

# 2018 NSSME+ Science Program Questionnaire

This questionnaire asks a number of questions about teachers of science. In responding, unless otherwise specified, consider ALL teachers of science in your school, including self-contained teachers who teach science and other subjects to the same group of students all or most of the day.

1. Which of the following describe your position? [Select all that apply.]

<input type="checkbox"/>	Science department chair
<input type="checkbox"/>	Science lead teacher or coach
<input type="checkbox"/>	Science/STEM specialist
<input type="checkbox"/>	Regular classroom teacher
<input type="checkbox"/>	Principal
<input type="checkbox"/>	Assistant principal
<input type="checkbox"/>	Other (please specify: _____)

## School Programs and Practices

2. *[Presented only to schools that include self-contained teachers]*

Indicate whether each of the following programs and/or practices is currently being implemented in your school. [Select one on each row.]

	YES	NO
a. Students in self-contained classes receive science instruction from a district/diocese/school science specialist instead of their regular teacher.	<input type="radio"/>	<input type="radio"/>
b. Students in self-contained classes receive science instruction from a district/diocese/school science specialist in addition to their regular teacher.	<input type="radio"/>	<input type="radio"/>
c. Students in self-contained classes receive science instruction on a regular basis from someone outside of the school district/diocese (for example: museum staff).	<input type="radio"/>	<input type="radio"/>
d. Students in self-contained classes pulled out for remedial instruction in science.	<input type="radio"/>	<input type="radio"/>
e. Students in self-contained classes pulled out for enrichment in science.	<input type="radio"/>	<input type="radio"/>
f. Students in self-contained classes pulled out from science instruction for additional instruction in other content areas.	<input type="radio"/>	<input type="radio"/>

3. *[Presented only to schools that include any grades 9–12]*

Indicate whether each of the following programs and/or practices is currently being implemented in your school. [Select one on each row.]

	YES	NO
a. Physics courses offered this school year or in alternating years, on or off site.	<input type="radio"/>	<input type="radio"/>
b. Students can go to a Career and Technical Education (CTE) Center for science and/or engineering instruction.	<input type="radio"/>	<input type="radio"/>
c. This school provides students access to virtual science and/or engineering courses offered by other schools/institutions (for example: online, videoconference).	<input type="radio"/>	<input type="radio"/>
d. This school provides its own science and/or engineering courses virtually (for example: online, videoconference).	<input type="radio"/>	<input type="radio"/>
e. Students can go to another K–12 school for science and/or engineering courses.	<input type="radio"/>	<input type="radio"/>
f. Students can go to a college or university for science and/or engineering courses.	<input type="radio"/>	<input type="radio"/>

4. Indicate whether your school does each of the following to enhance students’ interest and/or achievement in science and/or engineering. [Select one on each row.]

	YES	NO
a. Holds family science and/or engineering nights	<input type="radio"/>	<input type="radio"/>
b. Offers after-school help in science and/or engineering (for example: tutoring)	<input type="radio"/>	<input type="radio"/>
c. Offers formal after-school programs for enrichment in science and/or engineering	<input type="radio"/>	<input type="radio"/>
d. Offers one or more science clubs	<input type="radio"/>	<input type="radio"/>
e. Offers one or more engineering clubs	<input type="radio"/>	<input type="radio"/>
f. Participates in a local or regional science and/or engineering fair	<input type="radio"/>	<input type="radio"/>
g. Has one or more teams participating in science competitions (for example: Science Olympiad)	<input type="radio"/>	<input type="radio"/>
h. Has one or more teams participating in engineering competitions (for example: Robotics)	<input type="radio"/>	<input type="radio"/>
i. Encourages students to participate in science and/or engineering summer programs or camps (for example: offered by community colleges, universities, museums, or science centers)	<input type="radio"/>	<input type="radio"/>
j. Coordinates visits to business, industry, and/or research sites related to science and/or engineering	<input type="radio"/>	<input type="radio"/>
k. Coordinates meetings with adult mentors who work in science and/or engineering fields	<input type="radio"/>	<input type="radio"/>
l. Coordinates internships in science and/or engineering fields	<input type="radio"/>	<input type="radio"/>

**Your State Standards**

5. Please provide your opinion about each of the following statements in regard to your current state standards for science. [Select one on each row.]

