Teacher Questionnaire – ICILS 2023 – Main Survey

INTRODUCTION FOR TEACHERS TO THE QUESTIONNAIRE

About this questionnaire
Thank you for taking part in the main survey for the 2023 International Computer and Information Literacy Study (ICILS). The purpose of this study is to examine, across different countries, the extent to which young people in eighth grade have developed computer and information literacy, which is defined as *the ability to use Information and Communications Technology (ICT) to investigate, create, and communicate with others at home, school, the workplace and in society.*

In this questionnaire ICT can refer to:
- Computers (including desktop, laptop, Chromebook, and tablet devices)
- Smartphones, except when being used for chat (e.g., using WhatsApp, Snapchat, Instagram), talk, and text

In this questionnaire you will find questions about:
- Your background and familiarity with ICT
- Your learning about the use of ICT in teaching
- The use of ICT in teaching and learning at your school
- Your use of ICT in teaching a reference eighth-grade class.

Some questions focus on a nominated “reference” class. This is the first eighth-grade class that you teach for a regular subject (i.e., other than home room, assembly, etc.) on or after the Tuesday before you first accessed this questionnaire.

You may, of course, teach the class at other times during the week as well. If you did not teach an eighth-grade class on that Tuesday, please use the eighth-grade class that you taught on the first day after that Tuesday.

Please answer as accurately as you can. You will mostly answer by clicking on a button. You can change your responses at any time until you have clicked on ‘Finish’ at the end of the questionnaire. After this point you can no longer change any of your answers.

We have estimated that it will take less than 35 minutes of your time to complete the questionnaire. Thank you for making that time available.

Completing the questionnaire
To begin the questionnaire, please click on the “Next” button. When navigating through the questionnaire, make sure to save your responses by clicking on the “Next” or “Previous” button, or by clicking on the Table of Contents link. To go to a particular section or item, please click on the corresponding link in the “Table of Contents.”

You may exit the questionnaire by clicking on the Logout link at any time and log in again later. All your responses will be saved automatically and be available for you when resuming the questionnaire at a later point.

When you have completed the questionnaire, please click on the “Finish” button at the end of the questionnaire to submit your answers. You will not be able to re-enter the questionnaire once you submitted your answers.

We thank you for your effort and cooperation!

The National Center for Education Statistics (NCES), within the U.S. Department of Education, conducts ICILS in the United States as authorized by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). All of the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0803. The time required to complete this information collection is estimated to average 35 minutes per teacher, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments or concerns regarding the accuracy of the time estimate(s), suggestions for improving the form, or questions about the status of your individual submission of this form, write directly to: International Computer and Information Literacy Study (ICILS), National Center for Education Statistics, Potomac Center Plaza (PCP), 550 12th St., SW, 4th floor, Washington, DC 20202.

OMB No. 1850-0803, Approval Expires xx/xx/20xx.

About You

Q1 What is your gender?

- ○ Female
- ○ Male
- ○ Another gender

Q2 How old are you?

Q3 What are the main subjects that you teach in this school in the current school year?

(Please indicate the subjects that you teach in this school, indicating only those that individually account for at least four lessons each week in this school. The exact name of one or more of your subjects may not appear in the list for each category. If it does not, please mark the category you think best fits the subject.)

- English language arts
- Spanish or other foreign languages
- Mathematics
- Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical science, etc.)
- Human sciences / humanities / social studies (history, geography, civics, law, economics, etc.)
- Creative arts (visual arts, music, dance, drama, etc.)
- Information technology, computer studies or similar
- Practical and vocational subjects (e.g., mechanics and repair, healthcare occupations, construction trades)
- Other (e.g., moral/ethics, physical education, personal and social development)

Q4 In the current school year, at how many schools do you teach eighth-grade students?

(Please mark one choice only)

- Only in this school
- In this school and another school
- In this school and in two other schools
- In this school and in three or more other schools

Q5 A) What year did you start teaching?

(Please write in a year)

B) At the end of this school year, how many years will you have taught altogether?

(Please round to the nearest whole number)

years

Your Use of ICT

Q6 Approximately how long have you been using ICT for *teaching* purposes?

(Please mark only one choice in each row)

	Never	*Less than 2 years*	*At least 2 years but less than 5 years*	*At least 5 years but less than 10 years*	*10 years or more*
a) Preparing lessons					
b) During lessons					
c) After lessons (e.g., for marking student work or reporting student learning progress)					

Q7 How often do you use ICT in these settings?

