

Teachers Talk

**A Study of *Smithsonian in Your Classroom*
conducted by the
Smithsonian Office of Education**

INSTITUTIONAL STUDIES



**Smithsonian
Institution**

TEACHERS TALK

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Abstract

This report summarizes a study of a quarterly publication, *Smithsonian in Your Classroom* (SiYC), conducted for staff in the Smithsonian Office of Education (SOE). Through mail surveys received from about 1,550 teachers (an 80% response rate), we identified experiences with and attitudes towards this publication.

Three results stand out: First, most teachers value and use SiYC to enrich and supplement their lesson plans. This is echoed in responses to questions about the usefulness of the various sections.

Second, teachers are enthusiastic about SOE plans to make SiYC even more responsive to their needs. They would like to have content information before the start of each school year and clamor for issues devoted to science, art, history, and society.

Third, teachers are using new technologies and forms of communication (computers and the Internet) in their teaching. However, teacher familiarity with the SOE web site is quite limited.

We conclude that the current published version of SiYC is meeting critical needs through an invisible partnership with the nation's teachers.

Acknowledgments

We welcome the opportunity to acknowledge the support and encouragement of Michelle Smith, Assistant Director for Publications and Electronic Media, and Margo Kabel, Information Technology Specialist, in the Smithsonian Office of Education (SOE). Michelle and Margo were actively involved in all aspects of the study. Michelle initiated the study and provided considerable insight into SOE goals for the publication. Margo acted as liaison between SOE and ISO and provided assistance and suggestions during the development of the questionnaire and survey procedures.

This report also reflects the skills and expertise of several staff members in the Institutional Studies Office (ISO), in addition to the authors. Andrew Pekarik helped design the study. Steve Smith helped with sample selection and created data files for analysis. Both Andrew and Steve reviewed the text and made many helpful suggestions. Kaya Townsend reviewed, edited, and coded the comments given by respondents.

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I. Background

Introduction

The 1998 *Smithsonian in Your Classroom* (SiYC) Study was conducted for the Smithsonian's Office of Education (SOE). It is part of an effort to improve and modify the programs, publications and services offered the nation's educational community by the Smithsonian Institution.

About 1,550 teachers, from throughout the country, responded to the questionnaire mailed to them in April, 1998. We asked them about their backgrounds, their class visits to museums, participation in Smithsonian activities, and their interest in general areas of Smithsonian involvement. Teachers were also asked how they use SiYC in general, to comment on specific issues and to answer questions intended to assist in future improvements.

Of the teachers who received questionnaires, 80% responded, a remarkable response rate for mail surveys. Why did these teachers reply in such numbers? We speculate that subscribing educators perceive a reciprocal relationship between the Smithsonian and themselves. Quarterly, SOE sends issues of SiYC to them for no charge. When SOE asked educators for feedback and suggestions that would improve the publication, educators may feel that responding is one way to "pay" the Smithsonian back, as well as ensure that SiYC will continue to be a useful and valuable resource. Teachers were also told that they would receive the *Resource Guide* as a "thank-you" for responding. Thus, we have witnessed a true exchange of resources during the course of this study.

This discussion is organized into four sections; in addition to this introductory section, three sections focus on the results of the survey. Appendices contain the questionnaire, technical information and supplementary tables.

Background for the Study

Art to Zoo (now *Smithsonian in Your Classroom* (SiYC)) began in 1976 as "news for schools from the Smithsonian Institution," in an eight-page newspaper format. Early issues tried out mixes of essays, discussion ideas, interviews with Smithsonian curators, and activities. Quickly, the publication's editorial policy settled into the "one-theme-per issue" approach that characterizes it to this day. The January 1995 issue introduced an 8 1/2 x 11" booklet format and a second color, changes intended to make the publication easier to read, file, and photocopy. In September 1997, *Art to Zoo* changed its name to *Smithsonian in Your Classroom* to emphasize the publication's purpose: bringing subject expertise and museum-based instructional methods into the nation's schools.

Art to Zoo's subscription policy has always been to send the publication to anyone who requested it. From the beginning, an SOE program assistant routinely added subscribers' names and addresses to the mailing list dataset. The list resided on the Smithsonian's mainframe computer. By 1995, the unwieldy mailing list numbered more than forty thousand names. For several reasons, the list was not routinely purged.

As SOE contemplated changes intended to make the publication more useful to its readers it needed more information from and about them. How many readers were classroom teachers? What grades did they teach? How many worked in administrative positions? What types of institutions did they work and teach in? What did readers like or dislike about the publication? How could it be more useful to them? Finally, was *Smithsonian in Your Classroom* meeting its objectives?

To find the answers, in 1995 SOE's director of publications asked the Institutional Studies Office for assistance in conducting a reader survey. That conversation led to a long-range strategy that resulted in this survey. First, the mailing list was removed from the mainframe and transferred to a contractor. As part of the transfer SOE "re-enrolled" all subscribers and collected basic information about them (e.g., type of institution). Second, in the summer of 1997, a preliminary telephone survey was conducted, clarifying key issues through discussions with educators. The interest of teachers for over twenty years and the co-operation of teachers in the last two years led to this report.

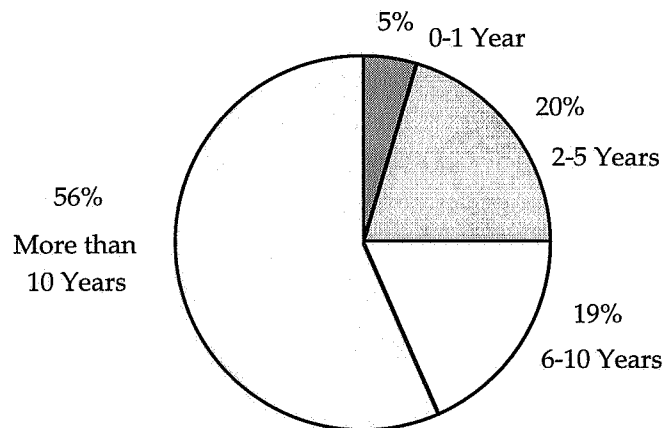
II. Results: The Teachers and Their Experience

Who are the SiYC Users?

Here we introduce the SiYC teachers and their educational experiences. We are discussing a total of 1,553 individuals from all 50 states.

Although our survey was limited to individuals who indicated that they were "teachers" when they asked to receive SiYC, we know that jobs and responsibilities change. In responding to the survey, 91% indicated that they were, indeed, "teachers." The rest were either specialized teachers (5% including homeschool, art and gifted and special education) or involved with other education-related activities (4%). [See Appendix A, Q.I.1, for details]. These educators are experienced, with more than half (56%) reporting that they have been teaching more than 10 years.

Figure 1
Years of Teaching Experience
(in Percent)

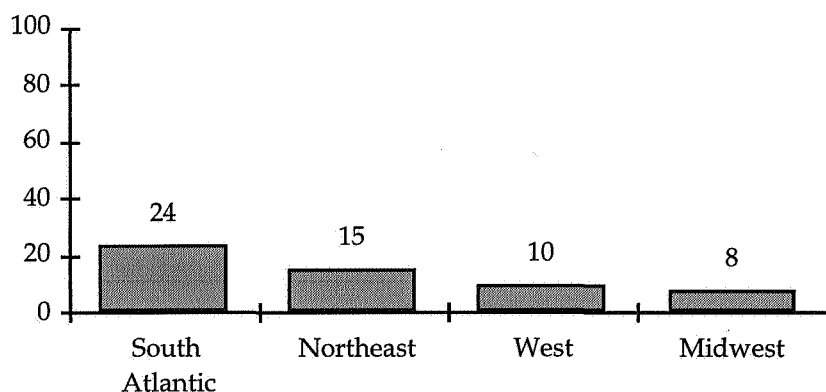


Source: Appendix A, Q.I.1.

While about one-third (30%) teach K-2, the majority either taught Grades 3-5 or 6-8. Many (61%) taught more than one grade range. Public (83%), private (7%) and parochial schools (5%) are the primary teaching settings; an additional 5% work in less formal settings (homeschool, camp, church, etc.).

One out of six (17%) reports ever taking students to visit a Smithsonian museum. One of thirteen (8%) report a visit to the National Zoo. Teachers in the South Atlantic, which includes the Washington, DC area, are much more likely to visit Smithsonian museums than those elsewhere in the U.S. (Figure 2). The reach of *American's Smithsonian*, the 150th anniversary exhibition that traveled to various U.S. cities, is apparent: 4% of those surveyed report having taken students to see it.

Figure 2
Percent of Teachers Who Report Class Visits to Smithsonian Museums (Ever),
 by Geography



Source: Appendix A, Q.II.2.

Resources and geography probably prevent teachers from making greater use of Smithsonian museums. Where available, they do view local cultural institutions as resources. In the past three years, 86% of teachers reported taking their students to at least one type of cultural facility. In general, visits to history museums/historical sites and art museums are the most frequent (39% each), followed by nature and science-related facilities.

