

2018 - NOAA B-WET Teacher MWEE Survey

Start of Block: Introduction

Intro This is a voluntary survey. A Word version is available to review and draft responses before completing the online survey, but final responses should be submitted online through your individual link.

Our records indicate that some time ago you participated in a Meaningful Watershed Educational Experience (MWEE) professional development (PD) funded by the National Oceanic and Atmospheric Administration's Bay Watershed Education and Training program (NOAA B-WET). We would like to get your feedback on implementing MWEEs with your students, if you did so since the PD.

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. 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. (For more detail, see [MWEE Definition 2018](#))

You will be asked about a range of practices and outcomes that represent the diversity of MWEEs, some of which may not apply directly to your experience. It is acceptable to answer "not applicable" (NA) 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 MWEE PD and student programs.

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

Note: On some computers, you may be able to 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. However, note that some work and public computers do not save

and/or retain cookies. Also, it will NOT be possible to return to some sections of the survey once they have been completed. Therefore, we recommend that you complete the survey in one sitting, if possible, to avoid issues with saving your data upon returning to the survey. You may also want to review and compose your responses in a [Word version of the survey](#) before completing the survey online.

If you would like to revise your response after completing the survey, please contact Bronwen Rice , B-WET National Coordinator (Bronwen.Rice@noaa.gov) for a new link to update your answers.

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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MPDQ6rev19 How long ago did you complete a NOAA B-WET-funded professional development focused on watersheds?

- I did not complete any MWEE professional development
 - Less than a year ago
 - A year or more ago
-



MPDQ3 Are you currently a PreK-12 teacher or educator?

- No
- Yes

End of Block: Introduction

Start of Block: Thank you



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

End of Block: Thank you

Start of Block: Setting



MPDQ5rev In what setting do you teach primarily? (select one)

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

End of Block: Setting

Start of Block: Teacher Unique ID



UniqueID To allow us to compare your past, 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 most often used phone number. If you were born on March 9 and your home phone is 410.719.1234, your ID number would be 03091234.



MPDGQ1 In which region did you teach this past year? (check one)

- California**
- Chesapeake Bay watershed** (Maryland, Virginia, Delaware, West Virginia, Pennsylvania, New York, and the District of Columbia)
- Great Lakes** (Ohio, Michigan, Indiana, Illinois, Minnesota, Wisconsin, New York, and Pennsylvania)
- Gulf of Mexico** (Texas, Louisiana, Mississippi, Alabama, and Florida)
- Hawaii**
- New England** (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island)
- Pacific Northwest** (Oregon and Washington)
- Other** (please describe) _____

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MPDQ50 How many years have you been an educator? (select one)

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



MPDQ10rev In which grade level do you teach primarily? (select one)

- PreK
 - Elementary
 - Middle
 - High
 - Other
-

MQ12 Which of these categories best describes your school's community (during the school year)?

- Rural (population of less than 10,000)
- Town/Suburban (population 10,000-99,999)
- Small urban (population 100,000-250,000)
- Urban (population greater than 250,000)

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MQ17 About what percent of your students are (percent should equal 100):

American Indian or Alaska Native : _____

Middle Eastern or North African : _____

Asian : _____

Black or African American : _____

Hispanic, Latino, or Spanish Origin : _____

Native Hawaiian or Other Pacific Islander : _____

White : _____

Multi-racial : _____

Other : _____

Don't know : _____

Total : _____



MQ15 Is the school where you teach a Title I school?

No

Yes

NA

End of Block: Teacher Unique ID

Start of Block: MWEE?



MQ9 In the past 12 months, did you implement a Meaningful Watershed Educational Experience (MWEE) with your students?

No

Yes

Display This Question:

If MQ9 = No

MQ9a Why were you not able to implement a MWEE with your students?

End of Block: MWEE?

Start of Block: About Student MWEE

MGQ37_1 How many of your students participated in a MWEE during the most recent school year? (Please provide your best estimate, NOT a range)

About ___ students _____



MGQ45rev On average, did students participate in a MWEE over the course of:

- Less than a week
 - A week
 - Multiple weeks
 - Multiple months
 - A full school year
 - Multiple years
-

X→

MGQ43rev On average during the last school year, about how many hours did a typical student spend involved in MWEE activities? (check one)

- 1-5 hours
 - 6-9 hours
 - 10-24 hours
 - 25-40 hours
 - More than 40 hours
-

X→

MGQ44rev On average during the last school year, about how many hours did a typical student spend outdoors during MWEE activities? (check one)

- None
 - 1-5 hours
 - 6-9 hours
 - 10-24 hours
 - 25-40 hours
 - More than 40 hours
-

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End of Block: About Student MWEE

Start of Block: More MWEE



MGQ46rev In what subject(s) were your typical MWEEs implemented? (select all that apply):

