

## APPENDIX C

### Completed Information Gathering Assessments

First Information Gathering Assessment (In-Person Interviews)

Second Information Gathering Assessment (Online Survey)

Third Information Gathering Assessment (Online Survey)

## First Information Gathering Assessment: In-Person Interviews with BPRP Volunteers

Question 1:  
How many weeks have you been working with your student?

<b>Respondents</b>	<b>Question 1:</b>
1	3 weeks
2	Since the beginning of the school year (11 weeks)
3	a month
4	Since January of 2010 (last year)
5	8 weeks
6	Switched from 1st student. This one 2 weeks.
7	since the first week of the program
8	3 weeks
9	since the end of September
10	3 weeks
11	5th
12	2 weeks
13	3 weeks (fifth)
14	5 weeks
15	mid to late September
16	first week
17	since last January
18	4 weeks
19	3 or 4 weeks
20	1 month
21	3 weeks
22	2 weeks
23	3 weeks
24	beginning of year
25	since august
26	2 months around 7 weeks
27	3
28	1 day
29	I have been working 3 weeks with my student
30	about 9 weeks

Question 2:  
How long has your student participated in the BPRP?

<b>Respondents</b>	<b>Question 2:</b>
1	not sure
2	not sure
3	no idea
4	not sure
5	don't know
6	he started 2 weeks ago
7	since the first week of the program
8	no idea
9	not sure
10	not sure
11	don't know
12	yes he has longer than her
13	same amount of time
14	before volunteer
15	don't know
16	not sure
17	since last January
18	not reading program
19	since they started
20	1 month
21	longer than 3 weeks
22	about the same
23	Yes, longer-- all last year. Pretends he couldn't
24	at least her second year
25	he has participated longer
26	not sure
27	
28	1 day
29	2 years
30	same amount of time

Question 3:  
What grade level is your student?

<b>Respondents</b>	<b>Question 3:</b>
1	5th
2	4th grade
3	2nd
4	3rd grade
5	5th
6	3rd grade
7	3rd grade
8	5th
9	3rd grade
10	5th
11	3rd grade
12	3rd grade
13	3rd grade
14	5th grade
15	3rd grade
16	4th grade
17	4th grade
18	4th grade
19	3rd grade
20	3
21	3
22	5th
23	4
24	5
25	5
26	3
27	3rd
28	4
29	3
30	3

Question 4:  
What grade level(s) are you and your student reading?

Respondents	Question 4:
1	right at 5 <sup>th</sup>
2	4th grade books when they read together, lower level when just the student reads
3	pretty close to 2
4	Low 3s. Some difficulty. Pick easiest option
5	Low 5th on her own, 5th high with volunteer. Would not have tried beauty and the beast
6	Hard to say. 1-2 range independently. Some books that are
7	3.8 together
8	5th grade level
9	Around 3. but she can probably read at higher level
10	read 5th about the same
11	with her 3 or 4, by himself 3
12	Ind- he picks at 3.2. together 3.7-8
13	Ind- 2nd gradeish. With volunteer- takes turns reading 2nd grade books. Struggles with bigger words.
14	5th grade ind. Same with her
15	1st or second. Depends on the day. Sometimes he struggles
16	low 3
17	independently way below (1/2 if choice), with her 4th-6th
18	with me at high 4, by himself 3
19	about low 3 upper 2
20	2 ind, 3 with volunteer
21	3.6 ind, he wants to go lower
22	
23	6th independently. She knows he can read high. Tries to get away with easier books
24	likes to read at 3 but can figure out when she tries harder
25	Independently at 4, with her at 5
26	4
27	3 <sup>rd</sup>
28	4
29	2.1-3.1
30	3

Question 5:  
Does your student seem interested in reading?

<b>Respondents</b>	<b>Question 5:</b>
1	Yes. Distracted sometimes
2	Not really at all
3	Yes he is
4	No, very vocal, says she'd rather do something else
5	Enough to get her into it at first but later in day she liked it
6	No
7	Yes
8	If they aren't chapter books
9	Yea
10	Very
11	yes, he likes it
12	Yes
13	She says she doesn't like it but when the story is interesting she is fine. If book is interesting. Stories.
14	When she opens the book and reads she gets into it. Not at first but later it's ok.
15	No
16	no. tried but student gave up
17	yes he loves reading just not for a long time
18	No
19	Yes
20	Yes very
21	Yea he likes Dr. Seuss
22	Yes
23	Sometimes. He likes math better. He thought he wasn't good at it. He gets hyper.
24	No doesn't really like it, gets tired. But they try and get animated when reading.
25	He does, not every day
26	Yes
27	Yes he likes to read but often doesn't pay attention
28	Yes
29	No
30	Most of the time, she starts to get bored

Question 6:

Does your student try or seem interested in reading books above his/her reading level?

Respondents	Question 6:
1	Not that I've seen
2	Nope, would rather read something easy. Today we found something she was sort of interested in reading (box car children). She always says "reading is work"
3	He likes to pick it but not do it
4	She will point and look at higher level books but does this as a stalling tactic and to provoke the volunteer
5	Not really. Normally picks books that are short on purpose.
6	No. he looks at dictionary
7	Yes
8	No
9	No would rather it be easy
10	Yes
11	Not really, no
12	Yea, he likes when volunteer challenges him
13	No she likes to be comfortable. She picks 2 books unless volunteer pushes for higher
14	No
5	Yea. He is more interested in higher level books because of the topics (animals). He reads to student from harder books
16	Yes
17	Only if he doesn't realize what grade level
18	Not looking at that, mostly based on the cover
19	Yes
20	She always picks books that are too hard. It can be frustrating
21	Sometimes
22	Yea, Colin Powell book with big words. Tries hard to pronounce countries. Doesn't pay attention.
23	Depending. It seems sometimes. Yes.
24	No picked out one but haven't read





(Question 6 continued)

<b>Respondents</b>	<b>Question 6:</b>
25	He does, yes
26	Yes
27	No. he like to choose 2nd grade books even though they're too easy for him
28	Don't know yet
29	Not at all
30	No, she prefers books she is familiar with

Question 7:

How many sight words can your student identify at this point? Has the number improved since you began working together?

