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.



of teachers agree that they want data about which of their students are furthest behind so that they can provide targeted interventions to get their students back on track for success.

of teachers agree that they will need to collect new data next year to evaluate student progress (e.g., testing data and learning assessments).



of teachers say they did not receive trainings or resources about how to assess student learning and progress during school closures.



of those teachers say that type of training would have been helpful.



JUNE 2020

CAMPAIGN

also say that they would like that kind of support in the future.

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.

31%

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





of teachers say they needed better checks in place to make sure their students were following the lesson while learning from home.

*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:

Which lesson plans/teaching approaches were most successful

Amount of academic progress students made (sometimes called student growth)

Number of hours students spent engaged in remote learning

Ability of different groups of students to access and engage in online learning

Number of lost instructional hours due to school closure

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.



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.

RESOURCES

<u>*Mr. Maya's Data-Rich Year*</u> 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.

<u>Ms. Bullen's Data-Rich Year</u> 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.

<u>Data Literacy 101</u> 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.

🗲 www.dataqualitycampaign.org 🛛 🕤 🥥 @EdDataCampaign

Source: Online survey conducted within the United States by The Harris Poll on behalf of the Data Quality Campaign: April 27–May 8, 2020, among 750 full-time teachers in the United States, all of whom were currently employed teaching grades K–12.