

Teacher Data Use Survey: Teacher Version



Tools

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The Teacher Data Use Survey can be used to query teachers, administrators, and instructional support staff about how teachers use data to support instruction, their attitudes toward data, and the supports that help teachers use data.

A guide on how to use this survey, along with all three versions of the survey, is available in Wayman, J. C., Wilkerson, S. B., Cho, V., Mandinach, E. B., & Supovitz, J. A. (2016). *Guide to using the Teacher Data Use Survey* (REL 2017–166). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. That report is available at <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=2461>.



Institute of Education Sciences
U.S. Department of Education



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Welcome! The purpose of the Teacher Data Use Survey is to learn about how teachers use data for educational improvement in your district. Administering the Teacher Data Use Survey can provide many benefits to district and school leaders as well as teachers. Among them the Teacher Data Use Survey can yield:

- A comprehensive perspective on how teachers use data, their attitudes toward data, and the supports that help them use data.
- An evidence base from which to plan ongoing support, such as professional development, computer data systems, and collaborative structures for data use.
- A triangulated assessment of how administrator and instructional support staff view teacher data use.

There are three versions of the Teacher Data Use Survey: one for teachers, one for instructional support staff and one for principals and assistant principals.

The Teacher Data Use Survey takes about 15–20 minutes to complete. Please continue to the next page to start the survey.

The following questions ask about various forms of data that you may use in your work.

1. Are the following forms of data available to you?

Form of data	Yes	No
<State data>	<input type="checkbox"/>	<input type="checkbox"/>
<Periodic data>	<input type="checkbox"/>	<input type="checkbox"/>
<Local data>	<input type="checkbox"/>	<input type="checkbox"/>
<Personal data>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

If you indicated “no” to all options in question 1, skip to question 10. If you responded “yes” to any option, please proceed to question 2.

2. Teachers use all kinds of information (i.e., data) to help plan for instruction that meets student learning needs. How frequently do you use the following forms of data?

Form of data	Do not use	Less than once a month	Once or twice a month	Weekly or almost weekly	A few times a week
<State data>	<input type="checkbox"/>				
<Periodic data>	<input type="checkbox"/>				
<Local data>	<input type="checkbox"/>				
<Personal data>	<input type="checkbox"/>				
Other	<input type="checkbox"/>				

3. If you marked the “other” option above, please specify the form of data here:

4. Now, how useful are the following forms of data to your practice?

Form of data	Not useful	Somewhat useful	Useful	Very useful
<State data>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<Periodic data>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<Local data>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<Personal data>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. If you marked the “other” option above, please specify the form of data here:

If you indicated that <state data> is not available to you in question 1, OR if you indicated that you do not use <state data> in question 2, please go to question 7.

6. These questions ask about <state data>. In a typical school year, how often do you do the following?

Action	One or two times a year	A few times a year	Monthly	Weekly
a. Use <state data> to identify instructional content to use in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use <state data> to tailor instruction to individual students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use <state data> to develop recommendations for additional instructional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use <state data> to form small groups of students for targeted instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss <state data> with a parent or guardian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Discuss <state data> with a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meet with a specialist (e.g., instructional coach or data coach) about <state data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meet with another teacher about <state data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

If you indicated that <periodic data> is “not available” to you in question 1, OR if you indicated that you “do not use” <periodic data> in question 2, please go to question 8.

7. These questions ask about <periodic data> used in your school or district. In a typical month, how often do you do the following?

Action	Less than once a month	Once or twice a month	Weekly or almost weekly	A few times a week
a. Use <periodic data> to identify instructional content to use in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use <periodic data> to tailor instruction to individual students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use <periodic data> to develop recommendations for additional instructional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use <periodic data> to form small groups of students for targeted instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss <periodic data> with a parent or guardian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Discuss <periodic data> with a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meet with a specialist (e.g., instructional coach or data coach) about <periodic data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meet with another teacher about <periodic data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

If you indicated that <local data> is “not available” to you in question 1, OR if you indicated that you “do not use” <local data> in question 2, please go to question 9.

8. These questions ask about <local data> developed and used in your school or district. In a typical month, how often do you do the following?

Action	Less than once a month	Once or twice a month	Weekly or almost weekly	A few times a week
a. Use <local data> to identify instructional content to use in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use <local data> to tailor instruction to individual students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use <local data> to develop recommendations for additional instructional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use <local data> to form small groups of students for targeted instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss <local data> with a parent or guardian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Discuss <local data> with a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meet with a specialist (e.g., instructional coach or data coach) about <local data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meet with another teacher about <local data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

If you indicated that <personal data> is “not available” to you in question 1, OR if you indicated that you “do not use” <personal data> in question 2, please go to question 10.