	STRONGLY DISAGREE	DISAGREE	NO OPINION	AGREE	STRONGLY AGREE
a. State science standards have been thoroughly discussed by science teachers in this school.	①	②	③	④	⑤
b. There is a school-wide effort to align science instruction with the state science standards.	①	②	③	④	⑤
c. Most science teachers in this school teach to the state standards.	①	②	③	④	⑤
d. This school/district/diocese organizes science professional development based on state standards.	①	②	③	④	⑤

## Science Courses Offered in Your School

6. *[Presented only to schools that include any grades 6–8]*

What types of science courses are offered to students in the following grades? [Select one on each row.]

	SINGLE-DISCIPLINE SCIENCE COURSES (FOR EXAMPLE: LIFE SCIENCE)	MULTI-DISCIPLINE SCIENCE COURSES (FOR EXAMPLE: GENERAL SCIENCE, INTEGRATED SCIENCE)	BOTH SINGLE-DISCIPLINE AND MULTI-DISCIPLINE SCIENCE COURSES
6 <sup>th</sup> Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 <sup>th</sup> Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 <sup>th</sup> Grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. *[Presented only to schools that include any grades 9–12]*

Approximately how many students in grades 9–12 in this school will **not** take a science course this year? [Enter your response as a whole number (for example: 1500).]

\_\_\_\_\_

*[Questions 8–13 presented only to schools that include any grades 9–12; schools that do not include any of these grades skip to Q14]*

8. Is your school offering any courses in each of the following categories **this year** for students in grades 9–12? [Select one on each row.]

	YES	NO
<b>a. Coordinated/Integrated/Interdisciplinary science (including General Science and Physical Science)</b>		
i. Non-college prep	<input type="radio"/>	<input type="radio"/>
ii. College prep, including honors	<input type="radio"/>	<input type="radio"/>
<b>b. Earth/Space Science</b>		
i. Non-college prep	<input type="radio"/>	<input type="radio"/>
ii. 1 <sup>st</sup> year college prep, including honors	<input type="radio"/>	<input type="radio"/>
iii. 2 <sup>nd</sup> year advanced, including concurrent college and high school credit/dual enrollment courses	<input type="radio"/>	<input type="radio"/>
<b>c. Life Science/Biology</b>		
i. Non-college prep	<input type="radio"/>	<input type="radio"/>
ii. 1 <sup>st</sup> year college prep, including honors	<input type="radio"/>	<input type="radio"/>
iii. 2 <sup>nd</sup> year advanced, including Advanced Placement, International Baccalaureate, and concurrent college and high school credit/dual enrollment courses	<input type="radio"/>	<input type="radio"/>
<b>d. Environmental Science/Ecology</b>		
i. Non-college prep	<input type="radio"/>	<input type="radio"/>
ii. 1 <sup>st</sup> year college prep, including honors	<input type="radio"/>	<input type="radio"/>
iii. 2 <sup>nd</sup> year advanced, including Advanced Placement, International Baccalaureate, and concurrent college and high school credit/dual enrollment courses	<input type="radio"/>	<input type="radio"/>
<b>e. Chemistry</b>		
i. Non-college prep	<input type="radio"/>	<input type="radio"/>
ii. 1 <sup>st</sup> year college prep, including honors	<input type="radio"/>	<input type="radio"/>
iii. 2 <sup>nd</sup> year advanced, including Advanced Placement, International Baccalaureate, and concurrent college and high school credit/dual enrollment courses	<input type="radio"/>	<input type="radio"/>
<b>f. Physics</b>		
i. Non-college prep	<input type="radio"/>	<input type="radio"/>
ii. 1 <sup>st</sup> year college prep, including honors	<input type="radio"/>	<input type="radio"/>
iii. 2 <sup>nd</sup> year advanced, including Advanced Placement, International Baccalaureate, and concurrent college and high school credit/dual enrollment courses	<input type="radio"/>	<input type="radio"/>
<b>g. Engineering—Include courses that address the nature of engineering, engineering design processes, technological systems, or technology and society. Do not include career-technical education (CTE) courses that cover such things as automotive repair, audio/video production, etc.</b>		
i. Non-college prep	<input type="radio"/>	<input type="radio"/>
ii. 1 <sup>st</sup> year college prep, including honors	<input type="radio"/>	<input type="radio"/>
iii. 2 <sup>nd</sup> year advanced, including concurrent college and high school credit/dual enrollment courses	<input type="radio"/>	<input type="radio"/>

