

---

**Introduction**

Thank you for taking our survey as part of your participation in this study. This survey should take you between 10 and 15 minutes to complete. When you are finished, your responses will be logged.

We appreciate your openness on the survey, and please contact Virginia with any questions or concerns regarding the survey.

Virginia Snodgrass Rangel, Ph.D.  
vsr@rice.edu  
713-348-5008

<http://rdls.rice.edu/about-the-grant>

---

**Background Information**

Before we jump in, we'd like you to tell us a little bit about yourself and your teaching experience.

What district do you work in? Please write just the name without the "ISD", if applicable. For example, if you worked in Austin ISD, you would just write "Austin".

What school do you primarily work in? Please just write the name of your school without the "ES" or "MS". For example, Mary Janes Sims Elementary School would be written as "Mary Jane Sims" only.

How much time do you work as a TEACHER in any of grades K-12 or comparable ungraded levels at this school? Mark only one box.

- Full time
- 3/4 time or more, but less than full time
- 1/2 time or more, but less than 3/4 time
- 1/4 time or more, but less than 1/2 time
- Less than 1/4 time
- I do not teach any of grades K-12 or comparable ungraded levels

If you teach K-12 less than full time, please tell us what else you do. You may select more than one.

- Instructional coach
- Curriculum work
- Counselor
- Coach
- I only work part time and do not have another role or job
- Other

Please tell us what other roles you have outside of your role as a teacher.

Including the current school year, how many years have you been teaching?

- 1

- 2-3
- 4-5
- 6-7
- 8-9
- 10-15
- 16-20
- 20-25
- 26-30
- 31+

---

**If you have teaching experience, are you new to teaching science?**

- Yes.
- No.

---

**What grade(s) do you teach this year? Please check all that apply.**

- 5th
- 6th
- 7th
- 8th
- Other

---

**Please tell us what other grade level you teach. Please check all that apply.**

- PreK
- Kindergarten
- Any of grades 1-4
- Any high school grades, 9-12

---

**What grade levels have you taught in the past? Please check all that apply.**

- K-4
- 5th
- 6th
- 7th
- 8th
- 9-12

---

**Do you teach science only, or science and another subject area?**

- Science only
- Science and another subject area

---

**What other subject area do you teach currently? Please check all that apply.**

- Mathematics
- ELA
- Social Studies
- Other

---

**How many sections are you teaching this year?**

- 1-2
- 3-4
- 5-6
- 7-8
- I am a self-contained teacher and teach all subjects to only one section of students

---

**How were you prepared to teach?**

- Through a university teacher education program
- Through an alternative certification program
- Through Teach For America
- Other

---

**Please tell us about your path into education.**

---

**Did your teacher preparation program provide you with explicit preparation (i.e. a course, or a unit within a course) to analyze and make instructional and other decisions based on different kinds of formative and summative student data?**

- Yes
- No

---

**What is your highest degree?**

- Bachelor's degree
- Master's degree
- Ed.D. or Ph.D.

---

**What area is your most recent degree in?**

- Science field
- Mathematics
- Science education
- Mathematics education
- Other

---

**Please tell us what your most recent degree was in.**

---

**Which teaching certificates do you hold? If you have a provisional teaching certificate, or are in the process of being certified, please let us know what area you will have your certificate in once you have completed your program.**

---

**Do you have a regular planning period each week?**

- Yes
- No

---

**How often do you have a scheduled planning period?**

- Once a week
- Twice a week
- Three days a week
- Four days a week
- Every day

---

**Do you plan for science by yourself or with others?**

- I plan on my own
- I plan with others
- I sometimes plan on my own and sometimes plan with others

---

**Tell us with whom else you plan for your science classes. Please check all that apply.**

- My subject area department (e.g., science department)
- My grade level team (e.g., 5th grade teachers)
- A campus professional learning community
- A formal mentor or instructional coach who is on my campus
- Informally, with another teacher on my campus
- Informally, with a teacher from a DIFFERENT campus
- A content area specialist from my school district
- My principal or assistant principal
- Other

---

**Please share with us who else you plan your science lessons with.**

---

**Science Content Knowledge**

---

**The following questions ask about your background knowledge in science.**

---

**I have sufficient knowledge about science to teach the grade(s) I currently teach.**

- Strongly disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

---

**I can think like a scientist in my classroom.**

- Strongly disagree

- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

**Outside of my classroom, I work to keep my knowledge of science up to date (e.g., member of NSTA, read science journals, follow science-related issues on twitter, attend science PD sessions, etc.).**

