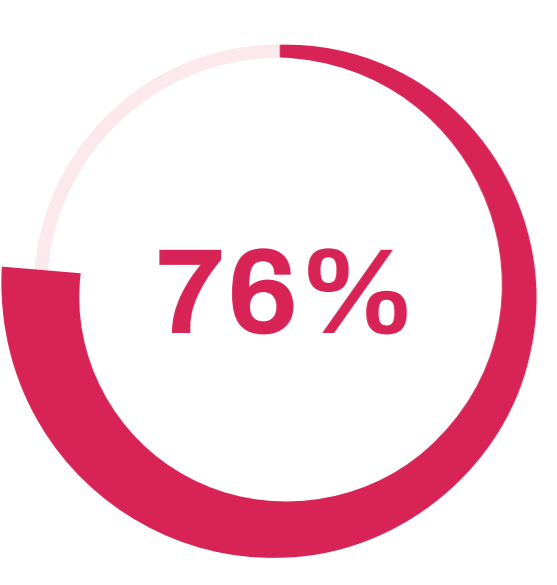


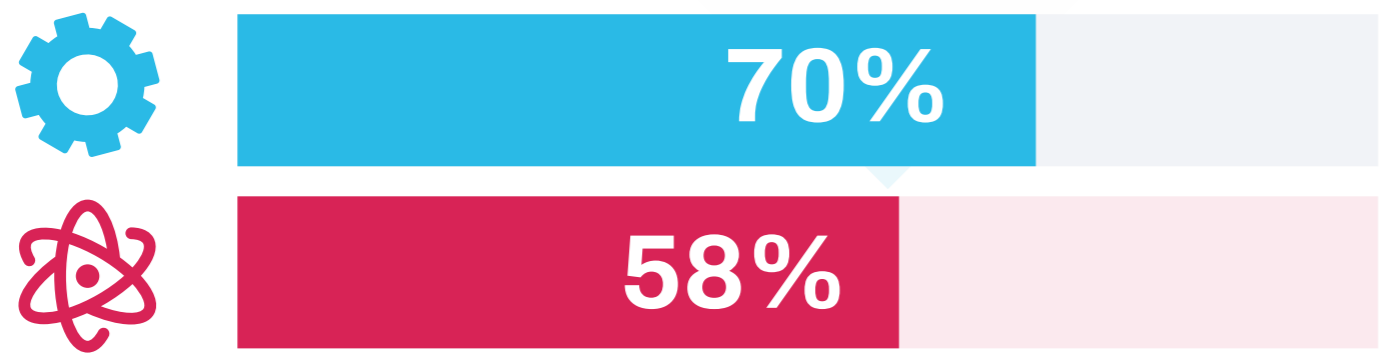
EQUITY IN EDUCATION

WHAT STEM EDUCATORS SAY ABOUT

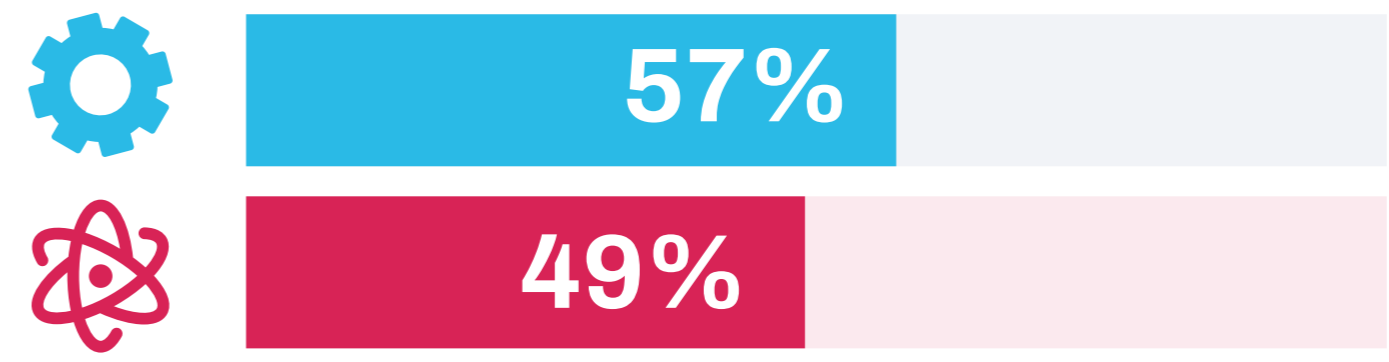
REACHING ALL LEARNERS



Both administrators and teachers agree that equitable access to high quality science instruction is a district priority.

