EXAMPLES OF ITEMS (QUESTIONS) BASED ON KIRKPATRICK’S LEVELS

Note: This is not a survey. These are item (question) examples.

Level 1: Reactions/Satisfaction

X1. Did this field experience meet your expectations? (check one)
   ___ yes, definitely   ___ mostly   ___ not really   ___ no, definitely not

X2. Rate each of the following for this summer’s workshop. (check one response for each)
   Length of workshop   ___ too long   ___ just right   ___ too short
   Pacing of daily activities   ___ too slow   ___ just right   ___ too fast
   Relevance to your job   ___ not very   ___ okay   ___ very relevant
   Enjoyment / fun   ___ too much   ___ just right   ___ not enough
   New learning / new content   ___ too much   ___ just right   ___ not enough
   Interest level   ___ very interesting   ___ okay   ___ boring
   Interactions with colleagues   ___ not enough   ___ just right   ___ too much
   Usefulness   ___ very useful   ___ okay   ___ not useful

X3. Would you recommend this workshop to other teachers? (check one)
   ___ yes, definitely   ___ probably   ___ not sure   ___ probably not   ___ no, definitely not

X4. What part of today’s field experience was most useful to you as a middle-school teacher?

X5. What part of today’s field experience was most interesting to you as a middle-school student?

X6. What part of today’s workshop was least useful to you as a middle-school teacher?

X7. Compared to other professional development workshops that you’ve attended, how does this one compare (on a scale from 1 = not as good to 7 = much better)? (check a number)
   not as good 1 2 3 4 5 6 7 much better

X8. Do you have any suggestions on how we can improve this field experience?
EXAMPLES OF ITEMS (QUESTIONS) BASED ON KIRKPATRICK’S LEVELS

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Level 2: Learning

X1. Which of these statements best describes a watershed? (circle the letter of your choice)
   A. Any area that is always wet or that floods regularly.
   B. The land area that drains water into a river or other body of water.
   C. The area where a river flows into the ocean and the waters mix.
   D. The land along the bank of a river or stream.
   E. I don’t know.

X2. Which of these are part of your local watershed? (circle as many as apply)
   A. river
   B. streams and creeks
   C. lakes or ponds
   D. land
   E. slough
   F. estuary
   G. bay
   H. ocean

X3. Where does the water flowing into a street storm drain end up? (circle the letter of your choice)
   A. Bay/Ocean
   B. Local river
   C. City sewer
   D. I don’t know

X4. If you wash a car in front of your house, will it affect the ocean? (check your choice)
   ___ yes           ___ not sure           ___ no

X5. Which National Marine Sanctuary is closest to where you live? (circle the letter of your choice)
   A. Channel Islands
   B. Monterey Bay
   C. Gulf of the Farallones
   D. San Francisco Bay
   E. Cordell Bank
   F. I don’t know

X6. Why does a National Marine Sanctuary along the coast care about water pollution in your neighborhood? (circle the letter of your choice)
   A. The sanctuary has to clean up the water before it goes into the ocean.
   B. Birds and other animals that live in my neighborhood also live along the coast.
   C. The sanctuary wants the beaches to be clean for people.
   D. Water in streams and storm drains in my neighborhood can pollute ocean water.
   E. It doesn’t because I live too far away from the coast.
   F. I don’t know.

X7. What could you do personally to ensure a healthy local watershed?
EXAMPLES OF ITEMS (QUESTIONS) BASED ON KIRKPATRICK’S LEVELS

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Level 3: Application (Skills or Behavior Changes)

X1. Compared to previous years, how much time did you spend this school year in the local watershed with your students?
   ___ more than previous  ___ about the same  ___ less than previous

X2. For each activity below, check the response that best matches you.

