be some instances in which we may decide to ask teachers that we have not interviewed to give us a demonstration of a DLR they use.

Introduction

We're interested in seeing a brief demonstration of one of the DLRs that you commonly use for teaching. This can be a DLR you use in class or assign for home use or both. If time allows, it would be great to see more than one DLR. Could we begin with the DLR or set of DLRs that you use most commonly? This can be a DLR that you use exclusively with English learner (EL) students or one that you use with all students, including ELs.

1. What is the name of this DLR? *[Note that if teachers use more than one DLR at once, make note of all DLRs included.]*
2. How would you categorize this DLR *[refer to Definitions sheet]*?
3. How did you learn about it? How long have you been using it?
 - a. Did you choose to use this DLR or are you required by the school or the district to use it?
4. Do you typically use this DLR with your ELs, non-ELs, or both populations?
5. How often do you use this DLR in your teaching?
6. What are the purposes served by the DLR *[e.g., Introducing concepts, providing opportunities for practice, improving engagement, etc.]*?

7. Tell us about how you use this DLR in your teaching. *[During this set of questions, ask the teacher to **show** how he/she uses the DLR as he/she answers.]*
 - a. What are some of the things that you ask students to do with this DLR?
 - b. *[If applicable]* How do you assign students to different levels in this DLR?
 - c. Do students use this DLR individually, in small groups or pairs, or in whole class?
 - d. What kind of feedback and support does the DLR provide to students?
 - e. What is your process for monitoring what students are doing in this DLR?
 - f. How do you know what students are learning as a result of working on this DLR?
 - g. How do you use that information in your teaching?
 - h. Do you use this DLR in combination with other DLRs? If so, please tell us which other DLRs you use with this one, and how you combine them to support EL students' learning. *[Not necessary if they start by telling about a combination of DLRs.]*
 - i. Do you use this DLR in combination with other non-digital activities to address the same knowledge or skills? If so, please show me how you do so.
 - j. *[If teacher indicated that he/she uses DLRs with ELs and non-ELs]* Do you use this DLR differently with your ELs and non-ELs?
8. What do you consider as indicators of successful use of this DLR?
9. What are some of the things that your students like about using this DLR?
 - a. Are there particular things your EL students like about this DLR? If so, what are they?
 - b. Are there any features of this DLR that are especially beneficial to ELs? If so, what are they?
10. Do your students face any challenges while working on this DLR? If so, what are they?
 - a. In your view, are there supports that could be included in the DLR to make it easier or more beneficial for EL students? If so, what are they?
11. Are there any barriers that prevent you from using this DLR? If so, what are they?
 - a. What kinds of supports might make it easier or more beneficial for you to use this DLR?
12. Would you recommend this DLR to a colleague for use with his/her ELs?

[If there is time and it is appropriate (i.e., the teacher has mentioned other DLRs in the interview), ask the teacher to select and demonstrate another DLR. Repeat questions 1–13 during the demonstration. At the end of the demonstration, ask the teacher if he or she has additional questions and thank the teacher for his or her time.]

National Study of English Learners and Digital Learning Resources (*NSELD*)
Classroom Observation Protocol

Instructions for Observers

- Please observe for **one full class period** or a **content block in elementary school** or for **one hour** if classes are longer than an hour.
- Ask the teacher to recommend up to four focal students to observe. Teachers will be told to base this recommendation on students who are considered typical EL students for this school. Use your observations of focal students to complete item 3 (student actions using DLRs and teacher actions supporting students’ use of DLRs) and item 4.2. Highlight the focal students in your narrative summary of the lesson (item 5).
- Complete this form based on the **behaviors and events that you actually see in the classroom**, rather than including what students might have done previously or what you think the teacher is **trying** to do.

