

# San Diego History Center Survey Analysis

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A descriptive survey of San Diego Unified School District  
3rd, 4th, and 5th grade teachers

## **Date of the Report**

Sunday, March 6, 2011

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## OVERVIEW

The [San Diego History Center \(SDHC\)](#)<sup>1</sup>, in San Diego, California, includes three main facilities:

- The [San Diego History Center](#) in the street and upper levels of the Casa de Balboa Building in Balboa Park
- The [San Diego History Center Library](#) in the lower level of the Casa de Balboa Building
- The [Junípero Serra Museum](#) in Presidio Park in Old Town San Diego

The SDHC's [mission](#) is to help people of all ages to learn about the history of San Diego and to “appreciate how our past, present, and future are interrelated.” In order to reach out to the [children](#) of San Diego County, the SDHC has developed relationships with schools throughout county. For instance, the SDHC is a partner with the [San Diego Unified School District \(SDUSD\)](#) in the [Off-Campus Integrated Learning Experience \(OCILE\)](#), specifically the [Balboa Park Program](#) and the [Old Town Cultural and Historical Program](#).

To further the SDHC's mission, Marinta Skupin, SDHC's Director of Education, engaged the two of us, Justin Kennedy and Shawn Albert Shepard, Masters Degree candidates in the San Diego State University (SDSU) [Educational Technology Program](#), to survey 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers in the SDUSD to learn more about their needs and how the SDHC could better serve them.

## METHODOLOGY

We carefully crafted a series of questions intended to elicit the following information:

- Who the respondents were
- What they knew about the SDHC
- What needs they had related to the history of San Diego
- What the SDHC could provide to satisfy these needs

### *Participants*

We invited approximately 320 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers from the SDUSD to participate in the survey. Their email addresses came from a list provided by Matthew Hayes of the SDUSD and from the staff directories on SDUSD school websites.

### *Instrumentation*

The survey was created with Survey Monkey, an online survey creation and distribution tool at SurveyMonkey.com. It had the following sections:

- ***You, the Educator.*** These questions help us understand who the respondents were.
- ***Planning a Field Trip.*** These questions help us understand who chooses and plans field trips and when and how the planning is done.

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<sup>1</sup> Underlined references in the Overview section indicate hyperlinked urls.

- **Preparing for a Field Trip.** These questions help us understand how teachers prepare themselves and their students for field trips.
- **About the San Diego History Center.** These questions help us understand how much the teachers know about the SDHC and what they perceive its value to be.
- **Curriculum and Learning Preferences.** These questions help us understand what the teachers need to support their curriculum and the learning experiences they create for their students.
- **Professional Development for 8<sup>th</sup> Grade Teachers.** Please Note: This section was only completed by two respondents and the results are not included in this report because they are outside the scope of this report.

### **Procedures**

We opened the survey on Friday, February 18, 2011. See Appendix A for a PDF version of the survey and the raw data for the responses.

Matthew Hayes of the SDUSD emailed a link to the survey on Friday, February 18, 2011 to nine 3<sup>rd</sup> grade and eleven 4<sup>th</sup> grade SDUSD teachers. Matthew also distributed an email reminder to the same list on Wednesday, February 23, 2011.

In addition to the emails that Matthew sent, we also emailed an invitation on Thursday, February 24, 2011 to 296 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade SDUSD teachers listed in the staff directories of SDUSD school websites.

We closed the survey on Saturday, February 26, 2011 and downloaded the data from Survey Monkey into Microsoft Excel to analyze the data and create the charts you see in this report.

Appendix B contains the text of the email invitations and Appendix C is the email distribution list we used on Thursday, February 24.

### **FINDINGS**

The reason for the survey was to find out how the SDHC could better serve the SDUSD 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers and their students. A detailed, question-by-question analysis is presented in Appendix D.

In this section we attempt to answer the following questions about 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers in the SDUSD:

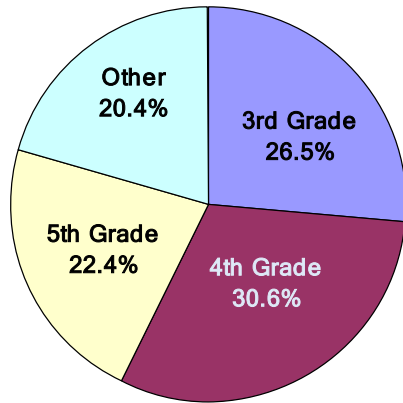
- Who responded to the survey?
- Who influences the choice of field trips? What do they look for?
- How do they prepare for field trips?
- Do they know what the SDHC has to offer?
- What curriculum support are they interested in?

We also provide recommendations for the SDHC to provide products and services to SDUSD 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade teachers to encourage them to bring their students to the SDHC facilities.

**Survey Participants**

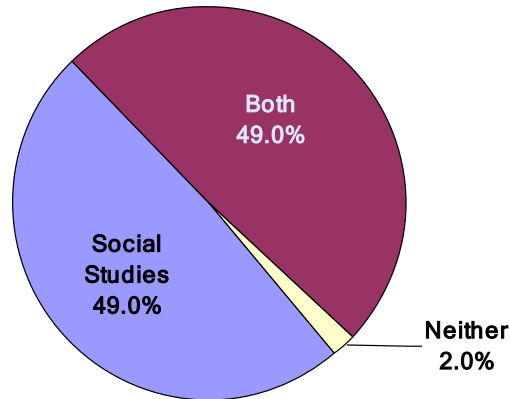
Forty-nine teachers from thirty-three schools in the SDUSD responded to the survey in the proportions shown in the following pie chart, 26.5% 3<sup>rd</sup> Grade teachers, 30.6% 4<sup>th</sup> Grade, 22.4% 5<sup>th</sup> grade, and 20.4% either taught other grades or combinations of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>.

**IMAGE 1: Survey Participants**



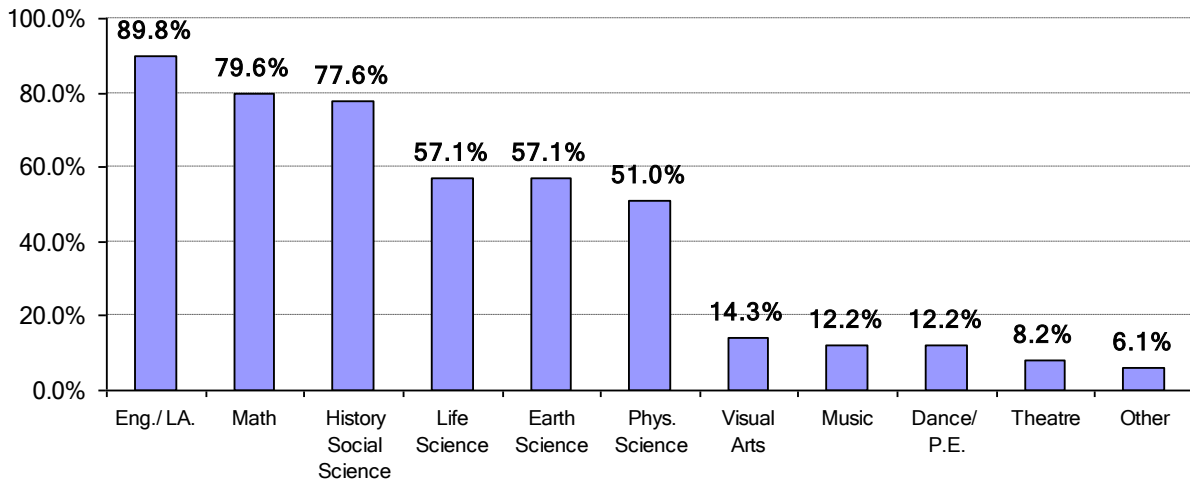
Except for one, all of the teachers (98%) either teach social science or both history and social science. (Note: There may be some confusion over history as a separate subject and history as a part of social studies.)

**IMAGE 2: Social-Studies Teaching Experience**



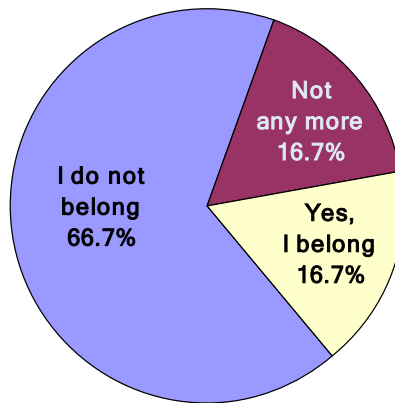
89.8% of the teachers reported feeling comfortable and confident teaching English-Language Arts. The percentage of teachers comfortable with Mathematics (79.6%), and History-Social Studies (77.6%) were also high. However, as a group they have only a modest level of comfort with the sciences (51%-57.1%), and a low level of comfort with the arts (6.1%-12.2%).

**IMAGE 3: Subject Matter Preference**



Only a small percentage (16.7%) of the teachers belong to an educational organization such as the National Council for the Social Studies.

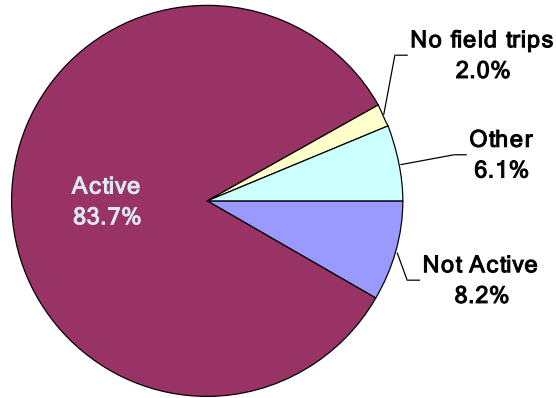
**IMAGE 4: Educational Organization Membership**



**Field Trip Influences**

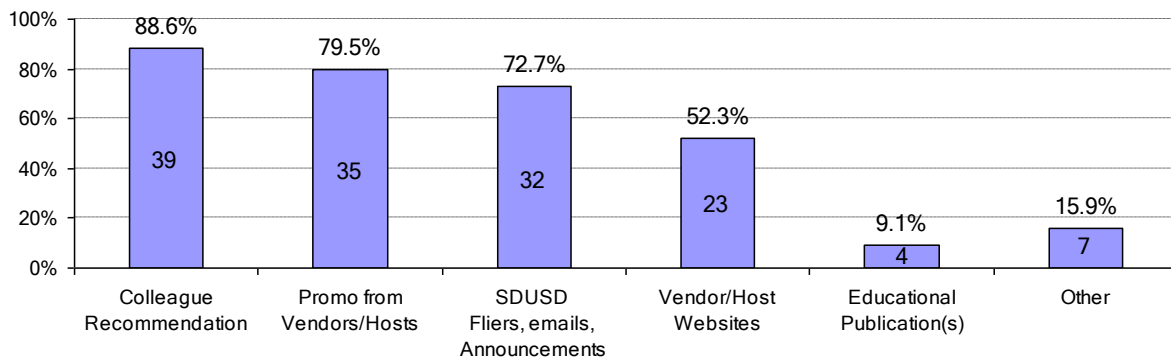
A high percentage (83.7%) of the teachers reported that they are active in choosing and planning field trips. These are some of the people who influence where students will go on field trips.

**IMAGE 5: Trip Planning Activity**



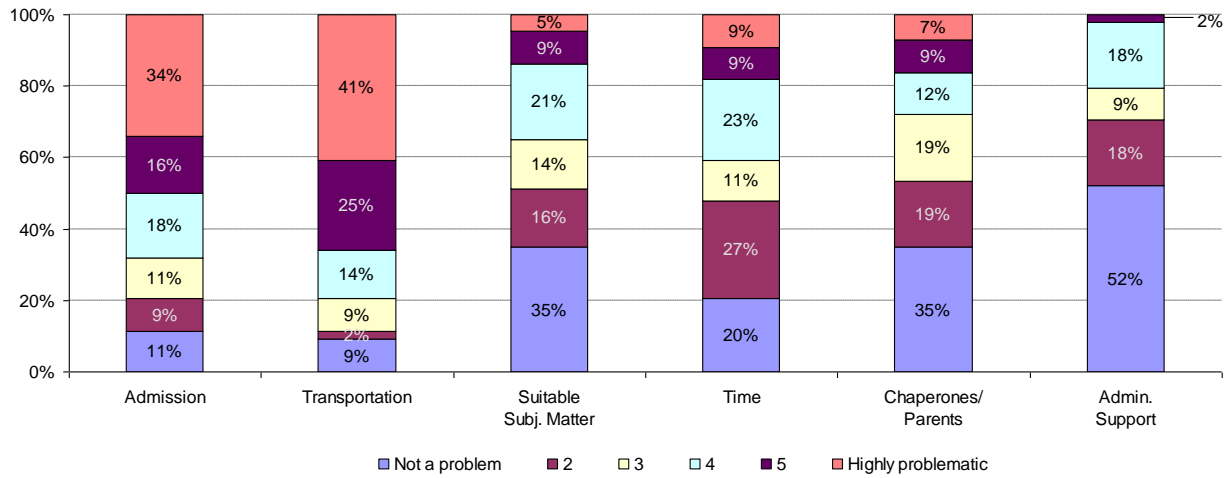
When they make choices about where to go on a field trip, the biggest influence on their decision is a recommendation from other teachers; 88.6% of the teachers said they get information about where to go from colleagues. Their choices are also influenced by promotions from the field trip facilities (79.5%) and SDUSD district communications (72.7%). Anything the SDHC can do to leverage these channels of communication will be valuable.

**IMAGE 6: Preferred Trip Information Sources**



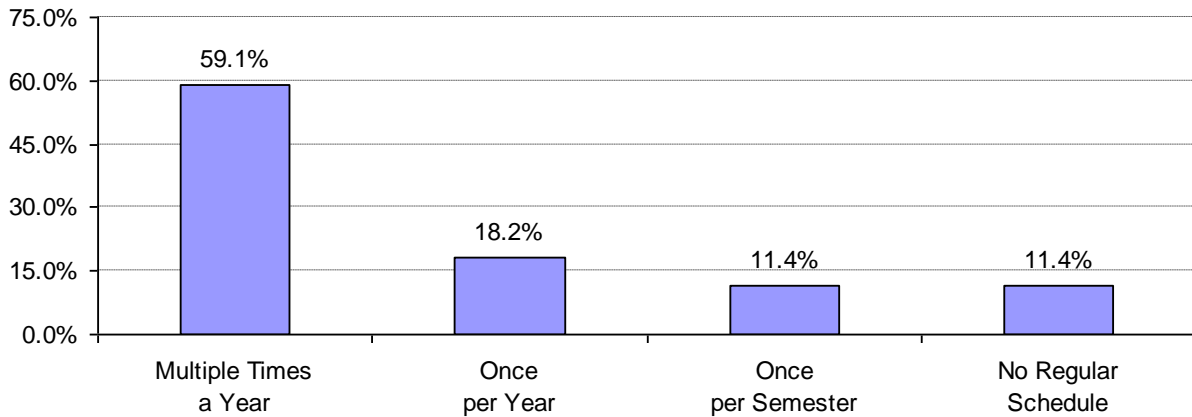
As might be expected, the biggest challenges presented by field trips are the cost of admission (problematic for more than 60%) and the cost of transportation (for more than 75%). Interestingly, administrative challenges were not perceived as a problem. Teachers would appreciate any help the SDHC can provide to mitigate these costs.

**IMAGE 7: Primary Challenges to Trip Planning**

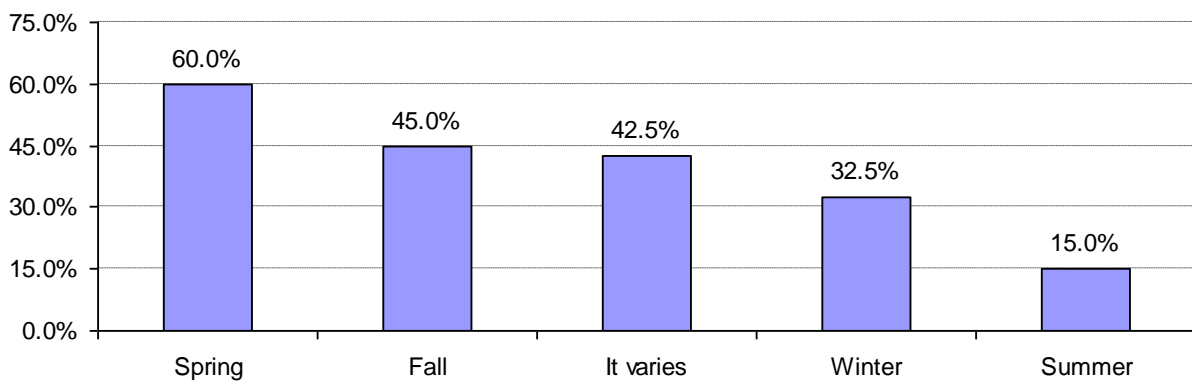


There doesn't seem to be a season for planning field trips. 59% reported they plan multiple times per year and in every season of the year. This means that the SDHC should promote its facilities year-round.

**IMAGE 8: Field Trip Planning Frequency**



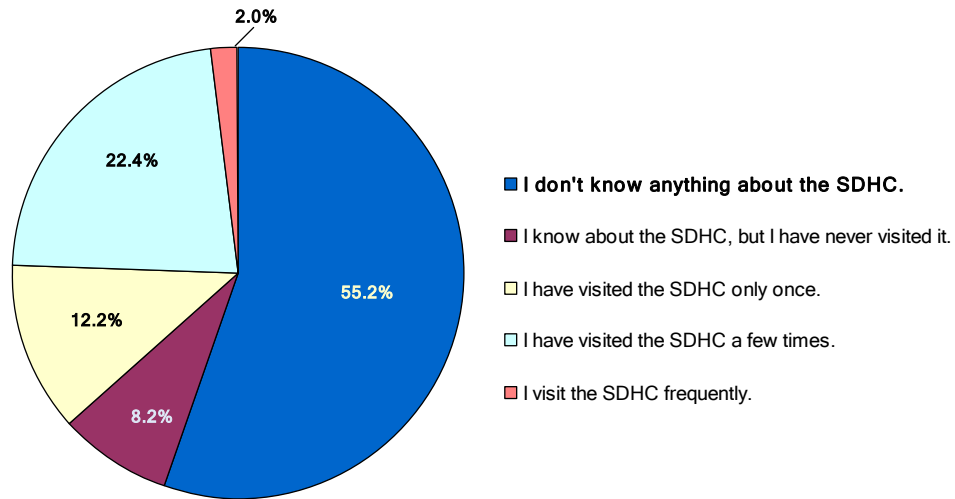
**IMAGE 9: Seasonal Field Trip Planning**



### ***Knowledge of the SDHC***

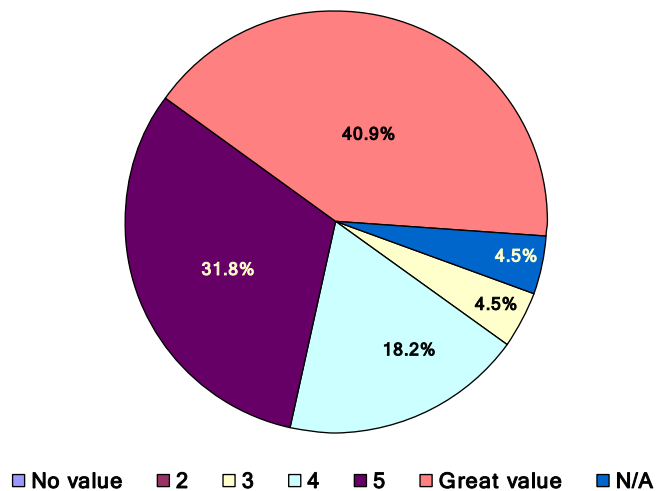
Of all the responses, those about familiarity with the SDHC were the most telling. As shown in the following chart, more than half (55.2%) of the teachers had no familiarity with the SDHC.

