

# Teacher Data Use Survey (TDUS) Results

Example

July 18, 2016



**VERSIONS**  
TEACHERS  
ADMINISTRATORS  
ISS



**PARTICIPANTS**  
122  
42 TEACHERS  
40 ADMINISTRATORS  
40 ISS



**SPECIFIC FORMS OF DATA**  
FCAT  
DIBELS  
DISTRICT TEST  
QUIZZES

**Purpose.** The purpose of the Teacher Data Use Survey (TDUS) is to provide helpful information to district and school leaders about how teachers use data, their attitudes toward data, and the supports that help them use data.

**Versions.** A comprehensive perspective is possible because there are three versions of the TDUS—one for teachers, one for administrators, and one for instructional support staff (ISS).

**Framework.** The TDUS is based on a framework with five total components designed to measure the actions teachers take with data and then four supporting components that inform these actions: their competence in using data, their attitudes

toward data, their collaboration, and their organizational supports.

**Data Availability, Frequency of Use, and Usefulness.** The TDUS begins with questions that collect descriptive information about various forms of data for the school or district. The first two pages show the availability of these data, the frequency of their use, and their perceived usefulness.

## IS THIS FORM OF DATA AVAILABLE TO TEACHERS?

As part of the organizational support component, respondents share the availability of various forms of data.

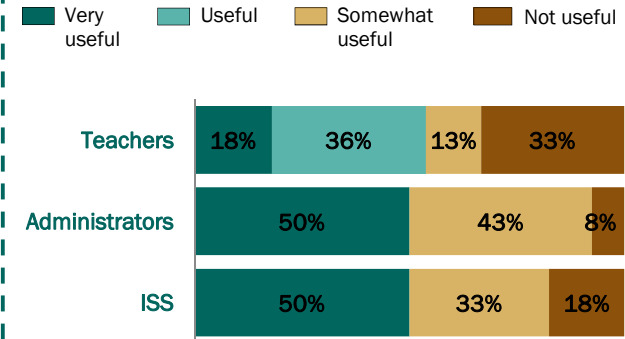
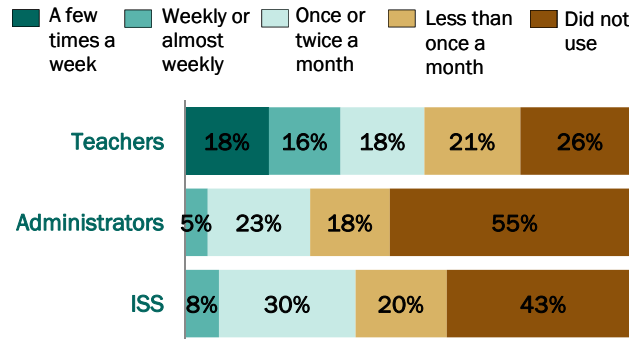
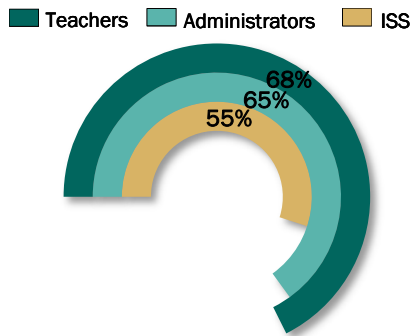
## HOW FREQUENTLY DO TEACHERS USE THIS FORM OF DATA?

As part of the action component, respondents share how frequently they use the forms of data to plan for instruction.

