



Climate Science Proviso

2019-20 Interim Survey Report | Data Appendix

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AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS
Nine ESDs. One Network.
Supporting Washington's Schools and Communities.



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Overview

This data appendix includes Climate Science Survey responses that have been disaggregated by the school-level of professional development participants. It is divided into three sections, sharing responses for educators serving students in the elementary grades (K-5), middle grades (6-8) and high school grades (9-12).

Elementary Grades Surveys

Table 1: Thinking about your professional learning session, how would you rate it for the following?

		Very Good	Good	Fair	Poor	Very Poor	Does Not Apply
Meeting the stated learning objectives of the session.	#	482	164	20	1	0	1
	%	72%	25%	3%	0%	0%	0%
Use of engaging and useful activities to facilitate your learning.	#	466	165	30	6	1	0
	%	70%	25%	4%	1%	0%	0%
Introducing you to useful resources such as curriculum materials, research articles, and practice information?	#	476	165	23	3	0	1
	%	71%	25%	3%	0%	0%	0%
Providing timely, relevant information that you will be able to apply in your work setting.	#	464	171	30	2	1	0
	%	69%	26%	4%	0%	0%	0%
Engaging you in discussion with other participants in ways to facilitate your learning.	#	454	167	37	8	2	0
	%	68%	25%	6%	1%	0%	0%
Providing sufficient time for you to process the information collaboratively with colleagues.	#	424	176	46	17	3	2
	%	63%	26%	7%	3%	0%	0%
Motivating you to recommend these types of sessions to your work colleagues.	#	418	194	34	17	3	2
	%	63%	29%	5%	3%	0%	0%

Table 2: As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
Three-dimensional learning and teaching	#	350	298	13	1	6
	%	52%	45%	2%	0%	1%
Research-based instructional practices	#	382	262	13	0	11
	%	57%	39%	2%	0%	2%
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., special education, highly capable, migrant, students of color).	#	341	243	35	3	46
	%	51%	36%	5%	0%	7%
Instructional practices to make learning experiences more inclusive for English language learners.	#	312	254	45	5	52
	%	47%	38%	7%	1%	8%
Instructional practices to make learning experiences more inclusive for students with disabilities.	#	277	234	56	5	96
	%	41%	35%	8%	1%	14%
A range of assessment and/or resources across the educational system such as state, local, and/or classroom assessments.	#	290	284	31	3	60
	%	43%	43%	5%	0%	9%
How to share the sessions' information with others (teachers, administrators, parents).	#	290	282	36	0	60
	%	43%	42%	5%	0%	9%

Table 3: How frequently do you implement the below instructional practices in your science or STEM teaching?

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
Provide opportunities for students use data to inform their thinking	#	86	288	224	14	17
	%	14%	46%	36%	2%	3%
Test the ability of students to apply key science ideas to new situations	#	69	247	267	27	19
	%	11%	39%	42%	4%	3%
Engage in conversations around science findings or engineering solutions	#	122	260	203	26	14
	%	20%	42%	32%	4%	2%
Engage student in science-related computational thinking	#	74	225	257	42	21
	%	12%	36%	42%	7%	3%
Ask students to explain their partial understandings and potentially incorrect ideas	#	165	282	149	18	13
	%	26%	45%	24%	3%	2%
Have students make explanations and revise them in response to new evidence	#	132	265	194	18	15
	%	21%	42%	31%	3%	2%

Table 4: Participating in this Professional Learning Experience prepared me with the necessary skills to try something new or different in my professional practice

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
#	403	251	13	1	0
%	60%	38%	2%	0%	0%

Table 5: How frequently do you engage in the instructional practices in science and STEM teaching below?

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
I plan for multiple ways for my students to access learning	#	166	275	159	13	15
	%	26%	44%	25%	2%	2%
I encourage students to consider possible barriers to implementing a solution	#	134	280	172	21	18
	%	21%	45%	28%	3%	3%
I survey students about their interests and experiences relevant to science ideas	#	110	199	231	65	19
	%	18%	32%	37%	10%	3%

Table 6: How confident are you about teaching the Next Generation Science Standards (NGSS) climate science-related topics at your current level?