Background

Observer(s):	
Observation date: DD /MM /YYYY	Observation start time:
Length of observation (minutes): __ __ __	Observation end time:
School name:	District:
Teacher ID:	
Number of students:	Number of EL students:
	Number of focal students:
Briefly describe the language background and proficiency level of the EL students in the class: <i>(If possible, ask the teacher about the language background and proficiency level of the EL students in the class before the period begins. If not possible, pull in relevant data from their interview.)</i>	
Grade level:	
Subject: <i>(Mark all that apply.)</i>	
<input type="checkbox"/> a. Mathematics	
<input type="checkbox"/> b. English language arts/reading	
<input type="checkbox"/> c. Science	
<input type="checkbox"/> d. Social studies, history, government	
<input type="checkbox"/> e. English language development (ELD)	
<input type="checkbox"/> f. Interdisciplinary (describe):	
<input type="checkbox"/> g. Other (describe):	
Teacher’s <u>stated</u> instructional goals/learning objectives and reasons for DLR choices and uses: <i>(If possible, ask the teacher about the lesson goals before class begins. If that is not possible, write down any goals that are stated or posted in the class.)</i>	

1. Technology Resources

Note the technology resources that were (1) present in the room and (2) used by teachers or students for class-related activities during the observation period. Record any relevant notes, such as how the technology was used, in (3). RQ 2 (2.1, 2.3)

Resource		(1) Present in room?	(2) Used during class?	(3) Notes about the technology used
a.	Computers (e.g., desktop, laptop, tablet, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	<i>Include number of computers used, stand-alone or networked. Note whether this is a 1-1 classroom.</i>
b.	Technology peripherals (e.g., printer, projector)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
c.	Internet tools & resources (e.g., emails, list serves, discussion boards)		<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
d.	Other hardware or infrastructure (e.g., mobile phones, probes, digital camera)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure	<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
e.	Digital Academic Content Tools		<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
f.	Digital Productivity Tools		<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
g.	Digital Communication Tools		<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	
h.	Integrated DLR set		<input type="checkbox"/> Yes, by teacher <input type="checkbox"/> Yes, by students <input type="checkbox"/> No	

- Where did the observed lesson take place?

<input type="checkbox"/> a.	In the regular classroom
<input type="checkbox"/> b.	In a computer lab
<input type="checkbox"/> c.	In a pullout classroom or resource room
<input type="checkbox"/> d.	Other (<i>Please describe</i>):

- Classroom setup/arrangement of student seats and desks: (*Mark all that apply.*) RQ 3 (3.3)

<input type="checkbox"/> a.	Students are seated individually, in rows
<input type="checkbox"/> b.	Students are sitting at tables, facing forward
<input type="checkbox"/> c.	Students are sitting in groups, facing each other
<input type="checkbox"/> d.	Other (<i>Please describe</i>):

2. Teacher and Student Actions

2.1. Activity structure (Mark all that apply and below note the dominant activity on which the most students spent the most time during the observation. If you like to provide any additional information about the items you selected, please add notes to Section 2.1a.)

<input type="checkbox"/> a.	Whole-class, teacher-led activity: the teacher or another adult directed a whole-class activity, gave a lecture, etc.
<input type="checkbox"/> b.	Whole-class, student-led activity: students directed a whole-class activity, facilitated a discussion, etc.
<input type="checkbox"/> c.	Small-group or pair activity: students worked together in groups or pairs.
<input type="checkbox"/> d.	Individual activity: students completed a worksheet, worked on a problem, read, worked individually on computers, etc.
<input type="checkbox"/> e.	Other (describe):

2.1a. Additional notes on activity structures

2.2. Teacher roles/actions (Mark all that apply and pick the dominant role in which the teacher spent the most time during the observation. If you like to provide any additional information about the items you selected, please add notes to Section 2.2a.)