<table>
<thead>
<tr>
<th>Activity</th>
<th>I do this all the time</th>
<th>I do this most of the time</th>
<th>I do this sometimes</th>
<th>I do this once in a while</th>
<th>I never do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pick up trash</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. Share what you know about nature with family and/or friends</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. Grow or plant California native plants</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. Restore local natural habitats</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e. Conserve water by turning off the tap while soaping dishes or brushing teeth</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f. Recycle paper, plastic, glass or aluminum cans</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g. Learn more about local wildlife or habitats</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

X3. For each statement below, circle the response that best matches you.

<table>
<thead>
<tr>
<th>How much do you like to…</th>
<th>A lot</th>
<th>Some</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. spend time outdoors in nature (including the ocean, coast, sloughs or rivers)?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. watch wildlife or marine life at the ocean, coast, sloughs or rivers?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. learn about nature by reading, watching TV or searching the Internet?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. talk about nature (including the ocean, coast, sloughs or rivers) with your friends or family?</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

X4. For each skill below, rate the student’s field data collection abilities. (rubric example)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Rating</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is well organized</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Follows recommended procedure</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Is careful with equipment</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X5. What have you done personally this past year to ensure a healthy local watershed?
EXAMPLES OF ITEMS (QUESTIONS) BASED ON KIRKPATRICK’S LEVELS

Note: This is not a survey. These are item (question) examples.

Level 4: Impact

X1. Has your participation in the XYZ workshop changed how you teach in any of the following ways this school year?

<table>
<thead>
<tr>
<th></th>
<th>Yes, a lot</th>
<th>Yes, some</th>
<th>Yes, a little</th>
<th>No, didn’t do this</th>
<th>No, already do this</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. engaging students in interdisciplinary, hands-on learning</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. providing students with multiple (at least two) field experiences to the coast or in the local watershed</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. assessing students’ knowledge and attitudes about the field experience prior to the first visit to determine misconceptions or misgivings</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. orienting students to the field site &amp; experience before the first visit</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e. allowing students to practice skills (using new equipment, etc.) at a familiar site, such as at school, before the first field visit</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f. allowing exploration (scavenger hunt or other guided exploration) during the first field visit to reduce novelty</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>g. allowing for exploration and reflection time during each field visit, in addition to doing meaningful “work”</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h. allowing students to investigate a local environmental issue through their own or an ongoing project</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>i. having students learn and apply new knowledge about the coast or local watershed</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>j. enabling students to engage in environmental actions (habitat restoration, clean up, or teaching others) related to local coast/ watershed issues</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>k. allowing students to contribute in some way to the betterment of their community through their own or an ongoing project</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>l. developing students’ skills to research and resolve a local coast/watershed environmental issue</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

X2. Tell us what from this workshop you used in your classroom during the school year.

X2. Please tell us if this experience has changed you—how you think or act—in any way.
EXAMPLES OF OTHER ITEMS (QUESTIONS)
Note: This is not a survey. These are item (question) examples.

Other: Demographic & other question types

X1. Are you...? (check one)
   ___ a K-12 classroom teacher
   ___ an educator in an informal setting (museum, park, etc.)
   ___ an other education professional
   ___ other (please specify) ________________________________________

X2. If a K-12 teacher, what grade level? (check one)
   ___ primary (K to 2)
   ___ elementary (3 to 5)
   ___ middle school (6 to 9)
   ___ high school (9 to 12)
   ___ other (please specify) ________________________________________

X3. In which school district do you teach? ______________

X4. What is your race/ethnicity? (check as many as apply to you)
   ___ Alaska Native
   ___ Asian/Asian-American
   ___ Black or African-American
   ___ Hispanic or Latino
   ___ Native American/American Indian
   ___ Native Hawaiian
   ___ Pacific Islander
   ___ White or Caucasian
   ___ Other (explain) ________________________________________

X5. What is your gender? (check one)
   ___ Female    ___ Male

X6. What type of school do you attend? (check one)
   ___ Public    ___ Private    ___ Charter    ___ Home
   ___ Other (explain) ________________________________________
References