	Very Confident	Confident	Somewhat Confident	Not Confident
#	85	297	216	35
%	13%	47%	34%	6%

Middle Grades Surveys

Table 7: Thinking about your professional learning session, how would you rate it for the following?

		Very Good	Good	Fair	Poor	Very Poor	Does Not Apply
Meeting the stated learning objectives of the session.	#	73	27	3	0	0	0
	%	71%	26%	3%	0%	0%	0%
Use of engaging and useful activities to facilitate your learning.	#	67	30	6	0	0	0
	%	65%	29%	6%	0%	0%	0%

		Very Good	Good	Fair	Poor	Very Poor	Does Not Apply
Introducing you to useful resources such as curriculum materials, research articles, and practice information?	#	56	38	9	0	0	0
	%	54%	37%	9%	0%	0%	0%
Providing timely, relevant information that you will be able to apply in your work setting.	#	59	40	4	0	0	0
	%	57%	39%	4%	0%	0%	0%
Engaging you in discussion with other participants in ways to facilitate your learning.	#	71	24	8	0	0	0
	%	69%	23%	8%	0%	0%	0%
Providing sufficient time for you to process the information collaboratively with colleagues.	#	61	34	8	0	0	0
	%	59%	33%	8%	0%	0%	0%
Motivating you to recommend these types of sessions to your work colleagues.	#	58	35	8	1	0	1
	%	56%	34%	8%	1%	0%	1%

Table 8: As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
Three-dimensional learning and teaching	#	35	60	2	0	6
	%	34%	58%	2%	0%	6%
Research-based instructional practices	#	52	51	0	0	0
	%	50%	50%	0%	0%	0%
Instructional practices to make learning experiences more inclusive for diverse	#	49	43	4	0	7

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
student populations (e.g., special education, highly capable, migrant, students of color).	%	48%	42%	4%	0%	7%
	#	41	44	6	0	12
Instructional practices to make learning experiences more inclusive for English language learners.	%	40%	43%	6%	0%	12%
	#	35	50	7	0	11
Instructional practices to make learning experiences more inclusive for students with disabilities.	%	34%	49%	7%	0%	11%
	#	29	49	7	0	18
A range of assessment and/or resources across the educational system such as state, local, and/or classroom assessments.	%	28%	48%	7%	0%	17%
	#	35	46	7	1	14
How to share the sessions' information with others (teachers, administrators, parents).	%	34%	45%	7%	1%	14%

Table 9: How frequently do you implement the below instructional practices in your science or STEM teaching?

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
Provide opportunities for students use data to inform their thinking	#	32	46	19	0	3
	%	32%	46%	19%	0%	3%
Test the ability of students to apply key science ideas to new situations	#	23	52	22	0	3
	%	23%	52%	22%	0%	3%
Engage in conversations around science findings or engineering solutions	#	27	52	17	1	3
	%	27%	52%	17%	1%	3%

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
Engage student in science-related computational thinking	#	14	41	41	1	3
	%	14%	41%	41%	1%	3%
Ask students to explain their partial understandings and potentially incorrect ideas	#	45	49	4	0	2
	%	45%	49%	4%	0%	2%
Have students make explanations and revise them in response to new evidence	#	39	45	13	1	2
	%	39%	45%	13%	1%	2%

Table 10: Participating in this Professional Learning Experience prepared me with the necessary skills to try something new or different in my professional practice

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
%	#	56	46	1	0
#	%	54%	45%	1%	0%

Table 11: How frequently do you engage in the instructional practices in science and STEM teaching below?

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
I plan for multiple ways for my students to access learning	#	30	58	9	0	2
	%	30%	59%	9%	0%	2%
I encourage students to consider possible barriers to implementing a solution	#	22	49	24	0	2
	%	23%	51%	25%	0%	2%
I survey students about their interests and experiences relevant to science ideas	#	16	42	32	5	3
	%	16%	43%	33%	5%	3%

Table 12: How confident are you about teaching the Next Generation Science Standards (NGSS) climate science-related topics at your current level?