- Science
- Technology
- Engineering
- Math
- Social studies
- English language arts
- Fine arts
- Music
- Other (please describe) _____



MGQ41 rev To what extent was the content of your students' MWEEs aligned with:

	NA	Don't know	To no extent 1	2	3	4	To a great extent 5
State education standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State environmental education standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next Generation Science Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Core Standards - Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common Core Standards - English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional environmental/natural resources management priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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MGQ51rev19 Did students participate in any of the following stewardship activities during your students' MWEEs? (select all categories that apply)

The students did NOT participate in any stewardship activities

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:**

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: _____

Community Engagement [e.g., outreach, presentations, social media, messaging at community events/fairs/festivals, event-organizing, mentoring, PSAs, flyers, posters] **Briefly describe the actions:** _____

Civic Action [e.g., town meetings, voting, writing or meeting with elected officials/decision makers] **Briefly describe the actions:**

Other **Briefly describe the actions:**



MGQ48rev19 Did you use any of the following resources from NOAA or other sources as part of your student MWEs? (check all that apply)

- Information from websites, reports, or scientific publications
- Existing data sets
- Experts or STEM professionals
- Curricula and education programs
- Labs
- Field Sites (e.g., NOAA National Marine Sanctuary or NOAA National Estuarine Research Reserve)

- None
- Don't know

MGQ48rev19 _txt Which specific resource was most helpful? (Please provide as much detail as possible.)

Page Break _____



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MGQ53rev19

As a result of participating in MWEEs, students are better able to:

	NA	Strongly disagree 1	2	3	4	5	6	Strongly agree 7
Identify their local watershed(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how watersheds are connected to the ocean via streams, rivers, and human-made structures	<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 the functions of a watershed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the current health of their local watershed(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize how humans and natural processes impact the health of watersheds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize how watersheds can affect human health	<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
stewardship
actions
individuals
can take to
protect or
restore
watersheds



Take
stewardship
actions to
protect or
restore
watersheds



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End of Block: More MWEE

Start of Block: Outcomes

Benefit_Txt What is the most important benefit of MWEEs for your students?



MGQ52rev19
a MWEE?

What other benefits have you observed from students who participated in

	NA	Strongly disagree 1	2	3	4	5	6	Strongly agree 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"/>	<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"/>	<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"/>	<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"/>
Improved ability to conduct scientific investigations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better understanding of scientific research	<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"/>	<input type="radio"/>
Stronger performance in science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stronger performance on standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Increased interest and engagement in learning

Greater interest in pursuing science careers

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MG24rev19 As a result of participating in MWEEs, students are more likely to take stewardship actions to protect or restore watersheds.

	Strongly disagree 1	2	3	4	5	6	Strongly agree 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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help_Txt What could be done by your professional development provider to help you develop and implement improved MWEEs?

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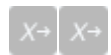
End of Block: Outcomes

Start of Block: Outdoor Component



MQ29rev Where did the outdoor component of your students' MWEEs occur? (select all that apply)

- On school grounds
 - Off school grounds, within walking distance
 - Off school grounds, requiring transportation
-



MGQ88rev19 About how many separate outdoor learning experiences did your students have during their MWEE? (check one for each row)

	Don't know	None	One	Two	Three or more
Led by the organization that provided your MWEE professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Led by you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Led by someone else (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MQ30

To what extent do you agree or disagree with the following:

	NA	Strongly disagree 1	2	3	4	5	6	Strongly agree 7
Overall, what I taught my students about watersheds in the classroom was closely integrated with students' outdoor learning experience(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' outdoor learning experiences were designed to help them understand what they had been introduced to during regular class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students' outdoor learning experiences were designed to reinforce what students learned during regular class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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MQ31 BEFORE students participated in their outdoor learning experience:

	NA	Strongly disagree 1	2	3	4	5	6	Strongly agree 7
I provided them with detailed information about what they were going to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let students know what activities they were going to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I spent a lot of time preparing students for what to expect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MQ32rev During the MWEE (outdoors or in the community), my students: (select all that apply)

- Did NOT collect data or make observations
- Conducted a one-time data collection or observation
- Conducted multiple data collections or observations over a period of time



MQ33 Back in the classroom AFTER students participated in the outdoor learning experience(s):

	NA	Strongly disagree 1	2	3	4	5	6	Strongly agree 7
They discussed results based on their observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They offered explanations for what they observed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They were expected to draw on what had been learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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End of Block: Outdoor Component

Start of Block: Feedback



MGPDQ74 The questionnaire was ... (select one for each line)

	1	2	3	4	5	6	7	
Difficult to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Easy to complete
Long	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Short

ImprvQ_Txt How can this questionnaire be improved?

Cmnts_Txt What final comments would you like to share about MWEEs?

End of Block: Feedback
