

Math and Science Partnership Program

Annual IHE Participant Survey for Institute MSPs

**Sponsored by the
National Science Foundation**

**Conducted by
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1650 Research Boulevard
Rockville, Maryland 20850**

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Paperwork Reduction Act Notice. The Paperwork Reduction Act of 1995 says we must tell you why we are collecting this information, how we will use it and whether you have to give it to us. The reasons and purpose of this survey are described in the introduction and instructions for this survey and your response is voluntary. Failure to provide full and complete information, however, may reduce the possibility of NSF continuing support for the award or project subject to this monitoring survey. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The OMB control number for this survey is 3145-0199. The estimated average burden associated with this collection of information is 0.83 hours per response, depending on individual circumstances. Comments concerning the accuracy of this burden estimate and suggestions for reducing the burden should be sent to Suzanne Plimpton, Reports Clearance Officer for OMB 3145-0199, NSF/DAS, 4201 Wilson Boulevard, Arlington, VA 22230.

Annual IHE Participant Survey for Institute MSPs For the **[INSERT SCHOOL YEAR]** School Year

The National Science Foundation (NSF) is collecting annual information about each of its Math and Science Partnership (MSP) projects. The purpose is to assess the overall implementation of the MSP program and to monitor the progress of individual MSP grants.

This form is designed to obtain information from *each* STEM and education faculty member and administrator who has participated in the MSP Institute program. For the purposes of this collection, this includes any faculty member or administrator who participated in the planning or development of the Institute or provides professional development or administrative services to Institute teacher leaders.

If you have any questions about the MSP Management Information System, please contact:

Robyn Bell
1-800-937-8281, ext. 2908
MSPMIS@westat.com

We estimate that it will take approximately 45 minutes of your time to complete this survey.

Thank you in advance for completing this survey.

INSTRUCTIONS FOR COMPLETING THE SURVEY

Faculty support and expertise are at the nucleus of the MSP enterprise as it seeks to improve teacher quality and to increase student achievement in mathematics and science throughout the United States. We have constructed this survey to give you the flexibility to respond in general and in detail relative to your level of involvement.

Neither NSF nor the Federal Government will maintain names or contact information associated with this survey. However, this information is held by the awardee institution.

Please answer the following questions with the most appropriate response. You may cut and paste text into this system.

It is recommended that you review the Primer (which can be accessed electronically by clicking on "Help" in the menu on the top of the page) before beginning the survey. The Primer provides general instructions and navigation information.

As you are completing the survey, please click the Save & Continue button after you respond to each item/set of items. Once an item or item set is saved, you may use the **Question Guide** to return to an item and revise your response. If you exit the system without saving, you will lose any unsaved data.

When you are ready to submit your data to NSF, please click the Submit button at the end of the form. You will no longer have access to this survey after a Final Submit has been made.

1. **Identification (ID) Number:** *(pre-filled)*

2. **Institution of Higher Education (IHE) Name:** *(pre-filled)*

3. **Primary IHE Department:** _____

4. **Secondary IHE Department:** *(if applicable)* _____

5. **Gender:** *(Check one response)*
 - Male
 - Female
 - Choose not to respond

6. **Which of the following categories describes your ethnicity?** *(Check one response)*
 - Hispanic or Latino¹
 - Not Hispanic or Latino
 - Choose not to respond

7. **Which of the following categories describes your race?** *(Check one or more)*
 - American Indian or Alaska Native²
 - Asian³
 - Black or African American⁴
 - Native Hawaiian or Other Pacific Islander⁵
 - White⁶
 - Choose not to respond

¹ Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

² American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

³ Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

⁴ Black or African American: A person having origins in any of the black racial groups of Africa.

⁵ Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific islands.

⁶ White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

8. Use the list below to identify your primary fields of *research* and *instruction* between September [INSERT START YEAR] and August [INSERT END YEAR]:

Fields of Research and Instruction	Primary Field of <i>Research</i> (Check <u>one</u>)	Primary Field of <i>Instruction</i> (Check <u>one</u>)
Astronomy		
Atmospheric Sciences		
Biological Sciences		
Chemistry		
Computer Science		
Education (specify area of education - from drop-down menu) ¹		
Engineering		
Geosciences		
Mathematical Sciences		
Ocean Sciences		
Physics		
Not Applicable (e.g., IHE administrators with no primary research or instructional responsibilities)		
Other (specify): _____		

¹ Drop-down menu will include the following options: Science, Technology, Engineering and Mathematics (STEM) Education, Early Childhood Education, Elementary Education, Middle Childhood Education, Secondary Education, Special Education, Distance Learning, Educational/Instructional Media Design, Educational Leadership and Administration, Curriculum and Instruction, Counseling and Guidance, Educational Assessment, Evaluation, and Research, Educational Psychology, Social and Philosophical Foundations of Education, and Other.

