

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I guide students step-by-step through procedures to make sure they are not frustrated or confused.					
2. I use a lot of modeling-type problems in class.					
3. At the end of a difficult lesson, I want to make sure that everyone has the right answer regardless of how they got there.					
4. I will often have students complete difficult work independently or in small groups.					
5. I often let students struggle with a lab rather than giving them a clear procedure.					
6. If a student gives an incomplete or incorrect explanation, that's ok, as long as they can explain their thinking.					
7. I ask students about their (thinking??) process when the solution is correct.					
8. I will often lead students through a difficult lab as a whole class to prevent confusion.					
9. I think it's best if everyone uses the same procedures when collecting data.					
10. I find that students often do not have enough time to work on labs ((which involve deep thinking??)).					
11. The lessons and labs I use build on what students already know.					
12. Students will complain if I don't give them enough direction or instruction to perform a lab.					

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13. If students complain, I will give them a procedure that they can use to begin a lab.					
14. If students complain, I will find a way to help them by connecting to the underlying concepts rather than giving them a specific procedure.					
15. It bothers me to see students struggle with science.					
16. My students know how to test their ideas out and will change directions if a procedure isn't working.					
17. I think about what my students can already do when I choose problem-solving tasks.					
18. I find that students don't want to put in the work necessary to solve problems which don't have a clear solution pathway.					
19. I know how to scaffold lessons without taking away from the lessons' complexity.					
20. I want students to have a good grasp of the basics before I give them something complex to work on.					