# Implementation of Digital Instructional Tools
## *Observation Instrument*

### Context for Instructional Session

Q1 Date of Observation: _____ Time of Observation: _____

Q2 School District             Other: _____

Q3 Site: _____

Q4 Location of instruction

| | | |
|---|---|---|
| Home | Study Hall | School Library |
| Community Library | Core Classroom | Intervention Classroom |
| Computer Lab | Out-of-school time Program | Unknown |

Other (specify) _____

Q5 Observer 1: _____      Observer 2: _____

Q6 Type of observation:

Individual student       Small Group       Whole Class       Other: _____

Q7 Notes on instructional grouping:

### Participants in Instructional Session

Q8 Student(s): _____ Female   _____ Male       _____ Unknown

Q9 Students' Race/Ethnicity

| | | |
|---|---|---|
| _____ African American | _____ Asian | _____ Hispanic |
| _____ White | _____ Other | _____ Unknown |

Q10 Students' Grade Level (can enter grade or elementary/middle/high in Qualtrics): _____

Q11 Student(s)' Language Status (may check more than one)
- ❑ Official Bilingual Classroom
- ❑ Language other than English used
- ❑ No indication of ELL status

Q12 Notes on language status:

Q13 Student(s)' Disability Status

❍ Accommodations or modifications observed
❍ No accommodations or modifications observed
❍ Unable to determine if accommodations or modifications were made

Q14 Notes on disability status: _____

Q15 Instructor(s):     _____ Female          _____ Male          _____ Unknown

Q16 Instructor Race/Ethnicity

_____ African American          _____ Asian          _____ Hispanic
_____ White                     _____ Other          _____ Unknown

Q17 Instructor(s)' Professional Background: _____

Instructor(s)' Role During Session: _____

## Use of Time in Instructional Session

Q18 Total Times
_____ Instructional time                                    _____ Face-to-face
_____ Total time on task                                    _____ Remotely
_____ Total time student interacts with a live instructor   _____ Procedures/Transition
_____ Total Observation Time

Q19 Notes for time off-task:

Q20 Total time spent in instructional formats
_____ All face-to-face          _____ Asynchronous
_____ All digital               _____ Software driven
_____ Blended                   _____ Live instructor driven
_____ Synchronous

Q21 Time spent on curricular content
_____ Math                      _____ Social Studies
_____ Reading                   _____ Science
_____ Writing                   _____ Technology
_____ Other: _____

Q22 Time spent related to particular instructional expectations:
_____ Skill Introduction                    _____ Assessment
_____ Drilling/Practice                      _____ Games
_____ Review of Previously Taught Lesson     _____ Enrichment/Accelerated Instruction
_____ Other (specify): _____

Q23 Notes on Instructional Expectations: _____

**Functionality of and Access to Technology**

Q24 Technology in use by Instructor (Select all that apply)
Desktop             Laptop  Tablet          Smart Board          Projector
Document Camera     None            Other _____

Q25 Was the instructor's technology functional? Yes     No     Not Applicable

Q26 Notes on functionality of instructor's technology: _____

Q27 Technology in use by student(s)
Desktop         Laptop          Tablet          None            Other _____

Q28 Was the students' technology functional?    Yes     No     Not applicable

Q29 Notes on functionality of students' technology: _____

Q30 Technology:
    Total time lost to technical problems (number of minutes)_____
    Number of students on each digital instruction device (number only)_____


**Digital Tool in Practice**

*Q31 Physical environment*
*[How and where students access the instructional setting, including the technological setting and any associated limitations, and who else in the same physical environment as the student could assist with technological problems and support learning]*
❍  [4] Students have full access to the instructional setting throughout the session.
❍  [3] The physical environment presents occasional or partial enhancements to quality learning opportunities
❍  [2] The physical environment does not get in the way of quality learning opportunities, but does not contribute to them.
❍  [1] The physical environment presents occasional or partial barriers to quality learning opportunities.
❍  [0] The physical environment is a significant barrier to quality learning opportunities.
❍  Not applicable
❍  Not enough information

Q32 Comments:

### Q33  Technology and digital tools
*[How students access instruction, including internet connectivity, hardware and software in use, and the safety, operability and accessibility of the technology]*
- ❍ [4] Students have full access to the instructional setting throughout the session.
- ❍ [3] Students have access to the instructional setting throughout most of the session.
- ❍ [2] Students have access to the instructional setting throughout some the session.
- ❍ [1] Students had multiple problems accessing the instructional setting throughout the session.
- ❍ [0] No students were able to access the instructional setting.
- ❍ Not applicable
- ❍ Not enough information

Q34 Comments:

### Q35 Curricular content and structure
*[Content and skill focus, who developed it and where it is located; learning objectives, sequence and structure, level of rigor/intellectual challenge, ability to meet/adapt curricular content to student needs]*
- ❍ [4] Curricular content and structure observed to create quality learning opportunities throughout the session.
- ❍ [3] Curricular content or structure observed to create quality learning opportunities throughout the session
- ❍ [2] Curricular content or structure observed to create quality learning opportunities occasionally during the session.
- ❍ [1] Neither curricular content nor structure observed to create or inhibit quality learning opportunities.
- ❍ [0] Curricular content or structure inhibit quality learning opportunities throughout the session.
- ❍ Not applicable
- ❍ Not enough information

Q36 Comments:

### Q37 Instructional model and tasks
*[Role of instructor and software in instruction; purpose or target of instruction; student/instructor ratio and grouping patterns, multimodal instruction; order of thinking required and application of technology in instructional tasks, and ability to meet/adapt instructional model and tasks to student needs]*
- ❍ [4] The instructional model and tasks consistently facilitate quality learning opportunities and adapts to observed (or known) student needs.
- ❍ [3] The instructional model and tasks mostly facilitate quality learning opportunities and adapts to observed (or known) student needs.
- ❍ [2] The instructional model and tasks facilitate some quality learning opportunities but do not adapt to observed (or known) student needs.
- ❍ [1] The instructional model and tasks do not facilitate quality learning opportunities and do not adapt to observed (or known) student needs.
- ❍ [0] The instructional model and tasks inhibit quality learning opportunities and do not adapt to observed (or known) student needs.
- ❍ Not applicable
- ❍ Not enough information

Q38 Comments:

### Q39 Interaction
*[How much interaction with a live person; does the technology affect the ability of the instructor or student to positively interact with one another and the instructional resources? Constructive (contributes to learning) or destructive (deters from learning) inteaction]*
- ❍ [4] Instructors and resources have constant, constructive interaction with students.
- ❍ [3] Instructors and resources mostly have constant, constructive interaction with students.
- ❍ [2] Instructors or resources have some constructive interaction with students.
- ❍ [1] Instructors and resources have no constructive interaction with students.
- ❍ [0] Students, instructors or resources have destructive interaction with one another.
- ❍ Not applicable
- ❍ Not enough information

Q40 Comments:

### Q54 Digital Citizenship
*[Is technology being used as intended by the instructor and/or instructional program?]*
- ❍ [4] All students are using the technology as intended by the instructor and/or instructional program.
- ❍ [3] Most students are acting responsibly and using the technology in intended ways, and there are no apparent distractions.
- ❍ [2] Some students are using the technology in unintended ways but distractions are minimal.
- ❍ [1] A sizable fraction of students are using the technology in unintended ways and creating distractions in the environment.
- ❍ [0] Most students are violating intended uses of the technology (e.g., switching to games, using for inappropriate material) and creating distractions in the environment.
- ❍ Not applicable
- ❍ Not enough information

Q55 Comments:

### Q41 Student Engagement
*[Overall student engagement levels (passive or active), level of student self-regulation and persistence, and level of community within the instructional setting]*
- ❍ [4] Students have full engagement in instruction.
- ❍ [3] Students are engaged in most of the instruction.
- ❍ [2] Students are engaged in some of the instruction.
- ❍ [1] Students rarely are engaged in instruction.
- ❍ [0] Students are not engaged in instruction.
- ❍ Not applicable
- ❍ Not enough information

Q42 Comments:

### Q43 Instructor Engagement
*[Overall instructor engagement levels (passive or active) and instructor efforts to encourage engagement]*
- ❍ [4] All instructors have full engagement in instruction.
- ❍ [3] Instructors are engaged in most of the instruction.
- ❍ [2] Instructors are engaged in some of the instruction.
- ❍ [1] Instructors rarely are engaged in instruction.
- ❍ [0] Instructors are not engaged in instruction.
- ❍ Not applicable
- ❍ Not enough information

Q44 Comments:

### Q45 Alignment
*[Alignment of instruction and curriculum to state or district standards or to other instructional settings or to stated learning objectives (including within the session and between in-person and digital instruction)]*
- ❍ [4] All learning opportunities are fully aligned.
- ❍ [3] Most learning opportunities are fully aligned.
- ❍ [2] Most learning opportunities are partly aligned.
- ❍ [1] Learning opportunities are aligned for portions of the session.
- ❍ [0] Learning opportunities lack alignment.
- ❍ Not applicable
- ❍ Not enough information

Q46 Comments:

### Q47 Assessment/feedback
*[Who develops and manages the assessment (instructor, provider via software), structure, and whether it is individualized to student learning and relevant to stated learning goals; data accessible to users]*
- ❍ [4] Student learning is assessed frequently in varied formats that facilitate learning opportunities.
- ❍ [3] Student learning is assessed frequently in a single format that facilitates learning.
- ❍ [2] Student learning is assessed once in a way that facilitates learning opportunities
- ❍ [1] Student learning is assessed during the session but is not constructive towards learning.
- ❍ [0] Student learning is not assessed during the session.
- ❍ Not applicable
- ❍ Not enough information

Q48 Comments:


Q40 Narrative Vignette


Q50 Miscellaneous Notes