9. Does your school offer each of the following types of science courses that might qualify for college credit? (Include both courses that are offered every year and those offered in alternating years.) [Select one on each row.]

	YES	NO
a. Advanced Placement (AP) science courses	<input type="radio"/>	<input type="radio"/>
b. International Baccalaureate (IB) science courses	<input type="radio"/>	<input type="radio"/>
c. Concurrent college and high school credit/dual enrollment science courses	<input type="radio"/>	<input type="radio"/>

**10. [Presented only to schools that selected “Yes” for Q9c]**

When are concurrent college and high school credit/dual enrollment science courses offered?

- Offered this school year
- Not offered this school year, but offered in alternating years

**11. Which of the following science courses are available to students in this school, either on site, at other locations, or online? [Select one on each row.]**

	AVAILABLE		[IF AVAILABLE] WHERE OFFERED		[IF AVAILABLE] WHEN OFFERED	
	YES	NO	AT THIS SCHOOL	ELSEWHERE (OFFSITE OR ONLINE)	THIS YEAR	NOT THIS YEAR, BUT IN ALTERNATING YEARS
a. <i>[Skip if Q9a was “No”]</i> AP Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <i>[Skip if Q9a was “No”]</i> AP Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <i>[Skip if Q9a was “No”]</i> AP Physics 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <i>[Skip if Q9a was “No”]</i> AP Physics 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. <i>[Skip if Q9a was “No”]</i> AP Physics C: Electricity and Magnetism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <i>[Skip if Q9a was “No”]</i> AP Physics C: Mechanics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. <i>[Skip if Q9a was “No”]</i> AP Environmental Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. <i>[Skip if Q9b was “No”]</i> IB Biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. <i>[Skip if Q9b was “No”]</i> IB Chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. <i>[Skip if Q9b was “No”]</i> IB Physics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. <i>[Skip if Q9b was “No”]</i> IB Physics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Science Requirements**

**12. [Presented only to schools that include grade 12]**

In order to graduate from this high school, how many years of grades 9–12 science are students required to take?

1 YEAR	2 YEARS	3 YEARS	4 YEARS
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. [Presented only to schools that include grade 12]**

Does participation in Engineering courses count towards students' high school graduation requirements for science?

<input type="radio"/>	Yes
<input type="radio"/>	No

**Influences on Science Instruction**

**14.** For this school, how much money was spent on each of the following during the most recently completed budget year? (If you don't know the exact amounts, please provide your best estimates.) [Enter each response as a whole dollar amount without special characters such as dollar signs (for example: 1500).]

a.	Consumable supplies for science instruction (for example: chemicals, living organisms, batteries)	
b.	Science equipment (non-consumable, non-perishable items such as microscopes, scales, etc., but not computers)	
c.	Software for science instruction	

**15.** Which of the following best describes how the science instructional materials used in your school are selected?

[Select one.]

<input type="radio"/>	At the district/diocese level (for example: by a science supervisor or district/diocese-wide committee) <i>[Not presented to non-Catholic private schools]</i>
<input type="radio"/>	At the school level (for example: by the principal, department chair, or teacher committee/grade-level team)
<input type="radio"/>	By individual teachers

**16.** Please rate the effect of each of the following on the quality of science instruction in your school. [Select one on each row.]

