

APPENDIX A

TEACHING SCIENCE DURING A PANDEMIC TEACHER QUESTIONNAIRE

Your Teaching Assignment

- 1) During the spring of 2020, did you teach **multiple subjects to a single class of students** all/most of the day? *Q1*
 - a. Yes (typical of elementary teachers who teach in a **self-contained** classroom)
 - b. No (typical of teachers who teach in **teaming** or **departmentalized** situations)

 - 2) Did your school building close (even temporarily) due to coronavirus/COVID-19? *Q2*
 - a. Yes
 - b. No
-

The next several questions ask about your science instruction *[[while your school building was open. Later in the survey, you will see questions about your science instruction while your school building was closed.]]* *Q3*

- 3) In a typical week, how many different classes (sections) of science did you teach? (If you taught the **same science course to multiple classes of students**, count each class separately. If you do pull-in with a special population of students, please include them as part of a class, and not as a separate class.)

1	2	3	4	5	6	7	8	9	10
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Your Science Instruction While Your School Building Was Open

- 4) During the spring of 2020, did you address coronavirus/COVID-19 in any of your instruction (e.g., class discussion, formal lesson, student presentation, current event coverage) *[[while your school building was open]]*? *Q4*
 - a. Yes
 - b. No
-

- 5) During the spring of 2020, did you address coronavirus/COVID-19 in any of your science instruction (e.g., class discussion, formal lesson, student presentation, current event coverage) *[[while your school building was open]]*? *Q5*
 - a. Yes
 - b. No
-

- 6) Did you devote any class time to coronavirus/COVID-19 in **more than one** of your science classes *[[while your school building was open]]*? **Q6**
- a. Yes
 - b. No
-

[[Please answer the questions on the following pages for the one class where you addressed coronavirus/COVID-19 the most with your students.]]

- 7) What grade levels are included in the class you are answering about? *Select all that apply.*

<input type="checkbox"/>	K	<i>q7_k</i>
<input type="checkbox"/>	1	<i>q7_1</i>
<input type="checkbox"/>	2	<i>q7_2</i>
<input type="checkbox"/>	3	<i>q7_3</i>
<input type="checkbox"/>	4	<i>q7_4</i>
<input type="checkbox"/>	5	<i>q7_5</i>
<input type="checkbox"/>	6	<i>q7_6</i>
<input type="checkbox"/>	7	<i>q7_7</i>
<input type="checkbox"/>	8	<i>q7_8</i>
<input type="checkbox"/>	9	<i>q7_9</i>
<input type="checkbox"/>	10	<i>q7_10</i>
<input type="checkbox"/>	11	<i>q7_11</i>
<input type="checkbox"/>	12	<i>q7_12</i>

- 8) Which of the following best describes the content focus of the one class you are answering about? **Q8**
- a. (1) Earth science (e.g., geology, astronomy, meteorology, oceanography)
 - b. (2) Life science (e.g., biology, ecology, anatomy and physiology)
 - c. (3) Physical science (e.g., chemistry, physics)
 - d. (4) Environmental science
 - e. (5) General science
 - f. (6) Integrated science
 - g. (7) Other (please specify): _____

- 9) In this class, on about how many days did you devote any class time to coronavirus/COVID-19 *[[while your school building was open]]*? **Q9**
- a. (1) 1
 - b. (2) 2
 - c. (3) 3
 - d. (4) 4
 - e. (5) 5
 - f. (6) 6
 - g. (7) 7
 - h. (8) 8
 - i. (9) 9
 - j. (10) 10
 - k. (11) >10
-

10) Did you use coronavirus/COVID-19 to address topics you are responsible for teaching in this class (e.g., spread, treatment, and prevention of disease; characteristics of viruses) *[[while your school building was open]]*? **Q10**

- a. Yes
- b. No

11) Did you address coronavirus/COVID-19 as a stand-alone topic, unrelated to the rest of your science curriculum (e.g., a current event topic outside of the specified curriculum of this class) *[[while your school building was open]]*? **Q11**

- a. Yes
- b. No

12) Did your students ask questions about coronavirus/COVID-19 before you began addressing it in this class *[[while your school building was open]]*? **Q12**

- a. Yes
 - b. No
-

13) Would you have addressed coronavirus/COVID-19 in this class if your students had not asked questions about it? **Q13**

- a. Yes
 - b. No
-

14) Which of the following took place when coronavirus/COVID-19 was addressed in this class **[[while your school building was open]]**? *Select all that apply.*

