

K -12 STUDENT SURVEY 1

Track 2: Integrating Place-based Learning into Science Education in Rural School in Oregon

Outcome 2: Augment Life Science Education in Rural K-12 Schools in Oregon

Descriptor	YES!	Most of the Time	Sometimes	Never
7. In the science lessons conducted by OSU Fellows or my teachers, I understood the inquiry-based steps that we used during the lesson.				
2. I participate in learning experiences that use the rural setting of my community as important resources to increase my understanding of science.				
3. I work on science projects that benefit and are important to my community.				
4. I am clear about the science concepts I needed to learn in each lesson taught by the OSU Fellows.				
5. I see how science impacts my daily life and can give examples of this from my experience.				
6. I am aware about the many jobs in science.				
7. I plan to take more science classes that are available in my school.				

Track 2: Integrating Place-based Learning into Science Education in Rural School in Oregon
Outcome 3: Establish and Maintain Place-based Learning Projects in Rural School Communities

(Teachers)

Descriptor	Ideal Outcome (Consistently, Continually)	Acceptable Outcome (Typically, Usually)	Transitional Outcome (Inconsistently, Unevenly)	Unacceptable Outcome (Rarely, Seldom Occurred)
1. Hands-on science activities are incorporated in all science instruction.				
2. Students understand the elements of the inquiry cycle—ask, investigate, create, discuss and reflect—and consistently and effectively participate in the inquiry process.				
3. Students communicate their ideas to others, identify assumptions, and consider alternative explanations about complex phenomena.				
4. Instruction and materials are appropriate for level of learners, and science concepts are communicated in an age appropriate manner.				
5. Instruction and materials are skillfully adapted for the full spectrum of learner needs and abilities.				
6. Students do sustained academic work on science projects that draw upon, and contribute to, the place in which they live.				
7. Students practice new skills and responsibilities, serving as scholars, workers, and citizens in their communities.				
8. By participating in place-based projects through science programs, students collaborate to the local community a good one in which to learn, work, and live.				
9. Through place-based learning projects, every child's participation and contribution, regardless of ability, is needed, wanted and valued by the school and greater community.				