	INHIBITS EFFECTIVE INSTRUCTION		NEUTRAL OR MIXED		PROMOTES EFFECTIVE INSTRUCTION
a. The school/district/diocese science professional development policies and practices	①	②	③	④	⑤
b. The amount of time provided by the school/district/diocese for teacher professional development in science	①	②	③	④	⑤
c. The importance that the school places on science	①	②	③	④	⑤
d. Other school and/or district/diocese initiatives	①	②	③	④	⑤
e. The amount of time provided by the school/district/diocese for teachers to share ideas about science instruction	①	②	③	④	⑤
f. How science instructional resources are managed (for example: distributing and refurbishing materials)	①	②	③	④	⑤

17. In your opinion, how great a problem is each of the following for science instruction **in your school as a whole**? [Select one on each row.]

	NOT A SIGNIFICANT PROBLEM	SOMEWHAT OF A PROBLEM	SERIOUS PROBLEM
a. Lack of science facilities (for example: lab tables, electric outlets, faucets and sinks in classrooms)	①	②	③
b. Inadequate funds for purchasing science equipment and supplies	①	②	③
c. Lack of science textbooks/modules	①	②	③
d. Poor quality science textbooks/modules	①	②	③
e. Inadequate materials for differentiating science instruction	①	②	③
f. Low student interest in science	①	②	③
g. Low student prior knowledge and skills	①	②	③
h. Lack of teacher interest in science	①	②	③
i. Inadequate teacher preparation to teach science	①	②	③
j. High teacher turnover	①	②	③
k. Insufficient instructional time to teach science	①	②	③
l. Inadequate science-related professional development opportunities	①	②	③
m. Large class sizes	①	②	③
n. High student absenteeism	①	②	③
o. Inappropriate student behavior	①	②	③
p. Lack of parent/guardian support and involvement	①	②	③
q. Community resistance to the teaching of "controversial" issues in science (for example: evolution, climate change)	①	②	③

### Science Professional Development Opportunities

18. In the last 3 years, has your school and/or district/diocese offered **workshops** specifically focused on science/engineering or science/engineering teaching, possibly in conjunction with other organizations (for example: other schools/districts/dioceses, colleges or universities, museums, professional associations, commercial vendors)?

<input type="radio"/>	Yes
<input type="radio"/>	No <a href="#">[Skip to Q20]</a>

19. Please indicate the extent to which **workshops** offered by your school and/or district/dioocese in the last 3 years emphasized each of the following: [Select one on each row.]

	NOT AT ALL		SOMEWHAT		TO A GREAT EXTENT
a. Deepening teachers' understanding of science concepts	①	②	③	④	⑤
b. Deepening teachers' understanding of how science is done (for example: developing scientific questions, developing and using models, engaging in argumentation)	①	②	③	④	⑤
c. Deepening teachers' understanding of how engineering is done (for example: identifying criteria and constraints, designing solutions, optimizing solutions)	①	②	③	④	⑤
d. Deepening teachers' understanding of the state science standards	①	②	③	④	⑤
e. Deepening teachers' understanding of how students think about various science ideas	①	②	③	④	⑤
f. How to use particular science/engineering instructional materials (for example: textbooks or modules)	①	②	③	④	⑤
g. How to monitor student understanding during science instruction	①	②	③	④	⑤
h. How to adapt science instruction to address student misconceptions	①	②	③	④	⑤
i. How to use technology in science instruction	①	②	③	④	⑤
j. How to develop students' confidence that they can successfully pursue careers in science/engineering	①	②	③	④	⑤
k. How to incorporate real-world issues (for example: current events, community concerns) into science instruction	①	②	③	④	⑤
l. How to connect instruction to science/engineering career opportunities	①	②	③	④	⑤
m. How to integrate science, engineering, mathematics, and/or computer science	①	②	③	④	⑤
n. How to engage students in doing science (for example: developing scientific questions, developing and using models, engaging in argumentation)	①	②	③	④	⑤
o. How to engage students in doing engineering (for example: identifying criteria and constraints, designing solutions, optimizing solutions)	①	②	③	④	⑤
p. How to incorporate students' cultural backgrounds into science instruction	①	②	③	④	⑤
q. How to differentiate science instruction to meet the needs of diverse learners	①	②	③	④	⑤

20. In the last 3 years, has your school offered **teacher study groups** where teachers meet on a regular basis to discuss teaching and learning of science/engineering, and possibly other content areas as well (sometimes referred to as Professional Learning Communities, PLCs, or lesson study)?

