

NOAA B-WET PD Teacher Survey
Revised 2015

This is a voluntary survey.

Please answer the following questions in reference to your recently-completed Meaningful Watershed Educational Experience (MWEE) professional development.

MWEEs are multi-stage activities that include learning both outdoors and in the classroom, and aim to increase the understanding and stewardship of watersheds and related ocean, coastal, riverine, estuarine, and Great Lakes ecosystems of all participants. MWEE professional development (PD) provides K-12 teachers opportunities for professional development to build their confidence and capacity to implement MWEE activities with their students. MWEEs for students consist of multiple components: issue definition and background research, outdoor field activities, stewardship action projects, synthesis and conclusions. In addition, MWEEs should include teacher participation for the duration of the MWEE, be integrated with classroom curriculum, use the local context for learning, consist of a set of activities over time, and incorporate NOAA assets. [Click here to see a detailed MWEE definition.](#)

You will be asked about a range of practices and outcomes that represent the diversity of MWEE PD funded by the National Oceanic and Atmospheric Administration's Bay Watershed Education and Training program (NOAA B-WET), some of which may not apply directly to your experience. It is acceptable to answer "not applicable" (N/A) in those instances.

Your responses will be entered anonymously and will not be associated with you as an individual. THANK YOU in advance for your candor and thoughtfulness in answering the questions. Your responses will be aggregated with other teachers' responses, and will be used by NOAA B-WET and B-WET-funded organizations to improve future professional development programs.

It will take about 20-30 minutes to complete this survey, depending on the nature of your professional development experience.

Note: You can close the survey and return at a later time to the same place as long as you use the same computer and that computer will save and retain the Qualtrics survey cookie (some work and public computers do not save and/or retain cookies). We recommend that you complete the survey in one sitting, if possible, to avoid issues with returning to the survey.

Thank you.

If you have technical issues or questions about this survey, please contact Bronwen Rice, NOAA B-WET National Coordinator, Bronwen.Rice@noaa.gov

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Paperwork Reduction Act Statement

Public reporting burden for this collection of information is estimated to average 30 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 Bronwen Rice, NOAA Office of Education, Herbert C. Hoover Building, Room 6863, 14th and Constitution Avenue, NW Washington, DC 20230.

Responses are voluntary and collected and maintained as anonymous data. Information will be treated in accordance with the Freedom of Information Act (5 USC 552).

Notwithstanding any other provision of the law, no person is required to respond to, nor shall any person be subject to a penalty for failure to comply with, a collection of information subject to the requirements of the Paperwork Reduction Act, unless that collection of information displays a currently valid OMB Control Number.

PDQ6 How long ago did you complete a NOAA-BWET-funded professional development focused on watersheds (ocean, coastal, riverine, estuarine, Great Lakes) ~~or water quality issues~~ (also known as a Meaningful Watershed Educational Experience professional development or MWEE PD)?

- I did not complete a MWEE PD. (55)
- Less than 1 week ago (1)
- 1-2 weeks ago (2)
- 3-4 weeks ago (3)
- 5-8 weeks ago (4)
- 9-12 weeks ago (5)
- More than 12 weeks ago (6)

PDMQ3 Are you currently an in-service or pre-service PreK-12 teacher or educator?

- No (0)
- Yes (1)

Logic: Must select Yes to continue the survey

PDMQ5 In what setting do you primarily teach? (select one)

- Public school (1)
- Private school (2)
- Non-formal education (e.g., environmental centers, zoos, museums, interpretive programs at local or state level parks, youth organizations, summer camps, after school programs) (3)
- Home-school (4)
- Other (88)

Logic: Must select 1 or 2 to continue the survey

UniqueID CREATE A UNIQUE ID: To allow us to compare your current and future responses, please create a unique 8-digit ID number using the 2 digits of your birth month, the 2 digits of your birth day, and the last 4 digits of your most often used phone number. For example, if you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234.

PDMQ8 In what 5-digit zip code is your school located?