<input type="checkbox"/>	a) I lectured or gave an in-class presentation about coronavirus/COVID-19.	<i>q14a</i>
<input type="checkbox"/>	b) I recorded a video of myself explaining a concept for students to watch outside of class.	<i>q14b</i>
<input type="checkbox"/>	c) I led a whole class discussion about coronavirus/COVID-19.	<i>q14c</i>
<input type="checkbox"/>	d) I answered questions about coronavirus/COVID-19 asked by students.	<i>q14d</i>
<input type="checkbox"/>	e) Small groups discussed coronavirus/COVID-19.	<i>q14e</i>
<input type="checkbox"/>	f) Students read about coronavirus/COVID-19.	<i>q14f</i>
<input type="checkbox"/>	g) Students did a hands-on activity or laboratory investigation about coronavirus/COVID-19.	<i>q14g</i>
	h) Students used a simulation or model to explore coronavirus/COVID-19.	
<input type="checkbox"/>	i) Students did a worksheet or answered written questions about coronavirus/COVID-19.	<i>q14h</i>
<input type="checkbox"/>	j) A student (or students) gave a presentation about coronavirus/COVID-19.	<i>q14i</i>
<input type="checkbox"/>	k) A guest speaker talked about coronavirus/COVID-19.	<i>q14j</i>
<input type="checkbox"/>	l) Students watched a video about coronavirus/COVID-19.	<i>q14k</i>
<input type="checkbox"/>	m) Students searched the internet for information or current events related to coronavirus/COVID-19.	<i>q14l</i>
<input type="checkbox"/>	Other: _____ <i>q14m_o</i> _____	<i>q14m</i>

15) In addressing coronavirus/COVID-19 in this class, which of the following topics were covered *[[while your school building was open]]*? *Select all that apply.*

<input type="checkbox"/>	What coronavirus/COVID-19 is (e.g., the difference between the virus and the disease)	<i>q15a</i>
<input type="checkbox"/>	How coronavirus is transmitted among humans	<i>q15b</i>
<input type="checkbox"/>	Ways to prevent coronavirus transmission from one individual to another (e.g., washing hands, covering mouth when you cough, staying away from people with symptoms)	<i>q15c</i>
	Impacts of social distancing	
<input type="checkbox"/>	Factors that place people at risk for contracting coronavirus	<i>q15d</i>
<input type="checkbox"/>	Symptoms of COVID-19	<i>q15e</i>
<input type="checkbox"/>	How COVID-19 is diagnosed	<i>q15f</i>
<input type="checkbox"/>	How COVID-19 is treated	<i>q15g</i>
<input type="checkbox"/>	Survival rates of those infected with coronavirus	<i>q15h</i>
<input type="checkbox"/>	Where coronavirus originated (i.e., what part of the world)	<i>q15i</i>
<input type="checkbox"/>	Likelihood that coronavirus/COVID-19 would spread throughout the United States	<i>q15j</i>
<input type="checkbox"/>	Common misconceptions about coronavirus/COVID-19 (e.g., coronavirus doesn't affect young people, coronavirus is spread only by people with symptoms)	<i>q15k</i>
<input type="checkbox"/>	Other: _____ <i>q15l_o</i>	<i>q15l</i>

16) About how much time **total** did you spend discussing and teaching about coronavirus/COVID-19 in this class *[[while your school building was open]]*? Please combine across all sessions of this class in which you discussed and taught about coronavirus/COVID-19. **Q16**

- a. (1) Less than 30 minutes
- b. (2) 30–60 minutes
- c. (3) 61–90 minutes
- d. (4) 91–120 minutes
- e. (5) 121–150 minutes
- f. (6) 151–180 minutes
- g. (7) 181–210 minutes
- h. (8) 211–240 minutes
- i. (9) 241–270 minutes
- j. (10) 271 – 300 minutes
- k. (11) More than 5 hours

Your Science Instruction While Your School Building Was Closed

17) After your school building closed, did instruction for this class continue? **Q17**

- a. Yes **[SKIP TO Q23]**
- b. No

18) After your school building closed, did instruction continue? **Q18**

- a. Yes
- b. No

19) After your school building closed, did you address coronavirus/COVID-19 in any of your **[[science]]** instruction (e.g., class discussion, formal lesson, student presentation, current event coverage)? **Q19**