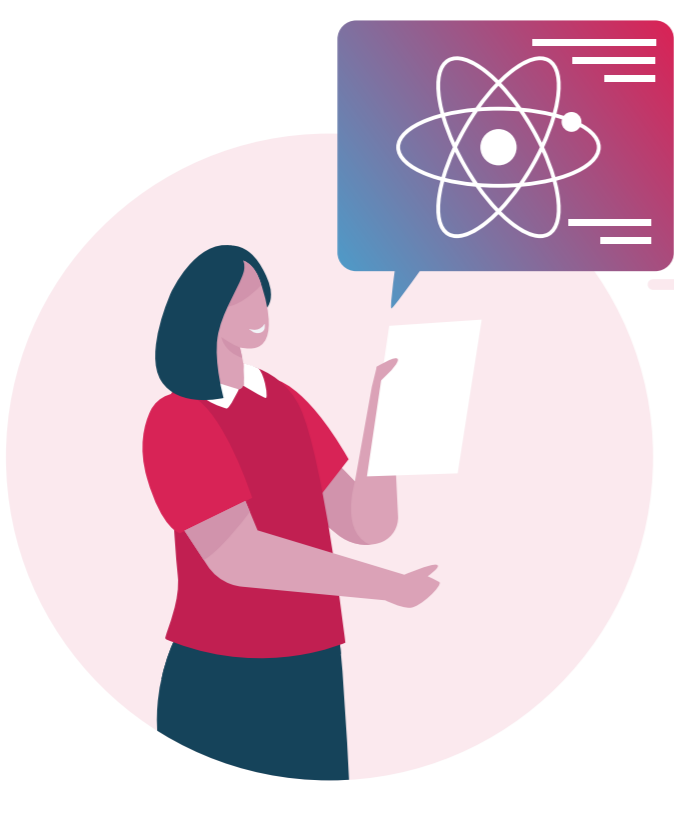


Administrators are more likely to place importance on curricular materials that include an assessment of a learner's STEM identity (70%) than teachers (58%).