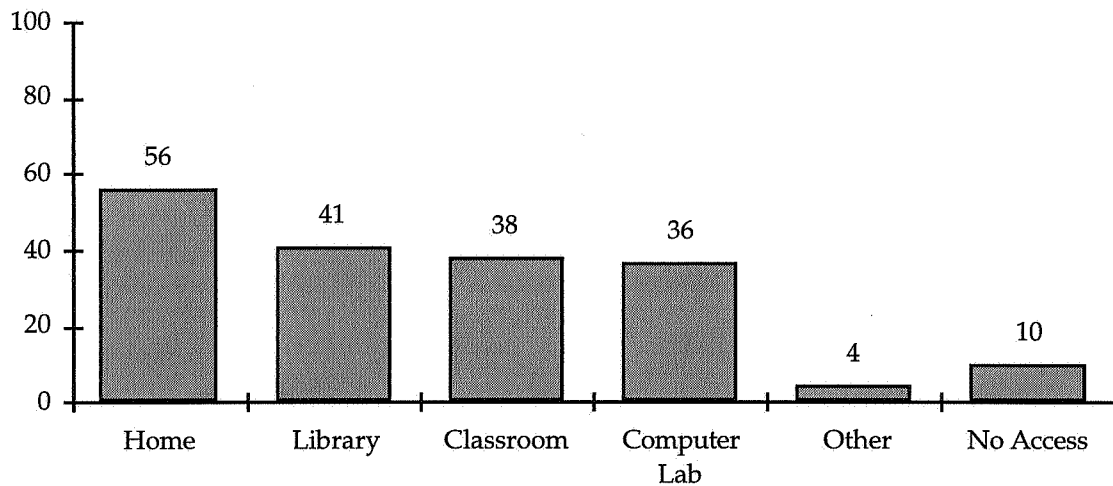
About one in seven teachers reports participation in Smithsonian activities such as teacher workshops, lectures, seminars, trips, and tours. A few (4%) report multiple types of activities. Almost 60% of teachers report reading *Smithsonian* magazine, and some are familiar with other Smithsonian publications (*Air&Space*, *Muse*, *ZooGoer* and *American Art*).

Computers and the Internet

Respondents use computers to assist instruction in multiple ways, either in their own education (69%), to prepare for classes (73%), or with their students (69%). Eight percent do not use computers for instruction. Users report spending, on average, between 4-5 hours each week in these activities; half report spending 2 hours or less.

Most teachers (90%) have access to the Internet in at least one location (e.g., home, library, classroom). More than half (53%) can log on at more than one location. Ten percent do not have Internet access.

Figure 3
Where Teachers Have Access to the Internet
 (in Percent)



Source: Appendix A, Q.III.2.

Note: Total equals more than 100%, as teachers were instructed to "mark all that apply."

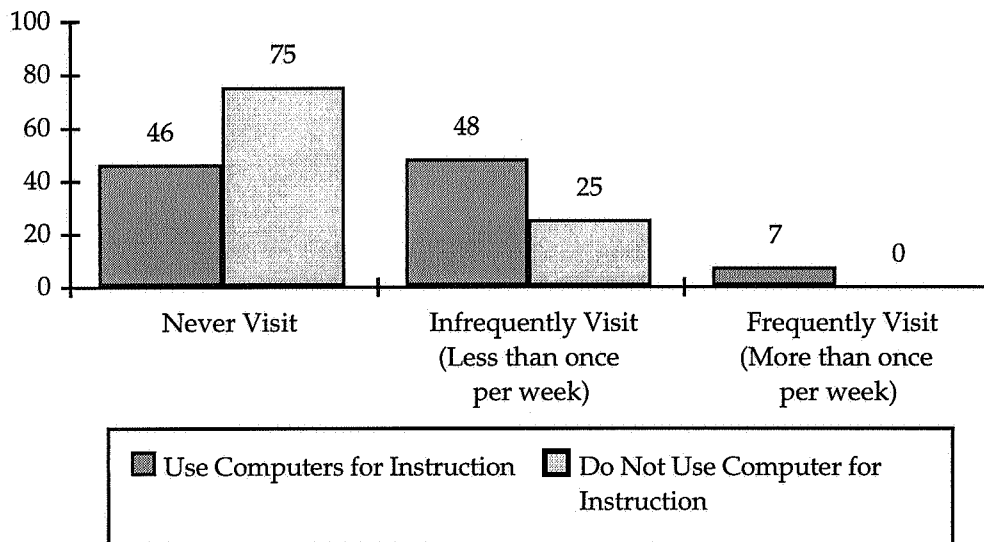
The Smithsonian Home Page, while familiar to over half of the teachers (53%), is not accessed regularly; 46% indicate they visit the page infrequently (less than one time per week) while more frequent users (6%) average twice a week. This is similar to the pattern reported for the Smithsonian Education Page. There is a disjunction between the percentage of teachers who have access to the Internet (90%) and the percentage who visit Smithsonian web pages (53%).

While almost all of the responding educators report having access to the Internet somewhere, many report the convenience of Internet access in their classroom or a school computer lab.¹ Teachers with convenient school Internet access were significantly more likely to report having visited Smithsonian Web sites (58%) than teachers without such connections (43%). There were no significant differences between the behavior of newer teachers and more experienced teachers; however, early elementary teachers (K-2), teachers in public schools, and teachers in the South Atlantic and Midwest regions all reported less Internet access than other teachers. As convenient Internet access expands, it is reasonable to assume that more and more educators will access Smithsonian Web educational resources.

Teachers who use computers to assist instruction are more likely to visit the Smithsonian Home Page or the Smithsonian Education Page than those who do not use computers to assist instruction (see Figures 4A and 4B).

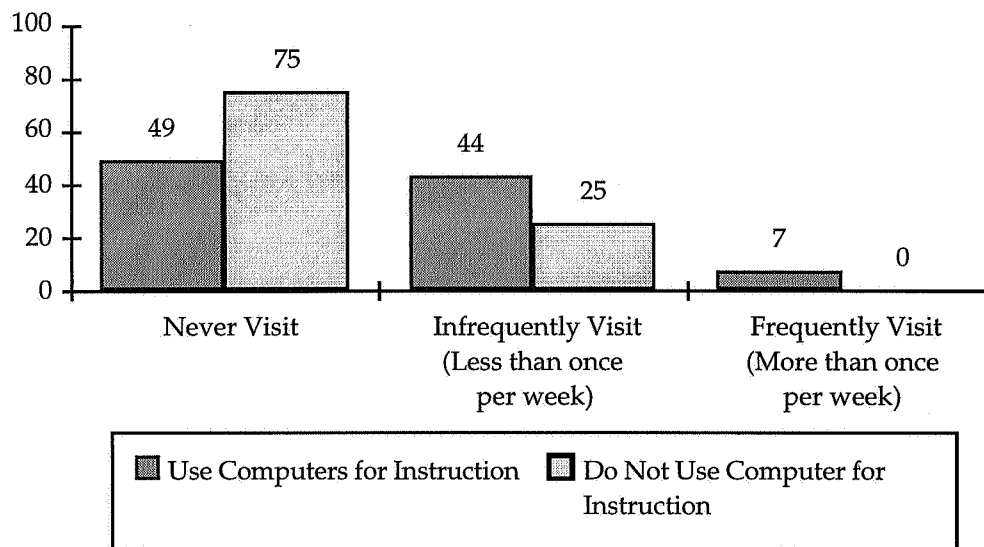
¹ Twenty percent of teachers with Internet access have access in the classroom; 18% have access in a computer lab; another 18% have access in both the classroom and a computer lab.

Figure 4A
Frequency of Visits to Smithsonian Home Page
 (in Percent)



Source: Data on file with ISO.

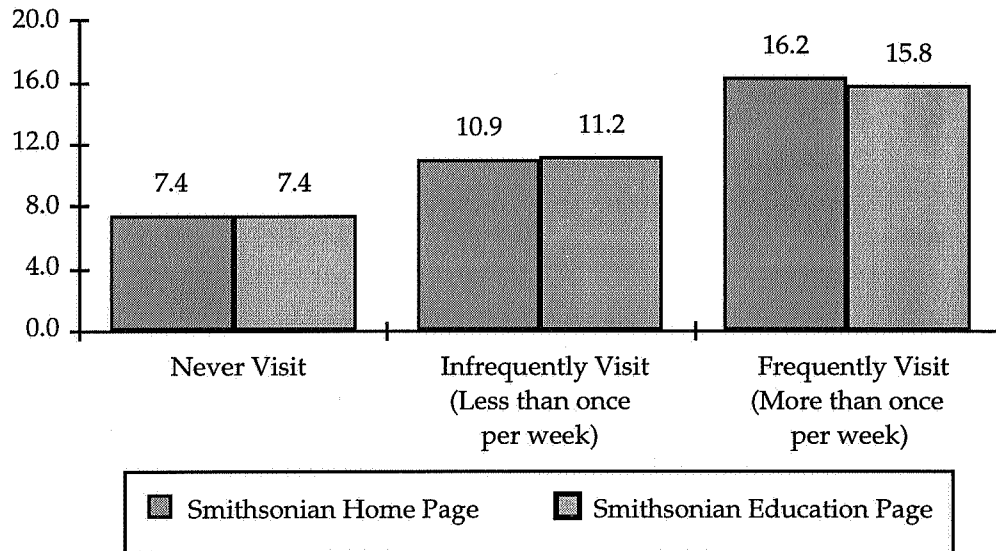
Figure 4B
Frequency of Visits to Smithsonian Education Page
 (in Percent)



Source: Data on file with ISO.