Respondent	Question 7:
1	We haven't, can ID most 5th grade words
2	A lot! Good at this already, knows almost all the words or is good at sounding them out. The main issue with her improvement is that she can't focus, big issue.
3	Not yet. Picture books help
4	First sheet she knew all. Second-- first few. Only done this once. Surprised at success with first sheet, can identify 4th and 5th grade words. But it's harder for her to remember these when in books and sentences
5	does really
6	No. he should do this, struggles to ID words. Doesn't slow down to try to read words. Volunteer helps.
7	Whole page. No improvement, already
8	she got all of them
9	All of the words. She could do this since the beginning
10	no. he tries to sound out words
11	No words. Tries to sound out some words
12	He is fine at IDing words
13	No. Sometimes she has trouble IDing words in books. Vowels are issue, doesn't pay close attention. On attention issues. Little confusing.
14	No, sight word. She struggles sometimes, once in a while she needs.
15	pretty badly, just once
16	Yes, reading slightly harder books. Helps when volunteer reads first
17	All of them. Always has been
18	Sometimes
19	no. she understands what they mean, struggles with pronunciation

(Question 7 Continued)

<b>Respondent</b>	<b>Question 7:</b>
20	No IDs. Words that are new in harder books that need explaining
21	He got all of them right
22	No testing. Has trouble with BL words
23	Great. Missed only 4 or 5
24	Good, fine with that
25	In beginning, not too well
26	Excellent. Normally gets all of them
27	From the 1st day he was able to read all of them
28	All except
29	70
30	All of them, no, she has always been able to read the sight words.

Question 8:

Do you think your student has improved through the Reading Program? How so?

Respondents	Question 8:
1	Having a relationships has helped a lot
2	Probably so-- a little better than before.
3	Sometimes he surprises her with what he already knows
4	Volunteer will ask comprehension Qs. Not sure if she is improving but can answer correctly. She doesn't always get 100% on AR tests, for example.
5	She def has at first she doesn't retain or comprehend but she has gotten better
6	I can't really tell
7	Yes-- she makes more effort to figure out words rather than guessing.
8	No
9	She was already a pretty strong reader
10	Yes, when he isn't too tired
11	He seems more confident trying to ID words on his own
12	His attitude has improve but hard to judge skill
13	Well I know one day we read she didn't know a word and could ID it by end. Today this was not the case. Sometimes
14	Yes I think so
5	Some days it seems like it. Varies per day. Has gotten smoother
16	Yes
17	He is always been a good reader, interested. Has increased with age.
18	comprehension slightly better
19	Too early to tell
20	Working on focusing. Better about trying and not guessing
21	Yes, bc in the beginning he used to make up words but he doesn't anymore
22	Can't say yet

(Question 8 Continued)

<b>Respondents</b>	<b>Question 8:</b>
23	Hard to tells so far by only 3 weeks. Overall it seems to have a good affect on him. Themes to words. Non phonetic words trip him
24	Comprehension and speed have improved. Want to work on it more
25	Definitely. He loves to read more. He understands that is he learning by reading and comprehension. Learns new things
26	Yes as it related to enthusiasm and understanding content (comprehension)
27	Yes. Although he is a fast reader, the reading program helps by making him follow the story rather than simply reading the words
28	
29	I think she is getting better at trying difficult words
30	Yes, she is reading a quick pace her vocab has expanded

Question 9:

Do you think your student looks forward to reading every day after school? Why or why not?

Respondents	Question 9:
1	no
2	No- looks forward to candy (volunteer brings her own incentives to student). The student always asks for a reward. Once when the volunteer forgot, the student was very sad she didn't have a reward.
3	It depends. Usually if there is an activity going on he will miss he is sad but likes it otherwise
4	No, she hates it. Very vocal about it. Says she reads at home. Reading is less fun than what she is doing before she comes here.
5	I think so. Even when it's hard to get started she remembers
6	He likes seeing vol but not necessarily for reading. Doesn't do still
7	Yes. She runs in and she really likes reading.
8	A little
9	I think so, she is always excited to see volunteers
10	Yes, definitely
11	Yes he is eager to read, not excited to read
12	I think so, excited to leave cafeteria
13	I think so. Seems happy about it. Saves certain books for each volunteer. Diff from classroom.
14	She does have an interest in the books. But she has lots of other distractions. She is fixated on the snacks
15	No. when I came to get him he is playing with friends, would rather do that
16	Unsure
17	Yes except for the last few weeks
18	Yes I think so, busting in here, excited to pick out a book
19	I think so. I think she gets tired bc of the time, end of the day
20	Yea. She is happy to see vol, sad to see her leave
21	I think he does

(Question 9 Continued)

<b>Respondents</b>	<b>Question 9:</b>
22	I think so. He does come willingly
23	I think so, he smiles a lot. We have a rapport
24	Looks forward to consistency, looks forward to seeing volunteers. Reading is extra
25	Days he doesn't feel like it, but for the most part
26	I hope so
27	Yes I think he does because he knows he is good at it
28	Yes
29	I don't think she looks forward to reading every day after school because she hates reading
30	She used to be very excited about it. She is a little exhausted with her the hour readings at this point



Question 10:  
What motivates your student to read?

Respondents	Question 10:
1	I think he enjoys the challenge and showing off his skills
2	Rewards (meeting goals, trying to win)
3	He really likes gaining knowledge and learning about animals
4	She likes doing well, she likes reading easily, she likes being good at it.
5	If she related the book she will read it more
6	He feels like it isn't his choice to be here
7	She is really interested
8	No. because sometimes she doesn't want to, dreads not being challenged
9	She likes to please/show off to the volunteers
10	He likes non-fiction, adventures
11	Sense of accomplishment, encouraged
12	I think the people around him reading
13	Probably bc she wants to be on top of things, wants to not struggle, be better at it. Doesn't like to struggle.
14	If she finds something she likes. Knowing what's going to happen and to see how far she can go. She likes to count the pages.
15	Student says he doesn't like to read but if you tell him to read he will. Feels like he has to, motivated w
16	Unsure, not sure about AR prizes
17	He likes learning about things he is interested in and can identify with
18	AR
19	She likes it
20	She wants to read better. She picks books that her friends are reading
21	Not being in other class
22	AR points
23	Candy. He likes the affirmation and being good at it. He enjoys the relationship
24	Some days it's to leave early, other days she promises candy.
25	Learning new material. He tells weaver what he learns
26	self motivated, an amazing reader
27	I think he likes that he is very good at something
28	
29	AR points
30	Horror Books, AR tests

Question 11:  
Do prizes motivate your student to read?

Respondents	Question 11:
1	Yes
2	Very-- candy that the volunteer brings on her own
3	No, she tries not to give them to him. Doesn't want him to think he will always get a reward
4	Volunteer has tried prizes with a sticker system. She wanted cookies. She wanted them but hasn't tried to earn them.
5	Yea I think so
6	They might like candy prizes
7	No I don't think so
8	Candy
9	Definitely.
10	Unsure
11	Maybe they would but they haven't tried that
12	Not sure. Hold out on food
13	I don't know. We haven't talked about. She likes the AR tests. She does well on them.
14	Yes they do motivate her
15	Don't know. Could be the case, he likes not sure what he would do
16	Unsure
17	Yes! Food prizes
18	Yes
19	No
20	Not sure. AR points
21	No he's never gotten any
22	Don't know.
23	He gets really excited
24	Yea I think so
25	Yes. Have not done that
26	Yes, incentives
27	
28	
29	Yes, AR tests motivate her to read. She won't choose to read a book that she cannot take a test over
30	Yes, she likes being rewarded with candy

Question 12:  
What rewards excite your student?

