Subject you teach Science & Social studies *Grade Level* 6

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
fluency & comfort level of dissecting & analyze data[

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other:

3. How would you rank your comfort level with teaching data analysis skills?

0	1	(2)	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	(1)	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	(3)
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no - sometimes - I was not consistent w/ this

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?
There is so much out there - finding what is most important

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No
   when we originally started, I was thinking of data literacy as educators not for our students - but I LOVED IT.
2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? I LOVED THIS - made data analysis feel so much easier & manageable
   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?
   I could use this tomorrow!

4. Do you have anything else you would like to add?
   Lead more - you are incredible

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No
   if it helps :)

Subject you teach World Area Studies *Grade Level* 6th

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?

   Ability to analyze and utilize student data to help students grow.

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other:

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?

   Subject matter

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No

2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? Data to analyze
   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no (only because there is no sure way to know if it'll be used)

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes? The importance of data literacy!

4. Do you have anything else you would like to add?

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No

Yes

Subject you teach Social Studies *Grade Level* 7

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
the ability to understand charts, graphs, and other representations of data + how to explain it to others

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other: other infographics

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?
Not really anything

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No
   argue with the data was a new level to the def.
2. Do you feel NASA data cubes might be useful in your classroom? Yes or no maybe
   a. If YES, what support or resources do you feel like you would need to use this tool? I kind of feel all the questions mattered
   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no
      ↳ but I'm more likely to use the GS not the cubes
3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?
   I liked the leveled questions the best
4. Do you have anything else you would like to add?
   Thanks :)
5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No

Subject you teach Science *Grade Level* 7th/8th

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
The ability to make sense of and analyse data to make meaningful use of.

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other:

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?
Teaching students how to make/interpret data

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No

2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? Can this be used for diagrams too.
   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?
   The ~~three~~ leveled abilities to ~~analyze~~ read data

4. Do you have anything else you would like to add?
   Could students make their own tables (or class data) and use this tool to analyze?

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No

Subject you teach Sc I *Grade Level* 6

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?

The ability to discern/discriminate/create information & infographics

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other:

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?

kids resist thinking

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No

2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? I want to see the "jobs" in action

   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes? Since Q's will repeat w/ repeated use, students will build skills over time

4. Do you have anything else you would like to add?
   Not sure what the advantage of the cube is?

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No

Subject you teach ~~History~~ Science Grade Level 8th

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
   Ability to read and decode words in different textual Settings.

2. Circle any examples below of how you use data in your classroom?
   a. Tables to write on
   b. Charts Show historical data
   c. Graphs " " "
   d. Maps Show important locals, events (Battles, trails, historical sites)
   e. Other: Pictures (Paintings Posters, Propaganda)

3. How would you rank your comfort level with teaching data analysis skills?

0	1	(2)	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	(1)	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	(2)	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no yes

7. I have had to search for my own resources of data for students to use. Yes or no
   no (Have a resource bank built)

8. What is the biggest challenge to using data in your classroom?
   Having kids use it correctly and using it to back up or help with arguments.

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No

2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? The pre-Built questions and the cubes

   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no
   Weber

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?
   a go to for data analysis questions.

4. Do you have anything else you would like to add?
   Not at this time.

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No
   Absolutly but not sure it will help!
   :)

Subject you teach Science *Grade Level* 8

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
being able to read, interpret and analyze data

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other:

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?
students not trying - not using skills from other classes in science

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No

2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? Keyword box changes Sources
   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?
   Love that the question sets are already done and this tool is inter-disciplinary

4. Do you have anything else you would like to add?
   So many awesome resources! Wish I would have had this years ago :)

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No

Cheryl Mosier

Thomas Walbrun

Subject you teach Social Studies *Grade Level* 8th

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
Being able to take data & results & use those Numbers to change | adapt | refine techniques to improve performance.

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other:

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps Yes or no

7. I have had to search for my own resources of data for students to use Yes or no

8. What is the biggest challenge to using data in your classroom?
In Social Studies it seems that you can take data and make it defend your claim or opinion. Sometimes the data can be "subjective"

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No — A "bit" → better on how to use it
2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool?

      I like the resource on Slavery in 1790 Census

   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no — don't know if I'll get to this by April...
3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?

   The 4 different levels – differentiation on how to evaluate the data → yet some results
4. Do you have anything else you would like to add?

   Good work!
5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No

Subject you teach Science *Grade Level* 7 & 8

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
   data literacy: using data to make logical conclusions

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other: simulations
      layered data - graph on a map

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?
   Students struggle with number sense and that can inhibit progress.

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No

2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? no support needed

   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?
   I have a tangible resource that I could use tomorrow

4. Do you have anything else you would like to add?
   This would be a cool way to have kids give feedback on student made graphs / maps etc.

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No

Subject you teach Science *Grade Level* 7th

Welcome! Please complete questions 1-8 BEFORE today's PD.

1. How do you define data literacy?
The ability to understand how to interpret data in multiple formats

2. Circle any examples below of how you use data in your classroom?
   a. Tables
   b. Charts
   c. Graphs
   d. Maps
   e. Other:

3. How would you rank your comfort level with teaching data analysis skills?

0	1	2	3
Not comfortable	Somewhat	Comfortable	Confident

4. My students ***make*** tables, graphs or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

5. My students ***interpret*** meaning from tables, graphs, or maps.

0	1	2	3
None	Sometimes (1-2 times/month)	Regularly (3-4 times/month)	Frequently (once or more a week)

6. I have resources built into my curriculum that allow me to access data tables, charts, graphs and/or maps. Yes or no

7. I have had to search for my own resources of data for students to use. Yes or no

8. What is the biggest challenge to using data in your classroom?
making it easy for students to understand/do.

Thank you for your time today. Please complete the following questions AFTER today's PD.

1. Did your definition of data literacy change after today's pd? Yes or No

2. Do you feel NASA data cubes might be useful in your classroom? Yes or no
   a. If YES, what support or resources do you feel like you would need to use this tool? Graphs and data to use that are relavent
   b. If YES, can I follow up with you in April to find out more about your experience with the data cubes? Yes or no

3. What is one thing you can take away from Differentiating Data Literacy with NASA cubes?
   The leveling of questions.

4. Do you have anything else you would like to add?
   nope

5. Do you provide permission to use your name to be used within the final research paper on this topic for Adams State University and the NASA Endeavor program? Yes or No