Alignment of EDPACE Research Questions, Constructs, and Data Sources

| | | | | DATA SOURCES | | | | | | | |
| | | | | *All VS Sites* | | | *Targeted Sites Only* | | | *1B Only* | |
Research Questions			**CONSTRUCTS**	Facilitator Survey	Adjunct Survey	Student Survey	Observation Protocol	Parent Survey	Principal Interview	Screener	Spanish Assessment
PROGRAM DESIGN	Team Background and Dynamic	**To what degree do differences in the background and experience facilitators and adjunct teachers bring to the VS program influence how they implement the program?** ▪ *How many years have facilitators and adjunct teachers worked with the VS program?* ▪ What subjects/content areas do facilitators currently teach? ▪ How do facilitators rate their technology skills? ▪ How do facilitators rate their current Spanish proficiency, in comparison to their initial proficiency? ▪ How does facilitator or adjunct background or experience affect how the program in implemented (e.g., the use of Spanish used in teaching, language use activities,	**Instructional Team** (II.A.)	✓	✓						
		How do members of the instructional teamwork together to provide instructional support to students in the VS program? ▪ How do members of the instructional team view their roles and the team dynamic? ▪ To what degree do team members have a shared understanding of their roles and responsibilities and the goals of the program? ▪ How do team members provide feedback to each other and to students? ▪ Do team members believe that the team approach works? ▪ What adjustment would they make in the roles and responsibilities?		✓	✓						
	Technology and Curriculum	*How do the elements of the blended model work in different sites?* ▪ What percentage of activities are technology-based and non-technology-based in the VS classroom? ▪ Do facilitators adhere to the calendar and lesson plans? ▪ Does the technology function as expected? ▪ What are the challenges of technology administration/maintenance?	**Blended Delivery Model** (II.B)	✓	✓				✓		
	Enrollment and Reception	*How does the administration of the VS program function across sites?* ▪ What enrollment criteria do individual sites use for VS 1A and 1B? ▪ How have principals/parents/students/and staff received or reacted to the program? ▪ What are the logistical/administrative challenges at the site level?	**Administration and Support** (II.C.)	✓	✓				✓		

		Research Questions	Constructs	Facilitator Survey	Adjunct Survey	Student Survey	Observation Protocol	Parent Survey	Principal Interview	Screener	Spanish Assessment
IMPLEMENTATION	Student Background	*What is the VS classroom composition, and does it vary from site to site?* ▪ What are the demographics of the students? (Gender, ethnicity, etc.) ▪ What previous language learning and experiences do students have? ▪ What home students do students have for language learning? ▪ What is students' prior achievement, and how does that affect their performance in VS?				✓				✓	
	Classroom Organization and Facilitator Behaviors	*To what extent do differences in classroom organization and time on different activities influence student engagement and subsequent performance in the VS classroom?* ▪ How much time do students spend working in pairs, groups, or alone? ▪ How much time do they spend on computer-based activities? ▪ How much time do they spend using other technologies? ▪ How much time do they spend on non-technology activities? ▪ How and to what extent do facilitators and students use other classroom resources? ▪ Does the amount of time spent in various activities vary from site to site or 1A to 1B? ▪ Are differences in time and classroom organization related to differences in student Spanish proficiency?	**Classroom Processes and Activities** (III.A.)	✓	✓	✓	✓	✓			
		How does the facilitator manage classroom activities? ▪ How do facilitators keep students on task? ▪ What proportion of their time is spent on management activities?		✓			✓				
	Instructional Strategies	*What impact do the team members' behaviors and instructional strategies have on learning, proficiency, and engagement?* ▪ How do facilitators guide students' learning of language content and skills? ▪ To what degree do facilitators model co-learner behavior? ▪ What roles do other team-members play in the on-site portion of the VS classroom? ▪ What activities do lead teachers facilitate during telephone-mediated interaction with students? ▪ What role do facilitators play during telephone time? ▪ How and how often do adjunct teachers communicate with or visit classrooms? ▪ To what degree do the facilitator, adjunct, and lead teacher collaborate to foster learning?		✓	✓		✓				

	Research Questions	Constructs	Facilitator Survey	Adjunct Survey	Student Survey	Observation Protocol	Parent Survey	Principal Interview	Screener	Spanish Assessment
Use of Resources	*To what extent do students use technology resources and engage in non-technology activities?* ▪ How do students use the VS platform? ▪ How and how often do students use Wimba voice tools? ▪ How frequently do students refer to dictionaries, flash cards and other print materials? ▪ Do facilitators make add-on materials available?		✓		✓	✓				
Student Behaviors	*In what ways are students involved in classroom activities and processes?* ▪ How engaged are students in classroom activities? What is the level of engagement in technology-based activities as opposed to non-technology activities? ▪ How much time do students spend monitoring or directing their learning? ▪ What do students do during telephone time with the lead teacher? ▪ How often do students assist their peers with content or technology? ▪ How often do students ask questions about content or language? ▪ To what degree is students' level of participation in learning activities related to Spanish proficiency and performance?		✓	✓	✓	✓				
Language Instruction	**What is the relationship between language use by the instructional team, and the blended approach, and students' engagement and performance?** ▪ How often and for what reasons do facilitators use Spanish? ▪ How often do lead teachers use Spanish during telephone time? ▪ How and for what reasons do adjunct teachers use Spanish in interactions with students? ▪ How often and in what ways do facilitators address aspects of cultural connections and language comparisons? ▪ How do facilitators use classroom technologies and resources?	**Language Instruction and Learning** (III.B.)	✓	✓		✓				
Students' Use of Spanish	*What is the relationship between students' language use and students' engagement and performance?* ▪ How much time do students spend on language learning activities (reading, writing, listening, speaking)? ▪ How often do students use Spanish in the real and virtual classrooms? ▪ What language activities do students like? Which ones do they find challenging? ▪ How confident are students in their Spanish skills?	↓	✓	✓	✓	✓				