**IMAGE 10: SDHC Familiarity**



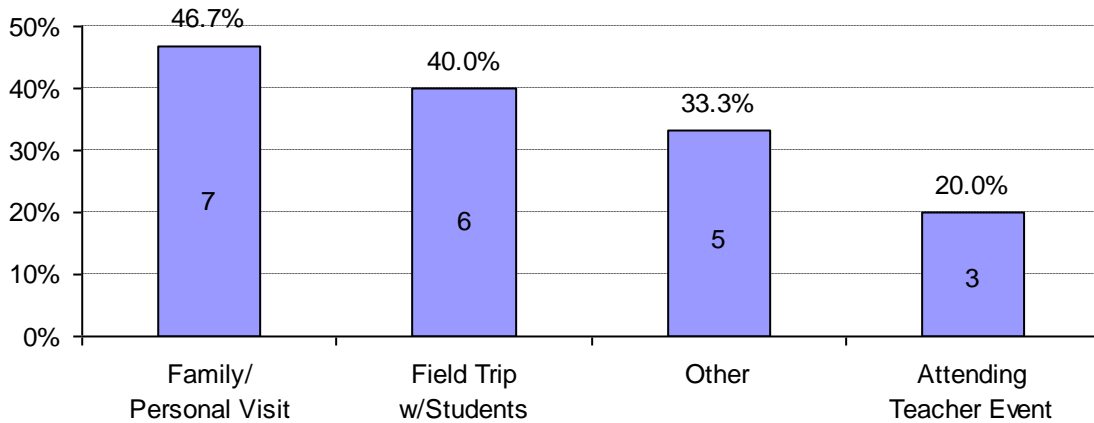
However, of those who were familiar with the SDHC, 91% rated the SDHC's value above the midpoint and 31.8% and 40.9% rated the SDHC and highly valuable and extremely valuable, respectively.

**IMAGE 11: SDHC Educational Value**



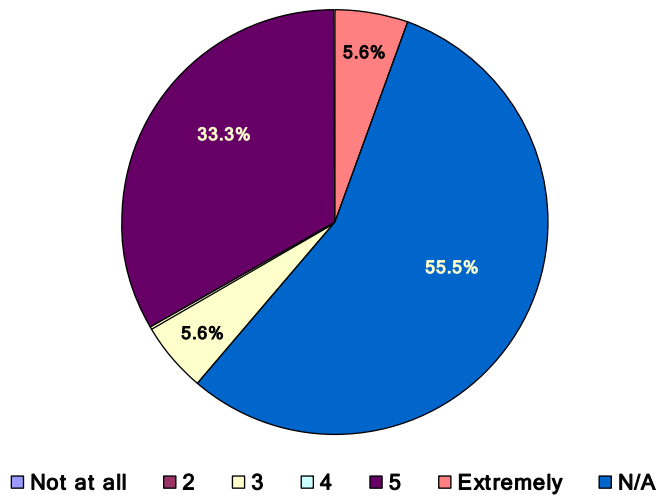
Only 6 teachers have taken students to an SDHC facility on a field trip.

**IMAGE 12: Teacher/Student Trip Activity**



But those teachers, who have taken students on a field trip to an SDHC facility, felt that the experience was either engaging (33.3%) or extremely engaging (5.6%).

**IMAGE 13: Student Engagement**

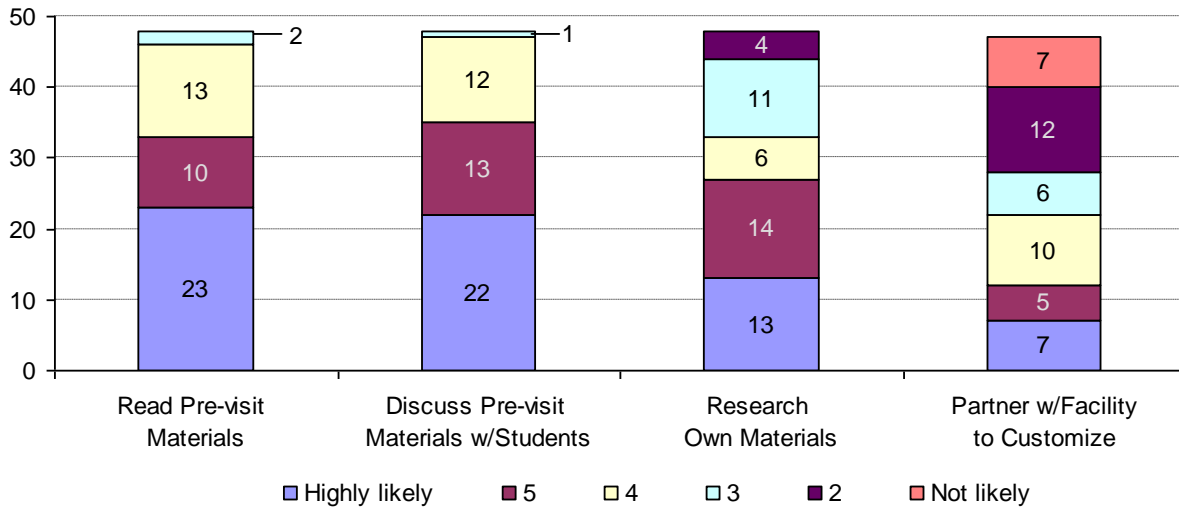


Clearly, there is a need to promote the SDHC offering more extensively.

***Field Trip Preparations and Curriculum Support***

In preparing for a field trip, teachers said they most likely to read and discuss pre-visit materials with their students. This presents a huge opportunity for the SDHC to connect with teachers and students before and after visits.

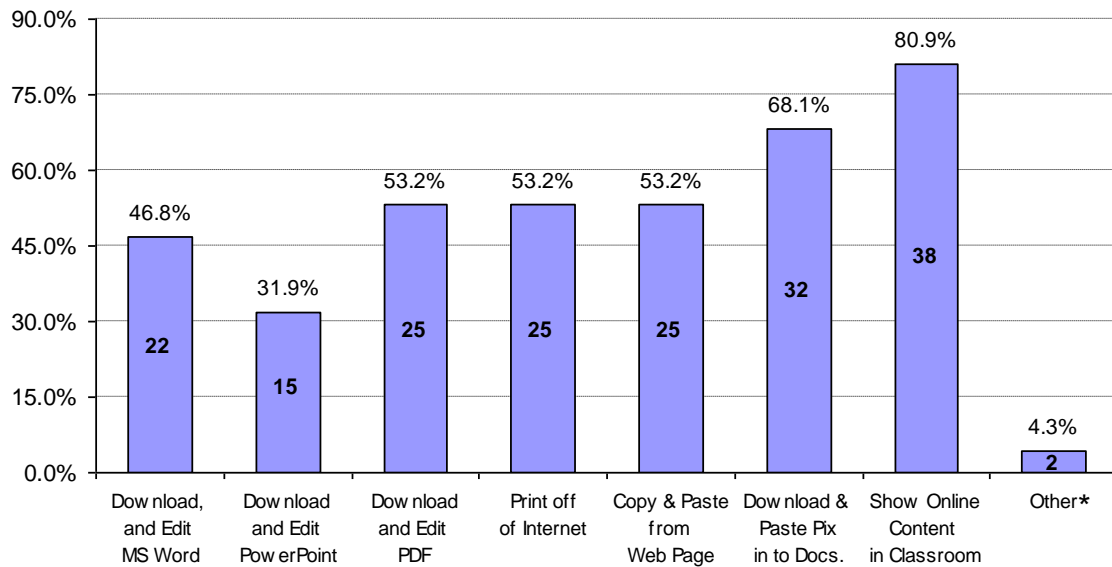
**IMAGE 14: Educational Trip Preparation**



Of the choices given, historical photos and replica artifacts rated highest among the materials that teachers would like to have access to for the classroom for both before and after the visit. However, none of the choices were rejected, although docent scripts had a mediocre rating after visits.

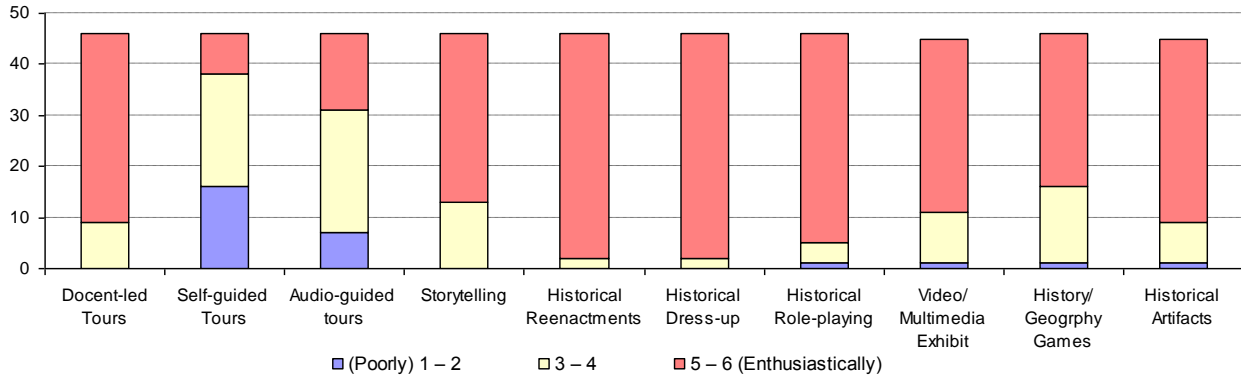
It makes sense that teachers would take advantage of the internet materials that require the least effort. That's likely why showing online content in the classroom received a more favorable rating (80.9%) than downloading, printing, or copying and pasting content.

**IMAGE 15: Use of Web-Based Resources**



During a visit, historical reenactments and dress had a very high appeal. The only aspects that receive low ratings were self-guided tours and audio-guided tours.

**IMAGE 16: Student Learning Preferences**



### ***Recommendations***

Based on these findings, we have three general recommendations with a few more specific recommendations for each general category. As part of our contract, we will implement one mutually agreeable intervention based on one of these specific recommendations.

1. Create a year-round, multi-channel promotional program that includes some or all of the following elements
  - Direct mail and email marketing (Appendix E discusses an SDUSD Staff Directory that we could put together to support email marketing.)
  - Indirect marketing through SDUSD communications
  - Indirect marketing through social media
  - Visits to classrooms and assemblies incorporating historical content such as reenactments, storytelling, or role playing
  - A touring exhibit that includes artifact reproductions, such as time capsules from different periods in San Diego history
  
2. Make materials available online and formatted for teachers to use on projectors in their classrooms:
  - A virtual tours of museum spaces, exhibits, or historical places
  - Historical pictures
  - Images of historical documents and other artifacts
  - Simple, easy instructions for making replicas of historical artifacts
  - Stories told by engaging storytellers
  
3. Distribute information about accessibility for special needs students as follows:
  - In the promotion campaign
  - Clearly visible on the SDHC website

# APPENDICES

## APPENDIX A: SURVEY AND RESPONSES

Appendix A includes a PDF and Excel version of the data sourced directly from the San Diego History Center SurveyMonkey survey.

- *SDHC Survey Content* contains formatted content of the survey in PDF format.



SDHC Survey  
Content

- *Response Data* file contains the raw data from the survey in Excel format.



Response Data.xls

Select and double-click either icon to launch the file in it's respective application.

## APPENDIX B: EMAIL INVITATIONS

The survey was promoted through e-mail. Matthew Hayes of the SDUSD emailed the survey link to 45 middle school, 9 third grade, and 11 fourth grade teachers on Friday, February 19, 2011. The following text was included in an email that Matthew's sent to SDUSD.

Additionally, middle and elementary school teachers are invited to complete a survey for the San Diego History Center to help that organization better tailor its educational programs to the needs of teachers and students. The survey can be found at:

<http://www.surveymonkey.com/s/ppsdhc>

Shawn Albert Shepard emailed the survey link to an additional 296 email addresses (listed in the table below) on Thursday, February 25, 2011. The text of the email was as follows.

*Subject: San Diego History Center Survey*

*What would the BEST EDUCATIONAL EXPERIENCE for your students look like?*

*Please take this 10-minute survey before 9:00pm Friday, February 25th to help us find out.*

*We are two graduate students, Justin Kennedy and Shawn Albert Shepard, working with the San Diego History Center (SDHC) to provide the most rewarding educational experience possible for your students with the resources available at the SDHC. Your answers to the survey will help us achieve that goal.*

*Everyone who completes the survey will have an opportunity to win a FREE, guided SDHC FIELD TRIP.*

*Thank you very much for taking the time to complete our survey.*

*The survey is located at: <http://www.surveymonkey.com/s/ppsdhc>*

*Thank you.*

*Sincerely,*

*[Shawn Albert Shepard](#) & [Justin Kennedy](#)*

*Graduate Students*

*San Diego State University,*

*Dept. of Educational Technology*

### APPENDIX C: EMAIL DISTRIBUTION LIST

The invitations were sent to this list of email addresses on Thursday, February 24, 2011. The email addresses came from the staff directories on the school websites.

**TABLE 1: Staff Directory Email**

SCHOOL	EMAIL	SCHOOL	EMAIL	SCHOOL	EMAIL
1. Adams	sfinn@sandi.net	22. Baker	mvargas4@sandi.net	43. Bay Park	cwade@sandi.net
2. Adams	kflynn@sandi.net	23. Baker	dwilliams2@sandi.net	44. Bay Park	sfrieden-howe@sandi.net
3. Adams	jcismeros@sand.net	24. Baker	kzonsius@sandi.net	45. Benchley	sshelley@sandi.net
4. Adams	aknox@sandi.net	25. Balboa	sarevalo@sandi.net	46. Benchley	fharvey@sandi.net
5. Adams	scarole@sandi.net	26. Balboa	lphillips@sandi.net	47. Benchley	jmanen@sandi.net
6. Adams	bshirley@sandi.net	27. Balboa	mluevano@sandi.net	48. Benchley	kaufsesser@sandi.net
7. Adams	rbramlett@sandi.net	28. Balboa	acurry@sandi.net	49. Benchley	jarmstrong@sandi.net
8. Angier	jgroff@sandi.net	29. Balboa	mvirto@sandi.net	50. Benchley	lsheeler@sandi.net
9. Angier	cmartinez2@sandi.net	30. Balboa	rduran1@sandi.net	51. Benchley	chasselbar@sandi.net
10. Angier	kkivett@sandi.net	31. Balboa	rhampton@sandi.net	52. Benchley	kfilner@sandi.net
11. Angier	kmueller1@sandi.net	32. Balboa	lnguyen@sandi.net	53. Bird Rock	cshear@sandi.net
12. Angier	jxiong@sandi.net	33. Balboa	jnavarra@sandi.net	54. Bird Rock	ldegooyer@sandi.net
13. Angier	jmeier@sandi.net	34. Balboa	jneri1@sandi.net	55. Bird Rock	ktatman@sandi.net
14. Angier	dlaw@sandi.net	35. Bay Park	reusebio@sandi.net	56. Bird Rock	kradford@sandi.net
15. Baker	ebatista@sandi.net	36. Bay Park	cheinze@sandi.net	57. Bird Rock	dlally@sandi.net
16. Baker	abrown3@sandi.net	37. Bay Park	rserbin@sandi.net	58. Bird Rock	avolk@sandi.net
17. Baker	bchampion@sandi.net	38. Bay Park	cacerno@sandi.net	59. Bird Rock	glarowe@sandi.net
18. Baker	sjacobs@sandi.net	39. Bay Park	ealyea@sandi.net	60. Cadman	bbigler@sandi.net
19. Baker	mjohnson7@sandi.net	40. Bay Park	aranbarger@sandi.net	61. Cadman	ggoss@sandi.net
20. Baker	rmora1@sandi.net	41. Bay Park	syates@sandi.net	62. Cadman	dlawless@sandi.net
21. Baker	jrodriguez@sandi.net	42. Bay Park	sioannides@sandi.net	63. Cadman	heastin@sandi.net

SCHOOL	EMAIL	SCHOOL	EMAIL	SCHOOL	EMAIL
64. Carver	pdemeules@sandi.net	90. Chollas/Mead	snichols2@sandi.net	116. Einstein	ksteimle@aeacs.org
65. Carver	cfrumm@sandi.net	91. Chollas/Mead	cbrauch@sandi.net	117. Einstein	ahutter@aeacs.org
66. Carver	rgodfrey@sandi.net	92. Chollas/Mead	mgomez@sandi.net	118. Einstein	kdziaslas@aeacs.org
67. Carver	kmaddox@sandi.net	93. Chollas/Mead	ssamaniego@sandi.net	119. Einstein	jgeraci@aeacs.org
68. Chavez	marroyave@sandi.net	94. Chollas/Mead	tcordero@sandi.net	120. Einstein	ssaba@aeacs.org
69. Chavez	jbierkan@sandi.net	95. Chollas/Mead	smiller4@sandi.net	121. Einstein	smorse@aeacs.org
70. Chavez	alopez@sandi.net	96. Chollas/Mead	kzittle@sandi.net	122. Einstein	pkramer@aeacs.org
71. Chavez	slaidlow@sandi.net	97. Chollas/Mead	pdemeules@sandi.net	123. Einstein	mhuschke@aeacs.org
72. Chavez	elundeen@sandi.net	98. Clay	dalexandros@sandi.net	124. Encanto	jlove@sandi.net
73. Chavez	tmeaney@sandi.net	99. Clay	jclark1@sandi.net	125. Encanto	dlyon@sandi.net
74. Chavez	nsanchez1@sandi.net	100. Clay	wjay@sandi.net	126. Encanto	jmann@sandi.net
75. Chavez	zrodriguez@sandi.net	101. Clay	alabastida@sandi.net	127. Encanto	mporter@sandi.net
76. Chesterton	jdaluz@sandi.net	102. Clay	sturner3@sandi.net	128. Encanto	dstinson@sandi.net
77. Chesterton	gfiore@sandi.net	103. Curie	ldownard@sandi.net	129. Encanto	rescoto@sandi.net
78. Chesterton	mlugo@sandi.net	104. E. B. Scripps	mchelos@sandi.net	130. Encanto	mhernandez3@sandi.net
79. Chesterton	gmccoy@sandi.net	105. E. B. Scripps	agelaro@sandi.net	131. Encanto	squinn@sandi.net
80. Chesterton	jmoore@sandi.net	106. E. B. Scripps	chawley@sandi.net	132. Encanto	csingh@sandi.net
81. Chesterton	kramos@sandi.net	107. E. B. Scripps	hsandefur@sandi.net	133. Encanto	cbenesch@sandi.net
82. Chesterton	kramsey@sandi.net	108. E. B. Scripps	gcasey@sandi.net	134. Encanto	asarsfield@sandi.net
83. Chesterton	droberson@sandi.net	109. E. B. Scripps	mgil@sandi.net	135. Encanto	cfitzpatrick@sandi.net
84. Chesterton	bshekoufeh@sandi.net	110. E. B. Scripps	mrowe@sandi.net	136. Encanto	mdelosreyes@sandi.net
85. Chollas/Mead	swoods1@sandi.net	111. E. B. Scripps	jshobar@sandi.net	137. Encanto	bkukuchek@sandi.net
86. Chollas/Mead	clopez-rizzo@sandi.net	112. E. B. Scripps	lbailey@sandi.net	138. Ericson	sdewey-hoffman@sandi.net
87. Chollas/Mead	vharrell@sandi.net	113. E. B. Scripps	lmoos@sandi.net	139. Ericson	tzelenka@sandi.net
88. Chollas/Mead	jweisinger@sandi.net	114. Einstein	mguarino@aeacs.org	140. Ericson	dsalongo@sandi.net
89. Chollas/Mead	kdribben@sandi.net	115. Einstein	ufischer@aeacs.org	141. Ericson	jtimm@sandi.net