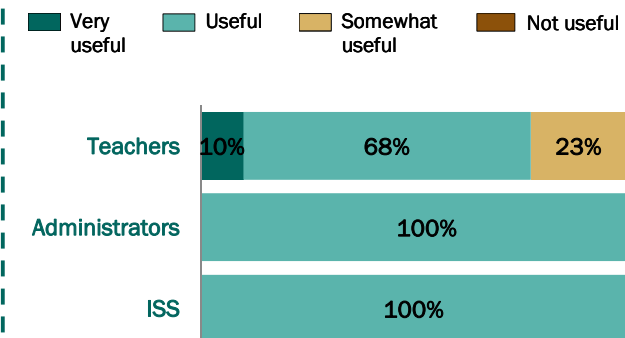
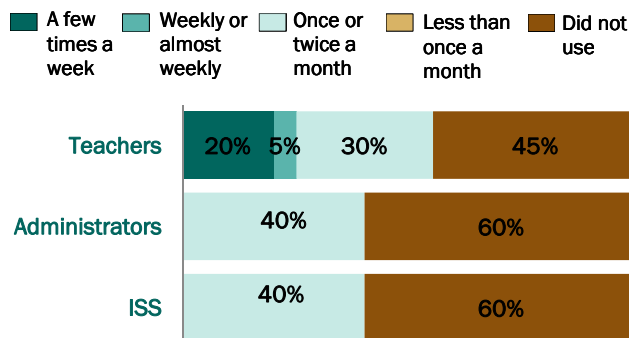
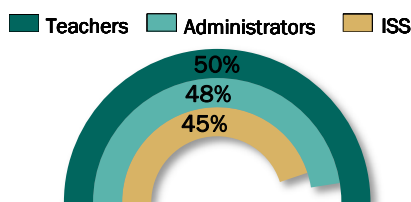
## HOW USEFUL IS THIS FORM OF DATA TO TEACHER PRACTICE?

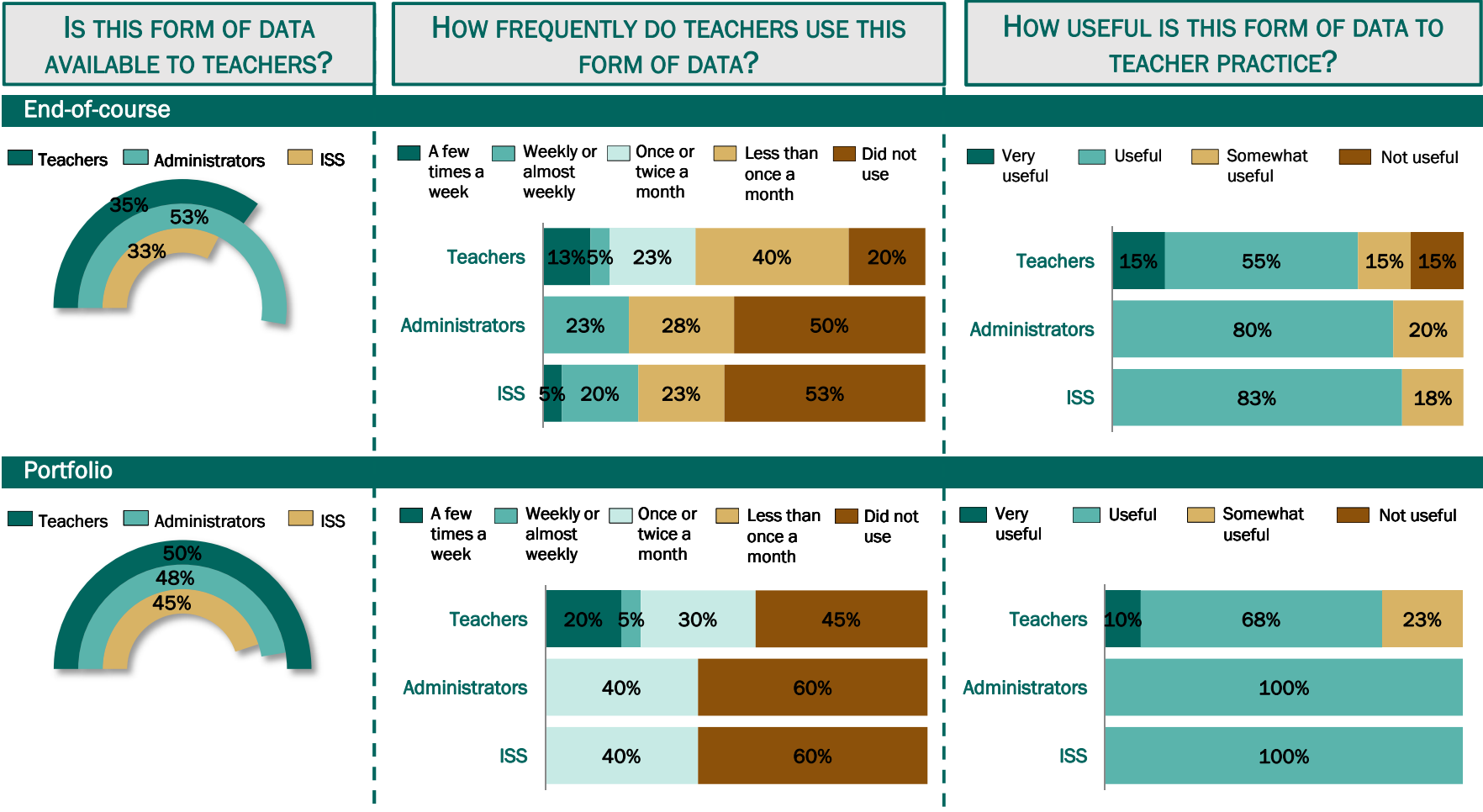
As part of the attitudes toward data component, TDUS asks how useful the various forms of data are to teacher practice.

