



## SOUND PROGRAM EVALUATION: TEACHER

Salish was founded to support teachers in facilitating field-based inquiry experiences for their students. To continue serving teachers and students, improve our programming and provide evidence of our impact to funders, please share your input and complete the survey and include your comments below. Thank you!

|                                       | <b>REGISTRATION &amp; BOOKING PROCESS</b>   | Not at all | A little | Some what | Quite a bit | Very much | N/A |
|---------------------------------------|---|------------|----------|-----------|-------------|-----------|-----|
| 1                                     | The registration process was straightforward  | 1          | 2        | 3         | 4           | 5         |     |
| 2                                     | The teacher materials and resources provided were useful  | 1          | 2        | 3         | 4           | 5         |     |
| 3                                     | I felt the Salish Sea Expeditions Staff were available to help me with questions & concerns   | 1          | 2        | 3         | 4           | 5         |     |
| How can we improve? Acknowledgements? |   |            |          |           |             |           |     |
|                                       | <b>PROGRAM: PRE EXPEDITION SESSION, RESEARCH EXPEDITION &amp; POST EXPEDITION SESSION</b>   | Not at all | A little | Some what | Quite a bit | Very much | N/A |
| 4                                     | The Pre Expedition Session prepared my students for the Research Expedition   | 1          | 2        | 3         | 4           | 5         |     |
| 5                                     | My students' understanding of the scientific method increased   | 1          | 2        | 3         | 4           | 5         |     |
| 6                                     | The onboard science program engaged students' interest and curiosity  | 1          | 2        | 3         | 4           | 5         |     |
| 7                                     | My students connected their experiences during the Research Expedition to science in the classroom                                    | 1          | 2        | 3         | 4           | 5         |     |
| 8                                     | The Salish Sea Expeditions program supported my efforts to meet Learning Standards requirements (CC, OLP, NGSS)                       | 1          | 2        | 3         | 4           | 5         |     |
| 9                                     | This experience has helped my students to better understand the ecological connections between the Salish Sea and adjacent watersheds | 1          | 2        | 3         | 4           | 5         |     |
| 10                                    | The Post Expedition Synthesis Session helped my students better understand scientific method & research                               | 1          | 2        | 3         | 4           | 5         |     |
| 11                                    | This experience has helped my students prepare for increased performance on state MSP/HSPE, EOC, ELA, or Smarter Balance testing      | 1          | 2        | 3         | 4           | 5         |     |
| How can we improve? Acknowledgements? |   |            |          |           |             |           |     |

|                                       | <b>STUDENT EXPERIENCE</b>   | Not at all | A little | Some what | Quite a bit | Very much | N/A |
|---------------------------------------|---|------------|----------|-----------|-------------|-----------|-----|
| 12                                    | My students felt ownership and responsibility for their experiences on the Research Expedition  | 1          | 2        | 3         | 4           | 5         |     |
| 13                                    | Students enjoyed their Research Expedition overall  | 1          | 2        | 3         | 4           | 5         |     |
| 14                                    | The Research Expedition provided opportunities for success for students of different learning styles                                    | 1          | 2        | 3         | 4           | 5         |     |
| 15                                    | My students have become more self-directed in their learning since their Research Expedition (asking and answering their own questions) | 1          | 2        | 3         | 4           | 5         |     |
| 16                                    | Would you recommend our program to others working with youth?   | 1          | 2        | 3         | 4           | 5         |     |
| How can we improve? Acknowledgements? |   |            |          |           |             |           |     |
|                                       | <b>SALISH SEA EXPEDITIONS EDUCATION TEAM MEMBERS</b>  | Not at all | A little | Some what | Quite a bit | Very much | N/A |
| 17                                    | Team members were instructionally effective and responsive to student needs   | 1          | 2        | 3         | 4           | 5         |     |
| 18                                    | Team members were organized and professional  | 1          | 2        | 3         | 4           | 5         |     |
| 19                                    | Team members were knowledgeable in their fields of instruction  | 1          | 2        | 3         | 4           | 5         |     |
| 20                                    | Team members were proactive about group safety and managed ship and participants effectively  | 1          | 2        | 3         | 4           | 5         |     |
| How can we improve? Acknowledgements? |   |            |          |           |             |           |     |

### **OPEN ENDED QUESTIONS & COMMENTS**

What was the best part of your Salish Sea Expeditions SOUND Program experience? Please share stories or highlights about the group, individual students, or the Salish Sea Expeditions Team that you enjoyed during the program. *These stories and accounts help us illustrate the importance of this work for our funders and supporters.*

Was there anything missing from your Salish experience?

How do you think your students' sense of connection to their environment has changed or developed given their time aboard the *Carlyn* and the program focus on science?

Do you think the Salish Sea Expeditions SOUND Program complemented your classroom curricula? How? What more could we do to help you integrate the experience into your classroom or school?

Do you have suggestions for the improvement of our scientific programming? (i.e. preparation materials, classroom visits, onboard content, equipment, synthesis, etc.)

Do you have suggestions for the improvement of our non-science programming? (sailing, cooking, shore activities, camping, etc.)

Please share any other examples or stories from the Salish experience that can help us better understand our strengths and opportunities for program development.

Name (optional) \_\_\_\_\_

Salish can contact me with follow-up questions: \_\_\_yes \_\_\_no

Best method of contact \_\_\_\_\_

**Thank you for your participation!**