- Yes
- No *[Skip to Q32]*

21. *[Presented only to schools that include any grades K–5]*

Typically, are teachers of grades K–5 science required to participate in these science/engineering-focused **teacher study groups**?

- Yes, all teachers of grades K–5 science
- Yes, but only science/STEM specialists
- No



22. *[Presented only to schools that include any grades 6–8]*

Typically, are teachers of grades 6–8 science classes required to participate in these science/engineering-focused **teacher study groups**?

<input type="radio"/>	Yes
<input type="radio"/>	No

23. *[Presented only to schools that include any grades 9–12]*

Typically, are teachers of grades 9–12 science classes required to participate in these science/engineering-focused **teacher study groups**?

<input type="radio"/>	Yes
<input type="radio"/>	No

24. Has your school specified a schedule for when these science/engineering-focused **teacher study groups** are expected to meet?

<input type="radio"/>	Yes
<input type="radio"/>	No <i>[Skip to Q27]</i>

25. Over what period of time have these science/engineering-focused **teacher study groups** typically been expected to meet?

<input type="radio"/>	The entire school year
<input type="radio"/>	One semester
<input type="radio"/>	Less than one semester

26. How often have these science/engineering-focused teacher study groups typically been expected to meet?

<input type="radio"/>	Less than once a month
<input type="radio"/>	Once a month
<input type="radio"/>	Twice a month
<input type="radio"/>	More than twice a month

27. Which of the following describe the typical science/engineering-focused **teacher study groups** in this school? [Select all that apply.]

<input type="checkbox"/>	Organized by grade level
<input type="checkbox"/>	Include teachers from multiple grade levels
<input type="checkbox"/>	Include teachers who teach different science/engineering subjects
<input type="checkbox"/>	Include parents/guardians or other community members
<input type="checkbox"/>	Include higher education faculty or other “consultants”
<input type="checkbox"/>	Include school and/or district/diocese administrators
<input type="checkbox"/>	Limited to teachers from this school
<input type="checkbox"/>	Include teachers from other schools in the district/diocese <i>[Not presented to non-Catholic private schools]</i>
<input type="checkbox"/>	Include teachers from other schools outside of your district/diocese

28. Which of the following describe the typical science/engineering-focused **teacher study groups** in this school? [Select all that apply.]

<input type="checkbox"/>	Teachers engage in science investigations.
<input type="checkbox"/>	Teachers engage in engineering design challenges.
<input type="checkbox"/>	Teachers analyze student science assessment results.
<input type="checkbox"/>	Teachers analyze science/engineering instructional materials (for example: textbooks or modules).
<input type="checkbox"/>	Teachers plan science/engineering lessons together.
<input type="checkbox"/>	Teachers rehearse instructional practices (meaning: try out, receive feedback, and reflect on those practices).
<input type="checkbox"/>	Teachers observe each other's science/engineering instruction (either in-person or through video recording).
<input type="checkbox"/>	Teachers provide feedback on each other's science/engineering instruction.
<input type="checkbox"/>	Teachers examine classroom artifacts (for example: student work samples, videos of classroom instruction).

29. To what extent have these science/engineering-focused **teacher study groups** emphasized each of the following? [Select one on each row.]