However, nearly half of those teachers who do use computers for instruction are not visiting either page. This may be related to the amount of time these particular teachers spend on computers weekly. Figure 5 shows that the frequency of visits to Smithsonian Web Pages increases with the average number of hours spent each week using computers. Web Page visits are, therefore, linked more to regular computer use than just using computers at all.

Figure 5
Average Time Spent per Week Using Computers.
by Visits to Smithsonian Web Pages
 (in Hours)



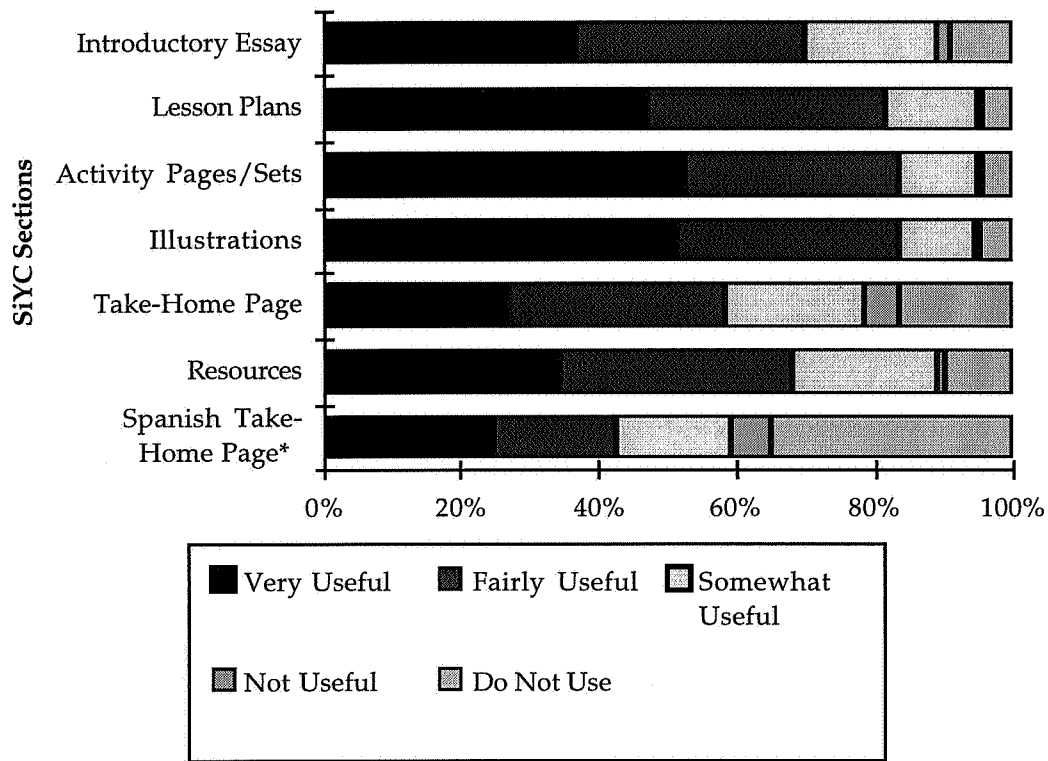
Source: Data on file with ISO.

Using Smithsonian in Your Classroom (SiYC)

Teachers who receive SiYC tend to use it to supplement their teaching materials whenever they can. Three-fourths of recipients (73%) incorporate it immediately and almost another fifth (19%) file it for future use. Its value is perceived even by non-users: over 4% report passing it on to colleagues, since they do not use it themselves. Though not specifically asked, comments provided by respondents suggest that some teachers who use SiYC in their teaching and/or file it for future use also share issues with their colleagues.

Every major section of SiYC is found useful by about seven of every ten SiYC users. They report the Activity Pages/Sets (84%), Illustrations (84%), Lesson Plans (82%), Introductory Essay (71%) and Resources (68%) either Very or Fairly Useful, with the Take-Home Page close behind (58%). (See Appendix A, Q. IV.3 for details; the "Very Useful" category is the larger of the two). The Spanish Take-Home Page is rated either Very or Fairly Useful by 42% of teachers who have Spanish-speaking students in their classrooms.

Figure 6
Teachers' Ratings of SiYC Sections
 (in Percent)



*Percent of teachers with Spanish-speaking students
 Source: Appendix A, Q.IV.3.

Teachers either use the various sections of SiYC as they are published or adapt them to their own needs. Some report not using specific sections. Most (89%) modify the Lesson Plans to meet student needs or interests. About one-third (36%) use Activity Pages for their own lesson plans; the largest group photocopies the Activity Pages for their students (61%). Two-thirds of users show students the actual illustrations as they present lessons, while a few (3%) show them on overhead projectors or as transparencies. One-fourth of the teachers photocopy the illustrations for each student. Of the major sections, the Take-Home Pages are used least; one-third use them as an in-class assignment (36%), another large group (31%) use them as a homework assignment, a smaller group (10%) report other uses and the rest (32%) do not use them.

The questionnaire also asked teachers about the usefulness of six specific issues of SiYC. Again, SiYC received high marks. Of teachers who received each specific issue, between 15-21% did not use it. (We did not inquire for the reasons; undoubtedly they include a mis-fit between the issue and the curriculum at that point in time.) If we look only at those who used each issue, we find that between 64% and 77% report that each issue was either Very or Somewhat Useful to them. (See Appendix A, Q.IV.9).

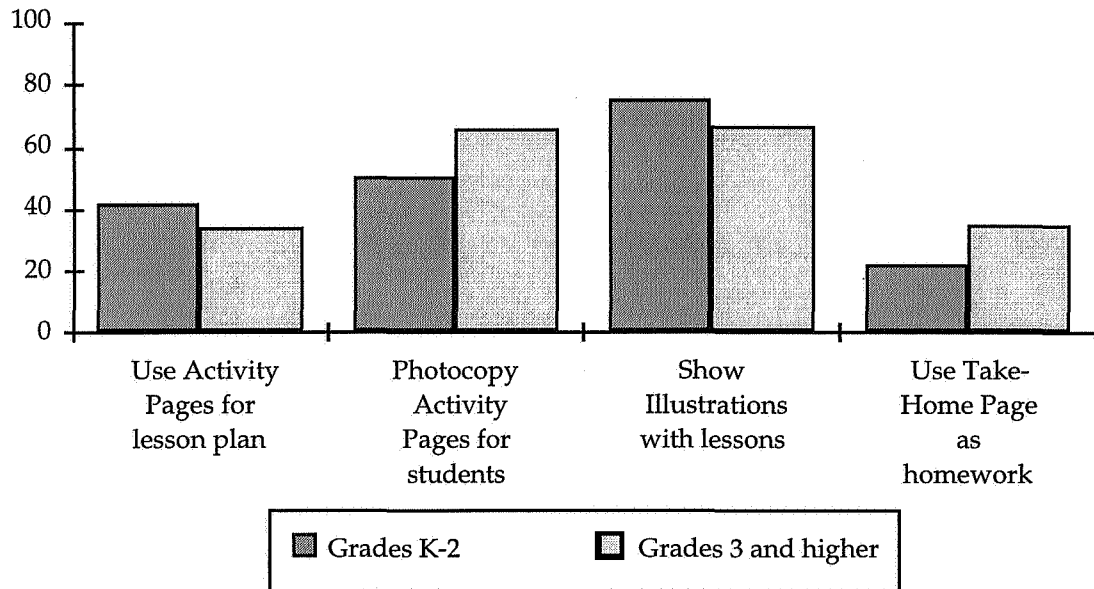
We examined the educators' responses to determine if use of SiYC varied with grade level taught, teaching tenure, region and other characteristics. While K-2 teachers' responses were occasionally different from other educators, there were few statistically significant and substantively significant differences in responses. One significant result was that educators with longer tenure make more use of SiYC. Eighty percent of the educators who have taught for more than ten years said that they use SiYC in their teaching "whenever possible." In contrast, slightly more than half of new educators (0 to 1 year) gave the same response (56%). In addition, late elementary teachers (grades 3-5) were significantly more likely to use SiYC whenever possible (77%) than teachers of other grades (Data on file with ISO).

Differences Between Teachers of Different Grade Levels

SiYC gears its material toward teachers of grades 3 through 9. However, nearly one-third of survey respondents (30%) teach students of kindergarten through grade 2. These teachers are just as likely as other teachers to use SiYC in their teaching and to file it for future use, but they differ significantly from the teachers of higher grades in their use of particular sections.

K-2 teachers are more likely (42%) to use the Activity Pages for their lesson plans than other teachers (34%). They are less likely to photocopy the pages for students (50% compared with 66%). They also volunteered that they modify Activity Pages or use them as references or resources more often (6%) than teachers of higher grades (3%). Eleven percent of K-2 teachers report not using the Activity Pages at all, compared to only six percent of other teachers.