9. **What is your tenure status?** (Check one response)

- Tenured
- On tenure track
- Not on tenure track
- Not applicable to my position/at my institution

10. **Which of the following best describes your title or faculty rank between September [INSERT START YEAR] and August [INSERT END YEAR]?** (Check one response)

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Adjunct Faculty
- Administrator with instructional and/or research responsibilities (e.g., deans, department chairs)
- Administrator with no instructional or research responsibilities (e.g., director of research center)
- Other (specify): _____
- Not applicable at this institution
- Not applicable for my position

11. **Was the [INSERT SCHOOL YEAR] school year (i.e., between September [INSERT START YEAR] and August [INSERT END YEAR]) the first time you had been involved in efforts to reform or enhance K-12 instructional practices?** (Check one response)¹

- Yes
- No

12. **Which of the following areas of activities were you involved in between September [INSERT START YEAR] and August [INSERT END YEAR]? Click on an activity area to preview the definition and list of example activities.** (You must select at least one of the following options. Check all that apply)

- Institute Planning and Development
- Summer Institute Activities
- Academic Year Institute Activities
- Management and/or Other MSP-related activities

13. **Estimate the number of hours you spent on your institution's MSP between September [INSERT START YEAR] and August [INSERT END YEAR]?** (Check one response)

- Less than 20 hours
- 20-40 hours
- 41-80 hours
- 81-160 hours
- 161-200 hours
- More than 200 hours

Note: For each area of activity that is checked for item 12, the respondent will be prompted to complete a corresponding item set (Q14a-d); however, the system will generate an abbreviated version of the survey and prompt the respondent to skip Q14a-d if the respondent checks "Less than 20 hours" or "20-40 hours" for item 13.

¹ PROGRAMMING NOTE: PRE-FILL AND DO NOT ASK RESPONDENT TO COMPLETE THIS ITEM IN FUTURE YEARS.

14a. Using the table below, identify the MSP Institute Planning and Development Activities that you participated in between September [INSERT START YEAR] and August [INSERT END YEAR]:

Institute Planning and Development Activities	Did you participate in this activity between September [INSERT START YEAR] and August [INSERT END YEAR]?	Narrative ¹
a) Collaborate with other IHE faculty to establish K-12 district needs, Institute mission, and goals	Yes/No	
b) Collaborate with school district stakeholders to establish K-12 district needs, Institute mission, and goals	Yes/No	
c) Conduct fact-finding activities to inform Institute curriculum development (e.g., visits to area science or mathematics classes)	Yes/No	
d) Align Institute curricula with other courses/standards (e.g., degree or certification requirements, district standards, national, state and local mathematics and science reform attempts)	Yes/No	
e) Align curricula with recent research about mathematics and science pedagogical methods.	Yes/No	
f) Link the Institute work to national teacher certification activities or advanced degree completion (e.g., the National Board Certification, Master's Degree)	Yes/No	
g) Enlist expert individuals external to the MSP management to act as an advisory committee (e.g., assist in evaluation/oversight of the project, review Institute curricula)	Yes/No	
h) Recruit graduate students to assist with Institute planning and instruction	Yes/No	
i) Establish requirements for teacher leader participants (e.g., years of experience, prior coursework, teaching observation ratings)	Yes/No	
j) Conduct district/school/teacher recruiting activities (e.g., hold meetings with chairs/department heads/administrators at K-12 schools, attend mathematics or science conferences for K-12 teachers, establish communication with programs that employ highly motivated teachers in mathematics and science)	Yes/No	
k) Select teacher leaders (e.g., member of a selection committee)	Yes/No	
l) Other (specify):		

¹ Note: After completing the Yes/No column, the respondent will be prompted to: **Provide a brief description (i.e., 2-3 sentences) of your role in each activity listed below.** The primer will provide an example of an appropriate response.

14b. Using the table below, identify the Summer Institute Activities that you participated in between September [INSERT START YEAR] and August [INSERT END YEAR]:

Summer Institute Activities	Did you participate in this activity between September [INSERT START YEAR] and August [INSERT END YEAR]	Narrative ¹
a) Teach courses with K-12 teachers that increase mathematical or science content knowledge	Yes/No	
b) Teach courses with K-12 teachers that increase pedagogical skills in mathematics and science	Yes/No	
c) Teach <u>targeted</u> courses with K-12 teachers on mathematical or science content knowledge or pedagogical skills (e.g., courses specifically linked to the curriculum/text used at partner schools)	Yes/No	
d) Teach courses with K-12 teachers that improve leadership skills and strategies	Yes/No	
e) Teach courses with K-12 teachers that increase abilities to develop new and challenging curriculum materials	Yes/No	
f) Teach courses with K-12 teachers on working with adult learners.	Yes/No	
g) Teach courses with K-12 teachers that increase understanding of how to use technology for course content innovation (e.g., mathematical modeling; online science experiments; access to digital images on online libraries)	Yes/No	
h) Teach courses with K-12 teachers using data and research to inform teaching.	Yes/No	
i) Teach courses for school administrators (e.g., sessions to increase knowledge of effective classroom observation, professional development for teachers, or supporting teacher leaders)	Yes/No	
j) Teach courses through distance learning (e.g., online, videoconferencing)	Yes/No	
k) Team-teach courses with K-12 teachers	Yes/No	
l) Provide mentoring for teacher leaders on professional development strategies and other leadership responsibilities	Yes/No	