(Please mark only one choice in each row)

	Never	*Less than once a month*	*At least once a month but not every week*	*At least once a week but not every day*	*Once every day*	*More than once every day*
a) At school when teaching						
b) At school for other work-related purposes						
c) Outside school for teaching						
d) Outside school for other work-related purposes						
e) Outside school for non-work-related purposes						

Q8 How well can you do these tasks using ICT?

(Please mark only one choice in each row)	*I can do this very well*	*I can do this moderately well*	*I have not done this, but I could find out how*	*I do not think I could do this*
a) Find useful teaching resources on the Internet	○	○	○	○
b) Evaluate the quality of teaching resources on the Internet	○	○	○	○
c) Contribute to a discussion forum / user group on the Internet (e.g., a wiki or blog)	○	○	○	○
d) Produce presentations (e.g., Microsoft PowerPoint, Apple Keynote, Google Slides, or a similar program) with simple animation functions	○	○	○	○
e) Use the Internet for online purchases and payments	○	○	○	○
f) Prepare lessons that involve the use of ICT by students	○	○	○	○
g) Use a spreadsheet program (e.g., Microsoft Excel, Apple Numbers, Google Sheets) for keeping records	○	○	○	○
h) Use a spreadsheet program (e.g., Microsoft Excel, Apple Numbers, Google Sheets) for analyzing data	○	○	○	○
i) Assess student learning	○	○	○	○
j) Collaborate with others using shared resources such as Google Workspace, Office 365, Microsoft Teams, Zoho	○	○	○	○
k) Use a learning management system (e.g., Canvas, Moodle, Blackboard, Edmodo)	○	○	○	○
l) Identify internet scams	○	○	○	○
m) Edit video content for use in teaching	○	○	○	○
n) Create computer-based assessments that record students' responses to questions (e.g., Kahoot, Google Forms, Microsoft Forms)	○	○	○	○

Learning to Use ICT in Teaching

Q9 Did your initial teacher education include the following aspects of using ICT to support teaching and learning?

(Please mark one choice in each row)	*Yes*	*No*	*I cannot remember*
a) The use of productivity applications (e.g., word processor, presentation software, internet use, spreadsheets)	○	○	○
b) General approaches (relevant across subjects) to using ICT to enhance teaching and learning	○	○	○
c) Subject-specific approaches to using ICT to enhance teaching and learning	○	○	○
d) Using ICT to collaborate with other teachers	○	○	○
e) Using ICT to assess student learning	○	○	○
f) Supporting students' capabilities to evaluate the reliability of internet-based information sources	○	○	○
g) Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	○	○	○
h) Supporting students' use of ICT as a tool for problem-solving	○	○	○

Q10 i. How often did you participate in professional learning activities dealing with the following content areas in the past two years?
and
ii. Do you need to do more professional learning activities dealing with the following content areas in the future?

(Please mark one choice for (i) and one choice for (ii) in each row.)

	(i)			***(ii)***	
	I did not participate in this activity	***Only once***	***More than once***	***I need to do more professional learning related to this content***	***I do <u>not</u> need to do more professional learning related to this content***
a) The use of productivity applications (e.g., word processor, presentation software, internet use, spreadsheets)	○	○	○	○	○
b) The use of subject-specific digital teaching and learning resources	○	○	○	○	○
c) The use of ICT for students with special needs or specific learning difficulties	○	○	○	○	○
d) How to use ICT to support students' personalized learning	○	○	○	○	○
e) Managing social problems that students experience when using ICT to communicate with others (e.g., cyberbullying)	○	○	○	○	○
f) Supporting students' capabilities to evaluate the reliability of internet-based information sources	○	○	○	○	○
g) Supporting students' capabilities to identify deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots)	○	○	○	○	○
h) The use of visual coding platforms (e.g., Alice, GameMaker, Kodu, Lego Mindstorms, MIT App Inventor, Scratch) for teaching and learning	○	○	○	○	○
i) Integrating ICT into teaching and learning	○	○	○	○	○

Q11 To what extent do you agree or disagree with the following statements about your use of ICT in teaching and learning at your school?

