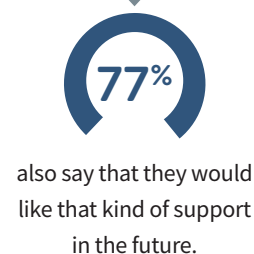
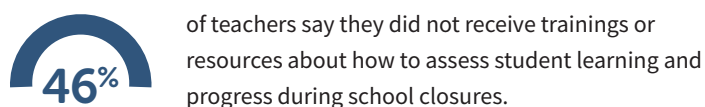
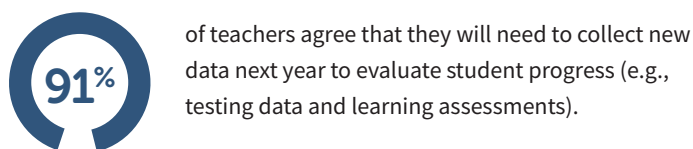
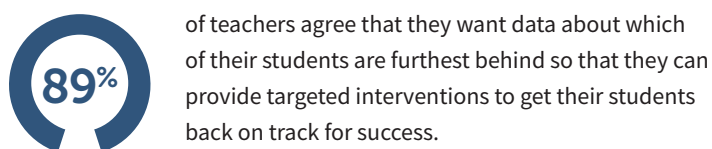


# Teachers Want Data to Understand the Impact of Remote Learning and Training to Use It Effectively



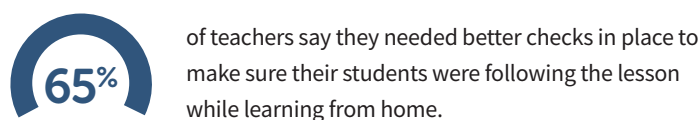
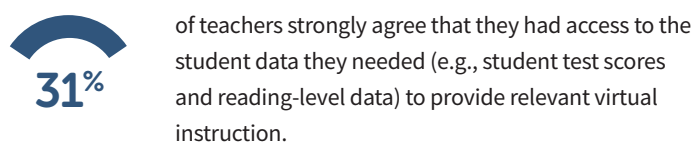
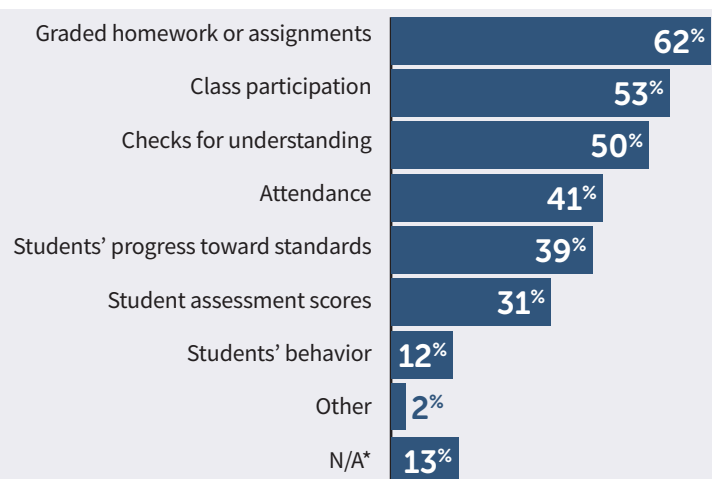
The unexpected shift to remote learning during the COVID-19 pandemic may have changed teachers' circumstances, but their need for data remains. The Data Quality Campaign's 2020 national teacher poll surveyed teachers in the midst of school closures and remote learning, seeking to better understand their experiences and needs. The poll results show that teachers want data about how the crisis has affected student learning as well as training and resources to use that data effectively.

## Teachers continue to value data, but they need support to effectively use it remotely.



During school closures, more than half of teachers provided live and/or recorded remote daily instruction. During that time, however, not all teachers collected data about their students' learning, and only 1 in 3 teachers strongly agree that they had access to the data they needed to fully support their students.

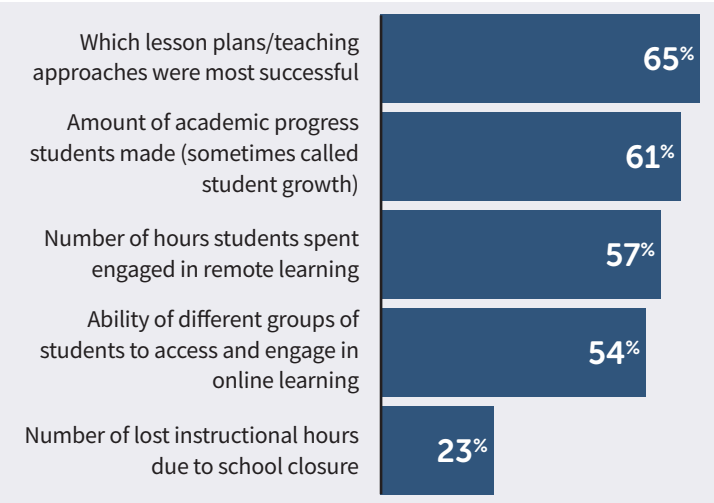
## Teachers report collecting the following types of data about their students while providing remote instruction:



\*Did not regularly collect information about student learning or behavior while providing remote instruction

## Moving forward, teachers want data to understand the impact of school closures on student learning but are split about the return of annual statewide testing in 2021.

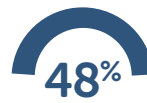
### Teachers want to know the following information about student learning in their school or district when schools were closed:



of teachers want information about how school closures and other coronavirus-related interruptions have affected students' long-term outcomes (e.g., high school graduation, college enrollment, or future wages).



of teachers support schools using data (e.g., student grades, attendance, and discipline records) to help identify students most at risk of academic failure, dropping out of school, or not graduating college and career ready.



of teachers agree that annual statewide assessments (e.g., Smarter Balanced Assessment Consortium exams) should return in 2021.

### With these and other types of supports in place, teachers are optimistic about the potential for high-quality virtual instruction.



of teachers agree that high-quality virtual instruction is possible with the right supports, resources, and trainings in place.

### RESOURCES

*Mr. Maya's Data-Rich Year* follows a school principal through a school year to see how data helps him enable teachers and students to set and meet education goals—and to continually improve.

*Ms. Bullen's Data-Rich Year* follows a teacher and student through the school year to see how data helps teachers, parents, and others make sure students are meeting education goals.

*Data Literacy 101* showcases resources that leaders at every level can use to build their understanding of data literacy and the actions that must be taken to meet the needs of educators and make data use a more seamless part of the school day and year.

Teachers want more and different data about how the COVID-19 crisis has affected student learning—but they also want training and resources to use that data effectively. As state leaders prepare for instruction to resume, either in person or virtually, they must prioritize teachers' clear demand for data and support.