	Very Confident	Confident	Somewhat Confident	Not Confident
#	25	54	20	2
%	25%	53%	20%	2%

High School Grades Surveys

Table 13: Thinking about your professional learning session, how would you rate it for the following?

		Very Good	Good	Fair	Poor	Very Poor	Does Not Apply
Meeting the stated learning objectives of the session.	#	29	15	0	0	0	0
	%	66%	34%	0%	0%	0%	0%
Use of engaging and useful activities to facilitate your learning.	#	31	12	1	0	0	0
	%	70%	27%	2%	0%	0%	0%
Introducing you to useful resources such as curriculum materials, research articles, and practice information?	#	22	15	6	0	0	1
	%	50%	34%	14%	0%	0%	2%
Providing timely, relevant information that you will be able to apply in your work setting.	#	26	15	3	0	0	0
	%	59%	34%	7%	0%	0%	0%
Engaging you in discussion with other participants in ways to facilitate your learning.	#	35	8	1	0	0	0
	%	80%	18%	2%	0%	0%	0%
Providing sufficient time for you to process the information collaboratively with colleagues.	#	24	18	2	0	0	0
	%	55%	41%	5%	0%	0%	0%

		Very Good	Good	Fair	Poor	Very Poor	Does Not Apply
Motivating you to recommend these types of sessions to your work colleagues.	#	26	15	3	0	0	0
	%	59%	34%	7%	0%	0%	0%

Table 14: As a result of participating in this Professional Learning Experience, I have broadened/deepened my existing knowledge of:

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
Three-dimensional learning and teaching	#	11	23	2	0	8
	%	25%	52%	5%	0%	18%
Research-based instructional practices	#	19	22	0	0	3
	%	43%	50%	0%	0%	7%
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., special education, highly capable, migrant, students of color).	#	15	24	0	0	5
	%	34%	55%	0%	0%	11%
Instructional practices to make learning experiences more inclusive for English language learners.	#	12	23	1	0	8
	%	27%	52%	2%	0%	18%
Instructional practices to make learning experiences more inclusive for students with disabilities.	#	7	26	1	0	10
	%	16%	59%	2%	0%	23%
A range of assessment and/or resources across the educational system such as state, local, and/or classroom assessments.	#	13	23	1	0	7
	%	30%	52%	2%	0%	16%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
How to share the sessions' information with others (teachers, administrators, parents).	#	29	15	0	0	0
	%	66%	34%	0%	0%	0%

Table 15: How frequently do you implement the below instructional practices in your science or STEM teaching?

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
Provide opportunities for students use data to inform their thinking	#	3	26	13	0	1
	%	7%	60%	30%	0%	2%
Test the ability of students to apply key science ideas to new situations	#	9	22	11	0	1
	%	21%	51%	26%	0%	2%
Engage in conversations around science findings or engineering solutions	#	8	19	15	0	1
	%	19%	44%	35%	0%	2%
Engage student in science-related computational thinking	#	7	21	14	0	1
	%	16%	49%	33%	0%	2%
Ask students to explain their partial understandings and potentially incorrect ideas	#	12	22	8	0	1
	%	28%	51%	19%	0%	2%
Have students make explanations and revise them in response to new evidence	#	8	27	7	0	1
	%	19%	63%	16%	0%	2%

Table 16: Participating in this Professional Learning Experience prepared me with the necessary skills to try something new or different in my professional practice

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
#	29	15	0	0	0
%	66%	34%	0%	0%	0%

Table 17: How frequently do you engage in the instructional practices in science and STEM teaching below?

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
I plan for multiple ways for my students to access learning	#	17	22	3	0	1
	%	40%	51%	7%	0%	2%
I encourage students to consider possible barriers to implementing a solution	#	6	20	16	0	1
	%	14%	47%	37%	0%	2%
I survey students about their interests and experiences relevant to science ideas	#	2	13	27	0	1
	%	5%	30%	63%	0%	2%

Table 18: How confident are you about teaching the Next Generation Science Standards (NGSS) climate science-related topics at your current level?

	Very Confident	Confident	Somewhat Confident	Not Confident
#	5	30	6	2
%	12%	70%	14%	5%