- a. Yes
- b. No

Please answer the following questions for the one class where you addressed coronavirus/COVID-19 the most with your students, **after your school building closed.**

20) What grade levels are included in the class you are answering about? *Select all that apply.*

<input type="checkbox"/>	K	<i>Q21_k</i>
<input type="checkbox"/>	1	<i>Q21_1</i>
<input type="checkbox"/>	2	<i>Q21_2</i>
<input type="checkbox"/>	3	<i>Q21_3</i>
<input type="checkbox"/>	4	<i>Q21_4</i>
<input type="checkbox"/>	5	<i>Q21_5</i>
<input type="checkbox"/>	6	<i>Q21_6</i>
<input type="checkbox"/>	7	<i>Q21_7</i>
<input type="checkbox"/>	8	<i>Q21_8</i>
<input type="checkbox"/>	9	<i>Q21_9</i>
<input type="checkbox"/>	10	<i>Q21_10</i>
<input type="checkbox"/>	11	<i>Q21_11</i>
<input type="checkbox"/>	12	<i>Q21_12</i>

21) Which of the following best describes the content focus of the class you are answering about? Q22

- a. (1) Earth science (e.g., geology, astronomy, meteorology, oceanography)
- b. (2) Life science (e.g., biology, ecology, anatomy and physiology)
- c. (3) Physical science (e.g., chemistry, physics)
- d. (4) Environmental science
- e. (5) General science
- f. (6) Integrated science
- g. (7) Other (please specify): _____

22) In this class, on about how many days did you devote any class time to coronavirus/COVID-19 after your school building closed? Q23

- a. (1) 1
- b. (2) 2
- c. (3) 3
- d. (4) 4
- e. (5) 5
- f. (6) 6
- g. (7) 7
- h. (8) 8
- i. (9) 9
- j. (10) 10
- k. (11) >10

23) After your school building closed, did you address coronavirus/COVID-19 in this class (e.g., class discussion, formal lesson, student presentation, current event coverage)? Q24

- a. Yes
- b. No

24) After your school building closed, did you address coronavirus/COVID-19 in any of your other science classes (e.g., class discussion, formal lesson, student presentation, current event coverage)? Q25

- a. Yes
 - b. No
-

Please answer the following questions for the one class where you addressed coronavirus/COVID-19 the most with your students, **after your school building closed**.

25) What grade levels are included in the class you are answering about? *Select all that apply.*

<input type="checkbox"/>	K	Q21_k
<input type="checkbox"/>	1	Q21_1
<input type="checkbox"/>	2	Q21_2
<input type="checkbox"/>	3	Q21_3
<input type="checkbox"/>	4	Q21_4
<input type="checkbox"/>	5	Q21_5
<input type="checkbox"/>	6	Q21_6
<input type="checkbox"/>	7	Q21_7
<input type="checkbox"/>	8	Q21_8
<input type="checkbox"/>	9	Q21_9
<input type="checkbox"/>	10	Q21_10
<input type="checkbox"/>	11	Q21_11
<input type="checkbox"/>	12	Q21_12

26) Which of the following best describes the content focus of the class you are answering about? Q22

- a. (1) Earth science (e.g., geology, astronomy, meteorology, oceanography)
- b. (2) Life science (e.g., biology, ecology, anatomy and physiology)
- c. (3) Physical science (e.g., chemistry, physics)
- d. (4) Environmental science
- e. (5) General science
- f. (6) Integrated science
- g. (7) Other (please specify): _____

27) In this class, on about how many days did you devote any class time to coronavirus/COVID-19 **after your school building closed**? Q23

- a. (1) 1
 - b. (2) 2
 - c. (3) 3
 - d. (4) 4
 - e. (5) 5
 - f. (6) 6
 - g. (7) 7
 - h. (8) 8
 - i. (9) 9
 - j. (10) 10
 - k. (11) >10
-

28) **After your school building closed**, did you use coronavirus/COVID-19 to address topics you are responsible for teaching in this class (e.g., characteristics of viruses; spread, treatment, and prevention of disease)? **Q25**

- a. Yes
- b. No

29) **After your school building closed**, did you address coronavirus/COVID-19 as a stand-alone topic, unrelated to the rest of your science curriculum (e.g., a current event topic outside of the specified curriculum of this class)? **Q26**

- a. Yes
- b. No

30) **After your school building closed**, did your students ask questions about coronavirus/COVID-19 before you began addressing it in this class? **Q27**