Figure 7
Significant Differences between Use of SiYC Sections
by Grade Level Taught
 (in Percent)



Source: Data on file with ISO.

Most K-2 teachers (75%) report that they show the illustrations as they present lessons, while fewer teachers of higher grades (66%) do. The Take-Home page is not as useful to K-2 teachers as a homework assignment (22% assign it for K-2 and 35% assign it for other grades), but they are twice as likely to modify the page or use it in other ways.

It is apparent from the responses of K-2 teachers that they have different needs than teachers of higher grades and, therefore, use SiYC in different ways to meet those. These results present a challenge for SOE to recognize SiYC's diverse readership and to find ways to address the specific needs of subscribers.

III. Results: Teachers' Interests and Opinions

Interest in Areas of Smithsonian Expertise

The survey gave teachers an opportunity to help plan the subject matter of future issues of SiYC. They were given a list of 23 areas of Smithsonian expertise and asked to select up to five areas that are most useful to them as an educators.

Natural History was selected by the greatest number of teachers (49%), followed by five areas of Smithsonian expertise that were selected by roughly the same percentages of responding teachers. The five areas were: American History (37%), Native American Art, History, and Culture (37%), Animal Behavior and Habitats (34%), Environmental Studies (34%), and Space Exploration and Flight (32%). Each of the remaining areas was selected by fewer teachers (between 5% and 28%). These simple percentages partially obscure an important pattern in the teachers' responses. In fact, the responses of teachers tended to cluster so that a teacher was likely to select two or more related areas of Smithsonian expertise such as American Art and Contemporary Art. Five distinct clusters of Smithsonian expertise can be observed in the survey results:

- (1) Animal Science (Animal Behavior and Habitats, Biodiversity, Environmental Studies, and Natural History).
- (2) General Science (Aerospace, Astronomy/Physics, Space Exploration and Flight, Marine Biology/Ocean Studies, and Tropical Biology).
- (3) History and Society (American History, Anthropology/Past and Present Cultures, Biography, African American History, and Hispanic American History).
- (4) Multi-Cultural Interest (African Art and Culture, Asian Art, Asian American History, Native American Art, History, and Culture).
- (5) Fine Arts (American Art, American Crafts, Art Concepts, Contemporary Art, and Design).

Although the analysis shows that teachers tended to select related areas of Smithsonian expertise (clusters), teachers also selected from more than one cluster. Approximately 32% of the responding teachers showed that their interests lie closest to the animal science cluster. Another 25% expressed interests associated with the general science cluster, while 16% were associated with the history and society cluster, and 13% were associated with each of the remaining two clusters.

Teacher interest in Smithsonian expertise, characterized by the five clusters, is associated with the grade level taught. For example, the percentage of teachers interested in the animal science cluster decreases with increasing grade level while interest in the history and society cluster increases (see Table 1).

Table 1
Teacher Interest in Areas of
 Smithsonian Expertise by Grade Level
 (in Percent)

Area Cluster	<u>Grade Level Taught</u>			
	K to 2	3 to 5	6 to 8	9 to 12
General Science	23.1	25.7	26.6	19.5
Animal Science	34.1	32.3	27.8	27.2
Multi-Cultural Interest	13.7	12.7	14.6	14.0
History	7.9	16.1	16.9	19.0
Fine arts	<u>21.2</u>	<u>13.2</u>	<u>14.1</u>	<u>20.4</u>
Total	100.0	100.0	100.0	100.1

Source: Data on file with ISO.

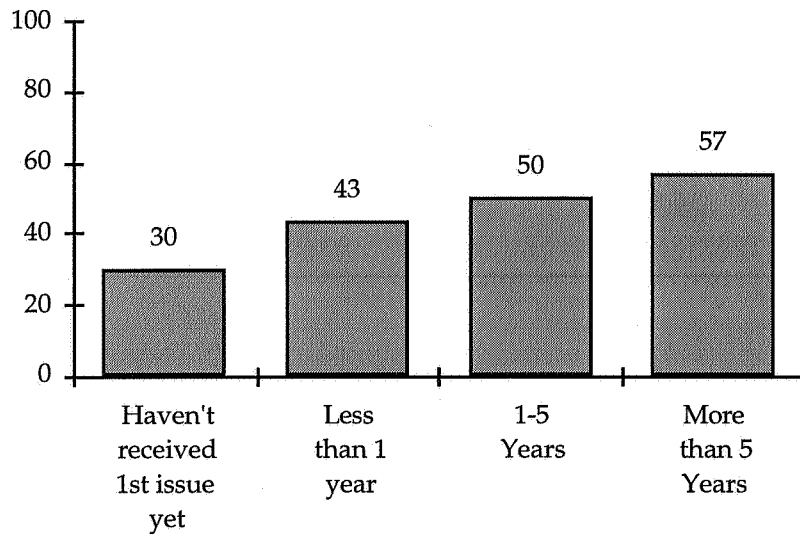
Advance Notification

Teachers were also asked how useful it would be for them to know the contents of future issues before the start of each school year. Without any doubts, the educators wanted this information. Almost all (94%) of the teachers who receive and use SiYC indicated that it would be Very or Somewhat Useful to have advance notification; the majority (72%) marked "Very Useful."

Teacher Comments

At the end of the questionnaire, space was available for teachers to "share their thoughts, comments, and ideas about *Smithsonian in Your Classroom*." About half of the educators took this opportunity to make their feelings known to SOE and provide additional information. Those who chose to write comments do not necessarily represent the total group of educators who responded to the survey. For example, the likelihood that a teacher elaborated with comments increased with teaching experience and length of time receiving SiYC (see Figure 7). Half (51%) of those who have been teaching for more than 10 years gave comments, while only one-third (35%) of first year teachers did.

Figure 7
Percent of Teachers who gave Final Comments
by Number of Years Receiving SiYC



Source: Data on file with ISO.

Quantifying the comments can be misleading. We cannot assume that because a large or small proportion of comments express a particular perspective or voice a specific criticism, a similar proportion of the overall readership shares the same perspective. Though we can not draw any statistical conclusions, it should not go unnoticed that over half (56%) of the comments made were generally positive. The rest of the comments addressed a range of topics. Teachers wrote about the content of issues, the fit of SiYC with student needs, SiYC's layout and design, and new subscriptions, as well as publication schedules and back issues. Appendix B contains a selection of comments organized by topic.

Appendix A.

Responses to the Questionnaire

This appendix includes the responses to each of the questions asked of teachers in the *Smithsonian in Your Classroom Study*. The results are shown as percentage distributions, by question. Please note:

- (a) A total of 1553 teachers responded to the survey. However, some questions did not apply to all teachers. Teachers who indicated that they had not received their first issue by the time of the survey (April 1998) or that they do not use the publication in their classrooms (about 2% of the total) did not answer questions about use.
- (b) Some teachers inadvertently failed to answer an occasional question. Thus, there is a small amount of missing data. This appendix does not show the number of respondents for each question. Precise information about each question is available from ISO. Percentages are based on the number of question-specific respondents.
- (c) The questionnaire contains several types of questions. Questions contain notes that indicate how the percentages were calculated. The main types of questions are also explained here.
 - (i) Questions requiring one response. The responses are shown as a percentage distribution (total = 100%)
 - (ii) Questions in which the respondent was asked to "Mark all that apply." The responses shown are the percent who selected each option. The sum across all options is, therefore, over 100%.
 - (iii) One question (Q.II.1) in which the respondent was asked to select up to 5 options. The responses shown are the percent who selected each option. The sum across options is, therefore, close to 500%.
- (d) The questionnaire was printed on 4 pages, as shown in Appendix C. To allow for all the responses and explanatory notes, it is spread on 6 pages here.

Smithsonian in Your Classroom Study

(formerly Art to Zoo)

----- I. Getting to Know You -----

1. Which description fits you best?
(Mark only one item.)

- 90.5% Teacher
- 2.8 Homeschool Teacher
- 0.8 Librarian/Media Specialist
- 0.3 Museum Educator
- 0.3 School Administrator
- 0.1 School Counselor
- 0.7 Community Educator (e.g., camp, scouts, after school/daycare, church programs)
- 1.6 Art Teacher
- 0.9 Resource/Curriculum Specialist
- 0.3 Special Education
- 0.3 Gifted Education
- 1.5 Other

100.1%

2. What grade levels do you teach?

Note: Total equals more than 100%, as respondents were asked to "Mark all that apply."

- 29.6% K-Grade 2
- 56.8 Grades 3-5
- 42.2 Grades 6-8
- 14.5 Grades 9-12
- 3.9 College/Adult Education
- 0.3 I do not teach

3. In what setting do you primarily work as an educator? (Mark only one item.)

- 82.7% Public school
- 7.4 Private school
- 5.2 Parochial school
- 2.4 Homeschool
- 0.3 Church, Sunday school
- 0.3 Daycare
- 0.3 Museum
- 0.1 Afterschool care
- 0.1 Camp
- 0.0 Public library
- 0.0 Scouts
- 1.3 Other (includes substitute and student teachers)
- 100.1%

4. How many years have you been teaching?

- 4.8% 0-1 year
- 20.1 2-5 years
- 18.7 6-10 years
- 56.4 More than 10
- 100.0%

----- II. Visiting Museums -----

1. Which of the following areas of Smithsonian expertise are most useful to you as an educator? Note: Respondents selected 5 items from an alphabetical list. The results are shown here in rank order, from the topic selected most frequently to least frequently.