- Strongly disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

**I can select effective teaching approaches to guide student thinking and learning in science.**

- Strongly disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

**Data Use**

**The following set of questions asks you about your data use--which data you use and in what ways--and about data use in your school.**

**Thinking about all of the classes that you teach, in a typical month, how often do you use the following forms of data?**

**Please choose the appropriate response for each item:**

|  | Never                 | Less than<br>Once a Month | Once a Month          | 2-3 Times a<br>Month  | Once a Week           | 2-3 Times a<br>Week   | Daily                 |
|--|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| State achievement test data (STAAR)  | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Formal assessments (e.g. NWEA/MAP, DRA, TPRI, Stanford, etc.)                              | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| District-wide assessments (e.g., benchmarks)   | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assessments from STEMscopes (e.g., the pre-assessment, standards-based assessment, etc.)   | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your own assessments (e.g., quizzes, papers, labs, homework, etc.)                         | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other student data (e.g., disciplinary information, ELL or special education status, etc.) | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other  | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Please describe what other forms of data you utilize for the classes you teach.**

**These questions ask about your use of educational data. Please indicate how much you agree or disagree with the following statements.**

**Please choose the appropriate response for each item.**

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I use data to identify my students' learning needs           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use data to adjust my instruction                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use data to understand student learning                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use data to plan lessons                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use data to set student learning goals                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I use data to figure out how to differentiate my instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**In a typical month, how often do you do the following?**

**Please choose the appropriate response for each item.**

|   | Never                 | Less than Once a Month | Once a Month          | 2-3 Times a Month     | Once a Week           | 2-3 Times a Week      | Daily                 |
|---|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Use data to identify the learning needs of struggling students                              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to identify the learning needs of students who are NOT struggling                  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to set learning goals for individual students                                      | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to tailor instruction to individual students' needs                                | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to develop recommendations for tutoring or other educational services for students | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to assign or reassign students to classes or groups                                | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to form small groups of students for targeted instruction                          | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to identify instructional content to use in class                                  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data in discussing students' progress or instructional strategies with other educators  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discuss data with a parent  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discuss data with a student   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interact with your principal about data use   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Meet with a specialist about student data (e.g., instructional coach)                       | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Use data to choose which students' parents to contact                                       | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**In a typical month, how often do you access data about your science class through the following means?**

|  | Less than once a month | Once or twice a month | Weekly or almost weekly | A few times a week    |
|--|------------------------|-----------------------|-------------------------|-----------------------|
| Personally accessing data from my STEMscopes account                               | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| Personally accessing data from my account with a different online science resource | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| Requesting STEMscopes data from someone in my school or district                   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| Requesting other science data from someone in my school or district                | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |

Someone in my school or district gives me STEMscopes data without me asking

Someone in my school or district gives me science data from a source other than STEMscopes without me asking

|                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**These questions ask about your school and your district. Please indicate how much you agree or disagree with the following statements.**

**Please choose the appropriate response for each item.**

|  | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Educators in my school share a common understanding about what good teaching is                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educators in my school share a common understanding of what student learning is                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educators in my school share a common understanding about effective ways to evaluate student learning  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Educators in my school share a common understanding about how we can respond to student learning needs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My principal or assistant principal(s) encourage data use as a tool to support effective teaching      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My principal or assistant principal(s) create many opportunities for the faculty to use data           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My principal or assistant principal(s) have made sure the faculty has plenty of training for data use  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My principal or assistant principal(s) discuss data with me  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my district, there is a clear understanding about what should be taught                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my district, there is a clear understanding about how data should be used to improve education      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The data provided by my district are good measures of student learning                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My district helps me use the STEMscopes curriculum   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My district helps me use data and reports from the STEMscopes curriculum                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**STEMscopes Curriculum, Dashboard, and Data**

**These questions ask specifically about the STEMscopes science curriculum, the training you received to use it to teach science, the curriculum's teacher dashboard and student management system, and your uses of both.**