<input type="checkbox"/> a.	The teacher presented information: the teacher gave instructions, lectured, reviewed assignments or tests, demonstrated how to do something, or otherwise gave information. The teacher did most of the talking, although he or she may have asked some factual-recall questions.
<input type="checkbox"/> b.	The teacher facilitated an activity or discussion: the teacher led the class in an activity or discussion. Dialogue principally occurred between the teacher and student rather than between students.
<input type="checkbox"/> c.	The teacher monitored student progress and behavior: the teacher moved around the room, answered procedural questions, gave encouragement, and/or ensured that students were on task.
<input type="checkbox"/> d.	The teacher assisted an individual student: the teacher provided in-depth support to a single student to help them log onto the computer, start an activity, answer questions, and/or check for understanding, etc.
<input type="checkbox"/> e.	The teacher participated in a student-led activity: the teacher acted as a participant in a discussion or activity that was mainly led by students.
<input type="checkbox"/> f.	Other (describe):

2.2a. Additional notes on teacher roles/actions

3. Use of Digital Learning Resources (DLRs) RQ 3 (3.1, 3.2, 3.3, 3.4)

For each DLR used in this lesson, please complete one row in the following table.

Name of the DLR	Knowledge and skills addressed by the DLR	DLR learning activity structure	Student actions <i>What were EL students doing while using the DLR?</i>	Teacher actions <i>How was the teacher supporting EL students' use of the DLR?</i>
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		
		<input type="checkbox"/> Individual <input type="checkbox"/> Pairs <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class		

4. Use of Digital Learning Resources

4.1 For what purpose(s) did the teacher use Digital Learning Resources? (Mark all that apply.) RQ 3 (3.1, 3.2)

	<i>The teacher used DLRs to...</i>	<i>With all students, including ELs</i>	<i>With ELs, in particular</i>
a.	Present new concepts or skills to students in language domains (reading, writing, listening, speaking)	<input type="checkbox"/>	<input type="checkbox"/>
b.	Present new concepts or skills to students in academic content areas	<input type="checkbox"/>	<input type="checkbox"/>
c.	Present students with a problem-solving activity	<input type="checkbox"/>	<input type="checkbox"/>
d.	Demonstrate academic content or concepts (e.g., using 3-D simulations or dynamic representations)	<input type="checkbox"/>	<input type="checkbox"/>
e.	Demonstrate how students could model phenomena (e.g., convert their understandings to a computer model for testing and iteration)	<input type="checkbox"/>	<input type="checkbox"/>
f.	Ask students to create a product using multimedia design (e.g., video, poster) to demonstrate learning	<input type="checkbox"/>	<input type="checkbox"/>
g.	Ask students to write an essay or a report	<input type="checkbox"/>	<input type="checkbox"/>
h.	Communicate with others outside of the classroom (e.g., email, blogs, video chat, text)	<input type="checkbox"/>	<input type="checkbox"/>
i.	Collaborate with others inside or outside the classroom (e.g., collaborative workspaces, wikis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
j.	Involve students in assessment activities	<input type="checkbox"/>	<input type="checkbox"/>
k.	Adapt or differentiate activities based on students' needs	<input type="checkbox"/>	<input type="checkbox"/>
l.	Track students' progress in completing an activity (e.g., using an integrated learning system)	<input type="checkbox"/>	<input type="checkbox"/>
m.	Demonstrate how students will use technology	<input type="checkbox"/>	<input type="checkbox"/>
n.	Communicate or exchange resources with students (e.g., distributing assignments or resources electronically, collecting homework, or using a content management system)	<input type="checkbox"/>	<input type="checkbox"/>
o.	Track individual student performance on standards or skills	<input type="checkbox"/>	<input type="checkbox"/>
p.	Conduct classroom administration (e.g., grading, attendance)	<input type="checkbox"/>	<input type="checkbox"/>
q.	Other (Please describe):	<input type="checkbox"/>	<input type="checkbox"/>