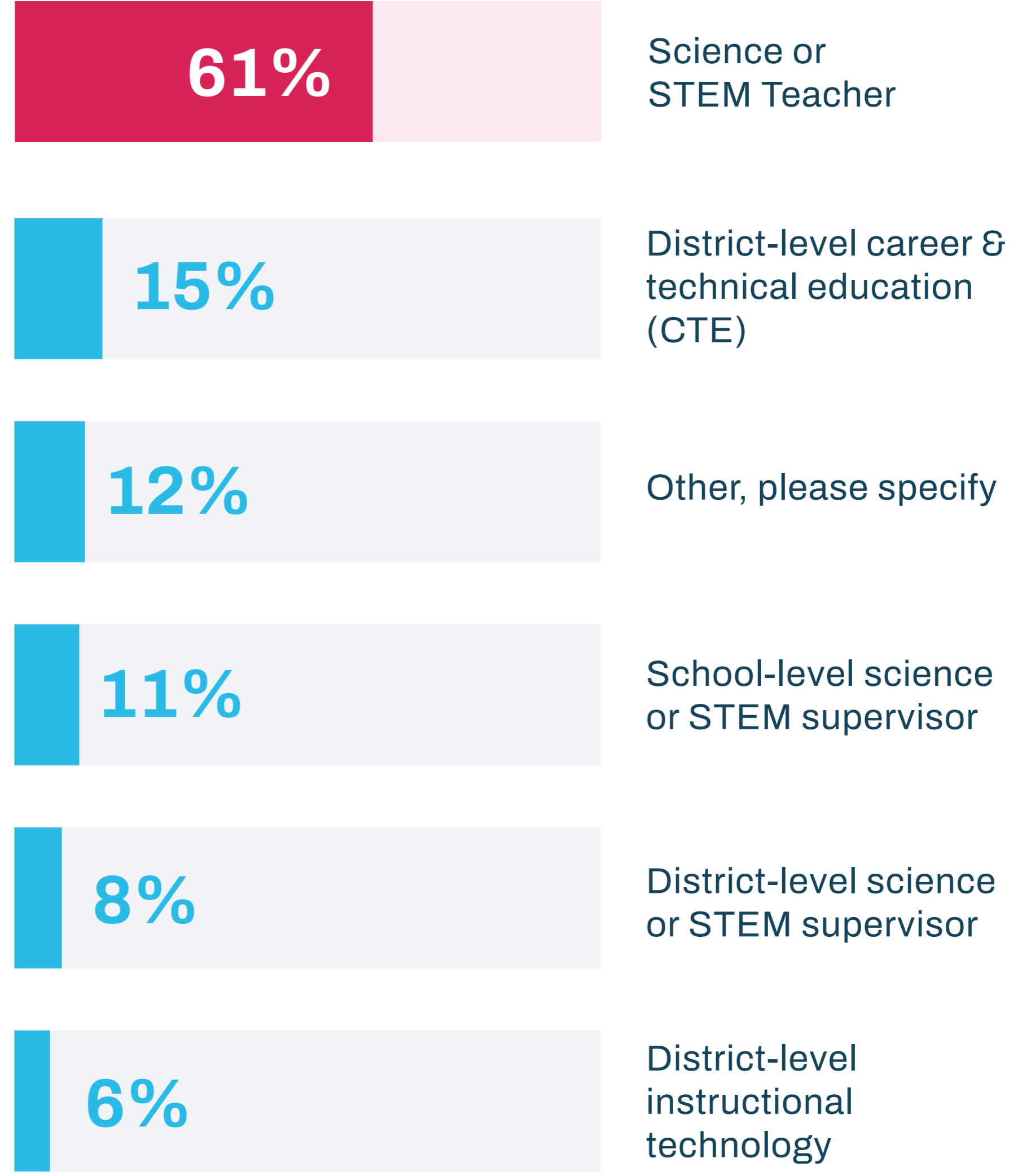


57% of administrators give preference to curricular materials that represent diverse populations in their learning materials as opposed to 49% for teachers.

What is your role in science or STEM/STEAM education?

