

Climate Science Proviso

2019-20 Survey Report | Data Appendix

September 2020

Washington Office of Superintendent of PUBLIC INSTRUCTION

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

CLIME TIME

Kauffman & Associates INCORPORATED

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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.	#	820	265	34	2	0	1
	%	73%	24%	3%	0%	0%	0%
Use of engaging and useful activities to facilitate your learning.	#	802	257	55	7	1	0
	%	71%	23%	5%	1%	0%	0%
Introducing you to useful resources such as curriculum materials, research articles, and practice information.	#	798	266	50	7	0	1
	%	71%	24%	4%	1%	0%	0%
Providing timely, relevant information that you will be able to apply in your work setting.	#	777	277	60	6	1	1
	%	69%	25%	5%	1%	0%	0%
Engaging you in discussion with other participants in ways to facilitate your learning.	#	801	257	51	11	2	0
	%	71%	23%	5%	1%	0%	0%
Providing sufficient time for you to process the information collaboratively with colleagues.	#	733	297	66	19	7	0
	%	65%	26%	6%	2%	1%	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.	#	599	488	19	1	15
	%	53%	43%	2%	0%	1%
Research-based instructional practices.	#	655	430	21	0	16
	%	58%	38%	2%	0%	1%
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., special education, highly capable, migrant, students of color).	#	577	407	50	6	82
	%	51%	36%	4%	1%	7%
Instructional practices to make learning experiences more inclusive for English language learners.	#	523	409	64	9	117
	%	47%	36%	6%	1%	10%
Instructional practices to make learning experiences more inclusive for students with disabilities.	#	463	399	79	9	172
	%	41%	36%	7%	1%	15%
A range of assessment and/or resources across the educational system such as state, local, and/or classroom assessments.	#	512	446	58	6	100
	%	46%	40%	5%	1%	9%
How to share the sessions' information with others (teachers, administrators, parents).	#	518	464	53	3	84
	%	46%	41%	5%	0%	7%

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.	#	159	487	359	23	34
	%	14%	43%	32%	2%	3%
Test the ability of students to apply key science ideas to new situations.	#	125	428	417	54	38
	%	11%	38%	37%	5%	3%
Engage in conversations around science findings or engineering solutions.	#	221	431	332	44	30
	%	20%	38%	30%	4%	3%
Engage student in science-related computational thinking.	#	135	396	418	64	39
	%	12%	35%	37%	6%	3%
Ask students to explain their partial understandings and potentially incorrect ideas.	#	319	442	246	29	25
	%	28%	39%	22%	3%	2%
Have students make explanations and revise them in response to new evidence.	#	243	443	312	34	26
	%	22%	39%	28%	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
#	687	415	19	1	1122
%	61%	37%	2%	0%	100%

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.	#	306	462	247	24	26
	%	27%	41%	22%	2%	2%
I encourage students to consider possible barriers to implementing a solution.	#	245	478	276	33	29
	%	22%	43%	25%	3%	3%
I survey students about their interests and experiences relevant to science ideas.	#	198	346	380	102	33
	%	18%	31%	34%	9%	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
#	149	491	368	61
%	13%	44%	33%	5%

Middle School 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.	#	182	69	3	0	0	0
	%	72%	27%	1%	0%	0%	0%
Use of engaging and useful activities to facilitate your learning.	#	176	67	11	0	0	0
	%	69%	26%	4%	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.	#	166	75	13	0	0	0
	%	65%	30%	5%	0%	0%	0%
Providing timely, relevant information that you will be able to apply in your work setting.	#	170	78	6	0	0	0
	%	67%	31%	2%	0%	0%	0%
Engaging you in discussion with other participants in ways to facilitate your learning.	#	186	59	9	0	0	0
	%	73%	23%	4%	0%	0%	0%
Providing sufficient time for you to process the information collaboratively with colleagues.	#	163	82	8	1	0	0
	%	64%	32%	3%	0%	0%	0%
Motivating you to recommend these types of sessions to your work colleagues.	#	158	78	16	1	0	1
	%	62%	31%	6%	0%	0%	0%

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.	#	113	126	4	1	11
	%	44%	50%	2%	0%	4%
Research-based instructional practices.	#	134	117	1	0	2
	%	53%	46%	0%	0%	1%
Instructional practices to make learning experiences more inclusive for diverse	#	123	100	10	0	21

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
student populations (e.g., special education, highly capable, migrant, students of color).	%	48%	39%	4%	0%	8%
Instructional practices to make learning experiences more inclusive for English language learners.	#	102	102	16	0	34
	%	40%	40%	6%	0%	13%
Instructional practices to make learning experiences more inclusive for students with disabilities.	#	91	110	17	1	35
	%	36%	43%	7%	0%	14%
A range of assessment and/or resources across the educational system such as state, local, and/or classroom assessments.	#	89	112	17	0	36
	%	35%	44%	7%	0%	14%
How to share the sessions' information with others (teachers, administrators, parents).	#	98	114	15	1	26
	%	39%	45%	6%	0%	10%

