

Seattle Public Schools 9-12 Science Instructional Materials Adoption Needs Assessment Survey for Families, Students, and Community Members

In September 2018, Seattle Public Schools initiated an adoption process for instructional materials to support science in grades 9 through 12. To help inform the work of the Adoption Committee, SPS families and teachers are invited to complete this Needs Assessment Survey to share what is important in science instruction. This survey will be vital to ensuring that all stakeholders have a voice in the adoption process.

Estimated completion time: **10-15 minutes**

Please submit completed surveys to MaryMargaret Welch by November 15, 2018.

email: mmwelch@seattleschools.org

mail: Seattle Public Schools
Attn: MaryMargaret Welch
MS-32-303
PO Box 34156
Seattle, WA 98124-1165

1. Do you have children that attend Seattle Public Schools? If so, please provide information below.

School _____ Grade level _____ Program _____

School _____ Grade level _____ Program _____

School _____ Grade level _____ Program _____

School _____ Grade level _____ Program _____

2. What is the name of your neighborhood high school?

- | | | |
|--|--|---|
| <input type="checkbox"/> Ballard High School | <input type="checkbox"/> Nathan Hale High School | <input type="checkbox"/> Chief Sealth High School |
| <input type="checkbox"/> Cleveland High School | <input type="checkbox"/> Ingraham High School | <input type="checkbox"/> West Seattle High School |
| <input type="checkbox"/> Franklin High School | <input type="checkbox"/> Rainier Beach High School | <input type="checkbox"/> Unsure |
| <input type="checkbox"/> Garfield High School | <input type="checkbox"/> Roosevelt High School | |

3. How frequently should students receive science instruction?

- | | |
|---|---|
| <input type="checkbox"/> Daily | <input type="checkbox"/> 2 times a week |
| <input type="checkbox"/> 4 times a week | <input type="checkbox"/> Once a week |
| <input type="checkbox"/> 3 times a week | |

4. How familiar are you with the Washington State Science Learning Standards (WSSLS), adopted from the Next Generation Science Standards?

- | | |
|---|---|
| <input type="checkbox"/> Very familiar | <input type="checkbox"/> Have not heard of them |
| <input type="checkbox"/> Somewhat familiar | <input type="checkbox"/> Eager to learn about the new standards |
| <input type="checkbox"/> I have heard of them, but not familiar | |

5. How important is each of the following to the goal of **science learning** in Seattle Public Schools?

	Essential	Very Important	Somewhat Important	Not Important
a) Students are being prepared to take future college science classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students are being prepared for a career in science and engineering fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students are exposed to potential future careers in STEM fields.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students are being challenged academically to support growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) All students have access to the same science instructional materials, no matter which school in the district they attend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How important is each of the following to the goal of providing **equitable access to science for all students**?

	Essential	Very Important	Somewhat Important	Not Important
a) Instructional materials and resources to connect science learning to students' family, neighborhood, community, and/or culture, with a social justice lens as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Time for students to make sense of the learning embedded into the daily routine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Multiple methods for students to show what they know or can do in science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Instructional materials that discuss trends and research in science and inform students about career pathways in science and engineering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Instructional materials that are free of bias, stereotypes, and historical marginalization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Instructional materials that include important contributions to society by different demographic groups in science and engineering.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Opportunities for students to share their revised thinking as their learning progresses within a unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Instructional resources for teachers to support the learning needs of all students (ELL, Highly Capable, struggling readers, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How important is each of the following to the goal of providing **instructional activities in science**?

	Essential	Very Important	Somewhat Important	Not Important
a) Students explain real-world science events and solve authentic engineering design problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Students make sense of complex science ideas through discussions with their peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Students engage in reading and writing to gather evidence or to support a claim with evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Students have opportunities to use mathematical thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students engage in hands-on investigations to collect data to construct scientific explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Students explain their thinking throughout a unit using drawings with explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How important is each of the following to the goal of providing **science materials in the classroom**?

	Essential	Very Important	Somewhat Important	Not Important
a) Instructional units that are framed in authentic and current science questions and engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Science concepts are presented in multiple ways (e.g., video clips, readings, computer simulations, labs, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instructional materials provide access to online resources from home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) There are options for science homework provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Access to technology in science is embedded in the new State Science Standards. How important is each of the following to the goal of providing **student use of technology in science learning**?

	Essential	Very Important	Somewhat Important	Not Important
a) Computer simulations for students to investigate science concepts that cannot be directly observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Relevant science video clips that depict real-world science events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Digital tools for students to record, display, and analyze science data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Digital tools for students to solve engineering design problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Students can submit work online and receive teacher feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Optional: Please check as many categories that apply to you:

Gender status: _____

American Indian
or Alaska Native

Asian

Black or African-American

Hispanic

Native Hawaiian
or other Pacific Islander

White

Other (please specify)

11. What else would you like us to know?

Thank you for completing this survey! Your thoughtful responses will help to ensure Seattle Public Schools selects equitable science materials for all our students.