SCHOOL	EMAIL	SCHOOL	EMAIL	SCHOOL	EMAIL
142. Ericson	cmcclelland1@sandi.net	168. Fay	ccarroll1@sandi.net	194. Hage	lsadac@sandi.net
143. Ericson	rstephens-yoder2@sandi.net	169. Fay	kkeirse@sand.net	195. Hage	agoldstein@sandi.net
144. Ericson	kmcclelland@sandi.net	170. Fay	kescalante@sandi.net	196. Hage	mbarnett@sandi.net
145. Ericson	rhaggins@sandi.net	171. Fay	sfargason@sandi.net	197. Hage	dmacintosh@sandi.net
146. Ericson	pbarham@sandi.net	172. Fay	phannach@sandi.net	198. Hage	dderr1@sandi.net
147. Ericson	mbeaulieu@sandi.net	173. Fay	fay@harmoniumsd.org	199. Hage	smendiola@sandi.net
148. Ericson	vmitchell@sandi.net	174. Fay	sbussey@sandi.net	200. Hage	tdeluna@sandi.net
149. Ericson	rpatch@sandi.net	175. Fay	mlinsin@sandi.net	201. Hancock	meffron@sandi.net
150. Ericson	brainwater@sandi.net	176. Fay	rmurray@sandi.net	202. Hancock	lgordon@sandi.net
151. Ericson	aragus@sandi.net	177. Fay	cnguyen1@sandi.ent	203. Hancock	mpeji@sandi.net
152. Ericson	szdenek@sandi.net	178. Fay	kobrien@sandi.net	204. Hancock	dslacum@sandi.net
153. Euclid	lbrown12@sandi.net	179. Fay	rschaible@sandi.net	205. Hancock	jsteele@sandi.net
154. Euclid	rcox-campbell@sandi.net	180. Fay	msperos@sandi.net	206. Hancock	aanquillano@sandi.net
155. Euclid	dhernandez3@sandi.net	181. Fay	rvachal@sandi.net	207. Hancock	mjohnson4@sandi.net
156. Euclid	levans@sandi.net	182. Fay	cwadden@sandi.net	208. Hancock	fpritchett@sandi.net
157. Euclid	aharness@sandi.net	183. Fay	yantonio@sandi.net	209. Hancock	mcannizzaro@sandi.net
158. Euclid	shughes2@sandi.net	184. Green	bbridges@sandi.net	210. Hancock	mjakl@sandi.net
159. Euclid	kkuspa@sandi.net	185. Green	kcardrant@sandi.net	211. Hancock	moeffling@sandi.net
160. Euclid	eleuthard@sandi.net	186. Green	lvolpe@sandi.net	212. Hancock	lroberts@sandi.net
161. Euclid	cmanivone@sandi.net	187. Green	sanderson1@sandi.net	213. Hardy	cbailey@sandi.net
162. Euclid	gpage@sandi.net	188. Green	cwilsie@sandi.net	214. Hardy	hbryant@sandi.net
163. Euclid	hrodriguez-babick1@sandi.net	189. Green	tklein@sandi.net	215. Hardy	mleaverton@sandi.net
164. Euclid	ssaco@sandi.net	190. Hage	vserrano@sandi.net	216. Hardy	dmchale@sandi.net
165. Euclid	lwinkless@sandi.net	191. Hage	tsolis@sandi.net	217. Hardy	rnierhaus@sandi.net
166. Euclid	dmanis@sandi.net	192. Hage	pwiesenberg@sandi.net	218. Hardy	cvega@sandi.net
167. Fay	mamonette@sandi.net	193. Hage	aphilips@sandi.net	219. Hardy	gwilson1@sandi.net

SCHOOL	EMAIL	SCHOOL	EMAIL	SCHOOL	EMAIL
220.	Hawthorne	bhutchins@sandi.net	246.	Juarez	ejacobse@sandi.net
221.	Hawthorne	cbohling@sandi.net	247.	Juarez	jwilson4@sandi.net
222.	Hawthorne	bluhnow@sandi.net	248.	Juarez	wculver@sandi.net
223.	Hawthorne	cbledsoe1@sandi.net	249.	Kumeyaay	silloyd@sandi.net
224.	Hawthorne	cbisciglia@sandi.net	250.	Kumeyaay	fcuellar@sand.net
225.	Hawthorne	jpgerry@sandi.net	251.	Kumeyaay	sjones4@sandi.net
226.	Hawthorne	lsherman@sandi.net	252.	Kumeyaay	mhogan@sandi.net
227.	Hawthorne	mtrent@sandi.net	253.	Kumeyaay	sserafino@sandi.net
228.	Hawthorne	psmith3@sandi.net	254.	Kumeyaay	mcapitelli@sandi.net
229.	Holmes	kmctaggart@sandi.net	255.	Kumeyaay	rbernstein@sandi.net
230.	Holmes	jmorrison@sandi.net	256.	Kumeyaay	vbedford@sandi.net
231.	Holmes	bwoodfill@sandi.net	257.	Kumeyaay	ckelley1@sandi.net
232.	Innovations	patrick@innovationsacademy.org	258.	Kumeyaay	smanoguerra@sandi.net
233.	Innovations	kim@innovationsacademy.org	259.	Kumeyaay	lcote@sandi.net
234.	Innovations	bill@innovationsacademy.org	260.	La Jolla	jboyle@sandi.net
235.	Jones	calbers@sandi.net	261.	La Jolla	anicolaidis@sandi.net
236.	Jones	nbartley@sandi.net	262.	La Jolla	skommesa@sandi.net
237.	Jones	tearly@sandi.net	263.	La Jolla	iakiyama@sandi.net
238.	Jones	rleckner@sandi.net	264.	La Jolla	dbalmat@sandi.net
239.	Jones	kpetersen2@sandi.net	265.	La Jolla	elewis2@sandi.net
240.	Jones	tpierce@sandi.net	266.	La Jolla	vkrapfel@sandi.net
241.	Jones	cwilcoxson@sandi.net	267.	La Jolla	mnaylor@sandi.net
242.	Jones	asolomon@sandi.net	268.	La Jolla	mroy@sandi.net
243.	Jones	msanders@sandi.net	269.	La Jolla	kharvey1@sandi.net
244.	Juarez	mmcgowan@sandi.net	270.	La Jolla	kdyer@sandi.net
245.	Juarez	mchicorel@sandi.net	271.	La Jolla	hfrank@sandi.net
272.	La Jolla	jweber@sandi.net	273.	Lee	etaylor@sandi.net
274.	Lee	mbickers@sandi.net	275.	Lee	crodriguez@sandi.net
276.	Lee	dsmithrios@sandi.net	277.	Lee	mpulido@sandi.net
278.	Lee	ctrunzo@sandi.net	279.	Lee	malcorn@sandi.net
280.	Lee	ndixon@sandi.net	281.	Muir	lmcauliffe@sandi.net
282.	Muir	mlevacy@sandi.net	283.	Muir	bwaller@sandi.net
284.	Muir	mjean@sandi.net	285.	Sherman	agranados@sandi.net
286.	Sherman	tdejesus@sandi.net	287.	Sherman	gnavarro@sandi.net
288.	Sherman	pcalvillo@sandi.net	289.	Sherman	roswald@sandi.net
290.	Webster	jsmith6@sandi.net	291.	Webster	jeisner@sandi.net
292.	Webster	kmunson@sandi.net	293.	Webster	mreed2@sandi.net
294.	Webster	nluna@sandi.net	295.	Webster	msusana@sandi.net
296.	Wegeforth	dgonzalez1@sandi.net			

## APPENDIX D: QUESTION BY QUESTION ANALYSIS

### Q1. What is the name of the school where you currently teach? (n=49)

All 49 SDUSD teachers responded to this question. Thirty-three SDUSD schools were represented in the survey.

**TABLE 2: Participating SDUSD Schools**

	<u>Date/Time of Response</u>	<u>School</u>
1.	Feb 19, 2011 2:08 AM	Nye Elementary
2.	Feb 19, 2011 2:35 PM	Spreckels
3.	Feb 20, 2011 3:02 AM	Longfellow Spanish Immerion Magnet School
4.	Feb 21, 2011 7:51 PM	Pacific Beach Middle School
5.	Feb 22, 2011 2:07 AM	Herbert Ibarra Elementary School
6.	Feb 22, 2011 3:02 AM	Ibarra Elementary
7.	Feb 22, 2011 4:08 PM	Ibarra Elementary
8.	Feb 23, 2011 3:17 PM	DePortola Middle School
9.	Feb 24, 2011 10:24 PM	Ellen Browning Scripps
10.	Feb 24, 2011 10:53 PM	Baker El.
11.	Feb 24, 2011 11:14 PM	Ellen Browning Scripps Elementary
12.	Feb 24, 2011 11:18 PM	Cadman Elementary
13.	Feb 24, 2011 11:30 PM	Bird Rock Elementary
14.	Feb 24, 2011 11:36 PM	Chollas
15.	Feb 24, 2011 11:42 PM	Chollas-Mead
16.	Feb 24, 2011 11:57 PM	Bay Park Elementary
17.	Feb 25, 2011 1:16 AM	Balboa Elementary
18.	Feb 25, 2011 1:33 AM	Chollas Mead Elementary
19.	Feb 25, 2011 2:39 AM	Bird Rock Elementary
20.	Feb 25, 2011 4:55 AM	Ericson
21.	Feb 25, 2011 5:35 AM	Hancock Elementary School
22.	Feb 25, 2011 5:35 AM	Bay Park Elementary
23.	Feb 25, 2011 6:02 AM	Hardy Elementary School
24.	Feb 25, 2011 6:08 AM	Lee Elementary
25.	Feb 25, 2011 6:27 AM	Wegeforth

	<u>Date/Time of Response</u>	<u>School</u>
26.	Feb 25, 2011 10:45 AM	Bay Park Elementary
27.	Feb 25, 2011 1:26 PM	Kumeyaay
28.	Feb 25, 2011 1:41 PM	la jolla elementary
29.	Feb 25, 2011 3:10 PM	Fay Elementary
30.	Feb 25, 2011 3:23 PM	Fay Elementary
31.	Feb 25, 2011 3:47 PM	Juarez Elementary
32.	Feb 25, 2011 3:50 PM	Zamorano Fine Arts Academy
33.	Feb 25, 2011 4:02 PM	La Jolla Elementary School
34.	Feb 25, 2011 4:05 PM	Hancock Elem
35.	Feb 25, 2011 4:06 PM	Ericson Elementary
36.	Feb 25, 2011 4:07 PM	John Muir
37.	Feb 25, 2011 4:16 PM	Hancock Elem
38.	Feb 25, 2011 4:29 PM	Encanto Elementary
39.	Feb 25, 2011 4:47 PM	Robert E. Lee Elementary
40.	Feb 25, 2011 4:54 PM	Hage
41.	Feb 25, 2011 5:05 PM	Fay Elementary
42.	Feb 25, 2011 6:16 PM	Ericson Elementary
43.	Feb 25, 2011 8:28 PM	CHAVEZ ELEM
44.	Feb 25, 2011 9:10 PM	Carver K-8
45.	Feb 25, 2011 9:10 PM	La Jolla Elem
46.	Feb 25, 2011 10:52 PM	Clay Elementary
47.	Feb 25, 2011 11:30 PM	Curie Elem.
48.	Feb 26, 2011 12:33 AM	Bay Park
49.	Feb 26, 2011 5:12 PM	Innovations Academy

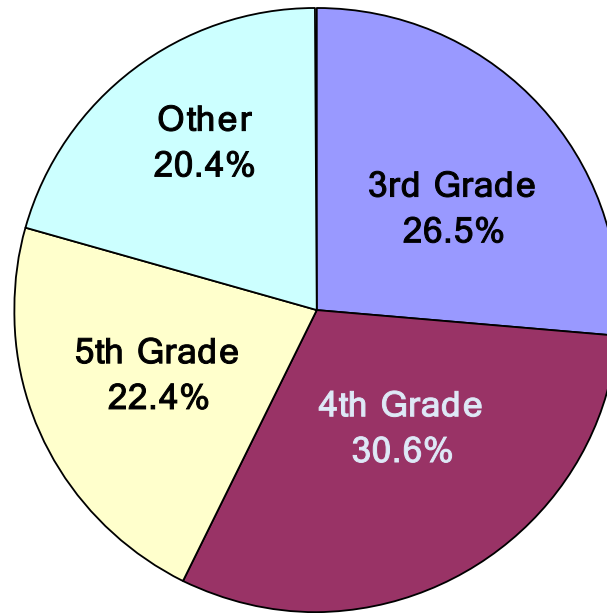
**Q2. Currently what grade do you primarily teach? (n=49)**

All 49 teachers responded to this question. However, only 39 identified specifically with the 3rd, 4th, or 5th grade. The other 20.4% of teachers were a mix of 1st, 2nd, 7th, and some combination of 3rd, 4th, and 5th grade.

**TABLE 3: Participants by Grade Taught**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
3rd Grade	26.5%	13
4th Grade	30.6%	15
5th Grade	22.4%	11
Other (Please specify.)	20.4%	10*

**IMAGE 17: TABLE 2: Participants by Grade Taught**



- \* 1) 06/08/2011  
 2) 7th grade  
 3) 2nd  
 4) First grade  
 5) 7th grade  
 6) 4th and 5th GATE Seminar  
 7) 4/5 combinatio [ed. combination]  
 8) K-3 students with moderate to severe disabilities [ed. disabilities]  
 9) 4/5 combo  
 10) I have both 3rd and 4th grade students in my class.

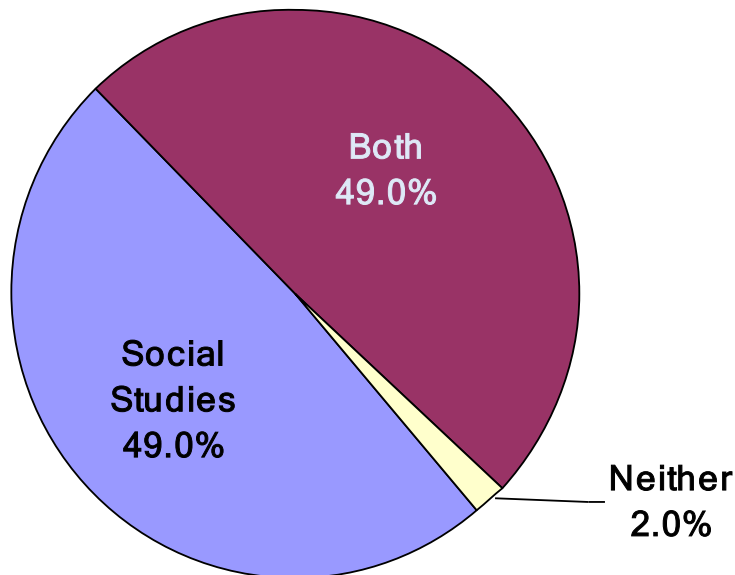
**Q3. Do you teach (or have you taught) Social-Studies or History? (n=49)**

All 49 teachers answered this question. None of the teachers said they had taught only history. Only one teacher did not teach either history or social studies. Of the other 48, exactly half said they had taught only social studies, and half said they had taught both social studies and history. These percentages still hold true when the responses are broken down by grade. This raises a question for another survey; how are history and social studies defined in the SDUSD at these grade levels?

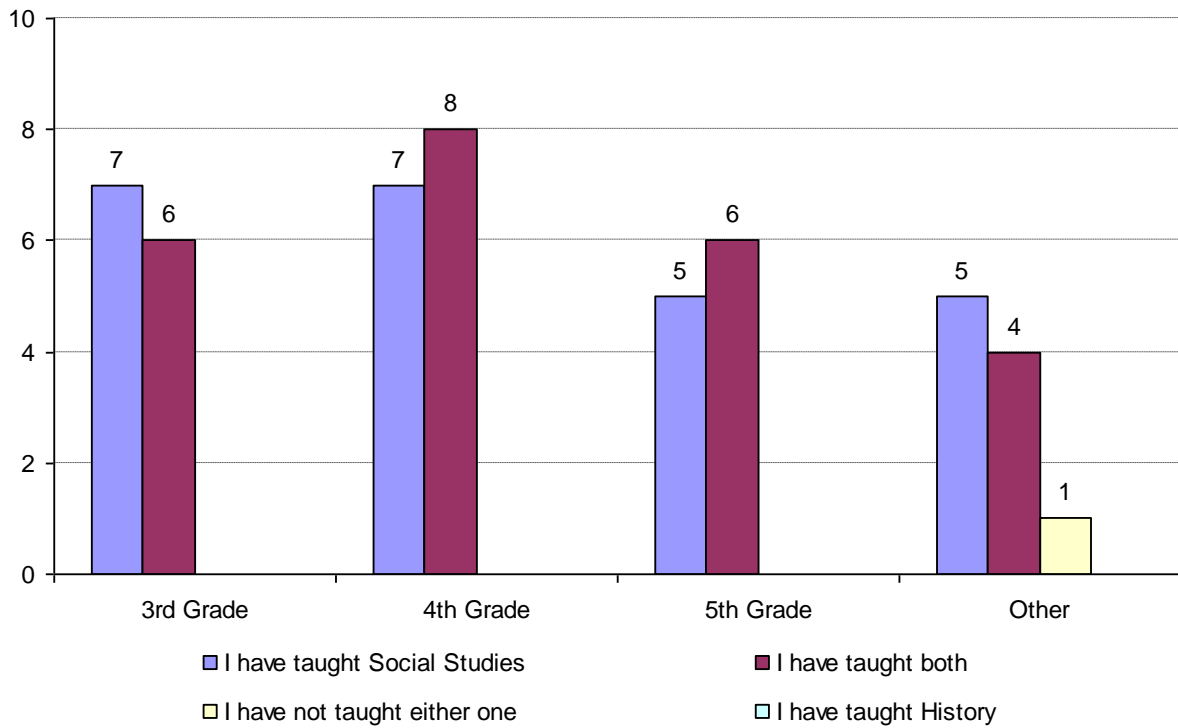
**TABLE 4: Social-Studies Experience**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
I have taught Social Studies.	49.0%	24
I have taught both.	49.0%	24
I have not taught either one.	2.0%	1
I have taught History.	0.0%	0

**IMAGE 18: Social-Studies Experience**



**IMAGE 19: Social-Studies Experience (by grade)**



**Q4. Would you like to continue with the survey? (n=1)**

Only those who answered “I have not taught either one,” to the previous question, “Do you teach (or have you taught) Social-Studies or History?” were directed to this question. Because the survey was designed specifically for those who would be interested in a field trip to the SDHC, this question provides a way for uninterested respondents to opt out of the survey. The one person who was directed to this question opted to continue the survey and was directed, along with the other 48 respondents, to the next question, “With which of the following areas of content are you most comfortable or confident? (Please check all that apply.)”