### Quizzes



### Portfolio





**Survey Scales.** The TDUS contains nine scales that measure either the actions teachers take with data or one of the four supporting components. These scales are in all three survey versions, although the question stems and/or question items may vary depending on the version.

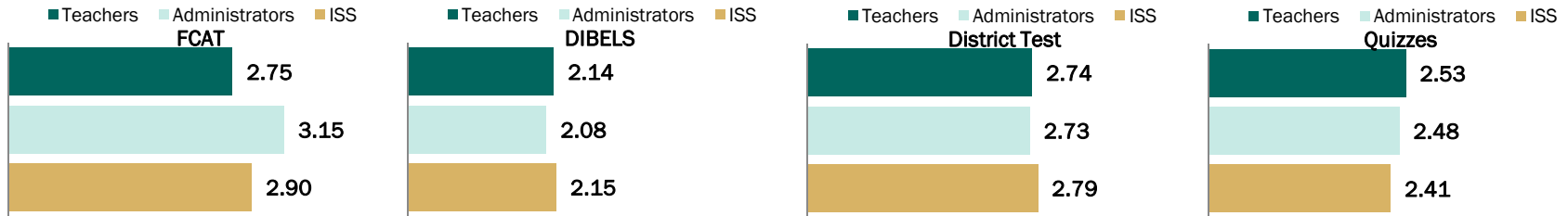
**Findings.** The following section shares the findings for scales within each of the five components of the framework: actions, competence in using data, attitudes toward data, collaboration, and organizational support. The responses to all items are averaged for each respondent on a scale of 1 to 4, resulting in the respondent's scale mean for that component. Then, all scale means are combined by survey version.

## ACTIONS WITH DATA

**Forms of Data.** For this scale, planners needed to populate the survey with a maximum of four specific forms of data, one for each of the four categories of data: state, periodic, local, and personal. Planners were encouraged to include forms of data that are commonly used or otherwise most meaningful in their district/school.

**Actions with Data Scale.** The Actions with Data scale assesses actions teachers take with the selected forms of data. These actions inform changes in teachers' knowledge and practice, which in turn can improve student learning. The responses to each question item are

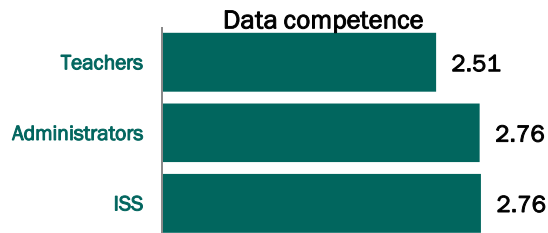
assigned numbers from 1 to 4 (for state data, One or two times a year=1, A few times a year=2, Monthly=3, and Weekly=4; for the other 3 categories of data, Less than once a month=1, Once or twice a month=2, Weekly or almost weekly=3, and A few times a week=4). These numbers are then averaged by each form of data to find the scale mean. The following figures show teachers' action with the four forms of data. A higher mean indicates that teachers take more frequent action on a monthly or yearly basis with the specific form of data.



The actions that teachers take with data are central to the process. However, the actions teachers take with data are influenced by four other components: competence in using data, attitudes toward data, collaboration, and organizational support. For the remaining four survey components, the responses to each question item are assigned numbers from 1 to 4 (Strongly disagree=1, Disagree=2, Agree=3, and Strongly agree=4). Scale means are then calculated for each of these components.

