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.

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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
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
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.).

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

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:

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

Other

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.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use data to identify my students’ learning needs</td>
<td></td>
<td></td>
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<tr>
<td>I use data to adjust my instruction</td>
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<tr>
<td>I use data to understand student learning</td>
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<tr>
<td>I use data to plan lessons</td>
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<tr>
<td>I use data to set student learning goals</td>
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<tr>
<td>I use data to figure out how to differentiate my instruction</td>
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</tbody>
</table>

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

Please choose the appropriate response for each item.

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

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

<table>
<thead>
<tr>
<th>Less than once a month</th>
<th>Once or twice a month</th>
<th>Weekly or almost weekly</th>
<th>A few times a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personally accessing data from my STEMscopes account</td>
<td></td>
<td></td>
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<tr>
<td>Personally accessing data from my account with a different online science resource</td>
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</tr>
<tr>
<td>Requesting STEMscopes data from someone in my school or district</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Requesting other science data from someone in my school or district</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

https://riceuniversity.co1.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=3FYfgp
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.

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

### 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
Did you receive training this year to use STEMscopes 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?

<table>
<thead>
<tr>
<th>Tool</th>
<th>I don't know what this tool is.</th>
<th>Never, but I do know about this tool</th>
<th>Less than once a Month</th>
<th>Once a month</th>
<th>Weekly or almost weekly</th>
<th>More than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student data from the Grade Book</td>
<td></td>
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<tr>
<td>and Mastery Tracker</td>
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<tr>
<td>The Activity Feed</td>
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<tr>
<td>The Lesson Planner</td>
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<tr>
<td>The Question Item Analysis tool</td>
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<tr>
<td>The Usage Analytics graphs</td>
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</tbody>
</table>

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?
- 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
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.

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Carlos Monroy: carlos.monroy@rice.edu