

Self-Assessment Worksheet

Self-Assessment Worksheet: Revisiting your Goals

Read through each of the following questions and take time to write your responses. You may want to have each teacher who is participating respond to some portions individually, such as the first section addressing learning goals.

Tip: At the conclusion of the evaluation, all of the components can be assembled into an "Annual Report" for the school, which will be of great use in new funding projects.

1. Garden as a learning environment

- a. How did the garden support the larger educational goals and values of the school?

Tip: List the goals and address each one separately. You may find that great progress was made on some, while others were neglected. Evaluating progress against the goals will help determine whether each goal should be kept, modified, or deleted in next year's plan.

- b. What educational activities and lessons did you incorporate into the garden?
- c. What activities did you plan to enable learners to:
 - i. use the garden for science and multi-disciplinary learning?
 - ii. gain confidence and enthusiasm for learning?
 - iii. acquire gardening and environmental stewardship skills?
 - iv. achieve other educational goals through active participation in the garden?
- d. How did the garden meet the learning objectives of a particular lesson or unit?
- e. Did some goals take priority over others and how should this influence the design?
- f. How did you meet the needs of students with disabilities or special learning issues?

2. School garden team

- a. Did the team promote active participation by administrators, teachers, students, parents, neighbors, and volunteers?
- b. Did the school motivate and train the entire faculty, teachers from a specific grade level, or only interested teachers to use the garden?
- c. Did every team member get involved, or did most of the work fall to one or two staff members?

3. Garden maintenance needs

- a. What were the special maintenance needs of the garden and how were they met?
- b. Did you have a system in place for assigning garden duties?
- c. Did the school have an appropriate system for maintaining the garden during the summer and the holidays?
- d. If vandalism was a potential challenge, how was it discouraged or minimized?

4. Teacher training

- a. How was teacher training handled with respect to curricular connections as well as gardening basics?
- b. Were training workshops scheduled at convenient times and locations for the majority of the participants?
- c. What topics or content met teachers' needs and interests the best? What additional topics or content are needed?
- d. Did the activities and lessons meet the local, state, and national standards?

5. Student involvement

- a. How was the student body involved with the garden?
- b. What aspects of garden installation and maintenance did the students participate in?
- c. What classes, grade levels or groups of students used the garden on a regular basis after installation?
- d. Were the students engaged in active discovery, problem solving, and questioning?
- e. What events and activities made the garden part of the students' daily lives (such as recess time, story hours, etc.)?

6. Extra-curricular activities

- a. For which extra-curricular and community activities were the garden used?
- b. Were events, programs, or celebrations planned in the garden?
- c. What ceremonies or cultural events were held in the garden?

7. Parents, community, and networking

- a. How did the garden team work with existing in-school networks of parents (PTO/PTA/Local School Council)?
- b. Were opportunities tapped into to use the support and resources offered by parents and parent groups?
- c. Was there a citywide network of school garden projects and teams that the school participated in? If so, how did participation help sustain the garden?
- d. How was the school garden used and supported by the community? What opportunities existed?