<b>Respondents</b>	<b>Question 12:</b>
1	loves sports, read and then he played football together
2	Food
3	
4	Food. Wanted the princess pen, trinkets. Haven't asked about AR points. Not motivated by AR points at all.
5	book themed prizes
6	Randomly grabs books. If it has too many words he doesn't like them.
7	
8	Yea
9	Snacks
10	
11	Snacks
12	Points and stickers
13	Doesn't talk about it
14	She loves candy
15	Stuff with animals
16	Anything Bernstein bears
17	Food
18	Gum and candy
19	No
20	Girly. Not sure about AR books
21	Silly bandz
22	
23	Reeses candy. Switching pages back and forth. Small prizes. Id ea of getting something
24	Candy or dance class
25	Stickers and pencils
26	Leader. Apples, food
27	Books with pictures and not too many words on each page
28	
29	
30	Candy, new Goosebumps books

Question 13:  
What types of books does your student like to read?

Respondents	Question 13:
1	wolves, Christopher Columbus, history, nonfiction
2	Mystery books, picture books, Christmas books
3	Bernstein bears, animal books, they take turns switching it up who picks
4	Junie B Jones, what is easy, picks books off shelf randomly. Volunteer suggests things but she doesn't bite
5	scary books
6	a little bit
7	scary ones like Goosebumps
8	candy and sillybandz
9	Arthur books, books with animals (her choice)
10	Adventure books, nonfiction, loves history. Very hard books
11	he likes longer chapter books
12	mystery books
13	She likes Arthur, little my brother and me books. And moose a muffin, etc. picture books
14	scary books
5	animals- nonfiction and also fictional books about animals
16	yea she isn't as shy as she used to be
17	nature, animals, natural disasters
18	feminine books, girl stories, Junie B Jones
19	Chapter books, won't read anything above her reading level.
20	She likes Bernstein bears, junie B jones not box car. Yea. I think so. She would like that.
21	dr. Seuss
22	nonfiction
23	Fiction and sports. Higher than his level
24	Goosebumps books
25	Non-fiction- science. Scary stories.
26	scary books
27	he has finally started behaving so he engages more in the reading and asks questions relating the book to our lives
28	
29	Amelia Bedelia, Junie B Jones
30	Goosebumps, junie b jones, scary stories

Question 14:  
Have you bonded with your student, and how?

Respondents	Question 14:
1	Yes
2	Yes. The volunteer feels disappointed when they have an off day, and the student can tell. The student will act sheepish at first if the volunteer was disappointed last time, tried to please her and make up for it.
3	yea
4	Tired. Since she is taken away from fun stuff it could change
5	absolutely
6	it might help to have incentive
7	absolutely
8	shorter ones
9	absolutely
10	a little bit
11	Yea. He is excited to see volunteer i think, would be something to try
12	Yes. Hard to get him to open up at first
13	Yea. She def likes to talk to volunteers. Calls her by name, more vocal than in beginning. Chummy
14	I have
15	Functional relationship. Doesn't think student likes him much. Day to day basis
16	she likes reading now
17	Yes, worked together for a while. See each other outside of program
18	yea
19	yes I think so
20	yes
21	I think so
22	yea
23	definitely matched well
24	definitely
25	yes
26	yes I hope so
27	yes just to do something exciting and different
28	
29	it has only been a few weeks so I think she is comfortable with me but we have not bonded yet
30	She feels comfortable with me. We enjoy discussing the books together



Question 15:

Do you think a field trip to the museum would motivate your student to read? Why or why not?

Respondent	Question 15
1	probably
2	If she had to earn it she would be excited, especially if it is an individual goal she will do it. As long as it's attainable.
3	he would
4	Yes, she kind of heard about it already, seemed excited.
5	yea she would like that
6	he responds but not really wants
7	yes
8	slightly
9	yes
10	pioneer
11	yea definitely
12	yes
13	probably
14	I think so. She mentioned the field trip
15	no
16	she wants to read, excited about it
17	unsure
18	I think so
19	yes,
20	
21	I think so
22	yea
23	definitely
24	Likes to earn things. Heard about
25	yes definitely
26	a trip, not sure
27	I think so
28	yes
29	if she is around her peers at the museum it may motivate her to read
30	yes, she is already very excited about it





Question 16:  
Is your student willing to read and participate in the BPRP?

Respondents	Question 16:
1	yes
2	
3	he is
4	
5	absolutely
6	
7	willing
8	yes
9	at first no, but then she gets into
10	
11	
12	yes
13	She seems fine with it, never said she doesn't like it. Tells vol about her other experiences. Wanted to do question sheet again. Spelling homework thy worked on together, etc.
14	Coming every day, she is willing but she is frustrated that she misses out on afterschool activities.
15	
16	
17	not sure this month
18	yea
19	yes
20	
21	he is
22	yea
23	He likes to. Sometimes at first imposition. Then he secretly likes it.
24	She likes having a tutor. She feels is a privilege that she is in the program
25	Want to say willing. If he had the choice he wouldn't choose to come here
26	yes
27	
28	yes
29	she is willing but she doesn't seem to really enjoy it
30	Yes, she is very good at reading and enjoys being able to say that. She had read so many books

Question 17:  
Do the students seem excited to visit the Mayborn Museum?

Respondents	Question 17:
1	
2	
3	
4	
5	
6	
7	
8	no
9	yes
10	
11	
12	
13	
14	yes she does
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	yes, excited
25	
26	
27	
28	yes
29	we haven't spoken about it yet
30	yes

**Second Information Gathering Assessment: Post First Field Trip Online Survey for BPRP volunteers**

**Question 1:**

Approximately how many weeks have you read with your student? (Open-Ended Response)

<b>Respondent</b>	<b>Question 1:</b>
1	2-off and on. She was sometimes absent and I would be assigned to various other children; however I have been reading with someone for at least 5 weeks.
2	Unknown, since first week of September of this year to December 1st. Then last year from January 2010 to May 2010.
3	4-5 weeks
4	N/A
5	5
6	5
7	About 12 weeks.
8	3
9	5
10	n/a
11	40606
12	None
13	eight
14	9 weeks
15	11
16	10
17	

Question 2:  
Did you complete a survey or an interview regarding your student's skill level BEFORE the museum field trip?

<b>Respondent</b>	<b>Question 2:</b>
1	No
2	Yes
3	Yes
4	No
5	Yes
6	Yes
7	Yes
8	No
9	Yes
10	
11	No
12	No
13	Yes
14	Yes
15	Yes
16	Yes
17	No

Question 3:  
Did you attend the field trip to the Mayborn Museum?

<b>Respondent</b>	<b>Question 3:</b>
1	Yes
2	Yes
3	Yes
4	No
5	No
6	Yes
7	Yes
8	No
9	No
10	Yes
11	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	Yes
17	No

Question 4:

Did you discuss the field trip with your student before they went? If so, how did he/she respond?