- a. Yes
- b. No

31) **After your school building closed**, would you have addressed coronavirus/COVID-19 in this class if your students had not asked questions about it? **Q28**

- a. Yes
 - b. No
-

32) **After your school building closed**, which of the following took place when coronavirus/COVID-19 was addressed in this class? *Select all that apply.*

<input type="checkbox"/>	I lectured or gave a presentation about coronavirus/COVID-19.	<i>q28a</i>
<input type="checkbox"/>	I recorded a video of myself addressing coronavirus/COVID-19 for students to watch.	<i>q28b</i>
<input type="checkbox"/>	I led a whole class discussion about coronavirus/COVID-19.	<i>q28c</i>
<input type="checkbox"/>	I answered questions about coronavirus/COVID-19 asked by students.	<i>q28d</i>
<input type="checkbox"/>	Small groups discussed coronavirus/COVID-19.	<i>q28e</i>
<input type="checkbox"/>	Students did small group projects related to coronavirus/COVID-19.	<i>q28f</i>
<input type="checkbox"/>	Students read about coronavirus/COVID-19.	<i>q28g</i>
<input type="checkbox"/>	Students did a hands-on activity or laboratory investigation about coronavirus/COVID-19.	<i>q28h</i>
<input type="checkbox"/>	Students used a simulation or model to explore coronavirus/COVID-19.	<i>q28i</i>
<input type="checkbox"/>	Students did a worksheet or answered written questions about coronavirus/COVID-19.	<i>q28j</i>
<input type="checkbox"/>	A student (or students) gave a presentation about coronavirus/COVID-19.	<i>q28k</i>
<input type="checkbox"/>	A guest speaker talked about coronavirus/COVID-19.	<i>q28l</i>
<input type="checkbox"/>	Students watched a video about coronavirus/COVID-19.	<i>q28m</i>
<input type="checkbox"/>	Students searched the internet for information or current events related to coronavirus/COVID-19.	<i>q28n</i>
<input type="checkbox"/>	Other: _____ <i>q28o_o</i> _____	<i>q28o</i>
<input type="checkbox"/>	Other: _____ <i>q28o_o</i> _____	
<input type="checkbox"/>	Other: _____ <i>q28o_o</i> _____	

33) In addressing coronavirus/COVID-19 in this class **while your school building was closed**, which of the following topics were covered? *Select all that apply.*

<input type="checkbox"/>	What coronavirus/COVID-19 is (e.g., the difference between the virus and the disease)	<i>Q29a</i>
<input type="checkbox"/>	How coronavirus is transmitted among humans	<i>Q29b</i>
<input type="checkbox"/>	Ways to prevent coronavirus transmission from one individual to another (e.g., washing hands, covering mouth when you cough, staying away from people with symptoms)	<i>Q29c</i>
	Impacts of social distancing	
<input type="checkbox"/>	Factors that place people at risk for contracting coronavirus	<i>Q29d</i>
<input type="checkbox"/>	Symptoms of COVID-19	<i>Q29e</i>
<input type="checkbox"/>	How COVID-19 is diagnosed	<i>Q29f</i>
<input type="checkbox"/>	How COVID-19 is treated	<i>Q29g</i>
<input type="checkbox"/>	Survival rates of those infected with coronavirus	<i>Q29h</i>
<input type="checkbox"/>	Where coronavirus originated (i.e., what part of the world)	<i>Q29i</i>
<input type="checkbox"/>	Likelihood that coronavirus/COVID-19 would spread throughout the United States	<i>Q29j</i>
<input type="checkbox"/>	Common misconceptions about coronavirus/COVID-19 (e.g., coronavirus doesn't affect young people, coronavirus is spread only by people with symptoms)	<i>Q29k</i>
<input type="checkbox"/>	Other: _____ <i>Q29l_o</i> _____	<i>Q29l</i>

Overall Science Instruction in This Class

34) This question is about your science instruction **overall, not about your instruction related to coronavirus/COVID-19**. How often did you do each of the following in your science instruction in this class **before** and **while** your building was closed? *Select one in the before column and one in the while column.*

