

Sustainable Schools Project Teacher/Staff Survey

*We recognize that teachers and school staff have many demands on their time and we greatly appreciate you completing this survey. Your frank feedback is very valuable for helping to improve the Sustainable Schools Project (SSP). We also recognize that SSP is not the only factor affecting your students. We appreciate your best guess on any items that may seem a little broad or not directly connected to SSP. This survey is a key part of a larger effort to measure the impact of place-based education programs, and so the question numbers and letters are not always in sequence. Please do not leave any blanks. **THANK YOU!***

Your individual responses will be seen only by the evaluation team, and your name will NOT be used in any report, publication, or discussion without your prior permission.

Your School _____ Your Name _____ Today's Date _____

s.1 Please describe, in your own words, what "sustainability" means.

<i>How often do these things happen?</i> For each item, please circle only <u>one</u> number that best matches your opinion. Items L1-S8 refer to the classrooms that you know best or work most closely with.	<i>Two Days per year or less</i>	<i>Three to six days per year</i>	<i>About one day a month</i>	<i>One day a week or more</i>	<i>Not sure or N/A</i>
<i>L.1</i> The school building and grounds (places outside of the classrooms) are used as places for learning.	1	2	3	4	0
<i>L.2</i> Parents and/or other community members work directly with students on school-related projects.	1	2	3	4	0
<i>L.3</i> As part of school, students work on real-world problems in their community, school buildings and/or school yard.	1	2	3	4	0
<i>L.4</i> The content of classroom assignments and homework is directly connected to the local natural and/or urban environment.	1	2	3	4	0
<i>L.5</i> Students learn about and/or interact with local cultural heritage, history and people through their schoolwork.	1	2	3	4	0
<i>L.6</i> Students do community volunteering and/or service-learning work to satisfy their educational requirements.	1	2	3	4	0
<i>s.2</i> Teachers organize their curriculum around central concepts or "big ideas".	1	2	3	4	0
<i>s.3</i> Learning activities focus on the environment and/or natural resources.	1	2	3	4	0
<i>s.4</i> Learning activities focus on community (i.e. what it means, how to build it, strategies for improving it).	1	2	3	4	0
<i>s.5</i> Learning activities focus on economic or equity issues.	1	2	3	4	0
<i>s.6</i> Learning activities focus on taking care of land, plants, or animals.	1	2	3	4	0
<i>s.7</i> "Regular" reading and writing lessons directly support the science, social studies or service-learning curriculum.	1	2	3	4	0
<i>s.8</i> Science, social studies or service-learning projects have a specific literacy component.	1	2	3	4	0

<p><i>How much do you disagree or agree?</i> For each item, please circle only <u>one</u> number that best matches your opinion.</p>	<p><i>Strongly Disagree</i></p>	<p><i>Tend to Disagree</i></p>	<p><i>Tend to Agree</i></p>	<p><i>Strongly Agree</i></p>	<p><i>Not sure or N/A</i></p>
<p>For items P1-P6, if you are not a classroom teacher, think of replacing the words "I" or "me" with "the teachers I work most closely with." Items X1-X12 refer to the group of students that you know best or work most closely with in your school or project.</p>					
<p><i>P.1</i> The Sustainable Schools Project helps me meet local, district and/or state learning standards.</p>	1	2	3	4	0
<p><i>P.2</i> I collaborate with other teachers for curriculum planning.</p>	1	2	3	4	0
<p><i>P.3</i> I feel energized and confident while teaching about the local environment and/or community.</p>	1	2	3	4	0
<p><i>P.4</i> It is difficult to cover traditional subjects through the Sust. Schools Project.</p>	1	2	3	4	0
<p><i>P.5</i> The curriculum in our school is well-coordinated through the grade levels.</p>	1	2	3	4	0
<p><i>P.6</i> The Sustainable Schools Project has helped me become a better teacher.</p>	1	2	3	4	0
<p><i>W.1</i> Our school staff shares a common vision for education about the environment and community.</p>	1	2	3	4	0
<p><i>W.2</i> Our school is environmentally healthy.</p>	1	2	3	4	0
<p><i>W.3</i> The sense of community within our school is fairly weak or non-existent.</p>	1	2	3	4	0
<p><i>W.4</i> Our school is active in natural resource conservation (e.g. water, energy, soil, air, solid waste).</p>	1	2	3	4	0
<p><i>W.5</i> Place-based education is part of the cultural fabric of our school.</p>	1	2	3	4	0
<p><i>W.6</i> The administrative leadership at our school makes it clear that place-based education is a top priority.</p>	1	2	3	4	0
<p><i>W.7</i> Compared to my fellow teachers, I use settings outside the classroom as a context for learning more often.</p>	1	2	3	4	0
<p><i>X.1</i> Our students are enthusiastic about learning.</p>	1	2	3	4	0
<p><i>X.2</i> The Sustainable Schools Project may be nice, but it doesn't really improve student academic achievement.</p>	1	2	3	4	0
<p><i>X.3</i> Through their schoolwork, students gain a sense of responsibility for improving the local community and environment.</p>	1	2	3	4	0
<p><i>X.4</i> Through their schoolwork, students regularly take action to protect and improve the environment.</p>	1	2	3	4	0
<p><i>X.5</i> Students prefer Sustainable Schools Project-style activities to more traditional-style school activities.</p>	1	2	3	4	0
<p><i>X.6</i> I am satisfied with the quality of education in our school.</p>	1	2	3	4	0
<p><i>X.7</i> Students have a strong connection to the community where our school is located</p>	1	2	3	4	0
<p><i>X.8</i> At home or outside of school, students regularly take action to protect and improve the environment.</p>	1	2	3	4	0
<p><i>X.9</i> Standardized test scores are an accurate indicator of student academic achievement.</p>	1	2	3	4	0
<p><i>X.10</i> The Sustainable Schools Project helps students increase their scores on standardized tests.</p>	1	2	3	4	0
<p><i>X.11</i> The Sustainable Schools Project is particularly beneficial for students with learning challenges.</p>	1	2	3	4	0
<p><i>X.12</i> Students are self-directed in their work on the Sustainable Schools Project.</p>	1	2	3	4	0