4.2 For what purpose(s) did the students use Digital Learning Resources? (Mark all that apply.) RQ 3 (3.1, 3.2)

	Students used DLRs to...	All students, including ELs	ELs, in particular
a.	Learn new concepts or skills in language domains (reading, writing, listening, speaking)	<input type="checkbox"/>	<input type="checkbox"/>
b.	Learn new concepts or skills in academic content areas	<input type="checkbox"/>	<input type="checkbox"/>
c.	Practice skills and procedures in language domains	<input type="checkbox"/>	<input type="checkbox"/>
d.	Practice skills and procedures in academic content areas	<input type="checkbox"/>	<input type="checkbox"/>
e.	Work on a problem-solving activity	<input type="checkbox"/>	<input type="checkbox"/>
f.	Gather qualitative data (e.g., document observations) or quantitative data (e.g., take measurements using probes)	<input type="checkbox"/>	<input type="checkbox"/>
g.	Analyze or synthesize data or information (e.g., using a data visualization tool to identify a pattern or trend)	<input type="checkbox"/>	<input type="checkbox"/>
h.	Write or edit stories/reports/essays using word processing	<input type="checkbox"/>	<input type="checkbox"/>
i.	Take notes	<input type="checkbox"/>	<input type="checkbox"/>
j.	Create presentations	<input type="checkbox"/>	<input type="checkbox"/>
k.	Create multimedia products (e.g., videos)	<input type="checkbox"/>	<input type="checkbox"/>
l.	Find information on the Internet	<input type="checkbox"/>	<input type="checkbox"/>
m.	Communicate with others outside of the classroom (e.g., email, blogs, video chat, text)	<input type="checkbox"/>	<input type="checkbox"/>
n.	Collaborate with others inside or outside the classroom (e.g., collaborative workspaces, wikis, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
o.	Complete assessment activities	<input type="checkbox"/>	<input type="checkbox"/>
p.	Turn in homework assignments or other class work	<input type="checkbox"/>	<input type="checkbox"/>
q.	Other (Please describe):	<input type="checkbox"/>	<input type="checkbox"/>

5. Lesson Summary

Please provide a brief (~2 paragraphs) summary of the lesson. In this summary, describe how the teacher used DLRs with the focal EL students you observed and, if possible, the extent to which this was different from how the teacher used DLRs with the class in general. Please also describe how or if the teacher used DLRs to differentiate instruction for students, used more than one DLR, combined DLRs and non-digital learning experiences to address specific knowledge or skills. Please also provide a brief description of the students' level of engagement in the DLR and the overall lesson (e.g., Did the students seem bored when using the DLR or during the class activity? Were they attentive to the lesson? Did they enthusiastically engage with the DLR?).



Appendix E.
Digital Learning Resource Matrix and
Digital Support Features Matrix

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Digital Learning Resource (DLR) Matrix

The term **Digital Learning Resources (DLRs)** refers to digital resources such as applications (*apps*), 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 (<i>apps</i>), 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) that guide students in learning and demonstrating new content or skills, such as an interactive lesson on the life cycle of a butterfly or a math tutorial on fractions.
			• Practice and assessment tools that provide activities to review concepts and skills, such as a math app 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.
		References/resources	• 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.
• 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.			
Language resource tools	• Visual and auditory topic-related resources such as a <i>YouTube</i> video on earthquakes and plate tectonics.		
	• Translation tools that assist students by providing a translation to another language.		
Digital Productivity Tools	Software, applications (<i>apps</i>), programs, or websites that students use to plan, document, organize, and analyze content. They do not contain academic content.	Presentation tools	• Presentation and publication tools that allow students to demonstrate what they have learned about a topic or to publish a digital story about a memorable day. These may include music, images, and/or video.
		Word processing tools	• Word or text processing tools that enable students to create, edit, and print documents such as in creating a newspaper based on topics from history class or reporting on a field trip.
		Information analysis tools	• Spreadsheet and data analysis tools that allow students to organize and analyze information, such as tracking local rainfall over time or analyzing and summarizing factors that led to the migration from the American Dust Bowl to the West in the 1930s.
		Information organization tools	• Concept-mapping tools that let students visually represent relationships among sets of information, such as creating a mindmap of the American Revolution or a concept map for the causes of the Civil War. • 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, applications (<i>apps</i>), 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 that provide platforms for students to post reactions and/or comments and share perspectives, such as in providing analyses of a novel they have read and sharing feedback on their peers' analyses. • Emails, text messaging, chats , for example, using a chat function to share peer feedback on a report.
		Reflection tools	• Blogs or student journals that 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 that provide a remote means of seeing and speaking with others in real time, such as in enabling a science class to see and talk with NASA experts, or allowing students in a Spanish dual-language class to see and share a geography game with Spanish-speaking peers in Mexico.
		Project collaboration tools	• Document or project-sharing tools that provide an online platform where students can work on products together, as in jointly editing 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	For example, 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	For example, a math intervention for at-risk students in grades 6–12 that provides tutorials, practice activities, and progress monitoring tools to inform instruction.

