

FFEC Educator 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 Forest for Every Classroom program. We also recognize that FFEC 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 FFEC. 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. THANKS!

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 _____

<i>How much do you disagree or agree?</i> For each of the following items, 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>
F.2 I plan on implementing my FFEC curriculum next year.	1	2	3	4	0
F.3 Since participating in FFEC I call on parents or other community members to assist in my teaching more often.	1	2	3	4	0
F.4 Sustained, intensive professional development like FFEC offers is probably worth the very high program costs.	1	2	3	4	0
F.5 Ongoing support from FFEC partners after the series (whether formally, as in workshops, or informally as in emails or phone calls) is/was necessary for successful implementation of my FFEC curriculum.	1	2	3	4	0
F.6 FFEC would be just as successful without so many partner organizations involved in its creation and delivery.	1	2	3	4	0
F.7 Since participating in FFEC, I see public lands as more valuable.	1	2	3	4	0
F.8 My students see public lands as valuable community resources.	1	2	3	4	0
The FFEC program you experienced was replicated from an original FFEC program design. Your responses to items F.21-F.30 will help us improve the program replication process.					
F.21 I was aware that this program was modeled after an "original" program.	1	2	3	4	0
F.22 I received quality training in the principles and best practices of place-based education.	1	2	3	4	0
F.23 I felt the trainings included a proper balance of workshops on ecology and the relationship between the economy and natural resources.	1	2	3	4	0
F.24 The staff provided us with sufficient training and resources to help us include service learning in our curriculum.	1	2	3	4	0
F.25 The curriculum development framework we received is useful for meeting state standards.	1	2	3	4	0
F.26 The staff provided incentives to help me move from just creating a curriculum to actually implementing it in the classroom.	1	2	3	4	0
F.27 The program encouraged us to develop long-term relationships with other participating teachers.	1	2	3	4	0
F.28 The program provided good tools for networking with other teachers.	1	2	3	4	0
F.29 I was provided with appropriate resources to seek and utilize a community partner.	1	2	3	4	0
F.30 FFEC staff communicated with me often enough to support my needs.	1	2	3	4	0

For questions F9-F11, please write your answers in the boxes (use a separate sheet if necessary).

F.9 In what ways (if any) has participating in FFEC changed the way or amount you call upon community partners (whether FFEC partners or otherwise)?

F.10 What advice would you give to FFEC partners as they try to balance the benefits of providing sustained, intensive professional development with the high program costs?

F.11 In what ways (if any) has your perception of the value of public lands changed since your participation in FFEC?

<i>How often do these things happen?</i> Items L1-L6 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>How much do you disagree or agree?</i> Like the previous pages, please circle only <u>one</u> number. NOTE: <i>Items X1-X12 refer to the group of students that you know best or work most closely with in your school or project.</i>	<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>
<i>x.1</i> Students are enthusiastic about learning.	1	2	3	4	0
<i>x.2</i> My FFEC curriculum may be nice, but it doesn't really improve student academic achievement.	1	2	3	4	0
<i>x.3</i> Through my FFEC curriculum, students gain a sense of responsibility for improving the local community and environment.	1	2	3	4	0
<i>x.5</i> Students prefer FFEC activities to more traditional-style school activities.	1	2	3	4	0
<i>x.7</i> Students have a strong connection to the community where our school is located.	1	2	3	4	0
<i>x.9</i> Standardized test scores are an accurate indicator of student academic achievement.	1	2	3	4	0
<i>x.10</i> My FFEC curriculum helps students increase their scores on standardized tests.	1	2	3	4	0
<i>x.11</i> My FFEC curriculum is particularly beneficial for students with learning challenges.	1	2	3	4	0
<i>x.12</i> Students are self-directed in their FFEC-related work.	1	2	3	4	0
<i>p.1</i> My FFEC curriculum helps me meet local, district and/or state learning standards.	1	2	3	4	0
<i>p.3</i> I feel energized and confident while teaching about the local environment and/or community.	1	2	3	4	0
<i>p.4</i> It is difficult to cover traditional subjects through my FFEC curriculum.	1	2	3	4	0
<i>p.6</i> My FFEC curriculum helped me become a better teacher.	1	2	3	4	0
<i>y.3</i> 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
<i>y.4</i> Our community is environmentally healthy.	1	2	3	4	0
<i>y.5</i> The key decision makers in our community have a good plan for addressing the important needs in our community.	1	2	3	4	0
<i>y.6</i> My FFEC curriculum gets people (young and old) more involved in solving real life problems in our community.	1	2	3	4	0
<i>y.7</i> The quality of the environment in our community is improving as a result of my FFEC curriculum.	1	2	3	4	0
<i>y.8</i> Through my FFEC curriculum, students are collaborating with important decision makers in our community.	1	2	3	4	0
<i>y.9</i> My FFEC curriculum may be nice, but it doesn't address real needs in our community.	1	2	3	4	0
<i>y.10</i> I am (or plan to become) actively involved in projects to improve the social 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 FFEC 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 FFEC 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. attended [<i>X number of</i>] days of FFEC institutes or workshops (main program). X =	
b. attended [<i>X number of</i>] <u>additional</u> FFEC presentations (i.e. Ethnobotany, Alumni on Forest Soils, Service Learning institute {w/ Joe Brooks}, etc.)	
c. used FFEC partners for curriculum planning assistance	
d. used FFEC partners for logistical and/or technical problem solving	
e. used FFEC partners as source of data or data-related assistance connected to your curriculum unit	
f. used FFEC partners to access additional printed resources and/or materials	
g. borrowed equipment from FFEC staff	
h. facilitated activities/events when FFEC staff worked directly with your students	
i. facilitated activities/events when resource experts you met during FFEC worked with your students	

	<i>Number</i>
j. received additional funding from FFEC after year long program	
k. planned public community event to celebrate/share FFEC-related student work	
l. worked with another FFEC teacher (not in your team) as a result of networking during the FFEC program	
m. other FFEC 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 FFEC	
v. non-FFEC college or graduate level courses related to place-based or env. education	
w. non-FFEC workshops/conferences/seminars related to place-based or env. education	
x. non-FFEC place-based or env. education books/curriculum guides I've read	
y. non-FFEC place-based or env. education articles/lesson plans I've read/studied	

D.12. Of the non-FFEC 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 FFEC:

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

For the remaining "D" items, please circle the one answer that most closely applies. Items D3 and D12 may refer to more than one year. The other "D" items refer to the current year only.

D.3 For the current school year, I have had (or will have) my students working on FFEC-related activities:

- a. Two days per year or less
- b. three to six days per year
- c. about one day a month
- d. one day 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, FFEC projects are:

- 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.6 What subject do you teach:
- a. Not a teacher/ doesn't apply to me
 - b. elementary classroom, integrated
 - 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

D.11 How many students would you confidently say were involved in your FFEC curriculum this year?

of students = _____.

F.12 Please use this space to clarify any of your responses, or to comment on any aspect of your experience with FFEC.

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

Please return this survey by postal mail to:

FFEC Evaluation, 272 Eaton Rd., Swanzey, NH 03446 or by email to Michael@PEERassociates.net.