



**11. Please select the best choice for each of the following statements.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a) I believe that science is a core subject to which all students should have access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) My school values time spent on science instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I am eager to teach science curriculum that is aligned with the new state science standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Engineering should be regularly integrated with science instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Science instructional materials should integrate ELA and math standards and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I believe that all students should receive three full years of science in high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12. How important is each of the following to the goal of providing equitable access for diverse learners?**

	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) Sense-making opportunities embedded into the lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Affording students multiple methods 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 revise their thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Resources for differentiation embedded into the instructional materials to support all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) 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"/>

**13. 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 computational thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**14. How important is each of the following to the goal of providing science instructional 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"/>

**15. How important is each of the following to the goal of providing assessments in science?**

	Essential	Very Important	Somewhat Important	Not Important
a) Assessments built into the lessons that are easily scored to provide student feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Multiple types of assessments are available to monitor student growth (e.g., formative, summative, self, peer-to-peer, performance, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Assessments that measure student performance that are aligned with the WA State Science and Learning Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**16. How important is each of the following to the goal of providing teacher supports in implementing science instruction?**

	Essential	Very Important	Somewhat Important	Not Important
a) Ongoing professional learning that supports teachers in shifting their practice to align with the WA State Science and Learning Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Ongoing professional development that deepens and updates teachers' science content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Assessment scoring guides that include samples of student responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Guidance for how to use assessment data to improve and/or deepen students understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Instructional materials that include web-based resources that can be used in the classroom and are also accessible from home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Teacher supports that include unit background and content knowledge, lesson overviews, and state science standards alignment documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**17. 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"/>

**18. Optional:** This data point will provide our Adoption Committee insight of the represented voices in our community. 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)

\_\_\_\_\_

**19.** 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.*