<i>How much do you disagree or agree?</i> For each item, please circle only <u>one</u> number that best matches your opinion.	<i>Strongly Disagree</i>	<i>Tend to Disagree</i>	<i>Tend to Agree</i>	<i>Strongly Agree</i>	<i>Not sure or N/A</i>
y.3 In general, people in our community are actively involved in trying to make the community a better place to live.	1	2	3	4	0
y.4 Our community is environmentally healthy.	1	2	3	4	0
y.5 The key decision makers in our community have a good plan for addressing the important needs in our community.	1	2	3	4	0
y.6 The Sustainable Schools Project gets people (young and old) more involved in solving real life problems in our community.	1	2	3	4	0
y.7 The quality of the environment in our community is improving as a result of the Sustainable Schools Project.	1	2	3	4	0
y.8 Through the Sustainable Schools Project, students are collaborating with important decision makers in our community.	1	2	3	4	0
y.9 The Sustainable Schools Project may be nice, but it doesn't address real needs in our community.	1	2	3	4	0
y.10 I am (or plan to become) actively involved in projects to improve the social and/or environmental quality of our community.	1	2	3	4	0

D.1 For this item, please put a NUMBER in the box to the right of each activity description to indicate how many times you have participated in that SSP or other place-based or environmental education-related activity over the years. Write 0 in the box if you have not taken part in that activity or if it does not apply to you. If the number of times is large or hard to quantify, just put your best guess. The idea is to try to get an overall estimate of your level of involvement with SSP and other place-based or environmental education training. It might help to read through the whole list of activities first to jog your memory.

	<i>Number</i>
a. summer institutes	
b. SSP staff leading activities for my whole classroom	
c. SSP staff supporting/helping with lessons I lead in my classroom	
d. quick, informal meetings or conversations with SSP staff	
e. SSP staff providing me with curriculum and content resources	
f. SSP staff working with me to plan curriculum or prepare lessons	
g. school staff meetings about SSP	
h. conversations with SSP sponsored community partners or parents	

	<i>Number</i>
k. activities led by SSP sponsored community partners or parents	
l. scheduled meetings with SSP staff about topics not mentioned above	
m. other SSP activity (please specify)	
the next four items (v-y) refer to <u>other</u> place-based or env. education activities <u>NOT</u> directly associated with SSP	
v. non-SSP college or graduate level courses related to place-based or env. education	
w. non-SSP workshops/conferences/ seminars related to place-based or env. ed.	
x. non-SSP place-based or env. education books/curriculum guides I've read	
y. non-SSP place-based or env. education articles/lesson plans I've read/studied	

D.1z. Of the non-SSP place-based or environmental education activities you listed in D.1v-y above, approximately what portion of these did you do *as a result of* being inspired by SSP:

- | | |
|--------------------|--------------------------------|
| a. none | d. maybe three quarters |
| b. about a quarter | e. all |
| c. around half | f. I'm not sure/couldn't guess |

For items D3-D12, please circle the one answer that most closely applies

D.3 For the current school year, I have had (or will have) my students working on Sustainable Schools Program-related projects:

- a. twice per year or less
- b. three to six times per year
- c. about once a month
- d. once a week or more
- e. I'm not sure/ doesn't apply to me

D.4 In terms of my overall curriculum plan for the current school year, the Sustainable Schools Program is:

- a. a very small part of it, if at all
- b. a significant but contained unit
- c. a major part of it
- d. the core organizing structure
- e. I'm not sure/ doesn't apply to me

D.7 My role in the school is:

- a. specialist
- b. student aide or paraprofessional administrator
- c. administrator
- d. classroom teacher: elementary
- e. classroom teacher: middle school
- f. classroom teacher: high school
- g. other: _____

D.6 What subject do you teach:

- a. Not a teacher/ doesn't apply to me
- b. elementary classroom, integrated math
- c. math
- d. science
- e. social studies/ history
- f. English
- g. foreign language
- h. physical education or health
- i. art or music
- j. technology
- k. Other: _____
- l. after school or other non-formal education project leader

D.8 For how many school years have you been working in this school? (count the current school year as one)

- a. First year here
- b. 2-3 years
- c. 4-5 years
- d. 6 or more years

S.32 Please feel free to comment on your responses or other interests/concerns about the Sustainable Schools Project.

The End. Thank you again for taking the time to fill out this survey!

*Please return this survey in the envelope provided to a SSP staff person or to:
SSP Program Evaluator, 272 Eaton Rd., Swanzey, NH 03446 or email to Michael@PEERassociates.net*