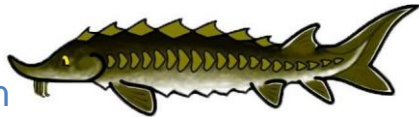


SCUTES Educational Kit Evaluation



12. How did you find out about the SCUTES educational kit? Check all that apply

- Colleagues
- Web Site
- Workshop
- NOAA representative
- NMEA conference
- Other _____

13. Will you request a SCUTES educational kit in the future? Yes No

14. Would you recommend a SCUTES educational kit to other teachers? Yes No

15. What were the strengths of the SCUTES educational kit?

Empty text box for strengths of the kit.

16. How can we improve the SCUTES educational kit?

Empty text box for improvement suggestions.

17. What other SCUTES topics would you like to see included in future educational kits?

1. _____
2. _____
3. _____

School/Organization: _____

Dates Kit Used: _____

Please return this evaluation sheet with your kit or mail it to:
 Kimberly Damon-Randall
 NOAA Fisheries Service, Northeast Regional Office
 55 Great Republic Drive, Gloucester, MA 01930-2276
Thanks for Participating in SCUTES!

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other suggestions for reducing this burden to Kimberly Damon-Randall , NOAA Fisheries Service, 55 Great Republic Drive, Gloucester, MA 01930-2276.

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Dear Educator,
We hope you and your students enjoyed the lessons on Atlantic sturgeon in the SCUTES educational kit. We would greatly appreciate your feedback about the activities and your experience with the kits. Your input will help us improve the SCUTES kit.

1. The following lessons are part of the SCUTES educational kit. Please check the box next to all the lesson plans that you used with your students/participants.

<input type="checkbox"/> Anatomy	<input type="checkbox"/> History of Sturgeon Fishery	<input type="checkbox"/> Sampling Methods	<input type="checkbox"/> Children's Book
<input type="checkbox"/> Nets	<input type="checkbox"/> Classification	<input type="checkbox"/> Sturgeon Life Cycle & Striped Bass Comparison	<input type="checkbox"/> Humans and Sturgeon
<input type="checkbox"/> Reproduction	<input type="checkbox"/> Catch Restrictions	<input type="checkbox"/> Marine Migratory Species	<input type="checkbox"/> Sturgeon and Stream Tables

2. Did the activities you used meet the required curriculum standards for your school/organization?

- Yes
- No
- Not Sure

If no, which activities or lessons failed to meet the standards and why?

Empty text box for reasons if standards were not met.

3. Did you modify any of the lessons to fit your audience's (i.e. students) needs?

- Yes
- No

If yes, how did you modify the activities or lessons?

Empty text box for details of modifications.

4. In what class/grade(s) did you use SCUTES educational kit? _____

5. About how many students did you use the SCUTES educational kit with? _____

6. Please rate your level of agreement with the following statements based on your experience with the SCUTES educational kit.

The SCUTES educational kit activities and lesson plans:	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Had clear, easy to follow instructions.	1	2	3	4	5
Contained an adequate number of supplies I needed to complete the activities with my students.	1	2	3	4	5
Were at an appropriate reading level for students.	1	2	3	4	5
Had accurate estimated time frames (if applicable).	1	2	3	4	5
Aligned well with my curriculum.	1	2	3	4	5
Kept the students' interest.	1	2	3	4	5
Increased my confidence in teaching students about Atlantic sturgeon.	1	2	3	4	5

SCUTES Website

7. Did you and your students visit the SCUTES website (http://www.nero.noaa.gov/prot_res/scutes) for information on Atlantic sturgeon while participating in activities from the educational kit?

Yes No

If yes, which web pages did you incorporate into your lessons?

- Student's Page
- Teacher's Page
- Researcher Blog
- Sturgeon Information Page
- Tracker

8. Please share which activities or information from the web pages you think was most useful in conducting the SCUTES activities.

9. Do you have any suggestions for how to improve the SCUTES website?

Student/Participant Outcomes

The following questions are related to the impact of SCUTES on your students/participants:

10. To what extent did the SCUTES activities...

	No Extent	Some Extent	Great Extent
increase their knowledge about Atlantic sturgeon?	1	2	3
increase their interest in Atlantic sturgeon?	1	2	3
increase their knowledge in marine conservation?	1	2	3
increase their interest in marine conservation?	1	2	3
increase their perception of value on the importance of protecting Atlantic sturgeon?	1	2	3

11. Please describe an example of an event that supports the answer to one of the questions in question #10.