

Survey: Teachers' use of student data to target activities during Covid-19 remote learning¹

Section 1: Information about your context

1. In what country do you teach?
[Drop down list of countries]
[Branch if in Australia]
In which State or Territory do you teach?
 - Australian Capital Territory
 - New South Wales
 - Northern Territory
 - Queensland
 - South Australia
 - Tasmania
 - Victoria
 - Western Australia
2. What is your teaching area?
 - Early Childhood
 - Primary School
[Branch]
 - I am a classroom teacher
 - I am a specialist teacher
 - Secondary School
[Branch]
What subjects do you teach? [Open response]
 - Other [please specify – open response]
3. What is your school context?
 - Rural
 - Urban
 - Other [please specify – open response]
4. Do you work in a low-SES school?
 - Yes
 - No
5. What is your age?
 - 24 or younger
 - 25 to 34
 - 35 to 44
 - 45 to 54
 - 55 and older
6. Are you in a position of leadership?
 - Yes
[Branch]
What is your leadership position?
 - I am a departmental leader, sub-school leader or equivalent

¹ Annex to Chase, A.-M., Richardson, K., & Reinertsen, N. (2021). *What sources of data did teachers use to inform remote teaching under Covid- 19?* (Education & Covid-19 series). British Educational Research Association. <https://www.bera.ac.uk/publication/what-sources-of-data-did-teachers-use-to-inform-remote-teaching-under-covid-19>

- I am a principal, vice principal or equivalent
 - I work at a system level
 - Other [please specify – open response]
 - No
7. Do you teach students who:
- have an Individual Education Plan [yes/no]
 - have behaviour Management Plan [yes/no]
 - are gifted or talented [yes/no]
 - Identify as Indigenous/Torres Strait Islander [yes/no]
 - Other [please specify – open response]
8. Before the COVID-19 pandemic, what types of data did you use in a normal classroom situation to tailor your teaching and learning to meet the needs to your students?
- Past school performance data from standardised tests
 - Past school performance from teacher-created assessments
 - Personal observations of the student
 - Personal contact with carers of the student
 - Surveys of students (e.g. access to technology)
 - Surveys of parents
 - Other – please specify [Open Response]
9. Before the global COVID-19 pandemic, did you have prior experience with **synchronous remote** learning?
- Choose all that apply:
- Yes, as a student
 - Yes, as a teacher
 - No
10. Before the global COVID-19 pandemic, did you have prior experience with **asynchronous online** learning?
- Choose all that apply:
- Yes, as a student
 - Yes, as a teacher
 - No
11. Other than your teaching qualification, have you pursued further professional learning in assessment and/or data use?
- Choose all that apply:
- I have attended in-service training or PD on assessment.
 - I have been mentored in assessment.
 - I have undertaken study in assessment at a higher education provider.
 - I have undertaken professional learning in using other forms of data to inform teaching and learning.
 - No
12. Which of the following describes your experience with **online or remote** learning since the beginning of the global COVID-19 pandemic?
- Choose all that apply:
- I have prepared and taught courses/classes synchronously online.
 - I have prepared work for students that has been made available for them to access online.
 - I have prepared work for students that has been made available for them via post, delivery or collected by them/their parents through the school.
 - I have neither prepared work packs, nor taught students online or remotely. [Branching –

automatic move to question 13]

IF option 1, 2, or 3 selected in Q12:

13. Given the differing levels of ability and learning needs in your group/s of students, what strategies did you use in preparing online/remote work to cater for all your students?
[Open Response]
14. What sources of data did you use in making decisions about the strategies you employed to cater for your students' range of needs?
Choose all that apply:
- past school performance data from standardised tests
 - past school performance from teacher-created assessments
 - personal observations of the student
 - personal contact with carers of the student
 - surveys of students (e.g. access to technology)
 - surveys of parents
 - Other – [please specify - open response]
15. In the course of delivering remote/online learning, what sources of data have you used to monitor your students' engagement and progress in learning?
Choose all that apply:
- Standardised tests
 - Teacher-created assessments
 - Personal observations of the students
 - Personal contact/conversations with carers of the student
 - Conversations with students
 - Surveys of students
 - Surveys of parents
 - Other – Please specify [Open Response]
16. How have you used the data you collected about your students to tailor your lessons, assessments and materials for your students over the period of time that you taught students in a remote/online mode?
[Open Response]
17. Think about the data that you have collected and used to tailor lessons, assessments and materials to your students' needs during the remote learning period.
- a. To what extent did your adjustments enable students to access and engage in learning? [Open Response]
- b. How did you gauge and monitor the success of the adjustments you made?
[Open Response]
- c. What type of feedback have you provided your students during this time?
Choose all that apply:
- Praise
 - Encouragement
 - Constructive comments
 - Grades and scores

IF option 4 selected in Q12:

13) Briefly, please describe how your teaching practice changed due to the global COVID-19 pandemic.

[Open Response]

Thank you for participating in the survey.

- Mark-up/corrections
- Audio/Video
- Other – Please specify [Open Response]