Never	Rarely (less than once a month)	Sometimes (Once or twice a month)	Often (Once or twice a week)	Very often (Every day or almost every day)		
					Before Closed	While Closed
a. Explained science ideas to the whole class						
b. Engaged the whole class in discussions						
c. Had students work in small groups						
d. Had students do hands-on/laboratory activities						
e. Had students read from a textbook, module, or other material in class, either aloud or to themselves						
f. Engaged the class in project-based learning (PBL) activities						
g. Had students write their reflections (e.g., in their journals)						
h. Focused on literacy skills (e.g., informational reading or writing strategies)						
i. Met with the whole class by videoconference						
j. Met with small groups of students by videoconference						
k. Communicated with individual students by videoconference						
l. Communicated with individual students on the telephone						
m. Communicated with the parents/guardians of individual students on the telephone						
n. Communicated with individual students through text messages, email, or an online messaging program (e.g. Class Dojo)						
o. Communicated with the parents/guardians of individual students through text messages, email, or an online messaging program (e.g. Class Dojo)						
p. Sent assignments home by mail						
q. Sent assignments home by email						
r. Printed paper copies of work packets, which were picked up at the school.						
s. Printed paper copies of work packets, which were delivered to students' homes.						
t. Used a learning-management system (e.g., Canvas, Google Classroom, Schoology) for sharing assignments						
u. Used a class webpage for sharing assignments						
v. Used Google Drive to share assignments						

- 35) Overall, compared to their engagement level prior to the school building being closed, my students' level of engagement with this class after the closure was: *Q36*
- Much lower
 - Somewhat lower
 - The same
 - Somewhat higher
 - Much higher

Coronavirus/COVID-19 Instruction in This Class

The following questions apply to your coronavirus/COVID-19 instruction **regardless of whether the school was open or closed.**

- 36) ***[[Regardless of whether it happened before or after your school building closed, in/ In]]*** your instruction related to coronavirus/COVID-19 in this class, did you use any of the following? *Select all that apply.*

<input type="checkbox"/>	Commercially published materials (printed or electronic)	<i>q37a</i>
<input type="checkbox"/>	Commercially published kits/modules (printed or electronic)	<i>q37b</i>
<input type="checkbox"/>	State, county, or district-developed units or lessons	<i>q37c</i>
<input type="checkbox"/>	Lessons or resources from websites that have a subscription fee or per lesson cost (e.g., BrainPop, ShareMyLesson, Teachers Pay Teachers)	<i>q37d</i>
<input type="checkbox"/>	Lessons or resources from websites that are free (e.g., Khan Academy)	<i>q37e</i>
<input type="checkbox"/>	Units or lessons you created (either by yourself or with others)	<i>q37f</i>
<input type="checkbox"/>	Units or lessons you collected from any other source (e.g., conferences, journals, colleagues, university or museum partners)	<i>q37g</i>
<input type="checkbox"/>	None of the above	<i>Q37h</i>

- 37) Did you use any of the following materials in your instruction related to coronavirus/COVID-19 in this class? *Select all that apply.*

<input type="checkbox"/>	COVID-19! How Can I Protect Myself and Others? from the Smithsonian Science Education Center	<i>q35a</i>
<input type="checkbox"/>	Materials from the Responding to an Emerging Epidemic through Science Education (REESE) project	<i>q35b</i>
<input type="checkbox"/>	Responding to a Mystery Illness from Amgen Biotech Experience	<i>q35c</i>
<input type="checkbox"/>	Understanding Ebola Virus Disease from BSCS	<i>q35d</i>
<input type="checkbox"/>	None of the above	<i>q35e</i>

38) Please list up to five (5) questions your students asked about coronavirus/COVID-19 in this class.

- a. _____ **q35a** _____
- b. _____ **q35b** _____
- c. _____ **q35c** _____
- d. _____ **q35d** _____
- e. _____ **q35e** _____

The next several items are about factors that influenced your decision to teach about coronavirus/COVID-19[[, *whether it was before or after your school closed*]]. Please continue to answer for the same class you've been answering for up to now.

39) For me, teaching about coronavirus/COVID-19 is:

a.	Undesirable	1	2	3	4	5	6	7	Desirable
b.	The wrong thing to do	1	2	3	4	5	6	7	The right thing to do
c.	Harmful	1	2	3	4	5	6	7	Beneficial
d.	Unimportant	1	2	3	4	5	6	7	Important
e.	Uninteresting	1	2	3	4	5	6	7	Interesting
f.	A waste of my time	1	2	3	4	5	6	7	A good use of my time

40) Please rate the extent to which you disagree/agree with each of the following statements.
Select one on each row.