Note: This summary matrix was adapted from Zehler, Annette M., Yilmazel-Sahin, Yesim, Massoud, Lindsey, Moore, Sarah C., Yin, Chengbin, and Kramer, Kat. (2012, April). *Technology-based resources in instruction of English learner students*. Poster presentation at the Annual Meeting of the American Educational Research Association, Vancouver, British Columbia.

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2018). *National Study of English Learners and Digital Learning Resources*. Washington, DC: Author.

Digital Support Features Matrix

Digital Support Features are specific embedded features in digital learning resources (DLRs) that assist students in understanding or communicating the content and/or activities provided in the DLR. This is a preliminary list to prompt further discussion among developers and educators.

<i>Support Feature Category</i>	<i>Definition</i>	<i>Category</i>	<i>Examples</i>
Visual Support Features	Provide visual images or other visual supports to assist a student in understanding and/or communicating a concept or idea.	Visual definition	Links to a video or image(s) providing a visual definition of a concept or word.
		Interactive visual features	Manipulable visual representation of a concept, such as a graphing calculator feature integrated into a DLR, providing representations of concepts based upon information that a student enters.
		Closed captioning	Text shown on the video screen provides print as well as audio that is useful for English learners still developing their ability to understand spoken English.
Auditory Support Features	Provide speech or other use of sound to assist a student in understanding and/or communicating a concept or idea.	Auditory definition	Allows students to click on a word to hear a definition of a concept or word.
		Text-to-speech for text selection	Reads aloud text such as a selection on academic content, a story, directions for a lab experiment, or math questions; might include options to play, pause, adjust the volume, and/or control the speed at which the text is read. The language used may be English or another language, depending on the materials used.
		Text-to-speech for highlighted word	Allows readers to hear an individual word or phrase.
		Record and replay voice	Enables students to record their voice; replay it so that they can hear their own voice, perhaps make adjustments to and/or practice pronunciation, practice their part in a presentation, or save for sharing with others.
Translation Support Features	Provide embedded functions to translate from one language to the other, in either speech or print, and for either a word or limited text.	Spoken word translation	Enables a student to hear a spoken translation in his/her home language of an unfamiliar English word.
		Printed word translation	Enables a student to view a written translation in his/her home language of an unfamiliar English word.
		Spoken text translation	Enables a student to hear spoken statements in one language as spoken in another language.
		Printed text translation	Enables a student to view a section of text in one language as written in another language.
Collaboration Support Features	Embedded functions that students use to communicate, collaborate, work, or share information about academic content.	Document sharing	Allows multiple students to share a digital document and use annotation tools to add notes or comments.
		Collaboration based on proficiency level	Allows students to collaborate with peers according to their proficiency levels (e.g., peers at the same Lexile reading comprehension level).

Note: This matrix is a preliminary summary of supports created for the toolkits based on insights gained through the NSELD research.

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service. (2018). *National Study of English Learners and Digital Learning Resources*. Washington, DC: Author.



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