

NIST Summer Institute Post-survey for Non-participants

Please take the time to complete this survey on your experience as a teacher during the **[insert school year]** school year. Your feedback is truly valuable to the administrators of the NIST Summer Institute program and the data will be kept strictly confidential. Data will be used solely for the overall evaluation of the program and program improvement purposes.

The survey should take 15 minutes to complete.
Teachers who complete the survey will receive a \$50 gift card from a local bookstore in appreciation for their time.

Completed surveys may be returned to Westat by email, fax, or mail.

By email: Melissabryce@westat.com

By fax: Melissa Bryce (301) 517-4134

By mail: Melissa Bryce, Westat, 1650 Research Blvd.,
TA 2043, Rockville, MD 20850

If you have any questions, please contact **Melissa Bryce** at Westat. She can be reached by phone at (240) 314-2588 or by email at Melissabryce@westat.com.

NOTE: This questionnaire contains collection of information requirements subject to the Paperwork Reduction Act (PRA). Notwithstanding any other provisions of the law, no person is required to respond to, nor shall any person be subject to penalty for failure to comply with, a collection of information subject to the requirements of the PRA, unless that collection of

information displays a currently valid OMB Control Number. The estimated response time for this questionnaire is 15 minutes. The response time includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this estimate or any other aspects of this collection of information, including suggestions for reducing the length of this questionnaire, to the National Institute of Standards and Technology, Attn., Susan Heller-Zeisler, szeisler@nist.gov, 301-975-3111. OMB Control #0693-0033, Expiration Date 10/31/2012.

Instructions:

- Save this file to your computer's desktop or a non-temporary folder. Click on the box on each line that indicates your response. You can uncheck a response by clicking on the box a second time. There are no limits to the amount of text you can type into the blank spaces below the open-ended questions and you can cut and paste text into this document.

- Note - Your individual survey responses will only be seen by Westat staff. Your individual responses will not be linked with your name in the final report nor will they be shared with your school, school system, or NIST. The final report will provide an overview of the NIST Summer Institute Program.

Name:	
-------	--

School:	
---------	--

1. What grade(s) did you teach in the **[insert school year]** school year? Select one primary grade that you spent the majority of your time teaching during the **[insert school year]** school year. If you taught more than one grade, select all additional grades that apply.

		Primary Grade (Select one)	Additional Grades (Select all that apply)	
2.	a	6th grade	<input type="checkbox"/> ¹	<input type="checkbox"/> ¹
3.	b	7th grade	<input type="checkbox"/> ²	<input type="checkbox"/> ²
	c	8th grade	<input type="checkbox"/> ³	<input type="checkbox"/> ³

2. In Column A, indicate how prepared you are to link scientific concepts to real-world applications in each of the subject areas listed below. In Column B, indicate which subject areas you covered in your science classes during the **[insert school year]** school year.

		Column A Your level of preparedness to link scientific concepts to real-world applications in the following subject areas				Column B Subject area covered in your classes in the [insert school year] school year	
		Not prepared	Somewhat prepared	Moderately prepared	Very well prepared	Yes	No
a	Biology	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
b	Earth Science	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
c	Space Science	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
d	Physics	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

e	Chemistry	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
f.	Weather	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
g	Metrology (Measurement Science)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
h	Separation Science ¹	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
i.	Forensic Topics	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²
j.	Other (<i>Specify on line</i>)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²

3. For each of the following teaching practices, indicate its *importance to you as a science teacher (Column A)* and your *level of preparedness to use it in the classroom in the [insert school year] school year (Column B)*. (On each line, mark one response in Column A and mark one response in Column B.)

		Column A Importance to you				Column B Level of preparedness			
		Not Important	Somewh at Importa nt	Moderat ely Importan t	Very Import ant	Not prepar ed	Somewh at prepar ed	Moderat ely prepared	Very well prepar ed
a	Use real-world examples to introduce science concepts	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b	Use real-world examples to motivate student interest in science	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c	Connect new science concepts to previous science concepts	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

¹ Processes by which components of a mixture are separated from each other. Example topic areas in Separation Science include chromatography, crystallization, gel electrophoresis, mass spectrometry, etc.

d	Create analogies for scientific concepts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e	Address students' misconceptions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f.	Have students collect data	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g	Provide direct instruction to help students understand a scientific concept	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h	Ask students to compare the results of an experiment to their original predictions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i.	Ask students to explain their conclusions and/or reasoning	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j.	Increase student interest in science careers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k	Increase student interest in the role of science in everyday life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

4. Approximately how often did you have students engage in the following learning activities during the [insert school year] school year? (Mark one response on each line.)

	Weekly	Monthly	Annually	Never
a. Conduct investigations (e.g., doing lab activities or using manipulatives)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

- | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| b. Consider a real-world problem relevant to the course and develop a plan to address it | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| c. Use technical passages (from news or science journals) to investigate current issues or new developments in science or technology | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| d. Listen to guest speakers | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| e. Go on field trips relevant to the curriculum | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| f. Investigate possible career opportunities in mathematics, science, or technology | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| g. Design and implement their own scientific investigation | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| h. Use “state-of-the-art” equipment or technologies | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |

5. How often did you do each of the following with other science teachers at your school during the **[insert school year] school year? (Mark one response on each line.)**

- | | Weekly | Monthly | Annually | Never |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| a. Discuss general ideas for how to teach specific science concepts | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| b. Share a specific science lesson that was very effective for teaching a concept | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| c. Share strategies for making science accessible to all students | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| d. Have my classroom observed by other science teachers to demonstrate how to teach a specific science lesson, activity, or concept | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |
| e. Demonstrate a specific science lesson, activity, or concept for students in another teacher’s classroom | <input type="checkbox"/> ¹ | <input type="checkbox"/> ² | <input type="checkbox"/> ³ | <input type="checkbox"/> ⁴ |

6. When you had a science content question related to your teaching responsibilities during the **[insert school year] school year, what**

information sources did you seek for answers? (Mark one response on each line.)

	Weekly	Monthly	Annually	Never
a. A teaching colleague within my middle school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b. A teaching colleague at another middle school	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c. A science supervisor from within my school district	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d. Someone from a professional science teaching organization (e.g., MAST, NSTA)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e. A professional scientist of my acquaintance (e.g., a former professor)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f. My school district's science website	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
g. My state school system's science website	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
h. A targeted Google search	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
i. A federal agency website (e.g., NSF, NASA, NOAA, NIST)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
j. Specific science websites (e.g., the <i>Why Files</i> , the <i>Exploratorium</i>)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
k. Other (<i>Specify on line</i>)	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

7. Indicate the extent to which you agree or disagree with each of the following statements for the **[insert school year]** school year. (Mark one response on each line.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The quality of my teaching influenced my students' <i>interest</i> in science	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
b. The quality of my teaching influenced my students' <i>achievement</i> in science	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
c. I continually found better ways to teach science	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
d. I knew how to motivate my students to learn science	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
e. I was able to effectively supervise the research projects of my students	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴
f. I influenced the quality of science instruction for students outside of my own classroom	<input type="checkbox"/> ¹	<input type="checkbox"/> ²	<input type="checkbox"/> ³	<input type="checkbox"/> ⁴

Thank you!