¹ Note: After completing the Yes/No column, the respondent will be prompted to: **Provide a brief description (i.e., 2-3 sentences) of your role in each activity listed below.** The primer will provide an example of an appropriate response.

m) Involve graduate students in Institute course instruction	Yes/No	
n) Direct or organize enrichment activities during summer institute (e.g., seminars, visiting lecturers, classroom visits)	Yes/No	
o) Other (specify):		

Academic Year Activities	Did you participate in this activity between September [INSERT START YEAR] and August [INSERT END YEAR]?	Narrative ¹
a) Conduct workshops/courses with K-12 teachers that increase content and/or pedagogical knowledge (e.g., conduct a workshop on cognitive science and its impact on instruction)	Yes/No	
b) Conduct targeted workshops/courses with K-12 teachers (e.g., a workshop specifically linked to the curriculum/text used at partner schools)	Yes/No	
c) Help K-12 teachers utilize technology for course content innovation (e.g., mathematical modeling; online science experiments; access to digital images on online libraries)	Yes/No	
d) Facilitate online course(s) during the academic year for institute participants	Yes/No	
e) Establish/provide STEM in-person or online learning communities/study groups (e.g., lesson study groups; discipline dialogues)	Yes/No	
f) Remain “on call” for classroom teachers (e.g., communicate with K-12 teachers via email or telephone to clarify a concept or content issue)	Yes/No	
g) Provide mentoring during the academic year for teacher leaders related to their leadership responsibilities	Yes/No	
h) Provide instruction during the academic year for teacher leaders related to their leadership responsibilities	Yes/No	
i) Work with K-12 building staff to facilitate the work of the teacher leaders (e.g., meet with and advise school principal, mathematics or science specialists)	Yes/No	
j) Establish/provide externship opportunities for K-12 teachers	Yes/No	
k) Support adjunct positions for K-12 master teachers at your IHE	Yes/No	
l) Increase collaborative activities with regional school systems to improve K-12 instruction and learning	Yes/No	
m) Strengthen your IHE’s pre-service activities	Yes/No	
n) Establish a new/modified degree or certification program at your IHE as a result or part of the Institute (e.g., Mathematics or science specialist certification; Master of Science Education)	Yes/No	
o) Engage your department in activities to improve of K-12 instruction and learning	Yes/No	
p) Other (specify):		

¹ Note: After completing the Yes/No column, the respondent will be prompted to: **Provide a brief description (i.e., 2-3 sentences) of your role in each activity listed below.** The primer will provide an example of an appropriate response.

14d. Using the table below, identify the Management and other MSP-related Activities that you participated in between September [INSERT START YEAR] and August [INSERT END YEAR]:

Management and Other MSP-related Activities	Did you participate in this activity between September [INSERT START YEAR] and August [INSERT END YEAR]?	Narrative ¹
a) Serve as a member of the partnership management structure (e.g., help develop a strategic plan, participate in monthly MSP management meetings)	Yes/No	
b) Help develop joint databases or facilitate data sharing between K-12 and IHE partners	Yes/No	
c) Help create formal links between all MSP core partners (e.g., establish connections between high school STEM departments and corresponding disciplinary fields at your IHE)	Yes/No	
d) Help align teacher certification program requirements among partner IHEs (e.g., adopt a common course numbering or sequencing system)	Yes/No	
e) Participate in the development of policies to reward IHE disciplinary faculty for their involvement in K-12 education (e.g., policies and incentives in support of promotion or tenure)	Yes/No	
f) Conduct research on teaching and learning in math and science (e.g., effective practices for in-service education programs)	Yes/No	
g) Attend national or regional conferences to disseminate information about your MSP or learn information that will strengthen your MSP (answer no if the only conference attended was the MSP conference sponsored by NSF)	Yes/No	
h) Work on project-related evaluation activities	Yes/No	
i) Other (specify):		

¹ Note: After completing the Yes/No column, the respondent will be prompted to: **Provide a brief description (i.e., 2-3 sentences) of your role in each activity listed below.** The primer will provide an example of an appropriate response.

15. Please briefly describe (i.e., one paragraph) your most significant contribution(s) to your own MSP Institute project between September [INSERT START YEAR] and August [INSERT END YEAR].

16. Please briefly describe (i.e., one paragraph) any knowledge or experience that you have gained through your participation in MSP—and how this knowledge influenced your instruction or research between September [INSERT START YEAR] and August [INSERT END YEAR].

17. Did your Institute conduct any Professional Development activities to provide you with skills needed to perform your Institute responsibilities between September [INSERT START YEAR] and August [INSERT END YEAR]?

- Yes¹
- No

18. Has your disciplinary research been influenced by your participation in MSP?

- Yes
- No

***(If yes)* Please describe how your disciplinary research has been influenced by your participation in MSP.**

Thank you for your observations and participation in the MSP review process.

¹ If respondent says yes, respondent will be asked: Please **briefly describe** (i.e., one paragraph) these Professional Development activities.