

NGSS Reflection Survey

Video: Bring Science to Life! NGSS Tips & Hands-On Lessons With Amplify Science

Directions

Please rate your confidence after completing this professional development.

Confidence Scale

Rating	Description
1	Not Confident
2	Slightly Confident
3	Moderately Confident
4	Confident
5	Highly Confident

Confidence Statement	1	2	3	4	5
I understand how phenomenon-based learning supports student engagement and scientific understanding.	☐	☐	☐	☐	☐
I feel confident using real-world phenomena to introduce new science concepts.	☐	☐	☐	☐	☐
I am confident facilitating hands-on investigations that encourage student inquiry.	☐	☐	☐	☐	☐
I can guide students in developing scientific explanations using evidence from investigations.	☐	☐	☐	☐	☐
I understand how the NGSS Science and Engineering Practices can be incorporated into my instruction.	☐	☐	☐	☐	☐
I feel confident encouraging students to ask questions, make observations, and communicate scientific ideas.	☐	☐	☐	☐	☐
I can design lessons that integrate hands-on learning with meaningful classroom discussions.	☐	☐	☐	☐	☐
I feel prepared to shift my role from delivering information to facilitating student-centered learning.	☐	☐	☐	☐	☐
I am confident creating learning experiences that connect science to students' everyday lives.	☐	☐	☐	☐	☐
Overall, I feel prepared to implement the instructional strategies presented in this professional development.	☐	☐	☐	☐	☐

Reflection Questions

1. What was your biggest takeaway from this professional development?
2. Which instructional strategy from the video are you most likely to implement in your classroom?
3. How do you plan to incorporate phenomenon-based learning into an upcoming science lesson?
4. What challenges do you anticipate when implementing these NGSS instructional strategies?
5. What additional support or resources would help you successfully implement what you learned?
6. Describe one specific change you will make to your science instruction within the next month as a result of this professional development.