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	Feedback and Support	**How does communication in the VS program, especially online communication, and provide feedback to students and support learning?** ▪ What is the level and nature of teacher-teacher interaction? ▪ What is the level of teacher-student interaction? ▪ What opportunities do students have to interact with one another and their virtual amigos?	**Collaboration and Community** (III.C.)	✓	✓	✓	✓	✓			
	Sense of Community	**How does a sense of community develop in the VS classroom, and how does it contribute to engagement and performance?** ▪ What activities help develop a sense of community? ▪ Do levels of communication between the instructional team, and the team and students, vary from site to site? ▪ How much time do students spend interacting with one or more students? ▪ How do facilitators or lead teachers promote classroom interaction?		✓	✓	✓	✓				
	Use of Technology	*Is the level of technology use in VS related to student engagement?* ▪ What types of technology are used in various classroom activities? ▪ How confident are students' and facilitators' in their technology skills, and does skill level affect implementation and learning? ▪ How much class time is spent on technology-based activities? ▪ What types of language skills do students gain through technology? ▪ How do students use technology at home?	**Use of Technology** (III.D.)	✓		✓	✓	✓			
INTERMEDIA	Motivation	*Which VS activities and features appear to motivate students to learn a foreign language?* ▪ What activities do students say they find most enjoyable and most challenging? ▪ Which activities do facilitators say engage students or hold their attention? (technology, non-technology, hands-on, assessment)? ▪ Does students' engagement vary from 1A to 1B, or from site to site?	**Student Engagement** (IV. A.)	✓	✓	✓	✓	✓			

	Research Questions	Constructs	Facilitator Survey	Adjunct Survey	Student Survey	Observation Protocol	Parent Survey	Principal Interview	Screener	Assmt./ WESTES
Participation	**What is the relationship between students' participation in communication and learning activities and performance?** ▪ Does level of enjoyment or challenge affect students' participation in various activities? ▪ How frequently do students take part in or initiate online communication? ▪ What are some of the reasons they contact the instructional team?		✓	✓	✓	✓				
Work completion and Communication	*To what extent do students take responsibility for their own learning?* ▪ How much time do students spend monitoring their own learning? ▪ How do adjunct teachers describe students' ability to complete assigned activities? ▪ How do adjunct teachers describe their to online communication from the instructional team? ▪ Do parents believe that their children are committed to doing their best?	**Self-direction and Responsibility (IV. B.)**	✓	✓			✓			
Importance and Interest	**What is the impact of the VS program on how much students value learning a foreign language?** ▪ Does the VS program encourage students to value learning and speaking a foreign language more? ▪ Does the program encourage an interest in continuing to study foreign languages?	**Valuing Foreign Language (IV. C.)**			✓		✓		✓	
Frequency, Range of Use	*To what extent do students use Spanish beyond the classroom?* ▪ How frequently do students use Spanish? ▪ In what contexts (restaurants, with friends) do students use Spanish?	**Spanish Use beyond the Classroom (IV. D.)**	✓		✓		✓			
	Research Questions	**CONSTRUCTS**	Facilitator Survey	Adjunct Survey	Student Survey	Observation Protocol	Parent Survey	Principal Interview	Screener	Assmt./ WESTES
Students	*How satisfied are students with the VS class?* ▪ How satisfied are students? ▪ What do students say about taking another Virtual class? ▪ According to students, would they suggest the class to a friend?	**Program Satisfaction (IV. E.)**	✓		✓		✓			
Parents	*How satisfied are parents with the VS class?* ▪ Do parents indicate that they're happy with the key elements of the program—communication with teachers, technology, and level of challenge?	↓	✓		✓		✓			

LONG-TERM OUTCOMES	Language Skills	*What is the impact of the VS program on students' Spanish performance?* ▪ What is the impact on reading, writing, speaking, and listening proficiency? ▪ How does students' performance compare to that of students in face-to-face classes?	**Spanish Learning and Proficiency** (V. A.)								✓
	Perceptions of Learning	*How do students self-assess their own language skills?*	↓							✓	
	Standardized Assessments	*Does participation in the 1A, 1B VS program have an impact on students' general achievement?* ▪ Does participation in VS have an impact on students' performance on standardized assessments in language arts and math? ▪ How do VS students perform compared to students who have had no foreign language instruction?	**Improved General Achievement** (V. B.)								✓
	Enrollment and Course selection	*What is the impact of the VS program on students' participation in high school Spanish II or other course selections?* ▪ Do students participating in the middle school VS program enroll in high school Spanish II? ▪ Does participation in middle school VS influence other high school course selections?	**High School (Spanish) Participation** (V. C.)								