(Please mark one choice in each row)

	Strongly agree	***Agree***	***Disagree***	***Strongly disagree***
a) I collaborate with other teachers on improving the use of ICT in classroom teaching.	○	○	○	○
b) I collaborate with other teachers to develop ICT-based lessons.	○	○	○	○
c) I observe how other teachers use ICT in teaching.	○	○	○	○
d) I discuss with other teachers how to use ICT in teaching.	○	○	○	○
e) I share ICT-based resources with other teachers in my school.	○	○	○	○
f) I collaborate with other teachers to find personalized ICT-based resources for individual students.	○	○	○	○
g) I collaborate with other teachers to keep track of ICT competencies taught across subjects.	○	○	○	○
h) I collaborate with other teachers to create teaching materials that include the use of ICT in the classroom.	○	○	○	○

Using ICT in Teaching and Learning at Your School

Q12 Does your school have a clear vision/plan for using ICT to support teaching and learning?

(Please mark one choice only)

- ○ No.
- ○ Yes, and this helps improve the effective use of ICT in teaching and learning.
- ○ Yes, but this **does not** help improve the effective use of ICT in teaching and learning.

Q13 To what extent do you agree or disagree with the following statements about the shared understanding of the use of ICT in your school?

(Please mark one choice in each row)

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
a) Teachers have a shared understanding of the use of ICT to support teaching and learning within their subject areas or specialties.	○	○	○	○
b) Teachers have a shared understanding of general approaches (relevant across subjects) to using ICT to support teaching and learning.	○	○	○	○
c) Teachers talk with their colleagues about the use of ICT in teaching.	○	○	○	○
d) Teachers have a shared understanding about the use of ICT for students with special needs or specific learning difficulties.	○	○	○	○
e) Teachers have a shared understanding about how to use ICT to support students' personalized learning.	○	○	○	○

Q14 To what extent do you agree or disagree with the following statements about the use of ICT in teaching at your school?

(Please mark one choice in each row)

	Strongly agree	*Agree*	*Disagree*	*Strongly disagree*
a) My school has enough ICT equipment (e.g., computers and peripheral devices).	○	○	○	○
b) The ICT equipment in my school is up to date.	○	○	○	○
c) The ICT equipment in my school works whenever I need to use it.	○	○	○	○
d) The time it takes for technical support to solve problems with ICT equipment or software is acceptable.	○	○	○	○
e) There is sufficient technical support to maintain ICT equipment.	○	○	○	○
f) My school has good connectivity (e.g., fast speed and stable) to the Internet.	○	○	○	○
g) My school has access to sufficient digital learning resources (e.g., learning software or apps).	○	○	○	○
h) There is enough time to prepare lessons that incorporate ICT.	○	○	○	○
i) There is sufficient opportunity for me to develop the expertise necessary to prepare lessons that incorporate ICT.	○	○	○	○

Q15 To what extent do you agree or disagree with the following statements about using ICT in teaching and learning at your school?

(Please mark one choice in each row)

Using ICT at school …	*Strongly agree*	*Agree*	*Disagree*	*Strongly disagree*
a) Makes it difficult for students to develop a deep understanding of concepts.	○	○	○	○
b) Helps students develop a greater interest in learning.	○	○	○	○
c) Helps students to work at a level appropriate to their learning needs.	○	○	○	○
d) Results in students copying material from internet sources without attribution.	○	○	○	○
e) Helps students develop problem-solving skills.	○	○	○	○
f) Distracts students from learning.	○	○	○	○
g) Results in poorer written expression among students.	○	○	○	○

Using ICT at school …	*Strongly agree*	*Agree*	*Disagree*	*Strongly disagree*
h) Results in poorer calculation and estimation skills among students.	○	○	○	○
i) Limits the amount of personal communication among students.	○	○	○	○
j) Enables students to collaborate more effectively.	○	○	○	○
k) Helps students develop skills in planning and self-regulation of their work.	○	○	○	○
l) Improves academic performance of students.	○	○	○	○
m) Enables students to access better sources of information.	○	○	○	○
n) Results in shorter attention spans among students.	○	○	○	○
o) Confuses students with false or misleading information.	○	○	○	○

Teaching and Learning with ICT

In this section of the questionnaire please focus your responses on your teaching practices in a "reference" class.

This is the first eighth-grade class that you teach for a regular subject (i.e., other than home room, assembly, etc.) on or after the Tuesday before you first accessed this questionnaire.

You may, of course, teach the class at other times during the week as well. If you did not teach an eighth-grade class on that Tuesday, please use the eighth-grade class that you taught on the first day after that Tuesday.

Q16 Which of the following best describes the subject for this reference class?