PDGMQ1 In which region did you teach this past year? (check one)

- California (1)
- Chesapeake Bay (2)
- Great Lakes (3)
- Gulf of Mexico (4)
- Hawaii (5)
- New England (6)
- Pacific Northwest (7)
- Other (please describe) (88) _____

PDQ10 In which grade level(s) do you primarily teach? (select one all that apply)

- PreK (1)
- Elementary (2)
- Middle (3)
- High (4)
- Other (88)

PDGQ2 What subject(s) do you primarily teach? (select one)

- Science (1)
- Technology
- Engineering
- Math (2)
- English Language Arts (3)
- Social studies (4)
- Fine arts (5)
- Music
- Multiple disciplines, including science (6)
- Multiple disciplines, not including science (7)
- Other, please describe (88)

How many years have you been an educator? (select one)

- 1 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

PDQ15 Is the school where you teach a Title 1 school?

- ~~No (0)~~
- ~~Yes (1)~~
- ~~NA (55)~~

PDQ16 What percent of your students speak English as a second language (aka English Language Learners)?

- ~~Don't know (99)~~
- ~~Less than 20% (1)~~
- ~~21-40% (2)~~
- ~~41-60% (3)~~
- ~~61-80% (4)~~
- ~~81-100% (5)~~

~~PDQ17 About what percent of your students are (percent should equal 100):~~

- ~~_____ American Indian or Alaska Native (1)~~
- ~~_____ Asian (2)~~
- ~~_____ Black or African American (3)~~
- ~~_____ Hispanic or Latino (4)~~
- ~~_____ Native Hawaiian or Other Pacific Islander (5)~~
- ~~_____ White (6)~~
- ~~_____ Don't know (99)~~

PDQ18 Did you conduct Meaningful Watershed Educational Experiences (MWEEs) with your students before participating in the MWEE professional development? (For an expanded definition of a MWEE, view this file: MWEE defined)

- No (0)
- Yes (1)

PDQ19 What was your PRIMARY reason for participating in the MWEE professional development? (check one)

- To obtain information and resources for teaching (1)
- Personal interest in the topic of the professional development (2)
- To obtain continuing education, recertification, or graduate credit (3)
- I was required to attend (4)
- I was asked to attend (5)
- Other, please describe: (88) _____

About PD Please answer all of the following survey questions based on the last NOAA B-WET-funded MWEE (watershed education) professional development you participated in.

PDGQ4 Which type(s) of MWEE professional development did you participate in or receive:
(please select No or Yes for each type)

	No (0)	Yes (1)
One day workshops (usually less than 8 hours) (1)	<input type="radio"/>	<input type="radio"/>
Teacher institute (usually on consecutive days that cumulatively consist of 40 hours of more) (2)	<input type="radio"/>	<input type="radio"/>
Multi-day workshops (events that last at least 6 hours, but are less than 40 hours, e.g., a three-day workshop on a specific topic or a series of five Saturday sessions) (3)	<input type="radio"/>	<input type="radio"/>
A college-level course (4)	<input type="radio"/>	<input type="radio"/>
Professional development provider training (training for individuals who provide teacher professional development) (5)	<input type="radio"/>	<input type="radio"/>
Individual teacher coaching and support (e.g., curriculum planning, shared teaching, demonstrations and/or other forms of in-school or in-field support) (6)	<input type="radio"/>	<input type="radio"/>
On-line professional development support (e.g., courses, webinars, discussion forums) (7)	<input type="radio"/>	<input type="radio"/>

PDQ22 What was the overall duration of the NOAA B-WET-funded MWEE professional development (including group and individual training and support)?

- Less than a week (1)
- One week up to a month (2)
- 1 to 4 months (3)
- 5 to 8 months (4)
- 9 to 12 months (5)
- More than a year (6)
- More than 2 years (7)

PDGQ23 About how many hours of MWEE professional development and/or support did you receive over the past 12 months?

- 1-10 hours (1)
- 11-20 hours (2)
- 21-30 hours (3)
- 31-40 hours (4)
- 41-50 hours (5)
- 51-60 hours (6)
- 61-80 hours (7)
- More than 80 hours (8)

PDGQ24 About how many of those MWEE professional development hours did you spend outdoors?