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.	#	75	114	48	4	5
	%	30%	45%	19%	2%	2%
Test the ability of students to apply key science ideas to new situations.	#	52	125	56	7	6
	%	20%	49%	22%	3%	2%
Engage in conversations around science findings or engineering solutions.	#	67	120	47	6	6
	%	26%	47%	19%	2%	2%

		All of the time	Most of the time	Sometimes	Never or hardly ever	Not applicable
Engage student in science-related computational thinking.	#	32	100	96	9	8
	%	13%	39%	38%	4%	3%
Ask students to explain their partial understandings and potentially incorrect ideas.	#	112	106	21	3	4
	%	44%	42%	8%	1%	2%
Have students make explanations and revise them in response to new evidence.	#	91	108	40	3	4
	%	36%	43%	16%	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
%	154	99	1	0	254
#	61%	39%	0%	0%	100%

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.	#	82	139	16	4	4
	%	32%	55%	6%	2%	2%
I encourage students to consider possible barriers to implementing a solution.	#	54	128	50	7	4
	%	21%	50%	20%	3%	2%
I survey students about their interests and experiences relevant to science ideas.	#	34	113	74	16	6
	%	13%	44%	29%	6%	2%

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
#	60	126	54	8
%	5%	11%	5%	1%

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.	#	82	36	1	0	1	0
	%	68%	30%	1%	0%	1%	0%
Use of engaging and useful activities to facilitate your learning.	#	83	33	3	1	0	0
	%	69%	28%	3%	1%	0%	0%
Introducing you to useful resources such as curriculum materials, research articles, and practice information.	#	71	37	11	0	0	1
	%	59%	31%	9%	0%	0%	1%
Providing timely, relevant information that you will be able to apply in your work setting.	#	73	41	5	1	0	0
	%	61%	34%	4%	1%	0%	0%
Engaging you in discussion with other participants in ways to facilitate your learning.	#	84	30	6	0	0	0
	%	70%	25%	5%	0%	0%	0%
Providing sufficient time for you to process the information collaboratively with colleagues.	#	64	46	10	0	0	0
	%	53%	38%	8%	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.	#	70	41	7	0	1	1
	%	58%	34%	6%	0%	1%	1%

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.	#	50	54	3	1	12
	%	42%	45%	3%	1%	10%
Research-based instructional practices.	#	60	52	0	1	7
	%	50%	43%	0%	1%	6%
Instructional practices to make learning experiences more inclusive for diverse student populations (e.g., special education, highly capable, migrant, students of color).	#	43	57	2	1	17
	%	36%	48%	2%	1%	14%
Instructional practices to make learning experiences more inclusive for English language learners.	#	36	51	3	2	28
	%	30%	43%	3%	2%	23%
Instructional practices to make learning experiences more inclusive for students with disabilities.	#	28	54	5	2	31
	%	23%	45%	4%	2%	26%
A range of assessment and/or resources across the educational system such as state, local, and/or classroom assessments.	#	39	49	4	1	27
	%	33%	41%	3%	1%	23%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Addressed
How to share the sessions' information with others (teachers, administrators, parents).	#	41	55	7	1	16
	%	34%	46%	6%	1%	13%

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.	#	15	66	34	1	3
	%	13%	55%	28%	1%	3%
Test the ability of students to apply key science ideas to new situations.	#	22	56	35	2	4
	%	18%	47%	29%	2%	3%
Engage in conversations around science findings or engineering solutions.	#	22	53	37	4	3
	%	18%	44%	31%	3%	3%
Engage student in science-related computational thinking.	#	17	50	44	4	3
	%	14%	42%	37%	3%	3%
Ask students to explain their partial understandings and potentially incorrect ideas.	#	37	57	20	2	3
	%	31%	48%	17%	2%	3%
Have students make explanations and revise them in response to new evidence.	#	26	63	25	2	3
	%	22%	53%	21%	2%	3%

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
#	79	40	1	0	120
%	66%	33%	1%	0%	100%

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.	#	44	60	10	1	3
	%	37%	50%	8%	1%	3%
I encourage students to consider possible barriers to implementing a solution.	#	19	60	35	1	3
	%	16%	50%	29%	1%	3%
I survey students about their interests and experiences relevant to science ideas.	#	19	37	53	5	4
	%	16%	31%	44%	4%	3%

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
#	22	62	22	10
%	18%	52%	18%	8%