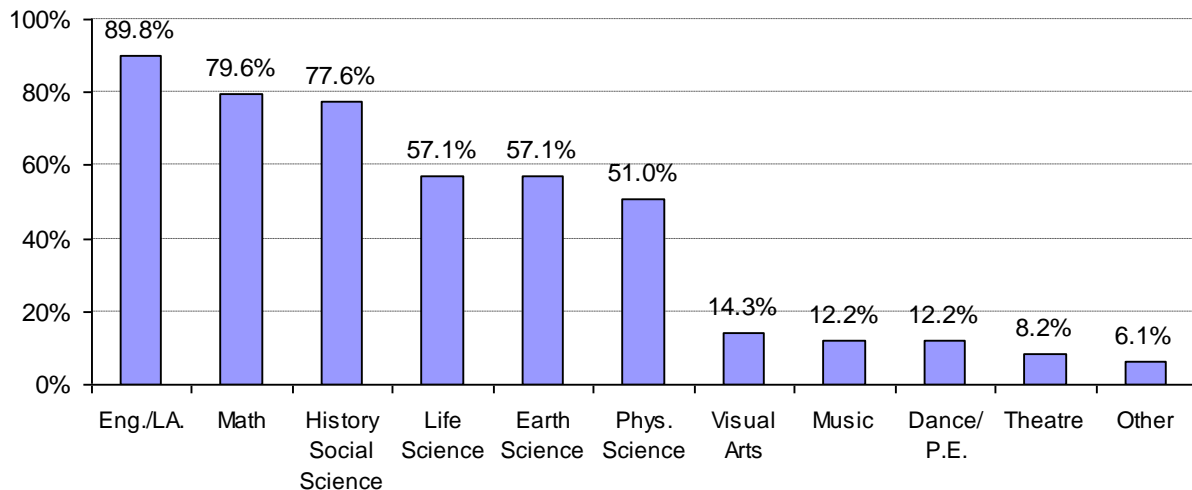
**Q5. With which of the following areas of content are you most comfortable or confident? (Please check all that apply.) (n=49)**

All 49 teachers answered this question. 89.8% of those 49 teachers felt comfortable or confident with English-Language Arts; similarly, 79.6% and 77.6% felt comfortable with Mathematics and History-Social Science, respectively. More than 50% of the 49 teachers felt comfortable with the sciences. Less than 15% felt comfortable with the arts.

**TABLE 5: Comfort with Content**

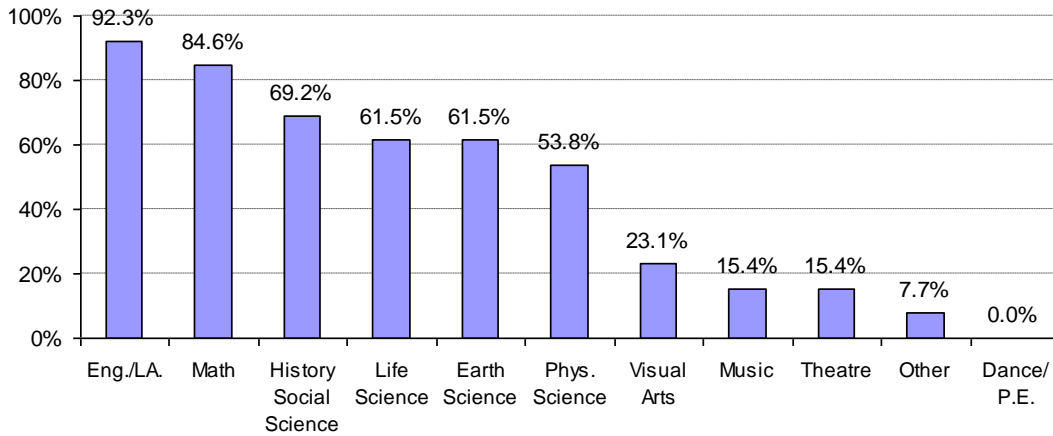
<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
English-Language Arts	89.8%	44
Mathematics	79.6%	39
History-Social Science	77.6%	38
Life Science	57.1%	28
Earth Science	57.1%	28
Physical Science	51.0%	25
Visual Arts	14.3%	7
Music	12.2%	6
Dance/Physical Education	12.2%	6
Theatre	8.2%	4
Other (please specify)	6.1%	3*

**IMAGE 20: Comfort with Content (All Grades)**

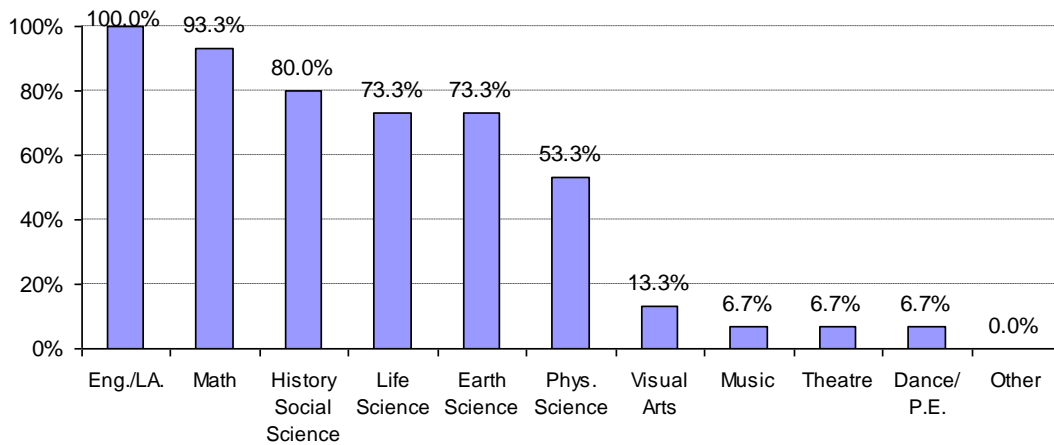


\* 1) Health, fine art  
 2) LANGUAGES, CHARACTER DEVEL.  
 3) Functional and Life Skills

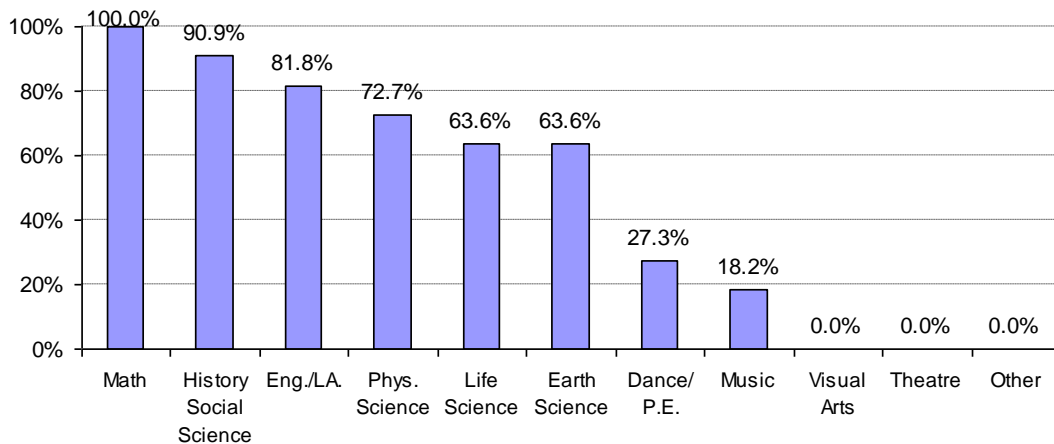
**IMAGE 21: Comfort with Content (Grade 3)**



**IMAGE 22: Comfort with Content (Grade 4)**



**IMAGE 23: Comfort with Content (Grade 5)**



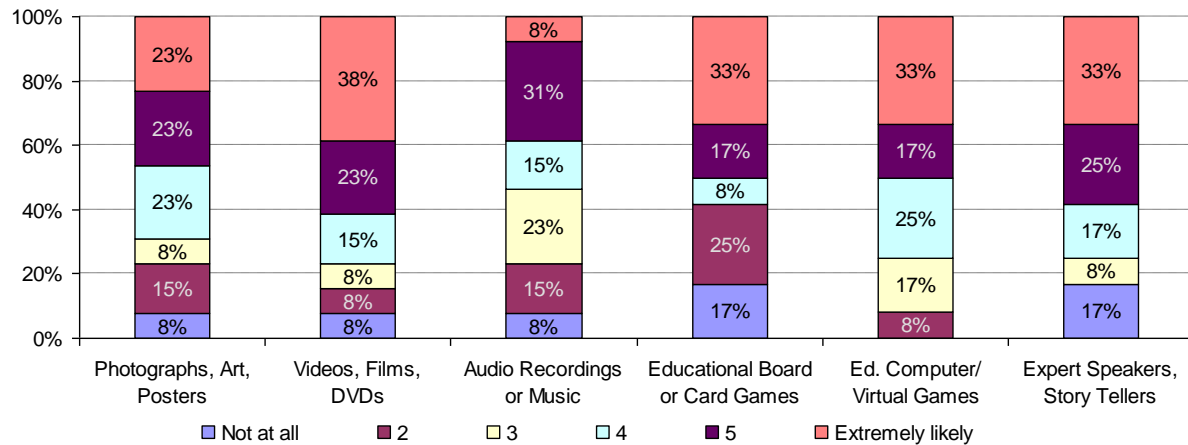
**Q6. Teachers often seek to supplement classroom learning with educational materials or resources outside those provided by the district. Please rate how likely you are to actively seek out these types of educational materials to support classroom learning. (n=49)**

All 49 of the teachers answered this question. The height of the midpoint (the boundary between purple and green) indicates preference. For instance, the midpoint for videos, films, and DVDs is the highest in aggregate and for each grade; the midpoint for audio recording or music is the lowest across all categories. In general, visual materials are preferred over the other types of materials; this is particularly true in the 5<sup>th</sup> grade, but less so in the 3<sup>rd</sup> and 4<sup>th</sup> grades, where storytellers and computer games also have a relatively high midpoint.

**TABLE 6: Supplemental Resources**

Answer	Not at All	2	3	4	5	Extremely Likely	Response Count
Photographs, Art, Posters	1	7	7	12	8	14	49
Videos, Films, DVDs	1	3	2	12	17	14	49
Audio Recordings or Music	2	6	16	10	7	8	49
Educational Board or Card Games	4	13	7	8	6	9	47
Educational Computer/Virtual Games	1	7	12	9	10	8	47
Expert Speakers, Story Tellers	3	6	8	6	12	11	46
Other types of materials or resources (please briefly explain)							7*

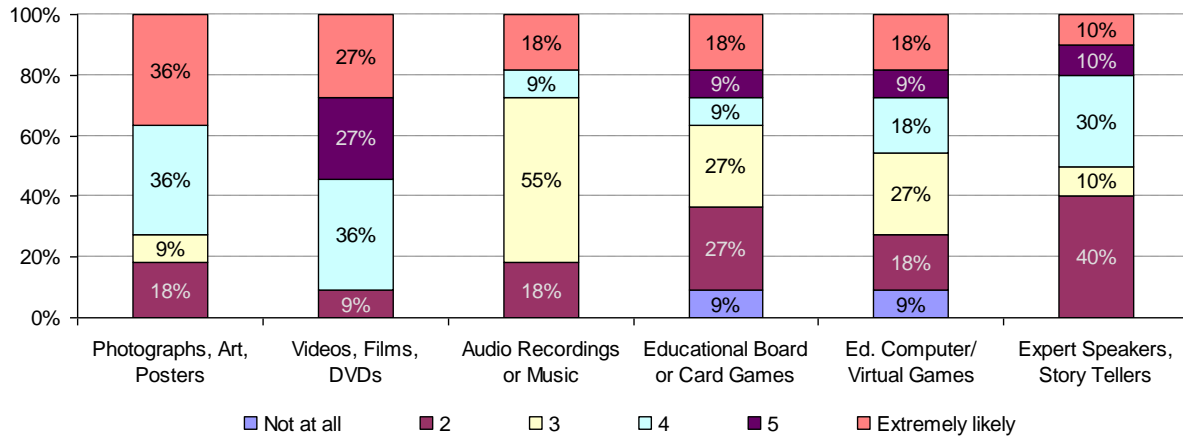
**IMAGE 24: Supplemental Resources (All Grades)**



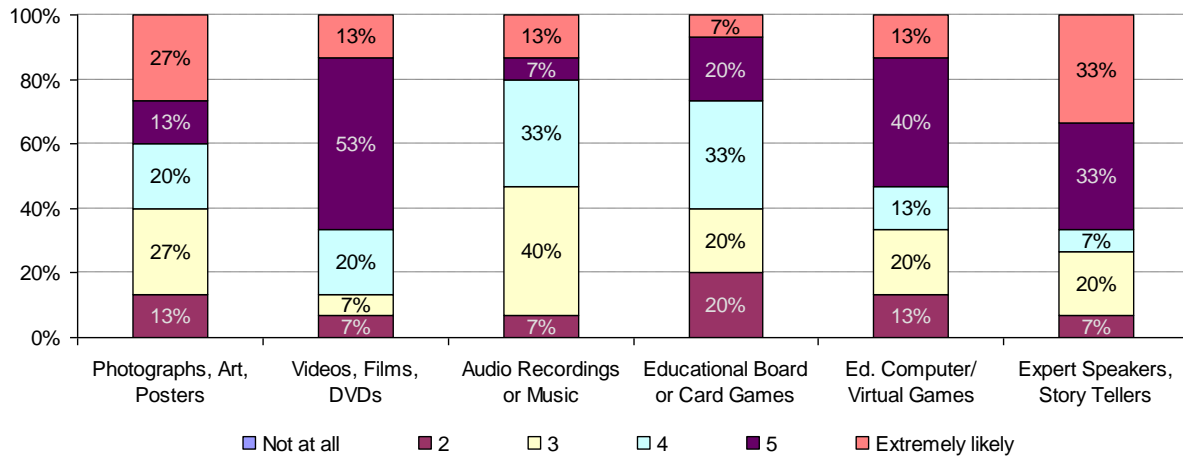
\* The following are copied without editing from the responses to “Other types of materials or resources.”

- 1) Historical costuming
- 2) Engaging, online experiential exercises--something a little more educational than games, that result in a completed task for assessment.
- 3) realia
- 4) Books, both student and edccator text
- 5) Models
- 6) Primary Sources
- 7) primary source docs

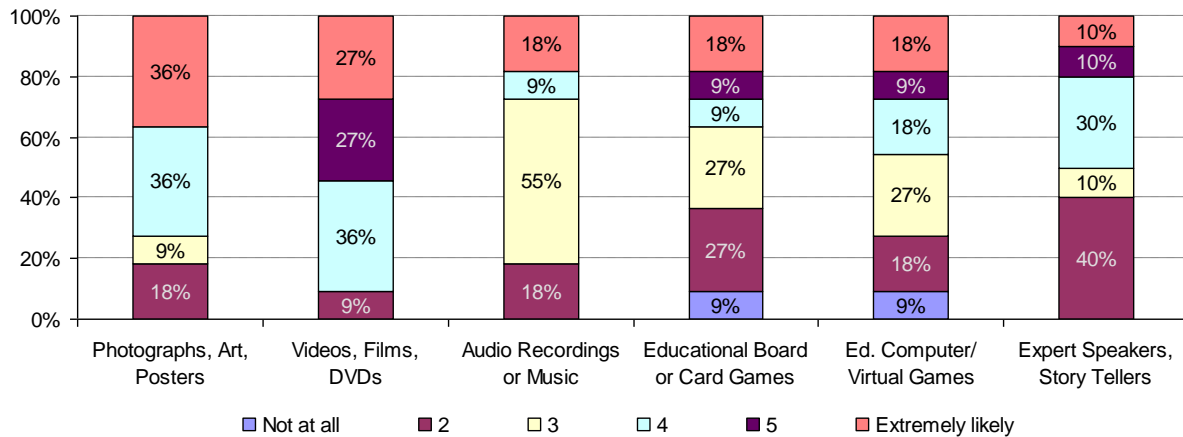
**IMAGE 25: Supplemental Resources (Grade 3)**



**IMAGE 26: Supplemental Resources (Grade 4)**



**IMAGE 27: Supplemental Resources (Grade 5)**



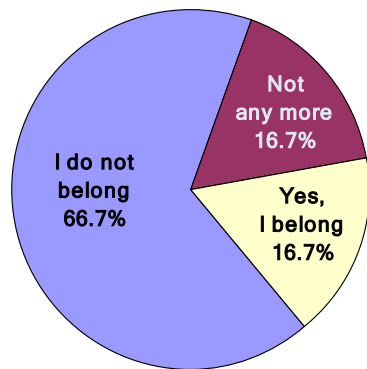
**Q7. There are a number of educational organizations that focus on specific areas of content, such as the *National Council for the Social Studies*, etc. Do you belong to any content-specific organizations that positively influence your teaching? (n=48)**

Only 8 (16.7%) of the 48 teachers who answered this question belong to an educational organization such as the *National Council for the Social Studies*, although 16.7% did belong in the past. These percentages do not vary appreciably from grade to grade with only 15.4%, 20%, and 10% for the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades, respectively. The organizations to which these teachers do belong are listed beneath the table. Because of the lack of membership in education organizations that focus on specific content, there would be little value in promoting the SDHC through such organizations or their publications.