Respondent	Question 4:	Comments:
1	Yes	She was very excited about the trip!
2	Yes	He requested that I attend with him and seemed excited.
3	Yes	Asked if they were excited to go or not
4	No	I work at the Museum and filled in for some of the reading buddies that could not attend.
5	Yes	He was excited about the field trip.
6	Yes	He was excited, but wasn't there.
7	Yes	She seemed interested and excited about getting to go on a field trip after school. In part, I think she liked the idea because it meant she wouldn't have to read in the library with me.
8	Yes	He was really excited!
9	Yes	My student seemed excited about going to the museum.
10		n/a
11	Yes	They seemed excited for it. He said he was the first one to hand in his permission slip so he seemed as if he was looking forward to it.
12	No	
13	Yes	He was excited about it. He frequently likes to read books he can learn something from, rather than fiction or stories.
14	Yes	My student was super excited that she even turned in her permission slip before anyone else. She spoke about how she remembered one particular room in the museum from a previous visit where one could walk over a glass floor casing and see below an animal's skeleton.
15	Yes	She was very excited and wanted to make sure I was coming
16	Yes	She seemed to look forward to it, asking me on several occasions when we would be going.
17	No	

Question 5:

Would you say that your student's ability to identify sight words has improved since you began working together?

Respondent	Question 5:
1	Unsure
2	Yes
3	Unsure
4	
5	Yes
6	Unsure
7	Yes
8	Yes
9	Yes
10	
11	Yes
12	Unsure
13	Yes
14	Yes
15	Yes
16	Unsure
17	Unsure

Question 6:

Would you say your student's attitude toward reading has changed since you began working together? How so?

<b>Respondent</b>	<b>Question 6:</b>	<b>Comments:</b>
1	Unsure	I have not had a consistent student, so I can't accurately judge her improvement, since I began working with her. However, she does enjoy reading.
2	Yes	My child hated chapter books but we finally, on that last week, read an entire chapter book that he really enjoyed.
3	Yes	He's more focused
4		
5	Yes	He has always been excited about reading.
6	Unsure	He was up and down. Some days, really excited to read, others not. I think it had something to do with the last book he chose. It turned out to be really boring.
7	No	She is still very vocal about her strong dislike for reading.
8	Unsure	He seemed excited to begin the program. Once he got used to it he was not so enthusiastic.
9	Unsure	It's difficult to say. My student still does not seem very excited about reading.
10		
11	No	My student already seemed fairly interested in reading and seems to have a continued interest in reading.
12	Unsure	
13	Yes	In the beginning, he thought he was bad at reading, but he was reading at the higher end of the 4th grade reading level with great fluency. Now, I think he's realized how good he is and enjoys it.
14	Yes	She seems much more motivated and excited. I am impressed with how well she reads and her motivation to find out the pronunciation of a word.
15	Yes	Definitely improved
16	Unsure	At first I felt that she enjoyed reading, but as the semester went along I think she became a little bit tired of it. She asked if we could play games, or go outside, rather than read.
17	Unsure	

Question 7:



Do you think your student was motivated to read in order to earn a field trip to the museum?

<b>Respondent</b>	<b>Question 7:</b>
1	Yes
2	No
3	Yes
4	
5	Unsure
6	No
7	No
8	No
9	Unsure
10	
11	Yes
12	Unsure
13	Unsure
14	Yes
15	Yes
16	Yes
17	Unsure

Question 8:

Do you think your student would BE motivated to read in order to earn ANOTHER trip to the museum?

<b>Respondent</b>	<b>Question 8:</b>
1	Yes
2	Yes
3	Yes
4	
5	Yes
6	Yes
7	Yes
8	Yes
9	Yes
10	
11	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	Yes
17	Unsure

Question 9:  
Overall, do you think your student enjoyed visiting the Mayborn Museum Complex?

<b>Respondent</b>	<b>Question 9:</b>
1	Yes
2	Yes
3	Yes
4	
5	I did not attend
6	Yes
7	Yes
8	Yes
9	Yes
10	Yes
11	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	Yes
17	I did not attend

Question 10:  
Had your student visited the Mayborn Museum prior to this field trip?

<b>Respondent</b>	<b>Question 10:</b>
1	No
2	Unsure
3	No
4	I did not attend
5	No
6	Yes
7	Unsure
8	No
9	Unsure
10	Unsure
11	No
12	No
13	Yes
14	Yes
15	No
16	Yes
17	Unsure

Question 11:  
What was your student's favorite part about this particular visit? What was yours?  
(Open-Ended Response)

<b>Respondent</b>	<b>Question 11:</b>
1	She really enjoyed finding the clues, sometimes more so than learning about the actual artifacts in the museum.
2	My student loved the dead animals and their skeletons. Mine was getting confused in that butterfly song thing and us dancing around for at least 10 minutes trying to figure out the puzzle.
3	He liked the mammoths. I enjoyed helping him through the activities
4	
5	
6	I think working together, for both of us.
7	I would guess that her favorite part was eating cake at the end but I know that she also enjoyed getting to walk through and see all the museum exhibits. I enjoyed getting to visit the museum for the first time. I was very impressed by the museum and all of the different exhibits.
8	
9	I was only able to be there for the very end of the museum visit, so I was not able to talk to my student in any detail.
10	One liked the clues, the other liked the water table
11	Getting to see all the fossils. Getting to see how excited my student was to be there.
12	Seeing the objects in the Cabinets room. He also seemed very motivated to read once he got into the game.
13	
14	My student enjoyed the scavenger hunt and the idea of having to play the role of a detective. It was a great activity. I also enjoyed this too. We learned a significant amount of information about mammoths and other animals.
15	Seeing the big turtle and I just enjoyed the whole trip
16	I think she enjoyed the whole experience of exploring the different rooms and exhibits. My favorite part about the visit was the giant turtle fossil! (and really the entire thing, I enjoy natural history museums)
17	

Question 12:

Did your student enjoy the guided activity through the museum? If so, what made it enjoyable?  
If not, how come?

Respondent	Question 12:	Comments:
1	Yes	I think the excitement of not knowing what to expect next was very exciting for her.
2	Yes	It was enjoyable because we had to find the clues. Just a request for next year, don't tell the children about cake. He got really distracted towards the end and didn't want to read clue so he could get cake faster.
3	Yes	The game seemed exciting for him
4	Yes	Finding the next clue and reading the clues.
5	Unsure	
6	Yes	Being able to complete the challenge.
7	Yes	She wanted to have more time in certain areas but we didn't have enough time and instead had to keep reading the clues, which didn't interest her as much as the museum exhibits did.
8		
9	Yes	I did not get any details from my student.
10	Yes	
11	Yes	Yes, my student did. My student said he wanted to come back. There are a lot of interesting items and some interactive computer activities which made it enjoyable.
12	Yes	He was excited to see the whole museum. He wanted to stay longer in each room to see as many of the objects as possible.
13	Yes	
14	Yes	She enjoyed it greatly.
15	Yes	It was great!
16	Yes	She did like all the clues, but she also became a little bit impatient with them, wanting to skip ahead.
17	Unsure	

Question 13:  
Was the activity easy to complete? Please provide the grade level of your student.