(Please mark only one choice)

- ○ English language arts
- ○ Spanish or other foreign languages
- ○ Mathematics
- ○ Sciences (general science and/or physics, chemistry, biology, geology, earth sciences, technical sciences, etc.)
- ○ Human sciences / humanities / social studies (history, geography, civics, law, economics, etc.)
- ○ Creative arts (visual arts, music, dance, drama, etc.)
- ○ Information technology, computer studies or similar
- ○ Practical and vocational subjects (e.g., mechanics and repair, healthcare occupations, construction trades)
- ○ Other (e.g., moral/ethics, physical education, personal and social development)

Q17 Think about your teaching of the reference class in this school year.

i. How often did you and your students engage in the following activities?

ii. For each activity, to what extent was ICT used?

(Please mark one choice for (i) and one choice for (ii) for the activity in each row.)

	(i)				*(ii)*			
	Never	*In some lessons*	*In most lessons*	*In every or almost every lesson*	*ICT was used rarely or never for this activity*	*ICT was used some of the time for this activity*	*ICT was used most of the time for this activity*	*ICT was used almost all or all of the time for this activity*
a) I presented information to the whole class.	○	○	○	○	○	○	○	○
b) I conducted whole-class discussions.	○	○	○	○	○	○	○	○
c) I led whole-class checking of schoolwork (e.g., going over solutions to worksheets or assignments, presenting answers to questions on tests).	○	○	○	○	○	○	○	○
d) Students worked individually on worksheets, exercises, or assignments in class (with my help as required or requested during class).	○	○	○	○	○	○	○	○

(Please mark one choice for (i) and one choice for (ii) for the activity in each row.)

	(i)				*(ii)*			
e) Students completed tests provided by me.	○	○	○	○	○	○	○	○
f) I helped students to plan research or inquiries (e.g., establishing research questions, setting constraints) into academic/subject-specific topics.	○	○	○	○	○	○	○	○
g) I helped students to conduct academic/subject-specific research by providing curriculum materials or instructions.	○	○	○	○	○	○	○	○
h) I helped students to conduct research inquiries into real-world topics by asking critical/evaluative questions about their work.	○	○	○	○	○	○	○	○
i) I gave feedback to students on their research work-in-progress.	○	○	○	○	○	○	○	○

Q17 (cont) Think about your teaching of the reference class in this school year.

i. How often did you and your students engage in the following activities?
ii. For each activity, to what extent was ICT used?

(Please mark one choice for (i) and one choice for (ii) for the activity in each row.)

	(i)				*(ii)*			
	Never	***In some lessons***	***In most lessons***	***In every or almost every lesson***	***ICT was used rarely or never for this activity***	***ICT was used some of the time for this activity***	***ICT was used most of the time for this activity***	***ICT was used almost all or all of the time for this activity***
j) Students presented the results of their research inquires to the class.	○	○	○	○	○	○	○	○
k) I helped students to organize ideas to try to understand real-world problems.	○	○	○	○	○	○	○	○
l) I helped students to plan their solutions to real-world problems.	○	○	○	○	○	○	○	○
m) I guided students' searches for information into the real-world problems they were investigating.	○	○	○	○	○	○	○	○
n) I helped students to work with people outside of the school to support the students' research into real-world problems.	○	○	○	○	○	○	○	○
o) I arranged for students to present their research investigations into real-world problems to people outside our class (within the school and/or outside of the school).	○	○	○	○	○	○	○	○

Q18 In approximately what proportion of lessons in your reference class do <u>students</u> do the following ICT-based activities?

(Please mark one choice in each row)

	Never	***One quarter or less (but more than never)***	***One half or less (but more than one quarter)***	***More than one-half (but less than three quarters)***	***Three quarters or more***
a) Record audio or video (e.g., discussions, presentations, performances)	○	○	○	○	○
b) Use group chat, voice, or video apps to collaborate with other students on their schoolwork	○	○	○	○	○

(Please mark one choice in each row)	***Never***	***One quarter or less (but more than never)***	***One half or less (but more than one quarter)***	***More than one-half (but less than three quarters)***	***Three quarters or more***
c) Edit digital images, photos, or videos	○	○	○	○	○
d) Use simulation software to understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world)	○	○	○	○	○
e) Collect and manually enter data	○	○	○	○	○
f) Record sensor data from digital devices (e.g., the accelerometer in a smartphone or robot)	○	○	○	○	○
g) Create digital charts from stored data	○	○	○	○	○
h) Use software or applications to learn skills or a subject (e.g., mathematics tutoring software, language learning software)	○	○	○	○	○
i) Create or edit extended (more than 5 minute) videos or animations for a specific purpose and audience	○	○	○	○	○
j) Write computer programs, games, or apps (e.g., using Python, LUA, Javascript, Scratch)	○	○	○	○	○
k) Create digital flowcharts or decision trees to illustrate complex systems	○	○	○	○	○
l) Use the Internet to find information (e.g., websites, databases, archives, digital libraries, search engines)	○	○	○	○	○
m) Create or edit documents or presentations	○	○	○	○	○

Q19 How often did <u>you</u> use the following tools in <u>your</u> teaching of the reference class this school year?