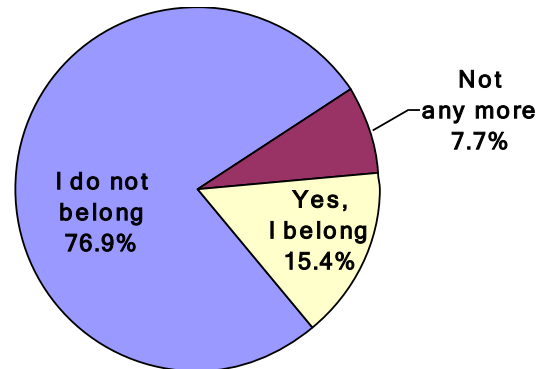
**TABLE 7: Educational Organization Membership**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
I do not belong to any such organization.	66.7%	32
I did belong, but do not any more.	16.7%	8
Yes, I belong to the following organizations: *	16.7%	8*

**IMAGE 28: Educational Organization Membership (All Grades)**



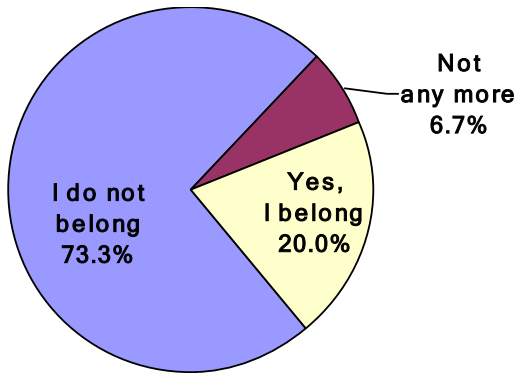
**IMAGE 29: Educational Organization Membership (Grade 3)**



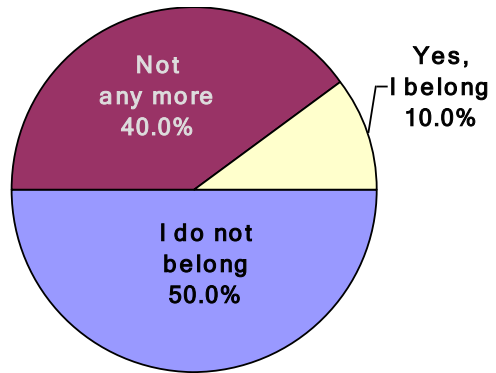
\* The following are copied without editing from the responses to “Yes, I belong to the following organizations.”

- 1) San Diego Early Regional History Collaborative
- 2) K12 Science Alliance
- 3) National council of math
- 4) NCTM and NSTA
- 5) National Association of Science Teachers, NEA, SDEA, CTA
- 6) California Geographic Alliance
- 7) Center for Civic Education
- 8) San Diego

**IMAGE 30: Educational Organization Membership (Grade 4)**



**IMAGE 31: Educational Organization Membership (Grade 5)**



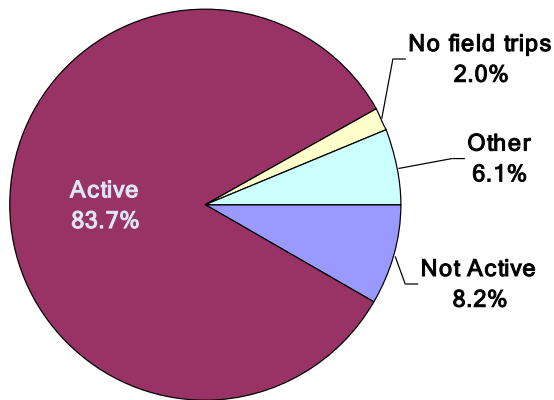
**Q8. How involved are you in choosing and planning field trips? (n=49)**

All of the teachers answered this question. A high percentage (83.7%) of the teachers are involved in choosing and planning field trips. Although there is some variation, this hold true for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade. Because such a large percentage of these teachers influence field trip choices and planning, the SDHC should target them in promotional programs.

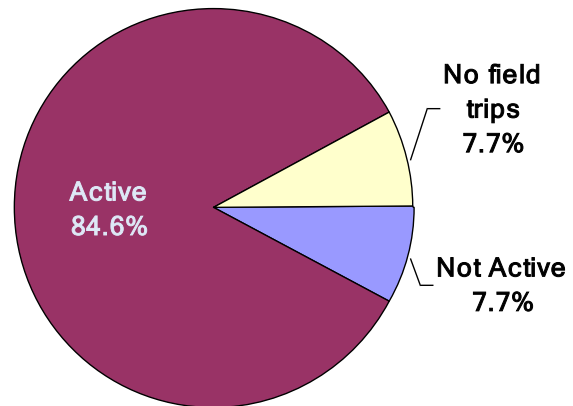
**TABLE 8: Field Trip Planning Involvement**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
I do not participate in planning or selection of field trips.	8.2%	4
I am active in choosing and/or planning field trips.	83.7%	41
My students do not go on field trips.	2.0%	1
Other (please specify) *	6.1%	3*

**IMAGE 32: Trip Planning Involvement (All Grades)**



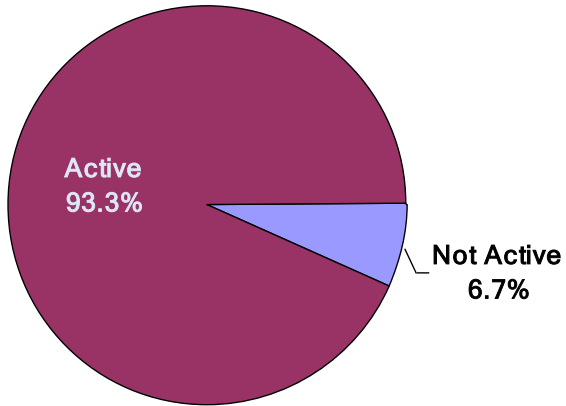
**IMAGE 33: Trip Planning Involvement (Grade 3)**



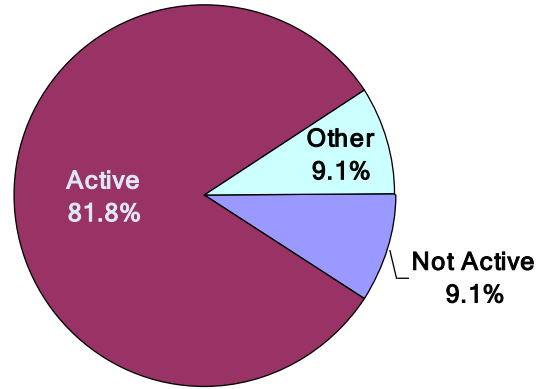
\* The following are copied without editing from the responses to "Other."

- 1) When I taught grades 3-5 I was very active in planning and taking my students on field trips. However, since I have taught grades 6-8 at a K-8 school, we haven't had any at all, in my subject or any other.
- 2) I used to be active, but with budget crises, I have more students now, so planning is harder, and there are less resources for transportation.
- 3) I would like to take more trips, but lack the time to organize them.

**IMAGE 34: Trip Planning Involvement (Grade 4)**



**IMAGE 35: Trip Planning Involvement (Grade 5)**



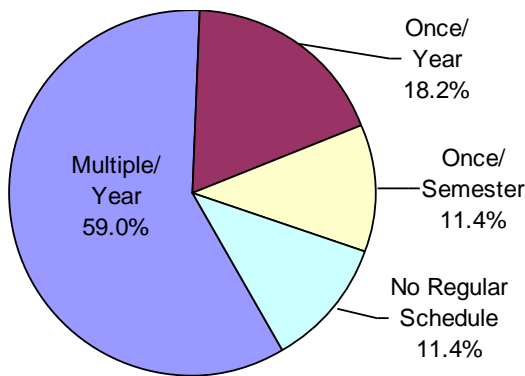
**Q9. How frequently do you plan field trips? (n=44)**

Most teachers (59.1%) plan field trips multiple times per year.\*

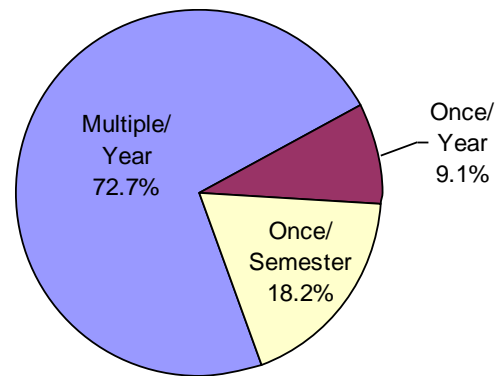
**TABLE 9: Field Trip Planning Frequency**

Answer	Response Percent	Response Count
Once per year	18.2%	8
Once per semester	11.4%	5
Multiple times a year	59.1%	26
No regular schedule	11.4%	5

**IMAGE 36: Trip Planning Frequency (All Grades)**



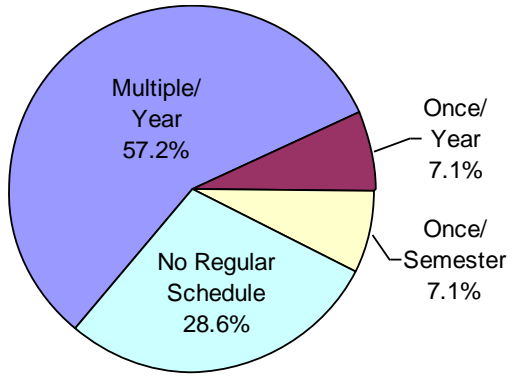
**IMAGE 37: Trip Planning Frequency (Grade 3)**



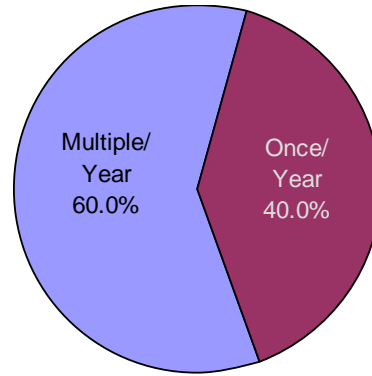
\* The following are copied without editing from the responses to “Please describe any specifics.”

- 1) as a grade level we map out our year, and we also look for new opportunities ongoing
- 2) See previous question
- 3) Used to be about 3 times/year
- 4) With budget cuts money for buses next year will not be included unless our PTA fund raisers are successful.
- 5) Due to budget restraints
- 6) Tecolote Canyon Nature Center, Star of India Overnight, BizTown, Pilot Boat, depending on students/ year/ cost: Petco Park, A play or symphony, SDCOE, community involvement trips
- 7) Sometimes twice per year.
- 8) History field trips to missions, ranchos, old town san Diego, federal court house, nature walks for life science
- 9) We are allowed 3 field trips, I take the lead in planning one of them, usually around social studies.
- 10) I am always on the hunt for free field trips, including free buses
- 11) Every August, September

**IMAGE 38: Trip Planning Frequency (Grade 4)**



**IMAGE 39: Trip Planning Frequency (Grade 5)**



**Q10. If your school plans field trips at a specific time of year, when is that? (n=40)**

Of the 49 teachers, 40 answered this question. There does appear to be less planning in the summer, but it is only among the 5<sup>th</sup> grade teachers that there is no planning in the summer. It would be useful to know if this has anything to do with the 5<sup>th</sup> grade being the last year of elementary school.

Otherwise the answers to this question reinforce the conclusion from the previous question that planning occurs multiple times per year. Therefore, it would be useful for the SDHC to communicate with teachers multiple times per year.

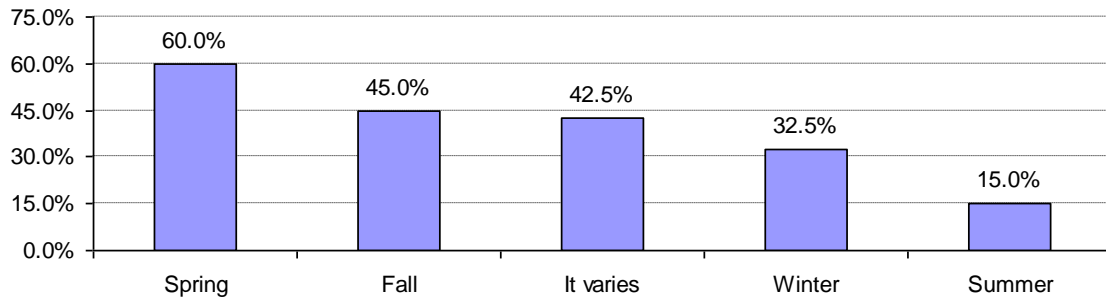
**TABLE 10: Seasonal Field Trip Planning**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
Summer	15.0%	6
Fall	45.0%	18
Winter	32.5%	13
Spring	60.0%	24
It varies (Please briefly elaborate)*	42.5%	17*

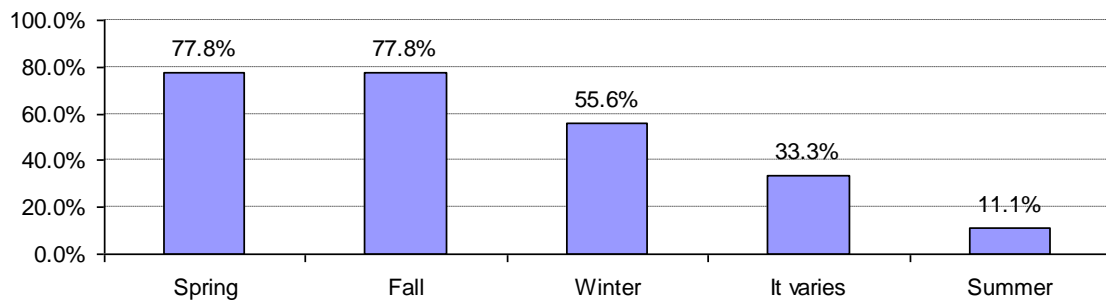
\* The following are copied without editing from the responses to “It varies.”

- 1) We stay away from March-May 5th due to state testing.
- 2) We don't have a plan at our grade levels, but I believe grades K-5 go on certain field trips each year at specific times.
- 3) Depends on the field trip.
- 4) If we can get a free field trip because of being a Title I school we try to make it work for our kids.
- 5) depends on teacher choice
- 6) It matters on the field trip and how it connects to the standards. We try to do earth science in the fall and winter because that is when we are teaching that subject
- 7) It depends on the programs that are offered at different venues. Also, I try to plan field trips to match the unit of study being taught at the time.
- 8) Planning field trips depends on funding, either through our site PTA, or grants. We normally do not ask parents from our school site to pay/fund our field trips.
- 9) Dependent on pacing constrictions, and/or my time to plan and schedule potential trips.
- 10) whenever we can schedule them
- 11) no field trips right before the state testing window
- 12) Depends on what is being taught, when we think of the fieldtrip, what is going on in school, etc.
- 13) Fall, Spring, Summer
- 14) Whenever we can find free trips
- 15) Just depends on the school you are working at
- 16) We prefer to curtail fieldtrips during the state testing window.
- 17) It depends on the time available to plan trips.

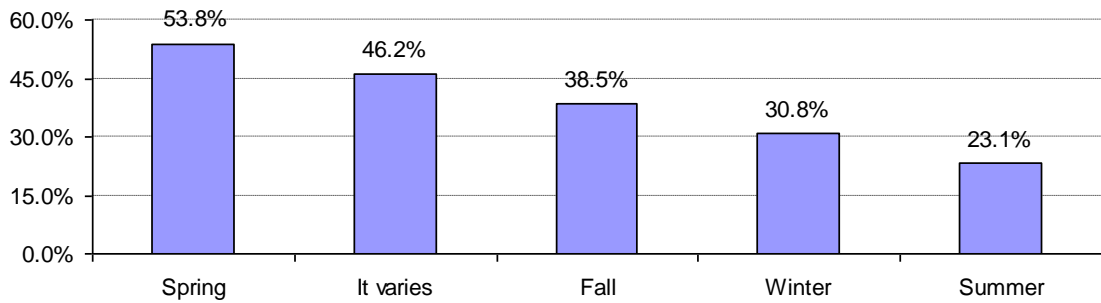
**IMAGE 40: Seasonal Field Trip Planning (All Grades)**



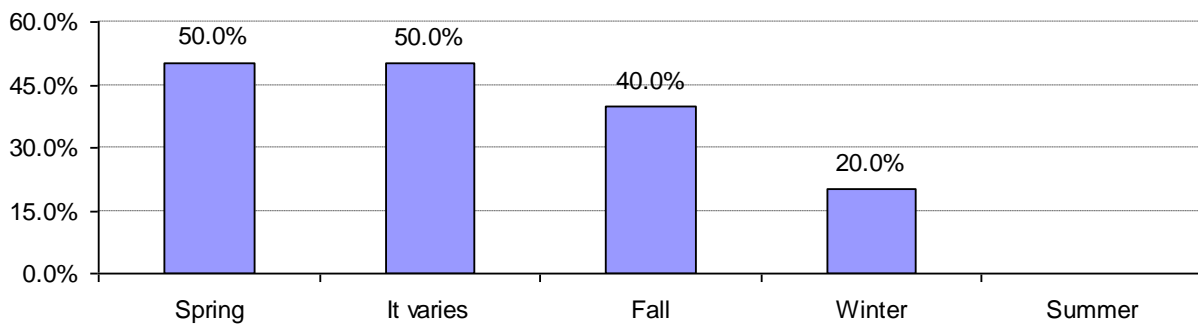
**IMAGE 41: Seasonal Field Trip Planning (Grade 3)**



**IMAGE 42: Seasonal Field Trip Planning (Grade 4)**



**IMAGE 43: Seasonal Field Trip Planning (Grade 5)**



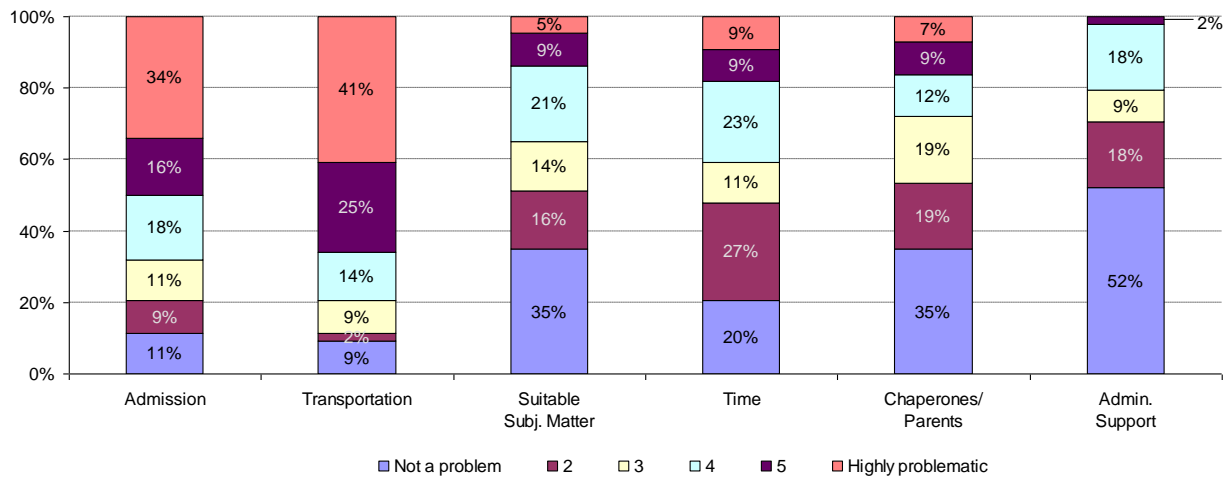
**Q11. You face a variety of potential "challenges" when planning a field trip. Please rate how problematic you find the following potential issues. (n=44)**

In the graphs below, the midpoint (the boundary between the purple and green) indicates where the greatest challenges are for teacher related to field trips. Clearly, admission fees and transportation costs are the greatest challenges for teachers. Administrative support is a modest challenge for 5<sup>th</sup> grade teachers, but not much of a problems for 3<sup>rd</sup> and 4<sup>th</sup> grade teachers.