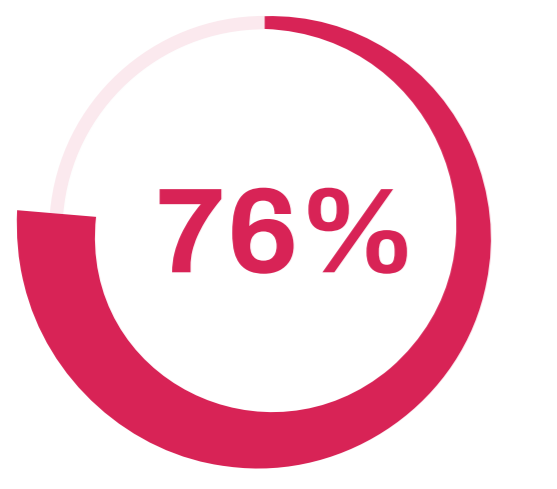


n=554 ±4.5% MOE

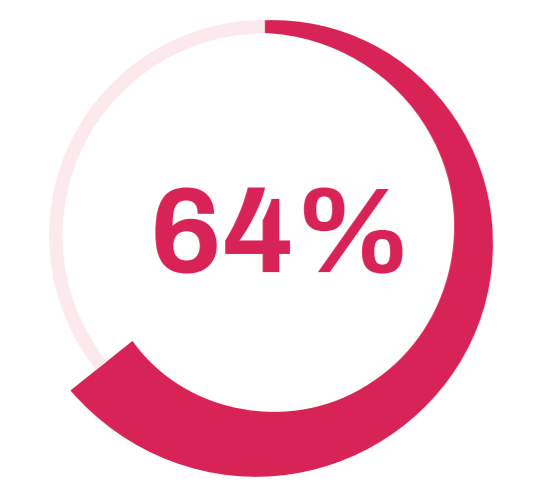


Priorities in equity initiatives in your district in the next 1-3 years

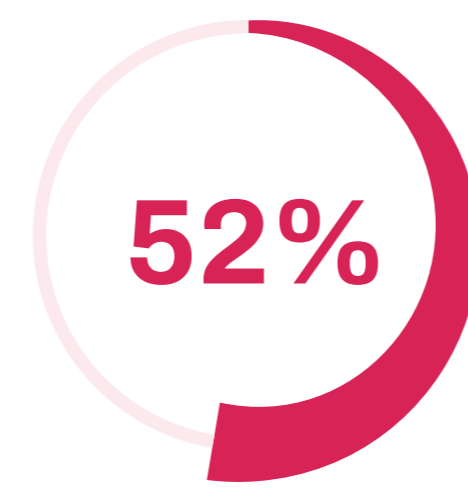
✓ AGREE ✗ DISAGREE



Equitable access to high quality science instruction is a district priority.

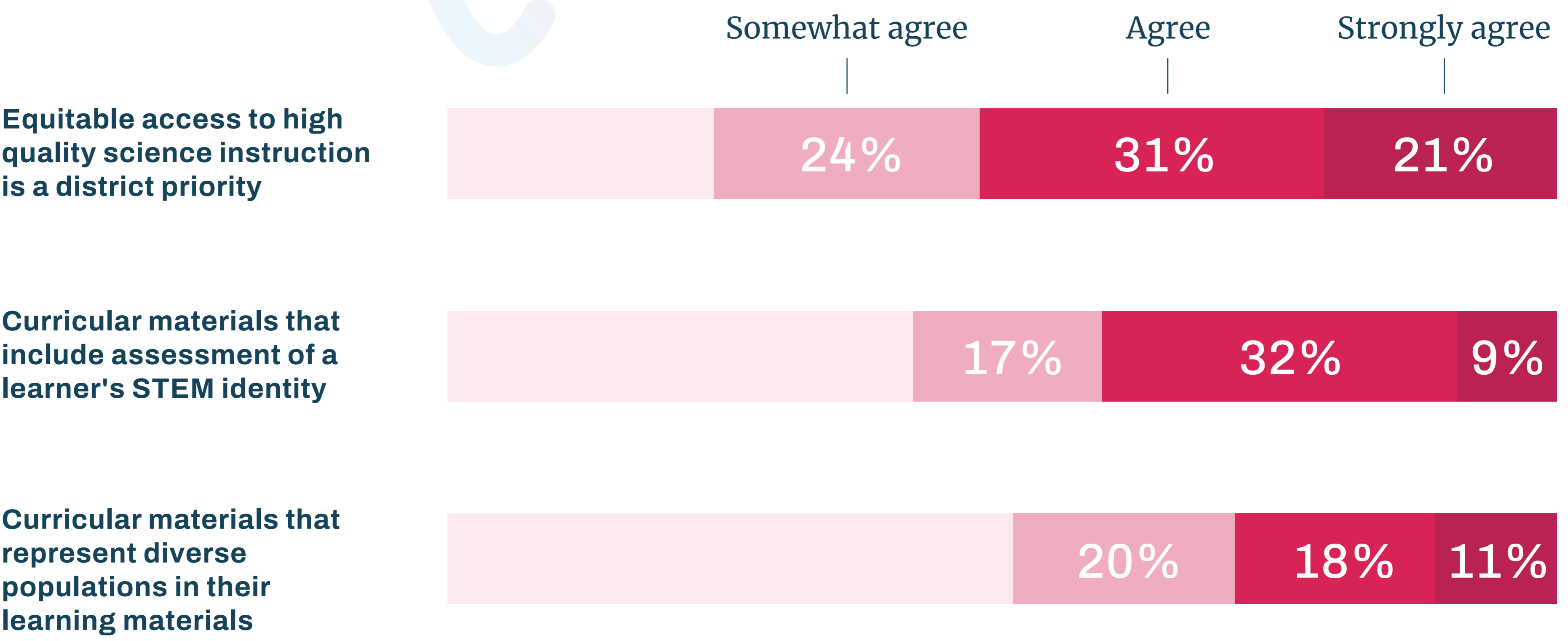


Curricular materials that include assessment of a learner's STEM identity (e.g. I feel that I am good at science) would increase the likelihood of adoption.



When purchasing curricular materials, we give preference to organizations who show students and teachers of diverse backgrounds in their learning materials.

Educator numbers



Administrator numbers