9. These questions ask about <personal data>. In a typical month, how often do you do the following?

Action	Less than once a month	Once or twice a month	Weekly or almost weekly	A few times a week
a. Use <personal data> to identify instructional content to use in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use <personal data> to tailor instruction to individual students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use <personal data> to develop recommendations for additional instructional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use <personal data> to form small groups of students for targeted instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss <personal data> with a parent or guardian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Discuss <personal data> with a student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meet with a specialist (e.g., instructional coach or data coach) about <personal data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Meet with another teacher about <personal data>.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

The remainder of this survey asks general questions about the use of data to inform your education practice. For the rest of this survey, please consider only the following when you are asked about “data”:

- State achievement tests.
- Periodic assessments.
- Locally developed assessments.

10. These questions ask about supports for using data. Please indicate how much you agree or disagree with the following statements:

Statement	Strongly disagree	Disagree	Agree	Strongly agree
a. I am adequately supported in the effective use of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am adequately prepared to use data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. There is someone who answers my questions about using data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is someone who helps me change my practice (e.g., my teaching) based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My district provides enough professional development about data use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My district's professional development is useful for learning about data use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

11. These questions ask about your attitudes and opinions regarding data. Please indicate how much you agree or disagree with the following statements:

Statement	Strongly disagree	Disagree	Agree	Strongly agree
a. Data help teachers plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Data offer information about students that was not already known.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Data help teachers know what concepts students are learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Data help teachers identify learning goals for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Students benefit when teacher instruction is informed by data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I think it is important to use data to inform education practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I like to use data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I find data useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using data helps me be a better teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

12. These questions ask how your principal and assistant principal(s) support you in using data. Principals and assistant principals will not be able to see your answers. Please indicate how much you agree or disagree with the following statements:

Statement	Strongly disagree	Disagree	Agree	Strongly agree
a. My principal or assistant principal(s) encourages data use as a tool to support effective teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My principal or assistant principal(s) creates many opportunities for teachers to use data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My principal or assistant principal(s) has made sure teachers have plenty of training for data use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My principal or assistant principal(s) is a good example of an effective data user.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My principal or assistant principal(s) discusses data with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My principal or assistant principal(s) creates protected time for using data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

13. Your school or district gives you programs, systems, and other technology to help you access and use student data. The following questions ask about these computer systems. Please indicate how much you agree or disagree with the following statements:

Statement	Strongly disagree	Disagree	Agree	Strongly agree
a. I have the proper technology to efficiently examine data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The computer systems in my district provide me access to lots of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The computer systems (for data use) in my district are easy to use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The computer systems in my district allow me to examine various types of data at once (e.g., attendance, achievement, demographics).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The computer systems in my district generate displays (e.g., reports, graphs, tables) that are useful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items a–d adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

14. These questions ask about your attitudes toward your own use of data. Please indicate how much you agree or disagree with the following statements:

Statement	Strongly disagree	Disagree	Agree	Strongly agree
a. I am good at using data to diagnose student learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am good at adjusting instruction based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am good at using data to plan lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am good at using data to set student learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items adapted from Wayman, J. C., Cho, V., & Shaw, S. (2009). *Survey of Educator Data Use*. Unpublished instrument.

The following questions ask about your work in collaborative teams.

15. How often do you have scheduled meetings to work in collaborative team(s)? (Check only one.)

- Less than once a month.
- Once or twice a month.
- Weekly or almost weekly.
- A few times a week.
- I do not have scheduled meetings to work in collaborative teams.

If you answered “I do not have scheduled meetings to work in collaborative teams” in question 15, please go to question 18.

16. As you think about your collaborative team(s), please indicate how much you agree or disagree with the following statements:

Statement	Strongly disagree	Disagree	Agree	Strongly agree
a. Members of my team trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It's ok to discuss feelings and worries with other members of my team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Members of my team respect colleagues who lead school improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Members of my team respect those colleagues who are experts in their craft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My principal or assistant principal(s) fosters a trusting environment for discussing data in teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Items a–d are from University of Chicago Consortium on School Research. (2013). *Teacher Survey Codebook*, Chicago, IL: Author.

17. How often do you and your collaborative team(s) do the following?

Action	Never	Sometimes	Often	A lot
a. We approach an issue by looking at data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. We discuss our preconceived beliefs about an issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. We identify questions that we will seek to answer using data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. We explore data by looking for patterns and trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. We draw conclusions based on data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. We identify additional data to offer a clearer picture of the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. We use data to make links between instruction and student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. When we consider changes in practice, we predict possible student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. We revisit predictions made in previous meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. We identify actionable solutions based on our conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. What else would you like to share with us about data use?