	Strongly Disagree							Strongly Agree
a. I am confident in my ability to successfully teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
b. It was difficult for me to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
c. It was up to me whether or not to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
d. The decision about whether or not to teach about coronavirus/COVID-19 was beyond my control.	1	2	3	4	5	6	7	
e. I felt pressure from others to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
f. It was expected that I teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
g. I had sufficient time to plan/prepare for teaching about coronavirus/COVID-19.	1	2	3	4	5	6	7	
h. I had adequate access to supports/resources/materials for teaching about coronavirus/COVID-19.	1	2	3	4	5	6	7	
i. Students learning from home was conducive to teaching about coronavirus/COVID-19.	1	2	3	4	5	6	7	
j. The topic of coronavirus/COVID-19 is well aligned to the content standards I am required to teach.	1	2	3	4	5	6	7	

41) Does the class you are answering for have a pacing guide?

- a. Yes
- b. No

42) The topic of coronavirus/COVID-19 fits within my pacing guide.

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
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43) Ensuring that my instruction adheres closely to my pacing guide is:

Extremely Unimportant	1	2	3	4	5	6	7	Extremely Important
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44) Please provide your opinion about each of the following statements. *Select one on each row.*

	Extremely Unlikely						Extremely Likely
a. Teaching about coronavirus/COVID-19 helped ease my students' fear/panic/anxiety about the pandemic.	1	2	3	4	5	6	7
b. Teaching about coronavirus/COVID-19 helped my students take actions to stop its spread.	1	2	3	4	5	6	7
c. Other science teachers in my school taught about coronavirus/COVID-19.	1	2	3	4	5	6	7

45) Please provide your opinion about each of the following statements. *Select one on each row.*

	Should not						Should
a. Most people who are important to me thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
b. My principal thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
c. My district administrator(s) thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
d. The parents/guardians of my students thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
e. My students thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7

46) Please rate the extent to which each of the following statements is important to you.
Select one on each row.

	Not at all							Very Much
a. Teaching the same topics as other science teachers in my school is important to me.	1	2	3	4	5	6	7	
b. My principal's opinion about what I teach is important to me.	1	2	3	4	5	6	7	
c. My district administrators' opinions about what I teach are important to me.	1	2	3	4	5	6	7	
d. Parents'/guardians' opinions about what I teach are important to me.	1	2	3	4	5	6	7	
e. My students' opinions about what I teach are important to me.	1	2	3	4	5	6	7	

47) Does your school have a science curriculum specialist?
 a. Yes
 b. No

48) My school science specialist thought I _____ teach about coronavirus/COVID-19.

Should not	1	2	3	4	5	6	7	Should
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49) My school science specialist's opinion about what I teach is important to me.

Not at all	1	2	3	4	5	6	7	Very much
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50) Does your district have a science curriculum specialist?
 a. Yes
 b. No

51) My district curriculum specialist thought I _____ teach about coronavirus/COVID-19.

Should	1	2	3	4	5	6	7	Should not
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52) My district curriculum specialist's opinion about what I teach is important to me.

Not at all	1	2	3	4	5	6	7	Very much
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53) Please rate the extent to which each of the following statements is important to you.
Select one on each row.

	Extremely Unimportant						Extremely Important
a. Ensuring that my instruction adheres closely to the content standards I am required to teach is:	1	2	3	4	5	6	7
b. Easing my students' fear/panic/anxiety about coronavirus/COVID-19 is:	1	2	3	4	5	6	7
c. Helping my students understand actions they can take to stop the spread of coronavirus/COVID-19 is:	1	2	3	4	5	6	7

54) Please provide your opinion about each of the following statements. *Select one on each row.*

	Less likely						More likely
a. Having sufficient time makes me _____ to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
b. Having adequate teaching supports/resources/materials makes me _____ to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
c. When students were learning at home, I was _____ to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7

Overall Instruction in This Class

The next several items are about factors that influenced your decision **not** to teach about coronavirus/COVID-19.

55) For me, teaching about coronavirus/COVID-19 would be:

a	Undesirable	1	2	3	4	5	6	7	Desirable
b.	The wrong thing to do	1	2	3	4	5	6	7	The right thing to do
c.	Harmful	1	2	3	4	5	6	7	Beneficial
d.	Unimportant	1	2	3	4	5	6	7	Important
e.	Uninteresting	1	2	3	4	5	6	7	Interesting
f.	A waste of my time	1	2	3	4	5	6	7	A good use of my time

56) Please rate the extent to which you disagree/agree with each of the following statements.
Select one on each row.