- | | |
|---|---|
| 49.4% Natural History [e.g., plants, insects, animals, fossils, minerals] | 16.7 Anthropology/Past & Present Cultures |
| 37.0 American History | 16.6 African Art & Culture |
| 36.8 Native American Art, History, & Culture | 16.2 Aerospace |
| 34.0 Animal Behavior and Habitats | 15.3 Astronomy/PhysicsBiography |
| 33.6 Environmental Studies | 14.2 Biodiversity |
| 31.6 Space Exploration & Flight | 13.9 Contemporary Art |
| 28.4 Marine Biology/Ocean Studies | 11.8 African American History |
| 21.1 Biography | 10.1 Asian Art |
| 20.9 Art Concepts | 9.9 Tropical Biology |
| 20.8 American Art | 9.3 Design |
| 18.8 American Crafts | 9.2 Hispanic American History |
| | 4.9 Asian American History |

----- II. Visiting Museums [continued] -----

2. Have you ever taken students to visit any of these Smithsonian facilities?

Note: Total equals more than 100%, as respondents were asked to "Mark all that apply."

- 16.5% Smithsonian Institution museums
 - in Washington, DC
- 8.0 National Zoo in Washington, DC
- 1.9 Cooper-Hewitt National Design Museum in New York City
- 3.3 National Museum of the American Indian in New York City
- 4.1 *America's Smithsonian*, traveling exhibition
- 1.1 Other: SAO, traveling exhibitions
- 76.3 Never visited with students.

3. Which of the following Smithsonian-sponsored activities have you participated in?

Note: Total equals more than 100%, as respondents were asked to "Mark all that apply."

- 6.1% Teacher workshops
- 4.8 Lectures or seminars
- 9.0 Trips or tours
- 84.6 None of these

4. Other than the Smithsonian, have you taken students to visit any of the following in the past three years?

Note: Total equals more than 100%, as respondents were asked to "Mark all that apply."

- 39.3% Art museum/gallery
- 39.2 History museum/historic site/historical society
- 31.4 Nature center
- 30.1 Zoo
- 27.9 Science center
- 27.3 Aquarium
- 25.0 Children's museum
- 23.0 Science museum
- 21.7 Natural history museum
- 16.3 Botanical garden
- 10.4 Aerospace museum
- 6.5 Technology museum
- 2.4 Planetarium/Observatory
- 2.2 National Park/Environmental Site
- 1.4 Theater/Performing Arts
- 1.2 Cultural/Other Museum
- 1.2 Other/Miscellaneous

5. Do you read any of these Smithsonian

magazines? Note: Respondents were asked to "Mark all that apply."

- 58.1% *Smithsonian*
- 5.0 *Air&Space*
- 9.1 *American Art*
- 5.4 *Muse*
- 7.3 *ZooGoer*

35.9 None of these

----- III. Computers and the Internet -----

1. How do you use computers to assist instruction? Note: Respondents were asked to "Mark all that apply" and estimate hours per week.)

69.2% For my own education,
On average, 4.2 hours per week
(SD=4.38, median=2 hours)

72.8 To prepare for classes,
On average, 3.6 hours per week
(SD=3.04, median=2 hours)

68.5 Use with students in the
classroom
On average, 5.3 hours per week
(SD=5.29, median=2 hours)

2.2 Other, including e-mail
On average, 3.1 hours per week
(SD=3.06, median=1 hour)

8.4 Do not use computers for
instruction

2. Where do you have a connection to the Internet? Note: Total equals more than 100%, as respondents were asked to "Mark all that apply."

56.3% Home
40.6 Library
38.3 Classroom

36.3 Computer lab
1.8 Office
0.5 University/College
2.1 Other

10.0 Do not have access to the Internet.

3. How often do you visit the Smithsonian Home Page on the Internet (<http://www.si.edu>)?

10.0% Never, I do not have access
37.5 Never, but I do have access
46.1 Infrequently
6.4 Frequently, on average 2.1 times
_____ per week (SD=1.91, median=1)
100.0%

4. How often do you visit the Smithsonian Education Page on the Internet (<http://educate.si.edu>)?

10.0% Never, I do not have access
41.2 Never, but I do have access
42.3 Infrequently
6.5 Frequently, on average 2.0 times
_____ per week (SD=1.71, median=1)
100.0%

----- IV. Using Smithsonian in Your Classroom -----

1. How long have you been receiving Smithsonian in Your Classroom (formerly Art to Zoo)?

21.8% Less than 1 year
63.9 1 to 5 years
9.1 More than 5 years
5.2 Have not received first issue yet
100.0%

Note: Teachers who said that have not received an issue at the time of the survey, were told to skip to *Section V. Your School, Question 1.*

2. In general, how would you describe the way you use Smithsonian in Your Classroom? (Mark only one item.)

73.3% I use it in my teaching whenever possible
18.6 I file it away for future use
4.3 I pass it along to colleagues, do not use myself*
2.1 I use it whenever possible and I file it away
1.7 I do not use *S in your Classroom*.*
100.0%

* Note: Instructed to skip to *Section V. Your School, Question 1.*

----- IV. Using Smithsonian in Your Classroom [continued]-----

Note: The rest of this section was answered ONLY by teachers who are familiar with SIYC.

3. Based on your familiarity with *Smithsonian in Your Classroom*, please rate the usefulness of the sections in general.

	Very Useful	Fairly Useful	Somewhat Useful	Not Useful	Do not Use
Introductory Essay	36.8	33.5	19.0	1.7	9.1
Lesson Plans	47.4	34.2	13.3	0.9	4.3
Activity Pages/Sets	52.8	31.0	11.1	0.9	4.3
Illustrations	51.5	32.1	11.0	0.5	4.9
Take-Home Page	27.3	31.2	20.4	5.0	16.2
Resources	34.5	33.1	21.6	1.1	9.6
Spanish Take-Home Page	9.0	6.7	8.9	6.6	68.8
Spanish Take-Home Page [teacher w/Spanish students]:	25.2	17.1	16.6	5.9	35.2

4. How do you generally use the Lesson Plans? Note: Respondents were asked to "Mark all that apply."

- 4.0% Use Lesson Plans without change.
- 89.5 Modify the Lesson Plans to meet student needs/interests.
- 0.4 Varies, Depends, When suitable
- 2.1 Reference, Resource, or Modify to my plan
- 1.1 Groupwork, other non-specific
- 5.2 I do not use the Lesson Plan.

5. How do you generally use the Activity Pages? Note: See "Note" for Q.4.

- 36.4% Use Activ. Pages for lesson plan.
- 61.3 Photocopy Activity Pages for students.
- 1.5 Other non-specific
- 1.0 Varies, Depends, When suitable
- 4.4 Reference, Resource, or Modify to my plan
- 0.4 Classwork/Discussions
- 1.5 Other non-specific
- 7.3 I do not use the Activity Pages.

6. How do you generally use the accompanying illustrations in *Smithsonian in Your Classroom*?

Note: Respondents were asked to "Mark all that apply."

- 25.7% I photocopy one for each student.
- 68.9 I show students the illustrations as I present lessons.
- 2.7 Overhead projector, Transparencies
- 2.3 Create resources, bulletin boards, displays
- 2.5 Other non-specific
- 7.5 I do not use the illustrations.

7. How do you generally use the Take-Home Page? Note: Respondents were asked to "Mark all that apply."

- 35.6 As an in-class assignment.
- 31.2 As a homework assignment.
- 3.5 Extra credit, enrichment, voluntary
- 0.9 Modify to my needs
- 0.5 Parent involvement
- 1.5 Learning Center, groupwork, discussions
- 3.1 Other non-specific
- 31.9 I do not use the Take-Home Page.

----- **V. Your School** -----

1. Which of the following educational standards and curricular frameworks apply to you? Note: Respondents were asked to "Mark all that apply."

- 65.2 Local
- 86.3 State
- 33.4 National
- 6.7 None of these

2. Do you teach Spanish-speaking students?

- 30.6% Yes
 - 69.4 No
- 100.0%

3. In what state do you teach?

Note: Two letter abbreviations classified into regions.

- 30.2 South Atlantic U.S.
 - 26.2 Northeast U.S.
 - 24.3 Midwestern U.S.
 - 19.3 Western U.S.
- 100.0%

4. How would you describe your school/work community?

- 17.6% Large city (over 500,000)
 - 18.0 Medium city (100,000 to 500,000)
 - 23.6 Small city (10,000 to 100,000)
 - 17.0 Town (2,500 to 10,000)
 - 10.7 Suburban
 - 13.1 Rural
- 100.0%

47.6% of respondents shared their thoughts, comments, suggestions, and ideas about *Smithsonian in Your Classroom* with us.

Appendix B.