**How long have you used the STEMscope curriculum to teach science?**

- This is my first year
- This is my second year
- This is my third year

- This is my fourth year
- I used to teach with TAKScopes

---

**Did you receive training this year to use STEMscope to teach science?**

- Yes
- No

---

**Have you previously received training to use STEMscopes ?**

- Yes
- No

---

**Approximately how many hours of training did you receive on STEMscopes during your most recent training session?**

- 1 hour
- 2 hours
- 3 hours
- More than three hours

---

**Who conducted your STEMscopes training? Please check all that apply.**

- A STEMscopes representative
- Someone from my school
- Someone from my district's central office
- Other

---

**Can you please share with us who provided you with training to utilize STEMscopes?**

---

**During your most recent training, please tell us which of the following dashboard tools you learned about. Please check all that apply.**

- Mastery tracker/grade book
- Activity feed
- Lesson planner
- Question item analysis tool
- Usage analytics graph
- Other
- None of these

---

**Please tell us what other tools you learned about during your most recent STEMscopes training session.**

---

**After the training, have you felt comfortable using these dashboard tools to plan your lessons and collaborate with other teachers in science?**

- Yes
- No

---

**Do you have your own online STEMscopes account?**

- Yes
- No

---

**In a typical week, how often do you access the STEMscopes website?**

- Never
- Less than once a week
- Once a week
- 2-3 times a week
- Once a day
- More than once a day

---

**For the next two questions about your STEMscopes use, 'use' includes any online or offline use of the curriculum materials.**

---

**In a typical month, how often do you use the STEMscopes curriculum to plan and teach your science lessons?**

- Never
- Less than once a month
- Once a month
- 2-3 times a month
- Once a week
- 2-3 times a week
- Every day

---

**In a typical month, how often do you use the following STEMscopes tools to plan your science lessons?**

|  | I don't know what this tool is. | Never, but I do know about this tool | Less than once a Month | Once a month          | Weekly or almost weekly | More than once a week |
|--|---------------------------------|--------------------------------------|------------------------|-----------------------|-------------------------|-----------------------|
| Student data from the Grade Book and Mastery Tracker | <input type="radio"/>           | <input type="radio"/>                | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| The Activity Feed                                    | <input type="radio"/>           | <input type="radio"/>                | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| The Lesson Planner                                   | <input type="radio"/>           | <input type="radio"/>                | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| The Question Item Analysis tool                      | <input type="radio"/>           | <input type="radio"/>                | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |
| The Usage Analytics graphs                           | <input type="radio"/>           | <input type="radio"/>                | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> |

---

**Does the STEMscope dashboard offer the tools you need to plan your science lessons?**

- Yes
- No

---

**Can you share an example with us of how you have used one of the STEMscopes dashboard tools to help you plan your science lessons?**

---

**What other tools or reports or kinds of data/information would help you plan your lessons?**

---

**Does the STEMscope dashboard offer the tools you need to meet with other teachers or instructional coaches to talk about science instruction and learning?**

- Yes  
 No

---

**Can you share an example with us of how you have used one of the STEMscopes dashboard tools to meet with other teachers or instructional coaches?**

---

**What other tools or reports or data/information would help you meet with other teachers or instructional coaches to talk about science instruction or learning?**

---

**Does the STEMscopes dashboard provide data in a way that makes it immediately usable for your instructional needs?**

(If only some of the reporting features meet your needs, please select 'no')

- Yes  
 No

---

**Please give us some specific suggestions on how we could improve the way data is reported to you.**

---

**Do your students have their own STEMscopes accounts?**

- Yes  
 No

---

**How often do your students access their accounts?**

- Never  
 Less than Once a Month  
 Once a Month

- 2-3 Times a Month
- Once a Week
- 2-3 Times a Week
- Daily

---

**Do you assign students work from STEMscopes?**

- Yes, I print out work from my own account.
- Yes, students access work I've assigned to them on their accounts.
- Yes, students use their STEMscopes science journals.
- Yes, students use their STEMscopedia.
- No, I do not assign my students work from STEMscopes.

---

**You have reached the end of this survey--Yeah!**

**Thank you again for your thoughtful responses, which we will analyze while protecting your identity. Your responses here and in the focus groups are key to helping the STEMscopes developers pinpoint areas for improvement, so your honesty is much appreciated.**

**If you have any questions about this survey, the project more generally, or would like to share additional thoughts with us, please feel free to give any of us a call or drop any of us an email.**

**Virginia Snodgrass Rangel: 713-348-5008, vsr@rice.edu  
Elizabeth Bell: 713-348-5937, erb10@rice.edu  
Carlos Monroy: carlos.monroy@rice.edu**