With the new direction in science teaching and learning in Washington state, Woodland Park Zoo decided to redesign their zoo experience for schools to provide new learning opportunities for students in the 2016-2017 school year. In order to best design the zoo experience, WPZ’s Science and Conservation Education team surveyed local teachers. This report summarizes responses from 168 Pre K - 5th grade teachers who visited the zoo in the past 2 years.

**About the Teachers**

- **83% of teachers** come from King County
- **43% of which are** from the Seattle School District.
- **60% of teachers** have more than 10 years of teaching experience.

**Use of Teacher Resources Before/After a Zoo Visit**

Over 1/3rd of teachers used teacher packets and/or the WPZ website to prepare for a zoo field trip.

The majority of teachers did not use zoo resources after visiting the zoo.

**General Use of Zoo Education Resources**

- **58%** of teachers did not take advantage of other zoo resources, aside from resources used for field trips.
- **30%** use teacher resources from the zoo website:
  - 7% Education Newsletter
  - 7% Up CLOSE Animal Outreach
  - 6% Other
  - 5% Professional Development/ AIP
  - 2% Wild Wise Outreach Program

Less than 1/3rd use teacher resources from the zoo website.
**For Teachers**

- Ease of planning / arriving / etc. 20%
- Learning about animals 16%
- Helpful / Knowledgeable staff 13%
- Wayfinding 13%
- Guided experiences 12%
- Organized (in general) 11%

**For Their Chaperones**

- Wayfinding resources 28%
- Organized / Clear expectations 18%
- Group management 15%
- Seeing the animals / exhibits 11%
- Guided experiences 9%
- Interpretation resources 9%

**For Their Students**

- Seeing the animals / exhibits 33%
- Guided experiences 13%
- Hands-on / Interactive 13%
- Fun / Interesting 12%
- Learning opportunities 11%
- Flexible / Exploratory 11%

**Challenges to Successful Field Trips**

- Of the various aspects that cause challenges to teachers, 30% mentioned time constraints.
- Behavioral issues with students 12%
- Chaperone ability to manage group 10%
- Chaperone engagement in learning activities 7%
- Language barriers (with chaperones and / or students) 6%
- Time constraints 30%

**What Teachers Hope Their Students Takeaway**

- Increased knowledge / understanding 55%
- An appreciation for zoos / animals 31%
- Encounter a diversity of animals 22%
- Connect to classroom learning 19%
- Have a positive experience 19%

**Pre/Post-Visit Resources for Successful Field Trip Learning**

Teachers feel that the pre-visit written orientation materials are the most important resources for a successful learning experience at the zoo.

- Pre-visit orientation written materials 72%
- Pre-visit orientation - video 55%
- Pre-visit activities - written materials 51%
- Pre-visit activities - tech based 44%
- Post-visit activities - tech based 41%
- Post-visit activities - written materials 40%
- Education kits 26%

When asked what was **Not at All Important** or **Somewhat Unimportant**, 1/3rd of teachers mentioned the Education kits, and both of the post-visit activities.

**Learning Connections Zoo Field Trips Should Provide**

Over half of teachers say it's somewhat important to very important that the zoo provide opportunities for the following...

- Addressing components of the WA Science Learning Standards 33%
- Introducing students to STEM careers 27%
- Tying content to classroom curriculum 26%

**Keys Aspects of Successful Zoo Field Trips**

- 20% of teachers mentioned the ease of planning their trip as a reason why their trip was effective and successful.
- For 1/3rd of teachers, students seeing the animals and / or exhibits made the field trip great.
- For 1/4th of teachers, the use of way finding resources by the chaperones made the field trip experience successful.
- Of the various aspects that cause challenges to teachers, 30% mentioned time constraints.
Over half of teachers said opportunities that were hands on (such as interaction with animal artifacts and other physical objects) were the most important during their zoo visit.

- Hands-on opportunities: 87%
- Trained volunteers/staff stations in zoo: 85%
- Self-guided tour materials: 83%
- Close experiences with live animals: 82%
- Short, formal programs: 74%
- Templates for zoo worksheets: 70%
- Ready-to-use zoo worksheets: 62%
- Orientation info: 56%
- Tech-based self-guided resources: 54%
- Education kits with props: 27%

Over 1/3rd of teachers mentioned the Education kits as Not at All Important or Somewhat Unimportant. About a quarter of teachers also saw the technology-based resources and orientation information as unimportant.

Over half of teachers say cost or receiving scholarships is a primary factor that informs their field trip decisions.

- Cost/Scholarship Opportunities: 56%
- Connection to classroom learning: 49%
- Traffic/Distance from school: 20%
- Interest: 14%
- A unique experience: 12%
- Accessible: 11%
- Other: 10%

Nearly half of the teachers surveyed said the use of technology was Not at All Important or Somewhat Unimportant.

57% teachers see self-guided materials translated into Spanish as a high priority.

- Español: 57% Spanish
- Soomaali: 19% Somali
- Tiếng Việt: 10% Vietnamese
- 中文: 8% Chinese
- ኤማርኛ: 7% Amharic

85% of teachers said that it would be most beneficial to have basic information translated.