<b>Respondent</b>	<b>Question 13:</b>	<b>Comments:</b>
1	Yes	Third
2	Yes	4th
3	Yes	4th
4	Yes	3rd grade
5	I did not attend	
6	Yes	5, another student I toured with was probably 3rd or 4th
7	Yes	3rd
8		
9	I did not attend	
10	Yes	unsure
11	Yes	3rd
12	Yes	unsure
13	Unsure	4
14	Yes	5th
15	Yes	5
16	Yes	third
17	I did not attend	

Question 14:  
Did the activity prove that the student was able to identify the sight words?

<b>Respondent</b>	<b>Question 14:</b>
1	Yes
2	Yes
3	Yes
4	Yes
5	I did not attend
6	Yes
7	Yes
8	
9	I did not attend
10	
11	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	Yes
17	I did not attend



Question 15:  
Who read and solved most of the clues?

<b>Respondent</b>	<b>Question 15:</b>
1	My student did
2	We both did
3	My student did
4	My student did
5	I did not attend
6	We both did
7	We both did
8	
9	I did not attend
10	My student did
11	My student did
12	My student did
13	We both did
14	We both did
15	My student did
16	I did
17	I did not attend

Question 16:

Did the museum field trip enhance your student's knowledge and skills? If so, can you provide an example?

Respondent	Question 16:	Comments:
1	Yes	She learned what a fossil was and we had many conversations about the various artifacts. She also learned new words while on the trip.
2	Yes	He didn't know there was a mammoth site in Waco. To question 15, Chris and I made plan where we each read two pages in turns so in the end we both read a lot of clues.
3	Yes	He didn't know much of the animals that we read about.
4	Yes	The students had to depend on their reading skills in order to find out what the next clue was.
5	Unsure	
6	Yes	Working to pronounce the dinosaur names, also both of the students I went around with had never seen arrowheads!
7	Yes	She had to practice sounding out longer words (such as the dinosaur names) and practice reading unfamiliar words such as mammoth.
8		
9	Unsure	
10	Unsure	
11	Unsure	
12	Unsure	
13	Yes	
14	Yes	Yes for example the station that had to do with mammals and how those organisms with fur were considered as this. Information about mammoths themselves and their how huge they were. She compared us to the mammoth and said that we were tiny creatures in comparison to this animal. That it had huge feet.
15	Yes	
16	Yes	I am pretty sure that she took in at least some small amount of new information from the museum trip.
17	Unsure	

Question 17:  
Was your student excited to receive the free Mayborn family pass?

<b>Respondent</b>	<b>Question 17:</b>
1	No
2	Unsure
3	Yes
4	Yes
5	Unsure
6	Yes
7	Unsure
8	
9	Unsure
10	Unsure
11	Yes
12	Unsure
13	Yes
14	Yes
15	Yes
16	Yes
17	Unsure

Question 18:  
Do you think your student will talk to his/her family about visiting the museum?

<b>Respondent</b>	<b>Question 18:</b>
1	No
2	Unsure
3	Unsure
4	Yes
5	Yes
6	Unsure
7	Yes
8	
9	Unsure
10	Unsure
11	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	Unsure
17	

Question 19:  
Do you think your student would like to come back to the museum?

<b>Respondent</b>	<b>Question 19:</b>
1	Yes
2	Yes
3	Unsure
4	Yes
5	Yes
6	Yes
7	Yes
8	
9	Yes
10	
11	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	Yes
17	Unsure

Question 20:

What are your recommendations for next time? What worked well about the museum visit, and what would you like to see changed? Your honest input is very valuable to make our return visit a success! Thank you for all of your help! (Open-Ended Response)

Respondent	Question 20:
1	I think it is very important to try and have more volunteer participation. I understand that we are all busy, however I had two children at one time and their combined energy/excitement, made the visit a little more difficult than I think it would have been if there had only been one child per volunteer. Overall, I thought it was a great experience that each of my students enjoyed, it was organized very well and the museum staff was very accommodating.
2	As mentioned previously don't mention a surprise. My kid literally rushed through to get cake.
3	More organized next time
4	I think overall it was a great success. Sometimes variables can't be helped, such as; volunteers being late or not showing up; timing of how long it takes for each child to read the clues; timing on how long it takes each child to eat their snacks and complete the final exercise. I think the clues were great and easy to read for the children but because of the shortage of time, there should be fewer clues.
5	Unsure
6	It was a lot of fun. I think the bones at the end were kind of a letdown though. We accidentally walked right by them the first time!
7	The prompts on the cards were a little on the long side. My reading buddy wanted to look around at all of the cool things in the museum instead of reading the long clues on the cards.
8	I did not understand if the children had to earn their pass to the field trip or not. I think it should be open to all students.
9	Schedule-wise, it is very difficult for student volunteers to have the time to attend this event during the final week of classes. It might help if it could be done at another time.
10	Better coordination of the discovery rooms, many of the kids got bored up there rather quickly. Maybe less time too.

(Question 20 Continued)

<b>Respondent</b>	<b>Question 20:</b>
11	It was a good trip! Maybe make the clues a little harder to find or require they look around each part of the museum a little more because the student's just wanted to jump from clue to clue instead of look at the items in the museum. Great job though! It was a fun time! Thanks so much!
12	I was unsure how to make my student get excited about the game before it started. After about 2 clues, he got really into the game and exploring the museum. I think if there had been a larger intro/orientation (Clue #1 area) section for the adult to explain the game to the student he would have been into the game from the very beginning. Otherwise it was an interesting way to get the student to read.
13	I only got there for the last few minutes of the field trip, so I don't have a lot of relevant input. I do know that the kids had a great time though!
14	Something that could possibly be changed is how the missing pieces, in this case the mammoth fossils, could be displayed differently to where it catches the eye of the student to actually take a look at it and feel it. The display of the fossils on the cart was very simple, maybe a table with a nice colored cloth on it could catch the attention. Interesting facts on what each fossil is and what it was used for. Everything else was really nice.
15	I loved the clues. It was amazing.
16	I thought it was a very creative, fun, and interactive visit. However, the time frame to get through it was so short! Maybe next time there would be some way to extend that amount of time, because it was very evident that the students (and volunteers) were enjoying the whole experience.
17	F

### Third Information Gathering Assessment: Online Survey from Second Field Trip

#### Question 1:

Approximately how long have you volunteered with your student? (Open-Ended Question)