- None (0)
- 1-10~~2~~ hours (1)
- ~~3-5~~ hours (2)
- ~~6-10~~ hours (3)
- 11-20 hours (4)
- 21-40 hours (5)
- 41-60 hours (6)
- ~~61-80~~ hours (7)
- More than ~~8~~60 hours (8)

~~PDGQ7 Were NOAA resources used as part of MWEE professional development for teachers?~~

- ~~No (0)~~
- ~~Yes (1)~~

PDGQ77 Which NOAA resources were used as part of your MWEE professional development? (check all that apply)

	Not sure (7)	No (0)	Yes (1)
Information from NOAA research studies or reports (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data collected by and accessible through NOAA, IF YES: Name the NOAA data source: (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA expert (e.g., scientist, educator, Sea Grant staff member, policy expert) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA curricula and education programs, IF YES: Name the curricula or programs: (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA labs or facilities, IF YES: Name the lab or facility: (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA National Marine Sanctuary (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NOAA National Estuarine Research Reserve (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- None
- Information from NOAA websites or reports (e.g., NOAA website, NOAA Education Resources webpage, NOAA Climate Portal, Marine Debris Program Education webpage, NOAA FishWatch, NERRS education website)
 - IF YES, Name the websites or reports:
- Data sets collected by and accessible through NOAA (e.g., NOAA View, NOAA Digital Coast, NOAA Buoys, Real-time Tides and Currents, NERRS SWMP data)
 - IF YES, Name the NOAA data sets: _____
- NOAA experts (e.g., scientist, educator, Sea Grant staff member, policy expert)
 - IF YES, Name the NOAA experts:

- NOAA curricula and education programs (e.g., Data in the Classroom, Estuaries 101 curriculum, Ocean Exploration)
 - IF YES, Name the curricula or programs: _____
- NOAA labs or facilities (e.g., Northeast Fisheries Science Center Milford Lab, NOAA Chesapeake Bay Office Oxford Lab, Southeast Fisheries Science Center in Pascagoula MS, NOAA Science On a Sphere sites, Sea Grant floating classroom vessel)
 - IF YES, Name the labs or facilities: _____
- NOAA National Marine Sanctuary, <http://sanctuaries.noaa.gov/about/welcome.html>
 - IF YES, Name the sanctuary: _____
- NOAA National Estuarine Research Reserve, <http://www.nerrs.noaa.gov>
 - IF YES, Name the reserve: _____

PDGQ78 What education methods were used during your MWEE professional development? (select No or Yes for each method)

	No (0)	Yes (1)
Outdoor field trip <u>or field work</u> (i.e., excursion to learn about natural history and ecology in the outdoors, may or may not include data collection) (7)	<input type="radio"/>	<input type="radio"/>
<u>STEM education (i.e., an approach to teaching that integrates the content and skills of science, technology, engineering, and math to inspire students and prepare them for 21st century jobs)</u>	<input type="radio"/>	<input type="radio"/>
Field work (i.e., scientific study carried out somewhere other than in a classroom/laboratory, includes data collection) (8)		
Place-based education (i.e., an interdisciplinary instructional strategy that uses the local environment and community as the context for teaching and learning) (9)	<input type="radio"/>	<input type="radio"/>
Scientific-inquiry-based learning (i.e., an instructional strategy that gives students the opportunity to explore an idea or question. To arrive at an answer or to better understand the concept, students often collect and analyze data) (10)	<input type="radio"/>	<input type="radio"/>
Issue investigation (i.e., an interdisciplinary instructional strategy that engages learners in investigating complex, real-world environmental issues and problem-solving as the context for teaching and learning) (11)	<input type="radio"/>	<input type="radio"/>
Service learning (i.e., an instructional strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities) (12)	<input type="radio"/>	<input type="radio"/>

Answer If What education methods were used during your MWEE profess... Scientific-inquiry-based learning- Yes Is Selected

PDGQ79 As part of your MWEE professional development, were you involved in ...