Selected Comments by Topic

Comments provided by 731 respondents were categorized into ten categories according to content. This appendix consists of a sample of comments from each of the following categories:

- (1) General positive comments
- (2) General, not substantive comments
- (3) New, just started receiving SiYC
- (4) Wish to know topics in advance
- (5) Subscription problems
- (6) Subject oriented
- (7) Layout/Design oriented
- (8) Negative comments
- (9) Want more frequently/Back issues and museum kits
- (10) Too advanced / Too simple / Generally not appropriate

General Positive Comments

ID 0421

An excellent teaching tool - augments that which we are doing - used as a break from regular studies - seems to rekindle interest levels - promotes student inquiry

ID 0509

Your materials have created a new approach I use in the classroom. Many times I order materials from Smithsonian, use and then share with curriculum specialists. Smithsonian has caused me to think "love to learn" in my room.

ID 9299

Your lesson plans are excellent! Absolutely the best canned plans I've ever received from any organization/workshop/institution. I do have to modify them slightly at times but usually very little. I wish I could receive one each month! The content is easily integrated into my curriculum and the length of time each lesson take is great because it does not take up too lengthy a time in an often packed curriculum.

ID 4993

The publication should be sent for by every student teacher, every grad student in education. Smithsonian might send someone to observe and interact with some teachers and their classes modeling use of separate stories/issues/lesson varieties.

ID 2493

I use with gate (gifted and talented ed.) 4-8th graders. They look forward to these lessons. Parents like the idea of Smithsonian being part of the curriculum.

ID 3309

I would like to take this opportunity to thank you for what you do. My kids live in a poor rural area and will never have a chance to visit the places or things in other cities. Your magazine allows them the chance to see & learn things they normally would not.

ID 3897

I really liked the issue about the power of object/symbolism. I've use it in a hospice group for children.

ID 6237

I thank you for providing those lessons with activities at no cost. It really means a lot to the home schooling families who get no resources from their local school districts!

ID 6709

I think that you are doing an outstanding job. I have used and shared the Internet and You [issue] with so many teachers. This particular issue inspired me to complete three graduate credits creating technology lessons with the William H Johnson Internet site. My students love getting the information. Thanks for the inspiration, keeping my students current and offering this free to teachers. Thanks so much.

ID 6993

I believe that publications like yours bring the community directly into the classroom. Further they provide materials directly related and appropriate to curriculum. In terms of teaching new colleagues or readdressing the skills of more experienced but struggling colleagues it helps to demonstrate how to incorporate content into lessons and develop appropriate activities to follow-up and reinforce with excellent resources.

General, not substantive

ID 9112

I was off track when the Smithsonian show appeared at the LA convention center. Therefore I couldn't take my class but I attended the teacher open house - great evening.

ID 9089

The issues I am unable to use I give to the teachers on my team. This way the material gets used.

ID 9245

I do not personally use most copies of your magazine but pass them on to other teachers. I used them often when teaching enrichment k-12.

ID 7073

I travel with my 5th graders to Washington D.C. in May each year. We always look forward to and enjoy our visits to the Smithsonian museums.

ID 2441

Time is a huge issue for me. If I see an article or material that catches my eye as relevant to the curriculum at my grade level (5/6) I'll take time to really look at it. If on the surface it looks unrelated I will not take time to look further but I do file SIYC for future possible use if I don't see immediate use.

ID 3517

Well-prepared but I must teach strict core content for 5th grade curriculum. Many times your publication is of interest to me but doesn't fit into my plans completely.

ID 3785

Switching texts and grade level next year (8-6th) I believe SiYC may be more useful to me in the future.

ID 6569

I would love to have traveling Smithsonian exhibits come through Olympia, WA. Or tie in to Pacific science center in Seattle. The rocks & minerals and fossils in natural history museum in WA dc would be so exciting to my students.

ID 9244

I know I would be a better teacher if I was able to use your services more. Next year should be the one!

ID 9249

A subscription could be given to each school library as a resource.

New, Just Started to Receive SiYC

ID 0229

I have not yet had the opportunity to use lessons - I intend to use the Eskimo lesson next year.

ID 9023

I only recently became aware of the Smithsonian in Your Classroom magazine. It makes team teaching and interdisciplinary teaching more feasible.

ID 7137

I never received the Smithsonian in Your Classroom study.

ID 9022

I have not had an opportunity to use any of the materials you sent me but I have received them and they are on file in my room.

ID 8052

I just started receiving Smithsonian in Your Classroom. Now that summer is nearly here I will have time to incorporate them into my teaching!

ID 5097

I have only received 2 issues but look forward to future ones. I plan to use the pollination one next fall when I teach the unit. I would love the one on Japan as we do an in depth unit.

ID 673

I am just preparing to teach my first year so I haven't had the chance to use Smithsonian in Your Classroom yet. Anything on biology would be of great use to me if you have anything to pass along to me.

ID 9043

I only started receiving Smithsonian in Your Classroom so I am not very familiar with the benefits of it yet. I plan to use activities next year with my classroom. Since I teach younger children I think I will need to modify some activities to be applicable for my classroom. Thank you.

ID 2881

I have only received the lesson marked above and I loved it!! Please keep them coming. I live and teach in a small town with no great museums close by and field trip funds are limited. I would love to visit you in D.C. but \$ is a problem. One day though..

ID 4581

I have never heard of your magazine before. It sounds interesting! I plan to look you up on the Internet.

Know Topics in Advance

ID 302

Scheduling & planning is at the heart of teaching. Knowing the content of your issues and being able to choose those that apply would be beneficial to teachers & your facilitators I would think.

ID 9212

It would be extremely helpful to have a list of future issues. Thank you

ID 9177

It's a wonderful publication. I've been receiving it from the time it was titled art to zoo. If I knew beforehand the contents of future issues I could infuse appropriate topics into the curriculum. Our curriculum is over loaded otherwise I would do mini units with each of the Smithsonian in the Classroom.

ID 9076

Would use more if knew in advance so I could plan with materials I already have .e.g. How Things Fly [issue] came out after I taught flight.

ID 1021

Textbooks have thematic concepts which requires supplemental material. Smithsonian is a supplemental of good ideas but it takes coordination as one can't switch gears just because a new issue arrives. Working with a thematic concept takes hours of preparation for a classroom of students. As a publisher's consultant - themes are developed evenly over years of work.

ID 3173

Smithsonian in Your Classroom is an extremely valuable resource. The issues are packed full of quality material. Please let us know the topics of future issues in advance. This is essential from a planning standpoint.

ID 9222

This survey in itself made me more aware of your issues and the need to use them because they're great. It would help though if I could know before the year starts so can plan into curriculum.

ID 2065

Receiving future issue info would be very helpful. Our students are out in the community as the primary resource. I teach 4 unit studies/themes each year - based on student interest 3 are planned prior to new school year. Gathering resources, information is my most time consuming task. Thanks

ID 9097

Knowing topics of Smithsonian in the Classroom in advance would be useful!

ID 941

I enjoy your publication and use material from it often. The idea of a school year overview is appealing!

Subscription Problems

ID 165

I would like to receive more reliably all my issues. I went for a long time without receiving any - I think I've only received 2 issues. But we do love them. They are cherished in my classroom.

ID 3933

I thought that you had discontinued your program. I would like to receive Smithsonian in the classroom if there is anyway to get back issues. If so I would love to have the Internet and You, How Things Fly: Activities for Teaching Flight, thank you.

ID 9252

I would like to receive this regularly!

ID 9200

As you can see from #9 above I receive the issues rather haphazardly only 2 of the 6. How can we fix that because I do love to use the magazine?

ID 9152

Smithsonian in the classroom is an excellent publication/ resource for the classroom. Even though I always request it - I never seem to consistently receive the issues.

ID 9204

I have not received art to zoo smith in your classroom in a year so some of these I can not answer. I would like to begin receiving this publication again.

ID 4645

I receive your publication on a random basis only - would love it all the time! Also-no coupon was in the envelope and I would appreciate the booklet-thanks!

ID 1373

I really enjoy Smithsonian in Your Classroom but I don't know why I only receive it intermittently. Perhaps other teachers at school pick it up first. I hope I get a hold of it more regularly.

ID 2882

I did not receive all of the recent issues. I have in the past. Please place my name on your mailing list for next year.

ID 2785

We only received one issue and I don't know why. I really liked it. I create my own curriculum so I am always looking for wonderful materials like these. I hope you can get my subscription on track. Thanks

Subject Oriented

ID 613

The hands-on activities are very helpful especially on topics that seem so abstract to the kids.

ID 9161

More mathematics related topics or interdisciplinary with math being incorporated.

ID 9078

Add more Internet connections on articles.

ID 5001

Thank you for making the Smithsonian so accessible to the other states - I would like to see some lessons on chemistry

ID 2005

Please include some issues about ancient civilization (i.e., Egypt, Greece, Rome). I find your lesson plans easy to use.

ID 3761

The science and social studies related articles have been most useful - particularly the ones I have put a * next to articles for student reading are challenging for 5th grade but well written and high interest level. 5th graders are very interested in the mysterious and unexplained. Another suggestion - an issues on gemstones and geology.

ID 3805

I would like more use of foreign languages more international focus (it's a small world!) Think global!