**TABLE 11: Field Trip Planning Challenges**

Answer	Not a Problem	2	3	4	5	Highly Problematic	Response Count
Finding funds for admission fees	5	4	5	8	7	15	44
Finding funds for transportation costs	4	1	4	6	11	18	44
Finding destinations with suitable subject matter	15	7	6	9	4	2	43
Finding time to arrange and go on the field trips	9	12	5	10	4	4	44
Finding chaperons/parents to assist	15	8	8	5	4	3	43
Getting administrative support	23	8	4	8	1	0	44
Other potential challenges (please briefly explain)*							8*

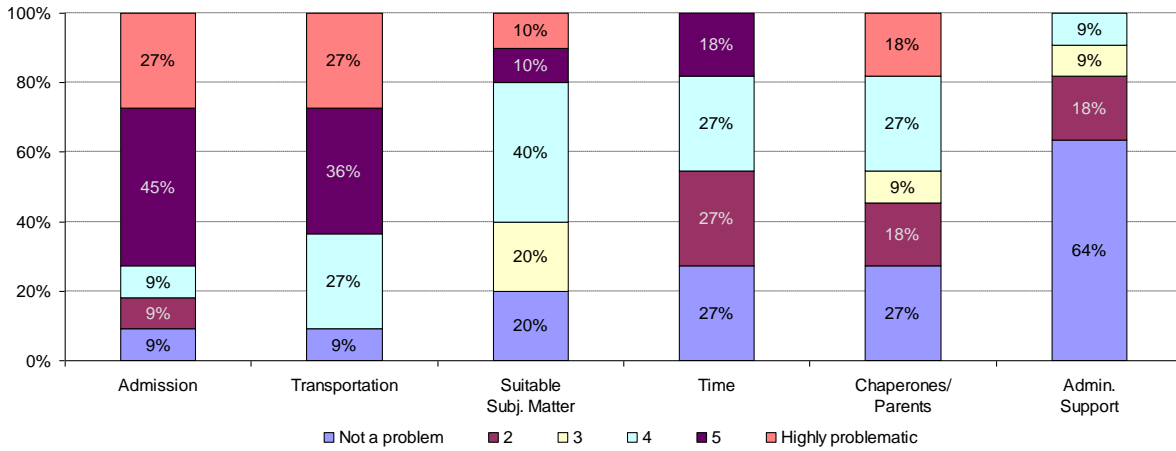
**IMAGE 44: Field Trip Planning Challenges (All Grades)**



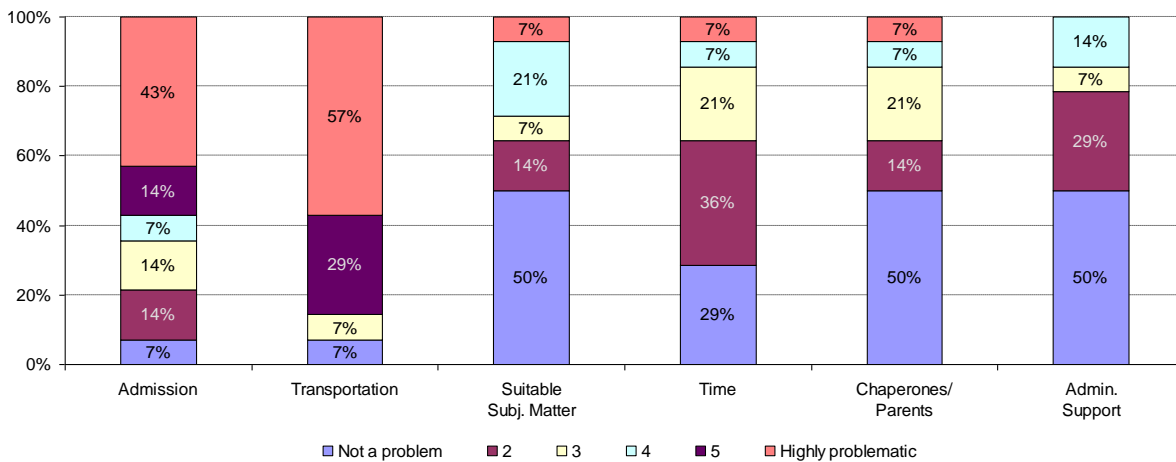
\* The following are copied without editing from the responses to "Other potential challenges."

- 1) Scheduling for missing other classes, and for students who stay at school and will be missing their teacher.
- 2) Sometimes chaperons or parents are not helpful.
- 3) Engaging, meaningful experiences that are affordable or free.
- 4) Pacing of content, and inability to make up hours of missed content.
- 5) the time piece is not problematic, it is just very time consuming
- 6) Funding and quality field trips.
- 7) Other colleagues not willing to step up and plan a field trip.
- 8) cost is the biggest issue

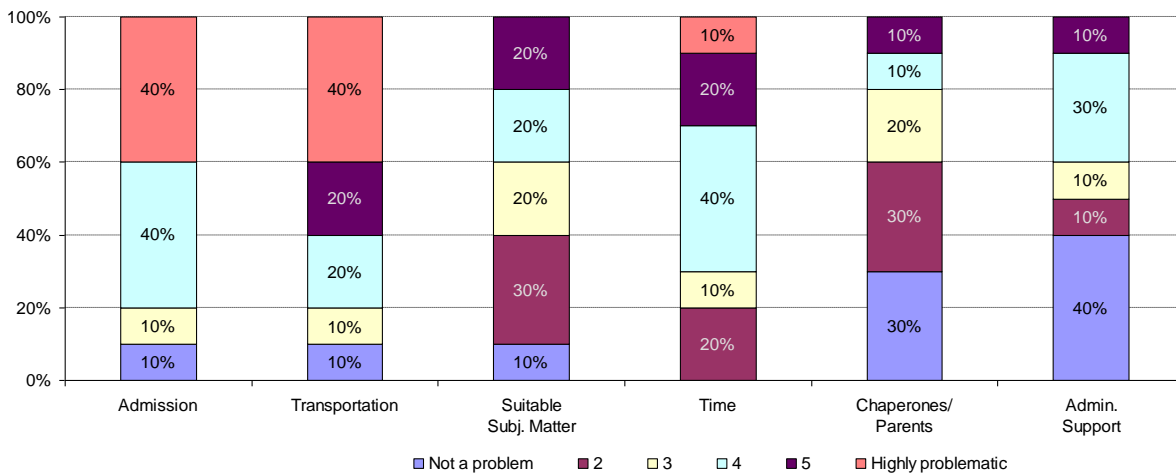
**IMAGE 45: Field Trip Planning Challenges (Grade 3)**



**IMAGE 46: Field Trip Planning Challenges (Grade 4)**



**IMAGE 47: Field Trip Planning Challenges (Grade 5)**



**Q12. Please briefly describe your process for requesting/planning a field trip for your students? (n=35)**

Only 35 of the teachers answered this question. The following are the exact responses to this question, sorted by grade.

NOTE: The following are copied without editing from the responses to this question.

**GRADE 3**

I look for field trips that match my curriculum and standards and that correspond with the approximate time I will teaching that subject. Next, it has to be active and engaging. Projects or activities are better than lectures. Finally, I get the paperwork going with busing, money/fundraisers/chaperones.

We plan them as a grade level.

schedule with the event source then schedule with school and book bus

Find a content based field trip, contact the place to confirm, get it approved at school and buses are ordered.

Discuss with other grade level teachers what field trips we would like to go on. Get permission from administration showing the educational purpose of the field trip. Determine if there are funds available for a bus. Send permission slips and ask for admission fee is applicable. Seek out parent chaperones.

We fill out a request for transportation

Meet with grade level team. Ask Prinicipal. Book it.

**GRADE 4**

must be standards based and relate to current content studied

must be admin/district approved

costs can be a problem for about half my students

call the place/agency where we'd like to go, book a date w/ them, fill out a request form from school site, get administrator's approval, make sure a bus is available and \$ to fund it.

1. Find/research the trip.
2. Submit a request form to principal.
3. Back and forth communication w/ field trip contact re: dates, etc.
4. Request a bus.
5. Order school lunches.
6. Find parent chaperones.
7. Permission slips.
8. Pre-teaching lessons/preparing students for trip/experience.

Most of the field trips are discussed at the beginning of the school year, then spots reserved at the appropriate time, depending on location. Two weeks prior to the field trip, I send a permission slip home with a request for drivers.

Secure funding for a field trip.

Secure the location and possible date of the field trip.

Administration approval

Student permission slips, parent chaperones requested

Lunch requests

Medication requests from nurse (for students who require them)

Attend field trip

My partner and I choose trips that support our curriculum in all areas.

contact the place, schedule a date, fill out permission slip, have principal sign, send home to parents, collect them, arrange transportation

Just turn in paperwork to the principal. Not tough. The logistics side of planning the field trip with busing and cost is more complicated.

Once I find a potential field trip, I bring it to my administrator, who often agrees to it.

First have to find something that is interesting and we try to tie it into our standards. Then we figure out the cost and transportation cost. Then we request it. Hopefully its funded by the PTA.

Contact museum/organization

request Title 1 funds

request administrative approval

request bus

worry about funding transportation

## GRADE 5

Discuss idea with other teachers and then submit idea to administrator.

Fill out field trip form, arrange for school bus or public transportation.

I research trips, contact appropriate people (usually several calls) coordinate with grade level team to set up dates, time etc., fill out any forms needed fax them in to contact person, fill out a permission form and submit it to the principal...it comes back signed. I send it home asking for drivers/ chaperones, coordinate groups, get parent insurance info, have them sign a release, on the day of I get any needed meds and a first aid kit, give parents driving directions...go. For the Star of India overnight trip we have to go through the district a bit more involved.

- 1) Research possible trips usually based on fellow colleagues recommendations.
- 2) Determine if potential trips will academically supplement my current curriculum
- 3) Determine if the organization of the host seems adequate to be worthwhile.

I usually phone the organization or place that I would like to visit, we check our calendars and coordinate a time, then I ask for approval from my administrator.

Fill out a request form with stated standard and submit to Principal.

Come up with a destination, check to see if there is funding, file appropriate paper work, pick a date, go

Complete a request form

We request a field trip from the administrator, including the standards addressed by the excursion. We then give the information to the secretary who processes the application and arranges the bus if that is our transportation. Teachers send out permission slips and upon receipt, turn them into the office.

### Other

Don't know

Discover event

Get principal permission

Arrange transportation

Get permission slips signed/collect money (students can usually come up with admission costs)

Get district permission

Arrange student groups and assign chaperons

Arrange lunch

We pick a date and book the bus or busses. Request lunches from the cafeteria. We send a permission slip and ask for donations from parents.

i think about the topics I will cover, then find and schedule trips online or by phone. Sometime I get a flyer with a new field trip idea.

Make dates, office paper work, send permission slips and ask for parent drivers

Call the facility.

Find out prices.

Paperwork filed on content and reasoning for field trip

Lesson plans made, visual schedule for my students.

Fill out paperwork for Transportation

Fill out paperwork for paper lunches.

Discuss with parents and send letter home.

simple paper to submit for principal approval

Basically myself or an woman that has planned field trips in the past suggests an idea. I talk to the students about it and we plan to go or not.

**Q13: How do you stay informed about field trip opportunities? (n=44)**

This question addresses the issue of circulation of information. Data indicates that word-of-mouth, which can take a number of forms, e.g., social networking, educational associations, etc., is a viable means of promoting SDHC’s programs to its target audience. As indicated in Q11, cost often does factor into educators’ decisions in terms of selecting educational excursions, logically limiting their frequency. Analysis of responses to questions later in the survey will confirm that perception of the quality of SDHC’s educational resources – *by those familiar with SDHC* – is very high. As such, these same individuals might be leveraged as resources, in terms of increasing program exposure and promoting SDHC to its desired audience – their colleagues and peers.

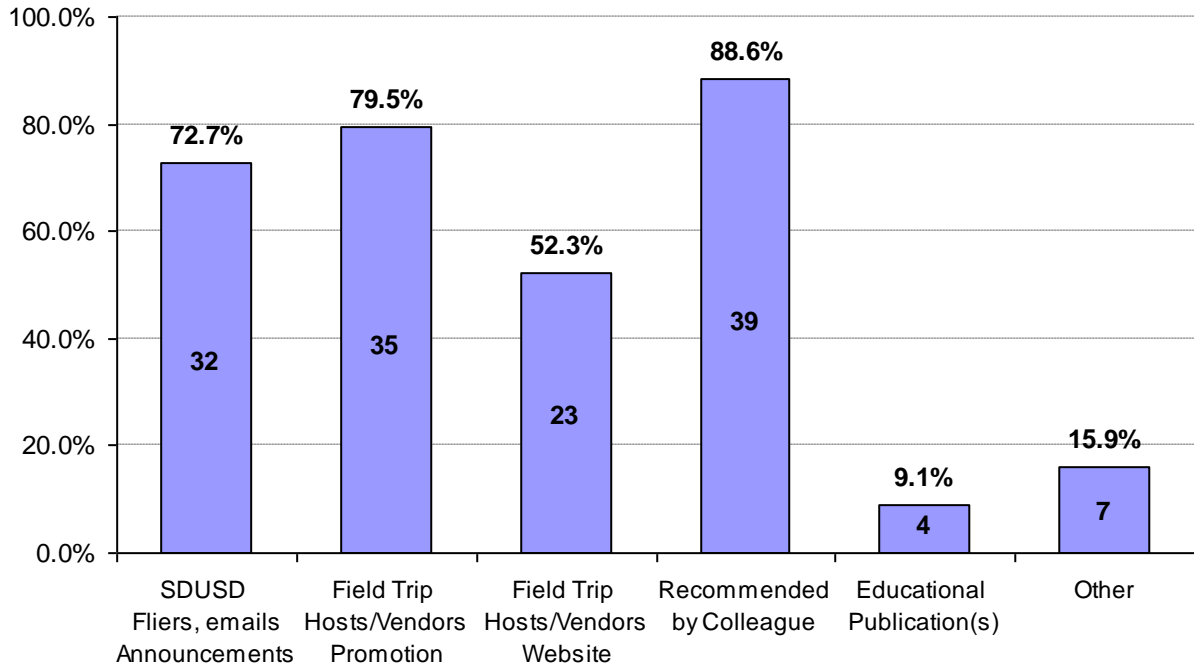
**TABLE 12: Preferred Trip Information Sources**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
SDUSD fliers, emails, announcements	72.7%	32
Promotional materials from field trip hosts/vendors	79.5%	35
Websites of field trip hosts/vendors	52.3%	23
Recommendations from colleagues	88.6%	39
An educational publication(s)*	9.1%	4*
Other		7*

\* Collective response to answers option “An educational publication(s)” and “Other”:

- 1) Research on my own
- 2) We go to the Zoo, Sea World, or other
- 3) Grants or programs our school receives.
- 4) Word of mouth and repeating previously successful field trips is most common; it isn't often that I receive info about new field trip opportunities
- 5) There are a number of high quality events such as the Birch Aquarium, Mission Trails, Ruben H. Fleet Mission to Mars at Balboa Park, etc.
- 6) Through previous experience.
- 7) Museums

**IMAGE 48: Preferred Trip Information Sources**



**Q14 Please rate how likely you are to do the following to prepare your students for the educational elements of a field trip. (n=48)**

Response to Q14 indicates a clear preference (>90%) for prepared materials from the educational facility. As reflected in the corresponding comments (see Appendix 14), and generally throughout the survey’s responses to open-ended inquiry, educational materials should align with criteria appropriate to the subject matter being studied.

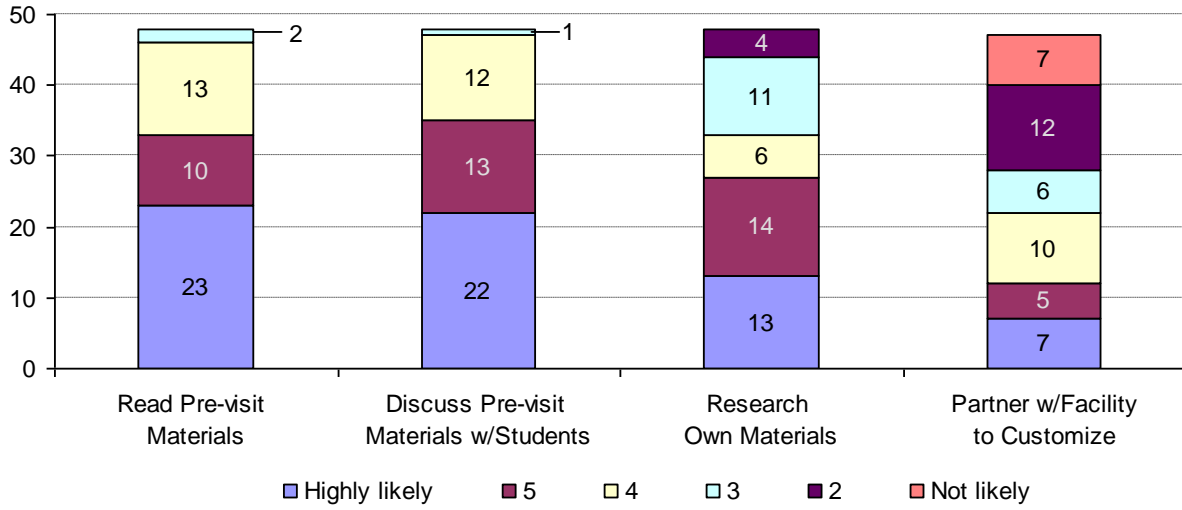
**TABLE 13: Educational Trip Preparation**

<b>Answer</b>	<b>Not Likely</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Highly Likely</b>	<b>Response Count</b>
Read pre-visit materials provided by the facility	0	0	2	13	10	23	0
Discuss the content of the facility's pre-visit materials with your students	0	0	1	12	13	22	0
Independently research and identify your own materials to help prepare students for the trip	0	4	11	6	14	13	0
Actively partner with the facility's education department to customize pre-visit materials	7	12	6	10	5	7	7
Other things you do to prepare the educational elements of a field trip (please briefly explain)							8*

\* Response to answer option “Other things you do to prepare the educational elements of a field trip”:

- 1) Schedule field trip to coincide with the content. I.e. Renaissance Fair in mid-unit or towards end. Trip to Japanese Zen Garden in Balboa Park during middle of Japan unit. Trip to Medieval times towards end of Medieval Europe unit. Never a shortage of ideas.
- 2) Usually the field trip follows the unit being taught in the classroom, so there isn't really any additional prep
- 3) I must ensure that the students know the purpose of our trip, and how it ties in with our grade level, state standards.
- 4) Read novels, prepare through subect area, listen to storytellers on CD (watershed stories, Native American...)
- 5) I often visit the site of the field trip, especially if it is something like a hike in a canyon.
- 6) Connect it to what we are learning in class, make sure it will enrich what we are already doing and not just repeat the information
- 7) Teach all of the content prior to the field trip.
- 8) Create a work program, a quiz, or a scavenger hunt that ensures students are on-task and meeting the state standards.

