

Science Program Self-Assessment Survey

Name:

School:

The survey is divided into five main categories: science program content, assessment, teacher preparedness, school climate, and school system support. Read the question in each section and rate them 1–5 according to the following scale:

1 = Poor, nonexistent, or never

2 = Low, rarely, or sometimes

3 = Medium, average, or half the time

4 = Above average, usually, or most of the time

5 = Excellent, continually, or almost all the time

Add your scores for all the surveys and then read the scenario that corresponds to your total score on pp. 33–36 of *What Principals Need to Know About Teaching and Learning Science*.

Science Program Content	Score 1–5
Does your school have a science program that lists overall goals, grade-level benchmarks, and individual behavior indicators for each course and grade?	
Does each grade level have a list of print materials, textbooks, library books, and supplemental activity sheets to support science instruction?	
Does each grade have a list of computer software, videos, DVDs, and so on that support science instruction?	
Does each grade level have a list of current websites that support science instruction?	
Does your school have a science laboratory or designated science area in the building to support and extend science instruction?	
Do you have a teacher who is highly qualified in science, or do you have training in the sciences for teachers?	
Does the curriculum address STEM initiatives and the importance of interdisciplinary connections?	
Total	
Assessment	Score 1–5
Does each grade level have assessments correlated to benchmarks and indicators in the science program to determine what students know and are able to do at a given time? Does each grade level have hands-on authentic assessments and evaluations correlated to benchmarks and indicators in the science program to determine what students know and are able to do at a given time?	
Do teachers do preassessment activities at the start of each major science unit to allow them to differentiate instruction as they teach the unit?	
Do teachers give a separate grade for science homework and class effort and another grade for knowledge of content?	
Do teachers provide grading rubrics at the start of assignments so everyone (teacher, students, administrators, and parents or guardians) understands what is being emphasized and what needs to be done to attain various grades on projects, homework, and tests?	
Total	

Teacher Preparedness	Score 1–5
Does each classroom teacher attend professional development programs to learn the science content, research-based instructional strategies, and classroom-management techniques needed to effectively teach his or her grade-level science content?	
Does each classroom teacher have a list of all support materials required to teach the science program for his or her grade level?	
Does each classroom teacher have a list of all support materials required to teach the science program for his or her grade level?	
Do grade-level teams have adequate planning time to prepare science lessons and learning activities?	
Does your school have a mentor program to support new teachers or teachers new to the grade level with planning and implementing science instruction?	
Do classroom teachers implement a variety of teaching strategies—whole group, small group, individual instruction, student-centered, hands-on, demonstration, lecture, and multimedia—when teaching science?	
Total	
School Climate	Score 1–5
Is there evidence throughout the school—grounds, hallways, cafeteria, media center, gym, and classrooms—that science is taught and science knowledge is valued? Are there school events focusing on science, such as Science Discovery Night, Invention Convention, Family Science Night, Science Week, or worldwide awareness days like National Wildlife Week or Earth Day?	
Are field trips associated with science content regularly planned for each grade level?	
Are teachers and school volunteers recognized for outstanding achievements in science education?	
Does your community recognize that your science program is meeting the needs of all students who attend your school?	
Total	
School System Support	Score 1–5
Does your school system have a science curriculum supervisor or central staff administrator responsible for coordinating science instruction?	
Does your school support participation in local, state, and national science competitions like Science Olympiad, National Science Bowl, and National Science Decathlon?	
Does your school system have specific annual goals for improving science instruction?	
Does your school system provide the monetary support to implement the current science program and integrate technology?	
Does your school system provide opportunities for staff development to properly instruct the current science program?	
Do other school systems in your region or state recognize your school system as a leader in providing quality science education?	
Total	
Grand total	