ID 6221

In the early 80's when I receive this publication it included more art related learning. I'd love to see you go back to that because we do lots of interdisciplinary teaching at my school. The arts provide an avenue for learning that enriches the required courses students take.

ID 5781

I like receiving Smithsonian because it helps to keep us current in science & social studies. New books are costly and reading & math are purchased first. Science & social studies change rapidly and you are helping to keep us up to date in our learning environment. Thank you so much.

ID 2193

This is a duplicate form that was sent to me. I'm answering it as I'll be teaching in a different demographic next year: private school pre-k through 9th grade. Any info on music or music history- composers etc. & specifically music. Thanks!

Layout/Design Oriented

ID 2125

Very valuable to me. The graphics that accompany the activity sheets make one, helps one, keep a focus. The questions help us to think & do. I shared the subscription with the teachers in charge of science at their site. We love this publication! Thank you!

ID 1673

The Japan issue was the best! However photo copying the art work left much to be desired. It would not enlarge well. Could I order a class set. I share with others since I am a special ed teacher in history and social sciences. The art work helps me sell other cultures to my kids.

ID 332

Need new layout - sometimes too wordy, sometimes ok. Need 3 hole punch to keep in a regular looseleaf. Index with vocabulary words as well as in the lesson. Maybe a separate A-Z for the elem art teacher & art history.

ID 9164

Needs poster size illustration. Larger print on the student worksheets.

ID 2017

I would like quality illustrations/ photos on a disk that I can print and share with students. I think of 19th century scientific illustrations of animals bones artifacts plants showing great detail. Black and white is ok as long as texture and shadow is evident. Students treasure these. I would be happy to help plan and execute this idea. My students are visual learners as a result of our media rich society.

ID 6017

Color would be desirable for art prints.

ID 6701

I personally liked the old format much better especially the pull-out page. I liked the fact that more things were written in Spanish. Also I felt that the old format was easier to use especially with younger children.

ID 4862

I enjoy the magazine and the ideas. For my students I would like larger print for information they are to read. I like the English/Spanish pages. They are appropriate for our area. The two magazines this year were used for enrichment, next year they be used in the curriculum.

ID 4245

A brighter more colorful publication would be more appealing. Also the take-home pages should be kid friendly-large type bright graphics and readable. I would suggest lesson plans/activities/ take home pages devised for various levels.

ID 6165

I think they are excellent resources! Lesson plans are very helpful. I like the steps! Diagrams are good for overhead transparencies. Bi-lingual classes benefit as I pass them on. Students enjoy the activities. My boys loved the flight unit and I showed my slides of the aerospace museum. Thank you! They are great supplements!

Negative

(Note: only 4 of the comments given were negative)

ID 1929

I have felt that the lesson plans are not always reflective of exemplary teachings (too factual don't invite creativity or problem solving.) Occasionally I have even shown a lesson plan to pre-service teachers as a negative example of open-ended prompts (e.g.. bees & flowers). This has been a disappointment and a surprise given Smithsonian's on going commitment to public education. You can do better. Feel free to contact me.

ID 5261

I certainly am not opposed to using Smithsonian in my Classroom; I simply have not yet found a lesson plan or subject I can plug in in a timely manner.

ID 1469

I find generally the content is not relevant to my students. This needs to be geared to grade level. Most seems geared toward 7-12.

ID 9018

I've never used Smithsonian in Your Classroom because they have never been relevant to what I teach which is computers. I teach technology through the arts - writing short stories poetry design and illustration. I find the magazine visually unexciting and the lesson plans very boring! Sorry but I think the Smithsonian has so much to draw from, I think you can produce something more exciting.

Want More Frequently/Back Issues and Museum Kits

ID 752

I would like to know more about what is available to me as a teacher-I'm too far from D.C. to visit with class but would like to have the kids feel closer to you! This publication has helped me start to do this! Keep up the great work!

ID 5737

Great resource. The bibliographies in the back are very helpful. Could I get a copy of Contrasts in Blue... I had to borrow a copy from another teacher thank you

ID 9072

I enjoy everything I receive. I would like to have transparencies if possible. Students respond better & become more involved when they see things. I also enjoy group activities. Where students learn by exploring & making decisions on their own. Thanks.

ID 9264

I love Smithsonian in Your Classroom. It is a wonderful asset for teachers. Is it possible to receive back issues of the Smithsonian in Your Classroom or art to zoo? Thanks for your hard work and dedication keep up the good work.

ID 5469

It would be nice to be able to order back or future copies by topic since I don't use the ones that do not fit in with our course of study.

ID 5761

Activities that are hands on would be great! Do you offer museum kits to use in the classroom? How can I find out all that you offer?

ID 2252

Where might I find out more information about ZooGoer?

ID 6361

I think another way to approach these learning guides is to ask teachers what they would find useful in their classrooms. Unfortunately I also believe schools are unaware of the wealth of resources that the Smithsonian provides. The teacher's night I felt was the best way to remind educators what is beyond the classroom. Could these teachers' night maybe occur twice a year instead of once?

ID 8071

The Smithsonian in Your Classroom is interesting and useful. It would be great if we could have a set of videos to go along with the articles that we could loan or rent.

ID 6413

I love your Smithsonian publication. I only wish it would come out monthly.

Too Advanced / Too simple / Generally not appropriate

ID 8064

I feel the content area is extremely challenging and sometimes too difficult for 4-8. I wish the publication was divided in k-3, 4-8, 9-12 levels.

ID 6105

The Smithsonian in Your Classroom is extremely interesting. Because of our socio-economics area it has been beneficial and useful. Some of the materials are too sophisticated for our area. Need more high interest subjects for the low economic areas.

ID 4982

As a 2nd grade teacher I have had to modify all of your lesson plans and activity pages. Many of your topics are not of interest to early childhood students. Therefore I would suggest that you put out an early-childhood edition as your publication is excellent.

ID 4841

I like so in your classroom because it gives me a perspective. I transfer ideas to fit 1st graders. Most of your activity pages etc. are at a reading level too high for my students. So it they fit - I redo them. We do make a big thing of why museums can teach. They know where you are even though we are so far away.

ID 4561

The lesson plans need to be split. One for elementary level one for elementary level and one for secondary level teachers. Most lesson plans have been unadaptable for lower grades.

ID 9087

I would love for you to make edition for older students. (i.e. high school) many of the ideas are for grade school teachers.

ID 1017

Please get some issues toward 10th/ 11th grade level (history) students (esp. Using primary sources).

ID 3741

Many of your activities do not apply to the curriculum we use. I really wish you would have a number of issues devoted to different age groups sent at one time so many grades can use them. Also it would help with use with different ability students in the same classes.

ID 9139

Occasionally I seek greater grade level distinction for content. I really enjoy and feel guilty when I do not use or cannot find a copy I seek.

ID 525

Indicate grade level appropriateness of articles, include bibliography & materials available (grade level appropriate) for each topic of SiYC (available thru Smithsonian stores).

Appendix C.

Technical Information, Questionnaire, and Letters to Teachers

Technical Information

Sample Design and Response Rates. The *1998 Smithsonian in Your Classroom Study* (1998 SiYC Study) was mailed to a sample of teachers selected from the publication's total mailing list (as of April 10, 1998). Recipients who classify themselves as "teachers" (N=6923, 46% of the total) are SiYC's largest subscriber group and probably the most homogeneous. Without any prior experience surveying this population, we had to assume that response rates would not be high. Thus, questionnaires were sent to about 30% of teachers, an initial mailing of 2,000. This approach allowed us to use our resources for follow-up mailings. Of the 2,000, a total of 54 questionnaires were returned or not received, primarily as a result of address problems. Responses were received from 1,553 or 79.8% of the all those who actually received questionnaires (1,946).

We have some information on non-respondent teachers from SOE administrative records, i.e., residence. We found no differences between responding and non-responding teachers based on residence (U.S. Census divisions). However, while it may be true that the characteristics, attitudes and behaviors of those who answered are the same as of those who did not, there is small likelihood that they are different, especially in some of their attitudes and behaviors.

Survey Administration. A questionnaire, an introductory cover letter signed by Ann Bay, Director, SOE, and a franked return envelope were sent to each teacher selected for the survey. The mailing also included an incentive coupon, redeemable for an SOE publication, *Smithsonian Resource Guide for Teachers 1997/98*. The initial mailing took place on April 17, 1998. The questionnaire, reproduced in this section, consists of two double pages, or four sides, divided into topical sections.

A second identical mailing, with a cover letter signed by Michelle Smith, Assistant Director for Publications and Electronic Media, was sent to non-respondents on May 8, 1998. To ensure high response rates, after 5 weeks a final reminder postcard was sent. Data collection officially ended on June 22, at which time a total of 1,553 questionnaires had been received. An additional 37 questionnaires arrived after the data collection ended. Had these questionnaires been included in the analysis, the response rate would have increased to 82%.