	Strongly Disagree							Strongly Agree
a. I am confident in my ability to successfully teach about coronavirus/COVID-19 if I wanted to.	1	2	3	4	5	6	7	
b. It would have been difficult for me to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
c. It was up to me whether or not to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
d. The decision about whether or not to teach about coronavirus/COVID-19 was beyond my control.	1	2	3	4	5	6	7	
e. I felt pressure from others to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
f. It was expected that I teach about coronavirus/COVID-19.	1	2	3	4	5	6	7	
g. I had sufficient time to plan/prepare for teaching about coronavirus/COVID-19 if I wanted to.	1	2	3	4	5	6	7	
h. I had adequate access to supports/resources/materials for teaching about coronavirus/COVID-19 if I wanted to.	1	2	3	4	5	6	7	
i. Students learning from home would be conducive to teaching about coronavirus/COVID-19.	1	2	3	4	5	6	7	
j. The topic of coronavirus/COVID-19 is well aligned to the content standards I am required to teach.	1	2	3	4	5	6	7	

57) Do you use a pacing guide in any of your science classes?

- a. Yes
- b. No

58) Coronavirus/COVID-19 fits within the pacing guide for the life science topics I teach.

Strongly Disagree	1	2	3	4	5	6	7	Strongly Agree
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59) Ensuring that my instruction adheres closely to my pacing guide is:

Extremely Unimportant	1	2	3	4	5	6	7	Extremely Important
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60) Please provide your opinion about each of the following statements. *Select one on each row.*

	Extremely Unlikely						Extremely Likely
a. Teaching about coronavirus/COVID-19 would have helped ease my students' fear/panic/anxiety about the pandemic.	1	2	3	4	5	6	7
b. Teaching about coronavirus/COVID-19 would have helped my students take actions to stop its spread.	1	2	3	4	5	6	7
c. Other science teachers in my school taught about coronavirus/COVID-19.	1	2	3	4	5	6	7

61) Please provide your opinion about each of the following statements. *Select one on each row.*

	Should not						Should
a. Most people who are important to me thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
b. My principal thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
c. My district administrator(s) thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
d. The parents/guardians of my students thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
e. My students thought I _____ teach about coronavirus/COVID-19.	1	2	3	4	5	6	7

62) Please rate the extent to which each of the following statements is important to you.
Select one on each row.

	Not at all							Very Much
a. Teaching the same topics as other science teachers in my school is important to me.	1	2	3	4	5	6	7	
b. My principal's opinion about what I teach is important to me.	1	2	3	4	5	6	7	
c. My district administrators' opinions about what I teach are important to me.	1	2	3	4	5	6	7	
d. Parents'/guardians' opinions about what I teach are important to me.	1	2	3	4	5	6	7	
e. My students' opinions about what I teach are important to me.	1	2	3	4	5	6	7	

63) Does your school have a science curriculum specialist?

- a. Yes
- b. No

64) My school science specialist thought I _____ teach about coronavirus/COVID-19.

Should not	1	2	3	4	5	6	7	Should
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65) My school science specialist's opinion about what I teach is important to me.

Not at all	1	2	3	4	5	6	7	Very much
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66) Does your district have a science curriculum specialist?

- a. Yes
- b. No

67) My district curriculum specialist thought I _____ teach about coronavirus/COVID-19.

Should	1	2	3	4	5	6	7	Should not
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68) My district curriculum specialist's opinion about what I teach is important to me.

Not at all	1	2	3	4	5	6	7	Very much
------------	---	---	---	---	---	---	---	-----------

69) Please rate the extent to which each of the following statements is important to you.
Select one on each row.

	Extremely Unimportant						Extremely Important
a. Ensuring that my instruction adheres closely to the content standards I am required to teach is:	1	2	3	4	5	6	7
b. Easing my students' fear/panic/anxiety about coronavirus/COVID-19 is:	1	2	3	4	5	6	7
c. Helping my students understand actions they can take to stop the spread of coronavirus/COVID-19 is:	1	2	3	4	5	6	7

70) Please provide your opinion about each of the following statements. *Select one on each row.*

	Less likely						More likely
a. Having sufficient time makes me _____ to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
b. Having adequate teaching supports/resources/materials makes me _____ to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7
c. When students were learning at home, I was _____ to teach about coronavirus/COVID-19.	1	2	3	4	5	6	7

71) What was the single most important factor that made you decide to address coronavirus/COVID-19 in this class?