(Please mark one choice in each row)	***Never***	***In some lessons***	***In most lessons***	***In every or almost every lesson***
a) Practice programs or apps where you ask students questions (e.g., Quizlet, Kahoot)	○	○	○	○
b) Digital learning games	○	○	○	○
c) Word-processor software (e.g., Microsoft Word, Apple Pages, Google Docs)	○	○	○	○
d) Presentation software (e.g., Microsoft PowerPoint, Apple Keynote, Google Slides)	○	○	○	○
e) Spreadsheets (e.g., Microsoft Excel, Apple Numbers, Google Sheets)	○	○	○	○
f) Video and photo software for capture and editing (e.g., Windows Movie Maker, iMovie, Adobe Photoshop)	○	○	○	○
g) Concept mapping software (e.g., Inspiration, Webspiration)	○	○	○	○
h) Simulations and modelling software (e.g., NetLogo)	○	○	○	○
i) Computer-based information resources (e.g., websites, wikis, encyclopedia)	○	○	○	○
j) Graphing or drawing software	○	○	○	○
k) e-portfolios	○	○	○	○
l) Digital content linked with paper-based textbooks	○	○	○	○
m) Social media (e.g., Instagram, Snapchat, Twitter, TikTok)	○	○	○	○
n) Digital textbooks	○	○	○	○
o) Virtual or augmented reality (e.g., The Body VR, Google Earth VR, Math Alive)	○	○	○	○
p) Adaptive learning systems (software that gathers and uses student data to deliver personalized resources and learning activities to address the unique needs of students)	○	○	○	○
q) Interactive whiteboard software (e.g., Limnu, Stormboard, Google Jamboard, Microsoft Whiteboard)	○	○	○	○

Q20 In your teaching of the reference class in this school year, how much emphasis have you given to developing the following ICT-based capabilities in your students?

(Please mark one choice in each row)

	Strong emphasis	*Some emphasis*	*Little emphasis*	*No emphasis*
a) To access information efficiently	○	○	○	○
b) To display information for a given audience/purpose	○	○	○	○
c) To evaluate the credibility of digital information	○	○	○	○
d) To share digital information with others	○	○	○	○
e) To use computer software to construct digital work products (e.g., presentations, documents, images and diagrams)	○	○	○	○
f) To provide digital feedback on the work of others (such as their classmates)	○	○	○	○
g) To explore a range of digital resources when searching for information	○	○	○	○
h) To provide references for digital information sources	○	○	○	○
i) To understand the consequences of making information publicly available online	○	○	○	○
j) To collaborate with their classmates using an online collaboration platform (e.g., Google Workspace, Office 365, Microsoft Teams, Zoho)	○	○	○	○
k) To refine internet searches to return fewer or more relevant results	○	○	○	○
l) To manage privacy settings for internet accounts and ICT devices (e.g., allowing contacts and information to be shared with advertising companies)	○	○	○	○
m) To identify deceptive internet practices (e.g., scams, fake news, fake images, fake reviews, bots)	○	○	○	○
n) To check if facts from internet-based sources are consistent with other sources	○	○	○	○

Q21 In your teaching of the reference class this school year, how much emphasis have you given to teaching the following skills?

(Please mark one choice in each row)

	Strong emphasis	*Some emphasis*	*Little emphasis*	*No emphasis*
a) To use a solution that works for one real-world problem to help solve a different real-world problem	○	○	○	○
b) To solve complex problems by splitting them into smaller problems	○	○	○	○
c) To make diagrams that explain concepts or systems (e.g., electric circuits, plant growth, the water cycle)	○	○	○	○
d) To plan tasks by listing the steps needed to complete them	○	○	○	○
e) To detect patterns in data	○	○	○	○
f) To use simulations to help understand concepts or systems (e.g., electric circuits, plant growth, growth of cities in a virtual world)	○	○	○	○
g) To make decision trees or flow diagrams	○	○	○	○
h) To analyze data to better understand real-world problems	○	○	○	○
i) To describe the rules that govern how a system works (e.g., a vending machine, the school canteen, a game)	○	○	○	○
j) To evaluate and improve solutions to real-world problems	○	○	○	○

Q22 To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition?