Respondent	Question 1
1	Since January 2011
2	3 or 4 weeks
3	3 weeks
4	About 4 hours
5	2 Months
6	A semester and a half
7	Just since January
8	Spring semester 2010 and spring semester 2010
9	2 WEEKS
10	since Jan. 19, 2011
11	a month
12	one month
13	about 6 months
14	2 months
15	a little longer than one month
16	I've been reading with my student for about 4 weeks.
17	Since October 2010
18	two months
19	I started volunteering with my student since January of 2011.
20	6 months
21	since Jan.
22	1 month
23	Since January- the beginning of this semester



Question 2:  
Approximately how long has your student been involved with the Best Practices Reading Program? (Open-Ended Response)

<b>Respondent</b>	<b>Question 2</b>
1	I'm not sure
2	not sure
3	This school year
4	I'm not sure
5	4 months
6	I do not know
7	Since January
8	I think 2 years.
9	DONT KNOW
10	I don't know.
11	My student was in the program but was then suspended for behavior issues.
12	not sure
13	about 6 months
14	I do not know
15	I'm not sure. This is not her first semester though.
16	I think this is his second partial semester.
17	Since October 2010
18	two months
19	I do not know.
20	Unsure
21	n/a
22	Don't know
23	I am not sure

Question 3:  
Did your student attend the first field trip to the Mayborn Museum in December?

<b>Respondent</b>	<b>Question 3</b>
1	Unsure
2	Yes
3	Unsure
4	Unsure
5	Unsure
6	Yes
7	Unsure
8	Yes
9	Unsure
10	No
11	No
12	Unsure
13	Yes
14	Unsure
15	Yes
16	No
17	Yes
18	No
19	Yes
20	Yes
21	Unsure
22	Unsure
23	Yes

Question 4:  
Did you attend the first field trip to the Mayborn Museum in December?

<b>Respondent</b>	<b>Question 4:</b>
1	No
2	No
3	I was not a volunteer last semester
4	I was not a volunteer last semester
5	No
6	Yes
7	I was not a volunteer last semester
8	No
9	No
10	I was not a volunteer last semester
11	I was not a volunteer last semester
12	No
13	Yes
14	Yes
15	No
16	No
17	No
18	Yes
19	I was not a volunteer last semester
20	No
21	I was not a volunteer last semester
22	I was not a volunteer last semester
23	I was not a volunteer last semester

Question 5:  
Did you attend the field trip in February?

<b>Respondent</b>	<b>Question 5:</b>
1	Yes
2	Yes
3	No
4	Yes
5	No
6	Yes
7	Yes
8	No
9	Yes
10	Yes
11	Yes
12	Yes
13	Yes
14	No
15	Yes
16	Yes
17	Yes
18	No
19	Yes
20	No
21	Yes
22	Yes
23	Yes



Question 6:  
What grade level is your student?

<b>Respondent</b>	<b>Question 6:</b>
1	4
2	K
3	3
4	2
5	4
6	4
7	1
8	5
9	K
10	2
11	4
12	3
13	3
14	4
15	5
16	4
17	3
18	1
19	2
20	4
21	K
22	3
23	4

Question 7:  
Do you think your student has improved through the Best Practices Reading Program?  
If so, how?

Respondent	Question 7:	
1	Yes	I believe she is becoming a bit more serious and positive about reading.
2	Unsure	Besides memorizing some of her favorite books, nothing has changed much since I started working with her. However, she is at a very basic reading level and I haven't worked with her for very long.
3	Yes	Haywood has definitely shown improvement in reading. He went from reading 3rd grade level books hesitantly to looking forward to taking on 5th grade level books. He has developed a lot more confidence in reading and is an incredibly quick learner.
4	Yes	She is more confident when she reads out loud and mimics by intonations and doesn't read monotone like she did in the beginning.
5	Unsure	
6	No	
7	Unsure	She tries hard but I'm not sure she is making any progress.
8	Yes	The first semester I volunteered with my student, she was in 5th grade reading at a 3rd grade level. Now she is reading at a 4th grade level. She still does not enjoy reading and has trouble visualizing. But now she does know to look at the cover before she starts reading, and to pay attention to pictures and authors/illustrators. It is difficult for her to read for the entire hour because she has to concentrate a lot to decode and keep track of the content of what she reads.
9	Unsure	NOT LONG ENOUGH TO TELL
10	Yes	He's reading more fluently. He is retaining more and comprehending more.
11	Unsure	
12	Yes	My student has been reading a little higher level books.
13	Yes	When I first started reading with her she was only at a mid 2nd grade to low 3rd grade level now she's more like a mid 3rd to low 4th grade level

(Question 7 Continued)

Respondent	Question 7:	
14	No	
15	Yes	Her reading is great. We are still working on the test anxiety issue though.
16	Yes	He is recognizing more words and showing better comprehension, too.
17	Yes	Her reading selections have matured. Instead of choosing simple short books, she is more willing to begin chapter books.
18	Yes	Has learned to recognize repeating words and sounds
19	Yes	Yes I believe so because I can tell she is becoming more comfortable with reading.
20	Yes	She has started reading quicker and her vocabulary has improved.
21	Yes	She is reading at a higher reading level. We make the challenge fun.
22	Yes	
23	Yes	She has become more confident and comfortable reading.



Question 8:  
Has your student's attitude toward reading changed since you began working together?  
In what way?

<b>Respondent</b>	<b>Question 8:</b>	<b>Comments:</b>
1	Yes, it is more positive	
2	Yes, it is still positive	
3	Yes, it is more positive	
4	Yes, it is more positive	
5	No, it is still negative	
6	No, it is still negative	
7	Yes, it is still positive	
8	Yes, it is less positive	In the very beginning, I think my student was reacting to receiving individual attention rather than to reading; though her attitude overall has become more argumentative and negative. I think being held back has affected her self-esteem.
9	Unsure	NOT LONG ENOUGH TO TELL
10	Yes, it is more positive	One day he greeted me & my husband with, "Finally! I thought you'd never get here. We've been waiting all day"
11	Yes, it is still positive	The different students I have been with have all been positive about their experiences in the program.
12	Yes, it is more positive	
13	Yes, it is still positive	She had been a little more difficult with reading this semester, probably because she feels like she knows me and can get away with it. Which is not true, even when she doesn't feel like it we read at least a 3rd grade level book.

(Question 8 continued)

<b>Respondent</b>	<b>Question 8:</b>	<b>Respondents:</b>
14	Yes, it is still positive	
15	Unsure	
16	Yes, it is more positive	
17	Yes, it is still positive	
18	Yes, it is less positive	
19	Yes, it is more positive	She is always very excited to read and is disappointed when I am unable to come read with her on certain days.
20	Yes, it is more positive	
21	Yes, it is more positive	
22	Yes, it is still positive	
23	Yes, it is more positive	We try to find books that interest her so she will enjoy reading.