	NOT AT ALL		SOMEWHAT		TO A GREAT EXTENT
a. Deepening teachers' understanding of science concepts	①	②	③	④	⑤
b. Deepening teachers' understanding of how science is done (for example: developing scientific questions, developing and using models, engaging in argumentation)	①	②	③	④	⑤
c. Deepening teachers' understanding of how engineering is done (for example: identifying criteria and constraints, designing solutions, optimizing solutions)	①	②	③	④	⑤
d. Deepening teachers' understanding of the state science standards	①	②	③	④	⑤
e. Deepening teachers' understanding of how students think about various science ideas	①	②	③	④	⑤
f. How to use particular science/engineering instructional materials (for example: textbooks or modules)	①	②	③	④	⑤
g. How to monitor student understanding during science/engineering instruction	①	②	③	④	⑤
h. How to adapt science instruction to address student misconceptions	①	②	③	④	⑤
i. How to use technology in science instruction	①	②	③	④	⑤
j. How to develop students' confidence that they can successfully pursue careers in science/engineering	①	②	③	④	⑤
k. How to incorporate real-world issues (for example: current events, community concerns) into science instruction	①	②	③	④	⑤
l. How to connect instruction to science/engineering career opportunities	①	②	③	④	⑤
m. How to integrate science, engineering, mathematics, and/or computer science	①	②	③	④	⑤
n. How to engage students in doing science (for example: developing scientific questions, developing and using models, engaging in argumentation)	①	②	③	④	⑤
o. How to engage students in doing engineering (for example: identifying criteria and constraints, designing solutions, optimizing solutions)	①	②	③	④	⑤
p. How to incorporate students' cultural backgrounds into science instruction	①	②	③	④	⑤
q. How to differentiate science instruction to meet the needs of diverse learners	①	②	③	④	⑤

30. Have there been designated leaders for these science/engineering-focused **teacher study groups**?

<input type="radio"/>	Yes
<input type="radio"/>	No <a href="#">[Skip to Q32]</a>

31. The designated leaders of these science/engineering-focused **teacher study groups** were from: [Select all that apply.]

<input type="checkbox"/>	This school
<input type="checkbox"/>	Elsewhere in this district/diocese <i>[Not presented to non-Catholic private schools]</i>
<input type="checkbox"/>	College/University
<input type="checkbox"/>	External consultants
<input type="checkbox"/>	Other (please specify: _____)

32. Thinking about last school year, which of the following were used to provide teachers in this school with time for professional development workshops/teacher study groups that included a focus on science/engineering and/or science/engineering teaching, regardless of whether they were offered by your school and/or district/diocese? [Select all that apply.]

<input type="checkbox"/>	Early dismissal and/or late start for students
<input type="checkbox"/>	Professional days/teacher work days during the students' school year
<input type="checkbox"/>	Professional days/teacher work days before and/or after the students' school year
<input type="checkbox"/>	Common planning time for teachers
<input type="checkbox"/>	Substitute teachers to cover teachers' classes while they attend professional development
<input type="checkbox"/>	None of the above

33. Do any teachers in your school have access to **one-on-one coaching** focused on improving their science instruction (include voluntary and required coaching)?

<input type="radio"/>	Yes
<input type="radio"/>	No <i>[Skip to Q36]</i>

34. This school year, how many teachers in this school have received one-on-one coaching focused on improving their science instruction (include voluntary and required coaching)? [Enter response as a whole number (for example: 15)] \_\_\_\_\_

35. To what extent is one-on-one coaching focused on improving science instruction provided by each of the following? [Select one on each row.]

	NOT AT ALL	SOMEWHAT			TO A GREAT EXTENT
	①	②	③	④	⑤
a. The principal of your school	①	②	③	④	⑤
b. An assistant principal at your school	①	②	③	④	⑤
c. District/Diocese administrators including science supervisors/coordinators <i>[Not presented to non-Catholic private schools]</i>	①	②	③	④	⑤
d. Teachers/coaches who do not have classroom teaching responsibilities	①	②	③	④	⑤
e. Teachers/coaches who have part-time classroom teaching responsibilities	①	②	③	④	⑤
f. Teachers/coaches who have full-time classroom teaching responsibilities	①	②	③	④	⑤

**36.** Which of the following are provided to teachers considered in need of special assistance in science teaching? [Select all that apply.]

<input type="checkbox"/>	Seminars, classes, and/or study groups
<input type="checkbox"/>	Guidance from a formally designated mentor or coach
<input type="checkbox"/>	A higher level of supervision than for other teachers
<input type="checkbox"/>	None of the above

**Thank you!**