Teacher Data Use Survey: Administrator Version

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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.

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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 teachers may use in their work.

1. Are the following forms of data <u>available</u> to your teachers?

Form of data	Yes	No
<State data>	☐	☐
<Periodic data>	☐	☐
<Local data>	☐	☐
<Personal data>	☐	☐
Other	☐	☐

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 <u>frequently</u> do your teachers 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>	☐	☐	☐	☐	☐
<Periodic data>	☐	☐	☐	☐	☐
<Local data>	☐	☐	☐	☐	☐
<Personal data>	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

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

4. Now, how <u>useful</u> are the following forms of data to <u>teachers'</u> practice?

Form of data	Not useful	Somewhat useful	Useful	Very useful
<State data>	☐	☐	☐	☐
<Periodic data>	☐	☐	☐	☐
<Local data>	☐	☐	☐	☐
<Personal data>	☐	☐	☐	☐
Other	☐	☐	☐	☐

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 your teachers in question 1, OR if you indicated that your teachers "do not use" <state data> in question 2, please go to question 7.

6. These questions ask about <state data>. In a typical <u>school year</u>, how often do your teachers 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.	☐	☐	☐	☐
b. Use <state data> to tailor instruction to individual students' needs.	☐	☐	☐	☐
c. Use <state data> to develop recommendations for additional instructional support.	☐	☐	☐	☐
d. Use <state data> to form small groups of students for targeted instruction.	☐	☐	☐	☐
e. Discuss <state data> with a parent or guardian.	☐	☐	☐	☐
f. Discuss <state data> with a student.	☐	☐	☐	☐
g. Meet with a specialist (e.g., instructional coach or data coach) about <state data>.	☐	☐	☐	☐
h. Meet with another teacher about <state data>.	☐	☐	☐	☐

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 your teachers in question 1, OR if you indicated that your teachers "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 <u>month</u>, how often do your teachers 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.	☐	☐	☐	☐
b. Use <periodic data> to tailor instruction to individual students' needs.	☐	☐	☐	☐
c. Use <periodic data> to develop recommendations for additional instructional support.	☐	☐	☐	☐
d. Use <periodic data> to form small groups of students for targeted instruction.	☐	☐	☐	☐
e. Discuss <periodic data> with a parent or guardian.	☐	☐	☐	☐
f. Discuss <periodic data> with a student.	☐	☐	☐	☐
g. Meet with a specialist (e.g., instructional coach or data coach) about <periodic data>.	☐	☐	☐	☐
h. Meet with another teacher about <periodic data>.	☐	☐	☐	☐

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 your teachers in question 1, OR if you indicated that your teachers "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 <u>month</u>, how often do your teachers 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.	☐	☐	☐	☐
b. Use <local data> to tailor instruction to individual students' needs.	☐	☐	☐	☐
c. Use <local data> to develop recommendations for additional instructional support.	☐	☐	☐	☐
d. Use <local data> to form small groups of students for targeted instruction.	☐	☐	☐	☐
e. Discuss <local data> with a parent or guardian.	☐	☐	☐	☐
f. Discuss <local data> with a student.	☐	☐	☐	☐
g. Meet with a specialist (e.g., instructional coach or data coach) about <local data>.	☐	☐	☐	☐
h. Meet with another teacher about <local data>.	☐	☐	☐	☐

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 your teachers in question 1, OR if you indicated that your teachers "do not use" <personal data> in question 2, please go to question 10.

9. These questions ask about <personal data>. In a typical <u>month</u>, how often do your teachers 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.	☐	☐	☐	☐
b. Use <personal data> to tailor instruction to individual students' needs.	☐	☐	☐	☐
c. Use <personal data> to develop recommendations for additional instructional support.	☐	☐	☐	☐
d. Use <personal data> to form small groups of students for targeted instruction.	☐	☐	☐	☐
e. Discuss <personal data> with a parent or guardian.	☐	☐	☐	☐
f. Discuss <personal data> with a student.	☐	☐	☐	☐
g. Meet with a specialist (e.g., instructional coach or data coach) about <personal data>.	☐	☐	☐	☐
h. Meet with another teacher about <personal data>.	☐	☐	☐	☐

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. My teachers are adequately supported in the effective use of data.	☐	☐	☐	☐
b. My teachers are adequately prepared to use data.	☐	☐	☐	☐
c. There is someone who answers my teachers' questions about using data.	☐	☐	☐	☐
d. There is someone who helps my teachers change their practice (e.g., their teaching) based on data.	☐	☐	☐	☐
e. My district provides my teachers enough professional development about data use.	☐	☐	☐	☐
f. My district's professional development for my teachers is useful for learning about data use.	☐	☐	☐	☐

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

11. These questions ask about <u>your</u> 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.	☐	☐	☐	☐
b. Data offer information about students that was not already known.	☐	☐	☐	☐
c. Data help teachers know what concepts students are learning.	☐	☐	☐	☐
d. Data help teachers identify learning goals for students.	☐	☐	☐	☐
e. Students benefit when teacher instruction is informed by data.	☐	☐	☐	☐
f. I think it is important to use data to inform education practice.	☐	☐	☐	☐
g. I like to use data.	☐	☐	☐	☐
h. I find data useful.	☐	☐	☐	☐
i. Using data helps me be a better educator.	☐	☐	☐	☐

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

12. These questions ask about teacher 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 encourage data use as a tool to support effective teaching.	☐	☐	☐	☐
b. I create many opportunities for teachers to use data.	☐	☐	☐	☐
c. I have made sure teachers have plenty of training for data use.	☐	☐	☐	☐
d. I am a good example of an effective data user.	☐	☐	☐	☐
e. I discuss data with my teachers.	☐	☐	☐	☐
f. I create protected time for using data.	☐	☐	☐	☐

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.	☐	☐	☐	☐
b. The computer systems in my district provide me access to lots of data.	☐	☐	☐	☐
c. The computer systems (for data use) in my district are easy to use.	☐	☐	☐	☐
d. The computer systems in my district allow me to examine various types of data at once (e.g., attendance, achievement, demographics).	☐	☐	☐	☐
e. The computer systems in my district generate displays (e.g., reports, graphs, tables) that are useful to me.	☐	☐	☐	☐

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 <u>your teachers'</u> use of data. Please indicate how much you agree or disagree with the following statements:

Statement	Strongly disagree	Disagree	Agree	Strongly agree
a. My teachers are good at using data to diagnose student learning needs.	☐	☐	☐	☐
b. My teachers are good at adjusting instruction based on data.	☐	☐	☐	☐
c. My teachers are good at using data to plan lessons.	☐	☐	☐	☐
d. My teachers are good at using data to set student learning goals.	☐	☐	☐	☐

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 participate in scheduled meetings to work in collaborative team(s) with your teachers? (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 participate in scheduled meetings to work in collaborative teams.

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

16. As you think about your <u>collaborative team(s)</u>, 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.	☐	☐	☐	☐
b. It's ok to discuss feelings and worries with other members of my team.	☐	☐	☐	☐
c. Members of my team respect colleagues who lead school improvement efforts.	☐	☐	☐	☐
d. Members of my team respect those colleagues who are experts in their craft.	☐	☐	☐	☐
e. As an administrator, I foster a trusting environment for discussing data in teams.	☐	☐	☐	☐

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

17. How often do collaborative team(s) in your school do the following?

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

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