

NOAA California B-WET Program
EXAMPLES OF ITEMS (QUESTIONS) BASED ON KIRKPATRICK'S LEVELS
Note: This is not a survey. These are item (question) examples.

Level 1: Reactions/Satisfaction

X1. Did this field experience meet your expectations? *(check one)*

yes, definitely mostly not really no, definitely not

X2. Rate each of the following for this summer's workshop. *(check one response for each)*

Length of workshop	<input type="checkbox"/> too long	<input type="checkbox"/> just right	<input type="checkbox"/> too short
Pacing of daily activities	<input type="checkbox"/> too slow	<input type="checkbox"/> just right	<input type="checkbox"/> too fast
Relevance to your job	<input type="checkbox"/> not very	<input type="checkbox"/> okay	<input type="checkbox"/> very relevant
Enjoyment/fun	<input type="checkbox"/> too much	<input type="checkbox"/> just right	<input type="checkbox"/> not enough
New learning/new content	<input type="checkbox"/> too much	<input type="checkbox"/> just right	<input type="checkbox"/> not enough
Interest level	<input type="checkbox"/> very interesting	<input type="checkbox"/> okay	<input type="checkbox"/> boring
Interactions with colleagues	<input type="checkbox"/> not enough	<input type="checkbox"/> just right	<input type="checkbox"/> too much
Usefulness	<input type="checkbox"/> very useful	<input type="checkbox"/> okay	<input type="checkbox"/> not useful

X3. Would you recommend this workshop to other teachers? *(check one)*

yes, definitely probably not sure probably not no, definitely not

X4. What part of today's field experience was most useful to you as a middle-school teacher?

X5. What part of today's field experience was most interesting to you as a middle-school student?

X6. What part of today's workshop was least useful to you as a middle-school teacher?

X7. Compared to other professional development workshops that you've attended, how does this one compare (on a scale from 1 = not as good to 7 = much better)? *(check a number)*

<i>not as good</i>						<i>much better</i>
1	2	3	4	5	6	7

X8. Do you have any suggestions on how we can improve this field experience?

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Level 2: Learning

- X1. Which of these statements best describes a watershed? *(circle the letter of your choice)*
- A. Any area that is always wet or that floods regularly.
 - B. The land area that drains water into a river or other body of water.
 - C. The area where a river flows into the ocean and the waters mix.
 - D. The land along the bank of a river or stream.
 - E. I don't know.
- X2. Which of these are part of your local watershed? *(circle as many as apply)*
- A. river
 - B. streams and creeks
 - C. lakes or ponds
 - D. land
 - E. slough
 - F. estuary
 - G. bay
 - H. ocean
- X3. Where does the water flowing into a street storm drain end up? *(circle the letter of your choice)*
- A. Bay / Ocean
 - B. Local river
 - C. City sewer
 - D. I don't know
- X4. If you wash a car in front of your house, will it affect the ocean? *(check your choice)*
- yes not sure no
- X5. Which National Marine Sanctuary is closest to where you live? *(circle the letter of your choice)*
- A. Channel Islands
 - B. Monterey Bay
 - C. Gulf of the Farallones
 - D. San Francisco Bay
 - E. Cordell Bank
 - F. I don't know
- X6. Why does a National Marine Sanctuary along the coast care about water pollution in your neighborhood? *(circle the letter of your choice)*
- A. The sanctuary has to clean up the water before it goes into the ocean.
 - B. Birds and other animals that live in my neighborhood also live along the coast.
 - C. The sanctuary wants the beaches to be clean for people.
 - D. Water in streams and storm drains in my neighborhood can pollute ocean water.
 - E. It doesn't because I live too far away from the coast.
 - F. I don't know.
- X7. What could you do personally to ensure a healthy local watershed?

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Level 3: Application (Skills or Behavior Changes)

X1. Compared to previous years, how much time did you spend this school year in the local watershed with your students?
 ___ more than previous ___ about the same ___ less than previous

X2. For each activity below, check the response that best matches you.	I do this all the time	I do this most of the time	I do this sometimes	I do this once in a while	I never do this
a. Pick up trash	5	4	3	2	1
b. Share what you know about nature with family and/or friends	5	4	3	2	1
c. Grow or plant California native plants	5	4	3	2	1
d. Restore local natural habitats	5	4	3	2	1
e. Conserve water by turning off the tap while soaping dishes or brushing teeth	5	4	3	2	1
f. Recycle paper, plastic, glass or aluminum cans	5	4	3	2	1
g. Learn more about local wildlife or habitats	5	4	3	2	1

X3. For each statement below, circle the response that best matches you.