	Not sure (77)	No (0)	Yes (1)
Formulating scientific questions that can be answered using data (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making predictions or hypotheses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collecting data or using existing data (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing and interpreting data (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making conclusions and adjusting predictions/hypotheses (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing presentations of findings (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Which type(s) of MWEE professional development did you ... One day workshops (usually less than 8 hours) - Yes Is Selected Or Which type(s) of MWEE professional development did you ... Teacher institute (usually on consecutive days that cumulatively consist of 40 hours of more) - Yes Is Selected Or Which type(s) of MWEE professional development did you ... Multi-day workshops (events that last at least 6 hours, but are less than 40 hours, e.g., a three-day workshop on a specific topic or a series of five Saturday sessions) - Yes Is Selected Or Which type(s) of MWEE professional development did you ... A college-level course - Yes Is Selected

PDGQ80 Did the workshops, institutes, or classes you participated in include the following professional development practices? (Please indicate No or Yes for each statement)

	No (0)	Yes (1)
Sharing of information and examples illustrating how other teachers have integrated MWEEs (1)	<input type="radio"/>	<input type="radio"/>
Discussion of how teachers may be able to integrate MWEEs into their own curriculum or classroom activities (2)	<input type="radio"/>	<input type="radio"/>
Discussion of alignment of MWEEs with state, regional, or national standards (3)	<input type="radio"/>	<input type="radio"/>
Provision of examples of how MWEEs align with standards (4)	<input type="radio"/>	<input type="radio"/>
Engaging you and other participating teachers in aligning MWEEs with your school or school district standards (5)	<input type="radio"/>	<input type="radio"/>
Participating along with other teachers from my school, at the same time (6)	<input type="radio"/>	<input type="radio"/>
Allowing you and other participating teachers time to plan how to implement MWEEs (7)	<input type="radio"/>	<input type="radio"/>
Engaging you and other participating teachers in activities/practices that can be used with your students (8)	<input type="radio"/>	<input type="radio"/>
Presentation of how NOAA data can be used to support student scientific inquiry (9)	<input type="radio"/>	<input type="radio"/>
Discussion of how NOAA data can be used to obtain knowledge about local issues (10)	<input type="radio"/>	<input type="radio"/>
Examples of how other teachers have used NOAA data with their students (11)	<input type="radio"/>	<input type="radio"/>
Allow you and other participating teachers time to plan how to integrate the use of NOAA data with your students (12)	<input type="radio"/>	<input type="radio"/>

Answer If Did the workshops, institutes, or classes you participa... - Yes Is Selected
 PDQ30 Please indicate which 3 practices were most valuable in helping you implement MWEEs. Type a 1 for most valuable, 2 for less valuable, and 3 for least valuable of the three.

PDGQ31 What types of support did you receive from your MWEE professional development provider? (Please indicate No or Yes for each statement)

	No (0)	Yes (1)
Assistance with conducting field trips or field work (1)	<input type="radio"/>	<input type="radio"/>
Assistance with <u>stewardship projects, e.g., restoration projects, building establishing schoolyard habitats-habitats, etc.</u> (2)	<input type="radio"/>	<input type="radio"/>
Assistance with establishing restoration projects (3)	<input type="radio"/>	<input type="radio"/>
Co-teaching in my classrooms or in field (4)	<input type="radio"/>	<input type="radio"/>
Coaching in my classroom (5)	<input type="radio"/>	<input type="radio"/>
Demonstrations in my classroom (6)	<input type="radio"/>	<input type="radio"/>
Assistance with the use of equipment or technologies (7)	<input type="radio"/>	<input type="radio"/>
Communicating <u>one-on-one</u> with provider through personal phone calls or email (8)	<input type="radio"/>	<input type="radio"/>
Communication with <u>other teachers through a provider-supported online environment</u> through newsletters or web site (e.g., an online community) (9)	<input type="radio"/>	<input type="radio"/>

PDQ32 Please indicate which 3 support practices were most valuable in helping you implement MWEEs. Type a 1 for most valuable, 2 for less valuable, and 3 for least valuable of the three.

PDGQ81 Which additional ~~practices-resources~~ did your MWEE professional development and/or the support you received include? (Please indicate No or Yes for each statement)

	No (0)	Yes (1)
Connections were made to local community organizations and resources (1)	<input type="radio"/>	<input type="radio"/>
Interactions were facilitated with NOAA scientists/staff (2)	<input type="radio"/>	<input type="radio"/>
Interactions were facilitated with natural resource professionals (3)	<input type="radio"/>	<input type="radio"/>
I was provided with a stipend (4)	<input type="radio"/>	<input type="radio"/>
I was offered continuing education credits (5)	<input type="radio"/>	<input type="radio"/>
I was offered graduate credits (6)	<input type="radio"/>	<input type="radio"/>
I was provided with equipment (7)	<input type="radio"/>	<input type="radio"/>
I was provided with instructional/educational/curriculum materials (8)	<input type="radio"/>	<input type="radio"/>
I was provided with information on how to obtain grants or funding for MWEEs (9)	<input type="radio"/>	<input type="radio"/>

PDQ34 Please indicate which 3 practices were most valuable in helping you implement MWEEs. Type a 1 for most valuable, 2 for less valuable, and 3 for least valuable of the three.

