

Improving K–12 Science Instruction Through Professional Development in Project-Based Learning

Pre- and Post-Professional Development Survey

Note. This survey is used to measure participants' confidence in implementing project-based learning, inquiry-based instruction, differentiation strategies, and NGSS-aligned science teaching before and after participation in the professional development intervention. Responses are collected using a 5-point Likert scale ranging from 1 (Not Confident) to 5 (Very Confident).

Survey Item	1	2	3	4	5
I can design a project-based science lesson.	☐	☐	☐	☐	☐
I can facilitate inquiry-based laboratory investigations.	☐	☐	☐	☐	☐
I can align science lessons to NGSS standards.	☐	☐	☐	☐	☐
I can differentiate science instruction for diverse learners.	☐	☐	☐	☐	☐
I can incorporate scientific vocabulary into instruction.	☐	☐	☐	☐	☐
I can assess student learning during project-based activities.	☐	☐	☐	☐	☐
I feel prepared to implement project-based learning in my classroom.	☐	☐	☐	☐	☐

Open-Ended Questions

1. What is your greatest strength in science instruction?
2. What challenges do you experience when implementing project-based learning?
3. What do you hope to gain from this professional development?