Question 9:  
What types of comments have you heard from your student about the visit to the Mayborn Museum? (Open-Ended Response)

<b>Respondent</b>	<b>Question 9:</b>
1	She thought it was a lot of fun
2	Before the field trip, she said she liked the room with the animals.
3	
4	She thought it was very fun
5	
6	They had a fun time; especially the bubble exhibit
7	She didn't make any comments to me.
8	She LOVED going the first time. I don't believe she went the second time because of disciplinary action.
9	NO INTERACTION SINCE
10	He was thrilled--so excited. Look at this, look at this!
11	She was having fun and that she liked the trip.
12	
13	She loves it!!! She looked forward to it both times!
14	she liked it
15	She really enjoyed the weather room.
16	My student really liked the museum a lot and is excited about returning with the free family pass.
17	She had a very good time and was very excited the volunteers were willing to attend.
18	
19	They had a fun time exploring the many different rooms.
20	She loved the trip to the Mayborn!
21	She really enjoyed it and we both learned some new things.
22	She was very excited about the museum and had a wild imagination when playing in the rooms.
23	She really liked the Museum and enjoyed playing around.

Question 10:

Do you think the field trip to the Mayborn Museum enhanced or helped to evaluate the reading and/or writing skills of your student? Why or why not?

<b>Respondent</b>	<b>Question 10:</b>	<b>Comments:</b>
1	Unsure	It is hard to tell. I think the Museum trip was more about exposing the children to new things. The Mayborn is very interactive.
2	Yes	She didn't read anything on the field trip but she did a little bit of writing for making the label. She decided on a simple sentence she wanted to write and her other tutor spelled out each word for her.
3	Yes	
4	No	
5	Unsure	
6	Yes	Writing the paragraph was a good way to see how the kids were able to put their thoughts into writing
7	Yes	I think any exposure or experience that she might not get from home is a positive.
8	Unsure	
9	Yes	HE HAD TO WRITE ABOUT THE OBJECT HE DREW SO I GOT INSIGHT INTO HIS ABILITY WITH THAT
10	Yes	I believe it will make him in more interested in learning about some of these subjects, therefore, hopefully he will be encouraged to read in order to obtain the info.
11	No	The new girl I was paired with could read all the clues very well.
12	Unsure	
13	Yes	She was really excited about the clues and tried really hard to read all of them by herself.
14	Yes	
15	Yes	
16	Yes	I hadn't ever seen my student compose anything, so the labels showed me how he is able to put thoughts together in sentence form.
17	Unsure	
18	Unsure	

(Question 10 Continued)

<b>Respondent</b>	<b>Question 10:</b>	<b>Comments:</b>
19	Unsure	I'm unsure if it helped enhance the reading/writing skills of my student but I'm sure it helped peak her curiosity in learning new things and maybe a desire to read other books.
20	Unsure	
21	Yes	We had to read clues, so I made her read them out loud so she was having fun while reading and I could tell she was improving.
22	Unsure	Have not read again since.
23	Unsure	I think the Mayborn Museum has a great potential to help with reading and writing skills. However, she was so excited to be there she ran around and was overwhelmed by everything that she did not stop to read the information. Even though it was explained the activity was not a race, I think she still thought it was and wanted to get through the museum as fast as possible, without stopping to read.

Question 11:

Do you feel that you have formed a relationship with your student? Please provide an example.

Respondent	Question 11:	Comments:
1	Yes	She seems happy to see me.
2	Yes	I think I've formed a small relationship with my student, but I get the feeling that she doesn't get attached to people much. I've learned what she likes and a little about her family, but we don't have a very strong relationship.
3	Yes	Whenever I am with him, I make a point to set a little time aside to talk about our personal lives outside of school. In this time, we just talk about anything but I know Haywood enjoys it because he goes on and on and on. :)
4	Yes	Yes, she always seems happy to see me and tells me about her day willingly without me asking.
5	No	
6	Yes	
7	Yes	
8	Yes	For the first half of the session (before the student becomes fatigued) she is always happy to read and is bubbly and wants to discuss everything she reads. As we walk to and from the library, we talk about how her day went and she seems to be comfortable enough to voice her frustrations.
9	Unsure	NOT LONG ENOUGH TO TELL
10	Yes	He seems more eager to get start reading than at first. He talks to me about family members and things he plans to do.
11	Yes	I have been placed with several different students but i have liked each one of them and try to find out personal information about them to build a better relationship
12	Yes	
13	Yes	She has a nickname for me and I know what books she does and does not like.
14	No	

(Question 11 Continued)

<b>Respondent</b>	<b>Question 11:</b>	<b>Comments:</b>
15	Yes	She talks to me about things that bother her during the day and about her home life.
16	Yes	I think we look forward to hanging out.
17	Yes	We are familiar with one another and look forward to the reading practice.
18	Yes	
19	Yes	Every time I come to the school she meets me with a big hug.
20	Yes	We have bonded! I've also gotten to know her brother and mother. I helped the mother with Christmas presents for the children.
21	Yes	We both make time outside of reading to ask personal questions
22	Yes	She seems more comfortable around me and appreciative when I show up.
23	Yes	She gives me a hug before and after every session. Also, she tells me stories about her life.

Question 12:  
Did your student seem familiar and comfortable with the Mayborn Museum? How?

<b>Respondent</b>	<b>Question 12:</b>	<b>Comments:</b>
1	Yes	She knew where exhibits were and wanted to show me things.
2	Yes	She never hesitated to touch or play with something that interested her and she would suddenly run to the next room when she wanted to see something else.
3	Unsure	
4	Yes	She had been there before.
5	Unsure	
6	Yes	They were very eager to explore all the different exhibits
7	Yes	
8	Unsure	I was not there.
9		
10	Yes	He remembered a lot of what he saw in Dec. and was anxious to tell me about it.
11	Yes	We simply followed the clues.
12	Yes	
13	Yes	She knows where all of her favorite rooms are and was eager to go play in them/explore them.
14	No	
15	Yes	
16	Yes	My student felt especially comfortable with the children's exhibits upstairs.
17	Yes	She was very happy to be apart to explore and enjoy the museum.
18	Unsure	
19	Yes	She had been to the museum before and already had favorite rooms.
20	Unsure	
21	No	She had never been before.
22	Yes	She dragged me from room to room upstairs. Seemed a little disinterested in the actual museum activity.
23	Unsure	She did not seem familiar but she was not uncomfortable.



Question 13:  
Was the activity appropriate for the grade level of your student? Why or why not?

<b>Respondent</b>	<b>Question 13:</b>	<b>Comments:</b>
1	Unsure	
2	Yes	She did not have any problems completing the activity with our help.
3	Yes	
4	Yes	
5	Did not attend	
6	Yes	They were in fourth grade, so writing a paragraph is appropriate for that level in my opinion
7	Yes	
8	Did not attend	
9	Unsure	
10	Yes	At this age they are eager for knowledge. They haven't had time to become jaded by life.
11	Yes	
12	Yes	
13	Yes	She had a little bit of trouble focusing on the drawing once we got to that point because she was really excited about cake.
14	Yes	
15	Yes	
16	Yes	My student seemed to have the right amount of difficulty reading the clues and putting together his own thoughts.
17	Yes	The exhibits were very kid oriented, making learning fun for my student.
18	Did not attend	
19	Yes	I believe it was appropriate, they were some "easy" rooms for younger children but also some more "difficult" rooms where she was able to learn new things.
20	Unsure	
21	Yes	dress up and bubbles work for any age
22	No	Did not capture her attention.
23	Yes	The writing was good.