**IMAGE 49: Educational Trip Preparation**



**Q15: Please rate how likely you are to follow the procedures below in preparation for the logistics of a field trip. (n=47)**

This data inspires thought regarding whether SDUSD currently has uniform standards regarding educational facilities and their accommodations for Special Needs students on field trips. Also worthy of note is that respondents concerns regarding meeting those needs appear to significantly outweigh those regarding the potential needs of ESL students. While, without further data, we can only speculate as to this disparity, we do believe we can extrapolate that this does indicate the potential for a valid intervention, such as a webpage or other information portal, designed to provide detailed information regarding the History Center’s accessibility.

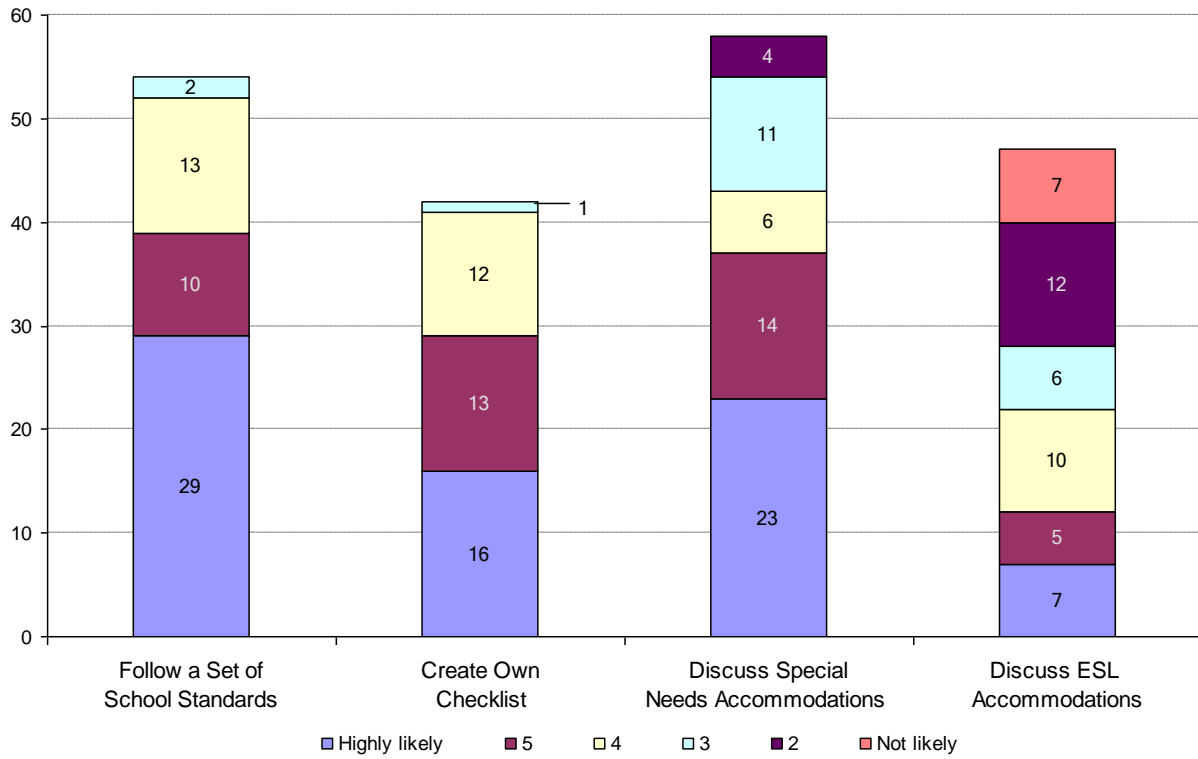
**TABLE 14: Field Trip Logistics Preparation**

<b>Answer</b>	<b>Not Likely</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Highly Likely</b>	<b>Response Count</b>
Follow a set of standards the school uses for all field trips	0	2	2	4	10	29	47
Create your own checklist of specific logistical issues you need to cover for any field trip	3	3	3	7	15	16	47
Contact the facility to discuss accommodations for special needs students	2	3	5	5	9	23	47
Contact the facility to discuss accommodations for ESL students	12	5	6	7	10	7	47
Other things you do to prepare logistically for a field trip (please briefly explain)							10*

\* Response to answer option “Other things you do to prepare logistically for a field trip”:

- 1) I have found facilities often don't differentiate via groups or instruction for the ESL and GATE students, so while trip might be a "GATE" enrichment or "Offer" ESL support, during the event I don't see this happening regularly
- 2) Divide students into groups ahead of time. Assign groups to chaperons. Arrange for how chaperons meet up with group. Figure out which bus each group is on. Give itinerary for group once at the facility.
- 3) Figure out times that work (around recess and lunch); Notify office staff, lunch staff, and resource teacher that we will be gone; Determine # of students/ driver based on # of seatbelts in rear of car. Create and print directions for drivers and copy list of students they will be responsible for on trip
- 4) It's important to know who our direct contact is for the field trip, and whether they will be present when we are visiting.
- 5) facilitate aides for blind or other special needs students, print out driver/ student lists, maps/directions, help with fund raisers (like helping to babysit for parent's night out), see to qualifications and paperwork for free trips and collect anything for nonfunded field trips
- 6) Try to get bus times and costs covered. Lunches. Many field trips do not accommodate classes as large as the upper grade classes in our elementary schools these days. Most field trips cap the class size around 30, but district numbers say we are to average 36 per year, which is the size of all the fourth grade classes at my school.
- 7) permission slips inviting other classes, especially spec. ed. Classes arranging transportation
- 8) I am certified in CPR and administration of the EP! pen. I also ensure, with the nurse, that all required medications are taken on the trip.
- 9) Usually I have a number of VI students and I need to consider their needs
- 10) Check into transporation ahead of time, discuss with parents the need for chaperones, and prepare children by discussing what we will be learning.

IMAGE 50: Field Trip Logistics Preparation



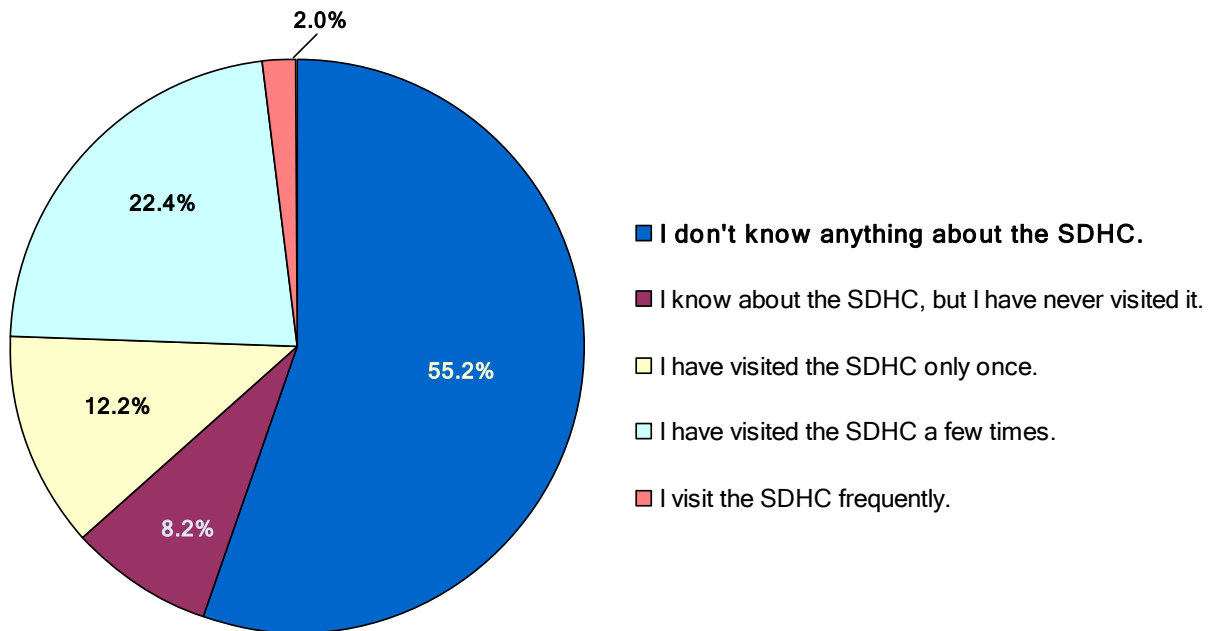
**Q16: Which most accurately describes your familiarity with the SDHC? (n=49)**

Most striking about this data is the large percentage of respondents who answered that they did not know anything about the History Center. This is of particular significance in terms of what we will demonstrate in Q17, that perception of the quality of educational resources at SDHC, *by those who are familiar with SDHC*, is very high. However, the 55% who identify as, “I don’t know anything about SDHC,” were logically eliminated from commenting on SDHC’s educational value in the following four questions. We consider this information illuminating, given the data generated by the remaining respondents, particularly in Q17 & Q18.

**TABLE 15: Familiarity with the History Center**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
I don't know anything about the SDHC.	55.1%	27
I know about the SDHC, but I have never visited it.	8.2%	4
I have visited the SDHC only once.	12.2%	6
I have visited the SDHC a few times.	22.4%	11
I visit the SDHC frequently.	2.0%	1

**IMAGE 51: Familiarity with the History Center**



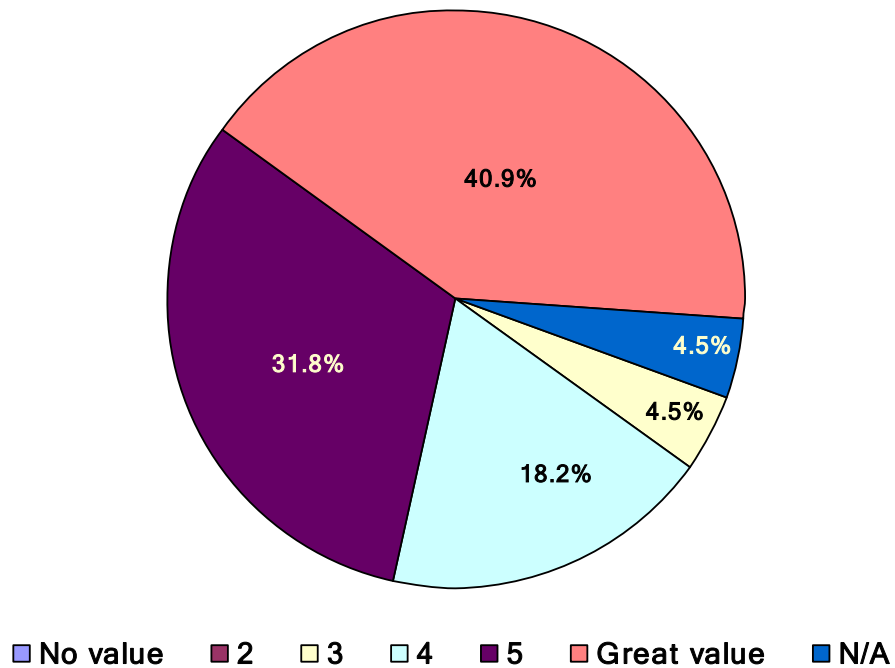
**Q17: Regardless of whether or not you have visited the SDHC, given what you do know of it, please rate its educational value. (n=22)**

Of those who responded to this question and assigned a rating\* to the educational value of SDHC, 76% awarded it very high marks (5-6), and greater than 95% awarded it high marks (4-6). This supports our contention that incorporating educators familiar with SDHC into its promotional strategy and leveraging their influence, will yield high return in terms of increased exposure and use of SDHC by the SDUSD community.

**TABLE 16: Perceived Educational Value**

	<b>No Value</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Great Value</b>	<b>N/A</b>
Response Percent	0.0%	0.0%	4.5%	18.2%	31.8%	40.9%	4.5%
Response Count	0	0	1	4	7	9	1

**IMAGE 52: Perceived Educational Value**



\* In this context the single N/A rating is not calculated.

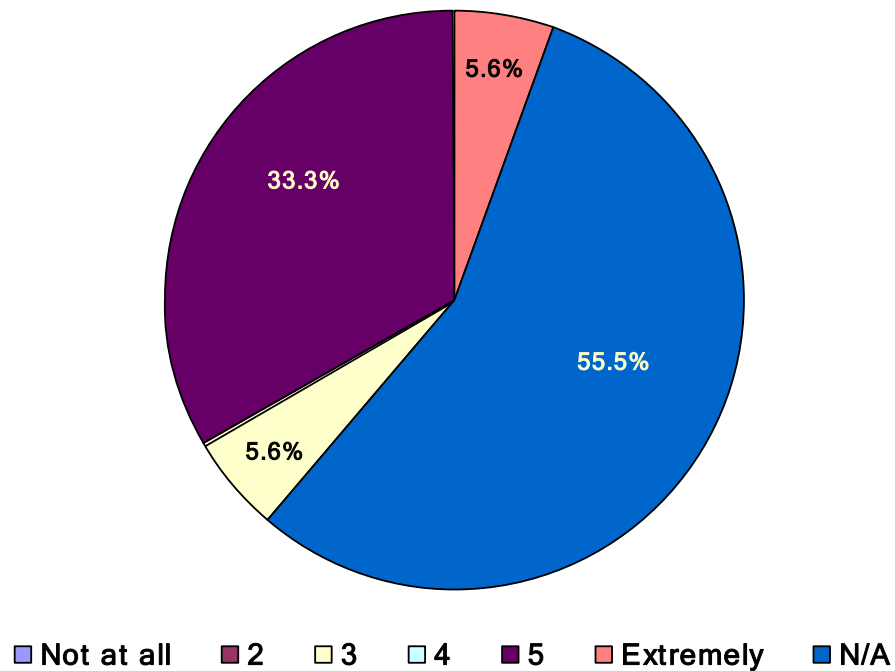
**Q18: If you have already taken students to one of the SDHC facilities, how *effective* do you feel the exhibits/programs were in terms of engaging your students? (n=18)**

While the majority of those who have visited the SDHC give high marks to its educational value, 55% of overall respondents to Q18 offer no comment (N/A) regarding student engagement. As we will demonstrate in our analysis of Q19, the likely reasoning here is that despite their praise of SDHC’s educational value, less than half of those who have visited SDHC have done so accompanied by their students.

**TABLE 17: Student Engagement**

	<b>Not at All</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Extremely</b>	<b>N/A</b>
Response Percent	0.0%	0.0%	5.6%	0.0%	33.3%	5.6%	55.6%
Response Count	0	0	1	0	6	1	10

**IMAGE 53: Student Engagement**



**Q19: Which SDHC facilities have you, and/or you and your students, visited? (Please check all that apply.) (n=14)**

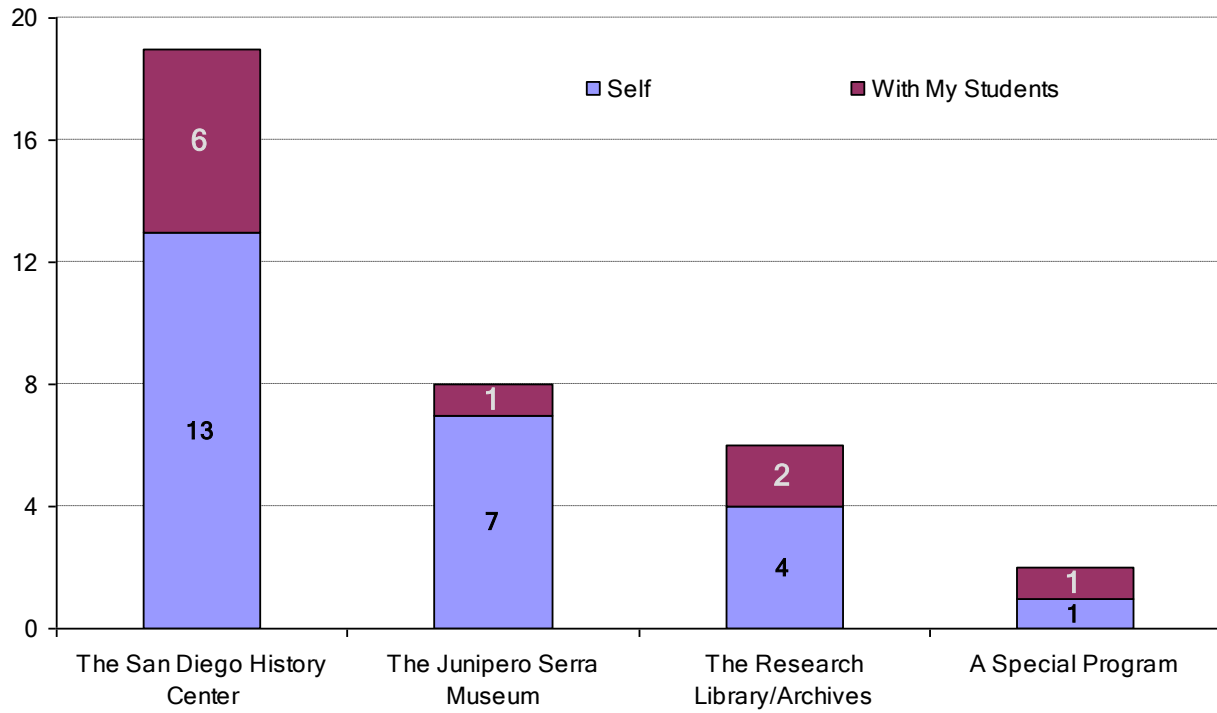
Fourteen of the forty-nine valid survey participants (29%) responded to Q19, while only six of the Q19 respondents (43%), indicate that they have visited SDHC with their students. Yet, amongst those who identified as familiar with SDHC’s programs, greater than three times that number praised their educational value.

We believe that the data gathered from Q16 – Q19 overwhelmingly establishes that those familiar with SDHC hold high opinions of its educational value. As established earlier, those educators who identify as active in field trip planning, consider their peers the most valuable resources on topic, yet the majority of SDHC’s potential audience remain unfamiliar with the facility.