Smithsonian in Your Classroom Study

(formerly Art to Zoo)

----- I. Getting to Know You -----

1. Which description fits you best?
(Mark only one item.)

- Teacher
- Homeschool Teacher
- Librarian/Media Specialist
- Museum Educator
- School Administrator
- School Counselor
- Community Educator (e.g., camp, scouts, after school/daycare, church programs)
- Other _____

2. What grade levels do you teach?
(Mark all that apply.)

- K-Grade 2 College/Adult Education
- Grades 3-5
- Grades 6-8 I do not teach
- Grades 9-12

3. In what setting do you primarily work as an educator? (Mark only one item.)

- Public school
- Private school
- Parochial school
- Afterschool care
- Camp
- Church, Sunday school
- Daycare
- Homeschool
- Museum
- Public library
- Scouts
- Other _____

4. How many years have you been teaching?

- 0-1 year 6-10 years
- 2-5 years More than 10

----- II. Visiting Museums -----

1. Which of the following areas of Smithsonian expertise are most useful to you as an educator? (Choose up to five items.)

- Aerospace
- African Art and Culture
- African American History
- American Art
- American Crafts
- American History
- Animal Behavior and Habitats
- Anthropology/Past and Present Cultures
- Art Concepts
- Asian American History
- Asian Art
- Astronomy/Physics
- Biography
- Biodiversity
- Contemporary Art
- Design
- Environmental Studies
- Hispanic American History
- Marine Biology/Ocean Studies
- Native American Art, History, and Culture
- Natural History [e.g., plants, insects, animals, fossils, minerals]
- Space Exploration and Flight
- Tropical Biology

2. Have you ever taken students to visit any of these Smithsonian facilities? (Mark all that apply.)
- Smithsonian Institution museums in Washington, DC
 - National Zoo in Washington, DC
 - Cooper-Hewitt National Design Museum in New York City
 - National Museum of the American Indian in New York City
 - America's Smithsonian*, traveling exhibition
 - Other Smithsonian facility (specify):

3. Which of the following Smithsonian-sponsored activities have you participated in? (Mark all that apply.)
- Teacher workshops
 - Lectures or seminars
 - Trips or tours
 - None of these

4. Other than the Smithsonian, have you taken students to visit any of the following in the past three years? (Mark all that apply.)
- Aerospace museum
 - Aquarium
 - Art museum/gallery
 - Botanical garden
 - Children's museum
 - History museum/historic site/historical society
 - Natural history museum
 - Nature center
 - Science center
 - Science museum
 - Technology museum
 - Zoo
 - Other : _____

5. Do you read any of these Smithsonian magazines? (Mark all that apply.)
- Smithsonian*
 - Muse*
 - Air&Space*
 - ZooGoer*
 - American Art*

----- **III. Computers and the Internet** -----

1. How do you use computers to assist instruction? (Mark all that apply and estimate hours per week.)
- For my own education, About _____ hours per week
 - To prepare for classes, About _____ hours per week
 - Use with students in the classroom About _____ hours per week
 - Other : _____ About _____ hours per week
 - I do not use computers for instruction
2. Where do you have a connection to the Internet? (Mark all that apply.)
- Classroom
 - Home
 - Computer lab
 - Library
 - Other : _____
 - I do not have access to the Internet.

3. How often do you visit the Smithsonian Home Page on the Internet (<http://www.si.edu>)?
- Never
 - Infrequently
 - Frequently, on average _____ times per week
4. How often do you visit the Smithsonian Education Page on the Internet (<http://educate.si.edu>)?
- Never
 - Infrequently
 - Frequently, on average _____ times per week

----- IV. Using Smithsonian in Your Classroom -----

1. How long have you been receiving *Smithsonian in Your Classroom* (formerly *Art to Zoo*)?

- Less than 1 year
- 1 to 5 years
- More than 5 years
- Have not received first issue yet:

Go to Section V. Your School, Question 1

2. In general, how would you describe the way you use *Smithsonian in Your Classroom*? (Mark only one item.)

- I use it in my teaching whenever possible
- I file it away for future use
- I pass it along to colleagues, do not use myself: Go to Section V. Your School, Question 1
- I do not use *Smithsonian in Your Classroom*: Go to Section V. Your School, Question 1

3. Based on your familiarity with *Smithsonian in Your Classroom*, please rate the usefulness of the sections in general.

	Very Useful	Fairly Useful	Somewhat Useful	Not Useful	Do not Use
Introductory Essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity Pages/Sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take-Home Page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spanish Take-Home Page	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How do you generally use the Lesson Plans?

- Use Lesson Plans without change.
- Modify the Lesson Plans to meet student needs/interests.
- Other : _____
- I do not use the Lesson Plan.

5. How do you generally use the Activity Pages?

- Use Activity Pages for my lesson plan.
- Photocopy Activity Pages for students.
- Other : _____
- I do not use the Activity Pages.

6. How do you generally use the accompanying illustrations in *Smithsonian in Your Classroom*?

- I photocopy one for each student.
- I show students the illustrations as I present lessons.
- Other : _____
- I do not use the illustrations.

7. How do you generally use the Take-Home Page?

- As an in-class assignment.
- As a homework assignment.
- Other : _____
- I do not use the Take-Home Page.

8. How useful would it be for you to know the contents of future issues before the start of the school year?

- Very useful Somewhat useful Fairly useful Not useful

9. Specifically, how would you rate the usefulness of these recent issues of *Smithsonian in Your Classroom*?

	Very Useful	Fairly Useful	Somewhat Useful	Not Useful	Did not Use	Did not Receive
"Contrasts in Blue: Life on the Caribbean Coral Reef and the Rocky Coast of Maine"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
"Japan: Images of a People"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
"The Internet and You"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"How Things Fly: Activities for Teaching Flight"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
"Plants and Animals: Partners in Pollination"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"Teaching from Objects and Stories: Learning about the Bering Sea Eskimo People"	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

----- **V. Your School** -----

1. Which of the following educational standards and curricular frameworks apply to you? (Mark all that apply.)

- Local State National
 None of these

2. Do you teach Spanish-speaking students?

- Yes No

3. In what state do you teach?

(Two letter abbreviation) _____

4. How would you describe your school/work community?

(Mark only one item.)

- Large city (over 500,000)
 Medium city (100,000 to 500,000)
 Small city (10,000 to 100,000)
 Town (2,500 to 10,000)
 Suburban
 Rural

Final Comments Please share with us your thoughts, comments, or ideas about *Smithsonian in Your Classroom*.

Thank You! Please return the questionnaire in the prepaid envelope provided. Be sure to enclose the coupon to receive your free gift.



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April 17, 1998

Dear Subscriber,

The enclosed questionnaire will give you an opportunity to candidly express your views on our publication *Smithsonian in Your Classroom*. The information you provide will be used to evaluate the effectiveness of this publication, and will help us plan future publications and projects. Please take the time to respond.

All recipients of this questionnaire have been selected randomly. We need to hear from each of you so that the results will be representative of our subscribers' opinions. The enclosed business-reply envelope will direct your response to the Institutional Studies Office, which is completely separate from the Office of Education, and is responsible for providing independent, reliable data and analysis of Smithsonian programs and exhibitions. The Smithsonian Institution guarantees the anonymity of your response.

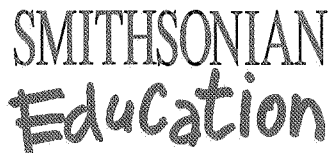
We truly appreciate the time you are taking to share your opinions on the topics in this survey. We look forward to learning more about your experiences with *Smithsonian in Your Classroom*. The information you provide will be used to help develop publications that will serve you even better in the future.

To thank you for your help and time, we would like to send you a gift: a copy of *Smithsonian Resource Guide for Teachers 1997/98*. This is one of our most requested publications, and we hope you will find it useful. When you return your completed questionnaire, be sure to include the gift coupon so that we may send you this 80-page booklet.

Sincerely

A handwritten signature in cursive script that reads "Ann Bay".

Ann Bay
Executive Director



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May 1, 1998

Dear Subscriber,

Several weeks ago you received a letter from Ann Bay, Director of the Smithsonian Office of Education, asking you to participate in an important survey of subscribers to *Smithsonian in Your Classroom*.

If you have already returned the questionnaire, thank you for sharing your opinions with us. The information you have provided will help us tailor *Smithsonian in Your Classroom* to your needs.

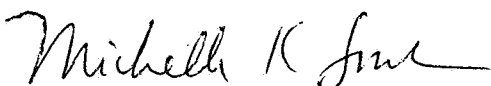
If you have not yet completed the questionnaire, please do so now. Your response to the questionnaire is essential for obtaining a complete and accurate profile of subscribers for our publications planning and future projects. For your convenience, we have enclosed another questionnaire and business-reply envelope. Please complete the questionnaire and send it to us as soon as possible.

Individual subscribers were selected at random, and the confidentiality of your responses is guaranteed.

To thank you for your help and time, we would like to send you a gift. *Smithsonian Resource Guide for Teachers 1997/98* is one of the publications most requested from the Office of Education. When you return your completed questionnaire, be sure to also send back the enclosed gift coupon so that we may send you this 80 page booklet to demonstrate our appreciation.

Thank you in advance for taking a few moments to complete the questionnaire and to share your views with us.

Sincerely,


Michelle Smith
Assistant Director for Publications