Question 14:  
What was your student's favorite part of the visit?  
What was yours? (Open-Ended Response)

<b>Respondent</b>	<b>Question 14:</b>
1	I think maybe her favorite part was the newsroom. My favorite part was watching her discover new things and answering her questions.
2	Her favorite part was probably the Bubble room because she spent quite a lot of time in there. My favorite part was the Vertebrate and Invertebrate room because I like seeing what's changed with the animals since the last time I was there.
3	I wasn't able to attend so I don't know.
4	We both really liked the water room where we played with bubbles and the boat courses.
5	-
6	Students' favorite part of the exhibit was the bubble exhibit. My favorite part was hanging out with my student
7	I think she liked the cake best. I love the whole experience of being with her.
8	My student has told me about the trip before, and she said that she loved going to the museum; but, she never told me what her favorite part was.
9	HE LIKED THE SWORDS. HE SEEMED TO ENJOY HIMSELF IN GENERAL
10	I cannot name one single thing. He was fascinated with the contents of the drawers. My favorite part was watching the expressions on Greg's face. If I had to choose a section, it would be the different housing.
11	My student really like the clues and the mystery game. She had a lot of fun running from one clue to the next. I really liked that the field trip was interactive for both the volunteers and students. That was a very nice touch. The students had more fun and it helped me get to know my girl.
12	Doing hands on activity like the computer trivia was my student's favorite part while I liked making the labels
13	She loves finding the clues and I really enjoyed just running around with her and trying to keep up with her!
14	The food, the hints
15	She really liked the weather room-- especially the tornado machine.

(Question 14 Continued)

<b>Respondent</b>	<b>Question 14:</b>
16	I think my student most liked interacting with the children's exhibits afterward. The exhibits (rather than the activity) were my favorite part as well.
17	Exploring the upstairs activities was a favorite for both of us.
18	n/a
19	Both of us enjoyed being able to dress up in various costumes from different countries of the world.
20	Unsure.
21	She loved loved loved the bubble room. I thought the piano you can play with your feet was fun.
22	Playing in the pioneer room and being "on TV"
23	My favorite part was getting to spend time with my student outside of the school. I think her favorite part was playing in the kids' area.

Question 15:

Did your student express interest in returning to the museum with his or her family?

<b>Respondent</b>	<b>Question 15:</b>	<b>Comments:</b>
1	Unsure	
2	Unsure	I think she would like to go back, but I don't know if she wants to go with her family or on another field trip.
3	Unsure	
4	Yes	
5	Unsure	
6	Yes	
7	Unsure	
8	Unsure	
9	Yes	
10	Yes	
11	No	
12	No	
13	Unsure	She doesn't really like to talk family dynamics a lot
14	No	
15	Yes	
16	Yes	
17	Unsure	
18	Unsure	
19	No	
20	Unsure	
21	No	
22	Unsure	
23	Yes	

Question 16:  
Did the field trip impact your student's desire to learn?

<b>Respondent</b>	<b>Question 16:</b>
1	Positive impact
2	Positive impact
3	Unsure
4	Positive impact
5	Unsure
6	Positive impact
7	Unsure
8	Unsure
9	Unsure
10	Positive impact
11	Positive impact
12	Unsure
13	Positive impact
14	No impact whatsoever
15	Unsure
16	Positive impact
17	Positive impact
18	Unsure
19	Positive impact
20	Positive impact
21	Unsure
22	Positive impact
23	Positive impact

Question 17:

Do you think the museum is a good community partner for the Greater Waco Education Alliance? Why or why not?

Respondent	Question 17:	Comments:
1	Yes	
2	Yes	The kids always have a good time and the museum gives them exposure to different areas that they are probably unfamiliar with.
3	Yes	Definitely. I didn't get to attend the museum with the kids this time, but I have been once before and it is a great place full of learning and opportunities. I think the children get to see a lot of things they wouldn't get to otherwise, and I believe the Mayborn is a great place for them to start broadening their horizons.
4	Yes	
5	Yes	
6	Yes	It is a good place for kids to have fun and learn
7	Yes	
8	Yes	I have been to the museum before, and it is very kid-friendly and not "stuffy" at all. I think that it inspires kids' imaginations. Any time kids need help in school, there are two strategies that must be followed: 1) teach skills 2) inspire. A program can have the most technically effective curriculum in the world, but if the students are not inspired or do not have fun, they will never learn.
9	Yes	HELPS TO MAKE LEARNING FUN/MORE INTERESTING
10	Yes	These trips help to broaden their horizons and introduce them to things they might never have the opportunity to experience, otherwise.
11	Yes	
12	Yes	
13	Yes	Both are educational organizations that seek to enhance Waco student's educations
14	Yes	
15	No	
16	Yes	It gets students interested in learning, which necessitates reading.

(Question 17 Continued)

<b>Respondent</b>	<b>Question 17:</b>	<b>Comments:</b>
17	Yes	The students seem to really enjoy themselves.
18	Yes	
19	Yes	It definitely inspires learning in the kids.
20	Yes	The Mayborn is a phenomenal teaching tool and affords the children with the opportunity to visit a museum!
21	Yes	
22	Yes	The staff seemed supportive.
23	Yes	The kids get excited about learning. It would be great to have more things at the museum.

Question 18:

What would you have changed about the trip? Any suggestions or other comments? Thanks for your help! (Open-Ended Response)

Respondent	Question 18:
1	
2	Nothing, it went very smoothly and the refreshments were great!
3	I unfortunately wasn't able to attend.
4	Nothing it was great!
5	
6	It was a good trip! Keep up the good work
7	I wish I could of come earlier but had to wait for my granddaughter to get out of class at Baylor.
8	
9	
10	Our guide (can't remember her name) was extremely knowledgeable about the museum. Perhaps we could have had a little more time in each section to bring their attention to certain animals or items. Altogether, it was a fun day!!
11	I thought the trip went wonderfully.
12	
13	More structured time. We got through the clues and the drawings really fast. The first time took a lot longer and that was nice because there was less time that we had to make up things to do. Also, we spent more time in the actual museum and less in the children's museum.
14	Nothing it was a great activity
15	Nothing.
16	
17	
18	
19	
20	
21	It was a great trip so nothing specific!
22	More interactive activity like a scavenger hunt...not following the arrows.
23	I would encourage the students to read more and learn more during the museum visit, which is hard because they are so excited that they just want to run around.