PDGQ82 During your MWEE professional development, did you participate in any of these activities actions that protect and/or restore ocean, coastal, and/or Great Lakes watersheds (ocean, coastal, riverine, estuarine, Great Lakes)? (select all categories that apply)

	No (0)	Yes (1)
Created a schoolyard or backyard habitat (1)	<input type="radio"/>	<input type="radio"/>
Installed a rain barrel at school or at home (2)	<input type="radio"/>	<input type="radio"/>
Gave presentation(s) about the local watershed (e.g., for school, other organizations) (3)	<input type="radio"/>	<input type="radio"/>
Participated in or organized event(s) to raise awareness about the importance of watersheds (4)	<input type="radio"/>	<input type="radio"/>
Participated in or helped coordinate a clean up of a local stream or beach (5)	<input type="radio"/>	<input type="radio"/>
Participated in a restoration activity (i.e., planting trees) (6)	<input type="radio"/>	<input type="radio"/>
Limited or avoided the use of household chemicals including fertilizers, herbicides and pesticides (7)	<input type="radio"/>	<input type="radio"/>
Told others about ways they can protect their local watershed (8)	<input type="radio"/>	<input type="radio"/>
Monitored water quality over a period of time (9)	<input type="radio"/>	<input type="radio"/>

- I did NOT participate in watershed protection or restoration actions as part of the MWEE PD.
- Watershed Restoration or Protection (e.g., create schoolyard habitat, planting trees or grasses, invasive species removal, cleanup [e.g., beach, stream, school, community], raise & release (e.g., fish, oysters, turtles), stormwater management (e.g., rain garden, paint storm drains)
 - Briefly describe the actions (text box)
- Everyday Choices [e.g., reduce/reuse/recycle/upcycle, transportation (e.g., carpooling, bike riding, mass transit, walking), composting, energy conservation, water conservation]
 - Briefly describe the actions (text box)
- Community Engagement [e.g., outreach, presentations, social media, messaging at community events/fairs/festivals, event-organizing, mentoring, PSAs, flyers, posters]
 - Briefly describe the actions (text box)
- Civic Action [e.g., town meetings, voting, writing elected officials/decision makers, advocating for policy change]
 - Briefly describe the actions (text box)
- Other
 - Briefly describe the actions (text box)

PDQ36 Did your B-WET professional development provider indicate that it was funded (in part) with funding from the National Oceanic and Atmospheric Administration (NOAA)?

- No (0)
- Yes (1)

For each statement, select one response for BEFORE and one response for AFTER the MWEE professional development.

connections between human welfare and water flow and quality (6)															
Identify possible point and non-point sources of water pollution (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify actions individuals can take to protect or restore watersheds (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PDQ40 Did participating in the B-WET professional development increase your knowledge of ...

		No (0)	Yes (1)
what NOAA does?	(1)	<input type="radio"/>	<input type="radio"/>
scientific data accessible through NOAA?	(2)	<input type="radio"/>	<input type="radio"/>
educational resources available through NOAA?	(3)	<input type="radio"/>	<input type="radio"/>

protect or restore watersheds (5)															
PDGQ84a															
Research environmental issues affecting watersheds with students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use scientific inquiry instruction (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the outdoors for instruction (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act to protect and/or restore ocean, coastal, or Great Lakes watersheds (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PDGQ84 Select one response for each statement.

	In the FUTURE During the next school year, I intend to ...						
	Strongly disagree 1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	Strongly agree 7 (7)

ImprvQ_Txt How can this questionnaire be improved?

What final comments would you like to share?

Thank you Thank you for completing this survey! Please click on the Submit button below.