(Please mark one choice in each row)	*Not at all*	*To a very small extent*	*To a small extent*	*To a moderate extent*	*To a large extent*	*Completely*
a) Knowledge is developed through systematic engagement with basic facts that leads to deeper understanding in the future.	○	○	○	○	○	○
b) People understand abstract phenomena by relating them to physical experiences.	○	○	○	○	○	○
c) Learners construct their own understanding by internalizing their experiences.	○	○	○	○	○	○
d) Conceptual knowledge is based on fundamental truths and the relationships between these truths.	○	○	○	○	○	○
e) Cognition depends on an individual's whole-body response to the physical world.	○	○	○	○	○	○
f) Complex concepts are mastered by first mastering the underlying basic concepts.	○	○	○	○	○	○

Q22 (cont.) To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition?

(Please mark one choice in each row)	*Not at all*	*To a very small extent*	*To a small extent*	*To a moderate extent*	*To a large extent*	*Completely*
g) Knowledge is best developed when the learner is involved in complex and challenging situations.	○	○	○	○	○	○
h) Knowledge is best created and maintained through personal action and reflection.	○	○	○	○	○	○
i) The best learning happens when preceded by a general overview of the learning content.	○	○	○	○	○	○
j) Knowledge is best created and maintained through working with other people.	○	○	○	○	○	○
k) Learning is a social process requiring interaction with other people.	○	○	○	○	○	○
l) Knowledge dissipates if it is not maintained through repetition and practice.	○	○	○	○	○	○

Q22 (cont.) To what extent does each of the following statements reflect your beliefs about knowledge, learning, and cognition?

(Please mark one choice in each row)	*Not at all*	*To a very small extent*	*To a small extent*	*To a moderate extent*	*To a large extent*	*Completely*
m) All new information should be critically evaluated.	○	○	○	○	○	○
n) The quality of learning depends on the experiences of the learner and the learning context.	○	○	○	○	○	○
o) The best learning happens when concepts are placed in their wider context.	○	○	○	○	○	○
p) Deep understanding of concepts happens unsystematically and depends on the experiences made available to the learner.	○	○	○	○	○	○
q) The validity of knowledge depends on the authority of those who defined it.	○	○	○	○	○	○
r) Theories that describe the world underpin rational action.	○	○	○	○	○	○

Q23 So far this school year, how confident do you feel about addressing gaps between students' knowledge/skills and achievement standards that may have occurred due to the COVID-19 outbreak school closures?

(Please mark only one choice)

- ○ Not at all confident
- ○ Not confident
- ○ Somewhat confident
- ○ Quite confident
- ○ Extremely confident

Q24 So far this school year, how often have you taken the following measures to address gaps in learning that may have occurred due to the COVID-19 outbreak school closures?

(Please mark one choice in each row)	***Not applicable***	***Never***	***About once or twice a month***	***About once or twice a week***	***Every day or almost every day***
a) Diagnostic assessments to evaluate gaps between students' knowledge/skills and achievement standards	○	○	○	○	○
b) Remedial measures to reduce gaps between students' knowledge/skills and achievement standards	○	○	○	○	○
c) Remedial measures with a special focus on students with disabilities	○	○	○	○	○
d) Remedial measures with a special focus on English language learners	○	○	○	○	○

Q25 Do you think that you would be able to do the following things while teaching in a remote learning format?

Remote learning refers to students learning only from home or a location other than the school building. Please only consider remote learning that occurs for more than a week.

(Please mark one choice in each row)	***I definitely can't***	***I probably can't***	***Maybe***	***I probably can***	***I definitely can***
a) Create materials to engage students in remote learning (e.g., prepare daily or weekly instructional packets, record videos or screencasts)	○	○	○	○	○
b) Conduct a remote learning lesson with students in real-time (e.g., via phone, video conferencing, online chat, online learning platforms)	○	○	○	○	○
c) Provide feedback to students in a remote learning format (e.g., via phone, email, virtual office hours)	○	○	○	○	○
d) Develop strategies to help students who are having difficulties mastering content in their remote learning	○	○	○	○	○

THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS QUESTIONNAIRE!