**TABLE 18: Previously Visited Facilities**

<b>Facility</b>	<b>Self</b>	<b>With My Students</b>
The San Diego History Center	13	6
The Junipero Serra Museum	7	1
The Research Library/Archives	4	2
A Special Program	1	1
Response Count	14	7

**IMAGE 54: Previously Visited Facilities**



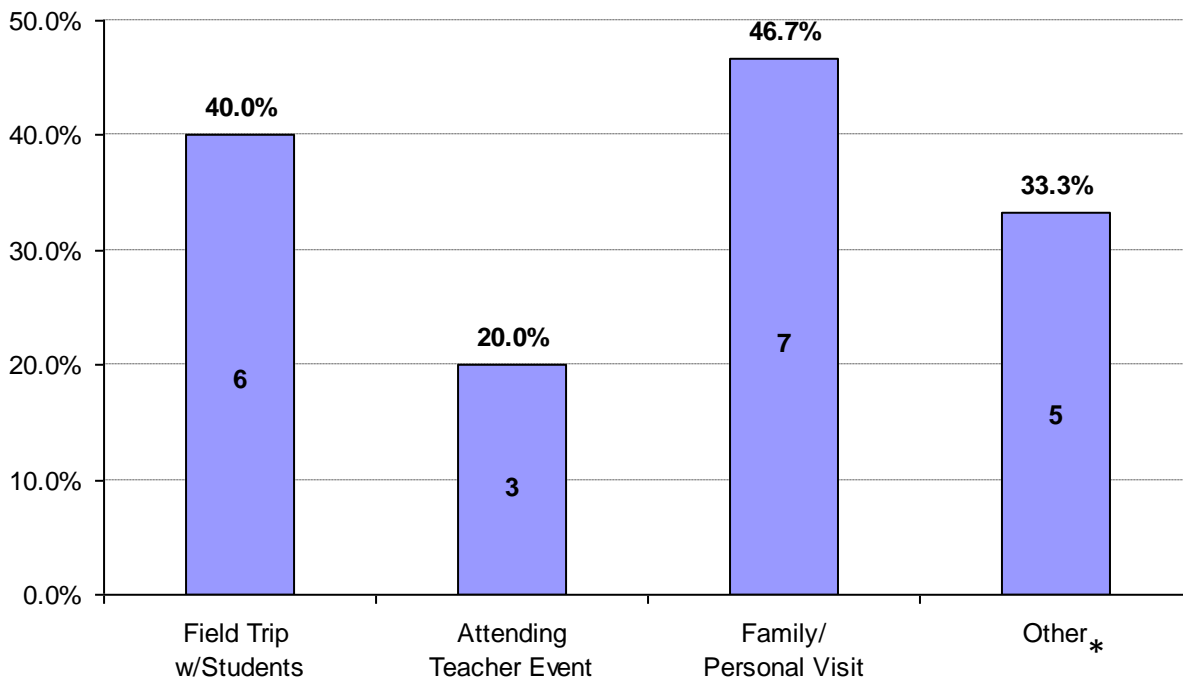
**Q20: What was the purpose of your visit(s) in the previous question? (n=15)**

Six of the fifteen teachers responding to this question have visited SDHC with their students. And, as indicated in the table and corresponding footnote, several have identified and utilized some of SDHC’s promotional and more unique resources. This information may be valuable in terms of appealing to yet undetermined needs/interests of teachers, further establishing SDHC as a credible educational resource.

**TABLE 19: Purpose of Pervious Visits**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
Field trip with students	40.0%	6
Attending a teacher event	20.0%	3
Family/personal visit	46.7%	7
Other (please specify).	33.3%	5*

**IMAGE 55: Purpose of Pervious Visits**



\* In response to “other” answer option:

- 1) Ocile Week with 5th grade, SDUSD.
- 2) A social studies professional develepmnt.
- 3) Researching my biological parents...a great resource!!
- 4) EMAIL
- 5) Resources for instructional needs.

**Q21: Please rate how valuable you think the following resources would be for supporting student learning in your classroom before and after field trips. (Please make both choices for each row.) (n=47)**

This question relates to providing exhibit/subject matter material support to teachers to use in the classroom, both before and after a potential visit to the History Center. Overall, enthusiasm for those resources listed appears high. Worth of note is that *Historical Photos* and *Replica Artifacts and Other 3d Objects*, earned very high, and nearly identical, scores (5-6) in both *Pre-* and *Post-Visit*, 70% and 67% respectively. Also worthy of note was high enthusiasm toward use of *Pre-visit Teacher’s Guides*, earning scores of 5 or 6 from 70% of respondents. In contrast, the only significantly low score relates to the *Post-Visit* use of *Docent Tour Scripts*, which returned a 1 or 2 from 57% of respondents.

**TABLE 20: Educational Resource Value**

Resources	Pre-visit Resources							Post-visit Resources						
	Not at all	2	3	4	5	Definitely	Response Count	Not at all	2	3	4	5	Definitely	Response Count
Historical biographies	0	6	8	9	8	14	45	1	3	6	12	8	13	43
Historical photos	0	1	3	9	7	25	45	1	2	5	6	8	21	43
Historical documents	2	4	10	12	4	13	45	1	1	9	12	5	15	43
Vocabulary and word games	2	6	7	9	8	14	46	1	6	5	11	11	10	44
Teacher guides	0	3	5	6	10	22	46	4	7	4	8	6	15	44
Detailed exhibit descriptions	1	9	9	4	9	12	44	7	7	7	9	6	6	42
Docent tour scripts	5	8	9	9	4	10	45	18	6	5	4	6	5	44
Lesson plans	1	3	8	12	7	14	45	2	2	10	8	6	15	43
Replica artifacts and other 3D objects	1	1	6	5	5	26	44	1	0	5	8	5	23	42

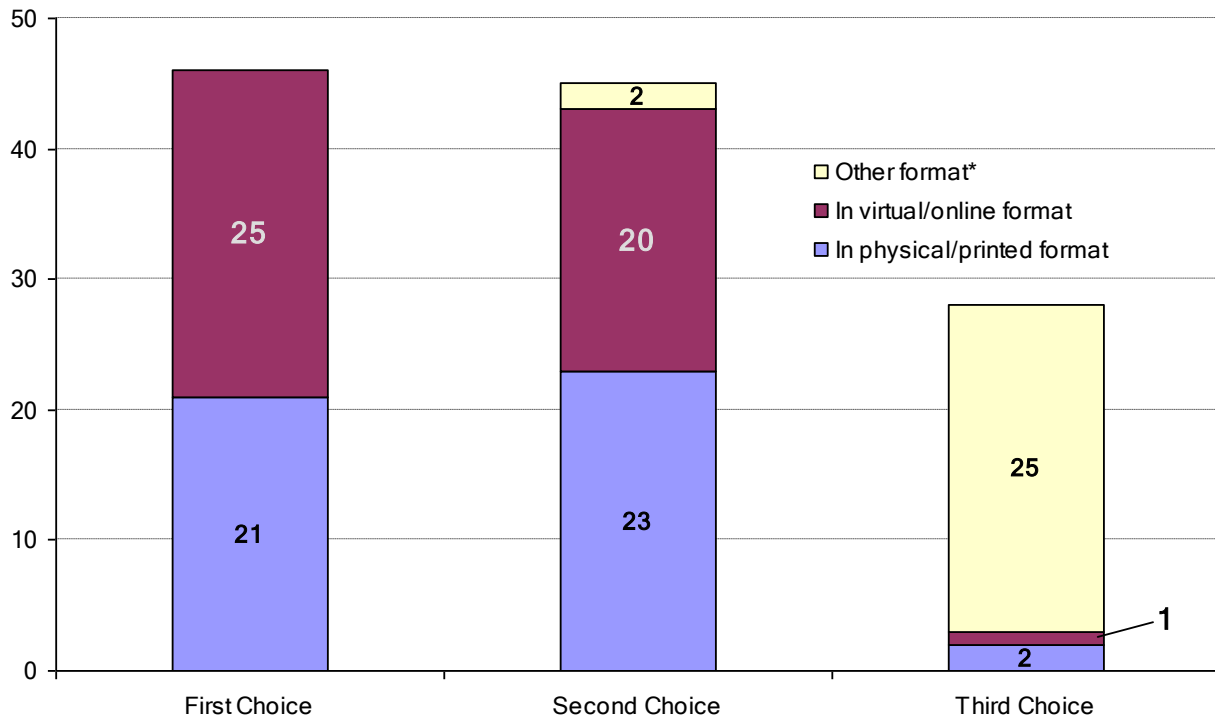
**Q22: Regarding the previous question, please rank how you prefer these materials to be made available. (n=46)**

This data offers limited insight, indicating little distinction between teacher preferences in terms of how specific learning materials are made available to them. Q24, however, offering a greater number of specific answer options to choose from, does indicate a degree of preference regarding a similar question. This discrepancy suggests that data from Q22 may not be statistically relevant.

**TABLE 21: Format of Educational Materials**

<u>Answer</u>	<u>In physical/ printed format</u>	<u>In virtual/ online format</u>	<u>Other format*</u>	<u>Response Count</u>
First Choice	21	25	0	46
Second Choice	23	20	2	45
Third Choice	2	1	25	28

**IMAGE 56: Format of Educational Materials**



\* 1) Website, video (DVD);  
 2) Perhaps a representative from the SDHC can come visit our school before the scheduled trip;  
 3) Combination;  
 4) Not sure

**Q23: Learning can be experienced in a variety of forms. Please rate how well your students would respond to an SDHC exhibit that incorporates the following. (n=46)**

Respondents felt students would react very enthusiastically to most modalities. In general those instructional approaches that traditionally reflect higher levels of creativity, participation and engagement, *e.g., Reenactments, Dressing Up, Role-Playing, etc.*, scored particularly well. While there was not a significant difference in scoring between the three grades of teachers, the 5th grade teachers did show a *slightly* higher preference for those activities that might suggest a greater level of independence, *e.g., Self- and Audio- guided tours.*

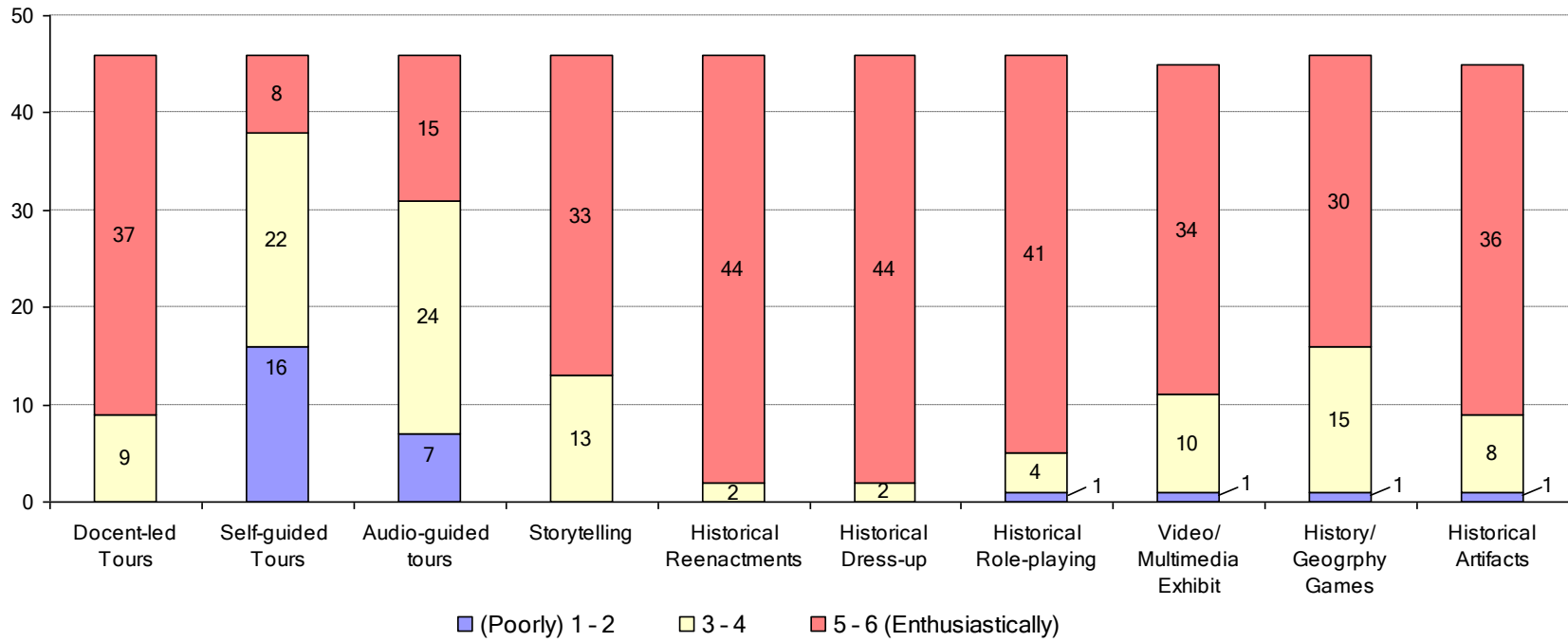
**TABLE 22: Student Enthusiasm**

<b>Answer</b>	<b>Poorly</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Enthusiastically</b>	<b>Response Count</b>
<b>Interactive, docent-led tours (or other live interpreters)</b>	0	0	3	6	14	23	46
<b>Self-guided tours</b>	5	11	14	8	7	1	46
<b>Audio guided tours</b>	3	4	8	16	12	3	46
<b>Storytelling</b>	0	0	7	6	12	21	46
<b>Historical reenactments, plays, etc. they can watch</b>	0	0	1	1	11	33	46
<b>Dressing up as a historical person</b>	0	0	1	1	13	31	46
<b>Role playing in historical activities or reenactments</b>	1	0	0	4	11	30	46
<b>Video/multimedia related to the exhibit</b>	0	1	2	8	20	14	45
<b>Games that test historical or geographical knowledge</b>	1	0	5	10	19	11	46
<b>Handling replicas of historical artifacts from exhibits</b>	1	0	3	5	14	22	45
<b>Other (please specify)</b>							3*

\* Response to answer option "Other":

- 1) Many of the questions may not apply to first grade;
- 2) Anything that gets them actively involved, and not just roaming from 1 exhibit to another;
- 3) Docent led tours are terrific, as long as the docent is engaging and good with the kids.

**IMAGE 57: Student Enthusiasm**



**Q24: How do you typically use Internet content when preparing classroom materials? (n=47)**

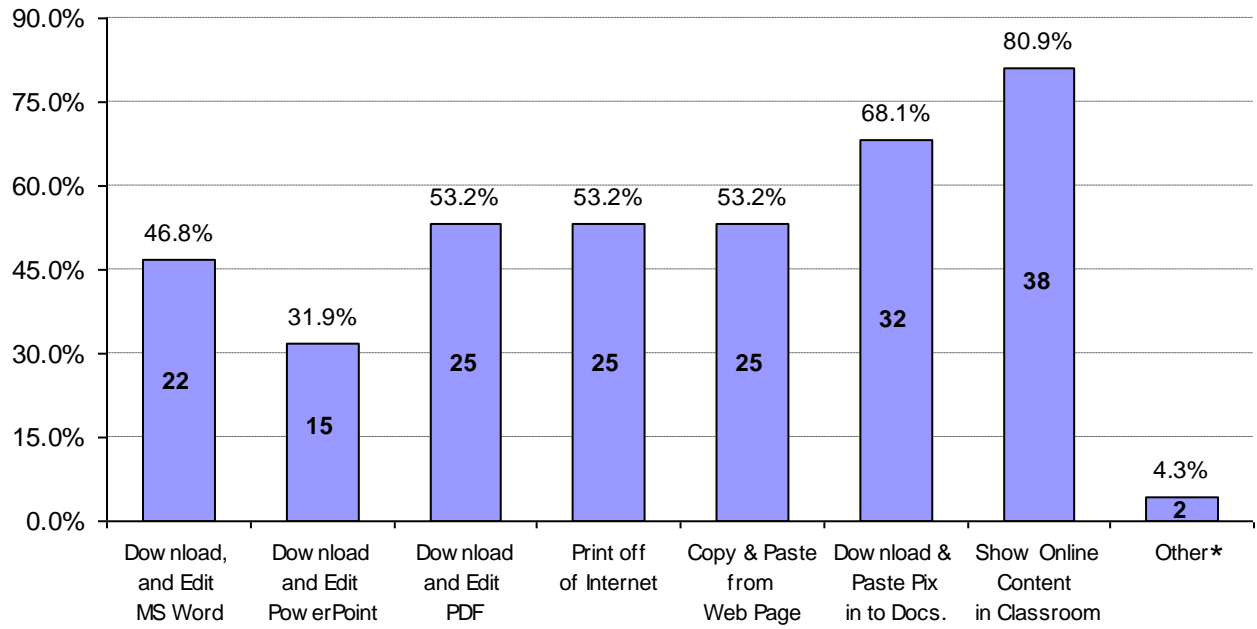
Data indicates a teacher preference for using imagery and technology to deliver Internet-provided content. We believe there are several valid reasons for such preference, including: reduced waste of printed materials; greater control over content – provided the teacher controls the medium (e.g., projecting from a computer); as well as the capacity to include a variety of forms of media, such as video, audio and animation. While it is clear many teachers also rely on printed and editable content, overall enthusiasm towards use of online materials allows for a tremendous potential in terms of providing engaging, instruction and support.

**TABLE 23: Preferred Use of Internet Content**

<b>Answer</b>	<b>Response Percent</b>	<b>Response Count</b>
Download and edit Microsoft Word files	46.8%	22
Download and edit Microsoft PowerPoint files	31.9%	15
Download and print Adobe PDF	53.2%	25
Print content directly from Internet	53.2%	25
Copy and paste from web pages	53.2%	25
Download pictures and insert into other documents	68.1%	32
Show online content in class	80.9%	38
Other (please specify)	4.3%	2*

\* 1) Provide students with appropriate links  
2) Download Active Inspire flip charts

**IMAGE 58: Preferred Use of Internet Content**



## **APPENDIX E: SDUSD STAFF DIRECTORY LIST**

This list will save a significant amount of time for creating an email distribution list of SDUSD teachers.

Instead of the following this process:

Go to the district website.

Find the list of schools.

Go to a school's website.

Figure out where the staff directory is.

You can go directly to any of the following by clicking on one link:

- The district's list of schools
- A subset of the list of schools
- A specific school's website
- A specific school's staff directory

The look and feel of the list depends on what works for you, but the general concept will be the same.

For example, the list might be organized as follows:

### **[San Diego Unified School District \(SDUSD\) School Directory](#)**

#### **[Elementary Schools](#)**

##### **[Adams Elementary](#)**

##### **[Staff Directory](#)**

##### **[Alcott Elementary](#)**

##### **[Staff Directory](#)**

##### **[Angier Elementary](#)**

##### **[Staff Directory](#)**

##### **[Baker Elementary](#)**

##### **[Staff Directory](#)**

##### **[Balboa Elementary](#)**

##### **[Staff Directory](#)**