72) What was the single most important factor that made you decide **not** to address coronavirus/COVID-19 in this class?

Your Sources of Coronavirus/COVID-19 Information

73) To what extent has each of the following been a **source of information** for you about coronavirus/COVID-19[[, **whether for instruction or for your personal use**]]? *Select one on each row.*

	Not at All	Minimal	Moderate	To a Great Extent
a. Local news station (e.g., NBC4), via radio, TV, or Internet	()	()	()	()
b. National broadcast TV news program (e.g., NBC Nightly News, CBS Nightly News)	()	()	()	()
c. 24 hour TV news (e.g., CNN, MSNBC, FOX, BBC)	()	()	()	()
d. Radio talk show	()	()	()	()
e. Online-only sources (e.g., Huffington Post, Yahoo News, AOL)	()	()	()	()
f. Newspapers, whether print or online (e.g., NY Times, Boston Globe)	()	()	()	()
g. Popular science magazines (e.g., Scientific American, Discover)	()	()	()	()
h. Other magazines, whether print or online (e.g., Time, New Yorker)	()	()	()	()
i. Centers for Disease Control and Prevention (CDC) website	()	()	()	()
j. Johns Hopkins Coronavirus Resource Center website	()	()	()	()
k. National Institutes of Health (NIH) website	()	()	()	()
l. World Health Organization (WHO) website	()	()	()	()

m. Websites from other health organizations (besides CDC, Johns Hopkins, NIH, and WHO)	()	()	()	()
n. Websites from teacher professional organizations (e.g., National Science Teachers Association, National Association of Biology Teachers)	()	()	()	()
o. Social media (e.g., Facebook, Instagram, LinkedIn, Twitter)	()	()	()	()
p. Resources provided by your school district	()	()	()	()
q. Conversations with health professionals (e.g., nurses, doctors)	()	()	()	()
r. Conversations with other teachers	()	()	()	()
s. Conversations with others (i.e., not health professionals or teachers)	()	()	()	()

74) Please rate the **usefulness** of the sources of information about coronavirus/COVID-19 you explored for **planning your instruction**. *Select one on each row.*

	Not at All Useful	Minimally Useful	Moderately Useful	Extremely Useful
a. Local news station (e.g., NBC4), via radio, TV, or Internet	()	()	()	()
b. National broadcast TV news program (e.g., NBC Nightly News, CBS Nightly News)	()	()	()	()
c. 24 hour TV news (e.g., CNN, MSNBC, FOX, BBC)	()	()	()	()
d. Radio talk show	()	()	()	()

e. Online-only sources (e.g., Huffington Post, Yahoo News, AOL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Newspapers, whether print or online (e.g., NY Times, Boston Globe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Popular science magazines (e.g., Scientific American, Discover)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other magazines, whether print or online (e.g., Time, New Yorker)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Centers for Disease Control and Prevention (CDC) website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Johns Hopkins Coronavirus Resource Center website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. National Institutes of Health (NIH) website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. World Health Organization (WHO) website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Websites from other health organizations (besides CDC, Johns Hopkins, NIH, and WHO)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Websites from teacher professional organizations (e.g., National Science Teachers Association, National Association of Biology Teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Social media (e.g., Facebook, Instagram, LinkedIn, Twitter)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Resources provided by your	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

school district				
q. Conversations with health professionals (e.g., nurses, doctors)	()	()	()	()
r. Conversations with other teachers	()	()	()	()
s. Conversations with others (i.e., not health professionals or teachers)	()	()	()	()

Teacher Background

75) Did you complete any of the following types of biology/life science courses at the undergraduate or graduate level? *Select one on each row.*

	Yes	No
a. General/introductory biology/life science courses (e.g., Biology I, Introduction to Biology)	()	()
b. Biology/life science courses beyond the general/introductory level	()	()

76) If you would like to be entered into the drawing for 1 of 50 \$100 prizes, please enter your home mailing address below (in case we need to mail you a check). We will not share your address with any third party nor will we use it for any purpose outside of this study.

Address Line 1: _____

Address Line 2: _____

City: _____ State: _____ Zip: _____

77) We will select 40 questionnaire respondents for a 45-minute follow-up telephone interview. Each interviewee will receive \$40. Would you be willing to participate in an interview if selected?

- a. Yes
- b. No

78) What is the best telephone number to reach you at year round? (Your phone number will not be shared with any third party and will not be used for any purpose outside of this study.)