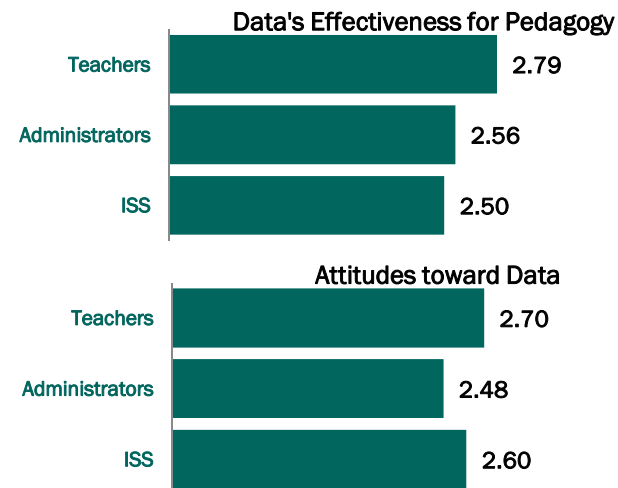
## COMPETENCE IN USING DATA

It is important that teachers perceive themselves as being capable of using data. This component is measured by the Data Competence scale, which asks teachers, administrators, and ISS how good they believe the teachers are at using data to inform various aspects of their practice. For the Data Competence scale, a higher mean indicates that teachers are perceived to be better at using data to inform various aspects of their practice.



Teachers are more likely to use data when they believe that data are useful to their practice. This component is measured by two scales: Data's Effectiveness for Pedagogy and Attitudes toward Data. For the Data Effectiveness Pedagogy scale, a higher mean indicates stronger agreement on the value of data for everyday pedagogy. A higher average for the Attitudes toward Data scale indicates more positive attitudes and opinions about data.

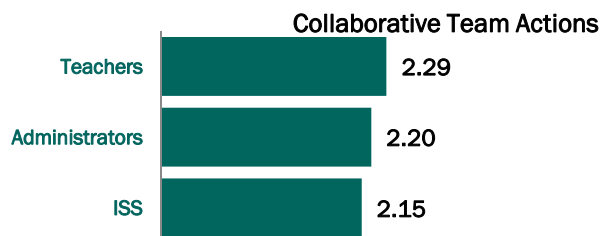
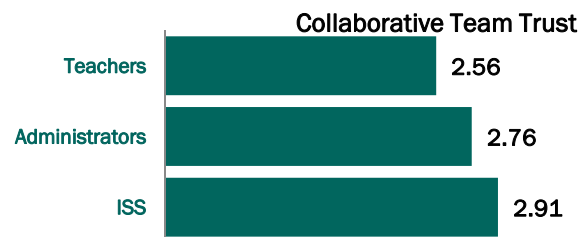
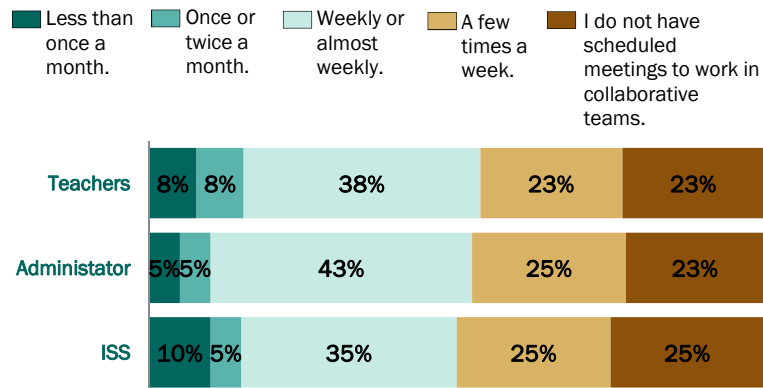
## ATTITUDES TOWARD DATA



## COLLABORATION

Teachers often find it useful to collaborate when they use data. This component is measured by how often respondents schedule meetings for collaborative teamwork and by two scales: the Collaborative Team Trust scale and the Collaborative Team Actions scale. A higher mean on the Collaborative Team Trust scale suggests that team members have positive beliefs about trust among team members when working with data. For the Collaborative Team Actions scale, a higher mean indicates that the actions data teams take with data as part of a collaborative inquiry cycle occur on a more frequent basis.

How often do you have scheduled meetings to work in collaborative team?



## ORGANIZATIONAL SUPPORT

Teachers cannot be expected to get the most value out of their data without some support from the district and school. For this component, three scales are measured: Support for Data Use, Principal Leadership, and Computer Data Systems. A higher mean for the Support for Data Use scale indicates stronger school-level support for teachers using data. A higher mean for the Principal Leadership scale shows more positive perceptions about how the principal lead teachers in using data. Finally, a higher mean for the Computer Data Systems scale indicates better technology for accessing and examining data.