How much do you like to...	A lot	Some	A little	Not at all
a. spend time outdoors in nature (including the ocean, coast, sloughs or rivers)?	4	3	2	1
b. watch wildlife or marine life at the ocean, coast, sloughs or rivers?	4	3	2	1
c. learn about nature by reading, watching TV or searching the Internet?	4	3	2	1
d. talk about nature (including the ocean, coast, sloughs or rivers) with your friends or family?	4	3	2	1

X4. For each skill below, rate the student's field data collection abilities. (*rubric example*)

Skill	Rating	← Not at all Adequate Excellent →				
		0	1	2	3	4
1. Is well organized		0	1	2	3	4
2. Follows recommended procedure		0	1	2	3	4
3. Is careful with equipment		0	1	2	3	4
4. etc.						

X5. What have you done personally this past year to ensure a healthy local watershed?

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Level 4: Impact

X1. Has your participation in the XYZ workshop changed how you teach in any of the following ways this school year?

	Yes, a lot	Yes, some	Yes, a little	No, didn't do this	No, already do this
a. engaging students in interdisciplinary, hands-on learning	5	4	3	2	1
b. providing students with multiple (at least two) field experiences to the coast or in the local watershed	5	4	3	2	1
c. assessing students' knowledge and attitudes about the field experience prior to the first visit to determine misconceptions or misgivings	5	4	3	2	1
d. orienting students to the field site & experience before the first visit	5	4	3	2	1
e. allowing students to practice skills (using new equipment, etc.) at a familiar site, such as at school, before the first field visit	5	4	3	2	1
f. allowing exploration (scavenger hunt or other guided exploration) during the first field visit to reduce novelty	5	4	3	2	1
g. allowing for exploration and reflection time during each field visit, in addition to doing meaningful "work"	5	4	3	2	1
h. allowing students to investigate a local environmental issue through their own or an ongoing project	5	4	3	2	1
i. having students learn and apply new knowledge about the coast or local watershed	5	4	3	2	1
j. enabling students to engage in environmental actions (habitat restoration, clean up, or teaching others) related to local coast/watershed issues	5	4	3	2	1
k. allowing students to contribute in some way to the betterment of their community through their own or an ongoing project	5	4	3	2	1
l. developing students' skills to research and resolve a local coast/watershed environmental issue	5	4	3	2	1

X2. Tell us what from this workshop you used in your classroom during the school year.

X2. Please tell us if this experience has changed you—how you think or act—in any way.

EXAMPLES OF OTHER ITEMS (QUESTIONS)

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Other: Demographic & other question types

X1. Are you... ? *(check one)*

- a K-12 classroom teacher
- an educator in an informal setting (museum, park, etc.)
- an other education professional
- other *(please specify)* _____

X2. If a K-12 teacher, what grade level? *(check one)*

- primary (K to 2)
- elementary (3 to 5)
- middle school (6 to 9)
- high school (9 to 12)
- other *(please specify)* _____

X3. In which school district do you teach? _____

X4. What is your race / ethnicity? *(check as many as apply to you)*

- | | |
|--|---|
| <input type="checkbox"/> Alaska Native | <input type="checkbox"/> Asian / Asian-American |
| <input type="checkbox"/> Black or African-American | <input type="checkbox"/> Hispanic or Latino |
| <input type="checkbox"/> Native American / American Indian | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White or Caucasian |
| <input type="checkbox"/> Other <i>(explain)</i> _____ | |

X5. What is your gender? *(check one)*

- Female Male

X6. What type of school do you attend? *(check one)*

- Public Private Charter Home
 Other *(explain)* _____

References

- Kirkpatrick, D.L. (1994). *Evaluating Training Programs: The Four Levels*. San Francisco, CA: Berrett-Koehler.
- Patton, M.Q. (1997). *Utilization-Focused Evaluation* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Fitz-Gibbon & Morris. 1987 *How to Design a Program Evaluation*. Newbury Park: Sage Publications, 1987.